

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

CSP Non-SEA Planning, Program Design, and Implementation (84.282B)

CFDA # 84.282B

PR/Award # U282B120049

Grants.gov Tracking#: GRANT11152268

OMB No. , Expiration Date:

Closing Date: Jun 06, 2012

Table of Contents

Form	Page
1. <i>Application for Federal Assistance SF-424</i>	e3
2. <i>Assurances Non-Construction Programs (SF 424B)</i>	e6
3. <i>Disclosure Of Lobbying Activities (SF-LLL)</i>	e8
4. <i>ED GEPA427 Form</i>	e9
<i>Attachment - 1 (1236-GEPAprovisionsGCS2)</i>	e10
5. <i>Grants.gov Lobbying Form</i>	e12
6. <i>Dept of Education Supplemental Information for SF-424</i>	e13
7. <i>ED Abstract Narrative Form</i>	e14
<i>Attachment - 1 (1235-EDAbstractGCS2012)</i>	e15
8. <i>Project Narrative Form</i>	e17
<i>Attachment - 1 (1279-ProjectNarrativeGCS2012FinalDraft)</i>	e18
9. <i>Other Narrative Form</i>	e68
<i>Attachment - 1 (1237-Worksheet2012)</i>	e69
<i>Attachment - 2 (1238-2012CSPNSLP)</i>	e74
<i>Attachment - 3 (1239-20112012GillinghamEnrollmentsMain)</i>	e75
<i>Attachment - 4 (1240-CurriculumOneDayinRelationalSchool)</i>	e83
<i>Attachment - 5 (1241-CurriculumScopeSequenceSampleGCS)</i>	e85
<i>Attachment - 6 (1242-DropoutRatesArticle)</i>	e100
<i>Attachment - 7 (1243-FreeLunchGradRateSchuylkillCounty2011)</i>	e102
<i>Attachment - 8 (1244-GoogleAppsforEducationCostSavings)</i>	e103
<i>Attachment - 9 (1245-GoogleAppsPriceComparison)</i>	e104
<i>Attachment - 10 (1246-LetterofSupportYMCA)</i>	e108
<i>Attachment - 11 (1247-LOSCopycat)</i>	e109
<i>Attachment - 12 (1248-LOSbtouchinsky)</i>	e110
<i>Attachment - 13 (1249-BibliographyGCSgrant2012)</i>	e112
<i>Attachment - 14 (1250-LOSddavis)</i>	e118
<i>Attachment - 15 (1251-LOSmchallenger)</i>	e119
<i>Attachment - 16 (1252-LOSEwhitesellstudent)</i>	e120
<i>Attachment - 17 (1253-LOSmchwastiak)</i>	e121
<i>Attachment - 18 (1254-LOStzanis)</i>	e122
<i>Attachment - 19 (1255-LowGradRatesLetterPASD.2011)</i>	e123
<i>Attachment - 20 (1256-ObjectivesAssessmentsGCS2012)</i>	e124
<i>Attachment - 21 (1257-PersonnelSpreadsheet)</i>	e141
<i>Attachment - 22 (1258-PovertyRatesSchuylkillCountyFreeReducedLunch)</i>	e143
<i>Attachment - 23 (1259-ResumeFAndersonGrants)</i>	e145
<i>Attachment - 24 (1260-BookPriceQuotes)</i>	e148

Attachment - 25 (1261-ResumeCWerkheiser)	e164
Attachment - 26 (1262-ResumeSKlinger)	e166
Attachment - 27 (1263-ResumeDCaruso)	e169
Attachment - 28 (1264-ResumeKShanoskie)	e170
Attachment - 29 (1265-ResumeLQuinn)	e172
Attachment - 30 (1266-ResumeMMeza)	e174
Attachment - 31 (1267-ResumeSKochenberger)	e176
Attachment - 32 (1268-ResumeSPrice)	e178
Attachment - 33 (1269-RuralMahanoyShenandoah2010)	e180
Attachment - 34 (1270-CABGCSOpinionandOrder611)	e197
Attachment - 35 (1271-SpecialEducationCharterSchoolLaw)	e210
Attachment - 36 (1272-CanCharterSchoolsBoostGraduationRatesandCollegeEnrollmentLevels)	e212
Attachment - 37 (1273-CharterApplication2010revised)	e215
Attachment - 38 (1274-CorrelationsCLUSAPASTandards)	e383
Attachment - 39 (1275-CorrelationsCLUSAPASTandReading)	e420
Attachment - 40 (1276-CountygradratesNSLP)	e429
Attachment - 41 (1277-Resume2012NicolleHutchinson)	e430
Attachment - 42 (1278-ExtraProjectiveNarrativeOther2012)	e432
10. Budget Narrative Form	e463
Attachment - 1 (1234-BudgetNarrativeGCS1112)	e464
11. Form FaithBased_SurveyOnEEO-V1.2.pdf	e469
12. Form ED_524_Budget_1_2-V1.2.pdf	e471

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="06/06/2012"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text" value="NA"/>	
State Use Only:		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
8. APPLICANT INFORMATION:		
* a. Legal Name: <input type="text" value="Gillingham Charter School"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="800424026"/>	* c. Organizational DUNS: <input type="text" value="9624267920000"/>	
d. Address:		
* Street1: <input type="text" value="915 Howard Avenue"/>	Street2: <input type="text"/>	
* City: <input type="text" value="Pottsville"/>	County/Parish: <input type="text"/>	
* State: <input type="text" value="PA: Pennsylvania"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="17901-0000"/>	
e. Organizational Unit:		
Department Name: <input type="text"/>	Division Name: <input type="text"/>	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: <input type="text" value="Mrs."/>	* First Name: <input type="text" value="Dawn"/>	Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Housel"/>	Suffix: <input type="text"/>	
Title: <input type="text" value="Administrative Assistant"/>		
Organizational Affiliation: <input type="text" value="Gillingham Charter School"/>		
* Telephone Number: <input type="text" value="570-955-3830"/>	Fax Number: <input type="text" value="570-955-3831"/>	
* Email: <input type="text" value="dhousel@gillinghamcharterschool.org"/>		

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

G: Independent School District

Type of Applicant 2: Select Applicant Type:

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282

CFDA Title:

Charter Schools

*** 12. Funding Opportunity Number:**

ED-GRANTS-041312-001

* Title:

Office of Innovation and Improvement (OII): Charter Schools Program (CSP): CSP Grants to Non-State Educational Agency (Non-SEA): Planning, Program, Design, and Initial Implementation Grants CFDA Number 84.282B

13. Competition Identification Number:

84-282B2012-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Gillingham Charter School, located in the heart of Schuylkill County, Pennsylvania, is the first charter school in the county. Gillingham offers an alternative, relational education to all families.

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="200,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="50,000.00"/>
* d. Local	<input type="text" value="2,000,000.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,250,000.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number:

Fax Number:

* Email:

* Signature of Authorized Representative:

* Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Dawn Housel</p>	<p>* TITLE</p> <p>Director of Organizational Development</p>
<p>* APPLICANT ORGANIZATION</p> <p>Gillingham Charter School</p>	<p>* DATE SUBMITTED</p> <p>06/06/2012</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: <input type="text" value="Gillingham Charter School"/> * Street 1: <input type="text" value="915 Howard Ave"/> Street 2: <input type="text"/> * City: <input type="text" value="Pottsville"/> State: <input type="text" value="PA: Pennsylvania"/> Zip: <input type="text" value="17901"/> Congressional District, if known: <input type="text" value="PA-017"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: <input type="text" value="US Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="Charter Schools"/> CFDA Number, if applicable: <input type="text" value="84.282"/>	
8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>	
10. a. Name and Address of Lobbying Registrant: Prefix <input type="text" value="Mrs."/> * First Name <input type="text" value="Christie"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Werkheiser"/> Suffix <input type="text"/> * Street 1: <input type="text" value="915 Howard Avenue"/> Street 2: <input type="text"/> * City: <input type="text" value="Pottsville"/> State: <input type="text" value="PA: Pennsylvania"/> Zip: <input type="text" value="17901"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text" value="Mrs."/> * First Name <input type="text" value="Dawn"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Housel"/> Suffix <input type="text"/> * Street 1: <input type="text" value="915 Howard Ave"/> Street 2: <input type="text"/> * City: <input type="text" value="Pottsville"/> State: <input type="text" value="PA: Pennsylvania"/> Zip: <input type="text" value="17901"/>		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: <input type="text" value="Dawn Housel"/> * Name: Prefix <input type="text" value="Mrs."/> * First Name <input type="text" value="Christie"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Werkheiser"/> Suffix <input type="text"/> Title: <input type="text" value="Director of Organizational Development"/> Telephone No.: <input type="text" value="570-955-3830"/> Date: <input type="text" value="06/06/2012"/>		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # U282B120049

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Optional - You may attach 1 file to this page.

GEPAprovisionsGCS2.pdf

Add Attachment

Delete Attachment

View Attachment

GEPA Provision

The area Gillingham Charter School (GCS) will serve consists of a small urban city (Pottsville) and a rural, agricultural and mining county (Schuylkill County) consisting of small boroughs and townships. The people of Pottsville and Schuylkill County have many needs.

As pointed out in the Project Narrative of Gillingham's grant application, Pottsville and Schuylkill County face high rates of poverty and high school dropout rates with low college matriculation and low ethnic diversity

To ensure people of all races, gender, socio-economic status, disabilities and education levels receive equal opportunities to benefit from what our school offers, GCS will meet the GEPA provision in the following ways:

First, since many disadvantaged families do not read the newspaper, GCS relies on the radio and door-to-door canvassing in low-income housing areas to advertise the school. Door-to-door canvassing was done also in these neighborhoods in Pottsville when seeking signatures of support for the state to document the desire for a school of choice in PASD. Furthermore, flyers and posters have been and will continue to be distributed at convenient stores, the public library, the post office, thrift stores, local pregnancy and mental health centers, Head Start schools and the Salvation Army. Thirteen billboards have also been set up in the county to announce the opening of the school and to encourage enrollment.

GCS will carry out a literacy project and GED program for adults in the community who cannot read and who dropped out of school. GCS will also carry out a family budgeting program for families and singles. Brochures, flyers and advertising on local radio and television channels will advertise to potential participants in the community. These programs will also be advertised to parents of GCS at the monthly Evening Collaborations at school.

The school also intends to run a high school job internship program for 11th and 12th

graders, putting them into the community and workplace to help them recognize the need for higher education as well as to help them plan for their future vocation. GCS will also provide parent classes on the college entrance process.

GCS has hired an African American language instructor and a Peloponnesian teacher's aide. This represents 10% of our teaching staff, reflective of the ethnic diversity within our county. We believe that a predominantly Caucasian student body will develop relationships with people of other color and increase their capacity for diverse relationships.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION <input style="width: 90%;" type="text" value="Gillingham Charter School"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 100px;" type="text" value="Mrs."/>	* First Name: <input style="width: 200px;" type="text" value="Christie"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Werkheiser"/>	Suffix: <input style="width: 80px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Director of Organizational Development"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Dawn House1"/>	* DATE: <input style="width: 150px;" type="text" value="06/06/2012"/>

Close Form

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:

Mrs. Christie [] Werkheiser []

Address:

* Street1: 915 Howard Ave

Street2: []

* City: Pottsville

County: []

* State: PA: Pennsylvania

* Zip Code: 17901

* Country: USA: UNITED STATES

* Phone Number (give area code) Fax Number (give area code)

570-955-3830 570-955-3831

Email Address:

cwerkheiser@gillinghamchartersch

2. Applicant Experience:

Novice Applicant Yes No Not applicable to this program

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: []

No Provide Assurance #, if available:

Please attach an explanation Narrative:

[] Add Attachment Delete Attachment View Attachment

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Gillingham Charter School, 915 Howard Avenue, Pottsville, PA 17901

(Christie Werkheiser 570.955.3830 X102 cwerkheiser@gillinghamcharterschool.org)

Schuylkill County has the third highest dropout rate in Pennsylvania (Philadelphia County – 16.4%; Lancaster County- 16%; Schuylkill County – 14.5%; Entire State- 9.6%). Schuylkill students are ashamed of their county and leave it to live elsewhere after college, so the county has the third lowest number of college graduates. Only 10.1 percent have a bachelor's degree in a state where the average is 18 percent. Leaders in Schuylkill County are concerned.

"The numbers are ominous. It's indicative of the fact that we have to ratchet up the value of education," Mark Scarbinsky, Schuylkill County administrator and director of economic development has stated. Gillingham Charter School (GCS) will break the county's trends. Our goal is to see 95% of incoming freshmen graduate; 90% of GCS graduates enter and complete some form of education after high school; 100% of GCS students participate in the high school internship program for two years; and 50% of our students return to live in the county.

To meet the above stated goals, Gillingham seeks to "ratchet up education" in Schuylkill County and the US. After one successful year, the school seeks federal monies to further develop and implement the unique, innovative, research-based Relational Education program that will make GCS 1.) a high quality public education option for students in the county and 2.) a high quality charter school that models innovative Relational Education practices for schools to copy and research.

Schuylkill County needs GCS as an educational option. Gillingham is the first and only brick and mortar charter school *in the entire county*, a place lacking in effective educational

options- not one private school, few parochial schools, and small public schools merging into large public “academic centers.” Furthermore, of our student body, 49% reside in the Pottsville Area School District, a district that did not make AYP in 2010 or 2011. American students need this option, too, since Gillingham is the first brick and mortar public school *in the entire country* to fully implement the research-proven Relational Education methodology of Charlotte Mason.

To meet the goals, we implement the Relational Education program which reaps strong outcomes. Gillingham will put the meat back into the phrase, “life-long learning.” There is a lot of rhetoric about “life-long learning.” The phrase can mean different things, but it usually occurs when people recognize that children are bored in schools, that their lessons do not excite or engage them and that they succumb to either memorizing or regurgitating for a test, retaining little, or walking away mentally, if not physically, from books, ideas and schooling altogether. At Gillingham, the outcomes are quite different. Children become lovers of learning, succeed at high levels and stay in school because their innate love of learning is fostered by being highly engaged. Students are not bored. Students become observant, well versed, articulate and critical. Through our innovative approach of “Narration” and a “Broad Curriculum,” students read good books strong in vocabulary and concepts, they always retell (oral, written, illustrated, dramatic) what they read so they learn the habit of attention *and* process the learning through language, and they learn to question what they read and dialogue with their teacher and peers. In this way students learn the state standards through story and other engaging ways rather than through rote memory or over testing, thus they *know* the material and *care* about what they know.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

Gillingham Charter School

Project Narrative

Table of Contents

1. Competitive Preference Priorities	Page 2
2. Educational Program	Page 7
3. Governance	Page 19
4. Objectives and Assessments	Page 28
5. Degree of Flexibility	Page 33
6. Parental and Community Involvement and Support	Page 35
7. Continued Operational Plans	Page 40
8. Funding Plans	Page 42
9. Informing Students and Marketing	Page 43
10. Special Needs Program	Page 44
11. Disadvantaged Students and Families	Page 46

1. COMPETITIVE PREFERENCE PRIORITIES

The Gillingham Charter School (GCS) requests Competitive Preference under Priorities 1 and 3.

Priority 1: Gillingham's Relational Education program improves student achievement, high school graduation rates and college enrollment rates for:

Students in 2 Rural Local Education Agencies: Gillingham has enrolled 178 students from 11 school districts in the Schuylkill County. Two of those districts are Mahanoy City Area School District and Shenandoah Area School District, are classified as rural local education agencies.

Please see attached 1.) Eligibility for Rural Low-Income School Program for Pennsylvania that lists both districts and 2.) the Gillingham Charter School Enrollment List which lists GCS students' districts.

Students with Disabilities: Gillingham serves an unusually large number of students with disabilities. Of the 178 students currently enrolled in Gillingham, 33% of the students have IEPs or 504's

Students with High Needs: Gillingham has enrolled students who are at risk of educational failure because of:

- **High Levels of Poverty-** 62% of Gillingham's enrolled students come from 4 high poverty school districts- Pottsville, Mahanoy, Hazleton and Shenandoah.- *Please see the Free lunch/Grad rate document, county college dropout rates document, and the Pottsville Republican Herald Newspaper Article July 17, 2011.*
- **Low Readiness for College or Career by Graduation -** Of all the counties in Pennsylvania, Schuylkill County has the third-lowest number of college graduates, with only 10.1 percent of the population holding a bachelor's degree, according to the Pennsylvania Partnerships for Children (PPC) report. The state average is 18%. According to a PDE study released in

January 2009, 23% of Pottsville Area High School graduates required remediation in mathematics and or reading before they were prepared to take college level courses in the Pennsylvania State System of Higher Education or community colleges. Gillingham serves students from 11 of the 12 school districts in Schuylkill County.

- **High Drop-out Rates-** Of all the counties in Pennsylvania, Schuylkill County has the third highest high school drop-out rate; the Pottsville Area SD had a 23% drop-out rate in 2011. Thus, Pottsville ranks 448th out of 500 school districts in Pennsylvania. The county and Pottsville also have high rates of unemployment and poverty among 18-24 year olds. Of the students enrolled in GCS, 49% reside in Pottsville. *Please see attached Pottsville Republican Herald Newspaper Article detailing the graduation rates of Pottsville and other schools in Schuylkill County, as well as the county college dropout rates document.*
- **Disabilities-** As stated above, Gillingham serves an unusually large number of students with disabilities. Of the 178 students currently enrolled in Gillingham, 33% of the students have IEPs or 504's.
- **Students in high poverty schools:** 62% of Gillingham's enrolled students come from 4 high poverty school districts- Pottsville, Mahanoy, Hazleton and Shenandoah; consequently, 60% of our students receive free or reduced lunches.- *Please see the Free/Reduced Lunch Percentages Form, the Enrollment Form, and the Pottsville Republican Herald Newspaper article.*

All students in an inclusive manner, ensuring that the specific needs of high-needs students are addressed. Gillingham Charter School implements a Relational Education approach that uses the following inclusive strategies for students with disabilities (30%) and students from high poverty schools (62%):

- **Narration-** The primary teaching strategy is “Narration” (retelling), a form of differentiated instruction. *–Please see the Educational Program below for further details.*
- **Inclusion Approach-** The school uses the Inclusion Approach with a Pull-Out policy which allows all IEP students to learn in the mainstream classrooms as well as in individual or small group settings when necessary through a pull-out policy. Students with disabilities are not excluded into Special Education classrooms. *– Please see the attached PA Special Education Charter School Law Form.*
- **Co-Teaching-** The two special education teachers co-teach with classroom teachers. This creates a small teacher/student ratio that allows for more one-on-one instruction. *- Please see the attached PA Special Education Charter School Law Form.*
- **Small School and Small Classes-** All classes are small (no more than 22 students per class); the school itself is small (178 students). This creates a low teacher/student ratio that allows for more one-on-one instruction. *–Please see the personnel spreadsheet for teacher staff numbers and the Enrollment Form.*

Priority 3: Gillingham significantly improves productivity and provides a sustainable model.

GCS developed a unique schedule for teacher training.

Faculty and staff attend monthly program development meetings to reflect on programming, to share concerns and successes, to brainstorm and create solutions, to team build and develop trust, and to learn together for professional development. These meetings will provide the necessary circumstances to generate synergy that currently is not always supported in the traditional school organization and schedule. Research clearly demonstrates the efficiency and positive effects such learning opportunities have on student achievement. The school’s yearly calendar includes

a specified two-hour block of time that takes place in the afternoon, once a month. Student are released early, and staff and faculty choose to attend one of two committees, and volunteer, qualified members of those committees lead the meetings and projects. The leaders change according to need, expertise, passion and availability. The purpose of the committees also changes yearly according to faculty/staff determined needs. During these times, teachers take part in Lesson Studies, observing and reflecting upon a teacher's lesson. The directors lead the teams through a reflective practice exercise. The teachers evaluate each other's exams and other documents, and they invite consultants to discuss research. The directors attend these meetings to learn as well, and it is their role to create or find and then implement the structures, atmosphere, leadership training, and money that make these meetings feasible for teachers.

GCS saves money by “going green” (reduce, reuse, recycle) and models responsible use of resources:

- **Used Books-** The CLUSA curriculum adopted by Gillingham does not allow for traditional textbooks, which are very expensive, but calls for great books in the form of novels, autobiographies, primary documents and whole books. To save money, books are ordered from the Textbook Warehouse and other online stores that sell used books or new books at reduced prices. The school also purchases used books from used book and retail stores as well as yard sales and flea markets.
- **Fewer Books Required in K-2-** The K-2 grade teachers read aloud most of the great books to students, and this reduces costs for books since there is no need for class sets.
- **Free Online Books-** The CLUSA curriculum adopted by Gillingham does not allow for traditional textbooks, but calls for narrative texts which include novels, autobiographies and whole books. Many of the books and much of the information listed in the curriculum are

out-of-print or found for free online, such as artists' and composers' biographies and works.

Most out-of-print books are online and free, as are the writings by Charlotte Mason, the framer of the Relational Education approach practiced by Gillingham. *Please see the attached book invoice example and a page from the curriculum purchasing order.*

- **Reuse of an Old School-** GCS chose to reuse a historic Catholic school building. This choice saves money because the building needed little changes since it was already a school, and the school did not need to build a new structure. This reuse models respect for the history of a community and models responsible use of resources.
- **Used Furniture-** The philosophy of the school requires a unique style of decorating to create a “relaxed alertness” that keeps students calm and alert for real learning. Instead of typical, new, costly furniture, cabinets and single student desks that can create a utilitarian environment, the school creates a natural home-like atmosphere by purchasing used, beautiful furniture (teacher desks, rugs, lamps, armoires, book shelves, tables, couches, etc.) from auctions, yard sales and second hand stores. *For all of the above, please see the attached book invoice example, a page from the curriculum purchasing order, and the Education Program portion explaining instruction practices of setting a beautiful environment.*
- **Google Docs-** Instead of using expensive software and licenses such as Microsoft Word, Gillingham is using Google Docs which is completely free. This program provides free email accounts for every teacher and student, shared calendars and documents, online grading software, and websites. *–Please see the attached Technology Estimate Form.*

GCS uses open educational resources:

- **Free Curriculum-** The CLUSA curriculum adopted by Gillingham is based on the philosophy of Charlotte Mason. Mason’s entire collection of books, which deal with teaching and

learning, are in the public domain. Ambleside Online (AO; www.amblesideonline.org), an internet community of Mason educators, released a curriculum of teaching, learning, and research resources under an intellectual property license that permits free use or repurposing by others. As a matter of fact, the founder of AO is on the curriculum design team of CLUSA's curricular program. Those who wish to adopt the relational model or practice relational methods do not have to purchase the CLUSA curricular program.

- **Google Docs-** We save money by using Google Docs, and we use it as an open resource that was released under an intellectual property license that permits its free use or repurposing by others. *Please see the attached Technology Estimate Form.*

2. EDUCATIONAL PROGRAM

Gillingham offers a Relational Education based on the framework developed by Charlotte Mason (1842-1923), a British educator and philosopher. A Relational Education respects children as persons. They are not machines or objects. Growing persons need ideas to think about, engaging things to do, and positive social relationships.

Every part of Relational practice zeros in on and meets these needs. Schools and classes are always small and multi-aged to create a less competitive, more cooperative atmosphere to foster relationships between the students. Teachers and students learn together, removing intimidation. Interesting stories in good books replace lectures, worksheets and boring textbooks so that children's natural love for learning is never hindered. Regular ed and special ed students' questions and thoughts are valued as they "narrate" or tell back what they connect to and learn in their own way. To keep interest high, the day is full of variety (up to 15 different classes a day), and classes are short. No child is labeled "general ed" or "advanced." Students with Special Needs/Disabilities are included in all classes and pulled-out only when necessary to meet their

particular needs. All students experience algebra, physics, reading, modern languages, composers, artists, nature walks, dance, theater, Shakespeare, music, piano instruction, sports, Latin, composition, philosophy and poetry. Each is a person invited, in his or her own way, to take risks, collaborate and struggle with inspiring ideas and worthy activities from the rich curriculum, uncovering her or his potential and capabilities while appreciating the personalities and abilities of others.

Respecting these human needs for relationships really does result in delightful, wholehearted learning and growing, as research demonstrates. Children know how to think and how to relate to others, and are thus enabled to live confidently and resiliently as global citizens in the 21st century.

Gillingham's Relational Education program has distinctives in these four educational structures:

A) Curriculum, B) Instruction, C) Assessment, and D) Professional Development.

A) Curriculum

The curriculum in a Relational Education is based on the principles of Charlotte Mason (1842-1923). These principles result in a broad, rigorous curriculum that seeks to provide students with a means to witness relationships throughout the curriculum. Gillingham Charter School will use a Relational Education non-sectarian curriculum developed by Childlight USA (CLUSA).

In their "Opinion and Order" brief that outlines their reasons for rejecting Pottsville's denial of Gillingham's charter, the Pennsylvania Secretary of Education and the Charter Appeal Board (CAB) state that Gillingham provides an extensive curriculum, as evidenced by the scopes and sequences, which are clearly correlated to Pennsylvania's standards.

- Please see the attached “Opinion and Order” to read the reasons why the CAB unanimously rejected all of Pottsville’s reasons for rejecting Gillingham’s charter.
- Please see the attached samples of Gillingham’s version of the CLUSA Scope & Sequences and Correlations between the CLUSA curriculum and Pennsylvania’s educational standards.

Distinctives of the CLUSA Curriculum:

1. Idea-rich curriculum is presented through the use of living books – books written by authors with a passion for the subject. No traditional textbooks are used.
2. The CLUSA curriculum is aligned to Pennsylvania’s state standards.
3. The curriculum is arranged chronologically around history. Students progress through History twice, once in 1-6 and then again in 7-12.
4. History, Citizenship and Literature are integrated K-12.
5. Ancient, World and North American histories are studied K-12.
6. Primary documents, autobiographies, biographies and award-winning accounts replace history textbooks.
7. “Great Books” (books rich in ideas, vocabulary and style) and the classics replace traditional textbooks across the curriculum except for the mathematics textbooks.
8. Language has a concentrated focus: **K-3:** English and one modern Language, **4-12:** Latin, English and two modern languages spoken and read.
9. World literature and music in original languages replaces modern language programs and supports diversity.
10. Twenty-seven Shakespeare plays are read in grades 4-12.
11. Historian Plutarch’s biography, *Lives of Illustrious Men*, is read in grades 5-10 in Civics.
12. High school career internships are made available for Juniors and Seniors.

13. All students learn to play an instrument, read music and sing K-12.
14. Environmental focus for K-12 is experienced through weekly nature walks, natural history literature, observation lists, outdoor lessons, school wide gardening, conservation, and art.
15. Participation in competitive team sports is required in middle and high school.
16. Field trips are offered monthly for all students.
17. One great painter's work and life is studied each trimester K-12.
18. One great composer's work and life are studied each trimester K-12.
19. A poem is read daily.
20. Science instruction integrates literature and enquiry-based science.
21. Concept-driven math curriculum is taught.
22. The arts, literature and geography are integrated, and map-drawing is practiced.
23. Ethics, philosophy and character maturation are used through story across the curriculum.
24. Handicrafts are taught K-12.
25. Architecture is taught K-12.
26. Handwriting instruction is required as well as keyboarding in the lower grades.
27. Dance and Theatre are taught K-12.
28. Curriculum is designed to be as natural as possible.

B) Instruction

A Relational Education is designed for self-directed learning and critical thinking through the following research-based, best practices:

1. Narration- a specialized form of retelling - *builds the habit of attention, increases reading levels, increases comprehension, vocabulary and fluency* (Tharp & Gallimore;

1988; Brown & Cambourne, 1990)

2. Constructivist pedagogy- students connect to the learning using language, their own experiences, background knowledge, etc. It is not about memorizing.
3. “Masterly Inactivity” -*students experience relaxed alertness, students experience self-determination*

This is a term unique to a Relational Education. Teachers do not control students nor nag them. It is the sense of “safe freedom” that the teacher offers to students to take risks, experiment with ideas, and imagine. For instance, the teacher does not control students’ narrations (retellings) or the direction of the Student Talk after narrations. (Ryan, R. M., & Deci, E. L., 2000).

4. Technology as a daily tool in every classroom
5. “Student Talk” or *student driven discussion and questioning rather than teacher directed questions* (Allington, 2002)
6. Personal notebooks and journals composed in all subjects
7. Natural composition methodology beginning in K in which students talk and verbalize throughout the day. They retell the books and their play and their experiences and learn how to “compose.”
8. Kindergarten influenced by the “Reggio Emilia” approach that was developed in Italy after WWII. It uses a home-like, natural approach to learning. Students are not forced to learn to read and write. They learn at their own pace in Kindergarten.
9. Balanced Literacy-- Word Study, phonics and whole language approaches integrate to balance all the needs for balanced learning in reading. Small schools (less than 250) & small classes (less than 22) – *for higher attendance and graduation rates, equal or better*

levels of academic success, fewer incidences of violence and discipline, higher levels of college matriculation, more parent involvement

10. Multi-age classrooms and looping that allows students to stay with their teacher for two years- *increases cognitive skills, positive soft skills (work ethic, team player, etc.) and self concepts, builds community, better attitudes toward school, and trust between teacher and parents* (Chase and Doan, 1994; Stegelin, 1997, Hart-Hewins and Villers, 1997; Katz et al., 1993; Stone, 1998).
11. No tracking (general education, college prep, honors, etc.)
12. Asian math instruction: whole to part rather than part to whole instruction
13. All staff and faculty trained in research-based Restorative Practices, a community-building program that implements non-punitive means of restoring broken relationships
“The restorative practices concept has its roots in ‘restorative justice,’ a new way of looking at criminal justice that focuses on repairing the harm done to people and relationships rather than on punishing offenders.... The fundamental premise of restorative practices is that people are happier, more cooperative and productive, and more likely to make positive changes when those in authority do things with them, rather than to them or for them. The field of restorative practices has significant implications for all aspects of society.... For example, in schools, the use of restorative practices has been shown to reliably reduce misbehavior, bullying, violence and crime among students and improve the overall climate for learning” (International Institute of Restorative Practices, retrieved from <http://www.iirp.edu/whatisrp.php> on August 23, 2011).

14. Respectful ethos, encouraging diversity and taking risks in learning – *teaches appropriate ways of interacting, provides a safe, stress free place to learn* (Gambrell, Morrow & Pressley,2007).
15. Decorated classrooms reflect beauty, order and simplicity and freedom from distractions- *students are simultaneously relaxed and challenged, the mind is not threatened and does not shut down* Caine, R., & Caine, G. (1991).
16. Teachers as facilitators - *learning is not dispensed to students, students learn for themselves, teachers monitor what students do and do not know and then scaffold the learning (giving students what they need to build their learning), thus enhancing student performance*

(Ruddell, R. Bl, Draheim, M., & Barnes, J., 1990; Ladson-Billings, 1994; J. Zutell & S. McCormick (Eds.); Worthy, J., & Hoffman, J.V., 1999; Ryan, R. M., & Deci, E. L.m 2000).
17. Texts mentor student moral development across the curriculum- students are not taught moral directly. Instead, citizenship and morals are learned through literature as students hear and discuss the decisions and consequences of characters and events in their stories.
18. Teachers and book characters model habits of mind (Costa, A., & Kallick, B., 2000).
19. Use of paired texts- the strategy of pairing fiction & nonfiction builds comprehension in the content areas. (Camp, D.2006).
20. Integration of arts instruction through all subject areas
21. Observation skills nurtured daily through picture study, nature study, composer study, dictation, copy work and drawing (not tracing)
22. Strategic use of silence, play, and reflection K-12

23. Short class periods and alternating subjects, varied lessons and mornings for intellectual work (Sylwester, 1997) - *focus brain effort, match the natural laws of learning*
24. Co-learning between teacher and students- *teachers are learning with and about the students, teachers model life-long learning, students are actively learning* (Ruddell, R. B., 1995).
25. Classroom libraries and teacher libraries in each room
26. Recitation and public speaking grades K-12
27. Writing across the curriculum, even in P.E.
28. Differentiated instruction through narration, choosing copy-work, dictation, student talk, and Individual Learning Plans- individual student needs are addressed, helping each student reach their potential and work through their individual challenges
29. Use of history tools: Book of Centuries, timelines and time charts
30. Instruction informed by assessment
31. Daily chores, service projects, instruction in manual skills
32. Observation of each student's "zone of proximal development" (Vygotsky) to facilitate appropriate instruction- *students learn more and feel better about themselves and the subject area under study, reduces student confusion, keeps students on task, reduces uncertainty, surprise, and disappointment* (Vygotsky, L., 1993).
33. Meaningful, Individualized Homework - *Less frustration and exhaustion, more time for other activities, keeps interest in learning, supports family relationships* (Kohn, 2007; Bennett, Sara, and Nancy Kalish., 2006; Buell, 2004; -Dudley-Marling, 2003)
34. Mentoring and learning from community members' visits (Miller & Toogood, 2005; Sanders, 2006)

C) Assessment

Assessment in a relational education is preparing children to achieve their full potential and not to just pass tests or get a job. Getting to know children better through daily observation and conversation informs our instruction and curriculum and directs teacher lesson planning to ensure that all students meet challenging state academic achievement standards.

With this in mind, the goal of assessment, then, is to nurture a self-directed learner who has many relationships with the world about her. This assessment is only possible because of a singularly rich, broad and deep curriculum. It is also done *with a child*, not *to the child*.

Authentic assessment requires students to apply knowledge, prepares them for the real world, respects learning styles, informs instruction, fosters self-assessment, improves language and literacy environments, decreases stress levels and low self-esteem, all resulting in increased

reading and math scores. This “*with the child* assessment” facilitates the child’s relationship with the world, helping each student to become a self-directed, complex and divergent thinker who communicates well and cares. Kallick (2008) says it this way, “*If judgments of my work are always external, I will be dependent on the judges, not myself. The judgment needs to be internalized. I need to establish the authority of my own voice, to make judgments about my own work.*” GCS and the CLUSA Relational program evaluates student learning with the authentic, formative and summative assessment measures listed below, a list generated through the research of Oakes, 1986a; Oakes, 1986b; Shepard & Smith, 1986; Atwell, 1988; and Jaeger, 1991:

Authentic

- Authentic assessment through the portfolio of student-generated journals and notebooks: written retelling journals in all content areas, copybooks of quotes and poetry, sketchbooks, essay journals, timelines and history charts

- Basic skills, such as math, spelling, writing, grammar, and connections are assessed in context of student work and trimester exams (rather than multiple choice tests)
- Provides teachers with greater opportunity to scaffold (or find what is needed and missing in their understanding), respects learning styles and informs instruction
- Improves language and literacy environments
- Decreases stress levels and low self-esteem, increases reading and math scores

Formative

- Daily assessment through child observation, and the student generated artifacts listed above
- Daily Oral and Written Narrations (along with illustrated and dramatic retelling) are used to assess vocabulary development (oral and written); comprehension (oral and written); spelling (written); sentence structure (oral and written); ability to sequence a story (oral and written); and development of grammar (oral and written). As students narrate both orally and in writing, teachers monitor the students' development by keeping individual notebooks on each child and constantly listening for vocabulary development, along with the other skills.
- Weekly dictations starting in grade three are used to assess spelling development and listening and observation skills.
- Weekly Recitations are used to assess memory, observation and speaking skills.
- Occasional essays beginning in 10th grade are used to assess knowledge, skills of analysis, critical thinking, reflective thinking, sequencing and logically following an argument.
- Problem solving in mathematics is used to assess sequencing abilities, comprehension, vocabulary, numeracy, logical thinking and transfer of learning.
- Teachers monitor student's transfer of knowledge from one subject to the next.
- Student led discussion or "student talk" rather than teacher interrogation
- Teacher /student conferencing

- Teacher observes students' use of real life artifacts and problems

Summative

- End of term, holistic exams in all content areas not just Science, Math, Language Arts and Social Studies.
- Developmental spelling analysis
- Narrative report cards
- parent conferences / student and parent reflection
- Pennsylvania System of School Assessment

D) Professional Development

A relational school is a learning organization (Senge, 2006) in which all stakeholders are learners. To support the learning of the faculty and staff, relational education is organized as a Professional Learning Community (PLC). Professional development cannot have much value if it is not supported and nourished, so Gillingham's teachers are held accountable and supported in their implementation of learnings garnered from these professional development opportunities.

1. Regular training and mentoring by Relational Education experts
2. Teambuilding activities that build trust, which builds interdependent learning
3. Use of Japan's *Lesson Studies*:

“In Japan, teachers improve their teaching through ‘lesson study,’ a process in which teachers jointly plan, observe, analyze, and refine actual classroom lessons called ‘research lessons.’ Lesson study is widely credited for the steady improvement of Japanese elementary mathematics and science instruction. Since 1999, lesson study has rapidly emerged in many sites across the United States” (Lewis, C. & Hurd, J., 2011).

4. Gillingham’s teachers will also observe one another and watch video tapes of them teaching to reflect on practice and consequently improve instruction.

5. Reflective Practices (Schon, 1983)

“To move from the older teaching model to the newer one, language teachers need to think about what they do and how and why they do it. Reflective practice allows instructors to consider these questions in a disciplined way. Reflective practice asks: Which teaching model am I using? How does it apply in specific teaching situations? How well is it working? Every instructor starts with an initial theory. In reflective practice, the teacher applies this theory in classroom practice, observes and reflects on the results, and adapts the theory. The classroom becomes a kind of laboratory where the teacher can relate teaching theory to teaching practice” (National Capital Language Resource Center, retrieved from <http://www.nclrc.org/essentials/whatteach/reflect.htm> on August 23, 2011). Gillingham will use these disciplined processes for individual, partner and group reflective practices.

6. Monthly scheduled Program Development meetings- Gillingham’s staff and faculty choose to meet in one of the two meetings for professional development and school programming.

7. Mentoring Program to become models of relational education

8. Monthly breakfast book club

9. Annual off-site training with CLUSA

10. Faculty visit the private relational schools in “School Studies” to determine what is replicable in a non-sectarian relational school.

11. GCS is a member school of Childlight USA, an organization offers the following for its schools: a blog, journal, annual conference, mentors, research, customized training, accreditation
12. Individualized Learning Plans for all faculty and staff members that establish goals in line with the Relational Education program and state standards
13. Relational 360 Degree Feedback from the instructional leader, a parent, a colleague, appropriate staff, and appropriate students
14. University partnerships, professor mentorship and access to current research

3. GOVERNANCE

Gillingham's Relational Governance framework is based on two principle-driven leadership models: the **Learning Organization** (Senge, 2000, 2006; Sadler, 2003) and **Shared Leadership** (Spillane, 2006; Sergiovanni, 2007; Shapiro, 2008; Leithwood, K., Mascal, B., & Strauss, T. (Eds.), 2009). The administration, staff, teachers, students, parents and community are all learning and using their voice. It is not just about a Board of Trustees and a principal who direct the school. It is about individuals within the community exercising their voice, their expertise and their learning to create a true democracy within the school.

When leadership becomes a *relationship*, rather than a *bureaucracy*, that is founded on trust and confidence in people who are learners and who have a voice, people take risks, make changes, and keep organizations and movements alive. Through relationships, leaders turn their constituents into leaders themselves (Kouzes & Posner, 2002). Thus, the principalship is not diminished but reconfigured, power is located in service, not in control, and everyone is a learner and leader with great potential and giftedness.

In Gillingham's relational governance model, the board of trustees, the school directors, teachers, staff, parents and students share in the responsibility of leading the school, but they share the burden in various ways with diverse levels of control. Yet, all develop and use their voice because all members learn through the Learning Organization how to a) lead, b) follow and c) use tools and structures to lead the school as a team (Spillane, 2006); to learn together about children, their professions, areas of interest, and their fields; to collaborate on the problems and strategic plans of the school; and to respect each other's backgrounds, expertise and abilities. In short, shared governance and a learning organization are about voices being heard and acted upon by those with power. Relational governance is not about all stakeholders having equal control. The principal shares the power without abdicating control.

The positive effects of Learning Organizations and Shared Leadership on student learning are tangible. Research finds higher student achievement and student attendance rates (Blasé & Kirby, 2000). When stakeholders feel valued, they then value pupils who then feel inspired to achieve (Penlington, Kington, and Day, 2008). Finally, when teachers have a voice, little inner conflict results, so there is higher teacher performance, teacher retention and teaching quality (Ingersoll, 2003).

In order for people's voices to be heard, there has to be structure. Following are the Shared Leadership and Learning Organizational elements that frame Gillingham's relational governance:

- a. **Schoolhouse Pact:** To govern and to protect the relational model, all stakeholders must commit to the model; therefore, every stakeholder, even the board of trustees, signs the Schoolhouse Pact, making commitments to the Relational Educational model.
- b. **Leadership Teams**

Planning Phase **Collaboration of Citizens** From inception the Gillingham Charter School has been a collaboration of parents, educators, grandparents, business owners, community leaders and concerned citizens. At first four parents and a music teacher met in an office to dream about a possible school based on the Relational Education model. Having practiced relational education for 10 years in home and private schools, team leader - Nicolle Hutchinson - presented an idea to create a public Relational Education school based on a non-religious of Charlotte Mason's framework. The group contacted Synergy Educational Consultant - Harold Kurtz - who has helped start 20 charter schools in Pennsylvania and New Jersey. The group also contacted Seven Generations Charter School of Emmaus, PA, and copied their organizational framework. Nicolle Hutchinson also had relationships with two other charter schools in Pennsylvania at which she completed her principalship internship hours. The GCS Collaboration held monthly information meetings, and the membership and leadership team grew from there. The group became a 501(c) 3 organization, and many organizations in the community partnered with the founding group of 45 members: YMCA, Schuylkill County Council for the Arts, Copycat Business Systems, Penn State Schuylkill, AIS Consulting, and many others. When the charter was twice denied, the Collaboration gathered 980 petitions from Pottsville residents who wanted Gillingham Charter School to offer an alternative to the traditional public schools. Once Pennsylvania's Charter Appeal Board unanimously approved GCS's charter, the Planning Board phased out of existence after they nominated and elected the current Board of Trustees.

Implementation Phase **CEO/Director of Education** The planning board president was Nicolle Hutchinson, who earned her M.Ed. in Educational Leadership from the University of Pennsylvania during the planning phase. In 2008/09 she completed a 250 - hour principalship

internship at two charter schools: Sylvan Heights Science and Technology Charter School in Harrisburg and Souderton Charter School Collaborative in Souderton, PA. Before choosing these two charter schools, she observed and interviewed the principals of five charter schools within a one hour distance of Pottsville. Nicolle Hutchinson has been a public, private and home educator for 20 years. She has been committed to Relational Education for 12 of those years as a teacher, consultant, teacher trainer and curriculum developer for Teachers' Curriculum Institute's *History Alive!* Program and for CLUSA. She has led two other Relational School starts and played leadership roles in the implementation years as a founder, director and curriculum coordinator. She led the GCS Collaborative for three years and was hired by the Board of Trustees as the school's current CEO/Director of Education.

The roles and responsibilities of the Director of Education include but are not limited to the following: teacher recruitment, interviewing, training, supervising; curriculum development; liaison with CLUSA; instructional practices and school programming; assessment; school discipline; school-wide learning and shared leadership programming; branding and vision-keeping.

Director of Organizational Development: Christie Werkheiser is a founding member and former Planning Board member who was the chair of the Community Outreach Team during the planning phase, and she was hired by the Board of Trustees to be the Director of Organizational Developmental. Mrs. Werkheiser received her Master's Degree in Counseling Psychology at Immaculata University. Christie Werkheiser has been a college professor and adviser and has worked as a training coordinator in the computer industry, networking with customers worldwide. During her time with that corporation, she worked in Public Relations as well Human Resources in various capacities. Mrs. Werkheiser combined

her administrative, teaching, and counseling skills when she operated a private mental health practice in 1999. Additionally, she used Relational Education methodologies for three years in her own home schooling.

The roles and responsibilities of the Director of Organizational Development include but are not limited to the following: human resources and personnel management; facilities management; business management liaison; community outreach; marketing and school district liaison.

Expert Consultants: GCS's leadership team was and is still guided by experts in Relational Education and charter school planning and implementation. Harold Kurtz of Synergy Education Consultants has worked with charter schools for over 10 years, and his firm has connected us with three retired principals. Mike Whisman from Charter Choices, Inc.. developed our proposed budget and is contracted as Gillingham's business manager now that the school is open. Our legal assistance is provided by Mark Morford, and his firm has worked with charter schools for years and is currently retained by the Pennsylvania Charter School Coalition. CLUSA's mentor team includes but is not limited to Dr. Carroll Smith, president of CLUSA, former middle school teacher and elementary school principal of 10 years, college professor of education for 10 years and the former dean of education at Gardner Webb University. Laurie Bestvater, MA, is CLUSA's project manager, a teacher, and was a project coordinator for international social justice agencies. Both are experts in Relational Education based on a Charlotte Mason model.

Other Charter Schools: Gillingham also receives substantial help from the directors and founders of Pennsylvania's Souderton Charter School Collaborative, Seven Generations Charter School, and the Renaissance Academy Charter School in Valley Forge.

Board of Trustees: First, Gillingham is organized as a non-profit 501(c) 3. Secondly, as a learning center, all board members, teachers, students, administrators and community volunteers 1.) participate in the process of teaching, learning, and leading and 2.) strive to nurture a learning environment. To ensure that Gillingham's learning community does not lose its focus on learning and shared leadership, the school's bylaws require that all Board of Trustees members support Relational Education and maintain the CLUSA program and accreditation. The membership of the Board of Trustees includes parents and people from the community, nominated and voted in by the board of trustees. The members not only commit to the relational model but also commit to being a learner by attending the annual relational governance retreat, reading assigned literature, and reading about the philosophy during the learning opportunity portion of the monthly public board of trustees meeting.

The Planning Board nominated members for the Gillingham Board of Trustees based on a person's demonstrated support of the school during the planning phase as well as a person's residency and expertise. The following board members represent the Pottsville, Blue Mountain, North Schuylkill and Minersville school districts: Mary Rushanan, President – Realty Broker, business owner and grandmother; Lori Quinn, Vice President – graphic designer and mom; Fred Anderson, Secretary – home improvement salesman and dad; Sharon Klinger - Behavior Specialist, PE Certified Teacher, and mom; Rick Werkheiser – Minister, former therapy support staff (for students), and dad.

Faculty & Staff In Gillingham's shared leadership governance model, teachers are leaders. It is crucial to recruit and hire teachers who are willing to learn Relational methods and who want to lead and learn. Gillingham has recruited by advertising publically, but more importantly, by informing Gillingham's parents and supporters about our hiring needs

through Facebook and emails. These people already believe in the philosophy; therefore, they know which teachers in the community share our beliefs. Each candidate was required to read a short book on the philosophy and to attend a two-hour interview with the directors. All faculty and some staff attend a summer Relational Education training, and everyone attends the workshop on Restorative Practices, a non-punitive approach to building community and to healing broken relationships. Every employee also commits to learning new methods and to leading when his or her expertise is needed. Gillingham has hired a diverse staff, with four teachers who have more than 25 years of experience in teaching and four teachers of Asian American, African American or Latino descent.

The Directors', Board of Trustees members' and some teachers' resumes are attached

- c. **Childlight USA (CLUSA) Accreditation:** The connection to CLUSA is part of Gillingham's governance because CLUSA accreditation requires the school community to stay true to the Relational Educational model, which requires a shared leadership/learning organization governance model. Thus, all stakeholders are held accountable to the standards and requirements of the CLUSA accreditation program, which guides the school's direction and practice. CLUSA's accreditation program requires the school to randomly submit students' exams to CLUSA, who then hires professors from all subject areas to assess the student exams. Through this process, along with evaluative observations and site visitations, CLUSA determines whether or not a school can be accredited.
- d. **Co-Principalship:** The board of trustees hires and manages the two directors of the Gillingham Charter School- the CEO/Director of Education (DOE)/Principal and the Director of Organizational Development (DOD). Since research demonstrates that too much is expected from one principle, Gillingham's two directors share the many responsibilities held

by most principals. The two directors are also learners in the Learning Organization who participate in the faculty breakfast book clubs, the monthly professional development meetings, CLUSA workshops, Japan's Lesson and School Study approach, Reflective Practices and the school's relational 360 Degree Feedback program. Consequently, both life-long learning and shared leadership are modeled by the leadership before the stakeholders.

- f. **Principal as a Facilitator and “Teacher of Teachers”:** The principal and school directors are facilitators and “teachers of teachers,” as they guide, model and create opportunities for learning and leading. The principal relies upon the relationships and interactions of persons and situations (Spillane, 2006) rather than leadership role, status or personality. S/he provides alternatives in which power is found in many roles and communal forms of decision-making. Effective influence stems from the learning, teamwork and participation of the learning community of adults, which is *cared for and sustained by* formal leaders (Donaldson, 2001; Sadler, 2003). Theorists suggest that principals replace command-and-control with guidance and empowerment so that teachers are decision makers. In this sense, leadership is a relationship rather than a role. The principals at Gillingham use many tools to guide and facilitate such as the following:
- g. **Monthly Program Development Meetings:** Staff and Faculty meet monthly during a protected, scheduled time to learn, discuss, evaluate data, and collaborate on issues concerning the school, the program, the students, instruction and curriculum.
- h. **Respectful Atmosphere** A learning organization that shares leadership depends upon a respectful atmosphere that fosters trust, responsibility and productivity between administrators and teachers. Leaders provide time in the schedule for Reflective Practices and professional growth (e.g. Japan's Lesson Study, Fishbowl Protocols, 350 Degree

Feedback, Breakfast Book Clubs, Program Development Meetings) that do not take away from teachers' planning periods. Collaboratively, they set the school's norms to mold the School's culture. They facilitate team builders and social activities to develop relationships so that persons can work together productively. They create, implement, monitor and evaluate the Relational Governance structures based on the respect demanded in relational principles and shared leadership structures. They allow teachers to participate in the *academic* and *social* areas of learning, thus increasing student achievement (Ingersoll, 2003).

- i. **Stakeholder Surveys:** Parents, students, teachers, administrators, board and staff members complete surveys to share their voice and to evaluate the school's success. These are used during Program Developmental Meetings and board meetings to inform governance.
- j. **Morning Meetings:** Daily, teachers facilitate morning class meetings, a process from Restorative Practices, in which students' voices are heard through their stories, their concerns, their joys, their frustrations and their ideas about their daily lives in the classroom, the school and the community.
- k. **Schoolroom and School-wide Democratic Voting:** Throughout the year, the administration and the teachers facilitate various opportunities for students and stakeholders to vote on issues concerning the school community.
- l. **Student Membership:** Students representatives are chosen to present the voices and needs of the students to the board of trustees.
- m. **Student Involvement:** Students take part in Reflective Practices and Restorative Practices, and they lead the trimester student/parent/teacher conferences, thus informing future school decisions.

n. **Parent Involvement:** Parents and students have been and continue to be involved in decision-making where appropriate. As a learning community, all adults and students are learners, which enables them to be better leaders. Ample circumstances will allow everyone to learn together: book clubs, night classes, the school's monthly Evening Collaboration open to all stakeholders, field studies, the monthly Saturday Clean-Up days, the Board of Trustees meetings, orientations and surveys. Parents have been and continue to be encouraged to participate in school activities and to volunteer at the school to the extent they are able. All parent (and other) volunteers attend an orientation program before volunteering at the school and upon enrollment of new students. Parents are represented on the Board of Trustees. As parents have busy schedules and may have limited resources, the school is researching ways to provide day care for many of these meetings.

4. OBJECTIVES AND ASSESSMENTS

On June 7, 2011, Gillingham's charter application was unanimously approved by Pennsylvania's Charter Appeal Board (CAB). The CAB's official statement that lists the reasons for overturning Pottsville's rejection is attached. In the approved charter, Gillingham outlines the plans to assess student performance and includes Pennsylvania's mandated assessment, the PSSA. Please find attached a chart outlining the objectives, the corresponding assessments, a timeline, the benchmarks and the persons responsible. The following school objectives and their assessments, as well as a description of assessment measures to be used by the school, are taken directly from the charter:

Objective 1: GCS will prepare students for entry into higher education and will track the success rate of Gillingham's graduates.

Assessments:

- a. By Year Five, 95% of GCS students will graduate with a high school diploma.
- b. 90% of GCS graduates will complete some form of education after high school.
- c. 100% of GCS students will participate in an internship program during high school to help them plan for their vocation and future education.

Objective 2: Demonstrate student achievement and school success by meeting the No Child Left Behind AYP targets.

Assessments:

- a. By year three, 85% of GCS students will read on or above grade level.
- b. At least 75% of the faculty will be certified or licensed teachers.
- c. 100% of non-certified teachers will be highly educated experts in their fields.
- d. On average, test scores will increase over the term of the charter sufficient to earn AYP.
- e. CLUSA Assessment program will randomly select and mark 30% of students' exams each year. Of that group, 75% will earn a passing score.
- f. Annually, all faculty and staff will collaboratively evaluate and analyze PSSA scores and CLUSA scores to inform decision making and instruction.
- g. Each week and each trimester, faculty and staff will analyze attendance reports to determine if attendance is lower than 95%, thus indicating dissatisfaction, which leads to poor attendance, which adversely affects student achievement.
- h. To evaluate student learning, teachers will use the following daily and weekly *authentic* assessments and corresponding rubrics: Oral, Written, Illustrated and Dramatic Narrations (retellings); Journaling; Individualized Learning Programs; Portfolios; Open Ended Exams; a unique, cooperative system of Parental Feedback and Assessment; the Parents' Notebook and Detailed Narrative Report Cards.

- i. To evaluate adult and organizational achievement and growth, faculty, staff, students and parents will use the following authentic assessments: 360° Feedback; Reflective Practices; Portfolios; Individualized Learning Plans; Fishbowl Protocols; Japanese Lesson Studies, Surveys and Organizational Action Planning.

Objective 3: Maintain aligned curriculum to PA state academic standards and CLUSA’s relational model standards to implement a comprehensive school-wide relational curriculum.

Assessments:

- a. Complete one-week intensive Relational Education training to maintain the alignment between CLUSA/GCS curriculum and the Pennsylvania state academic standards.
- b. Annually, faculty and administration examine data collected from PSSAs and the CLUSA assessment scores to tighten the alignment between the Relational curriculum and the PA state academic standards.

Objective 4: Develop a sustainable, student-directed system to select and integrate relational projects and community partnerships into curriculum.

Assessments:

- a. In Gillingham’s first year, eight community partnerships, including local academic institutions, are established and partnered with students.
- b. 100% of GCS students participate annually in at least one *community* service event correlated with the PA state standards and derived from CLUSA curriculum.
- c. 100% of GCS students participate annually in at least one *environmentally-focused* event inspired by PA state standards and community needs and derived from CLUSA curriculum.

- d. 100% of GCS teachers connect with other teachers in another country to develop *globally-focused* relationships through the internet.
- e. 100% of GCS students participate annually in at least one *globally-focused* relationship with another class in another country.

Objective 5: Achieve CLUSA–model-school certification by Year Three of operation.

Assessments:

- a. The school’s faculty and staff successfully complete training on relational instruction, curriculum, assessment and governance per CLUSA certification protocol.
- b. The school’s faculty and staff successfully complete relational education training to maintain the alignment between CLUSA/GCS curriculum and the Pennsylvania state academic standards per CLUSA certification protocol.
- c. The school’s faculty and staff successfully complete relational education training on writing and scoring examinations per CLUSA certification protocol.
- d. The school’s faculty and staff successfully complete relational education training on the CLUSA Assessment Process on Student Performance.
- e. The School’s faculty and staff successfully complete SaferSanerSchools training through the International Institute of Restorative Practices by Year Three. By Year Four, at least one faculty member will complete Trainer Training, becoming a teacher trainer based at GCS.
- f. Faculty submits to CLUSA individual Relational Education professional growth plans and assessment forms developed by the school.
- g. At the end of each trimester, GCS submits examination papers for evaluation by CLUSA.

- h. Achieve the Relational Model School status in 2014.

Objective 6: All GCS students will be highly satisfied with the school’s educational program.

Assessments:

- a. At least 90% of the projected enrollment goals will be met each year.
- b. On average, there will be at least an 80% student retention rate each year (i.e., students who stay at the school after their enrollment).
- c. Each week and each trimester, faculty and staff will analyze attendance reports.
- d. Develop a reliable survey to determine students’ attitudes toward the relational education program.
- e. 75% of students will give “highly satisfied” marks for all key areas of student satisfaction surveys.

Objective 7: All staff will be highly satisfied with the school’s operation and design.

Assessments:

- a. On average, at least 80% of the staff will return to the school each year.
- b. On average, there will be at least a 90% daily attendance rate for staff each year.
- c. 90% of staff will give “highly satisfied” marks for all key areas of the staff satisfaction surveys.

Objective 8: GCS families will be highly committed to the school and will be actively involved in school activities.

Assessments:

- a. At least 80% of parents will sign the parent volunteer form indicating a willingness to be called upon to volunteer time and effort to school activities and projects.
- b. At least 20% of our families are represented at all of our community events.

- c. 80% of parents will give “highly satisfied” marks for all key areas of the community satisfaction surveys.

Objective 9: GCS will have a positive impact on the surrounding community.

Assessments:

- a. At least two community leaders will be elected board members during the first year of the school’s operation.
- b. GCS students will organize and operate at least one major fundraising or service activity to benefit a community agency each year.
- c. 80% of community businesses and organizations will give “highly satisfied” marks for all key areas of the community satisfaction surveys.
- d. After 10 years, Gillingham will influence the dropout rate of Pottsville by graduating 95% of Gillingham’s students with a high school diploma.

5. DEGREE OF FLEXIBILITY

According to Pennsylvania’s charter school law, a charter school application must be approved by the school board of the school district in which the charter school building will be located. As the authorized public chartering agency, the school board has the power to approve charter applications and to approve rechartering actions every five years. The school board holds the charter school accountable to the goals and agenda as stated in the charter.

Otherwise, the charter school is autonomous, acting as an independent school district.

Our goal has been to work with the Pottsville Area School District (PASD) to establish and maintain a positive and cooperative relationship. The Board of Trustees and school directors ensure that GCS follows all state and school district policies that apply to the charter school. A proposal for collaboration between GCS and the PASD was presented to Dr. Jack Dolbin on

September 24, 2009. Dr. Dolbin stated that the district was willing to consider all items of the proposal. The proposal is as follows: GCS serves as a model of research-based methods that can be observed by the administration and faculty of the PASD; GCS will open professional development opportunities to the PASD for joint learning; GCS will open to the district's administration and faculty *Lesson Study* opportunities conducted during school hours for professional development and deeper understanding of the school's philosophy; GCS will open any of its competitive sports to PASD schools that do not offer similar sports; GCS will follow PASD's calendar and busing schedules as much as possible to honor the costs and convenience of transporting students to school.

The PASD denied a revised charter application. Confident that the charter application met PA's charter school laws, Gillingham petitioned the citizens of the Pottsville school district and received 980 signatures (when only 400 signatures were needed) from those who wanted a charter school in the Pottsville district. This petition allowed Gillingham to present the charter before Pennsylvania's Charter Appeals Board (CAB), and on June 7, 2011, the CAB members unanimously voted to approve Gillingham's charter. To see the reasons for the PASD denial of Gillingham's application, and a detailed explanation of the Charter Appeal Board vote, please see Attached "CAB Opinion and Order".

The school opened on September 6, 2011. The GCS Board of Trustees appointed Christie Werkheiser, Director of Organizational Development, to work as a liaison to the PASD School Board. We have identified a district liaison to serve as their point person and are working with point persons from the other 10 districts that we currently serve. In April of 2012, the PASD appointed a new superintendent, and our relationship with the district has already dramatically improved. GCS directors met with the superintendent to welcome him and to inform him of the

school's future facility plans. GCS opened its doors to him and three board members in May. Together, GCS and the new superintendent are redrafting a document that clearly defines the relationship between the school district and charter school. It will include the expectations of both parties, including all requirements mandated by Pennsylvania's Act 22 of 1997 to avoid any confusion in our roles. GCS expects the school district to provide a level of supervision that allows us independence in our activities. We will encourage the district administrative team to make regular visits to our school in order to promote an atmosphere of cooperation. As part of this plan, we maintain regular communication with the districts to demonstrate that we are operating in a fiscally responsible manner and are providing quality educational services to our students. The required annual reports will provide data-driven analysis of our educational and fiscal operations. In consideration of school districts' budgetary needs, we have implemented a schedule for enrollments in the charter in the charter school so that the districts are notified as early as possible when students from their district enroll in our school. We understand that this is helpful to them as they plan and finalize annual budgets.

At the present time our strategies have been successful and the potential challenges are being managed seamlessly. Our obvious coordination efforts have been met with cooperation, namely- busing, free-and-reduced-lunch program, and record acquisition. Additionally, PASD sent a letter to the parents of Pottsville students noting that we are a new school option available for their children. We will continually monitor our process for signs of needed improvement, and will measure this through surveys, questionnaires, and face-to-face meetings.

6. PARENTAL AND COMMUNITY INVOLVEMENT AND SUPPORT

GCS is a vital and active member of the community and a valued part of the lives of the families that we serve. By creating direct links for the students, faculty, staff and parents to connect with

the community through service learning opportunities, field studies, nature studies and internships, we establish relationships that stand above and beyond the academic component of the learning environment. Moreover, the overarching mission of GCS is to create a learning community for *everyone* involved, including parents, so all adults in the students' lives model learning. To this end, a number of vehicles have been woven into the system to ensure maximum involvement from parents/guardians.

Planning Phase

-Founding Membership: During the planning phase, dedicated parents, Founding Group members, and the community spread the word about and generated support for GCS. This founding group discussed curriculum options and settled on the Relational Education model presented by CLUSA. This curriculum was selected because it offered a complete non-sectarian Relational Educational program, including a tailored curriculum based on state standards, an instructional practice, a governance model, an assessment program and accreditation. Parents and community supporters then formed committees: Community Outreach, Facilities, Finance, Fundraising, Technology and Grants. Founding Members collaborated to develop the charter, to locate a building, to advertise, to raise funds and to develop a budget.

-Events: The community outreach and fund raising events not only generated funds for the school but also increased community awareness of the school. We held over 24 monthly informational meetings at local venues such as the Historical Society and other community-based organizations to educate and seek input from the community about the charter school and its educational program and to maximize pre-enrollment. GCS hosted booths with flyers and posters at downtown events such as the American Way Fair and a local arts festival. Flyers and posters were also circulated at a local thrift store, a pregnancy center, a public mental health service

provider, some galleries, cafés, public housing headquarters, grocery/convenient stores, YMCA/YWCA, the Salvation Army and Child Development centers.

-Further Marketing: Members also visited families, walking door-to-door in low-income housing areas. We spread the word by sending letters and press releases to district school board members, legislators, and local newspapers and also attended district school board meetings to advocate for the school. All means of communication listed our website address and contact information allowing anyone interested to easily contact the Founding Members.

Operational Stage

-Founding Member Requirements: All parents, grandparents and guardians who wished to be Founding Members had to meet two requirements that stressed learning and an understanding of the school's relational pedagogy; thus parents, grandparents and guardians had to attend at least one Founding Members Meeting and read a synopsis of the philosophy.

-Orientations: Parents and staff also collaborate to develop orientation/training programs that everyone involved with the school is required to complete.

-Community Resource: In the second year, GCS will conduct educational workshops (on topics such as parenting, literacy, GED, foreign cultures, the environment, etc.) and will host "town meetings" in which community members can learn about the school, exchange ideas, and participate in family-friendly activities.

-Community Partnerships: We collaborate with community businesses and organizations to expand the school's resources and to further the visibility and sustainability of GCS, making the school an important and vital member of Pottsville and Schuylkill County. Our partners include YMCA, the local Penn State Campus, the Schuylkill County Council for the Arts, the Historical Society, Schuylkill Headwaters Assoc., Schuylkill Wellness Services, local naturalist Porcupine

Pat, Stonehedge Gardens, The Block of Art, Strawberry Playhouse, Pioneer Evergreens Farm, insurance and realty businesses, AIS Computer Consulting, and an attorney and architect who have donated their time. All of our copies, posters and flyers were donated by Copycat Business Systems. All of these partnerships create shared responsibility for the wellbeing of children, families, and schools by all members of the community. Community partnerships and supporters were gleaned through: direct solicitation by founding members; meetings with the planning board president; referrals from founding members who knew of businesses that desired to work with GCS; and direct contact from businesses that had heard of GCS.

-Community Visitors: Community members come into the school to participate in the learning environment, to lead classroom activities, to share stories, to import their own experiences and to help students extend their skills, knowledge and relationships.

-Monthly Field Studies: Students and adults visit the community in monthly field studies. To be proud of their community, persons need to know their community; therefore, out in the field, students and adults study the community's history, natural environment, government, service agencies, economics, organizations, influential persons, monuments, and higher education.

-Service Learning: Many of the school's activities involve community service projects because they will be familiar with their community's need from their field studies and thus will care about the community and want to make a difference now and later in life. We continue to develop effective partnerships with local businesses, leaders and organizations to help develop innovative programs in support of our mission and curriculum. Currently, GCS has documented partnerships and support from such organizations as the YMCA, Historical Society, Schuylkill County Council for the Arts, Copycat Business Services, The Mad Potter, Penn State Schuylkill, Hawk Mountain Nature Center, Naturalist Big Owl, and Healthy Habits Natural Market.

-Parent Visitations and Adult Learning: Parents are welcome at all times to visit the classrooms by appointment which ensures safety and proper relations between all stakeholders. Parents and guardians as well as members of the community are invited to join the book clubs, classes and social events sponsored by the school.

-Monthly Evening Collaborations: GCS conducts monthly Evening Collaborations in which parents, students, staff, faculty and the community meet to celebrate, learn, evaluate and serve together. This vehicle is viewed as a strategic change to the organizational system, one that encourages ongoing dialogue and a continuous effort to reflect and improve on an individual basis and collectively at the program level. The purpose of these meetings is not only to identify needed changes but also to identify, share, analyze and celebrate successes. These collaboration sessions also provide time for individual conferencing between parents and their children's teachers and group collaboration among all stakeholders.

-Parent Expertise: GCS seeks a high degree of parent involvement in all areas of the school including classroom help, tutoring and assisting teachers. We also realize that parents have many talents that can add to the overall educational experience. As an example, one parent comes in regularly to teach crocheting to the $\frac{3}{4}$ grade form for their handwork class. The school also conducts a monthly "Saturday Clean-up Day" in which volunteers and parents maintain the facility together. Parents are asked to help plan for future facilities that will reflect and support the school's values of enduring natural beauty, harmonious spaces, healthy materials and sustainability. Parents and community members also contribute to the school by coordinating school assemblies, serving on advisory and decision making committees associated with the Board of Trustees, or serving as an officer on the school's parent-teacher organization. At least one parent serves on the board at all times. In connection with coordinating thorough

assessments of the school, GCS seeks help from parents to design parent, teacher, and student surveys for the school as well to help conduct and tabulate the results.

-Ongoing dialogue: Dialogue among parents, teachers, consultants and the administration is crucial; therefore, the school implements the following practices to facilitate ongoing dialogue: coordinated email and voice mail communication; weekly bulletins and an upcoming monthly newsletter; times of volunteering, book clubs, learning opportunities and monthly clean up days; composition of the Board of Trustees; teacher phone calls; student led student/teacher/parent conferences.

-High School Internships: Students in Years Eleven and Twelve will participate in internship programs that require them to work in the “real world,” allowing them to contemplate their futures, practice their gifts, and experience the realities of the workplace. The school has already formed community partnerships to meet this goal.

-Lesson Studies: GCS hosts “lesson studies” for student teachers, professors and researchers from universities. GCS has developed a relationship with the local Penn State campus.

7. CONTINUED OPERATIONAL PLANS

The charter developed by the GCS Collaborative during the planning process serves as a management tool that reflects our goals for the future of the school, how we will meet those goals, and how we will evaluate our progress. This document will be referenced regularly to ensure that the planning is sustained and fully implemented once the school opens. While we have complete confidence in our vision for the future and in our CLUSA relational program as the driving force behind our school and its programs, we understand that flexibility in the school design will allow us to adapt to changing influences and conditions. The Board of Trustees will have the ultimate responsibility for carrying out the vision and mission of GCS and for fostering

relationships with staff and the school community. However, it will require the efforts of all board members, administration, teachers and parents on a daily basis to ensure that we maintain the high standards on which the school is being founded. Monthly board meetings will be held to review the status of activities in the school and its progress toward meeting its objectives. This review should always align with the measurable objectives stated in the charter. Continuous review of these items will allow for expedient modifications to be made in the school's design should there be any shift from the strategic plan. The board will also oversee the budget of the school. Sustaining the charter school, especially in its early years, will require good business acumen and prudent financial management. To this end, we have contracted the services of a highly qualified business manager who has experience and expertise in charter school budgeting, operation and auditing practices to ensure our fiscal accountability to the district. A comprehensive budget process is critical in helping the board determine its financial viability in sustaining its planned educational program. GCS has prepared a budget reflecting all projected revenue and expenditures for the school each year. Included with this budget is a five-year budget projection. This guides future projects and programs and determines long-term financial needs. The directors and administrative team is responsible for aggressively seeking sources of grant funding to improve the sustainability of the school.

We rely on a continued high level of community outreach to sustain maximum enrollment now that the school has opened. As a result of our outreach efforts, the current enrollment of 178 students demonstrates the significant amount of parental and community interest in our school. As necessary, we will continue to budget for these efforts. However, we believe that grassroots outreach will continue to be the most effective means of maintaining support for and interest in our school. In addition, we believe that the successful implementation of our school and the

excitement caused by its educational program will create a desire within the community to enroll children in our school. The Board of Trustees works with the Outreach Committee to develop new and creative ways to reach all groups of the local population. We also believe that the success of our community-based instructional program plays a large part in sustaining our school. As residents and businesses see our commitment to making a difference in the community through our service learning, internships and environmental programs, we believe that they will recognize the importance of taking an active role in working with us to support our school's sustainability.

We plan to conduct annual retreats for the various stakeholders to review the progress made on our strategic plan in order to ensure the full implementation of our program in all areas of school operations and also to use this process to modify and implement any corrective action plans as necessary to stay on track with our mission.

7. FUNDING PLANS

During the Implementation Phases of Year Two and Three (2012-2014), now that the charter is approved and the school is in operation, funding will be used for:

- Curriculum: CLUSA required books, supplies and equipment
- Consulting: PA Coalition of Charter Schools membership and conference fees and costs, Synergy Educational Consultants fees and costs
- Educational Program: CLUSA educational program fees and training
- Grant: Federal grant meeting costs for the project director
- Governance/Discipline: International Institute for Restorative Practices training
- Professional Development: On and off-site professional development consulting, travel,

- stipends, resources
- Public Relations: Marketing and website
- Staffing: Additional administrative assistant
- Technology: Classroom sets of computers, Smart Board in every classroom, computers for every teacher

8. INFORMING STUDENTS AND MARKETING

To insure that all families and students in the community were informed about the school and given equal opportunity to attend GCS, the school's collaborative team conducted more than 30 public information meetings during the planning phase. These meetings were held the first Wednesday of each month in downtown locations near public housing and rental properties. The meetings were publicized in the community in the following ways to inform and reach potential teachers, students and their families from all demographics: our website, local radio community bulletin board announcements and five radio interviews; articles and letters to the editor in the local paper; mass emails sent to homeschoolers in Pottsville and the county. We hosted booths with flyers and posters at downtown events such as the American Way Fair, the Block of Art Festival and the Halloween Parades of 2008 and 2009 to which many low-income families attend, as well as the county fair, several Mall events, and holiday festivals such as the Juneteenth Celebration. We circulated over 700 flyers in the Salvation Army's Christmas baskets to needy families. Flyers and posters were also circulated at the local thrift store, pregnancy center, a public mental health service provider, galleries, cafés, public housing headquarters, grocery/ convenient stores, the YMCA/YWCA and Child Development centers. Members also visited families, walking door-to-door, in low-income housing areas. GCS also requested that

brochures be sent home from PASD schools with all children in grades K-7. GCS also purchased television ads and billboards to reach even more families.

During the Implementation Phase, Gillingham sent teachers, parents and volunteers door to door in the neighborhood to inform families about the new charter school. The school conducted open houses and three are planned for the summer months, and two small group information meetings are planned for each month. The school uses the website (gillinghamcharterschool.org), Facebook, and emails to the Gillingham stakeholders to communicate and to advertise.

10. SPECIAL NEEDS PROGRAM

Currently, 33% of Gillingham's students are classified eligible for special education services.

This is a large number when compared to the 12% special education population in Pottsville's schools. GCS's Relational special needs program is based upon the core principle of Relational Education- that all children are persons with basic human needs and distinct personalities.

-Meeting Legal Requirements: The special education program is implemented in accordance with applicable federal and state law and regulations which require GCS to provide a free appropriate public education ("FAPE"). Provision of FAPE requires special education and related services that are designed to meet disabled students' unique needs and prepare them for further education, employment and independent living. Once a student is identified as requiring special education services, the Individual Education Plan ("IEP") Team will develop, review and revise a written IEP in a meeting in accordance with applicable federal and state laws and regulations. The IEP will provide for necessary adaptation and/or modifications of the Relational Education curriculum with all necessary related services and supports in the least restrictive environment.

Chapter 711 of Title 22 of the Pennsylvania Code requires the publication of a notice to parents regarding public awareness activities sufficient to inform parents of children applying to or enrolled in the Charter School of available special education services and programs and how to request those services and programs and of systematic screening activities that lead to the identification, location and evaluation of children with disabilities enrolled in the Charter School. In addition, the federal Family Educational Rights and Privacy Act of 1974 (FERPA), which protects confidentiality, requires educational agencies to notify parents annually of their confidentiality rights. GCS published an Annual Public Notice of Special Education Services and Programs and Rights for Students with Disabilities and Notification of Rights under the Family Educational Rights and Privacy Act, drafted by our attorney, in the school's Parent-Student Handbook and on the school's website.

-CLUSA Instructional Practices: GCS's Relational Education curriculum and instruction works well for many students with special needs. For example, students suffering from ADHD benefit greatly from the school's short class periods and unique scheduling. Of course, the Relational Education curriculum and instruction is modified as necessary to provide FAPE to each special education student in accordance with each student's IEP. For example, when students take their open-ended exams, they must write essays. Some IEP's require adults to scribe for the students as they dictate their answers to the adult. Furthermore, since the school uses inclusion in addition to any necessary pull-out instruction, all teachers are trained in relational special education approaches such as RDI (Relationship Development Interventions).

-Special Education Teachers: The school hired two full-time certified special education teachers and an aide, and next year a special education coordinator will be added to the team. Each student's IEP team will be the case managers for the respective student's IEP. The special

education teacher works collaboratively with the regular education teacher and related service providers to assist in implementation of the IEP. Written progress monitoring will be performed in accordance with each student's IEP by all teachers and related service providers. This collaboration will involve indirect services to the child such as consultation and peer coaching to the regular education teacher, and direct services to the child such as co-teaching, resource room, learning support, one on one instruction, etc.

-Service Providers: GCS hired contractual service providers from INVO Healthcare Associates Inc. and Therapy Source. These companies provide Speech Language Therapy, Occupational Therapy, Physical Therapy and School Psychological Services. Also, Therapy Source offers Audiology, Social Work services and in-services/workshops as needed to aid in implementation of children's individualized goals. The School will contract with Intermediate Unit # 29 for the upcoming school year.

11. DISADVANTAGED STUDENTS AND FAMILIES

GCS aimed to serve disadvantaged students and their families, and since 60% of our enrolled students qualify for free and reduced lunches, it appears that the following steps proved efficacious:

-Location of the School: First, GCS is located and will remain in the underserved downtown part of Pottsville, not in the suburbs. The school's neighborhood consists of working and lower middle class housing and rental properties, and public housing is only five blocks away.

-Marketing: Because many disadvantaged families do not subscribe to the local newspaper, GCS distributed flyers door to door and petitioned disadvantaged neighborhoods and streets. Flyers and posters were also distributed to organizations and business frequented by underserved families: child development centers, grocery and convenient stores, the public library, the

Salvation Army, a thrift store, a local pregnancy center, a public mental health service provider and the post office. Monthly information meetings were held downtown and in public housing meeting places, all of which are within walking distance and easy access to public transportation.

-Higher Education for All: Also, GCS is intentional about further education for all students.

The school will run a high school job internship program for all 11th and 12th graders, putting students into the community and workplace to help them recognize the need for further education as well as to help them plan for a future vocation. GCS will also provide parent classes on the college entrance process as well as literacy, GED and family living budgeting classes for all members of the community.

-No Tracking: Often, disadvantaged students and children of color get placed in “low tracks” or the general education classes in schools. Thus, GCS does not track students into general education, college prep and advanced classes. High expectations are maintained for ALL students, and Gillingham’s instruction requires teachers to change their teaching to meet a student’s needs rather than requiring a student to change to meet the teacher’s instruction.

-Authentic Assessment: The elimination of tracking coupled with the authentic assessment in the CLUSA relational program helps economically disadvantaged students. The negative personal and societal effects of traditional testing for students are well-documented: exposure to a less challenging curriculum, significantly increased dropout rates, and lives of unemployment and welfare dependency (Oakes, 1986a; Oakes, 1986b; Shepard & Smith, 1986; Jaeger, 1991). These researchers conclude that using testing as a mechanism for sorting and selecting students for access to educational and economic opportunities is antithetical to achieving equity.

-Student Assistance Program (SAP): Gillingham’s Child Study Teams, the school’s version of SAP teams, are designed to prevent and reduce student problems of substance abuse, teen

pregnancy, suicide, truancy, dropout, violence, child abuse, behavior problems, and other serious life issues. The Child Study team is comprised of school directors, Child Study coordinators and counselors, school psychologists, or other mental health professionals, teachers, coaches, nurses, students, and community representatives. This team identifies adolescents whose health, behavior, attendance or grades indicate that they are at risk. To make a referral for a Child Study, parents or teachers may contact a team member, and students may also refer a peer by contacting a Child Study member verbally or in writing.

Through the different steps that comprise each Child Study, at-risk adolescents are directed to appropriate services in the school and community. The services will provide the necessary assistance to help students deal with his/her problems. To be successful, therefore, our Child Study teams work closely with a well-defined community network of treatment programs, social service departments, and law enforcement agencies.

Research reports many benefits of such teams: decreased vandalism, increased student participation in alcohol and drug-free functions, more positive attitudes toward youth with problems and improved communication between students, staff, community and parents. An additional benefit is a decreased dropout rate for students with problems.

-Cultural Capital: Gillingham's disadvantaged students, which represent 60% of student enrollment, will increase their "cultural capital," the non-financial social assets that help students in school and as adults. Cultural Capital empowers economically disadvantaged students and increases chances of upward social mobility. The right CLUSA curriculum definitely enriches the lives of disadvantaged children and empowers them with cultural capital. All students learn the arts since the arts are not "specials" or "electives". All students play a competitive sport in high school. All students (K-12) learn to play an instrument. All sing. All observe and copy

famous artists' works. All listen to the classics and influential compositions. All recite poetry written by three poets they study each year. Students in 4th-12th grade read and act out scenes from three Shakespeare plays a year. Research proves that high arts participation makes a more significant difference to students from low-income backgrounds than for high-income students since engagement in the arts nurtures the development of cognitive, social, and personal competencies (from a collection of studies collectively entitled *The Impact of the Arts on Learning*).

-Critical Multiculturalism instead of Traditional Multiculturalism: The CLUSA curriculum provides for critical multiculturalism which “aims for social transformation by seeking social justice and equality among all people rather than merely celebrating differences...” (Norton & Toohey, 2004, p.37). The respect for and study of people and perspectives is integral to curriculum, books and activities. They are not “added on.” This approach engages a broader group of learners, fostering positive relationships, respect and self-governance.

-Recruitment and Hiring: Persons of color are at a disadvantage in Schuylkill County since they only make up about 5% of the population. GCS strategically recruits teachers and mentors of color to enrich the school's adult population. Specifically, graduates from nearby historical black colleges will be recruited. The local Penn State campus is rich in student diversity, so tutors and mentors of color will also be recruited to work with the charter school's students. Currently, Gillingham employs four persons of color, comprising 20% of the faculty and staff. Hiring persons of color not only provides opportunity to people who are at a disadvantage, but it also provides inspiration and mentors to children of color enrolled in the school.

Gillingham Charter School was started to provide a Relational Education for ALL children.

Traditionally, this type of education has only been available for well off families who can afford

to put their children in private or home schools. The grant monies offered by the federal government will benefit not only the students of Schuylkill County, but also the children in the nation as the data will prove that a Relational Education is a great education for kids.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

Add Mandatory Other Attachment

Delete Mandatory Other Attachment

View Mandatory Other Attachment

To add more "Other Attachment" attachments, please use the attachment buttons below.

Add Optional Other Attachment

Delete Optional Other Attachment

View Optional Other Attachment

Gillingham Charter School

2012 Worksheet

There is a lot of rhetoric in our culture about “life-long learning.” The phrase can mean different things, but it usually occurs when people recognize that children are bored in schools, that their lessons do not excite or engage them and that they succumb to either memorizing and regurgitating for a test, retaining little (Gopnik, Meltzoff & Kuhl, 1999) or walking away mentally, if not physically, from books and ideas.

We see this playing out in tangible ways. According to Dr. Pascal Forgione, Jr., US Commissioner of Education Statistics, international tests show “U.S. fourth-graders performing poorly, middle school student’s worse, and high school students unable to compete. By the same criteria used to say [that] we were ‘average’ in elementary school, we appear to be ‘near the bottom’ at the high school level. By the time our students are ready to leave high school, they are doing so badly with science, they are significantly weaker than their peers in other countries” (2009).

Gillingham Charter School (GCS) resides in the Pottsville Area School District (PASD). The citizens of Pottsville, as well as the people in the surrounding communities in Schuylkill County, face many social dilemmas. Poverty is prevalent. Student dropout rates are unacceptably high. College enrollment levels are ominously low. Rural Schuylkill County consists of small boroughs, townships and mining “patches.” Historically, mining, agriculture and manufacturing were the bread and butter of this community. The mining industry and manufacturing have drastically declined while agriculture remains steady. The government is the biggest employer, and many adults commute an hour or more to work in Harrisburg, Allentown, Reading,

Philadelphia and New York City.

Perhaps the uniqueness of Pottsville's student population is its absence of diversity (in the traditional sense of the word) as evidenced by the following statistics compiled in 2008: American Indian/Alaskan 0.2%; Asian/Pacific Islander 1.1%; African American 5.2%; Hispanic 2.0%; Caucasian/Non-Hispanic 91.5%.

Schuylkill County is one of the poorest counties in Pennsylvania. More than half of Pottsville's students (52%) qualified for the free/reduced lunch program in 2011. Despite the steady decline in population, the number of Schuylkill County students who received free lunches increased from 4296 in 2002 to 6546 in 2011. A set of data in 2009 shows 40.8% of Pottsville's students as economically disadvantaged.

Schuylkill County is also unique in that the county's alcoholism rates often rank first or second *in the United States*. Surely alcoholism impacts poverty. That's not all, though. A forum on poverty conducted by the non-profit organization, Schuylkill Community in Action, revealed "lack of education" as the number one factor relating to poverty, linking it to the drop-out, illiteracy and truancy rates in the county.

There is evidence that reveals this "lack in education" in both Pottsville and the county. For example, Pottsville's middle and high schools did not make AYP in 2007, 2008 and 2009. When compared with Pennsylvania's average 2008-09 standardized test scores (PSSA), Pottsville's PSSA scores were at or above the state's average on only 10 of the 20 PSSA tests given to 3rd-11th graders. Neighboring districts' scores were just as bleak. Williams Valley only scored at or above the state average scores on two tests, Shenandoah Valley on five, North Schuylkill, Mahanoy and Minersville on eight, and St. Clair scored at or above the state average scores on six of 16 PSSA tests.

Furthermore, of all the counties in Pennsylvania, Schuylkill County has the third highest drop-out rate and is tied for the third-lowest number of college graduates, with only 10.1 percent of the population holding a bachelor's degree, according to the Pennsylvania Partnerships for Children (PPC) report. The state average is 18 percent (Wolfgang, Republican Herald, Feb.1, 2010). Over a quarter of Pottsville high students drop out; the PASD had a 28% drop-out rate in 2010, which ranked it as 469th of the 500 school districts in the Commonwealth. Perhaps as a result, the county and Pottsville also have high rates of unemployment and poverty among 18-24 year olds. Currently, unemployment rates in the county are at 11%.

The consequences are dire. Dropouts have more than double the chance of living in poverty, adding a burden to the community and taxpayers who support those in the welfare system. Moreover, few of the county's students who do go off to college return to live and work, which further depletes resources that could relieve the financial burden.

Obviously, education is a key to solving these dilemmas, since it has the most effect on poverty in Pottsville and Schuylkill County. Mark Scarbinsky agrees. As Schuylkill County's administrator and director of economic development, he posits, "The numbers are ominous. It's indicative of the fact that we have to ratchet up the value of education. We haven't done that" (Wolfgang, Feb.1, 2010). Indeed. Instead ratcheting up the value of education, educational options are thinning out. Other than Gillingham Charter School, parents can only choose between a few large public schools and the remaining parochial schools. Throughout the county, public schools have merged or intend to merge into large "centers," replacing small community or neighborhood schools that had small class sizes. Recently, three parochial schools closed, leaving even fewer school options. Furthermore, the county is without non-sectarian private schools, and the closest charter schools are 60 miles away in Harrisburg, Allentown and the

Poconos.

GCS is the first brick and mortar charter school in this county, offering an affordable option for those who cannot pay for a private or home education. Gillingham wants to be a public institution that, according to Joan Benson, president of PPC, “partners with community colleges and other institutions to help draw dropouts back to school, but, just as important, help keep students in class until graduation day” (Wolfgang, Feb.1, 2010). We wish to partner our educational program with the community to fight the dropout and alcoholism rates, to increase college entrance, to decrease welfare, and to bring our college graduates back to their hometown.

We believe that we can do this by being a place to which students don’t just have to go to but a place they want to go to. They want to go to school because they are engaged, not bored. Learning is presented in a way that is delightful, challenging and intriguing, so students retain much from books and ideas. Positive, respectful relationships are built in school and in partnerships in the community. Consequently, our students grow to be proud of who they are, from whence they come, and of what they will do for this community and the world.

Like Benson, we believe that dropouts do not have problems learning. All students can and are willing to learn. What is crucial to student success, high school graduation, and entrance into higher education is the WAY schools present the learning.

That is the key to Gillingham and what makes it distinct from the local schools and the charter schools in neighboring counties. For example, at the environmental charter school, the mission focuses on teaching nature and ways to care for it. At the performing arts charter school, the mission focuses on teaching students visual arts, drama, dance, and music. At the technology and science charter school, the mission focuses on teaching children the sciences. At the gifted charter school, the mission only focuses on teaching gifted students. At the special education

charter school, the mission only focuses on teaching children with special needs.

Gillingham teaches the sciences. We teach the arts. We teach about the environment. We teach both gifted and special needs kids. What makes Gillingham's mission distinct is that it focuses on the WAY they are taught:

For the children's sake, Gillingham Charter School cultivates a respectful learning organization upon the belief that children are foremost, persons. The nourishment of relationships, habits and ideas through a *Relational Education* not only prepares students for future education but fosters within them an avid desire for a life of learning, enabling them to author their own lives confidently and resiliently.

This application details how we intend to "ratchet up the value of education" in Pottsville and the county.

Gillingham Charter School
2011-2012 School Year
Free and Reduced
Lunch Program

As of May 31, 2012, our free and reduced lunch numbers were as follows:

Free Lunch students: 105

Reduced Lunch students: 8

Paid students: 64

Gillingham Charter School's Free and Reduced percentage is currently 64%.

Respectfully Submitted,

Dawn Housel
Food Service Director

FirstName	LastName	DateOfBirth	Grade	StreetAddress1	City	State	Zip	District
Aaliyah	Sarge		7					
Daniel	Albertini		3					
Alexander	Albertini		6					
Campbell	Albertini		K					
AngelinaMarie	Alexander		1					
Cody	Angel		1					
Destiny	Angel		3					
Caiden	Antalosky		3					
Miranda	Antalosky		4					
Tristan	Bankes		6					
Keisha	Barbee		7					
Jeremy	Bassininsky		9					
Julianna	Belaus		6					
Valerie	Bentz		8					
Nicholas	Bentz		9					
Emily	Botelho		8					
Nathanial	Bouffard		4					
Mark	Bressler		7					
Blake	Broadhurst		8					
Delilah	Brossman		3					
Naomi	Brossman		7					
Noelle	Brutts		5					
Samantha	Butcavage		9					
Aeriana	Cassavaugh		4					
Nautis	Cassavaugh		6					
Coralia	Chwastiak		5					
Jada	Cintron		1		Pottsville	PA	17901	Pottsville
Sadie	Cobb		8					
Cayleigh	Collins		K					
Owen	Crochunis		1					
Aedan	Crochunis		3					
Micaela	Crochunis		5 PR					

Luke	Scheifley	[REDACTED]	K	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Chasey	Schock	[REDACTED]		5	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Grace	Schock	[REDACTED]	K		[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Magdelynn	Schwent	[REDACTED]		4	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Erin	See	[REDACTED]		7	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Joshua	Senkus	[REDACTED]		5	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]			[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
John	Sheipe	[REDACTED]		7	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Cheyenne	Sheipe	[REDACTED]		7	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Sarah	Sheipe	[REDACTED]		9	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Nieco	Skeen	[REDACTED]		2	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Camryn	Smith	[REDACTED]		2	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Wilona	Smith	[REDACTED]		7	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Tavener	Smith	[REDACTED]		8	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Ahnan	Smith	[REDACTED]		9	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Jacob	Sponseller	[REDACTED]		4	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Jordan	Sponseller	[REDACTED]		8	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Edward	Staller	[REDACTED]		2	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Jeremiah	Steever	[REDACTED]		5	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Tessa	Stevensosky	[REDACTED]		5	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Taya	Stevensosky	[REDACTED]		5	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Shane	Strausser	[REDACTED]		8	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Dean	Sweigert	[REDACTED]		8	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Iamir	Thompson	[REDACTED]		6	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Madison	Trumbore-Loza	[REDACTED]		2	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Brynn	Urzendowski	[REDACTED]		9	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Luke	Vuksta	[REDACTED]		2	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Haden	Wagner	[REDACTED]		1	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Kaya	Wagner	[REDACTED]		1	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Bethany	Wagner	[REDACTED]	K		[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Kaeleb	Weikel	[REDACTED]		3	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Gabriel	Weikel	[REDACTED]		5	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Jasmine	Weikel	[REDACTED]		9	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Ethan	Werkheiser	[REDACTED]		1	PR	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Isabella	Werkheiser			3					
Amy	West			8					
Ethan	Whitesell			5					
Hannah	Whitesell			K					
Alexandria	Willard			K					
Lillian	Williams			1					
Haylee	Zartman			5					
Schooling									
Allison	Skrobak	35508		9					
Brentyn	Viars	35691		7					
Taylor	Whah	34594		9					
					Enrollment # 12/8=172				
					Enrollment # 2/1/12=163				
					Enrollment # 2/16/12 = 169				
Withdrawals									
Edbert	Zorrilla			3					
John Jr	Stapinski			6					
Anthony	Dino			6					
Alexander	Ernst			K					
Grant	Huntzinger			6					
Dawson	Crochunis			7					
Feldri	Zorrilla			4					
Abimael	Velazquez			K					
Kayla	Kelly	35219		8					
Withdrawals									
Brian	Heckler			8					
Angelina	Laub			5					
Brooke	Urzendowski	36576		6					
Aaron	Urzendowski	35867		8					
Kaden	Kline			K					
Alexys	Hozella			3					
Zachary	Sherman			3					
Ethan	Sherman			1					
Brooklynn	Felty			3	PR				

Sarah	Landon		5						
Dominick	Lentz		5						
Anthony	Beenick		5						
Angelina	Laub		5						
Cassandra	Pauly		5						
Lila	Thomas		2						
Eugene	Rountree		8						
Amy	Rountree		6						
Lydia	Pulicicchio		8						
Michael	Pulicicchio		6						
Kaitlyn	Pauly		8						
Julie	Misstishin		K						
Tyus	Jones	36310	7						
James	Holloman		8						
Kyle	Haslam		7						
Anna	Hanley		3						
Joshua	Colon		4						
Jacob	Challenger		2						
Michael	Bennett		3						
Sierra	Burnam		2						
Cedric	Burnam		3						
Hayley	Motika		4						
Mya	Hardnock		K						
David	Graham		8						
Patricia	Graham		8						

A Day in the Life of a Student

Our young student arrives to school, chatting with younger and older schoolmates as she walks to her desk which she shares with a deskmate. Their classroom is beautifully decorated with soft colors, wooden desks and armoires, lamps and floor rugs. Prints of great artists are framed. The Class Library's shelves are filled with the best books for free reading during homework and weekends. Our student puts her book back on those shelves since she finished reading it during homework last night.

Suddenly, her classmates hear the piano playing, so they scurry to Assembly and stand together. All forms (multi-aged classes) are gathered and sing the school song, a Spanish folk song or the national anthem. Announcements are shared after the pledge. (On Wednesdays, the entire school meets for the longer Midweek Assembly at which a visitor shares a short inspiring talk or a local poet shares her latest works while various forms present their latest art work or dance steps.)

Once back to their classrooms, students and teachers sit in a circle on the floor or at their tables to have their class meetings. A poem or short section of a biography sets the day with something inspiring to think about, and the day is started. The Spanish teacher, chattering away in his native tongue, takes our student's form for a stroll through the school garden. They pass another form, sitting on blankets, narrating *Treasure Island* during their literature lesson while another form loads up to go to the Goggleworks in Reading, PA, for an art field study. Meanwhile, inside, the local Breaker Boys lead a class in song and poetry during their history lesson, and little ones take a peek through the door. They head back to their room to play with their Word Study cards from today's Anderson's Fairy Tale. The morning is full of subjects such as history, reading, literature, math, composition, science, lab, dictation, citizenship, geography, and natural history.

The morning is broken up to give the students a quick break: free play! Our student plays Four Square in a playground full of children of all ages who eat healthy snacks, chase one another to capture a flag and build little towns in a mob of trees. Some older students in a small band practice their latest composition while some little ones sit and listen.

After break, our student sits with her teacher and classmates on the floor to read history. They are reading about WWII through the eyes of the Navajo in a narrative book, *Navajo Code Talkers*. Each student reads a paragraph, and at some point, the teacher tells the students to close their books. He calls on a student randomly. That student tells back what was read but forgot a section. Another child pipes up to fill in the gap. Then our student asks a question. Another shares an idea that popped into her head. The teacher refrains from interrogating with questions to allow the children to make their own connections. This is the method of Narration. Then, the class reads aloud some more together, and Narrations follow. Finally, students head back to their tables to write individual Narrations of the entire reading. This takes about thirty to forty minutes in all. Afterwards, the students have a science lab.

Today, teachers from some other classes sit in the back of the classroom to watch the history and science lab for their Lesson Study. Later, these teachers will meet with our student's teacher to

talk about what they observed. As teachers have found in Japan, this is a simple yet powerful professional development program.

When the morning work is done (there are no bells), students take their bagged lunches outside to eat on the picnic tables with their teacher and then run off to play. Today, the high school students are off to their weekly internships. Some walk. Some drive.

During their hours away, the rest of the students are busy in afternoon work that includes some of the following: handwork, art, music, dance, drama, PE, picture study, nature study, gardening, service projects and composer study. Some observe beautiful music, art and natural specimens, often copying what they see in oil pastels or watercolors. One class heads down the street to a local park for nature study, while another class takes off with local naturalist, Big Owl, for a hike through the woods. Some older students develop their photos for a photography project, while a young class practices their piano lesson. In the middle school common room, a group of students memorizes lines for the upcoming Shakespeare play while two boys choreograph the sword fight. Some students design and sew Elizabethan costumes with the help of a local seamstress and tailor, and some build King Lear's throne with the help of a local carpenter.

When the busy day draws to an end, children choose their good book for their nightly reading, some jot down a wonderful quote that inspired them, and others remember to take home their Shakespeare lines to practice. Then, the whole school busily cleans the school- one class waters the school garden, another vacuums the hallway, some dust their shelves, others sweep the wood floors, and a group takes out the trash, passing some students beating a big rug and others feeding the class pet.

The children walk off to home, jump onto the bus or meander outside for the after school program. The older ones take off to the YMCA for sports practice while middle school students participate in the intramural games. A couple of students ask to stay after to practice some scenes in the play or to practice a difficult section of their newest instrumental piece. No one is bored. There's too much to think about and too much to do. Yet, no one is overworked. Once at home, only a bit of reading and some recitation is required, so plenty of time is left for the family and the dog. Our student and her school mates had a day filled with meaningful relationships and intellectual growth.

CLUSA Curriculum Year 5
 Gillingham's Version

*a trimester is 11 weeks + 1 week of exams

LITERATURE

Year Five	<u>Gods and Heroes</u> by Francillon 4 sections Per term) <u>Treasure Island</u>	<u>Gods and Heroes</u> by Francillon 4 sections Per term) <u>A Christmas Carol</u>	<u>Gods and Heroes</u> by Francillon 4 sections Per term) <u>A Wrinkle in Time</u>	Listen to Poetry read aloud at http://librivox.org/	Carl Sandburg <u>Rainbows Are Made</u>	Julius Caesar Coriolanus
Revolutions	<u>Johnny Tremain</u> *Extension Lessons: -Johnny is an apprentice. Why is he an apprentice to a silversmith? If you were going to be an apprentice, what would you choose based on your abilities, interests and strengths? What else would you do to get ready for that career or vocation? What would you put in a Career Portfolio? - evaluating the advantages and disadvantages of holding a job while a teenager	<u>Treasure Island</u> <u>Rip Van Winkle and the Legend of Sleepy Hollow</u>	<u>Puck of Pook's Hill</u> <u>Treasure Island</u> <u>Frankenstein</u>		Alfred, Lord Tennyson Walt Whitman	King John

HISTORY

Year Five Revolutions	<i>Ben and Me</i> <i>Remember the Ladies: A Story about Abigail Adams</i> by Jeri Farris <i>A Little History of the World</i> (ch.33-34) Gombrich <i>The Story of Mexico</i> Hale (correlate with time period) <i>Historical Atlas of the World</i> <i>Many Thousands Gone</i> (selections, story of slavery) Underground Railroad <i>The Backwoods of Canada</i> Catherine Parr Traill [selections; pioneer] <i>Various speeches and primary documents</i>	<i>Ben and Me</i> <i>At Her Majesty's Request: An African Princess</i> <i>In the Days of Victoria</i> Eva Marsh Tappen <i>A Little History of the World</i> (ch.35-36) Gombrich <i>The Story of Mexico</i> Hale (correlate with time period) <i>Historical Atlas of the World</i> <i>Simon Bolivar</i> (Landmark Book) <i>The Backwoods of Canada</i> Catherine Parr Traill [selections; pioneer]	<i>Gettysburg</i> (Landmark Book) <i>At Her Majesty's Request: An African Princess</i> <i>In the Days of Victoria</i> Eva Marsh Tappen <i>A Little History of the World</i> (ch.37-38) Gombrich <i>The Story of Mexico</i> Hale (correlate with time period) <i>Historical Atlas of the World</i> <i>Many Thousands Gone</i> (selections, story of slavery)	NOTES: Classroom timeline and students' Book of Centuries HISTORY BOOKS FOR THE CLASS LIBRARY: <i>Anne of Green Gables;</i> <i>In Their Own Words: Sojourner Truth</i> Peter and Connie Roop <i>Black Cowboy and Wild Horses,</i> Julius Lester <i>Nettie's Trip South</i> <i>Book of Cowboys</i> Holling <i>Underground to Canada</i> Barbara Smucker <i>Lewis and Clark</i> Duncan and Burns <i>Jason's Gold</i> <i>Poor Richard's Almanac,</i> Daugherty <i>Abraham Lincoln,</i> Daugherty	TECHNOLOGICAL Concepts and Operations: -Use Smartboard and computer to find pictures and maps FIELD STUDIES:- FIELD STUDIES: -Philadelphia Museum of Art's Medieval Armor -Allentown Art Museum Medieval Art -University of Pennsylvania's Anthropology Museum Schuylkill County Historical Society -Bethlehem Moravians -Erie Maritime Museum/ Flagship Niagara -PA Rifle -State History Museum -Eckley's Miner Village
--------------------------	---	--	---	---	---

<p>“The Apotheosis of Washington” (Robert Morris)</p> <p>“Join or Die” slogan</p> <p>Washington’s Farewell Address</p> <p>Compare and Contrast Pennsylvania’s Preamble to the US Preamble</p> <p><i>Motel of the Mysteries</i> by David Macaulay (read aloud) [read before the book on the ancient world]</p>	<p><i>Various speeches and primary documents</i></p> <p>Portrait of Oliver Hazard Perry (War of 1812 and Lake Erie)</p> <p>The Gradual Abolition of Slavery Act of 1780, <i>Letters from a Pennsylvania Farmer</i></p> <p>“Northwest Ordinance”</p> <p>“Follow the Drinking Gourd” by Jeanette Winter</p>	<p>The Right of Chloe (1794))</p> <p><i>The Backwoods of Canada</i></p> <p>Catherine Parr Traill [selections; pioneer]</p> <p><i>Various speeches and primary documents</i></p> <p><i>Mathew Brady’s Illustrated History of the Civil War</i> (Lossing)</p> <p>“Gettysburg Address”</p> <p>“Emancipation Proclamation”</p>	<p><i>Two Years Before the Mast</i></p> <p><i>The Bears of Blue River</i></p> <p><i>Roughing It in the Bush</i> by Susanna Moodie</p> <p><i>Life in the Clearings</i></p> <p><i>Child’s History of the World</i></p> <p><i>The Little White Horse</i></p> <p>Chains, Laurie Halse Anderson</p> <p><i>Roller Skates</i></p> <p><i>You Want Women to Vote, Lizzie Stanton?</i> Jean Fritz</p> <p><i>Daughter of the Mountain</i> (correct time period?)</p> <p><i>King of the Wind</i></p> <p><i>Miss Hickory</i></p> <p><i>Dr. Doolittle</i></p> <p><i>The Strawberry Girl</i></p> <p><i>Caddie Woodlawn</i></p> <p><i>Thimble Summer</i> (Grandparents remember tales of Native Americans)</p> <p><i>Across Five Aprils</i></p>	<p>-Railroad Museum of PA</p> <p>-Gettysburg</p> <p>-Heinz History Center</p> <p>-parts of Constitution Walking Tour, Philadelphia</p> <p>Amish Country and Farms</p> <p>-Central Pennsylvania African American Museum</p> <p>-a Pittsburg Steel Museum</p>
---	---	--	---	---

				<i>The Incredible Journey (geog)</i> <i>Jungle Pilot: The Life and Witness of Nate Saint, Martyred Missionary to Ecuador (geog)</i> <i>Anne of Green Gables (geog)</i> <i>Anna and the King of Siam (geog)</i> <i>A Gathering of Days</i>	
--	--	--	--	---	--

CITIZENSHIP

Term 1	Term 2	Term 3	
One life from Plutarch (Penguin Ed.) The Pushcart War discusses advertising, expand upon modern advertising The Book of Golden Deeds pp. 172-255 (selected) Economics: <i>Whatever Happened to Penny Candy?</i> A fast, clear,	One life from Plutarch The Pushcart War The Book of Golden Deeds pp. 172-255 (selected) Economics: <i>Whatever Happened to Penny Candy?</i> A fast, clear,	One life from Plutarch Ain't I a Woman? (primary source) The Book of Golden Deeds pp. 172-255 (selected) Economics: <i>Whatever Happened to Penny Candy?</i> A fast, clear,	Yearly Student-Directed Community Service Project Smith's <i>Smaller Classical Dictionary</i> A North's <i>Plutarch</i> , edited by P. Giles TECHNOLOGICAL CONCEPTS/ OPERATIONS & FIELD STUDIES: Use traditional and

and fun explanation of the economics you need for success in your career, business, and investments, 6th edition Maybury	and fun explanation of the economics you need for success in your career, business, and investments, 6th edition Maybury	and fun explanation of the economics you need for success in your career, business, and investments, 6th edition Maybury	contemporary means to interview local, state and government officials in executive and legislative branches
Junior Achievement : Global Marketplace *US and Pennsylvania Governments' Roles	The Presidency (Johnson) and a Current Event	Congress (Johnson) and a Current Event * Describe the Pennsylvania and United States governments' roles in monitoring economic activities.	
The Voting Process- local, state and national levels	Junior Achievement: America Works (19 th century) The Voting Process- local, state and national levels	The Voting Process- local, state and national levels	

COMPOSITION

No special time; Included as a regular part of reading and activities	Oral narration of the term's reading, the news, family news, and experiences	Oral narration of the term's reading, the news, family news, and experiences
In class discussions, exams and narrations, students analyze effects of literary devices after reading from their literature texts: Sound techniques (e.g.,	<u>Gradually</u> increasing written narration as student is able to one written narration per day (vary the subject); May continue to write a part and tell a part in other subjects	<u>Gradually</u> increasing written narration as student is able to one written narration per day (vary the subject); May continue to write a part and tell a part in other subjects

<p>rhyme, rhythm, meter, alliteration). Figurative language (e.g., personification, simile, metaphor, hyperbole).</p> <p>In class discussions and during narrations, students tell back and notice meaning and style and techniques that make poetry interesting. Teacher points out techniques such as meter, rhyme, verse, sonnet, alliteration, etc.</p>		
--	--	--

COPYWORK

<p>10-15 minutes per day (50-75/week)</p>	<p>Transcribe two lines (of the child's choosing) perfectly each day from the term's poetry or Shakespeare.</p>	<p>Transcribe two lines (of the child's choosing) perfectly each day from the term's poetry or Shakespeare.</p>	<p>Transcribe two lines (of the child's choosing) perfectly each day from the term's poetry or Shakespeare.</p>	<p>To be put into a notebook to keep</p>
--	---	---	---	--

DICTATION

Years 5	5-10 minutes per day to prepare/ discuss the passage with the teacher; Teacher dictates two times per week.	Students prepare (study) two pages at a time from the term's reading. The teacher dictates a paragraph from the passage for students to write. Occasionally, the teacher may choose to have students write a paragraph from memory.	Students prepare (study) two pages at a time from the term's reading. The teacher dictates a paragraph from the passage for students to write. Occasionally, the teacher may choose to have students write a paragraph from memory.	Students prepare (study) two pages at a time from the term's reading. The teacher dictates a paragraph from the passage for students to write. Occasionally, the teacher may choose to have students write a paragraph from memory.	Students are actually preparing 4 pages per week. The length and complexity of the paragraphs must be increased very slowly.
---------	---	---	---	---	--

GEOGRAPHY

Years	Weekly Timetable	Trimester I	Trimester II	Trimester III	Notes/Class Library/ Resources
-------	------------------	-------------	--------------	---------------	--------------------------------

Year Five	20 minutes 2x per week (40/ wk)	Lewis and Clark Journals Paddle to the Sea Holling C. Hollings Lewis & Clark: The Journey of the Corps of Discovery by Ken Burns and Dayton Duncan Answer Atlas by Rand McNally Bold Journey: West with Lewis and Clark by Charles Bohner Chapter 1 - 10	Lewis and Clark Journals Paddle to the Sea Holling C. Hollings Lewis & Clark: The Journey of the Corps of Discovery by Ken Burns and Dayton Duncan Answer Atlas by Rand McNally Bold Journey: West with Lewis and Clark by Charles Bohner Chapter 11 - 20	Lewis and Clark Journals Paddle to the Sea Holling C. Hollings Lewis & Clark: The Journey of the Corps of Discovery by Ken Burns and Dayton Duncan Answer Atlas by Rand McNally Brenden Voyage by Tim Severin	GEOGRAPHY BOOKS FOR CLASS LIBRARY: Black Cowboy, Wild Horses by Julius Lester Book of Cowboys by Holling C. Holling Roughing It in the Bush by Susanna Moodie Life in the Clearings by Susanna Moodie Anne of Green Gables by Lucy Maud Montgomery The Incredible Journey by Sheila Burnford Jungle Pilot by Russell Hitt Commodore Perry in the Land of the Shogun by Rhoda Blumberg FIELD STUDIES: Philadelphia Museum of Art Local water shed with Big Owl
-----------	--	--	---	---	--

GRAMMAR

Year Five	30 minutes 1x/wk	Compare Latin grammar to	Compare Latin grammar to	Compare Latin grammar to English.	http:// www.dailygramma
--------------	---------------------	-----------------------------	-----------------------------	--------------------------------------	--

	+ 30 minutes parsing 1x/ wk (60/wk)	English. Learn subjects, objects, and verbs using <i>Daily Grammar</i> . Parse these three parts of speech in sentences from the term's reading.	English. Learn subjects, objects, and verbs using <i>Daily Grammar</i> . Parse these three parts of speech in sentences from the term's reading.	Learn subjects, objects, and verbs using <i>Daily Grammar</i> . Parse these three parts of speech in sentences from the term's reading.	r.com/
--	---	--	--	--	--------

Handwork

To teach the following handwork projects, teachers recruit local artisans and experts in the field to teach the class whenever possible. Students also visit the artisans' places of work and local galleries, shops, restaurants and studios.

Year Five	Cooking	Polymer Clay	Stained Glass/Mosaics *** might want to move this to older grades...middle school or up	
-----------	---------	--------------	--	--

MATH

Year Five	30 minutes daily (150/wk)	<i>Right Start</i> Lesson 33 More Right Triangles & Practice Sheets * Create right triangles on a geoboard.	<i>Right Start</i> Lesson 93 Probability Problems * Develop a tree diagram and list the elements.	<i>Right Start</i> Lesson 117 Fraction Problems and Calculators *Demonstrate skills for using fraction calculators to verify conjectures, confirm computations and explore complex problem-solving situations.	Technological Concepts and Operations: -Visual Mapping - Spreadsheet Basics <i>Right Start:</i> www.alabacus.com
-----------	---------------------------	---	---	--	--

SCIENCE

Year Five	25 minutes 3x per week	Full Option Science System (FOSS) Experiments	Full Option Science System (FOSS)	Full Option Science System (FOSS)	Technological Concepts & Operations -Database Searches -Computer Navigation -Graphics Software
-----------	------------------------	---	-----------------------------------	-----------------------------------	---

	<p><u>“Earth Materials”</u> <u>“Solar Energy”</u></p> <p><i>Biomass: Energy from Plants and Animals (Fueling the Future)</i></p> <p><i>*Seeing Fingers</i> by Etta DeGering Stevenson</p> <p><i>Life and her Children</i> by Arabella Buckley</p> <p><i>The Fairyland of Science</i> by Arabella Buckley</p> <p><i>“History of a Piece of Coal”</i> Laurel Corona</p> <p><i>**Tomorrow's Table</i></p>	<p>Experiments <u>“Water”</u> <u>“Physics of Sound”</u></p> <p><i>*First Transatlantic Cable</i> by A. G. Nathan</p> <p><i>*Talking Wire:</i> <i>Alexander Graham Bell</i> by O. J. Stevenson</p> <p><i>The Fairyland of Science</i> by Arabella Buckley</p> <p><i>**Tomorrow's Table Organic Farming, Genetics, and the Future of Food</i></p>	<p>Experiments <u>“Diversity of Life”</u></p> <p><i>The Bug Scientist: Monarchs</i> by Donna Jackson</p> <p><i>Tarantulas in My Purse</i> by Jean Craighead George</p> <p><i>Life and Her Children</i> by Arabella Buckley</p> <p><i>Panda Math: Learning about Subtraction from Hua Mei and Mei Sheng</i> by Anne</p>	<p>-Web Browsing -Communicating Online -Computer Fundamentals -Email Basics -Basic HTML -Activities:</p> <ul style="list-style-type: none"> ● Create a Venn Diagram to sort data from the garden and class lists from nature walks ● Research plants for the garden online ● Read databases about plants from nature study ● Lesson on computer fundamentals ● Use the internet and multi-media means to prepare a presentation on mutations that have altered genes and their effects. (PA Standard 3.3.7 C,D) ● Students choose something to grow in the garden. Each student then learns about that plant in the dictionary, nature guides, internet, seed catalogue, grocery store, nursery, Master Gardeners. <p>Weekly Nature Walk and Journaling</p> <ul style="list-style-type: none"> ● Study with Big Owl, local conservationist <p>Narration Journal/Science Copybook OR Science Lab Book Local Nature Guides</p> <p>**Gardening: Use <i>Tomorrow's Table</i> to experiment with organic farming, genetics and food of the future.</p>
--	--	---	--	---

		<p><i>Organic Farming, Genetics, and the Future of Food</i> Pamela C. Ronald and R. W. Adamchak</p>	<p>Pamela C. Ronald and R. W. Adamchak</p> <p>Whitehead Nagda</p> <p><i>Dr. Beaumont and the Man with the Hole in his Stomach</i> by Sam and Beryl Epstein 1822 Lake Huron, Michigan does talk about Indians as they are at the American Fur Company...</p> <p><i>**Tomorrow's Table Organic Farming, Genetics, and the Future of Food</i> Pamela C. Ronald and R. W. Adamchak</p>	<p>*Extension Lesson: Explain basic material processes that manufactured objects undergo during production (e.g. separating, forming, combining); Differentiate among the different types of construction (e.g. microwave tower, power plants, aircrafts) Study gardening as it relates to wildlife, insects, soils, water, etc.</p> <p>FIELD STUDIES: Pioneer Evergreens Farm An Organic Farm</p> <p>*Extension Lessons: Discuss entrepreneurship. Use the PA Standard 13.4.5 A, B, C to develop interview questions. *Discuss pest management (see Ecology standards) USE Lists of birds, animals, insects, flowers, trees, etc. seen and recorded (class-wide or school-wide) to create <u>dichotomous keys</u>.</p> <p>Class pets and Aquarium Set up weather station in the garden Science current events Follow Monarch migrations Hatch Monarchs and other local butterfly species as geographical location permits Use Science Biographies listed to meet: 3.8.7A. Explain how sciences and technologies are limited in their effects and influences on society. Identify and describe the unavoidable constraints of technological design.</p>
--	--	---	--	---

					<p>Identify changes in society as a result of a technological development. Identify and explain improvements in transportation, health, sanitation, and communications are result of advancements in science and technology and how they effect our lives.</p> <p>SCIENCE BOOKS FOR CLASSROOM LIBRARY:</p> <p><i>Fannie at Chez Panisse</i> by Alice Waters!;</p> <p><i>Gorilla Doctors</i> by Pamela S. Turner</p> <p><i>Handbook of Nature Study</i> by Anna Botsford Comstock</p> <p><i>The Garden Companion: Inside the Edible Schoolyard Classroom</i> by the Chez Panisse Foundation</p> <p><i>All New Square Foot Gardening</i> by Mel Bartholomew</p> <p><i>Simple Weather Experiments with Everyday Materials</i> by Muriel Mandell</p>
--	--	--	--	--	--

MODERN LANGUAGES

Year Five	30 minutes 3x/ wk (90/week) +30 minutes 1x/ wk for songs/ play	Stories with narrations transitioning into the target language; 2 songs; Begin learning to read in the target language (Sight words and copywork);	Stories with narrations transitioning into the target language; 2 songs; Begin learning to read in the target language (Sight words and copywork);	Stories with narrations transitioning into the target language; 2 songs; Begin learning to read in the target language (Sight words and copywork);	Nature/Picture study
-----------	---	--	--	--	-------------------------

		AND Option 1 (preferred): TPRS and grammar activities with a teacher, OR Option 2: <i>Tell Me More</i> beginner level	AND Option 1 (preferred): TPRS and grammar activities with a teacher, OR Option 2: <i>Tell Me More</i> beginner level	AND Option 1 (preferred): TPRS and grammar activities with a teacher, OR Option 2: <i>Tell Me More</i> beginner level	
--	--	---	---	---	--

ART: PICTURE STUDY

Year Five	Leonardo da Vinci 1452-1519	Jean-Francois Millet 1814-1875	Vincent van Gogh 1853-1890
Prints	<i>Mona Lisa</i> <i>Portrait of Ginerva de'Benci</i> <i>Lady with Ermine</i> <i>Self-Portrait in Red</i> <i>Chalk</i> <i>The Last Supper</i> Architecture and Inventions	<i>Spring</i> <i>The Bouquet of Daisies</i> <i>Shepherdess with Her Flock</i> <i>The Gleaners</i> <i>The Sower</i>	<i>Farmhouse in Provence</i> <i>Roses</i> <i>Flower Beds in Holland</i> <i>Self-Portrait</i> <i>The Potato Eaters</i> <i>Twelve Sunflowers in a Vase</i> <i>Fishing Boats on the Beach</i> <i>Café Terrace at Night</i> <i>Vincent's Chair with Pipe</i> <i>Irises. Sait-Remy</i> <i>Van Gogh's Bedroom in Arles</i> <i>Starry Night</i>

Suggested Text	<p><i>A Weekend with da Vinci,</i> Rosabianca Skira-Venturi <i>What Makes a Leonardo a Leonardo?</i> Richard Muhlberger</p> <p><i>Leonardo Paintings and Drawings: 24 Cards</i> (www.doverpublications.com) <i>Leonardo Drawings</i> (www.doverpublications.com)</p>	<p><i>Six Millet Cards</i> (www.doverpublications.com)</p>	<p><i>A Weekend with van Gogh,</i> Rosabianca Skira-Venturi <i>What Makes a van Gogh a van Gogh?,</i> Richard Muhlberger</p>
Print Source	<p>National Gallery of Art, Washington www.doverpublications.com</p>	<p>www.doverpublications.com www.wikipedia.com</p>	<p>National Gallery of Art, Washington www.abcgallery.com</p>

Retrieved from Standardspeaker.com August 23, 2011

Schuylkill a leader in high school dropouts, near bottom in college graduates

By *BEN WOLFGANG (Staff Writer)*

Published: February 1, 2010

A recent report shows Schuylkill County near the top in an "ominous" category: High school dropouts.

"Thirty years ago, if you had a strong back and a good work ethic, you could make a decent living. You didn't need to go to college. Not anymore," Joan Benso, president of the youth advocacy group Pennsylvania Partnerships for Children, said last week.

PPC's report shows 14.5 percent of county residents ages 25 to 64 lack a high school diploma. Only Philadelphia and Lancaster counties have higher dropout rates.

Clinton, Juniata, Mifflin, Snyder and Union counties were combined for the report and an average dropout rate in those five counties also tops Schuylkill.

Pennsylvania's dropout rate is 9.6 percent.

Schuylkill County is also tied for third-lowest number of college graduates, with only 10.1 percent having a bachelor's degree, according to the report.

The state average is 18 percent.

"I can tell you this ... we need to somehow light a fire under people. At some point, we need to make a decision: Do we want to be an entitlement community?" Mark Scarbinsky, county administrator and director of economic development, said last week. "The numbers are ominous. Its indicative of the fact that we have to ratchet up the value of education. We haven't done that."

In the end, it comes back to money, Scarbinsky said.

High school graduates with some college experience in Pennsylvania contribute, on average, \$9,485 more in taxes each year than they draw from government programs or assistance.

Dropouts, on the other hand, draw \$81 million each year in publicly-funded programs, such as welfare, according to PPC.

"They (dropouts) are a drain on taxpayers," Jacqueline Stash, program director of tech prep at Luzerne County Community College and a member of the Luzerne/Schuylkill Workforce Investment Board's youth council, said last week.

Stash said high school dropouts often don't realize the dire consequences of their decisions.

"If you are a high school dropout, you have a two-thirds greater chance of living your life in poverty," she said.

PPC recently launched its Operation Restart initiative, meant to get dropouts back into the classroom. The dropout issue, often overlooked, needs leadership at the highest levels, Benso said. Government partnerships with community colleges and other institutions could help draw dropouts back to school, but, just as important, help keep

students in class until graduation day, Benso said.

"We think dealing with the dropout problem ... will assure that the next generation will be born to parents who can afford the expenses of a family," she said.

Many dropouts, Benso said, do not have problems learning. She recounted conversations with a teenage mom, who dropped out of school not because she struggled academically, but because she had no one to take care of her child.

While some frown on the idea of more taxpayer-funded child care programs, Benso pointed to the fact such programs can reap rewards for the state as a whole, if students complete school, get a job and pay taxes.

The answer locally, Scarbinsky said, may already be in place. He said community colleges, like Lehigh Carbon Community College and other institutions such as McCann School of Business & Technology can offer much-needed alternatives to expensive four-year colleges.

"They (community colleges) have the ability to react quickly to the job market," he said. "They're jewels in this community."

In fact, Benso said, most dropouts are looking for that kind of opportunity.

"Most young people regret their decision" to drop out of school, she said. "They realize that they're just not going to go any further."

bwolfgang@republicanherald.com

PA School District Comparison Database 2009-10

NICK MEYER

Published: July 15, 2011

ARTICLE TOOLS

PA School District Comparison Database 2009-10

SHARE | FONT SIZE: [A] [A] [A]

OUR SOCIAL NETWORKS  

FACEBOOK

SIGN UP [NEWSLETTER](#)

Online Database by Caspio

County Schuylkill
District Mahanoy Area SD
Number of Teachers 97
Avg. Salary \$45,570.00
Years Teaching 12.1
Years Teaching Rank 473
ESL Students 5
ESL Percent 0.5%
ESL Rank 224
Graduation Rate 81.01%
Graduation Rate Rank 418
Enrollment 1053
Enrollment Rank 422
Free & Reduced Meals 62.0
Free & Reduced Rank 35

County Schuylkill
District Minersville Area SD
Number of Teachers 78
Avg. Salary \$48,747.00
Years Teaching 15.5
Years Teaching Rank 432
ESL Students 3
ESL Percent 0.2%
ESL Rank 301
Graduation Rate 83.52%
Graduation Rate Rank 377
Enrollment 1265
Enrollment Rank 382
Free & Reduced Meals 44.9
Free & Reduced Rank 134

County Schuylkill
District Pottsville Area SD
Number of Teachers 187
Avg. Salary \$53,611.00
Years Teaching 13.9
Years Teaching Rank 300
ESL Students 15
ESL Percent 0.5%
ESL Rank 220
Graduation Rate 76.32%
Graduation Rate Rank 448
Enrollment 3031
Enrollment Rank 181
Free & Reduced Meals 50.8
Free & Reduced Rank 81

County Schuylkill
District Shenandoah Valley SD
Number of Teachers 79
Avg. Salary \$42,715.00
Years Teaching 10.8
Years Teaching Rank 488
ESL Students 59
ESL Percent 4.9%
ESL Rank 24
Graduation Rate 79.82%
Graduation Rate Rank 431
Enrollment 1208
Enrollment Rank 396
Free & Reduced Meals 70.9
Free & Reduced Rank 19

Cost Comparison of Google Apps and Microsoft

Google Apps for Education is a free and easy to deploy solution for email, calendars, contacts, documents, and other software solutions. Gillingham Charter School was able to benefit from significant cost savings when compared to the cost of purchasing, installing, and maintaining an email and collaboration system such as Microsoft Exchange Server. The hardware, software licensing, and installation costs of using Microsoft Exchange Server for Gillingham would have been approximately \$10,000 for hardware, \$21,357 for licensing, and \$6,400 for the installation and configuration of all email accounts. The total upfront cost of going with Microsoft Exchange Server would have been approximately \$37,357, compared to the estimated cost to configure Google Apps for Education of \$3,200.

Further, the annual cost of maintaining a Microsoft Exchange Server of the size required by Gillingham is estimated at \$51,000 which includes spam and virus protection, backup, system updates, and administration. The comparable annual cost of maintaining Google Apps for Education is estimated at \$6,000 in administration costs. Much of the burden of maintaining a mail and collaboration system is removed through the use of Google Apps since spam and antivirus filtering, as well as backup are included with the solution at no cost to Gillingham.

Additional licensing costs are achieved since Gillingham will be using Google Docs and other free programs for the creation of documents, spreadsheets, and presentations. Assuming a total of 50 classroom and teacher computers and a cost of \$95 for Microsoft Office Academic Edition, the school will save \$4,750.

Google Apps for Business

- **Solutions**
- **Products**
- **How it works**
- **Get started**
- **Customers**
- **Support**

See what you can save with Google Apps for business

[Begin Free Trial](#)

[Contact sales](#) | [Details and pricing](#)

Learn more:

- [FAQ](#)
- [Compare editions](#)



Switch to Google Apps

Learn how switching from [Microsoft Exchange](#) or [Lotus Notes](#) helps you save money and reduce IT hassles.



Google Apps + Postini

Learn about Postini email [archiving and e-discovery](#) services.

Just tell us a couple key stats about your business, and we'll estimate how much a basic Microsoft Exchange 2007 deployment would cost and what you could save with Google Apps*, which

Apps for Business

Solutions Products How it works Get started Customers Support

See what you can save with Google Apps for business

Begin Free Trial

Contact sales | Details and pricing

Learn more:

FAQ Compare editions

Switch to Google Apps

Learn how switching from Microsoft Exchange or Lotus Notes helps you save money and reduce IT hassles.

Google Apps + Postini

Learn about Postini email archiving and e-discovery services.

Just tell us a couple key stats about your business, and we'll estimate how much a basic Microsoft Exchange 2007 deployment would cost and what you could save with Google Apps*, which

1 of 3 8/23/2011 8:49 AM

See how much you could save with Google Apps at your company – Goog... http://www.google.com/apps/intl/en/business/messaging_value.html

includes:

Email accounts with 25 GB of storage per user and instant search tools IM, plus voice and video chat Group calendaring system Mobile access Spam and virus filtering Web-powered collaboration apps: Google Docs, Google Sites and Google Video for businesses

Calculate your savings:

How many employees will your deployment serve?

What's an IT manager's time worth per hour (in USD)?

\$

Google Apps for Business

2 of 3 8/23/2011 8:49 AM

Microsoft Exchange 2007

Up-front cost

Total server hardware server)

cost (\$5,000 USD per

\$0 \$10,000

Total Microsoft Exchange cost

software licensing

\$0 \$21,357

Configuration labor cost \$1,944 \$15,286

Total up-front cost \$1,944 \$46,643

Annual cost

Google Apps for Business licenses \$10,000 \$0

Total infrastructure maintenance cost \$0 \$6,839

Administration labor cost \$6,473 \$44,312

Total annual cost \$16,473 \$51,152

Total cost (over 3 years) \$51,363 \$200,098

Annual cost per employee (over 3 years) \$86 \$333

See how much you could save with Google Apps at your company – Goog... http://www.google.com/apps/intl/en/business/messaging_value.html

Microsoft Exchange 2007

Annual cost per employee (over 3 years, excluding labor)

\$50 \$86

Try Google Apps Free for 30 days

Print this report

* Savings calculator estimates are based on sample customers, and may not reflect your actual experience with Google Apps or Microsoft Exchange 2007.

3 of 3 8/23/2011 8:49 AM

See who's using Google Apps

More than three million businesses run Google Apps.

Google Apps for Business



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

June 1, 2012

To Whom It May Concern:

Please accept this as a letter of support for the Gillingham Charter School. The Schuylkill YMCA had the pleasure of working with the volunteers and administration of the charter school for some time. We look forward to working with the school to provide educational and recreational opportunities for both the students and their families. The volunteers and administration of Gillingham are dedicated and committed to their students which show the Schuylkill YMCA that they share in our focus of providing Youth Development, Healthy Living and Social Responsibility to all in our community.

Thank you for your time and support of the Gillingham Charter School.

Sincerely,

Wayne R. Stump/Executive Director

Schuylkill YMCA

Schuylkill YMCA

520 North Center Street - Pottsville, PA 17901

570-622-7850

Copycat Business Systems Inc

Angie Onufer

RE: Gillingham Charter School

To Whom It May Concern:

As a business owner in Schuylkill County, I write this letter of support for Gillingham Charter School because I see a very important element missing in students today, and that element is deductive reasoning. They have note cards with information that will be on their test, but when you ask them about the process, they don't seem to grasp it. I see it first hand in my business as I employ these same young adults, they are great with a list of things, but they don't think beyond the list to the next step. We have lost a great art in teaching our children beyond tests to actual experiences, and a comprehension of why they know what they know and even greater, why they should care.

As a mother I watched my child know the information she was being taught but struggling with testing. I would applaud her knowledge and tell her that a test is just a part of the equation. I love that Gillingham doesn't just teach a subject, give a test, and move on, but they make sure the children understand what they know, why they need to know it, and furthermore, comprehend it by using it and seeing it more than one dimensional. I'm excited to see the outcome of the children being taught with this mindset. Education will once again be something they look forward to, not just taking some classes to get from point A to point B. This will actually be an experience in living and learning.

I first decided to support Gillingham Charter School in my place of business, Copycat Business Systems in downtown Pottsville, PA because I worked with Storm Hutchinson and I respected him. Copycat has many elements and one of those elements is that we have a large copy center and I was able to allow Gillingham the use of our copy center. Unsure of all that Gillingham was about, I knew that if Storm was behind something, it was good. Then I realized as I looked into Gilliam, how wonderful the method of teaching would be for this community. I see a direct benefit in our community and I believe that result will be easy to see right away. Nicole and Storm genuinely care about children and their education. They have passion and they love this community. All these characteristics make for success.

We are honored to be a supporting member of Gillingham Charter School.

Copycat Business Systems, Inc

John and Angie Onufer

B.T. Health Services, Inc.
dba
Blue Mountain Family Chiropractic
Healthy Habits Natural Market

FACSIMILE COVER SHEET

TO: Christie Werkheiser
FAX: 570-955-3831

FROM: Stacey Matukewicz

DATE: May 23, 2012

SUBJECT: Gillingham Charter School

PAGE 1 OF 2

COMMENTS:

Good Morning Christie,

Please find attached a letter of support from Dr. Touchinsky regarding Gillingham Charter School

Thank You,
Stacey Matukewicz

PLEASE NOTIFY US IMMEDIATELY AT (570)366-2613 IF THIS IS NOT RECEIVED PROPERLY

THE INFORMATION CONTAINED IN THIS FACSIMILE MESSAGE IS DOCTOR-PATIENT PRIVILEGED AND CONFIDENTIAL INFORMATION INTENDED ONLY FOR THE USE OF THE INDIVIDUAL OR ENTITY NAMES ABOVE. ANY READER OF THIS MESSAGE WHO IS NOT THE INTENDED RECIPIENT IS HEREBY NOTIFIED THAT ANY DISSEMINATION, DISTRIBUTION, OR COPY OF THE COMMUNICATION IS STRICTLY PROHIBITED. IF YOU HAVE RECEIVED THIS COMMUNICATION IN ERROR, YOU ARE ASKED TO NOT READ THE PAGES WHICH FOLLOW. PLEASE IMMEDIATELY NOTIFY US OF THE ERROR BY CALLING 570-366-2613 AND DESTROY THE ORIGINAL MESSAGE. THANK YOU.

1120 Centre Turnpike, Orwigsburg, PA 17961
570-366-2613 (practice phone) 570-366-2620 (store phone) 570-366-2618 (fax)
www.bmfchiro.com www.healthyhabitsnaturalmarket.com



BLUE MOUNTAIN FAMILY
CHIROPRACTIC

To whom it may concern,

I am writing to express my support for Gillingham Charter School (GCS). I have been and continue to be a strong supporter of GCS and the charter school model in general. I believe that charter schools such as GCS play a vital role in testing alternative teaching methods and learning environments, and by doing so, allow for innovation in education. Additionally, it provides an alternative to students in our area that wish to try something different than our conventional public school systems. I have heard nothing but good feedback from those that I know personally that either teach or have children attending at GCS.

Additionally, I have had a very positive experience in all of my personal communications and interactions with the staff and volunteers of GCS. They answered all of my questions promptly and took time to call and discuss recommendations that I have made to them.

I believe GCS is a vital part of our community and support their efforts in carrying out their mission.

Regards,

Buddy A. Touchinsky, D.C.
Chiropractor, Store Owner, Fitness Center Owner, and local borough councilman

Gillingham Charter School

Bibliography

- Aina, O. (Summer, 2001). Maximizing learning in early childhood multiage classrooms: Child, teacher, and parent perceptions. *Early Childhood Education Journal*, 28(4), 219-24.
- Allington, R. (1994). The schools we have. The schools we need.” *The Reading Teacher* 48, (14- 29).
- Allington, R. (June 2002). What I've learned about effective reading instruction. *Kappan*, 83(10), 740-747.
- Atwell, N. (1988) *In the middle: Writing, reading and learning with adolescents*. Portsmouth, NH: Heinemann.
- Blase, J., & Kirgy, P.C. (2000) *Bringing out the best in teachers: what effective principals do*. Thousand Oaks, CA: Corwin Press.
- Bodrova, E. & Leong, D. (April 2003). The importance of being playful. *Educational Leadership*, 60 (7), 50-53.
- Caine, R., & Caine, G. (1991). *Making connections: Teaching and the human brain*. New York: Innovative Learning Publications, Addison-Wesley Publishing Company, 1991.
- Cholmondley, E. (1960). *The story of Charlotte Mason*. Petersfield: Child Light Ltd.
- Cooper. E. (2004). *When children love to learn*. Wheaton: Crossway Books.
- Costa, A., & Kallick, B. (2000). *Habits of mind*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Daggett, W. (September 2005). Achieving academic excellence through rigor and relevance. *International Center for Learning Excellence*.
- Donaldson, G.A. (2001). *Cultivating leadership in schools: Connecting people, purpose,*

- and practice*. New York: Teachers College Press.
- Elmore, R. (2000). *Building a new structure for school leadership*. Washington, DC: The Albert Shanker Institute
- Friedman, T. (2005). *The world is flat: A brief history of the twenty-first century*. New York: Farrar, Straus and Giroux.
- Gallagher, C. (2007). *Reclaiming assessment: A better alternative to the accountability agenda*. Portsmouth, NH: Heinemann.
- Gambrell, L., Kapinus, B., Koskinen, P. (1991). Retelling and the reading comprehension of proficient and less-proficient readers. *Journal of Educational Research*, 34(6), 357-162.
- Gardner, H. (2006). *Five minds for the future*. Boston, MA: Harvard Business School.
- Goffee, R., & Jones, G. (2000, September). Why should anyone want to be led by you? *Harvard Business Review*, 18-28.
- Grayling, A. C. (2008). How humans dared to know. *New Scientist*, 100(2666), 42-43.
- Henderson, N., & Milstein, M. (2003). *Resiliency in schools*. Thousand Oaks, CA: Corwin Press.
- Ingersoll, R. (2003). *Who controls teachers' work? Power and accountability in America's schools*. Cambridge, MA: Harvard University Press.
- International Institute for Restorative Practices, retrieved October 21, 2009, at <http://www.iirp.org/whatisrp.php>
- Ivey, G., & Fisher, D. (Summer 2006). Learning from what doesn't work. *Educational Leadership*, 63, 7-12.
- John, F., Lui, M., & Tannok, R. (2003). Children's story retelling and comprehension using a new narrative source. *Canadian Journal of School Psychology*, 18(1-2), 91-113.
- Kalmbach, J. (1980). *The Structure of narrative retelling*. (Research Paper No.216317). Houghton, MI: Michigan State University.

- King, J. (1981). *Charlotte Mason reviewed*. Petersfield, UK: Child Light Ltd. Kouzes, J., & Posner, B. (1995). *The leadership challenge*. San Francisco, CA: Jossey-Bass.
- Lambert, L., Walker, D, Zimmerman, D., Cooper, J., Lambert, M., Gardner, M., & Slack, P.J. (1995) *The constructivist leader*. York: Teachers College Press.
- Lewis, C. & Hurd, J. (2011). *Lesson study step-by-step: How teacher learning communities improve instruction*.
- Lieberman, A., & Miller, L. (2004). *Teacher leadership*. San Francisco, CA: Jossey-Bass.
- Macaulay, S. (1984). *For the children's sake*. Wheaton: Crossway Books.
- Mason, C. (1989). *Home education*. Wheaton, Illinois: Tyndale House Publishers, Inc.
(Originally published 1905 by Keegan, Paul, Trench, Trubner and Co., Ltd., London, England)
- Mason, C. (1989). *Parents and children*. Wheaton, Illinois: Tyndale House Publishers, Inc.
(Originally published 1904 by Keegan, Paul, Trench, Trubner and Co., Ltd., London, England)
- Mason, C. (1989). *School education*. Wheaton, Illinois: Tyndal House Publishers, Inc.
(Originally published 1907 by Keegan, Paul, Trench, Trubner and Co., Ltd., London, England)
- Mason, C. (1989). *Ourselves*. Wheaton, Illinois: Tyndale House Publishers, Inc.
(Originally published 1905 by Keegan, Paul, Trench, Trubner and Co., Ltd., London, England)
- Mason, C. (1989). *Formation of character*. Wheaton, Illinois: Tyndale House Publishers, Inc.
(Originally published 1906 by Keegan, Paul, Trench, Trubner and Co., Ltd., London, England)
- Mason, C. (1989). *A philosophy of education*. Wheaton, Illinois: Tyndale House Publishers, Inc. (Originally published as *An Essay Towards a Philosophy of Education* 1925 by Keegan, Paul, Trench, Trubner and Co., Ltd., London, England, Reprinted 1954 London, England by J.M.Dent & Sons)

- Meier, D. (1996). *The power of their ideas: Lessons fro America from a small school in Harlem*. Boston: Beacon Press.
- Mercer, K. The advantages of multi-age grouping. Retrieved on November 8, 2009 at <http://www.cdli.ca/~kmmercercer/multiage/benefits.htm>
- Moller, G., & Pankake, A. (2006). *Lead with me: A principal's guide to teacher leadership*. Larchmont, NY: Eye on Education, Inc.
- Ney, M.W. (1999). *Charlotte Mason: 'a pioneer of sane education.'* Nottingham, England: Educational Heretics Press.
- Norton, B. & Toohey, K. (2004). *Critical pedagogies and language learning*. Cambridge, UK: Cambridge University Press.
- Odden, A., & Archibald, S. (2001). *Reallocating Resources*. Thousand Oaks, CA: Corwin Press.
- Olofsson, Å., & Niedersøe, J. (1999). Early language development and kindergarten phonological awareness as predictors of reading problems. *Journal of Learning Disabilities, 32*, 464–472.
- Penlington, C., Kington, A., & Day, C. (2008, February). Leadership in improving schools: A qualitative perspective. *School Leadership and Management, 28*(1), 65-82.
- Pink, D. (2005). *A whole new mind*. London: Penguin Books, Ltd.
- Robinson, K. (2001). *Out of our minds*. Chichester, West Sussex: Capstone Publishing Limited.
- Ruddell, R. B. (1995). Those influential literacy teachers: Meaning negotiators and motivation builders. *The Reading Teacher, 48*, 454-463.
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist, 55*, 68-79.

Sadler, P. (2003). Leadership and organizational learning. In M. Dierkes, A. Berthoin, J. Child, J., & I. Nonaka (Eds.) *Handbook of organizational learning and knowledge* (pp.414-27).

New York: Oxford University Press.

Senge, P. (2006). *The fifth discipline: The art and practice of the learning organization*. New York: Random House.

Sergiovanni, T. (2007) *Rethinking leadership*. Thousand Oaks, CA: Corwin Press.

Smith, J.C. (2000). Charlotte Mason: An introductory analysis of her educational theories and practices (Doctoral dissertation, Virginia Polytechnic Institute and State University, 2000).

Spillane, J. (2006). *Distributed leadership*. San Francisco: John Wiley & Sons, Inc.

Strickland & Strickland. (1998). *Reflections on assessment: Its purposes, methods, and effects on learning*. Portsmouth, NH: Boynton/Cook Publishers, Heinemann.

Tharp, R.G., & Gallimore, R. (1988). Rousing schools to life. *American Educator*, 13(2).

Vygotsky, L. (1993). *The collected works of L.S. Vygotsky: Volume 4 The history of the development of higher mental functions* (R. Reiber, Trans.) New York: Springer.

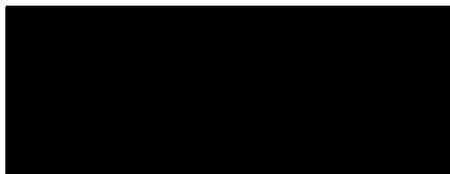
Wise, J., Sevcik, R., Morris, R., Lovett, M. & Wolf, M. (August 2007). The relationship among receptive and expressive vocabulary, listening comprehension, pre-reading skills, word identification skills, and reading comprehension by children with reading disabilities.

Journal of Speech, Language, and Hearing Research, 50, 1093-1109.

Wright, N. T. (2005). *The last word*. San Francisco: HarperCollins.



York-Barr, J., Sommers, W., Ghere, G., & Montie, J. (2001). *Reflective practice to improve schools: An action guide for educators*. Thousand Oaks, CA: Corwin Press.

Deborah A. Davis

May 24, 2012

To Whom It May Concern:

I am writing this letter in support of Gillingham Charter School. My daughter is fortunate enough to be one of the first students to attend the Charter School during the 2011/2012 term. Prior to this year she attended kindergarten at our local Elementary/Middle School. She did sufficient there, but most days while walking home she only discussed "what a bad day" she had. She met most of the standards at the local school; however, she wanted to go beyond what was being taught, especially when it came to reading. She became very frustrated and started to give up on reading. As far as interaction with her peers, it was very minimal. She was not happy and I knew she needed something more.

Prior to the start of this school year, I worked with my daughter to try and get her to read more and be excited about school. She wasn't. She even told me she hated reading. Within 1-2 months after starting school at Gillingham, she was picking up books and reading on her own without my prompting. In fact, she wanted to get rid of all of her books that contained pictures and is now reading books at least 80 pages long. I rarely have to help her with words. One day she picked up a cereal box here at home and was able to read the word sustainability. Her math skills, which were always good, took on greater levels. She began learning Spanish. She struggled for a while, but her Spanish teacher took a different angle and it worked wonderfully. She even does math with me in Spanish while walking to the bus stop. I never saw her so excited to be in school. Her social skills improved tremendously. She even joined 3 after school clubs (chess, music and game club), which surprised me since she has Aspergers.

Every day she amazes me with what she learns in school, whether it is a fact about a bird, a state, the sky, or how she uses what she learns on nature walks and puts the images to use in her artwork. Most importantly her extreme love of learning is showing. Just today she told me how much she is going to miss school over the summer and wishes she could go all year long.

Gillingham is doing wonderful things for the children. I know they have for my daughter.

Regards,

A handwritten signature in cursive script that reads "Deborah Davis".

Deborah Davis

Regarding Gillingham Charter School:

Having been an advocate for school choice for some time, I was intrigued and excited at the prospect of having a charter school in my own community. Sadly, my children's parochial school closed. I researched the Charlotte Mason relational methodology, found it to coincide with my educational beliefs, and enrolled my daughter (Amy).

Gillingham Charter School turned out to be everything I'd hoped it would be and more. Amy studies fifteen subjects each week. While other schools are eliminating the arts, Amy enjoys such subjects as Composer Study, Picture Study, and guitar lessons.

The current educational trend is "21st Century Learning." Gillingham's relational methods and curriculum are spot on! Soft skills are developed through the Restorative Justice Circles, as well as Citizenship classes.

Another education buzzword is "lifelong learner." Amy has become a Shakespeare fanatic! Because of her study of Handwork, Amy can enjoy woodcarving and fly fishing for years to come. Through her numerous field studies, Amy has discovered the beauty of nature and the value of many community organizations.

At first, I was leery of the lack of homework. But, Amy now has the time to really pursue her trumpet playing and religious activities. She has also joined a Junior Jaycees organization which has increased her poise and confidence.

I have seen an amazing transformation since Amy entered Gillingham. She has many friends. She does not have the stress or competition of grades and homework. She has grown in her love of learning and love of her community. To say that I am pleased and grateful is a huge understatement!

Maureen Challenger, M.Ed.

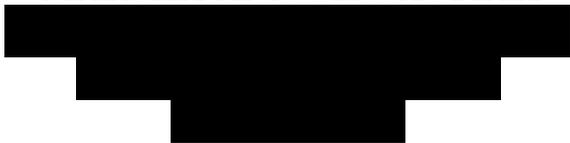
Comparing a Traditional Public School to Gillingham Charter School

Comparing a traditional public school to a non traditional public school, having attended both, as a fifth grade student my views are: I suffer from an anxiety disorder, since attending Gillingham Charter School my anxiety has really decreased. I feel they take more time with us and get to know us a not only as students but people, what our strengths and weaknesses are. They teach us to better understand the things that are taught to us, not just from a textbook and worksheets, but from reading novels and doing nature studies and speaking among us as a class. All of the experiences that we have will be with us for the rest of our lives and will have a meaning that we understand. As for in a traditional school we learn but I don't think we actually remember the information as we should have. We can recite back what was done but yet not truly understand it. As in Gillingham we *understand* what we *learn*. Everyone learns differently and at Gillingham it is a different way of learning that is helpful to every student that attends, whether you are above average, average or struggle with areas of learning. The teachers go above to help us understand everything that is taught so we can be the best possible. I am so grateful that my parents cared enough to allow me to attend Gillingham Charter School, where students are people and not just a number in a class.

By Ethan Whitesell

Winter 2012

MARSHA ANN CHWASTIAK



May 24, 2012

Dear Grant Reviewer:

I am pleased to offer this letter in support of the grant application of Gillingham Charter School. Schuylkill County, Pennsylvania has a large poverty population. Unfortunately, we have a high drop-out rate from area high schools. There is a critical need in this community for progressive educators, such as those at Gillingham, to offer alternative methods of educating our youth.

Gillingham is a unique school. The goal is to instill in its students a lifelong love of learning. The school has altogether different methods of assessing student progress than those employed in traditional schools. These educators do not want to train students to cram facts into their heads, regurgitate the information for a test, and then forget the material a short time later. The use of tests with multiple-choice, fill-in-the-blank, or true-false questions is not emphasized. Rather, the school's aim is to develop critical thinkers. Students read great literature and are then asked to re-tell, or narrate, what they read. The school charts the student's progress as an individual throughout the year, and not simply whether he or she is keeping up with classmates.

There are so many advantages to enrolling in this school. Students are given music lessons on an instrument of choice. They are exposed to great works of art. They take a foreign language. They have nature studies and gardening. My 11 year old daughter is a special education student. She is treated by both her teachers and her classmates with the utmost respect. She has made unexpected and significant progress in Math and Reading.

Gillingham seeks to produce well-rounded, good citizens who are proud of their community and who value public service. Our youth are our most precious resource, and this poor coal-mining region desperately needs to implement innovative methods of educating its children. I wish Gillingham Charter School all the luck in the world. It is with great pleasure and total sincerity that I offer this letter in support of their application.

Thank you,

Marsha Ann Chwastiak



May 25, 2012

To Whom It May Concern,

The development of Charter schools in rural Pennsylvania is important to the evolution and improvement of public education. With more than 300 school districts in Pennsylvania, and 12 in Schuylkill County, there is a fragmented, "we've been doing it fine this long" attitude among school leadership that has created a closed system with limited creativity and excessive complacency.

The establishment of the Gillingham Charter School, in Pottsville, Schuylkill County, Pennsylvania, in 2011 has challenged the long-term status quo in the area and is finally providing a wider school choice in education beyond homeschooling or private religious-based education. Finally, students of all socio-economic backgrounds and religious beliefs have the ability to consider education alternatives.

As such, it is my pleasure to support Gillingham Charter School in their application for Federal grant support of their efforts. Having a successful charter school in the community creates competition and drives up the quality of education for all students, regardless of the school they attend. Further, having a successful charter school will encourage public school boards to better prioritize the budget and education requirements of the district, assuring that they are responsible to the taxpayers that provide the funding.

Please consider Gillingham Charter School a deserving and qualified recipient of funding that will assist them in their development efforts. Schuylkill County, Pennsylvania will be better because of Gillingham's success.

Sincerely,

A handwritten signature in cursive script that reads "Tina K. Zanis".

Tina K. Zanis



1815 Mahantongo Street Pottsville, PA 17901

Pottsville Area School District

Howard S. Fernsler Academic Center

Dear Parents:

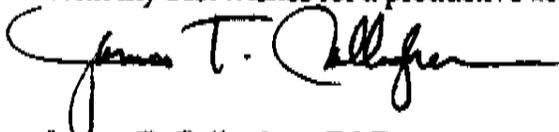
PSSA tests have been Pennsylvania's testing system since the implementation of the Pennsylvania Accountability System and the No Child Left Behind (NCLB) law. Students are expected to meet the Adequate Yearly Progress (AYP) targets and if they do not, individual districts receive the following designations: Warning, School Improvement and Corrective Action.

Although for the 2010-2011 academic year, the Pottsville Area school District as a district achieved Adequate Yearly Progress, the High School was cited as needing improvement. Our students performed very well in the math, reading and writing tests by either hitting or exceeding the benchmarks for all three tests. However, the graduation rate for the class of 2010 fell short of the required 85%(77.43%) and as a result, our high school was cited as needing improvement. For the past 15 years the Pottsville Area High School retained students who were in need of an additional year to earn his or her diploma. The state uses a 4-year cohort system to determine the graduation rate. As a result, any student requiring an additional year is a negative one for that cohort group. The Pennsylvania Department of Education has advised our district to no longer retain our high school students and to offer our students additional help in order for them to receive their diploma within the 4-year cohort.

Since the Pottsville Area High School has been cited for "School Improvement II" the "No Child Left Behind" law mandates that the Pottsville Area School District offer students in the high school the choice to transfer to another Pottsville Area High School building. This year the Gillingham Charter School will open its doors for the first time. The charter school will afford students from K-9 the opportunity to receive a public education. Therefore, any student entering 9th grade in the Pottsville Area School District has a choice of attending Pottsville Area High School or the Gillingham Charter School. The federal government has notified the district that it will require the district to set aside funds allocated under the Title I program to provide assistance for the Title I students who have difficulty meeting the PSSA benchmarks. Any student who receives free or reduced lunch is considered a Title I student and will receive a packet of information explaining the process for obtaining supplemental education services.

Challenges continue to lie ahead as benchmarks continue to be raised incrementally each year, and we proceed to the year 2014, when all students will be expected to perform at the proficient or advanced levels of the tested areas. Please continue to work with us to make sure that we achieve success for every student.

With my best wishes for a productive academic year, I remain,



James T. Gallagher, Ed.D.
Superintendent
Pottsville Area School District

Gillingham's Objectives and Assessment: Timeline, Benchmarks and Persons Responsible				
OBJECTIVE	DATE	ASSESSMENT	BENCHMARK ASSESSOR	
Objective 1 GCS will prepare students for entry into higher education and will track the success rate of Gillingham's graduates.	2016 June	a. By Year Five, 95% of GCS students will graduate with a high school diploma.	Local and State Graduation Rates	Director of Education (DOE)
	2016 September	b. 90% of GCS graduates will complete some form of education after high school.	Local and State Higher Education Rates	Director of Organizational Development (DOD)
	2013 and 2014 April	c. 100% of GCS juniors and seniors will participate in an internship program to help them plan for their vocation and future education.		DOD

Objective 2: Demonstrate student achievement and school success by meeting AYP targets.	2014 June	a. By year three, 85% of GCS students will read on or above grade level.	PSSAs, “Benchmark Education” : Book Levels, Reading Level Guide, Reading Level Conversion Chart	DOE
	2011 September	b. At least 75% of the faculty will be certified or licensed teachers.		DOE
	2011 September	c. 100% of non-certified teachers will be highly educated experts in their fields.		DOE
	Years 2011-2016	d. On average, test scores will increase over the term of the charter sufficient to earn AYP.	Local and State PSSA scores; school’s previous PSSA scores	DOE

	Years 2011-2016 February	e. CLUSA Assessment program will randomly select and mark 30% of students' exams each year. Of that, 75% will earn a passing score.	Compare to other relational schools' scores	CLUSA
	Years 2011-2016 April	f. Annually, all faculty and staff will collaboratively evaluate and analyze PSSA scores and CLUSA scores to inform decision making and instruction.		DOE, Staff, Faculty, CLUSA

	<p>Years 2011-2016 November February May</p>	<p>g. Each week and each trimester, faculty and staff will analyze attendance reports to determine if attendance is lower than 95%, thus indicating dissatisfaction which leads to poor attendance which adversely affects student achievement.</p>	<p>Compare to other school districts' attendance rates; compare to other relational schools' attendance rates</p>	<p>DOD, Faculty, Staff, Secretary</p>
--	--	---	---	---------------------------------------

	<p>Years 2011-2016 November February May</p>	<p>h. To evaluate <u>student</u> learning, teachers will use the following daily and weekly <i>authentic</i> assessments and corresponding rubrics: Oral, Written, Illustrated and Dramatic Narrations (retellings); Journaling; Individualized Learning Programs; Portfolios; Open Ended Exams; unique cooperative system of Parental Feedback and Assessment; the Parents' Notebook and Detailed Narrative Report Cards.</p>		<p>Faculty</p>
--	--	---	--	----------------

	<p>Years 2011-2016 November February May</p>	<p>i. To evaluate <u>adult</u> and <u>organizational</u> achievement and growth, faculty, staff, students and parents will use the following authentic assessments: 360° Feedback; Reflective Practices; Portfolios; Individualized Learning Plans; Fishbowl Protocols; Japanese Lesson Studies, Surveys and Organizational Action Planning.</p>	<p>DOE compares and contrasts the teachers' various 360 Degree Feedback forms</p> <p>Compare surveys to other relational schools' surveys</p>	<p>DOE, Faculty, Staff, Students</p>
--	--	--	---	--------------------------------------

<p>Objective 3: Maintain aligned curriculum to PA state academic standards and CLUSA’s relational model standards to implement a comprehensive school-wide relational curriculum.</p>	<p>Years 2011-2016 August</p>	<p>a. Complete one-week intensive Relational Education training to maintain the alignment between CLUSA/GCS curriculum and the Pennsylvania state academic standards.</p>		<p>CLUSA, DOE</p>
	<p>Years 2011-2016 August</p>	<p>b. Annually, faculty and administration examine data collected from PSSAs and the CLUSA assessment scores to tighten the alignment between the Relational curriculum and the PA state academic standards.</p>	<p>PSSAs, CLUSA assessment scores</p>	<p>DOE, CLUSA</p>

<p>Objective 4: Develop a sustainable, student-directed system to select and integrate relational projects and community partnerships into curriculum.</p>	<p>2011 October November December January March April May June</p>	<p>a. In Gillingham’s first year, eight community partnerships, including local academic institutions, are established and utilized by students.</p>		<p>DOD</p>
	<p>Years 2011-2016 March</p>	<p>b. 100% of GCS students participate annually in at least one <i>community</i> service event inspired by PA state standards and derived from CLUSA curriculum.</p>		<p>DOD,DOE, CLUSA</p>

	Years 2011-2016 May	c. 100% of GCS students participate annually in at least one <i>environmentally-focused</i> event inspired by PA state standards and community needs and derived from CLUSA curriculum.		CLUSA, DOD
	Years 2011-2016 Trimester basis November February May	d. 100% of GCS teachers connect with other teachers in another country to develop <i>globally-focused</i> relationships.		DOE
	Years 2011-2016 January	e. 100% of GCS students, in the second year, participate annually in at least one <i>globally-focused</i> relationship with another class in another country.		DOE, DOD

Objective 5: Achieve CLUSA– model-school certification by Year Three of operation.	Years 2011-2016 July	a. The School’s faculty and staff successfully complete training on relational instruction, curriculum, assessment and governance per CLUSA certification protocol.	CLUSA’s benchmark tools	CLUSA
	Years 2011-2016 August	b. The School’s faculty and staff successfully complete relational education training to maintain the alignment between CLUSA/GCS curriculum and the Pennsylvania state academic standards per CLUSA certification protocol.	PSSA scores	CLUSA

	Years 2011-2016 September	c. The School's faculty and staff successfully complete relational education training on writing and scoring examinations per CLUSA certification protocol.	PSSA scores; CLUSA benchmarks	CLUSA
	Years 2011-2016 October	d. The School's faculty and staff successfully complete relational education training on the CLUSA Assessment Process on Student Performance.	PSSAs	CLUSA

	Years 2011-2016 November	e. The School's faculty and staff successfully complete SaferSanerSchools training through the International Institute of Restorative Practices by Year Three. By Year Four, at least one faculty member will complete Trainer Training, becoming a teacher trainer based at GCS.		Restorative Practices, DOE
	Years 2011-2016 November February May	f. Faculty submits to CLUSA individual Relational Education professional growth plans and assessment forms developed by the school.		CLUSA

	Years 2011-2016 November February May	g. At the end of each trimester, GCS submits examination papers for evaluation by CLUSA.	CLUSA benchmark tools	CLUSA
	2014 June	h. Achieve the Relational Model School status in 2014.		CLUSA
Objective 6: All GCS students will be highly satisfied with the school's educational program.	Years 2011-2016 July	a. At least 90% of the projected enrollment goals will be met each year.		DOE, DOD, Business Manager, AA
	Years 2011-2016 April	b. On average, there will be at least an 80% student retention rate each year (i.e., students who stay at the school after their enrollment).	Compare to other charter schools' retention rates	AA, DOE, DOD, Business Mgr
	Years 2011-2016 November February May	c. Each week and each trimester, faculty and staff will analyze attendance reports.	Compare to other charter schools' and CLUSA schools' attendance rates	Faculty, Staff

	Years 2011-2016 November February May	d. Develop a reliable survey to determine students' attitudes toward the relational education program.		AA, DOD
	Years 2011-2016 June	e. 75% of students will give "highly satisfied" marks for all key areas of student satisfaction surveys.		Staff, DOD, DOE
Objective 7: All staff will be highly satisfied with the school's operation and design.	Yearly 2011-2016 June	a. On average, at least 80% of the staff will return to the school each year.	"Benchmarks" a statistically reliable, valid, and comprehensive 360-degree feedback instrument for evaluating managers.	DOE, AA, Staff, Faculty
	Yearly 2011-2016 Daily September - June	b. On average, there will be at least a 90% daily attendance rate for staff each year.		Secretary, DOD
	2011-2016 October	c. 90% of staff will give "highly satisfied" marks for all key areas of the staff satisfaction surveys.	Compare to other charter schools' and CLUSA schools' attendance rates	DOE, DOD, AA

Objective 8: GCS families will be highly committed to the school and will be actively involved in school activities.	Years 2011-2016 February	a. At least 80% of parents will sign the parent volunteer form indicating a willingness to be called upon to volunteer time and effort to school activities and projects.	“Benchmarks” a statistically reliable, valid, and comprehensive 360-degree feedback instrument for evaluating managers.	DOD, AA, Parents
	Years 2011-2016 November February May	b. Each year, there will be at least 10 family members in attendance at every community event held at the school.	Compare to other schools’ parent involvement numbers	DOD, AA
	Years 2011-2016 February	c. 80% of parents will give “highly satisfied” marks for all key areas of the community satisfaction surveys.		DOD, AA
Objective 9: GCS will have a positive impact on the surrounding community.	2011 July	a. At least two community leaders will be elected Board members during the first year of the school’s operation.		DOD, DOE, BOT

	2011-2016 May	b. GCS students will organize and operate at least one major fundraising or service activity to benefit a community agency each year.		DOD, AA
	Years 2011-2016 August	c. 80% of community businesses and organizations will give “highly satisfied” marks for all key areas of the community satisfaction surveys.		DOD, AA

	2021 June	d. After 10 years, Gillingham will influence the dropout rate of Pottsville by graduating 95% of Gillingham's students with high school diploma.	Compare to graduation rates in Pottsville prior to Gillingham's opening in 2011	DOE, CLUSA, AA, DOD
--	--------------	--	---	---------------------

Personnel
Spreadsheet

Employee	Dept#
Bassler, Ashley	1100- Teachers
Blackmon, Christopher	1100 - Teachers
Bonetti, Gemma	1100- Teachers
Cassidy, Lori	1100- Teachers
Challenger, Maureen	1100 - Teachers
Comings, Cory	1100- Teachers
Kochenberger, Sam	1100- Teachers
Meza, Monica	1100- Teachers
Meza-Rushanan, Devin	1100 - Teachers
Price, Harold	1100- Teachers
Reier, Susan	1100- Teachers
Shanoskie, Karen	1100- Teachers
Shollenberger, Heather	1100 - Teachers
TBH	1100-Teacher
White, Dustin	1100- Teachers
	1100 - Teachers Total
Cromis, Edith	1109- TA
TBH 2 part-time	1109 -TA
Platts, Jayne	1109- TA
	1109 - Teachers Aid Total
Caruso, Dustin	1200 - Special Ed coord & dean
TBH - teacher	1200 - Special Ed
Stetts, Amy	1200 - Special Ed
	1200 - Special Ed Total
Cromis, Tara	2300 - Administration
Housel, Dawn	2300 - Administration
Hutchinson, Nicolle	2300 - Administration
TBH	2300- Admin
Werkheiser, Christie	2300 - Administration
	2300 - Administration Total
TBH - PT	2400 - Pupil Health
	2400 - Pupil Health Total
Eickman, Keith	2600 - Maintenance
	2600 - Maintenance Total
Grand Total	

1100 - Teachers
1109 - Teachers Aids
1200 - Special Ed Instructors

Personnel
Spreadsheet

2300 - Administration

2600 - Maintenance

2300-Health

<i>Total Teachers</i>	15
<i>Total T/A</i>	3
<i>Total Sped</i>	2
<i>Total Admin</i>	4
<i>Total Maintenance</i>	1
<i>Total Health</i>	1
Total Employees	26

FREE / REDUCED LUNCH PERCENTAGES
SCHOOL DISTRICTS in SCHUYLKILL COUNTY

All data below was retrieved from [http://www.schooldigger.com/go/PA/schools/1971003915/
school.aspx](http://www.schooldigger.com/go/PA/schools/1971003915/school.aspx)
on August 22, 2011

1. **John S. Clarke Elementary School, Pottsville, PA**

Public - Grades: KG-4

District: [Pottsville Area School District](#)

601 North 16th St
Pottsville, PA 17901 ([map](#))
(570) 621-2945

Total Students (2009 - 2010): 1046

Fulltime teachers: 67.0

Student/Teacher Ratio: 15.6

Eligible for discounted/free lunch: 610 (58 %)

2. **Saint Clair Area Elementary/Middle School**

Public - Grades: KG-8

District: [Saint Clair Area School District](#)

227 South Mill St
Saint Clair, PA 17970-1338 ([map](#))
(570) 429-2716

Total Students (2009 - 2010): 529

Fulltime teachers: 43.0

Student/Teacher Ratio: 12.3

Eligible for discounted/free lunch: 288 (54 %)

3. **Shenandoah Valley Elementary School**
Public - Grades: PK-6
District: Shenandoah Valley School District

805 West Centre St
Shenandoah, PA 17976-1401 ([map](#))
(570) 462-2796

Total Students (2009 - 2010): 645
Fulltime teachers: 44.0
Student/Teacher Ratio: 14.6
Eligible for discounted/free lunch: 471 (73 %)

4. **Mahanoy Area Middle School**
Public - Grades: 5-8
District: Mahanoy Area School District

1 Golden Bear Dr
Mahanoy City, PA 17948-0054 ([map](#))
(570) 773-3443

Total Students (2009 - 2010): 336
Fulltime teachers: 31.3
Student/Teacher Ratio: 10.7
Eligible for discounted/free lunch: 201 (60 %)

[REDACTED]

[REDACTED]

Fred M. Anderson

Work of experience

March 2008-Present

Sales Consultant

The Home Depot At-Home Service Inc.

2690 Cumberland Pkwy

Suite 300

Atlanta, GA 30339

(609) 631-0005

Supervisor- Patrick Carl

Â In home consultation for projects to be installed by The Home Depot including : siding, windows, roofing, gutters, attic insulation and entry doors. Handling of all contractual paperwork and financing paperwork for projects.

September 2006-March 2008

Project Consultant

Sears Home Improvement Products Inc.

2700 Lord Baltimore Dr

Baltimore, MD 21244

(800) 797-8879

Supervisor- Matthew Shinn

Â In home consultation for projects to be installed by Sears including : siding, windows, entry doors,

and heating ventilation and air conditioning. Handling of all contractual paperwork and financing paperwork for projects.

January 2000-August 2006

Mechanic/ Inspector/ Customer Service Representative

East Coast Propeller Service Inc.

2079 Main St

Lititz, PA 17543

Supervisor- Randy Barnett

(800) 875-6377

Â Disassembly of all manor of fixed wing aircraft propellers. Non-Destructive testing including the use of Magnetic Particle Inspection, Dye Penetrant Inspection, and Eddy Current Inspection of aircraft propellers. Inventory control of new and used parts. Maintaining of all required Federal Aviation Administration paperwork. Customer services and sales to aircraft maintenance facilities.

August 1999-January 2000

Mechanic/Inspector

Sensenich Propeller Service

519 East Airport Rd

Lititz, PA 17543

Supervisor- Shawn Young

Â Disassembly of all manor of fixed wing aircraft propellers. Non-Destructive testing including the use of Magnetic Particle Inspection, Dye Penetrant Inspection, and Eddy Current Inspection of aircraft propellers.

January 1995-August 1999

Manager

Bubbies Bakery Products II inc.

Fruitville Pike

Lancaster , PA 17501

Closed 2001

Supervisor- Kelly Schober

Â All manner of store operations for Bubbieâ€™s Bagels hub store.

Education

Kennard-Dale High School Graduate 1993

Millersville University of Pennsylvania

3 years of a double major of International Studies and Russian

Penn Foster Career School

Training in Home Inspection

Extracurricular activities

Aviation, History, Russian, Travel

LANGUAGES

English, Russian

REFERENCES

Alan Lewis

Sales Manager, Royal Paper and Chemical (717) 746-4006

Rodney Burns

Owner, Burns Sales and Service (410) 357-8186

Mark Gutman

Sales Consultant, THD A-Home Services (610) 451-4839

Textbook Warehouse
 936 Curie Drive
 Alpharetta, GA 30005

SALES QUOTE

Phone: (800) 796-9152
 Fax: (800) 796-9154
 Email: info@tbwarehouse.com

Sales Quote Number: SQ0049329

Sales Quote Date: 07/18/11

Page: 1

Sell To: Gillingham Charter School
 Nicolle Hutchinson
 912 Howard Avenue
 Pottsville, PA 17901
 Phone: (570) 955-3830
 Fax:

Ship To: Gillingham Charter School
 Nicolle Hutchinson
 912 Howard Avenue
 Pottsville, PA 17901
 Phone: (570) 955-3830
 Fax:

Customer ID C0115692

Ship Via Ground

Order By JADAMS
 SalesPerson Dave Quinn

Terms Net 30

Item No.	Description	Copyright	Quantity	Unit Price	Total Price
0375810609	BONJOUR, BABAR!: THE SIX UNABR-out of print BRUNHOFF	2000			
0385076967	FAVORITE POEMS OLD AND NEW: SE FERRIS	1957	1	17.54	17.54
	Unwitting Wisdom-0811844501-out of print	0			
0689830785	PETER PAN (SCRIBNER ILLUSTRATE BARRIE	2001	1	27.00	27.00
0140361219	WINNIE THE POOH(PENG) SHEPARD	1992	1	4.54	4.54
0140361227	THE HOUSE AT POOH CORNER(PENG) MILNE	1992	1	4.54	4.54
159572057X	A CHILD'S GARDEN OF VERSES STEVENSON	2008	1	12.96	12.96
0152560289	MOUSE WRITING ARNOSKY	1983	1	16.95	16.95
0395362903	THE HOBBIT (HOUG) TOLKIEN	1984	1	20.96	20.96
054724827X	OLD POSSUM'S BOOK OF PRACTICAL CATS	2009	1	10.40	10.40
0517491990	ARABIAN NIGHTS (CLASSIC HAUSMAN	1985	1	8.99	8.99
	Age of Fable by Bulfinch not available	0			
	Sunshine Sketches of a Little Town not available	0			
	Transferred to page 2.....				123.88

Textbook Warehouse
 936 Curie Drive
 Alpharetta, GA 30005

SALES QUOTE

Phone: (800) 796-9152
 Fax: (800) 796-9154
 Email: info@tbwarehouse.com

Sales Quote Number: SQ0049329

Sales Quote Date: 07/18/11

Page: 2

Sell To: Gillingham Charter School
 Nicolle Hutchinson
 912 Howard Avenue
 Pottsville, PA 17901
 Phone: (570) 955-3830
 Fax:

Ship To: Gillingham Charter School
 Nicolle Hutchinson
 912 Howard Avenue
 Pottsville, PA 17901
 Phone: (570) 955-3830
 Fax:

Customer ID C0115692

Ship Via Ground

Order By JADAMS
 SalesPerson Dave Quinn

Terms Net 30

Item No.	Description	Copyright	Quantity	Unit Price	Total Price
	Transferred from page 1.....				123.88
0312644310	THE SILVER BRANCH (THE ROMAN B SUTCLIFFE	2010	1	8.99	8.99
0446400157	A MORBID TASTE FOR BONES: THE PETERS	1994	1	5.19	5.19
0446400513	ONE CORPSE TOO MANY: THE SECON PETERS	1994	1	5.19	5.19
0446403008	MONK'S HOOD: THE THIRD CHRONIC PETERS	1992	1	4.54	4.54
	St Peters Fair-out of print	0			
	The Leper of Saint Giles-out of print	0			
	The Virgin in the Ice-out of print	0			
	The Sanctuary Sparrow-out of print	0			
0446405159	THE DEVIL'S NOVICE: THE EIGHTH PETERS	1997	1	15.72	15.72
0446405167	DEAD MAN'S RANSOM PETERS	1997	1	15.72	15.72
	Pilgrim of Hate-out of print	0			
	An Excellent Mystery-out of print	0			
	Transferred to page 3.....				179.23

Textbook Warehouse
 936 Curie Drive
 Alpharetta, GA 30005

SALES QUOTE

Phone: (800) 796-9152
 Fax: (800) 796-9154
 Email: info@tbwarehouse.com

Sales Quote Number: SQ0049329

Sales Quote Date: 07/18/11

Page: 3

Sell To: Gillingham Charter School
 Nicolle Hutchinson
 912 Howard Avenue
 Pottsville, PA 17901
 Phone: (570) 955-3830
 Fax:

Ship To: Gillingham Charter School
 Nicolle Hutchinson
 912 Howard Avenue
 Pottsville, PA 17901
 Phone: (570) 955-3830
 Fax:

Customer ID C0115692

Ship Via Ground

Order By JADAMS
 SalesPerson Dave Quinn

Terms Net 30

Item No.	Description	Copyright	Quantity	Unit Price	Total Price
0446405345	Transferred from page 2..... THE RAVEN IN THE FOREGATE (BRO PETERS The Rose Rent-out of print The Hermit of Eyton Forest-out of print The Confession of Brother Haluin-out of print The Heretics Apprentice-out of print The Potters Field-out of print The Summer of the Danes	1997	1	14.87	179.23 14.87
0446403636	THE HOLY THIEF PETERS	1994	1	6.99	6.99
0446404535	BROTHER CADFAEL'S PENANCE (BRO PETERS	1996	1	15.29	15.29
0892963972	A RARE BENEDICTINE (BROTHER CA PETERS	1989	1	21.25	21.25
0142302376	REDWALL JACQUES	2002	1	7.64	7.64
0142302384	MOSSFLOWER JACQUES	2002	1	7.64	7.64
	Transferred to page 4.....				252.91

Textbook Warehouse
 936 Curie Drive
 Alpharetta, GA 30005

SALES QUOTE

Phone: (800) 796-9152
 Fax: (800) 796-9154
 Email: info@tbwarehouse.com

Sales Quote Number: SQ0049329

Sales Quote Date: 07/18/11

Page: 4

Sell To: Gillingham Charter School
 Nicolle Hutchinson
 912 Howard Avenue
 Pottsville, PA 17901
 Phone: (570) 955-3830
 Fax:

Ship To: Gillingham Charter School
 Nicolle Hutchinson
 912 Howard Avenue
 Pottsville, PA 17901
 Phone: (570) 955-3830
 Fax:

Customer ID C0115692

Ship Via Ground

Order By JADAMS
 SalesPerson Dave Quinn

Terms Net 30

Item No.	Description	Copyright	Quantity	Unit Price	Total Price
	Transferred from page 3.....				252.91
0142302406	MATTIMEO (DIGEST) JACQUES	2003	1	7.64	7.64
0142302392	MARIEL OF REDWALL (DIGEST) JACQUES	2003	1	7.64	7.64
0142501522	SALAMANDASTRON JACQUES	2003	1	7.64	7.64
0142400556	MARTIN THE WARRIOR JACQUES	2004	1	7.64	7.64
044100315X	REDWALL 06: BELLMAKER(ACE)	1996	1	6.79	6.79
0142401420	REDWALL 07: OUTCAST OF REDWALL JACQUES	2004	1	7.64	7.64
0142401447	REDWALL 08: PEARLS OF LUTRA JACQUES	2004	1	7.64	7.64
0142402451	THE LONG PATROL: A TALE FROM R JACQUES	2004	1	7.64	7.64
0142501085	MARLFOX: A TALE FROM REDWALL JACQUES	2005	1	7.64	7.64
0142501093	THE LEGEND OF LUKE: A TALE FRO JACQUES	2005	1	7.64	7.64
0142501107	LORD BROCKTREE: A TALE FROM RE JACQUES	2005	1	7.64	7.64
0142501549	TAGGERUNG JACQUES	2003	1	7.64	7.64
	Transferred to page 5.....				343.74

Textbook Warehouse
 936 Curie Drive
 Alpharetta, GA 30005

SALES QUOTE

Phone: (800) 796-9152
 Fax: (800) 796-9154
 Email: info@tbwarehouse.com

Sales Quote Number: SQ0049329

Sales Quote Date: 07/18/11

Page: 5

Sell
 To: Gillingham Charter School
 Nicolle Hutchinson
 912 Howard Avenue
 Pottsville, PA 17901
 Phone: (570) 955-3830
 Fax:

Ship
 To: Gillingham Charter School
 Nicolle Hutchinson
 912 Howard Avenue
 Pottsville, PA 17901
 Phone: (570) 955-3830
 Fax:

Customer ID C0115692

Ship Via Ground

Order By JADAMS
 SalesPerson Dave Quinn

Terms Net 30

Item No.	Description	Copyright	Quantity	Unit Price	Total Price
	Transferred from page 4.....				343.74
0142402486	TRISS: A TALE FROM REDWALL JACQUES	2004	1	7.64	7.64
0142403776	LOAMHEDGE: A TALE FROM REDWALL JACQUES	2005	1	7.64	7.64
014240683X	RAKKETY TAM: A TALE FROM REDWA JACQUES	2006	1	7.64	7.64
0142409383	HIGH RHULAIN (REDWALL) JACQUES	2008	1	7.64	7.64
0142414956	EULALIA! (REDWALL) JACQUES	2010	1	7.64	7.64
0142418536	DOOMWYTE: A NOVEL OF REDWALL JACQUES	2011	1	7.64	7.64
0441019986	THE SABLE QUEAN (REDWALL)	2011	1	6.79	6.79
0312546351	MONTAIGNE'S ESSAYS AND SELECTE D WRITINGS: A BILINGUAL EDITIO	1969	1	21.20	21.20
0307475417	DON QUIJOTE DE LA MANCHA CERVANTES	2010	1	9.75	9.75
0142437239	DON QUIXOTE (PENG) CERVANTES	2003	1	10.75	10.75
	She Stoops to Conquer is not available	0			
0671479555	TIMON OF ATHENS SHAKESPEARE	2006	1	4.24	4.24
	Transferred to page 6.....				442.31

Textbook Warehouse
 936 Curie Drive
 Alpharetta, GA 30005

SALES QUOTE

Phone: (800) 796-9152
 Fax: (800) 796-9154
 Email: info@tbwarehouse.com

Sales Quote Number: SQ0049329

Sales Quote Date: 07/18/11

Page: 6

Sell
 To: Gillingham Charter School
 Nicolle Hutchinson
 912 Howard Avenue
 Pottsville, PA 17901
 Phone: (570) 955-3830
 Fax:

Ship
 To: Gillingham Charter School
 Nicolle Hutchinson
 912 Howard Avenue
 Pottsville, PA 17901
 Phone: (570) 955-3830
 Fax:

Customer ID C0115692

Ship Via Ground

Order By JADAMS
 SalesPerson Dave Quinn

Terms Net 30

Item No.	Description	Copyright	Quantity	Unit Price	Total Price
	Transferred from page 5.....				442.31
0141439602	A TALE OF TWO CITIES(PENG) DICKENS	2003	1	6.50	6.50
0312125615	THE WAR OF THE AUSTRIAN SUCCES BROWNING	1995	1	17.00	17.00
	Frederick the Great by Macauley not avaialbe	0			
	Lamb's essay about Elia not available	0			
0679783415	DAVID COPPERFIELD DICKENS	2000	1	7.60	7.60
1593080719	VANITY FAIR (BARNES & NOBLE) THACKERAY	2003	1	6.75	6.75
019953778X	THE WARDEN (OXFORD) TROLLOPE	2009	1	8.45	8.45
0451530608	THE BROTHERS KARAMAZOV (SIGNET DOSTOYEVSKY	2007	1	6.75	6.75
0449300021	LES MISERABLES (FAWCETT) HUGO	0	1	5.09	5.09
0811844285	AN EGG IS QUIET ASTON	2006	1	11.04	11.04
0811855201	A SEED IS SLEEPY ASTON	2007	1	11.04	11.04
0811864790	A BUTTERFLY IS PATIENT ASTON	2011	1	11.04	11.04
	Transferred to page 7.....				533.57

Textbook Warehouse
 936 Curie Drive
 Alpharetta, GA 30005

SALES QUOTE

Phone: (800) 796-9152
 Fax: (800) 796-9154
 Email: info@tbwarehouse.com

Sales Quote Number: SQ0049329

Sales Quote Date: 07/18/11

Page: 7

Sell
 To: Gillingham Charter School
 Nicolle Hutchinson
 912 Howard Avenue
 Pottsville, PA 17901
 Phone: (570) 955-3830
 Fax:

Ship
 To: Gillingham Charter School
 Nicolle Hutchinson
 912 Howard Avenue
 Pottsville, PA 17901
 Phone: (570) 955-3830
 Fax:

Customer ID C0115692

Ship Via Ground

Order By JADAMS
 SalesPerson Dave Quinn

Terms Net 30

Item No.	Description	Copyright	Quantity	Unit Price	Total Price
068815283X	Transferred from page 6..... JACK'S GARDEN (HR) COLE	1997	1	5.94	533.57 5.94
0590848844	BUTTERFLY HOUSE BUNTING	1999	1	15.29	15.29
0395643678	Secret Place	1996	1	13.60	13.60
0811813428	ALEJANDRO'S GIFT ALBERT	1996	1	5.94	5.94
0688081843	BOX TURTLE AT LONG POND GEORGE	1989	1	15.29	15.29
068812819X	BACKYARD BIRDS OF WINTER (HARP LERNER	1994	1	13.60	13.60
0688136001	BACKYARD BIRDS OF SUMMER (HARP LERNER	1996	1	13.60	13.60
0688147534	MY INDOOR GARDEN LERNER	1999	1	13.60	13.60
0688147550	MY BACKYARD GARDEN (HARP) LERNER	1998	1	13.60	13.60
0938317989	THE BEE TREE BUCHMAN	2007	1	15.29	15.29
0618777067	EXPLORING NATURE'S MYSTERIES JACKSON	2009	1	11.70	11.70
140424526X	MARINE BIOLOGISTS (EXTREME SCI PETERSON	2008	1	18.06	18.06
	Transferred to page 8.....				689.08

Textbook Warehouse
 936 Curie Drive
 Alpharetta, GA 30005

SALES QUOTE

Phone: (800) 796-9152
 Fax: (800) 796-9154
 Email: info@tbwarehouse.com

Sales Quote Number: SQ0049329

Sales Quote Date: 07/18/11

Page: 8

Sell
 To: Gillingham Charter School
 Nicolle Hutchinson
 912 Howard Avenue
 Pottsville, PA 17901
 Phone: (570) 955-3830
 Fax:

Ship
 To: Gillingham Charter School
 Nicolle Hutchinson
 912 Howard Avenue
 Pottsville, PA 17901
 Phone: (570) 955-3830
 Fax:

Customer ID C0115692

Ship Via Ground

Order By JADAMS
 SalesPerson Dave Quinn

Terms Net 30

Item No.	Description	Copyright	Quantity	Unit Price	Total Price
	Transferred from page 7.....				689.08
1404245235	DIGGING UP HISTORY: ARCHAEOLOG PETERSON	2008	1	18.06	18.06
1404245278	WEATHER WATCHERS: CLIMATE SCIE PETERSON	2008	1	18.06	18.06
1404245243	FOSSIL FINDERS: PALEONTOLOGIST PETERSON	2008	1	18.06	18.06
0618717161	THE FROG SCIENTIST (SCIENTISTS TURNER	2009	1	11.70	11.70
0618916458	SAVING THE GHOST OF THE MOUNTA MONTGOMERY	2009	1	11.70	11.70
0547152310	THE HIVE DETECTIVES: CHRONICLE BURNS	2010	1	12.34	12.34
054715254X	THE MANATEE SCIENTISTS (SITF): LOURIE	2011	1	12.34	12.34
0618111190	SNAKE SCIENTIST MONTGOMERY	2001	1	7.64	7.64
0618432329	THE BUG SCIENTISTS(HOUG) JACKSON	2004	1	6.79	6.79
0547199562	THE BAT SCIENTISTS (SCIENTISTS CARSON	2010	1	12.34	12.34
0547053444	THE ELEPHANT SCIENTIST (SITF) JACKSON	2011	1	11.69	11.69
0547328605	TRACKING TRASH: FLOTSAM, JETSA BURNS	2010	1	7.64	7.64
	Transferred to page 9.....				837.44

Textbook Warehouse
 936 Curie Drive
 Alpharetta, GA 30005

SALES QUOTE

Phone: (800) 796-9152
 Fax: (800) 796-9154
 Email: info@tbwarehouse.com

Sales Quote Number: SQ0049329

Sales Quote Date: 07/18/11

Page: 9

Sell
 To: Gillingham Charter School
 Nicolle Hutchinson
 912 Howard Avenue
 Pottsville, PA 17901
 Phone: (570) 955-3830
 Fax:

Ship
 To: Gillingham Charter School
 Nicolle Hutchinson
 912 Howard Avenue
 Pottsville, PA 17901
 Phone: (570) 955-3830
 Fax:

Customer ID C0115692

Ship Via Ground

Order By JADAMS
 SalesPerson Dave Quinn

Terms Net 30

Item No.	Description	Copyright	Quantity	Unit Price	Total Price
	Transferred from page 8.....				837.44
0547207131	PROJECT SEAHORSE (SITF) TURNER	2010	1	12.34	12.34
0618354050	HIDDEN WORLDS(HOUG) KRAMER	2003	1	6.75	6.75
061858546X	SECRETS OF SOUND: STUDYING THE SAYRE	2006	1	6.79	6.79
061819682X	DIGGING FOR BIRD DINOSAURS(HOU BISHOP	2002	1	6.79	6.79
0618756361	THE BATTLE AGAINST INVASIVE SP COLLARD	2008	1	14.45	14.45
0547519923	MYSTERIOUS UNIVERSE: SUPERNOVA JACKSON	2011	1	7.64	7.64
0618332057	DIVING TO A DEEP-SEA VOLCANO MALLORY	2006	1	14.45	14.45
0618777091	WHALING SEASON: A YEAR IN THE LOURIE	2009	1	15.30	15.30
061891577X	THE TARANTULA SCIENTIST (SCIEN MONTGOMERY	2007	1	6.75	6.75
0547283059	THE POLAR BEAR SCIENTISTS (SIT LOURIE	2012	1	16.14	16.14
0618494170	KAKAPO RESCUE: (SITF) MONTGOMERY	2010	1	15.30	15.30
0618777067	EXPLORING NATURE'S MYSTERIES JACKSON	2009	1	11.70	11.70
	Transferred to page 10.....				971.84

Textbook Warehouse
 936 Curie Drive
 Alpharetta, GA 30005

SALES QUOTE

Phone: (800) 796-9152
 Fax: (800) 796-9154
 Email: info@tbwarehouse.com

Sales Quote Number: SQ0049329

Sales Quote Date: 07/18/11

Page: 10

Sell
To: Gillingham Charter School
 Nicolle Hutchinson
 912 Howard Avenue
 Pottsville, PA 17901
 Phone: (570) 955-3830
 Fax:

Ship
To: Gillingham Charter School
 Nicolle Hutchinson
 912 Howard Avenue
 Pottsville, PA 17901
 Phone: (570) 955-3830
 Fax:

Customer ID C0115692

Ship Via Ground

Order By JADAMS
 SalesPerson Dave Quinn

Terms Net 30

Item No.	Description	Copyright	Quantity	Unit Price	Total Price
	Transferred from page 9.....				971.84
061804602X	THE WOODS SCIENTIST (SITF) SWINBURNE	2002	1	13.60	13.60
0618548866	LOOKING FOR LIFE IN THE UNIVER JACKSON	2005	1	5.90	5.90
0547014414	PRAIRIE BUILDERS: RECONSTRUCTI COLLARD	2008	1	7.60	7.60
0547408501	EMI AND THE RHINO SCIENTIST CARSON	2010	1	7.64	7.64
0618585451	PROJECT ULTRASWAN (SITF) OSBORN	2006	1	5.94	5.94
054724892X	THE QUEST FOR THE TREE KANGARO MONTGOMERY	2009	1	7.64	7.64
0395898277	ONCE A WOLF: HOW WILDLIFE(SITF) SWINBURNE	1999	1	13.60	13.60
0395869765	THE WILDLIFE DETECTIVES:(SITF) JACKSON	2000	1	14.45	14.45
0547014333	GORILLA DOCTORS: SAVING ENDANG TURNER	2008	1	7.60	7.60
0618055436	SWIMMING WITH HAMMERHEAD SHARK MALLORY	2001	1	13.60	13.60
1400076862	CURIOUS MINDS: HOW A CHILD BROCKMAN	2005	1	12.75	12.75
	Wasp Insect Poster-not available	0			
	Transferred to page 11.....				1,082.16

Textbook Warehouse
 936 Curie Drive
 Alpharetta, GA 30005

SALES QUOTE

Phone: (800) 796-9152
 Fax: (800) 796-9154
 Email: info@tbwarehouse.com

Sales Quote Number: SQ0049329

Sales Quote Date: 07/18/11

Page: 11

Sell
 To: Gillingham Charter School
 Nicolle Hutchinson
 912 Howard Avenue
 Pottsville, PA 17901
 Phone: (570) 955-3830
 Fax:

Ship
 To: Gillingham Charter School
 Nicolle Hutchinson
 912 Howard Avenue
 Pottsville, PA 17901
 Phone: (570) 955-3830
 Fax:

Customer ID C0115692

Ship Via Ground

Order By JADAMS
 SalesPerson Dave Quinn

Terms Net 30

Item No.	Description	Copyright	Quantity	Unit Price	Total Price
	Transferred from page 10.....				1,082.16
	All New Square Foot Gardening plans, not available	0			
	Field Projects for Inquisitive Birders-not availab	0			
1580111505	ATTRACTING BIRDS, BUTTERFLIES MIZEJEWSKI	2004	1	11.00	11.00
	How to Measure and register big trees--not availab	0			
1400076862	CURIOUS MINDS: HOW A CHILD BROCKMAN	2005	1	12.75	12.75
0140367217	TWENTY THOUSAND LEAGUES (PUFF) VERNE	0	1	3.89	3.89
1416561463	JOURNEY TO CENTER OF THE EARTH SIMON	0	1	4.20	4.20
0486469646	FROM THE EARTH TO THE MOON VERNE	2009	1	8.45	8.45
014036711X	AROUND THE WORLD IN EIGHTY DAY VERNE	1995	1	3.24	3.24
1406501794	THE BLOCKADE RUNNERS (DODO) VERNE	2005	1	9.34	9.34
1438255586	IN THE YEAR 2889(CREATESPACE) VERNE	2008	1	5.09	5.09
0812972120	THE MYSTERIOUS ISLAND (MODERN	2004	1	5.90	5.90
	Transferred to page 12.....				1,146.02

Textbook Warehouse
 936 Curie Drive
 Alpharetta, GA 30005

SALES QUOTE

Phone: (800) 796-9152
 Fax: (800) 796-9154
 Email: info@tbwarehouse.com

Sales Quote Number: SQ0049329

Sales Quote Date: 07/18/11

Page: 12

Sell
 To: Gillingham Charter School
 Nicolle Hutchinson
 912 Howard Avenue
 Pottsville, PA 17901
 Phone: (570) 955-3830
 Fax:

Ship
 To: Gillingham Charter School
 Nicolle Hutchinson
 912 Howard Avenue
 Pottsville, PA 17901
 Phone: (570) 955-3830
 Fax:

Customer ID C0115692

Ship Via Ground

Order By JADAMS
 SalesPerson Dave Quinn

Terms Net 30

Item No.	Description	Copyright	Quantity	Unit Price	Total Price
	Transferred from page 11.....				1,146.02
1440414246	UNDERGROUND	2008	1	4.93	4.93
	CITY(CREATESPACE) VERNE				
0451457994	SPACE ODYSSEY 01: 2001 CLARKE	2000	1	6.79	6.79
0345470230	THE LAST THEOREM CLARKE	2009	1	12.75	12.75
0345444051	CHILDHOOD'S END (DEL REY) CLARKE	2001	1	12.75	12.75
0345413989	2061: ODYSSEY THREE (DEL REY) CLARKE	1997	1	12.70	12.70
0345322401	SONGS OF DISTANT EARTH (DELREY) CLARKE	1987	1	6.79	6.79
0345413970	2010: ODYSSEY TWO (DELREY) CLARKE	1997	1	6.79	6.79
0553569473	RAMA 04: RAMA REVEALED(SPECTRA) CLARKE	1995	1	6.79	6.79
034545247X	TIME'S EYE (DEL REY) CLARKE	2005	1	6.79	6.79
0345491580	FIRSTBORN (DEL REY) CLARKE	2008	1	6.79	6.79
0345452518	SUNSTORM (DEL REY) CLARKE	2006	1	6.79	6.79
0553286587	RAMA 02: RAMA II (SPECTRA) CLARKE	1990	1	6.79	6.79
	Transferred to page 13.....				1,243.47

Textbook Warehouse
 936 Curie Drive
 Alpharetta, GA 30005

SALES QUOTE

Phone: (800) 796-9152
 Fax: (800) 796-9154
 Email: info@tbwarehouse.com

Sales Quote Number: SQ0049329

Sales Quote Date: 07/18/11

Page: 13

Sell To: Gillingham Charter School
 Nicolle Hutchinson
 912 Howard Avenue
 Pottsville, PA 17901
 Phone: (570) 955-3830
 Fax:

Ship To: Gillingham Charter School
 Nicolle Hutchinson
 912 Howard Avenue
 Pottsville, PA 17901
 Phone: (570) 955-3830
 Fax:

Customer ID C0115692

Ship Via Ground

Order By JADAMS
 SalesPerson Dave Quinn

Terms Net 30

Item No.	Description	Copyright	Quantity	Unit Price	Total Price
	Transferred from page 12.....				1,243.47
0553298178	RAMA 03: GARDEN OF RAMA(DELREY CLARKE	1992	1	6.79	6.79
055356871X	THE HAMMER OF GOD (SPECTRA) CLARKE	1994	1	6.79	6.79
0345423496	3001: THE FINAL ODYSSEY(DELREY CLARKE	1998	1	6.79	6.79
0553287893	RAMA 01: RENDEZVOUS WITH RAMA CLARKE	1996	1	6.79	6.79
0446677949	THE FOUNTAINS OF PARADISE CLARKE	2001	1	16.99	16.99
0765322870	THE LIGHT OF OTHER DAYS (TOR) CLARKE	2009	1	12.74	12.74
0553278398	PRELUDE TO FOUNDATION	1991	1	6.79	6.79
0553293354	FOUNDATION 01: FOUNDATION ASIMOV	1991	1	6.79	6.79
0553382586	FOUNDATION AND EMPIRE (FOUNDAT ASIMOV	2008	1	11.90	11.90
0553382594	SECOND FOUNDATION (FOUNDATION ASIMOV	2008	1	11.90	11.90
0553587579	FOUNDATION AND EARTH ASIMOV	2004	1	6.79	6.79
0553293389	FOUNDATION 04: FOUNDATIONS EG ASIMOV	1997	1	6.79	6.79
	Transferred to page 14.....				1,351.32

Textbook Warehouse
 936 Curie Drive
 Alpharetta, GA 30005

SALES QUOTE

Phone: (800) 796-9152
 Fax: (800) 796-9154
 Email: info@tbwarehouse.com

Sales Quote Number: SQ0049329

Sales Quote Date: 07/18/11

Page: 14

Sell To: Gillingham Charter School
 Nicolle Hutchinson
 912 Howard Avenue
 Pottsville, PA 17901
 Phone: (570) 955-3830
 Fax:

Ship To: Gillingham Charter School
 Nicolle Hutchinson
 912 Howard Avenue
 Pottsville, PA 17901
 Phone: (570) 955-3830
 Fax:

Customer ID C0115692

Ship Via Ground

Order By JADAMS
 SalesPerson Dave Quinn

Terms Net 30

Item No.	Description	Copyright	Quantity	Unit Price	Total Price
	Transferred from page 13.....				1,351.32
0553565079	FOUNDATION 06: FORWARD THE FO ASIMOV	1994	1	6.79	6.79
0553275720	FANTASTIC VOYAGE (BANT) ASIMOV	1993	1	6.79	6.79
0140513353	THE PENGUIN HISTORICAL ATLAS O F ANCIENT GREECE	1997	1	15.30	15.30
0140513299	HISTORICAL ATLAS ANCIENT ROME SCARRE	1995	1	15.30	15.30
0198606419	OXFORD CLASSICAL DICTIONARY	0	1	112.50	112.50
0064462013	THE TARANTULA IN MY PURSE(SIMO GEORGE	1997	1	5.09	5.09
0525469222	DR. JENNER AND THE SPECKLED MO MARRIN	2002	1	13.99	13.99
0525471960	WITH A LITTLE LUCK: SURPRISING FRADIN	2006	1	13.49	13.49
0399533451	THE CLOUDSPOTTER'S GUIDE: THE PRETOR-PINNEY	2007	1	10.07	10.07
0688166148	DIG, WAIT, LISTEN: A DESERT TO SAYRE	2001	1	14.44	14.44
0060571888	STARS BENEATH YOUR BED: THE SU SAYRE	2005	1	15.29	15.29
0763626317	ONE IS A SNAIL, TEN IS A CRAB: SAYRE	2006	1	5.94	5.94
	Transferred to page 15.....				1,586.31

Textbook Warehouse
 936 Curie Drive
 Alpharetta, GA 30005

SALES QUOTE

Phone: (800) 796-9152
 Fax: (800) 796-9154
 Email: info@tbwarehouse.com

Sales Quote Number: SQ0049329

Sales Quote Date: 07/18/11

Page: 15

Sell
 To: Gillingham Charter School
 Nicolle Hutchinson
 912 Howard Avenue
 Pottsville, PA 17901
 Phone: (570) 955-3830
 Fax:

Ship
 To: Gillingham Charter School
 Nicolle Hutchinson
 912 Howard Avenue
 Pottsville, PA 17901
 Phone: (570) 955-3830
 Fax:

Customer ID C0115692

Ship Via Ground

Order By JADAMS
 SalesPerson Dave Quinn

Terms Net 30

Item No.	Description	Copyright	Quantity	Unit Price	Total Price
1570913633	Transferred from page 14..... THE BUMBLEBEE QUEEN SAYRE	2006	1	5.90	1,586.31 5.90
0805051546	HOME AT LAST: A SONG OF MIGRAT SAYRE	1998	1	15.25	15.25
0805063536	ARMY ANT PARADE SAYRE	2002	1	15.25	15.25
	The Hungry Hummingbird-not available	0			
0618070311	If You Should Hear A Honey Gu-out of print	2000			
1580891497	TURTLE, TURTLE, WATCH OUT!	2010	1	6.75	6.75
	Crocodile Listens-out of print	0			
0805075577	VULTURE VIEW SAYRE	2007	1	14.40	14.40
038573719X	HURRY AND THE MONARCH FLATHARTA	2009	1	6.79	6.79
1880323869	READINGS IN BIOLOGY GREAT BOOKS FOUNDATION	2001	1	15.25	15.25
1596052295	THE CIRCULATION OF THE BLOOD HARVEY	2006	1	15.25	15.25
	Illustrated Guide to Home Chemistry-not availabe	0			
	Transferred to page 16.....				1,681.15

Textbook Warehouse
 936 Curie Drive
 Alpharetta, GA 30005

SALES QUOTE

Phone: (800) 796-9152
 Fax: (800) 796-9154
 Email: info@tbwarehouse.com

Sales Quote Number: SQ0049329

Sales Quote Date: 07/18/11

Page: 16

Sell
 To: Gillingham Charter School
 Nicolle Hutchinson
 912 Howard Avenue
 Pottsville, PA 17901
 Phone: (570) 955-3830
 Fax:

Ship
 To: Gillingham Charter School
 Nicolle Hutchinson
 912 Howard Avenue
 Pottsville, PA 17901
 Phone: (570) 955-3830
 Fax:

Customer ID C0115692

Ship Via Ground

Order By JADAMS
 SalesPerson Dave Quinn

Terms Net 30

Item No.	Description	Copyright	Quantity	Unit Price	Total Price
	Transferred from page 15..... Periodic Tales-not available	0			1,681.15
0316051632	THE DISAPPEARING SPOON: AND OT KEAN	2011	1	12.74	12.74
1585423319	NAPOLEON'S BUTTONS: HOW 17 MOL COUTEUR	2004	1	11.01	11.01
0192806009	THE ELEMENTS OF MURDER: A HIST EMSLEY What's The Matter?-not available	2006 0	1	13.96	13.96
0547394527	THE EDGE OF PHYSICS: A JOURNEY ANANTHASWAMY	2011	1	13.55	13.55
0743216768	THE MEASURE OF ALL THINGS: THE ALDER	2003	1	22.94	22.94
0061130338	DARK COSMOS: IN SEARCH OF OUR HOOPER	2007 0	1	12.74	12.74

Quote Prices are good for 1 month. QUOTES DON'T HOLD INVENTORY. Turn your Quote into an Order to Reserve Stock.

Reconditioned Textbooks/Workbooks/TE's= 10% FREIGHT/\$7.00 minimum	Subtotal:	1,768.09
New Paperback Novels/Reference= 7% FREIGHT/\$7.00 minimum	Invoice Discount:	0.00
Orders Totaling \$5,000 or more receive FREE FREIGHT	Tax:	0.00
	Total:	1,768.09

PR/Award # U282B120049

	Phone 570-544-2806
	Fax 570-544-2806
	E-mail
	cwerkheiser@netzero.com

Christie L. Werkheiser, MA, NCC

Professional experience	<p><u>June 1, 2011-Current:</u> Gillingham Charter School, Pottsville PA. Director of Organizational Development. This position is responsible for the implementation, design and evaluation of programs and strategies to fulfill the operating needs of the organization.</p> <p><u>September, 1999- Current:</u> Different Road Counseling Services, Private Mental Health Practitioner. Provide phone, internet, and traditional therapy services to individuals, couples, and groups struggling with mood and personality disorders, as well as adjustment issues.</p> <p><u>January, 2001-May, 2002:</u> Montgomery County Community College, Pottstown, PA. Psychology Professor/Student Advisor. Responsibilities included weekly instruction of various psychology classes, testing, assignment designations, and grading. Met with students on an on going basis to provide guidance counseling, personally and academically.</p> <p><u>July, 1999-December, 2000:</u> Northwestern Human Services, Lansdale, PA. Outpatient Therapist and Assessor. Provided outpatient therapy for adult clients with a variety of mental health concerns. Responsibilities included providing individual, and group therapy to clients struggling with varied mood and personality disorders. Duties included assessing client to provide diagnosis, taking case notes, and providing treatment plans. Follow-up recommendations and appropriate treatment then took place.</p> <p><u>July, 1993-July, 1999:</u> Shared Medical Systems, Malvern, PA. Education Solutions Training Coordinator/HR Rep. Responsible for coordinating all preliminary class requirements for multiple classes monthly nationally, and internationally. Handled all duties pertaining to class attendees, ordering documentation, scheduling needed audio visual and facilities needed, arranging hotel accommodations for attendees and trainers, ordering catering, coordinating billing, and tracking revenue. Daily contact with customers comprised of SMS</p>
--------------------------------	--

	employees and Hospital Staff around the world. 1999 coordinator of both the Health Industry Series, and the Customer Information Exchange, which involved scheduling topics, speakers, attendees, room set-up, as well as class facilitation.
Objective	To secure a professional position utilizing my skills in psychology, administration, and training.
Education	Immaculata University, Immaculata, PA. MA in Counseling Psychology. 1999 Graduate. Nationally Certified.
	Valley Forge Christian College, Phoenixville, PA. BA in Education. May 1993 Graduate. Certified Trainer of Prepare/Enrich Marital Assessment
References	Mrs. Lillian More - [REDACTED] Mr. Dave Eia [REDACTED] Mrs. Maryanne Sorrell - [REDACTED]

SHARON MARIE KLINGER

EDUCATION

2006-2007 M.Ed. Degree in Secondary School Counseling, **Kutztown University**
2000-2005 M.A. Degree in Counseling Psychology, **Kutztown University**
1996-2000 B.S. Degree in Health and Physical Education Teacher Certification, **East Stroudsburg University**
1994-1996 A.S. Degree in Business Administration, **Pennsylvania State University**, Schuylkill Campus
1991 Medical Assistant Certificate, **Franklin Academy**, Pottsville
1988 Dance Major, **Mercer County Community College**, Trenton, NJ (4 credits)
1981-1985 **Mahanoy Area High School**-Academic

EMPLOYMENT

August 2005 – present **Behavior Specialist/Mobile Therapist, Youth Advocate Program**

Provide therapeutic interventions to families with children with behavioral, developmental, and/or mental health issues. Identify behavioral goals and interventions. Design a behavior modification treatment plan tailored to specific needs of the child and family. Consult with treatment team, attend interagency meetings. Monitor and model interventions with family and staff. Supervise staff.

November 2009 –February 2011 **Mental Health Therapist, Professional Counseling, Consulting and Human Services, LLC**

Provide individual Mental Health counseling to individuals including adults and children with mental health issues. Identify areas of concerns with gathering Social History and developing treatment plan goals.

March 2009-May 2009 **Psychological Services Associate, State Correctional Institute-Mahanoy**

Conduct interviews and provide counseling to inmates in a medium security prison. Evaluate inmates to determine if eligible psychologically for parole and/or release from prison. Determine necessary courses of actions for crisis intervention.

January 2007-June 2007 **Adaptive and Elementary Health/Physical Education Teacher, Panther Valley School District**

Plan, implement, and assess lessons in Physical Education for the Elementary, Middle and High School levels for students with disabilities and/or injuries, along with Physical Education and Health in the regular education Elementary classes.

August 2006-June 2007 **Internship for Kutztown University, North Schuylkill Jr./Sr. High School**

Perform Secondary School (Guidance) Counselor activities including scheduling, preparing students with necessary information on post secondary education and careers, provide counseling and intervention as needed for students, provide students with information and set up tutoring sessions as needed, accompany students on college visits, and attend IEP meetings as needed.

January 2001-July 2005 **Caseworker, Schuylkill County Children and Youth Services**

Provide in home protective services to clients with children at risk of abuse/neglect in the Intensive Service Unit.

Receives intakes and determines the need for services by assessing the current family situation. Monitors school attendance for truancy clients. Implement truancy procedures for students who remain truant. Monitor clients in the Meadows Day Treatment program. Monitor family and home environment for safety. Provide instruction on parenting, life skills, family relationships and interaction. Create, implement and evaluate Family Service Plans individualized for each family. Refer clients to community services. Participate in conferences with community resources. Prepare court affidavits and provide testimony in court.

August 2004-May 2005

Internship for Kutztown University, Meadows Day Treatment

Provide individual and group counseling services for students in the Day Treatment program for students with Mental Health issues and having difficulties in the regular school environment. Assess client to determine intervention services. Provide individual and family counseling for families involved with students at the Day Treatment program. Assist in the development and assessment of Individualized Service Plans for students. Assist with the determination of more restrictive placement.

July 1999-January 2001

Therapeutic Staff Support, Milestones Community Services.

Provide and monitor intervention services to children receiving mental health services in the child's natural environment. Individual goals and treatment plans vary for each child. Maintain progress notes on treatment plan. Instruction includes one on one intensive programs to master skills including education, motor, and life skills.

January 1999-May 1999

Student Teacher, Palmerton Area School District

Plan, implement, evaluate, and assess lessons in Health and Physical Education for the Elementary and High School levels. Lessons taught including students with disabilities. Utilize testing to measure students' learning using written and practical exams.

May 1985-August 1997

Instructor, Mahanoy Area School District, Mahanoy City (and other sites)

Plan and implement lessons for swimming and gymnastics classes to children with a variety of abilities. Swim and Diving Team coach (2 years). Oversee employees.

CERTIFICATIONS AND TRAININGS

AIDS Awareness

American Aerobic Association International (AAAI) Certifications for Primary Aerobics Instructor, Kickboxing Instructor, Personal

Fitness Trainer, Mat Pilates Instructor, Yoga Instructor.

American Red Cross certified for CPR and First Aid; (past) for Lifeguard, Emergency Responder, Water Safety Instructor

American Sign Language Vocabulary-Level 1

Autism Services Training; Sorting Through Autism (Youth Advocate Program)

Bullying (Kutztown University)

Direct Service Worker (Children and Youth)

Drug and Alcohol Introduction and Relapse (Children and Youth)

Functional Behavioral Analysis-FBA (Youth Advocate Program)

MANDT Passive Restraint Technique

Mental Health Training Series (Children and Youth)

Student Assistance Program Training

Sexual Abuse Training Certification (Children and Youth)

Sensory Integration (Youth Advocate Program)

COLLEGE ACTIVITIES/AWARDS

PENN STATE UNIVERSITY

EAST STROUDSBURG UNIVERSITY

Accounting Club
Association
Adult Student Organization
Keystone Honor Society
Education
Cross Country-Scholar Athlete (2 years)

Health and Physical Education
Health Educators Organization
Phi Epsilon Kappa-Honors Physical
Student Support Services

HIGH SCHOOL ACTIVITIES

Art Club-Schuylkill County Allied Artists Award 1985
Basketball
Cheerleading-Co-captain, National qualifier for National Cheerleading Association (NCA) 1984
Chorus
Spanish Club
Swimming and Diving-County champion 1984
Theater Arts Club
Track and Field-District champion 1985
Who's Who Among American High School Students
Yearbook

DUSTIN M. CARUSO

EXPERIENCED EDUCATOR

...dedicated to guiding students to succeed while promoting a safe and inviting learning environment

Licensed Educator with 12 years' experience instructing special education students and currently enrolled in Principal Certification and Masters in Education program.

SUMMARY OF QUALIFICATIONS

- An **enthusiastic, creative, and passionate educator**, who believes that all children can learn and thrive in a learning environment that is stimulating, comforting and appropriate to their unique talents and abilities
- **Specializations include** - Teaching in life skills, learning support, and emotional support classrooms
- **Instructional Leadership** – Experience leading Individualized Educational Plan meetings and Faculty meetings
- **Engage Parents** – Worked closely with parents throughout career by developing an outstanding rapport
- Utilize a **holistic approach with consistency** to help students past the threshold of *not-knowing* to *knowing* and develop to their fullest potential

HIGHLIGHTED PROFESSIONAL TEACHING EXPERIENCE

CHILDREN'S HOME OF READING DAY ACADEMY

April 2007 – December 2011

Special Education Classroom Instructor

- Facilitate multi-level and multi-age Junior High classroom
- Utilize multiple assessments in compliance with state requirements to inform instruction
- Use innovative methods and materials to produce effective learning experiences including cooperative learning, thematic instruction and differentiation
- Participated in specialized summer therapeutic program
- School liaison to *Wood to Wonderful* program
- Experience constructing, writing, and implementing IEP's

John Paul II Learning Center for Special Learning

June 2006-March 2007

Life Skills Classroom Instructor

- Experience constructing, writing, and implementing IEP's
- Work with hearing impaired and physically handicapped students and use of assistive devices

Amanda Stout Elementary School

September 1997 – December 2005

Life Skills, Learning Support and Emotional Support Classroom Instructor

- Instructed in summer and after school in 21st Century learning program
- Coach for Junior High Soccer and Baseball
- Experience constructing, writing, and implementing IEP's

EDUCATION

Principal Certification, Cabrini College – Coursework completed; Internship pending – GPA 4.0

M.Ed., Cabrini College – Coursework completed July 2010 – GPA 4.0

B.A., Education, Alvernia College – December 1998

ASSOCIATIONS & CERTIFICATIONS

Level II Teaching Certifications in Pennsylvania – Special Education N-12 and Elementary K-6

Member Pi Lambda Theta International Society and Professional Association in Education

St. Elizabeth Ann Seton School, Minersville, PA (1983 – 1995)

Third Grade Teacher (one year)
Fourth Grade Teacher – All Subjects
Fifth Grade Teacher – Math and Science

Devers Elementary School, York, PA (3/83 – 5/83)

Student Teaching, Grade 2

Related Work Experience (Social Work):

Lori's Angels, Home Health and Support Services, Inc. (Summer 2006)

Nursing Assistant

Provided patients with personal care services, as well as, non- medical care, supervision, and socialization activities.

Access Services, Orwigsburg, PA (6/01 – 7/03)

Therapeutic Staff Support

Provided direct-care services for children needing social, behavioral, and emotional support.

Professional Associations and Affiliations:

Teacher Representative – Allentown Diocesan Lay Teachers' Association (14 years)

National Catholic Teachers' Education Association – Member

Schuylkill Haven Area Historical Society – Charter Member

Pennsylvania Pro-Life Federation – Current Member

Honors and Awards:

- ◆ Golden Key National Honor Society
- ◆ Pi Lambda Theta (Professional Educational Honor Society)
- ◆ Nominated for "Student Teacher of the Year" Award
- ◆ Master Catechist

Technical Integration and Proficiencies:

- ✓ SmartBoard Technology
- ✓ Microsoft Word
- ✓ Internet Navigation
- ✓ Compass Learning Odyssey
- ✓ Rosetta Stone, Foreign Language Program

Karen M. Shanoskie



Objective: To obtain a position as an Elementary Education Classroom Teacher.

Educational Background:



Pennsylvania State University
Bachelor of Science Degree, 1983
Major: Elementary Education
Minor: Social and Behavioral Sciences
Graduated with Distinction: GPA 3.62
Pennsylvania Instructional II Certificate, issued 1989



Schuylkill Haven Area High School
Graduated, June 1979

Professional Teaching Experience:

Substitute Teacher

(2009-present)

*Blue Mountain Area School District
Saint Clair Area School District
Schuylkill Haven Area School District*

Classroom Teacher/Head Teacher

Good Shepherd Regional Catholic School, Minersville, PA (1995 – 2009)
Fifth and Sixth Grade (combined grades) Classroom Teacher (2008-2009)
Seventh and Eighth Social Studies Teacher (2008-2009)
Fourth Grade Teacher (1995-2008)

Duties and Responsibilities:

- ◆ **Head Teacher** – Responsible for daily operation and function of grades K-8 in the absence of principal.
- ◆ **Chairperson** – Middle States Association of Colleges and Schools
- ◆ **Curriculum Coordinator** – Reading
- ◆ Curriculum Planning
- ◆ Assist with Yearbook Photography
- ◆ Eucharistic Minister
- ◆ Liturgy Planning
- ◆ Former CCD Instructor (Religious Education)



LORI QUINN

[REDACTED] [REDACTED]
lquinn@gillinghamcharterschool.org
[REDACTED]

PERSONAL STATEMENT

A great education is the foundation of a successful life, and fostering a love of learning is a crucial element of that foundation. I believe that educating children well is one of the most fundamental responsibilities of the adults in any community.

SELECTED ACCOMPLISHMENTS

Vice President, Board of Trustees

Gillingham Charter School Pottsville, PA March 2010-Present

- Started with the collaborative in March 2010, as a parent volunteer.
- Invited to become a Founding Member, July 2010.
- Appointed to Co-Chairperson of the Fundraising Committee, July 2010.
- Appointed Visual Design Chairperson, June 2011
- Elected to the Board of Trustees, October, 2011

Designed billboards, banners, t-shirts, and other advertising media for the school.

FaceBook and Community Outreach Administrator

Volunteer Needlework Teacher 3rd and 4th grades.

Uniform Closet Chairperson

Commissioned Sales and Visual Merchandiser

Abaco Gold~Upscale Jewelry Store~Key West, Florida January 2003 to August 2004

- Achieved sales goals by creating great rapport with customers through knowledgeable and enthusiastic communication
- Exceptional after-sale care included, but not limited to, beautiful gift wrapping, writing appraisals, packing and shipping customer orders, sending thank you notes.
- Handled every aspect of the sale: coordinated vendors and clients on special orders and repairs to insure accurate and timely delivery, prompt follow-up to affirm customer satisfaction.
- Assisted owner and manager in reviewing and updating display props, sales floor fixture placement and merchandise moves.
- Key-holder; performed aspects of opening and closing the store including balancing daily paperwork.

Managing Partner and Head Honcho

Splash at the Radisson~Poolside Bar & Grill~ Key West, Florida

August 2002 to August 2004

- Designed the visual branding for the business, including signage, decor, menus, promotional items, T.V. and print advertising
- Kitchen responsibilities: menu item selection, recipe development, inventory, cost control and cleanliness.
- Banquet and Catering duties; sales, planning, creating menus and decor.
- Created and implemented seasonal decor in beverage outlets and selected hotel areas.
- Reported directly to hotel GM. and owner.

Store Manager

Key West Madhatter~Hat and Accessory Store~Key West, Florida

July 2001 to August 2002

- Performed all aspects of managing a high-volume retail hat store including scheduling employees; involved in selecting merchandise and ordering stock, ensuring exceptional customer service, balancing daily deposits and completing daily paperwork.
- Assisted in developing sales strategies and techniques
- Trained, developed and motivated staff, maintained stock levels, kept store supplies in stock and on budget; supervised loss prevention, inventory control, merchandising, and customer service procedures.
- Trained employees in merchandising, placing and organizing sales store fixtures
- Consistently met and exceeded store sales and profit goals.

EDUCATION

Fashion Institute of Technology, New York City, NY

Coursework included clothing design & construction, pattern making, fashion illustration, fabric science.

Marymount Manhattan College, New York City, NY

Attended with a Competitive Art Scholarship. Coursework included art, business, and dance.

Packer Collegiate Institute Brooklyn, NY

High School Diploma

Academic focus on Art, Dance, and American History

Monica Meza

OBJECTIVE	Elementary teaching position; grades 1- 6
EDUCATION	Pennsylvania State University Bachelor of Elementary Education, May 1997
WORK EXPERIENCE	<p>ESL Itinerant Teacher, 2007-2009 Schuylkill Intermediate Unit No. 29, Mar Lin, PA</p> <ul style="list-style-type: none"> • Collaborated with classroom teachers to maximize student success. Constructed curriculum to meet student needs. • Assisted students with basic skills necessary for language acquisition and development across various grade levels. • Assessed and recommended accommodations necessary for standardized testing and classroom modifications. <p>Substitute Teacher, Fall 2007 Pottsville Area School District, Pottsville, PA John S. Clark Elementary</p> <ul style="list-style-type: none"> • Substituted various grade levels in an Elementary school. • Successfully adapted to various classroom routines in order to implement teacher's lesson plans. • Supported positive classroom management style. <p>4th Gr. Teacher/ 7th & 8th Gr. Science Teacher Science Coordinator, 1998 - 2005 Saint Nicholas Ukrainian Catholic School, Minersville, PA</p> <ul style="list-style-type: none"> • Classroom teacher; maintained a safe and positive learning environment. Promoted a positive attitude toward education. Prepared and taught instruction materials, tests and quizzes. Adapted material to meet student's needs. Prepared experiments, games, and bulletin boards. Aided students and parents when needed. Communicated with parents, colleagues, and administrators. • Science coordinator; attended workshops and shared information with colleagues. Administered the Science Fair for grades 4-8; met with Fourth grade parents to discuss objectives and expectations, prepared students to complete and present a project, obtained and assigned judges, purchased awards and thank you gifts. Led the Envirothon team; organized educational material, recruited adult leaders, student teams and team leaders. Created and maintained the school's natural habitat: held fundraisers and received a grant, arranged guest speakers, incorporated into curriculum. •

Monica Meza



- Extra curricular activities; led science club, Assistant Director of the drama and choral clubs.

Infant and Toddler Room Teacher, 1997 – 1998

Child Development Inc., Schuylkill Haven, PA

- Maintained a safe, learning environment. Introduced children to basic concepts (in, out, up, down) and skills (colors, shapes, numbers). Basic infant and toddler care. Communicated with parents.

PROFESSIONAL AFFILIATIONS

National Science Teachers Association
Pennsylvania Science Teachers Association

Resume

Samuel Thomas Kochenberger

Name:

Samuel Thomas Kochenberger

Permanent Address:

[REDACTED]

Telephone:

[REDACTED]
E-mail: stkochen@marauder.millersville.edu

Career Objective:

To work in an environment where I can use my skills and talents to share the joy of music through learning, experience, and playing instruments. I also plan on continuing my Kodaly training through higher education so that I can grow as an educator.

Education:

Name of college: Millersville University

Address: Millersville, Pennsylvania

Graduation date: December 2009

Degree: Bachelors of Arts

Major: Music Education

Overall GPA: 3.3

Academic honors and scholarships:

Glorious Sounds of the Season Scholarship

Work Experience:**Job 1:**

Company or organization: Giant Food Stores

Phone Number: (717) 656-9983

Supervisor: Susan Rathkey

Title or position: Deli Associate

Dates of employment: August 2005-September 2010

City and state: Leola, Pennsylvania

Responsibilities and accomplishments:

Worked as a deli associate. In 2006 I had seniority over nighttime workers. From 2007 on, I was left in charge when my manager was out.

Job 2:

Company or organization: Millersville University

Phone Number: (717) 872- 3011

Supervisor: Dr. Anita Renfroe

Title or position: Music Tutor

Dates of employment: August 2008- December 2008

City and state: Millersville, Pennsylvania

Responsibilities and accomplishments:

Tutored college students in music classes such as theory, piano, and general music.

Job 3:

Company or organization: Substitute Teacher Services

Phone Number: (717) 391-7827

Supervisor: STS Lancaster Office

Title or position: Substitute Teacher

Dates of employment: September 2010- Present

City and state: Lancaster, Pennsylvania

Responsibilities and accomplishments:

Substitute Teacher for various districts in Lancaster, York, and Reading. I have taught various subjects at all age levels.

Student Teaching Experience:

Elementary Placement: Central Manor Elementary (Penn Manor School District)

Cooperating Teacher: Sarah Repkoe

Supervisor: Dr. Cathleen Ardrey

Dates: January 2009-March 2009

City and state: Millersville, Pennsylvania

Responsibilities and accomplishments:

Taught general music to 1st through 6th grades under the supervision of my cooperating teacher Sarah Repkoe.

Secondary Placement: McCaskey High School (Lancaster School District)

Cooperating Teacher: Tim Sterner

Supervisor: Dr. Cathleen Ardrey

Dates: March 2009- April 2009

City and state: Lancaster, Pennsylvania

Responsibilities and accomplishments:

Taught IB Music, AP Theory, Chamber Choir, and Vocal Ensemble at the high school level under the supervision of my cooperating teacher Tim Sterner.

Harold L. Price

**WORK EXPERIENCE**

2008-2011	Research America Pottsville, PA	Telephone Research Survey Interviewer
2006-2007	Pottsville Area School District Pottsville, PA	Substitute teacher (High School)
2006	Tredyffrin Easttown School District Berwyn, PA	Substitute teacher (Middle & High School)
1979-2005	Valley Forge Military Academy and College, Wayne, PA	-Professor (Spanish, Russian, German, ESL) -Chair (Foreign Language Dept.: 1999-2005)
1970-current		Sub-contracting translator & private tutor (Russian, Spanish, German)
1985	Temple Univ., Phila. PA	Graduate Teaching Assistant (ESL for Temple Univ. foreign students)
1977-1979	Liberty Federal S&L Assoc. Phila., PA	Teller, New Accounts Rep., Developer & Director of Community Relations Dept.
1976-1977	Penn State Univ. Univ. Park, PA	Graduate Teaching Assistant (Undergraduate courses in Religious Studies)
1971	Parkway High School Phila., PA	Intern teacher (Spanish, Russian, English Grammar & Composition)
1967-1970	U.S. Army Security Agency (Honorable Discharge)	Translator (Classified)

EDUCATION

1961-1965	Pottsville Area High School Pottsville, PA	High School Diploma (Spanish 1, 2, 3; from age 13-18: private tutoring by and daily use of Spanish with native speakers)
1966-1967	Defense Language Institute Monterey, CA	Russian language (Native instructors; Certified Translator of Russian by U.S. Dept. of Defense; also tested in and passed qualifying exam for Spanish)
1967	Goodfellow AFB San Angelo, TX	Additional advanced Russian language training (Classified)
1967-1969	West Germany (FRG)	-Private tutoring by and daily use of German with native speakers/host families -Formal 8 week German language course (3 hours daily; native instructors; sponsored by U.S. <i>Army Security Agency</i> [currently part of <i>Military Intel.</i>]) -Additional advanced Russian language training (Classified; <i>National Security Agency</i>)
1969	Ft. Bragg, NC	Formal semester of advanced German Grammar (Native instructor; sponsored by U.S. Army)

(OVER)

1970-1976	Penn State Univ. Univ. Park, PA	B.A. (Russian language; minor studies in German, Spanish and linguistics)
1975	Univ. of Leningrad Leningrad, Russia U.S.S.R.	Semester of Russian lit. & linguistics (Native Faculty/United Nations International Student Exchange Program)
1976-1977	Penn State Univ. Univ. Park, Pa.	Graduate School (Religious Studies Dept.) M.A. program (Academic, interdisciplinary study/analysis of West. Eur. Christ. Social Ethics [Completed all coursework])
1977-1978	Liberty Fed. S&L Assoc. Phila., PA	Basic & Advanced teller, mortgage, new acct's rep. training; Political Action & Economics (credit courses [Institute of Financial Education])
1979	Phila., PA	Private refresher course in consecutive interpreting (Russian; native speakers from Inlingua Co. & Univ. of Penn Grad. Slavic Lang. Dept.)
1983-1985	Temple Univ., Phila. PA	M.A. (Dept. of Religion [Academic, interdisciplinary study/analysis of West. Eur. Christ. Social Ethics])
1986-1989	Eastern College, St. Davids PA Villanova Univ., Villanova PA	Additional advanced courses in German and Spanish (for add'l PA F.L. Teacher Cert. in Ger. & Span.)
1986-1990	Univ. of Penn, Phila. PA (Grad. School of Education)	PA. Foreign Lang. Teacher Certification (K-12 / Russian, Spanish, German)
1996	Temple Univ., Phila. PA	Graduate coursework (Foreign Lang. Ed)
1997-2003	Temple Univ., Phila. PA	M.A. (Spanish Lit., Linguistics & Pedagogy [Grad. School of Spanish & Portuguese])
Nov. 2002	Univ. of Pa./ACTFL	Workshop on OPI (Oral Proficiency Interview [by the American Council on the Teaching of Foreign Languages]); (Act 48 & Grad. Credit)
July 2003	PA Governors's Institute on World Languages	One week seminar on the pending foreign language standards for world (foreign) languages for PA schools (Act 48 & Grad. Credit)
2006	Pottsville, PA	Various teacher workshops and seminars

OFFICE SKILLS

Typing (40-45 wpm/Roman and Cyrillic)
Basic Computer training and experience (Word, Internet, etc.)

TRAVEL EXPERIENCE

Domestic: Most of continental United States

Foreign (residences): West Germany (FRG/1967-1969); Leningrad, Russia (USSR/1975)

Foreign (visits): Armenia, Austria, Canada, Denmark, England, Estonia, France, Germany (East & West)
Mexico, Poland, Ukraine

ACADEMIC & PROFESSIONAL ORGANIZATION MEMBERSHIPS

The National Slavic Honor Society; American Association of Teachers of German; American Association of the Teachers of Spanish & Portuguese; American Council of Teachers of Russian; American Council on the Teaching of Foreign Languages

INTERESTS & HOBBIES

Music, woodworking, academic interdisciplinary research, writing, domestic and foreign travel

References upon request

Mahanoy.Shenandoah.2010

FISCAL Y																						
ALLOCATION FORMULA: Each State will receive an amount equal to its share of the total number of students in ADA in all eligible districts nationally. States may award the funds competitively, by a formula based on ADA or some other formula that more effectively targets poverty.																						
Pennsylv																						
NCES LEA ID	State ID	District Name	Mailing Address	City	Zip Code	Telephone	Locale codes of schools in the LEA	Average Daily Attendance	Percent of children from families below poverty line	Does LEA meet low-income poverty require	Does each school in LEA have locale code of 6,7, or 8?	Made AYP - School Year 08-09 (Yes, No)	Used the Reap-Flex authority School Year 08-09 (Yes, No)	RLIS eligible								
1	2	3	4	5	6	7	8	11	13	14	15	20	21	23								
4203600	101631003	BETHLEHEM-CENTER SD	194 CRAWFORD RD	FREDERICKTOWN	15333	7242674910	8	1,255.87	25.03	YES	YES	YES		RLIS								
4204020	109420803	BRADFORD AREA SD	150 LORANA AVE PO BOX 375	BRADFORD	16701	8143623841	6	2,616.55	20.92	YES	YES	YES		RLIS								
4204920	117081003	CANTON AREA SD	139 E MAIN ST	CANTON	17724	5706733191	7	988.46	20.44	YES	YES	YES		RLIS								
4205070	101301303	CARMICHAELS AREA SD	225 N VINE ST	CARMICHAELS	15320	7249665045	7	993.58	21.31	YES	YES	YES		RLIS								
4206120	108071504	CLAYSBURG-KIMMEL SD	BEDFORD STREET	CLAYSBURG	16625	8142395141	8	863.07	22.21	YES	YES	YES		RLIS								
4206150	110171003	CLEARFIELD AREA SD	438 RIVER RD	CLEARFIELD	16830	8147655511	7	2,407.65	22.83	YES	YES	YES		RLIS								
4206590	105201033	CONNEAUT SD	219 W SCHOOL DR	LINESVILLE	16424	8146835900	7	2,443.22	25.04	YES	YES	YES		RLIS								
4207080	105201352	CRAWFORD CENTRAL SD	11280 MERCER PIKE	MEADVILLE	16335	8147243960	6,7	3,814.33	23.60	YES	YES	YES		RLIS								
4210350	101262903	FRAZIER SD	142 CONSTITUTION ST	PERRYOPOLIS	15473	7247364432	8	1,094.06	20.88	YES	YES	YES		RLIS								
4212660	109422303	KANE AREA SD	400 WEST HEMLOCK AVENUE	KANE	16735	8148379570	6,7	1,178.88	21.04	YES	YES	YES		RLIS								
4213080	104433903	LAKEVIEW SD	2482 MERCER ST	STONEBORO	16153	7243767911	8	1,204.21	22.92	YES	YES	YES		RLIS								
4214430	129544503	MAHANAY AREA SD	1 GOLDEN BEAR DR	MAHANAY CITY	17948	5707733443	6	1,033.70	21.55	YES	YES	YES		RLIS								
4214730	128325203	MARION CENTER AREA SD	22820 ROUTE 403 HWY N	MARION CENTER	15759	7243975551	7	1,381.43	22.11	YES	YES	YES		RLIS								
4215150	108565203	MEYERSDALE AREA SD	309 INDUSTRIAL PARK ROAD	MEYERSDALE	15552	8146345123	7	891.03	27.86	YES	YES	YES		RLIS								
4215960	110175003	MOSHANNON VALLEY SD	4934 GREEN ACRE RD	HOUTZDALE	16651	8143787616	7	906.35	22.46	YES	YES	YES		RLIS								
4215990	116495103	MOUNT CARMEL AREA SD	600 W 5TH ST	MOUNT CARMEL	17851	5703391500	6,7	1,550.04	21.48	YES	YES	YES		RLIS								
4216020	111316003	MOUNT UNION AREA SD	28 W MARKET ST	MOUNT UNION	17066	8145428631	7	1,418.98	26.03	YES	YES	NO		RLIS								
4216620	104375302	NEW CASTLE AREA SD	420 FERN ST	NEW CASTLE	16101	7246564756	6	3,226.82	29.67	YES	YES	YES		RLIS								
4217130	106167504	NORTH CLARION COUNTY SD	10439 ROUTE 36	TIONESTA	16353	8147448536	7	600.05	22.82	YES	YES	YES		RLIS								
4217700	109535504	NORTHERN POTTER SD	745 SR 49 NORTHERN POTTER ROAD	ULYSSES	16948	8148487506	7	602.17	21.40	YES	YES	YES		RLIS								
4217730	117596003	NORTHERN TIOGA SD	117 COATES AVE	ELKLAND	16920	8142585642	7	2,132.96	20.96	YES	YES	YES		RLIS								
4218090	106616203	OIL CITY AREA SD	PO BOX 929	OIL CITY	16301	8146761867	6,7	2,238.63	25.15	YES	YES	YES		RLIS								
4218240	109426003	OTTO-ELDRED SD	143 SWEITZER DR	DUKE CENTER	16729	8149663214	7	705.88	25.51	YES	YES	YES		RLIS								
4219530	109426303	PORT ALLEGANY SD	20 OAK ST	PORT ALLEGANY	16743	8146422596	7	940.61	23.81	YES	YES	YES		RLIS								
4220460	127046903	ROCHESTER AREA SD	540 RENO ST	ROCHESTER	15074	7247757500	8	877.44	21.93	YES	YES	YES		RLIS								
4221240	116496503	SHAMOKIN AREA SD	2000 W STATE ST	COAL TOWNSHIP	17866	5706485752	7	2,626.67	20.13	YES	YES	YES		RLIS								
4221490	129547203	SHENANDOAH VALLEY SD	805 WEST CENTRE STREET	SHENANDOAH	17976	5704621936	6	1,089.82	24.28	YES	YES	YES		RLIS								
4222200	101306503	SOUTHEASTERN GREENE SD	1000 MAPLETOWN RD	GREENSBORO	15338	7249433630	7	621.92	21.46	YES	YES	YES		RLIS								

Mahanoy.Shenandoah.2010

FISCAL Y														
ALLOCATION FORMULA: Each State will receive an amount equal to its share of the total number of students in ADA in all eligible districts nationally. States may award the funds competitively, by a formula based on ADA or some other formula that more effectively targets poverty.														
Pennsylv														
NCES LEA ID	State ID	District Name	Mailing Address	City	Zip Code	Telephone	Locale codes of schools in the LEA	Average Daily Attendance	Percent of children from families below poverty line	Does LEA meet low-income poverty require	Does each school in LEA have locale code of 6, 7, or 8?	Made AYP - School Year 08-09 (Yes, No)	Used the Reap-Flex authority School Year 08-09 (Yes, No)	RLIS eligible
1	2	3	4	5	6	7	8	11	13	14	15	20	21	23
4222980	119586503	SUSQUEHANNA COMMUNITY SD	3192 TURNPIKE ST.	SUSQUEHANNA	18847	5708534921	7	868.17	27.28	YES	YES	YES		RLIS
4223490	106617203	TITUSVILLE AREA SD	221 N WASHINGTON ST	TITUSVILLE	16354	8148272715	6,7	2,064.21	23.83	YES	YES	YES		RLIS
4223550	117086503	TOWANDA AREA SD	PO BOX 231	TOWANDA	18848	5702659894	6	1,634.93	24.42	YES	YES	YES		RLIS
4223790	117086653	TROY AREA SD	310 ELMIRA ST	TROY	16947	5702972750	7	1,501.08	21.08	YES	YES	YES		RLIS
4225440	101308503	WEST GREENE SD	1367 HARGUS CREEK ROAD	WAYNESBURG	15370	7244995183	7	759.58	27.70	YES	YES	YES		RLIS
4226520	104378003	WILMINGTON AREA SD	300 WOOD ST	NEW WILMINGTON	16142	7246568866	7	1,389.17	21.54	YES	YES	YES		RLIS

Mahanoy.Shenandoah.2010

FISCAL YEAR																								
Pennsylv																								
NCES LEA ID	State ID	District Name	Mailing Address	City	Zip Code	Telephone	Locale code of school in the LEA	Each school has a locale code	Is the LEA defined as rural by the State?	Average Daily Attendance	Is county population density less than 10 persons/sq mile?	Percent of children from families below poverty line	Does LEA meet low-income locale code of 6, 7, or 8?	Does each school in LEA have locale code of 6, 7, or 8?	FY 2009 Title II, Part A allocation amount	FY 2009 Title II, Part D formula allocation amount	FY 2009 Title IV, Part A ARRA Formula Allocation Amount	FY 2009 Title II, Part A ARRA Formula Allocation Amount	Made AYP School Year 08-09 (Yes, No)	Used the Reap-School authority Year 08-09 (Yes, No)	SRSA eligible	RLIS eligible		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23		
4200091	124160002	21ST CENTURY CYBER CS	455 BOOT RD	DOWNINGTOWN	19341	4842375206	3	NO		491.84	NO	M	NO	NO										
4280010	103020407	A.W BEATTIE CAREER CENTER	9600 BABCOCK BLVD	ALLISON PARK	15101	4123662800	3	NO			NO	M	NO	NO										
4202040	123460302	ABINGTON SD	970 HIGHLAND AVE	ABINGTON	19001	2158844700	3	NO	NO	7,076.53	NO	5.60	NO	NO	\$260,267									
4202010	119350303	ABINGTON HEIGHTS SD	200 E GROVE ST	CLARKS SUMMIT	18411	5705862511	4,8	NO	NO	3,314.19	NO	5.49	NO	NO	\$91,223									
4200133	102020003	ACADEMY CS	900 AGNEW RD	PITTSBURGH	15227	4128855200	3	NO		74.94	NO	M	NO	NO	\$7,074	\$50,000								
4200128	125230001	ACHIEVEMENT HOUSE CS	1021 W LANCASTER AVE	BRYN MAWR	19010	6105270143	3	NO		284.51	NO	M	NO	NO	\$12,746									
4200779	300020105	ACLD TILLOTSON SCHOOL	4900 GIRARD RD	PITTSBURGH	15227	4128812268					NO	M	NO											
4200129	126510019	AID PRIMA CS	124 BRYN MAWR AVE	BALA CYNWYD	19004	6106179121	1	NO		169.06	NO	M	NO	NO	\$8,132									
4280120	108110307	ADMIRAL PEARY AVTS	948 BEN FRANKLIN HWY	EBENSBURG	15931	8144726490					NO	M	NO											
4200140	126510026	AGORA CYBER CS	60 CHESTNUT AVE	DEVON	19333	6102548218	3	NO		3,859.37	NO	M	NO	NO	\$67,184									
4202100	101280303	ALBERT GALLATIN AREA SD	2625 MORGANTOWN RD	UNIONTOWN	15401	7245647190	3,8	NO	YES	3,474.24	NO	35.12	YES	NO	\$377,766	\$248,400								
4202130	127040503	ALQUIPPA SD	100 HARDING AVE	ALQUIPPA	15001	7248577500	3	NO	NO	1,064.47	NO	33.77	YES	NO	\$219,367	\$126,400								
4289130	103000000	ALLEGHENY IJ 3	475 EAST WATERFRONT DRIVE	HOMESTEAD	15120	4123945700					NO	M	NO											
4202190	103020603	ALLEGHENY VALLEY SD	300 PEARL AVE	CHESWICK	15024	7242745300	3,8	NO	NO	1,053.08	NO	11.08	NO	NO	\$61,133									
4202310	106160303	ALLEGHENY-CLARION VALLEY SD	PO BOX 100	FOXSBURG	16036	7246595820	7	YES	YES	941.58	NO	19.60	NO	YES	\$75,533	\$50,000								
4202280	121390302	ALLETOWN CITY SD	31 S PENN STREET	ALLETOWN	18105	4847654000	2	NO	NO	16,144.27	NO	27.66	YES	NO	\$1,314,174	\$1,139,800								
4200039	126512900	ALLIANCE FOR PROGRESS CS	1821-39 CECIL B MOORE AVE	PHILADELPHIA	19121	2152324892	1	NO		291.56	NO	M	NO	NO	\$24,644									
4202340	108070502	ALTOONA AREA SD	1415 6TH AVE	ALTOONA	16602	8149468211	2,4	NO	NO	7,532.24	NO	21.86	YES	NO	\$678,270	\$391,800								
4202440	127040703	AMBRIDGE AREA SD	740 PARK ROAD	AMBRIDGE	15003	7242662833	3,8	NO	NO	2,652.63	NO	15.92	NO	NO	\$176,395									
4202490	113380303	ANNVILLE-CLEONA SD	520 S WHITE OAK ST	ANNVILLE	17003	7178677600	4,8	NO	NO	1,531.23	NO	5.95	NO	NO	\$67,967									
4202480	114060503	ANTIETAM SD	100 ANTIETAM RD STONY CK MILLS	READING	19606	6107790554	4	NO	NO	1,021.42	NO	8.94	NO	NO	\$28,061									
4200813	104510304	ANTONIA PANTOJA COMMUNITY CHARTER SCHOOL	4322 NORTH 5TH STREET	PHILADELPHIA	19140	2154651300	1	NO		673.76	NO	M	NO	NO	\$65,830									
4202550	128030603	APOLLONIDGE SD	PO BOX 219	SPRING CHURCH	15886	7244786000	6	YES	YES	1,433.25	NO	18.14	NO	YES	\$107,581	\$62,250								
4289180	108000000	APPALACHIA IJ 3	4500 6TH AVENUE	ALTOONA	16602	8149400223					NO	M	NO											
4200053	126513190	Architecture and Design Charter High School	675 SANSOM ST	PHILADELPHIA	19106	2153512900	1	NO		502.51	NO	M	NO	NO	\$33,412									
4289380	128000000	ARIN IJ 28	2895 W PIKE RD	INDIANA	15701	7244635300					NO	M	NO											
4202590	128030852	ARMSTRONG SD	410 MAIN ST	FORD CITY	16226	7247637151	3,8	NO	YES	5,677.63	NO	16.51	NO	NO	\$450,819	\$259,200								
4202670	117080503	ATHENS AREA SD	204 WILLOW ST	ATHENS	18810	5708887766	6,7,8	NO	YES	2,173.79	NO	19.73	NO	YES	\$145,093									
4202700	109530304	AUSTIN AREA SD	138 COSTELLO AVENUE	AUSTIN	16720	8146478603	7	YES	YES	185.94	NO	21.36	YES	YES	\$16,197	\$50,000								
4202760	101630504	AVELLA AREA SD	1000 AVELLA RD	AVELLA	15312	7243562218	8	YES	YES	628.08	NO	10.00	NO	YES	\$41,607									
4200101	124160003	AVON GROVE CS	110 E STATE ST	WEST GROVE	19390	4846675000	3	NO	NO	1,202.73	NO	M	NO	NO	\$17,088									
4202790	124160503	AVON GROVE SD	375 S JENNERSVILLE ROAD	WEST GROVE	19390	6108692441	3,8	NO	NO	5,188.38	NO	5.78	NO	NO	\$119,289									
4202820	103020753	AVONWORTH SD	258 JOSEPHS LANE	PITTSBURGH	15237	4123698738	3,8	NO	NO	1,371.90	NO	5.93	NO	NO	\$76,589									
4202910	110141003	BALD EAGLE AREA SD	751 S EAGLE VALLEY RD	WINGATE	16823	8143554860	4,8	NO	YES	1,816.89	NO	13.73	NO	NO	\$102,740									
4202970	103021102	BALDWIN-WHITEHALL SD	4900 CURRY RD	PITTSBURGH	15236	4128857810	5	NO	NO	3,953.06	NO	8.19	NO	NO	\$153,092									
4203000	120480803	BANGOR AREA SD	123 FIVE POINTS RICHMOND RD	BANGOR	18013	610582163	4,8	NO	YES	3,211.10	NO	9.06	NO	NO	\$125,947									
4200126	118400000	BEAR CREEK COMMUNITY CS	2000 BEAR CREEK BLVD	WILKES-BARRE	18702	5708204070				381.59	NO	M	NO	NO	\$9,929									
4200142	127040001	BEAVER AREA ACADEMIC CS	GYPSY GLEN RD	BEAVER	15009	7247744022	3	NO		66.57	NO	M	NO	NO										
4203120	127044103	BEAVER AREA SD	855 2ND ST	BEAVER	15009	7247744010	3	NO		1,949.71	NO	7.43	NO	NO	\$76,134									
4280500	127041307	BEAVER COUNTY CTC	145 POPLAR DR	MONACA	15061	7247285800					NO	M	NO											
4289370	127000000	BEAVER VALLEY IJ 27	147 POPLAR DRIVE	MONACA	15061	7247747800					NO	M	NO		\$16,048									
4203180	108051003	BEDFORD AREA SD	330 E JOHN ST	BEDFORD	15522	8146234290	6,7	NO	YES	2,187.00	NO	13.71	NO	YES	\$134,723									
4200001	108051307	BEDFORD COUNTY TECHNICAL CENTER	195 ERETT	EVERETT	15537	8146232760					NO	M	NO											
4203210	107650603	BELLE VERNON AREA SD	270 CREST AVENUE	BELLE VERNON	15012	7249295262	3,8	NO	NO	2,650.16	NO	17.72	NO	NO	\$174,311									
4203240	110141103	BELLEFONTE AREA SD	318 N ALLEGHENY ST	BELLEFONTE	16823	8143554814	4,8	NO	YES	2,729.07	NO	14.02	NO	NO	\$167,975									
4203300	108071003	BELLWOOD-ANTIS SD	400 MARTIN STREET	BELLWOOD	16617	8147422271	4	NO	YES	1,258.87	NO	10.87	NO	NO	\$74,835									
4200942	126513070	BELMONT ACADEMY CHARTER SCHOOL	907 N 41ST ST	PHILADELPHIA	19104	2153865788				191.23	NO	M	NO	NO	\$12,165									
4200108	126510010	BELMONT CHARTER SCHOOL	4030 BROWN ST	PHILADELPHIA	19104	2158239208				373.78	NO	M	NO	NO	\$21,921									
4203330	122091002	BENSALEM TOWNSHIP SD	3000 DONALDEN DR	BENSALEM	19020	2157502800	3	NO	NO	6,067.45	NO	9.36	NO	NO	\$350,011									
4203390	116191004	BENTON AREA SD	600 GREEN ACRES RD	BENTON	17814	5709256651	7	YES	YES	754.98	NO	14.58	NO	YES	\$43,993									
4203360	101630303	BENTWORTH CS	150 BEARCAT DRIVE	BENTLEYVILLE	15314	7242392861	3,8	NO	YES	1,118.88	NO	14.34	NO	NO	\$102,838									
4289240	114000000	BERKS COUNTY IJ 14	PO BOX 16050	READING	19612	6109872248					NO	M	NO		\$22,624									
4280060	114060505	BERKS CTC	1057 COUNTY RD	LEESPORT	19533	6103744073					NO	M	NO											
4203420	108561003	BERLIN BROTHERSVALLEY SD	1025 MAIN ST	BERLIN	19305	PR/Award # U2825420049				874.85	NO	15.09	NO	YES	\$62,283									
4203450	112011103	BERMUDIAN SPRINGS SD	7335 CARLISLE PIKE	YORK SPRINGS	17372	7175284113	7	YES	YES	1,975.97	NO	11.82	NO	YES	\$79,618									

Mahanoy.Shenandoah.2010

FISCAL Y		Pennsylv																						
NCES LEA ID	State ID	District Name	Mailing Address	City	Zip Code	Telephone	Locale code of school in the LEA	Each school has a locale code of 7 or 8?	Is the LEA defined as rural by the State?	Average Daily Attendance	Is county population density less than 10 persons/sq mile?	Percent of children from families below poverty line	Does LEA meet low income poverty code of 6, 7, or 8?	Does each school in LEA have locale code of 6, 7, or 8?	FY 2009 Title II, Part A allocation amount	FY 2009 Title II, Part D formula allocation amount	FY 2009 Title IV, Part A allocation amount	FY 2009 Title II, Part A ARRA Formula Allocation Amount	FY 2009 Title II, Part A School authority Year 08-09 (Yes, No)	Used the Reap-School Year 08-09 (Yes, No)	SRSA eligible	RLIS eligible		
4203480	116119103	BERWICK AREA SD	500 LINE ST	BERWICK	18603	5707596400	4,6	NO	YES	3,121.74	NO	17.77	NO	NO	\$196,402	\$60,091	\$13,282							
4203510	103021252	BETHEL PARK SD	301 CHURCH RD	BETHEL PARK	15102	4128335000	3	NO	NO	4,578.08	NO	4.41	NO	NO	\$137,055		\$9,890							
4203570	120481002	BETHLEHEM AREA SD	1516 SYCAMORE ST	BETHLEHEM	18017	6108610500	2,4	NO	NO	14,311.11	NO	12.91	NO	NO	\$836,394		\$52,092							
4280370	120481107	BETHLEHEM AVTS	3300 CHESTER AVE	BETHLEHEM	18020	6108668013					NO	M	NO											
4203600	101631003	BETHLEHEM-CENTER SD	194 CRAWFORD RD	FREDERICKTOWN	15333	7242674910	8	YES	YES	1,255.87	NO	25.03	YES	YES	\$134,999	\$74,200	\$8,736		YES			RLIS		
4203630	127041503	BIG BEAVER FALLS AREA SD	1503 8TH AVENUE	BEAVER FALLS	15010	7248433470	3,8	NO	NO	1,633.11	NO	23.60	YES	NO	\$171,033	\$105,600	\$11,122							
4203660	115210503	BIG SPRING SD	45 MOUNT ROCK RD	NEWVILLE	17241	7177762000	2,8	NO	YES	2,879.98	NO	9.82	NO	NO	\$148,072		\$9,570							
4203688	127041603	BLACKHAWK SD	500 BLACKHAWK RD	BEAVER FALLS	15010	7248466600	3,8	NO	YES	2,524.71	NO	7.97	NO	NO	\$92,306		\$6,996							
4203990	108110603	BLACKLICK VALLEY SD	555 BIRCH ST	NANTY GLO	15943	8147499211	4	NO	YES	853.70	NO	18.05	NO	NO	\$56,648		\$2,833							
4203750	128321103	BLAIRSVILLE-SALTSBURG SD	102 SCHOOL LANE	BLAIRSVILLE	15717	7244595500	7	YES	YES	1,805.98	NO	14.01	NO	YES	\$140,720		\$7,262							
4289270	117000000	BLAST IU 17	2400 REACH RD	WILLIAMSPORT	17701	5703336561					NO	M	NO				\$4,632							
4203840	118191203	BLOOMSBURG AREA SD	728 E 5TH ST	BLOOMSBURG	17815	5707845000	6,7	NO	YES	1,898.39	NO	15.18	NO	YES	\$100,397		\$5,719							
4203870	129540903	BLUE MOUNTAIN SD	685 RED DALE RD	ORWIGSBURG	17961	570360515	6,7	NO	YES	2,844.15	NO	7.44	NO	YES	\$110,645		\$7,738							
4203900	119581003	BLUE RIDGE SD	RR 3 BOX 220	NEW MILFORD	18834	5704653141	7	YES	YES	1,118.00	NO	17.76	NO	YES	\$60,395	\$49,614	\$5,521							
4203960	114060703	BOYERTOWN AREA SD	911 MONTGOMERY AVE	BOYERTOWN	19512	6103676031	3,4,8	NO	YES	3,716.88	NO	4.96	NO	NO	\$178,428		\$16,306							
4200760	185515523	BOYS LATIN OF PHILADELPHIA CS	5501 CEDAR AVENUE	PHILADELPHIA	19143	2153875149	1	NO		229.68	NO	M	NO	NO	\$13,885		\$1,949							
4204020	109420803	BRADFORD AREA SD	150 LORANA AVE PO BOX 375	BRADFORD	16701	8143623841	6	NO	YES	2,616.55	NO	20.92	YES	YES	\$249,054	\$136,000	\$13,862		YES			RLIS		
4204050	114060803	BRANDYWINE HEIGHTS AREA SD	200 W WEIS ST	TOPTON	19562	6106825100	4,8	NO	YES	1,716.56	NO	6.31	NO	NO	\$81,602		\$5,131							
4204140	103021453	BRENTWOOD BOROUGH SD	3601 BROWNSVILLE RD	PITTSBURGH	15227	4128812227	3	NO	NO	1,193.84	NO	12.24	NO	NO	\$47,281		\$3,601							
4204200	122091303	BRISTOL BOROUGH SD	400 BUCKLEY ST	BRISTOL	19007	2157811011	3	NO	NO	1,193.77	NO	14.71	NO	NO	\$107,141		\$7,581							
4204230	122091352	BRISTOL TOWNSHIP SD	6401 MILL CREEK RD	BRISTOL	19057	2159435200	3	NO	NO	6,458.89	NO	10.70	NO	NO	\$407,629		\$23,593							
4204260	106330703	BROCKWAY AREA SD	40 NORTH ST	BROCKWAY	15824	8142658411	7	YES	YES	1,076.28	NO	13.35	NO	YES	\$61,061		\$3,656							
4204320	106330803	BROOKVILLE AREA SD	285 N BARNETT ST	BROOKVILLE	15825	8144948372	6,7	NO	YES	1,643.85	NO	17.48	NO	YES	\$128,895	\$66,600	\$7,356							
4204080	101280803	BROWNSVILLE AREA SD	1025 LEWIS ST	BROWNSVILLE	15417	7247852021	3,8	NO	YES	1,716.42	NO	38.18	YES	NO	\$270,822	\$73,400	\$14,514							
4204090	123405004	BRYN ATHYN SD	PO BOX 121	BRYN ATHYN	19009	2159473023				1.00	NO	1.24	NO											
4289320	122000000	BUCKS COUNTY IU 22	705 N SHADY RETREAT RD	DOYLESTOWN	18901	2153482940					NO	M	NO		\$72,350		\$35,339							
4200069	122093460	BUCKS COUNTY MONTESSORI CS	219 TYBURN RD	FAIRLESS HILLS	19030	2154286700	8	YES		168.80	NO	M	NO	YES			\$303		YES			SRSA		
4280090	122091457	BUCKS COUNTY TECHNICAL HIGH SCHOOL	610 WISTAR RD	FAIRLESS HILLS	19030	2156491700	3	NO			NO	M	NO	NO			\$2,448							
4204500	101631203	BURGETTSTOWN AREA SD	100 BAVINGTON RD	BURGETTSTOWN	15021	7249478136	8	YES	YES	1,395.27	NO	14.37	NO	YES	\$93,637		\$6,022							
4204530	107650703	BURRELL SD	1021 PUCKETY CHURCH RD	LOWER BURRELL	15068	7243341406	3	NO	NO	1,830.50	NO	8.94	NO	NO	\$88,483		\$5,556							
4204590	104101252	BUTLER AREA SD	110 CAMPUS LANE	BUTLER	16001	7242878721	3,8	NO	NO	7,735.98	NO	11.80	NO	NO	\$508,927		\$26,533							
4280520	104101307	CAREER COUNTY AVTS	210 CAMPUS LN	BUTLER	16001	7242820735					NO	M	NO											
4204710	101631503	CALIFORNIA AREA SD	750 ORCHARD ST	CALIFORNIA	15419	7249382511	8	YES	NO	910.61	NO	15.47	NO	YES	\$77,168		\$4,190							
4204740	108111203	CAMBRIA HEIGHTS SD	426 GLENDALE LAKE RD	PATTON	16668	8146746072	4,8	NO	YES	1,448.20	NO	13.19	NO	NO	\$121,148		\$4,957							
4204830	109122703	CAMERON COUNTY SD	601 WOODLAND AVE	EMPORIUM	15834	8144684000	7	YES	YES	740.36	NO	15.85	NO	YES	\$55,007		\$3,326							
4204860	115211003	CAMP HILL SD	2627 CHESTNUT ST	CAMP HILL	17011	717912400	4	NO	NO	1,123.78	NO	4.25	NO	NO	\$37,638		\$2,243							
4203783	300150600	CAMP HILL SPECIAL SCHOOL INC	1784 FAIRVIEW RD	BETHLEHEM	19343	6104689236					NO	M	NO											
4204890	101631703	CANON-MCMILLAN SD	1 N JEFFERSON AVE	CANONSBURG	15317	7247462940	3,8	NO	NO	4,454.26	NO	7.91	NO	NO	\$158,179		\$11,587							
4204920	117081003	CANTON AREA SD	139 E MAIN ST	CANTON	17724	5706731917	7	YES	YES	988.46	NO	20.44	YES	YES	\$75,795	\$50,000	\$4,746		YES			RLIS		
4289250	115000000	CAPITAL AREA IU 15	55 MILLER ST	SUMMERDALE	17993	7177328400					NO	M	NO		\$44,333		\$23,035							
4280130	121131507	CARBON CAREER & TECHNICAL INSTITUTE	150 W 13TH ST	JIM THORPE	18229	5703253682	8	YES			NO	M	NO	YES			\$512							
4204980	119351303	CARBONDALE AREA SD	101 BROOKLYN ST	CARBONDALE	18407	5702822507	4	NO	NO	1,391.44	NO	24.16	YES	NO	\$138,681	\$50,000	\$7,573							
4289310	121000000	CARBON-LEHIGH IU 21	4210 INDEPENDENCE DR	SCHNECKSVILLE	18078	6107694111					NO	M	NO		\$37,120		\$22,526							
4200045	102023180	CAREER CONNECTIONS CHS	4412 BUTLER ST	PITTSBURGH	15201	4128821816	1	NO		215.80	NO	M	NO	NO	\$12,913	\$5,000	\$1,614							
4280380	120483007	CAREER INSTITUTE OF TECHNOLOGY	5335 KESSLERSVILLE RD	EASTON	18040	6102582857					NO	M	NO											
4205010	115211103	CARLISLE AREA SD	623 W PENN ST	CARLISLE	17013	7172406800	2,4,8	NO	NO	4,445.94	NO	10.41	NO	NO	\$189,089		\$14,378							
4205040	103021603	CARLINTON SD	435 KINGS HWY	CARNEGIE	15106	4124288400	3	NO	NO	1,400.80	NO	15.51	NO	NO	\$92,735		\$5,232							
4205070	101301303	CARMICHAEL'S AREA SD	228 N WINE ST	CARMICHAEL	15320	7249665045	7	YES	YES	993.58	NO	21.31	YES	YES	\$119,887	\$63,400	\$6,505		YES			RLIS		
4205160	112139103	CATASAUQUA AREA SD	201 N 14TH ST	CATASAUQUA	18032	6102645571	4	NO	NO	1,551.38	NO	9.24	NO	NO	\$71,890		\$5,143							
4200796	300481400	CENTENNIAL SCHOOL LEHIGH UNIV	2196 AVENUE C	BETHLEHEM	18017	6102666500					NO	M	NO											
4205190	122092002	CENTENNIAL SD	433 CENTENNIAL RD	WARMINTON	18874	2154416000	3	NO	NO	5,900.69	NO	7.05	NO	NO	\$256,196		\$17,203							
4202900	124151607	CENTER FOR ARTS & TECHNOLOGY	455 BOOT ROAD	DOWNINGTOWN	19335	4842375000	3,8	NO			NO	M	NO	NO			\$2,236							
4200100	122090001	CENTER FOR STUDENT LEARNING CS AT PENNSBURY	134 YARDLEY AVE	FALLSINGTON	19058	2154284100	3	NO		106.20	NO	M	NO	NO	\$823		\$332							
4205310	122092102	CENTRAL BUCKS SD	20 WELDEN DR	DOYLE	19026	215693																		

Mahanoy.Shenandoah.2010

FISCAL YEAR		PENNYSYLVANIA		Mahanoy		Shenandoah		2010		2011		2012		2013		2014		2015		2016		2017		2018		2019		2020		2021		2022		2023		
NCES LEA ID	State ID	District Name	Mailing Address	City	Zip Code	Telephone	Locale code of school in the LEA	Each school has a code of 7 or 8?	Is the LEA defined as rural by the State?	Average Daily Attendance	Is county population density less than 10 persons/sq mile?	Percent of children from families below poverty line	Does LEA meet low income code of 6, 7, or 8?	Does each school in LEA have locale code of 6, 7, or 8?	FY 2009 Title II, Part A allocation amount	FY 2009 Title II, Part D formula allocation amount	FY 2009 Title IV allocation amount	FY 2009 Title II, Part A ARRA Formula Allocation Amount	FY 2009 Title II, Part A ARRA Formula Allocation Amount	Made AYP - School Year 08-09 (Yes, No)	Used the Reap-School authority Year 08-09 (Yes, No)	SRSA eligible	RLIS eligible													
4205370	116191503	CENTRAL COLUMBIA SD	4777 OLD BERWICK RD	BLOOMSBURG	17815	5707842850	7	YES	YES	2,069.98	NO	8.24	NO	YES	\$78,290																					
4205400	115221402	CENTRAL DAUPHIN SD	600 RUTHERFORD RD	HARRISBURG	17109	7175454703	4,8	NO	NO	10,764.07	NO	9.77	NO	NO	\$360,747																					
4214850	111291304	CENTRAL FULTON SD	161 E CHERRY ST	MCCONNELLSBURG	17233	7174853195	7	YES	YES	920.33	NO	15.98	NO	YES	\$64,942																					
4205430	101301403	CENTRAL GREENE SD	250 S CUMBERLAND ST	WAYNESBURG	15370	7246278151	6,7	NO	YES	1,952.20	NO	17.76	NO	YES	\$168,579	\$102,200				YES																
4289200	110000003	CENTRAL IU 10	345 LINK RD	WEST DECATUR	16878	8143420884					NO	M	NO		\$7,487																					
4280330	123460957	CENTRAL MONTCO TECHNICAL HIGH SCHOOL	821 PLYMOUTH RD	PLYMOUTH MEETING	19462	6102772301					NO	M	NO																							
4200095	108070001	CENTRAL PA DIGITAL LEARNING FOUNDATION CS	1500 4TH AVE	ALTOONA	16602	8149406889	2	NO		151.77	NO	M	NO																							
4280530	110141607	CENTRAL PA INSTITUTE OF SCIENCE & TECHNOLOGY	540 N HARRISON RD	PLEASANT GAP	16823	8143952793					NO	M	NO																							
4289260	116000003	CENTRAL SUSQUEHANNA IU 16	PO BOX 213	LEWISBURG	17837	5705231155					NO	M	NO		\$11,846																					
127042003		Central Valley SD	160 Baher Rd Ext	Monaca	15061	(724) 775-5093	3	NO		2,381.95	NO	M	NO		\$118,415																					
4280470	107651207	CENTRAL WESTMORELAND CTC	240 ARONA RD	NEW STANTON	15672	7249253352					NO	M	NO																							
4205490	112671303	CENTRAL YORK SD	775 MARION RD	YORK	17406	7178466789	4,8	NO	NO	5,424.53	NO	4.77	NO		\$129,057																					
4201023	110143069	CENTRE LEARNING COMMUNITY CS	2643 W COLLEGE AVE	STATE COLLEGE	16801	8149617980	8	YES	YES	95.00	NO	M	NO	YES	\$2,625					YES	NO	SRSA														
4205550	112281302	CHAMBERSBURG AREA SD	435 STANLEY AVE	CHAMBERSBURG	17201	7172639281	6,7	NO	NO	8,200.51	NO	11.78	NO	YES	\$413,347																					
4205640	101631803	CHARLEROI SD	125 FECSN DRIVE	CHARLEROI	15022	7244833509	3	NO	NO	1,537.74	NO	15.09	NO	NO	\$113,132																					
4205700	103021752	CHARTIERS VALLEY SD	2030 SWALLOW HILL RD	PITTSBURGH	15220	4124292201	3	NO	NO	3,262.51	NO	8.84	NO	NO	\$105,546																					
4205730	101631903	CHARTIERS-HOUSTON SD	2020 W PIKE ST	HOUSTON	15342	7247461400	3	NO	NO	1,064.11	NO	9.21	NO	NO	\$55,523																					
4205760	123461302	CHELLENHAM TOWNSHIP SD	2000 ASHBOURNE RD	ELKINS PARK	19027	2158869500	3	NO	NO	4,114.23	NO	8.12	NO		\$163,541																					
4200012	124152880	CHESTER CO FAMILY ACADEMY CS	323 E GAY ST	WEST CHESTER	19380	6109665910	3	NO		49.56	NO	M	NO	NO	\$1,130																					
4200035	125232950	CHESTER COMMUNITY CS	302 EAST 5TH ST	CHESTER	19013	6104470400	3	NO		2,131.37	NO	M	NO	NO	\$72,244	\$136,200																				
4289340	124000003	CHESTER COUNTY IU 24	455 BOOT RD	DOWNINGTOWN	19335	4842375000					NO	M	NO		\$44,187																					
4205860	125231233	CHESTER-UP-LAND SD	1720 MEL ROSE AVE	CHESTER	19013	6104473600	3	NO	NO	3,611.88	NO	31.25	YES	NO	\$959,301	\$302,500																				
4205880	108051503	CHESTNUT RIDGE SD	3281 VALLEY ROAD	FISHERTOWN	15539	8148394195	7	YES	YES	1,670.64	NO	16.46	NO	YES	\$119,939	\$66,200																				
4205910	125231303	CHICHESTER SD	PO BOX 2100	BOOTHWYN	19061	6104856881	3	NO	NO	3,160.63	NO	13.59	NO	NO	\$187,827																					
4200780	300024910	CHILDRENS INSTITUTE OF PITTSBURGH	1405 SHADY AVE	PITTSBURGH	15217	4124202487					NO	M	NO																							
4200052	126513160	CHRISTOPHER COLUMBUS CS	916 CHRISTIAN ST	PHILADELPHIA	19147	2159257400	1	NO		744.08	NO	M	NO	NO	\$45,547																					
4200094	102020001	CITY CHS	717 LIBERTY AVE	PITTSBURGH	15222	4128902489	1	NO		499.78	NO	M	NO	NO	\$17,926																					
4200751	105252507	CITY OF ERIE REGIONAL CAREER & TECHNICAL SCHOOL	3325 CHERRY ST	ERIE	16508	8148746225					NO	M	NO																							
4206030	103021903	CLAIRTON CITY SD	506 MITCHELL AVE	CLAIRTON	15025	4122337090	3	NO	NO	725.09	NO	29.39	YES	NO	\$123,501	\$50,000																				
4206060	106161203	CLARION AREA SD	221 LIBERTY ST	CLARION	16214	8142266110	6	NO	YES	838.01	NO	14.40	NO	YES	\$48,230																					
4280150	106161357	CLARION COUNTY CAREER CENTER	447 CAREER WAY	SHIPPENVILLE	16254	8142264391					NO	M	NO																							
4206090	106161703	CLARION-LIMESTONE AREA SD	4091 C-L SCHOOL ROAD	STRATTONVILLE	16258	8147645111	7	YES	YES	970.14	NO	16.17	NO	YES	\$71,132																					
4206120	108071504	CLAYSBURG-KIMMEL SD	BEDFORD STREET	CLAYSBURG	16625	8142395141	8	YES	YES	863.07	NO	22.21	YES	YES	\$74,010	\$50,000																				
4206150	110171003	CLEARFIELD AREA SD	438 RIVER RD	CLEARFIELD	16830	8147655517	7	YES	YES	2,407.65	NO	22.83	YES	YES	\$233,690	\$69,600																				
4280160	110171607	CLEARFIELD COUNTY CTC	1620 RIVER RD	CLEARFIELD	16830	8147655306					NO	M	NO																							
4205240	124151902	COATESVILLE AREA SD	545 EAST LINCOLN HIGHWAY	COATESVILLE	19320	6104662400	3,8	NO	NO	6,448.55	NO	11.51	NO	NO	\$524,343																					
4208270	113361303	COCALES SD	4TH STREET	DENVER	17517	7173361413	4,8	NO	NO	3,287.64	NO	6.54	NO	NO	\$112,962																					
4200050	124153302	COLLEGIUM CS	535 JAMES HANCE COURT	EXTON	19341	6109031300	3	NO		1,231.32	NO	M	NO	NO	\$22,930																					
4289300	120000002	COLONIAL IU 20	6 DANFORTH DRIVE	EASTON	18045	6102525550					NO	M	NO		\$41,102																					
4219470	123461602	COLONIAL SD	230 FLOURTOWN RD	PLYMOUTH MEETING	19462	6108341670	3	NO	NO	4,595.59	NO	5.34	NO	NO	\$180,411																					
4206360	113361503	COLUMBIA BOROUGH SD	200 N FIFTH ST	COLUMBIA	17512	7176842283	4	NO	NO	1,337.17	NO	19.59	NO	NO	\$89,643	\$66,400																				
4206365	110781757	COLUMBIA-MONTOUR AVTS	5050 SWEPENHEISER DR	BLOOMSBURG	17815	5707848040	7	YES			NO	M	NO	YES																						
4206390	104431304	COMMONDORE PERRY SD	3002 PERRY HWY	HADLEY	13002	7242532558	6	YES	YES	580.60	NO	19.19	NO	YES	\$37																					

Mahanoy.Shenandoah.2010

FISCAL YEAR		PENNSYLVANIA		SCHOOL YEAR		LEA		LOCALITY		TYPE		STATUS		FUNDING		FORMULA		REVENUE		COMPLIANCE		ELIGIBILITY	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
NCES LEA ID	State ID	District Name	Mailing Address	City	Zip Code	Telephone	Locale code of school in the LEA	Each school has a code defined by the State?	Is the LEA defined as rural by the State?	Average Daily Attendance	Is county population density less than 10 persons/sq mile?	Percent of children from families below poverty line	Does LEA meet low income locale code of 6, 7, or 8?	Does each school in LEA have locale code of 6, 7, or 8?	FY 2009 Title II, Part A allocation amount	FY 2009 Title II, Part D formula allocation amount	FY 2009 Title IV, Part A allocation amount	FY 2009 Title II, Part A Formula Allocation Amount	Made AYP - School Year 08-09 (Yes, No)	Used the Reap-Share Authority - School Year 08-09 (Yes, No)	SRSA eligible	RLIS eligible	
4206840	113381303	CORNWALL-LEBANON SD	105 E EVERGREEN RD	LEBANON	17042	7172722031	4,8	NO	NO	4,585.09	NO	6.97	NO	NO	\$161,648								
4206860	105251453	CORRY AREA SD	540 EAST PLEASANT ST	CORRY	16407	8146644677	4,7,8	NO	YES	2,212.74	NO	23.23	YES	NO	\$109,133	\$126,400							
4206930	109531304	COUDERSPORT AREA SD	698 DWIGHT ST	COUDERSPORT	16915	8142749480	7	YES	YES	845.33	NO	10.71	NO	YES	\$45,418								
4206960	122092353	COUNCIL ROCK SD	30 N CHANCELLOR ST	NEWTOWN	18940	2159441000	3,8	NO	NO	11,838.13	NO	2.49	NO	NO	\$240,088								
4207050	106611303	CRANBERRY AREA SD	3 EDUCATION DR	SENECA	16346	8146765628	7	YES	YES	1,208.94	NO	18.34	NO	YES	\$112,811								
4207080	105201352	CRAWFORD CENTRAL SD	11280 MERCER PIKE	MEADVILLE	16335	8147243960	6,7	NO	YES	3,814.33	NO	23.60	YES	YES	\$308,199	\$81,700			YES				RLIS
4280170	105201407	CRAWFORD COUNTY CTC	860 THURSTON DR	MEADVILLE	16335	8147246024					NO	M	NO										
4200022	108119998	CRESSON SECURE TREATMENT UNIT	251 CORRECTIONS ROAD	CRESSON	16630	8148866258	8	YES			NO	M	NO	YES									
4205460	118401403	CRESTWOOD SD	281 S MOUNTAIN BLVD	MOUNTAIN TOP	18707	5704746888	4,8	NO	YES	3,007.74	NO	5.87	NO	NO	\$117,958								
4200048	112673300	CRISPUS ATTUCKS YOUTH/BLD CS	805 S DUKE ST	YORK	17403	7178483610	4	NO		69.67	NO	M	NO	NO	\$8,050								
4280260	119354207	CTC OF LACKAWANNA COUNTY	3231 ROCKWELL AVE	SCRANTON	18508	5703489471					NO	M	NO										
4207110	115211603	CUMBERLAND VALLEY SD	6746 CARLISLE PIKE	MECHANICSBURG	17050	7178978261	4,8	NO	NO	7,251.77	NO	4.45	NO	NO	\$178,939								
4280180	115211667	CUMBERLAND-PERRY AVTS	110 OLD WILLOW MILL RD	MECHANICSBURG	17050	7178970354					NO	M	NO										
4207140	110171803	CURWENSVILLE AREA SD	650 BEECH ST	CURWENSVILLE	16833	8142361101	7	YES	YES	1,123.70	NO	19.11	NO	YES	\$63,351	\$50,000							
4207200	118401603	DALLAS SD	CONYNGHAM AVE	DALLAS	18612	5706755201	4	NO		2,649.80	NO	6.86	NO	NO	\$109,714								
4207230	112671603	DALLASTOWN AREA SD	700 NEW SCHOOL LN	DALLASTOWN	17313	7172444021	4,8	NO	NO	5,784.40	NO	5.05	NO	NO	\$135,157								
4207290	114081503	DANIEL BOONE AREA SD	MATTHEW BROOKE BLDG SUITE 200	BIRDSBORO	19508	6105826140	4,8	NO	NO	3,657.99	NO	6.43	NO	NO	\$61,384								
4207320	116471803	DANVILLE AREA SD	600 WALNUT ST	DANVILLE	17821	5702713268	6,7	NO	YES	2,419.02	NO	11.41	NO	YES	\$142,663								
4200049	116471111	DANVILLE CTR ADOLESCENT FEMALE	13 KIRKBRIDE DRIVE	DANVILLE	17821	5702714751	7	YES			NO	M	NO	YES									
4207385	115221607	DAUPHIN COUNTY AVTS	6001 LOCUST LN	HARRISBURG	17109	7176523170	4	NO			NO	M	NO	NO									
4200774	300231780	DAVIDSON SCHOOL	111 ELWYN RD	ELWYN	19063	6108912000					NO	M	NO										
4207540	103022283	DEER LAKES SD	EAST UNION ROAD	RUSSELLTON	15076	7242655300	3	NO	NO	1,915.57	NO	9.02	NO	NO	\$61,425								
4280200	125214407	DELAWARE COUNTY AVTS	200 YALE AVE	MORTON	19070	6109389000					NO	M	NO										
4289350	125000000	DELAWARE COUNTY IJ 25	1200 YALE AVENUE	MORTON	19070	6109389000					NO	M	NO										
4200078	126513470	DELAWARE VALLEY CHS	5201 OLD YORK ROAD	PHILADELPHIA	19141	2154552550	1	NO		610.53	NO	M	NO	NO	\$31,861								
4207530	120520003	DELAWARE VALLEY SD	236 ROUTE 8 AND 209	MILFORD	18337	5702961800	8	YES	YES	5,213.55	NO	8.84	NO	YES	\$178,879								
4200791	300513270	DELTA SCHOOL	3380 BYBERRY RD	PHILADELPHIA	19154	2156378235					NO	M	NO										
4200792	300022250	DEPAUL INSTITUTE	6202 ALDER STREET	PITTSBURGH	15206	4129241012					NO	M	NO										
4207560	107651603	DERRY AREA SD	982 N CHESTNUT STREET EXT	DERRY	15627	7246941401	3,8	NO	YES	2,323.79	NO	15.39	NO	NO	\$180,977								
4207590	115221753	DERRY TOWNSHIP SD	30 EAST GRANADA AVE	HERSHY	17033	7175342501	4	NO	NO	3,441.33	NO	4.70	NO	NO	\$62,733								
4200767	300151903	DEVEREUX BRANDYWINE	PO BOX 69	GLENMOORE	19343	4842284726					NO	M	NO										
4200775	300151900	DEVEREUX DAY SCHOOL	600 BOOT ROAD	DOWNINGTOWN	19335	6108734900					NO	M	NO										
4200795	300151904	DEVEREUX LEO KANNER LRNG CTR	390 E BOOT ROAD	WEST CHESTER	19380	6104318100					NO	M	NO										
4200788	300151903	DEVEREUX MAPLETON SCHOOLS	655 SUGARTOWN ROAD	MALVERN	19355	4845956781					NO	M	NO										
4200121	126510011	DISCOVERY CHARTER SCHOOL	5070 PARKSIDE AVE	PHILADELPHIA	19131	2158798182					453.49	NO	M	NO	\$34,178	\$50,000							
4207650	113382203	DONEGAL SD	1051 KOEGER RD	MOUNT JOY	17562	7176531447	4,8	NO	NO	2,692.83	NO	9.37	NO	NO	\$100,071								
4207680	112671803	DOVER AREA SD	2 SCHOOL LN	DOVER	17315	7172923671	4,8	NO	NO	3,638.52	NO	6.13	NO	NO	\$119,785								
4207710	124152003	DOWNINGTOWN AREA SD	126 WALLACE AVE	DOWNINGTOWN	19335	6102698460	3,8	NO	NO	11,673.31	NO	2.66	NO	NO	\$205,676								
4200781	300206000	DR GERTRUDE A BARBER CENTER	136 EAST AVE	ERIE	16507	8144537661					NO	M	NO										
4200021	107653040	DR ROBERT KETTERER CS	1133 VILLAGE WAY	LATROBE	15650	7245379110	3	NO		197.98	NO	M	NO	NO	\$7,863								
4207830	106172003	DUBOIS AREA SD	500 LIBERTY BLVD	DU BOIS	15801	8143712700	6,7	NO	YES	4,062.34	NO	18.57	NO	YES	\$290,546								
4207980	119352203	DUNMORE SD	300 W WARREN ST	DUNMORE	18612	5703432110	4	NO	NO	1,608.23	NO	12.59	NO	NO	\$92,078								
4208010	103022503	DUQUESNE CITY SD	300 KENNEDY AVE	DUQUESNE	15110	4124665300	3	NO	NO	406.07	NO	38.28	YES	NO	\$135,830	\$97,600							
4208060	103022803	EAST ALLEGHENY SD	1150 JACKS RUN RD	NORTH VERSAILLES	15137	4128480123	3	NO	NO	1,779.93	NO	21.20	YES	NO	\$172,835								
4208490	117412003	EAST LYCOMING SD	349 CEMETERY ST	HUGHESVILLE	17737	5705842131	4,8	NO	YES	1,575.83	NO	10.45	NO	NO	\$82,403								
4208550	121392303	EAST PENN SD	800 PINE STREET	EMMAUS	18049	6109668300	4	NO	NO	7,743.54	NO	4.52	NO	NO	\$190,923								
4208580	115212503	EAST PENNSBORO AREA SD	890 VALLEY ST	ENOLA	17025	717323601	4	NO	NO	2,739.63	NO	7.65	NO	NO	\$72,050								
4208670	120452003	EAST STROUDSBURG AREA SD	321 N COURTLAND ST	EAST STROUDSBURG	18301	5704248500	6,7,8	NO	YES	7,675.75	NO	9.56	NO	YES	\$252,374								
4200797	300020400	EASTER SEAL SOCIETY WESTERN PA	2525 RAILROAD STREET	PITTSBURGH	15222	4122817244					NO	M	NO										
4200786	300513640	EASTER SEALS OF SOUTHEASTERN PA	3975 CONSHOHOCKEN AVE	PHILADELPHIA	19131	2158791000					NO	M	NO										
4280340	123463507	EASTERN CENTER FOR ARTS & TECHNOLOGY	3075 TERWOOD RD	WILLOW GROVE	19090	2157844800					NO	M	NO										
4208820	113382303	EASTERN LANCASTER COUNTY SD	669 E MAIN ST	NEW HOLLAND	17557	7173541500	4,8	NO	NO	3,095.39	NO	16.42	NO	NO	\$275,357								
4208460	113382303	EASTERN LANCASTER COUNTY SD	180 ELCO DR	MYERTOWN	17067	7178667117	4,8	NO	YES	2,417.95	NO	10.45	NO	NO	\$127,737								
4280480	107652207	EASTERN WESTMORELAND CTC	4904 ROUTE 982	LATROBE	15057	7178667117					NO	M	NO										
4208790	112672203	EASTERN YORK SD	120 S THIRD ST PO BOX 150	WRIGHTSVILLE	17368	7172521555	4,8	NO	NO	2,579.86	NO	5.85	NO	NO	\$117,559								

Mahanoy.Shenandoah.2010

FISCAL Yr																								
Pennsylv																								
NCES LEA ID	State ID	District Name	Mailing Address	City	Zip Code	Telephone	Locale code of school in the LEA	Each school has a locale code	Is the LEA defined as rural by the State?	Average Daily Attendance	Is county population density less than 10 persons/mile ²	Percent of children from families below poverty line	Does LEA meet low-income poverty code of 6, 7, or 8?	Does each school in LEA have locale code of 6, 7, or 8?	FY 2009 Title II, Part A allocation amount	FY 2009 Title II, Part D formula allocation amount	FY 2009 Title V, Part A allocation amount	FY 2009 Title II, Part A ARRA Formula Amount	Used the Reap-Plan authority 08-09 (Yes, No)	Used the School Year 09 (Yes, No)	SRSA eligible	RLIS eligible		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23		
4208850	120483302	EASTON AREA SD	1801 BUSHKILL DRIVE	EASTON	18040	6102650240	4,8	NO	NO	8,602.71	NO	11.70	NO	NO	\$364,433		\$28,331							
4200787	300022370	EDUCATION CENTER AT WATSON INSTITUTE	301 CAMP MEETING RD	SEWICKLEY	15143	4127411800					NO	M	NO	NO										
4209090	103023153	ELIZABETH FORWARD SD	401 ROCK RUN ROAD	ELIZABETH	15037	4128962300	3,8	NO	NO	2,516.58	NO	11.63	NO	NO	\$131,296		\$8,690							
4209120	113362403	ELIZABETHTOWN AREA SD	600 E HIGH ST	ELIZABETHTOWN	17022	7173671521	4,8	NO	NO	3,785.45	NO	6.54	NO	NO	\$112,060		\$9,883							
4209150	119582503	ELK LAKE SD	1 SCHOOLHOUSE RD	DIMOCK	18816	5702781108	7	YES	YES	1,310.00	NO	17.21	NO	YES	\$91,521		\$6,163							
4209240	104372003	ELLWOOD CITY AREA SD	501 CRESCENT AVE	ELLWOOD CITY	16117	7247521591	6,7	NO	NO	1,949.49	NO	14.68	NO	YES	\$164,056		\$6,859							
4209270	104362603	EPHRATA AREA SD	803 OAK BLVD	EPHRATA	17522	7177211513	4,8	NO	NO	3,851.18	NO	8.65	NO	NO	\$168,527		\$11,842							
4209300	105252602	ERIC CITY SD	148 W 21ST ST	ERIC	16502	8148746000	2	NO	NO	11,209.91	NO	30.44	YES	NO	\$1,531,749		\$86,291							
4280210	105252807	ERIC COUNTY TECHNICAL SCHOOL	9500 OLIVER RD	ERIC	16509	8144648600					NO	M	NO	NO										
4200090	124150001	ERIN DUDLEY FORBES CS	PO BOX 570	NOTTINGHAM	19362	6109328998	3	NO		68.53	NO	M	NO	NO	\$3,136		\$119							
4200043	128513100	EUGENIO MARIA DE HOSTOS CS	4322-42 N 5TH ST	PHILADELPHIA	19140	2154552300	1	NO		203.95	NO	M	NO	NO	\$18,931		\$1,896							
4209360	108053003	EVERETT AREA SD	427 EAST SOUTH STREET	EVERETT	15537	8146529114	7	YES	YES	1,363.66	NO	15.35	NO	YES	\$97,917	\$50,000	\$6,165							
4200749	120450003	EVERGREEN COMMUNITY CS	PO BOX 523	MOUNTAINHOME	18342	5705956355	7	YES		67.36	NO	M	NO	YES	\$1,889		\$107	YES	NO	SRSA				
4209480	114062003	EXETER TOWNSHIP SD	3650 PERKIOMEN AVE	READING	19066	6107790700	4,8	NO	NO	1,320.45	NO	5.88	NO	NO	\$96,431		\$10,780							
4209540	112013054	FAIRFIELD AREA SD	4840 FAIRFIELD RD	FAIRFIELD	17320	7176428228	7	YES	YES	1,146.02	NO	5.62	NO	YES	\$38,956		\$3,158							
4209570	105253303	FAIRVIEW SD	7460 MCCRAY RD	FAIRVIEW	16415	8144742600	8	YES	NO	1,601.52	NO	7.18	NO	YES	\$49,596		\$4,449							
4209660	112282003	FANNETT-METAL SD	14823 PATHVALLEY RD PO BOX 91	WILLOW HILL	17271	7173497172	7	YES	YES	529.86	NO	27.29	YES	YES	\$84,462	\$35,666	\$4,668	YES	NO	SRSA				
4209690	104432503	FARRELL AREA SD	1600 ROEMER BLVD	FARRELL	16121	7243466585	4	NO	NO	834.32	NO	37.12	YES	NO	\$142,702	\$101,200	\$10,658							
4280560	101262507	FOYETTE COUNTY AVTIS	175 GEORGES FAIRCHANCE RD	UNIONTOWN	15401	7244372721					NO	M	NO	NO										
4200096	119350001	FELL CS	777 MAIN ST	SIMPSON	18407	5702825199	4	NO		160.80	NO	M	NO	NO	\$17,745		\$960							
4209750	108112003	FERRDALE AREA SD	100 DARTMOUTH AVE	JOHNSTOWN	15905	8145351507	4	NO	NO	789.55	NO	26.28	YES	NO	\$47,459		\$3,589							
4200093	100510000	FIRST PHILCS FOR LITERACY	4300 TACONY ST	PHILADELPHIA	19124	2157433100	1	NO		854.66	NO	M	NO	NO	\$37,160		\$6,834							
4209780	114062503	FLEETWOOD AREA SD	801 N RICHMOND ST	FLEETWOOD	19522	6109449988	4,8	NO	NO	2,559.24	NO	6.30	NO	NO	\$61,733		\$7,484							
4200141	128510021	FOLK ARTS-CULTURAL TREASURES CS	1023 CALLOWHILL ST	PHILADELPHIA	19123	2156692600	1	NO		425.04	NO	M	NO	NO	\$26,023		\$3,736							
4280020	103023807	FORBES ROAD CTC	607 BEATTY RD	MONROEVILLE	15146	4123738100					NO	M	NO	NO										
4209870	111292304	FORBES ROAD SD	159 RED BIRD DRIVE	WATERFALL	16689	8146853866	7	YES	YES	438.49	NO	18.47	NO	YES	\$29,678		\$1,961	YES	NO	SRSA				
4208280	106272003	FOREST AREA SD	22318 ROUTE 62, BOX 16	TIONESTA	16353	8147554491	7	YES	YES	550.90	NO	18.90	NO	YES	\$61,449	\$50,000	\$8,251	YES	NO	SRSA				
4209930	119583003	FOREST CITY REGIONAL SD	100 SUSQUEHANNA ST	FOREST CITY	18421	5707852400	7	YES	YES	810.20	NO	16.28	NO	YES	\$48,335	\$50,000	\$3,622							
4209940	108112203	FOREST HILLS SD	549 LOCUST STREET	SIDMAN	15655	8144877613	8	YES	YES	1,954.52	NO	17.38	NO	YES	\$126,464		\$8,251							
4209960	101632403	FORT CHERRY SD	110 FORT CHERRY RD	MC DONALD	15057	7247961551	8	YES	YES	1,100.07	NO	10.23	NO	YES	\$65,531		\$3,930							
4209990	105253503	FORT LEOEUF SD	PO BOX 810	WATERFORD	16441	8147962638	4,8	NO	YES	2,112.81	NO	13.17	NO	NO	\$109,562		\$7,198							
4210070	103023912	FOX CHAPEL AREA SD	611 FIELD CLUB RD	PITTSBURGH	15238	4129639600	3	NO	NO	4,253.91	NO	7.84	NO	NO	\$152,221		\$11,530							
4210200	106612203	FRANKLIN AREA SD	417 13TH ST	FRANKLIN	16323	8144328917	6,7	NO	YES	2,184.04	NO	19.38	NO	YES	\$179,077	\$102,000	\$10,184							
4280230	112282307	FRANKLIN COUNTY CTC	2483 LOOP RD	CHAMBERSBURG	17201	7172639033					NO	M	NO	NO										
4200811	112281315	FRANKLIN LEARNING CENTER	2387 LOOP RD	CHAMBERSBURG	17201	7172632700					NO	M	NO	NO										
4210230	107682803	FRANKLIN REGIONAL SD	3210 SCHOOL RD	MURRYSVILLE	15668	7243275496	3,8	NO	NO	3,562.50	NO	4.94	NO	NO	\$90,707		\$7,662							
4200077	128513450	FRANKLIN TOWNE CHS	5301 TACONY ST	PHILADELPHIA	19137	2152895000	1	NO	NO	910.03	NO	M	NO	NO	\$55,274		\$8,773							
4210350	101292303	FRAZIER SD	142 CONSTITUTION ST	PERRYOPOLIS	15473	7247364432	8	YES	YES	1,094.06	NO	20.88	YES	YES	\$72,263		\$4,831	YES			RLIS			
4210380	127042803	FREEDOM AREA SD	1701 8TH AVE	FREEDOM	15042	7247755464	3,8	NO	NO	1,531.46	NO	12.38	NO	NO	\$90,005		\$5,468							
4210440	128033003	FREEPORT AREA SD	PO BOX C	FREEPORT	16229	7242955141	3,8	NO	YES	1,906.10	NO	9.85	NO	NO	\$84,239		\$5,686							
4200060	128513270	FREIRE CS	2027 CHESTNUT STREET	PHILADELPHIA	19103	2155578555	1	NO		444.34	NO	M	NO	NO	\$19,612		\$3,621							
4200007	111292507	FULTON COUNTY AVTIS	145 EAST CHERRY ST	MCCONNELLSBURG	17233	7174855813					NO	M	NO	NO										
4210530	109532804	GALETON AREA SD	25 BRIDGE STREET	GALETON	16922	8144356571	7	YES	YES	332.13	NO	19.12	NO	YES	\$40,259		\$1,810	NO	NO	SRSA				
4210590	105253403	GARNETT VALLEY SD	80 STATION ROAD	GLEN MILLS	19342	6105797300	3	NO	NO	4,601.33	NO	3.74	NO	NO	\$69,052		\$9,016							
4210620	103024102	GATEWAY SD	9000 GATEWAY CAMPUS BOULEVARD	MONROEVILLE	15146	4123725300	3	NO	NO	3,817.04	NO	12.34	NO	NO	\$170,271		\$12,313							
4210650	105253903	GENERAL MCCLANE SD	11771 EDINBORO RD	EDINBORO	16412	8142731033	4,8	NO	YES	2,124.83	NO	9.06	NO	NO	\$109,674		\$7,303							
4200793	300232950	GEORGE CROTHERS MEMORIAL SCHOOL	401 RUTGERS AVE	SWARTHMORE	19081	6103285955					NO	M	NO	NO										
4210710	112013735	GETTYSBURG LEARNING CENTER	900 BIGLERVILLE RD	GETTYSBURG	17325	7173362594	6,7	NO	YES	2,956.09	NO	9.33	YES	YES	\$179,903		\$11,044							
4210740	105254083	GIRARD SD	1203 LAKE ST	GIRARD	16417	8147745666	4	NO	NO	1,928.41	NO	16.88	NO	NO	\$109,855		\$6,794							
4210830	110173003	GLENDALE SD	1466 BEAVER VALLEY RD	FLINTON	16640	8146873402	8	YES	YES	816.17	NO	19.00	NO	YES	\$55,743		\$3,881							
4200073	128513380	GLOBAL LEADERSHIP ACADEMY CS	5151 WARREN ST	PHILADELPHIA	19131	2154776672	1	NO		489.86	NO	M	NO	NO	\$32,762		\$4,788							
4210860	114063003	GOVERNOR MIFFLIN SD	10 SOUTH WAVERLY STREET	SHILLINGTON	19607	6107751461	4,8	NO	NO	4,017.34	NO	7.55	NO	NO	\$105,874		\$11,840							
4200102	124153510	GRAYSTONE ACADEMY CS	139 MODENA RD	COATESVILLE	19320	6103834311	3	NO		415.95	NO	M	NO	NO	\$21,623		\$1,461							
4210870	124153503	GREAT VALLEY SD	47 CHURCH RD	MACTESVILLE	16602	3,985.63	NO	3.80	NO		NO		NO	\$110,396		\$8,016								

Mahanoy.Shenandoah.2010

FISCAL Y																								
Pennsylv																								
NCES LEA ID	State ID	District Name	Mailing Address	City	Zip Code	Telephone	Locale code of school in the LEA	Each school has a locale code	Is the LEA defined as rural by the State?	Average Daily Attendance	Is county population density less than 10 persons/sq mile?	Percent of children from families below poverty line	Does LEA meet low income poverty req (6, 7, or 8)?	Does each school in LEA have locale code of 6, 7, or 8?	FY 2009 Title I, Part A allocation amount	FY 2009 Title II, Part D formula allocation amount	FY 2009 Title V, Part A allocation amount	FY 2009 Title IV, Part A ARRA Formula Allocation Amount	FY 2009 Title II, Part D ARRA Formula Allocation Amount	Made AYP - School Year 08-09 (Yes, No)	Used the Resp- School Year 08-09 (Yes, No)	SRSA eligible	RLIS eligible	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23		
4210970	108112607	GREATER JOHNSTOWN AVTS	445 SCHOOLHOUSE RD	JOHNSTOWN	15904	8142684545																		
4210950	108112502	GREATER JOHNSTOWN SD	1091 BROAD ST	JOHNSTOWN	15906	8145335651	2,4	NO	NO	2,898.78	NO	33.54	YES	NO	\$431,081	\$118,800	\$20,208							
4210980	107653102	GREATER LATROBE SD	410 MAIN ST	LATROBE	15650	7245394200	3	NO	NO	3,935.58	NO	9.67	NO	NO	\$183,620	\$12,264	\$12,264							
4216290	118402603	GREATER NANTICOKE AREA SD	427 KOSCIUSZKO ST	NANTICOKE	18634	5707351270	4	NO	NO	2,134.13	NO	21.34	YES	NO	\$181,548	\$54,400	\$11,332							
4200778	300513973	GREEN TREE SCHOOL	PO BOX 25639	PHILADELPHIA	19144	2158437112																		
4200104	126510009	GREEN WOODS CS	8480 HAGY'S MILL RD	PHILADELPHIA	19128	2154826337	1	NO		190.35	NO	NO	NO	\$10,705		\$1,584								
4211010	112283003	GREENCASTLE-ANTRIM SD	500 EAST LEITERSBURG STREET	GREENCASTLE	17225	7175972187	6	NO	YES	2,784.54	NO	7.10	NO	YES	\$96,713		\$7,856							
4280240	101302607	GREENE COUNTY CTC	60 ZIMMERMAN DR	WAYNESBURG	15370	7246273106																		
4210920	107653203	GREENSBURG SALEM SD	1 ACADEMY HILL PLACE	GREENSBURG	15601	7248322901	3,8	NO	NO	2,873.27	NO	12.98	NO	NO	\$226,859	\$10,381	\$10,381							
4211160	104432803	GREENVILLE AREA SD	9 DONATION RD	GREENVILLE	16125	7245882500	4	NO	NO	1,427.78	NO	17.00	NO	NO	\$111,805	\$50,000	\$5,863							
4211190	115503004	GREENWOOD SD	405 E SUNBURY ST	MILLERSTOWN	17062	7175931177	6	YES	YES	781.62	NO	9.75	NO	YES	\$42,352		\$2,341							
4211230	104432903	GROVE CITY AREA SD	511 HIGHLAND AVE	GROVE CITY	16127	7245867334	4	NO	YES	2,710.27	NO	11.75	NO	NO	\$103,494		\$9,574							
4211310	115222504	HALIFAX AREA SD	3940 PETERS MOUNTAIN RD	HALIFAX	17032	7178963416	8	YES	YES	1,145.64	NO	14.06	NO	YES	\$50,781		\$4,057							
4211340	114083003	HAMBURG AREA SD	WINDSOR STREET	HAMBURG	19526	6105622241	4	NO	YES	2,408.49	NO	9.00	NO	NO	\$92,482		\$8,059							
4211400	103024603	HAMPTON TOWNSHIP SD	4591 SCHOOL DR	ALLISON PARK	15101	4124926302	3	NO	NO	2,994.61	NO	3.87	NO	NO	\$64,663		\$5,970							
4211420	118403003	HANOVER AREA SD	1600 SANS SOUCI PKWY	HANOVER TOWNSHIP	18706	5708312313	4	NO	NO	1,801.28	NO	24.42	YES	NO	\$187,186	\$110,600	\$11,136							
4211450	112672803	HANOVER PUBLIC SD	403 MOUL AVE	HANOVER	17331	7176379000	2	NO	NO	1,603.28	NO	11.25	NO	NO	\$89,484		\$4,956							
4211490	105254353	HARBOR CREEK SD	6375 BUFFALO RD	HARBORCREEK	16421	8148972100	4,8	NO	NO	1,960.30	NO	6.90	NO	NO	\$89,165		\$6,449							
4200062	126513290	Hardy Williams Academy Charter School	1712 S 56TH ST	PHILADELPHIA	19143	2157242343	1	NO		774.54	NO	M	NO	NO	\$59,199		\$7,630							
4211520	110173504	HARMONY AREA SD	5239 RIDGE RD	WESTOVER	16692	8148457918	7	YES	YES	337.65	NO	27.48	YES	YES	\$51,918	\$50,000	\$2,430		YES	NO	SRSA			
4211580	115222752	HARRISBURG CITY SD	2101 NORTH FRONT ST BLDG 2	HARRISBURG	17110	7177204000	2	NO	NO	6,860.62	NO	35.50	YES	NO	\$1,103,176		\$59,356							
4211610	123463603	HATBORO-HORSHAM SD	229 MEETINGHOUSE RD	HORSHAM	19044	2154205000	3	NO	NO	4,998.10	NO	4.82	NO	NO	\$118,646		\$11,163							
4211670	125234502	HAVERTOWN TOWNSHIP SD	1801 DARRY RD	HAVERTOWN	19083	6108835900	3	NO	NO	5,122.22	NO	3.91	NO	NO	\$145,433		\$11,498							
4280570	118403207	HAZLETON AREA CAREER CENTER	1451 W 23RD ST	HAZLETON	18202	5704593172																		
4211700	118403302	HAZLETON AREA SD	1515 W 23RD ST	HAZLETON	18202	5704593111	4,7,8	NO	YES	9,357.09	NO	19.54	NO	NO	\$554,852		\$40,183							
4211790	113363103	HEMPFIELD SD	200 CHURCH ST	HANDSVILLE	17538	7178985650	4	NO	NO	6,101.12	NO	6.60	NO	NO	\$232,741		\$17,372							
4211760	107653802	HEMPFIELD AREA SD	4347 ROUTE 136	GREENSBURG	15601	7248342500	3,8	NO	NO	6,921.13	NO	7.93	NO	NO	\$269,078		\$16,667							
4211820	104433303	HERMITAGE SD	4111 N HERMITAGE RD	HERMITAGE	16148	7249818750	4	NO	NO	2,028.06	NO	12.61	NO	NO	\$108,087		\$6,545							
4211880	103024753	HIGHLANDS SD	1330 ELEVENTH AVE	NATRONA HEIGHTS	15065	7242262400	3,8	NO	NO	2,641.96	NO	18.17	NO	NO	\$233,536		\$11,972							
4200769	300514200	HMS SCHOOL FOR CHILDREN W/CEREBRAL PALSY	4400 BALTIMORE AVE	PHILADELPHIA	19104	2152225666																		
4211940	108073503	HOLLIDAYSBURG AREA SD	201 JACKSON ST	HOLLIDAYSBURG	16648	8146958702	4,8	NO	YES	3,398.48	NO	11.90	NO	NO	\$190,464		\$11,323							
4213290	128323003	HOMER-CENTER SD	65 WILDCAT LN	HOMER CITY	15748	7244798080	7	YES	YES	878.73	NO	12.97	NO	YES	\$75,151		\$3,155							
4200103	126510003	HOPE CS	2116 E HAINES ST	PHILADELPHIA	19138	2673362730				271.29	NO	M	NO	NO	\$28,974		\$3,214							
4212030	127044103	HOPEWELL AREA SD	2354 BRODHEAD RD	ALQUIPPA	15001	7243756691	3,8	NO	NO	2,396.17	NO	8.99	NO	NO	\$143,175		\$7,762							
4212090	111312503	HUNTINGDON AREA SD	2400 CASSADY AVE STE 2	HUNTINGDON	16652	8146434146	6,7	NO	YES	2,050.84	NO	12.05	NO	YES	\$144,009		\$7,736							
4280250	111312607	HUNTINGDON CO CTC	PO BOX E	MILL CREEK	17060	8146430951																		
4200054	126513200	MANI EDUCATION CIRCLE CS	5612 GREENE ST	PHILADELPHIA	19144	2157139240	1	NO		422.67	NO	M	NO	NO	\$35,509		\$4,012							
4200038	126512980	MIHOTEP INSTITUTE CHS	2101 W GODFREY AVE	PHILADELPHIA	19138	2154384140	1	NO		479.98	NO	M	NO	NO	\$31,601	\$50,000	\$4,722							
4200087	126513510	INDEPENDENCE CS	1600 LOMBARD STREET	PHILADELPHIA	19146	2152388000	1	NO		698.24	NO	M	NO	NO	\$31,987		\$6,330							
4212150	128323703	INDIANA AREA SD	501 E PIKE	INDIANA	15701	7246483713	6,7	NO	NO	2,719.00	NO	12.07	NO	YES	\$198,361		\$9,315							
4280660	128324207	INDIANA COUNTY TECHNOLOGY CENTER	441 HAMILT RD	INDIANA	15701	7243496700																		
4200118	115220001	INFINITY CS	51 BANKS ST	PEMBROK	17103	7172381880	4	NO		96.02	NO	M	NO	NO	\$3,407		\$206							
4212170	125235103	INTERBORO SD	900 WASHINGTON AVE	PROSPECT PARK	19076	6104616700	3	NO	NO	3,464.38	NO	11.02	NO	NO	\$149,640		\$11,471							
4289110	101000000	INTERMEDIATE UNIT 1	ONE INTERMEDIATE UNIT DRIVE	COAL CENTER	15423	7249383241																		
4212210	105256553	IRROQUOIS SD	800 TYNDALL AVENUE	ERIE	16511	8148997643	4	NO	NO	1,199.35	NO	18.80	NO	NO	\$56,113		\$4,447							
4212300	104433604	JAMESTOWN AREA SD	PO BOX 217	JAMESTOWN	16134	7249325557	7,8	YES	YES	574.45	NO	19.15	NO	YES	\$39,063		\$2,445		YES		SRSA			
4212330	107654103	JEANETTE CITY SD	198 PARK ST CENTRAL ADMIN BLDG	JEANETTE	15644	7245235497	3	NO	NO	1,153.01	NO	21.54	YES	NO	\$113,493	\$50,000	\$6,950							
4212335	106333407	JEFFERSON COUNTY-DUBOIS AVTS	578 VO TECH RD	REYNOLDSVILLE	15851	8146639285	7	YES																
4212390	101303503	JEFFERSON-MORGAN SD	1351 JEFFERSON RD	JEFFERSON	15344	7248832310	7	YES	YES	779.69	NO	13.34	NO	YES	\$70,787		\$3,446							
4212420	123463803	JENKINTOWN SD	WEST AND HIGHLAND AVENUES	JENKINTOWN	19046	2158853722	3	NO		575.36	NO	5.24	NO	NO	\$16,908		\$1,240							
4212480	117414003	JERSEY SHORE AREA SD	175 A & P DRIVE	JERSEY SHORE	17740	5703981561	4,8	NO	YES	2,640.11	NO	14.19	NO	NO	\$154,802		\$9,144							
4212540	121135003	JIM THORPE AREA SD	410 CENTER AVE	JIM THORPE	18229	5703253691	4,8	NO	YES	2,249.23	NO	15.53	NO	NO	\$88,358	\$64,397	\$7,855							
4212570	109243503	JOHNSONBURG AREA SD	315 HIGH SCHOOL ROAD	JOHNSONBURG	15845	8149652536	6,7	NO	YES	661.63	NO	18.00	NO	YES	\$39,014		\$3,349							
4212600	111343603	JUNIATA COUNTY SD	HCR 63 BOX 7D	MIFFLIN	15845	215202085	NO	YES	2,920.85	NO	14.02	NO	YES	\$175,259		\$10,506								

Mahany.Shenandoah.2010

FISCAL YEAR																									
Pennsylvania																									
NCES LEA ID	State ID	District Name	Mailing Address	City	Zip Code	Telephone	Locale of school in the LEA	Each school has a local code	Is the LEA defined as rural by the State?	Average Daily Attendance	Is county population density less than 10 persons/sq mile?	Percent of children from families below poverty line	Does LEA meet low-income code of 6, 7, or 8?	Does each school in LEA have a local code of 6, 7, or 8?	FY 2009 Title II, Part A allocation amount	FY 2009 Title II, Part D formula allocation amount	FY 2009 Title IV, Part A allocation amount	FY 2009 Title II, Part D formula allocation amount	FY 2009 Title IV, Part A allocation amount	FY 2009 Title II, Part D formula allocation amount	FY 2009 Title IV, Part A allocation amount	FY 2009 Title II, Part D formula allocation amount	FY 2009 Title IV, Part A allocation amount		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23			
4212680	109422303	KANE AREA SD	400 WEST HEMLOCK AVENUE	KANE	16735	8148379570	6,7	NO	YES	1,178.88	NO	21.04	YES	YES	\$80,865										
4209600	104103603	KARNS CITY AREA SD	1446 KITTANNING PIKE	KARNS CITY	16041	7247562030	8	YES	YES	1,606.68	NO	12.64	NO	YES	\$109,801										
4212690	124154003	KENNETT CONSOLIDATED SD	300 EAST SOUTH STREET	KENNETT SQUARE	19348	6104446600	3,8	NO	NO	3,951.28	NO	9.69	NO	NO	\$121,943										
4212720	106166503	KEYSTONE SD	451 HUSTON AVENUE	KNOX	16232	8147975921	7	YES	YES	1,102.20	NO	16.34	NO	YES	\$72,096										
4280670	110183707	KEYSTONE CENTRAL CTC	64 KEYSTONE CENTRAL DR	MILL HALL	17751	5707486584					NO	M	NO												
4212725	110183602	KEYSTONE CENTRAL SD	110 E BALD EAGLE STREET	LOCK HAVEN	17745	5708934900	6,7,8	NO	YES	4,134.44	NO	18.77	NO	YES	\$364,429										
4200011	104432830	KEYSTONE EDUCATION CENTER CS	425 SOUTH GOOD HOPE RD.	GREENVILLE	16125	7245882511	8	YES		263.29	NO	M	NO	YES	\$11,948										
4212750	103025002	KEYSTONE OAKS SD	1000 KELTON AVE	PITTSBURGH	15216	4125716000	3	NO	NO	2,072.03	NO	11.10	NO	NO	\$129,748										
4200131	126510017	KHEPERA CS	144 W CARPENTER LN	PHILADELPHIA	19119	2158431700	1	NO		317.42	NO	M	NO	NO	\$20,505										
4200122	126510013	KIPP ACADEMY CHARTER SCHOOL	2709 N BROAD ST	PHILADELPHIA	19132	2152271728	1	NO		315.03	NO	M	NO	NO	\$12,343										
4212840	107654403	KISKI AREA SD	200 POPLAR ST	YANDERGRIF	15690	7248452022	3,8	NO	NO	3,897.88	NO	14.99	NO	NO	\$271,899										
4212830	114084003	KUTZTOWN AREA SD	50 TREXLER AVE	KUTZTOWN	19530	6106837361	4,8	NO	YES	1,568.85	NO	7.23	NO	NO	\$67,908										
4200025	113362940	LA ACADEMIA CS	30 N ANN ST	LANCASTER	17602	7172957763	2	NO		96.33	NO	M	NO	NO	\$8,170	\$50,000									
4200044	126513110	LABORATORY CS	124 BRYN MAWR AVE	BALA CYNWYD	19004	6106179121	1	NO		431.90	NO	M	NO	NO	\$33,300										
4212990	119665003	LACKAWANNA TRAIL SD	PO BOX 85	FACTORYVILLE	16419	5708455184	4,8	NO	YES	1,152.44	NO	17.30	NO	NO	\$66,532	\$52,200									
4213050	119354603	LAKELAND SD	1593 LAKELAND DRIVE	JERMYN	18433	5702548485	4,8	NO	YES	1,571.16	NO	12.24	NO	NO	\$71,007										
4213020	118403903	LAKE-LEHMAN SD	PO BOX 38	LEHMAN	18627	5706752165	8	YES	YES	1,965.98	NO	12.63	NO	YES	\$97,504										
4213080	104433903	LAKEVIEW SD	2482 MERCER ST	STONEBORO	16153	7243767911	8	YES	YES	1,204.21	NO	22.92	YES	YES	\$102,192										
4213110	113363603	LAMPETER-STRASBURG SD	PO BOX 428	LAMPETER	17537	7174643311	4,8	NO		3,168.07	NO	6.69	NO	NO	\$75,975										
4200002	113363709	LANCASTER COUNTY ACADEMY	1202 PARK CITY CTR	LANCASTER	17601	7172952499	2	NO			NO	M	NO	NO											
4280270	113363807	LANCASTER COUNTY CTC	PO BOX 527	WILLOW STREET	17584	7174647050					NO	M	NO												
4213140	113384002	LANCASTER SD	1020 LEHIGH AVE	LANCASTER	17602	7172916121	2,4	NO	NO	10,502.58	NO	26.95	YES	NO	\$1,045,259										
4289230	113000000	LANCASTER-LEBANON IU 13	1020 NEW HOLLAND AVENUE	LANCASTER	17601	7176981690					NO	M	NO		\$44,011										
4213380	104374003	LAUREL SD	2497 HARLANSBURG RD	NEW CASTLE	16101	7246589940	7	YES	YES	1,325.53	NO	11.94	NO	YES	\$77,126										
4213320	101264003	LAUREL HIGHLANDS SD	304 BAILEY AVE	UNIONTOWN	15401	7244372821	3,8	NO	NO	3,185.17	NO	27.76	YES	NO	\$275,216	\$88,700									
4213390	104374207	LAWRENCE COUNTY CTC	750 PHELPS WAY	NEW CASTLE	16101	7246583583	6	NO	NO		NO	M	NO	YES											
4280280	113384307	LEBANON COUNTY CTC	833 METRO DR	LEBANON	17042	7172738551					NO	M	NO												
4213440	113384603	LEBANON SD	1000 S 8TH ST	LEBANON	17042	7172739391	2	NO	NO	4,193.36	NO	23.49	YES	NO	\$355,409										
4213470	128034503	LEECHBURG AREA SD	210 PENN AVENUE	LEECHBURG	15656	7248457701	3	NO	NO	796.43	NO	10.47	NO	NO	\$41,255										
4280290	121393007	LEHIGH CAREER & TECHNICAL INSTITUTE	4500 EDUCATION PARK DR	SCHNECKSVILLE	18078	6107991323					NO	M	NO												
4200098	120480002	LEHIGH VALLEY ACADEMY REGIONAL CS	1560 VALLEY CENTER PARKWAY	BETHLEHEM	18017	6108669660	4	NO		762.49	NO	M	NO	NO	\$25,035										
4200099	120483170	LEHIGH VALLEY CHS FOR PERFORMING ARTS	675 E BROAD ST	BETHLEHEM	18018	6108662971	2	NO		408.70	NO	M	NO	NO	\$10,491										
4213500	121135503	LEIGHTON AREA SD	1000 UNION ST	LEIGHTON	18235	6103774490	4,8	NO	YES	2,329.51	NO	12.00	NO	NO	\$139,875										
4202900	128034607	LENAPE TECH	2215 CHAPLIN AVE	FORD CITY	16226	7247637116	8	YES			NO	M	NO	YES	\$780										
4213590	116604003	LEWISBURG AREA SD	PO BOX 351	LEWISBURG	17837	5705232220	6,7	NO	NO	1,798.75	NO	6.62	NO	YES	\$79,527										
4213710	107654903	LIGNONIER VALLEY SD	330 WEST MAIN ST	LIGNONIER	15658	7242366996	3,8	NO	YES	1,879.29	NO	15.35	NO	NO	\$188,537										
4200085	112673500	LINCOLN CS	550 W KING ST	YORK	17401	7178991573	2	NO		719.47	NO	M	NO	NO	\$75,140	\$50,000									
4289220	112000000	LINCOLN IU 12	65 BILLERBECK ST	NEW OXFORD	17350	7176244616					NO	M	NO		\$28,891										
4200143	127040002	LINCOLN PARK PERFORMING ARTS CS	ONE LINCOLN PARK	MIDLAND	15059	7246439004	3	NO		433.54	NO	M	NO	NO	\$17,903										
4214460	114693503	LINE MOUNTAIN SD	185 LINE MOUNTAIN ROAD	HERNDON	17830	5707582640	7	YES	YES	1,152.97	NO	10.21	NO	YES	\$63,585										
4213980	112015203	LITTLE TOWN AREA SD	162 NEWARK ST	LITTLE TOWN	17340	7173594146	6	NO	YES	2,098.14	NO	8.47	NO	YES	\$90,766										
4214100	115224003	LOWER DAUPHIN SD	201 E MAIN ST	HUMMELSTOWN	17036	7175665300	4,8	NO	YES	3,822.31	NO	7.83	NO	NO	\$110,393										
4214160	123464502	LOWER MERION SD	391 E MONTGOMERY AVE	ARMORE	19003	6106451800	3	NO		6,493.85	NO	3.97	NO	NO	\$187,755										
4214190	123464603	LOWER MORELAND TOWNSHIP SD	2551 MURRAY AVE	HUNTINGDON VALLEY	19006	2159380270	3	NO	NO	2,008.25	NO	4.85	NO	NO	\$47,929										
4214310	117414203	LOYALSOCK TOWNSHIP SD	1720 SYCAMORE RD	MONTGOMERYVILLE	17754	5703266508	4	NO	NO	1,371.87	NO	13.65	NO	NO	\$64,759										
4209932	115509998	LOYSVILLE YOUTH DEV CTR	LOYSVILLE COMPLEX	LOYSVILLE	17047	7177893841	8	YES			NO	M	NO	YES	\$57,895										
4289280	118000000	LUZERNE IU 18	368 TIOGA AVENUE	KINGSTON	18704	5702879681					NO	M	NO												
4289293	117414807	LYCOMING CTC	293 CEMETERY ST	HUGHESVILLE	17737	5705842300					NO	M	NO												
4214430	129544503	MAHANOHY AREA SD	1 GOLDEN BEAR DR	MAHANOHY CITY	17948	5707733443	6	NO	YES	1,033.70	NO	21.55	YES	YES	\$96,245	\$50,000									
4200017	102023000	MANCHESTER ACADEMIC CS	1214 LIVERPOOL ST	PITTSBURGH	15233	4123220585	1	NO		188.24	NO	M	NO	NO	\$14,431										
4214550	113384403	MANHEIM CENTRAL SD	71 N HAZEL ST	MANHEIM	17545	7176653422	4,8	NO	YES	2,865.10	NO	9.06	NO	NO	\$131,548										
4214580	113384503	MANHEIM TOWNSHIP SD	PO BOX 5134	LANCASTER	17606	7175698231	4	NO	NO	5,531.30	NO	6.68	NO	NO	\$113,313										
4200079	126513480	MARIANA BRACETTI ACADEMY CS	2501 KENSINGTON AVE	PHILADELPHIA	19125	2152914331	1	NO		945.67	NO	M	NO	NO	\$38,201										
4214730	128325203	MARION CENTER AREA SD																							

Mahanoy.Shenandoah.2010

FISCAL YEAR		PENN		MUNICIPALITY		SCHOOL DISTRICT		SCHOOL YEAR		SCHOOL TYPE		SCHOOL STATUS		SCHOOL TYPE		SCHOOL STATUS		SCHOOL TYPE		SCHOOL STATUS		SCHOOL TYPE		SCHOOL STATUS	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
NCES LEA ID	State ID	District Name	Mailing Address	City	Zip Code	Telephone	Locale code of school in the LEA	Each school has a locale code of 7 or 8?	Is the LEA defined as rural by the State?	Average Daily Attendance	Is county population density less than 10 persons/sq mile?	Percent of children from low-income families	Does LEA meet income poverty rate (6.7, or 8)?	Does each school in LEA have a locale code of 6, 7, or 8?	FY 2009 Title II, Part A allocation amount	FY 2009 Title II, Part D formula allocation amount	FY 2009 Title IV, Part A ARRA allocation amount	FY 2009 Title II, Part A ARRA allocation amount	Made AYP - School Year 08-09 (Yes, No)	Used the Reap - School Year 08-09 (Yes, No)	SRSA eligible	RLIS eligible			
4214760	128238502	MARPLE NEWTOWN SD	40 MEDIA LINE RD STE 206	NEWTOWN SQUARE	19073	6103594200	3	NO	NO	3,377.73	NO	4.68	NO	NO	\$135,450										
4214790	104105003	MARS AREA SD	545 ROUTE 228	MARS	16046	7246251518	8	YES	NO	2,952.41	NO	4.37	NO	YES	\$101,295										
4200772	300464050	MARTIN LUTHER SCHOOL	512 W TWP LINE ROAD	PLYMOUTH MEETING	19462	6108254440					NO	M	NO												
4200051	126513150	MAST COMMUNITY CHARTER SCHOOL	1800 E BYBERRY RD	PHILADELPHIA	19116	2673481100	1	NO	NO	1,178.70	NO	M	NO	NO	\$74,393										
4200084	126510002	MASTERY CHARTER HIGH SCHOOL	35 S 4TH ST	PHILADELPHIA	19106	2159221902	1	NO	NO	400.99	NO	M	NO	NO	\$15,426										
4200761	151514721	MASTERY CS-PICKETT CAMPUS	5700 WAYNE AVENUE	PHILADELPHIA	19144	2158669000	1	NO	NO	322.08	NO	M	NO	NO	\$21,381										
4200145	126510022	MASTERY CS-SHOEMAKER CAMPUS	5301 MEDIA ST	PHILADELPHIA	19106	2672967111	1	NO	NO	423.62	NO	M	NO	NO	\$23,062										
4200144	126510023	MASTERY CS-THOMAS CAMPUS	927 JOHNSTON ST	PHILADELPHIA	19148	2672360036	1	NO	NO	425.19	NO	M	NO	NO	\$30,938										
4200096	126513230	MATH CIVICS AND SCIENCES CS	447 N BROAD ST	PHILADELPHIA	19123	2159234880	1	NO	NO	831.15	NO	M	NO	NO	\$94,269										
4214680	101633863	MCJUFFEY SD	90 MCJUFFEY DR	CLAYSVILLE	15323	7249483731	8	YES	YES	1,974.78	NO	6.66	NO	YES	\$148,884										
4214940	103028002	MCKEESPORT AREA SD	3590 ONEIL BOULEVARD	MC KEESPORT	15132	4122643610	3	NO	NO	3,616.24	NO	25.01	YES	NO	\$479,960										
4280030	103028003	MCKEESPORT AREA TECH CTR	1960 EDEN PARK BLVD	MCKEESPORT	15132	4129481362					NO	M	NO												
4215030	115216503	MECHANICSBURG AREA SD	100 E ELMWOOD AVE 2ND FLOOR	MECHANICSBURG	17055	7178914500	4	NO	NO	3,520.82	NO	6.84	NO	NO	\$92,452										
4200789	300234800	MELMARK INC	2600 WAYLAND RD	BERWYN	19312	6103531276					NO	M	NO												
4215120	104435003	MERCER AREA SD	545 W BUTLER ST	MERCER	16137	7246625100	4	NO	YES	1,304.98	NO	15.77	NO	NO	\$83,094	\$54,800									
4280310	104435107	MERCER COUNTY CAREER CENTER	776 GREENVILLE RD	MERCER	16137	7246623000					NO	M	NO												
4214250	123465203	METHACTON SD	1001 KRIEBEL MILL RD	NORRISTOWN	19403	6104895000	3,8	NO	NO	5,190.81	NO	4.20	NO	NO	\$129,044										
4215150	108565203	MEYERSDALE AREA SD	309 INDUSTRIAL PARK ROAD	MEYERSDALE	15552	6184345123	7	YES	YES	801.03	NO	27.86	YES	YES	\$94,716	\$64,800									
4215170	119355503	MID VALLEY SD	52 UNDERWOOD RD	THROOP	18512	5703071119	8	YES	NO	1,690.50	NO	15.76	NO	YES	\$65,431										
4280100	122097007	MIDDLE BUCKS INSTITUTE OF TECHNOLOGY	2740 OLD YORK RD	JAMISON	18929	2153432480					NO	M	NO												
4215240	115226003	MIDDLETOWN AREA SD	55 W WATER ST	MIDDLETOWN	17057	7179483300	4,8	NO	NO	2,329.11	NO	11.11	NO	NO	\$105,976										
4215210	116550003	MIDD-WEST SD	6 E MAIN ST	MIDDLEBURG	17842	5708370046	7	YES	YES	2,189.83	NO	14.26	NO	YES	\$158,294										
4215270	127045303	MIDLAND BOROUGH SD	173 7TH ST	MIDLAND	15059	7246438650	3	NO	NO	340.65	NO	31.25	YES	NO	\$45,670	\$49,784									
4289140	104000000	MIDWESTERN IJ 4	453 MAPLE ST	GROVE CITY	16127	7244586700					NO	M	NO												
4215290	111444602	MIFFLIN COUNTY SD	201 EIGHTH ST - HIGHLAND PARK	MIFFLIN	17044	7172490148	6,7	NO	YES	5,322.14	NO	17.19	NO	YES	\$464,422										
4226010	116605003	MIFFLINBURG AREA SD	178 MAPLE ST	MIFFLINBURG	17844	5709668200	6,7	NO	YES	2,169.16	NO	14.79	NO	YES	\$177,980										
4280580	111444207	MIFFLIN-JUNIATA CTC	700 PITT STREET	LEWISTOWN	17044	7172483933					NO	M	NO												
4215330	105257602	MILWAUKEE TOWNSHIP SD	3740 W 26TH ST	ERIE	16506	8148355300	4,8	NO	NO	7,175.09	NO	8.25	NO	NO	\$263,151										
4215360	115226103	MILLERSBURG AREA SD	799 CENTER ST	MILLERSBURG	17061	7176922108	4,8	NO	YES	842.61	NO	12.16	NO	NO	\$46,934										
4200755	413365910	MILLERSVILLE UNIVERSITY OF PA	N GEORGE ST	MILLERSVILLE	17551	7178723024					NO	M	NO												
4215450	116195004	MILLVILLE AREA SD	PO BOX 260	MILLVILLE	17846	5704585538	7	YES	YES	746.10	NO	13.70	NO	YES	\$56,092										
4215480	116495003	MILTON AREA SD	700 MAHONING ST	MILTON	17847	5707427614	6,7	NO	YES	2,172.79	NO	15.09	NO	YES	\$138,743										
4215510	129544703	MINERSVILLE AREA SD	BATTLIN MINER DR & LOW RD	MINERSVILLE	17954	5705444764	6,7	NO	YES	1,185.93	NO	19.33	NO	YES	\$67,914										
4215540	104373003	MOHAWK AREA SD	385 MOHAWK SCHOOL ROAD	BESSEMER	16112	7246677223	7	YES	YES	1,801.45	NO	13.38	NO	YES	\$121,241										
4280450	101634207	MON VALLEY CTC	ONE GUTTMAN BLVD	CHARLEROI	15022	7244899581					NO	M	NO												
4215600	107658903	MONTANESSE CITY SD	1275 ROSTRAYER ST	MONTANESSE	15062	7246843600	3	NO	NO	891.97	NO	25.99	YES	NO	\$95,482										
4217100	104105383	MONTEAU SD	1810 W SUNBURY RD	WEST SUNBURY	16061	7246327117	8	YES	YES	1,532.61	NO	13.18	NO	YES	\$96,546										
4280320	120545007	MONROE CAREER & TECH INST	LAUREL LAKE DR	BARTONSVILLE	18321	5706292001					NO	M	NO												
4200124	102520004	MONTROSSI REGIONAL CS	2910 STERRETTANIA RD	ERIE	16506	8148337711	4	NO		197.16	NO	M	NO	NO	\$6,431										
4215660	117415004	MONTGOMERY AREA SD	120 PENN ST	MONTGOMERY	17752	5705471608	4,8	NO	YES	880.06	NO	18.20	NO	NO	\$71,837	\$50,000									
4289330	123000000	MONTGOMERY COUNTY IJ 23	1605 W MAIN ST	NORRISTOWN	19403	6105398550					NO	M	NO		\$134,492										
4215720	103026303	MONTROUSE SD	223 CLEVER RD	MC KEES ROCKS	15136	4124906500	3	NO	NO	2,084.22	NO	7.00	NO	NO	\$89,124										
4215750	117415103	MONTROUSEVILLE AREA SD	50 N ARCH ST	MONTROUSEVILLE	17754	5703682491	4,8	NO	YES	1,914.13	NO	9.35	NO	NO	\$85,345										
4215810	119548503	MONTROSE AREA SD	80 HIGH SCHOOL ROAD	MONTROSE	18801	5702783717	3	YES	YES	1,607.23	NO	13.52	NO	YES	\$95,294										
4215830	103026343	MOON AREA SD	8353 UNIVERSITY BOULEVARD	MOON TOWNSHIP	15108	4122649440	3	NO	NO	3,540.07	NO	6.46	NO	NO	\$114,760										
4215900	122097203	MORRISVILLE BOROUGH SD	550 W PALMER ST	MORRISVILLE	19067	2157362681	3	NO	NO	848.74	NO	8.01	NO	NO	\$55,652										
4215960	101750003	MOSHANNON VALLEY SD	4934 GREEN ACRE RD	HOUTZDALE	16651	8143787616	7	YES	YES	806.35	NO	22.46	YES	YES	\$68,493										
4215990	116495103	MOUNT CARMEL AREA SD	600 W 5TH ST	MOUNT CARMEL	17851	5703391500	6,7	NO	NO	1,550.04	NO	21.48	YES	YES	\$138,057	\$72,200									
4216170	107658903	MOUNT PLEASANT AREA SD	271 STATE STREET	MOUNT PLEASANT	15668	7245474100	3,8	NO	YES	2,171.04	NO	13.71	NO	NO	\$171,485										
4216020	111316003	MOUNT UNION AREA SD	28 W MARKET ST	MOUNT UNION	17066	8145428631	7	YES	YES	1,418.98	NO	26.03	YES	YES	\$127,476	\$98,000									
4216050	119548603	MOUNTAIN VIEW SD	RR 1 BOX 39A	KINGSLEY	18826	5704342180	7	YES	YES	1,196.92	NO	13.74	NO	YES	\$110,487	\$50,000									
4216110	103026402	MT LEBANON SD	7 HORSMAN DR	PITTSBURGH	15228	4123442077	3	NO	NO	5,058.29	NO	4.23	NO	NO	\$124,720										
4216200	114065003	MUHLENBERG SD	801 BELLEVUE AVENUE LAUREDALE	READING	19605	6109218000	4	NO	NO	3,318.61															

Mahanoy.Shenandoah.2010

FISCAL YEAR																								
Pennsylv																								
NCES LEA ID	State ID	District Name	Mailing Address	City	Zip Code	Telephone	Locale code of school in the LEA	Each school has a locale code	Is the LEA defined as rural by the State?	Average Daily Attendance	Is county population density less than 10 persons/sq mile?	Percent of children from families below poverty line	Does LEA meet low-income poverty code of 6, 7, or 8?	Does each school in LEA have locale code of 6, 7, or 8?	FY 2009 Title II, Part A allocation amount	FY 2009 Title II, Part D formula allocation amount	FY 2009 Title IV, Part A ARRA Formula Allocation Amount	FY 2009 Title II, Part A ARRA Formula Allocation Amount	Made AYP - School Year 08-09 (Yes, No)	Used the Reap- School Year 08-09 (Yes, No)	SRSA eligible	RLIS eligible		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23		
4219650	123466303	POTTSGROVE SD	1301 KAUFFMAN RD	POTTSTOWN	19464	6103272277	3	NO	NO	3,116.05	NO	10.18	NO	NO	\$125,929		\$10,243							
4219680	123466403	POTTSTOWN SD	230 BEECH ST	POTTSTOWN	19464	6103238200	3	NO	NO	2,893.29	NO	17.04	NO	NO	\$190,344		\$11,802							
4219710	129546103	POTTSTOWN AREA SD	1501 LAUREL BLVD	POTTSTOWN	17901	5706212900	6	NO	NO	2,855.82	NO	17.12	NO	YES	\$194,069	\$59,300	\$12,098							
4200036	126512960	PREPARATORY CS	1928 POINT BREEZE AVE	PHILADELPHIA	19145	2153346144	1	NO	NO	566.88	NO	M	NO	NO	\$37,341		\$5,291							
4200764	300028220	PRESSLEY RIDGE DAY SCHOOL	530 MARSHALL AVE	PITTSBURGH	15214	41232516995					NO	M	NO				\$2,388							
4200135	103020005	PROPEL CS-EAST	24 S 18TH ST	PITTSBURGH	15227	4123257305	3	NO	NO	330.32	NO	M	NO	NO	\$13,870		\$1,558							
4200111	103020002	PROPEL CS-HOMESTEAD	24 S 18TH ST	PITTSBURGH	15203	4123257305	3	NO	NO	436.21	NO	M	NO	NO	\$16,034		\$2,388							
4200134	103020003	PROPEL CS-MCKEESPORT	24 S 18TH ST	PITTSBURGH	15203	4123257305	3	NO	NO	319.11	NO	M	NO	NO	\$18,225		\$1,960							
4200752	103020004	PROPEL CS-MONTOUR	24 S 18TH ST	PITTSBURGH	15303	4123257305	1	NO	NO	319.82	NO	M	NO	NO	\$18,608		\$1,758							
4219890	106339003	PUNXSUTAWNEY AREA SD	475 BEYER AVE	PUNXSUTAWNEY	15767	8149385151	5,7	NO	YES	2,424.74	NO	18.69	NO	YES	\$240,876		\$11,626							
4219830	128327303	PURCHASE LINE SD	1659 ROUTE 286 HIGHWAY E	COMMODORE	15729	7242544312	7	YES	YES	1,015.39	NO	18.50	NO	YES	\$129,768		\$5,674							
4219890	103027753	QUAKER VALLEY SD	203 GRAHAM ST	SEWICKLEY	15143	4127493900	3	NO	NO	1,842.75	NO	7.85	NO	NO	\$62,129		\$4,375							
4219890	122098403	QUAKERTOWN COMMUNITY SD	600 PARK AVE	QUAKERTOWN	18951	2155292000	3,8	NO	NO	5,196.05	NO	6.12	NO	NO	\$143,491		\$13,799							
4200804	110173371	QUEHANNA BOOT CAMP	HC BOX 32	KARTHUIS	16845	8147650644					NO	M	NO											
4219920	125237603	RADNOR TOWNSHIP SD	135 S WAYNE AVE	WAYNE	19087	610688100	3	NO	NO	3,554.58	NO	3.38	NO	NO	\$107,458		\$6,950							
4280070	114067107	READING MUHLENBERG CTC	2615 WARREN ROAD	READING	19604	6109217306					NO	M	NO											
4220040	114067002	READING SD	800 WASHINGTON ST	READING	19601	6103715611	2	NO	NO	16,178.70	NO	35.94	NO	NO	\$1,594,631		\$141,750							
4220100	112675503	RED LION AREA SD	696 DELTA RD	RED LION	17356	7172444518	4,8	NO	YES	5,719.10	NO	6.90	NO	NO	\$199,653		\$16,201							
4220130	106168003	REDBANK VALLEY SD	920 E BROAD ST	NEW BETHLEHEM	16242	81442752426	7	YES	YES	1,186.02	NO	16.73	NO	YES	\$97,380	\$50,000	\$5,272							
4200067	124153350	RENAISSANCE ACADEMY-EDISON CS	40 PINE CREST ST	PHOENIXVILLE	19460	6109834080	3	NO	NO	885.28	NO	M	NO	NO	\$18,584		\$2,713							
4200057	129513240	RENAISSANCE CS	NEW COVENANT CMP/BURKE HALL	PHILADELPHIA	19119	2157530390	1	NO	NO	174.69	NO	M	NO	NO			\$1,648							
4220220	104435303	REYNOLDS SD	531 REYNOLDS RD	GREENVILLE	16125	7246485500	8	YES	YES	1,244.23	NO	19.48	NO	YES	\$100,180	\$72,600	\$6,830							
4200086	126510008	RICHARD ALLEN PREPARATORY CS	2601 S 58TH ST	PHILADELPHIA	19143	2158781544	1	NO	NO	369.24	NO	M	NO	NO	\$30,369		\$3,572							
4220250	108118503	RICHLAND SD	540 THEATRE DRIVE	JOHNSTOWN	15904	8142696063	4	NO	NO	1,554.85	NO	10.10	NO	NO	\$78,349		\$4,331							
4220310	109246003	RIDGWAY AREA SD	82 SCHOOL DR PO BOX 447	RIDGWAY	15653	8147733146	6,7	NO	YES	950.01	NO	12.22	NO	YES	\$61,641		\$3,323							
4220370	125237702	RIDLEY SD	901 MORTON AVE SUITE 100	FOLSOM	19033	6105341900	3	NO	NO	5,343.31	NO	9.51	NO	NO	\$219,518		\$16,293							
4220400	101637002	RINGOLD SD	400 MAIN ST	NEW EAGLE	15067	7242589329	3,8	NO	NO	3,016.09	NO	13.16	NO	NO	\$222,440		\$15,073							
4217430	127045603	RIVERSIDE BEAVER COUNTY SD	318 COUNTRY CLUB DR	ELLDWOP CITY	16117	7247587512	3,8	NO	YES	1,541.78	NO	12.05	NO	NO	\$81,432		\$3,843							
4223250	119357003	RIVERSIDE SD	300 DAVIS ST	TAYLOR	18517	5705622121	4	NO	NO	1,396.86	NO	25.94	NO	YES	\$93,918		\$9,148							
4289160	106000003	RIVERVIEW IU 6	270 MAYFIELD ROAD	CLARION	16214	8142287103					NO	M	NO				\$12,698							
4220430	103028003	RIVERVIEW SD	701 10TH ST	OKAMONT	15139	4128281800	3	NO	NO	1,056.83	NO	12.90	NO	NO	\$66,294		\$3,706							
4200020	105252920	ROBERT BENJAMIN WILEY COMMUNITY CS	1446 EAST LAKE RD	ERIE	16507	8144619600	2	NO	NO	309.14	NO	M	NO	NO	\$25,163	\$50,000	\$2,425							
4200068	121393303	ROBERTO CLEMENTE CS	136 S 4TH ST	ALLENTOWN	18102	6104395181	2	NO	NO	274.58	NO	M	NO	NO	\$11,903		\$2,037							
4220460	127046903	ROCHESTER AREA SD	540 RENO ST	ROCHESTER	15074	7247757500	8	YES	NO	877.44	NO	21.93	YES	YES	\$79,068		\$4,251		YES				RLIS	
4220520	109563003	ROCKWOOD AREA SD	438 SOMERSET AVE	ROCKWOOD	15557	8146264913	7	YES	YES	785.40	NO	18.37	NO	YES	\$61,135	\$50,000	\$3,785							
4220560	125237903	ROSE TREE MEDIA SD	308 N OLIVE ST	MEDIA	19063	6106278000	3	NO	NO	3,697.02	NO	4.27	NO	NO	\$130,216		\$8,190							
4200782	300157203	ROYER-GREAVES SCHOOL FOR THE BLIND	PO BOX 1007	PAOLI	19301	6106441810					NO	M	NO											
4200092	126510001	RUSSELL BYERS CS	1911 ARCH ST	PHILADELPHIA	19103	2159271700	1	NO	NO	391.41	NO	M	NO	NO	\$20,246		\$3,612							
4222710	129546803	SAINT CLAIR AREA SD	227 S MILL ST	SAINT CLAIR	17970	5704292716	6	NO	YES	531.46	NO	15.31	NO	YES	\$39,585		\$2,433		YES		NO	SRSA		
4220640	109246003	SAINT MARYS AREA SD	977 S SAINT MARYS RD	SAINT MARYS	15857	8148347831	6,7	NO	YES	2,239.24	NO	8.22	NO	YES	\$115,203		\$6,151							
4220730	121395603	SALISBURY TOWNSHIP SD	1140 SALISBURY RD	ALLENTOWN	18103	6107972062	4	NO	NO	1,752.10	NO	4.49	NO	NO	\$76,545		\$4,512							
4220760	108567004	SALISBURY-ELK LICK SD	196 SMITH AVE	SALISBURY	15558	8146622733	7	YES	YES	301.15	NO	32.94	YES	YES	\$65,596		\$3,444		YES		NO	SRSA		
4200138	124150005	SANKOFA ACADEMY CS	446 W GAY ST	WEST CHESTER	19380	6106960333	3	NO	NO	31.96	NO	M	NO	NO	\$3,985		\$87							
4211730	120486003	SAUCON VALLEY SD	2097 POLK VALLEY RD	HELLERTOWN	18055	6108387026	8	YES	YES	2,298.57	NO	5.29	NO	YES	\$58,484		\$5,697							
4220850	117086003	SAYRE AREA SD	333 WEST LOCKHART STREET	SAYRE	18840	5708887615	6	NO	YES	1,113.36	NO	19.21	NO	YES	\$66,949		\$4,513							
4200030	122093140	SCHOOL LANE CS	2400 BRISTOL PIKE	BENSALEM	19020	2152456055	3	NO	NO	534.31	NO	M	NO	NO	\$33,959		\$2,668							
4220910	129547303	SCHUYLKILL HAVEN AREA SD	120 HAVEN ST	SCHUYLKILL HAVEN	17972	5703856705	5,7	NO	NO	1,278.60	NO	10.62	NO	YES	\$53,875		\$4,760							
4220990	129000003	SCHUYLKILL IU 29	17 MAPLE AVENUE	MARLIN	17951	5705449131					NO	M	NO				\$16,916							
4280620	129546907	SCHUYLKILL TECHNOLOGY CENTERS	17 MAPLE AVE	MARLIN	17951	5705447448					NO	M	NO											
4220970	114067503	SCHUYLKILL VALLEY SD	928 LAKESHORE DRIVE	LEESPORT	19533	6109160957	4,8	NO	YES	1,921.26	NO	5.57	NO	NO	\$66,770		\$5,348							
4200806	115213381	SCI-CAMP HILL	PO BOX 8837	CAMP HILL	17001	7177374531					NO	M	NO											
4200807	116493373	SCI-COAL TOWNSHIP	1 KELLEY DR	COAL TOWNSHIP	17866	5706447890					NO	M	NO											
4200801	100270003	SCI-Forest	1 WOODLAND DRIVE	MARIENVILLE	16239	8149278456					NO	M	NO											
4200805	110173380	SCI-HOUTZDALE	PO BOX 1000 STATE ROUTE 2007	HOUTZDALE	17756	5705463171					NO	M	NO											
4200802	117413388	SCI-MUNCY	PO BOX 180	MUNCY	17756	5705463171																		

Mahanoy.Shenandoah.2010

FISCAL Y																								
Pennsylv																								
NCES LEA ID	State ID	District Name	Mailing Address	City	Zip Code	Telephone	Locale code of school in the LEA	Each school has a locale code of 7 or 8?	Is the LEA defined as rural by the State?	Average Daily Attendance	Is county population density less than 10 persons/sq mile?	Percent of children from families below poverty line	Does LEA meet low-income poverty req (6, 7, or 8)?	Does each school in LEA have a poverty code of 6, 7, or 8?	FY 2009 Title II, Part A allocation amount	FY 2009 Title II, Part D formula allocation amount	FY 2009 Title IV, Part A allocation amount	FY 2009 Title II, Part A ARRA Formula Amount	FY 2009 Title II, Part A ARRA Formula Amount	Made AYP - School Year 08-09 (Yes, No)	Used the Reap-Share Authority - School Year 08-09 (Yes, No)	SRSA eligible	RLIS eligible	
4200809	128320001	SCI-PINE GROVE	189 FYOOCK RD	INDIANA	15701	7244645139					NO	M	NO											
4200808	118403383	SCI-RETREAT	RR 3	HUNLOCK CREEK	18621	5707358754					NO	M	NO											
4200803	108563376	SCI-SOMERSET	1590 WALTERS MILL RD	SOMERSET	15510	8144438100					NO	M	NO											
4200004	112288008	SCOTLAND SCH VETERANS CHILDREN	3583 SCOTLAND ROAD	SCOTLAND	17254	7172647187	7	YES			NO	M	NO	YES						\$454				
4221090	119357402	SCRANTON SD	425 N WASHINGTON AVE	SCRANTON	18503	5703483400	2	NO	NO	8,494.80	NO	22.91	YES	NO	\$785,307					\$47,572				
4200005	119356308	SCRANTON STATE SCHOOL FOR DEAF	1800 N WASHINGTON AVE	SCRANTON	18509	5709634546	2	NO	NO		NO		NO	NO						\$1,578				
4221120	116557103	SELINGROVE AREA SD	401 NORTH 18TH ST	SELINGROVE	17870	5703741144	6,7	NO	YES	2,548.78	NO	14.29	NO	YES	\$169,843					\$9,936				
4280630	109420107	SENECA HIGHLANDS AVTS	219 EDISON BATES DR	PORT ALLEGANY	16743	8146422573							NO	NO										
4289190	109000003	SENECA HIGHLANDS IU 9	119 MECHANIC ST	SMETHPORT	16749	8148875512					NO	M	NO		\$11,689					\$3,462				
4222440	104107803	SENECA VALLEY SD	124 SENECA SCHOOL RD	HARMONY	16037	7244529040	3,8	NO	NO	7,161.45	NO	4.30	NO	NO	\$193,687					\$19,462				
4221180	108567204	SHADE-CENTRAL CITY SD	203-235 MCGREGOR AVENUE	CAIRNBROOK	15924	8147544646	7	YES	YES	552.09	NO	22.24	YES	YES	\$52,849	\$50,000				\$2,906	YES	NO	SRSA	
4221200	103028302	SHALER AREA SD	1800 MOUNT ROYAL BLVD	GLENSHAW	15116	4124921200	3	NO	NO	4,763.41	NO	9.35	NO	NO	\$190,805					\$14,702				
4221240	116496503	SHAMOKIN AREA SD	2000 W STATE ST	COAL TOWNSHIP	17866	5706465752	7	YES	NO	2,626.67	NO	20.13	YES	YES	\$205,464	\$118,400				\$11,078	YES			RLIS
4221270	108547040	SHANKSVILLE-STONYCREEK SD	PO BOX 128	SHANKSVILLE	15560	8142674649	7	YES	YES	391.75	NO	10.47	NO	YES	\$20,633					\$1,735	YES	NO	SRSA	
4221330	104435603	SHARON CITY SD	215 FORKER BLVD	SHARON	16146	7249834000	4	NO	NO	2,028.86	NO	27.57	YES	NO	\$205,494					\$13,237				
4221420	104435703	SHARPSVILLE AREA SD	701 SEVENTH ST	SHARPSVILLE	16150	7249627874	4	NO	NO	1,261.19	NO	14.03	NO	NO	\$58,122					\$4,364				
4221490	129547203	SHENANDOAH VALLEY SD	805 WEST CENTRE STREET	SHENANDOAH	17976	5704621936	6	NO	NO	1,089.82	NO	24.28	YES	YES	\$92,783	\$57,400				\$5,645	YES			RLIS
4221510	104376203	SHENANGO AREA SD	2501 OLD PITTSBURGH RD	NEW CASTLE	16101	7246587287	7	YES	NO	1,282.69	NO	11.21	NO	YES	\$65,607					\$4,843				
4221540	116496603	SHIKELLAMY SD	200 ISLAND BLVD	SUNBURY	17801	5702863721	6,7	NO	NO	2,799.62	NO	15.17	NO	YES	\$177,819					\$11,065				
4221570	115218003	SHIPPENSBURG AREA SD	317 N MORRIS ST	SHIPPENSBURG	17257	7175302700	4,7,8	NO	YES	3,210.22	NO	12.55	NO	NO	\$156,077					\$11,609				
4221660	104107503	SLIPPERY ROCK AREA SD	201 KIESTER RD	SLIPPERY ROCK	16057	7247942960	3,8	NO	YES	2,218.76	NO	11.60	NO	NO	\$130,131					\$7,876				
4221690	109427503	SMETHPORT AREA SD	414 S MECHANIC ST	SMETHPORT	16749	8148875543	7	YES	YES	865.23	NO	16.11	NO	YES	\$59,479					\$3,256				
4221810	113367003	SOLANCO SD	121 S HESS ST	QUARRYVILLE	17566	7177868401	4,8	NO	YES	3,609.74	NO	14.09	NO	NO	\$324,512					\$20,903				
4221840	108567703	SOMERSET AREA SD	845 S COLUMBIA AVE STE 110	SOMERSET	15501	8144459714	6,7	NO	YES	2,359.35	NO	16.73	NO	YES	\$188,510	\$50,200				\$10,578				
4280400	108567807	SOMERSET COUNTY TECHNOLOGY CENTER	281 TECHNOLOGY DR	SOMERSET	15501	8144435651							NO	NO										
4221870	123467103	SOUDERTON AREA SD	760 LOWER ROAD	SOUDERTON	18964	2157236061	3,8	NO	NO	6,502.83	NO	5.20	NO	NO	\$158,607					\$15,733				
4200070	123463370	SOUDERTON CS COLLABORATIVE	110 E BROAD ST	SOUDERTON	18964	2157214560	3	NO	NO	144.02	NO	M	NO	NO						\$248				
4221910	103028653	SOUTH ALLEGHENY SD	2743 WASHINGTON BLVD	MC KEESPORT	15133	4126753070	3	NO	NO	1,515.47	NO	16.77	NO	NO	\$109,930					\$6,450				
4221930	104107803	SOUTH BUTLER COUNTY SD	328 KNOCH RD	SAXONBURG	16056	7243521700	3,8	NO	YES	2,685.12	NO	8.02	NO	NO	\$115,403					\$7,997				
4222170	112676203	SOUTH EASTERN SD	377 MAIN ST	FAXON GROVE	17321	7173824843	4,8	NO	YES	3,057.36	NO	4.59	NO	NO	\$96,282					\$7,875				
4220580	103028703	SOUTH FAYETTE TOWNSHIP SD	3680 OLD OAKDALE RD	MC DONALD	15057	4122214542	3	NO	NO	2,198.64	NO	5.91	NO	NO	\$80,311					\$4,889				
4222050	115218303	SOUTH MIDDLETON SD	4 FORGE RD	BOILING SPRINGS	17007	7172586484	4	NO	YES	2,115.05	NO	5.08	NO	NO	\$40,224					\$4,555				
4200025	112289998	SOUTH MOUNTAIN SECURE TRMNT UN	PO BOX 374	SOUTH MOUNTAIN	17261	7177494511	7	YES	NO		NO	M	NO	YES										
4222060	103028753	SOUTH PARK SD	2005 EAGLE RIDGE RD	SOUTH PARK	15129	4126553111	3	NO	NO	2,086.49	NO	8.22	NO	NO	\$82,959					\$5,831				
4222230	127047404	SOUTH SIDE AREA A SD	4949 STATE ROUTE 151	HOOKSTOWN	15050	7245739588	8	YES	YES	1,199.02	NO	11.73	NO	YES	\$59,676					\$4,027				
4222470	112676403	SOUTH WESTERN SD	225 BOWMAN RD	HANOVER	17331	7178322500	4,8	NO	NO	3,962.78	NO	5.46	NO	NO	\$105,883					\$9,433				
4222140	117416103	SOUTH WILLIAMSPORT AREA SD	515 W CENTRAL AVE	SOUTH WILLIAMSPORT	17702	5703271581	4	NO	YES	1,288.73	NO	16.83	NO	NO	\$89,365					\$5,501				
4222400	126238402	SOUTHEAST DELCO SD	1560 DELMAR DRIVE	FOLCROFT	19032	6106224300	3	NO	NO	3,794.66	NO	17.43	NO	NO	\$357,041					\$20,815				
4222200	101306503	SOUTHEASTERN GREENE SD	1000 MAPLETOWN RD	GREENSBORO	15338	7249436330	7	YES	YES	621.92	NO	21.46	YES	YES	\$70,981					\$4,209	YES			RLIS
4222260	116197503	SOUTHERN COLUMBIA AREA SD	800 SOUTHERN DRIVE	CATAWISSA	17820	5703562331	7	YES	YES	1,421.30	NO	11.33	NO	YES	\$73,311					\$4,273				
4222290	111297504	SOUTHERN FULTON SD	3072 GREAT COVE RD SUITE 100	WARFORDSBURG	17267	7172942203	7	YES	YES	875.57	NO	14.24	NO	YES	\$45,797					\$2,786				
4222320	111317503	SOUTHERN HUNTINGDON COUNTY SD	10339 POGUE ROAD	THREE SPRINGS	17264	8144475529	7	YES	YES	1,260.57	NO	12.11	NO	YES	\$85,725					\$4,396				
4222350	121395703	SOUTHERN LEHIGH SD	5775 MAIN ST	CENTER VALLEY	18034	6102823121	4,8	NO	NO	2,851.56	NO	3.97	NO	NO	\$86,787					\$6,339				
4222370	117597003	SOUTHERN TIOPA SD	241 MAIN ST	BLOSSBURG	16912	5706382183	6,7	NO	YES	1,993.49	NO	14.30	NO	YES	\$142,801					\$8,170				
4222380	112676503	SOUTHERN YORK COUNTY SD	3280 FISSELS CHURCH RD	GLEN ROCK	17327	7172354811	4,8	NO	YES	3,093.08	NO	4.71	NO	NO	\$111,664					\$8,177				
4222410	107657503	SOUTHMORELAND SD	609 PARKER AVE	SCOTTDALE	15683	7248872000	3,8	NO	NO	2,016.58	NO	14.28	NO	NO	\$158,227					\$7,079				
4200758	108515107	SOUTHWEST LEADERSHIP ACADEMY CS	7101 PASCHALL AVE	PHILADELPHIA	19142	2157291939	1	NO		230.51	NO	M	NO	NO	\$19,499					\$2,136				
4200064	103023418	SPECTRUM CS	4369 NORTHERN PIKE	MONROEVILLE	15146	4123748130	3	NO		29.33	NO	M	NO	NO	\$51					\$56				
4222330	108075003	SPRING COVE SD	1100 E MAIN STREET	ROARING SPRING	16673	8142245124	4,7,8	NO	YES	1,785.98	NO	16.00	NO	NO	\$130,336					\$7,839				
4222590	112676703	SPRING GROVE AREA SD	100 E COLLEGE AVE	SPRING GROVE	17362	7172254731	4,8	NO	YES	3,800.70	NO	5.05	NO	NO	\$126,456	\$72,600				\$8,331				
4222600	126238502	SPRINGFIELD SD	111 W LEAMY AVE	SPRINGFIELD	19064	6109386004	3	NO	NO	3,302.22	NO	4.24	NO	NO	\$106,603					\$6,925				
4222620	123467203	SPRINGFIELD TOWNSHIP SD	1000 PAPER MILL RD	ORELAND	19075	2152336000	3	NO	NO	2,001.06	NO	3.98	NO	NO	\$63,968					\$4,552				
4222560	123467303	SPRING-FORD AREA SD	199 BECHTEL RD	COLLEGEVILLE	19426	6107056000	3,8	NO	NO	7,259.01	NO	4.51	NO	NO	\$132,529					\$14,741				

Mahanoy.Shenandoah.2010

FISCAL Y																									
Pennsylv																									
NCES LEA ID	State ID	District Name	Mailing Address	City	Zip Code	Telephone	Locale code of school in the LEA	Each school has a locale code	Is the LEA defined as rural by the State?	Average Daily Attendance	Is county population density less than 10 persons/sq mile?	Percent of children from families below poverty line	Does LEA meet low-income locale poverty code of 6, 7, or 8?	Does each school in LEA have a locale poverty code of 6, 7, or 8?	FY 2009 Title II, Part A allocation amount	FY 2009 Title II, Part D formula allocation amount	FY 2009 Title IV, Part A ARRA Formula Allocation Amount	FY 2009 Title II, Part A ARRA Formula Allocation Amount	Made AYP (Yes, No)	Used the Resp-School authority (Yes, No)	SRSA eligible	RLIS eligible			
																							1	2	3
4222790	103028833	STEEL VALLEY SD	220 E OLIVER RD	MUNHALL	15120	4124643600	3	NO	NO	1,726.74	NO	22.88	YES	NO	\$162,130	\$53,000	\$8,961								
4222800	115228003	STEELTON-HIGHSPIRE SD	PO BOX 7645	STEELTON	17113	7177043800	4	NO	NO	1,169.06	NO	28.10	YES	NO	\$73,191	\$50,000	\$6,759								
4222830	103028853	STO-ROX SD	600 RUSSELLWOOD AVE	MCKEES ROCKS	15136	4127713213	3	NO	NO	1,295.52	NO	32.27	YES	NO	\$223,020	\$105,000	\$9,050								
4222860	120459003	STROUDSBURG AREA SD	123 LINDEN ST	STROUDSBURG	18360	5704211990	6,7	NO	NO	5,407.12	NO	11.29	NO	YES	\$208,348		\$17,091								
4200063	101833400	SUGAR VALLEY RURAL CS	236 E MAIN ST	LOGANTON	17747	5707257822	7	YES		206.07	NO	M	NO	YES	\$14,631		\$833		NO	NO	SRSA				
4222920	117576303	SULLIVAN COUNTY SD	PO BOX 346	DUSHORE	18614	5709288194	7	YES	YES	626.58	NO	15.94	NO	YES	\$56,601		\$2,698								
4280420	116606707	SUN AREA CTC	815 E MARKET ST & 21ST CENTURY	NEW BERLIN	17855	5709661034					NO	M	NO												
4200028	116493130	SUSQ-CYBER CS	240 MARKET STREET	BLOOMSBURG	17815	5702450252	6	NO		163.30	NO	M	NO	YES			\$286								
4222980	119589503	SUSQUEHANNA COMMUNITY SD	3192 TURNPIKE ST	SUSQUEHANNA	18847	5708534921	7	YES	YES	868.17	NO	27.28	YES	YES	\$93,555	\$50,000	\$6,691	YES						RLIS	
4200003	119584707	SUSQUEHANNA COUNTY CTC	PO BOX 100	DIMOCK	18816	5702789229					M	NO													
4223010	115228303	SUSQUEHANNA TOWNSHIP SD	3550 ELMERTON AVE	HARRISBURG	17109	7178575100	4	NO	NO	2,998.69	NO	9.14	NO	NO	\$85,013		\$8,788								
4223040	115596003	SUSQUENITA SD	1725 SCHOOLHOUSE RD	DUNCANNON	17020	7179576000	8	YES	YES	1,859.67	NO	9.77	NO	YES	\$79,110		\$6,065								
4200027	115220607	SYLVAN HEIGHTS SCIENCE CS	915 S 13TH ST	HARRISBURG	17104	7172329220	2	NO		204.78	NO	M	NO	NO	\$18,610		\$1,459								
4223220	129547603	TAMAQUA AREA SD	PO BOX 112	TAMAQUA	18252	5706682670	6,7	NO	YES	1,942.32	NO	16.64	NO	YES	\$130,369	\$50,000	\$8,022								
4200812	199025446	THE ENVIRONMENTAL CHARTER SCHOOL AT FRICK PARK	829 MILTON STREET	PITTSBURGH	15218	4122477970	1	NO		248.73	NO	M	NO	NO	\$17,488										
4200136	105620001	TIDIOUTE COMMUNITY CS	241 MAIN ST	TIDIOUTE	16351	8144843550	7	YES		248.64	NO	M	NO	YES	\$12,474		\$1,094	YES	NO	SRSA					
4200799	300468000	TIMOTHY SCHOOL	973 OLD LANCASTER RD	BERWYN	19312	6107250755					NO	M	NO												
4223490	106617203	TITUSVILLE AREA SD	221 N WASHINGTON ST	TITUSVILLE	16354	8148272715	6,7	NO	YES	2,064.21	NO	23.83	YES	YES	\$176,982	\$50,000	\$10,358	YES						RLIS	
4223550	117086503	TOWANDA AREA SD	PO BOX 231	TOWANDA	18848	5702658984	6	NO	YES	1,634.93	NO	24.42	YES	YES	\$124,057	\$50,000	\$8,348	YES						RLIS	
4223640	124157802	TREDFRIN-EASTTOWN SD	WEST VALLEY BUSINESS CENTER	WAYNE	19087	6102401900	3	NO	NO	5,953.01	NO	3.26	NO	NO	\$104,385		\$12,097								
4223760	101639003	TRINITY AREA SD	231 PARK AVE	WASHINGTON	15301	7242232000	3,8	NO	NO	3,278.21	NO	9.96	NO	NO	\$205,959		\$10,729								
4223700	129547603	TRI-VALLEY SD	110 W MAIN ST	VALLEY VIEW	17983	5708829013	7	YES	YES	872.51	NO	9.66	NO	YES	\$37,793		\$2,701								
4223790	117086653	TROY AREA SD	310 ELMIRA ST	TROY	16947	5702972750	7	YES	YES	1,501.08	NO	21.08	YES	YES	\$124,044		\$7,265	YES							RLIS
4200759	171510293	TRUEBRIGHT SCIENCE ACADEMY CS	3821-3833 N BROAD ST	PHILADELPHIA	19140	2672558539	1	NO		189.28	NO	M	NO	NO	\$14,266		\$1,681								
4223820	114068003	TULPEHOCKEN AREA SD	27 REHRERSBURG ROAD	BETHEL	19507	7179334611	8	YES	YES	1,508.26	NO	9.94	NO	YES	\$100,840		\$5,968								
4223850	118687503	TUNKHANNOCK AREA SD	41 PHILADELPHIA AVE	TUNKHANNOCK	18657	5708363111	4,8	NO	YES	2,728.59	NO	13.57	NO	NO	\$187,971		\$10,290								
4223880	108569404	TURKEYFOOT VALLEY AREA SD	172 TURKEYFOOT RD	CONFLUENCE	15424	8149353621	7	YES	YES	374.58	NO	25.28	YES	YES	\$45,192		\$2,055	YES	NO	SRSA					
4200114	111440001	TUSCARORA BLENDED LEARNING CS	101 SOUTH FIFTH STREET	HUNTINGDON	16652	8146437112	7	YES		245.28	NO	M	NO	YES	\$5,075		\$720	NO	NO	SRSA					
4289210	111000000	TUSCARORA IU 11	2527 US HIGHWAY 522 S	MC VEYTON	17051	7178997143					NO	M	NO		\$5,198		\$896								
4222740	112286003	TUSCARORA SD	118 E SEMINARY ST	MERCERSBURG	17236	7173283127	7	YES	YES	2,502.99	NO	8.24	NO	YES	\$120,708		\$7,798								
4223700	108058003	TUSSEY MOUNTAIN SD	199 FRONT STREET	SAXTON	16678	8146353670	7	YES	YES	1,045.73	NO	16.67	NO	YES	\$93,948	\$50,000	\$5,116								
4224000	114068103	TWIN VALLEY SD	4851 N. TWIN VALLEY ROAD	ELVERSON	19520	6102686800	8	YES	YES	3,324.02	NO	7.79	NO	YES	\$138,670		\$10,262								
4224030	108078003	TYRONE AREA SD	701 CLAY AVENUE	TYRONE	16686	8146840710	4	NO	YES	1,713.31	NO	22.60	YES	NO	\$144,175	\$90,400	\$9,298								
4224060	104377003	UNION AREA SD	500 S SCOTLAND LN	NEW CASTLE	16101	7246584775	7	YES	NO	869.16	NO	19.32	NO	YES	\$56,009	\$50,000	\$3,517								
4224090	105259103	UNION CITY AREA SD	107 CONCORD ST	UNION CITY	16438	8144383604	4	NO	YES	1,255.58	NO	22.78	YES	NO	\$95,628	\$56,800	\$6,383								
4224120	106189003	UNION SD	254 BAKER STREET, STE 2	RIMERSBURG	16248	8144736311	7	YES	YES	619.25	NO	16.50	NO	YES	\$67,896		\$3,054								
4224150	101288003	UNIONTOWN AREA SD	33 E CHURCH ST	UNIONTOWN	15401	7244384501	3,8	NO	YES	2,940.38	NO	32.18	YES	NO	\$373,983		\$20,613								
4224210	124158503	UNIONVILLE-CHAODS FORD SD	1740 UNIONVILLE RD	KENNETT SQUARE	19348	6103470970	3,8	NO	NO	4,005.35	NO	2.88	NO	NO	\$70,964		\$8,071								
4224240	128328003	UNITED SD	10780 ROUTE 56 EAST	ARMAGH	15920	8144465615	7	YES	YES	1,158.41	NO	15.00	NO	YES	\$86,866		\$5,191								
4200055	126513210	UNIVERSAL INSTITUTE CS	801 S 15TH ST	PHILADELPHIA	19146	2157327988	1	NO		548.32	NO	M	NO	NO	\$39,248		\$5,367								
4224300	112018523	UPPER ADAMS SD	161 N MAIN STREET, PO BOX 847	BIGLERVILLE	17307	7176777191	7	YES	YES	1,648.58	NO	7.84	NO	YES	\$71,385		\$5,244								
4280110	122099007	UPPER BUCKS COUNTY AVTS	3115 RIDGE RD	PERKASIE	18944	2157952911					NO	M	NO												
4224320	125239452	UPPER DARBY SD	4611 BOND AVE	DREXEL HILL	19026	6107897200	3	NO	NO	10,994.74	NO	17.16	NO	NO	\$640,103		\$51,870								
4224360	112290003	UPPER DAUPHIN AREA SD	5668 STATE ROUTE 209	LYKENS	17048	7173628134	4,8	NO	YES	1,187.99	NO	14.58	NO	NO	\$66,843		\$4,170								
4224390	123468303	UPPER DUBLIN SD	1580 FORT WASHINGTON AVE	MAPLE GLEN	19002	2156438800	3	NO	NO	4,202.95	NO	4.14	NO	NO	\$159,714		\$10,569								
4224480	123468403	UPPER MERION AREA SD	435 CROSSFIELD RD	KING OF PRUSSIA	19406	6102056400	3	NO	NO	3,546.93	NO	6.77	NO	NO	\$123,917		\$8,608								
4224510	123468503	UPPER MCKELAND TOWNSHIP SD	2300 TERWOOD RD	WILLOW GROVE	19090	2156596800	3	NO	NO	2,955.44	NO	6.32	NO	NO	\$93,761		\$7,247								
4224540	123468603	UPPER PERKIOMEN SD	2229 EAST BUCK RD SUITE 1	PENNSBURG	18073	2156787961	3,8	NO	NO	3,034.97	NO	6.61	NO	NO	\$112,629		\$7,825								
4224570	103029203	UPPER SAINT CLAIR SD	1820 MCLUGHLIN RN RD UPR ST CLR	PITTSBURGH	15241	4128331600	3	NO	NO	3,986.88	NO	2.65	NO	NO	\$85,276		\$7,962								
4200019	103020000	URBAN LEAGUE OF PITTSBURGH CS	327 N NEGLY AVE	PITTSBURGH	15206	412911008	1	NO		214.01	NO	M	NO	NO	\$11,238		\$1,267								
4200794	300098300	VALLEY DAY SCHOOL	300 ALLENDALE DR	MORRISVILLE	19067	2152951155					NO	M													

Mahanoy.Shenandoah.2010

FISCAL Y																								
Pennsylv																								
NCES LEA ID	State ID	District Name	Mailing Address	City	Zip Code	Telephone	Locale code of school in the LEA	Each school has a locale code	Is the LEA defined as rural by the State?	Average Daily Attendance	Is county population density less than 10 persons/sq mile?	Percent of children from families below poverty line	Does LEA meet low income locale code of 6, 7, or 8?	Does each school in LEA have Title II, Part A allocation amount	FY 2009 Title II, Part A allocation amount	FY 2009 Title II, Part D formula allocation amount	FY 2009 Title IV, Part A allocation amount	FY 2009 Title II, Part A ARRA Formula Allocation Amount	Made AYP - School Year 08-09 (Yes, No)	Used the Reap-School authority Year 08-09 (Yes, No)	SRSA eligible	RLIS eligible		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23		
4200770	135220005	VISTA SCHOOL	1249 COCOA AVENUE	HERSHEY	17033	7178350310																		
4200083	120480001	VITALISTIC THERAPEUTIC CS	902 FOURTH AVE	BETHLEHEM	18018	6108617570	2	NO		89.70	NO	NO	NO	NO	\$10,271									
4200072	126513220	WAKISHA CS	1209 VINE ST	PHILADELPHIA	19107	2672560950	1	NO		312.41	NO	NO	NO	NO	\$27,886	\$49,999	\$3,222							
4224750	119648303	WALLINPAUPACK AREA SD	HC 6 BOX 6075	HAWLEY	18428	5702264557	7,8	YES	YES	3,617.81	NO	16.38	NO	YES	\$172,904									
4224790	125239603	WALLINGFORD-SWARTHMORE SD	200 S PROVIDENCE RD	WALLINGFORD	19086	6108923470	3	NO	NO	3,383.40	NO	3.89	NO	NO	\$80,180									
4200080	126513490	WALTER D. PALMER LEADERSHIP LEARNING PARTNERS CS	910 NORTH 6TH STREET	PHILADELPHIA	19123	2156279482	1	NO		692.07	NO	M	NO	NO	\$37,744									
4280440	105628007	WARREN COUNTY AVTS	347 E 5TH AVE	WARREN	16365	8147261260																		
4224820	105628302	WARREN COUNTY SD	185 HOSPITAL DR	NORTH WARREN	16365	8147236900	6,7	NO	YES	4,851.15	NO	16.53	NO	YES	\$358,626									
4224870	116498003	WARRIOR RUN SD	4800 SUSQUEHANNA TRAIL	TURBOTVILLE	17772	5706495138	7	YES	YES	1,647.99	NO	16.17	NO	YES	\$112,309									
4224860	113369003	WARRIOWICK SD	301 W ORANGE ST	LITITZ	17543	7176263734	4,8	NO	NO	4,463.51	NO	6.30	NO	NO	\$137,181									
4224990	101638803	WASHINGTON SD	201 ALLISON AVE	WASHINGTON	15301	724235010	3	NO	NO	1,551.67	NO	20.72	YES	NO	\$207,046	\$104,400	\$9,608							
4203800	300229270	WATSON INSTITUTE FRIENDSHIP ACADEMY (THE)	751 N NEGLELY AVE	PITTSBURGH	15206	4123612801																		
4225080	105299703	WATTSBURG AREA SD	10782 WATTSBURG ROAD	ERIE	16509	8148243400	8	YES	YES	1,526.54	NO	9.76	NO	YES	\$100,368									
4224970	116498403	WAYNE HIGHLANDS SD	474 GROVE ST	HONESDALE	18431	5702634661	6,7	NO	YES	2,888.55	NO	14.71	NO	YES	\$214,544									
4225110	112289003	WAYNESBORO AREA SD	210 CLAYTON AVE	WAYNESBORO	17268	7177621191	6,7	NO	NO	4,320.89	NO	9.07	NO	YES	\$170,209									
4225140	121139004	WEATHERLY AREA SD	602 6TH ST	WEATHERLY	18255	5704278681	8	YES	YES	712.38	NO	14.39	NO	YES	\$39,563									
4225170	117598503	WELLSBORO AREA SD	227 NICHOLS STREET	WELLSBORO	16901	5707244424	6	NO	YES	1,482.34	NO	19.78	NO	YES	\$101,959	\$50,000	\$8,048							
4200790	300029330	WESLEY SPECTRUM HIGHLAND SCHOOL	5250 CASTE DR	PITTSBURGH	15236	4128857017																		
4225200	103029403	WEST ALLEGHENY SD	PO BOX 55	IMPERIAL	15126	7246953422	3,8	NO	NO	3,078.67	NO	8.39	NO	NO	\$99,139									
4225230	110179003	WEST BRANCH AREA SD	516 ALLPORT CUTOFF	MORRISDALE	16858	8143456832	7	YES	YES	1,153.17	NO	12.52	NO	YES	\$66,130									
4225290	124199003	WEST CHESTER AREA SD	929 PAOLI PIKE	WEST CHESTER	19380	4842661000	3	NO	NO	10,761.61	NO	3.46	NO	NO	\$338,670									
4225440	101388503	WEST GREENE SD	1367 HARGUS CREEK ROAD	WAYNESBURG	15370	7244995183	7	YES	YES	759.58	NO	27.70	YES	YES	\$116,404	\$76,397	\$7,605						RLIS	
4225590	103029503	WEST JEFFERSON HILLS SD	835 OLD CLARION RD	JEFFERSON HILLS	15025	4126584960	3	NO	NO	2,739.19	NO	6.01	NO	NO	\$82,000									
4225650	104437503	WEST MIDDLESEX AREA SD	3951 SHARON RD LUTHER LOW BLDG	WEST MIDDLESEX	16159	7246343030	8	YES	YES	1,090.17	NO	18.06	NO	YES	\$88,210	\$50,000	\$4,761							
4225680	103029603	WEST MIFFLIN AREA SD	3000 LEBANON CHURCH RD	WEST MIFFLIN	15122	4124669131	3	NO	NO	2,928.45	NO	16.12	NO	NO	\$173,534									
4200041	126513002	WEST OAK LANE CS	7115 STENTON AVE	PHILADELPHIA	19138	2159277995	1	NO		655.97	NO	M	NO	NO	\$51,377									
4225740	115509003	WEST PERRY SD	2606 SHERMANS VALLEY ROAD	ELLIOTTSBURG	17024	7177893934	3	YES	YES	2,528.45	NO	13.74	NO	YES	\$143,211									
4200105	126510006	WEST PHILA. ACHIEVEMENT CES	111 N 49TH ST	PHILADELPHIA	19139	2154766471	1	NO		394.29	NO	M	NO	NO	\$27,332	\$50,000	\$3,357							
4225830	115219002	WEST SHORE SD	PO BOX 803	NEW CUMBERLAND	17070	7179389577	4,8	NO	NO	7,522.59	NO	6.47	NO	NO	\$253,765									
4225870	118408707	WEST SIDE CTC	75 EVANS ST PRINGLE BORO	KINGSTON	18704	5702888493	4	NO																
4225980	112678503	WEST YORK AREA SD	2605 W MARKET ST	YORK	17404	7177922796	4	NO	NO	3,131.00	NO	6.79	NO	NO	\$100,683									
4280460	101638903	WESTERN AREA CTC	688 WESTERN AVE	CANONSBURG	15317	7247462890																		
4226040	127049303	WESTERN BEAVER COUNTY SD	343 RIDGEMONT DR	MIDLAND	15059	7246439310	8	YES	YES	758.10	NO	11.50	NO	YES	\$49,100									
4280360	123469007	WESTERN CENTER FOR TECHNICAL STUDIES	177 GRATESFORD RD	LIMERICK	19468	6104897272	3	YES	YES		NO	M	NO	YES										
4200784	300029803	WESTERN PA SCHOOL FOR BLIND	201 N BELLEFIELD AVE	PITTSBURGH	15213	4126210160																		
4200771	300029840	WESTERN PA SCHOOL FOR DEAF	300 E SWISSVALE AVE	PITTSBURGH	15218	4123717000																		
4226070	119648903	WESTERN WAYNE SD	2132 EASTON TURNPIKE	SOUTH CANAAN	18459	5709374220	7	YES	YES	2,217.17	NO	14.94	NO	YES	\$139,635	\$80,232	\$9,426							
4226130	108118503	WESTMONT HILLTOP SD	827 DIAMOND BLVD	JOHNSTOWN	15905	8142566751	4	NO	NO	1,630.85	NO	9.37	NO	NO	\$47,089									
4289170	107000003	WESTMORELAND IU 7	100 EQUITY DR	GREENSBURG	15601	7248362460																		
4226250	121397803	WHITEHALL-COPLAY SD	2940 MACARTHUR DR	WHITEHALL	18052	6104391431	4	NO	NO	3,768.02	NO	9.33	NO	NO	\$151,183									
4200753	125230002	WHITENAP PARTNERSHIP CS	ONE UNIVERSITY PLACE	CHESTER	19013	6108721358	3	NO		190.15	NO	M	NO	NO	\$14,265									
4226300	118408852	WILKES-BARRE AREA SD	730 S MAIN ST	WILKES BARRE	18711	5708267182	2,4	NO	NO	6,364.08	NO	20.43	YES	NO	\$496,652									
4280300	118408607	WILKES-BARRE CTC	JUMPER RD, PLAINS TWP	WILKES-BARRE	18705	5708224131																		
4226370	103029803	WILKINSBURG BOROUGHD SD	718 WALLACE AVE	WILKINSBURG	15221	4123719667	3	NO	NO	1,226.98	NO	29.79	YES	NO	\$233,791									
4226390	125239502	WILLIAM PENN SD	100 GREEN AVENUE ANNEX	LANSDOWNE	19050	6102848000	3	NO	NO	4,760.15	NO	17.61	NO	NO	\$405,723									
4226400	129548803	WILLIAMS VALLEY SD	10330 STATE ROUTE 209	TOWER CITY	17980	7176472167	7	YES	YES	1,037.81	NO	13.47	NO	YES	\$63,708									
4226430	108079004	WILLIAMSBURG COMMUNITY SD	515 W 3RD ST	WILLIAMSBURG	16693	8148322126	8	YES	YES	557.43	NO	13.04	NO	YES	\$37,471									
4226460	117417202	WILLIAMSPORT AREA SD	201 W 3RD ST	WILLIAMSPORT	17701	5703215500	2,4,8	NO	NO	5,092.90	NO	21.76	YES	NO	\$564,344									
4226520	104378003	WILMINGTON AREA SD	300 WOOD ST	NEW WILMINGTON	16142	7246568866	7	YES	YES	1,389.17	NO	21.54	YES	YES	\$145,398	\$50,000	\$8,321						RLIS	
4226580	114069103	WILSON SD	2601 GRANDVIEW BLVD	WEST LANTON	19609	6106701060	4,8	NO	NO	5,513.26	NO	6.37	NO	NO	\$135,113									
4226550	120488003	WILSON AREA SD	2040 WASHINGTON BLVD	EASTON	18042	4843736000	4,8	NO	NO	2,217.13	NO	7.68	NO	NO	\$90,010									
4226610	108569103	WINDBER AREA SD	2301 GRAHAM AVE	WINDBER	15963	8144675551	6,7	NO	YES	1,282.03	NO	16.67	NO	YES	\$90,385									
4200106	126510007	WISSAHICKON SD	4700 G WISSAHICKON AVE	PHILADELPHIA	19144	2673381020	1	NO		389.65	NO	M	NO	NO	\$24,869									
4202400	123469303	WISSAHICKON SD	601 KNIGHT RD	AMBLE	19003	4873420049				4,379.64	NO	5.04	NO	NO	\$121,370									
4200047	110143310	WONDERLAND CS	2112 SANDY DR	STATE COLLEGE	16803	8142345886	6	YES		31.39	NO	M	NO	YES	\$841									

Mahanoy.Shenandoah.2010

FISCAL YEAR 2010																							
Pennsylvania																							
NCES LEA ID	State ID	District Name	Mailing Address	City	Zip Code	Telephone	Locale code of school in the LEA	Each school has a locale code of 7 or 8?	Is the LEA defined as rural by the State?	Average Daily Attendance	Is county population density less than 10 persons/sq mile?	Percent of children from families below poverty line	Does LEA meet low-income poverty (5, 7, or 8)?	Does each school in LEA have locale code of 6, 7, or 8?	FY 2009 Title II, Part A allocation amount	FY 2009 Title II, Part D formula allocation amount	FY 2009 Title IV, Part A allocation amount	FY 2009 Title II, Part D ARRA Formula Allocation Amount	Made AYP - School Year 08-09 (Yes, No)	Used the Reap-Flex authority School Year 08-09 (Yes, No)	SRSA eligible	RLIS eligible	
4216500	103029902	WOODLAND HILLS SD	2430 GREENSBURG PIKE	PITTSBURGH	15221	4127311300	3	NO	NO	3,979.13	NO	23.78	YES	NO	\$512,056								
4200788	300098500	WOODS SERVICES	PO BOX 36	LANGHORNE	19047	2157504000							NO	M	NO								
4200777	300469050	WORDSWORTH ALTERNATIVE EDUCATION	PENNSYLVANIA AVENUE & CAMP HIL	FORT WASHINGTON	19034	2156430595							NO	M	NO								
4200015	126512860	WORLD COMMUNICATIONS CS	512-20 S BROAD ST.	PHILADELPHIA	19146	2157353198	1	NO	NO	416.28	NO	18.11	NO	M	NO	\$38,361							
4226700	117089003	WYALUSING AREA SD	115 MAIN ST	WYALUSING	18853	5707461605	7	YES	YES	1,326.48	NO	18.11	NO	YES	\$105,381								
4226730	118409203	WYOMING AREA SD	20 MEMORIAL ST	EXETER	18643	5706553733	4,8	NO	NO	2,410.47	NO	13.12	NO	NO	\$129,347								
4225950	118409302	WYOMING VALLEY WEST SD	450 N MAPLE AVE	KINGSTON	18704	5702886551	4,8	NO	NO	4,875.41	NO	17.61	NO	NO	\$361,831								
4226760	114069353	WYOMISSING AREA SD	630 EVANS AVE	WYOMISSING	19610	6103740739	4	NO	NO	1,788.25	NO	8.56	NO	NO	\$42,112								
4226820	112679002	YORK CITY SD	101 W COLLEGE AVENUE	YORK	17401	7178453571	2,4	NO	NO	5,938.36	NO	26.13	YES	NO	\$818,754								
4226810	112679107	YORK CO SCHOOL OF TECHNOLOGY	2179 S QUEEN ST	YORK	17402	7177410820	4	NO	NO				NO	M	NO	\$2,516							
4226830	112679203	YORK COUNTY HS	YORK COUNTY LEARNING CENTER	YORK	17404	717186336	4	NO	NO				NO	M	NO								
4226850	112679403	YORK SUBURBAN SD	1800 HOLLYWOOD DR	YORK	17403	7178482814	4,8	NO	NO	2,853.78	NO	5.18	NO	NO	\$73,312								
4221150	107658903	YOUGH SD	915 LOWBER RD	HERMINIE	15637	7244467272	3,8	NO	YES	2,263.92	NO	14.87	NO	NO	\$173,672								
4200058	126513250	YOUNG SCHOLARS CS	1415 N BROAD ST	PHILADELPHIA	19122	2152329727	1	NO	NO	181.32	NO		M	NO	NO	\$12,094							
4200137	110140001	YOUNG SCHOLARS OF CENTRAL PA CS	1530 WESTERLY PARKWAY	STATE COLLEGE	16801	8142379727	3	YES	NO	154.30	NO		M	NO	YES	\$3,648				YES	NO	SRSA	
4200016	126512870	YOUTH BUILD PHILA CS	1231 N BROAD ST	PHILADELPHIA	19122	2156278671	1	NO	NO	140.96	NO		M	NO	NO								
4209934	118409998	YOUTH FORESTRY CAMP #2	HICKORY RUN STATE PARK	WHITE HAVEN	18661	5704437031	8	YES	NO		NO		M	NO	YES								
4209931	111319998	YOUTH FORESTRY CAMP #3	4534 TAR KILN ROAD	JAMES CREEK	16657	8146583492	7	YES	NO		NO		M	NO	YES								

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION

STATE CHARTER SCHOOL APPEAL BOARD

In re: Gillingham Charter School :
: Docket No. CAB 2010-7
:
Appeal from the Denial of Charter :
by Pottsville Area School District :

OPINION AND ORDER

I. Introduction

This matter comes before the Pennsylvania State Charter School Appeal Board (“CAB”) on Appeal by the Gillingham Charter School (“Gillingham”) from the denial of its Charter School Application by the Pottsville Area School District (“Pottsville”).

II. Findings of Fact

1. Gillingham submitted a charter application to Pottsville on November 13, 2009. (Exhibit 1).¹
2. Pottsville held a public hearing regarding the charter application on December 18, 2009. (Exhibit 2).
3. On February 24, 2010, at a public meeting, the Pottsville Board of School Directors voted to deny the charter application.
4. Gillingham submitted a revised charter application to Pottsville in June 2010. (Exhibit 9).

¹ Exhibits are those included in the Revised Record submitted to CAB.

5. On July 21, 2010, at a public meeting, the Pottsville Board of School Directors voted to deny the revised charter application. (Exhibit 11). Pottsville noted the following deficiencies in the revised charter application:

- a. Lack of demonstrated sustainable support for Gillingham because of weak turnout at the June board meeting, the lack of interest in student matriculation, and the few letters of endorsement from the community;
- b. A questionable plan to provide a comprehensive learning experience because there is no centralized school library, Gillingham has not determined the number of special education students who pre-enrolled, and Gillingham was providing students only a bagged lunch;
- c. There was no evidence Gillingham would serve as a model for Pottsville;
- d. The only uniqueness or distinction in the revised charter application was the desire to exclude the use of textbooks in grades K-6;
- e. Gillingham did not provide a well-developed curriculum and instructional program;
- f. Gillingham did not identify teachers who are interested in teaching at Gillingham;
- g. Gillingham did not provide an itemized budget and financial plan showing the ability to be sustainable because its budget was based on 180 students;
- h. Gillingham's professional development budget was inadequate;
- i. With only two teachers indicating their desire to work at Gillingham it is impossible to determine if Gillingham will have 75% of its staff certified and if non-certified staff will meet the qualifications of the law;
- j. The budget's lack of sustainability makes it questionable whether Gillingham will be able to contribute to the Public Employees Retirement System and pay social security benefits;
- k. The cost of health care is grossly underestimated; and
- l. The budget for technology is grossly insufficient.

(Exhibit 12).

7. On October 25, 2010, Gillingham filed with the Court of Common Pleas of Schuylkill County, a petition to appeal the July 21, 2010 denial by Pottsville. (Exhibit 13).

8. The Court of Common Pleas of Schuylkill County issued a Decree dated November 29, 2010, stating that Gillingham's petition to appeal Pottsville's denial of the revised charter application was sufficient to allow the appeal to proceed. (Exhibit 13).

9. Gillingham filed its Petition for Appeal with the Secretary of Education on December 20, 2010.

10. As agreed to by counsel for Gillingham and Pottsville, a certified Revised Record was submitted to CAB. (Bate stamped record, pgs. 0001 – 2345).

11. On March 30, 2011, Gillingham and Pottsville presented arguments to CAB supporting their respective positions regarding Gillingham's Petition for Appeal.

III. Conclusions of Law

1. Gillingham's Petition for Appeal is properly before CAB, pursuant to the Charter School Law ("CSL"). 24 P.S. §§ 17-1701-A *et seq.*

2. In reviewing Pottsville's decision to deny Gillingham's revised charter application, CAB is to give due consideration to Pottsville's findings and is to specifically articulate its reasons for agreeing or disagreeing with those findings. 24 P.S. § 17-1717-A(i)(6).

3. The Pennsylvania Supreme Court has found that *de novo* review is the proper standard of review to be applied when CAB is reviewing a charter school's appeal from the denial of its charter application by a school district. *See, West Chester Area School District v. Collegium Charter School*, 812 A.2d 1172, 1180 (Pa. 2002).

4. The criteria that CAB must evaluate in making a decision in a charter school appeal are set forth in 24 P.S. § 1717-A(e)(2), as follows:

- a. The demonstrated, sustainable support for the charter school plan by teachers, parents, other community members and students, including comments received at the public hearing held under subsection (d).
- b. The capability of the charter school applicant, in terms of support and planning, to provide comprehensive learning experiences to students pursuant to the adopted charter.
- c. The extent to which the application considers the information requested in section 1719-A and conforms to the legislative intent outlined in section 1702-A.
- d. The extent to which the charter school may serve as a model for other public schools.

5. Gillingham's revised application provides sufficient information and documentation to meet the requirements of the CSL.

IV. Discussion

A. Demonstrated Sustainable Support

A charter school applicant is required to demonstrate in its application "sustainable support for the charter school plan by teachers, parents, other community members and students." 24 P.S. § 17-1717-A(e)(2)(i). Support under this criterion may be determined in the aggregate. *Brackbill v. Ron Brown Charter School*, 777 A.2d 131, 137-38 (Pa. Cmwlth. Ct. 2001). CAB has previously indicated that sustainable support is measured against the initial opening and operation plan of the Charter School. *Bear Creek Community Charter School*, CAB 2004-2, pgs. 6- 7.

Gillingham states in its revised application that it projects 180 students for its first year of operation. Gillingham provided: (1) letters of intent that represent approximately 151 students;

(2) approximately 80 letters of support from community members in Pottsville; (3) approximately 17 letters of support from businesses and community organizations; (4) a letter of support from a state Senator; and (5) 5 residents speaking in support at a public meeting.

Pottsville found that Gillingham had not demonstrated sustainable support because of the “weak turnout at the board meeting in June, the lack of interest in student matriculation, and the few letters of endorsement from the community.” (Exhibit 12). Pottsville acknowledged that there were 2 teachers identified as showing interest in teaching at Gillingham, 5 people who spoke in favor of Gillingham at the June 16, 2010 board meeting, 71 form letters in support from Pottsville residents, 17 form letters of support from Pottsville’s business community, a letter of support from a state Senator, and pre-enrollment forms for approximately 151 students.

Pottsville states that it contacted parents of 92 students who had signed pre-enrollment forms and allegedly found that the parents of 67 students said they would not enroll in Gillingham. Pottsville did not provide any evidence to support its statements that parents of 67 students said they would not enroll in Gillingham. In addition, Gillingham states that this was a “campaign of confusion and intimidation.” After learning that Pottsville had called parents who had signed letters of intent, Gillingham contacted parents and was able to receive approximately 54 letters and statements reaffirming the letters of intent from 54 parents. Some of the parents who had been contacted by Pottsville stated that they had been told by Pottsville that they had to disenroll their children from Pottsville and some felt that the caller was unprofessional and that this was a scare tactic. (Exhibit 8 – Statement Reaffirming Letter of Intent).

We find the support reflected in the pre-enrollment forms, together with the other letters and evidence of support, to be adequate to demonstrate sustainable support for a school of this size. As stated previously, support can be demonstrated without parents attending a hearing to

support the applicant, and a lack of support from teachers is not an obstacle to finding demonstrated, sustainable support. *Renaissance Academy of Pittsburgh, Alternative of Hope Edison Charter, School*, CAB 2001-02, pgs. 8-9; *Propel Charter School-Montour*, CAB 2004-3, p. 10.

For these reasons, this rationale for Pottsville's denial of the revised application is rejected.

B. Comprehensive Learning Experience

Pottsville states that Gillingham has presented a questionable plan to provide a comprehensive learning experience because it: (1) will not have a centralized school library; (2) has not determined the number of special education students who pre-enrolled; and (3) has not budgeted money for free or reduced breakfast and lunch for qualified students.

Gillingham's educational strategy does not include a centralized library. Rather, Gillingham will have classroom libraries and will have regular times for visiting the classroom libraries as well as having students take books home to read as part of student homework. (R. 1051-52). There is no requirement in the Charter School Law that charter schools have a centralized library. In addition, CAB has previously rejected the lack of a centralized library as a basis for denying a charter application. *Fell Charter School*, CAB 2007-4.

Pottsville also states that Gillingham failed to determine the number of special education students who pre-enrolled and, therefore, inadequately planned to offer the appropriate services. The pre-enrollment forms are used to demonstrate sustainable support for the charter plan. Gillingham cannot know, at this time, the number of special education students who will enroll in Gillingham and cannot know, at this time, the exact nature of each special education student's disability. However, Gillingham has provided a special education plan in its revised application,

and Pottsville has not stated any problems with the special education plan. Gillingham has also provided proposals from some related service providers, which shows that Gillingham has made initial contact with possible providers of services for its special education students. Thus, it is evident that Gillingham understands what it needs to do to provide appropriate services for any special education student who enrolls in Gillingham.

Pottsville also states that Gillingham must provide a free or reduced breakfast and lunch to every student enrolled in Gillingham who qualifies. However, the Charter School Law does not require charter schools to participate in the free/reduced breakfast or lunch program. If Gillingham chooses to participate in the program, it must meet the requirements of the program. Simply because Pottsville participates in the program and provides both breakfast and lunch to its eligible students does not require that Gillingham do the same.

For the above reasons, each rationale stated above for Pottsville's denial of the revised application is rejected.

C. Curriculum and Uniqueness

Pottsville does not believe that the curriculum used in the Relational Education program that Gillingham proposes to use provides the correct allocation of instructional time. For example, Pottsville is concerned that the curriculum for 5th graders only allocates 30 minutes per week for reading, 30 minutes twice a week for literature, 25 minutes three times a week for general science, and no allocation of time for composition and writing. Pottsville has not stated that Gillingham failed to adequately describe its curriculum; rather, Pottsville objects to specific aspects of the curriculum as noted in the prior example.

Gillingham's curriculum, which is Relational Education, does not focus on traditional textbooks but on whole books and attaching facts to their informing ideas. Gillingham uses

blocks of time for its instruction that are smaller than blocks of time usually devoted to single subjects by school districts; however, reading and writing are not taught just in discrete classes but are taught across the entire curriculum and used in all subject areas. Gillingham also uses classes that are multi-aged; and, even though Gillingham will have high expectations for each student, each student will have an individualized learning plan geared to their skills and needs. So even though Gillingham will use different instructional methods than Pottsville does, it does not mean that Gillingham's curriculum is deficient. Gillingham has provided extensive information about the curriculum, including scopes and sequences for each content area and the correlations between Pennsylvania's academic standards and Gillingham's curricular program.

Pottsville also states that Gillingham will not serve as a model for Pottsville and that the only sign of uniqueness is the desire to exclude textbooks in grades K-6. However, Gillingham has provided a list of twenty-five strategies that are unique to Relational Education, and Pottsville has not provided any evidence that these are not unique strategies. For example, as stated above, one of the strategies is short class periods. Pottsville says that there is nothing unique about the length of class periods. But when Gillingham states that research shows that the human brain can concentrate for no longer than 30 minutes, Pottsville asks why the 500 school districts in the Commonwealth use class lengths longer than 30 minutes if they are a waste of time. If all school districts in the Commonwealth have class periods longer than 30 minutes, then Gillingham's use of short class periods is unique.

For these reasons, each rationale stated above for Pottsville's denial of the revised application is rejected.

D. Adequate Process for Assuring Student Performance and Accountability

CAB is not sure what Pottsville's criticism is under this heading. Pottsville states that Gillingham only identified 2 teachers who had applied to teach at the charter school but that Gillingham had indicated that 16 teachers were interested in teaching at Gillingham. Pottsville questioned why applications had not been completed or why the identity of the interested teachers had not been made known to Pottsville. Pottsville then states that without this information it cannot determine if Gillingham will be in compliance with the law. Related to this is Pottsville's statement that it is impossible to determine whether Gillingham will be in compliance with the provision of the Charter School Law that requires at least 75% of the professional staff to hold appropriate State certification.

More often than not, charter school applicants do not have teachers at the time the application is submitted to a school district, or at the time of the public hearing regarding the application. In addition, it is not clear how knowing the names of teachers who expressed an interest in teaching at a charter school would allow a school district to determine if the charter school applicant would have an adequate process for assuring student performance and accountability. Also, even though teachers might have expressed an interest in teaching at Gillingham, it does not mean that those teachers would be hired. Determining whether a charter school's professional staff meets the "75% appropriately certified" requirement cannot occur until after professional staff has actually been hired.

For these reasons, each rationale stated above for Pottsville's denial of the revised application is rejected.

E. Budget

Much of Pottsville's issue regarding the budget is the number of students who will enroll in Gillingham in the first year. Gillingham has projected 180 students and has based its budget on that projection. Because Pottsville did not believe that Gillingham would enroll that many students, it analyzed a budget based on an enrollment of 73 students. Pottsville used 73 students based on the phone calls it had made to parents who had signed pre-enrollment forms and the alleged 67 who said they would not enroll in Gillingham. CAB has already decided that Gillingham provided sufficient evidence of demonstrated, sustainable support and finds that the projection of 180 students is not unrealistic. Thus, CAB does not accept Pottsville's analysis of the budget based on Pottsville's projection regarding Gillingham's enrollment.

Pottsville also says that \$25,000 for Gillingham's professional development plan is inadequate. Pottsville states that enrolling even one employee in one course at the Pennsylvania State University would cost \$43,368. However, Gillingham never stated that its professional development plan would include payment of tuition costs for courses at Penn State. Gillingham has explained the professional development opportunities that will be available to teachers and staff and a breakdown of the costs, which totals \$25,000.

Pottsville states that Gillingham has underestimated the cost of medical insurance for its employees. Gillingham has to provide the same coverage for its employees that they would receive if employed by Pottsville, and Pottsville believes that Gillingham did not determine what it would cost Pottsville to provide its employees health care. However, Gillingham states that BMC Benefit Services, which specializes in charter schools, used the costs and figures from Pottsville's medication coverage plan to estimate the medical insurance coverage for Gillingham's employees. CAB has stated previously that a charter application cannot be denied

“based upon a financial analysis comparing the various costs of a charter school’s budgetary items to the cost of the same budgetary items of a school district.” *Arts & R’s, Inc. d/b/a Helen Murray Charter School for the Arts*, CAB 2005-5, pgs. 12-13; *Bear Creek Community Charter School*, CAB 2004-2, p. 14.

Pottsville believes that Gillingham’s budget for technology is inadequate. This is based on Pottsville maintaining a 2:1 student to computer ratio. However, Gillingham is not required to match Pottsville’s student to computer ratio. Gillingham has budgeted for the technology equipment it will use based on an estimate received from a local provider.

Pottsville also believes it is questionable whether Gillingham will be able to contribute to the Public School Employees Retirement System and pay social security benefits. Pottsville makes this assumption based on what it believes to be the budget’s lack of sustainability. CAB assumes that Pottsville’s belief that the budget lacks sustainability is based on Pottsville’s assumption that only 73 students will enroll in Gillingham. CAB has already addressed this issue and found that Pottsville’s assumption is not supported.

For these reasons, each rationale stated above for Pottsville’s denial of the revised application is rejected.

F. Facility

Pottsville states that the proposed facility to be used by Gillingham does not meet most current building, fire and life safety, ADA and electrical codes and standards for building ventilation. It appears, however, that Pottsville is simply stating that Gillingham must provide Pottsville with documentation that the building is in compliance with all existing laws and codes once the building is renovated.

Gillingham has provided the information about the building that is required by the Charter School Law. In addition, Gillingham provided a feasibility study that specified the alterations that would be needed and the probable costs. The architect also provided information addressing the accessibility, fireproofing and ventilation issues raised by Pottsville.

For these reasons, this rationale for Pottsville's denial of the revised application is rejected as well.

V. Conclusion

For all the above-stated reasons, the decision of the Pottsville Area School District to deny the Gillingham Charter School Application is reversed and the charter is granted.

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION

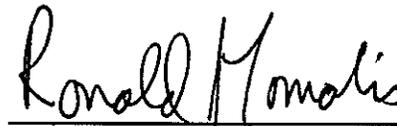
STATE CHARTER SCHOOL APPEAL BOARD

In re: Gillingham Charter School :
: Docket No. CAB 2010-7
:
Appeal from the denial of charter :
By Pottsville Area School District :

ORDER

AND NOW, this 15th day of June, 2011, based upon the foregoing and the vote of this Board,² the Appeal of the Gillingham Charter School is **GRANTED** and the Pottsville Area School District is directed to issue a charter to Gillingham Charter School pursuant to section 1720 of the Charter School Law. 24 P.S. §17-1720-A.

For the State Charter School Appeal Board,



Ronald J. Tomalis
Chairperson

² At the Board's June 7, 2011 meeting, the appeal was granted by a vote of 5 to 0 with members Chairman Ronald J. Tomalis, Mr. Michael G. Akers, Ms. Marcia R. Reeves, Mr. David A. Shipula and Dr. James E. Barker voting to grant the appeal.

PA Special Education Charter School Law Requirements
-from Gillingham Charter School's *Charter* pp.45-46

A. How the School will meet the educational needs of students with disabilities in accordance with Chapter 711; the projections for special education instructional programs that will be operated directly by the charter school or operated by others under contract with the School

Gillingham's Relational Special Education Program

Philosophy:

The School's special education program is based upon the core principles of Relation Education that all children are persons with basic human needs and distinct personalities. All children need to narrate, need small classes, need small schools, need good books and ideas. All students with special needs are included in all classes and pulled-out when necessary.

The special education program is implemented in accordance with applicable federal and state law and regulations which require the GCS to provide a free appropriate public education ("FAPE"). Provision of FAPE requires special education and related services which are designed to meet disabled students' unique needs and prepare them for further education, employment and independent living.

Methods:

Once a student is identified as requiring special education services, the Individual Education Plan ("IEP") Team will develop, review, and revise a written IEP in a meeting in accordance with applicable federal and state laws and regulations. The IEP will provide for necessary adaption and/or modifications of the Relational Education curriculum with all necessary related services and supports in the least restrictive environment.

GCS's Relational Education curriculum and instruction works well for many students with special needs. For example, students suffering from ADHD benefit greatly from the School's short class periods and unique scheduling. Of course, the Relational Education curriculum and instruction are modified as necessary to provide FAPE to each special education student in accordance with each student's IEP.

Staff:

Special Education Teachers

- The School has hired two full-time, certified special education teachers, and a full-time aid. In year two we will hire a Special Education Coordinator.
- The Special Education teachers co-teach with classroom teachers.
- Each student's IEP team is the case manager for the respective student's IEP.

The special education teacher works collaboratively with the regular education

teacher and related service providers to assist in implementation of the IEP. Written progress monitoring is performed in accordance with each student's IEP by all teachers and related service providers.

This collaboration involves indirect services to the child such as consultation and peer coaching to the regular education teacher and direct services to the child such as team teaching, resource room, learning support, one on one instruction, etc.

Teacher Hiring

- Hiring standards for all teachers include experience facilitating the teaching of children with special needs as described in Section V.3.A.

Contracted Services

The Gillingham Charter School has received proposals from the following service providers:

- INVO Healthcare Associates Inc., Delta-T, Stepping Stones, General Healthcare Associates, Inc. and Therapy Source, and the IU 29: These companies are able to provide Speech Language Therapy, Occupational Therapy, Physical Therapy and School Psychological Services, and vision support. We've contracted with numerous organizations in order to assure ourselves of the availability of resources.

Can Charter Schools Boost Graduation Rates and College Enrollment Levels?

Earning a high school diploma is urgently important. The Pennsylvania Partnership for Children Study (2008) reports that dropouts are at least twice as likely to live in poverty. Unemployment rates among dropouts average 10% and can be as high as 25%. Dropouts are earn lower wages, and are more likely to become homeless than high school graduates.

The average national graduation rate is 72%. This statistic can be misleading, essentially due to the variety of methods used in its calculation. Lower rates are noted for certain ethnic groups and for special education students. Factors used to calculate graduation rates include: the number of students who graduate on graduation day; the number of students who transfer in and out of a school between ninth and twelfth grades; number of students who leave school during ninth through twelfth grades.

The main reasons students give for dropping out are: disliking school (26%), academic problems (10%), deciding or needing to work (6%), and becoming a parent (3%). Other reasons include behavior problems, running away, substance abuse problems, and exceeding the maximum age of attendance (Bowers and Sprott, 2012). A study in West Virginia found that certain attitudes held by students were predictive of a student dropping out – such as family attitudes about education, and teachers’ attitudes toward the student. “Drama,” defined as issues with fighting and peer acceptance, was also cited as a strong predictor of dropping out (Whannell and Allen, 2011).

Obviously, the way to decrease the number of dropouts is to address the causes. Many schools have initiated professional development for teachers. Students in many situations have benefited from peer mentoring and support groups. Perhaps the best way to increase graduation

rates is to ensure that students remain engaged in learning.

Charter schools have much flexibility in selecting curriculum and pedagogical strategies. They tend to demonstrate high levels of communication and involvement with both parents and local communities. A highly credible study, including students in many states, found that students who attend charter high schools are 7 to 15% more likely to graduate, and more likely to attend college than their peers in traditional public high schools (Zimmer, Gill, et al.). The data was carefully analyzed to exclude the influences of school size or prior academic achievement. Additionally, the special education students in the study saw a graduation rate that was 4% to 8% higher than peers in traditional public high schools.

Only a handful of studies have explored the reasons for these positive findings. One possibility is that many charter schools offer multiple grade levels. For example, a student could enter a charter school in elementary or middle school, and continue to attend the same school until graduation. Fewer transitions could mean a more satisfying school experience. Another factor could be funding – charter schools benefit from private sponsorship more often than public schools. Finally, charter schools strive to maintain an academic atmosphere and culture, which involves supportive teachers and staff.

Sources

Bowers, A. & Sprott, R. (2012). Examining the Multiple Trajectories Associated with Dropping Out of High School: A Growth Mixture Model Analysis.

Journal of Educational Resources, 105(3): 176-195.

Whannell, R. & Allen, W. (2011). High School Dropouts Returning Study: The Influence of the Teacher and Family During Secondary School. *Australian Journal of Teacher Education*. 36(9): 22-35.

Zimmer, R., Gill, B., Booker, K., Lavertu, S., Sass, T., & White, J. (2009). *Charter Schools in Eight States: Effects on Achievement, Attainment, Integration and Competition*. Boulder and Tempe: Education and the Public Interest center & Education Policy Research Unit. Retrieved 29 May 2012 from <http://epicpolicy.org/thinktank/review-Charter-Schools-Eight-States>

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)

. I am thinking initially at a glance that you need to give a few concrete examples; Like the kids of ___ ages will read ___ aloud and then narrate, and some sample questions of an exam? Some more specifics. I have to go out for awhile and tonight (our time) I will start looking at it some more. I am not clear on what you see me doing. What do they want to fund? maybe we can talk on the phone in a few hours.

Gillingham Charter School

School Location (City/Town and Zip Code) 915 Howard Ave., Pottsville, PA 17901

County Schuylkill County

Intermediate Unit Schuylkill Intermediate Unit #29

Proposed Start Date August 30, 2010 Date of School Board Approval _____

Federal Employer Identification Number 80-0424026 Aun # _____ (Supplied by PDE)

Contact Person:

First Nicolle Middle M Last Hutchinson

Organization Gillingham Charter School Collaboration

City Pottsville State PA Zip Code 17901

Telephone (570) 449-3019 Fax Number _____ E-mail nicolle@teacher.com

Founding Coalition	Staff: Total Number of Teachers 2010/11	Projected Student Enrollment Year 1-5
Parent (grandparent) 49	Grade Level	1 st Year 180
Teachers 12	Elementary	2 nd Year 220
Business Partnership 21	Secondary	3 rd Year 260
Community Based Org. 8	K-8 16 part and full time	4 th Year 300
Museum 1	Age of Kindergarten 5	5 th Year 340
Higher Education 3	Age of Beginners 5	
Other Founding Group 6	Circle Appropriate Grade:	
	K 1 2 3 4 5 6 7 8 9 10 11 12	

Does the charter applicant have an existing retirement system? Yes x (PERS) No _____

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

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

Urban small city Suburban _____ Rural _____ Other _____

School Focus:**The school mission, educational focus, and other essential characteristics of the proposed charter school**

There is a lot of rhetoric in our culture about “life-long learning.” The phrase can mean different things, but it usually occurs when people recognize that children are bored in schools, that their lessons do not excite or engage them and that they succumb to either memorizing or regurgitating for a test, retaining little (Gopnik, Meltzoff & Kuhl, 1999) or walking away mentally, if not physically, from books and ideas.

We see this playing out in tangible ways. According to Dr. Pascal Forgione, Jr., US Commissioner of Education Statistics, international tests show “U.S. fourth-graders performing poorly, middle school students worse, and high school students are unable to compete. By the same criteria used to say we were ‘average’ in elementary school, we appear to be ‘near the bottom’ at the high school level. By the time our students are ready to leave high school, they are doing so badly with science they are significantly weaker than their peers in other countries” (2009).

Schuykill County faces the same dilemmas *and* a few more. For years, the county’s alcoholism rate has ranked first or second in the nation. We rank high in other areas as well, as accounted by local reporter Ben Wolfgang from the Republican Herald. The county has the third highest dropout rate in Pennsylvania. The county is tied for third-lowest number of college graduates, with only 10.1 percent having a bachelor's degree, according to the Pennsylvania Partnerships for Children (PPC) report. The state average is 18 percent (Feb.1, 2010).

The consequences are dire. Dropouts have two-thirds greater chance of living a life in poverty. Thus, the consequences are dire for the community and taxpayers who support those in the welfare system. Moreover, citizens in the county often note that few of those students who do go off to college return to the county to live and work.

Obviously, education is a key to solving these dilemmas. Mark Scarbinsky, county administrator and director of economic development, states, "The numbers are ominous. It’s indicative of the fact that we have to ratchet up the value of education. We haven't done that” (Wolfgang, Feb.1, 2010). Joan Benson, president of PPC, believes that “government partnerships with community colleges and other institutions could help draw dropouts back to school, but, just as important, help keep students in class until graduation day” (Wolfgang, Feb.1, 2010).

Purpose

That is exactly what Gillingham Charter School wants to do. We want to be one of those institutions that will keep kids in school. We wish to partner with the public and private schools in the community to fight the dropout and alcoholism rates, to increase college entrance, to decrease welfare, and to bring our college grads back to their hometown.

We believe that we can do this by being a place to which students don’t just have to go to but a place they want to go to. They want to go to school because they are engaged, not bored. Learning is presented in a way that is delightful, challenging and intriguing, so students retain

much from books and ideas. Positive, respectful relationships are built in school and in partnerships in the community. Consequently, our students grow to be proud of who they are, from whence they come, and of what they will do for this community and the world.

Mission

Like Benson, we believe that dropouts do not have problems learning. All students can and are willing to learn. What is key to student success, high school graduation, and entrance into higher education is the WAY schools present the learning.

That is the key to Gillingham and what makes it distinct from the local schools and the charter schools in neighboring counties. For example, at the environmental charter school, the mission focuses on teaching nature and ways to care for it. At the performing arts charter school, the mission focuses on teaching students visual arts, drama, dance, and music. At the technology and science charter school, the mission focuses on teaching children the sciences. At the gifted charter school, the mission only focuses on teaching gifted students. At the special education charter school, the mission only focuses on teaching children with special needs.

Gillingham will teach the sciences. We will teach the arts. We will teach about the environment. We will teach both gifted and special needs kids.

What makes Gillingham's mission distinct is that it focuses on the WAY they are taught:

For the children's sake, Gillingham Charter School cultivates a respectful learning organization upon the belief that children are, foremost, persons. The nourishment of relationships, habits and ideas through a Relational Education not only prepares students for future education but fosters within them an avid desire for a life of learning, enabling them to author their own lives confidently and resiliently.

Educational Philosophy

Gillingham offers a Relational Education. A Relational Education respects children as persons. They are not machines or objects. Growing persons need ideas to think about, engaging things to do, and positive social relationships. Every part of Relational practice zeros in on and meets these needs. Schools and classes are always small and multi-aged to create a less competitive, more cooperative atmosphere to foster relationships between the students. Teachers and students learn together, removing intimidation. Interesting stories in good books replace lectures, worksheets and boring textbooks so that children's natural love for learning is never hindered. Students' questions and thoughts are valued as they narrate or tell back what they connect to and learn. The day is full of variety, and classes are short to keep interest high. All students experience algebra, physics, reading, foreign language, composers, artists, nature walks, dance, theater, Shakespeare, music, piano instruction, sport, composition, philosophy and poetry because no child is "general ed" or "advanced." Each is a person invited, in his or her own way, to take risks, collaborate and struggle with inspiring ideas and worthy activities from the rich curriculum, uncovering his or her potential and capabilities while appreciating the personalities and abilities of others. Respecting these human needs for relationships really does result in delightful, wholehearted learning and growing. Children know how to think and how to relate to others, thus enabled to

live confidently and resiliently as global citizens in the 21st century.

Methodological Distinctions

The following 25 characteristics are essential to a Relational Education. Every characteristic is practiced by the school as a whole, and all staff and faculty will be trained in the methods. These 25 characteristics make the school unique to the Pottsville Area School District and schools in the surrounding communities:

1. Small School
2. Small Classes
3. “Forms” -Multi-Aged Classes
4. Whole Books, Narrative Texts
5. Method of Narration (a specialized form of retelling)
6. Method of Student Talk (no teacher interrogation)
7. Method of Masterly Inactivity (minimum teacher interference)
8. Short Class Periods
9. Many School Subjects for All Students (no tracking)
10. Weekly Nature Walks and Journaling
11. School-wide Garden
12. Picture Study/Composer Study
13. Asian Math Instruction and Right Start Math*
14. Required Foreign Languages K-12th
15. Required Sports Competition in Upper School and Intramurals in Middle School
16. Required Arts K-12th (theater, dance, music, instrument, art, handwork)
17. Required High School Internship Program
18. Monthly Field Studies and Community Visitors
19. Trimester Open-Ended Essay Exams (instead of quizzes, fill-in-the-blank tests)
20. Narrative Report Cards (instead of grades in lower and middle years)
21. Japan’s Professional Development Program, “Lesson Study”
22. Restorative Practices Disciplinary Program (non-punitive)
23. Tastefully Decorated, Home-like, Orderly Facilities and Classrooms
24. Monthly Parent/Student/Teacher Evening Collaborations
25. School-wide Shared Leadership and Learning Organization Framework

*Right Start Math is being adopted by Finland whose students have the highest test scores in the world. ~Dr. Joan Cotter, Founder of Right Start Math

A Day in the Life of a Student

Our young student arrives to school, chatting with younger and older schoolmates as she walks to her desk which she shares with a deskmate. Their classroom is beautifully decorated with soft colors, wooden desks and armoires, lamps and floor rugs. Prints of great artists are framed. The Class Library's shelves are filled with the best books for free reading during homework and weekends. Our student puts her book back on those shelves since she finished reading it during homework last night.

Suddenly, her classmates hear the piano playing, so they scurry to Assembly and stand together. All forms (multi-aged classes) are gathered and sing the school song, a Spanish folk song or the national anthem. Announcements are shared after the pledge. (On Wednesdays, the entire school meets for the longer Midweek Assembly at which a visitor shares a short inspiring talk or a local poet shares her latest works while various forms present their latest art work or dance steps.)

Once back to their classrooms, students and teachers sit in a circle on the floor or at their tables to have their class meetings. A poem or short section of a biography sets the day with something inspiring to think about, and the day is started. The Spanish teacher, chattering away in his native tongue, takes our student's form for a stroll through the school garden. They pass another form, sitting on blankets, narrating *Treasure Island* during their literature lesson while another form loads up to go to the Goggleworks in Reading, PA, for an art field study. Meanwhile, inside, the local Breaker Boys lead a class in song and poetry during their history lesson, and little ones take a peek through the door. They head back to their room to play with their Word Study cards from today's Anderson's Fairy Tale. The morning is full of subjects such as history, reading, literature, math, composition, science, lab, dictation, citizenship, geography, and natural history.

The morning is broken up to give the students a quick break: free play! Our student plays Four Square in a playground full of children of all ages who eat healthy snacks, chase one another to capture a flag and build little towns in a mob of trees. Some older students in a small band practice their latest composition while some little ones sit and listen.

After break, our student sits with her teacher and classmates on the floor to read history. They are reading about WWII through the eyes of the Navajo in a narrative book, *Navajo Code Talkers*. Each student reads a paragraph, and at some point, the teacher tells the students to close their books. He calls on a student randomly. That student tells back what was read but forgot a section. Another child pipes up to fill in the gap. Then our student asks a question. Another shares an idea that popped into her head. The teacher refrains from interrogating with questions to allow the children to make their own connections. This is the method of Narration. Then, the class reads aloud some more together, and Narrations follow. Finally, students head back to their tables to write individual Narrations of the entire reading. This takes about thirty to forty minutes in all. Afterwards, the students have a science lab.

Today, teachers from some other classes sit in the back of the classroom to watch the history and science lab for their Lesson Study. Later, these teachers will meet with our student's teacher to

talk about what they observed. As teachers have found in Japan, this is a simple yet powerful professional development program.

When the morning work is done (there are no bells), students take their bagged lunches outside to eat on the picnic tables with their teacher and then run off to play. Today, the high school students are off to their weekly internships. Some walk. Some drive.

During their hours away, the rest of the students are busy in afternoon work that includes some of the following: handwork, art, music, dance, drama, PE, picture study, nature study, gardening, service projects and composer study. Some observe beautiful music, art and natural specimens, often copying what they see in oil pastels or watercolors. One class heads down the street to a local park for nature study, while another class takes off with local naturalist, Big Owl, for a hike through the woods. Some older students develop their photos for a photography project, while a young class practices their piano lesson. In the middle school common room, a group of students memorizes lines for the upcoming Shakespeare play while two boys choreograph the sword fight. Some students design and sew Elizabethan costumes with the help of a local seamstress and tailor, and some build King Lear's throne with the help of a local carpenter.

When the busy day draws to an end, children choose their good book for their nightly reading, some jot down a wonderful quote that inspired them, and others remember to take home their Shakespeare lines to practice. Then, the whole school busily cleans the school- one class waters the school garden, another vacuums the hallway, some dust their shelves, others sweep the wood floors, and a group takes out the trash, passing some students beating a big rug and others feeding the class pet.

The children walk off to home, jump onto the bus or meander outside for the after school program. The older ones take off to the YMCA for sports practice while middle school students participate in the intramural games. A couple of students ask to stay after to practice some scenes in the play or to practice a difficult section of their newest instrumental piece. No one is bored. There's too much to think about and too much to do. Yet, no one is overworked. Once at home, only a bit of reading and some recitation is required, so plenty of time is left for the family and the dog. Our student and her school mates had a day filled with meaningful relationships and intellectual growth.

Please see Appendix A, "Instruction," for real life narratives from a parent, a student and a public school teacher who have taken part in a Relational Education.

*Examples
of Class
Schedules*

Lower Years

	Monday	Tuesday	Wednesday	Thursday	Friday
8:20- 8:30	Assembly	Assembly	Midweek Assembly	Assembly	Assembly
8:30-8:45	Poetry	Citizenship		Poetry	Citizenship
8:45 - 9:10	Math	Math	Math	Math	Math
9:10- 9:35	History	History	History	History	History
9:35 - 10:00	Word Study	Word Study	Word Study	Word Study	Word Study
10:00 - 10:15	Free Play	Free Play	Free Play	Free Play	Free Play
10:15 - 10:35	Readers	Readers	Readers	Readers	Readers
10:35 - 10:55	Foreign Language	Foreign Language	Foreign Language	Foreign Language	Foreign Language
10:55-11:05	Handwri/Transc	Handwrit/Dicta	Handwrit/Trans	Handwrit/Trans	Handwrit/Dicta
11:05 - 11:10	Recitation	Recitation	Recitation	Recitation	Recitation
11:10 - 11:30	Science	Science	Science	Science	Science
11:30 - 11:50	Tales/Shakesp	Tales/Shakesp	Tales/Shakesp	Tales/Shakesp	Tales/Shakesp
11:50 - 12:20	Lunch/Free Play	Lunch/Free Play	Lunch/Free Play	Lunch/Free Play	Lunch/Free Play
12:20-12:50	Art Studies	Music Studies	Art Studies	Music Studies	Nature Study
12:50 - 1:20	Handwork	Handwork	Handwork	Handwork	
1:20-1:40	Local History	Geography	Geography	Local History	Local History
1:40-2:15	Piano	PE/Dance	PE	PE	Pic/Comp Study
2:15-2:35	Natural History	Practice	Practice	Heath	Practice
2:35-3:00	Read Aloud	Read Aloud	Read Aloud	Read Aloud	Read Aloud
3:00-3:15	Chores	Chores	Chores	Chores	Chores

	M	T	W	T	F
8:20 8:30	ASSEMBLY	ASSEMBLY	MIDWEEK ASSEMBLY	ASSEMBLY	ASSEMBLY
8:30 8:55	CLASS MEETING POETRY	CLASS MEETING BIOGRAPHY		CLASS MEETING POETRY	CLASS MEETING BIOGRAPHY
9:00 9:30	MATH 7 TH FOREIGN LANGUAGE 8 TH	MATH 7 TH LATIN 8 TH	MATH 7 TH FOREIGN LANGUAGE 8 TH	MATH 7 TH LATIN 8 TH	MATH 7 TH FOREIGN LANGUAGE 8 TH
9:35 10:05	MATH 8 TH FOREIGN LANGUAGE 7 TH	MATH 8 TH LATIN 7 TH	MATH 8 TH FOREIGN LANGUAGE 7 TH	MATH 8 TH LATIN 7 TH	MATH 8 TH FOREIGN LANGUAGE 7 TH
10:10 10:40	HISTORY	SCIENCE	SCIENCE	HISTORY	HISTORY
10:40 10:55	BREAK	BREAK	BREAK	BREAK	BREAK
11:00 11:10	GRAMMAR	RECITATION	GRAMMAR	GRAMMAR	RECITATION
11:15 11:25	TRANSCRIPTION	TRANSCRIPTION	TRANSCRIPTION	TRANSCRIPTION	DICTION
11:30 12:00	LITERATURE	NATURAL HISTORY	LITERATURE	LUNCH/ NATURE STUDY	SCIENCE
12:00 12:30	LUNCH/RECESS	LUNCH/RECESS	LUNCH/RECESS		LUNCH/RECESS
12:35 1:05	INSTRUMENTAL LESSON	HISTORY	GEOGRAPHY	LITERATURE	LITERATURE
1:10 1:50	ART	HANDWORK	MUSIC	ART	MUSIC
1:55 2:40	PE	DANCE / DRAMA	PE	PE/DANCE	PE
2:45 3:05	GEOGRAPHY	PICTURE OR COMPOSER STUDY	ARCHITECTURE	CITIZENSHIP	BOOK OF CENTURIES
3:05 3:15	CHORES	CHORES	CHORES	CHORES	CHORES

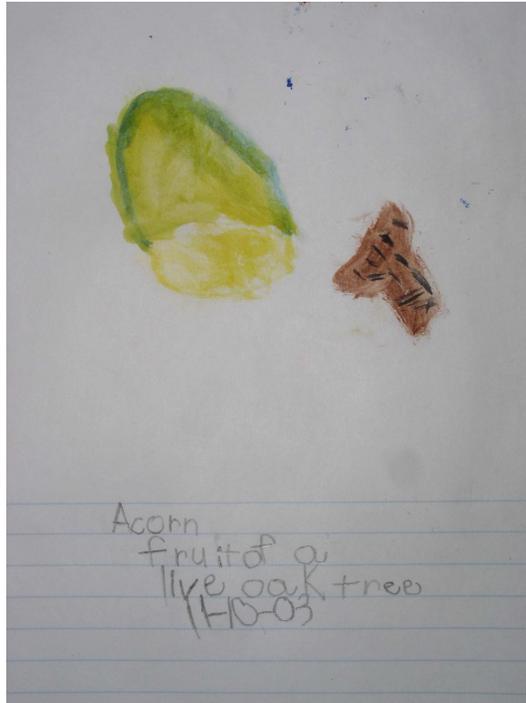
MIDDLE SCHOOL

Examples of Relational Classrooms

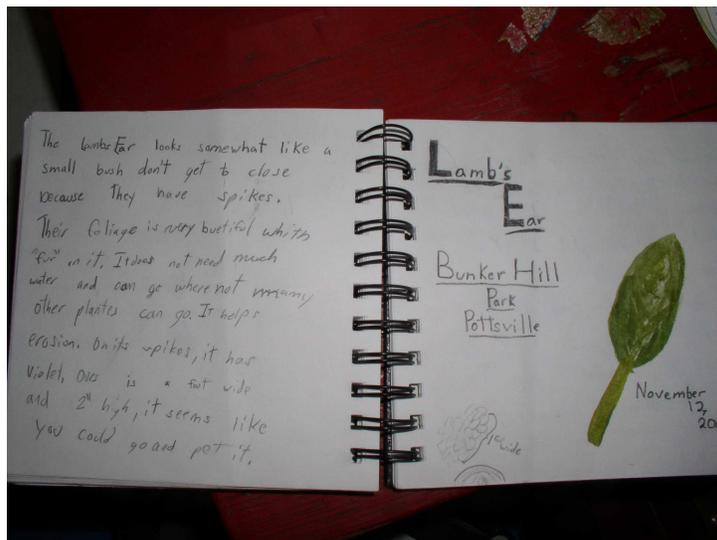


Student Work and Assessments

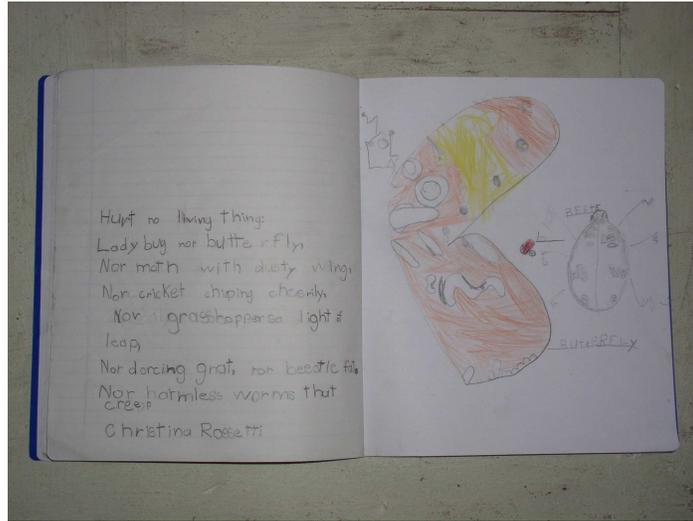
NATURE STUDIES
Year One



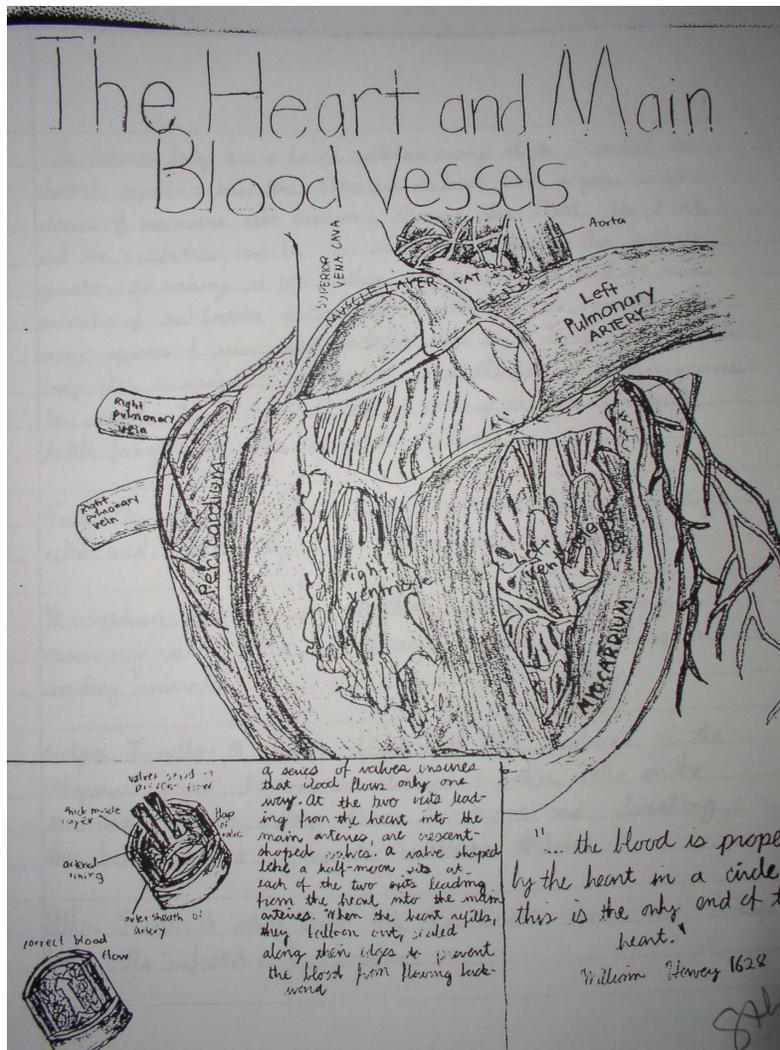
Year Four



COPYWORK
Year One



Year Eight



NARRATION

Year Five

From *Oliver Twist*

(Scribed by an adult)

When Oliver awoke, he was in a room and very, very pale and white. There was a woman looking down on him and she asked if he was okay. He said no. He sat up and looked at a picture. After he talked to the woman he went back to a nice peaceful rest from sunup to sundown. After his sleep over many days he felt much better. He could sit up in a chair. The woman asked if he liked to look at portraits and the woman asked if Oliver liked to look at portraits. Oliver said he didn't know because he'd only seen a few. The Doctor then came and asked if Oliver was hungry and he said no. The dr. asked if he was tired, no. Are you thirsty, Oliver said yes. That's what I thought said the doctor. So Oliver was given tea.

Mr. Brownlow came to visit Oliver at the nurse's house and noticed something in the portrait. The portrait had the same eyes and face as Oliver. They all looked and they were amazed.

When Charlie Bates and the Dodger got back they laughed at what they had done to Oliver. When they thought about it more they felt bad. They went up the stairs and opened the door.

ILLUSTRATED NARRATION

Year One



NARRATION

Year Seven

The Flying Squirrel

When Bud was 12 he was given a red bandana tied around a "squirreling" object. As he opened it he was surprised to find a small flying squirrel.

Immediately he and Johnny found Noxy Bixler and together they made a small cage. Many more cages were made gradually growing in size till finally they built a seemingly perfect cage large enough for the squirrel to jump from post to post, but they wanted it to fly.

So one day they took into the woodshed where after they let it loose it glided to the rafters. Bud had to climb a ladder to retrieve her.

One night when Bud and Johnny were sleeping in the parlour bed because of a cold front, Bud realized the tall posts of his bed would be a perfect location to train Flying Lady. They slipped out and brought her into the parlour. It was perfect she hopped gracefully from post to post, but at the beginning she had trouble listening to Bud, and he would have to tug her in the right direction with the leash around her foot.

For many days they trained her in this fashion in preparation for the upcoming circus. Soon she was as tame as any sort of dog. She would cuddle with the boys jumping into their arms or their pockets.

After days of training they were ready for

Year 12
narration after chapter
reading

Amusing Ourselves to Death: Conclusion

2/26/08

There are two basic ways that people can lose their freedom- it can be taken away, or they can give it up. Taking away freedom has always been a royal pain. It requires soldiers, prisons, propaganda, and strategy. Usually it is accompanied by a large and monotonous tome, a *Mien Kampf* or *Das Capital*. And, it only ever sometimes works. For example, no one could take away the freedom of the American people; they would see it coming a mile away. But giving freedom up is a different matter. America is already well on the way to doing that. America is slave to television.

TV has reduced the attention span of the people to a point where something new to hold their interest must be introduced every 45 seconds. Entertainment is king, and the highest praise a junior high student can bestow on an adult is that they are "funny." We send our money to the televangelist that can hold our attention for the longest; we elect the best-looking president, in short, the best entertainer wins. Judge Judy makes ten times more money conducting a small claims court on TV than any traditional judge. We technically *have* freedom, but we don't use it, we just do whatever the man in the tube says to do.

The key to regaining the use of our freedom is not to stop watching TV, as no one would obey a command like that without a "big brother" to make them. Instead, TV has to be given the image of pure entertainment. We won't deal with serious things on TV. The news will be in the papers, not the David Letterman show, Education will be in the schools, not Sesame St, and religion will be in church, not on TV. TV will rather be reserved for light material that no one can take seriously, *Saturday Night Live* and *Monty Python*. This way we can give the serious things their full value, without depriving the public of the entertainment they crave.

✓

STUDENT EXAM

Year Three
History
Scribed by an adult

Open Ended Question:

Tell about the end of Rome and the events that followed.

Student's Answer:

The fall of Rome happened when their neighbors, the Teutons, invaded them. The Romans were totally unprepared. The Romans were either killed or became slaves. It was called the Dark Ages because these really smart people who knew how to read and write and were really educated were ruled over by people who were not that smart and couldn't read and write and weren't well educated. But not all of Rome was destroyed. There's still a part of the empire where their last king, Constantine, lived there in the capital which was not destroyed. All the Eastern Empire was not destroyed.

They were a Christian place, and their ruler was Christian, and they had the Catholic Church there. They were so religious that sometimes they would go into caves or on top of tall pillars just to be with God. We don't know how they slept and lived because there was only room on the pillars to sit. Also, there were many rich families being their daughters were being sent there to be nuns and their sons to be monks in monasteries.

What you wanted to be was a merchant's wife because you had a good home, you could afford things and nice clothes. The problem with being a lady with a rich man was that you had to give birth to children. That was your main job. It was risky because you could die and your children, so it was not a good job. There were so many diseases out there that would hurt the children and they could die, and it was your job to have as many children and to keep them alive. But if you were a merchant's wife, your main job wasn't to give birth to children and to keep them alive. It was to run the house, and do the clothes and things. The thing with being a poor man's wife was that you might not have enough money to buy food, you might not have enough money to buy clothes, and you might not even have a house.

Life for women. You had no say on who you would marry. Your family married you off to someone. No one cares about your opinion. You have no say. Basically, you can't work, you have to do the clothes, have the house, have the children. It wasn't very pleasant for women back then.

You might want to be a poor man's wife if that poor man works on a mill where there's a family. You have to stay on that mill- your children, your children's children. Everyone has to stay to work for the owner of that mill. Your guaranteed food and clothes as long as you work for him. You have little piece of land that you can grow a little garden and vegetables. Everyone shares the same well. Usually these owners are knights. I'll tell you about these knights later. It's a pretty nice gig. Unless you're doing that, you really don't want to be a poor man's wife.

Now we're going to talk about the knight's life. It's a very confusing order. You sent a royal family boy off to be a page, and he grows up and he become a vassal and he's assigned a knight. He cuts his food for him and serves his food for him and things. When he's an adult, he becomes a knight. He pledges his loyalty to the king and becomes a knight. It's not just that simple. There are things you must do as a knight. Unless there's war, you relax on land... a mill, a home, you sell it to someone else and you're their lord. When there's war, the king sends out

recruiters to get knights for the war. Some of them will sell a piece of their land to a man and he will pledge his loyalty to that lord. Instead of him going out to war, he'll tell that man to go to war for him. If he doesn't do that, he has to go to war. Then it ends that the king doesn't get his knight. That guy goes out, and the knight still gets the money and everything even though that guy is going out to fight for him. He's fighting for the land he's getting off his land. That's how it works. But, there's another way. If the knight doesn't sell the land and he doesn't want to go out to war, then he's in trouble. The other knights will come and get you, and the king will force to go to war. That's how knights work.

Castles: You hear fairy tales about knights and kings and princess who live in this luxurious castle and are waited on hand and foot. Well, that really is a fairy tale because those castles are really smelly and dirty and you go to the bathroom in these little like out house potties, but they are made of clay, and it goes right out to the mote and that's why it smells. It's really drafty and cold during the winter. Knights never take a bath if they live in the castle but once a year, so they have to stay away from their dorms or where they sleep. SO it's not that nice to live in castles like in the fairy tales.

Why this was happening over there, down in Media, Mohammad believed that he had a vision that an angel came down and said, "Go out and start a new religion." That's exactly what Mohammad did. He told his wife, and she became the first follower. He told his family members and friends, and they became followers. But when he went out to tell people he didn't know, they thought that he was just crazy. They thought that he could hurt the people in the city, so they came up with a scheme to kill him. But Mohammad learned of the scheme and took his wife, his children, his belongings and all his followers from Media to a neighboring city, and this was called The Flight. He kept having these visions of things, and one of the followers would write down his vision on palm leaves because he couldn't write. But later they were made together and put into their bible, the Koran. So, he died, and different people are chosen. One person went out and conquering African space by the Mediterranean Sea, and he went all they way up to a town on a river in France where Charlemagne went out a stopped him from going any further. SO now they have to go all the way back around and conquer the part of the Eastern Empire-Constantinople. But they couldn't get in because they couldn't make it through the gates because they kept pouring boiling water or hot tar over them. They couldn't make it through Constantinople to get to Europe. SO they stopped there. They tried to go into Persia and won them. When people rebelled, he went to Persia and they protected him. Many cities are Islam today. Their god is Allah. And they have mosques with domed roofs, and their sign is the crescent moon. They have towers that the mullah tells them to pray. So no matter what they are doing, they drop down to pray and they always face Mecca. They pray five times a day. And, you are supposed to make it to Mecca one time in your life, at least one time. What do you think would happen if they didn't make it to Mecca? Maybe we could look it up in the Koran.

NARRATIVE REPORT CARD EXCERPT

Year Three Student

Academic Inspirational Subjects

HISTORY	<p>Sam is able to narrate about the people, events, and places of the ancient Egyptian Empire when he attends completely. Focusing on this area would benefit him greatly. He is able to use maps and atlases to further his understanding of history as well. Sam's work in his Book of Centuries serves as an accurate record of his learning.</p>
First Trimester	
Second Trimester	<p>Sam expressed great interest in our studies of ancient Greece and his ability to recall events and understand the ideas presented was clearly evident in both his oral and written work. Sam did equally well in our studies of Christopher Columbus and the early explorers.</p>
Third Trimester	
LITERATURE	<p>Sam expresses enthusiasm for our literature studies and enjoys reading aloud and discussing the elements of the story. He demonstrates an understanding of the character and plot development of <i>A Little Maid of Old Connecticut</i>, <i>Benjamin West and His Cat Grimalkin</i>, and <i>The Voyage of Christopher Columbus</i>. I'd like to see his oral narrations of our stories be more accurate and contain more detail. Sam partially completed a recitation of "Bustopher Jones" by T.S. Eliot.</p>
First Trimester	
Second Trimester	<p>Sam completed the reading of <i>The Age of Exploration</i>, <i>Black Beauty</i> and Shakespeare's <i>A Midsummer Night's Dream</i>. He also completed recitations of Longfellow's "The Arrow and the Song" as well as over 70 lines of <i>Midsummer</i>. He has continued to mature in his ability to read aloud fluently and understand more abstract ideas presented by the author. I expect that his enthusiasm for this subject will serve as a catalyst for further growth in this area.</p>
Third Trimester	
NATURE STUDY	<p>Sam enjoys working in his Nature Study Sketchbook. He takes delight in noticing the beauty found in nature and describing what he observes. He has made some strides in learning to focus on painting the specimens realistically with details showing variations in shading, form, etc., and I encourage him to continue to devote time and energy to this.</p>
First Trimester	
Second Trimester	<p>Sam approaches his nature study work seriously and with interest. He has enjoyed looking at his growth and development over the past two years. Sam's Nature Study Sketchbook contains a collection in which he can take pride.</p>
Third Trimester	

Gillingham Charter School



a Relational School for the Children's Sake

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 School's projected budget (Appendix C) demonstrates the School's plans for sustainability once the grant expires. Student tuition will be the School's source of income. Subsequent grants and donations will be accepted but not anticipated, so the budget will not rely upon them.

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.

The federal sub-grant funds are used to offset start-up costs which include building fit-out and repair costs, attorney fees, marketing, consulting fees, and initial teacher training.

III. Please check x 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 x that you will cooperate with the Department of Education in the evaluation of your Charter program.

V. Please check x that you will provide additional information and assurances required by the Department of Education.

SIGNATURES

Name of Charter School Gillingham Charter School

Date _____

President/Vice-President _____
Board of Trustees

Secretary/Treasurer _____
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 _____ Date _____

Authorized Representative _____

I. SCHOOL DESIGN

1. Mission Statement:

A. The core philosophy and underlying purpose of the school

Underlying Purpose:

For the children's sake, Gillingham Charter School cultivates a respectful learning organization upon the belief that children are, foremost, persons. The nourishment of relationships, habits and ideas through a Relational Education not only prepare students for future education but foster within them an avid desire for a life of learning, enabling them to author their own lives confidently and resiliently. Ultimately, students will be proud of who they are, from whence they come and of what they will do for this community and the world.

Gillingham Charter School is focused on two things:

1. Children are persons.
2. Children must be taught as persons.

Because we are persons, it's not just important what we teach but also HOW we teach. We're not content driven. We're not focused on a certain type of student. We're focused on the personhood of students and their needs for learning as persons.

Core Philosophy

A Relational Educational Philosophy focuses on the personhood of children (and adults) and their natural needs and capacities for learning. It is called a Relational Education because persons are social beings who need healthy relationships with others, things, nature and ideas. It is through meaningful relationships and respectful methods of teaching these relationships that children learn the content, concepts, habits and knowledge they need to live in the 21st century.

Tenants of Relational Education

1. Children are born persons - they are not blank slates or embryonic oysters who have the potential of becoming persons. They already *are* persons.
2. Children from all walks of life and backgrounds may make choices for good or bad.
3. The concepts of authority and obedience are true for all persons. Submission to authority is necessary for any society or group or family to run smoothly.
4. Authority is not a license to abuse children, or to play upon their emotions or other desires, and adults are not free to limit a child's education or use fear, love, power of suggestion, or their own influence over a child to make a child learn.
5. The only means a teacher may use to educate children are the child's natural environment, the training of good habits and exposure to living ideas and concepts. This is what the motto "Education is an atmosphere, a discipline, a life" means.
6. "Education is an atmosphere" doesn't mean that we should create an artificial environment for children but that we use the opportunities in the environment they already live in to educate them. Children learn from *real* things in the *real* world.
7. "Education is a discipline" means that we train a child to have healthy living and learning habits

and self-control.

8. "Education is a life" means that education should apply to all parts of the whole child: intellect, physical, emotional and personal. The mind needs ideas of all kinds, so the child's curriculum should be varied and generous with many subjects included.

9. The child's mind is not a blank slate, or a bucket to be filled. It is a living thing and needs knowledge to grow. As the stomach is designed to digest food, the mind is designed to digest knowledge and needs no special training or exercises to make it ready to learn.

10. Herbart's philosophy that the mind is like an empty stage waiting for bits of information to be inserted puts too much responsibility on the teacher to prepare detailed lessons that the children, for all the teacher's effort, chose to or not to learn from anyway.

11. Instead, we believe that children's minds are capable of digesting real knowledge, so we provide a rich, generous curriculum that exposes children to many interesting, living ideas and concepts.

12. "Education is the science of relations, " that is, that children have minds capable of making their own connections with knowledge and experiences, so we make sure the child learns about nature, science and art, knows how to make things, reads many living books and that they are physically fit.

13. In devising a curriculum, we provide a vast amount of ideas to ensure that the mind has enough brain food and knowledge about a variety of things to prevent boredom, and subjects are taught with high-quality literary language since that is what a child's attention responds to best.

14. Since one doesn't really "own" knowledge until one processes it and can express it, children are required to narrate, or tell back (verbally, visually, dramatically), what they have read or heard.

15. Children must narrate after one reading or hearing. Children naturally have good focus of attention, but allowing a second reading makes them lazy and weakens their ability to pay attention. When teachers summarize and ask comprehension questions, they give children a second chance, making the need to focus the first time less urgent. By getting it the first time, less time is wasted on repeated readings, and more time is available during school hours for more knowledge. A child educated this way learns *more* than children educated by other methods, and this is true for all children regardless of IQ and background.

16. Children have two guides to help them in their moral and intellectual growth - "the way of the will," and "the way of reason."

B. The overarching vision of the school

To offer such a relational education that accomplishes our mission, the school will operate in these three ways:

1. Post-modern Approach for the Conceptual Age

The School's approach is unique. Gillingham Charter School is not a traditional academic center based on the *rational, behaviorist paradigm* used during the Industrial/Modern and Information Ages. Instead, the School is a schoolhouse community based on a *relational, humanist paradigm* designed to fit the emerging postmodern Conceptual Age. (Goffee & Jones, 2000; Robinson, 2001; Friedman, 2005; Pink, 2005; Gardner, 2006; Senge, 2006)

This postmodern paradigm is based on the personhood of students and adults, who are not treated

as machines to be programmed and manipulated through behaviorism. Students and adults are persons who learn through community, the integration of creativity, and such relational skills as collaborating, empathizing, and synthesizing (Pink, 2005; Gardner, 2006; Senge, 2006).

“In these postmodern times we are rediscovering the importance of community... We strive to provide a caring environment where individuality is preserved, but not at the cost of cohesiveness and community. Here children can learn not only the academic knowledge required for success in the world, but can also find spiritual and physical maturity” (Senge, 2006, p.53).

2. Relational Education Framework

A Relational Education, one based on Charlotte Mason’s (1842-1923) framework, constitutes a learning community that relies on relationships, discipline and concepts to help students meet state learning standards while also preparing them for a full life in a changing world. We do not see students and adults as automatons but as born persons who needed to know material and information to better live life. The goal is to learn knowledge to learn how to live, not just to learn knowledge. This is what we hope for students:

The Full Human Life.—...we should have a great educational revolution once we cease to regard ourselves as assortments of so-called faculties and realise ourselves as persons whose great business it is to get in touch with other persons of all sorts and conditions, of all countries and climes, of all times, past and present. History would become entrancing, literature, a magic mirror for the discovery of other minds, the study of sociology, a duty and a delight. We should tend to become responsive and wise, humble and reverent, recognising the duties and the joys of the full human life.... when our ideal for ourselves and for our children becomes limited to prosperity and comfort, we get these, very likely, for ourselves and for them, but we get no more (Mason, 1925, pg 82-83).

3. Relational School in Pottsville, PA

- Gillingham will offer this Relational Education to the families and teachers of Pottsville and the surrounding communities.
- Gillingham will use Childlight USA’s Relational Educational program.
- The school will open in 2010 with K-8.
- A ninth grade will be added the next year, 2011, and the pattern will continue with high school grades being added during the following years until the school is serving kindergarten through 12th grades.
- The school is researching the idea of offering a distinctive preschool in subsequent years that prepares little ones through exploration, natural language development, observation and play.
- The school and classes are intentionally small.

2. Measurable Goals and Objectives:

A. The school’s measurable academic goals and objectives to promote student learning

GOALS and OBJECTIVES:

Goal #1: Gillingham Charter School (GCS) will prepare students for entry into higher education.

Objective:

- 1) 90% of GCS graduates will enter and complete some form of education after high school.
- 2) 100% of GCS students will participate in an internship program during their high school years to help them plan for their future education upon graduation.

Goal #2: Demonstrate student achievement and school success by meeting AYP targets.

Objectives:

- 1) At least 75% of the faculty will be certified or licensed teachers.
- 2) 100% of non-certified teachers will be highly educated experts in their fields.
- 3) On average, the test scores will increase over the term of the charter sufficient to earn AYP.
- 4) CLUSA Assessment program will randomly select 30% of students' exams each year. Of that 30%, 75% will earn a passing score.

Goal #3: Maintain aligned curriculum to PA state academic standards and CLUSA's relational model standards to implement a comprehensive school-wide relational curriculum.

Objectives:

- 1) Complete one-week intensive Relational Education training to maintain the alignment between CLUSA/GCS curriculum and the Pennsylvania state academic standards.
- 2) Annually, faculty and administration examine data collected from PSSA's and the CLUSA to tighten the alignment between the relational curriculum and the PA state academic standards.

Goal #4: Develop a sustainable, student-directed system to select and integrate relational projects and community partnerships into curriculum.

Objectives:

- 1) Establish 8 committed community partnerships, including local academic institutions.
- 2) 100% of GCS students will participate annually in at least one *community* service event inspired by PA standards and derived from CLUSA curriculum.
- 3) 100% of GCS students will participate annually in at least one *environmentally-focused* event inspired by PA standards and derived from CLUSA curriculum and community needs.
- 4) 100% of GCS teachers will connect with other teachers in another country to develop *globally-focused* relationships.
- 5) 100% of GCS students, in the second year, will participate annually in at least one *globally-focused* relationship with another class in another country.

Goal #5: Achieve CLUSA-model-school certification by Year Three of operation.

Objectives:

- 1) The School's faculty and staff successfully complete relational training on relational instruction, curriculum, assessment and governance per CLUSA certification protocol.

- 3) The School's faculty and staff successfully complete relational education training to maintain the alignment between CLUSA/GCS curriculum and the Pennsylvania state academic standards per CLUSA certification protocol.
- 2) The School's faculty and staff successfully complete relational education training on writing and scoring examinations per CLUSA certification protocol.
- 3) The School's faculty and staff successfully complete relational education training on the CLUSA Assessment Process on Student Performance.
- 4) The School's faculty and staff successfully complete SaferSanerSchools training through the International Institute of Restorative Practices by Year Three. By Year Four, at least one faculty member will complete Trainer Training, becoming a teacher trainer based at GCS.
- 5) Faculty submits to CLUSA individual Relational Education professional growth plans and assessment forms developed by the school.
- 6) At the end of each trimester, GCS submits examination papers for evaluation by CLUSA.
- 7) Achieve the Relational Model School status in 2013.

Goal #6: All GCS students will be highly satisfied with the school's educational program.

Objectives:

- 1) At least 90% of the projected enrollment goals will be met each year.
- 2) On average, there will be at least an 80% student retention rate each year (i.e., students who stay at the school after their enrollment).
- 3) Develop a reliable survey to determine students' attitudes toward the relational education program.
- 4) 75% of students will give "highly satisfied" marks for all key areas of student satisfaction surveys.

AIMS and IDEAS:

To meet these goals and to carry out the objectives, instruction and curriculum will be guided by the following academic aims and ideas for students:

1. Language Acquisition

- **Includes:** reading, composition, recitation, oral language, spelling, foreign language, handwriting
- **Aims:**
 - to read a variety of material with comprehension and fluency
 - to make connections and meaning
 - to write a variety of material with skill
 - to communicate effectively and responsibly across the curriculum in a variety of ways
 - written, oral, dramatic and illustrated narrations; student talk; copywork; transcription; written exams to open-ended questions; recitations; theater; music; art
- **Captain Ideas:**
 1. How and why do we communicate?
 - Purposes
 - Methods

- In different cultures
 - Technologies
 - Inter-relationships (between different forms of)
2. How do you choose what to read and write, and what motivates?
 3. What is good writing?
 4. What is literacy?
 5. How does culture affect literature (and vice versa)?
 6. How does literature affect and reflect life?
 7. How are reading and writing important to me?

2. Mathematics

▪ **Goals and Objectives:**

- to use mathematics to solve problems
- to reason mathematically
- to communicate mathematical concepts and processes
- to apply and extend mathematical concepts and processes

▪ **Aims:**

1. What does it mean to be mathematically literate and why is it important?
 - How do we overcome math anxiety?
 - How do we think and behave like mathematicians?
 - How do we communicate mathematically?
2. How do we find and solve problems?
3. What are the applications of math?
 - What is an economy?
 - What are patterns?
4. How does math effect / affect diverse cultures?
 - Historically?
 - Currently?
 - In the future?

3. Health and Fitness

▪ **Includes:** physical education, competitive sport, health

▪ **Aims:**

- to maintain an active and healthy life
- to actively participate in exercise and sport with skill
- to grow awareness of growth/development patterns, health risks, nutrition, and safety

▪ **Captain Ideas:**

1. What are ways to stay healthy for life?
2. Why is it necessary to stay fit and healthy?
3. What are the risks to a healthy life?
4. How are relationships respected in competitive sports?
5. What do team players do, and how do they act and relate?
6. What are important physical, mental and relational skills in sport and fitness?

4. The Arts

▪ **Include:** visual art, architecture, theater, dance, music

▪ **Aims:**

- to create, perform, and appreciate the arts through the knowledge and practice

of core concepts/ideas, principles and skills of the arts

▪ **Captain Ideas:**

1. What are the arts?
2. What is an artist?
3. What makes my creation art, and why do people create?
4. What is beauty?
5. How do we express ideas through the arts?
6. What are ideas and feelings we experience through the arts?
7. How does culture influence the arts or arts influence culture?
8. How do people of different cultures use the arts to reflect values and attitudes of the individual, the community, and society?
9. How do artists contribute to cultures?
10. How are the arts influenced by historical events or historical events influenced by arts?

5. Science

- **Includes:** the various sciences, natural history, nature study

▪ **Aims:**

- to critically observe
- to discover awe
- to use and reason scientific concepts and principles
- to conduct scientific investigations
- to know and apply core concepts/principles of social, physical, life and earth sciences through well written books, real things, inquiring experiments and practical applications

▪ **Captain Ideas:**

1. What are the relationships between humans and natural resources and their effect on each other and our daily lives?
2. What are the issues determining and affecting my responsibility to planet earth? Where do I fit in?
3. How does the scientific process and research improve my ability to find solutions?
4. Define system(s) and its/their purpose and effects on existence.
5. How does technology and innovation affect our lives? (past, present, future)

6. Social Sciences

- **Includes:** world and American history, geography, citizenship/government, economics, handwork

▪ **Aims:**

- to synthesize, analyze and interpret historical and civic accounts and artifacts from multiple perspectives
- to understand how social and economic systems operate in order to thrive in increasingly complex social systems
- to understand and practice one's own responsibility towards self and others

▪ **Captain Ideas:**

1. What is culture?
2. How do religious beliefs affect culture?
3. How and why do cultures and regions interrelate?
4. How can we learn from the past to enhance the present and to create the future?

5. How is my sense of chronology?
6. What do we have in common?
7. How do habits and work help me to be a responsible citizen and “neighbor?”

B. The schools measurable non-academic goals and objectives to promote student performance

GOALS and OBJECTIVES:

Goal #1: All staff will be highly satisfied with the School’s operation and design.

Objectives:

- 1) On average, at least 80% of the staff will return to the school each year.
- 2) On average, there will be at least a 90% daily attendance rate for staff each year.
- 3) 90% of staff will give “highly satisfied” marks for all key areas of the staff satisfaction surveys.

Goal #2: GCS families will be highly committed to the school and will be actively involved in school activities.

Objectives:

- 1) At least 80% of parents will sign the parent volunteer form indicating a willingness to be called upon to volunteer time and effort to school activities and projects.
- 2) Each year, there will be at least 10 family members in attendance at every community event held at the school.
- 3) 80% of parents will give “highly satisfied” marks for all key areas of the community satisfaction surveys.

Goal #3: GCS will have a positive impact on the surrounding community.

Objectives:

- 1) At least two community leaders will be elected Board members during the first year of the school’s operation.
- 2) GCS students will organize and operate at least one major fundraising or service activity to benefit a community agency each year.

AIMS and IDEAS:

To meet these goals and to carry out these objectives, the education program will be guided by the following non-academic aims and ideas for students:

1. Non-academic Aims:

a. Effective Communicator

The Effective Communicator comprehends and uses words, pictures, styles, and symbols for creating, conveying, and processing thoughts in all learning areas.

- Demonstrates progress in her/his reading, writing, speaking, visual expression,

- kinesthetic and interpersonal skills in all learning areas.
- Organizes and conveys feelings, ideas, and information appropriate for purposes and audiences.
- Receives, comprehends, interprets, and responds to verbal and non-verbal information and messages.
- Communicates in a wide variety of media with clarity, engagement and personal style.
- Demonstrates the accepting, supporting behaviors of an active listener and contributor with a respectful, open, focused and inquisitive mind.
- Recognizes, respects and explores the unique benefits of diversity in methods of communication and languages.

b. Community and Global Contributor

The community and global contributor will demonstrate an appreciation and tolerance for diverse populations. The contributor will compare the roles of cultures and the arts that enrich both the individual and society.

- Demonstrates knowledge of his/her community/culture and other diverse communities and cultures.
- Provides services to the community.
- Reflects on her/his role as a community contributor.
- Examines ways culture and the arts reflect history, beliefs and traditions.
- Understands the interdependence of people and takes responsibility for the preservation of the local and world environments.

c. Self-Directed Learner/Worker

The self-directed learner will use a disciplined mind (Gardner, 2006), be an independent worker, willingly take risks, overcome new challenges, build a foundation of knowledge, skills and attitudes and constantly self-reflect.

- Demonstrates positive attitudes toward learning, personal well being and self esteem.
- Accepts responsibility for his/her actions.
- Sets goals and makes plans to attain them.
- Uses questions, imagination, reflection, research and technology to research, learn and interpret information differently.
- Monitors, records and evaluates progress toward personal and learning goals and outcomes.
- Honors and practices “special habits of mind” for each discipline when engaged in integrated collaborative learning/assessment units.

d. Complex Thinker

The complex thinker thinks and cares about the world and people around her. The complex thinker will demonstrate synthesizing and creative minds (Gardner, 2006) and will demonstrate critical and creative thinking skills and strategies of decision making and problem-solving in all curriculum and relational areas.

- Critical Thinking Skills
 - Applies, analyzes, synthesizes and evaluates all types of information including technology.

- Identifies cause and effect relationships.
 - Recognizes her/his own and other's assumptions.
 - Draws inferences and uses analogies.
- Creative Thinking Skills
 - Uses curiosity and imagination to expand upon existing concepts by integrating original ideas.
 - Seeks unconventional alternatives.
 - Take risks in pursuing plans and ideas.
 - Integrates seemingly unrelated ideas.
 - Decision Making
 - Recognizes that a problem exists and demonstrates the ability to establish criteria.
 - Asks good probing questions.
 - Thinks respectfully and ethically.
 - Tests possible solutions.
 - Makes decisions based on these criteria.
 - Problem Solving
 - Needs to define problems before solving.
 - Consults resources and gathers a wide range of information.
 - Uses information and skills from previous experiences.
 - Draws logical conclusions from available information.
 - Makes predictions related to the future.

e. Collaborative Learner

The collaborative learner is a respectful and ethical thinker (Gardner, 2006) who demonstrates a willingness to work cooperatively with others in solving problems, making decisions, listening, sharing opinions, negotiating compromises and helping a group to pursue and achieve individual and group goals and outcomes.

- Openly accepts, shares and offers praise, constructive criticism, and individual differences as a functioning group member.
- Evaluates and monitors one's own behavior within the group.
- Demonstrates responsibility as a contributing team leader and quality worker in meeting the group's goals and outcomes.
- Identifies verbal and nonverbal information through emotional intelligence, and demonstrates interactive and effective communication skills with others.
- Applies appropriate problem solving skills in the decision making process of the group.

2. Non-academic Captain Ideas:

a. Human Interaction with the Environment

1. How does environment or geography affect history, culture and the future?
2. How do human beings interact with their environment?
3. How is my mental map?

4. What is special about different places?
 5. How do regions change?
 6. How does the movement of people, goods and ideas affect our lives?
- b. Values, Beliefs, Political Ideas and Institutions
1. What does it mean to be human, to will and to choose?
 2. Who am I? What is my place in society, and who cares?
 3. What are the issues and problems? How do we respond to them?
 4. What do people believe and value?
 5. What is freedom and justice?
 6. How do people govern?
 7. What is power, and who has it?
 8. What is a citizen?
 9. How do people produce, distribute and consume goods and services responsibly and ethically?
- c. Conflict and Cooperation
1. What is conflict?
 2. How do we resolve individual and group conflict?
 3. Why war?
 4. How can we contribute to a more peaceful world?
- d. Patterns of Social Interaction
1. What is ought?
 2. What are universal notions of morality?
 3. How do we treat each other?
 4. How does the treatment of others affect society?
 5. How do people organize themselves?
 6. How do people communicate?
 7. What is a family, and how does it make a difference?
 8. What is a community?

3. Educational Program:

A. The educational program of the school with an overview of the curriculum and the content in all subject areas

1. **Relational Education Program** - Students experience the full human life in a Relational school. Students not only raise their reading levels, sharpen their critical thinking skills and increase their standardized test scores, but they also find themselves *caring about and acting upon* what they have learned.

Schools using this philosophy are around the world. Included in Appendix A are the following documents:

- 430 worldwide schools that used Britain's PNEU Relational Education curriculum (1904 – 1988).
- 32 relational schools in the US, UK and Brazil

Gillingham's Relational Education Program consists of the following:

a. Relational Name

Gillingham Charter School is named after a noble family who made a difference in the lives of the oppressed- escaped slaves. This story will inspire the children and families as they learn to be proud of their heritage and community. Please see Appendix A for the Gillingham story.

b. Childlight USA (CLUSA) Relational Program

The School joins the CLUSA accreditation program and implements the program because it is a Relational program based on Mason's framework for education. The CLUSA program and curriculum is tailored to meet the needs of schools, thus the CLUSA team works with its schools to correlate the curriculum with the state standards.

This program is explained in much more detail throughout this application and in the appendices.

c. Non-Sectarian Public School Program

Gillingham Charter School and the CLUSA relational education program for public schools have no religious affiliations, and GCS will be nonsectarian in all operations and will not provide any religious instruction.

d. Components of the CLUSA Educational Program

Below is a *brief* overview of the components and practices of the Program. These relational components and practices help students to make connections and meaning as they relate to others, ideas and things; thus, they meet the School's mission and vision. (More details about each are found throughout the charter application and in Appendix A.)

Curriculum:

- The Program offers a Broad Curriculum based on ideas, hands-on learning, good books, habit formation and relationships.
- The CLUSA curriculum is aligned to the state standards by Gillingham Charter School

and CLUSA consultants.

- The curriculum is evaluated annually by CLUSA and the School's board of trustees as to its relevance, rigor and alignment to PA's state academic standards. (See Section I.3.A and Appendices A, J and K for further details on the curricular program.)

Instruction:

- The Program only uses relational instructional practices.
- The following strategies are unique to a Relational Education. These strategies are also distinct from the Pottsville Areas School District: (Each is explained in Section I.3.C and Appendix A.)

1. Small School
2. Small Classes
3. "Forms" -Multi-Aged Classes
4. Whole Books, Narrative Texts
5. Method of Narration (a specialized form of retelling)
6. Method of Student Talk (instead of teacher interrogation)
7. Method of Masterly Inactivity (minimum teacher interference)
8. Short Class Periods
9. Many School Subjects for All Students (instead of tracking)
10. Weekly Nature Walks and Journaling
11. School-wide Garden
12. Picture Study/Composer Study
13. Asian Math Instruction and Right Start Math
14. Required Foreign Languages K-12th
15. Required Sports Competition in Upper School and Intramurals in Middle School
16. Required Arts K-12th (theater, dance, music, instrument, art, handwork)
17. Required High School Internship Program
18. Monthly Field Studies and Community Visitors
19. Trimester Open-Ended Essay Exams (instead of quizzes, fill-in-the-blank tests)
20. Narrative Report Cards (instead of grades in lower and middle years)
21. Japan's Professional Development Program, "Lesson Study"
22. Restorative Practices Disciplinary Program (non-punitive)
23. Tastefully Decorated, Home-like, Orderly Facilities and Classrooms
24. Monthly Parent/Student/Teacher Evening Collaborations
25. School-wide Shared Leadership and Learning Organization Framework

Assessment:

The Program relies upon *authentic* assessments to evaluate student, teacher and organizational achievement.

- Authentic student assessment includes: Narrations; Journaling; Individualized Learning Programs; Portfolios; Open Ended Exams; a unique, cooperative system of Parental Feedback and Assessment; the Parents' Notebook and Detailed Report Cards.
- Authentic adult and organizational assessment includes the following: 360° Feedback; Reflective Practices; Portfolios; Individualized Learning Plans; Fishbowl Protocols; Japanese Lesson Studies and Organizational Action Planning.

- The Program also uses the PSSA data, data from the CLUSA assessment program and other forms of data to inform decision-making aimed at increasing student academic achievement.
(Explained in further detail in Section I.4 and Appendix A.)

Governance:

- The Program requires a Relational Governance model that is based upon Learning Organizational principles and Shared Leadership practices (Senge). The School is lead by all the learners in the learning community in a program that stresses leadership, followership, responsibility and learning. Academic *and* Social issues are addressed by the entire community (Ingersoll, 2003) - the Board of Trustees, School Directors, Teachers, Parents and even the Students, when appropriate. (Section III.2.E and Appendix A)
- Restorative Practices, non-punitive approaches to school discipline, preserve and restore relationships. (Section V.4.A)

Professional Development:

- Teacher-driven, innovative, research-based, and formative professional development strategies such as Japan’s Lesson Study and Reflective Practices will replace bureaucratic, summative evaluation and learning processes.
- In the Learning Organizational structure, ALL persons in the school- students, teachers, staff, parents and community members- learn and take risks together. Structures are built into the school schedule to enable teachers to lead without adding too much to their work load.
- CLUSA offers consultation and diverse trainings for all aspects of the program.
(Explained in detail in Section V.3.C)

Community Relationships:

If students are to be proud of who they are, from whence they come and of what they will do for their community and the world, then they need to be in significant relationships in their community, discovering their heritage, their county’s strengths, and ways to serve its unique needs. The Program provides various methods and strategies to foster strong community relations.

- Since the School will be a house of learning for all persons, book clubs, classes, services, and social events will be offered to the adults in the schoolhouse and the community.
- The parents and community will teach the School’s learning community through monthly field studies, special presentations, a high school internship program, student service projects, mentoring, tutoring, handicrafts and volunteering.
- Researchers from across the US and Canada will observe the School and study the effects of a Relational Education, publishing their work in educational journals, books and dissertations.
- Childlight USA will use the school as a practicing school, sending educators, parents and school leaders to observe and learn through Lesson Study.
- Student teachers from local and distant Universities will practice their craft at the School. Local professors will share their expertise with the students, teachers, staff and parents.

(More details are found in Sections II.3.C and III.1.B.)

e. A Comparison:

Comparison and Contrast of *Rational* and *Relational* Education

“The rationalist tradition...has distorted the idea of creativity in education and unbalanced the development of millions of people. The result is that other equally important abilities are overlooked or marginalized. This neglect affects everyone. Children with strong academic abilities often fail to discover their other abilities. Those of lower academic ability may have other powerful abilities that lie dormant... they become disaffected, resentful of their ‘failure’ and conclude that they are simply not very bright” (Robinson, 2001, p.8).

Traditional, Rational, Mechanistic Approach:

Gillingham’s Relational, Humanistic Approach:

THEORY

THEORY

The child is an empty vessel to fill.

The child is born a person.

Cause and effect explains *all* behavior.

Cause and effect explain *some* behavior.

PRACTICE

PRACTICE

Learning is something done to the child.

The child learns from within.

Learning is controlled externally.

Learning is controlled internally.

The teacher is a dispenser, responsible to fill up a child with knowledge and skills.

The teacher is a facilitator, creating the necessary components and scaffolding for learning.

Rewards and punishments, such as grades, marks, tokens, prizes and punishments, are used to control and motivate student learning.

Relationships gain obedience verses compliance. Learning is motivated out of the person’s natural need to know.

The child passively learns.

The child actively learns.

Knowledge is a series of isolated skills and facts to master.

Knowledge is an integration of facts and skills with concepts that make connections and foster wisdom and understanding. Skills/facts are taught in context and thus meaningful.

Knowledge is reduced to measurable objectives
-standardized assessments

Knowledge is not always measurable but
accounted for:

- open-ended essay exams
- narrations
- portfolios

Learning is the acquisition of facts and
rehearsals of skills through memorization
and rehearsal of skills.

Learning is understanding by making
connections across the content areas
and seeing relationships and patterns in
subject areas

Learning is fragmented and sporadic.

Learning is a continuous, sequential
manner of knowledge-building that
enables students to make connections.

Predefined answers are expected:

Personal connections and meaning are
expected:

- textbooks,
- study guides,
- worksheets,
- notes, and
- information passes through.

- open-ended questions where children's
minds,
- narrations upon the material and
information,
- children's minds act on the material, and
- information does more than pass

through.

Children get the expected answer.

Children make connections, gaining
understanding.

Curriculum is narrow and highly controlled.

Curriculum is broad, deep and full of
ideas.

Curriculum is canned, marketed and
disconnected.

Curriculum developed sequentially to
promote learning, understanding and
knowledge based on relationships in the
world.

TOOLS

Facts and Skills
Teacher's Mind and Text
Teacher: Dispenser
Hierarchical Governance
Adult Centered Schedule
Large Classes and Large Schools
Student Learning

TOOLS

Ideas and Concepts
Child's Mind
Teacher: Facilitator AND Co-Learner
Shared, Learning Governance
Student Centered Schedule
Small Classes and Small Schools
Student and Adult Learning

Student Produces Products
 Individual Learning
 Pre-Digested Textbooks
 Picture Books
 Inquiry Based Science

 Answer Questions at End of Chapter
 Right Answers
 Lecture
 Single Filed Metal Desks
 Short Recess
 Indoor Life
 Multiple choice tests
 Competition Provides Motivation
 Prizes and Rewards
 Punishment
 Grading
 Report Cards Full of Letters and Numbers
 “Specials” and Electives
 Segregated by Interests
 Utilitarian Environment
 Adults Care for Student’s Learning
 Adults Take Care of School

Student Processes
 Individual and Communal Learning
 Whole books, Biographies, Primary Sources
 Nature Walks and Journaling
 Inquiry Based Science with Literature and
 Study in the Outdoors
 Narration and “Student Talks”
 Dialogue, Imagination, Risk-Taking
 Whole Books by Experts
 Wooden Tables, Grouped Desks
 Short Breaks and Long Recess
 Outdoor Life
 Open Ended Exams
 Relationships and Internal Motivation
 Natural Consequences and Internal Motivation
 Natural Consequences, Restorative Practices
 Internal Motivation
 Report Cards Full of Details/Suggestions
 All take part in the Broad Curriculum
 Integrated by Broad Curriculum
 Beautiful Environment
 Student Cares for Student’s Learning
 Everyone Takes Care of School

2. Curriculum Overview

In a Relational Curriculum, the child is related to as a person. Only books, programs and activities that meet the natural laws of human learning are included. Every person has a mind, which needs ideas to think about, thus we offer a generous or broad curriculum that is full of ideas and things to think about and do. To truly “feed” the mind, then, the broad curriculum must be full of rich, rigorous, relevant learning that is delightful, intriguing and challenging.

- a. The following critical elements constitute a rich, rigorous, relevant broad curriculum:
(See Appendix A for a more in depth explanation.)

1. Alignment with State Standards and Testing

data informed decision-making increases student achievement and test scores

When standardized tests are used as FORMATIVE assessments that inform school decision-making, they become powerful teaching tools. The curriculum is aligned to state standards to meet the law and to set students up for success on the state’s standardized tests. Since states and provinces have differing content standards, schools using CLUSA’s curriculum will align the CLUSA content (scope and sequence) to meet state/province requirements. Gillingham Charter School’s curriculum is aligned to Pennsylvania’s standards. CLUSA assists in the alignment and helps schools research good books, real things and field studies to meet state standards and

Relational Education standards.

Research:

-Supovitz J.A., & Klein, V. (2003). *Mapping a course for improved student learning: How innovative schools systematically use student performance data to guide improvement*. Philadelphia: Consortium for Policy Research in Education.

-Bernhardt, V. (1998). *Data analysis for comprehensive school wide improvement*. Larchmont, NY: Eye on Education, 1-53, 99-134

-Schmoker, M. (1996). *Results: The key to continuous school improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.

2. Ideas

focus learning, deepen student understanding and foster inquiry

Our curriculum will support at every turn, the revelation of ideas and their consequences. We believe that “every relation must be initiated by its own ‘captain idea,’ sustained upon fitting ideas; and wrought into the material substance of the person by its proper habits” (Mason, 1925, p.71).

Research:

-“Big ideas focus learning, deepen student understanding, and foster inquiry into important ideas and issues” (Seif, 2003, p.54).

-Basic content, facts and skills are not neglected because they help solve, evaluate, synthesize, compare or illustrate the big ideas. Such a balanced approach is effective, and in literacy instruction, it is referred to as balanced literacy. Children learn literacy skills such as phonemes and punctuation or mapping skills and important historical facts and use them when reading whole books, biographies, and rich expository text and when processing projects, all full of ideas used to ignite critical thinking (Gambrell, Morrow, and Pressley, 2007).

-“Science education can build a knowledge base focused on essential concepts, rather than disconnected topics or bits of information” (Zemelman, et al, 1998, p.116)

-“Understanding large ideas and themes and developing inquiring habits of mind, in other words, are the central goals for teaching and learning science” (Zemelman, et al, 1998, p.11).

-“Teaching should present key topics with enough concrete detail and hands-on involvement to make them interesting and memorable, but not with so much that the main ideas are obscured and that students believe that memorizing a collection of details or carrying out a collection of steps constitutes understanding those ideas” (American Association for the Advancement of Science, 2000, p.225).

3. Sequential History

increases prior knowledge, reduces student confusion, facts are learned in a meaningful context

Bransford, Brown & Cocking (1999) demonstrate that students are more likely to learn and remember concepts if they are connected to prior knowledge. In best practices, new learning is always attached to prior knowledge, or background knowledge is built for the attachment. This

is scaffolding and is assisting children through what Vygotsky called the Zone of Proximal Development. Thus, much of the curriculum pivots around history, and history is taught sequentially.

Research:

- Postman, Neil. "Learning by Story." *The Atlantic Monthly* 264 no. 6 (1989).
- Roschelle, J. (1995). Learning in interactive environments: Prior knowledge and new experience. In J. H. Falk & L. D. Dierking, *Public institutions for personal learning: Establishing a research agenda*. Washington, DC: American Association of Museums, 37-51.
- Vygotsky, L.S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- Vygotsky, L.S. (1986). *Thought and language*. Cambridge, MA: MIT Press.
- Putney, L., & Wink, J. (2002). *A vision of Vygotsky*. Boston, Mass: Allyn and Bacon.
- Langer, J.A. (1982). Facilitating text processing: The elaboration of prior knowledge. In J. A. Langer & M. T. Smith-Burke (Eds.), *Reader meets author/bridging the gap* (pp. 142-162). Newark, DE: International Reading Association.
- Bransford, J. D., Brown, A. L., & Cocking, R. R. (Eds), (1999). *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academy Press
- In their study of instruction, Michael Pressley and his colleagues identified the following characteristics of instruction by exemplary first grade teachers: literature is emphasized, there is much reading and writing... connections are made across the curriculum throughout the day..." (Wilson et al., 2004, p.245).

4.Critical Multiculturalism

engages more learners, fosters positive relationships, respect and self-identity

The program ascribes to a "critical multiculturalism" as opposed to the "politically correct multiculturalism." Critical multiculturalism "aims for social transformation by seeking social justice and equality among all people rather than merely celebrating differences..."(Norton & Tooley). The study of people and perspectives is integrated into the curriculum and books and activities. It is not "added on" as an extra thing to study.

Research:

- "White Terror and Oppositional Agency: Towards a Critical Multiculturalism" (Julio Cortázar)
- *Mediating Boundaries of Race, Class, and Professional Authority as a Critical Multiculturalist* by Jennifer E. Obidah, 2000.
- Social studies should explore a full variety of the cultures found in America, including students' own backgrounds and understandings of other cultures' approaches to various social studies concepts (Zemelman, Daniels and Hyde, 1998).
- Banks, J. (2004). Democratic citizenship education in multicultural societies. In J. Banks (Ed) *Diversity and Citizenship Education*. San Francisco: CA, Jossey-Bass.
- Gewertz, C. (June 12, 2007). Diplomas Count. *Education week*.
- Pittman, K. & Irby, M. (2007) Engaging every learner. In Blankstein, A., et al. (Eds).
- Rennebohm F. K., & Gragert, E. (2003) Global education for today's world: Creating hope

with online learning communities. In D. Gordon (Ed). *Better teaching and learning in the digital classroom*. Cambridge, MA: Harvard Education Press, 141-157.

-Stewart, V. (April 2007). Becoming citizens of the world. *Educational Leadership*. 64:7. 8-14.

-Gay, G. (December/January 2004) The importance of multicultural education. *Educational Leadership*, 30-35.

-Nieto, S. (2000). Multicultural education and school reform, In *Affirming diversity: The sociopolitical context of multicultural education*. New York, NY: Addison Wesley Longman, 303-48.

5.Trust in the Deep Respectfulness of Teachers, Pedagogy & Professional Development improves teaching which increases student achievement, teachers model life-long learning

An underlying assumption of this curriculum is that the teachers (and parents) will need to be learners who become well-versed and are supported in all Relational principles and ways. The curriculum is not simply another book list to be applied in typical behaviorist or materialist school settings. CLUSA will continue to develop materials and opportunities to support this curriculum and asserts that these scopes and sequences are practically worthless without implementation of the entire method. This is not typical teaching. Thus, a strong relationship between the school and CLUSA, as well as other schools using the CLUSA program, will be developed to support the teachers, parents and students as they transition through the paradigm shift in educational pedagogy. Furthermore, CLUSA will assess the School's practice and hold the school accountable through an accreditation program.

Research:

– Bolman, L. & Deal, T. (2000). People and organizations. In *Jossey-Bass Reader*. San Francisco, CA: Jossey-Bass, 59-69.

– Boyatzis, R. & McKee, A. (2005). *Resonant leadership*. Boston, MA: Harvard Business School Press.

– Drago Severson, E. (2004). *Helping new teachers learn, leadership for adult growth and development*. Thousand Oaks, CA: Corwin Press.

– Evans, R. (1996). *The human side of change*. San Francisco, CA: Jossey-Bass Publishers.

– Wlodkowski, R. (1993). *How motivation affects instruction. in enhancing adult motivation to learn*. San Francisco, CA: Jossey Bass.

6.Unique Scheduling per Age Level

schedules match the natural laws of learning and produce greater results

Sylwester's research showed that the human brain can attend no longer than 30 minutes, so going beyond that is a waste of time (1997). This program adheres to and supports a schedule in keeping with the principles of short lessons, alternating subjects, and mornings for intellectual work. For exams and assessment, trimesters are preferable. CLUSA schedules fit a normal seven hour day, five day week.

Research:

Sylwester, R. (1997). "On Using Knowledge: A Conversation with Bob Sylwester." *Educational Leadership* 54, no. 6: 16-19.

7. Language, Imagination and Whole Books

motivate, stimulate exploration, foster literacy development, provide a rich vocabulary

Without the use of the imagination and the use of language (two of our primary tools for learning), learning does not become embedded into the long term memory. Therefore, the CLUSA program eschews traditional textbooks and depends on well written whole books with rich language, strong vocabulary, narrative, and a love for the subject to guide the curricular choices. And, no fact is taught without its informing idea. Remembering that children are persons and that persons are social beings, historical fiction is used because the engagement of children with learning is more important than stuffing a few memorized facts in heads. Education and facts without context have no relationship and therefore do not stir the mind. When the brain's amygdala is not activated through the use of emotions, learning does not become personal. If it does not become personal, then there is no learning.

Research:

- "Literature motivates, provides rich vocabulary for learning, and suggests a variety of concepts to explore" (p.242). Wilson, Martens, Arya & Altwerger, (2004). Readers, instruction, and the NRP. *Kappan*, 86(3), 242-246.
- "Human beings think, perceive, imagine, and make moral choices according to narrative structures" (Theodore Sarbin, Narrative Psychology, 1986, p.8).
- A well-exercised imagination is crucial to making moral and rational judgments. Both ethics and logic assume imagination as a starting point. Those who lack a dynamic imagination will never be able to grow into mature wisdom. They will always be stuck in very narrow, self-centered mental grooves, following infantile rules..... And we learn to exercise our imaginations in stories—fiction and fantasy and fairy tales most tellingly (Doug Jones, *Credenda Agenda*, Imaginative Succession, Vol. 13, Issue 2, 2007, Poetics).
- "The study of narrative and the use of stories in the work of educators is a growing phenomenon (Carter, 1993; Jalongo, 1992, Witherell & Noddings, 1991). Narratives or stories are central to our lives in that 'the stories we hear and the stories we tell shape the meaning and texture of our lives at every stage and juncture'" (Cooper, 1995, p.121, editors Lambert et al).
- Robbins, C., & Ehri, L.C. (1994). Reading storybooks to kindergartners helps them learn new vocabulary words. *Journal of Educational Psychology*, 86, 54-64.
- Rosenhouse, J., Feitelson, D., Kita, B., & Goldstein, Z. (1997). Interactive reading aloud to Israeli first graders: Its contribution to literacy development. *Reading Research Quarterly*, 32, 168-183.
- In their study of instruction, Michael Pressley and his colleagues identified the following characteristics of instruction by exemplary first grade teachers: literature is emphasized, there is much reading and writing... connections are made across the curriculum throughout the day..." (Wilson et al., 2004, p.245).
- Postman, Neil. "Learning by Story." *The Atlantic Monthly* 264 no. 6 (1989).

8.A Living Document

revises and maintains a curriculum that is interesting and challenging for children

CLUSA includes enough choice within a content area that allows teachers to respond to the needs and particular connections of their students while meeting the state's standards. Furthermore, the curriculum is not a static or "dead" document. Annual curricular review and updating by the CLUSA design team and the School's Board is a way to keep the best books, things and resources ever before teachers and students.

9.Cultural Capital

empowers economically disadvantaged students, enriches daily life, increases chances of upward social mobility, provides challenge and interest and thus increases inward motivation

As a result of the Relational Curriculum, students develop a power to interact with the world and ideas. Cultural Capital is a term identified by Bourdieu, and in education it simply means that students have or need non-financial social assets to help them in school. Cultural capital is strongest in the middle and upper classes, and those in the lower classes lack it (Bourdieu, 1977). Through the broad curriculum, students of all classes learn about many things, people, art, etc., thus developing strong cultural capital. A Relational Education offers relationships with the best of the arts, the best of books, and the best of ideas.

Research:

- (Henderson, Mapp, Johnson & Davies, 2007) The family-school relationship is strongly affected by what researchers call 'cultural capital...gives people resources they can invest...middle class, white families had a real advantage. Their social and cultural background gave them skills and assets that allowed them to work more easily with the school than low-income African American families. Middle class black families fared somewhat better, but only as well as working class white families. Neither group fared as well as middle-class white families, because they didn't have as much power (p.139).
- De Graaf, N., De Graaf, P., & Kraaykamp, G., (2000) "Parental cultural capital and educational attainment in the Netherlands: a refinement of the cultural capital perspective" in *Sociology of Education*, v.73, i.2, pp.92-11
- Dolby, N., (2000) "Race, National, State: Multiculturalism in Australia" in *Arena Magazine*, v.45, pp.48-51
- Dumais, S., (2002) "Cultural Capital, Gender, and School Success: the role of habits" in *Sociology of Education*, v.75, i.1, pp.44-68
- Emmison, M., & Frow, J., (1998) "Information Technology as Cultural Capital" in *Australian Universities Review*, Issue 1/1998, p.41-45
- Gorder, K., (1980) "Understanding School Knowledge: a critical appraisal of Basil Bernstein and Pierre Bourdieu" in Robbins, D., (2000) *Pierre Bourdieu Volume II*, Sage Publications, London, pp.218-233
- Kalmijn, M., & Kraaykamp, G., (1996) "Race, cultural capital, and schooling: An analysis of trends in the United States" in *Sociology of Education*, v.69, i.1, pp.22-34

- Martin, B., & Szelenyi, I., (1987) “Beyond Cultural Capital: toward a theory of symbolic domination” in Robbins, D., (ed) (2000) *Pierre Bourdieu Volume I*, Sage Publications, London, pp.278–302
- Robinson, R., & Garnier, M., (1986) “Class Reproduction among Men and Women in France: reproduction theory on its home ground” in Robbins, D., (ed) (2000) *Pierre Bourdieu Volume I*, Sage Publications, London, pp.144–153
- Stanton-Salazar, R., & Dornbusch, S., (1995) “Social Capital and the Reproduction of Inequality: information networks among Mexican-origin high school students” in *Sociology of Education* (Albany), v.68, i.2

10. Broad Content

increases brain capacity, fosters high levels of interest, decreases discipline problems, engages both the right side and the left side of the brain

The content is broad to keep students’ minds engaged and challenged. There are no electives. There is no tracking. We do not offer a general education track, a college prep track and an honors track. All children participate in the subjects and activities.

Research:

- Complex environments produce smarter brains than do boring environments. Implications: provide lots of variety in classroom activities; offer students new challenges every day. David Sousa, Ed.D
- Bottoms, G., Presson, A., & Johnson, M. (1992). Making high schools work through integration of academic and vocational education. Atlanta: Southern Regional Education Board.
- The Arts: Students with high levels of arts participation outperform “arts poor” students by virtually every measure. Learning in arts has significant effects on learning in other domains. Research suggests a dynamic model in which learning in one domain supports and stimulates learning in a complex web of influence described as “a constellation.” Engagement in the arts nurtures the development of cognitive, social, and personal competencies. High arts participation makes a more significant difference to students from low-income backgrounds than for high-income students. To the researchers’ surprise, however, the youth in the arts after school programs were doing the best. (Collection of studies collectively entitled *The Impact of the Arts on Learning*)
- Sacrificing physical education for classroom time does not improve academic performance.
- On several test scores, students with enhanced PE performed better than students in control groups.
- Sallis JF, McKenzie TL, Kolody B, Lewis M, Marshall S, Rosengard P. Effects of health-related physical education on academic achievement: Project SPARK. *Research Quarterly for Exercise and Sport* 1999; 70:127-134.

The CLUSA broad curricular program includes:

Knowledge of Humanity

- I. History
- II. Literature
- III. Citizenship
 - a. Economics
 - b. Ethics
 - c. Life Skills
- IV. Composition and Language Acquisition
 - a. Composition
 - b. Recitation
 - c. Reading Aloud
 - d. Narration
 - e. Handwriting
 - f. Transcription and Copy work
 - g. Spelling and Dictation
 - h. Grammar
 - i. Latin Grammar
 - j. Foreign Languages
- V. Arts
 - a. Music (Composer Study, Chorus, Instrumental)
 - b. Visual Arts (Picture Study, 2D and 3D, Architecture)
 - c. Theater and Dance (Shakespeare, Acting, Production, Dances)

Knowledge of the Universe

- I. Science
 - a. Geography
 - b. Natural History
 - c. Nature Study
 - d. Physics
 - e. Chemistry
 - f. Physiology
 - g. Geology
 - h. Biology
 - i. Anatomy
 - j. Botany
 - k. Astronomy and Earth Science
 - l. Nutrition and Health
- II. Mathematics
 - a. Arithmetic
 - b. Measurement
 - c. Algebra
 - d. Geometry
 - e. Calculus
- III. Physical Development and Handwork
 - a. Physical Education
 - b. Competitive Sports
 - c. Handwork/Life Skills

b.Scopes and Sequences

Please see Appendix J to view the scopes and sequences for each content area. As stated previously, books and programs that will be taught will be reviewed by the School's Board of Trustees and CLUSA. The books in the scopes and sequences in Appendix J will be taught the first year and will be reviewed as to their relevance.

c.Pennsylvania State Academic Standards and GCS's Curriculum

Gillingham's curriculum is aligned to the Pennsylvania Academic Standards. Please see Appendix K to view the correlations between Pennsylvania's state academic standards and the School's curricular program.

B. How the School will meet the educational needs of students with disabilities in accordance with Chapter 711; the projections for special education instructional programs that will be operated directly by the charter school or operated by others under contract with the School

Gillingham's Relational Special Education Program

Philosophy:

The School's special education program will be based upon the core principles of Relation Education that all children are persons with basic human needs and distinct personalities. The special education program will be implemented in accordance with applicable federal and state law and regulations which require the GCS to provide a free appropriate public education ("FAPE"). Provision of FAPE requires special education and related services which are designed to meet disable students' unique needs and prepare them for further education, employment and independent living.

Methods:

Once a student is identified as requiring special education services, the Individual Education Plan ("IEP") Team will develop, review, and revise a written IEP in a meeting in accordance with applicable federal and state laws and regulations. The IEP will provide for necessary adaption and/or modifications of the Relational Education curriculum with all necessary related services and supports in the least restrictive environment.

GCS's Relational Education curriculum and instruction will work well for many students with special needs. For example, students suffering from ADHD may benefit greatly from the School's short class periods and unique scheduling. Of course, the Relational Education curriculum and instruction will be modified as necessary to provide FAPE to each special education student in accordance with each student's IEP.

Staff:

Special Education Teachers

- The School will hire a full-time, certified special education teacher. As the school grows,

more special education teachers will be hired, and a Special Education Director will be appointed.

- Each student's IEP team will be the case manager for the respective student's IEP.
 - The special education teacher will work collaboratively with the regular education teacher and related service providers to assist in implementation of the IEP.
 - Written progress monitoring will be performed in accordance with each student's IEP by all teachers and related service providers.
 - This collaboration will involve indirect services to the child such as consultation and peer coaching to the regular education teacher, and direct services to the child such as team teaching, resource room, learning support, one on one instruction, etc.

Teacher Hiring

- Hiring standards for all teachers include experience facilitating the teaching of children with special needs as described in Section V.3.A.

Contracted Services

The Gillingham Charter School has received proposals from the following service providers:

- INVO Healthcare Associates Inc., and Therapy Source:
These companies are able to provide Speech Language Therapy, Occupational Therapy, Physical Therapy and School Psychological Services.
- Therapy Source:
Therapy Source also offers Audiology, Social Work services and in-services/workshops as needed to aid in implementation of children's individualized goals.

Upon charter approval, the school directors and the Board of Trustees will review these proposals and contract services. The School will contract with other service providers or with Intermediate Unit # 29 for other special education services as the enrolled students' needs are determined. (Both proposals are found in Appendix C.)

The Program:

(Gillingham Charter School will publish the following Annual Notice in the school's Parent-Student Handbook and on the school's website.)

**Gillingham Charter School
PO Box 773, Pottsville, PA 17901**

2010-2011 School Year

***Annual Public Notice of Special Education Services and Programs and Rights for
Students with Disabilities
and***

Notification of Rights under the Family Educational Rights and Privacy Act

All children with disabilities residing in the Commonwealth, regardless of the severity of their disabilities, and who are in need of special education and related services, are to be located, identified and evaluated. This

responsibility is required by a federal law called the Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C. 1200 *et. seq.* (“IDEA 2004”).

Chapter 711 of Title 22 of the Pennsylvania Code requires the publication of a notice to parents regarding public awareness activities sufficient to inform parents of children applying to or enrolled in the Charter School of available special education services and programs and how to request those services and programs and of systematic screening activities that lead to the identification, location and evaluation of children with disabilities enrolled in the Charter School.

In addition, the federal Family Educational Rights and Privacy Act of 1974 (FERPA), which protects confidentiality, requires educational agencies to notify parents annually of their confidentiality rights.

The Charter School fulfills its duties with this annual notice and has incorporated several sections of the PaTTAN Procedural Safeguards Notice and other applicable guidelines from the Pennsylvania Department of Education into the Board-approved Child Find Notice, and Policies and Procedures described below. **The Charter School also directs parents to the procedural safeguards notice from PaTTAN available at the school’s main office for additional information regarding rights and services.** Parents may contact the Charter School’s Principal at PO Box 773, Pottsville, PA 17901 or 449-3019 at any time to request a copy of the procedural safeguards notice or with any other questions about special education, services, screenings, policies or procedures. The Procedural Safeguards Notice is provided to parents by the Charter School once per school year or: (1) upon initial referral or parent request for evaluation; (2) upon filing by parents of their first State complaint under 34 CFR §§300.151 through 300.153 and upon filing by parents of their first due process complaint under §300.507 in a school year; (3) when a decision is made to take a disciplinary action that constitutes a change of placement; and (4) upon parent request.

The purpose of this annual notice is to comply with the Charter School’s obligations under Chapter 711 of Title 22 of the Pennsylvania Code and to describe: (1) the types of disabilities that might qualify the child for special education, (2) the special education programs and related services that are available, (3) the process by which the Charter School screens and evaluates such students to determine eligibility, (4) the special rights that pertain to such children and their parents or legal guardians and (5) the confidentiality rights that pertain to student information.

A copy of this Annual Notice is also available on the school’s website at: www.gillinghamcharterschool.org.

Qualifying for special education and related services

Under the federal Individuals with Disabilities Education Improvement Act of 2004, or “IDEA 2004,” children qualify for special education and related services if they have one or more of the following disabilities and, as a result, need special education and related services: mental retardation; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities.

IDEA 2004 provides legal definitions of the disabilities that qualify a student for special education, which may differ from those terms used in medical or clinical practice or common usage.

Section 504 Services

Under Section 504 of the federal Rehabilitation Act of 1973, some school age children with disabilities who do not meet the eligibility criteria outlined above might be eligible for special protections and for adaptations and accommodations in instruction, facilities, and activities. Children are entitled to such protections, adaptations, and accommodations if they have a mental or physical disability that substantially limits or prohibits participation in or access to an aspect of the school program and otherwise qualify under the applicable state and

federal laws, including Chapter 711 of Title 22 of the Pennsylvania Code and Section 504.

The Charter School must ensure that qualified handicapped students have equal opportunity to participate in the school program and activities to the maximum extent appropriate for each individual student. In compliance with applicable state and federal laws, the Charter School provides to each qualifying protected handicapped student without discrimination or cost to the student or family, those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and activities to the maximum extent appropriate to the student's abilities and to the extent required by the laws.

These services and protections for "protected handicapped students" may be distinct from those applicable to eligible or thought-to-be eligible students. The Charter School or the parent may initiate an evaluation if they believe a student is a protected handicapped student. For further information on the evaluation procedures and provision of services to protected handicapped students, parents should contact the school's Principal at PO Box 773, Pottsville, PA 17901 or 449-3019.

Children Below Mandatory School Age

If a Charter School admits children below school age, early intervention services may be available to eligible children with special needs. Any questions about services available to children under school age should be directed the school's Principal at PO Box 773, Pottsville, PA 17901 or 449-3019.

Least Restrictive Environment "LRE"

Charter Schools ensure that children with disabilities are educated to the maximum extent possible in the regular education environment or "least restrictive environment". To the maximum extent appropriate, students with disabilities are educated with students who are not disabled. Special classes, separate schooling or other removal of students with disabilities from the general educational environment occurs only when the nature or severity of the disability is such that education in general education classes, even with the use of supplementary aids and services, cannot be achieved satisfactorily. Programs and services available to students with disabilities, might include: (1) regular class placement with supplementary aides and services provided as needed in that environment; (2) regular class placement for most of the school day with itinerant service by a special education teacher either in or out of the regular classroom; (3) regular class placement for most of the school day with instruction provided by a special education teacher in a resource classroom; (4) part time special education class placement in a regular public school or alternative setting; and (5) special education class placement or special education services provided outside the regular class for most or all of the school day, either in a regular public school or alternative setting.

Depending on the nature and severity of the disability, a Charter School can provide special education programs and services as determined by the IEP team, in locations such as: (1) the classroom/building the child would attend if not disabled, (2) an alternative regular class either in or outside the school, (3) a special education center operated by an IU, (4) an approved private school or other private facility licensed to serve children with disabilities, (5) a residential school, (6) approved out-of-state program, or (7) the home.

Special education services are provided according to the educational needs of the child, not the category of disability. Types of service that may be available, depending upon the child's disability and needs include, but are not limited to: (1) learning support; (2) life skills support; (3) emotional support; (4) deaf or hearing impaired support; (5) blind or visually impaired support; (6) physical support; (7) autistic support; (8) multiple disabilities support; (9) speech and language support; (10) extended school year support; and (11) vision support.

Related services are designed to enable the child to participate in or access his or her program of special education.

Examples of related services that a child may require include but are not limited to: speech and language therapy, transportation, occupational therapy, physical therapy, school nursing services, audiology counseling services, parent counseling, or training, certain medical services for diagnostic or evaluation purposes, social work, recreation, and transition. Some students may also be eligible for extended school year services if determined needed by their IEP teams in accordance with Chapter 711 regulations.

The Charter School, in conjunction with the parents, determines the type and intensity of special education and related services that a particular child needs based on the unique program of special education and related services that the school develops for that child. The child's program is described in writing in an individualized education program, or "IEP," which is developed by an IEP team. The participants in the IEP team are dictated by IDEA 2004. The parents of the child have the right to be notified of and to be offered participation in all meetings of their child's IEP team. The IEP is revised as often as circumstances warrant but reviewed at least annually. The law requires that the program and placement of the child, as described in the IEP, be reasonably calculated to ensure meaningful educational benefit to the student. In accordance with IDEA 2004, there may be situations in which a Charter School may hold an IEP team meeting if the parents refuse or fail to attend the IEP team meeting.

IEPs generally contain: (1) a statement of the student's present levels; (2) a statement of measurable annual goals established for the child; (3) a statement of how the child's progress toward meeting the annual goals will be measured and when periodic reports will be provided; (4) a statement of the special education and related services and supplementary aids and services and a statement of the program modifications or supports for school personnel that will be provided, if any; (5) an explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in activities; (6) a statement of any individual appropriate accommodations that are necessary to measure the performance of the child on State and school assessments; and (7) the projected date for the beginning of the services and modifications and the anticipated frequency, location and duration of those services or modifications.

Beginning not later than the first IEP to be in effect when the child turns 14, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include appropriate measurable postsecondary goals and transition services needed to assist in reaching those goals. The Charter School must invite the child to the IEP team meeting at which the transition plan is developed.

Beginning not later than one year before the child reaches the age of majority under State law, the IEP must include a statement that the child has been informed of the child's rights, if any, that will transfer to the child on reaching the age of majority.

Screening and Evaluation Procedures for Children to Determine Eligibility

Screening

The Charter School has established a system of screening which may include prereferral intervention services to accomplish the following:

- (1) Identification and provision of initial screening for students prior to referral for a special education evaluation.
- (2) Provision of peer support for teachers and other staff members to assist them in working effectively with students in the general education curriculum.
- (3) Identification of students who may need special education services and programs.

The screening process includes:

Hearing and vision screening in accordance with Section 1402 of the Public School Code of 1949 (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.

Screening at reasonable intervals to determine whether all students are performing based on grade-appropriate standards in core academic subjects.

The Charter School has established and implements procedures to locate, identify and evaluate children suspected of being eligible for special education. These procedures involve screening activities which may also include but are not limited to: review of data and student records; motor screening; and speech and language screening. The school assesses the current achievement and performance of the child, designs school-based interventions, and assesses the effectiveness of interventions. If the concern can be addressed without special education services, or is the result of limited English proficiency or appropriate instruction, a recommendation may be made for interventions other than a multidisciplinary team evaluation. Parents have the right to request a multidisciplinary team evaluation at any time, regardless of the outcome of the screening process.

In accordance with Chapter 711, in the event that the Charter School would meet the criteria in 34 CFR 300.646(b)(2) (relating to disproportionality), as established by the State Department of Education, the services that would be required would then include:

- (1) A verification that the student was provided with appropriate instruction in reading, including the essential components of reading instruction (as defined in section 1208(3) of the Elementary and Secondary Education Act (ESEA) (20 U.S.C.A. § 6368(3)), and appropriate instruction in math.
- (2) For students with academic concerns, an assessment of the student's performance in relation to State-approved grade level standards.
- (3) For students with behavioral concerns, a systematic observation of the student's behavior in the school environment where the student is displaying difficulty.
- (4) A research-based intervention to increase the student's rate of learning or behavior change based on the results of the assessments under paragraph (2) or (3), or both.
- (5) Repeated assessments of achievement or behavior, or both, conducted at reasonable intervals, reflecting formal monitoring of student progress during the interventions.
- (6) A determination as to whether the student's assessed difficulties are the result of a lack of instruction or limited English proficiency.
- (7) A determination as to whether the student's needs exceed the functional ability of the regular education program to maintain the student at an appropriate instructional level.
- (8) Documentation that information about the student's progress as identified in paragraph (5) was periodically provided to the student's parents.

Except as indicated above or otherwise announced publicly, screening activities take place on-going at periods throughout the school year. Screening is conducted at the Charter School, unless other arrangements are necessary or arranged.

The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation is not to be considered an evaluation for eligibility for special education and related services.

If parents need additional information regarding the purpose, time, and location of screening activities, they should call or write the Principal of the Charter School at:

Gillingham Charter School
PO Box 773, Pottsville, PA 17901

Screening or prereferral intervention activities may not serve as a bar to the right of a parent to request an evaluation, at any time, including prior to or during the conduct of screening or prereferral intervention activities.

Evaluation

An evaluation under IDEA 2004 involves the use of a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent that may assist in determining whether the child is a child with a disability and the content of the child's IEP. The Charter School does not use any single measure or assessment as a sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child. Technically sound instruments are used to assess the relative contribution of cognitive and behavioral factors in addition to physical or developmental factors.

Parental consent must be obtained by the Charter School prior to conducting an initial evaluation to determine if the child qualifies as a child with a disability, and before providing special education and related services to the child. Parental consent for an evaluation shall not be construed as consent for their child to receive special education and related services. The screening of a child by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation is not considered to be an evaluation for eligibility for special education and related services; therefore, parental consent is not required in this instance.

The law contains additional provisions and due process protections regarding situations in which parental consent for an initial evaluation is absent or refused discussed more fully below and in the PaTTAN Procedural Safeguards Notice. If you have any questions about where to obtain a copy of the PaTTAN Procedural Safeguards Notice, kindly contact the school's Principal at PO Box 773, Pottsville, PA 17901 or 449-3019.

The evaluation process is conducted by a Multi-Disciplinary Team (MDT) which includes a teacher, other qualified professionals who work with the child, the parents and other members as required by law. The MDE process must be conducted in accordance with specific timelines and must include protective procedures. For example, tests and procedures used as part of the Multi-Disciplinary Evaluation may not be racially or culturally biased.

The MDE process culminates with a written report called an Evaluation Report (ER). This report makes recommendations about a student's eligibility for special education based on the presence of a disability and the need for specially designed instruction.

Parents who think their child is eligible for special education may request, at any time, that the Charter School conduct a Multi-Disciplinary Evaluation. **Requests for a Multi-Disciplinary Evaluation must be made in writing to the Principal of the Charter School at PO Box 773, Pottsville, PA 17901 or 449-3019.**

If a parent makes an oral request for a Multi-Disciplinary Evaluation, the Charter School shall provide the parent with a form(s) for that purpose. If the public school denies the parents' request for an evaluation, the parents have the right to challenge the denial through an impartial hearing or through voluntary alternative dispute resolution such as mediation.

Reevaluations are conducted if the Charter School determines that the educational or related services needs, including improved academic achievement and functional performance, of the child warrant a reevaluation; or if the child's parent or teacher requests a reevaluation. A reevaluation may occur not more than once a year, unless the parent and the Charter School agree; and must occur once every 3 years, unless the parent and the

Charter School agree that a reevaluation is unnecessary. Students with mental retardation must be reevaluated every two years under State law.

Educational Placement

The determination of whether a student is eligible for special education is made by an Individualized Education Program (IEP) team. The IEP team includes: the parents of a child with a disability; not less than one regular education teacher, if the child is, or may be, participating in the regular education environment; not less than one special education teacher, or when appropriate, not less than one special education provider; a representative of the school who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities, is knowledgeable about the general education curriculum, and is knowledgeable about the availability of resources of the Charter School; an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described above; other individuals, at the discretion of the parent or the agency, who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and whenever appropriate, a child with a disability. IEP team participation is directly addressed by the regulations. If the student is determined to be eligible for special education, the IEP team develops a written education plan called an IEP. The IEP shall be based in part on the results of the Multi-Disciplinary Evaluation. When the IEP team decides that a student is not eligible for special education, recommendations for educational programming in regular education may be developed from the ER.

Placement must be made in the “least restrictive environment”, as described more fully above, in which the student’s needs can be met with special education and related services. All students with disabilities must be educated to the maximum extent appropriate with children who are not disabled.

Parents and Surrogate Parents

For purposes of this Notice, the Charter School considers parents to be biological or adoptive parents of a child; a foster parent; a guardian generally authorized to act as the child’s parent, or authorized to make educational decisions for the child; an individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child’s welfare; or a surrogate parent.

A surrogate parent must be appointed when no parent can be identified; a public agency, after reasonable efforts, cannot locate a parent; the child is a ward of the State under the laws of Pennsylvania, or the child in an unaccompanied homeless youth as defined by the McKinney-Vento Homeless Assistance Act, 42 U.S.C. Sec. 11434a(6). A person selected as a surrogate parent must not be an employee of the SEA, the Charter School or any other agency that is involved in the education or care of the child; has no personal or professional interest that conflicts with the interest of the child the surrogate parent represents; and has knowledge and skills that ensure adequate representation of the child. The surrogate parent may represent the child in all matters relating to the identification, evaluation, and educational placement of the child and the provision of FAPE to the child. Reasonable efforts must be made to ensure the assignment of a surrogate parent not more than 30 days after it is determined that the child needs a surrogate parent.

Prior Written Notice

The Charter School will notify the parent whenever the Charter School:

- a. Proposes to initiate or to change the identification, evaluation, or educational placement of the child, or the provision of a free appropriate public education (FAPE) to the child; or

- b. Refuses to initiate or to change the identification, evaluation, or educational placement of your child, or the provision of FAPE to the child.
- c. Change of placement for disciplinary reasons.
- d. Due process hearing, or an expedited due process hearing, initiated by the Charter School.
- e. Refusal of the Charter School to agree to an independent educational evaluation (IEE) at public expense.

In Pennsylvania, prior written notice is provided by means of a Prior Written Notice Form/Notice of Recommended Educational Placement (NOREP). You should be given reasonable notice of this proposal or refusal so that if you do not agree with the Charter School you may take appropriate action. Reasonable Notice means ten days.

The prior written notice must:

Describe the action that the Charter School proposes or refuses to take;

- 1. Explain why the Charter School is proposing or refusing to take the action;
- 2. Describe each evaluation procedure, assessment, record, or report the Charter School used in deciding to propose or refuse the action;
- 3. Include a statement that you have protections under the procedural safeguards provisions in Part B of IDEA;
- 4. Tell how you can obtain a description of the procedural safeguards if the action that the Charter School is proposing or refusing is not an initial referral for evaluation;
- 5. Include resources for you to contact for help in understanding Part B of the IDEA;
- 6. Describe any other choices that your child's IEP Team considered and the reasons why those choices were rejected; and
- 7. Provide a description of other reasons why the Charter School proposed or refused the action.

The notice must be:

- 1) Written in language understandable to the general public; **and**
- 2) Provided in your native language or other mode of communication you use, unless it is clearly not feasible to do so.
- 3) If your native language or other mode of communication is not a written language, the Charter School will ensure that:
 - a) The notice is translated for you orally or by other means in your native language or other mode of communication;
 - b) You understand the content of the notice; **and**
 - c) There is written evidence that 1 and 2 have been met.

Native language, when used with an individual who has limited English proficiency, means the following:

- a. The language normally used by that person, or, in the case of a child, the language normally used by the child's parents;
- b. In all direct contact with a child (including evaluation of a child), the language normally used by the child in the home or learning environment.

For a person with deafness or blindness, or for a person with no written language, the mode of communication is what the person normally uses (such as sign language, Braille, or oral communication).

Parental Consent

Consent means:

- a. You have been fully informed in your native language or other mode of communication (such as sign language, Braille, or oral communication) of all information about the action for which consent is sought;
- b. You understand and agree in writing to that action, and the consent describes that action and lists the records (if any) that will be released and to whom; **and**
- c. You understand that the consent does not negate (undo) an action that has occurred after you gave your consent and before you withdrew it.

Need for Parental Consent

1. Initial Evaluations (34 CFR §300.300)

- a. General Rule: Consent for initial evaluation
The Charter School cannot conduct an initial evaluation of your child to determine whether your child is eligible under Part B of the IDEA to receive special education and related services without first providing you with prior written notice of the proposed action and without obtaining your consent. The Charter School must make reasonable efforts to obtain your informed consent for an initial evaluation to decide whether your child is a child with a disability. Your consent for initial evaluation does not mean that you have also given your consent for the Charter School to start providing special education and related services to your child. If your child is enrolled in public school or you are seeking to enroll your child in a public school and you have refused to provide consent or failed to respond to a request to provide consent for an initial evaluation, the Charter School may, but is not required to, seek to conduct an initial evaluation of your child by utilizing the Act's mediation or due process complaint, resolution meeting, and impartial due process hearing procedures. The Charter School will not violate its obligations to locate, identify and evaluate your child if it does not pursue an evaluation of your child in these circumstances.
- b. Special rules for initial evaluation of wards of the State
Under Pennsylvania law, if a child is designated a ward of the state, the whereabouts of the parent are not known or the rights of the parent have been terminated in accordance with State law. Therefore, someone other than the parent has been designated to make educational decisions for the child. Consent for an initial evaluation should, therefore, be obtained from the individual so designated.
Ward of the State, as used in the IDEA, encompasses two other categories, so as to include a child who is:
 1. A foster child who does not have a foster parent;
 2. Considered a ward of the State under State law; **or**
 3. In the custody of a public child welfare agency.

2. Consent for Initial Placement in Special Education (34 CFR §300.300)

Definitions of Parental Consent:

1. Consent Means:
 - a. You have been fully informed in your native language or other mode of communication (such as sign language, Braille, or oral communication) of all information about the action for which consent is sought;
 - b. You understand and agree in writing to that action, and the consent describes that action and lists the records (if any) that will be released and to whom; **and**
 - c. You understand that the consent does not negate (undo) an action that has occurred after you gave your consent and before you withdrew it.
2. Can the Parent Revoke Consent?
 - a. Yes. You must submit written documentation to the staff revoking consent for special education and related services;

- b. When you revoke consent for special education and related services, the Charter School must provide you with Prior Written Notice;
- c. Special education and related services cannot cease until the Charter School provides you with Prior Written Notice;
- d. Prior notice is defined as ten calendar days;
- e. Charter School staff cannot use mediation or due process to override your revocation of consent;
- f. The Charter School will not be considered in violation of the requirement to make FAPE available to the child because of the failure to provide the child with further special education and related services;
- g. The Charter School is not required to amend the child's educational records to remove any references to the child's receipt of special education and related services because of the revocation of consent; and
- h. The Charter School is not required to convene an IEP team meeting or develop an IEP for the child for further provision of special education and related services.

Parental consent for services

The Charter School must obtain your informed consent before providing special education and related services to your child for the first time. The Charter School must make reasonable efforts to obtain your informed consent before providing special education and related services to your child for the first time.

If you do not respond to a request to provide your consent for your child to receive special education and related services for the first time, or if you refuse to give such consent, the Charter School may not use the procedural safeguards (i.e. mediation, due process complaint, resolution meeting, or an impartial due process hearing) in order to obtain agreement or a ruling that the special education and related services as recommended by your child's IEP Team may be provided to your child without your consent.

If you refuse to give your consent for your child to start receiving special education and related services, or if you do not respond to a request to provide such consent and the Charter School does not provide your child with the special education and related services for which it sought your consent, the Charter School:

- 1. Is not in violation of the requirement to make FAPE available to your child for its failure to provide those services to your child; **and**
- 2. Is not required to have an IEP meeting or develop an IEP for your child for the special education and related services for which your consent was requested.

3. Consent for Reevaluations (34 CFR §300.300)

The Charter School must obtain your informed consent before it reevaluates your child, unless the Charter School can demonstrate that:

- 1. It took reasonable steps to obtain your consent for your child's reevaluation; **and**
- 2. You did not respond.

4. Documentation of Reasonable Efforts to Obtain Parental Consent (34 CFR §300.300)

The Charter School must maintain documentation of reasonable efforts to obtain parental consent for initial evaluations, to provide special education and related services for the first time, to reevaluate and to locate parents of wards of the State for initial evaluations. The documentation must include a record of the Charter School's attempts in these areas, such as:

- 1. Detailed records of telephone calls made or attempted and the results of those calls;
- 2. Copies of correspondence sent to the parents and any responses received; **and**

3. Detailed records of visits made to the parent's home or place of employment and the results of those visits.

5. Consent Not Required Related to Evaluation

Your consent is not required before the Charter School may:

1. Review existing data as part of your child's evaluation or a reevaluation; **or**
2. Give your child a test or other evaluation that is given to all children unless, before that test or evaluation, consent is required from all parents of all children.

6. Refused Consent to a Reevaluation

If you refuse to consent to your child's reevaluation, the Charter School may, but is not required to, pursue your child's reevaluation by using the mediation, due process complaint, resolution meeting, and impartial due process hearing procedures to seek to override your refusal to consent to your child's reevaluation. As with initial evaluations, the Charter School does not violate its obligations under Part B of the IDEA if it declines to pursue the reevaluation in this manner.

The Charter School may not use your refusal to consent to one service or activity to deny you or your child any other service, benefit, or activity.

7. Disagreements with an Evaluation

a. Independent Educational Evaluations (34 CFR §300.502)

1) General

As described below, you have the right to obtain an independent educational evaluation (IEE) of your child if you disagree with the evaluation of your child that was obtained by the Charter School. If you request an IEE, the Charter School must provide you with information about where you may obtain an IEE and about the Charter School's criteria that apply to IEEs.

2) Definitions

- a) *Independent educational evaluation* means an evaluation conducted by a qualified examiner who is not employed by the Charter School responsible for the education of your child.
- b) *Public expense* means that the Charter School either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to you, consistent with the provisions of Part B of the IDEA, which allow each State to use whatever State, local, Federal and private sources of support are available in the State to meet the requirements of Part B of the Act.

3) Parent right to evaluation at public expense

You have the right to an IEE of your child at public expense if you disagree with an evaluation of your child obtained by the Charter School, subject to the following conditions:

- a) If you request an IEE of your child at public expense, the Charter School must, without unnecessary delay, either: (a) File a due process complaint to request a hearing to show that its evaluation of your child is appropriate; or (b) Provide an IEE at public expense, unless the Charter School demonstrates in a hearing that the evaluation of your child that you obtained did not meet the Charter School's criteria.
- b) If the Charter School requests a hearing and the final decision is that the Charter School's evaluation of your child is appropriate, you still have the right to an IEE, but not at public expense.
- c) If you request an IEE of your child, the Charter School may ask why you object to the evaluation of your child obtained by the Charter School.

However, the Charter School may not require an explanation and may not unreasonably delay either providing the IEE of your child at public expense or filing a due process complaint to request a due process hearing to defend the Charter School's evaluation of your child.

d) You are entitled to only one IEE of your child at public expense each time the Charter School conducts an evaluation of your child with which you disagree.

e) Charter School criteria

If an IEE is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that the Charter School uses when it initiates an evaluation (to the extent those criteria are consistent with your right to an IEE).

Except for the criteria described above, a Charter School may not impose conditions or timelines related to obtaining an IEE at public expense.

b. Parent-initiated evaluations

If you obtain an IEE of your child at public expense or you share with the Charter School an evaluation of your child that you obtained at private expense:

- 1) The Charter School must consider the results of the evaluation of your child, if it meets the Charter School's criteria for IEEs, in any decision made with respect to the provision of FAPE to your child; **and**
- 2) You or the Charter School may present the evaluation as evidence at a due process hearing regarding your child.

c. Requests for evaluations by hearing officers

If a hearing officer requests an IEE of your child as part of a due process hearing, the cost of the evaluation must be at public expense.

ANNUAL NOTICE OF RIGHTS REGARDING STUDENT RECORDS:

CONSENT FOR DISCLOSURE OF PERSONALLY IDENTIFIABLE INFORMATION
(34 CFR §300.622)

Unless the information is contained in education records, and the disclosure is authorized without parental consent under FERPA, your consent must be obtained before personally identifiable information is disclosed to parties other than officials of participating agencies. Except under the circumstances specified below, your consent is not required before personally identifiable information is released to officials of participating agencies for purposes of meeting a requirement of Part B of the IDEA.

Your consent, or consent of an eligible child who has reached the age of majority under State law, must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services.

ACCESS TO CONFIDENTIAL INFORMATION RELATED TO STUDENT (34 CFR §300.611)

1. Related to the confidentiality of information, the following definitions apply:

- a. *Destruction* means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.
- b. *Education records* means the type of records covered under the definition of "education records" in 34 CFR Part 99 (the regulations implementing the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g (FERPA)).

- c. *Participating agency* means any Charter School, agency or institution that collects, maintains, or uses personally identifiable information, or from which information is obtained, under Part B of the IDEA.
- d. **Personally identifiable (34 CFR §300.32)** means information that has:
 - 1) Your child's name, your name as the parent, or the name of another family member;
 - 2) Your child's address;
 - 3) A personal identifier, such as your child's social security number or student number;
 - or**
 - 4) A list of personal characteristics or other information that would make it possible to identify your child with reasonable certainty.

2. Access Rights (34 CFR §300.613)

a. Parent Access

The Charter School must permit you to inspect and review any education records relating to your child that are collected, maintained, or used by the Charter School under Part B of the IDEA. The Charter School must comply with your request to inspect and review any education records on your child without unnecessary delay or before any meeting regarding an IEP, or any impartial due process hearing (including a resolution meeting or a hearing regarding discipline), and in no case more than 45 calendar days after you have made a request.

- 1) Your right to inspect and review education records includes:
- 2) Your right to a response from the Charter School to your reasonable requests for explanations and interpretations of the records;
- 3) Your right to request that the Charter School provide copies of the records if you cannot effectively inspect and review the records unless you receive those copies;
- and**
- 4) Your right to have your representative inspect and review the records.
 - a) The Charter School may presume that you have authority to inspect and review records relating to your child unless advised that you do not have the authority under applicable State law governing such matters as guardianship, or separation and divorce.
 - b) If any education **record includes information on more than one child**, the parents of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information.
 - c) On request, each Charter School must provide you with a **list of the types and locations of education records** collected, maintained, or used by the Charter School.

b. Other Authorized Access (34 CFR §300.614)

The Charter School must keep a record of parties obtaining access to education records collected, maintained, or used under Part B of the IDEA (except access by parents and authorized employees of the participating agency), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

3. Fees

The Charter School may charge a fee or copies of records (34 CFR §300.617) that are made for you under Part B of the IDEA, if the fee does not effectively prevent you from exercising your right to inspect and review those records.

The Charter School may not charge a fee to search for or to retrieve information under Part B of the IDEA.

4. Amendment of Records at Parent's Request (34 CFR §300.618)

If you believe that information in the education records regarding your child collected, maintained, or used under Part B of the IDEA is inaccurate, misleading, or violates the privacy or other rights of your child, you may request the Charter School that maintains the information to change the information.

The Charter School must decide whether to change the information in accordance with your request within a reasonable period of time of receipt of your request.

If the Charter School refuses to change the information in accordance with your request, it must inform you of the refusal and advise you of the right to a hearing for this purpose.

5. Opportunity for a Records Hearing (34 CFR §300.619)

The Charter School must, on request, provide you an opportunity for a hearing to challenge information in education records regarding your child to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of your child.

a. Hearing Procedures (34 CFR §300.621)

A hearing to challenge information in education records must be conducted according to the following procedures for such hearings under the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. Section 1233g (FERPA):

- 1) The educational agency or institution shall hold the hearing within a reasonable time after it has received the request for the hearing from the parent or eligible student.
- 2) The educational agency or institution shall give the parent or eligible student notice of the date, time, and place, reasonable in advance of the hearing.
- 3) The hearing may be conducted by any individual, including an official of the educational agency or institution who does not have a direct interest in the outcome of the hearing.
- 4) The educational agency or institution shall give the parent or eligible student a full and fair opportunity to present evidence to challenge the content of the student's education records on the grounds that the information contained in the education records is inaccurate, misleading, or in violation of the privacy rights of the student. The parent or eligible student may, at their own expense, be assisted or represented by one or more individuals of his or her own choice, including an attorney.
- 5) The educational agency or institution shall make its decision in writing within a reasonable period of time after the hearing.
- 6) The decision must be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision.

b. Result of Hearing (34 CFR §300.620)

If, as a result of the hearing, the Charter School decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it must change the information accordingly and inform you in writing. If, as a result of the hearing, the Charter School decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of your child, you may place in the records that it maintains on your child a statement commenting on the information or providing any reasons you disagree with the decision of the participating agency.

Such an explanation placed in the records of your child must:

1. Be maintained by the Charter School as part of the records of your child as long as the record or contested portion is maintained by the participating agency; **and**
2. If the Charter School discloses the records of your child or the challenged portion to any party, the explanation must also be disclosed to that party.

c. Safeguards (34 CFR §300.623)

Each Charter School must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.

One official at each Charter School must assume responsibility for ensuring the confidentiality of any personally identifiable information.

All persons collecting or using personally identifiable information must receive training or instruction regarding your State's policies and procedures regarding confidentiality under Part B of the IDEA and FERPA.

Each Charter School must maintain, for public inspection, a current listing of the names and positions of those employees within the agency who have access to personally identifiable information.

6. Destruction of Information (34 CFR §300.624)

The Charter School must inform you when personally identifiable information collected, maintained, or used is no longer needed to provide educational services to your child, and the information must be destroyed at your request.

However, a permanent record of your child's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

PROCEDURES FOR DISCIPLINARY EXCLUSION OF CHILDREN WITH DISABILITIES.

There are special rules in Pennsylvania for excluding children with disabilities for disciplinary reasons:

AUTHORITY OF SCHOOL PERSONNEL (34 CFR §300.530)

1. Case-by-case determination

School personnel may consider any unique circumstances on a case-by-case basis, when determining whether a change of placement, made in accordance with the following requirements related to discipline, is appropriate for a child with a disability who violates a school code of student conduct.

2. General

To the extent that they also take such action for children without disabilities, school personnel may, for not more than **10 consecutive school days**, remove a child with a disability (other than a child with mental retardation) who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension. School personnel may also impose additional removals of the child of not more than **10 consecutive school days** in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement (see *Change of Placement Because of Disciplinary Removals* for the definition, below) or exceed 15 cumulative school days in a school year. Once a child with a disability has been removed from his or her current placement for a total of **10 school days** in the same school year, the Charter School must, during any subsequent days of removal in that school year, provide services to the extent required below under the sub-heading *Services*.

3. Additional authority

If the behavior that violated the student code of conduct was not a manifestation of the child's disability (see *Manifestation determination*, below) and the disciplinary change of placement would exceed **10 consecutive school days**, school personnel may apply the disciplinary procedures to that child with a disability in the same manner and for the same duration as it would to children without disabilities, except that the school must provide services to that child as described below under *Services*. The child's IEP Team determines the interim alternative educational setting for such services. Under PA special education regulations, a disciplinary exclusion of a student with a disability for more than 15 cumulative school days in a school year will be considered a pattern so as to be deemed a change in educational placement (explained under *Change of Placement Because of Disciplinary Removals*). The Charter School is required to issue a NOREP/Prior Written Notice to parents prior to a removal that constitutes a change in placement (removal for more than 10 consecutive days or 15 cumulative days).

4. Services

The services that must be provided to a child with a disability who has been removed from the child's current placement may be provided to an interim alternative educational setting. A Charter School is only required to provide services to a child with a disability who has been removed from his or her current placement for **10 school days or less** in that school year, if it provides services to a child without disabilities who has been similarly removed. Students may have the responsibility to make up

exams and work missed while being disciplined by suspension and may be permitted to complete these assignments within guidelines established by their Charter School.

A child with a disability who is removed from the child's current placement for **more than 10 consecutive school days** must:

- a. Continue to receive educational services, so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; **and**
- b. Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not happen again.

After a child with a disability has been removed from his or her current placement for **10 school days** during one school year, or **if** current removal is for **10 consecutive school days** or less, **and** if the removal is not a change of placement (see definition below), **then** school personnel, in consultation with at least one of the child's teachers, determine the extent to which services are needed to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

If the removal is a change of placement (see definition below), the child's IEP Team determines the appropriate services to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

5. Manifestation determination

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct (except for a removal that does not constitute a change in educational placement i.e., is for 10 consecutive school days or less and not a change of placement), the Charter School, the parent, and relevant members of the IEP Team (as determined by the parent and the Charter School) must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; **or**
- b. If the conduct in question was the direct result of the Charter School's failure to implement the child's IEP.

If the Charter School, the parent, and relevant members of the child's IEP Team determine that either of those conditions was met, the conduct must be determined to be a manifestation of the child's disability. If the Charter School, the parent, and relevant members of the child's IEP Team determine that the conduct in question was the direct result of the Charter School's failure to implement the IEP, the Charter School must take immediate action to remedy those deficiencies.

6. Determination that behavior was a manifestation of the child's disability

If the Charter School, the parent, and relevant members of the IEP Team determine that the conduct was a manifestation of the child's disability, the IEP Team must either:

- a. Conduct a functional behavioral assessment, unless the Charter School had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; **or**
- b. If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior.

Except as described below under the sub-heading **Special circumstances**, the Charter School must return the child to the placement from which the child was removed, unless the parent and the school agree to a change of placement as part of the modification of the behavioral intervention plan.

7. Special circumstances

Whether or not the behavior was a manifestation of the child’s disability, school personnel may remove a student to an interim alternative educational setting (determined by the child’s IEP Team) for up to 45 school days, if the child:

- a. Carries a weapon (see the **Definitions** below) to school or has a weapon at school, on school premises, or at a school function under the jurisdiction of the Charter School;
- b. Knowingly has or uses illegal drugs (see the **Definitions** below), or sells or solicits the sale of a controlled substance, (see the **Definitions** below), while at school, on school premises, or at a school function under the jurisdiction of the Charter School; **or**
- c. Has inflicted serious bodily injury (see the **Definitions** below) upon another person while at school, on school premises, or at a school function under the jurisdiction of the State Educational Agency or a Charter School.

8. Definitions

- a. *Controlled substance* means a drug or other substance identified under schedules I, II, III, IV, or V in section 202 (c) of the Controlled Substances Act (21 U.S.C. 812(c)).
- b. *Illegal drug* means a controlled substance; but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law.
- c. *Serious bodily injury* has the meaning given the term “serious bodily injury” under paragraph (3) of subsection (h) of section 1365 of title 18, United States Code.
- d. *Weapon* has the meaning given the term “dangerous weapon” under paragraph (2) of the first subsection (g) of section 930 of title 18, United States Code.

9. Notification

On the date it makes the decision to make a removal that is a change of placement of the child because of a violation of a code of student conduct, the Charter School must notify the parents of that decision, and provide the parents with a procedural safeguards notice.

Change of Placement Because Of Disciplinary Removals (34 CFR §300.536)

A removal of a child with a disability from the child’s current educational placement is a **change of placement** requiring a NOREP/prior written notice if:

1. The removal is for more than 10 consecutive school days; **or**
2. The removal is for 15 cumulative school days total in any one school year;
3. The child has been subjected to a series of removals that constitute a pattern because:
 - a. The series of removals total more than 10 school days in a school year;
 - b. The child’s behavior is substantially similar to the child’s behavior in previous incidents that resulted in a series of removals;
 - c. Of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another; **and**

Whether a pattern of removals constitutes a change of placement is determined on a case-by-case basis by the Charter School and, if challenged, is subject to review through due process and judicial proceedings.

Determination of Setting (34 CFR §300.531)

The IEP must determine the interim alternative educational setting for removals that are **changes of placement**, and removals under the headings *Additional authority* and *Special circumstances*, above.

1. General

The parent of a child with a disability may file a due process complaint (see above) to request a due process hearing if he or she disagrees with:

- a. Any decision regarding placement made under these discipline provisions; **or**
- b. The manifestation determination described above.

The Charter School may file a due process complaint (see above) to request a due process hearing if it believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

2. Authority of hearing officer

A hearing officer that meets the requirements described under the sub-heading *Impartial Hearing Officer* must conduct the due process hearing and make a decision.

The hearing officer may:

- a. Return the child with a disability to the placement from which the child was removed if the hearing officer determines that the removal was a violation of the requirements described under the heading Authority of School Personnel, or that the child’s behavior was a manifestation of the child’s disability; or
- b. Order a change of placement of the child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

These hearing procedures may be repeated, if the Charter School believes that returning the child to the original placement is substantially likely to result in injury to the child or to others.

Whenever a parent or a Charter School files a due process complaint to request such a hearing, a hearing must be held that meets the requirements described under the headings *Due Process Complaint Procedures, Hearings on Due Process Complaints*, except as follows:

1. The SEA must arrange for an expedited due process hearing, which must occur within **20** school days of the date the hearing is filed and must result in a determination within **10** school days after the hearing.
2. Unless the parents and the Charter School agree in writing to waive the meeting, or agree to use mediation, a resolution meeting must occur within **7** calendar days of receiving notice of the due process complaint. The hearing may proceed unless the matter has been resolved to the satisfaction of both parties within **15** calendar days of receipt of the due process complaint.

A party may appeal the decision in an expedited due process hearing in the same way as they may for decisions in other due process hearings.

When, as described above, the parent or Charter School has filed a due process complaint related to disciplinary matters, the child must (unless the parent and the State Educational Agency or Charter School agree otherwise) remain in the interim alternative educational setting pending the decision of the hearing officer, or until the expiration of the time period of removal as provided for and described under the heading *Authority of School Personnel*, whichever occurs first.

Special Rules for Students with Mental Retardation

The disciplinary removal of a child with mental retardation attending either a Charter School for any amount of time is considered a change in placement and requires NOREP/prior written notice (if the disciplinary event does not involve drugs, weapons and/or serious bodily injury). A removal from school is not a change in placement for a child who is identified with mental retardation when the disciplinary event involves weapons, drugs, and/or serious bodily injury.

According to certain assurances the Commonwealth entered into related to the PARC consent decree, a Charter School may suspend on a limited basis a student with mental retardation who presents a danger to himself or others upon application and approval by the Bureau of Special Education and only to the extent that a student with a disability other than mental retardation could be suspended.

Protections for Children Not Yet Eligible For Special Education and Related Services (34 Cfr §300.534)

1. General

If a child has not been determined eligible for special education and related services and violates a code of student conduct, but the Charter School had knowledge (as determined below) before the behavior

that brought about the disciplinary action occurred, that the child was a child with a disability, then the child may assert any of the protections described in this notice.

2. Basis of knowledge for disciplinary matters

A Charter School must be deemed to have knowledge that a child is a child with a disability if, before the behavior that brought about the disciplinary action occurred:

- a. The parent of the child expressed concern in writing that the child is in need of special education and related services to supervisory or administrative personnel of appropriate educational agency, or a teacher of the child;
- b. The parent request an evaluation related to eligibility for special education and related services under Part B of the IDEA; **or**
- c. The child’s teacher or other Charter School personnel expressed specific concerns about a pattern of behavior demonstrated by the child directly to the Charter School’s director of special education or to other supervisory personnel of the Charter School.

3. Exception

A Charter School would not be deemed to have such knowledge if:

- a. The child’s parent has not allowed an evaluation of the child or refused special education services; **or**
- b. The child has been evaluated and determined to not be a child with a disability under Part B of the IDEA.

4. Conditions that apply if there is no basis of knowledge

If prior to taking disciplinary measures against the child, a Charter School does not have knowledge that a child is a child with a disability, as described above under the sub-headings *Basis of knowledge for disciplinary matters* and *Exception*, the child may be subjected to the disciplinary measures that are applied to children without disabilities who engaged in comparable behaviors.

However, if a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner.

Until the evaluation is completed, the child remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services. If the child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by the Charter School, and information provided by the parents, the Charter School must provide special education and related services in accordance with Part B of the IDEA, including the disciplinary requirements described above.

B. REFERRAL TO AND ACTION BY LAW ENFORCEMENT AND JUDICIAL AUTHORITIES (34 CFR §300.535)

1. The state and federal regulations do not:

- a. Prohibit an agency from reporting a crime committed by a child with a disability to appropriate authorities; **or**
- b. Prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability.

Subsequent to a referral to law enforcement, an updated functional behavior assessment and positive behavior support plan are required.

2. Transmittal of records

If a Charter School reports a crime committed by a child with a disability, the Charter School: must ensure that copies of the child’s special education and disciplinary records are transmitted for consideration by the authorities to whom the agency reports the crime; **and** May transmit copies of the child’s special education and disciplinary records only to the extent permitted by FERPA.

THIS ANNUAL NOTICE AND STATEMENT OF POLICY AND PROCEDURES HAS BEEN

WRITTEN IN ACCORDANCE WITH CHAPTER 711 OF TITLE 22 OF THE PA CODE AND INCORPORATED INFORMATION FROM APPLICABLE PDE AND STATE FORMS AND SOURCES.

THE CONTENT OF THIS NOTICE HAS BEEN WRITTEN IN STRAIGHTFORWARD, SIMPLE ENGLISH LANGUAGE. IF A PERSON DOES NOT UNDERSTAND ANY OF THIS NOTICE, HE OR SHE SHOULD ASK THE PRINCIPAL OF THE CHARTER SCHOOL FOR AN EXPLANATION. THE CHARTER SCHOOL WILL ARRANGE FOR AN INTERPRETER FOR PARENTS WITH LIMITED ENGLISH PROFICIENCY. IF A PARENT IS DEAF OR BLIND OR HAS NO WRITTEN LANGUAGE, THE SCHOOL WILL ARRANGE FOR COMMUNICATION OF THIS NOTICE IN THE MODE NORMALLY USED BY THE PARENT (E.G., SIGN LANGUAGE, BRAILLE, OR ORAL COMMUNICATION).

THIS NOTICE IS ONLY A SUMMARY OF THE SPECIAL EDUCATION SERVICES, EVALUATION AND SCREENING ACTIVITIES, AND RIGHTS AND PROTECTIONS PERTAINING TO CHILDREN WITH DISABILITIES, CHILDREN THOUGHT TO BE DISABLED, AND THEIR PARENTS AND IS ONLY A SUMMARY OF THE CONFIDENTIALITY RIGHTS REGARDING STUDENT INFORMATION.

FOR MORE INFORMATION OR TO REQUEST EVALUATION OR SCREENING OF A CHARTER SCHOOL STUDENT CONTACT THE PRINCIPAL OF THE CHARTER SCHOOL AT THE CHARTER SCHOOL, PO BOX 773, POTTSVILLE, PA 17901 OR 449-3019.

NOTHING IN THIS NOTICE IS INTENDED TO CONFLICT WITH OR SUPPLANT THE INFORMATION CONTAINED IN THE PENNSYLVANIA DEPARTMENT OF EDUCATION'S CURRENT "PROCEDURAL SAFEGUARDS NOTICE" WHICH IS AVAILABLE THROUGH THE SCHOOL FOR YOUR REVIEW OR WITH APPLICABLE STATE AND/OR FEDERAL LAWS.

C. The teaching methods to be used and how this pedagogy enhances student learning

The following list of relational teaching methods includes an explanation of a method, a list of ways the method enhances student learning and a list of studies and research about the particular method.

Further details and more research studies are found in Appendix A, "Instruction."

1. Child's Mind and Innate Desire to Know
student instruction matches the natural laws of learning, students feel respected and empowered and thus inwardly motivated to learn

In a Relational Education, the children (and adults) are related to as persons with minds with vast potential, not automatons to be programmed or mammals needing reinforcements to learn behaviors. The mind is the instrument or tool of their learning. The great educational psychologists (Vygotsky, Piaget) support the idea that all children come with an innate intelligence. Children come with an innate ability to use language and their innate intellect (Vygotsky). Wells (1994) discusses the innate ability of children as well as the innate knowledge and intellect in groups. Senge (2006) sums it all up by saying that all humans love to learn.

The social interaction between the community of learners in narration and the oral discussion found in

the grand conversation that students direct modifies the students' perspectives and impacts learning. They participate in the conversation because of their innate desire to know. This changes and impacts their learning of standards (Giorgis, 1999).

Students do not need outside motivators or programming to learn if their mind is engaged and delighted in the learning. Grades, prizes, punishment and marks are not necessary and can actually be hindrances to the mind and desire to learn.

Research:

- "...responsive assisting interactions must become common place in the classroom. Minds must be roused to life" (Tharp & Gallimore, 1988).
- "Ladson-Billings (1994) studied eight effective teachers of African American students; six of these taught in the upper elementary grades. She reports the following characteristics as typifying these successful teachers: See teaching as 'pulling knowledge out' versus putting it in and view knowledge critically, as continually recreated and shared.
- Daniels, Harry. *An Introduction to Vygotsky*. Routledge. UK: 1996.
- Wells, G. (1994). *Changing schools from within: Creating communities of inquiry*. Toronto, Canada: The Ontario Institute for Studies in Education.
- Furth, H. G. (1970). *Piaget for Teachers*. Englewood Cliffs: Prentice-Hall, Inc.
- Adolphs, R. (2006). The social brain. *Engineering & Science No. 1* 13-19.
- Bakker, C., et al (2002). The social brain: A unifying foundation for Psychiatry. Editorial. *Academic Psychiatry* 26:3, Fall, 219.
- Giorgis, C. (1999). The power of reading picture books aloud to secondary students. *Clearing House*, 73, 51-53.

2. Relationships with Many Persons, Real Things and Ideas

students know and CARE about what they know, increase student interest, build lifelong responsible and ethical living habits, make concepts real

Minds of social beings are roused through relationships with others, with real things and with concepts. Thus, learning requires mind meeting mind and memorable experiences and relationships, not the memorization of facts. Students will meet minds in whole books, in biographies, in art, and in the community through field studies, internships and service projects.

Research:

- Learning is constructed socially and linguistically, not reproduced based on teacher and text input (Vygotsky, 1993)
- Social studies should involve students in both independent inquiry and cooperative learning to build skills and habits needed for lifelong, responsible living; and social studies should explore a full variety of the cultures found in America, including students' own backgrounds and understandings of other cultures' approaches to various social studies concepts (Zemelman, Daniels and Hyde, 1998)
- To make real concepts being taught, social studies must involve students in active participation in the classroom and the wider community (Zemelman, Daniels and Hyde, 1998).

“Science study should involve doing science, that is, questioning and discovering- not just covering-material” (Zemelman, et al, 1998, p.111).

3. Facilitating Teachers

learning is not dispensed to students, students learn for themselves, teachers monitor what students do and do not know and then scaffold the learning, thus enhancing student performance

Standards are learned when students are actively engaged. Research shows that students must be actively engaged with content in order to learn it. The student is not a passive recipient of teacher instruction but an active participant in it (Gall et al, 1990).

Best practices indicate that good teachers facilitate learning to engage active learning, they do not dispense learning. According to Ryan’s “Self Determination Theory” (2000), “effective teachers know how to intrinsically motivate students” (p.68). Students are not regurgitating but thinking for themselves. Teachers allow students to participate and structure a development of understanding. Through much oral discussion (narration), teachers monitor what students understand or don’t understand. Through this social interaction, teachers can then immediately scaffold the students’ understanding and help students to think critically, increasing student performance (Worthy & Hoffman, 1999).

Ruddell et al (1990) garnered a list of characteristics of great teachers and found that teachers who were not dispensers:

- care about their students,
- manifest excitement and enthusiasm,
- adapt instruction to meet needs, motives and interests, and
- use motivating strategies, are clear, engage students in intellectual discovery, and helping students solve problems.

Research:

- Gall, M.D., Gall, J.P., Jacobsen, D.R., & Bullock, T.L. (1990). Tools for learning: A guide to teaching study skills. Alexandria, VA: ASCD.
- Ruddell, R. Bl, Draheim, M., & Barnes, J. (1990). A comparative study of the teaching effectiveness of influential and non-influential teachers and reading comprehension development. In J. Zutell & S. McCormick (Eds.), *Literacy theory and research: Analyses from multiple paradigms* (pp. 153-162). Chicago, IL: National Reading Conference.
- Worthy, J., & Hoffman, J.V. (1999). Critical questions. *The Reading Teacher*, 52, 520-521.
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55, 68-79.
- Ruddell, R. B. (1995). Those influential literacy teachers: Meaning negotiators and motivation builders. *The Reading Teacher*, 48, 454-463.
- “Ladson-Billings (1994) studied eight effective teachers of African American students; six of these taught in the upper elementary grades. She reports the following characteristics as typifying these successful teachers:
 - Believe all children can succeed.
 - See teaching as ‘pulling knowledge out’ versus putting it in.
 - View knowledge critically- as continually recreated and shared.
 - Facilitate fluid teacher-student relationships that are equitable and extend beyond the

classroom.

- Demonstrate connectedness with all students.
- Encourage students to learn collaboratively, to teach each other and be responsible for each other.
- Help students develop necessary skills.
- Seek excellence but take individual differences into account” (Allington & Johnston, 2002).

4. Relational Tools: Atmosphere, Discipline and Life

build resiliency, result in higher standardized test scores, increase positive self-concepts, build student attachment to school, foster a belief in rules, and decrease student delinquency and drug use (Hawkins et al., 1992; Henderson & Milstein, 2003)

There are three tools that a Relational School uses to teach: Atmosphere, Discipline (habits) and Life (ideas/broad curriculum). Each tool implements several different methods.

Research:

Researchers find that when the following six themes are COMBINED in a school, students and adults become resilient persons. Our three tools combine all six of them:

- a. increasing bonding (atmosphere, relationships with others, things, nature, ideas)
 - b. setting clear and consistent boundaries (atmosphere, masterly inactivity, habits)
 - c. teaching life skills (habits, broad curriculum)
 - d. providing care and support (atmosphere, respect, co-learning, scaffolding)
 - e. setting and communicating high expectations (life, high teacher expectations, no tracking, broad curriculum for all)
 - f. providing opportunities for meaningful participation (life, broad curriculum, narration, service projects, internships, field studies)
- (Hawkins et al., 1992 quoted Henderson & Milstein, 2003, p.13-14)

Atmosphere

Atmosphere constitutes the environment and ways of interacting with others. With a respectful atmosphere, a schoolhouse is a place where students and teachers “build the capacity to bounce back from adversity, adapt to pressures and problems encountered, and develop the competencies... necessary to do well in life... [t]he resiliencies are initiative, independence, insight, relationship, humor, creativity, and morality” (Henderson & Milstein (2003, p.10).

Authentic learning, increased student achievement, proper self-esteem development, resiliency and real community naturally occur through the following elements that constitute the tool, *Atmosphere*:

- a. Respect
teaches appropriate ways of interacting, provides a safe, stress free place to learn, students are simultaneously relaxed and challenged, the mind is not threatened and does not shut down

No matter what their social or economic background, race or sex, all children thrive in an atmosphere of kindness and gentleness. We actively build up a life of care and concern for others,

common sense and ethical living. Yelling is not tolerated. Bullying is not tolerated. To help all persons in the school, the Restorative Practices Program will guide discipline and conflict.

Research:

-Gambrell, Morrow and Pressley (2007) find that exemplary teachers relate with children as persons, not pawns to be manipulated, brains to be filled or machines to be programmed:

The affective quality in the room was exemplary. [The teacher] speaks to children with respect. She does not raise her voice, nor does she use punitive remarks, inapt facial expressions, or negative intonations. In this atmosphere, and from modeling, children learn to understand appropriate ways of interacting with others (p.80).

-In their study of instruction, Michael Pressley and his colleagues identified...characteristics of instruction by exemplary first grade teachers: skills are explicitly taught, self-regulation is encouraged...the environment is positive with an emphasis on cooperation..." (Wilson et al., 2004, p.245).

-Raywid found in successful classrooms that "all are treated with respect and compassion and can meet with some degree of success...the teacher [demonstrates] genuine engagement with the learning" (2002, p.435).

-Without a shift in pedagogy that truly respects children as persons, Robinson (2006) warns that schools will continue to "mine children's minds" instead of tapping into "their whole being... to help them make something of their future".

-Ladson-Billings (1994) studied eight effective teachers of African American students; six of these taught in the upper elementary grades. She reports the following characteristics as typifying these successful teachers:

- Facilitate fluid teacher-student relationships that are equitable and extend beyond the classroom.
- Demonstrate connectedness with all students. (Allington & Johnston, 2002).

b. Beautiful, Respectful, Orderly Environment

students are simultaneously relaxed and challenged, the mind is not threatened and does not shut down

Brain research talks about "relaxed alertness." The whole room must be relaxed but challenging. If it's threatening or not conducive to learning, the mind shuts down. There has to be an environment that is respectful, caring and orderly so that the child is relaxed but challenged. Too much challenge is threatening, and the frontal lobe of the brain shuts down and decreases learning (Caine & Caine, 1991).

In a Relational School, the facilities and classrooms are tastefully decorated and kept free of clutter. Beauty and order set a relaxed atmosphere and lifts the mind to something noble, thus it is challenging, not dumb-downed and distracting.

Research:

Caine R. and G. Caine. Making Connections: Teaching and the Human Brain. New York: Innovative Learning Publications, Addison-Wesley Publishing Company, 1991.

Smith, R. (1985). *Freedom and Discipline*. London: George Allen & Unwin. What teachers need to

do to create a good atmosphere and ambiance and relationships in classrooms.

c. Co-learning between Teacher and Student/ Student and Student

teachers are learning with and about the students, teachers model life-long learning, students are inwardly motivated and actively learning

Best practices indicate that good teachers facilitate learning, they do not dispense it. To be a facilitator of learning, teachers come to the table with the students to learn, not to dispense knowledge. They learn WITH the children AND they learn ABOUT the children's needs because students are not regurgitating but thinking for themselves (Worthy & Hoffman, 1999).

Raywid found in successful classrooms that "all are treated with respect and compassion and can meet with some degree of success...the teacher [demonstrates] genuine engagement with the learning" (2002, p.435). Ruddell et al (1990) and Allington (2004) garnered a list of characteristics of great teachers and found that teachers who were not dispensers:

- manifest excitement and enthusiasm about learning.
- engage and inwardly motivate students through intellectual discovery and problem solving.

Research:

-Ruddell, R. Bl, Draheim, M., & Barnes, J. (1990). A comparative study of the teaching effectiveness of influential and non-influential teachers and reading comprehension development. In J. Zutell & S. McCormick (Eds.), *Literacy theory and research: Analyses from multiple paradigms* (pp. 153-162). Chicago, IL: National Reading Conference.

-Worthy, J., & Hoffman, J.V. (1999). Critical questions. *The Reading Teacher*, 52, 520-521.

-Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55, 68-79.

-Ruddell, R. B. (1995). Those influential literacy teachers: Meaning negotiators and motivation builders. *The Reading Teacher*, 48, 454-463.

-"Ladson-Billings (1994) studied eight effective teachers of African American students; six of these taught in the upper elementary grades. She reports the following characteristics as typifying these successful teachers:

- View knowledge critically, as continually recreated and shared.
- Facilitate fluid teacher-student relationships that are equitable and extend beyond the classroom.
- Encourage students to learn collaboratively, to teach each other and be responsible for each other. (Allington & Johnston, 2002).

d. "Masterly Inactivity"

students experience relaxed alertness, students experience self-determination

This is a term unique to a Relational Education. Teachers do not control students nor nag them. It is the sense of "safe freedom" that the teacher offers to students to take risks, experiment with ideas, and imagine. For instance, the teacher does not control students' narrations nor the direction of the Student Talk after narrations. Teachers masterly set boundaries and allow children to take risks and talk and do while the teacher *seems* to be inactive. Masterly Inactivity

helps create a relaxed alertness (Caine & Caine, 1991). Without self-determination or choice, students do not perform well in school (Ryan & Deci, 2000).

Research:

-Caine R. and G. Caine. *Making connections: Teaching and the human brain*. New York: Innovative Learning Publications, Addison-Wesley Publishing Company, 1991.

-Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55, 68-79.

-Smith, R. (1985). *Freedom and Discipline*. London: George Allen & Unwin.

- “Ladson-Billings (1994) studied eight effective teachers of African American students; six of these taught in the upper elementary grades. She reports the following characteristics as typifying these successful teachers:

- See teaching as ‘pulling knowledge out’ versus putting it in,
- View knowledge critically, as continually recreated and shared, and
- Demonstrate connectedness with all students (Allington & Johnston, 2002).

e. Scaffolding in the Zone of Proximal Development

students learn more and feel better about themselves and the subject area under study, reduces student confusion, keeps students on task, reduces uncertainty, surprise, and disappointment

Masterly Inactivity also takes place through scaffolding, the technique presented by Vygotsky. The teacher knows her students and is masterly aware of the times when a student is in the “zone of proximal development” and needs a little help or knowledge from the teacher or books to move to the next step in learning.

Research:

- “Students learned more and felt better about themselves and the subject area under study” (Fisher, 1980 in Tomlinson, 2000).

-“Ladson-Billings (1994) studied eight effective teachers of African American students; six of these taught in the upper elementary grades. She reports the following characteristics as typifying these successful teachers: Help students develop necessary skills and seek excellence but take individual differences into account” (Allington & Johnston, 2002).

- Bransford, J., Brown, A., & Cocking, R. (2000). *How People Learn: Brain, Mind, and Experience & school*. Washington, DC: National Academy Press.

-Bruner, J. (1982). "The Language of Education." *Social Research*. 49, p. 852.

- Hedegaard, M. (1996). “The ZPD as Basis for Instruction.” In Harry Daniels (Ed.) *An Introduction to Vygotsky*. London: Routledge. p. 229.

-Berger, K.S. (2009) *The Developing Person Through Childhood and Adolescence*. New York: Worth Publishers.

-Vygotsky, L. (1978). "Interaction between learning and development." (pp. 79-91). In *Mind in Society*. (Trans. M. Cole). Cambridge, MA: Harvard University Press.

f. Forms/Multiage Classes

increase cognitive skills, positive soft skills and self concepts, build community, better attitudes toward school, and trust between teacher and parents

The word *form* is similar in meaning to other terms used to convey the ideas of multiage grouping, looping or persistent grouping. Teachers stay with their students for more than one year. Finland's teachers stay with their students for many years, and Finland's students currently outscore all industrialized nations. New Zealand, a country with the highest literacy rate in the world, uses multiage grouping as common educational practice. "Students are moved forward based on their mastery of skills rather than their chronological age" (Kasten & Clarke, 1993, p 220). Deborah Meier views forms or looping as an essential concept for the perfect school (Goldberg 1991). (Further description is found on page 1 of Appendix A, "Instruction.")

Research:

- Increased cognitive and positive soft skills and positive self-concepts (Chase and Doan, 1994; Stegelin, 1997, Hart-Hewins and Villers, 1997; Katz et al., 1993; Stone, 1998).
- Builds a sense of community and family (Simel, 1998).
- Better attitudes toward school (Haynes, 1996; Pratt, 1986)
- Better trusting relations between teachers and parents. (Grant and Johnson, 1995; Kolstad and McFadden, 1998)

g. Small Classes/Small Schools

higher attendance and graduation rates, equal or better levels of academic success, fewer incidences of violence and discipline, higher levels of college matriculation, more parent involvement

Gillingham will be a small school with small classes (16-22) and small buildings (less than 250). There is almost 40 years of existing research and literature on small schools which indicates that students in small schools have high rates of success because small schools and small classes generate and improve:

Governance since communication is easier when the whole staff can meet around one common table.

Respect since students and teachers get to know each other well.

Simplicity since less bureaucracy makes it easier to individualize.

Safety since strangers are easily spotted and teachers can respond quickly to rudeness or frustration.

Parent involvement since parents are more likely to form alliances with teachers who know their child and care about his or her progress.

Accountability since no one needs bureaucratic data to find out how a student, a teacher or the school is doing. Everyone knows.

Belonging since every student, not just the academic and athletic stars, is part of a community that contains adults (Deborah Meier, 1996).

Research:

- The U. S. Department of Education says that there is enough research to say that two things work in increasing student reading achievement- Class size of 20 or less and one-on-one tutoring (Allington, October, 2005).

- The shortcomings of large scale, factory-modeled schools have been well documented and studies reveal that “all else equal, students achieve at higher levels and feel more supported in smaller, communal school settings” (Darling-Hammond, 2003, p. ix).
- Student achievement in small schools is at least equal-and often superior-to student achievement in large schools. (Burke 1987; Caldas 1987; Edington and Gardner 1984; Fowler 1995; Gregory 1992; Haller, Monk, and Tien 1993; Howley 1996; Huang and Howley 1993; McGuire 1989; Melnick, et al. 1986; Smith and DeYoung 1988; Stockard and Mayberry 1992; Walberg 1992; Way 1985; Bates 1993; Eberts, Kehoe, and Stone 1982; Eichenstein 1994; Fowler and Walberg 1991; Kershaw and Blank 1993; Miller, Ellsworth, and Howell 1986; Robinson-Lewis 1991; Walberg 1992).
- Small Schools Improve High School Graduation Rates (Fetler 1989; Gregory 1992; Jewell 1989; Pittman and Haughwout 1987; Rogers 1987; Smith and DeYoung 1988; Stockard and Mayberry 1992; Toenjes 1989; Walberg 1992)
- Small Schools Improve Preparation for, and Matriculation into, Post-Secondary Options (Rogers 1987; Fowler 1992; Jewell 1989) or superior (Burke 1987; Swanson 1988)
- "Researchers observe that the effects of smallness on achievement are indirect, being mediated through other small-school features as quality of the social environment and students' sense of attachment to the school. Mitchell (2000) reminds us that in the studies conducted by Howley and others, school size had such a powerful positive effect on the achievement of poor students that it even trumped the beneficial effects of class size." Kathleen Cotton, 2001
- “Many of the reforms in curriculum and school organization that are promoted by critics of education have merit and should be intensified...reducing class sizes for lower-class children (particularly in the early grades)...” (Rothstein, 2004, p.109)
- Dollars & Sense II: Lessons from Good, Cost-Effective Small Schools (Barbara Kent Lawrence et al. Knowledge Works Foundation, Concordia, and Architects of Achievement. 2005)

h. High Expectations for ALL Students

increase student achievement, close the achievement gap

One strong factor on student learning is teacher expectations. Data on teacher expectation research has revealed that some teachers treat high- and low-achieving students differently and that teachers' expectations appear to be associated with student achievement (Good, 1981). In Relational Education, all teachers and adults hold high expectations of all children since they are persons with minds and an innate desire to know. There will be no tracking, and all persons in the school will have individualized learning plans that challenge them and nurture their needs.

Research:

- *Pygmalion in the Classroom* (1968), Robert Rosenthal and Lenore Jacobson
- *Two Decades of Research on Teacher Expectations: Findings and Future Directions* Thomas L. Good, Journal of Teacher Education, Vol. 38, No. 4, 32-47 (1987)
- “Low versus High Expectations: A Review of Teacher Expectations Effects on Minority Students.” McCormick, Theresa E.; Noriega, Tino, Journal of Educational Equity and Leadership, v6 n3 p224-34 Fall 1986
- Longitudinal studies support the SFP hypothesis that teacher expectations can predict changes in student achievement and behavior beyond effects accounted for by previous achievement and motivation (Jussim & Eccles, 1992).

-“Ladson-Billings (1994) studied eight effective teachers of African American students; six of these taught in the upper elementary grades. She reports the following characteristics as typifying these successful teachers:

- Believe all children can succeed.
- Seek excellence but take individual differences into account” (Allington & Johnston, 2002).

i. Authentic, Formative Assessment

students apply knowledge, prepares students for real world assessments, respects learning styles, informs instruction, fosters self-assessment, improves language and literacy environments, decreases stress levels and low self-esteem, increases reading and math scores

Assessment is authentic when we directly examine student performance on worthy intellectual tasks. Traditional assessment, by contrast, relies on indirect or proxy 'items'--efficient, simplistic substitutes from which we think valid inferences can be made about the student's performance at those valued challenges (Grant Wiggins). The negative personal and societal effects of traditional testing for students are well-documented: exposure to a less challenging curriculum, significantly increased dropout rates, and lives of unemployment and welfare dependency (Oakes, 1986a; Oakes, 1986b; Shepard & Smith, 1986; Jaeger, 1991). These researchers conclude that using testing as a mechanism for sorting and selecting students for access to educational and economic opportunities is antithetical to achieving equity.

Thus, over-use of testing is avoided. Authentic assessments, such as narrations, portfolios, summative end-of-term essay exams and narrative report cards allow the child to tell what she knows rather than be caught in what she doesn't know. They direct children, teachers, parents and curriculum advisors to ways to provide the next level of scaffolding in a particular child's environment. That will be different for each child. (For the older years, a grading system is implemented to prepare high school students for college systems; however, the importance of grades will be deemphasized in various ways while formative assessment is emphasized.)

(Please see the Relational Assessment piece in Appendix A for more details.)

Research

-Experiencing high levels of stress for prolonged periods can destroy brain cells. Implications: reduce stress (no more pop quizzes) Psychology Today, Sep/Oct 2001.

-(Meisels, Samuel J.; Atkins-Burnett, Sally; Xue, Yange; Nicholson, Julie; Bickel, Donna DiPrima; & Son, Seung-Hee. (2003). Creating a system of accountability: The impact of instructional assessment on elementary children's achievement test scores. *Education Policy Analysis Archives*, 11(9). (growth in reading from one year to the next that far exceeded the demographically matched contrast group as well as the average change shown by all other students in the district...greater gains in math)

-“...there is no basis for comparing one student against others. The context demands that I evaluate each student's growth over time, an important spur to learning for its own sake” (Atwell, 1988, p.79).

-“For as long as education promotes a cat-and-mouse game whereby students have incentive to both please us and *appear* to understand what they are supposed to learn (irrespective of whether

they do or not), the challenge of assessing for real understanding becomes greater. (Wiggins & McTighe, 2005, p.9)

- Findings from study of preschoolers suggest that an authentic assessment approach may have a positive impact on the language and literacy environment. ("The Effects of Outcomes-Driven Authentic Assessment on Classroom Quality," Hallam, Grisham-Brown, Gao & Brookshire. ECRP Vol. 9 No. 2, Fall 2007).

- Mary Anne Raywid, (2002). *Accountability: What's Worth Measuring?*

-Archbald, D. (1991). *Authentic assessment: What it means and how it can help schools.*

Madison, WI: National Center for Effective Schools Research and Development, University of Wisconsin.

-Social studies evaluation must reflect the importance of students' thinking, and their preparation to be lifelong responsible citizens, rather than rewarding memorization of decontextualized facts. (Zemelman, Daniels and Hyde, 1998).

-Archbald, D. & Newmann, F. (1989) "The Functions of Assessment and the Nature of Authentic Academic Achievement," in Berlak (ed.) *Assessing Achievement: Toward the development of a New Science of Educational Testing*. Buffalo, NY: SUNY Press.

-Frederiksen, J. & Collins, A. (1989) "A Systems Approach to Educational Testing," *Educational Researcher*, 18, 9 (December).

-National Commission on Testing and Public Policy (1990) *From Gatekeeper to Gateway: Transforming Testing in America*. Chestnut Hill, MA: NCTPP, Boston College.

-Wiggins, G. (1989) "A True Test: Toward More Authentic and Equitable Assessment," *Phi Delta Kappan*, 70, 9 (May).

-Wolf, D. (1989) "Portfolio Assessment: Sampling Student Work," *Educational Leadership* 46, 7, pp. 35-39 (April).

j. Varied, Short Lessons

focus brain effort, match the natural laws of learning and produces greater results

Sylvester's research showed that the human brain can attend no longer than 30 minutes, so going beyond that is a waste of time (1997). To respect children's minds and bodies and ability to attend, classes are short and varied. Disciplined subjects are in the morning hours when attention is keen and saving more mechanical tasks for the afternoons (drama, handiwork, mapmaking or sport). Alternating the types of short lessons focuses brain effort, keeping the students cheerfully on task with minimal correction.

Research:

-Sylwester, R. (1997). "On Using Knowledge: A Conversation with Bob Sylwester." *Educational Leadership* 54, no. 6: 16-19.

-Positive Effects of "Activity Breaks" on Classroom On-Task Behavior

Investigators in Georgia studied the effects of an activity break on classroom behavior in a sample of 43 fourth-grade students in 1998. Students exhibited significantly more on-task classroom behavior and significantly less fidgeting on days with a scheduled activity break than on non-activity days.

k. Meaningful, Individualized Homework

Less frustration and exhaustion, more time for other activities, keeps interest in learning, supports family relationships (Kohn, 2007)

Research demonstrates that traditional homework has little to no effect on student achievement. “For starters, there is absolutely no evidence of any academic benefit from assigning homework in elementary or middle school. For younger students, in fact, there isn’t even a *correlation* between whether children do homework (or how much they do) and any meaningful measure of achievement. At the high school level, the correlation is weak and tends to disappear when more sophisticated statistical measures are applied. Meanwhile, no study has ever substantiated the belief that homework builds character or teaches good study habits” (Kohn, Feb. 2007). Homework does, however, prove to have an adverse effect on families. Since research does indicate that students need to read for 2 or more hours a day to equal one year’s growth in reading (Allington, 2005), students are expected to read at home after school, on the weekends and during holidays. Thus, homework in our program is non-traditional. Students read a good book at home and do individualized assignments based on personal needs only when necessary.

(Further details and studies are found in “Instruction” of Appendix A.)

Research:

- Kohn, Alfie. “The Case against Homework.” Principal, Feb. 2007.
- Bennett, Sara, and Nancy Kalish. *The Case Against Homework: How Homework Is Hurting Our Children and What We Can Do About It* (New York: Crown, 2006).
- Buell, John. *Closing the Book on Homework: Enhancing Public Education and Freeing Family Time*. (Philadelphia: Temple University Press, 2004).
- Dudley-Marling, Curt. “How School Troubles Come Home: The Impact of Homework on Families of Struggling Learners.” *Current Issues in Education* [On-line] 6, 4 (2003).
- Hinchey, Patricia. “Rethinking Homework.” *MASCD* [Missouri Association for Supervision and Curriculum Development] *Fall Journal*, December 1995: 13-17.

1. High Levels of Meaningful Community Involvement

students develop positive relationships with adults and find mentors, decreases crime in the community, decreases negative, harmful behaviors (Miller & Toogood, 2005; Sanders, 2006)

Deliberate hospitality- invitations to observe, to attend recitals and dramas, to book clubs, to displays and workshops- encourages a growing partnership with home, community and school. Students build relationships with those in their community through field studies with places and people outside the school, through high school internships and through service projects. (Further description is found in “Instruction” of Appendix A.)

Research:

- Marazza, L. L. (2003). Engage the public in a productive and proactive manner. In *The 5 Essentials of Organizational Excellence*. Thousand Oaks, CA: Corwin Press. 71-84.
- Miller, T., & Leslie Toogood, A. (April, 2005). Creating asset -rich communities. *Principal Leadership*. p. 33-37.
- Sanders, M. (2006). *Building school community partnerships, collaboration for student success*.

Discipline (Habit Formation)

Researchers are finding the need to help students develop both learning and living habits. Howard Gardner calls for Find Minds for the Future. Costa and Kallik promote 16 Habits of Mind. Employers lament the dirge of soft skills in young employees coming out of colleges. Though they can teach their young employees academic skills, they cannot teach social skills and strong work ethics. Rothstein (2004) posits that schools are in the position to meet these needs, "...perseverance, self-confidence, self-discipline, punctuality, the ability to communicate, social responsibility, and the ability to work with others and resolve conflicts...these are important goals of public education. In some respects, they may be more important than academic outcomes" (p.109).

Research:

- Costa, A., & Kallick, B. (2000). *Habits of mind*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Gardner, H. (2006). *Five minds for the future*. Boston, MA: Harvard Business School.
- "Science education can build a knowledge base focused on essential concepts, rather than disconnected topics or bits of information" (Zemelman, et al, 1998, p.116).
- "Understanding large ideas and themes and developing inquiring habits of mind, in other words, are the central goals for teaching and learning science" (Zemelman, et al, 1998, p.11).

Discipline or habit formation is a key tool used in a relational education. The following are the methods of habit formation:

a. Narration

builds the habit of attention, increases reading levels, increases comprehension, vocabulary and fluency

Information cannot simply be poured into the brain. Learners must connect with the information and ideas and then process it. This is what narration does. Every reading, from whole, narrative books of the best literary quality, is followed by a narration. Material is read once and then acted out, drawn, retold, sung or copied. Then students generate the questions without teacher interrogation and dialogue together, learning from one another's ideas and experiences, thus learning more and retaining more.

(Further description is found in "Instruction" of Appendix A.)

Research

- retelling *impacts* comprehension; it does not just *reveal* it (Kalmbach, 1980)
- require construction of knowledge built upon past experiences, present knowledge, relationships with the audience, and the organizing, synthesizing and evaluating of text (Kalmbach, 1980; Gambrell, Koskinen & Kapinus, 1991)
- "When the content of an English course is ideas- thinking and learning through writing, reading, listening, and talking- and when students in the course pursue their own ideas and purposes in the company of friends and their teacher, the middle school English classroom has the potential to become an extraordinarily interesting place." Atwell, p.71, 1988
- "Human beings think, perceive, imagine, and make moral choices according to narrative structures." (Theodore Sarbin, Narrative Psychology, 1986, p.8)
- Pickert, S., & Chase, M. L. (1978). Story retelling: An informal technique for evaluating

children's language. *Reading Teacher*, 31(5), 528-531.

-Karnoouh-Vertalier, M. (1997). Narration as an aid to language acquisition and access to literacy. *European Early Childhood Education Research Journal*, i(2), 63-74.

-To make real concepts being taught, social studies must involve students in active participation in the classroom and the wider community; -Social studies should involve students in both independent inquiry and cooperative learning to build skills and habits needed for lifelong, responsible living; -Social studies should involve students in reading, writing, observing, discussing, and debating to ensure their active participation in learning (Zemelman, Daniels and Hyde, 1998).

- Stephen Krashen (1982, 1985, 1988, 1991) "Natural Approach" to foreign language. "Total Physical Response Storytelling" involves having children narrate about pictures/picture sequences. (Krashen, 1991; Catton, 2006)

(Further explanation is found in "Instruction" of Appendix A.)

b. Reading Aloud

increases comprehension and literacy development, builds fluency

In Relational Education, teachers and students read aloud together, especially in the younger years because research demonstrates that one of the most important activities for building success in literacy is reading aloud to children. The experience is most valuable when accompanied by interactive discussions with adults and children (narration) to introduce new vocabulary and language structures. Such conversation leads to understanding or comprehension of the story read. (Morrow & Gambrell, 2004; Storch & Whitehurst, 2002; Bus et al. 1995; Wells, 1985; mentioned by Gambrell, Morrow and Pressley 2007, p.65 bottom). Students experience increased reading achievement, fluency and vocabulary.

Research

-Robbins, C., & Ehri, L.C. (1994). Reading storybooks to kindergartners helps them learn new vocabulary words. *Journal of Educational Psychology*, 86, 54-64.

-Rosenhouse, J., Feitelson, D., Kita, B., & Goldstein, Z. (1997). Interactive reading aloud to Israeli first graders: Its contribution to literacy development. *Reading Research Quarterly*, 32, 168-183.

-After reading a historical story aloud, the teacher requires students to retell it orally, pictorially, or dramatically (Wilson, Martens, Arya, & Altwerger, 2004).

c. Student Talk

increases retention, recall, connections and meaning making; greater quality in what is known and more inferences and personal connections (John, Lui & Tannok, 2003), increases student achievement (Allington, 2002)

Allington (2002) discovered that effective reading teachers used the technique of *student talk* rather than *teacher interrogation*. Ivey and Fisher (2006) included teacher interrogation in their list of ineffective learning strategies. "Despite the long-standing practice of literal-level questioning after reading, we have no reason to believe it actually creates better readers" (p.10). In student talk, students generate their own questions and drive the conversation, thus making their

own meaning, connections and socially interactions, igniting many parts of the brain for learning.
(Further description is found in “Instruction” of Appendix A)

Research:

-John, Lui & Tannok, 2003

- Allington, R. L. (June 2002). What I’ve learned about effective reading instruction. *Kappan*, 83(10), 740-747.

-“When the content of an English course is ideas- thinking and learning through writing, reading, listening, and talking- and when students in the course pursue their own ideas and purposes in the company of friends and their teacher, the middle school English classroom has the potential to become an extraordinarily interesting place.” Atwell, p.71, 1988

-Research demonstrates that one of the most important activities for building success in literacy is reading aloud to children. The experience is most valuable when accompanied by interactive discussions with adults and children to introduce new vocabulary and language structures. Such conversation leads to understanding or comprehension of the story read. (Morrow & Gambrell, 2004; Storch & Whitehurst, 2002; Bus et al. 1995; Wells, 1985; mentioned by Gambrell, Morrow and Pressley 2007, p.65 bottom).

d. Integrated, Consecutive Knowledge

provides context and background knowledge, facilitates and enhances student comprehension, learning and reading strategies, increases interest and learning from text, increases retention

No lesson is composed of stray knowledge; rather learning is consecutive, integrated across disciplines and chronological.

Research:

-In their study of instruction, Michael Pressley and his colleagues identified the following characteristics of instruction by exemplary first grade teachers: literature is emphasized, there is much reading and writing... connections are made across the curriculum throughout the day...” (Wilson et al., 2004, p.245).

- Chi, Feltovich and Galser, 1981; Chiesi, Spilich and Voss, 1979, McNamara, Kintsch, Songer and Kintsch, 1996, Means and Voss, 1985, Afflerbach, 1986, Lundeberg, 1987, Alexander, Kulikowich and Schulze, 1994, Tobias, 1994, Chi, de Leeuw, Chiu and LaVancher 1994

-Science ought to have a major presence in history courses because of the enormous impact of science and technology on all of history. And history should be taken seriously in science courses because history alone provides a context for seeing how science really works over time and how it relates to mathematics and technology and to what else is happening in human culture” (American Association for the Advancement of Science, 2000, p.242).

e. Reading and Writing across the Curriculum

students actively participate in learning, understand abstract ideas, increase reading and writing practice and increase reading and writing scores

“Recent studies show that only half of students who start college manage to complete a degree (U.S. Dept. of Education, 2005). The inability to read well is surely tied to this abysmal level of degree completion, so to improve student success, the reading problem must be addressed” (Horning,

2007). At GCS, students read, write and use real things in all the subject areas, including the Arts and Physical Education.

Research:

-Horning, Alice S. (2007, May 14). Reading across the curriculum as the key to student success.

Across the Disciplines, 4. Retrieved May 7, 2010, from

<http://wac.colostate.edu/atd/articles/horning2007.cfm>

-“The study of narrative and the use of stories in the work of educators is a growing phenomenon (Carter, 1993; Jalongo, 1992, Witherell & Noddings, 1991). Narratives or stories are central to our lives in that ‘the stories we hear and the stories we tell shape the meaning and texture of our lives at every stage and juncture’” (Cooper, 1995, p.121 , editors Lambert et al).

- Reading Across the Curriculum as the Key to Student Success Alice S. Horning

-Social studies should involve students in reading, writing, observing, discussing, and debating to ensure their active participation in learning (Zemelman, Daniels and Hyde, 1998).

-“Learning science means integrating reading, writing, speaking, and math” (Zemelman, et al, 1998, p.118).

“The power of printed words rests in the author’s ability to enrich and extend the ideas already within a reader. New knowledge gained from reading is actually a rearrangement of prior knowledge into new connections. With something to work with, an author can help readers understand abstract ideas that they could never experience firsthand. But if readers have little in storage related to the content of what they read, they will gain little from reading” (Lowery, 1998, p.26).

f. Observation

connects observation, language development and scientific processing

Children learn to observe and talk about what they observe, and there is a crucial connection to language. Language is innate and the human’s tool for learning. Children must observe and narrate. Through nature study, picture study, composer study and lesson studies, students (and teachers) spend much time in observation and in discussion of what is observed. We have to stop pouring in and see that children learn from within. They share what they see, not told what to see (Brooks & Brooks, 1993).

Research:

-Cooper, P.H., F.P. Roth, D.L. Speece and C. Schatschneider. “The Contribution of Oral Language Skills to the Development of Phonological Awareness." *Applied Psycholinguistics*, 23 (2002): 399-416.

-Brooks, G & Brooks, M. (1993) *In Search of Understanding: The Case for Constructivist Classrooms*. Alexandria, Va: ASCD.

g. Student Responsibility

students develop a sense of ownership and stewardship and self-determination, decreases passivity and alienation, increases school performance through natural engagement, struggling and at-risk students succeed

According to Ryan and Deci's work (2000), students without choice or self-determination do not perform well in school. Children need to have dominion. Thus, they narrate and participate in student talk throughout the day across the curriculum. Every year, they participate in service learning projects. Every month, they invite speakers and practice hospitality. At the end of every day, they complete school chores because of their responsibility to one another and the environment.

Research:

-Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55, 68-79.

-*Impacts of service learning*. (2007). Retrieved from

[http://www.servicelearning.org/instant_info/fact_sheets/k-12_facts/impacts/Issue_brief: community service and service learning in America's schools](http://www.servicelearning.org/instant_info/fact_sheets/k-12_facts/impacts/Issue_brief_community_service_and_service_learning_in_America's_schools). (2008). Retrieved from

http://www.nationalservice.gov/pdf/08_1112_lsa_prevalence_factsheet

-*Curriculum development for k-12 service learning*. (2005). Retrieved from

http://www.servicelearning.org/instant_info/fact_sheets/k-12_facts/curriculum/Educators. (n.d.).

Retrieved from http://www.learnandserve.gov/for_individuals/educators/index.asp

-“Ladson-Billings (1994) studied eight effective teachers of African American students; six of these taught in the upper elementary grades. She reports the following characteristics as typifying these successful teachers:

- Encourage students to learn collaboratively, to teach each other and be responsible for each other.
- Help students develop necessary skills. (Allington & Johnston, 2002).

h. Restorative Practice Model: Restorative Discipline and Natural Consequences

fewer discipline problems, builds trust and sense of safety, high rates of reparations, high victim satisfaction

“Restorative practices involve changing relationships by engaging people: doing things WITH them, rather than TO them or FOR them—providing both high control and high support at the same time” (Mirsky, 2003). Rather than using punitive approaches to discipline, restorative means are pursued. Natural consequences result from choices. This is not behaviorism. Children develop respectful and restorative habits for reconciliation and collaboration. The late Silvan S. Tomkins's writings about psychology of affect (Tomkins, 1962, 1963, 1991) assert that human relationships are best and healthiest when there is free expression of affect—or emotion—minimizing the negative, maximizing the positive, but allowing for free expression. Donald Nathanson, director of the Silvan S. Tomkins Institute, adds that it is through the mutual exchange of expressed affect that we build community, creating the emotional bonds that tie us all together (Nathanson, 1998).

The school will implement the International Restorative Practices Program. Restorative practices such as conferences and circles provide a safe environment for people to express and exchange intense emotion while restoring broken relationships.

(Further description is found in “Instruction” of Appendix A)

Research:

-Restorative Practices and the Transformation at West Philadelphia High School, Laura Mirsky, International Institute for Restorative Practices, Bethlehem, Pennsylvania, 2009-06-22

-Restorative Practices in Schools: Research Reveals Power of Restorative Approach, Part II; Abbey Porter, 2007-06-06

-“Our schools do much more than pass along requisite knowledge to the students attending them...They also influence the way those students look upon themselves and others. They affect the way learning is valued and sought after and lay the foundations of lifelong habits of thought and action. ...contribute to the growth of character...” (Jackson, Boostrom, & Hansen, 1993, xii, noted in Donaldson, 2003, 42).

-Rothstein (2004) concurs, “...perseverance, self-confidence, self-discipline, punctuality, the ability to communicate, social responsibility, and the ability to work with others and resolve conflicts...these are important goals of public education. In some respects, they may be more important than academic outcomes” (p.109).

- Nathanson, D. (1997). Affect theory and the compass of shame. In M. Lansky and A. Morrison (Eds.), *The Widening Scope of Shame*. Hillsdale, NJ: The Analytic Press, Inc.

-McCold, P. (2003). A survey of assessment research on mediation and conferencing. In L. Walgrave (Ed.), *Repositioning Restorative Justice* (pp. 67-120). Devon, UK: Willan Publishing.

-American Humane Association (2003). FGDM Research and Evaluation. *Protecting Children*, 18(1-2): whole volume.

i. The Asian Zone of Proximal Development Mathematical Learning Model

teachers hear the lack of understanding and see what pieces of information are lacking in the student’s knowledge to help move them to the next level of knowledge; students participate rather than regurgitate

Asian students consistently outperform American students in mathematics. “Lessons in Japanese classrooms were found to be remarkably different from those in Germany and the U.S., promoting students’ understanding, while U.S. and German teachers seemed to focus more exclusively on the development of skills” (Martinez, 2001; Roulet, 2000; Stigler & Hiebert, 1997 as cited by CPRM Math Reform). The Whole to Part method of instruction used in Japan features the following components: “(i) the posing of a complex, thought-provoking problem to the class; (ii) individual and/or small group generation of possible approaches for solving the problem; (iii) the communication of strategies and methods by various students to the class; (iv) classroom discussion and collaborative development of the mathematical concepts/understandings; (v) summary and clarification of the findings by the teacher; and (vi) consolidation of understanding through the practice of similar and/or more complex problems” (CPRM Math Reform). Here, students invent new solutions, engage in conceptual thinking and communicate (narrate) ideas. The teacher is aware of misunderstandings, can scaffold in the child’s zone of proximal development so that the child can progress to the next level, and uses prior understandings of the whole to teach parts.

In many American math classes, however, teachers do most of the communicating, and skills, not concepts, are the focus. This is the traditional Part to Whole approach. The teacher presents a problem, explains the parts, skills and processes to solve the problem, and then students use those skills to solve similar problems. It is passive learning and memorization rather than understanding.

Since the Whole to Part approach is more relational and proven to increase math scores because of increased understanding, Gillingham will model math instruction after the Zone of Proximal

Development Mathematical Learning Model. To aid in this method, the teachers will create Math Talk Learning Communities in which students co-question with the teacher, explain (narrate), support mathematical processes and discuss mathematical concepts and ideas (student talk).

(Further description is found in “Instruction” of Appendix A.)

Research:

-“Experience shows that many students fail to master important mathematical topics. What’s missing from traditional instruction is sufficient emphasis on three important ingredients: communication, connections and contexts” (Steen, 2007, 12).

-“...U.S. teachers are expected to cover far more content than teachers in other countries... Yet, German and Japanese students significantly outperform U.S. students in mathematics and science... the problem inherent in the current standards movement in the U.S.- there is simply too much content to address in an adequate manner” (Marzano, 2003, p.26).

-Martinez, J. (2001). “Exploring, inventing, and discovering mathematics: A pedagogical response to the TIMSS.” *Mathematics Teaching in the Middle School*, 7(2), 114–119.

-Roulet, G. (2000). “TIMSS: What can we learn about Ontario mathematics?” *Ontario Mathematics Gazette*, 38(3), 15–23.

-Stigler, J., & Hiebert, J. (1999). “The teaching gap: Best ideas from the world’s teachers for improving education in the classroom.” New York: The Free Press.

-Stigler, J., & Hiebert, J. (1999). “The TIMSS 1999 video study.” Washington, DC: United States Department of Education, National Center for Educational Statistics. (Available at: <http://nces.ed.gov/timss/Video.asp>)

-Watanabe, T. (2002). “Learning from Japanese lesson study.” *Educational Leadership*, 59(6), 36–39

-Hufferd-Ackles, K., Fuson, K. C., & Sherin, M. G. (2004). Describing levels and components of a math-talk learning community. *Journal for Research in Mathematics Education*, 35(2), 81–116.

-National Council of Teachers of Mathematics. (2000). *Principles and standards for school mathematics*. Reston, VA: Author.”

j. Balanced Literacy Instructional Approach

motivates, develops a rich vocabulary, fosters imagination and exploration, develops necessary skills, fosters fluency and comprehension

Years of research and practice have demonstrated that a balanced approach to literacy instruction is most efficacious. Research shows that whole language reading instruction *on its own* is inadequate. Phonics instruction *on its own* is also inadequate. In a whole language classroom, whole books are read instead of textbooks and basals, and learning to read takes place through immersion in those whole books. Phonics is not typically taught in the traditional whole language classroom. In the most simplistic terms, phonics instruction requires students to learn the rules of letter sounds. Often, traditional phonics instruction is disjointed in that textbooks and worksheets are disconnected from real books, interesting ideas and the rest of the curriculum.

The charter application clearly demonstrates that GCS uses a balanced literacy approach that includes some research-based whole language approaches that are successful (e.g., whole books, sustained reading) IN ADDITION TO the research-based phonics instructional methods that are also successful (e.g., phonics rules, word studies).

It should be noted that the balanced literacy framework is dynamic; that is, it continues to be refined as research informs practice. For example, we agree with Peggy Colgan-Davis (University of Pennsylvania) that the list of best practices in reading instruction (Phonemic Awareness; Phonics; Fluency; Comprehension; Vocabulary) is missing one crucial practice: Interest. The books and reading must be interesting to students.

The Balanced Literacy approach combines effective practices of the phonics and whole language approaches that meet the list of Best Practices in reading instruction, including Interest. Those practices, which Gillingham implements, include:

- Word Study
- Phonics Instruction
- Whole, Good Books
- Reading Aloud
- Reading 1 ½ -2 Hours a Day (John Guthrie)
- Foreign and Native Language Immersion at an Early Age (Krashen, Catton 2006)
- Narration (retelling, good books, student talk and writing)
- Recitations of Good Literature
- Transcription and Dictation of Good Literature
- Reading and Writing across the Curriculum

Research:

-In their study of reading instruction, Michael Pressley and his colleagues identified the following characteristics of instruction by exemplary first grade teachers: literature is emphasized, there is much reading and writing... connections are made across the curriculum throughout the day...” (Wilson et al., 2004, p.245).

-Allington, R. L. (June 2002). What I’ve learned about effective reading instruction. *Kappan*, 83(10), 740-747.

-Ivey, G., Fisher, D (Summer 2006). Learning from what doesn’t work. *Educational Leadership*. Vol. 63, p. 7-12.

-Morrow, L.M., Gambrell, L., & Pressley, M. (Eds.) (2003). *Best practices in literacy Instruction*. (2nd Ed.). New York, New York: Guilford Press.

-Harwayne, S. (1999). *Going public*. Portsmouth, NH: Heinemann Publishers, chapters 2, 5, 7.

-“Human beings think, perceive, imagine, and make moral choices according to narrative structures.” (Theodore Sarbin, *Narrative Psychology*, 1986, p.8)

- Literature motivates, provides rich vocabulary for learning, and suggests a variety of concepts to explore.” Wilson, Martens, Arya and Altwerger p.242 2004 Wilson, G.P., et al. (2004). Readers, instruction, and the NRP. *Kappan*, 86(3), 242-246.

- Basic content, facts and skills are not neglected because they help solve, evaluate, synthesize, compare or illustrate the big ideas. Such a balanced approach is effective, and in literacy instruction, it is referred to as balanced literacy. Children learn literacy skills such as phonemes and punctuation or mapping skills and important historical facts and use them when reading whole books, biographies, and rich expository text and when processing projects, all full of ideas used to ignite critical thinking (Gambrell, Morrow, and Pressley, 2007).

-“It concludes that in grades four through twelve, literacy instruction should address at least six key areas of concern: reading fluency; vocabulary knowledge, content knowledge, higher level

reasoning and thinking skills; reading comprehension strategies; and student motivation and engagement.” From Federal Support for Adolescent Literacy: A Solid Investment from Alliance for Excellent Education June 2007 p.2

- Marie Clay promoted “emergent literacy behaviors: and the reading of good literature to children. The explicit teaching of skills was seen as not appropriate for young children [in pre-school and kindergarten]” (Gambrell, Morrow and Pressley 2007, p.61 bottom).

-In classrooms where phonics is taught in the context of rereading favorite stories, songs, and poems, children develop and use phonics knowledge better than in classrooms where skills are taught in isolation. (Weaver, 1994b)

-- A well-exercised imagination is crucial to making moral and rational judgments. And we learn to exercise our imaginations in stories—fiction and fantasy and fairy tales most tellingly. (Doug Jones, Credenda Agenda, Imaginative Succession, Vol. 13, Issue 2, 2007, Poetics)

-Morrow, et al. (1990) suggest that a blend of approaches, coupling some elements of more traditional reading readiness programs with a strong storybook reading component, is a sound choice for development of literacy instruction package.

-“When the content of an English course is ideas- thinking and learning through writing, reading, listening, and talking- and when students in the course pursue their own ideas and purposes in the company of friends and their teacher, the middle school English classroom has the potential to become an extraordinarily interesting place.” Atwell, p.71, 1988

-Develops lifelong readers and writers (Silver bullets, babies, and bath water: Literature response groups in a balanced literacy program, DL Spiegel - The Reading Teacher, 1998)

- There *is* the provision of explicit and incidental teaching of literacy. Children learn in different ways and there is a need to balance explicit, direct reaching approaches (Adams, 1990; Hancock, 1999) with the power of immediate, incidental teaching (Goodman and Watson, 1998).

-A survey of the instructional practices of grade 5 teachers nominated as effective in promoting literacy (M Pressley, L Yokoi, J Rankin, R Wharton ... - Scientific Studies of ..., 1997 - informaworld.com ... with a number of proponents of balanced beginning literacy instruction (eg, Adams, 1990; Duffy, 1991 Literacy development in the early years: Helping children read and write.

-LM Morrow a balanced perspective in early literacy instruction (constructivist approaches and explicit instruction models)

- Strategies to support balanced literacy approaches in pre-and in-service teacher education tc.edu [PDF]R Heydon, K Hibbert, L Iannacci - Journal of adolescent & adult literacy, 2004 - IRA

-Evaluation of a Whole-School Approach to Prevention and Intervention in Early Literacy CA Crevola, PW Hill - Journal of Education for Students Placed ..., 1998 - informaworld.com

-Best Practices in Literacy Instruction (JAL Vacca, RT Vacca, MK Gove, L Burkey, LA Lenhart, 1999) NEW! Chapter on balanced reading instruction. (Ch. 2); NEW! Emphasis on phonics-based strategies

k. Varied Journals and Notebooks

students process and use language, active way to participate in learning, writing shapes thinking (Langer), children do their OWN learning, students become competent members of society through language (Ochs)

Standards are learned when students are actively engaged. Research shows that students must be actively engaged with content in order to learn it. The student is not a passive recipient of teacher

instruction, but an active participant in it (Gall et al, 1990). In a Relational School, language is developed through narrations. To increase the habits of attention, retention, thinking and connecting, students (and adults when appropriate) use varied journals and notebooks to process their learning (e.g., Narration Journals, Nature Study Journals, the Book of Centuries; Copywork and Transcription Journals for dictation, spelling, composition; Science Lab Notebooks; and various Reflective Journals)

Research:

Wise, J., R. Sevcik, R. Morris, M. Lovett, and M. Wolf. "The Relationship among Receptive and Expressive Vocabulary, Listening Comprehension, Pre-Reading Skills, Word Identification Skills, and Reading Comprehension by Children with Reading Disabilities." *Journal of Speech, Language, and Hearing Research*, 50 (2007): 1093-1109.

Zimmerman, Frederick J., Dimitri A. Christakis and Andrew N. Meltzoff. "Associations between Media Viewing and Language Development in Children Under Age 2 Years." *The Journal of Pediatrics* 151, no. 4 (2007): 364-368.

Goodman Y. "Retelling of Literature and the Comprehension Process." *Theory into Practice* 21, no. 4: 301-307.

Egan, K.. *Teaching as Story Telling*. Chicago: The University of Chicago Press, 1986.

"War over Words." *Science Magazine* 317, (2007): 10-15.

Allington, Richard L.. "The Schools we have. The Schools we need." *The Reading Teacher* 48, no. 1 (1994): 14-29.

Brown Hazal and Brian Comabourne. *Read and Retell*. Portsmouth, NH: Heinemann, 1997.

Caine R. and G. Caine. *Making Connections: Teaching and the Human Brain*. New York: Innovative Learning Publications, Addison-Wesley Publishing Company, 1991.

Cooper, P.H., F.P. Roth, D.L. Speece and C. Schatschneider. "The Contribution of Oral Language Skills to the Development of Phonological Awareness." *Applied Psycholinguistics*, 23 (2002): 399-416.

Gall, M.D., Gall, J.P., Jacobsen, D.R., & Bullock, T.L. (1990). *Tools for learning: A guide to teaching study skills*. Alexandria, VA: ASCD.

Ochs, E., & Schieffelin, B. (1984). *Language acquisition and socialization: Three developmental stories and their implications*. In R. A. Shweder & R. A. Levine (Eds.), *Culture theory: Essays on mind, self, and emotion* (pp. 276-320). Cambridge: Cambridge University Press.

Langer, J. A., & Applebee, A. N. (1987). *How writing shapes thinking*. Urbana, IL: National Council of Teachers of English.

-“When the content of an English course is ideas- thinking and learning through writing, reading, listening, and talking- and when students in the course pursue their own ideas and purposes in the company of friends and their teacher, the middle school English classroom has the potential to become an extraordinarily interesting place.” Atwell, p.71, 1988

-A survey of the instructional practices of grade 5 teachers nominated as effective in promoting literacy (M Pressley, L Yokoi, J Rankin, R Wharton ... - *Scientific Studies of ...*, 1997 - informaworld.com ... with a number of proponents of balanced beginning literacy instruction (e.g., Adams, 1990; Duffy, 1991 *Literacy development in the early years: Helping children read and write*

Life (Ideas)

We believe that “the mind feeds on ideas.” Thus, ideas bring life to the mind and person. Following are critical methods that constitute the tool, *Life*:

a. Concepts and Big Ideas

“big ideas focus learning, deepen student understanding, and foster inquiry into important ideas and issues” (Seif, 2003, p.54), ignite critical thinking

Dry facts and information on their own are to the mind like sawdust is to the stomach. Fortunately, they are easily digested or learned, though, when wrapped in stories informed by ideas. They then have meaning and relevancy. All learning in a Relational School is informed by ideas. And time is spent on concepts and in books instead of covering a lot of material.

Research:

-Basic content, facts and skills are not neglected because they help solve, evaluate, synthesize, compare or illustrate the big ideas. Such a balanced approach is effective, and in literacy instruction, it is referred to as balanced literacy. Children learn literacy skills such as phonemes and punctuation or mapping skills and important historical facts and use them when reading whole books, biographies, and rich expository text and when processing projects, all full of ideas used to ignite critical thinking (Gambrell, Morrow, and Pressley, 2007).

-“When the content of an English course is ideas- thinking and learning through writing, reading, listening, and talking- and when students in the course pursue their own ideas and purposes in the company of friends and their teacher, the middle school English classroom has the potential to become an extraordinarily interesting place.” (Atwell, p.71, 1988)

-Social studies teaching should involve exploration of open questions that challenge students’ thinking (Zemelman, Daniels and Hyde, 1998).

“Science education can build a knowledge base focused on essential concepts, rather than disconnected topics or bits of information” (Zemelman, et al, 1998, p.116).

“Understanding large ideas and themes and developing inquiring habits of mind, in other words, are the central goals for teaching and learning science” (Zemelman, et al, 1998, p.11).

“Teaching should present key topics with enough concrete detail and hands-on

involvement to make them interesting and memorable, but not with so much that the main ideas are obscured and that students believe that memorizing a collection of details or carrying out a collection of steps constitutes understanding those ideas” (American Association for the Advancement of Science, 2000, p.225).

“Students should explore fewer topics in depth, not skim many superficially” (Zemelman, et al, 1998, p.117).

b. Broad Curriculum

increases brain capacity, fosters high levels of interest, decreases discipline problems, engages the right side and the left side of the brain

Students experience ideas and relationships through a broad curriculum offered to all students. There

is no tracking- no general education, no college prep and no honors course of study. The arts and PE are not stricken from the curriculum because of testing pressure. Instead, the arts and other right-brained type of activities are increased because they improve the left side of the brain's capacity to learn. Thus, all students study and participate in literature, algebra, piano, sports, chemistry, instrumental instruction, painting, worldviews, politics, drama, etc. Since the lessons are short, many different subjects and ideas are studied in a day, bringing rigor, challenge and delight to all. (Please see the Relational Curriculum piece in the appendices for more details.)

Research:

- Complex environments produce smarter brains than do boring environments. Implications: provide lots of variety in classroom activities; offer students new challenges every day. David Sousa, Ed.D
- Bottoms, G., Presson, A., & Johnson, M. (1992). Making high schools work through integration of academic and vocational education. Atlanta: Southern Regional Education Board.
- The Arts: Students with high levels of arts participation outperform "arts poor" students by virtually every measure. Learning in arts has significant effects on learning in other domains. Research suggests a dynamic model in which learning in one domain supports and stimulates learning in a complex web of influence described as "a constellation." Engagement in the arts nurtures the development of cognitive, social, and personal competencies. High arts participation makes a more significant difference to students from low-income backgrounds than for high-income students. To the researchers' surprise, however, the youth in the arts after school programs were doing the best. (collection of studies collectively entitled *The Impact of the Arts on Learning*)
- Sacrificing physical education for classroom time does not improve academic performance.
- On several test scores, students with enhanced PE performed better than students in control groups. -Sallis JF, McKenzie TL, Kolody B, Lewis M, Marshall S, Rosengard P. Effects of health-related physical education on academic achievement: Project SPARK. *Research Quarterly for Exercise and Sport* 1999;70:127-134.

c. Whole, Engaging Books and Hands-on Learning across the Curriculum

motivates, provides rich vocabulary, encourages exploration and imagination, fosters moral and rational judgments

In the CLUSA relational curriculum, the best books of a literary, narrative nature and of the most intricate exciting language on a subject are selected. At an early age, the best books are read aloud to young students and continues through high school. Children and young adults respond best to story that clothes facts with their informing big ideas and not dry tidbits of information. Ideas are also related to through real things. Students need to touch and create things, especially in the maths and sciences.

Research:

- “Science study should involve doing science, that is, questioning and discovering- not just covering material” (Zemelman, et al, 1998, p.111).
- Marie Clay promotes “emergent literacy behaviors and the reading of good literature to children” (Gambrell, Morrow and Pressley 2007, p.61).
- Literature motivates, provides rich vocabulary for learning, and suggests a variety of concepts to explore.” Wilson, Martens, Arya and Altwerger p.242 2004 Wilson, G.P., et al. (2004). Readers,

Instruction, and the NRP. *Kappan*, 86(3), 242-246.

-“Human beings think, perceive, imagine, and make moral choices according to narrative structures.” (Theodore Sarbin, *Narrative Psychology*, 1986, p.8)

- A well-exercised imagination is crucial to making moral and rational judgments. Both ethics and logic assume imagination as a starting point. Those who lack a dynamic imagination will never be able to grow into mature wisdom. They will always be stuck in very narrow, self-centered mental grooves, following infantile rules..... And we learn to exercise our imaginations in stories—fiction and fantasy and fairy tales most tellingly. (Doug Jones, *Credenda Agenda*, Imaginative Succession, Vol. 13, Issue 2, 2007, Poetics)

-“The study of narrative and the use of stories in the work of educators is a growing phenomenon (Carter, 1993; Jalongo, 1992, Witherell & Noddings, 1991). Narratives or stories are central to our lives in that ‘the stories we hear and the stories we tell shape the meaning and texture of our lives at every stage and juncture’” (Cooper, 1995, p.121 , editors Lambert et al).

-In their study of instruction, Michael Pressley and his colleagues identified the following characteristics of instruction by exemplary first grade teachers: literature is emphasized, there is much reading and writing... connections are made across the curriculum throughout the day...” (Wilson et al., 2004, p.245).

d. Outdoor Life

strengthens on-task behavior in class, increases student achievement, test results and physical health

The federal government is discussing the potential for a new law entitled No Child Left Inside. Some say that children are growing up with Nature Deficit Disorder. Typically, while in school, students learn about life inside the classroom. Since most of life occurs outside the schoolhouse, however, students in a Relational school spend a great deal of time out of doors:

- in nature through nature walks and outdoor lunches,
- at play during break and recess and even lunchtime,
- sitting on blankets or at picnic tables for various classes on clear days, and
- in the community through field studies and service projects.

Research:

-Jarrett OS, Maxwell DM, Dickerson C, Hoge P, Davies G, Yetley A. Impact of recess on classroom behavior: group effects and individual differences.

-*The Journal of Educational Research* 1998;92:121-126 “For both the students who will study and use science in their careers and for all students who need to be well-informed citizens, the broad goal of a school science program should be to foster understanding, interest, and appreciation of the world in which we live” (Zemelman, et al, 1998, p.111).

-Reduction of Diseases by Being Outside Recent studies show that about 70% of US children (persons under 21) are not getting enough Vitamin D, a vitamin developed in the body when in the sunshine. Low Vitamin D often results in high or low blood pressure, diabetes, cardiovascular disease as well as different cancers. *Journal of Pediatrics*, Dr. Michal Melamed of Albert Einstein College of Medicine, 2009

-At Naperville Central High School, west of Chicago, children who are having problems with math or reading go to gym class first. And exercise isn't just restricted to the gym -- there are bikes and balls in the classrooms, and the children are in constant motion. The results are amazing --

reading scores have doubled, and math scores are up by a factor of 20. Research shows that after 30 minutes on the treadmill, students solve problems up to 10 percent more effectively. Dr. Mercola's Comments: Keeping kids active at school is a superb way to increase learning, focus and even test results. As many of you reading this have likely experienced, if your mind is feeling cluttered or you're having a mid-afternoon slump, a brisk walk or a quick workout can give you a renewed sense of clarity and focus.

e. Classroom Libraries and a Common Library

improve reading and literacy acquisition, students become frequent readers, respond enthusiastically to literature, and read for leisure

Rather than have to go to a separate room or building to choose a book, books are attractively displayed in a corner of the classroom reserved solely for reading. Our classrooms are already home-like to provide a relaxed atmosphere for learning, but the library corner is formed with particular care so that 4-5 children at a time can sit comfortably away from regular classroom activity. Children form their reading habit in the early years, so Gillingham Charter School will have excellent classroom libraries as defined by Morrow, 1985, Morrow & Weinstein, 1982, Routman, 1991, in all elementary classrooms that are filled with books from all genres and subjects and for several reading levels. Regular times for visiting the library corner will be built into the students' days and taking books home to read with family or on one's own will be part of student homework. High school students will have a common reading area lined by shelves full of books rather like a small bookshop with cozy couches, rugs and lamps to provide a quiet, peaceful, beautiful place to read, to study and to find good books. All student libraries will be updated annually. (Further description is found in "Instruction" of Appendix A.)

Research:

-Morrow and Weinstein, "Encouraging Voluntary Reading: The Impact of a Literature Program on Children's Use of Library Centers" *Reading Research Quarterly*, Summer 1986, pp. 330-346. This article basically said that children have books accessible to them chose to read more often than those who don't.

-Fractor, Woodruff, Martinez and Teale. March 1993. "Let's Not Miss Opportunities to Promote Voluntary Reading: Classroom Libraries in the Elementary School" *The Reading Teacher*, Vol 46, 6, 476.

5. Kindergarten

encourages the growth of children's self-esteem, cultural identities, independence and individual strengths, students develop control of their own behavior with caring adults, students keep their love for learning

Kindergarten is a time for children to expand their love of learning, their general knowledge, their ability to get along with others, and their interest in reaching out to the world. While kindergarten marks an important transition from preschool to the primary grades, it is important that children still get to be children - getting kindergarteners ready for elementary school does not mean substituting academics for play time or forcing children to master first grade "skills." The Relational Education model creates a kindergarten class that is true to the natural law of learning of this young age. See Appendix A for further explanation and research.

Research on Kindergarten: See the “Instruction” section of Appendix A.

6. Learning Organizational Structure

students learn to learn, think and dialogue, students become lifelong learners, enhances motivation, improves cognitive and social outcomes in students’ learning and an advanced development of student responsibility for self-learning Biggs (1999)

This structure is a method used by the school to enhance learning. It is a type of instruction of teachers. The school will integrate systems and resources that create a learning organization, as defined by Senge (2006). All adults in this educational community (teachers, leaders, parents and volunteers) are committed to advancing their own learning. The leadership of the school uses the tools, *atmosphere, discipline and life*, to teach and lead the adults. The atmosphere of respect, scaffolding and high expectations free adults to do what they love to do: *learn and make a difference* (Senge, 2006; Ingersoll, 2003). Respectful programs and procedures for teacher development and evaluation include: Japan’s Lesson Study Model, 360° Feedback, Fishbowl Protocols and Reflective Practices.

Research:

- Senge, P. (2000). *Schools that learn*. New York: Doubleday.
- Senge, P. (2006). *The fifth discipline: The art and practice of the learning organization*. NY: Random House.
- Takahashi, A., & Yoshida, M. (2004). Ideas for establishing lesson study communities. *Teaching Children Mathematics*, 10(9), 436.
- Newberg, N., & Glatthorn, A. (1982). *Instructional leadership: Four ethnographic studies on junior high school principals*. (Research and Technical Report No. 143). Washington, D.C.: National Institute of Education.
- school communities in which students are truly learning to learn, think, and dialogue are communities of learners (Barth, 1990), learning communities (Sergiovanni, 1992), or learning organizations (Senge, 2000).
- Daresh, J. (2007) *Supervision as proactive leadership*. Long Grove, IL: Waveland Press
- Glickman, C. (2002). *Leadership for learning: How to help teachers succeed*. Alexandria, VA: Association of Supervision and Curriculum Development.
- Marshall, K. (2005, June). It’s time to rethink teacher supervision and evaluation. *Phi Delta Kappan*, 727-735
- According to Schmoker’s (1999) work and the research of Rhoton and Shane (2006), when teachers and principals are learners as well as researchers intently learning and studying the art of teaching, their content area, and individual interests, their students are more likely to mirror them in becoming life-long learners and researchers.
- A Critical Analysis of the Research on Learning to Teach: Making the Case for an Ecological Perspective on Inquiry* (Wideen, Jolie Mayer-Smith, Barbara Moon. Review of Educational Research, Vol. 68, No. 2, 130-178 (1998)
- Peer teaching effects learning contexts and grade levels with all age levels and learning contexts reporting benefits (Parr, Wilson, Godinho & Longaretti, 2004).
- Peer teaching has led to students’ improved knowledge about the process of learning (Bruffee, 1999).

7.Shared Governance Structure

higher student achievement and student attendance rates (Blasé and Kirby, 2000), faculty and staff are valued so pupils are then valued which inspires them to want to achieve (Penlington, Kington, and Day, 2008), little inner conflict in school, higher teacher performance, teacher retention and teaching quality (Ingersoll, 2003)

A Relational School implements a relational governance model as a method because it strengthens teacher instruction. Shared governance frameworks prove to be respectful of teachers' and staff members' human needs and natural laws of learning and working. The adults share the responsibility of leading the school, learning new habits for leadership and followership.

(See Appendix A for a detailed explanation of the School's leadership model and more research.)

Research:

- Lambert, L. (2006). Lasting leadership: A study of high capacity schools. *The Educational Forum*, 70, 238-54.
- Ingersoll, R. (2003). *Who controls teachers' work? Power and accountability in America's schools*. Cambridge, MA: Harvard University Press.
- Timperley, H. (2009). Distributing leadership to improve outcomes for students. In K. Leithwood, B. Mascall, & T. Strauss (Eds.), *Distributed leadership according to the evidence* (pp.197-223). New York: Routledge.
- Schein, E. (1992). *Organizational culture and leadership*. San Francisco, CA: Jossey-Bass.
- Sergiovanni, T. (2007) The lifeworld of leadership. In *Rethinking leadership*. Thousand Oaks, CA: Corwin Press, 145-151.
- Shapiro, Arthur. (2008). *The effective constructivist leader: A guide to the successful*. Lanham,MD: Rowman & Littlefield Education.
- Spillane, J. (2006). *Distributed leadership*. San Francisco: John Wiley & Sons, Inc.
- Strike, K. (2007). *Ethical leadership in schools*. Thousand Oaks, CA: Corwin.
- Moller, G., & Pankake, A. (2006). *Lead with me: A principal's guide to teacher leadership*. Larchmont, NY: Eye on Education, Inc.
- Palestini, R. (2003). *The human touch in educational leadership*. Lanham, MD: Scarecrow Press, Inc.
- Sufficient research demonstrates that shared governance practice results in higher student achievement and student attendance rates (Blasé and Kirby, 2000).
- Because faculty and staff are valued, pupils are then valued which inspires them to want to achieve (Penlington, Kington, and Day, 2008).
- Sufficient research demonstrates that shared governance practice results in higher student achievement and student attendance rates.
- A school in which teachers have a substantial amount of control and power in social issues of the school in addition to the academic issues is a school with little inner conflict and high teacher performance and teaching quality (Ingersoll, 2003).
- Harris and Day's research (2003) suggests the establishment of "new models of leadership that locate power with the many rather than the few ...to cope with the unprecedented rate of change in education" (p.97).

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

The School will follow as closely as possible the same school calendar as the district. This calendar will provide consistency throughout the district to encourage maximum collaboration between the charter school personnel and district members. Hours of operation will reflect closely the hours of operation in existing district schools. However, if there is a need to adjust schools hours slightly to simplify transportation issues, the charter school will make these adjustments. For example, if transporting the children dictates that a fifteen-minute adjustment (either delayed or accelerated) is necessary to allow busses to reach various locales, changes to the hours of operation will be made. Please see Appendix I for a projected school calendar.

4. School Accountability:

School Evaluation

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

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

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

The use of these simple but powerful tools leads to continuous reflection on evaluation and improvement of the educational program and atmosphere. Following are the practices that structure formative assessment.

1. Accreditation

Gillingham Charter School will be accredited by Childlight USA. As is discussed in the student evaluation section (Sections I.4.A-C), the CLUSA program will assess student learning as will the annual standardized tests. It is not enough to use these as summative learning tools that merely rank or label the school as good or poor. These are formative tools that the School’s stakeholders will use to inform and improve instruction and curriculum.

2. 360° Feedback

Innovative philosophies have been deployed in the business community with regard to evaluation and performance. One such innovation is termed 360° feedback, which ensures that feedback is collected from all stakeholders. This practice is valuable to the evaluation process because every stakeholder has a unique and valuable perspective on performance even if these perspectives apparently seem contradictory. One who truly values multiple perspectives does not view feedback as right/wrong and good/bad but rather focuses on continual self reflection and improvement based on what they are hearing and reading. In contrast, traditional

feedback usually comes down from the top, and therefore, opportunities to derive insight from everyone involved are missed.

3. Reflective Learning Opportunities

This School intends to systematize the concept of 360° feedback. To deploy this concept, self-assessment is a vital part. Dialogue required for learning is one point of leverage this School will use to create the self/team-reflection process that is required for program assessment. The system must be modified to encourage and ensure ongoing, meaningful dialogue. **Therefore, the system will provide protected, quality time for staff, faculty and parents to come together and collaborate.** Such practices include Japan's Lesson Study model, reflective group protocols such as the Fishbowl protocol, monthly volunteer Breakfast Clubs, bi-monthly program development meetings, and Reflective Practices. These guide and scaffold self and team assessment. These structured process use the School's quantitative AND qualitative assessments such as student exams, narrations, copywork, PSSA scores, and CLUSA's assessment program; stakeholders' surveys and conversations; 360° feedback forms from consultants and Childlight USA's accreditation process; student and faculty/staff Individualized Learning Plans (ILPs), and parent/teacher/student conferences.

4. Program Development Meetings

To this end, faculty, staff and parents (when applicable) will hold bi-monthly *program development* meetings (not to be confused with the collaboration sessions) to reflect on programming, to share concerns and successes, and to brainstorm and create solutions. These meetings will provide the necessary circumstances to generate synergy that currently is not always supported in the traditional school organization and schedule. To ensure program development meetings occur on a regular basis, the school schedule will be modified to fit the needs.

One to two hours every other week, volunteer staff and faculty choose to attend one of two committees, and volunteer qualified members of those committees lead the meetings and projects. The leaders change according to need, expertise, passion and availability. The purpose of the committees also change yearly according to faculty/staff determined needs. During these times, teachers take part in Lesson Studies, observing and reflecting upon a teacher's lesson. The directors might lead the teams through a reflective practice exercise. The teachers might also use a fishbowl protocol to evaluate a teacher's exam or invite a consultant to share research. The directors attend these meetings to learn as well, and it is their role to create or find and then implement the structures, atmosphere, leadership training, and money that make these meetings doable for teachers.

5. Co-Teaching Opportunities

A co-teaching model allows teachers to co-plan and co-present lessons, but most importantly, through the relationship they co-process and co-problem solve resulting in individual and corporate learning.

6. Individual Learning Plans

Adults as well as students will have ILPs that include evaluation components i.e.: goals, criteria, procedures and schedule. The development of faculty and staff ILPs will involve a collaborative process. This process will include a focus on the school's mission to ensure individual goals are tied tightly to the vision of the school. The evaluation of the ILPs is

discussed in Section I.4.B.

7. Staff Exchange

We also are discussing opportunities for staff exchange. Staff exchange will come in various forms. Relational teachers from around the nation and world will “swap” placements in various relational schools. “Swapees” become part of their new schools’ staff for a 1 or 2 week time period, providing feedback to the faculty/staff they are visiting. These rotations are strategic in nature because they are designed to ensure new thinking is interjected constantly into the system.

8. University Partnerships

Furthermore, the School is developing a relationship with Penn State in which student teachers will participate in the school as interns, learning the pedagogy and taking an active role in the faculty/staff’s innovative reflective, formative assessments. Penn State will also send consultants to help the School assess, keeping the faculty/staff abreast of the latest research in relational professional development.

B. How teachers and administrators will be evaluated and the standards for teacher and staff performance

*“The number one criterion for learning is the generous invitation of feedback.”
(Tharp & Gallimore, 1988)*

Relational Assessment of Faculty and Staff Performance:

Performance evaluation will consist of three critical components:

- (a) a development plan, the Individual Learning Plan (ILP),
- (b) a portfolio, and
- (c) the formal performance assessment.

Step 1: In the spring, teachers, administrators and staff, in partnership with colleagues and mentors, develop ILP’s using their portfolios in the Formal Performance Assessment. New teachers develop theirs in the summer or fall.

- An ILP includes goals and objectives of a meaningful nature for the individual and must be aligned with the vision, mission, goals and practices of the School and embody the hiring standards described in Section V.3.A.
- The basic premise of an ILP is that the individual must target goals for him/herself in order to set the stage for meaningful learning to occur; therefore, an ILP *looks to the future*.
- It uses the teacher’s portfolio, a collection of artifacts gathered from surveys, prior ILP evaluation forms, Fish Bowl protocols, Lesson Study and Reflective Practice data to inform the goal setting and action planning. (Step 2)
- The ILP then guides the next Formal Performance Assessment. (Steps 3 & 4)

Step 2: Throughout the year, all participate in the various reflective, learning opportunities, collect the data and forms as artifacts, and collate the artifacts into individual portfolios.

Step 3: The ILP's are revisited midyear by each individual for the purpose of incorporating new ideas and practices along the way. This is one of the two formal performance assessments of the year.

Step 4: Start the process over with Step 1 in the spring. Following a set period of time, a formal performance assessment takes place for each individual; therefore, assessment within this context *takes on a historical perspective*:

- Formal performance assessment will be based on the goals set forth in the ILP.
- Employee's performance (in relation to the previous year's ILP) will be assessed and will thus guide the employee's goals for the following year.
- Implementing a robust evaluation program requires feedback from a variety of sources. Within the 360⁰ Feedback model, feedback for ILP development and assessment purposes will come from the following sources:
 - Colleagues
 - Parents
 - Mentor/Coach
 - Community volunteers
 - Supervisor/Directors
 - Students
 - Board Members
 - Consultants

The staff will develop specific measurement criteria for employee assessment prior to school opening. However, the following general categories will exist and influence decisions related to merit increases as described in Section V.3.D.

Meeting Goals

- 90% or more of Goals represents performance that consistently exceeds performance expectations by a significant degree while overcoming exceptional challenges or applying unique solutions.
- *Most Goals* represents performance that consistently meets performance expectations.

Not Meeting Goals

- *Some Goals* represents performance that inconsistently meets performance expectations.
- *Few Goals* represents performance that consistently does not meet performance expectations.

C. How the School will hold the School accountable to the parents of the children attending the school

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

- 1.) The following ongoing mechanisms will be implemented:
 - **Collaboration sessions** will be scheduled on a monthly basis, and everyone involved with the school will be encouraged to attend. This vehicle is viewed as a strategic change to the organizational system, one that will encourage ongoing dialogue and a continuous effort to reflect and improve on an individual basis and collectively at the program level. The purpose of these meetings is not only to identify needed changes but also to identify, share, analyze and celebrate successes. These evening collaborations will be held with parents, professionals and community members to ensure that schedules of working parents are accommodated. (To accommodate everyone involved, adjustments to this schedule may be necessary over time.) These collaboration sessions will provide time for individual conferencing between parents and their children's teachers and group collaboration among all stakeholders.
 - **Coordinated voice mail** communication will be available to parents and professionals. The teachers and staff are currently in dialogue about positive and productive means of using email and the school's website to communicate with parents.
 - **Weekly Bulletins and Monthly Newsletters**
 - **Opportunities for Dialogue** will present themselves at the School during times of volunteering, book clubs, learning opportunities, and monthly Work Days.
 - **Composition of the Board of Trustees** will include parents.
 - **Every parent will be contacted** by phone each trimester by their child's teacher to discuss how their child is progressing and develop strategies for the future. Furthermore, student, parent, teacher collaborations will take place at the end of each trimester to discuss the student's progress and needs.

- 2) Coupled with the above-mentioned strategies, the school also will be held accountable to parents through the following mechanisms:
 - **Systematic, periodic reviews** will be implemented. Such reviews will include evaluation forms that embody founding principles of the School and school goals/outcomes. Parents will be asked to fill out the evaluation throughout the year; and at monthly collaboration sessions, there will be time for follow up discussions.
 - **All volunteers**, who are likely to be comprised primarily of parents, will be asked to identify what is working well and to make suggestions for improving the educational programming in general and/or specifically for their children.

- 3) It also is important for staff to encourage timely feedback from the children. This mechanism allows the children to share their own ideas and encourages them to think critically. It also informs staff and teacher practice and relationships with the children.

Recently at the Village School of Gaffney, SC, a veteran middle school science teacher began to use the relational practices as presented by CLUSA. Here is the story of her reflective practice and practitioner research:

At the end of the first week of school, Linda wanted to get some feedback from the kids because she was finding it difficult to let go of the control she was accustomed to and was considering going back to her old ways. Here are some of the things the kids said when asked, "What do you think about the way we are doing things this year?"

- "I like that we are reading the books for ourselves this year. I understand it better when I

don't have to listen to someone else read."

- "I really like studying geography with our novels. Before, I always wondered where the settings were. Now I can understand more about the characters because I know where they live."

- "I like our new science books because they don't leave out all the good parts." (She moved from a textbook to a series that includes stories about scientists and is written in narrative form.)

- "I like learning about history through stories because I remember it better."

- "The day goes by so fast!"

Linda came to me after this reflective sharing time and said, "You know, I was really anxious this time last week. But I *feel good* about this year now. It has been hard for me to relinquish my control, but the kids are really happy, and they are learning deeply. I can't get over how much they seem to really like school! (J. Spencer, personal communication, August 25, 2009).

This type of regularly scheduled student feedback will be the norm rather than the exception. The bi-monthly program development meetings and the teacher's own scheduling will allow for reflective practices and protocols which guide the process of gathering student feedback.

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

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

As stated in the Bylaws, once a year, the school budget and financial records will be reviewed at pre-announced board meetings. In addition, budget reviews will be performed mid-way through the fiscal year. These meetings will be open to the public. This practice will ensure that all stakeholders are informed of financial issues. Additionally, parents will be a part of the Board of Trustees. This composition ensures parents are included not only in the *review* of financial information but also in the *development* of financial plans.

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

An annual audit by a CPA will be performed.

E. Description of the School's system for maintaining school records and disseminating information as required under the Family Educational Rights & Privacy Act (FERPA)

Founders of Gillingham Charter School understand that, under FERPA, schools must generally afford parents the following:

- access to their children's education records,
- an opportunity to seek to have the records amended, and

- some control over the disclosure of information from the records.

Parents may access, seek to amend or consent to disclosures of their children's education records, unless there is a court order or other legal document specifically stating otherwise. When a student turns 18 years of age or attends a postsecondary institution, the student, and not the parent, may access, seek to amend, and consent to disclosures of his or her education records.

Access to Education Records

To comply with FERPA, Gillingham Charter School will provide parents with access to their child's education records by:

- providing a parent with an opportunity to inspect and review his or her child's education records within 45 days of the receipt of a request,
- providing a parent with copies of education records or otherwise making the records available to the parent if the parent, for instance, lives outside of commuting distance of the school, and
- extracting the names and other personally identifiable information about other students that may be included in the child's education records.

Amendment of Education Records

To comply with FERPA, Gillingham Charter School will:

- consider a request from a parent to amend inaccurate or misleading information in the child's education records,
- offer the parent a hearing on the matter if it decides not to amend the records in accordance with the request, and
- offer the parent a right to place a statement to be kept and disclosed with the record if, as a result of the hearing, the school still decides not to amend the record.

Under FERPA, a school is not required to consider the following requests for amendment:

- Seek to change a grade or disciplinary decision
- Seek to change the opinions or reflections of a school official or other person reflected in an education record
- Seek to change a determination with respect to a child's status under special education programs

Disclosure of Education Records

To comply with FERPA, Gillingham Charter School will:

- have a parent's consent prior to the disclosure of education records, and
- ensure that the consent is signed and dated and states the purpose of the disclosure.

However, Gillingham Charter School *may* disclose education records without consent when:

- the disclosure is to school officials who have been determined to have legitimate educational interests as set forth in the school district's annual notification of rights to parents,
- the student is seeking or intending to enroll in another school,
- 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,
- the disclosure is pursuant to a lawfully issued court order or subpoena, and
- the information disclosed has been appropriately designated as directory information by the school.

Annual Notification

Each year, Gillingham Charter School will notify parents of enrolled students that the school must allow parents to do the following:

- Inspect and review their children's education records
- Seek amendment of inaccurate or misleading information in their children's education records
- Consent to most disclosures of personally identifiable information from education records

The annual notice will also include:

- Information for a parent to file a complaint of an alleged violation with the Federal Policy Compliance Office (FPCO)
- A description of who is considered to be a school official and what is considered to be a legitimate educational interest so that information may be shared with that person
- Information about who to contact to seek access or amendment of education records

This notification to parents will be posted in the Student Handbook and will be available on the school's website.

F. The School's system for maintaining accurate student enrollment information as required under section 1730-A, Enrollment and Notification

Gillingham Charter School recognizes that charter school funding is based on enrollment; therefore, an accurate child count is necessary.

The School will develop a system for maintaining up-to-date student enrollment data, which will be essential in completing the required Pennsylvania Department of Education and School District child accounting forms (including, but not limited to, the PPS STARS System, PDE-3059CS Instructional Time Summary, PDE-30262C Annual Attendance Membership Report, and PDE-3002CS Summary Report of Aggregate Days Membership).

The School will maintain accurate records, which will include the basic data for each student that is needed to complete child accounting forms and other student data forms to be submitted to the Department of Education. This basic data includes the following:

- Student name
- Names and addresses of parents or legal guardians
- Nonresident status of student
- Date of birth
- Sex
- Ethnic code
- Grade level
- Entry code
- Entry date
- Withdrawal code
- Withdrawal date
- Exceptionality code

Gillingham Charter School also intends to use a student information software system, such as Administrators Plus or Power School, to track enrollment data to make sure that enrollment figures are always up-to-date and reflecting new students and any withdrawals.

GCS will budget for and utilize our software to allow it to record student, staff and school data electronically.

This system will record information including but not limited to:

- 1) Student basic data – name, student number, address, phone, guardian information, family income and education level, home language of dominance
- 2) Attendance data
- 3) CLUSA assessment data, DIBELS/IDEL, AIMSweb, PSSA, DRA/EDL scores indexed by student
- 4) Staff basic data – name, address, phone, email, certification and endorsements
- 5) School basic data – 20- and 40-day counts energy consumption data, etc.

The student information system selected will allow a variety of reports to be prepared and printed from this data, including reports for the authorizer, for school reports required by the state, and for our partners and funders. A well-functioning system will allow GCS to promptly submit to the state any budget adjustment requests made necessary by changing student enrollment.

Based on this data, Gillingham Charter School will notify the student's school district of residence within 15 days of enrollment through the use of the Notification Form developed by the Pennsylvania Department of Education. Gillingham Charter School will also mail each affected school district (and any other district that so requests) a copy of the Gillingham Charter School charter, charter application and annual reports. Should a dispute arise with the school district of residence over the child's residency, the Gillingham Charter School will work with the school district and PDE to ensure that the resolution process outlined in Section 1730-A is followed.

Student Evaluation

A. The School's plans to evaluate student performance

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

(A and B are integrated below.)

The over arching idea that guides assessment in a Relational School setting is: The child is a born person. All children are persons and have the same rights and privileges and assess to a free public education. As person all children can learn, and Gillingham Charter School has developed its curriculum and instruction with high standards and expectations. With this in mind, the goal of assessment, then, is to produce an internally motivated and self-directed learner that has many relationships with the world about her/him: other humans including family, community and the larger human family and history, the arts; nature and the environment and the sciences; an interest in other cultures and peoples and their languages and stories; as well as our own stories in literature and history. In order to help a child live in a world that is increasingly pluralistic, children must

understand the importance of relationship and value those relationships while at the same time appreciating and adhering to the values within their own culture.

With these goals and standards in mind, assessment in a relational school is based on a rich, broad and deep curriculum. It is also done *with a child*, not *just to the child*. *With the child* implies that we are seeking to help the child master his/her understanding of the world. Hence, the reason for Gillingham's determination to help students become self-directed, complex thinkers who communicate well and care about their world. Bena Kallick (2008) says it this way: "*If judgments of my work are always external, I will be dependent on the judges, not myself. The judgment needs to be internalized. I need to establish the authority of my own voice, to make judgments about my own work.*" If this statement is true, then the value of education has just gone out the roof, and therefore the value of assessment has done the same.

Gillingham Charter School will evaluate student knowledge of content in the following manner.

1. Teachers assess students daily *for learning*. This is *formative assessment* that the sharp teacher does daily. S/he becomes a daily "kid watcher" looking for ways to understand what the child knows and how to help the child internalize his/her own learning and self-reflections. These formative assessments are kept in notebooks and completed through dictations, narrations and other means that give teachers a window into the child's mind.
2. At the end of each term, teachers do an assessment *of learning*. The assessment of learning is completed in the following manner: a. There are three yearly terms of 12 weeks each. During the last week of the term teachers and administrators work together to write examination questions. These questions are developed in the pattern of essential questions used by Grant Wiggins and Jay McTighe in their book *Understanding by Design*. b. During the last week of the term at the regularly scheduled class time, students respond to these questions. c. Teachers will develop rubrics to score the student responses, and assessments will be developed using the rubrics.
3. Parent/teacher/student conferences will be held with each parent to review the results of the examinations as well as the notebooks, copywork, dictation and other means of formative and summative assessment.
4. Each term a limited number of randomly selected student examinations will be forwarded to Childlight USA. A group of trained university professors will score these student examinations much like what is done through International Baccalaureate schools, except in this case it will be done throughout the school grades/forms. The random selection of student examinations will be done by Childlight USA or through a computer program. Selections will not be made by the school.
5. Gillingham Charter School will evaluate student performance and demonstrations of knowledge using the following criteria. From the following criteria, teachers will develop rubrics to help measure the performance of students:

EFFECTIVE COMMUNICATOR

The Effective Communicator comprehends and uses words, pictures, styles and symbols for creating, conveying and processing thoughts in all learning areas.

- Demonstrates progress in his / her reading, writing, speaking, visual expression and kinesthetic skills in all learning areas.
- Organizes and conveys feelings, ideas and information appropriate for purposes and audiences.
- Receives, comprehends, interprets and responds to verbal and non-verbal information and messages.
- Communicates in a wide variety of media with clarity, engagement and personal style.
- Demonstrates the accepting, supporting behaviors of an active listener and contributor with an open, focused and inquisitive mind.
- Recognizes, respects and explores the unique benefits of diversity in methods of communication and languages.

COMMUNITY AND GLOBAL CONTRIBUTOR

The community and global contributor will demonstrate an appreciation and tolerance for diverse populations. The contributor will compare the roles of cultures and the arts that enrich both the individual and society.

- Demonstrates knowledge of his / her community / culture and other diverse communities and cultures.
- Provides services to the community.
- Reflects on his / her role as a community contributor.
- Examines ways culture and the arts reflect history, beliefs and traditions.
- Understands the interdependence of people and takes responsibility for the preservation of the local and world environments.

SELF-DIRECTED LEARNER / WORKER

The self-directed learner will be an independent worker, willing to take risks, overcome new challenges, build a foundation of knowledge, skills and attitudes and constantly self-reflect.

- Demonstrates positive attitudes toward learning, personal well being and self esteem.
- Accepts responsibility for his / her actions.
- Sets goals and makes plans to attain them.
- Uses questions, imagination, reflection and research to learn and interpret information differently.
- Monitors, records and evaluates progress toward personal and learning goals and outcomes.
- Honor and practice “special habits of mind” for each discipline when engaged in integrated collaborative learning / assessment units.

COMPLEX THINKER

The complex thinker will demonstrate critical and creative thinking skills and strategies of decision making and problem-solving in all curriculum areas

- DEMONSTRATES CRITICAL THINKING SKILLS:
 - Applies, analyzes, synthesizes and evaluates all type of information, including technology.
 - Identifies cause and effect relationships.

- Recognizes his / her own and other's assumptions.
- Draws inferences and uses analogies.
- DEMONSTRATES CREATIVE THINKING SKILLS:
 - Uses curiosity and imagination to expand upon existing concepts by integrating original ideas.
 - Seeks unconventional alternatives.
 - Take risks in pursuing plans and ideas.
 - Integrates seemingly unrelated ideas.
- DECISION MAKING
 - Recognizes that a problem exists and demonstrates the ability to establish criteria.
 - Asks good probing questions.
 - Tests possible solutions.
 - Makes decisions based on those criteria.
- PROBLEM SOLVING
 - Needs to define problems before solving.
 - Consults resources and gathers a wide range of information.
 - Uses information and skills from previous experiences.
 - Draws logical conclusions from available information.
 - Makes predictions related to the future.

COLABORATIVE LEARNER

The collaborative learner will demonstrate a willingness to work cooperatively with others in problem solving, decision making, listening, sharing opinions, negotiating compromises and helping a group to pursue and achieve individual and group goals and outcomes.

- Openly accepts praise, constructive criticism and individual differences as a functioning group member.
- Evaluates and monitors one's own behavior within the group.
- Demonstrates responsibility as a contributing team leader and quality worker in meeting the group's goals and outcomes.
- Identifies verbal and nonverbal information by demonstrating interactive and effective communication skills with others.
- Applies appropriate problem solving skills in the decision making process of the group.

Students' development towards the schools' overall goals and objectives then is measured by end of term examinations with performance indicators as described above. Further, students will be assessed using the Pennsylvania System of School Assessment and the CLUSA assessment program.

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

1. Assessment for Learning

Assessment *for learning* is key to students' continued learning and growth. James Popham in his book, *The Truth about Testing: An Educator's Call to Action*, says: "Use diverse types of classroom assessments to clarify the nature of any learning outcome you seek" (2001, p 111). Further, Wise, Sevcik, Morris, Lovett & Wolf (2007) indicate the following: "Keeping the study's limitations in consideration, the findings from this study were largely consistent with a large body of research indicating that oral language skills are related to reading achievement (Cooper et al., 2002; Olofsson & Niedersøe, 1999; Scarborough, 1990).

This study, however, provided unique evidence that receptive and expressive vocabulary knowledge were independently related to pre-reading skills, *whereas only expressive vocabulary knowledge* (Italics ours) was related to word identification abilities. Findings suggest that receptive and expressive vocabulary knowledge relate to pre-reading skills in differential ways because of the nature of each type of knowledge. Further, those children with better definitional knowledge may have an advantage in identifying words because of more thoroughly represented semantic knowledge. Finally, results from this study indicate that better listening comprehension skills facilitate word identification. Therefore using a variety of ways to assess and paying particular attention to the use of oral or expressive language and the development of listening skills, Gillingham Charter School seeks to improve student achievement and gain the learning objectives of the school by using various forms of formative and summative assessments.

2. Assessment Practices

Daily and Weekly Assessments

Listed here are some practices that will be done on a daily and weekly basis which will provide the teacher opportunities for assessing student work.

Daily oral and/or written narrations (in all content areas: literature, history, art, etc.)

Narrations (specialized retellings) are crucial for developing vocabulary, expression, listening skills and comprehension.

Weekly dictations – Develops the habits of spelling well and visually by paying attention to words, their parts and how words are put together.

Weekly recitations – Increase oral and written language by patterning the best writers our culture has to offer, thus improving speaking skills.

Essays (years 5, 6, 7 and 8) – Develops the ability to outline, sequence and follow an argument and express oneself well.

Problem solving in mathematics – Listening, observing, following a pattern and following an argument to an end all help students become better problem solvers. Narration helps further by helping students sequence what is said.

Computation in mathematics – As problem-solving skills are developed, computation in mathematics can be accomplished by following a pattern, a sequence.

Weekly notebooks (journals) – The self directed learner must become a self-reflective learner. Notebooks and journals provide an opportunity for self-expression and a place for teacher and student to track the learning that has occurred.

Daily Word Study (contextualized phonics and spelling) – For young children, the patterns and sound-symbol relationship in words is crucial for children to begin to be able to make meaning of the word patterns on the page in front of them.

The tools above will be used to evaluate constantly the work of students to improve student achievement and to attain the stated learning objectives. In other words these are not only ways to assess learning but they are also ways to assess *for* learning.

Oral language as indicated by Wise, et al. is a window into the language development of young children as well as a window into their future language abilities such as reading, writing and listening. Therefore oral language is encouraged from kindergarten on as a means to increase children's language development and as a means to inform teachers on a daily basis how students are making progress and how they are thinking. Narrations of content are done daily orally and in writing as well as pictorially and dramatically. Students who are not yet writing have adult records at the end of the term to provide a written window into their understandings and their language development. Records are kept weekly in all the areas mentioned above. Portfolios of students work will be kept on a weekly basis. The weekly portfolio of student work will be used by teachers to assess the instructional needs of students and to inform parents

3. Assessment of Learning

At the end of a term the following areas could be assessed through open-ended exam questions:

Histories

- History of the country (American History)

- One Supporting history: Mexican, Canadian and Personal General History

Two Foreign Languages

Mathematics

- Arithmetic

- Geometry

- Algebra

- Others

Science

- Nature Study

- A science: (biology, earth science, chemistry, environmental studies, others)

Music

- Composer study

- Music theory and practice

- Chorus

- Instrumental

Art

- Picture Study
- Drawing
- Artist Study
- Painting

Literature, Composition, Grammar, Handwriting, Geography, Citizenship, Dictation, Architecture, Natural History, Health/PE/Nutrition, Theatre, Dance

Restatement of the various types of assessments at Gillingham Charter School:

Students will be assessed daily and weekly using the types of formative assessments mentioned above (e.g., narrations, dictations, essays, etc.). Assessment of learning or summative assessments will be done at the end of each term with three terms a year. Further, the CLUSA assessment program will be used as will the PSSA at the designated time specified by the state of Pennsylvania. All of these assessments will be used to improved student achievement in a variety of ways.

4. Chart of Relational Assessment

The chart below provides insight into how assessments and evaluations will be used to improve student achievement. It is not a final list of means by which students will be assessed at Gillingham Charter School but is intended to give the reader a window into the means by which Gillingham will improve student achievement.

Chart of Sample Assessments at Gillingham Charter School

Type of Assessment	Frequency of Assessment	What is assessed?	How it will be used to improve Student Achievement	Research and Comments
Oral and Written Narrations (along with illustrated and dramatic narrations)	Daily	To assess vocabulary development (oral and written) To assess comprehension (oral and written) To assess spelling (written) To assess sentence structure (oral and written) To assess ability to sequence a story (oral and written) To assess development of grammar (oral and written)	Teachers will daily listen for the concepts listed under What is assessed? As students narrative both orally and in writing, teachers monitor the students’ development by keeping individual notebooks on each child and constantly listening for vocabulary development, along with the other skills. Rubrics and checklists to measure these skills will be developed by the teachers.	Quality text on checklists and rubrics and how to create them are readily available to schools today. CLUSA will provide teachers training. Oral and written narrations are the beginning source of students’ compositions.
Dictations	Weekly	To assess spelling development, listening and observation skills	Students’ ability to spell will be monitored through dictations as well as narrations. These will be used by teachers to help students improve their spelling and listening skills, thus comprehension skills and observation skills.	See: Brown and Cambourne’s (1987) work on retelling in <i>Read and Retell</i> ; Isbell’s (2002) effectiveness of children telling stories; Benson

				and Cummins (2000) <i>The Power of Retelling</i> ; Reedy and Lister (2007) <i>Literacy</i> .
Recitations	Weekly	To assess memory skills, observation skills and speaking skills	To help teachers watch for vocabulary development, proper sequencing of words, sentence structure and patterns and comprehension	Recitations of beautiful language in the form of prose or poetry
Essays	Twice a Month	To assess skills of analysis, critical thinking, reflective thinking, sequencing and logically following an argument	As teachers use a checklist or rubric to measure students' progress, they can also work with students on areas for improvement.	
Problem Solving in mathematics	Daily	To assess sequencing abilities, comprehension, vocabulary, numeracy, logical thinking and transfer of learning	Math is a huge problem area in child development. Teachers can monitor and analyze student progress by checking their ability to sequence the problems, to comprehend, and to think logically about the problems. Further, teachers can monitor whether or not students can transfer their knowledge to various types of problems and situations.	Use of: -Japan's Zone of Proximal Development Mathematical Learning Model -Right Start Math approach
Computation in mathematics	Daily	To assess following instructions, following a logical pattern/argument, sequencing, vocabulary and applying language	Being able to follow a pattern of work, use vocabulary properly, sequence properly and follow an argument are all ways teachers can use computation to improve student achievement.	Use of: -Japan's Zone of Proximal Development Mathematical Learning Model -Right Start Math approach
Notebooks	Weekly	To assess reflective thinking, comprehension, vocabulary, analytical skills, critical thinking, self-direction, spelling and observation skills	Writing helps a teacher see what children are thinking. Therefore journals done properly give a teacher a window into a child's mind. Thereby it gives teachers the opportunity to help children correct incorrect or poor thinking.	
Word Study	Daily	To assess word analysis skills, word segmentation skills, word automaticity and observation skills	Students will improve reading comprehension by gaining their own power over words. Teachers can use word study as a means to monitor students' growth in word power.	Use of <i>Words Their Way</i> by Bear, Invernizzi, Templeton, Johnston
End of Term Examinations	Every three months (three times a year)	To assess student content knowledge; to inform teacher and parents; to direct instruction of the teacher and by the teacher	The end of term examinations will be used to monitor student achievement over all. Teachers can use these examinations to check for various skills, understandings and knowledge.	Created and assessed by teachers with random assessment by ChildlightUSA

PSSA	Once a year	To look for weaknesses in instruction and for weaknesses in student learning in any content area assessed	State tests can be used to analyze student strengths and weaknesses in the various skills sets, content knowledge and overall.	Created and measured by State of PA.
-------------	-------------	---	--	--------------------------------------

5. Data Informed Decision Making

In addition to increasing student achievement and meeting stated learning objectives, student assessments will be used to close the achievement gap between races and classes, foster joy in learning and living, and develop habits for learning and full living.

The authentic assessment data, the results from Childlight USA’s evaluations and the state standardized test scores assist both students and teachers. Students use their contextual analysis charts (for habit formation) and teacher/parent/student conferences to guide reflections on their data and to set goals.

The School staff and faculty will gather to understand and evaluate the data to inform decision making as they evaluate and understand the areas of strength and areas in need of improvement. The data and new understandings will then inform future professional learning, hiring, curricular choices, scheduling, spending and anything else that affects those outcomes.

These practices will guide the data driven decision making:

- Faculty group protocols and lesson studies
- Reflective practices
- Consultations from CLUSA, teachers and staff, as well as parents and students when appropriate
- Action plans that will be formulated by faculty teams, in the same fashion as an ILP

5. School Community:

A. The relationship of the School with the surrounding community

The relationship between this school and the surrounding community reaches to the core of the school’s philosophy, mission and goal. This core involves children and adults in a learning environment where meaningful, real life experiences occur and relationships flourish. Students and adults will not only be proud of who they are, but also from where they come (the community) and for what they will do for the community and the world. The relationship between the school and the community will grow and flourish in these crucial ways:

1. Community members will come into the school to participate in the learning environment, to lead classroom activities, to import their own experiences and to help students extend their skills, knowledge and relationships. Community members who participate in this school will be required to attend an orientation training to ensure meaningful and appropriate interactions. Background checks for all adults who interact with children as part of the program will be required.
2. Students and adults will visit the community in field studies. To be proud of their community, persons need to know their community. Therefore, out in the field, students and adults will study the community’s history, natural environment, government, service agencies, economics, organizations, influential persons, monuments, and higher education.

3. Many of the School's activities will involve community service projects because they will be familiar with their community's need from their field studies, and thus will care about the community and want to make a difference. Having children participate in activities that sustain the community gives children an opportunity to have "real life" impact on their own environments and further develop a relationship and care for others around them. It also prepares them for participating in a broader range of activities that sustain the community and environment later in life.

4. Students in the higher grades, Years Eleven and Twelve, will participate in internship programs that require them to work in the "real world," allowing them to contemplate their futures, practice their gifts, and experience the realities of the workplace. The School has already formed community partnerships to meet this goal (Section III.1.B).

5. The School will host school-wide "lesson studies" for student teachers, educators, professors and researchers from universities around the nation and globe. Dr. Michelle Teller of Penn State is investigating the School in hopes of placing student teachers into the School to experience the learning organizational system and innovative professional development practices. On November 10, 2009, Chancellor Dr. R. Keith Hillkirk of Penn State-Schuylkill and Mrs. Hutchinson brainstormed creative, mutually beneficial means to partner. These include partnerships with the University's Masters Gardeners and the Arts programs and other academic areas; professional development opportunities; and student teacher observations. CLUSA will send partnering researchers to study the effectiveness of narration and other distinctive methods of this relational education. As an alumnus of the University of Pennsylvania's Educational Leadership Program for Aspiring Principals, Mrs. Hutchinson will invite the program's cohorts of future principals to visit and observe the School per the request made back in May 2009 by Dr. Priscilla Dawson, the program's director.

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

"Traditionally in education we have opened our doors only slightly to parents. We have engaged them as volunteers for various activities but have had difficulty communicating our plan for learning. Today, educators must find ways to include parents in defining the aims of education and show how the school learning plan is focused toward achieving those aims. Parents want and deserve to be active partners in their children's educational experience." - Erickson, 1995

Parents/guardians (and community members) are considered instrumental to the school's success. The overarching mission of the school is to create a learning community for *everyone* involved, including parents. All adults in the students' lives need to model learning. To this end, a number of vehicles have been woven into the system to ensure maximum involvement from parents/guardians.

1. In the early phases, before the school opens, all parents, grandparents and guardians who wish to be Founding Members must meet certain requirements. Two requirements stress learning and understanding the school's relational pedagogy, thus parents, grandparents and guardians must attend at least one Founding Members Meeting and read a synopsis of the philosophy.

2. Parents and staff will collaborate to develop an orientation/training program that every person who participates in the school environment will be required to complete successfully. This program will ensure that every person actively involved with the school understands the school environment and its goals and mission, thus enabling them to enrich the learning environment for the students. The inclusion of non-certified adults requires that the role of the professional teacher shift from one who interacts primarily with students to one who interacts extensively with and supports all adults who participate in the school environment.
3. Parents will be welcomed at all times by appointment which ensures safety and proper relations between all stakeholders. Certain guidelines of participation and observation will be explained and expected in the classroom and school. It must be understood that parents are ALWAYS welcome, though. Appointments and guidelines will not be used to hinder or dissuade parent involvement. Furthermore, this policy will not cause disruption to the learning process because the Lesson Study practice (the School's primary professional development strategy) requires visitors and observation, so the students and teachers will be accustomed to observers. Besides, this kind of learning requires substantial participation from parents and community members who are not employed by the school. Additionally, the monthly collaboration sessions, which are facilitated by the School's directors, will give every parent an opportunity to participate regularly and actively in the school house.
4. Parents and guardians as well as members of the community will be invited to join the book clubs, classes and social events sponsored by the School. The School will also have a monthly "Work Day" in which volunteers and parents maintain the facility together.
5. The Director's will coordinate parent and community involvement. Intentionality and structure ensure meaningful and highly integrated participation in all school activities, on and off the school campus.

C. Description of the procedures established to review complaints of parents regarding operation of the School

Where applicable by law, parents and students will be informed of the due process rights afforded them by federal and state regulations; all due process rights will be honored at the School. Procedures to review additional complaints from parents are as follows:

1. The many mechanisms (e.g., monthly collaboration sessions, voice mail) for ongoing dialogue will be the first step for parents/guardians to discuss grievance issues with their child's teaching team.
2. If the parent/guardian is dissatisfied with the outcome of these attempts, they should notify the school principal, who will schedule a meeting with the homeroom teacher and the parents/guardians. This meeting will be scheduled within seven working days from the time of notification; the meeting time will be convenient for everyone involved.
3. If the parents/guardians remain dissatisfied with the outcome of the previous meeting, they should notify Board of Trustees members designated to facilitate grievance situations. A meeting will be scheduled within seven working days from the time of notification; the meeting time will be convenient for everyone involved.

4. If the parents/guardians remain dissatisfied with the outcome of the previous meeting, they should notify the president of the Board of Trustees and a board meeting will be held as a final step to resolving the grievance within the system.
5. If the parents/guardians remain dissatisfied with the outcome of the previous meeting, legal avenues available to parents/guardians and students may be pursued.

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

A. The program of extra-curricular activities planned for the School

In Relational Education a broad curriculum is presented to the students every day. They take part in many activities and learning experiences, broadening their relationships with all that is around them. Students are challenged to push themselves out of their comfort zones and to experience activities and learning opportunities they otherwise thought themselves incapable of doing. This provides students an optimal time to build their own self-esteem as well as learn how to collaborate and be a team player. Therefore, the traditional extra-curricular activities of the middle and high school, such as interscholastic competitive sports, the arts, service projects and internship programs, are not optional for students enrolled in the School. Students do choose what to participate in and how much time they can devote to the activities outside of school hours. However, it is understood by students and parents that students are required to take part in sports, the arts, service projects and internship programs throughout their middle and high school years.

Intramural sports will be offered in middle school. Students in high school will participate in at least one competitive sport during their four years at the School. Students will receive ample amount of scaffolding, training and encouragement to enable them to successfully participate in their chosen sport(s).

There will be opportunities for students to start their own clubs, with the stipulation that the organizations are not exclusive and thus divisive to the school community.

Responsibility of the Director of Organizational Development will include being knowledgeable about community opportunities for extra-curricular activities that support and enhance the School's mission and goals to keep the adult community abreast of these events.

B. The agreements entered into and plans developed with the local school district regarding participation of the School's students in extracurricular activities within the school district.

A proposal for collaboration between the School and the PASD was presented to Dr. Jack Dolbin on September 24, 2009 (Appendix F). Included is item number four, which specifically addresses the issue of extra-curricular activities. Dr. Dolbin stated that the district was willing to consider all items of the proposal and saw no reason that the opportunity to participate in extra-curricular activities would not be made available to students enrolled in the charter school, especially since children in alternative programs outside public education are allowed to participate in public school sports. Specifics for this will be discussed with the PASD School Board upon charter approval.

II. NEEDS ASSESSMENT

1. Statement of Need:

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

B. Why this charter school model is an appropriate vehicle to address this need

(A and B are addressed together in the following section)

There are several needs that Gillingham Charter School intends to meet.

First, there are few educational options for parents and their children in Schuylkill County, thus there is little competition. Parents can choose between the public schools and parochial private schools. Throughout the county, public schools have merged or intend to merge, replacing small community or neighborhood schools that have small class sizes with schools and centers that have many classes of large numbers. Also, only a handful of schools have made Annual Yearly Progress in the past couple of years. The parochial schools are also merging, leaving even fewer school options. Furthermore, there are few, if any, private schools that are not Catholic or non-sectarian. Some people in the county, though, find other options, such as sending their children to boarding schools outside the county or schooling their children in their home. Unfortunately, not everyone can afford a private or home educational option. However, everyone can afford a public charter school education. Furthermore, competition is healthy and stimulates excellence in all public and private schools.

Second, the innovative, research based program serves as a model in the community. Many key features of the Gillingham Charter School represent a shift from local public and private educational programming. This shift in programming may be characterized in part by the following features:

- A reinvented system that nurtures and encourages a learning environment for everyone including teachers, administrators, parents and community members;
- Authentic curricula, assessment and methodology based on relational learning;
- Class sizes that support deep learning;
- Beauty and order, freedom from distractions and utilitarian structures and systems
- Collaborative teaching methods that utilize the expertise of parents and community members in substantive ways; and
- An educational environment supported by Restorative Practices which enable children and adults to learn together in an inclusive setting, respectful of all persons despite ability, race, class, religion, interest and ideas.

Third, the School will be the first charter school in the county. The closest charter schools are in Harrisburg, Allentown, and the Poconos. Having a charter school in the county will attract new businesses and families, provide new jobs, and nurture a responsible, resilient, independent citizenry for the future (providing tax relief). In fact, recently a group scouting Pottsville considered the charter school as an influential factor in considering the city as a possible site for their rather large project which would bring in new people, create jobs, and bring in new business to the area (specifically to downtown Pottsville). To them, the charter school proved Pottsville as innovative and a place in which to invest.

Fourth, the county has the third highest rate of high school dropouts in the state, the third lowest number of college graduates, and high rates of unemployment and poverty among 18-24 year olds. These three factors- the School's respect of person, focus on ideas, and intentional use of Restorative Practices- foster an atmosphere and way of relating that can counter these rates. The School prepares all students for higher education. The school does not have a tracking system in which some students are on the college prep track while others are in "general ed" classes. Furthermore, since the school is a community of learners, parents and the community will be invited to classes, programs, assemblies and clubs in which the school might offer such programs as Parent Aide, a mentoring program that helps at risk parents stop the cycle of abuse from which they come. Gillingham families and children (future parents) hope to break generational trends and debilitating habits, replacing them with resilient, creative, respectful, ethical and disciplined habits of learning and full living.

Finally, many of the students who leave the county to go to college often do not return to the community as adults. Mr. and Mrs. Hutchinson found local citizens bewildered when they moved to the county. The School aims to heal such low esteem of the city's residents through an education rich in local history, heritage, special visitors, community service, meaningful mentorships and rigorous internships. The naming of the school will also meet this goal. School planning board members wanted to find a relational name, honoring persons from this area who did something great. A Quaker family who risked their lives and resources to help ones oppressed lived in a row home on Mahantongo Street in downtown Pottsville. The Gillingham family, including the children, conducted a safety house for the famous Underground Railroad. (Please see Appendix A for the complete story.) The School's name, its strategic emphasis and the overall relational curriculum can instill in students (and adults) pride for who they are, from whence they come and of what they will do for their community and the world.

2. School Demographics:

A. The School's enrollment projections for the first five years; The School's ultimate enrollment goal and the grades to be served; The age of kindergarten and age of beginner students; How many students are expected to be in each grade or grouping

1. The school initially will serve K-8th grades during the 2010/2011 school year.
2. The school will add high school grades during the following years, beginning with 2011, until programming includes all 12 grades.
3. The students are placed in multi-aged classrooms called forms.
4. Except for kindergarten, forms will combine traditional grades (e.g., first and second grade) to allow for differing student abilities across academic and non-academic skill areas. (Please see Appendix A)
5. The goal is to have 16-20 students in a form, but 22 will be the limit.
6. Kindergarteners must be five before August 15; beginning students must be six before entering first grader.
7. Plans are being considered to eventually include a preschool program for students ages 3-4.

Projected enrollment numbers are provided in the following chart:

STUDENT ENROLLMENT

Grade	2010-11	2011-12	2012-13	2013-14	2014-15
Kindergarten	20	40	40	40	40
1st Grade	20	20	40	40	40
2nd Grade	20	20	20	40	40
3rd Grade	20	20	20	20	40
4th Grade	20	20	20	20	20
5th Grade	20	20	20	20	20
6th Grade	20	20	20	20	20
7th Grade	20	20	20	20	20
8th Grade	20	20	20	20	20
9th Grade	X	20	20	20	20
10th Grade	X	X	20	20	20
11th Grade	X	X	X	20	20
12th Grade	X	X	X	X	20
Totals	180	220	260	300	340

B. The community where the School will be located

The Pottsville Area School District is located in the center of Schuylkill County. Pottsville is a small city surrounded by townships and boroughs. Overall, the county is quite rural. Historically mining, farming, agriculture, and manufacturing have been at the root of this community. There are working mines in the area, though the mining industry has been in decline, and there are farms throughout the county. Manufacturing has drastically declined since the passing of NAFTA. Many adults commute to Harrisburg, Allentown, Philadelphia and even New York City since the cost of living in the county is lower than costs in the cities and their suburbs, so in some ways, the county is slowly becoming a “bedroom community.” Over the years, the county often ranked first in the nation as having the highest alcoholism rates per capita. Child abuse rates are also high. Compared with other counties in the state, Schuylkill County has a substantial population of free and reduced lunch recipients. These changes and statistics are not going unnoticed. The county is experiencing a successful revitalization effort going on in Pottsville and boroughs. Organizations such as SEDCO, VISION, SWIC and Schuylkill Community in Action are actively seeking ways to better the lives of county residents.

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

The general location for this charter school was selected based on the personal and professional

motivation of the core team members. Several of the core team members are parents of children who attend or will be attending school in the Pottsville Area School District. The parents desire to create a school where their children will be able to attend. Additionally, several core team members are motivated for professional reasons. Because their expertise and philosophies of an ideal learning environment matched the vision of the parents, a common purpose among the core team emerged. This model for learning and schooling is appropriate for any group who shares a common purpose and vision with the core team. Thus, Pottsville is an ideal location to begin this school since it is centrally located in the county. The school is more accessible to the families and professionals of this county who share this vision.

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

Perhaps the uniqueness of the Pottsville district’s student population is its absence of diversity (in the traditional sense of the word) as evidenced by the following statistics compiled in 2008.

American Indian/Alaskan	0.2%
Asian/Pacific Islander	1.1%
African American	5.2%
Hispanic	2.0%
Caucasian/Non-Hispanic	91.5%

The Pottsville district is unique however in that nearly half of the students (49%) qualified for the free/reduced lunch program in 2008. One set of data in 2009 shows 40.8% of Pottsville’s students as economically disadvantaged. (Compare this to Pennsylvania’s Souderton School District in which approximately 10% of the students are economically disadvantaged.) The number of Schuylkill County students who receive free lunches increased from 4296 in 2002 to 5505 in 2006. Approximately 10%-12% of PASD students have been classified by the district as being eligible for receiving special education services.

3. District Relations/Evidence of Support:

A. Efforts made to notify the district(s) from which the School will draw students

Numerous professionals in the Pottsville Area School District were contacted individually. Each of these contacts attempted to foster a collaborative relationship between the charter school planning team and the district because the core planning team believes ultimately that the charter school must work and function collegially within the existing district. A review of said contacts follows:

- In the fall of 2008, the Hutchinsons informed a teacher from J.S. Clarke Elementary Center about their intentions to start a charter school. That teacher and her son helped the founding team set up for an information meeting about the School.
- In the winter of 2008, the Hutchinsons met with PASD school board president, Bill Zimmerman, to inform him and the school board of their intentions to start a charter school. A packet of information was left with the president that included ways that the School can partner and act as a model.
- On May 27, 2009, the Hutchinsons presented the School to Rotarians during their weekly lunch meeting. In attendance were Dr. Davidson, a school board member and one retired PASD counselor.

- In the summer of 2009, a GCSC volunteer, Debra Yuda, informed her chiropractor, Jack Dolbin, the president of PASD's school board at that time, about the School and left him a copy of *Charlotte Mason Reviewed*, a synopsis of the School's relational pedagogy.
- On September 24, 2009, the Hutchinsons met with Jack Dolbin to discuss the School and a partnership between the school district and Gillingham. The same collaboration document shared with Mr. Zimmerman was given to Mr. Dolbin, and it included ways that the School can partner and act as a model.
- During the month of September 2009, letters with packets of information were sent to school districts in Schuylkill County informing them of the School's effort and inviting them to partner with the founders (Appendix F). Individual copies of a letter written to the PASD staff were also given to the administrations of the PASD's elementary, middle and high schools to be handed to each person (Appendix F). These letters were returned by the staff of J.S. Clarke Elementary Center.
- After giving the entire school board, the superintendent and their solicitor copies of the charter application, the Collaboration gave a power point presentation at the public hearing. In attendance were at least 22 members of Gillingham Charter School Collaboration. Eight members of the collaboration spoke.
- Following the public hearing, four members of the collaboration spoke at a public school board meeting, while 10 other members were in attendance. A total of 14 members were in attendance.
- Since the board's denial, school board members have been approached through letter and phone calls by various members and supporters of Gillingham. As of April 27, three letters to the editor, demonstrating support and information about the school, have been published in the local newspaper, the Republican Herald.

B. The efforts to be implemented to maintain a collaborative relationship with school districts *Note: Letters of intent must be sent to all school districts from which the charter school could reasonably expect to draw students.*

- The School serves as a model of research-based methods that can be observed by the administration and faculty of the PASD.
- The School will open professional development opportunities to the PASD for joint learning. The School will open to the district's administration and faculty *Lesson Study* opportunities conducted during school hours for professional development and deeper understanding of the School's philosophy. In this way, the school also acts as a model.
- The School will open any of its competitive sports to PASD schools that do not offer similar ones. This allows PASD coaches, parents, teachers and students opportunities to observe and practice Relational Education methods. This is another way in which the school serves as a model.
- The School will follow PASD's calendar and bussing schedules as much as possible to honor the costs and convenience of transporting students to school.

Please see Appendix F for all documents sent to the school district.

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

BRIEF SUMMARY

Gillingham’s pre-enrollments are equal to the number of enrollments slots available in the School’s first year of operations. This is before the School has a charter.

TOTAL COMMUNITY:

209 pre-enrolled students (Appendix E)

431 total founding members, citizenship support, students and businesses (Appendices D & E)

POTTSVILLE:

151 pre-enrolled Pottsville students (Appendix E)

276 total Pottsville (PASD) adults, students and businesses (Appendices D and E)

BREAK DOWN

See Appendices D and E for documents demonstrating the following support:

LETTERS OF INTENT TO ENROLL: 209 students (K-8th 2010)

Pottsville School Age Students	151	(K-8 th 2010)
Other School Age Students	58	(K-8 th 2010)
*Pre-school Students	43	(K 2011-2015)

POTTSVILLE: 125 citizens and businesses/organizations

Pottsville Founding Members and Planning Board Members:	23
Pottsville Individual Supporters:	83
Pottsville Business/Organization Supporters/Partners:	19

OUTSIDE PASD: 97 citizens and businesses/organizations

Outside PASD Founding Members and Planning Board Members:	31
Other Individual Supporters:	56

Please see Section III 1 B for a detailed explanation of the scope of the community backing.

III. DESCRIPTION OF FOUNDING/MANAGEMENT TEAM

1. Profile of Founding Coalition

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

There are a total of 54 Founding Members.

- Pottsville District: 23 Founding Members
- Outside Pottsville District: 31 Founding Members

This founding collaboration is comprised of an array of persons and organizations, all who have one thing in common- the desire to expand the range of educational opportunities by developing a charter school. The collaborative, consisting of all those who have joined in to help, includes:

- Parents, grandparents, and guardians from Pottsville and surrounding districts,
- A charter school consultant with 10 years experience (a retired superintendent of Philadelphia schools)
- An accreditation organization providing programming in curriculum, assessment, instruction, community relations and governance/professional development,
- A charter school business consulting firm,
- Licensed elementary, secondary, ESL, and special education teachers,
- A licensed counselor,
- A licensed speech pathologist,
- A business manager,
- Two Penn State professors,
- A retired social worker and current tennis instructor,
- A professional actress,
- A consultant in the area of non-profit organizational growth,
- Two local attorneys,
- An IT consultant,
- An architect,
- An architectural designer/educator and construction consultant,
- A TSS worker who assists a Pottsville public school student,
- Two local real estate brokers,
- Two insurance brokerages,
- A local musician and systems engineer, and
- Local business owners and organizations.

The core founding team is an interdisciplinary group of 54 individuals. Please see the Founding

Member profiles and Planning Board resumes, all of which include references, in Appendix D.

B. How the group came together and partnership arrangements with existing schools, educational programs, businesses, non-profits, or any other entities or groups

Beginnings

A number of things contributed to the core founding team's interest in pursuing a charter school. Nicolle Hutchinson and Storm Hutchinson are the parents of an only son, and they live in the Pottsville Area School District. When they moved to Pottsville three and a half years ago, they were faced with limited choices for the education of their son as well as for their niece, who had also moved to Pottsville along with her mother. Having come from Texas and Florida in which their son and niece had been in small schools with very small class sizes and had been given a Relational Education for their entire school careers, it was difficult to find the right fit for the young children. After trying a traditional program at a local parochial school in Schuylkill County, it was evident that the children did not fit such an education. It became apparent that weaknesses in the educational system would prevent them from providing the education that they desired for their children. The staff and teachers were always kind and helpful, yet the Hutchinsons pursued schooling alternatives because of the textbook-based learning and the large class sizes (25-27) and a large number of classes at each grade level (7).

The Hutchinsons are able to afford a private, home education for their son. Not everyone is so lucky. Not everyone can afford private or even home schooling alternatives, but all parents can afford a public charter school education. Furthermore, a charter school provides the means to offer a Relational Education to all children and families.

Research

After numerous phone calls, Mr. and Mrs. Hutchinson learned more about charter schools and the means to start them. Mrs. Hutchinson visited six charter schools in neighboring counties and interned at Sylvan Heights Science and Technology Charter School and Souderton Charter School Collaborative.

Accreditation

During that time of study, the Hutchinsons became aware of a charter school planning grant that was to be awarded to successful applicants. Mrs. Hutchinson contacted Dr. J. Carroll Smith at Gardner Webb University. As the founder and leader of Childlight USA, he supports educators in the practice of a Relational Education as presented by Charlotte Mason. Dr. Smith agreed that his organization would provide an educational program with curriculum, professional development support, accreditation, and accountability to support the Hutchinson's effort to provide a Relational Education.

Consultants

In addition, they were able to attain the additional support from a charter school consulting firm, Synergy Education Consultants. Dr. Harold Kurtz, the spouse of one of Mrs. Hutchinson's professors at the University of Pennsylvania, is a retired superintendent of Philadelphia schools and has been helping charter schools since 2000. Dr. Kurtz connected the School with Charter School Choice, Inc., the organization that designed the School's projected budget.

Other Charter Schools

Furthermore, four charter schools have partnered in various ways. The Director and Founder of Souderton Charter School Collaborative donates her expertise and shared her school's successful charter application as well as database programs to help the formation of the School. The leaders of Seven Generations Charter School donated their grant application to the School to serve as a model and offered advice when approached. Trenton Community Charter School offered their expertise and helped with the formation of the School's budget. Finally, the Renaissance Academy Charter School's principal wrote a letter of support and remains available for future assistance.

Founding Team

A team was formed in Schuylkill County by contacting a number of people to determine their interest in participating in the development of a charter school grant proposal.

-Rebecca Pugh, BA, is a licensed music teacher with experience in inner city public schools and in athletics coaching. She grew up in the Pine Grove public schools, supports the arts and volunteers on various athletics teams as well as the foundation, Donvell Basketball Camp, in Reading, PA.

-Amanda Albertini, M.S. CCC-SLP, a licensed speech pathologist, assesses and treats the speech, language, cognitive and swallowing needs of pediatric through geriatric patients at Schuylkill Medical Center- South Jackson Street. She also serves as the vice president of the Trinity Center for Children Parent Teacher Organization.

-Her husband, John Albertini, MBA, CISA, CISM, CISSP, CHSS, is a member of the City of Pottsville's Zoning Board. He is an entrepreneur and owner of AIS Computer Consulting. Both are active wish granters in the local Make a Wish Foundation. They grew up in the Pottsville Area School district, and their two sons attend John S. Clarke Elementary. Their youngest will attend kindergarten in one year. Mrs. Hutchinson contacted these three persons, and after meeting with Dr. Kurtz in October of 2008, the five decided to pursue a charter school planning grant.

Founding Members

Pooling limited resources, the team began to work on the planning grant, held public information meetings on the first Wednesday of every month, and created a website to advertise in hopes of finding others interested in supporting alternative education in the county.

As of October of 2008, 54 parents, grandparents and citizens are Founding Members.

(Please see the profiles of Founding Members in Appendix D)

Planning Board

Eight Planning Board members currently serve as sub-committee chairs. The Planning Board is a select group of volunteers and Founding Members who demonstrate exceptional effort and expertise in the founding of the school. These members commit to the roles, responsibilities and norms as outlined in Appendix D. A graphic organizer demonstrating the governance of the planning board is in Appendix D.

Please see the resumes of the planning board members in Appendix D, as well.

Founding Member Requirements

All Founding Members (FM) must meet the following requirements:

- understand and agree to the mission, vision, and philosophy of the school
- read Jenny King's *Charlotte Mason Reviewed*, a summary of the School's pedagogy
- attend 9 sub-committee/founding member meetings (at least one founding member meeting)
- actively participate

Founding Member Committees

The committees that founding members may choose from include: Community Outreach, Facilities, Finance, Fundraising, Technology and Grants. Interest in the school was assessed by signing up to become a founding member and the follow-up requirement to actively participate.

Only those parents, guardians and grandparents who meet the above requirements will be allowed to enroll their children/grandchildren before the lottery. These individuals collaborated to develop the application for the charter school-planning grant, to locate a building, to advertise, to raise funds and to develop a budget.

Informing the Community

Since October 2008 Gillingham has:

- attended over 13 events throughout the county,
- held 20 public information meetings (please see Sections V.1.A and B for details),
- been interviewed on the radio 4 times,
- posted a website,
- been featured 3 times in the Republican Herald (Appendix G), and
- passed out 2000+ flyers.

Funding

While waiting for PA's charter grants, money was raised by the fundraising committee to support the work, to fund incorporation and to hire a graphic designer. In October, the collaboration was told that the planning grant was postponed, but with the hopes that it would eventually be offered again, the newly formed Gillingham Charter School Collaborative continued the work despite the major set back to charter schools. (In August of 2009, the planning and the implementation grants usually offered by the state of Pennsylvania were cancelled. During the same month, applications for the federal planning and implementation grants were due. The Federal Implementation grant will be offered once again in August of 2010, and the School will apply for it.) Without money for advertising and attorney fees which facilitate incorporation, it is very difficult for charter school collaboratives such as Gillingham's collaborative to proceed.

SUMMARY OF DOCUMENTED SUPPORT:

18 Pottsville Business Supporters and Partners

YMCA/YWCA
Historical Society of Schuylkill County, David Derbes
Schuylkill County Council for the Arts and Culture, Sandra Coyle
Copycat Business Systems, Angela Onufer
Schuylkill Headwaters Assoc., William Reichert
Clinical Outcomes Group, David Zanis
Flowers by Betty Wagner, Edith Cromis
Schuylkill Wellness Services (SWS)
Soji (Local Musician)
AIS Consulting, John Albertini
Patrick M. McKinney (Porcupine Pat)
CareNet, Linda Ambrose
JH and Company, Jack Hirschfeld
Many Worlds Gallery, Nena Mazzei-Schmidt
Jeremy Buchinsky State Farm Insurance
Law Offices of Dawn Richards
Ryon Insurance
Robert A. Oetl, Jr. Architect Leed AP

9 Schuylkill County Business Supporters and Partners

Penn State- Schuylkill
Strawberry Playhouse/J&L Productions
BT Health Services
Rushanan & DeStefano Real Estate
Agnes Maurer, Private Instructor
Forget-Me-Not Florists/Pioneer Evergreen Farms
Art Gone Wild/Deer Trail Studio
Snowell Consulting, Inc.
Kralik Bait Shop, Glenn Kralik

DESCRIPTIONS OF DOCUMENTED SUPPORT:

The above organizations and businesses are documented as supporting the school in different ways. Some have already sponsored the School with their resources, expertise and times. Some intend to partner in the future by offering service projects, guest speaking engagements, field studies and internship opportunities for the School's high school students. Following are details about some of these relationships.

Please see Appendix E for documentation of the partnerships and letters of support. .

AIS Consulting, Pottsville

John Albertini, founder and owner of AIS Consulting in Pottsville, volunteered a website domain and email address, and his company financially supported the printing of the school's brochure before Copycat Business Systems stepped in to donate all the school's printing needs in October. Mr. Albertini

also developed a technology budget proposal for the school budget (Appendix C).

Schuylkill County Historical Society, Pottsville

The school is very grateful to Schuylkill County's Historical Society, who has housed the public information meetings and the planning board meetings each month since January 2009. The Society helped us find the name of our school and intends to collaborate with us on our community minded vision and curriculum.

Copycat Business Systems, Pottsville

For a year and a half, Copycat has donated the School's copying needs, including 14 copies of the first charter application.

Soji, Pottsville

Soji Otuyelu, local performing artist and senior systems engineer at Lowes Distribution Center, volunteered his services and resources to design and maintain the school's website and is scheduled to hold a musical fund raising event.

Many Worlds Gallery, Pottsville

The Gallery has hosted two events. The owner, Nena Mazzei-Schmidt, is partnering with the school to host future picture studies, shows and special events.

Rushanan and De Stefano Realty, Minersville

Mary Rushanan, broker and owner, is a Planning Board member assisting with the facility. The realty agency will host interns and send guest speakers to the school to discuss Family and Work topics.

BT Health Services, Orwigsburg

Local chiropractor, Buddy Touchinsky of Healthy Habits Natural Food Market, has promoted the school and is designing a lunch program for the School. Healthy Habits also donated food for the October Design Fest in 2009 and hosted one of the School's presentations.

Local Politicians, Pottsville

Presentations and meetings took place with several leaders: Mayor Reilly, Rep. Tim Holden, Rep. Tim Seip, Sen. Argall, and the Rotary Club. Holden, Seip and Argall searched for available grants for the school. Gary Hornberger worked on the planning board for a short time and assists when possible. Sen. Argall not only offered strategic planning advice but also wrote a letter of support.

Clinical Outcomes Group, Pottsville

David Zanis met with the leadership of the School and advised on leadership practice and board policies. He has offered his services free of charge. Please see this offer in his letter of support.

YMCA/YWCA, Pottsville

Mrs. Hutchinson met with Wayne Stump, senior director, and Chris Grassley, senior program director, at the YMCA/YWCA in Pottsville. Partnership opportunities include afterschool care programs, PE programs, and use of the gymnasium and facility. Their partnership with the future Goggle Works in Schuylkill Haven will only enhance the School's arts education.

Penn State

-Penn State has expressed an interest in exploring the possibilities of partnering with the School. A beneficial partnership started in November, 2009, between Penn State's Schuylkill Campus when Chancellor Hillkirk brainstormed possibilities with Mrs. Hutchinson. Penn State offers programs for schools, and college students can be tutors.

-Dr. Michelle Tellep, Penn State's student teacher professor, considers the School a possible placement for student teachers from the main campus. Dr. James Nolan has been in contact and will further talk with the School's directors once the School is established and running.

Flowers by Betty Wagner, Pottsville

Edith Cromis, owner of the flower shop, has donated baskets for the School's fundraisers and donated food for the October Design Fest of 2009. She will partner in gardening and flower arranging handwork as well as designing the school's facilities.

Naturalists

-Naturalist, Patrick McKinney "Porcupine Pat," Environmental Education Coordinator of the Schuylkill Conservation District, has supported the school's marketing and will partner with the school in conservation efforts and education. His support and intention to partner are in Appendix E.

-David Hughes of Art Gone Wild and Deer Trail Studio is a naturalist artist, a birder and a trail guide who is partnering with the school to guide nature walks and to assist student nature journaling. See Appendix E for his letter.

-Hawk Mountain Sanctuary donated 20 hike tickets for the 11 international designers who visited Pottsville in October 2009 to develop the curriculum to be used by Gillingham and schools across the nation and abroad.

-Kathleen Beane, a Masters Gardner from Penn State- Schuylkill and a Founding Member of GCS, is coordinating a partnership between the School and the University's Masters Gardner program. See her Founding Member profile in Appendix D.

Schuylkill Waterways Association, Pottsville

The School obtained a letter of intent to partner with the Schuylkill Waterways Association who will not only lead nature walks but will offer educational service projects.

Block of Art, Pottsville

The Block of Art festival, a VISION project, has supported GCS by presenting artistic examples of Gillingham's relational education during their 2009 and 2010 festivals. Please see Appendix E for the document of participation.

Strawberry Playhouse, Tuscarora

Lucille Fala, a local professional actress who intends to teach drama at the school, owns a playhouse that can be used by the School for its productions of Shakespeare, upper school plays, recitals, and musical performances. Lucille will also teach drama. See Appendix E for documentation.

Schuylkill County Council for the Arts, Pottsville

Nicolle Hutchinson and Mary Rushanan met with Sandra Coyle, director of the Council, along with the directors of the symphony and the Seedlings preschool program. The leaders of the council enthusiastically support the School's pedagogy and focus on the arts. The partnership will include:

- Partnering with the children's symphony and other musical programs

- Use of art and music studios, including the kiln for pottery
- Nature walks on grounds
- Gardening on grounds
- Use of facilities and grounds for special performances, recitals, events, etc.
- Assist and perform in the Society's events

(Please see Appendix E for the letter of partnership.)

Jeremy Buchinsky State Farm Agency, Pottsville

Jeremy Buchinsky is currently partnering with the school. He is developing grants and volunteers his time. (Please see Appendix E for the letter of partnership.)

The Law Offices of Dawn Richards, Pottsville

During the summer of 2009, it became clear that the state would not be offering planning grants. Concurrently, it became clear that the school would need to hire an attorney to proceed with its incorporation. Dawn Richards (LLC) offers her services free of charge. (See Appendix E for documentation of her support.)

JH and Company, Pottsville

In September, local builder, architectural designer and professor, Jack Hirschfeld, owner of JH and Company of Pottsville, donated his services to help in the selection of a facility and helps the school with the architectural needs. (Please see Appendix E for documentation of his support.)

Robert A. Oettl, Jr. Architect Leed AP, Pottsville

Bob Oettl donates his time and expertise to the School. His organization has developed the School's facility proposals. He brought four engineers to see the school, two of which have experience with charter schools in the Allentown area. (Please see Appendix E for the letter of partnership.)

Agnes Maurer, Private Instructor

Agnes is a strings instructor and a member of the Gabriel Chamber Ensemble. She is committed to teaching our students strings and will help the School find instruments. ((Please see Appendix E for documentation.)

CareNet, Pottsville

In the very beginning, CareNet donated the School's copies. They also offer space and resources and continually advertise for the school. (Please see Appendix E for documentation.)

Local Citizens

Laura Russell, Dawn Shellhammer, and Merrijocyln Friday, local citizens without school aged children, joined as Founding Members of the School and donated significant time and expertise to various committees. (See Appendix D for their Founding Member Profiles.)

*Community Field Studies and Speakers

In order to ensure quality programming, volunteers, parents and other community members will lead and participate in activities in the school under the guidance of a certified teacher. All persons working with students will provide the School with criminal clearances. The School's directors will be responsible for ongoing coordination of community involvement with the school. Coordination of community outreach is a strategic rather than tactical role because community involvement is

necessary for the school to achieve its mission.

Efforts to reach out further and to publicize to the community are described in section V.1.A/B.

C. Plans for further recruitment of founders or organizers of the school

After the charter is approved, the planning board will discuss the recruitment of members for the Board of Trustees. Monthly community outreach events and strategies will continue in hopes of spreading the word to enable more parents and guardians to enroll their children. By the end of spring, it will be too difficult for founding members to meet the required meeting attendance guidelines. Throughout the winter, spring and summer, more partnerships will be sought to begin an endowment, to raise substantial funds, to find further areas for internships and volunteering opportunities, to offer a broad athletics program and to further the School's involvement in the community's arts.

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

(answered above in section III 1.B)

2. Governance

A. 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*

Gillingham Charter School is organizing as a Pennsylvania Non-Profit Corporation and is filing for recognition as a tax exempt public charity as described in section 501(c)(3) of the Internal Revenue Code of 1986, as amended. A Board of Trustees will govern Gillingham Charter School. The Board will consist of 11 Trustees. In order to reflect the School's mission and principles in the make up of the Board of Trustees, the Board will include representatives from the various constituencies involved in the school as described in the Bylaws. The Board will include a President, Vice-President, Secretary and Treasurer. The governing strategy of the School will incorporate the principles of the relational learning model set forth in Gillingham Charter School's mission statement and pedagogical rationale. The School will implement a shared leadership model described in Section III.2.E. The principal and director of organizational growth will facilitate the stewardship of this leadership model and managerial roles of the School.

B. How the Board of Trustees will be selected

The Planning Board of the Gillingham Charter School Collaborative will nominate and elect the Trustees for all open Trustee spots on the Board before the School opens in the fall of 2010. The then serving Board will ensure that any nominated candidates from the School's stakeholders satisfy the conditions for serving on the Board of the Gillingham Charter School as specified in Section III.2.C below.

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

As a learning center where all board members, teachers, students, administrators and community volunteers participate in the process of teaching, learning, and leading and strive to nurture a learning environment, Gillingham's learning community risks losing its focus. To ensure that it does not, the School's Bylaws will require that all members support and maintain the CLUSA program and accreditation. This accreditation will ensure that the school maintains continuity between the relational education, the Board of Trustees and all stakeholders.

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

As a demonstration of their commitment to Gillingham Charter School and as a means of keeping all Board members familiar with the School's approach to education, the Bylaws will require each Board member to volunteer at the School for at least two hours per month and attend an annual Board retreat.

In addition, the Board will have the authority to establish committees as it deems necessary to carry out the mission of the School. Each Board member will serve for two years. In order to

maintain continuity, the Board members will serve staggered terms. Also to maintain continuity, there will be one permanent member of the Board of Trustees: a parent of an enrolled student. The Board will also be responsible for all hiring decisions (a Principal-Director of Education, a Director of Organizational Development, faculty and staff).

D. The roles and responsibilities of the Board

The School's by-laws (Appendix B) list the following as the powers and duties of the Board of Trustees:

ARTICLE III: POWERS AND DUTIES

- (1) The Board of Trustees shall have the power and responsibility to engage in the following acts, by an affirmative vote of the majority of the members:
 - a. Sign a written charter with the Board of Education of the School District;
 - b. Establish and maintain all policies governing the operation of the School;
 - c. Approve the appointment of a CEO/Principal and to approve the appointment or dismissal of staff members as recommended by the CEO/Principal;
 - d. Adopt the school calendar;
 - e. Adopt textbooks;
 - f. Appoint or dismiss school administrators;
 - g. Adopt the annual budget and conduct an annual independent audit of the School's finances;
 - h. Buy or sell land;
 - i. Locate new buildings or change the location of old buildings;
 - j. Create or increase indebtedness;
 - k. Adopt courses of study in accordance with CLUSA; Adopt courses of study;
 - l. Designate depositories for school funds;
 - m. Determine salaries or compensation of administrators, teachers and other employees of the School;
 - n. Enter into contracts with and make appropriations to an intermediate unit, school district or area vocational/technical school for the School's proportionate share of the cost of services provided or to be provided by the foregoing entities;
 - o. Authorize the School's maintenance workers to perform any necessary repairs, construction or other maintenance work in the School;
 - p. Authorize a committee of the Board or appoint a qualified hearing examiner to hold hearings regarding recommendations of suspension or expulsion of students.
 - q. Authorize a committee of the Board or appoint a qualified hearing examiner to hold hearings regarding recommendations of suspension or dismissal of employees with or without cause. Specifically, the Board shall, via the approved policies of the school, convene to hear the recommendations of the School CEO/Principal regarding any employee issue. Following the CEO/Principal, or the CEO/Principal's designee should the CEO/Principal be the employee at issue, the Board shall 1) make a determination based on the information obtained at that meeting; or 2) authorize a committee to gather additional evidence, as needed and appropriate, for the Board's review of the issue. Thereafter, the Board may render its final decision based on all evidence obtained and in conformity to the employee's Employment Agreement.

- (2) The Board of Trustees shall also have the following responsibilities and powers:
- a. Understand and uphold the School's philosophy, mission, vision and CLUSA program;
 - b. Attend the annual Board Retreat;
 - c. Actively participate during School hours for at least 2 hours a month;
 - d. Enlist individuals from the community to serve as resources, in service hours and monetarily;
 - e. Demonstrate fund raising and public relations efforts;
 - f. Monitor the performance of the School based on a variety of information including student performance, CLUSA accreditation program, and parent and staff satisfaction;
 - g. Serve as a Board of Appeals with respect to complaints arising out of the School's operation that cannot be resolved by the staff, the CEO/Principal or other school administrators;
 - h. Coordinate long-range planning and resource development;
 - i. Serve as the body of last resort in the resolution of complaints;
 - j. The Board may exercise whatever other powers may be necessary to further the mission and operation of the School.

E. The steps that will be taken to facilitate a productive relationship between administrators and teachers

The school team creates a respectful atmosphere that fosters trust and responsibility between administrators and teachers by:

1. Providing time in the schedule for reflective practice and professional growth that does not take away from teachers' planning periods,
2. Collaboratively setting the School's norms to determine the School's culture,
3. Participating in team builders and social activities to develop relationships so that persons can work together productively,
4. Creating, implementing, monitoring and evaluating a Relational Governance model based on relational principles and shared leadership structures that allows teachers to participate in the academic AND social areas of learning.

For a detailed description of the research-based relational governance model the School will implement, please see Appendix A. Below is an overview of this model that facilitates productive relationships between administrators and teachers:

Gillingham's Relational Governance Model

Principles:

Gillingham Charter School will implement a system-wide leadership model based upon three pivotal elements because research suggests that leadership frameworks based on these elements are good for principals, teachers and students:

- respect for the person,
- learning organizational concepts, and
- shared leadership principles and practice.

Overview:

In this model, the principal and teachers and staff share in the responsibility of leading the school. All members:

- Learn to a) lead, b) follow and c) use tools and structures to lead the school as a team;
- Learn together about children, their professions, areas of interest, and their fields;
- Collaborate on the problems and strategic plans of the School; and
- Respect each other's backgrounds, expertise and abilities.

Roles:

The principal and school directors become the facilitators and "teachers of teachers," as they guide, model and create opportunities for learning and leading. The principal relies upon the relationships and interactions of persons and situations (Spillane, 2006) rather than leadership role, status or personality. S/he provides alternatives in which power is found in many roles and communal forms of decision-making. Effective influence stems from the learning, teamwork and participation of the learning community of adults which is *cared for and sustained by* formal leaders (Donaldson, 2001; Sadler, 2003). Theorists suggest that principals replace command-and-control with guidance and empowerment so that teachers are decision makers. In this sense, leadership is a relationship rather than a role.

When leadership is a relationship founded on trust and confidence, people take risks, make changes and keep organizations and movements alive. Through that relationship, leaders turn their constituents into leaders themselves (Kouzes & Posner, 2002).

Thus, the principalship is not diminished but reconfigured, power is located in service not control, and everyone is a learner and leader with great potential and giftedness.

Implementation Principles:

1. *Persons trump systems.*
2. *Everyone takes part in communal and individual learning to "construct meanings and discover goals that lead toward a common purpose of schooling" (Lambert, 1995, p.29; Donaldson, 2001).*
3. *Teachers as leaders practice the ideas and reflect on that practice in community (Elmore, 2000).*
4. *Leadership becomes a part of teachers' work when leadership comes from teachers'*

expertise, not from formal titles and formal power (Elmore, 2000; Lieberman & Miller, 2004; Sergiovanni, 2007). In decision-making practice, some individuals lead and some follow, depending on the situation (Elmore, 2000, Spillane, 2006; Sergiovanni, 2007). Leadership in this context becomes an interaction rather than a role (Spillane, 2006). Thus, teachers do not take on extra roles that overburden their already burdened day.

5. *The principal stewards evaluation and holds “individuals accountable for their contributions to the collective result”* (Elmore, 2000, p.15). Structures that scaffold professional learning and leading are "revisited periodically to see if they are fulfilling a need or simply existing" (Moller & Pankake, 2006, p.113). (Please see Sections I.4.B and V.3.C on accountability practice and procedures.)
6. *Shared governance grows through stages.*

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

As a learning community, all adults and students are learners. Ample circumstances will allow everyone to learn together: book clubs, night classes, monthly collaboration meetings, field studies, monthly work days, the Board of Trustees meetings, orientations and surveys. Parents will be encouraged to participate in school activities and volunteer at the school to the extent they are able. All parent (and other) volunteers will be required to attend an orientation program before volunteering at the school and upon enrollment of new students. Parents will be represented on the Board of Trustees. As parents have busy schedules and may have limited resources, the School is researching ways to provide day care for many of these meetings. Students will take part in Reflective Practices, Restorative Practices and trimester student/parent/teacher conferences, thus informing future school decisions, as well.

G. Submitted 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 her 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.

Please see Appendix B for a full copy of Gillingham Charter School's Bylaws.

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

The following individuals serve as Gillingham Charter School's Founding Planning Board. They will determine the Board of Trustees once the charter is approved and before the School opens in the fall of 2010. Resumes, including addresses and phone numbers, can be found in Appendix D.

Amanda Albertini, M.S. CCC/SLP; Pottsville, fundraising committee; secretary; speech pathologist, parent

Deborah Davis, BA; St. Clair, grants committee; business manager; parent

Nicolle Hutchinson, M.Ed.; Pottsville, curriculum committee; educator; parent

Wm. Storm Hutchinson, III, M.Div.; Pottsville, facilities/founding member committees; minister; parent

Mary Rushanan; Llewellyn, facilities committee; realty broker; guardian

Denise Stevenosky; Pottsville, fundraising committee; AAA operator; grandparent

Christie Werkheiser, M.A., NCC; Minersville SD, community outreach committee; treasurer; counselor; parent

Rick Werkheiser, B.S.; Minersville SD, community outreach committee; TSS worker; parent

IV. FINANCE AND FACILITY

1. Financing:

A. A preliminary startup and operating budget

The Gillingham Charter School start-up and operating budgets were developed by Michael Whisman, CPA, of Charter School Choice, Inc. This firm works with nearly 30 charter schools in Pennsylvania and New Jersey (<http://www.charterschoolchoice.com/csc/>, 2901 South 15th Street, Philadelphia, PA 19145, 215-755-3005).

The School's start up and operating budgets are attached to this application as Appendix C. Included in these forms are:

- Operating Budget for Fiscal Years Ending 2010-2011 through 2014- 2015
- Employee Worksheet for Fiscal Years Ending 2010-2011 through 2014-2015
- Cash Flow Projection for Fiscal Years Ending 2010-2011 through 2014-2015

B. The School's 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.

The purchasing procedures of Gillingham Charter School will comply with Section 1725-A of Charter School legislation. The goal of the financial procedures will be to provide flexibility while maintaining adequate controls and oversight. The Board of Trustees will approve the financial budget and financial procedures. The School anticipates engaging an independent Business Manager to provide the School with "back office" and fiscal management services. The Business Manager will oversee the school's financial system and ensure that budgets are itemized according to the Board's requirements.

The school administration will be authorized to spend up to \$500 for any single transaction. Expenditures from \$500 to \$5,000 will be permitted when allocated funds are available in the budget category and the school administration and Business Manager will sign off on these expenditures. The Board Treasurer will check to ensure that competitive bids have been entertained where appropriate. Expenditures over \$5,000 must receive prior Board or Executive Committee approval. The Business Manager or school administration will report on the financial status to the Board of Trustees at each meeting of the Board. The Board will develop additional procedures as the need arises.

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

Since the inception of the collaborative effort to start the charter school, the founding members have brainstormed ways to raise funds for the initial planning costs. Several fundraising events took place between November 2008 and May 2010. They include basket raffles, bake sales, a yard sale, sub ticket sales, yo-yo balloon sales, Friendly's events, candle sales and the Build Gillingham with a Brick fund drive.

Strategic relationships have been a major source of fund raising. Some organizations and citizens simply offered their time, expertise and merchandise to alleviate financial burdens when told about the school, the vision and/or cessation of the State's charter startup grant program. Founding Members donated their own resources as well.

When the founding members were informed that the planning and the implementation grants were not going to be offered by the State, a grants committee was started that created an action plan for raising funds through foundational trusts, grants and the community. Also, the action plan includes a goal to hire a grant writer. Back in the fall of 2008, Mrs. Hutchinson met with a trust broker who informed her that foundations in the county would give to the school once approached with a business plan. A finance committee started in the summer of 2009 to develop the budget, and a business plan is currently being constructed. Mrs. Hutchinson also met with Dave Zanis, a professor at Temple University, specializing in non-profit organizational systems and grants, to further develop the fundraising action plan. A grants committee is searching and writing grant applications as well as approaching local donors and foundations with a business plan.

D. Description of the Implementation of the Following Required Financial Procedures

The Business Manager shall settle his/her accounts annually with the Board of Trustees for each year.

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

The Gillingham Charter School is planning to implement the policies and procedures defined above. Specifically, the following are examples of the proposed financial procedures that GCS will follow:

Budgets

No later than 90 days prior to the beginning of each fiscal year (July 1), the Business Manager and the School's administration will prepare and submit together to the Board of Trustees a proposed budget ("Proposed Operating Budget") for the operation of the School during the ensuing school year. Each Proposed Operating Budget will set forth all of the revenues that the School anticipates receiving, a proposed schedule of fees and charges for services, and all of the expenditures anticipated to be necessary for the operation of the School, both (1) during the ensuing school year and (2) during the succeeding two school years. Each Proposed Operating Budget will further set forth each category of expense, the sources and uses of funds, fund accounting income statement, cash flow, capital expenditures and any other appropriate items, for the ensuing year and for the succeeding two years. Each Proposed Operating Budget will reflect the School's administration and Business Manager's view of the most economical, reasonable methods of operating and maintaining the School during the years to which that Proposed Operating Budget relates.

The Board of Trustees will, after reviewing and analyzing the Proposed Operating Budget, communicate to the Business Manager and the administration any changes, additions or deletions it believes should be made in such Proposed Operating Budget. After making such changes, the Board of Trustees will then approve the Proposed Operating Budget.

It is understood, however, that each operating budget will be an estimate only, and that unforeseen circumstances such as, but not limited to, the costs of labor, material, services and supplies, casualty, operation of law, or economic and market conditions may make adherence to the operating budget impracticable; and departures, therefore, may be required due to causes of the foregoing nature or for other business reasons. Accordingly, if revenues of the school for any year are less than budget or if the school will require any expense category to exceed the corresponding amount in the budget in any year, then the Board of Trustees, school administration, and the Business Manager will meet promptly to determine if an adjustment to the operating budget is necessary.

Financial Statements

The Business Manager will report to the School's Board of Trustees in writing monthly, for the preceding month, with monthly balance sheets, statements of income and sources and uses of funds with respect to the School for such month and cumulatively for the fiscal year-to-date, as well as any recommended changes to the then-current approved operating budget that the Business Manager or administration considers necessary or appropriate. The Board of Trustees and the administrators will examine the monthly financial statements to ensure that the School is meeting the annual approved budget for the fiscal year. The financial statements will be used as a tool to assist the Board of Trustees and the School's administration in making decisions that ensure the School's financial viability while meeting the School's mission.

Audit

The Board Treasurer, or the Finance Committee, in consultation with the Business Manager and School administrators, will engage an accounting firm or other appropriate third party to perform an audit of the books and records maintained for the School in accordance with applicable regulations. This appointment will have to be approved by the Board of Trustees. The audit is to be completed and a report to be furnished within 90 days after the end of the School's fiscal year (June 30). The annual School audit will be conducted according to the requirements of Article 24 of the School Code of 1949, using the requirements set forth for school boards.

Operating Account

The Business Manager will establish, on an agency basis for the School, one or more bank accounts, with mutually acceptable financial institutions (the "Operating Accounts"). The Business Manager will cause all gross revenues to be deposited into the Operating Accounts and cause all operating expenses (including, without limitation, payments of operating expenses, payroll, and payroll taxes) to be paid out of the Operating Accounts for and on behalf of the school. The Operating Accounts shall be used exclusively in connection with the operation of the School.

Working Capital

The Business Manager's personnel shall provide assistance to the School to seek a line of credit facility with a financial institution to be utilized to fund seasonal or other cash flow deficiencies.

Payroll

The Business Manager will provide "back office" accounting services for the School, including the following:

- Payroll services, including processing all payroll payments to employees, issuing W-2 statements and maintaining payroll records, payment of all Federal, State, and local payroll taxes, and all employee benefit expenditures
- Accounts payable services (including, but not limited to, the processing thereof)
- Accounts receivable services
- Maintaining accounting system records and reports
- Petty cash management
- Tracking of expenditures for furniture, fixtures and equipment

The School will employ appropriate on-site record keepers as necessary to provide the Business Manager with operational data.

2. Facility:

A. Descriptions of and addresses for the physical facilities under consideration and the ownership thereof and any lease arrangements

Please see Appendix H for intent to lease forms which include the lease arrangements.

The charter school will be located at 915 Howard Avenue, Pottsville, Pa. This brick building was built in 1898 by the St. John the Baptist Catholic Church to serve as a parochial school. Most recently the facility was used by Operation P.L.U.S. (Positive Learning Under Supervision), an alternative education and treatment program. The goal of this program is to help students from Schuylkill County who are experiencing challenges in school, in their personal lives or within their families.

The building is in good condition and still contains original woodwork. Twelve classrooms, three offices and a reception area will be available following interior renovations. Rooms are spacious and have large windows for natural light. The School has permission from the landlord to cover all religious symbols, which the school will do prior to opening the school building to the public.

The building sits on a lot that includes green space which will be available for play and gardening projects by the students. The historic Russell building is next door and is currently used by St. John's church for functions. This building includes an auditorium/theatre and will be available for use by the charter school for special events.

There are two green spaces near the facility, and both are within two blocks. One is the public Bicentennial Park which features a gazebo, walking paths and beautiful landscaping. The Bunker Hill Playground includes new play equipment and courts. Our initial planning indicates that these two parks, when the charter is received, will supplement the play and PE spaces. Final arrangements will be made once the charter is received.

It should be noted that as a part of our long-term facility plans we anticipate opening a second building in the third year of our charter. This will cover the needs of our expanded enrollment. Under consideration for this location is the former YWCA building located at 325 South Centre Street, Pottsville, PA. This

brick and concrete block building was built in 1893. Until the fall of 2009 the building was in use by the YWCA as a pre-school, after school care facility and program center. According to Bob Oettl and Jack Hirschfeld, the building is in good condition and can be brought into compliance with all building codes. A letter of intent to lease and proposed floor plan can be found in Appendix H. The estimated funds for this move are allocated in our 5-year projected budget including the fit-out costs.

The building is located in the heart of Pottsville's business district which makes it convenient for our high school internship program. The building is in excellent condition and still contains original woodwork. Ten classrooms, several offices and a reception area will be available following interior renovations. Rooms are large and have large windows for natural light. The building sits on a lot that includes some green space and play space which will be available for nature study, gardening projects, and free play. One large room can be used for Physical Education and the students can also use the YMCA building. The YMCA (520 N. Centre St., ½ mile from the school) has already committed to allow the school to use their gym and workout facilities. For more information see the YMCA letter of partnership in Appendix E.

B. Why this site is a suitable facility for the proposed school considering the necessity of renovation to the facility and compliance with applicable building codes and accessibility for individuals with disabilities

St. John's school building is the School's choice because of its prime location in downtown Pottsville, its beauty, its extensive grounds, the two public parks within 2 blocks distance, the extensive parking and the amenability of the parish (i.e. free use of grounds to garden, free use of all the rooms, etc.). The building has been examined by Evergreen Construction, local architect Robert A. Oettl, and general contractor and architectural designer Jack Hirschfeld.

Mr. Oettl has twenty years working on public bid projects and has worked on several new school construction and renovation projects ranging up to \$80 million in construction costs. As project architect for another firm, he is currently managing projects for Milton and Williamsport school districts and has extensive experience with adaptive reuse projects.

Bob Oettle, Jack Hirschfeld and the engineers who were brought to examine the school by Mr. Oettl believe the building is suitable for the school and will meet all code requirements after renovations. Renovations will cost approximately \$316,000. This figure is an estimate and could rise with increased costs of materials or unexpected needs of the building. All fit out costs will be paid for by the church. For details please see the Letter of Intent to lease. The renovations will address all needs in the areas of heating, ventilation, lighting, sanitary conditions, accessibility issues, and all code related items (see below for a more detailed explanation).

Accessibility Issues: The building will fully comply with all ADA and state and federal safety regulations.

Ventilation: The building is older and lacks existing mechanical ventilation as such. Where mechanical ventilation is specifically required by code (such as toilet rooms) it will be provided. However, air infiltration will provide much of the required ventilation. Generally speaking, air infiltration rates are high in older buildings and can be calculated as part of the design process. Air flow is dependent on where the new interior partitions are placed and it is impossible to calculate until a final floor plan design

is established based on the school's programmatic needs. In other words, if the air infiltration rates are adequate, the windows may not need to be used for ventilation. If requested by the authorities having jurisdiction for approving final occupancy, we will provide calculations to support these assumptions, and will make any required adjustments to the windows. We will include CO detectors in each classroom.

Should a detector be activated the School will take appropriate action. The existing heating system can be zoned for individual room temperature control by way of thermostat.

Fireproof Construction: The modern language of current building codes requires "fire-resistance-rated construction", the parameters of which are clearly established by the code. The School has had preliminary code reviews performed on its behalf, and will ensure that all the necessary modifications are made to meet the requirements of the building code. The only way to establish code compliance and secure an occupancy permit for the building is to have the organization having jurisdiction (in this case the City of Pottsville) actually review the drawings, approve them and issue the permit. The School will complete this requirement once the charter has been granted.

There are several ways to meet the fire-resistance-rated requirements of the code, including: installation of sprinkler systems, separating existing stair towers from the rest of the building, or providing intumescent coatings on combustible materials. Separating the stair towers from the rest of the building provides safe egress from the building and the intumescent coating provides fire rated where needed. One existing exit stair tower appears to already meet code. For other stairways, one of the above methods will be implemented to ensure an upgrade to fire-resistance-rated requirements of the code. It has a fire rated door and is constructed of block, concrete, and steel which are fire resistance rated materials. All entrance doors and other doors as required by code will be adjusted to open outward. Fire escapes are not required by code. According to code, fire escapes are only needed when there is no other means of egress. Since the building has three existing stairways (code only requires two) providing egress from the second floor, a fire escape is not necessary.

Summary: The school is fully committed to meeting all building code, life safety and accessibility requirements and has taken the necessary preliminary steps to gain an idea of the scope and cost of the work that will be necessary to bring the building up to code and to ensure the safety of all of the students. The School will take any additional measures above and beyond those required by code as requested by the City of Pottsville to ensure the safety and welfare of all building occupants.

School and site owners are going to execute a five-year lease with options for renewal for 3 additional 5-year periods. The site owners will provide all of the finances and will do any fit-out required during the term of the lease. This will be repaid by the School on a monthly basis during the first 5 year period. This projected amount has been included in our five-year proforma budget.

Please see Section IV.1.C for information regarding strategies for fund raising. See Appendix C for a preliminary startup budget.

The Y.W.C.A. building is the School's choice because of its location in the heart of Pottsville's business and district and its excellent condition. The building has been examined by local architect Robert A. Oettl, and general contractor and architectural designer Jack Hirschfeld.

Bob Oettl and Jack Hirschfeld both believe the building is suitable for the school and will meet all code requirements after renovations. Renovations will cost approximately \$250,000. This figure is an estimate and could rise with increased costs of materials or unexpected needs of the building. A loan for fit out costs will be taken out at the time of construction. The renovations will address all needs in the areas of

heating, ventilation, lighting, sanitary conditions, accessibility issues, and all code related items (see below for a more detailed explanation).

Accessibility Issues: The building will fully comply with all ADA and state and federal safety regulations.

Ventilation: The building is older and lacks existing mechanical ventilation as such. Where mechanical ventilation is specifically required by code (such as toilet rooms) it will be provided. However, air infiltration will provide much of the required ventilation. Generally speaking, air infiltration rates are high in older buildings and can be calculated as part of the design process. Air flow is dependent on where the new interior partitions are placed and it is impossible to calculate until a final floor plan design is established based on the school's programmatic needs. In other words, if the air infiltration rates are adequate, the windows may not need to be used for ventilation. If requested by the authorities having jurisdiction for approving final occupancy, we will provide calculations to support these assumptions, and will make any required adjustments to the windows. We will include CO detectors in each classroom. Should a detector be activated the School will take appropriate action.

Fireproof Construction: The modern language of current building codes requires "fire-resistance-rated construction", the parameters of which are clearly established by the code. The School will ensure that all the necessary modifications are made to meet the requirements of the building code. The only way to establish code compliance and secure an occupancy permit for the building is to have the organization having jurisdiction (in this case the City of Pottsville) actually review the drawings, approve them and issue the permit. The School will complete this requirement once the charter has been granted.

There are several ways to meet the fire-resistance-rated requirements of the code, including: installation of sprinkler systems, separating existing stair towers from the rest of the building, or providing intumescent coatings on combustible materials. Separating the stair towers from the rest of the building provides safe egress from the building and the intumescent coating provides fire rated where needed. Three existing exit fire escapes appear to already meet code. For other stairways, one of the above methods will be implemented to ensure an upgrade to fire-resistance-rated requirements of the code. All entrance doors and other doors as required by code will be adjusted to open outward.

Summary: The school is fully committed to meeting all building code, life safety and accessibility requirements and has taken the necessary preliminary steps to gain an idea of the scope and cost of the work that will be necessary to bring the building up to code and to ensure the safety of all of the students. The School will take any additional measures above and beyond those required by code as requested by the City of Pottsville to ensure the safety and welfare of all building occupants.

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

Funds for facility maintenance are included in the budget. At the very least, the facility will be maintained on a daily basis by contracting with community custodial services. Extended facility maintenance will be contracted out to local businesses on an as-needed basis. Additionally, the school community will participate in the general upkeep of the facility- students help with daily chores, and parent/volunteer teams help once a month.

D. Acquisition of a facility/land

The planning board is partnering with a number of individuals who are providing ongoing consultative services in the area of facility planning/funding:

- Mary Rushanan, a local real estate agent, and Amanda Albertini are on the planning board, co-chairing the facilities sub-committee, thus leading the plans for the school, both short term and long term.
- Jack Hirschfeld, a general contractor and architectural designer, is working with the facilities sub-committee and the planning board on issues related to renovations, facility availability and construction.
- Bob Oetl is a local architect with experience designing and managing educationally related projects.
- Donald Chescavage is the zoning officer for Pottsville and is providing ongoing guidance on zoning issues.
- Noble C. "Bud" Quandel, president of one of the nation's premier providers of construction services and member of St. John the Baptist Catholic Church, is working as a consultant on the renovations of the school building.

E. Facility financing plans

Under the tentative agreement with St. Johns, the School and site owners are going to execute a five-year lease with options for renewal for 3 additional 5-year periods. The site owners will provide all of the finances and will do any fit-out required during the term of the lease. This will be repaid by the School on a monthly basis during the first 5 year period. Under the tentative agreement with the YMCA, the School and site owners are going to execute a five-year lease with options for renewal for 3 additional 5-year periods. For the YWCA renovations, the School will obtain financing for all improvements.

All of these projected amounts have been included in our five-year proforma budget.

Please see Section IV.1.C for information regarding strategies for fund raising. See Appendix C for a preliminary startup budget.

3. Liability and Insurance

A. Description of GCS's insurance coverage plans

The Gillingham Charter School will obtain all necessary insurance either through a broker or through direct placement with a provider. It will obtain the best rates through competitive bidding or by allowing the broker to shop rates consistent with the quality of coverage or through joining a consortium of charter schools that have already obtained competitive premiums.

General liability insurance (including coverage for after-school and field trip activities) with errors and omissions coverage, directors and officers liability, employee liability, property insurance and Worker's Compensation, umbrella coverage, auto liability (in the event that staff uses their own vehicles on charter school business), professional liability, fire theft and vandalism on building and contents, workers' compensation and appropriate riders will be obtained through a broker when a Board is established, assets are acquired, employees hired, etc.

All coverage will be provided by an insurance company that has a rating of "A" or better and a financial size category of "VII" or better, according to A.M. Best Co. Copies of appropriate certificates of insurance will be provided to the Pottsville Area School District prior to the opening of

the school.

The following chart provides a more detailed view of the types of insurance and limits the School will secure:

II. Type of Insurance	III. Limit
IV. Business Personal Property	V. 500,000
General Liability	3,000,000 general aggregate
Products – completed operations	Included
Personal Injury	1,000,000 per occurrence
Advertising Injury	1,000,000 per occurrence
Damage to Premises Rented	100,000 per occurrence
Medical Expense	5,000 per occurrence
Sexual Abuse Occurrence Limit	1,000,000
Defense Expense – Each Sexual Abuse Occurrence	1,000,000
Defense Expense – Aggregate Limit	3,000,000
Employee Theft	100,000
Commercial Automobile (School buses)	1,000,000
Workers Compensation Insurance and Employers Liability	Per Law
Student Accident	25,000 per person
Accidental Death, Dismemberment, or Loss of Sight	20,000 per person
School Leaders Errors and Omissions	2,000,000
Umbrella-Excess Liability Coverage	1,000,000

To assist in the creation of the Preliminary Start Up and Operating Budget, Gillingham Charter School procured an estimate of school liability and insurance coverage. Mike Swartz of Richard B. Ryon Insurance developed the estimate. The estimate will be reviewed by the School’s board of trustees upon charter approval, and the School’s liability and insurance coverage plans will then be finalized. (The estimate is found in Appendix C.)

Medical Insurance Coverage

The representatives of Gillingham Charter School understand the requirement to provide medical insurance coverage for employees that are the same as those provided to employees in the Pottsville Area School District. It also understands the need to protect the Board and employees in the conduct of their work.

Medical insurance coverage will be limited to a Preferred Provider Organization (PPO) or an HMO; indemnity coverage will be provided if it can be obtained and if the employee will pay a share of the premiums similar to that paid by school employees in the Pottsville Area School District. Prescription, dental and vision plans will be as similar to plans offered to the staff in these school districts as providers will offer.

To assist in the creation of the Preliminary Start Up and Operating Budget, Gillingham Charter School procured an estimate of employee benefits coverage. A proposal for medical and dental estimated expenses has been provided by BMC Benefit Services. BMC Benefit Services specializes in charter schools with over 30 charter school clients in Pennsylvania and New Jersey. Since 1998 Bob McIntyre, MBA, of BMC has installed over 20 employee benefit packages in newly established charter schools in Pennsylvania.

To ensure that the estimated medical insurance coverage for employees is the same as those provided to employees in the Pottsville Area School District, costs and figures from the PASD's medical coverage plan were used by BMC Benefit Services.

The estimate will be reviewed by the School's board of trustees upon charter approval, and an Employee Benefits Coverage Plan will then be finalized. (The estimate is found in Appendix C.)

4. Child Accounting

A. Enrollment and attendance procedures

Enrollment

In accordance with the Gillingham Charter School (GCS) Code of Conduct, students will be expected to attend school daily. The GCS will implement a system for maintaining student enrollment information as required under 1730-A of the Charter School Law (Act 22 of 1997).

Specifically, the Gillingham Charter School will collect all of the necessary data for each student and will file all forms required by the Pennsylvania Department of Education (i.e. PDE-3059CS Instructional Time Summary, PDE-30262C Annual Attendance Membership Report, PDE-3002CS Summary Report of Aggregate Days Membership) and the participating school districts.

Additionally, the Gillingham Charter School will use a student information software system, such as Administrators Plus or Power School, to track enrollment data to ensure that the enrollment figures are always current, reflecting new students and any withdrawals.

Attendance

Students will be expected to attend school every day. If a student is absent, every attempt will be made to contact that student's parent or guardian to inquire about the reason for his or her absence. The school will follow the attendance guidelines set forth in the Public School Code regarding unexcused absences.

When absences occur, it is the responsibility of the student's parent or guardian to provide a written note regarding the reason for the absence. In the case of frequent absences or absences not accompanied by a note, the counselor or designated staff member will contact the student's parent or guardian to determine the cause of the absence(s), and appropriate action will be taken, if needed.

The student information software system mentioned above will also be used to track attendance quickly and accurately, allowing for seamless communication between the teachers and the administration and the administration and the parents.

V. IMPLEMENTATION AND ADMINISTRATION

1. Recruiting and Marketing Plan:

A. How the School will publicize to attract a sufficient pool of eligible applicants

B. The type of outreach that will be made to potential students and their families

(Both A and B are integrated below.)

The School's collaborative team has conducted 21 public information meetings thus far and will continue to hold them in the future. These meetings are held the first Wednesday of each month and are publicized in the community in various ways to inform and reach potential teachers, students and their families.

Furthermore, upon charter approval, the School will advertise for staff and faculty and will recruit from teacher education programs.

Following are outreaches that have occurred and others that are planned in an effort to ensure that we reach all demographics of people included in Pottsville and surrounding districts.

Completed Tasks:

- Monthly advertisement is placed on the "community bulletin board" of our local radio station, WPPA 1360 AM, to advertise our public information meetings.
- Nicolle Hutchinson has been interviewed on WPPA 1360 AM two times, one time on WGRC and was taped on a phone interview for another station, all detailing the School's mission, purpose and goals. The public information meetings were discussed all four times.
- The local paper, "The Republican Herald", which covers the entire Schuylkill County, ran a lengthy front page story about the collaborative, detailing our purpose, mission, and current activities. The monthly public information meetings were noted. There have been several other articles since.
- Twenty-one public information meetings have taken place to inform the community that the collaborative process is underway; most these have taken place in the Pottsville Historical Society, which is located near, low-income housing. We had three public information meetings at the Terry O'Reilly Center on 12th Street, which is in the middle of low-income housing. One meeting was in the Masonic Lodge in Orwigsburg.
- Mass emails were sent to the homeschoolers in Pottsville and Pine Grove areas.
- Flyers were handed out on Halloween 2008 during the downtown event, in which low-income families attend.
- A web site was developed.
- The following locations have received posters and flyers and will continue to:
 - Salvation Army - Gave over 700 flyers in Salvation Army's Christmas food baskets to needy families. Families from all over the county get baskets from them.
 - Friends and neighbors of Founding Members and Volunteers

- Grocery Stores
 - Two homeschool groups' mass email announcements
 - Galleries
 - Local Businesses: Mad Potter, Sage, Carenet, Brok Sel, Waymart, Lazy Dog Café
 - Pharmacies
 - Doctor's and dentist's offices
 - New Life Thrift Store, as well as other thrift stores
 - Area churches
 - Healthy Habits
 - Area pre-schools
 - Gas stations
 - Florists
 - Book stores
 - JFK and Minersville swimming pools
 - YMCA/YWCA
 - Schuylkill Community in Action
 - RedCo Group
 - Providence Community Services
- We've participated in the following local events in an effort to advertise the school and to reach the community with our purpose.
- April 2009 – Family Fun Festival: handed out 100 + flyers to families in attendance. Curriculum display, fun activity for children. Displayed art work of students from relational schools.
 - April 2009 - Block of Art: Displayed art work of Students trained in the Charlotte Mason method. Flyers available to attendees.
 - May 2009 – Celebrate Schuylkill: Focused on celebrating all nationalities represented in Schuylkill County. Handed out 200+ flyers. Curriculum display, fun activity for children.
 - May 2009 – Bear Creek Festival: Event focused on the natural resources of Schuylkill county and exposing children to this. Related well to the Charlotte Mason approach to Nature Studies. Handed out 400+ flyers. Did a nature study with children in attendance.
 - May 2009 – Mayfair: Handed out 100+ flyers, provided fun activity for children, and displayed curriculum.
 - June 2009 – Juneteenth Celebration: Oldest known celebration to commemorate the end of slavery and African American Heritage. Related to the naming of the school which commemorates an Underground Railroad representative in Pottsville, PA. Reached out primarily to minorities represented in Schuylkill County. Handed out 50+ flyers at the event, and provided an information booth, and face painting for children.
 - July 2009 – Food & Fireworks: 200+ flyers handed out. Face painting and curriculum display available.
 - July-Aug 2009 – Schuylkill County Fair: Handed out 500+ flyers to those in attendance. Provided a curriculum display and fun activity for children. Reached wide range of demographics.
 - September 2009 – Healthy Habits One Year Celebration: Handed out 50+ flyers, did a presentation, and had available a curriculum display.

- October 2009- Malloween Event: A heavily attended event representing all demographics. Handed out 700+ flyers, provided curriculum display, and provided candy, as well as a fun activity for children.
- October 2009 - Letters were sent to all school districts in Schuylkill County formally informing them of our effort and inviting them to partner with us.
- Malloween Event- Community Outreach representatives handed out flyers at their own homes to each trick-or-treater.
- November 2009- Republican Herald's Reading Festival: handed out flyers 300, displayed curriculum and presented a children's activity
- April 2010- Specific effort was made to target advertising in low-income apartment complexes to ensure we reach a broad audience.
- The School requested that brochures be sent home from PASD schools with all children in grades K-7.
- April 2010- Examples of Gillingham's curriculum were displayed once again at the Block of Art festival in downtown Pottsville.

Of the above events, the following reached families of low socio-economic status:

- Information Meetings near low-income housing
- Halloween Parade, Downtown Pottsville and Mahantongo St.: over 100 flyers
- 700 Flyers at Salvation Army Church
- Family Fun Festival: over 3,000 people at event, 100 flyers
- American Way Fair, Downtown Pottsville : 100 flyers, over 250 people at event
- Local Radio Interviews: 4 times
- Malloween: 700+ flyers
- Republican Herald's Reading Festival (Mall): flyers, curriculum display, children's activity

Upcoming Events:

- The School will request that brochures be sent home from local public and private preschools.
- Additional interviews will be requested of "The Republican Herald" newspaper and WPPA 1360 AM radio station to update the community on the School's progress and continue to promote the public information meetings.
- Information Meetings will continue to be held and the flyers distributed throughout the community until the School's lottery.

2. Admissions Policy:

A. The admission methods and eligibility criteria used to select students and the administrative procedures to ensure compliance with laws pertaining to Special Education

A lottery process will be used to select students if applications exceed openings, first from within the district and then from without the district, as documented in the timeline (Appendix I). An impartial individual will be selected to conduct the lottery. All applicants will be given equal chance for school admission. In the event that a lottery is necessary, children of parents who made significant contribution to the development of the school will be given preference before the lottery process begins, as stated in current state legislation and stated in the Founding Member policy as set by

Gillingham Charter School. (Appendix D).

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

Please see the timeline (Appendix I) for specific information regarding the schedule for student admission.

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

The intent of Gillingham Charter School is to develop a school for a diverse group of children and families in the school community. The School hopes that students and families from all backgrounds in the district and county experience a broad curriculum and a respectful atmosphere that help prepare them for college or whatever endeavor they pursue after graduation. They will be proud of who they are, from where they come, and for what they will do for this community and the world. Facilitating such inclusive practices is a relational principle; therefore, having a diverse group of children and families involved with school is viewed as a strategic advantage. Our strategy is to advertise openly, share information and provide options to the community. Furthermore, we have and will further target advertising to low-income families to ensure successful dissemination of information (please see Section V 1B). Recruitment of staff will include advertising in ethnically diverse organizations since the goal is to hire a faculty (and staff) that represents diversity in gender, race, politics, age, class and creed. These practices ensure that recruitment strategies further the mission of the school in a non-discriminatory manner.

3. Human Resource Information:

A. The standards to be used in the hiring process of all school staff

Basic skills in the following areas and a commitment to ongoing development of these skills are required of all staff:

1. Demonstrated enthusiasm for and commitment to the school's mission and pedagogy;
2. Demonstrated respect for all persons, living things, the community and world, and ideas;
3. Commitment to lifelong learning. (e.g., self-motivation to assist own performance, risk taking and experimentation, accessing and sharing high quality knowledge, responsiveness to feedback, reading);
4. Commitment to, knowledge of and skill in communication and developing collaborative partnerships with all school stakeholders;
5. Demonstrated professionalism and ethical behaviors;
6. Demonstrated respect for diversity in all forms;
7. Commitment and availability to participate in the school's various mechanisms for ensuring program development and accountability;
8. Commitment to Restorative Practice implementation, and
9. Completed CPR training and first aid training.

Additionally, **the faculty** will have skills and/or certificates in these areas:

1. Degrees and professional certification in fields of study;
2. 75% of all teachers will be certified by the state of Pennsylvania;
3. Philosophical, historical and legal foundations of public education;
4. A basic understanding of the philosophical and methodological practices of a Relational Education;
5. Learning- characteristics of learners and child development and the implications for educational programming;
6. Facilitation of the learning of students with special needs;
7. Assessment, diagnosis and evaluation of learners;
8. Instructional pedagogy designed to meet the needs of multiple learning styles;
9. Relational planning and teaching;
10. Effective, respectful discipline practices;
11. Effective and meaningful transition practices; and
12. Consumerism of professional literature.

The **Principal and other School Directors** will be required to have basic skill in the following areas:

1. Concepts and practices related to a learning organization and shared leadership models;
2. Effective application of concepts related to learning organizations and shared leadership models;
3. Technology deployment;
4. Idea conceptualization and development;
5. Organizational and managerial skills; and
6. Financial skills.

In addition, all faculty and staff will be expected to grow continually in relation to their understanding of and skill in a Relational Education, learning organizational systems, the change process, Restorative Practices, Reflective Practices, Lesson Study and EQ (emotional intelligence).

B. The targeted staff size and teacher/student ratio

The school will employ 16 k-8 full-time and part-time teachers with an overall student/teacher ratio of approximately 11:1. The ratio will be further reduced because 1) children requiring more support will spend time during the day in small groups with certified staff and 2) parents and community members will be regularly involved in the classroom. This involvement will include supervised and trained volunteers.

C. Professional development opportunities that will be available to teachers and other staff

Since the school is a “learning organization,” teachers and staff will be learners expected to participate in several different learning opportunities and to implement new learning. Various programs in the School’s curriculum use unique pedagogy, thus teachers will participate in specialized trainings for these various programs. Since experience and research suggest that an effective professional development model begins prior to curriculum implementation and continues through several years of implementation, the School’s professional development five

year plan includes some of the same programs year after year, offering new learning and guidance that build upon teacher experience, questions and levels of learning as well as to train new teachers.

In addition to the trainings, the strategies and tools used for faculty performance evaluation (as described in section I.4.A *school evaluation*) and data from standardized tests and CLUSA's assessment program will be used as FORMATIVE assessments that inform practice. Systematically, teachers and staff will study the data to make changes and to maintain the successful practices to increase student achievement.

Once the charter is approved, the School will apply for Act 48 accreditation for the in-house professional development trainings and activities. The School will also hire or send teachers to Act 48 approved outside affiliates that offer approved seminars, workshops and conferences, providing Act 48 credits. A proposed professional development budget is found in Appendix C. Many of the listed programs and trainings offered are either applying for Act 48 certification (e.g., Right Start Math) or are already approved Act 48 Providers (e.g., International Institute for Restorative Practices, Kodaly at West Chester University, PPL Level One Trainings, National Liberty Museum, and The Schuylkill Center for Environmental Education). After the charter is approved, a professional development budget will be approved by the School's Board of Trustees.

Ultimately, the strategies/tools provide ongoing and meaningful opportunities for professional development as well as self-development and personal growth. The strategies/tools are listed below:

1. Teacher Training

CLUSA's Relational Program offers specialized teacher training. Consultants come to the school the week prior to school to train teachers and visit throughout the year. CLUSA also holds annual conferences held in the USA and Canada. CLUSA schools open their doors to one another, offering internships and opportunities for broader Lesson Study.

Specific programs recommended in the CLUSA curricular program also offer teacher training (e.g. Right Start Math; Restorative Practices; Handwriting without Tears; Kodaly; FOSS).

2. Accreditation

Gillingham Charter School will be accredited by Childlight USA. As is discussed in the student evaluation section (Sections I.4.A-C *student evaluation*), the CLUSA program will assess student learning as will the annual standardized tests. It is not enough to use these as summative learning tools that merely rank or label the school as good or poor. These are tools that the School's stakeholders will use to improve instruction, curriculum and relationships.

3. 360° Feedback

Innovative philosophies have been deployed in the business community with regard to evaluation and performance. One such innovation is termed 360° Feedback, which ensures that feedback is collected from all stakeholders. This practice is valuable to the evaluation process because every stakeholder has a unique and valuable perspective on performance

even if these perspectives apparently seem contradictory. One who truly values multiple perspectives does not view feedback as right/wrong and good/bad but rather focuses on continual self reflection and improvement based on what they are hearing and reading. In contrast, traditional feedback usually comes down from the top, and therefore, opportunities to derive insight from everyone involved are missed.

4. Professional Development System

This school intends to systematize the concept of 360° feedback. To deploy this concept, self-assessment is a vital part. Dialogue required for learning is one point of leverage this school will use to create the self/team-reflection process that is required for program assessment. The system must be modified to encourage and ensure ongoing, meaningful dialogue. Therefore, the system will provide protected, quality time for staff, faculty and parents to come together and collaborate.

5. Japan's Lesson Study Method and Reflective Practices

Lesson Study, Japan's highly acclaimed and effective professional development practice, allows teachers to observe one another and hold collaborative dialogue and reflection. Teachers systematically examine practice through collaborative "study lessons." "Working on these study lessons involves planning, teaching, observing, and critiquing the lessons. To provide focus and direction to this work, the teachers select an overarching goal and related research question that they want to explore. This research question then serves to guide their work on all the study lessons" (RBS *Currents*, Spring / Summer 2002).

In addition, teachers systematically take part in learning practices such as reflective group protocols (e.g. Fishbowls), monthly Breakfast Clubs, bi-monthly program development meetings, and Reflective Practices. These guide and scaffold self and team assessment. These structured process use the School's quantitative AND qualitative assessments such as student exams, narrations and copywork; stakeholders' surveys and conversations; 360° feedback forms; data from consultants and Childlight USA's accreditation process; state tests; student and faculty/staff Individualized Learning Plans (ILPs); and parent/teacher/student conferences.

Research:

Chokshi, S. & Fernandez, C. (March 2004). Challenges to importing Japanese lesson study: Concerns, misconceptions, and nuances. *Phi Delta Kappan*, 85(7), 520-525.

Fernandez, C. (2003). Lesson study: A means for U.S. teachers to develop the knowledge of mathematics needed for reform-minded teaching? Manuscript submitted for publication.*

Fernandez, C. (2002). Learning from Japanese approaches to professional development: The case of lesson study. *Journal of Teacher Education*, 53(5), 393-405.

Fernandez, C., Cannon, J., & Chokshi, S. (2003). A U.S.-Japan lesson study collaboration reveals critical lenses for examining practice. *Teaching and Teacher Education*, 19(2), 171-185.

Fernandez, C. & Chokshi, S. (October 2002). A practical guide to translating lesson study for a U.S. setting. *Phi Delta Kappan*, 84(2), 128-134.

Fernandez, C., Chokshi, S., Cannon, J., & Yoshida, M. (in press). Learning about lesson study in the United States. In E. Beauchamp (Ed.), *New and old voices on Japanese*

education. Armonk, New York: M.E. Sharpe.

Hiebert, J., Gallimore, R., & Stigler, J. (2002). A knowledge base for the teaching profession: What would it look like and how can we get one? *Educational Researcher*, 31(5), 3-15.

Hiebert, J., & Stigler, J. W. (2000). A proposal for improving classroom teaching: Lessons from the TIMSS video study. *Elementary School Journal*, 101, 3-20.

Kelly, K. (2002). Lesson study: Can Japanese methods translate to U.S. schools? *Harvard Education Letter*, 18(3), 4-7.

Lewis, C. (2002). Does lesson study have a future in the United States? *Journal of the Nagoya University Department of Education*, January(1), 1-23.

Lewis, C., Perry, R., & Hurd, J. (2004). A deeper look at lesson study. *Educational Leadership*, 61(5), 6-11.

Lewis, C. & Tsuchida, I. (1998). A lesson is like a swiftly flowing river: Research lessons and the improvement of Japanese education. *American Educator*, Winter, 14-17 & 50-52.

Liptak, L. (2002). It's a matter of time. *RBS Currents*, 5(2), 6-7.

NEA Foundation for the Improvement of Education: Establishing High-Quality Professional Development. (Spring 2003, No. 5). Using data about classroom practice and student work to improve professional development for educators.

Stigler, J., & Hiebert, J. (1998). Teaching is a cultural activity. *American Educator*, Winter 1998, 4-11.

Stigler, J. (article by Willis, S.). (2002). Redesigning professional development: Creating a knowledge base for teaching: A conversation with James Stigler. *Educational Leadership*, 59(6), 6-11.

Wang-Iverson, P. (2002). Why Lesson Study? In Lesson Study: Collaborative Teacher-Led Professional Development Focused on Student Thinking (conference).

Watanabe, T. (Winter 2003). Lesson study: A new model of collaboration. *Academic Exchange Quarterly*, 7(4), pp.

Yoshida, M. (1999). Lesson study [Jugyokenkyu] in elementary school mathematics in Japan: A case study. Paper presented at the American Educational Research Association (1999 Annual Meeting), Montreal, Canada. This paper summarizes and highlights the results of an ethnographic exploration of lesson study. It focuses on the work of a mathematics lesson study group at an elementary school in Hiroshima, Japan. The author observed and regularly interviewed the teachers during a five-month period.

6. Program Development Meetings

To this end, faculty, staff and parents (when applicable) will hold bi-monthly **program development** meetings (not to be confused with the collaboration sessions) to reflect on programming, to share concerns and successes, and to brainstorm and create solutions. These meetings will provide the necessary circumstances to generate synergy that currently is not always supported in the traditional school organization and schedule. To ensure program development meetings occur on a regular basis, the school schedule will be modified, suggesting that traditional in-service days are not required; therefore, they will not be part of the yearly calendar.

One to two hours every other week, volunteer staff and faculty choose to attend one of two committees, and volunteer qualified members of those committees lead the meetings and projects. The leaders change according to need, expertise, passion and availability. The purpose of the committees also change yearly according to faculty/staff determined needs. During these times,

teachers take part in Lesson Studies, observing and reflecting upon a teacher's lesson. The directors might lead the teams through a reflective practice exercise. The teachers might also use a fishbowl protocol to evaluate a teacher's exam or invite a consultant to share research. The directors attend these meetings to learn as well, and it is their role to create or find and then implement the structures, atmosphere, leadership training and money that make these meetings doable and effective for teachers.

7. Co-Teaching Opportunities

A co-teaching model allows teachers to co-plan and co-present lessons, but most importantly, through the relationship, they co-process and co-problem solve resulting in individual and corporate learning.

8. Individual Learning Plans (ILP)

Adults as well as students will have ILPs that include evaluation components i.e.: goals, criteria, procedures and schedule. The development of faculty and staff ILPs will involve a collaborative process. This process will include a focus on the school's mission to ensure that individual goals are tied tightly to the vision of the school. The evaluation of the ILPs is discussed in Section I.4.B.

9. Staff Exchange

We also are discussing opportunities for staff exchange. Staff exchange will come in various forms. Relational teachers from around the nation and world will "swap" placements in various relational schools. "Swapees" become part of their new schools' staff for a one or two week time period, providing feedback to the faculty/staff they are visiting. These rotations are strategic in nature because they are designed to ensure that new thinking is interjected constantly into the system.

10. University Partnerships

Furthermore, the School is developing a relationship with Penn State in which student teachers will participate in the school as interns, learning the pedagogy and taking an active role in the faculty/staff's innovative reflective, formative assessments. Penn State will also send consultants to help the School assess, keeping the faculty/staff abreast of the latest research in relational professional development.

The School is currently developing a relationship with Penn State for teacher development, and a retired math professor from Penn State intends to consult with all math teachers at Gillingham.

11. New Teacher Roles

The nature of collaborative teaching provides everyone with multiple opportunities for continual learning. The teacher's role will shift to one who "teaches teaching" to other adults participating in the educational environment, expanding the traditional teacher's role. The bi-monthly teacher driven program and professional development meetings as well as the Japanese Lesson Study format, fishbowl protocols, Reflective Practices, and Breakfast (book) Clubs offer additional opportunities for teachers to assess the school and individuals, to self-reflect, to adjust and scaffold, to bring in experts, to lead one another and to discuss new ideas. Eventually these skills will create opportunities for faculty and staff to consult with other

schools and teach other teachers as well as build individual and corporate leadership capacity.

12. Continuing Education

Besides offering professional development and in-house workshops and trainings, the Board of Trustees will investigate continuing education for teachers. The School will form a committee that will research the costs of attending post-graduate coursework and design a tuition reimbursement plan to help subsidize GCS teachers who will be working towards the improvement of their skills and knowledge in order to improve the School's instructional program.

D. Human resource policies governing salaries, contracts, hiring and dismissal, sick and other leave, and benefits.

The Board of Trustees will administer human resource policies.

Salaries: Salaries will be administered using the district's salary guidelines as a base. However, salaries will be flexible, providing the Board of Trustees with a 10% over/under window, depending on the teacher's background and skills specifically as outlined in section V.3.A. For example, if a teacher ranks high in all areas of the hiring standards, s/he will be offered up to 10% more than the salary guidelines suggest. If a teacher is less experienced with regards to the hiring standards, s/he will be offered up to 10% less than salary guidelines suggest. The School's directors and the board's hiring committee will recommend the starting salary to the Board of Trustees for approval.

Salary increases will be administered on a yearly basis and will be comprised of two components. The first component, referred to as a Cost of Living increase, will be given to all professional staff. The second component referred to as Merit increase, will be based on the achievement of designated performance standards and ratings as defined in Sections V.3.A and I.4.B, respectively.

Contracts: Pennsylvania is an employment at will state and the School will follow these guidelines. An individual will remain employed based on his/her performance as described in Sections V.3.A and I.4.B, respectively.

Hiring: Hiring will be the responsibility of the Board of Trustees and the staff, ensuring a team approach to hiring.

Dismissal: All staff members serve at will and therefore can be dismissed at any time (with proper documentation).

Sick and Other Leave: The School will offer sick leave or an equivalent benefit to all full-time employees. The administration of the policy will be decided after a complete analysis of the local school district's sick leave policy and procedure and the sick leave policy and procedures usually available in Corporate America. After receiving a charter and before the school opens, a complete sick leave policy will be written and adopted.

E. Identification of the proposed faculty.

By November of 2009, 9 teachers had approached the School to teach. As of May 2010, 16 teachers have approached, seeking an application and offering resumes and clearances. 12 of these persons have stepped forward to help the School as Founding Members and volunteers. Since no formal hiring or screening process is in place, all teachers have been informed that a formal hiring process can not begin until the charter approval. They have been informed that if they are ultimately selected to be interviewed they will be required to present all of their credentials as well as their clearances. At this point, since the charter clearly has not yet been approved, the School has not made any commitments to any persons. After approval of the charter, the School will advertise, recruit and then develop a screening process to help in the selection of those who will eventually be hired. The final candidates selected will be presented to the Board of Trustees for final approvals. Every staff member being recommended will have to provide us with all of the required clearances. Once the faculty and staff are identified, a list of those persons, their credentials and clearances will be provided to the PASD school board prior to the opening of the School. NO staff member will be permitted to work with our students until this process has been completed as per the Department of Education requirements.

Staffing Chart:

Subject	Year 1	Year 2	Year 3	Year 4	Year 5
Principal/ Director of Education	1	1	1	1	1
Assistant Principal/Director of Organizational Development	1	1	1	1	1
Reading/Math Specialists	1	1	2	2	2
Academic Teachers	9	10	11	12	13
World Language/ELL	1	1	2	2	2
Music Teacher	.6	1	1	1.5	2
Arts Teacher	.6	1	1	1.5	2
Gym Teacher	.6	1	1.5	1.5	2
Nurse	1	1	1.5	1.5	2
Special Education Teachers	2	2	3	3	3
Administrative Executive Asst.	1	1	1	2	2
Teacher Assistants	3	4	5	6	6
Secretarial/Clerical Support	1	1	2	2	2
Custodial/Maintenance	1	1	2	2	2
Totals	23.8	30	38	44	49

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

At this point, since the charter clearly has not yet been approved, the School has not made any commitments to any persons. After approval of the charter, the School will advertise, recruit and then

develop a screening process to help in the selection of those who will eventually be hired. The final candidates selected will be presented to the Board of Trustees for final approvals. Every staff member being recommended will have to provide us with all of the required clearances. Once the faculty and staff are identified, a list of those persons, their credentials and clearances will be provided to the PASD school board prior to the opening of the School. NO staff member will be permitted to work with our students until this process has been completed as per the Department of Education requirements.

G. Attached 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.

Again, at this point, since the charter clearly has not yet been approved, the School has not made any commitments to any persons. After approval of the charter, the School will advertise, recruit and then develop a screening process to help in the selection of those who will eventually be hired. The final candidates selected will be presented to the Board of Trustees for final approvals. Every staff member being recommended will have to provide us with all of the required clearances. Once the faculty and staff are identified, a list of those persons, their credentials and clearances will be provided to the PASD school board prior to the opening of the School. NO staff member will be permitted to work with our students until this process has been completed as per the Department of Education requirements.

4. Code of Conduct:

A. Rules and guidelines governing student behavior

The underlying premise of our code of conduct will be that of atmosphere, habit formation and restorative practices, not punishment. Disciplining children begins with recognizing helpful and positive habits of behavioral choices and ensuring a respectful, engaging, delightful and challenging learning atmosphere. Within this model, children know what they have done that is not helpful is hurtful and are taught better ways of behaving/responding; the children's dignity is left fully intact.

The overarching goal of our discipline model is to assist children in developing an internalized sense of responsibility and feelings of worth (Funk & Fay, 1995). The learning atmosphere will be structured in a way that allows and encourages students to invest in their own learning as well as their peers'. Within this framework, adults are viewed by the children as assistants/consultants in solving the children's own problems.

These critical factors guide interactions between all persons in the School:

- Discipline
- Ethical Living Principles
- Natural Consequences
- Restorative Acts
- Rights, Responsibility and Accountability

Discipline

Habits for living ethically with others will be taught through story and biographies read in citizenship classes in particular and generally in all content areas. Students will be inspired by the

lives of others to discipline their own lives.

Furthermore, students will use the Contextual Analysis Chart, a self-reflective tool developed by local psychologist, Dr. James Walsh. The chart empowers students to set, monitor and adjust their own habit formation. Adults do not comment upon nor assess the students' use of the chart except to ensure that students use it regularly. This ensures that children have ample opportunity to take responsibility for their own learning and social growth.

Many of the particular habits the School will present to students and help them form in their daily living are outlined in the following sources:

- Howard Gardner, *Five Minds for the Future* (2006)
- Costa & Kalik, *Habits of Mind* (2000)

Ethical Living Principles

Values and principles (as opposed to rules) become the basis for all decisions regarding the treatment of discipline problems. The principle of RESPECT is the overarching guiding principle for all persons in the School. It is fleshed out in the Love and Logic Core Principle: "You can solve your problem any way you want to as long as it doesn't cause a problem for anyone else."

Natural Consequences

In addition, the respectful restorative principle follows: "You can bring restoration to any harm you cause and thus rebuild broken relationships." Consequences for misbehavior will be characterized as logical, natural, realistic, and palatable to both persons delivering and receiving the consequence, and the "offender" will bring restoration to those "offended."

Restorative Acts

Thus, students and adults will be trained in and will implement the methods of Restorative Practices. This relational student discipline approach "relies on repairing the harm done to people and relationships rather than on punishing offenders. Human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things *with* them, rather than *to* them or *for* them" (International Institute for Restorative Practices).

The implications for using Restorative Practices in an educational setting are obvious. When students feel connected to those in their community (classroom, school), they are more likely to cooperate. Restorative practices (such as circle meetings) can help to create the collaborative relationships. In the event that a wrong is committed, Restorative Practices provides an avenue for repairing the harm.

This method is studied and facilitated by the *International Institute for Restorative Practices* which is based in Bethlehem, PA. The IIRP provides training to individuals and groups at the institute or at the school's venue. The introductory session as well as Using Circles Effectively is highly recommended for all staff and faculty. They also provide training in conducting Formal Restorative Conferences for administrators and counselors. (Further explanation of the program is provided in Appendix A).

During school startup, all stakeholders will develop the discipline/habit formation procedures,

values/principles, natural consequences and restorative procedures of the School. (Please see Timeline in Appendix I)

Rights, Responsibility and Accountability

Within a school community of learners, everyone has rights and responsibilities. Discipline issues can be characterized into offenses of a minor and major nature, in relation to identified rights and responsibilities. Minor offenses will be treated within the regular learning environment. Major offenses (e.g., aggression, destruction of property, disrespectful language) will result in a progressive series of consequences that will be developed by stakeholders during school startup, as mentioned above. For example, in-school suspension and restorative contracts that are developed by the student, parent, teacher and principal may be utilized. A record keeping file per child involving all major offenses will be maintained. A discipline handbook for the School outlining rights and responsibilities, discipline principles, natural consequences, restorative practices and the school's discipline cycle will be developed and distributed.

B. Policies regarding student expulsion and suspension, including students with disabilities

The school's Code of Conduct will contain specific policies and procedures that describe the conditions under which violations of the Code will result in suspension or expulsion from the school. Students identified as "at risk," based on violations of the Code, will be referred to appropriate school staff for the development of a family-based intervention, implementing Restorative Practices.

All due process requirements will be respectively followed for regular and special education students. In the specific case of students with disabilities, the guidelines established by the Individuals with Disabilities Education Act (IDEA) 2004 and by subsequent court rulings will be carefully followed in order to fulfill total compliance. Manifestation hearings will take place in all serious offenses for which significant disciplinary action is being considered for these students to determine whether or not their disability is the causation of the negative action requiring administrative resolution. All attempts to rectify problems will be made before the implementation of sanctions.

C. Mandatory student attendance plan

Attendance is one of the most significant factors that will lead to student success academically and socially within the school setting. We will monitor student attendance carefully in order to determine when a student is starting to indicate some attendance problems. Lateness and absences must be minimized for all students. To this end, we will employ attendance software that will give us daily, weekly and monthly reports on those students who are displaying irregular and spotty attendance records. Teachers will be required to report on any student who misses two or more consecutive days of school or who starts to develop a pattern of absences such as Fridays and Mondays or days before a holiday, etc. Follow-up will be done on a daily basis for each absence. Classroom teachers and the counselor will be responsible to make a home contact to verify absences. When and if a student's absences continue, the school administration will start the process of bringing in the parents for a conference to develop a plan to ensure that the student is meeting attendance requirements. Unexcused absences in excess of an established maximum will be included in the school's Code of Conduct as grounds for expulsion.

5. Transportation:

A. Transportation program, including transportation for Special Education students and suggestions for improvement

The children will be transported using the existing transportation services within the district. This plan was discussed with the PASD. Gillingham Charter School has agreed to modify the daily hours of operation, if necessary, to allow for flexibility in the bussing schedule (Appendix F). For example, if bussing the children to school fifteen minutes earlier or later makes the transportation schedule easier to execute, then we will accommodate those needs.

B. Arrangements that will be made to transport students to implement an extended-day or extended-year program that requires transportation beyond that which the district provides

At this time there are no plans to implement an extended day or extended year school program. If a wrap around child care program is implemented, the parents will be required to pick up their children from the School.

C. Plans that are being made for the coordination of transportation of students who live outside the local district to be transported to the school

For the children and grandchildren of Founding Members who live outside the district and in the event that space is available for lottery students outside the district, transportation will be coordinated in accordance with the law. The PA department of education states, "The law requires school districts to provide transportation to resident students attending a charter school 'on such dates and periods that the charter school is in regular session' if:

- the charter school is located within the district, or
- the charter school is located not more than ten miles by the nearest public highway beyond the district boundary, or
- the charter school is a regional charter school in which the district is participating."

6. Food Service:

A. The food service plan of the school

For the first two years, students will bring bagged lunches to school or will purchase bagged lunches from the School's pre-plated meal vendor. Because of the health issues facing America's children today, the school will carefully create lunches that are both nutritional and tasty. Currently, our supporter, Dr. Buddy Touchinsky, owner of BT Health and Healthy Habits Natural Foods Market, is developing a healthy food plan and investigating local caterers.

To meet the PDE's 2010 requirements, the School plans to contract with a pre-plated meal vendor which, according to the PED contract, "shall comply with the rules, regulations and any additions or amendments thereto of the Pennsylvania Department of Education (PDE) and the United States Department of Agriculture (USDA, including but not limited to, Title 7 CFR Parts 210, 215, 220, 245, 250 and PDE, Division of Food and Nutrition (DFN), policies, as applicable." The Board of Trustees will entertain competitive bids from vendors. At the end of this two-year period, this topic

will be revisited.

B. The plans for free or reduced lunch or breakfast- State regulations for student participation in such a program must be followed (24 PS 13-1337).

Our food service plan requires all children to bring their own lunches or to purchase a bagged lunch from the School's pre-plated meal vendor because we will not have the facilities to offer a hot lunch to any child. Offering breakfast is not feasible given our anticipated setup. Any of the School's students who qualify for the free or reduced lunch/breakfast program will receive the vendor's bagged lunches through this plan. Any lunch program adopted by the Board of Trustees will comply with all federal and state requirements for free and reduced lunch programs.

7. Timetable:

Timetable of projected steps and dates leading to the opening of the charter school

A work plan and timeline is provided in Appendix I.

8. Safety

A. Plans to meet all safety requirements of the building selected as the school site

The School will fulfill the local, state and federal health and safety laws and regulations as required.

- 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

In the outline above, we have indicated that we will finalize the lease on our site and begin all necessary modifications and upgrades necessary when the charter is approved. We will start to submit all necessary requests for licenses and inspection approvals once the charter is approved and anticipate getting a Certificate of Occupancy by August 1, 2010. These dates are also outlined as a part of our timetable for action.

We will also begin the process of developing a school safety plan. These steps are listed below:

The Gillingham Charter School is committed to providing a safe, orderly learning environment for its students. To make this a reality the Founding Coalition will develop a comprehensive school safety plan that incorporates the provisions of Act 26 and includes protocols for responding to crisis situations in Gillingham Charter School. Below is an outline of the steps that will be taken to finalize Gillingham Charter School's Safety Plan. The document will be reviewed and updated once the staff has been identified and hired in order to modify and change this plan to meet the "real" needs of the school, the facility, its staff and the community.

The steps that will be taken to review and modify the final safety plan follow:

1. Form a School Safety Committee that includes: Board of Trustees, school administration, community representatives, representatives of the local police and fire department, and parents
2. Review Act 26, “The Safe Schools Act”
3. Review the local school districts safety plans to ensure accordance
4. Review safety plans from other municipalities for content and presentation ideas
5. Develop goals and timelines
6. Draft school safety plan
7. Circulate a draft of the safety plan to the Board of Trustees, the school administration and community partners for review
8. Finalize the School Safety Plan

B. Maintaining School Safety and Reporting Act 26 Violations

School safety will be the primary responsibility of the school administrator and his/her designee. They will oversee the security systems of the Gillingham Charter School as well as the behavior of the students and reporting Act 26 violations. In addition, all staff members will be expected to report to administration any inappropriate behavior in the school environment. It is the primary responsibility of staff to create a climate of respect and educational focus; however, they will also be “the eyes and ears of the building.” Students will also be expected to set a tone of respect, order and purposefulness. Particular responsibility will fall to staff to model good and safe behavior and to correct or report to the school administration inappropriate or unsafe behavior or events.

9. School Health Services

A. Plan to provide school health services as required under Article XIV (PL Code)

In total compliance with the State School Code pursuant to charter school law, including Article XIV requirements, the Board of Trustees of Gillingham Charter School shall require that students submit to appropriate health and dental examinations to ensure that each student’s health status is at an optimal level and that achievement is not lessened as a result of unresolved or undiagnosed health problems.

Every student attending the GCS will be provided the following services by the school as detailed in the chart below

(Please note that special education students will be provided all services as needed and prescribed in their IEP.)

SERVICE	K and 1	2	3	4	5	6	7	8
Medical Examination	X					X		
Dental Examination	X		X				X	

Growth Screen	X	X	X	X	X	X	X	X
Vision Screen	X	X	X	X	X	X	X	X
Hearing Screen	X	X	X				X	
Scoliosis Screen						X	X	
Tuberculin Test (as needed)	X							
School Nurse Services	X	X	X	X	X	X	X	X
Maintenance of Health Record	X	X	X	X	X	X	X	X
Immunization Assessment	X	X	X	X	X	X	X	X

B. How the services will be provided

For each student admitted to the school, the school administrator or his/her designee (the Nurse) shall request an adequate health record from the transferring school.

The individual student records of health examinations shall be maintained as confidential records subject to statute and the policies of this school.

A student who presents a statement signed by his/her parent or guardian that a medical examination is contrary to his/her religious beliefs shall be examined only when the Secretary of Health determines that the student presents a substantial health menace to the health of other persons.

Where it appears to school health officials or teachers that a student deviates from normal growth and development or where school examinations reveal conditions requiring health or dental care, the parent or guardian of the student shall be so informed, and a recommendation shall be made that the parent consult a private physician or dentist or a local community-based health center. The parent shall be required to report to the school the action taken subsequent to such notification.

Parents and guardians of students who are to be examined shall be notified of such examinations. The notice shall include the date and location of the examination, and the parent or guardian will be encouraged to attend. Such notice may also include notification that the parent may have the examination conducted privately at the parents' expense; encouragement that the parent does so in the interest of providing continuity in the student's health care; and, notification that the student may be exempted from such examination if it is contrary to the parents' religious beliefs.

The nurse will be ultimately responsible for overseeing the student health services program.

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

These responsibilities will include:

The nurse shall instruct all staff members to observe students continually for conditions that indicate physical defect or disability and to report such conditions promptly to the nursing service.

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

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

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

When the School's administration receives a report of the existence of a communicable disease in a student's family, the nurse must be notified. When the nurse discovers a student in school with a communicable disease, the nurse shall notify the School's administrators who immediately will then provide for the reporting of this information as noted above.

COMMONWEALTH OF PENNSYLVANIA

CHARTER

to operate a public school
known as

Pursuant to the authority vested in the Board of School Directors of _____ under the Public School Code of 1949, as amended, and the (insert citation of Charter School Statute), the Board of Trustees of the _____ 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: _____

Board President/Vice President

Board Secretary

For the Board of Trustees of _____

Board President/Vice President

Board Secretary

References

- Aina, O. (Summer, 2001). Maximizing learning in early childhood multiage classrooms: Child, teacher, and parent perceptions. *Early Childhood Education Journal*, 28(4), 219-24.
- Allington, R. (1994). The schools we have. The schools we need." *The Reading Teacher* 48, (14-29).
- Allington, R. (June 2002). What I've learned about effective reading instruction. *Kappan*, 83(10), 740-747.
- Atwell, N. (1988) *In the middle: Writing, reading and learning with adolescents*. Portsmouth, NH: Heinemann.
- Blase, J., & Kirgy, P.C. (2000) *Bringing out the best in teachers: what effective principals do*. Thousand Oaks, CA: Corwin Press.
- Bodrova, E. & Leong, D. (April 2003). The importance of being playful. *Educational Leadership*, 60 (7), 50-53.
- Cholmondley, E. (1960). *The story of Charlotte Mason*. Petersfield: Child Light Ltd.
- Cooper. E. (2004). *When children love to learn*. Wheaton: Crossway Books.
- Costa, A., & Kallick, B. (2000). *Habits of mind*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Daggett, W. (September 2005). Achieving academic excellence through rigor and relevance. *International Center for Learning Excellence*.
- Donaldson, G.A. (2001). *Cultivating leadership in schools: Connecting people, purpose, and practice*. New York: Teachers College Press.
- Elmore, R. (2000). *Building a new structure for school leadership*. Washington.DC: The Albert

Shanker Institute

Friedman, T. (2005). *The world is flat: A brief history of the twenty-first century*. New York: Farrar, Straus and Giroux.

Gallagher, C. (2007). *Reclaiming assessment: A better alternative to the accountability agenda*. Portsmouth, NH: Heinemann.

Gambrell, L., Kapinus, B. Koskinen, P. (1991). Retelling and the reading comprehension of proficient and less-proficient readers. *Journal of Educational Research*, 34(6), 357-162.

Gardner, H. (2006). *Five minds for the future*. Boston, MA: Harvard Business School.

Goffee, R., & Jones, G. (2000, September). Why should anyone want to be led by you? *Harvard Business Review*, 18-28.

Grayling, A. C. (2008). How humans dared to know. *New Scientist*, 100(2666), 42-43.

Henderson, N., & Milstein, M. (2003). *Resiliency in schools*. Thousand Oaks, CA: Corwin Press.

Ingersoll, R. (2003). *Who controls teachers' work? Power and accountability in America's schools*. Cambridge, MA: Harvard University Press.

International Institute for Restorative Practices, retrieved October 21, 2009, at

<http://www.iirp.org/whatisrp.php>

Ivey, G., & Fisher, D. (Summer 2006). Learning from what doesn't work. *Educational Leadership*, 63, 7-12.

John, F., Lui, M., & Tannok, R. (2003). Children's story retelling and comprehension using a new narrative source. *Canadian Journal of School Psychology*, 18(1-2), 91-113.

Kalmbach, J. (1980). *The Structure of narrative retelling*. (Research Paper No.216317).

Houghton, MI: Michigan State University.

King, J. (1981). *Charlotte Mason reviewed*. Petersfield, UK: Child Light Ltd. Kouzes, J., &

Posner, B. (1995). *The leadership challenge*. San Francisco, CA: Jossey-Bass.

Lambert, L., Walker, D, Zimmerman, D., Cooper, J., Lambert, M., Gardner, M., & Slack, P.J.

(1995) *The constructivist leader*. York: Teachers College Press.

Lieberman, A., & Miller, L. (2004). *Teacher leadership*. San Francisco, CA: Jossey-Bass.

Macaulay, S. (1984). *For the children's sake*. Wheaton: Crossway Books.

Mason, C. (1989). *Home education*. Wheaton, Illinois: Tyndale House Publishers, Inc.

(Originally published 1905 by Keegan, Paul, Trench, Trubner and Co., Ltd., London, England)

Mason, C. (1989). *Parents and children*. Wheaton, Illinois: Tyndale House Publishers, Inc.

(Originally published 1904 by Keegan, Paul, Trench, Trubner and Co., Ltd., London, England)

Mason, C. (1989). *School education*. Wheaton, Illinois: Tyndal House Publishers, Inc.

(Originally published 1907 by Keegan, Paul, Trench, Trubner and Co., Ltd., London, England)

Mason, C. (1989). *Ourselves*. Wheaton, Illinois: Tyndale House Publishers, Inc.

(Originally published 1905 by Keegan, Paul, Trench, Trubner and Co., Ltd., London, England)

Mason, C. (1989). *Formation of character*. Wheaton, Illinois: Tyndale House Publishers, Inc.

(Originally published 1906 by Keegan, Paul, Trench, Trubner and Co., Ltd., London, England)

Mason, C. (1989). *A philosophy of education*. Wheaton, Illinois: Tyndale House

Publishers, Inc. (Originally published as *An Essay Towards a Philosophy of Education*

1925 by Keegan, Paul, Trench, Trubner and Co., Ltd., London, England, Reprinted 1954

London, England by J.M.Dent & Sons)

Meier, D. (1996). *The power of their ideas: Lessons fro America from a small school in Harlem*.

Boston: Beacon Press.

Mercer, K. The advantages of multi-age grouping. Retrieved on November 8, 2009 at

<http://www.cdli.ca/~kmmercerc/multiage/benefits.htm>

- Moller, G., & Pankake, A. (2006). *Lead with me: A principal's guide to teacher leadership*. Larchmont, NY: Eye on Education, Inc.
- Ney, M.W. (1999). *Charlotte Mason: 'a pioneer of sane education.'* Nottingham, England: Educational Heretics Press.
- Odden, A., & Archibald, S. (2001). *Reallocating Resources*. Thousand Oaks, CA: Corwin Press.
- Olofsson, Å., & Niedersøe, J. (1999). Early language development and kindergarten phonological awareness as predictors of reading problems. *Journal of Learning Disabilities*, 32, 464–472.
- Penlington, C., Kington, A., & Day, C. (2008, February). Leadership in improving schools: A qualitative perspective. *School Leadership and Management*, 28(1), 65-82.
- Pink, D. (2005). *A whole new mind*. London: Penguin Books, Ltd.
- Robinson, K. (2001). *Out of our minds*. Chichester, West Sussex: Capstone Publishing Limited.
- Sadler, P. (2003). Leadership and organizational learning. In M. Dierkes, A. Berthoin, J. Child, J., & I. Nonaka (Eds.) *Handbook of organizational learning and knowledge* (pp.414-27). New York: Oxford University Press.
- Senge, P. (2006). *The fifth discipline: The art and practice of the learning organization*. New York: Random House.
- Sergiovanni, T. (2007) *Rethinking leadership*. Thousand Oaks, CA: Corwin Press.
- Smith, J.C. (2000). Charlotte Mason: An introductory analysis of her educational theories and practices (Doctoral dissertation, Virginia Polytechnic Institute and State University, 2000).
- Spillane, J. (2006). *Distributed leadership*. San Francisco: John Wiley & Sons, Inc.
- Strickland & Strickland. (1998). *Reflections on assessment: Its purposes, methods, and effects*

on learning. Portsmouth, NH: Boynton/Cook Publishers, Heinemann.

Tharp, R.G., & Gallimore, R. (1988). Rousing schools to life. *American Educator*, 13(2).

Vygotsky, L. (1993). *The collected works of L.S. Vygotsky: Volume 4 The history of the development of*

higher mental functions (R. Reiber, Trans.) New York: Springer.

Wise, J., Sevcik, R., Morris, R., Lovett, M. & Wolf, M. (August 2007). The relationship among receptive and expressive vocabulary, listening comprehension, pre-reading skills, word identification skills, and reading comprehension by children with reading disabilities.

Journal of Speech, Language, and Hearing Research, 50, 1093-1109.

Wright, N. T. (2005). *The last word*. San Francisco: HarperCollins.

York-Barr, J., Sommers, W., Ghere, G., & Montie, J. (2001). *Reflective practice to improve schools: An action guide for educators*. Thousand Oaks, CA: Corwin Press.

This document lists the PA standards for History. The books and activities from Gillingham’s curriculum, CLUSA Curriculum-Gillingham’s Version, are copied into this document below the standards, demonstrating how the standards will be met.

8.1. Historical Analysis and Skills Development			
8.1.3. GRADE 3	8.1.6. GRADE 6	8.1.9. GRADE 9	8.1.12. GRADE 12
<i>Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to . . .</i>			
<p>A. Understand chronological thinking and distinguish between past, present and future time.</p> <ul style="list-style-type: none"> • Calendar time • Time lines • Continuity and change • Events (time and place) <p>Narrations (oral,written,illustrated,dramatic) Narration Journal Essay Exams Copybook Classroom Timeline Book of Centuries Smart Board <i>The Backyard, George Washington D’Aulaire They Were Strong and Good, Abraham Lincoln ,The Oxcart Man; Columbus A Little History of the World Fifty Famous Stories Retold The Tree’s Tale, Biography of William Penn What Was Cooking in Abigail Adam’s White House (Cooking Throughout American History), Rain Player (Mayan) An Island Story , Benjamin Franklin Penn’s Charter, PA’s “Declaration of Rights”</i></p>	<p>A. Understand chronological thinking and distinguish between past, present and future time.</p> <ul style="list-style-type: none"> • Calendar time • Time lines • People and events in time • Patterns of continuity and change • Sequential order • Context for events <p>Narrations (oral,written,illustrated,dramatic) Narration Journal Essay Exams Copybook Classroom Timeline Book of Centuries Smart Board <i>A Little History of the World An Island Story Child’s History of Art The World of William Penn William Penn’s Account of the Lenape Benjamin West and his Cat Grimalkin Amos Fortune Freeman Many Thousands Gone</i></p>	<p>A. Analyze chronological thinking.</p> <ul style="list-style-type: none"> • Difference between past, present and future • Sequential order of historical narrative • Data presented in time lines • Continuity and change • Context for events <p>Narrations (oral,written,illustrated,dramatic) Narration Journal Copybook Classroom Timeline Book of Centuries Smart Board Field Studies <i>The Story of the World The Story of Mankind The Last Days of Pompeii Alexander the Great’s Army The Hero Schlemman The Lost Queen of Egypt The Days of Alfred the Great Omar Khayyam, Agnesi to Zeno The History of the American People The Book of the Renaissance and the</i></p>	<p>A. Evaluate chronological thinking.</p> <ul style="list-style-type: none"> • Sequential order of historical narrative • Continuity and change • Context for events <p>Narrations (oral,written,illustrated,dramatic) Narration Journal Essay Exams Copybook Classroom Timeline Book of Centuries Smart Board <i>The Invasion of Canada; Common Sense; The Rights of Man; Reflections on the Revolution in France, Narrative of the Life of Frederick Douglass; On Liberty, The Law, The Communist Manifesto, Graves of Academe, The English Constitution, A Tale of Two Cities; Uncle Tom’s Cabin; Les Miserables, Agnesi to Zeno; BBC Documentary Pompeii The Scarlet Letter; Last of the Mohicans; The Adventures of Huckleberry Finn; Shakespeare</i></p>

History

<p><i>Tales of Troy and Greece</i> by Andrew Lang selections from <i>The Book of Nature Myths</i> by Florence Holbrook , <i>A Boy Named Slow Bruchac</i> (Sitting Bull bio) , <i>Leif the Lucky The Lenape Indians</i>, A Biography of Betsy Ross <i>A Child's History of Art, Historical Atlas of the World</i> Biography of the Gillingham Family <i>Famous Canadian Stories, The Book of Indians, The Saint Lawrence: Seaway of North America, Unknown to History: Captivity of Mary of Scotland, Danger at the Breaker</i> Catherine A. Welch, <i>Pocohontas</i> FIELD STUDIES -the Breaker Boys; Dairy, No.9 Mine and Museum , Local Fire Department, -a local farm ,Police station, -Local businesses, etc. - PA State Museum, -Schuylkill County Historical Society, -Landis Valley Museum: Living History Farm & Village (German Heritage 1740-1940),- Quaker Information Center, - John James Audubon Mill Grove Center, -Amish Farm and House, - local anthropologists and mounds, University of Pennsylvania's Anthropology Museum,-Independence National Historical Park, -National Constitution Center -Betsy Ross House, -Central Pennsylvania African American Museum, Gillingham's Underground Railroad home (Mahantonga St., Pottsville),- Unity Coalition of Schuylkill County: Diversity Celebration, - Business & Professional Women's Club,-Ekley Miners' Village, -Pioneer Coal Mine and Steel Train -Locust Ridge Wind Farm, -Pioneer Evergreens Farm, -A Coal Plant, -City Hall</p>	<p><i>Ben and Me</i> <i>Madeleine Takes Command</i> <i>A Little History of the World</i> <i>The Story of the World</i> <i>In the Times of Victoria</i> <i>Historical Atlas of the World</i> FIELD STUDIES French and Indian War Fort, the Pennsylvania Historical and Museum Commission, Commonwealth Archaeology Program, Harrisburg; Penn Manor -Reading Anthracite Coal Company -Schuylkill County Historical Society -Independence Hall, -Penn's Landing, -Old City, Philadelphia, -the museum in Philosophical Hall, Philadelphia, - Bethlehem Moravians, -Erie Maritime Museum/ Flagship Niagara, -PA Rifle At State History Museum , -Eckley's Miner Village, Railroad Museum of PA, Gettysburg, -Heinz History Center -parts of Constitution Walking Tour, Philadelphia, Amish Country and Farms -Central Pennsylvania African American Museum -Jim Thorpe Jail, - The Basement of the Wooden Keg Tavern, St. Clair, PA -Ellis Island, Statue of Liberty,-Brooklyn Museum (Grandma Moses), -Anthracite Museum, Scranton, -Veteran's Home Service Project B. Explain and analyze historical sources. <ul style="list-style-type: none"> • Literal meaning of a historical passage • Data in historical and contemporary maps, graphs and </p>	<p><i>Reformation</i> <i>The White and Gold</i> <i>Elizabeth and the Prince of Spain</i> FIELD STUDIES: -The Met, -an archeological dig -watch a Greek play, -Philadelphia Museum of Art's Medieval Armor -Allentown Art Museum Medieval Art -University of Pennsylvania's Anthropology Museum,-University of Pennsylvania's Shakespeare Exhibit -The Met (Renaissance Art - a Moravian Community, The Ephrata Cloister, -a Amish Community, -a Quaker Community; an Iron Works; Port Clinton Railways, Tour Pottsville's Old Canal; PA History Museum, James Buchanan's Wheatland Estate; Colonial Pennsylvania Plantation -Museum of Indian Culture, Allentown - Pennsylvania Archaeology Month October. Amateurs and experts come together through various exhibits and activities hosted around the state. B. Analyze and interpret historical sources. <ul style="list-style-type: none"> • Literal meaning of historical passages • Data in historical and contemporary maps, graphs, and tables • Different historical perspectives • Data from maps, graphs and tables • Visual data presented in </p>	<p><i>Pericles; Isaac Newton and Scientific Revolution; Search for the Elements; Uncle Tungsten: Memories of a Chemical Boyhood; Dr. Jenner and the Speckled Monster: The Discovery of the Smallpox Vaccine; The Mapmakers; The Map that Changed the World; Letters of Travel</i> Rudyard Kipling; <i>The Story of Architecture; First Impressions: James McNeill Whistler; A History of Architecture: Settings and Rituals; Anna Richards Brewster: American Impressionist; Bach, Debussy, Shoenburg, Stravinsky, Wagner, Handel; Caravaggio, Botticelli, Pissaro, Andrew Wyeth, Picasso, Rubens, Tanner; Passage to India; The Great Gatsby; All Quiet on the Western Front; To Kill a Mockingbird; Brave New World; The Gulag Archipelago; Shakespeare's Anthony and Cleopatra; Titanic: A Night to Remember; The Long Walk: The True Story of a Trek; Hiroshima; Alive: The Story of the Andes; Endurance: Shackleton's Incredible Voyage; History of English Speaking Peoples, To Be a Slave</i> <i>Journal of a Plague Year</i> <i>Connections, van Loon's Lives</i> <i>The Story of America;</i> <i>Contours of American History;</i> <i>A Short History of Canada;</i> <i>Connections; A History of the Twentieth Century; Growing Up Latino</i> <i>Bury My Heart at Wounded Knee</i> <i>Diary of Anne Frank</i> <i>WWII, Mein Kampf, Autobiography of</i></p>
---	--	--	---

History

<p>-County Court House and Jail</p> <p>B. Develop an understanding of historical sources.</p> <ul style="list-style-type: none"> • Data in historical maps • Visual data from maps and tables • Mathematical data from graphs and tables • Author or historical source <p>Narrations (oral,written,illustrated,dramatic) Narration Journal Essay Exams Copybook Classroom Timeline Book of Centuries Smart Board <i>A Little History of the World</i> correlated with <i>An Island Story</i> <i>What Was Cooking in Abigail Adam's White House (Cooking Throughout American History)</i> Larkin Penn's Charter PA's "Declaration of Rights" <i>A Boy Named Slow Bruchac</i> (Sitting Bull bio) <i>A Child's History of Art Historical Atlas of the World</i> Biography of the Gillingham Family <i>Famous Canadian Stories</i> George E. Tait <i>Pocahontas</i> by Ingri D'Aulaire FIELD STUDIES: -the Breaker Boys; Dairy, No.9 Mine and Museum , Local Fire Department, -a local farm ,Police station, -Local businesses, etc. - PA State Museum, -Schuylkill County Historical Society, -Landis Valley Museum: Living History Farm & Village (German</p>	<p>tables</p> <ul style="list-style-type: none"> • Author or historical source • Multiple historical perspectives • Visual evidence • Mathematical data from graphs and tables <p>Narrations (oral,written,illustrated,dramatic) Narration Journal Essay Exams Copybook Classroom Timeline Book of Centuries Smart Board <i>Many Thousands Gone</i> <i>Roll of Thunder, Hear My Cry</i> (Introduction) <i>William Penn's Account of the Lenape</i> Charter of Privileges PA Declaration of Rights FIELD STUDIES French and Indian War Fort, the Pennsylvania Historical and Museum Commission, Commonwealth Archaeology Program, Harrisburg; Penn Manor -Reading Anthracite Coal Company -Schuylkill County Historical Society -Independence Hall, -Penn's Landing, -Old City, Philadelphia, -the museum in Philosophical Hall, Philadelphia, -Bethlehem Moravians, -Erie Maritime Museum/ Flagship Niagara, -PA Rifle At State History Museum , -Eckley's Miner Village, Railroad Museum of PA, Gettysburg, -Heinz History Center -parts of Constitution Walking Tour, Philadelphia, Amish Country and Farms</p>	<p>historical evidence</p> <p>Narrations (oral,written,illustrated,dramatic) Narration Journal Essay Exams Copybook Classroom Timeline Book of Centuries Smart Board <i>The Map Makers</i>; "Aztec Account of the European Conquest" <i>Omar Khayyam, Agnesi to Zeno</i> Movie: Breaking the Maya Code; Raphael: <i>The School of Athens</i> Michaelangelo's works: <i>Battle of the Centaurs</i>, marble relief <i>David</i>, Sculpture, Architecture <i>The Libyan Sibyl The Sibyl of Delphi</i> FIELD STUDIES: -The Met, -an archeological dig -watch a Greek play, -Philadelphia Museum of Art's Medieval Armor -Allentown Art Museum Medieval Art -University of Pennsylvania's Anthropology Museum,-University of Pennsylvania's Shakespeare Exhibit -The Met (Renaissance Art - a Moravian Community, The Ephrata Cloister, -a Amish Community, -a Quaker Community; an Iron Works; Port Clinton Railways, Tour Pottsville's Old Canal; PA History Museum, James Buchanan's Wheatland Estate; Colonial Pennsylvania Plantation -Museum of Indian Culture, Allentown - Pennsylvania Archaeology Month October. Amateurs and experts come together through</p>	<p><i>Malcolm X, Amusing Ourselves to Death; Paris 1919</i> Martin Luther King, Jr's Speeches <i>Arguing about Slavery</i> FIELD STUDIES: Williamsburg, -Colonial Pennsylvania Plantation, -Museum of Indian Culture, Allentown, - Pennsylvania Archaeology Month October. Amateurs and experts come together through various exhibits and activities hosted around the state, -Civil War Roundtable at the Historical Society, Brandywine Battlefield, National Civil War Museum, Harrisburg, -Visit small Patch Towns and see old breakers and mills, -Local Historical Societies, -African American Museum, Philadelphia, -Holocaust Museum -Ground Zero, -Vietnam War Memorial and others</p> <p>B. Synthesize and evaluate historical sources.</p> <ul style="list-style-type: none"> • Literal meaning of historical passages • Data in historical and contemporary maps, graphs and tables • Different historical perspectives • Data presented in maps, graphs and tables • Visual data presented in
---	--	--	--

History

<p>Heritage 1740-1940),- Quaker Information Center, - John James Audubon Mill Grove Center, -Amish Farm and House, - local anthropologists and mounds, University of Pennsylvania’s Anthropology Museum,-Independence National Historical Park, -National Constitution Center -Betsy Ross House, -Central Pennsylvania African American Museum, Gillingham’s Underground Railroad home (Mahantonga St., Pottsville),- Unity Coalition of Schuylkill County: Diversity Celebration, - Business & Professional Women's Club,-Ekley Miners' Village, -Pioneer Coal Mine and Steel Train -Locust Ridge Wind Farm, -Pioneer Evergreens Farm, -A Coal Plant, -City Hall -County Court House and Jail</p> <p>C. Understand fundamentals of historical interpretation.</p> <ul style="list-style-type: none"> • Difference between fact and opinion • The existence of multiple points of view • Illustrations in historical stories • Causes and results <p>Narrations (oral,written,illustrated,dramatic) Narration Journal Essay Exams Copybook Book of Centuries Smart Board <i>The Backyard, George Washington D’Aulaire They Were Strong and Good, Abraham Lincoln ,The Oxcart Man; Columbus</i></p>	<p>-Central Pennsylvania African American Museum -Jim Thorpe Jail, - The Basement of the Wooden Keg Tavern, St. Clair, PA -Ellis Island, Statue of Liberty,-Brooklyn Museum (Grandma Moses), -Anthracite Museum, Scranton, -Veteran’s Home Service Project</p> <p>C. Explain the fundamentals of historical interpretation.</p> <ul style="list-style-type: none"> • Difference between fact and opinion • Multiple points of view • Illustrations in historical stories • Causes and results • Author or source of historical narratives <p>Narrations (oral,written,illustrated,dramatic) Narration Journal Essay Exams Copybook Book of Centuries Smart Board “Follow the Drinking Gourd” by Jeanette Winter ; <i>William Penn’s Account of the Lenape; Many Thousands Gone & In the Time of Victoria; Birch Bark House The Backwoods of Canada; Roll of Thunder, Hear My Cry; Grandma Moses, Ketchum, William. Picture study of some of her pieces.</i> FIELD STUDIES French and Indian War Fort, the Pennsylvania Historical and Museum Commission, Commonwealth Archaeology</p>	<p>various exhibits and activities hosted around the state.</p> <p>C. Analyze the fundamentals of historical interpretation.</p> <ul style="list-style-type: none"> • Fact versus opinion • Reasons/causes for multiple points of view • Illustrations in historical documents and stories • Causes and results • Author or source used to develop historical narratives • Central issue <p>Narrations (oral,written,illustrated,dramatic) Narration Journal Essay Exams Copybook Classroom Timeline Book of Centuries Smart Board Field Studies <i>The Story of the World The Story of Mankind The Last Days of Pompeii Alexander the Greats’ Army The Hero Schlemman The Lost Queen of Egypt The Days of Alfred the Great The History of the American People The Book of the Renaissance and the Reformation The White and Gold Elizabeth and the Prince of Spain Raphael: The School of Athens Michaelangelo’s works:</i></p>	<p>historical evidence</p> <p>Narrations (oral,written,illustrated,dramatic) Narration Journal Essay Exams Copybook Classroom Timeline Book of Centuries Smart Board <i>The Souls of Black Folk; The Mapmakers; History of the English Speaking Peoples; Classroom Timeline, Book of Centuries; Contours of American History; Connections; “I Have a Dream;” Testimony: Arguing about Slavery; van Loon’s Lives; FDR’s Fireside Chats</i> FIELD STUDIES: Williamsburg, -Colonial Pennsylvania Plantation, -Museum of Indian Culture, Allentown, - Pennsylvania Archaeology Month October. Amateurs and experts come together through various exhibits and activities hosted around the state, -Civil War Roundtable at the Historical Society, Brandywine Battlefield, National Civil War Museum, Harrisburg, -Visit small Patch Towns and see old breakers and mills, -Local Historical Societies, -African American Museum, Philadelphia, -Holocaust Museum -Ground Zero, -Vietnam War Memorial and others</p> <p>C. Evaluate historical</p>
---	--	---	---

History

<p><i>A Little History of the World</i> <i>Fifty Famous Stories Retold</i> <i>The Tree's Tale, Biography of William Penn</i> <i>What Was Cooking in Abigail Adam's White House (Cooking Throughout American History), Rain Player (Mayan)</i> <i>An Island Story , Benjamin Franklin</i> Penn's Charter, PA's "Declaration of Rights" <i>Tales of Troy and Greece</i> by Andrew Lang selections from <i>The Book of Nature Myths</i> by Florence Holbrook , <i>A Boy Named Slow Bruchac (Sitting Bull bio) , Leif the Lucky</i> <i>The Lenape Indians,</i> A Biography of Betsy Ross <i>A Child's History of Art, Historical Atlas of the World</i> Biography of the Gillingham Family <i>Famous Canadian Stories, The Book of Indians, The Saint Lawrence: Seaway of North America, Unknown to History: Captivity of Mary of Scotland, Danger at the Breaker</i> Catherine A. Welch, <i>Pocohontas</i></p> <p>FIELD STUDIES</p> <ul style="list-style-type: none"> -PA State Museum -Schuylkill County Historical Society -Central Pennsylvania African American Museum Gillingham's Underground Railroad home (Mahantonga St., Pottsville) - Unity Coalition of Schuylkill County: Diversity Celebration - Business & Professional Women's Club -Ekley Miners' Village -Locust Ridge Wind Farm -A Coal Plant -Jim Thorpe Jail and Mansion - Quaker Information Center 	<p>Program, Harrisburg; Penn Manor -Reading Anthracite Coal Company -Schuylkill County Historical Society -Independence Hall, -Penn's Landing, -Old City, Philadelphia, -the museum in Philosophical Hall, Philadelphia, - Bethlehem Moravians, -Erie Maritime Museum/ Flagship Niagara, -PA Rifle At State History Museum , -Eckley's Miner Village, Railroad Museum of PA, Gettysburg, -Heinz History Center -parts of Constitution Walking Tour, Philadelphia, Amish Country and Farms -Central Pennsylvania African American Museum -Jim Thorpe Jail, - The Basement of the Wooden Keg Tavern, St. Clair, PA -Ellis Island, Statue of Liberty, -Brooklyn Museum (Grandma Moses), -Anthracite Museum, Scranton, -Veteran's Home Service Project</p> <p>D. Describe and explain historical research.</p> <ul style="list-style-type: none"> • Historical events (time and place) • Facts, folklore and fiction • Historical questions • Primary sources • Secondary sources • Conclusions (e.g., simulations, group projects, skits and plays) <p>Narrations (oral,written,illustrated,dramatic) Narration Journal</p>	<p><i>Battle of the Centaurs</i>,Sculpture <i>David, Sculpture The Libyan Sibyl The Sibyl of Delphi , Architecture</i></p> <p>FIELD STUDIES-The Met, -an archeological dig -watch a Greek play, -Philadelphia Museum of Art's Medieval Armor -Allentown Art Museum Medieval Art -University of Pennsylvania's Anthropology Museum,-University of Pennsylvania's Shakespeare Exhibit -The Met (Renaissance Art - a Moravian Community, The Ephrata Cloister, -a Amish Community -a Quaker Community; an Iron Works; Port Clinton Railways, Tour Pottsville's Old Canal; PA History Museum, James Buchanan's Wheatland Estate; Colonial Pennsylvania Plantation -Museum of Indian Culture, Allentown - Pennsylvania Archaeology Month October. Amateurs and experts come together through various exhibits and activities hosted around the state.</p> <p>D. Analyze and interpret historical research.</p> <ul style="list-style-type: none"> • Historical event (time and place) • Facts, folklore and fiction • Historical questions • Primary sources • Secondary sources • Conclusions (e.g., History Day projects, mock trials, 	<p>interpretation of events.</p> <ul style="list-style-type: none"> • Impact of opinions on the perception of facts • Issues and problems in the past • Multiple points of view • Illustrations in historical stories and sources • Connections between causes and results • Author or source of historical narratives' points of view • Central issue <p>Narrations (oral,written,illustrated,dramatic) Narration Journal Essay Exams Copybook Classroom Timeline Book of Centuries Smart Board "I Have a Dream;" <i>Testimony: Arguing about Slavery; van Loon's Lives; Battle of the Books; Pope's Essay on Man; Johnson's Essays; Emerson's Essays; Uncle Tom's Cabin; Hero and Hero Worship; On Liberty; Reflections on the Revolutions in France; An Autobiography of Malcolm X, Mein Kampf; WWII Churchill</i> FIELD STUDIES: Williamsburg, -Colonial Pennsylvania Plantation, -Museum of Indian Culture, Allentown, - Pennsylvania Archaeology Month October. Amateurs and experts come together through</p>
--	---	--	--

History

<p>-Amish Farm and House - local anthropologists and mounds University of Pennsylvania’s Anthropology Museum -Independence National Historical Park -National Constitution Center -Betsy Ross House</p> <p>D. Understand historical research.</p> <ul style="list-style-type: none"> • Event (time and place) • Facts, folklore and fiction • Formation of a historical question • Primary sources • Secondary sources • Conclusions (e.g., storytelling, role playing, diorama) <p>Narrations (oral,written,illustrated,dramatic) Narration Journal Essay Exams Copybook Book of Centuries Smart Board <i>The Backyard, George Washington D’Aulaire</i> <i>They Were Strong and Good,</i> <i>Abraham Lincoln ,The Oxcart Man; Columbus</i> <i>A Little History of the World</i> <i>Fifty Famous Stories Retold</i> <i>The Tree’s Tale, Biography of William Penn</i> <i>What Was Cooking in Abigail Adam’s White House (Cooking Throughout American History), Rain Player (Mayan)</i> <i>An Island Story , Benjamin Franklin</i> Penn’s Charter, PA’s “Declaration of Rights” <i>Tales of Troy and Greece</i> by Andrew Lang selections from <i>The Book of Nature Myths</i> by Florence Holbrook , <i>A Boy Named Slow</i></p>	<p>Essay Exams Copybook Book of Centuries Smart Board Drama and Illustrated Narrations <i>William Penn’s Account of the Lenape</i> <i>Many Thousands Gone</i> <i>In the Time of Victoria</i> Charter of Privileges PA Declaration of Rights Mayan Account <i>Simon Bolivar</i> <i>At Her Majesty’s Account</i> <i>Roll Thunder, Hear My Cry</i> (introduction) FIELD STUDIES French and Indian War Fort, the Pennsylvania Historical and Museum Commission, Commonwealth Archaeology Program, Harrisburg; Penn Manor -Reading Anthracite Coal Company -Schuylkill County Historical Society -Independence Hall, -Penn’s Landing, -Old City, Philadelphia, -the museum in Philosophical Hall, Philadelphia, -Bethlehem Moravians, -Erie Maritime Museum/ Flagship Niagara, -PA Rifle At State History Museum , -Eckley’s Miner Village, Railroad Museum of PA, Gettysburg, -Heinz History Center -parts of Constitution Walking Tour, Philadelphia, Amish Country and Farms -Central Pennsylvania African American Museum -Jim Thorpe Jail, - The Basement of the Wooden Keg Tavern, St. Clair, PA -Ellis Island, Statue of Liberty,-Brooklyn Museum (Grandma Moses), -Anthracite Museum, Scranton, -Veteran’s Home</p>	<p>speeches)</p> <ul style="list-style-type: none"> • Credibility of evidence <p>Narrations (oral,written,illustrated,dramatic) Narration Journal Essay Exams Copybook Classroom Timeline Book of Centuries Smart Board Luther’s 95 Theses, Aztec account of the European conquest; “Breaking the Maya Code” movie <i>Motel of Mysteries</i> <i>The Last Days of Pompeii</i> <i>The Hero Schlemman</i> <i>Legends of the Delaware Indians and Picture Writing</i> FIELD STUDIES -The Met, -an archeological dig -watch a Greek play, -Philadelphia Museum of Art’s Medieval Armor -Allentown Art Museum Medieval Art -University of Pennsylvania’s Anthropology Museum,-University of Pennsylvania’s Shakespeare Exhibit -The Met (Renaissance Art - a Moravian Community, The Ephrata Cloister, -a Amish Community, -a Quaker Community; an Iron Works; Port Clinton Railways, Tour Pottsville’s Old Canal; PA History Museum, James Buchanan’s Wheatland Estate; Colonial Pennsylvania Plantation -Museum of Indian Culture, Allentown - Pennsylvania Archaeology Month October. Amateurs</p>	<p>various exhibits and activities hosted around the state, -Civil War Roundtable at the Historical Society, Brandywine Battlefield, National Civil War Museum, Harrisburg, -Visit small Patch Towns and see old breakers and mills, -Local Historical Societies, -African American Museum, Philadelphia, -Holocaust Museum -Ground Zero, -Vietnam War Memorial and others</p> <p>D. Synthesize historical research.</p> <ul style="list-style-type: none"> • Historical event (time and place) • Facts, folklore and fiction • Historical questions • Primary sources • Secondary sources • Conclusions (e.g., Senior Projects, research papers, debates) • Credibility of evidence <p>Narrations (oral,written,illustrated,dramatic) Narration Journal Essay Exams Copybook Classroom Timeline Book of Centuries Smart Board <i>The Face of Decline: The Pennsylvania Anthracite Coal Region in the 20th Century</i> (NAFTA); Dr. King’s Speeches; <i>Diary of Anne Frank</i>; van Loon’s Lives;</p>
---	--	--	--

History

<p>Bruchac (Sitting Bull bio) , <i>Leif the Lucky</i> <i>The Lenape Indians</i>, A Biography of Betsy Ross <i>A Child's History of Art, Historical Atlas of the World</i> Biography of the Gillingham Family <i>Famous Canadian Stories, The Book of Indians, The Saint Lawrence: Seaway of North America, Unknown to History: Captivity of Mary of Scotland, Danger at the Breaker</i> Catherine A. Welch, <i>Pocohontas</i> FIELD STUDIES: -The Breaker Boys group -No.9 Mine and Museum -PA State Museum -Schuylkill County Historical Society -Central Pennsylvania African American Museum Gillingham's Underground Railroad home (Mahantonga St., Pottsville) -Ekley Miners' Village -Pioneer Coal Mine and Steel Train -City Hall --Jim Thorpe Jail and Mansion - Quaker Information Center - John James Audubon Mill Grove Center -Amish Farm and House - local anthropologists and mounds University of Pennsylvania's Anthropology Museum -Independence National Historical Park -National Constitution Center -Betsy Ross House</p>	<p>Service Project</p>	<p>and experts come together through various exhibits and activities hosted around the state.</p>	<p><i>Who Killed Canadian History; Pope's Essay on Man; Johnson's Essays; Emerson's Essays; Uncle Tom's Cabin; Hero and Hero Worship; On Liberty; Reflections on the Revolutions in France; To Be a Slave</i> FIELD STUDIES: Williamsburg, -Colonial Pennsylvania Plantation, -Museum of Indian Culture, Allentown, - Pennsylvania Archaeology Month October. Amateurs and experts come together through various exhibits and activities hosted around the state, -Civil War Roundtable at the Historical Society, Brandywine Battlefield, National Civil War Museum, Harrisburg, -Visit small Patch Towns and see old breakers and mills, -Local Historical Societies, -African American Museum, Philadelphia, -Holocaust Museum -Ground Zero, -Vietnam War Memorial and others</p>
<p align="center">Historical Analysis and Skill Development are learned through and applied to the standards statements and their descriptors for 8.2. Pennsylvania History, 8.3. United States History and 8.4. World History.</p>			

History

History

8.2 Pennsylvania History ***NOTE: Narrations, journals, copybook, timeline, smart boards and book of centuries help meet all standards.			
8.2.3. GRADE 3	8.2.6. GRADE 6	8.2.9. GRADE 9	8.2.12. GRADE 12
<p>A. Understand the political and cultural contributions of individuals and groups to Pennsylvania history.</p> <ul style="list-style-type: none"> • William Penn • Benjamin Franklin • Pennsylvanians impacting American Culture (e.g., John Chapman, Richard Allen, Betsy Ross, Mary Ludwig Hayes, Rachel Carson, Elizabeth Jane Cochran, Marian Anderson) • Local historical figures in municipalities and counties. <p><i>Mary Cassatt: Impressionist Painter; Into the Woods: John James Audubon Lives His</i></p>	<p>A. Identify and explain the political and cultural contributions of individuals and groups to Pennsylvania history from Beginnings to 1824.</p> <ul style="list-style-type: none"> • Inhabitants (e.g., Native Americans, Europeans, Africans) • Military Leaders (e.g., Anthony Wayne, Oliver H. Perry, John Muhlenberg) • Political Leaders (e.g., William Penn, Hannah Penn, Benjamin Franklin) • Cultural and Commercial Leaders (e.g., Robert Morris, John Bartram, Albert Gallatin) 	<p>A. Analyze the political and cultural contributions of individuals and groups to Pennsylvania history from 1787 to 1914.</p> <ul style="list-style-type: none"> • Political Leaders (e.g., James Buchanan, Thaddeus Stevens, Andrew Curtin) • Military Leaders (e.g., George Meade, George McClellan, John Hartranft) • Cultural and Commercial Leaders (e.g., John J. Audubon, Rebecca Webb Lukens, Stephen Foster) • Innovators and Reformers 	<p>A. Evaluate the political and cultural contributions of individuals and groups to Pennsylvania history from 1890 to Present.</p> <ul style="list-style-type: none"> • Political Leaders (e.g., Gifford Pinchot, Genevieve Blatt, K. Leroy Irvis) • Military Leaders (e.g., Tasker H. Bliss, Henry “Hap” Arnold, George C. Marshall) • Cultural and Commercial Leaders (e.g., Milton Hershey, Marian

History

<p><i>Dream; Audubon: Painter of Birds; They Were Strong and Good</i> <i>The Oxcart Man</i> <i>In Coal Country</i> Judith Hendershot Regional Choice: <i>Biography of William Penn</i> Regional Choice: <i>Benjamin Franklin</i> D’Aulaire <i>Various speeches and primary sources</i> Penn’s Charter PA’s “Declaration of Rights” Regional Choice: Biography of Benjamin Franklin <i>The Lenape Indians (Junior Library of American Indians)</i> Wilker Regional Choice: Biography of Betsy Ross Regional Choice: Biography of the Gillingham Family <u><i>Danger at the Breaker</i></u> Catherine A. Welch FIELD STUDIES: -Philadelphia Museum of Art -Guer’s Dairy -No.9 Mine and Museum - Local Fire Department -a local farm -Police station -Local businesses, etc. -PA State Museum -Schuylkill County Historical Society -Central Pennsylvania African American Museum Gillingham’s Underground Railroad home (Mahantonga St., Pottsville) - Unity Coalition of Schuylkill County: Diversity Celebration - Business & Professional Women's Club -Ekley Miners' Village -Pioneer Coal Mine and Steel Train -Pioneer Evergreens Farm -A Coal Plant</p>	<ul style="list-style-type: none"> • Innovators and Reformers (e.g., Society of Friends, Richard Allen, Sybilla Masters) <i>The World of William Penn</i> <i>William Penn’s Account of the Lenape Many Thousands Gone (Underground Railroad); Benjamin West and His Cat Grimalkin; Ben and Me; Gentle Ben</i> Penn’s Charter; George McClellan in <i>Mathew Brady’s Illustrated History of the Civil War</i>, Quaker Gillinghams of Pottsville, Oliver H. Perry’s Portrait; “Letters from a Pennsylvanian Farmer” <p>FIELD STUDIES: Penn Manor; Reading Anthracite Coal Company, Historical Society, Independence Hall, Penn’s Landing, Old City Philadelphia, Erie Maritime Museum, Eckley’s Miner Village, Heinz Center French and Indian War Fort, the Pennsylvania Historical and Museum Commission, Commonwealth Archaeology Program, Harrisburg; Gettysburg</p> <p>B. Identify and explain primary documents, material artifacts and historic sites important in Pennsylvania history from Beginnings to 1824.</p> <ul style="list-style-type: none"> • Documents, Writings and Oral Traditions (e.g., Charter of Privileges, The Gradual Abolition of Slavery Act of 1780, Letters from a Pennsylvania Farmer) • Artifacts, Architecture and 	<p>(e.g., George Westinghouse, Edwin Drake, Lucretia Mott) <i>The Sea Around Us</i> Rachel Carson (selections); <i>The Map Makers</i> Wilford (Mason Dixon Line); John Singer Sargent: <i>Repose Gondola Moorings on the Grand Canal, The Daughters of Edward D. Boit, Carnation, Lily, Lily, Rose, Claude Monet Painting at the Edge of a Wood</i> <i>Lady Agnew of Lochnaw, Theodore Roosevelt, Robert Louis Stevenson and His Wife</i> Thomas Cole: <i>Italian Coast Scene with The Notch of the White Mountains, Ruined Tower, The Voyage of Life: Childhood, The Voyage of Life: Youth</i> <i>The Voyage of Life: Manhood; The Voyage of Life: Old Age; The Past; The Present</i> Stephen Foster: <u><i>Oh! Susanna, Camptown Races, Old Folks at Home</i></u> (Swanee River), <u><i>Hard Times Come Again No More, My Old Kentucky Home, Old Black Joe, and Beautiful Dreamer</i></u>; Lucretia Mott’s letter to Elizabeth Cady Stanton; Research James Buchanan and the Dred Scott Decision and present through multi-media The Molly Maguires- still researching: <i>Ned McAdoo and the Molly Maguires</i> Claire and Jim Castagnera; Thaddeus Stevens: Use traditional and contemporary research and multi-media methods to present Thaddeus Stevens’ political story or political ideas. FIELD STUDIES: -an archeological dig, -University of Pennsylvania’s Anthropology Museum,-</p>	<p>Anderson, Fred Rogers)</p> <ul style="list-style-type: none"> • Innovators and Reformers (e.g., Frank Conrad, Rachel Carson, Joseph Rothrock) <p>Gibbsville, John O’Hara; John O’Hara Walking Tour, Pottsville; Heroes and Philanthropy: Milton Hershey, A Pennsylvania Hero -Visit the Hershey Museum -Tour the town of Hershey -Read 'Behind The Chocolate Curtain' Sun, Feb 8, 2004; “Man reveals life in Milton Hershey School” by Marla Hinkle William Tanner’s Art: <i>The Thankful Poor, The Banjo Lesson</i> <i>Sand Dunes at Sunset, Atlantic City</i> <i>The Seine,</i> Anna Richards Brewster: <i>Bookstalls on the Seine</i> <i>A Square at Santa Margherita</i> <i>Trafalgar Square, London</i> <i>Lily Pond, Matunuck, Rhode Island</i> <i>A Market in Biskra, Algeria</i> <i>Allegory, Travel Abroad</i> Andrew Wyeth: <i>Wind from the Sea</i> <i>Brandywine Valley, Long Limb</i> <i>Master Bedroom, Big Room</i> <i>Easterly, Christina Olson</i> <i>Christina’s World, Braids</i> <i>The Stone Fence;</i> Bach Cantatas Sung by Marian Anderson with selections from her biography; <i>The Molly Maguires</i> Broehl; <i>The Most Noble Adventure:</i></p>
---	---	---	---

History

<p>-City Hall -County Court House and Jail -Jim Thorpe Jail and Mansion - Quaker Information Center - John James Audubon Mill Grove Center -Amish Farm and House - local anthropologists and mounds University of Pennsylvania’s Anthropology Museum -Independence National Historical Park -National Constitution Center -Betsy Ross House</p> <p>B. Identify and describe primary documents, material artifacts and historic sites important in Pennsylvania history.</p> <ul style="list-style-type: none"> • Documents, Writings and Oral Traditions (e.g., Penn’s Charter, Pennsylvania “Declaration of Rights”) • Artifacts, Architecture and Historic Places (e.g., Local historical sites, museum collections, Independence Hall) • Liberty Bell • Official Commonwealth symbols (e.g., tree, bird, dog, insect) <p><i>The Oxcart Man</i> NOTES: Lessons on PA commonwealth symbols: eg. bird, tree, insect <i>Biography of William Penn</i> <i>Benjamin Franklin D’Aulaire</i> <i>Various speeches and primary sources</i> Penn’s Charter</p>	<p>Historic Places (e.g., Conestoga Wagon, Pennsylvania rifle, Brig Niagara)</p> <p><i>Poor Richard’s Almanac</i>, Charter of Privileges, The Gradual Abolition of Slavery Act of 1780, <i>Letters from a Pennsylvania Farmer</i>, Conestoga Wagon, Pennsylvania rifle, Brig Niagara; “Gettysburg Address”</p> <p>Field Studies: PA State Museum, Historical Society, Penn Manor; French and Indian War Fort, the Pennsylvania Historical and Museum Commission, Commonwealth Archaeology Program, Harrisburg; Gettysburg</p> <p>C. Identify and explain how continuity and change have influenced Pennsylvania history from the Beginnings to 1824.</p> <ul style="list-style-type: none"> • Belief Systems and Religions (e.g., Native Americans, Quakers) • Commerce and Industry (e.g., iron production, sailing, fur trade) • Innovations (e.g., steam boat, Conestoga Wagon) • Politics (e.g., The Mason-Dixon Line, Pennsylvania’s acquisition and detachment of the “lower three counties,” movements of State capital) • Settlement Patterns (e.g., native settlements, Westward expansion, development of 	<p>University of Pennsylvania, - a Moravian Community, -a Amish Community, -a Quaker Community, Ephrata Cloister; James Buchanan’s Wheatland Estate; Colonial Pennsylvania Plantation -Museum of Indian Culture, Allentown - Pennsylvania Archaeology Month October. Amateurs and experts come together through various exhibits and activities hosted around the state.</p> <p>B. Identify and analyze primary documents, material artifacts and historic sites important in Pennsylvania history from 1787 to 1914.</p> <ul style="list-style-type: none"> • Documents, Writings and Oral Traditions (e.g., Pennsylvania Constitutions of 1838 and 1874, The “Gettysburg Address”, <i>The Pittsburgh Survey</i>) • Artifacts, Architecture and Historic Places (e.g., Gettysburg, Eckley Miners’ Village, Drake’s Well) <p><i>The Map Makers</i> Wilford (Mason Dixon Line); <i>Legends of the Delaware Indians and Picture Writing</i>; PA Appalachian Trail (Middle School Camping trip); John Singer Sargent: <i>Repose Gondola Moorings on the Grand Canal</i>, <i>The Daughters of Edward D. Boit</i>, <i>Carnation</i>, <i>Lily</i>, <i>Lily</i>, <i>Rose</i>, <i>Claude Monet Painting at the Edge of a Wood</i> <i>Lady Agnew of Lochnaw</i>, <i>Theodore Roosevelt</i>, <i>Robert Louis Stevenson and His</i></p>	<p><i>The Marshall Plan and the Time When America Helped Save Europe</i> (selections) <i>The Souls of Black Folk</i>; <i>The Face of Decline: The Pennsylvania Anthracite Coal Region in the 20th Century</i> Rights of Woman: Research Multi-Media Presentation using Primary Resources, Interviews, Online Databases, etc. about Women in Pennsylvania who made a difference</p> <p>B. Identify and evaluate primary documents, material artifacts and historic sites important in Pennsylvania history from 1890 to Present.</p> <ul style="list-style-type: none"> • Documents, Writings and Oral Traditions (e.g., Constitution of 1968, <i>Silent Spring</i> by Rachel Carson, Pennsylvania historical markers) • Artifacts, Architecture and Historic Places (e.g., 28th Division Shrine, Fallingwater, Levittown, Allegheny Ridge heritage corridor) <p><i>The Souls of Black Folk</i> - Rights of Woman: Research Multi-Media Presentation using Primary Resources, Interviews, Online Databases, etc. about Women in Pennsylvania who made a difference;</p>
--	---	---	---

History

<p>PA’s “Declaration of Rights” NOTE: Biography of Benjamin Franklin 8.1.3A; 8.3.3A,C,D <i>The Lenape Indians (Junior Library of American Indians)</i> Wilker Biography of Betsy Ross Biography of the Gillingham Family FIELD STUDIES: -Guer’s Dairy -No.9 Mine and Museum - Local Fire Department, -a local farm -Police station, -Local businesses, etc. -PA State Museum, -Schuylkill County Historical Society, -Central Pennsylvania African American Museum Gillingham’s Underground Railroad home (Mahantonga St., Pottsville) -Ekley Miners’ Village -Pioneer Coal Mine and Steel Train --City Hall -County Court House and Jail -Jim Thorpe Jail and Mansion - Quaker Information Center - John James Audubon Mill Grove Center -Amish Farm and House - local anthropologists and mounds University of Pennsylvania’s Anthropology Museum -Independence National Historical Park -National Constitution Center -Betsy Ross House</p> <p>C. Identify and describe how continuity and change have influenced Pennsylvania history.</p> <ul style="list-style-type: none"> • Belief Systems and Religions 	<p>towns)</p> <ul style="list-style-type: none"> • Social Organization (e.g., trade and development of cash economy, African Methodist Episcopal Church founded, schools in the colony) • Transportation (e.g., trade routes, turnpikes, post roads) • Women’s Movement (e.g., voting qualifications, role models) <p><i>The World of William Penn; Among the Lenape William Penn’s History of the Lenape; Pitt Ponies</i> Letters from a Pennsylvania Farmer Mary Cassatt FIELD STUDIES: African American Muse French and Indian War Fort, the Pennsylvania Historical and Museum Commission, Commonwealth Archaeology Program, Harrisburg</p> <p>D. Identify and explain conflict and cooperation among social groups and organizations in Pennsylvania history from Beginnings to 1824.</p> <ul style="list-style-type: none"> • Domestic Instability (e.g., religious diversity, toleration and conflicts, incursion of the Iroquois) • Ethnic and Racial Relations (e.g., Penn’s Treaties with Indians, the Underground Railroad, the abolition of slavery) • Labor Relations (e.g., indentured servants, working conditions) 	<p><i>Wife</i> Stephen Foster: <u>Oh! Susanna</u>, <u>Camptown Races</u>, <u>Old Folks at Home</u> (Swanee River), <u>Hard Times Come Again No More</u>, <u>My Old Kentucky Home</u>, <u>Old Black Joe</u>, and <u>Beautiful Dreamer</u>; Lucretia Mott’s letter to Elizabeth Cady Stanton; Research James Buchanan and the Dred Scott Decision and present through multi-media; Thaddeus Stevens: Use traditional and contemporary research and multi-media methods to present Thaddeus Stevens’ political story or political ideas. FIELD STUDIES: -an archeological dig; -University of Pennsylvania’s Anthropology Museum,- University of Pennsylvania, - a Moravian Community, -a Amish Community -a Quaker Community, Ephrata Cloister; James Buchanan’s Wheatland Estate; Colonial Pennsylvania Plantation -Museum of Indian Culture, Allentown - Pennsylvania Archaeology Month October. Amateurs and experts come together through various exhibits and activities hosted around the state.; James Buchanan’s Wheatland Estate</p> <p>C. Identify and analyze how continuity and change have influenced Pennsylvania history from the 1787 to 1914.</p> <ul style="list-style-type: none"> • Belief Systems and Religions (e.g., Ephrata Cloister, Harmonists, Amish, immigrant influences) 	<p>-Bach Cantatas Sung by Marian Anderson with selections from her biography; Tanner’s works: <i>-The Thankful Poor, The Banjo Lesson, Sand Dunes at Sunset, Atlantic City, The Seine, Gateway, TangierAlgiers</i> -Anna Richards Brewster: <i>Bookstalls on the Seine A Square at Santa Margherita Trafalgar Square, London Lily Pond, Matunuck, Rhode Island A Market in Biskra, Algeria Allegory, Travel Abroad</i> -Andrew Wyeth: <i>Wind from the Sea Brandywine Valley, Long Limb Master Bedroom, Big Room Easterly, Christina Olson Christina’s World, Braids The Stone Fence</i> FIELD STUDIES: Milton Hershey, A Pennsylvania Hero -Visit the Hershey Museum -Tour the town of Hershey -Read 'Behind The Chocolate Curtain' Sun, Feb 8, 2004; “Man reveals life in Milton Hershey School” by Marla Hinkle -Museum of Indian Culture, Allentown, - Pennsylvania Archaeology Month October. Amateurs and experts come together through various exhibits and activities hosted around the state</p>
---	---	---	---

History

<p>(e.g., Native Americans, early settlers, contemporary religions)</p> <ul style="list-style-type: none"> • Commerce and Industry (e.g., jobs, trade, environmental change) • Innovations (e.g., technology, ideas, processes) • Politics (e.g., rules, regulations, laws) • Settlement Patterns (e.g., farms, towns, rural communities, cities) • Social Organization (e.g., relationships of individuals, families, groups, communities; ability to be educated) • Transportation (e.g., methods of moving people and goods over time) • Women’s Movement (e.g., changes in roles and rights over time) <p><i>The Oxcart Man</i> <i>Biography of William Penn</i> <i>Benjamin Franklin</i> D’Aulaire Penn’s Charter PA’s “Declaration of Rights” NOTE: Biography of Benjamin Franklin <i>The Lenape Indians</i> Biography of Betsy Ross Biography of the Gillingham Family <u><i>Danger at the Breaker</i></u> Catherine A. Welch FIELD STUDIES: -Guer’s Dairy -No.9 Mine and Museum - Local Fire Department -a local farm , -Police station -Local businesses, etc., -PA State Museum -Schuylkill County Historical Society</p>	<ul style="list-style-type: none"> • Immigration (e.g., Germans, Irish) • Military Conflicts (e.g., Dutch, Swedish and English struggle for control of land, Wyoming Massacre, The Whiskey Rebellion) <p><i>The World of William Penn</i> <i>Among the Lenape</i> <i>William Penn’s History of the Lenape</i> <i>Pit Ponies</i> Letters from a Pennsylvania Farmer Gillingham Biography FIELD STUDIES: African American Museum, PA History Museum, Historical Society, Gillingham House, Coal Museum French and Indian War Fort, the Pennsylvania Historical and Museum Commission, Commonwealth Archaeology Program, Harrisburg</p>	<ul style="list-style-type: none"> • Commerce and Industry (e.g., mining coal, producing iron, harvesting timber) • Innovations (e.g., John Roebling’s steel cable, steel-tipped plow, improved techniques for making iron, steel and glass) • Politics (e.g., Fugitive Slave Act reaction, canal system legislation, The Free School Act of 1834) • Settlement Patterns (e.g., farms and growth of urban centers) • Social Organization (e.g., the Philadelphia Centennial Exposition of 1876, prohibition of racial discrimination in schools) • Transportation (e.g., canals, National Road, Thompson’s Horseshoe Curve) • Women’s Movement (e.g., work of the Equal Rights League of Pennsylvania) <p><i>The Map Makers</i> Wilford (Mason Dixon Line); <i>The Pipes Are Calling</i> Loretta A. Murphy; <i>Breaker</i> N. A. Perez (big mine workers' strike of 1902) <i>Legends of the Delaware Indians and Picture Writing: Historical Atlas of the World; A Diamond in the Dust</i> Carla Joinson John Singer Sargent: <i>Repose Gondola Moorings on the Grand Canal, The Daughters of Edward D. Boit, Carnation, Lily, Lily, Rose, Claude Monet Painting at the Edge of a Wood Lady Agnew of Lochnaw, Theodore Roosevelt, Robert Louis Stevenson and His</i></p>	<p>-Visit small Patch Towns and see old breakers and mills, -Local Historical Societies, -African American Museum, Philadelphia</p> <p>C. Identify and evaluate how continuity and change have influenced Pennsylvania history from the 1890s to Present.</p> <ul style="list-style-type: none"> • Belief Systems and Religions (e.g., Buddhism, Christianity, Hinduism, Islam, Judaism) • Commerce and Industry (e.g., work of defense industries, rise and decline of the steel industry, increase of service industries) • Innovations (e.g., polio vaccine, air pollution examined, nuclear power plants) • Politics (e.g., Great Depression special legislative session, creation of the state income tax) • Settlement Patterns (e.g., growth and decline of cities, coal towns, Pittsburgh Renaissance) • Social Organization (e.g., creation of the State Soil Conservation Commission, First Amendment)
--	--	--	---

History

<p>-Central Pennsylvania African American Museum Gillingham’s Underground Railroad home (Mahantonga St., Pottsville) - Unity Coalition of Schuylkill County: Diversity Celebration - Business & Professional Women's Club -Ekley Miners' Village -Pioneer Coal Mine and Steel Train -Locust Ridge Wind Farm -Pioneer Evergreens Farm -A Coal Plant -City Hall -County Court House and Jail -Jim Thorpe Jail and Mansion - Quaker Information Center - John James Audubon Mill Grove Center -Amish Farm and House - local anthropologists and mounds University of Pennsylvania’s Anthropology Museum -Independence National Historical Park -National Constitution Center</p> <p>D. Identify and describe conflict and cooperation among social groups and organizations in Pennsylvania history.</p> <ul style="list-style-type: none"> • Domestic Instability (e.g., political, economic and geographic impact on daily activities) • Ethnic and Racial Relations (e.g., treatment of various ethnic and racial groups in history) • Labor Relations (e.g., working conditions over time) • Immigration (e.g., diverse 		<p><i>Wife</i> Thomas Cole: <i>Italian Coast Scene with The Notch of the White Mountains, Ruined Tower, The Voyage of Life: Childhood, The Voyage of Life: Youth The Voyage of Life: Manhood; The Voyage of Life: Old Age; The Past; The Present</i> Stephen Foster: <u>Oh! Susanna, Camptown Races, Old Folks at Home</u> (Swanee River), <u>Hard Times Come Again No More, My Old Kentucky Home, Old Black Joe, and Beautiful Dreamer</u>; Lucretia Mott’s letter to Elizabeth Cady Stanton; Research James Buchanan and the Dred Scott Decision and present through multi-media; still researching: <i>Ned McAdoo and the Molly Maguires</i> Claire and Jim Castagnera; Thaddeus Stevens: Use traditional and contemporary research and multi-media methods to present Thaddeus Stevens’ political story or political ideas. FIELD STUDIES: -an archeological dig; -University of Pennsylvania’s Anthropology Museum,- University of Pennsylvania, - a Moravian Community, The Ephrata Cloister, -a Amish Community, -a Quaker Community; an Iron Works; Port Clinton Railways, Tour Pottsville’s Old Canal; PA History Museum, James Buchanan’s Wheatland Estate; Williamsburg -Colonial Pennsylvania Plantation -Museum of Indian Culture, Allentown - Pennsylvania Archaeology Month October. Amateurs and experts come together through various exhibits and activities hosted around the state.</p>	<p>challenges to education, social services)</p> <ul style="list-style-type: none"> • Transportation (e.g., Pennsylvania Turnpike, Interstate highways, international airports) • Women’s Movement (e.g., League of Women Voters, Commission on Women) <p>Year Eleven and Twelve Internships with local agencies: DOEP, Social Services, Female Lawyers, City and County Offices; Carpenters; Hospital, local Politicians; etc. <i>A History of the 20th Century; The Face of Decline: The Pennsylvania Anthracite Coal Region in the 20th Century;</i> Research own background through Ellis Island database; <i>The Souls of Black Folk</i>; Bach Cantatas Sung by Marian Anderson with selections from her biography; Rights of Woman: Research Multi-Media Presentation using Primary Resources, Interviews, Online Databases, etc. about Women in Pennsylvania who made a difference; FIELD STUDIES: Three Mile Island Milton Hershey, A Pennsylvania Hero -Visit the Hershey Museum -Tour the town of Hershey -Read 'Behind The Chocolate Curtain' Sun, Feb 8, 2004; “Man reveals life in Milton Hershey School” by Marla Hinkle</p>
---	--	---	---

History

<p>groups inhabiting the state)</p> <ul style="list-style-type: none"> Military Conflicts (e.g., struggle for control) <p>Narrations (oral, written, illustrated, dramatic) Narration Journal Copybook Classroom Timeline Book of Centuries Museum Notebook Smart Board <i>The Oxcart Man</i> Regional Choice: <i>Biography of William Penn</i> Regional Choice: <i>Benjamin Franklin D'Aulaire</i> <i>Various speeches and primary sources</i> Penn's Charter PA's "Declaration of Rights" NOTE: Regional Choice: Biography of Benjamin Franklin 8.1.3A; 8.3.3A,C,D <i>The Lenape Indians (Junior Library of American Indians)</i> Wilker Regional Choice: Biography of Betsy Ross Regional Choice: Biography of the Gillingham Family Regional Choice: <i>Danger at the Breaker</i> Catherine A. Welch 8.1.3 A,D; 8.2.3 A,C,D; 8.3.3C,D FIELD STUDIES: -Guer's Dairy -No.9 Mine and Museum - Local Fire Department -a local farm , -Police station</p>		<p>D. Identify and analyze conflict and cooperation among social groups and organizations in Pennsylvania history from 1787 to 1914.</p> <ul style="list-style-type: none"> Domestic Instability (e.g., impact of war, 1889 Johnstown Flood) Ethnic and Racial Relations (e.g., Christiana riots, disenfranchisement and restoration of suffrage for African-Americans, Carlisle Indian School) Labor Relations (e.g., National Trade Union, the "Molly Maguires," Homestead steel strike) Immigration (e.g., Anti-Irish Riot of 1844, new waves of immigrants) Military Conflicts (e.g., Battle of Lake Erie, the Mexican War, the Civil War) <p><i>The Map Makers</i> Wilford (Mason Dixon Line), <i>The Pipes Are Calling</i> Loretta A. Murphy; <i>Breaker</i> N. A. Perez (big mine workers' strike of 1902) <i>Legends of the Delaware Indians and Picture Writing; Historical Atlas of the World; A Diamond in the Dust</i> Carla Joinson ; John Singer Sargent: <i>Theodore Roosevelt</i> Stephen Foster: <i>Oh! Susanna</i>, <i>Camptown Races</i>, <i>Old Folks at Home</i> (Swanee River), <i>Hard Times Come Again No More</i>, <i>My Old Kentucky Home</i>, <i>Old Black Joe</i>, and</p>	<p>-Museum of Indian Culture, Allentown, - Pennsylvania Archaeology Month October. Amateurs and experts come together through various exhibits and activities hosted around the state -Visit small Patch Towns and see old breakers and mills, -Local Historical Societies, -African American Museum, Philadelphia</p> <p>D. Identify and evaluate conflict and cooperation among social groups and organizations in Pennsylvania history from 1890 to Present.</p> <ul style="list-style-type: none"> Domestic Instability (e.g., The Great Depression, Three-Mile Island nuclear accident, floods of 1936, 1972 and 1977) Ethnic and Racial Relations (e.g., segregation, desegregation, racial profiling) Labor Relations (e.g., strikes, work stoppages, collective bargaining) Immigration (e.g., increased immigration from Europe, migration of African-Americans from the South, influx of Hispanic and Asian peoples) Military Conflicts (e.g., World War I, World War
---	--	---	--

History

<ul style="list-style-type: none"> -Local businesses, etc., -PA State Museum -Schuylkill County Historical Society -Central Pennsylvania African American Museum -African American Heritage, Schuylkill County -Gillingham’s Underground Railroad home (Mahantonga St., Pottsville) - Unity Coalition of Schuylkill County: Diversity Celebration - Business & Professional Women's Club -Ekley Miners' Village -Pioneer Coal Mine and Steel Train -Locust Ridge Wind Farm -Pioneer Evergreens Farm -A Coal Plant -City Hall -County Court House and Jail -Jim Thorpe Jail and Mansion - Quaker Information Center - -Amish Farm and House - local anthropologists and mounds University of Pennsylvania’s Anthropology Museum -Independence National Historical Park -National Constitution Center -Betsy Ross House 		<p><u>Beautiful Dreamer:</u> Lucretia Mott’s letter to Elizabeth Cady Stanton; Research James Buchanan and the Dred Scott Decision and present through multi-media The Molly Maguires- still researching: <i>Ned McAdoo and the Molly Maguires</i> Claire and Jim Castagnera; Thaddeus Stevens: Use traditional and contemporary research and multi-media methods to present Thaddeus Stevens’ political story or political ideas. FIELD STUDIES: -an archeological dig; University of Pennsylvania’s Anthropology Museum,- University of Pennsylvania, - a Moravian Community, The Ephrata Cloister, -a Amish Community, -a Quaker Community; an Iron Works; Port Clinton Railways, Tour Pottsville’s Old Canal; PA History Museum, James Buchanan’s Wheatland Estate; Colonial Pennsylvania Plantation -Museum of Indian Culture, Allentown - Pennsylvania Archaeology Month October. Amateurs and experts come together through various exhibits and activities hosted around the state.</p>	<p style="text-align: center;">II, Persian Gulf War)</p> <p><i>A History of the 20th Century; The Face of Decline: The Pennsylvania Anthracite Coal Region in the 20th Century;</i> Current Events; Research library databases for old articles on Three Mile Island; <i>The Most Noble Adventure: The Marshall Plan and the Time When America Helped Save Europe</i> (selections); Extension Lessons: Labor Relations in PA (mining and other fields); -Students Plan and Host a Veteran’s (multi-media) Program to honor the PA veterans in the area Research Multi-Media Presentation using Primary Resources, Interviews, Online Databases, etc. about Women in Pennsylvania who made a difference; Bach Cantatas Sung by Marian Anderson with selections from her biography; <i>The Souls of Black Folk;</i> Bach Rights of Woman: Research Multi-Media Presentation using Primary Resources, Interviews, Online Databases, etc. about Women in Pennsylvania who made a difference FIELD STUDIES: Milton Hershey, A Pennsylvania Hero -Visit the Hershey Museum -Tour the town of Hershey -Read 'Behind The Chocolate</p>
---	--	--	--

History

			<p>Curtain' Sun, Feb 8, 2004; "Man reveals life in Milton Hershey School" by Marla Hinkle -Museum of Indian Culture, Allentown, - Pennsylvania Archaeology Month October. Amateurs and experts come together through various exhibits and activities hosted around the state -Visit small Patch Towns and see old breakers and mills, -Local Historical Societies, -African American Museum, Philadelphia</p>
<p>Standard Category 8.1. Historical Analysis and Skills Development should be applied to the above standard statements and descriptors. Suggested chronology for grade levels 4-6, 7-9 and 10-12 focus on a particular century; however, instruction is encouraged that draws on prior and later events in history so that students may develop a seamless view of the world.</p>			
<p>8.2 U.S. History ***NOTE: Narrations, journals, copybook, timeline, smart boards and book of centuries help meet all standards.</p>			

History

8.3.3. GRADE 3	8.3.6. GRADE 6	8.3.9. GRADE 9	8.3.12. GRADE 12
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to analyze cultural, economic, geographic, political and social relations to. . .</i>			

History

--	--	--	--

History

<p>A. Identify contributions of individuals and groups to United States history.</p> <ul style="list-style-type: none"> • George Washington • Thomas Jefferson • Abraham Lincoln • Theodore Roosevelt • Franklin D. Roosevelt • Individuals who are role models (e.g., Abigail Adams, Sacajawea, Frederick Douglass, Clara Barton, Jackie Robinson, Rosa Parks, Archbishop Patrick Flores, Jamie Escalante, Sally Ride, Tiger Woods, Cal Ripken, Jr., Sammy Sosa) <p><i>George Washington</i> D’Aulaire <i>Abraham Lincoln</i> D’Aulaire <i>What Was Cooking in Abigail Adam's White House (Cooking Throughout American History)</i> <i>Georgia’s Bones, Benjamin Franklin</i> Penn’s Charter; PA’s “Declaration of Rights” selections from <i>The Book of Nature Myths</i> by Florence Holbrook <i>A Boy Named Slow Bruchac</i> (Sitting Bull bio) <i>Leif the Lucky</i> D’Aulaire Biography of Benjamin Franklin <i>The Lenape Indians</i> , Biography of Betsy Ross, <i>The Book of Indians</i> by Holling <i>Pocahontas</i> by Ingri D’Aulaire <i>Arthur Ashe</i> (Childhood of Famous</p>	<p>A. Identify and explain the political and cultural contributions of individuals and groups to United States history from Beginnings to 1824.</p> <ul style="list-style-type: none"> • Native Americans, Africans and Europeans • Political Leaders (e.g., John Adams, Thomas Jefferson, John Marshall) • Military Leaders (e.g. George Washington, Meriwether Lewis, Henry Knox) • Cultural and Commercial Leaders (e.g., Paul Revere, Phyllis Wheatley, John Rolfe) • Innovators and Reformers (e.g., Ann Hutchinson, Roger Williams, Junipero Serra) <p><i>Mathew Brady’s Illustrated History of the Civil War</i>; <i>Benjamin West and His Cat Grimalkin</i> <i>Remember the Ladies: The Story of Abigail Adams, Indians of New Jersey</i> <i>Ben and Me, Lewis and Clark’s Journals</i>; <i>Rules of Civility</i> George Washington; <i>William Wordsworth; The Children’s Own Longfellow; Emily Dickinson; Wright Brothers; Carry on Mr. Bowditch; Daniel Boone, Walt Whitman; Bold Journey: West with Lewis and Clark; The Slave Dancer; Paul Revere’s Ride</i>; “American Folk Songs for Children” FIELD STUDIES: French and Indian War Fort, the</p>	<p>A. Identify and analyze the political and cultural contributions of individuals and groups to United States history from 1787 to 1914.</p> <ul style="list-style-type: none"> • Political Leaders (e.g., Daniel Webster, Abraham Lincoln, Andrew Johnson) • Military Leaders (e.g., Andrew Jackson, Robert E. Lee, Ulysses S. Grant) • Cultural and Commercial Leaders (e.g., Jane Addams, Jacob Riis, Booker T. Washington) • Innovators and Reformers (e.g., Alexander G. Bell, Frances E. Willard, Frederick Douglass) <p><i>The Story of the World, Vol.4</i> Bauer <i>A Little History of the World</i> <i>The Story of America</i> , Winslow Homer (circa 1872) by John Gast “American Progress” painting (<i>manifest destiny</i>) <i>Mathew Brady’s Illustrated History of the Civil War</i>; <i>John Henry</i> by Julius Lester <i>Forty Acres and Maybe a Mule</i> <i>Thunder Rolling in the Mountains</i> <i>Pit Pony or Liddie</i> <i>The Story of America</i> van Loon <i>The Story of Mankind</i> <i>Legends of the Delaware Indians and Picture Writing</i> Paul Johnson’s <i>A History of the American People</i>; John Singer Sargent: <i>Repose</i><i>Gondola Moorings on the</i></p>	<p>A. Identify and evaluate the political and cultural contributions of individuals and groups to United States history from 1890 to Present.</p> <ul style="list-style-type: none"> • Political Leaders (e.g., Theodore Roosevelt, Woodrow Wilson, Franklin D. Roosevelt) • Military Leaders (e.g., John Pershing, Douglas MacArthur, Dwight D. Eisenhower) • Cultural and Commercial Leaders (e.g., Abby Aldrich Rockefeller, Langston Hughes, Alan Greenspan) • Innovators and Reformers (e.g., Wilbur and Orville Wright, John L. Lewis, Reverend Dr. Martin Luther King) <p><i>A History of the 20th Century</i>; Martin Luther King Speeches; <i>Bury My Heart at Wounded Knee</i>; <i>The Autobiography of Malcolm X</i>; <i>Graves of Academe</i>, Arnold Shoenburg <i>Verklarte Nacht</i> <i>The Sting Quartets</i>; <i>Mein Kampf</i>; <i>The Mapmakers</i>; <i>First Impressions: James McNeill Whistler</i>; <i>Anna Richards Brewster: American</i></p>
--	---	--	---

History

<p>Americans) <i>Roberto Clemente: Young Ball Player</i> (Childhood of Famous Americans) <i>Wilma Rudolph Olympic Runner</i> (Childhood of Famous Americans) <i>Maya Angelou</i> <i>The Man Who Made Parks</i> FIELD STUDIES: -Central Pennsylvania African American Museum Gillingham’s Underground Railroad home (Mahantonga St., Pottsville) -Ekley Miners' Village -Pioneer Coal Mine and Steel Train --Pioneer Evergreens Farm 8.2.3B,C -- Quaker Information Center - local anthropologists and mounds University of Pennsylvania’s Anthropology Museum -Independence National Historical Park -National Constitution Center -Betsy Ross House HISTORY BOOKS from CLASS LIBRARY <i>I, Columbus, My Journal</i> edited Roop (beginning readers) <i>Landing of the Pilgrims</i>, James Daugherty <i>Squanto</i> by Feenie Ziner <i>The Story of George Washington Carver</i> <i>Little House on the Prairie</i> books</p> <p>B. Identify and describe primary documents, material artifacts and historic sites important in United States history.</p> <ul style="list-style-type: none"> • Documents (e.g., Declaration of Independence, U.S. Constitution, 	<p>Pennsylvania Historical and Museum Commission, Commonwealth Archaeology Program, Harrisburg</p> <p>B. Identify and explain primary documents, material artifacts and historic sites important in United States history from Beginnings to 1824.</p> <ul style="list-style-type: none"> • Documents (e.g., Mayflower Compact, Northwest Ordinance, Washington’s Farewell Address) • 18th Century Writings and Communications (e.g., Paine’s <i>Common Sense</i>; Franklin’s “Join, or die,” Henry’s “Give me liberty or give me death”) • Historic Places (e.g., Cahokia Mounds, Spanish Missions, Jamestown) <p><i>Mill; William Penn’s Account of the Lenape</i> <i>Lewis and Clark’s Journals</i> <i>Franklin’s “Join, or die,” “Mayflower Compact”</i> <i>Portrait of Oliver Perry</i>; FIELD STUDIES: French and Indian War Fort, the Pennsylvania Historical and Museum Commission, Commonwealth Archaeology Program, Harrisburg Independence Hall Constitution Walking Tour Erie Maritime Museum</p>	<p><i>Grand Canal, The Daughters of Edward D. Boit, Carnation, Lily, Lily, Rose, Claude Monet Painting at the Edge of a Wood Lady Agnew of Lochnaw, Theodore Roosevelt, Robert Louis Stevenson and His Wife</i> Thomas Cole: <i>Italian Coast Scene with The Notch of the White Mountains, Ruined Tower, The Voyage of Life: Childhood, The Voyage of Life: Youth</i> <i>The Voyage of Life: Manhood; The Voyage of Life: Old Age; The Past; The Present</i> Stephen Foster: <u>Oh! Susanna, Camptown Races, Old Folks at Home</u> (Swanee River), <u>Hard Times Come Again No More, My Old Kentucky Home, Old Black Joe, and Beautiful Dreamer</u>; Lucretia Mott’s letter to Elizabeth Cady Stanton; Research James Buchanan and the Dred Scott Decision and present through multi-media, Claire and Jim Castagnera; Thaddeus Stevens: Use traditional and contemporary research and multi-media methods to present Thaddeus Stevens’ political story or political ideas. FIELD STUDIES: -University of Pennsylvania’s Anthropology Museum, -- a Moravian Community, -a Amish Community, -a Quaker Community, The Ephrata Cloister; Williamsburg -Colonial Pennsylvania Plantation -Museum of Indian Culture, Allentown</p> <p>B. Identify and analyze primary</p>	<p><i>Impressionist; Works and Bios of Shoenburg, Andrew Wyeth, Tanner; All Quiet on the Western Front; Hiroshima ; History of English Speaking Peoples, The Story of America; Contours of American History; Growing Up Latino; WWII; Paris 1919; Research Ellis Island Database for Own Ancestry</i> FIELD STUDIES: Museum of Indian Culture, Allentown, Visit small Patch Towns and see old breakers and mills, - Local Historical Societies, -African American Museum, Philadelphia, - Holocaust Museum -Ground Zero, Ellis Island -Vietnam War Memorial and others</p> <p>B. Identify and evaluate primary documents, material artifacts and historic sites important in United States history from 1890 to Present.</p> <ul style="list-style-type: none"> • Documents (e.g., Treaty of Versailles, North Atlantic Treaty, Neutrality Acts) • 20th Century Writings and Communication (e.g., Coolidge’s “The Business of America is Business,” King’s “I Have A Dream,” Armstrong’s “One Small Step for Man”) • Historic Places (e.g., Ellis
---	--	---	---

History

<p>Bill of Rights)</p> <ul style="list-style-type: none"> • Writings and Communications (e.g., Pledge of Allegiance, famous quotations and sayings) • Historic Places (e.g., The White House, Mount Rushmore, Statue of Liberty) • The Flag of the United States <p><i>George Washington D’Aulaire</i> <i>Abraham Lincoln D’Aulaire</i> Regional Choice: <i>Biography of William Penn</i> <i>What Was Cooking in Abigail Adam's White House (Cooking Throughout American History)</i> Larkin Regional Choice: <i>Benjamin Franklin D’Aulaire</i> <i>Various speeches and primary sources</i> Daily Pledge of Allegiance; Penn’s Charter PA’s “Declaration of Rights” Declaration of Independence/Constitution selections from <i>The Book of Nature Myths</i> by Florence Holbrook (class set; still investigating) <i>A Boy Named Slow Bruchac</i> (Sitting Bull bio) Regional Choice: Biography of Benjamin Franklin (Hospital, library, fire department, etc.) <i>The Lenape Indians (Junior Library of American Indians)</i> Wilker Regional Choice: Biography of Betsy Ross Regional Choice: Biography of the Gillingham Family <i>The Book of Indians</i> by Holling Regional Choice:</p>	<p>C. Explain how continuity and change has influenced United States history from Beginnings to 1824.</p> <ul style="list-style-type: none"> • Belief Systems and Religions (e.g., impact on daily life, colonial government established religions, communal sects) • Commerce and Industry (e.g., fur trade, development of cash crops) • Innovations (e.g., cotton gin, Whitney; wooden clock, Baneker; stove, Franklin) • Politics (e.g., Hamilton’s defense of John Peter Zenger, The Great Compromise, Marbury v. Madison) • Settlement Patterns (e.g., frontier settlements, slave plantation society, growth of cities) • Social Organization (e.g., community structure on the frontier, cultural and language barriers) • Transportation and Trade (e.g., methods of overland travel, water transportation, National Road) • Women’s Movement (e.g., roles and changing status of women, Margaret Brent’s vote, soldier Deborah Sampson) <p>FIELD STUDIES: Schuylkill County Historical Society -Bethlehem Moravians</p>	<p>documents, material artifacts and historic sites important in United States history from 1787 to 1914.</p> <ul style="list-style-type: none"> • Documents (e.g., Fugitive Slave Law, Treaty of Guadalupe Hidalgo, Emancipation Proclamation) • 19th Century Writings and Communications (e.g., Stowe’s <i>Uncle Tom’s Cabin</i>, Brown’s “Washed by Blood,” Key’s “Star Spangled Banner”) • Historic Places (e.g., The Alamo, Underground Railroad sites, Erie Canal) <p><i>The Map Makers</i> Wilford <i>The Story of the World</i>, Vol.4 Bauer <i>A Little History of the World</i> <i>The Story of America</i> John Gast “American Progress” painting (<i>manifest destiny</i>) John Singer Sargent: <i>Repose</i><i>Gondola Moorings on the Grand Canal</i>, <i>The Daughters of Edward D. Boit</i>, <i>Carnation</i>, <i>Lily</i>, <i>Lily</i>, <i>Rose</i>, <i>Claude Monet Painting at the Edge of a Wood</i> <i>Lady Agnew of Lochnaw</i>, <i>Theodore Roosevelt</i>, <i>Robert Louis Stevenson and His Wife</i> Thomas Cole: <i>Italian Coast Scene with The Notch of the White Mountains</i>, <i>Ruined Tower</i>, <i>The Voyage of Life: Childhood</i>, <i>The Voyage of Life: Youth</i> <i>The Voyage of Life: Manhood</i>; <i>The Voyage of Life: Old Age</i>; <i>The Past</i>; <i>The Present</i> Stephen Foster: <u>Oh! Susanna</u>, <u>Camptown Races</u>, <u>Old Folks at Home</u> (Swanee River), <u>Hard Times</u></p>	<p>Island, Pearl Harbor, Los Alamos) <i>A History of the 20th Century</i>; Martin Luther King Speeches; <i>Mein Kampf</i>; <i>Bury My Heart at Wounded Knee</i>; <i>The Autobiography of Malcolm X</i>; Arnold Shoenburg <i>Verklarte Nacht</i> <i>The Sting Quartets</i>; <i>The Mapmakers</i>; James McNeill Whistler’s works- Anna Richards Brewster’s works- Andrew Wyeth’s works- Tanner’s works (see Picture Study scope and sequence); Shoenburg; <i>Hiroshima</i> ; <i>Contours of American History</i>; Research Ellis Island Database for Own Ancestry FIELD STUDIES: Museum of Indian Culture, Allentown, Visit small Patch Towns and see old breakers and mills, - Local Historical Societies, -African American Museum, Philadelphia, - Holocaust Museum -Ground Zero, Ellis Island -Vietnam War Memorial and others</p> <p>C. Evaluate how continuity and change has influenced United States history from 1890 to Present.</p> <ul style="list-style-type: none"> • Belief Systems and Religions (e.g., 20th century movements, religions of recent immigrants) • Commerce and Industry
--	--	---	--

History

<p><i>Danger at the Breaker</i> Catherine A. Welch <i>Pocahontas</i> by Ingri D'Aulaire</p> <p>FIELD STUDIES: -Central Pennsylvania African American Museum Gillingham's Underground Railroad home (Mahantonga St., Pottsville) -Ekley Miners' Village -Pioneer Coal Mine and Steel Train --Pioneer Evergreens Farm 8.2.3B,C -- Quaker Information Center - local anthropologists and mounds University of Pennsylvania's Anthropology Museum -Independence National Historical Park -National Constitution Center -Betsy Ross House</p> <p>C. Identify important changes in United States history (e.g., Belief Systems and Religions, Commerce and Industry, Innovations, Politics, Settlement Patterns and Expansion, Social Organization, Transportation, Women's Movement). <i>George Washington</i> D'Aulaire <i>Abraham Lincoln</i> D'Aulaire Regional Choice: <i>Biography of William Penn</i> <i>What Was Cooking in Abigail Adam's White House (Cooking Throughout American History)</i> Larkin Regional Choice: <i>Benjamin Franklin</i> D'Aulaire <i>Various speeches and primary sources</i> Penn's Charter PA's "Declaration of Rights"</p>	<p>-Erie Maritime Museum/ Flagship Niagara -State History Museum ; -Railroad Museum of PA; -parts of Constitution Walking Tour, Philadelphia; Amish Country and Farms - African American Museum ; French and Indian War Fort, the Pennsylvania Historical and Museum Commission, Commonwealth Archaeology Program, Harrisburg; Penn Manor; -Independence Hall; -Penn's Landing -Old City, Philadelphia <i>The Birch Bark House</i> Louise Erdrich; <i>Benjamin West and His Cat Grimalkin; The Presidency; Congress; Johnny Tremain; Rip van Winkle; The Legend of Sleepy Hollow; Pit Pony</i> Gillingham Biography <i>The World of William Penn</i> <i>William Penn's Account of the Lenape</i> <i>The Indians of New Jersey</i> <i>Lizzie Stanton</i> <i>Famous Fortune Free Man</i> <i>The Journey Home</i> <i>Many Thousands Gone</i> <i>The Birch Bark House</i> <i>Little History of the World; Lewis and Clark Journals; Lewis & Clark: The Journey of the Corps of Discovery;</i> <i>Bold Journey: West with Lewis and Clark;</i> <i>Brenden Voyage;</i></p> <p>D. Identify and explain conflict and cooperation among social groups and organizations in United States history from Beginnings to 1824.</p> <ul style="list-style-type: none"> • Domestic Instability (e.g., Salem 	<p><i>Come Again No More, My Old Kentucky Home, Old Black Joe, and Beautiful Dreamer</i> Lucretia Mott's letter to Elizabeth Cady Stanton; Research James Buchanan and the Dred Scott Decision and present through multi-media; Thaddeus Stevens: Use traditional and contemporary research and multi-media methods to present Thaddeus Stevens' political story or political ideas. <i>The Story of America</i> van Loon <i>Legends of the Delaware Indians and Picture Writing</i> <i>The Story of My Life</i> (Helen Keller) Laura Ingalls Wilder books <i>Written in Bone: Buried Lives of Jamestown and Colonial Maryland</i> FIELD STUDIES: -University of Pennsylvania's Anthropology Museum,- University of Pennsylvania, - a Moravian Community, The Ephrata Cloister, -a Amish Community, -a Quaker Community; an Iron Works; Port Clinton Railways, Tour Pottsville's Old Canal; PA History Museum, James Buchanan's Wheatland Estate; Colonial Pennsylvania Plantation -Museum of Indian Culture, Allentown</p> <p>C. Analyze how continuity and change has influenced United States history from 1787 to 1914.</p> <ul style="list-style-type: none"> • Belief Systems and Religions (e.g., 19th century trends and movements) • Commerce and Industry (e.g., growth of manufacturing 	<p>(e.g., corporations, conglomerates, multinational corporations)</p> <ul style="list-style-type: none"> • Innovations (e.g., the Tin Lizzie, radio, World Wide Web) • Politics (e.g., New Deal legislation, <i>Brown v. Topeka</i>, isolationist/non-isolationist debate) • Settlement Patterns (e.g., suburbs, large urban centers, decline of city population) • Social Organization (e.g., compulsory school laws, court decisions expanding individual rights, technological impact) • Transportation and Trade (e.g., expansion and decline of railroads, increased mobility, Internet) • Women's Movement (e.g., right to vote, women in the war effort, Women's Peace Party) <p><i>History of the 20th Century; Growing Up Latino; Contours of American History; Graves of Academe, Martin Luther King Speeches; The Autobiography of Malcolm X; Arnold Shoenburg Verklarte Nacht</i></p>
---	--	--	---

History

<p>Declaration of Independence/Constitution selections from <i>The Book of Nature Myths</i> by Florence Holbrook (class set; still investigating) <i>A Boy Named Slow Bruchac</i> (Sitting Bull bio) Regional Choice: Biography of Benjamin Franklin (Hospital, library, fire department, etc.) <i>The Lenape Indians (Junior Library of American Indians)</i> Wilker Regional Choice: Biography of Betsy Ross Regional Choice: Biography of the Gillingham Family <i>The Book of Indians</i> by Holling Regional Choice: <i>Danger at the Breaker</i> Catherine A. Welch <i>Pocahontas</i> by Ingrid Aulaire</p> <p>FIELD STUDIES: -Central Pennsylvania African American Museum Gillingham’s Underground Railroad home (Mahantonga St., Pottsville) -Ekley Miners' Village -Pioneer Coal Mine and Steel Train --Pioneer Evergreens Farm 8.2.3B,C -- Quaker Information Center - local anthropologists and mounds University of Pennsylvania’s Anthropology Museum -Independence National Historical Park -National Constitution Center -Betsy Ross House</p> <p>HISTORY BOOKS FOR CLASS LIBRARY</p>	<p>Witch Trials, Shays Rebellion, religious persecution)</p> <ul style="list-style-type: none"> • Ethnic and Racial Relations (e.g., cooperation between and among Native Americans and European settlers, slave uprisings, “Colored” troops in the Revolution) • Labor Relations (e.g., early union efforts, 10-hour day, women’s role) • Immigration and Migration (e.g., western settlements, Louisiana Purchase, European immigration) • Military Conflicts (e.g., French and Indian War, American Revolutionary War, War of 1812) <p>Oliver Perry Portrait FIELD STUDIES: French and Indian War Fort, the Pennsylvania Historical and Museum Commission, Commonwealth Archaeology Program, Harrisburg; Schuylkill County Historical Society; Bethlehem Moravians; -Erie Maritime Museum/ Flagship Niagara -State History Museum ; -Railroad Museum of PA; -parts of Constitution Walking Tour, Philadelphia; Amish Country and Farms - African American Museum ; French and Indian War Fort, the Pennsylvania Historical and Museum Commission, Commonwealth Archaeology Program, Harrisburg; Penn Manor; -Independence Hall; -Penn’s Landing -Old City, Philadelphia</p>	<p>industries, economic nationalism)</p> <ul style="list-style-type: none"> • Innovations (e.g., Brooklyn Bridge, refrigerated shipping, telephone) • Politics (e.g., election of 1860, impeachment of Andrew Johnson, Jim Crow laws) • Settlement Patterns and Expansion (e.g., Manifest Destiny, successive waves of immigrants, purchase of Alaska and Hawaii) • Social Organization (e.g., social class differences, women’s rights and antislavery movement, education reforms) • Transportation and Trade (e.g., Pony Express, telegraph, Transcontinental Railroad) • Women’s Movement (e.g., roles in the Civil War, medical college for women, Seneca Falls Conference) <p><i>The Map Makers</i> Wilford Thomas Cole: <i>The Voyage of Life: Childhood, The Voyage of Life: Youth</i> <i>The Voyage of Life: Manhood; The Voyage of Life: Old Age; The Past; The Present</i> Stephen Foster: <u>Oh! Susanna</u>, <u>Camptown Races</u>, <u>Old Folks at Home</u> (Swanee River), <u>Hard Times Come Again No More</u>, <u>My Old Kentucky Home</u>, <u>Old Black Joe</u>, and <u>Beautiful Dreamer</u>; Lucretia Mott’s letter to Elizabeth Cady Stanton; Research James Buchanan and the</p>	<p><i>The Sting Quartets; The Mapmakers; First Impressions: James McNeill Whistler; Anna Richards Brewster: American Impressionist; James McNeill Whistler’s works- Anna Richards Brewster’s works- Andrew Wyeth’s works- Tanner’s works (see Picture Study scope and sequence); The Story of America; Research Ellis Island Database for Own Ancestry</i> FIELD STUDIES: Visit small Patch Towns and see old breakers and mills, -Local Historical Societies, -African American Museum, Philadelphia, -Ground Zero, Ellis Island</p> <p>D. Identify and evaluate conflict and cooperation among social groups and organizations in United States history from 1890 to the Present.</p> <ul style="list-style-type: none"> • Domestic Instability (e.g., Great Depression, assassination of political and social leaders, terrorist threats) • Ethnic and Racial Relations (e.g., internment camps for Japanese Americans, Montgomery Alabama Bus Boycott, land tensions with Native Americans) • Labor Relations (e.g., rise
--	--	--	--

History

<p><i>I, Columbus, My Journal</i> edited Roop (beginning readers) <i>Landing of the Pilgrims</i>, James Daugherty <i>Squanto</i> by Feenie Ziner</p> <p>D. Identify conflict and cooperation among social groups and organizations in United States history.</p> <ul style="list-style-type: none"> • Domestic Instability (e.g., impact on daily activities) • Ethnic and Racial Relations (e.g., treatment of minority groups in history) • Labor Relations (e.g., working conditions over time) • Immigration (e.g., diverse groups inhabiting the state) • Military Conflicts (e.g., struggle for control) <p><i>George Washington</i> D’Aulaire <i>Abraham Lincoln</i> D’Aulaire <i>Biography of William Penn</i> <i>What Was Cooking in Abigail Adam’s White House (Cooking Throughout American History)</i> Larkin <i>Benjamin Franklin</i> D’Aulaire <i>Various speeches and primary sources</i> Penn’s Charter PA’s “Declaration of Rights” Declaration of Independence/Constitution selections from <i>The Book of Nature Myths</i> by Florence Holbrook (class set; still investigating) <i>A Boy Named Slow</i> Bruchac (Sitting Bull bio)</p>	<p><i>Lewis and Clark Journals; Lewis & Clark: The Journey of the Corps of Discovery; Bold Journey: West with Lewis and Clark; Brenden Voyage;</i> <i>The Indians of New Jersey</i> <i>Pitt Pony</i> Gillingham Biography <i>The World of William Penn</i> <i>William Penn’s Account of the Lenape</i> <i>The Indians of New Jersey</i> <i>Lizzie Stanton</i> <i>Famous Fortune Free Man</i> <i>The Journey Home</i> <i>Many Thousands Gone</i> <i>The Birch Bark House</i> <i>Little History of the World</i></p>	<p>Dred Scott Decision and present through multi-media The Molly Maguires- still researching: <i>Ned McAdoo and the Molly Maguires</i> Claire and Jim Castagnera; Thaddeus Stevens: Use traditional and contemporary research and multi-media methods to present Thaddeus Stevens’ political story or political ideas. <i>The Story of the World</i>, Vol.4 Bauer <i>A Little History of the World</i> <i>The Story of America</i> <i>Historical Atlas of the World</i> John Gast “American Progress” painting (<i>manifest destiny</i>) <i>John Henry</i> by Julius Lester <i>Forty Acres and Maybe a Mule</i> <i>Thunder Rolling in the Mountains</i> <i>Pit Pony or Liddie</i> <i>The Story of America</i> van Loon <i>The Story of Mankind</i> <i>Legends of the Delaware Indians and Picture Writing</i> Paul Johnson’s <i>A History of the American People</i>; FIELD STUDIES: -University of Pennsylvania’s Anthropology Museum, - University of Pennsylvania, - a Moravian Community, The Ephrata Cloister, -a Amish Community, -a Quaker Community; an Iron Works; Port Clinton Railways, Tour Pottsville’s Old Canal; PA History Museum, James Buchanan’s Wheatland Estate; Colonial Pennsylvania Plantation -Museum of Indian Culture, Allentown HISTORY BOOKS FOR CLASS LIBRARY <i>The Story of My Life</i> (Helen Keller) Laura Ingalls Wilder books</p>	<p>and decline of industrial unions, free trade agreements, imports impact on domestic employment)</p> <ul style="list-style-type: none"> • Immigration and Migration (e.g., anti-immigrant attitudes, quota laws, westward and southward migration) • Military Conflicts (e.g., World War I, World War II, War on Terrorism) <p><i>History of the 20th Century</i>; <i>Growing Up Latino</i>; <i>World War II</i>; <i>Mein Kampf</i>; <i>Contours of American History</i>; Martin Luther King Speeches; <i>Bury My Heart at Wounded Knee</i>; <i>The Autobiography of Malcolm X</i>; <i>The Mapmakers</i>; <i>All Quiet on the Western Front</i>; <i>Hiroshima</i> ; <i>The Story of America</i>; <i>Paris 1919</i>; FIELD STUDIES: Museum of Indian Culture, Allentown, Visit small Patch Towns and see old breakers and mills, - Local Historical Societies, -African American Museum, Philadelphia, - Holocaust Museum -<i>Ground Zero</i>, Ellis Island -<i>Vietnam War Memorial</i> and others</p>
--	--	---	--

History

<p>Biography of Benjamin Franklin (Hospital, library, fire department, etc.) <i>The Lenape Indians (Junior Library of American Indians)</i> Wilker Biography of Betsy Ross Biography of the Gillingham Family <i>The Book of Indians</i> by Holling <i>Danger at the Breaker</i> Catherine A. Welch <i>Pocahontas</i> by Ingri D'Aulaire FIELD STUDIES: -Central Pennsylvania African American Museum Gillingham's Underground Railroad home (Mahantonga St., Pottsville) -Ekley Miners' Village -Pioneer Coal Mine and Steel Train --Pioneer Evergreens Farm 8.2.3B,C -- Quaker Information Center - local anthropologists and mounds University of Pennsylvania's Anthropology Museum -Independence National Historical Park -National Constitution Center -Betsy Ross House</p> <p>HISTORY BOOKS FOR CLASS LIBRARY <i>I, Columbus, My Journal</i> edited Roop (beginning readers) <i>Landing of the Pilgrims</i>, James Daugherty <i>Squanto</i> by Feenie Ziner</p>		<p><i>Miracles on Maple Hill</i> <i>The Philadelphia Adventure</i> Alexander <i>A Long Way from Chicago & A Year Down Yonder</i> Peck</p> <p>D. Identify and analyze conflict and cooperation among social groups and organizations in United States history from 1787 to 1914.</p> <ul style="list-style-type: none"> • Domestic Instability (e.g., wartime confiscation of private property, abolitionist movement, Reconstruction) • Ethnic and Racial Relations (e.g., Cherokee Trail of Tears, slavery and the Underground Railroad, draft riots) • Labor Relations (e.g., female and child labor, trade unionism, strike breakers) • Immigration and Migration (e.g., Manifest Destiny, eastern and southern European immigration, Chinese Exclusion Act) • Military Conflicts (e.g., Native American opposition to expansion and settlement, Civil War, Spanish-American War) <p><i>The Map Makers</i> Wilford (Mason Dixon Line); <i>The Pipes Are Calling</i> Loretta A. Murphy; <i>Breaker</i> N. A. Perez (big mine workers' strike of 1902) Lucretia Mott's letter to Elizabeth Cady Stanton; Research James Buchanan and the Dred Scott Decision and present through multi-media The Molly Maguires- still researching: <i>Ned</i></p>	
--	--	---	--

History

		<p><i>McAdoo and the Molly Maguires</i> Claire and Jim Castagnera; Thaddeus Stevens: Use traditional and contemporary research and multi-media methods to present Thaddeus Stevens' political story or political ideas. John Singer Sargent: <i>Theodore Roosevelt</i> <i>The Story of the World</i>, Vol.4 Bauer <i>A Little History of the World</i> <i>The Story of America</i> <i>Historical Atlas of the World</i> John Gast "American Progress" painting (<i>manifest destiny</i>) <i>John Henry</i> by Julius Lester <i>Forty Acres and Maybe a Mule</i> <i>Thunder Rolling in the Mountains</i> <i>Pit Pony or Liddie</i> <i>The Story of America</i> van Loon <i>The Story of Mankind</i> <i>Legends of the Delaware Indians and Picture Writing</i> Paul Johnson's <i>A History of the American People</i>; FIELD STUDIES: -University of Pennsylvania's Anthropology Museum, - University of Pennsylvania, - a Moravian Community, The Ephrata Cloister, -a Amish Community -a Quaker Community; an Iron Works; Port Clinton Railways, Tour Pottsville's Old Canal; PA History Museum, James Buchanan's Wheatland Estate; Colonial Pennsylvania Plantation -Museum of Indian Culture, Allentown HISTORY BOOKS FOR CLASS LIBRARY <i>The Story of My Life</i> (Helen Keller) Laura Ingalls Wilder books</p>	
--	--	--	--

History

Standard Category 8.1. Historical Analysis and Skills Development should be applied to the above standard statements and descriptors. Suggested chronology for grade levels 4-6, 7-9 and 10-12 focus on a particular century; however, instruction is encouraged that draws on prior or later events in history so that students may develop a seamless view of the world.

8.4. World History ***NOTE: Narrations, journals, copybook, timeline, smart boards and book of centuries help meet all standards.			
8.4.3. GRADE 3	8.4.6. GRADE 6	8.4.9. GRADE 9	8.4.12. GRADE 12
<i>Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to analyze cultural, economic, geographic, political and social relations to...</i>			
<p>A. Identify individuals and groups who have made significant political and cultural contributions to world history.</p> <ul style="list-style-type: none"> • Africa (e.g., Nefertiti, Mansa Musa, Nelson Mandela) • Americas (e.g., Montezuma, Simon Bolivar, Fidel Castro) • Asia (e.g., Hammurabi, Mohandas Gandhi, Benazir Bhutto) • Europe (e.g., Julius Ceasar, Joan of Arc, Pope John Paul) <p><i>Robin Hood; A Blue Butterfly (Matisse); A Bird or 2: A Story about Henri Matisse; Um Hmm: African American Tales Aesop’s Fables, Viking Adventure Famous Canadian Stories; Brendan the Navigator, A Little History of the World correlated with An Island Story , Fifty Famous Stories Retold , James Herriot’s Treasury for Children, “Declaration of Independence”, etc. , The St. Lawrence: Seaway of North America;Unknown to History: Captivity of Mary of Scotland; A</i></p>	<p>A. Identify and explain how individuals and groups made significant political and cultural contributions to world history.</p> <ul style="list-style-type: none"> • Africa (e.g., Nelson Mandela, Desmond Tutu, F. W. de Klerk, Pieter Botha, African National Congress) • Americas (e.g., Pizarro, Atahualpa, Aztecs, Incas, Montezuma, Cortez) • Asia (e.g., Tokugawa Ieyasu, Toyotomi clan, shogun Iemitsu, Commodore Perry, daimyo) • Europe (e.g., Pope Leo X, John Calvin, John Wesley, Martin Luther, Ignatius of Loyola) <p><i>Mayan Account, Plutarch’s Lives; Alfred Lord Tennyson; Shakespeare’s Julius Caesar; Coriolanus, King John; A Little History of the World; An Island Story; The Snow Baby: The Arctic Childhood of Admiral Robert E Peary’s Daughter; Talking Wire: Alexander Graham Bell; The Brendan Voyage; A Weekend with da Vinci; A Weekend with van Gogh; Michael Faraday, Commodore Perry in the Land of the Shogun; Sebastian Bach; The Story of the World; A Child’s History of Art; The Story of Canada; Madeleine Takes Command; Viking Scientist’ Archimedes and the Door of Science; A Weekend with</i></p>	<p>A. Analyze the significance of individuals and groups who made major political and cultural contributions to world history before 1500.</p> <ul style="list-style-type: none"> • Political and Military Leaders (e.g., King Ashoka, Montezuma I, Ghenghis Khan, William the Conqueror) • Cultural and Commercial Leaders (e.g., Mansa Musa, Yak Pac, Cheng Ho, Marco Polo) • Innovators and Reformers (e.g., Erastostenes, Tupac Inka Yupenqui, Johannes Gutenberg) <p><i>The Adventures of Marco Polo; The Map Makers Wilford (accomplishments of dozens of cartographers from many cultures and times); Hero Schlemman; Word to Caesar; In the Days of Alfred the Great; King Arthur; English History from English Literature for Boys and Girls; Our Friend the Atom; First Impressions: Michaelangelo ; Giotto di Bondone’s works; Historical Atlas of the World; The Story of Mankind, Omar Khayyam, Agnesi</i></p>	<p>A. Evaluate the significance of individuals and groups who made major political and cultural contributions to world history since 1450.</p> <ul style="list-style-type: none"> • Political and Military Leaders (e.g., Askia Daud, Simon Bolivar, Napoleon Bonaparte, Mao Zedong) • Cultural and Commercial Leaders (e.g., Chinua Achebe, Gabriel Garcia Marquez, Akira Kurosawa, Christopher Columbus) • Innovators and Reformers (e.g., Nelson Mandela, Louis-Joseph Papineau, Mohandas Gandhi, Alexander Fleming) <p><i>The Story of America, The History of English Speaking People, To Be a Slave; Contours of American History; Common Sense; The Rights of Man; Reflections on the Revolution in France, On Liberty, The Law, The Communist Manifesto, The English</i></p>

History

<p><i>Weekend with Rembrandt; A Weekend with Renoir</i> <i>Leif the Lucky D’Aulaire,</i> <i>Rain Player</i> by David Wisniewski (Mayan) , <i>A Child’s History of Art</i> <i>Historical Atlas of the World</i> <i>Famous Canadian Stories</i> George E. Tait [<i>The Saint Lawrence: Seaway of North America</i> Anne Terry White (1500-modern) [Canadian and American history and geog] <u><i>Unknown to History: Captivity of Mary of Scotland</i></u> by Charlotte Yonge Johann Sebastian Bach, Sergei Prokofiev, George Frideric Handel Domenico Scarlatti, Guillame Dufay, Ludwig van Beethoven Peter Ilyich Tchaikovsky, Johann Strauss II, Joseph Haydn, Wolfgang Amadeus Mozart, Ludwig van Beethoven, Antonin Dvorak Felix Mendelssohn, Robert Schumann, Franz Liszt</p> <p>FIELD STUDIES: - Unity Coalition of Schuylkill County: Diversity Celebration -Locust Ridge Wind Farm -A Coal Plant - Quaker Information Center -Amish Farm and House University of Pennsylvania’s Anthropology Museum -National Constitution Center</p> <p>HISTORY BOOKS FOR</p>	<p><i>Velazquez; A Weekend with Degas; Simon Bolivar; A History of Mexico; At Her Majesty’s Request: An African Princess; Historical Atlas of the World; Navajo Code Talkers; My Childhood Under Fire; Falcons of France; Snow Treasure; What Makes a Bruegel a Bruegel; The Remarkable Voyage of Captain Cook; ; William Butler Yeats; Shakespeare’s Richard II, Henry V, Henry VIII; The Boy Scientist; Galileo and the Magic Numbers; Albert Einsteing and the Theory of Relativity; “The Right Stuff” movie; Rossini; Vivaldi, Bach, Schubert</i> FIELD STUDIES: French and Indian War Fort</p> <p>B. Identify and explain important documents, material artifacts and historic sites in world history.</p> <ul style="list-style-type: none"> • Africa (e.g., Prohibition of Marriages Act, prison on Robben Island) • Americas (e.g., Tenochtitlan, Aztec masks) • Asia (e.g., samurai sword, Commodore Perry’s Black Ships) • Europe (e.g., Luther’s Ninety-Five Theses, Wittenberg Castle Church) <p>Mayan Account <i>Young People’s Story of Architecture; A Little History of the World; An Island Story</i> <i>A Child’s History of Art; The Story of Canada</i> <i>Viking Scientist; Simon Bolivar</i> <i>Four Perfect Pebbles; Heidi’s Alp; Snow Treasure; The Story of Mexico</i> <i>Historical Atlas of the World; Navajo Code Talkers; My Childhood Under Fire</i> <i>Falcons of France; Beethoven’s Works</i></p>	<p><i>to Zeno; The Story of the World</i> <i>The Last Days of Pompeii</i> <i>Alexander the Great’s Army</i> Plutarch’s Lives <i>The Lost Queen of Egypt</i> <i>The History of the American People</i> <i>The Book of the Renaissance and the Reformation; Gods and Heroes; The Odyssey, The White and Gold;</i> Shakespeare’s Richard III; Raphael: <i>The School of Athens</i> Michaelangelo’s works: <i>Battle of the Centaurs, Sculpture</i> <i>David, The Libyan Sibyl The Sibyl of Delphi</i> Architecture FIELD STUDIES: -The Met (the ancients), -an archeological dig; -watch a Greek play, , -Philadelphia Museum of Art’s Medieval Armor -Allentown Art Museum Medieval Art -University of Pennsylvania’s Anthropology Museum,-The Met (Renaissance Art)</p> <p>B. Analyze historical documents, material artifacts and historic sites important to world history before 1500.</p> <ul style="list-style-type: none"> • Documents, Writings and Oral Traditions (e.g., Rosetta Stone, Aztec glyph writing, Dead Sea Scrolls, Magna Carta) • Artifacts, Architecture and Historic Places (e.g., Ethiopian rock churches, Mayan pyramids, Nok terra cotta figures, megaliths at Stonehenge) • Historic districts (e.g., Memphis 	<p><i>Constitution, Agnesi to Zeno; The Scarlet Letter; Last of the Mohicans; Agnesi to Zeno; Isaac Newton and Scientific Revolution; Search for the Elements; Uncle Tungsten: Memories of a Chemical Boyhood; Dr. Jenner and the Speckled Monster: The Discovery of the Smallpox Vaccine; The Mapmakers; The Map that Changed the World; Bach, Debussy, Shoenburg, Stravinsky, Wagner, Handel; Caravaggio, Botticelli, Pissaro, Picasso, Rubens; Endurance: Shackleton’s Incredible Voyage; A History of the Twentieth Century; Bury My Heart at Wounded Knee</i> <i>Diary of Anne Frank</i> <i>WWII, Mein Kampf, Autobiography of Malcolm X,; Paris 1919</i> Martin Luther King, Jr’s Speeches FIELD STUDIES: -Holocaust Museum; -Ground Zero, - Vietnam War Memorial and others</p> <p>B. Evaluate historical documents, material artifacts and historic sites important to world history since 1450.</p> <ul style="list-style-type: none"> • Documents, Writings and Oral Traditions (e.g., Declaration of the International Conference on Sanctions Against South Africa; Monroe Doctrine, Communist Manifesto, Luther’s Ninety-five Theses) • Artifacts, Architecture and
--	--	---	---

History

<p>CLASS LIBRARY <i>The Beast of Lor Bulla</i> <i>The Man who Loved Books</i> Fritz <i>Brendan the Navigator</i> Fritz <i>Viking Adventure</i> Bulla <i>Croco`nile</i> <i>The Egyptian Cinderella</i> <i>One Grain of Rice</i> <i>Saladin: Noble Prince of Islam</i> Stanley <i>Or Brother Sun, Sister Moon</i> by Margaret Mayo <i>Magna Carta</i>, Daugherty <i>Cue for Treason</i> <i>Around the World in a Hundred Years</i> Jean Fritz <i>I, Columbus, My Journal</i> edited Roop <i>The Whipping Boy</i> <i>Men of Iron</i> <i>Call It Courage</i> <i>Bard of Avon: The Story of William Shakespeare</i> Peter Vennema/Diane Stanley <i>Good Queen Bess</i> Diane Stanley Marco Polo book suggestions: http://www.amblesideonline.org/MarcoPolo.html</p> <p>B. Identify historic sites and material artifacts important to world history.</p> <ul style="list-style-type: none"> • Africa (e.g., Pyramids, treasures of Tutankhamen, Nefertiti’s sculpture) • Americas (e.g., Olmec ritualistic centers, Mayan pyramids, arrowheads) • Asia (e.g., Code of Hammurabi, Ziggurat at Ur, canals) 	<p>FIELD STUDIES: French and Indian War Fort, the Pennsylvania Historical and Museum Commission, Commonwealth Archaeology Program, Harrisburg</p> <p>C. Identify and explain how continuity and change has affected belief systems, commerce and industry, innovations, settlement patterns, social organizations, transportation and women’s roles in world history.</p> <ul style="list-style-type: none"> • Africa (e.g., Apartheid) • Americas (e.g., European conquest) • Asia (e.g., Japanese society prior to the Meiji Restoration) • Europe (e.g., Impact of the Great Schism and Reformation) <p><i>A Little History of the World An Island Story; A Child’s History of Art; A First Book of Architecture; The Story of Canada Viking Scientist; Simon Bolivar, The Story of Mexico; Current Events; Historical Atlas of the World Navajo Code Talkers; Four Perfect Pebbles; My Childhood Under Fire Falcons of France</i></p> <p>FIELD STUDIES: French and Indian War Fort, the Pennsylvania Historical and Museum Commission, Commonwealth Archaeology Program, Harrisburg</p> <p>D. Explain how conflict and cooperation among social groups and organizations affected world history.</p> <ul style="list-style-type: none"> • Africa (e.g., imperialism) • Americas (e.g., European diseases) • Asia (e.g., trade routes) • Europe (e.g., Counter reformation) <p><i>A Little History of the World An Island Story; A Child’s History of Art The Story of Canada; Viking Scientist</i></p>	<p>and its Necropolis, Sanctuary of Machu Picchu, Old City of Jerusalem and its Walls, Centre of Rome and the Holy See)</p> <p><i>The Adventures of Marco Polo; The Glorious Adventure</i> Halliburton; <i>The Map Makers</i> Wilford (accomplishments of dozens of cartographers from many cultures and times); <i>Castle, Cathedral, Monastery, Mosque</i> by Macauley; <i>The Deluge</i> tablet of the Gilgamesh epic in <i>Akkadian</i>; <i>The Lost Queen of Egypt, The Hero Schlemain</i>; <i>The Met</i>; <i>The Last Days of Pompeii</i>; <i>Omar Khayyam</i>; <i>Agnesi to Zeno</i>; <i>A Child’s History of Art</i>; <i>A First Book of Architecture</i>; <i>Young People’s Story of Architecture</i>; <i>The Story of Art</i>; <i>History of Architecture: Settings and Rituals</i></p> <p>CLASS LIBRARY: The Magna Carta</p> <p>FIELD STUDIES: -The Met (the ancients), -an archeological dig; -watch a Greek play, Philadelphia Museum of Art’s Medieval Armor -Allentown Art Museum Medieval Art -University of Pennsylvania’s Anthropology Museum, -The Met (Renaissance Art)</p> <p>C. Analyze how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women before 1500.</p> <ul style="list-style-type: none"> • Africa • Americas • Asia 	<p>Historic Places (e.g., Robben Island, New York World Trade Center, Hiroshima Ground Zero Memorial, Nazi concentration camps)</p> <ul style="list-style-type: none"> • Historic districts (e.g., Timbuktu, Centre of Mexico City and Xochimilco, Taj Mahal and Gardens, Kremlin and Red Square) <p><i>Common Sense; The Rights of Man; Reflections on the Revolution in France, Narrative of the Life of Frederick Douglass; On Liberty, The Law, The Communist Manifesto, Graves of Academe, The English Constitution; The Mapmakers; The Map that Changed the World; Letters of Travel</i> Rudyard Kipling; <i>The Works of Bach, Debussy, Shoenburg, Stravinsky, Wagner, Handel; Caravaggio, Botticelli, Pissaro, Picasso, Rubens, The Gulag Archipelago; Titanic: A Night to Remember; Hiroshima; Endurance; Shackleton’s Incredible Voyage; Journal of a Plague Year Diary of Anne Frank Mein Kampf, Autobiography of Malcolm X, Martin Luther King, Jr’s Speeches</i></p> <p>FIELD STUDIES: -Holocaust Museum -Ground Zero, -Vietnam War Memorial and others</p>
--	--	---	--

History

<ul style="list-style-type: none"> • Europe (e.g., ancient megaliths, Arc de Triomphe, Acropolis) <i>Pyramid; Cathedral; Castle; Mosque</i> <i>A Little History of the World</i> correlated with <i>An Island Story</i> <i>Fifty Famous Stories Retold</i> <i>Various speeches and primary sources</i> “Declaration of Independence”, etc. <i>Leif the Lucky D’Aulaire</i> <i>Rain Player</i> by David Wisniewski (Mayan) <i>A Child’s History of Art</i> correlated to time period and art class <i>Famous Canadian Stories</i> George E. Tait [selections] <i>The Saint Lawrence: Seaway of North America</i> Anne Terry White (1500-modern) [Canadian and American history and geog] <i>Unknown to History: Captivity of Mary of Scotland</i> by Charlotte Yonge <p>FIELD STUDIES: - Unity Coalition of Schuylkill County: Diversity Celebration -Locust Ridge Wind Farm -A Coal Plant - Quaker Information Center -Amish Farm and House University of Pennsylvania’s Anthropology Museum -National Constitution Center</p> <p>HISTORY BOOKS FOR CLASS LIBRARY <i>The Beast of Lor Bulla</i> <i>The Man who Loved Books</i> Fritz <i>Brendan the Navigator</i> Fritz <i>Viking Adventure</i> Bulla</p>	<p><i>Simon Bolivar, The Story of Mexico</i> Current Events; <i>Historical Atlas of the World</i>; <i>Navajo Code Talkers</i>; <i>My Childhood Under Fire</i>; <i>Falcons of France</i></p> <p>FIELD STUDIES: French and Indian War Fort, the Pennsylvania Historical and Museum Commission, Commonwealth Archaeology Program, Harrisburg</p>	<ul style="list-style-type: none"> • Europe <i>The Adventures of Marco Polo</i>; <i>The Map Makers</i> Wilford (accomplishments of dozens of cartographers from many cultures and times); <i>The Lost Queen of Egypt</i>, <i>The Hero Schlemain</i>; Philadelphia Museum of Art; <i>The Last Days of Pompeii</i>; <i>Word to Caesar</i>; <i>The Story of Mankind</i>, <i>In the Days of Alfred the Great</i>; Plutarch’s Lives; “The Breaking of the Maya Code”; <i>Omar Khayyam</i>; <i>Agnesi to Zeno</i>, <i>A Child’s History of Art</i>; <i>A First Book of Architecture</i>; <i>Young People’s Story of Architecture</i>; <i>The Story of Art</i>; <i>History of Architecture: Settings and Rituals</i>; Shakespeare’s Richard III; <p>FIELD STUDIES: -The Met (the ancients), -an archeological dig; -watch a Greek play, -Philadelphia Museum of Art’s Medieval Armor -Allentown Art Museum Medieval Art -University of Pennsylvania’s Anthropology Museum,-The Met (Renaissance Art)</p> <p>D. Analyze how conflict and cooperation among social groups and organizations impacted world history through 1500 in Africa, Americas, Asia and Europe.</p> <ul style="list-style-type: none"> • Domestic Instability • Ethnic and Racial Relations • Labor Relations • Immigration and Migration • Military Conflicts <i>The Adventures of Marco Polo</i>; <i>The Map Makers</i> Wilford 	<p>C. Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450.</p> <ul style="list-style-type: none"> • Africa • Americas • Asia • Europe <p><i>Connections</i>; <i>The Story of Mankind</i>; <i>The History of the English Speaking Peoples</i>; <i>The Invasion of Canada</i>; <i>Common Sense</i>; <i>The Rights of Man</i>; <i>Reflections on the Revolution in France</i>, <i>Narrative of the Life of Frederick Douglass</i>; <i>On Liberty</i>, <i>The Law</i>, <i>The Communist Manifesto</i>, <i>The English Constitution</i>, <i>Isaac Newton and Scientific Revolution</i>; <i>Search for the Elements</i>; <i>Uncle Tungsten</i>; <i>Memories of a Chemical Boyhood</i>; <i>Dr. Jenner and the Speckled Monster</i>; <i>The Discovery of the Smallpox Vaccine</i>; <i>The Mapmakers</i>; <i>The Map that Changed the World</i>; <i>Letters of Travel</i> Rudyard Kipling; <i>The Story of Architecture</i>; <i>A History of Architecture: Settings and Rituals</i>; The Works of Bach, Debussy, Shoenburg, Stravinsky, Wagner, Handel; Caravaggio, Botticelli, Pissaro, Picasso, Rubens; <i>Passage to India</i>; <i>Brave New World</i>; <i>Titanic: A Night to Remember</i>; <i>Endurance</i>; <i>Shackleton’s Incredible Voyage</i>; <i>To</i></p>
---	--	--	--

History

<p><i>Croco'nile, The Egyptian Cinderella</i> <i>One Grain of Rice, Saladin: Noble Prince of Islam</i> Stanley, <i>Or Brother Sun, Sister Moon</i> by Margaret Mayo, <i>Magna Carta</i>, Daugherty, <i>Cue for Treason</i> <i>Around the World in a Hundred Years</i> Jean Fritz, <i>I, Columbus, My Journal</i> edited Roop, <i>The Whipping Boy, Men of Iron</i> <i>Call It Courage</i>, <i>Bard of Avon: The Story of William Shakespeare</i> Peter Vennema/Diane Stanley <i>Good Queen Bess</i> Diane Stanley Marco Polo book suggestions: http://www.amblesideonline.org/MarcoPolo.html</p> <p>C. Compare similarities and differences between earliest civilizations and life today (e.g., Africa, Egypt; Asia, Babylonia; Americas, Olmec; Europe, Neolithic settlements).</p> <p><i>Pyramid</i> <i>A Little History of the World</i> correlated with <i>An Island Story</i> <i>Fifty Famous Stories Retold</i> <i>Various speeches and primary sources</i> "Declaration of Independence", etc. NOTE: Suggestion- When starting CHOW, use the Staircase of Time in the beginning of the book, enlarge it and laminate it. Use alongside the classroom timeline and the students' Book of Centuries <i>Leif the Lucky D'Aulaire</i> <i>Rain Player</i> by David Wisniewski (Mayan) <i>A Child's History of Art</i> correlated to time period and art class <i>Historical Atlas of the World</i></p>		<p>(accomplishments of dozens of cartographers from many cultures and times); <i>The Lost Queen of Egypt, The Hero Schlemain</i>; Book of Centuries; Philadelphia Museum of Art; <i>The Last Days of Pompeii; Word to Caesar; The Story of Mankind, In the Days of Alfred the Great</i>; "The Breaking of the Maya Code" Mill's <i>The Renaissance; The Delaware Indian Drawings and Picture Writing</i>; Shakespeare's Richard III; FIELD STUDIES: -The Met (the ancients), -an archeological dig,, Philadelphia Museum of Art's Medieval Armor; -Allentown Art Museum Medieval Art; -University of Pennsylvania's Anthropology Museum,-The Met (Renaissance Art)</p>	<p><i>Be a Slave; Journal of a Plague Year; The Story of America; Contours of American History; A Short History of Canada; Connections; A History of the Twentieth Century; Growing Up Latino; Autobiography of Malcolm X, Amusing Ourselves to Death; Martin Luther King, Jr's Speeches; Arguing about Slavery</i></p> <p>D. Evaluate how conflict and cooperation among social groups and organizations impacted world history from 1450 to Present in Africa, Americas, Asia and Europe.</p> <ul style="list-style-type: none"> • Domestic Instability • Ethnic and Racial Relations • Labor Relations • Immigration and Migration • Military Conflicts <p><i>The Invasion of Canada; Common Sense; The Rights of Man; Reflections on the Revolution in France, Narrative of the Life of Frederick Douglass; On Liberty, The Law, The Communist Manifesto, A Tale of Two Cities; Les Miserables, The Mapmakers; Passage to India; All Quiet on the Western Front; To Kill a Mockingbird; The Gulag Archipelago; The Long Walk: The True Story of a Trek; Hiroshima;</i></p>
--	--	--	--

History

<p><i>Famous Canadian Stories</i> George E. Tait [selections] <i>The Saint Lawrence: Seaway of North America</i> Anne Terry White (1500-modern) [Canadian and American history and geog] <u><i>Unknown to History: Captivity of Mary of Scotland</i></u> by Charlotte Yonge</p> <p>FIELD STUDIES: -University of Pennsylvania’s Anthropology Museum -National Constitution Center</p> <p>HISTORY BOOKS FOR CLASS LIBRARY <i>The Beast of Lor Bulla</i> <i>The Man who Loved Books</i> Fritz <i>Brendan the Navigator</i> Fritz <i>Viking Adventure</i> Bulla <i>Croco’nile, The Egyptian Cinderella</i> <i>One Grain of Rice</i> <i>Saladom: Noble Prince of Islam</i> Stanley <i>Brother Sun, Sister Moon</i> <i>Magna Carta</i>, Daugherty <i>Cue for Treason</i> <i>Around the World in a Hundred Years</i> <i>I, Columbus, My Journal</i> edited Roop <i>The Whipping Boy, Men of Iron</i> <i>Call It Courage</i> , <i>Bard of Avon: The Story of William Shakespeare</i> Peter Vennema/Diane Stanley <i>Good Queen Bess</i> Diane Stanley Marco Polo book suggestions: http://www.amblesideonline.org/MarcoPolo.html</p> <p>D. Identify how conflict and</p>			<p><i>History of English Speaking Peoples, To Be a Slave; The Story of America; Contours of American History; A Short History of Canada; A History of the Twentieth Century; Growing Up Latino; Bury My Heart at Wounded Knee; Diary of Anne Frank; WWII, Mein Kampf, Autobiography of Malcolm X, Paris 1919; Arguing about Slavery</i></p> <p>FIELD STUDIES: Holocaust Museum -Ground Zero, -Vietnam War Memorial and others</p>
--	--	--	--

History

<p>cooperation among social groups and organizations affected world history.</p> <ul style="list-style-type: none"> • Domestic Instability (e.g., political, economic and geographic impact on normal activities) • Labor Relations (e.g., working conditions over time) • Racial and Ethnic Relations (e.g., treatment of various ethnic and racial groups in history) • Immigration and migration (e.g., diverse groups inhabiting a territory) • Military Conflicts (e.g., struggle for control) <p><i>A Little History of the World</i> correlated with <i>An Island Story</i> <i>Fifty Famous Stories Retold</i> <i>Various speeches and primary sources</i> “Declaration of Independence”, etc. NOTE: Suggestion- When starting CHOW, use the Staircase of Time in the beginning of the book, enlarge it and laminate it. Use alongside the classroom timeline and the students’ Book of Centuries <i>Leif the Lucky D’Aulaire</i> <i>Rain Player</i> by David Wisniewski (Mayan) <i>A Child’s History of Art</i> correlated to time period and art class <i>Historical Atlas of the World</i> <i>Famous Canadian Stories</i> George E. Tait [selections] <i>The Saint Lawrence: Seaway of North America</i> Anne Terry White (1500-modern) [Canadian and American history and geog]</p>			
--	--	--	--

History

<p><u>Unknown to History: Captivity of Mary of Scotland</u> FIELD STUDIES: -University of Pennsylvania’s Anthropology Museum -National Constitution Center HISTORY BOOKS FOR CLASS LIBRARY <i>The Beast of Lor Bulla</i> <i>The Man who Loved Books</i> Fritz <i>Brendan the Navigator</i> Fritz <i>Viking Adventure</i> Bulla <i>Croco’nile, The Egyptian Cinderella</i> <i>One Grain of Rice</i> <i>Saladom: Noble Prince of Islam</i> Stanley <i>Brother Sun, Sister Moon, Magna Carta, Cue for Treason, Around the World in a Hundred Years</i> Jean Fritz <i>I, Columbus, My Journal</i> edited Roop <i>The Whipping Boy, Men of Iron</i> <i>Call It Courage , Bard of Avon: The Story of William Shakespeare , Good Queen Bess</i> Marco Polo book suggestions: http://www.amblesideonline.org/MarcoPolo.html</p>			
<p>Standard Category 8.1. Historical Analysis and Skills Development should be applied to the above standard statements and descriptors. Suggested chronology in organizing the content for grade levels 7-9 and 10-12 use the 15th century as the dividing point; however, instruction is encouraged that draws on prior and later events in history so that students may develop a seamless view of the world.</p>			

This document lists the PA standards for Reading, Writing, Listening and Literature. The books and activities from Gillingham’s curriculum, *CLUSA Curriculum- Gillingham’s Version*, are copied into this document below the standards, demonstrating how the standards are met.

1.1. Learning to Read Independently			
1.1.3. GRADE 3	1.1.5. GRADE 5	1.1.8. GRADE 8	1.1.11. GRADE 11
<i>Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>			
<p>A. Identify the purposes and types of text (e.g., literature, information) before reading. Classroom Library; Public Library (use internet to get books) Each lesson begins with background of the day’s various readings Daily Oral Narrations- across the curriculum <i>Words Their Way</i> Texts from across the curriculum</p> <p>B. Preview the text formats (e.g., title, headings, chapters and table of contents). <i>Words Their Way</i> Daily lessons across the curriculum begin with background of the day’s various readings. Daily lessons across the curriculum involve various types of text: a whole book (fiction and non-fiction), current events from media, nature guides and traditional and contemporary reference materials.</p>	<p>A. Establish the purpose for reading a type of text (literature, information) before reading. Classroom Library; Public Library (use internet to get books) Each lesson begins with background of the day’s various readings. Daily Oral Narrations- across the curriculum <i>Words Their Way</i> Texts from across the curriculum</p> <p>B. Select texts for a particular purpose using the format of the text as a guide. <i>Words Their Way</i> Daily lessons across the curriculum begin with background of the day’s various readings. Daily lessons across the curriculum involve various types of text: a whole book (fiction and non-fiction), current events from media, nature guides and traditional and contemporary reference materials.</p> <p>C. Use knowledge of phonics,</p>	<p>A. Locate appropriate texts (literature, information, documents) for an assigned purpose before reading. Classroom Library; Public Library (use internet to get books) Across the curriculum, students read many texts and use reference materials and are reading their own choices from the class library. Each lesson begins with background of the day’s various readings. Daily Oral Narrations- across the curriculum Texts from across the curriculum</p> <p>B. Identify and use common organizational structures and graphic features to comprehend information. Daily lessons across the curriculum begin with background of the day’s various readings. Daily lessons across the curriculum involve various types of text: a whole book (fiction</p>	<p>A. Locate various texts, media and traditional resources for assigned and independent projects before reading. Classroom Library; Public Library (use internet to get books) Across the curriculum, students read many texts and use reference materials and are reading their own choices from the class library. Each lesson begins with background of the day’s various readings. Daily Oral Narrations- across the curriculum Texts from across the curriculum</p> <p>B. Analyze the structure of informational materials explaining how authors used these to achieve their purposes. Narration and Essay Exams Daily lessons across the curriculum begin with background of the day’s various readings.</p>

<p>C. Use knowledge of phonics, word analysis (e.g., root words, prefixes and suffixes), syllabication, picture and context clues to decode and understand new words during reading.</p> <p>All classes narrate what was read either aloud or silently. Narrations include a good book, reading, retelling, “Student Talk: and class discussion. In this discussion, students ask about difficult words and seek understanding. They also use the author’s vocabulary to tell the story or information back.</p> <p>Daily Narrations (oral, written, dramatic) across the curriculum require the authors’ vocabulary.</p> <p><i>Words Their Way</i> Recitations/Dictations/Copywork in various subject areas</p> <p>Texts from across the curriculum (See scopes and sequences)</p> <p>Thesauri, Dictionaries</p> <p>D. Read text using self-monitoring comprehension strategies (e.g., predict, revise predictions, reread, use text organization including headings, graphics, and charts, and adjust reading rate).</p> <p>Daily Narrations- oral, scribed, illustrated, drama across the curriculum</p> <p><i>Words Their Way</i> Texts from across the curriculum (See scopes and sequences)</p> <p>E. Acquire a reading vocabulary by identifying and correctly using words</p>	<p>syllabication, prefixes, suffixes, the dictionary or context clues to decode and understand new words during reading. Use these words accurately in writing and speaking.</p> <p>All classes narrate what was read either aloud or silently. Narrations include a good book, reading, retelling, “Student Talk: and class discussion. In this discussion, students ask about difficult words and seek understanding. They also use the author’s vocabulary to tell the story or information back.</p> <p>Daily Narrations (oral, written, dramatic) across the curriculum require the authors’ vocabulary.</p> <p><i>Words Their Way</i> Recitations/Dictations/Copywork in various subject areas</p> <p>Texts from across the curriculum (See scopes and sequences)</p> <p>Thesauri, Dictionaries</p> <p>D. Identify the basic ideas and facts in text using strategies (e.g., prior knowledge, illustrations and headings) and information from other sources to make predictions about text.</p> <p>Daily Written, Oral, Dramatic Narrations with Oral or Silent Reading across the curriculum</p> <p><i>Words Their Way</i> Texts from across the curriculum (See scopes and sequences)</p> <p>E. Acquire a reading vocabulary by correctly identifying and using words (e.g., synonyms, homophones, homographs, words with roots,</p>	<p>and non-fiction), current events from media, nature guides and traditional and contemporary reference materials.</p> <p>Daily Narrations- written, oral, dramatic and illustrated across the curriculum</p> <p>Lab Notebooks, Nature Journals; texts from various subject matter;</p> <p>C. Use knowledge of root words as well as context clues and glossaries to understand specialized vocabulary in the content areas during reading. Use these words accurately in speaking and writing.</p> <p>All classes narrate what was read either aloud or silently. Narrations include a good book, reading, retelling, “Student Talk: and class discussion. In this discussion, students ask about difficult words and seek understanding. They also use the author’s vocabulary to tell the story or information back.</p> <p><i>The Roar on the Other Side</i> <i>Between the Lines</i> <i>Elements of Style</i> Daily Narrations (oral, written, dramatic) across the curriculum require the authors’ vocabulary.</p> <p><i>Cambridge Latin</i> Texts from across the curriculum (See scopes and sequences)</p> <p>Written Exams: Essays Thesauri, Dictionaries</p> <p>D. Identify basic facts and ideas in text using specific strategies (e.g., recall genre characteristics, set a purpose for reading, generate essential questions as aids to comprehension</p>	<p>Daily lessons across the curriculum involve various types of text: a whole book (fiction and non-fiction), current events from media, nature guides and traditional and contemporary reference materials.</p> <p>C. Use knowledge of root words and words from literary works to recognize and understand the meaning of new words during reading. Use these words accurately in speaking and writing.</p> <p>All classes narrate what was read either aloud or silently. Narrations include a good book, reading, retelling, “Student Talk: and class discussion. In this discussion, students ask about difficult words and seek understanding. They also use the author’s vocabulary to tell the story or information back.</p> <p>Daily Narrations (oral, written, dramatic) across the curriculum require the authors’ vocabulary.</p> <p><i>Writer’s Inc.</i> <i>Format Writing</i> <i>Less than Words Can Say</i> Texts from across the curriculum (See Scopes and Sequences)</p> <p><i>Cambridge Latin</i> Written Exams: Essays Thesauri, Dictionaries</p> <p>D. Identify, describe, evaluate and synthesize the essential ideas in text. Assess those reading strategies that were most effective in learning from a variety of texts.</p> <p>Daily Narrations (oral, written, illustrated, dramatic) across the curriculum</p> <p>Texts from across the curriculum (See scopes and sequences)</p>
--	---	--	---

<p>(e.g., antonyms, synonyms, categories of words). Use a dictionary when appropriate.</p> <p>All classes narrate what was read either aloud or silently. Narrations include a good book, reading, retelling, “Student Talk,” and class discussion. In this discussion, students ask about difficult words and seek understanding through questions and the reference materials such as a dictionary. They also use the author’s vocabulary to tell the story or information back. Daily Narrations (oral, written, dramatic) across the curriculum require the authors’ vocabulary. <i>Words Their Way</i> Recitations/Dictations/Copywork in various subject areas Texts from across the curriculum (See scopes and sequences) Essay Exams Thesauri, Dictionaries, internet</p> <p>F. Understand the meaning of and use correctly new vocabulary learned in various subject areas.</p> <p>All classes narrate what was read either aloud or silently. Narrations include a good book, reading, retelling, “Student Talk: and class discussion. In this discussion, students ask about difficult words and seek understanding through questions and the reference materials such as a dictionary. They also use the author’s vocabulary to tell the story or information back. Daily Narrations (oral, written, dramatic) across the curriculum require the authors’ vocabulary. <i>Words Their Way</i> Recitations/Dictations/Copywork in various</p>	<p>suffixes, prefixes). Use a dictionary or related reference.</p> <p>All classes narrate what was read either aloud or silently. Narrations include a good book, reading, retelling, “Student Talk,” and class discussion. In this discussion, students ask about difficult words and seek understanding through questions and the reference materials such as a dictionary. They also use the author’s vocabulary to tell the story or information back. Daily Narrations (oral, written, dramatic) across the curriculum require the authors’ vocabulary. <i>Words Their Way</i> Recitations/Dictations/Copywork in various subject areas Texts from across the curriculum (See scopes and sequences) Essay Exams Thesauri, Dictionaries, internet</p> <p>F. Identify, understand the meaning of and use correctly key vocabulary from various subject areas.</p> <p>All classes narrate what was read either aloud or silently. Narrations include a good book, reading, retelling, “Student Talk,” and class discussion. In this discussion, students ask about difficult words and seek understanding through questions and the reference materials such as a dictionary. They also use the author’s vocabulary to tell the story or information back. Daily Narrations (oral, written, dramatic) across the curriculum require the authors’ vocabulary. <i>Words Their Way</i> Recitations/Dictations/Copywork in various</p>	<p>and clarify understanding through rereading and discussion).</p> <p>Daily Narrations (oral, written, illustrated, dramatic) across the curriculum Texts from across the curriculum (See scopes and sequences) Written Exams: Essays Any research projects from across the curriculum. Thesauri, Dictionaries</p> <p>E. Expand a reading vocabulary by identifying and correctly using idioms and words with literal and figurative meanings. Use a dictionary or related reference.</p> <p>All classes narrate what was read either aloud or silently. Narrations include a good book, reading, retelling, “Student Talk,” and class discussion. In this discussion, students ask about difficult words and seek understanding through questions and the reference materials such as a dictionary. They also use the author’s vocabulary to tell the story or information back. Daily Narrations (oral, written, dramatic) across the curriculum require the authors’ vocabulary. Recitations/Dictations/Copywork in various subject areas Texts from across the curriculum (See scopes and sequences) -Essay Exams and Narrations require higher order thinking, rather than rote retelling. <u>A Glossary of Literary Terms</u> by M.H. Abrams Thesauri, Dictionaries, internet <u>Writer’s Inc.</u> Write on Thursday about something that</p>	<p>Written Exams: Essays Any research projects from across the curriculum. Thesauri, Dictionaries</p> <p>E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.</p> <p>-All classes narrate what was read either aloud or silently. Narrations include a good book, reading, retelling, “Student Talk,” and class discussion. In this discussion, students ask about difficult words and seek understanding through questions and the reference materials such as a dictionary. They also use the author’s vocabulary to tell the story or information back. -Daily Narrations (oral, written, dramatic) across the curriculum require the authors’ vocabulary. -Recitations/Dictations/Copywork in various subject areas -Texts from across the curriculum (See scopes and sequences) --Essay Exams and Narrations require higher order thinking, rather than rote retelling. -Thesauri, Dictionaries, Internet -Oral narration of the term’s reading, the news, family news, and experiences -Write on Thursday about something that was read on Tuesday. -Write letters to friends. -Write business letters. -Write in verse. -Write in the style of the poets studied. -Write editorial letters.</p>
---	---	--	--

<p>Recitations/Dictations/Copywork in various subject areas Texts from across the curriculum (See scopes and sequences) Essay Exams Thesauri, Dictionaries Internet</p> <p>G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text.</p> <ul style="list-style-type: none"> • Retell or summarize the major ideas, themes or procedures of the text. • Connect the new information or ideas in the text to known information. • Clarify ideas and understandings through rereading and discussion. • Make responsible assertions about the text by citing evidence from the text. <p>All classes narrate what was read either aloud or silently. Narrations include a good book, reading, retelling, “Student Talk,” and class discussion. In this discussion, students ask about difficult words and seek understanding through questions and the reference materials such as a dictionary. They also use the author’s vocabulary to tell the story or information back. Daily Narrations (oral, written, dramatic) across the curriculum require the authors’ vocabulary. <i>Words Their Way</i> Recitations/Dictations/Copywork in various subject areas Texts from across the curriculum (See scopes and sequences)</p>	<p>subject areas Texts from across the curriculum (See scopes and sequences) Essay Exams Thesauri, Dictionaries Internet</p> <p>G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text.</p> <ul style="list-style-type: none"> • Summarize the major ideas, themes or procedures of the text. • Relate new information or ideas from the text to that learned through additional reading and media (e.g., film, audiotape). • Clarify ideas and understandings through rereading and discussion. • Make responsible assertions about the ideas from the text by citing evidence. • Extend ideas found in the text. <p>All classes narrate what was read either aloud or silently. Narrations include a good book, reading, retelling, “Student Talk,” and class discussion. In this discussion, students ask about difficult words and seek understanding through questions and the reference materials such as a dictionary. They also use the author’s vocabulary to tell the story or information back. Daily Narrations (oral, written, dramatic) across the curriculum require the authors’ vocabulary. <i>Words Their Way</i> Recitations/Dictations/Copywork in various subject areas Texts from across the curriculum (See</p>	<p>was read on Tuesday. Write letters to friends. <u>The Roar on the Other Side</u> <u>The Grammar of Poetry</u> <u>Between The Lines</u> (ch.1-6) <u>Elements of Style</u> Write business letters. Write in verse. Write in the style of the poets studied. <u>Format Writing</u> Jensen (selected) <u>On Writing Well</u> Zinser</p> <p>F. Understand the meaning of and apply key vocabulary across the various subject areas.</p> <p>All classes narrate what was read either aloud or silently. Narrations include a good book, reading, retelling, “Student Talk: and class discussion. In this discussion, students ask about difficult words and seek understanding through questions and the reference materials such as a dictionary. They also use the author’s vocabulary to tell the story or information back. Daily Narrations (oral, written, dramatic) across the curriculum require the authors’ vocabulary. <i>Words Their Way</i> Recitations/Dictations/Copywork in various subject areas Texts from across the curriculum (See scopes and sequences) -Essay Exams and Narrations require higher order thinking, rather than rote retelling. Thesauri, Dictionaries Internet <u>Writer’s Inc.</u></p>	<p>-Write essays on history and literature. -Write dialogues between characters. -Write ballads. -Write essays on current events. -Reading great essayists and outlining/narrating their essays <u>On the Art of Writing: Lectures Delivered in the University of Cambridge 1913-1914</u> by Quiller-Couch; <i>Format Writing; Less than Words Can Say; Writer’s In.; A Glossary of Literary Terms</i></p> <p>F. Understand the meaning of and apply key vocabulary across the various subject areas.</p> <p>-All classes narrate what was read either aloud or silently. Narrations include a good book, reading, retelling, “Student Talk: and class discussion. In this discussion, students ask about difficult words and seek understanding through questions and the reference materials such as a dictionary. They also use the author’s vocabulary to tell the story or information back. Daily Narrations (oral, written, dramatic) across the curriculum require the authors’ vocabulary. -Recitations/Dictations/Copywork in various subject areas -Texts from across the curriculum (See scopes and sequences) -Essay Exams and Narrations require higher order thinking, rather than rote retelling. -Thesauri, Dictionaries, Internet -Oral narration of the term’s reading, the news, family news, and experiences -Write on Thursday about something that was read on Tuesday.</p>
--	--	--	--

<p>Essay Exams Thesauri, Dictionaries Internet</p> <p>H. Demonstrate fluency and comprehension in reading.</p> <ul style="list-style-type: none"> • Read familiar materials aloud with accuracy. • Self-correct mistakes. • Use appropriate rhythm, flow, meter and pronunciation. • Read a variety of genres and types of text. • Demonstrate comprehension (Standard 1.1.3.G.). (Recommend: 25 books/year) <p>All classes narrate what was read either aloud or silently. Narrations include a good book, reading, retelling, “Student Talk,” and class discussion. In this discussion, students ask about difficult words and seek understanding through questions and the reference materials such as a dictionary. They also use the author’s vocabulary to tell the story or information back.</p> <p>Daily Narrations (oral, written, dramatic) across the curriculum require the authors’ vocabulary.</p> <p><i>Words Their Way</i> Recitations/Dictations/Copywork in various subject areas Texts from across the curriculum (See scopes and sequences) Essay Exams Thesauri, Dictionaries Internet</p> <p>The literature scope and sequence provides</p>	<p>scopes and sequences) Essay Exams Thesauri, Dictionaries Internet</p> <p>H. Demonstrate fluency and comprehension in reading.</p> <ul style="list-style-type: none"> • Read familiar materials aloud with accuracy. • Self-correct mistakes. • Use appropriate rhythm, flow, meter and pronunciation. • Read a variety of genres and types of text. • Demonstrate comprehension (Standard 1.1.5.G.). (Recommend: 25 books/year) <p>All classes narrate what was read either aloud or silently. Narrations include a good book, reading, retelling, “Student Talk,” and class discussion. In this discussion, students ask about difficult words and seek understanding through questions and the reference materials such as a dictionary. They also use the author’s vocabulary to tell the story or information back.</p> <p>Daily Narrations (oral, written, dramatic) across the curriculum require the authors’ vocabulary.</p> <p><i>Words Their Way</i> Recitations/Dictations/Copywork in various subject areas Texts from across the curriculum (See scopes and sequences) Essay Exams Thesauri, Dictionaries Internet</p>	<p>Write on Thursday about something that was read on Tuesday. Write letters to friends. <u>The Roar on the Other Side</u> <u>The Grammar of Poetry</u> <u>Between The Lines</u> (ch.1-6) <u>Elements of Style</u> Write business letters. Write in verse. Write in the style of the poets studied. <u>Format Writing</u> Jensen (selected) <u>On Writing Well</u> Zinser</p> <p>G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.</p> <ul style="list-style-type: none"> • Make, and support with evidence, assertions about texts. • Compare and contrast texts using themes, settings, characters and ideas. • Make extensions to related ideas, topics or information. • Describe the context of a document. • Analyze the positions, arguments and evidence in public documents. <p>All classes narrate what was read either aloud or silently. Narrations include a good book, reading, retelling, “Student Talk,” and class discussion. In this discussion, students ask about difficult words and seek understanding through questions and the reference materials such as a dictionary. They also use the author’s vocabulary to tell the story or information back.</p>	<p>-Write letters to friends. -Write business letters. -Write in verse. -Write in the style of the poets studied. -Write editorial letters. -Write essays on history and literature. -Write dialogues between characters. -Write ballads. -Write essays on current events. -Reading great essayists and outlining/narrating their essays <u>On the Art of Writing: Lectures Delivered in the University of Cambridge 1913-1914</u> by Quiller-Couch; <i>Format Writing: Less than Words Can Say; Writer’s In.; A Glossary of Literary Terms</i></p> <p>G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.</p> <ul style="list-style-type: none"> • Make, and support with evidence, assertions about texts. • Compare and contrast texts using themes, settings, characters and ideas. • Make extensions to related ideas, topics or information. • Assess the validity of the document based on context. • Analyze the positions, arguments and evidence in public documents. • Evaluate the author’s strategies. • Critique public documents to identify strategies common in public discourse. <p>-All classes narrate what was read either aloud or silently. Narrations include a good</p>
--	--	--	---

<p>an example of the amount of books and the types of books in the curriculum. To see all the books read to or by students, please see the Scopes and Sequences from the other subject matter</p> <p>LITERATURE SCOPE AND SEQUENCE: <u>Lang’s The Nursery Rhyme Book</u> <u>Beatrix Potter Tales (Original)</u> <u>My Very First Mother Goose</u> <u>Mother West Wind When Stories</u> <u>Lang’s Blue Poetry</u> <u>3 Aesop’s Fables</u> <u>3 Fairy Tales (Grimm’s or Anderson’s)</u> <u>The Velveteen Rabbit</u> <u>Glooskap Tales</u> <u>Peter Pan</u> <u>Two Roman Mice</u> <u>Brer Rabbit Stories (selected)</u> <u>The Cuckoo’s Reward</u> <u>Charlotte’s Web</u> <u>UmHm: African American Folktales</u> <u>AA Milne When We Were Very Young; Now We Are Six</u> <u>Robert Louis Stevenson A Child’s Garden of Verses</u> <u>A Child’s Book of Poems</u> by Gyo Fujikawa <u>The Wonder Clock</u> ch.1-8 <u>Just So Stories</u> <u>Beowulf</u> (Marshall) <u>Pyle’s Robin Hood</u> <u>Oxford Book of Children’s Verse</u> by Peter and Iona Opie <u>Understood Betsy</u> <u>The Hobbit</u> <u>The Canterbury Tales</u> (retold by Cohen) <u>Celtic Fairy Tales</u> Joseph Jacob <u>Heidi</u></p>	<p>The literature scope and sequence provides an example of the amount of books and the types of books in the curriculum. To see all the books read by students, please see the Scopes and Sequences from the other subject matter</p> <p>LITERATURE SCOPE AND SEQUENCE: <u>Heroes of Asgard, The Jungle Book</u> <u>“Evangeline”, Children of the New Forest</u> <u>The Wheel on the School Tom Sawyer, Little Women, Arabian Nights, “Vision of Don Roderick</u> <u>3 lives of Plutarch each year</u> <u>William Wordsworth (Poetry for Young People series)</u> <u>The Children’s Own Longfellow</u> <u>Emily Dickinson</u> <u>Shakespeare Plays: Macbeth, Twelfth Night, Midsummer Night’s Dream</u> <u>Gods and Heroes</u> by Francillon 4 sections Per term), <u>At the Back of the North Wind, Treasure Island, Johnny Tremain, A Wrinkle in Time</u> , <u>Rip Van Winkle and the Legend of Sleepy Hollow,</u> <u>Carl Sandburg Rainbows Are Made</u> <u>Alfred, Lord Tennyson, Walt Whitman</u> <u>Shakespeare Plays: Julius Caesar, Coriolanus, King John</u></p>	<p>Daily Narrations (oral, written, dramatic) across the curriculum require the authors’ vocabulary. Recitations/Dictations/Copywork in various subject areas Texts from across the curriculum (See scopes and sequences) -Essay Exams and Narrations require higher order thinking, rather than rote retelling. <u>A Glossary of Literary Terms</u> by M.H. Abrams Thesauri, Dictionaries, internet <u>Writer’s Inc.</u> Write on Thursday about something that was read on Tuesday. Write letters to friends. <u>The Roar on the Other Side</u> <u>The Grammar of Poetry</u> <u>Between The Lines</u> (ch.1-6) <u>Elements of Style</u> Write business letters. Write in verse. Write in the style of the poets studied. <u>Format Writing</u> Jensen (selected) <u>On Writing Well</u> Zinser</p> <p>H. Demonstrate fluency and comprehension in reading.</p> <ul style="list-style-type: none"> • Read familiar materials aloud with accuracy. • Self-correct mistakes. • Use appropriate rhythm, flow, meter and pronunciation. • Read a variety of genres and types of text. 	<p>book, reading, retelling, “Student Talk: and class discussion. In this discussion, students ask about difficult words and seek understanding through questions and the reference materials such as a dictionary. They also use the author’s vocabulary to tell the story or information back. -Daily Narrations (oral, written, dramatic) across the curriculum require the authors’ vocabulary. -Recitations/Dictations/Copywork in various subject areas -Texts from across the curriculum (See scopes and sequences) -Essay Exams and Narrations require higher order thinking, rather than rote retelling. -Thesauri, Dictionaries, Internet -Oral narration of the term’s reading, the news, family news, and experiences -Write on Thursday about something that was read on Tuesday. -Write letters to friends. -Write business letters. -Write in verse. -Write in the style of the poets studied. -Write editorial letters. -Write essays on history and literature. -Write dialogues between characters. -Write ballads. -Write essays on current events. -Reading great essayists and outlining/narrating their essays <u>On the Art of Writing: Lectures Delivered in the University of Cambridge 1913-1914</u> by Quiller-Couch; <i>Format Writing: Less than Words Can Say; Writer’s In.; A Glossary of Literary Terms</i></p>
---	---	--	---

<p><u>When Birds Could Talk and Bats Could Sing</u> (Hamilton) <u>Zlateh the Goat</u> <u>Wind in the Willows</u> Walter de la Mare <u>Peacock Pie</u> Maya Angelou (Poetry for Young People)</p>		<ul style="list-style-type: none"> • Demonstrate comprehension (Standard 1.1.8.G.). (Recommend: 25 books/year) <p>All classes narrate what was read either aloud or silently. Narrations include a good book, reading, retelling, “Student Talk,” and class discussion. In this discussion, students ask about difficult words and seek understanding through questions and the reference materials such as a dictionary. They also use the author’s vocabulary to tell the story or information back.</p> <p>Daily Narrations (oral, written, dramatic) across the curriculum require the authors’ vocabulary.</p> <p>Recitations/Dictations/Copywork in various subject areas</p> <p>Texts from across the curriculum (See scopes and sequences)</p> <p>-Essay Exams and Narrations require higher order thinking, rather than rote retelling.</p> <p><u>A Glossary of Literary Terms</u> by M.H. Abrams</p> <p>Thesauri, Dictionaries, internet</p> <p>The literature scope and sequence provides an example of the amount of books and the types of books in the curriculum. To see all the books read by students, please see the Scopes and Sequences from the other subject matter</p> <p>LITERATURE SCOPE AND SEQUENCE: <u>Gods and Heroes</u> by Francillon (4 sections per term) <u>Oliver Twist</u> <u>Fellowship of the Ring</u> <u>The Yearling</u></p>	<p>H. Demonstrate fluency and comprehension in reading.</p> <ul style="list-style-type: none"> • Read familiar materials aloud with accuracy. • Self-correct mistakes. • Use appropriate rhythm, flow, meter and pronunciation. • Read a variety of genres and types of text. • Demonstrate comprehension (Standard 1.1.11.G.). (Recommend: 25 books/year) <p>All classes narrate what was read either aloud or silently. Narrations include a good book, reading, retelling, “Student Talk: and class discussion. In this discussion, students ask about difficult words and seek understanding through questions and the reference materials such as a dictionary. They also use the author’s vocabulary to tell the story or information back.</p> <p>-Daily Narrations (oral, written, dramatic) across the curriculum require the authors’ vocabulary.</p> <p>-Recitations/Dictations/Copywork in various subject areas</p> <p>-Texts from across the curriculum (See scopes and sequences)</p> <p>-Essay Exams and Narrations require higher order thinking, rather than rote retelling.</p> <p>-Thesauri, Dictionaries, Internet</p> <p>-Oral narration of the term’s reading, the news, family news, and experiences</p> <p>The literature scope and sequence provides an example of the amount of books and the types of books in the curriculum. To see all the books read by students, please see the</p>
--	--	---	--

Roll of Thunder Hear my Cry
 William Butler Yeats (Poetry for Young People series); Langston Hughes The Dream Keeper; Robert Frost
 Richard II, Henry V, Henry VIII (Fagel's) Odyssey Bks 1-8
The Chosen
The Epic of Gilgamesh (Bryson)
The Aeneid for Boys and Girls (Church)
 Sir Walter Scott; Christina Rossetti
 King Lear, Merchant of Venice, As You Like It
The Child's English Literature (H.E.Marshall) chapters 6-35
Beowulf Burton Raffel
King Arthur and his Knights of the Round Table (Roger Lancelyn Green)
Ivanhoe Volume I (ch.1-14)
The Book of the Dunn Cow or Phantom Tollbooth
Ivanhoe Volume II (ch. 15-30)
 The Divine Comedy –Dante (Inferno)
Ivanhoe Volume III (ch.31-44)
 Sara Teasdale, George Gordon, Paul Laurence Dunbar
 Much Ado About Nothing, Hamlet, The Tempest

Scopes and Sequences from the other subject matter.

LITERATURE SCOPE AND SEQUENCE:
The Child's English Literature
 Ch. 35,39-41,43-46, 48-49,51-85
 Francis Bacon & Montaigne's Essays (selected)
The Black Arrow (Stevenson)
Daughter of Time by Josephine Tey
 Some Analysis of style can begin to be read
 Robert Herrick, Elizabeth Barrett Browning
 Richard III, Love's Labour Lost, Henry IV
 Locke's An Essay on Human Understanding &/or Pope's Essay on Man
Rob Roy (Scott)
The Scarlett Letter
 Johnson's Essays (selected)
Battle of the Books (Swift)
Gulliver's Travels (Swift)
Robinson Crusoe (Defoe)
 Macaulay's Essay on Oliver Goldsmith
 "Citizen of the World" by Goldsmith
Huck Finn (Twain)
 Robert Burns, John Keats
 Romeo and Juliet, All's Well that Ends Well, Pericles
 Emerson's Essays (selected)
The Tale of Two Cities (Dickens)
Uncle Tom's Cabin (Beecher Stowe)
Pride and Prejudice (Austen)
Silas Marner (Eliot)
 18 short stories (Oxford Anthology)
Les Miserables
 (Hugo) parts in French?(may go into summer)
The Warden (Trollope)

Robert Browning, Shakespeare (Sonnets), Edna St. Vincent Millay
 Othello, Taming of the Shrew, Winter's Tale

Priorities:

GRADUATION RATES:

24% of Pottsville's Students did not graduate in 2011.

Rural LEAs who are sending districts to Gillingham: Mahanoy City, Shenandoah

FREE REDUCED LUNCHES:

2009/2010

Minersville

Eligible for discounted/free lunch: 237 (43 %)

Pottsville

Eligible for discounted/free lunch: 454 (40 %)

St. Clair

Eligible for discounted/free lunch: 288 (54 %)

Shenandoah

Eligible for discounted/free lunch: 471 (73 %)

Mahanoy

Eligible for discounted/free lunch: 201 (60 %)

EDUCATION

M.S. Ed. Educational Leadership, University of Pennsylvania, Philadelphia, PA, 2009

Principal Certification (K-12), Educational Leadership Program for Aspiring Principals, University of Pennsylvania, Philadelphia, PA, anticipated December 2012

B.S. Elementary Education, Lee College, Cleveland, TN, *summa cum laude*, 1992

PROFESSIONAL EXPERIENCE

CEO/Director of Education, Gillingham Charter School, Pottsville, PA, 6/11 – Present

Lead the implementation of the Gillingham Charter School.

President, Gillingham Charter Collaborative, Pottsville, PA, 9/08 – 6/11

Founded and led a collaboration of 50 founding members consisting of educators, parents and citizens in the development of Gillingham Charter School. Wrote the Gillingham Charter School charter. Charter approved on June 7, 2011.

Volunteer Curriculum Developer & Workshop Facilitator, Childlight USA, Boiling Springs, NC, 6/07 – Present

Volunteer for CLUSA in various ways to promote Relational Education: Write articles for the *Charlotte Mason Educational Review* and blog, Curriculum Design Team and Lead Developer of Fine Arts, Physical Education, Science and History, and conduct workshops for teachers at the annual Charlotte Mason conference.

Principal Intern, Souderton Charter School Collaborative, Souderton, PA, 1/08-6/08

& Sylvan Heights Science Charter School, Harrisburg, PA, 7/07 - 12/07

Used data to make informed decisions about student achievement. Developed an understanding of literacy, math, social studies, science and technology models. Lead professional developments. Implemented PA state standards in all curricular areas. Mentored teachers. Collaborated on reading intervention plans. Implemented the RtI model. Attended board meetings and created budgets, schedules and action plans. Developed surveys and reports. Attended parent collaborations.

Middle School Teacher, Ambleside School of Fredericksburg, Fredericksburg, TX, 9/04 - 6/06

Instructed a combined class of seventh and eighth graders in a Relational School in literature, science, history, composition, dictation, grammar, religion, physical education, recitation, Shakespeare, picture study, composer study, nature study and handwork.

Launched and developed the middle school physical education program. Produced two Shakespeare plays.

Modeled teaching and instructed teachers for Ambleside Schools International.

President/Principal/Lead Teacher, Ambleside School of Hollywood, Hollywood, FL, 8/03 - 5/04

Launched the Relational Education school with parents and Ambleside Schools International. Accomplished a non-profit status. Administered staff, curriculum, facility, marketing and volunteers. Wrote a parent handbook. Provided educational instruction based on the philosophy of Charlotte Mason to kindergarten – fourth graders in language acquisition, arithmetic, religion, handwriting, recitation, physical education, music, history, picture study, composer study, nature study and handwork.

Workshop Facilitator/Consultant, Charlotte Mason Summer Institute, Hollywood, FL, 6/02 – 9/03

Developed and facilitated two Relational Education workshops for more than 30 home and private school educators from Broward, Miami-Dade and West Palm Beach counties. Consulted home and school educators on instruction, curriculum and assessment. Launched and facilitated the South Florida Charlotte Mason Study Group. Assisted regional Charlotte Mason study groups.

Vice President/Dean of Education/Teacher, Kingston Academy, Southwest Ranches, FL, 2/01-6/02

Collaborated with community members in the foundation of the private, classical middle school that practice some principles of Relational Education. Hired and trained teachers. Coordinated curriculum. Conducted events and training in the Relational Education philosophy for the school and the educational community of South Florida. Instructed sixth, seventh and eighth graders in geography and nature study.

Curriculum Development Director/Teacher Trainer, Teachers' Curriculum Institute, Palo Alto, CA, 5/98-10/01

Directed a team of teacher consultants and writers in the development of the text, lessons and resource materials and also wrote the teacher's guide of the textbook program, *Social Studies Alive! My School and My Family*. The program was adopted by the state of California. Collaborated with a team of teachers and writers in the development of the textbook program, *History Alive! The United States*. Facilitated over 30 one-day and five-day workshops for public school districts and various state social studies conventions, training teachers and administrators in the philosophy and methodology of *History Alive!* Each year attended intensive three-day trainers' seminars.

Teacher, Henry D. Perry Middle School, Miramar, FL, 9/94-2/98

Provided educational instruction in the urban, low-income, overcrowded public school to an ethnically diverse group of sixth grade "at-risk" students in the Drop-Out Prevention Program in reading, math, language arts, science and social studies. Created a classroom management system based on William Glasser's *choice theory*. Provided instruction to sixth graders in world history and language arts. Conducted Adler's Paideia seminars and *History Alive!* methodology and curriculum in the classroom. Developed and facilitated a workshop for H.D. Perry's history teachers, demonstrating the *History Alive!* approach and launched the use of *History Alive!* curriculum. Developed a lesson for Teachers' Curriculum Institute's *History Alive! Ancient Greece*.

Teacher, Westside Intermediate School, Hebron, MD, 8/93-6/94

Provided educational instruction in the rural public school to third grade students in reading, language arts, arithmetic, science and social studies. Trained in and implemented the district-wide math program, *Professor B's Mathematics Power Learning for Children*.

SPECIAL RECOGNITION

- Speaker** Charlotte Mason Session, Florida Homeschool Convention, 200 participants, Orlando, FL, 6/03
- Teacher of the Year** H. D. Perry Middle School, 1996-1997
- F.J. Lee Award** Lee College, 1992 "graduating senior who, in the estimation of the faculty, has modeled high standards of integrity, leadership, service, broad campus involvement and academic excellence" (Only elementary education graduate awarded in 75 years)
- Education Departmental Award** Lee College, 1992

REFERENCES

- Dave Derbes [REDACTED] Retired Business Owner
- Dr. Judy Brody [REDACTED] Professor, University of Pennsylvania & Retired Superintendent of Schools
- Joy Hurtz [REDACTED] Professor, University of Pennsylvania & Retired Principal
- Dr. Carroll Smith [REDACTED] Professor, Gardner Webb University

Portfolio Available upon Request

Gillingham Charter School

Extra Narrative 2012-2013

GCS has joined the revitalization effort going on in Pottsville and the boroughs of the county. We partner with such organizations as the YMCA, Simon Kramer Institute, Schuylkill Women in Crisis, Hawk Mountain, Schuylkill County Council for the Arts, Schuylkill Economic Development Corporation, Schuylkill Community in Action and Schuylkill County's VISION, all of which actively seek positive changes for Schuylkill County in the areas of economic development, education, government, infrastructure, healthcare, environment, arts and culture.

We offer a new option as well as an innovative, research-based program that serves as a model in the community. The following factors, the School's respect of person, focus on ideas, research based Relational Educational Program and intentional use of Restorative Practices, foster an atmosphere and way of relating that can counter generational trends and debilitating habits. Gillingham wants to help families and children (future parents) break and replace these trends with resilient, creative, respectful, ethical and disciplined habits of learning and full living.

The School prepares all students for higher education. The school does not have a tracking system in which some students are on the college prep track while others are in "general ed" classes. The aim is to instill in all students a love of learning. Parents and the public are a vital part of this educational process. Parents attend tri-mester conferences to discuss their child's progress on examinations. Regular evening collaborations are held at which Gillingham makes information available to the public explaining the school's educational methods. The public is also invited to attend student performances or view student art at these sessions.

1. Board of Trustees

The Board of Trustees ensures that any nominated candidates from the School's stakeholders satisfy the conditions for serving on the Board of GCS. The Board consists of 7 Trustees. In order to reflect the School's mission and principles in the make-up of the Board of Trustees, the Board includes representatives from the various constituencies involved in the school as described in the Bylaws. The Board includes a President, Vice-President, Secretary and Treasurer. The governing strategy of the School is to incorporate the principles of the relational learning model set forth in Gillingham Charter School's mission statement and pedagogical rationale. GCS implements a shared leadership model described below. The Director of Education and Director of Organizational Development, both hired by the Board, facilitates the stewardship of this leadership model and managerial roles of the School. These directors also present all annual and final grant performance reports to the U.S. Department of Education.

2. This accreditation ensures that the school maintains continuity between the relational education, the Board of Trustees and all stakeholders. In addition, every individual whom the membership nominates to run for a place on the Board is required to participate in an orientation program. The orientation will inform each nominated candidate in the pedagogy and practice of the School as well as the practice, norms and bylaws of the Board of Trustees. Before the Board will place that nominee's name on the election ballot, s/he will have to demonstrate an understanding and commitment to the relational method of learning as well as the mission and guiding principles of the School. The then serving Board of Trustees will determine if a candidate satisfies these conditions and, if so, will place that person's name on the ballot given to the membership. As a

demonstration of their commitment to Gillingham Charter School and as a means of keeping all Board members familiar with the School's approach to education, the Bylaws requires each Board member to volunteer at the School for at least three hours per month and to attend an annual Board retreat. In addition, the Board has the authority to establish committees as it deems necessary to carry out the mission of the School. Each Board member serves for two years. In order to maintain continuity, the Board members serve staggered terms. Also to maintain continuity, there is one permanent position of the Board of Trustees: a parent of an enrolled student.

3. GCS has organized as a Pennsylvania Non-Profit Corporation and has received recognition as a tax exempt public charity as described in section 501c3 of the Internal Revenue Code of 1986, as amended. (Please see "Project Narrative-Other" for proof of our application.) The school has implemented a Relational governance model based on two concepts: a) Peter Senge's learning organization framework and b) shared leadership principles.

GOVERNANCE:

Basic skills in the following areas and a commitment to ongoing development of these skills are required of all staff: Demonstrated enthusiasm for and commitment to the school's mission and pedagogy; Demonstrated respect for all persons, living things, the community and world, and ideas; Commitment to lifelong learning. (e.g., self-motivation to assist own performance, risk taking and experimentation, accessing and sharing high quality knowledge, responsiveness to feedback, reading); Commitment to, knowledge of and skill in communication and developing collaborative partnerships with all school stakeholders; Demonstrated professionalism and

ethical behaviors; Demonstrated respect for diversity in all forms; Commitment and availability to participate in the school's various mechanisms for ensuring program development and accountability; Commitment to Restorative Practice implementation, and Completed CPR training and first aid training.

Additionally, the faculty must have skills and/or certificates in these areas: Degrees and professional certification in fields of study; 75% of all teachers must be certified by the state of Pennsylvania; Philosophical, historical and legal foundations of public education; A basic understanding of the philosophical and methodological practices of a Relational Education; Learning- characteristics of learners and child development and the implications for educational programming; Facilitation of the learning of students with special needs; Assessment, diagnosis and evaluation of learners; Instructional pedagogy designed to meet the needs of multiple learning styles; Relational planning and teaching; Effective, respectful discipline practices; Effective and meaningful transition practices; and Consumerism of professional literature.

The Principal and other School Directors are required to have basic skill in the following areas: Concepts and practices related to a learning organization and shared leadership models; Effective application of concepts related to learning organizations and shared leadership models; Technology deployment; Idea conceptualization and development; Organizational and managerial skills; and Financial skills.

In addition, all faculty and staff are expected to grow continually in relation to their understanding of and skill in a Relational Education, learning organizational systems, the change process, Restorative Practices, Reflective Practices, Japan's Lesson Study model and EQ (emotional intelligence).

The school employs 17 k-9 full-time and part-time teachers with an overall student/teacher ratio

of approximately 11:1. The ratio is further reduced because 1) children requiring more support spend time during the day in small groups with certified staff and 2) parents and community members are regularly involved in the classroom. This involvement includes supervised and trained volunteers.

The over arching idea that guides assessment in a Relational School setting is: The child is born a person. All children are persons and have the same rights and privileges and access to a free public education. As persons all children can learn, and Gillingham Charter School has developed its curriculum and instruction with high standards and expectations. With this in mind, the goal of assessment, then, is to produce an internally motivated and self-directed learner that has many relationships with the world about her/him: other humans including family, community and the larger human family and history, the arts; nature and the environment and the sciences; an interest in other cultures and peoples and their languages and stories; as well as our own stories in literature and history. With these goals and standards in mind, assessment in a relational school is based on a rich, broad and deep curriculum. It is also done *with a child*, not just *to the child*. *With the child* implies that we are seeking to help the child master his/her understanding of the world. Hence, the reason for Gillingham's determination to help students become self-directed, complex thinkers who communicate well and care about their world.

Bena Kallick (2008) says it this way: *"If judgments of my work are always external, I will be dependent on the judges, not myself. The judgment needs to be internalized. I need to establish the authority of my own voice, to make judgments about my own work."*

GCS and the CLUSA Relational program evaluates student learning, teacher learning and school progress with Authentic, Formative Assessment measures.

Student Assessment: Authentic assessment allows for students to apply knowledge, be prepared

for real world assessment, respects learning styles, informs instruction, fosters self-assessment, improves language and literacy environments, decreases stress levels and low self-esteem, all resulting in increased reading and math scores. Students are empowered to meet challenging state standards. Assessment is authentic when we directly examine student performance on worthy intellectual tasks. Traditional assessment (true/false, fill in the blank, multiple choice), by contrast, relies on indirect or proxy 'items'--efficient, simplistic substitutes from which we think valid inferences can be made about the student's performance at those valued challenges (Grant Wiggins). The negative personal and societal effects of traditional testing for students are well-documented: exposure to a less challenging curriculum, significantly increased dropout rates, and lives of unemployment and welfare dependency (Oakes, 1986a; Oakes, 1986b; Shepard & Smith, 1986; Jaeger, 1991). Furthermore, these researchers conclude that using testing as a mechanism for sorting and selecting students for access to educational and economic opportunities is antithetical to achieving equity.

Thus, over-use of testing is avoided. Authentic assessments, such as narrations, portfolios, summative end-of-term open-ended essay exams and narrative report cards allow the child to tell what she knows rather than be caught in what she doesn't know. They direct children, teachers, parents and curriculum advisors to ways to provide the next level of scaffolding in a particular child's environment. That will be different for each child. This system is used in the UK and throughout Europe. (For older students, a grading system is implemented to prepare high school students for college systems; however, the importance of grades will be deemphasized in various ways while formative assessment is emphasized.)

Students are assessed daily and weekly using the types of formative assessments mentioned above (e.g., narrations, dictations, essays, etc.). Assessment of learning or summative

assessments are done at the end of each term with three terms a year. Further, the CLUSA assessment programs are used as well as the PSSA at the designated time specified by the state of Pennsylvania. All of these assessments drive data informed decision making.

The list below provides insight into how assessments and evaluations are used to improve student achievement. It is not a final list of means by which students will be assessed at GCS.

Daily Oral and Written Narrations (along with illustrated and dramatic narrations) are for learning and for assessment. They are used to assess vocabulary development (oral and written); comprehension (oral and written); spelling (written); sentence structure (oral and written); ability to sequence a story (oral and written); and development of grammar (oral and written). These improve student achievement because teachers listen daily for the concepts listed above. As students narrate both orally and in writing, teachers monitor the students' development by keeping individual notebooks on each child and constantly listening for vocabulary development, along with the other skills. Rubrics and checklists are developed by the teachers. Quality text on checklists and rubrics and how to create them are readily available to schools today. CLUSA provides teachers training.

Weekly Dictations are used to assess spelling development and listening and observation skills. Students' ability to spell is monitored through dictations as well as narrations. Student achievement improves because these will be used by teachers to help students improve their spelling and listening skills, thus comprehension skills and observation skills. Research comes from Brown and Cambourne's (1987) *Read and Retell*; Isbell (2002); Benson and Cummins (2000) *The Power of Retelling*; and Reedy & Lister (2007) *Literacy*.

Weekly Recitations are used to assess memory skills, observation skills and speaking skills. Student achievement will improve because these help teachers watch for vocabulary

development, proper sequencing of words, sentence structure and patterns and comprehension. Students recite beautiful language in the form of prose or poetry.

Bi-monthly Essays are used to assess knowledge, skills of analysis, critical thinking, reflective thinking, sequencing and logically following an argument. Student achievement increases because teachers use a checklist or rubric to measure students' progress so that they can also work with students on areas for improvement.

Daily Problem Solving in Mathematics is used to assess sequencing abilities, comprehension, vocabulary, numeracy, logical thinking and transfer of learning. Since math is a huge problem area in child development, student achievement increases with problem solving because teachers monitor and analyze student progress by checking their ability to sequence, to comprehend, and to think logically about the problems. Further, teachers monitor whether or not students can transfer their knowledge to various types of problems and situations. GCS uses Japan's Zone of Proximal Development Mathematical Learning Model and the Right Start Math model.

Daily Computation in Mathematics is used to assess following instructions, following a logical pattern/argument, sequencing, vocabulary and applying language. Being able to follow a pattern of work, use vocabulary properly, sequence properly and follow an argument are all ways teachers can use computation to improve student achievement. GCS will use Japan's Zone of Proximal Development Mathematical Learning Model and the Right Start Math model.

Weekly Notebooks assess reflective thinking, comprehension, vocabulary, analytical skills, critical-thinking, self-direction, spelling and observation skills. Writing helps a teacher see what children are thinking; therefore, properly used journals give a teacher a window into a child's mind. Thereby it gives teachers the opportunity to help children correct incorrect or poor thinking thus improving student achievement.

Daily Word Study is used to assess word analysis skills, word segmentation skills, word automaticity and observation skills. Students will improve reading comprehension by gaining their own power over words, and teachers monitor students' growth in word power (*Words Their Way* by Bear, Invernizzi, Templeton & Johnston).

End of Term Open-Ended Exams are used at the end of each trimester to assess student content knowledge, to inform teacher and parents, and to direct instruction of the teacher and by the teacher. This assessment increases student achievement because it is used to inform decision making, as instruction and as student self-monitoring. Open-Ended Exams are created and assessed by teachers coupled with random assessment by ChildlightUSA's accreditation team.

Annual PSSA (PA's state standardized test) is used to look for weaknesses in instruction and for weaknesses in student learning in any content area assessed. Student achievement increases because staff and faculty use the scores to analyze student strengths and weaknesses in the various skills sets, content knowledge and overall.

School Assessment: Authentic assessment is used to ensure that the school is meeting its stated mission and objectives. The use of these simple but powerful tools leads to continuous reflection on evaluation and improvement of the educational program and atmosphere. Following are the practices that structure GCS's formative, authentic assessment:

- a. GCS is accredited by the CLUSA program that assesses student learning similar to the way the International Baccalaureate programs work.
- b. 360° feedback ensures that feedback is collected from all stakeholders. This practice is valuable to the evaluation process because every stakeholder has a unique and valuable perspective on performance even if these perspectives apparently seem contradictory. In contrast, traditional feedback usually comes down from the top, and therefore, opportunities

to derive insight from everyone involved are missed.

- c. Reflective Learning Opportunities requires GCS to provide protected, quality time for staff, faculty and parents to come together, dialogue and collaborate. Such practices include Japan's Lesson Study model, reflective group protocols such as the Fishbowl protocol, monthly volunteer Breakfast Book Clubs, bi-monthly program development meetings, and Reflective Practices. These guide and scaffold self and team assessment. These structured processes use the School's quantitative AND qualitative assessments such as student exams, narrations, copywork, PSSA scores, and CLUSA's assessment program; stakeholders' surveys and conversations; 360° feedback forms from consultants and Childlight USA's accreditation process; student and faculty/staff Individualized Learning Plans (ILPs), and parent/teacher/student conferences.
- d. Faculty, staff and parents (when applicable) hold bi-monthly program development meetings (not to be confused with the collaboration sessions) to reflect on programming, to share concerns and successes, and to brainstorm and create solutions. These meetings provide the necessary circumstances to generate synergy that currently is not always supported in the traditional school organization and schedule.
- e. Adults as well as students have Individual Learning Plans (ILPs) that include evaluation components i.e.: goals, criteria, procedures and schedule. The development of faculty and staff ILPs involves a collaborative process. This process includes a focus on the school's mission to ensure individual goals are tied tightly to the vision of the school.
- f. University Partnerships will be developed with Penn State in which student teachers will participate in the school as interns, learn the pedagogy and take an active role in the faculty/staff's innovative reflective, formative assessments. We plan that Penn State will

also send consultants to help the School assess, keeping the faculty/staff abreast of the latest research in relational professional development.

- g. Teacher and staff performance evaluation consists of three critical components: (a) a development plan, the Individual Learning Plan (ILP), (b) a portfolio, and (c) the formal performance assessment consisting of the 360 Degree Feedback and other protocols.

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

A reinvented system that nurtures and encourages a shared leadership model and learning environment for everyone including teachers, administrators, parents, students and community members;

Curricula, authentic assessment and methodology based on relational learning;

Small class and school sizes that support deep learning;

Beauty and order, freedom from distractions and utilitarian structures and systems;

Collaborative teaching methods that utilize the expertise of parents and community members in substantive ways; and

An educational atmosphere and environment supported by Restorative Practices which enable children and adults to learn together in an inclusive setting, respectful of all persons despite ability, race, class, religion, interest and ideas.

The core philosophy and underlying purpose of the school

Mission: Gillingham Charter School cultivates a respectful learning organization upon the belief that children are, foremost, persons. The nourishment of relationships, habits and ideas through

a Relational Education will not only prepare students for future education but will foster within them an avid desire for a life of learning, enabling them to author their own lives confidently and resiliently. Ultimately, students will be proud of who they are, from whence they come and of what they will do for this community and the world.

Vision: To accomplish our mission, GCS operates in these three ways:

1. *Post-modern Approach for the Conceptual Age* The School's approach is unique. GCS is not a traditional academic center based on the *rational, behaviorist paradigm* used during the Industrial and Information Ages. Instead, the School is a schoolhouse community based on a *relational, humanist paradigm* designed to fit the emerging postmodern Conceptual Age (Goffee & Jones, 2000; Friedman, 2005; Pink, 2005; Gardner, 2006; Senge, 2006). This postmodern paradigm is based on the personhood of students and adults, who are not treated as machines to be programmed and manipulated through behaviorism. Instead, students and adults are treated as persons who learn through community, the integration of creativity, and such relational skills as collaborating, empathizing, and synthesizing (Pink, 2005; Gardner, 2006; Senge, 2006).

“In these postmodern times we are rediscovering the importance of community... We strive to provide a caring environment where individuality is preserved, but not at the cost of cohesiveness and community. Here children can learn not only the academic knowledge required for success in the world, but can also find spiritual and physical maturity” (Senge, 2006, p.53).

2. *Relational K-12 School in Pottsville, PA* Gillingham offers a post-modern Relational Education to the families and teachers of Pottsville, PA, and the surrounding communities in Schuylkill County using the research based Childlight USA Relational Educational program.

GCS opened in 2011 with K-9 and will add high school grades during the following years until the school is serving kindergarten through 12th grades. The students are placed in multi-aged classrooms called forms. Except for kindergarten, forms combine traditional grades (e.g., first and second grade) to allow for differing student abilities across academic and non-academic skill areas. The school and classes are intentionally small. The goal is to keep each campus at 180-220 people with 16-20 students in a class (22 is the limit). The school is researching the idea of offering a distinctive preschool in subsequent years that prepares three and four year olds through exploration, natural language development, observation and play.

GCS is named after the courageous Gillingham family. The parents and children acted as conductors on the Underground Railroad in Pottsville, PA. Their historic home is only three blocks away from the school site. Their story inspires children and families as they learn to be proud of their heritage and learn to serve their community, furthering the School's mission.

3. *Relational Education Philosophy* A Relational Education, one based on Charlotte Mason's (1842-1923) framework is a post-modern pedagogy that focuses on two things: 1) Children are persons. 2) Children must be taught as persons.

It is called a Relational Education because persons are social beings who need healthy relationships with others, things, nature and ideas. We do not see students and adults as automatons but as born persons who need these relationships to know the material and information to better live life. The goal is to learn knowledge to learn how to live, not just to learn knowledge for knowledge-sake.

Because children are persons, HOW children are taught is just as important as WHAT children are taught. Thus, the way GCS teaches Pennsylvania's academic standards to children is based on human natural laws for learning. It is through meaningful relationships, a respectful

atmosphere, healthy living and learning habits, ideas (concepts), and respectful, humanistic, constructivist methods of teaching relationships that children learn the content, concepts, habits and knowledge that enable them to meet the state's challenging standards as well as to live fully and successfully in the 21st century.

The educational program of the school

GCS offers an innovative, research-based educational alternative to traditional public education. GCS strives for excellence in all academic subject areas, the fine arts and sports, while also focusing on sustainable living principles and habits of the mind, including environmental stewardship and respect for all living things. To that end, GCS implements the Childlight USA (CLUSA) Relational Education program. This non-sectarian, public school program has no religious affiliations, and GCS is nonsectarian in all operations and will not provide any religious instruction.

In a Relational school, students not only raise their reading and math levels, sharpen their critical thinking skills, increase their standardized test scores, and meet challenging state academic standards, but they also find themselves *caring about and acting upon* what they have learned. This has been documented in schools that have and still use a Relational Educational philosophy based on Charlotte Mason's framework. Worldwide, 430 schools used Britain's Parents' National Education Union's relational education curriculum from 1904 – 1988. GCS knows of 32 current relational schools in the US, UK, South Africa and Brazil.

CLUSA's research based program was developed by an international team of educators and professors. Major studies document the educational efficacy of the strategies used in CLUSA's program and curriculum. The curriculum and instructional strategies prove to increase student achievement, enabling students to meet challenging state academic standards. Research is

highlighted throughout the discussion and description of the curriculum and instructional methods below.

The CLUSA Relational Program offers a broad curriculum and relational instructional methods based on ideas, hands-on learning, good books, habit formation and relationships.

The curriculum is evaluated annually by CLUSA and the School's board of trustees as to its relevance, rigor and alignment to PA's state academic standards.

Curriculum and Instruction: CLUSA's Relational Educational program is a research-based integrated system of instructional practices that weaves together recognized "best practices" in education: integrated-interdisciplinary instruction (encouraging a crossing of traditional subject-matter boundaries); collaborative instruction (connecting students, teachers, the local community and natural environment in shared learning experiences); community-based investigations (offering hands-on experiences relevant to students' lives); learner-centered, constructivist approaches (building on students' interest, needs, knowledge, and experience); cooperative and independent learning (promoting collaboration among students yet encouraging individual students to maximize their potential); learning organization and shared leadership models (promoting learning and leading among all stakeholders); and using local natural and community surroundings as the context for instruction, learning and service.

Relational pedagogy allows educators three main instruments in the creation of a learning organization, namely, as Matthew Arnold is said to have observed, "Education is an atmosphere, a discipline and a life," or a learning environment, habit (and skill) formation, and ideas.

The following list of research based relational strategies that constitute "atmosphere, discipline and life" sets GCS apart from traditional public schooling, and they are distinct from the Pottsville Area School District and neighboring districts in Schuylkill County:

1. Small School/Small Campuses; Small Classes
2. “Forms” or Multi-Aged Classes
3. Whole Books, Narrative Texts (no traditional textbooks or worksheets)
4. Reading and Writing Across the Curriculum
5. Method of Narration (a specialized form of retelling)
6. Method of Student Talk (instead of teacher interrogation)
7. Method of Masterly Inactivity (minimum teacher interference/student ownership)
8. Short Class Periods/Varied Classes throughout the Day
9. Broad Curriculum (many school subjects for all students instead of tracking)
10. Weekly Nature Walks and Journaling
11. School-wide Garden
12. Picture Study/Composer Study
13. Asian Math Instruction and Right Start Math
14. Required Foreign Languages K-12th
15. Required Sports Competition in Upper School and Intramurals in Middle School
16. Required Arts K-12th (theater, dance, music, instrument, art, handwork)
17. Required High School Internship Program
18. Monthly Field Studies and Community Visitors
19. Trimester Open-Ended Essay Exams (instead of quizzes, fill-in-the-blank tests)
20. In-depth Narrative Report Cards (instead of grades in lower and middle years)
21. Japan’s “Lesson Study” & Reflective Practice Professional Development
22. Restorative Practices Disciplinary Program (non-punitive)
23. Tastefully Decorated, Home-like, Orderly Facilities and Classrooms

24. Monthly Parent/Student/Teacher Evening Collaborations

25. School-wide Shared Leadership and Learning Organization Framework

An explanation of the three pillars, the curriculum and the instructional strategies follows.

First, *the learning atmosphere or environment* is necessarily small and personal with no class exceeding a count of 16-22, and no one school campus (elementary, middle or high) exceeding 200-220. No matter what the social or economic background, children thrive in an atmosphere of kindness and gentleness. We actively build up a life of care and concern for others, common sense and ethical living. Prizes, rewards, marks and externally applied stress are replaced with the definitive object being the love of knowledge.

The over-use of testing is also avoided; a unique and relational method of authentic assessment using “kid-watching,” Narration journals, and summative, end-of-term, open ended question exams allows the child to tell what he knows rather than be caught in what he doesn’t know. It also directs children, teachers, parents and curriculum advisors to ways to provide the next level of scaffolding in a particular child’s environment.

All teachers are Facilitating Teachers because best practices indicate that good teachers facilitate learning to engage active learning; they do not dispense learning. Students learn for themselves while teachers monitor what students do and do not know and then scaffold the learning, consequently enhancing student performance. Standards are learned when students are actively engaged since research shows that students must be actively engaged with content in order to learn it. The student is not a passive recipient of teacher instruction but an active participant in it (Gall et al, 1990). According to Ryan’s “Self Determination Theory” (2000), “effective teachers know how to *intrinsically* motivate students” (p.68). Students are not regurgitating but thinking for themselves. Teachers allow students to participate and structure a development of

understanding. Through much oral discussion and the strategy of student retellings (Narrations), teachers monitor what students do and do not understand. Teachers can then immediately scaffold the students' understanding and help students to think critically (Worthy & Hoffman, 1999). (More Research: Ruddell et al, 1990; Worthy & Hoffman, 1999; Ryan & Deci, 2000; Ladson-Billings, 1994; Allington & Johnston, 2002)

Such intentionality about atmosphere also includes distinctive scheduling. Sylwester's research showed that the human brain can attend no longer than 30 minutes, so going beyond that is a waste of time (1997). This program adheres to and supports a schedule in keeping with the principles of short lessons, alternating subjects, and mornings for intellectual work. Disciplined subjects are in the morning hours when attention is keen, saving more mechanical tasks for the afternoons - drama, handiwork, mapmaking or sport. Short lessons alternating focused brain effort with inspirational subjects keep the students cheerfully on task with minimal correction and help students with attention deficit disorders. For exams and assessment, trimesters are preferable. Students spend, especially in the lower grades, a good deal of learning time outdoors investigating and noticing, and caring for their natural environment.

The classrooms themselves are designed to be pleasing aesthetically, comfortable like a family home and less institutional than a traditional public school since a relaxed and inspired learner is much more effective. Beautiful music sounds during times of reflection or quiet work. Prints of the masters line the walls along with well executed student work samples. There are classroom pets and items of nature displayed artfully throughout. The school, grounds, classrooms and desks are neat and tidy. Students practice care for their created environment, respecting the property of others and the need for order and beauty through daily chores and responsibilities.

2) The fostering and establishment of *good learning habits* is the second pillar creating an

innovative series of distinctions. Understanding that the hallmark of an educated person is the ability to “care” about one’s subject and to apply focused attention, we provide through the carefully composed ChildlightUSA curricular framework and instructional strategies daily opportunity to exercise the habits of good learning. Curriculum and instruction are built on the understanding that the students must do the work for themselves, and that given appropriate, rich and intriguing materials, the children will learn with delight.

We follow the highly effective and research based practice of “Narration” because it builds the habit of attention and increases reading levels, comprehension, vocabulary and fluency, thus empowering students to meet challenging state standards and increasing student achievement (Kalmbach, 1980; Gambrell, Koskinen & Kapinus, 1991). Information cannot simply be poured into the brain; learners must connect with the information and ideas and then process it. This is what narration does. Every reading, from whole books of the best literary quality, is followed by a retelling (material is read once and then acted out, drawn, retold, sung or copied). Student Talk (student-driven questioning as opposed to teacher interrogation) then follows. Students generate the questions without teacher interrogation and dialogue together, learning from one another’s ideas and experiences, thus learning more and retaining more. (Research: Atwell, 1988; Pickert & Chase, 1978; Karnoouh-Vertalier, 1997; Zemelman et al, 1998; Krashen, 1991; Catton, 2006) Furthermore, no lesson is composed of stray knowledge; rather learning is consecutive, integrated across disciplines and chronological and often pivoted on History. Hence retention is almost automatic. Prior knowledge also increases and student confusion decreases because facts are learned in a meaningful context. Bransford, Brown & Cocking (1999) demonstrate that students are more likely to learn and remember concepts if they are connected to prior knowledge. In best practices, new learning is always attached to prior knowledge, or background

knowledge is built for the attachment. This is scaffolding and is assisting children through what Vygotsky called the Zone of Proximal Development. (Research: Postman, 1989; Roschelle, 1995; Vygotsky, 1978 and 1986; Putney & Wink, 2002; Langer, 1982; Wilson et al., 2004)

The adults model good habits among the children and also present through story the informing ideas that inspire right action, leading to good habit and ultimately, strong, healthy character.

This is not behaviorism - habits learned with prizes and praise - but relationship with self, one's world and others, leading to hard-won ways of good living like attention, a fitting expression, goodwill and kindness, creativity, objectivity, right thinking and judging, neatness and order, and self-respect. Other habits GCS will foster are Costa and Kallik's *Habits of Mind* and Howard Gardner's *Five Minds for the Future*.

There is no doubt that the teacher holds the authority. But since she lives these good habits as she expects her students to, the need for classroom conflict and discipline is largely eliminated.

For example, sloppy or inaccurate work is never accepted and poor choosing has consistent consequences...a child may submit work as many times as wanted to get the desired result!

Relationships will be broken at times, however; therefore, GCS has trained all stakeholders (staff, teachers, students, parents) in Restorative Justice Practices based on the International

Institute of Restorative Practice model, SaferSanerSchools. This discipline program is based on using relationships, dialogue, responsibility and natural consequences for rebuilding broken relationships as opposed to simply using retribution and punitive justice.

3) The third instrument of our innovation...*the focus on life, or ideas*, results in the most obvious differences with traditional public schools. All the curriculum and methods rely on the Child's Mind and Innate Desire to know, so student instruction matches the natural laws of learning, and students feel respected and empowered and thus inwardly motivated to learn. The children and

adults are related to as persons with minds with vast potential, not automatons to be programmed or mammals needing reinforcements to learn behaviors. The great educational psychologists (Vygotsky, Piaget) support the idea that all children come with an innate intelligence and an innate ability to use language.

The social interaction between the community of learners in Narration and the oral discussion found in the Student Talk and grand conversation that students direct modifies the students' perspectives and impacts learning. They participate in the conversation because of their innate desire to know. This changes and impacts their learning of standards (Giorgis, 1999). Students do not need outside motivators or programming to learn if their mind is engaged and delighted in the learning. Grades, prizes, punishment and marks are not necessary and can actually be hindrances to the mind and desire to learn. (Research: Tharp & Gallimore, 1988; Ladson-Billings, 1994; Daniels, 1996; Adolphs, 2006; Bakker, 2002; Giorgis, 1999)

Instead of outside motivators, instruction relies on *ideas*, the stuff that gives "life" to learning. "The mind feeds on ideas and therefore children must have a generous curriculum" (Mason, 1925). The content is broad to keep ALL students' minds engaged and challenged. There are no electives. There is no tracking- students are not delegated to a general education track, a college prep track and an honors track. All children participate in all the subjects and activities. This approach increases brain capacity, fosters high levels of interest, decreases discipline problems and engages both the right side and the left side of the brain (Sousa; Bottoms, Presson & Johnson, 1992).

Studies show that students with high levels of arts participation outperform "arts poor" students by virtually every measure. Engagement in the arts nurtures the development of cognitive, social and personal competencies. High arts participation makes a more significant difference

to students from low-income backgrounds than for high-income students (Collection of studies collectively entitled *The Impact of the Arts on Learning*). Furthermore, sacrificing physical education for classroom time does not improve academic performance. On several test scores, students with enhanced PE performed better than students in control groups (Sallis, McKenzie, Kolody, Lewis, Marshall & Rosengard, 1999).

Traditional textbooks will not be found for our practice is to select the best books of a literary nature and of the most intricate exciting language on a subject. Without the use of the imagination and the use of language, two of our primary tools for learning, learning does not become embedded into the long term memory. Therefore, the CLUSA program depends on well written whole books with rich language, strong vocabulary, narrative, and a love for the subject to guide the curricular choices. “Human beings think, perceive, imagine and make moral choices according to narrative structures” (Theodore Sarbin, *Narrative Psychology*, 1986, p.8).

Furthermore, no fact is taught without its informing idea since research demonstrates that children respond best to story that clothes facts with their informing big ideas rather than dry tidbits of information (Gambrell, Morrow, & Pressley, 2007; Zemelman, et al, 1998; American Association for the Advancement of Science, 2000). “Big ideas [concepts] focus learning, deepen student understanding and foster inquiry” (Seif, 2003, p.54). This kind of learning motivates, stimulates exploration, fosters literacy development, and provides a rich vocabulary helping students meet challenging state standards. (Research: Wilson, Martens, Arya & Altwerger, 2004; Sarbin, 1986; Jones, 2007; Carter, 1993; Jalongo, 1992, Witherell & Noddings, 1991; Cooper, 1995; Lambert et al, 1995; Robbins & Ehri, 1994; Rosenhouse, Feitelson, Kita & Goldstein, 1997)

Thus our learners are put in touch with the great minds of our culture and enter early into the “great conversation,” evaluating, synthesizing, creating and retelling with regularity, avidity

and proficiency. Students increase their “Cultural Capital,” the non-financial social assets that students need to help them in school and life. Cultural capital is strongest in the middle and upper classes, and those in the lower classes lack it (Bourdieu, 1977). As a result of the Relational Curriculum, students of all classes and backgrounds develop a power to interact with the world and ideas because of the broad curriculum which offers relationships with the best of the arts, the best of books, and the best of ideas. Consequently, economically disadvantaged students are empowered, daily life is enriched, chances of upward social mobility are increased, challenge and interest is abundant and inward motivation rises. (Research: Henderson, Mapp, Johnson & Davies, 2007; De Graaf, De Graaf, & Kraaykamp, 2000; Dolby, 2000; Dumais, 2002; Emmison & Frow, 1998; Gorder, 1980; Kalmijn & Kraaykamp, 1996; Martin & Szelenyi, 1987; Robinson & Garnier, 1986; Stanton-Salazar & Dornbusch, 1995)

The curriculum is aligned with Pennsylvania’s State Standards. When standardized tests are used as FORMATIVE assessments that inform school decision-making, they become powerful teaching tools (Supovitz & Klein, 2003; Bernhardt, 1998; Schmoker, 1996). One of the first steps necessary in the creation of a CLUSA relational model curriculum was a "curriculum mapping" process that entailed aligning the PA State Standards with available information about the local natural environment, community setting and the CLUSA curriculum.

The CLUSA curriculum ascribes to a “critical multiculturalism” as opposed to the “politically correct multiculturalism.” Critical multiculturalism “aims for social transformation by seeking social justice and equality among all people rather than merely celebrating differences...” (Norton & Toohey, 2004, p.37). The study of people and perspectives is integrated into the curriculum and books and activities. It is not “added on” as an extra thing to study. Research demonstrates that this approach engages more learners and fosters positive relationships, respect

and self-identity (Cortazor; Obidah, 2000; Zemelman, Daniels & Hyde, 1998; Banks, 2004; Gewertz, 2007; Pittman & Irby, 2007; Rennebohm & Gragert, 2003; Stewart, 2007; Gay, 2004; Nieto, 2000).

GCS' high school job internships, school-wide garden, weekly nature walks, and monthly service projects and field studies also set it apart from traditional public schooling. Students at GCS are engaged in real-world investigations that will regularly take them out of the classroom into nature and the community. This approach fosters critical thinking, creates an atmosphere of collaboration, and engages and empowers students and teachers alike. Because projects grow out of student-driven questioning, students have an investment and sense of ownership in their learning. These types of project-based learning also foster community relationships as students work side-by-side with partners on environmental remediation projects and other ventures beneficial to the community. These partners might be parents, farmers, environmental scientists, town officials, local artists, heads of businesses and non-profits, senior citizens, etc. Numerous community organizations have expressed a willingness to form partnerships with us. These types of collaborations enable the students to become key players in improving life at their school and in their community.

3. Governance

Gillingham's Relational Governance model is based on two principle-driven models: the Learning Organization and Shared Leadership (Senge). The administration, staff, teachers, students, parents and community are all learning and using their voice. It is not just about a Board of Trustees and a principal who direct the school. It is about individuals within the

community exercising their voice and their learning to create a true democracy within the school. When leadership is a relationship founded on trust and confidence, people take risks, make changes and keep organizations and movements alive. Through that relationship, leaders turn their constituents into leaders themselves (Kouzes & Posner, 2002). Thus, the principalship is not diminished but reconfigured, power is located in service not control, and everyone is a learner and leader with great potential and giftedness. So, shared governance is about voicing being heard and acted upon by those with power. Shared governance is not about all stakeholders having equal control.

1. In the relational governance model, the principal and teachers and staff share in the responsibility of leading the school. All members learn to a) lead, b) follow and c) use tools and structures to lead the school as a team; learn together about children, their professions, areas of interest, and their fields; collaborate on the problems and strategic plans of the School; and respect each other's backgrounds, expertise and abilities.

The effects on student learning are tangible. Research shows that that these two principles result in higher student achievement and student attendance rates (Blasé and Kirby, 2000). When stakeholders feel valued, they then value pupils who then feel inspired to achieve (Penlington, Kington, and Day, 2008). Finally, when teachers have a voice, little inner conflict results, so there is higher teacher performance, teacher retention and teaching quality (Ingersoll, 2003).

To govern and to protect the relational model, all stakeholders must commit to the model; therefore, every stakeholder signs a schoolhouse pact making commitments to the relational educational model.

In order for people's voices to be heard, there has to be structure. Following are the

Shared Leadership and Learning Organizational elements that frame Gillingham's relational governance:

2. **CLUSA Accreditation:** The connection to CLUSA is part of the governance because CLUSA accreditation requires the school community to stay true to the Relational Educational model.
3. **Gillingham Charter School Collaboration:** From its inception, the Gillingham Charter School has been a collaboration of parents, educators, grandparents, business owners, community leaders and concerned citizens.

During the planning stage before the charter was approved by Pennsylvania's Charter Appeals Board, the Collaborative was led by a Planning Board consisting of founding parents and educators who created and ran the 501(c) 3 organization. The planning board president was Nicolle Hutchinson (M.Ed.; Pottsville, curriculum and grants committee; educator; parent). Mrs. Hutchinson has a Masters degree from the University of Pennsylvania in Educational Leadership, and she completed a 250 hour principalship internship at two charter schools: Sylvan Heights Science and Technology Charter School in Harrisburg and Souderton Charter School Collaborative in Souderton, PA. Before choosing these two charter schools, she observed and interviewed the principals of five charter schools in a one hour distance of Pottsville. Nicolle Hutchinson has been a public, private and home educator for 19 years. She has been a Relational educator for 11 of those years as a teacher, consultant, curriculum developer for CLUSA, teacher trainer and founder, leader and curriculum coordinator of two Relational schools. She has led the GCS Collaborative for three years and was hired by the current Board of Trustees as the school's CEO/Director of Education.

The other members of the planning board were Amanda Albertini (M.S. CCC/SLP; Pottsville, fundraising committee; GCS secretary; speech pathologist, parent); Deborah Davis (BA; St. Clair, grants committee; business manager; parent); Wm. Storm Hutchinson, III (M.Div.; Pottsville, facilities committee; minister; parent); Mary Rushanan (Llewellyn, facilities committee; realty broker; guardian); Denise Stevenosky (Pottsville, fundraising committee; AAA operator; grandparent); Christie Werkheiser (M.A., NCC; Pottsville, community outreach committee; GCS treasurer; counselor; parent); and Rick Werkheiser (B.S.; Pottsville, facilities committee; TSS worker; parent). These members nominated and voted for the current members of Gillingham's elected Board of Trustees.

GCS's leadership team was and is guided by experts in charter school planning and implementation. Harold Kurtz of Synergy Education Consultants has worked with charter schools for over 10 years, and his firm has connected us with Nan Daniels, a Special Education consultant. Mike Whisman from Charter School Choice, Inc. developed our budget and is contracted as Gillingham's business manager. Our legal assistance is provided by Mark Morford, and his firm has worked with charter schools for years and is currently retained by the Pennsylvania Charter School Coalition. Gillingham also received substantial help from the directors and founders of Pennsylvania's Souderton Charter School Collaborative, Seven Generations Charter School, the Renaissance Academy Charter School in Valley Forge, and Trenton Community Charter School in New Jersey.

4. **Board of Trustees:** First, Gillingham is organized as a non-profit 501(c)3. Second, as a learning center where all board members, teachers, students, administrators and

community volunteers 1.) participate in the process of teaching, learning, and leading and 2.) strive to nurture a learning environment, Gillingham's learning community risks losing its focus. To ensure that it does not, the School's Bylaws will require that all members support and maintain the CLUSA program and accreditation. The membership of the Board of Trustees members includes parents and people from the community nominated and voted in by the board of trustees. The members not only commit to the relational model but also commit to being a learner by attending the annual relational governance retreat, reading assigned literature, and reading about the philosophy during the learning opportunity portion of the monthly public board of trustees meeting. The Director's and Planning Board members' resumes are attached in "Project Narrative - Other."

5. **Co-Principalship:** The board of trustees hires and manages the two directors of the school- the CEO/Director of Education (DOE)/Principal and the Director of Organizational Development (DOD). Since research demonstrates that too much is expected from one principal, Gillingham's two directors share the many responsibilities held by most principals. The two directors are also learners in the Learning Organization who participate in the faculty breakfast book clubs, the bi-monthly professional development meetings, CLUSA workshops, Japan's Lesson and School Study approach, Reflective Practices and the school's relational 360 Degree Feedback program. Consequently, both life-long learning and shared leadership are modeled by the leadership team before the stakeholders.
6. **Principal as a Facilitator and "Teacher of Teachers":** The principal and school directors are facilitators and "teachers of teachers," as they guide, model and create

opportunities for learning and leading. The principal relies upon the relationships and interactions of persons and situations (Spillane, 2006) rather than leadership role, status or personality. S/he provides alternatives in which power is found in many roles and communal forms of decision-making. Effective influence stems from the learning, teamwork and participation of the learning community of adults which is *cared for and sustained by* formal leaders (Donaldson, 2001; Sadler, 2003). Theorists suggest that principals replace command-and-control with guidance and empowerment so that teachers are decision makers. In this sense, leadership is a relationship rather than a role. The principal at Gillingham use many tools to guide and facilitate such as those that follow.

7. **Bi-Monthly Professional Development Seminars:** Staff and Faculty meet bi-monthly during a protected scheduled time to learn, discuss and collaborate on issues concerning the school, the program, the students, instruction and curriculum.
8. **Respectful Atmosphere:** A respectful atmosphere that fosters trust, responsibility and productivity between administrators and teachers is created by: Providing time in the schedule for Reflective Practices and professional growth (e.g. Japan's Lesson Study, Fishbowl Protocols, 350 Degree Feedback, Breakfast Book Clubs) that do not take away from teachers' planning periods; Collaboratively setting the School's norms to determine the School's culture; Participating in team builders and social activities to develop relationships so that persons can work together productively; Creating, implementing, monitoring and evaluating a Relational Governance model based on relational principles and shared leadership structures that allows teachers to participate in the *academic AND social* areas of learning (Ingersoll, 2003).

9. **Stakeholder Surveys:** Parents, students, teachers, administrators, board and staff members complete surveys to share their voice and to evaluate the school's success. These are used during the Professional Developmental seminars to inform governance.
10. **Class Meetings in the Schoolroom:** Daily, teachers facilitate morning class meetings in which students' voices are heard through their stories, their concerns, their joys, their frustrations and their ideas about their life in the classroom, the school and the community.
11. **Schoolroom and School-wide Democratic Voting:** Throughout the year, the administration and the teachers facilitate various opportunities for students and stakeholders to vote on issues concerning the school community. For instance, this year students voted on school colors, school mascot and many other first year commemorations.
12. **Student Membership:** To represent the student body, students are chosen to serve on the board of trustees.
13. **Student/Parent/Teacher Conferences:** Students take part in Reflective Practices, Restorative Practices and trimester student/parent/teacher conferences, thus forming future school decisions, as well.
14. **Parent Involvement:** Parents and students have been and will continue to be involved in decision-making where appropriate. As a learning community, all adults and students are learners. Ample circumstances are allowed in which everyone learns together: book clubs, night classes, the school's monthly Evening Collaboration meetings when all the stakeholders come to learn together, field studies, the monthly Saturday Clean-Up days, the Board of Trustees meetings, orientations and surveys. Parents have been

and will continue to be encouraged to participate in school activities and volunteer at the school to the extent they are able. All parent (and other) volunteers are required to attend an orientation program before volunteering at the school and upon enrollment of new students. Parents are represented on the Board of Trustees. As parents have busy schedules and may have limited resources, the school is researching ways to provide day care for many of these meetings.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Gillingham Charter School

Budget Narrative

Year Two (2012-2013)

Personnel and Benefits* **\$13,000*

- Additional Administrative Assistant \$10,000 and \$3,000-benefits 30%
 - responsible for student records/organization/procedures, office management/procedures
 - responsible for providing support to the Project Director during the development phase, and continued advertisement
 - Part-time salary
 - **In-house data collection so that we have data to evaluate and inform for future instruction and modification of the school overall.**

Travel* **\$9000*

- Professional Development:
 - Federal Grant Meeting- Program Director \$505
 - Lesson Study/School Study Program- 5 people \$3,995
 - CLUSA Relational Education (all staff and faculty on-site)
 - Word Journeys with Kathy Ganske (k-10 reading/English teachers) \$250
 - Dr. Euker on Math for Special Needs Students K-10 math teachers \$275
 - Right Start Math (k-5th grade math teachers on site) \$275
 - Restorative Practices (Staff and Faculty on site/in house) \$225
 - Inclusion Practices Trainings \$1000
 - Faculty and administration visit other Relational Schools
 - PA Coalition of Charter Schools Conference- 2 people \$500
 - travel, fees, dues and accommodations
 - Barnstone Art Training & Certification \$975
 - travel, fees, and accommodations
 - Shared Leadership Workshops- 2 people \$1000
 - travel, fees, and accommodations

Equipment* **\$93,000*

- Furniture Needs

\$28,280

Desks, chairs, bookcases; specialized furniture; furnishings, rugs, lamps

	○ Equipment and Technology Needs	\$38,500
	Smart Boards for each classroom	\$12,000
	Teacher and administrative computers	\$5720
	Mobile Keyboard Lab (22 Full Size Keyboards),	\$ 8,500
Supplies		\$53,000
	○ Books and Instructional Aides	\$50,000
	Enhancement of class libraries, books needed for further instruction, curriculum enhancements for art, music, PE and dance	
	○ Misc Supplies	\$3,000
	Office Supplies, Study Group Books, and Professional Library	
Contractual		\$20,000
	○ International Institute for Restorative Practices	\$1,000
	Professional Development and training in the “SaferSanerSchools” Program	
	○ CLUSA Acquisition of Curriculum Program, Accreditations and Training	
	○ CLUSA One Week Summer Training	\$4500
	Multiple Trainers	
	Consultants’ fees, travel and lodging	
	○ CLUSA Relational Assessment	\$2,500
	Exams are randomly chosen from 30% of student body and assessed by 3 professors Final assessment data is examined and used by the School’s faculty to improve practice	
	○ Curriculum Program Design Consulting	\$4,000
	Consultants’ fees, travel and lodging	
	Synergy Educational Consultants	
	Administrative Support and Governance Training	\$8,000
	Including one on one mentoring for administrators	
Construction		NA

Other **\$10,000**

○ Advertising

Billboards	\$6,000
website/technology costs	
\$3,000	
printing brochures/posters	
\$1,000	

Training Stipends **\$2,000**

TOTAL **\$200,000**

Year Three (2013-2014)

Personnel and Benefits **NA**

Travel **\$7,000**

○ Professional Development:

Federal Grant Meeting- Program Director	\$500
Lesson Study/School Study Program- 5 people CLUSA	\$3,200
Relational Education (all staff and faculty/in house)	\$200
Restorative Practices (Staff and Faculty)	\$800
Inclusion Practices Trainings	

Faculty and administration visit other Relational
Schools

PA Coalition of Charter Schools Conference- 2 people	\$500
travel, fees, dues and accommodations	
Barnstone Art Training and Certification Level II- 1 person	\$800
travel, fees, and accommodations	
Shared Leadership Workshops- 2 people	\$1,000
travel, fees, and accommodations	

Equipment ***\$140,000***

- Additional Mobile Computer Lab for **Upper** School Campus \$15,000
- Mobile Computer Lab for **Lower** School Campus Second Floor \$15,000
- Additional Instruments for every student \$15,000
- Equipment for alternative sports not offered by any school in Schuylkill County: archery, mountain biking, fencing, rowing, field hockey, lacrosse, rugby, squash \$30,000
- Desks, chairs, bookcases, and furnishings for upper school campus and additional students \$25,000
- 2011 Goshen GCII 24 passenger Bus used for monthly field trips, weekly nature studies, and PE classes \$40,000

Supplies ***\$26,000***

- Books and Instructional Aides \$23,000
 - Additional books for class libraries, supplemental books needed for instruction, and additional equipment for art, music, PE and dance at second campus
- Misc Supplies \$3,000
 - Outfit for Upper Campus - Office Supplies, Study Group Books and Professional Library

Contractual ***\$21,500***

- International Institute for Restorative Practices Level 2 Training Professional Development and training in the “SaferSanerSchools” Program \$2,000
- CLUSA Acquisition of Curriculum Program, Accreditations and Training
 - CLUSA One Week Summer Training \$5,000
 - Stipend (\$100 day)
 - Consultants’ fees, travel and lodging
- CLUSA Relational Assessment \$2,500
 - Exams are randomly chosen from 30% of student body and assessed by 3 professors Final assessment data is examined and used by the

Gillingham Charter School

School's faculty to improve practice

- Curriculum Program Design Consulting \$4,000
 Stipend (\$100 day)
 Consultants' fees, travel and lodging

- Synergy Educational Consultants \$8,000
 Administrative Support and Governance Training
 Including one on one mentoring for administrators

Construction **NA**

Other **\$4,500**

- Advertising
 - Billboards \$3,000
 - Website Enhancements \$500
 - printing brochures/posters \$1,000

Training Stipends **\$1,000**

TOTAL **\$200,000**

Survey on Ensuring Equal Opportunity For Applicants

OMB No. 1890-0014 Exp. 2/28/2009

Purpose:

The Federal government is committed to ensuring that all qualified applicants, small or large, non-religious or faith-based, have an equal opportunity to compete for Federal funding. In order for us to better understand the population of applicants for Federal funds, we are asking nonprofit private organizations (not including private universities) to fill out this survey.

Upon receipt, the survey will be separated from the application. Information provided on the survey will not be considered in any way in making funding decisions and will not be included in the Federal grants database. While your help in this data collection process is greatly appreciated, completion of this survey is voluntary.

Instructions for Submitting the Survey

If you are applying using a hard copy application, please place the completed survey in an envelope labeled "Applicant Survey." Seal the envelope and include it along with your application package. If you are applying electronically, please submit this survey along with your application.

Applicant's (Organization) Name:	Gillingham Charter School
Applicant's DUNS Number:	9624267920000
Federal Program:	Office of Innovation and Improvement (OII): Charter Schools Program (CSP): CSP Grant
CFDA Number:	84.282

1. Has the applicant ever received a grant or contract from the Federal government?

Yes No

2. Is the applicant a faith-based organization?

Yes No

3. Is the applicant a secular organization?

Yes No

4. Does the applicant have 501(c)(3) status?

Yes No

5. Is the applicant a local affiliate of a national organization?

Yes No

6. How many full-time equivalent employees does the applicant have? (Check only one box).

3 or Fewer 15-50

4-5 51-100

6-14 over 100

7. What is the size of the applicant's annual budget? (Check only one box.)

Less Than \$150,000

\$150,000 - \$299,999

\$300,000 - \$499,999

\$500,000 - \$999,999

\$1,000,000 - \$4,999,999

\$5,000,000 or more

Survey Instructions on Ensuring Equal Opportunity for Applicants

OMB No. 1890-0014 Exp. 2/28/2009

Provide the applicant's (organization) name and DUNS number and the grant name and CFDA number.

1. Self-explanatory.
2. Self-identify.
3. Self-identify.
4. 501(c)(3) status is a legal designation provided on application to the Internal Revenue Service by eligible organizations. Some grant programs may require nonprofit applicants to have 501(c)(3) status. Other grant programs do not.
5. Self-explanatory.
6. For example, two part-time employees who each work half-time equal one full-time equivalent employee. If the applicant is a local affiliate of a national organization, the responses to survey questions 2 and 3 should reflect the staff and budget size of the local affiliate.
7. Annual budget means the amount of money your organization spends each year on all of its activities.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this

information collection is **1890-0014**. The time required

to complete this information collection is estimated to average five (5) minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: The Agency Contact listed in this grant application package.

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 02/28/2011

Name of Institution/Organization

Gillingham Charter School

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	980,000.00	1,154,000.00	1,557,000.00	1,889,000.00	1,964,000.00	7,544,000.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	4,000.00	9,220.00	12,000.00	16,000.00	20,000.00	61,220.00
4. Equipment	163,500.00	100,500.00	108,000.00	61,500.00	66,700.00	500,200.00
5. Supplies	36,000.00	53,000.00	59,080.00	65,800.00	77,850.00	291,730.00
6. Contractual	225,500.00	225,000.00	265,000.00	287,000.00	303,000.00	1,305,500.00
7. Construction	175,000.00	26,000.00	52,000.00	64,000.00	48,000.00	365,000.00
8. Other	85,200.00	85,200.00	85,200.00	85,200.00	85,200.00	426,000.00
9. Total Direct Costs (lines 1-8)	1,669,200.00	1,652,920.00	2,138,280.00	2,468,500.00	2,564,750.00	10,493,650.00
10. Indirect Costs*	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	25,000.00	30,000.00	30,000.00	30,000.00	30,000.00	145,000.00
12. Total Costs (lines 9-11)	1,694,200.00	1,682,920.00	2,168,280.00	2,498,500.00	2,594,750.00	10,638,650.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

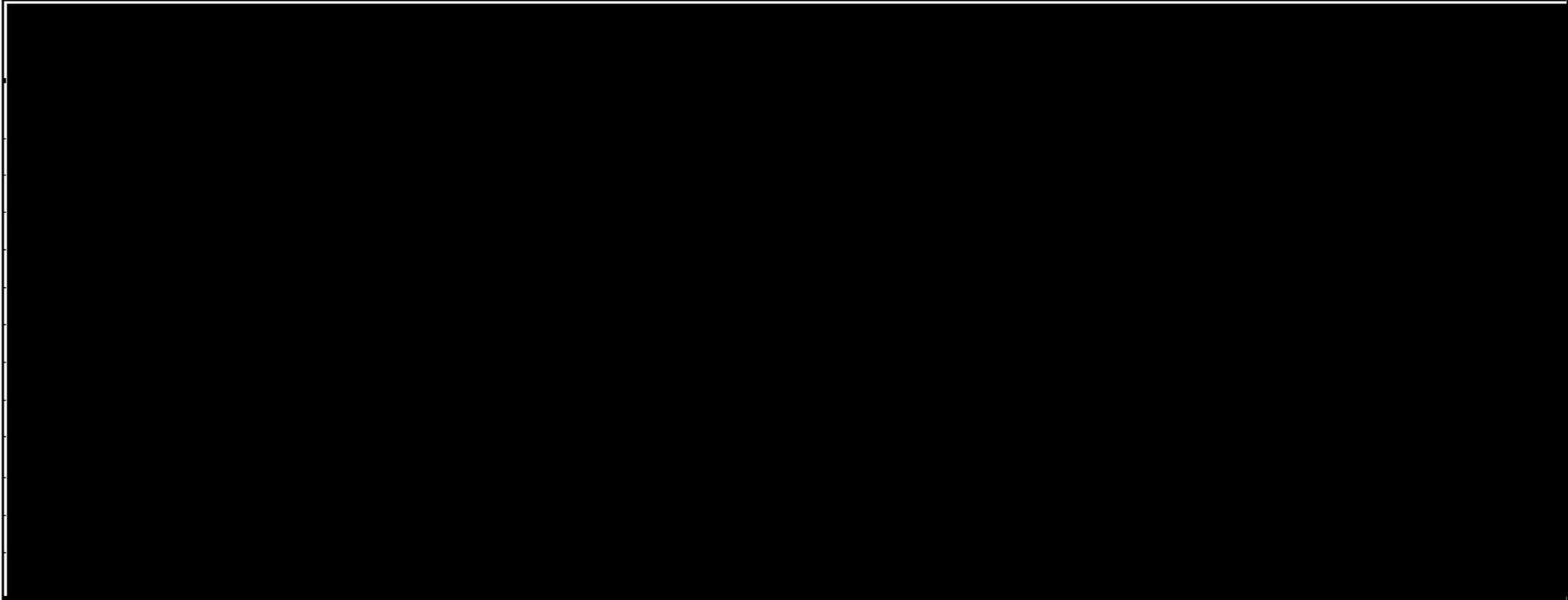
Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
Gillingham Charter School		



SECTION C - BUDGET NARRATIVE (see instructions)

ED Form No. 524