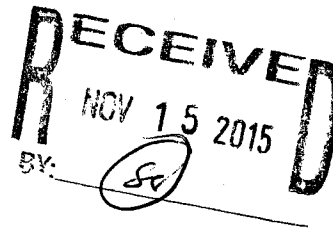


Winding Brook
Charter School

November 15, 2015

VIA HAND DELIVERY

Sharon S. Laverdure
Superintendent
East Stroudsburg School District
50 Vine Street
East Stroudsburg, PA 18301



Dear Ms. Laverdure

Enclosed please find the charter application for Winding Brook Charter School, a Waldorf-Methods charter school being proposed to serve the East Stroudsburg School District, the neighboring school districts, the greater Pocono area and beyond.

As a way of being helpful, we did wish to share the following information such that it might server as a possible guideline to anyone reviewing the application and the accompanying appendices. The following information particularly emphasizes the overall legal standards required to describe a charter school's proposed curriculum. Please understand that we are providing this information in the spirit of collaboration and clarity.

Quite often there is considerable discussion among school board members about the requirements that apply to a charter school's proposed curriculum. (This is true for many school boards.) On the applicant's side, it is agreed that a charter applicant must provide a curriculum of some substance in its application. To help clarify things, the State's Charter Appeals Board (CAB) has provided statements saying that, to be adequate, a curriculum must offer something beyond "general announcements" to explain how it will offer comprehensive planned instruction to fulfill the requirements of the applicable Pennsylvania Code. (In re: Bear Creek Community Charter School [First Application], Docket No. CAB 2003-3 at 18.) The curriculum of a charter school is essentially a roadmap to the school's operation, goals, teaching strategies and learning methodology. (In re: Thurgood Marshall Academy Charter School, Docket No. CAB 2001-5 at 11.)

However, the CAB has held that it is not necessary for a charter school to completely describe the content of its curriculum. In one case, an authorizing district had criticized a charter school application for failing to provide detail regarding specific performance and content standards for the curriculum and failing to include detail regarding content, assessment, units of study, and the like. The CAB rejected the criticism, holding that "[i]t is not necessary for a charter school to completely describe the content of its curriculum in the detail that was apparently sought by the District..." (In re: Pocono Mountain Charter School, Docket No. CAB 2004-05 at 14.)

Similarly, in another case the Philadelphia School District argued that an applicant's curriculum was not well-described and that it was not aligned with the technology proposals made by the applicant. The CAB rejected this argument. "The [district] also does not point to where the curriculum and instructional strategies, which are outlined in the application for a number of pages, are not well-described or aligned

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Charter School Application Instructions

Note (from PDE): *“A review of charter school research and literature and the practices of the states that have charter schools reveals that planning for charter schools should have the following components”:*

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

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

A. Section 1719-A: *“An application to establish a charter school shall include all of the following information.”*

1. The identification of the charter applicant.
2. The name of the proposed charter school.
3. The grade or age levels served by the school.
4. The proposed governance structure of the charter school, including a description of the proposed Board of Trustees.
5. The mission and education goals of the charter school, the curriculum to be offered, and the methods of assessing whether students are meeting educational goals. Charter school students shall be required to meet the same testing and academic performance standards established by law and regulations applicable to public school students.
6. The admission policy and criteria for evaluating student admission, which shall comply with the requirements of the Charter School Law.
7. The procedures that will be used regarding the suspension or expulsion of pupils.

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8. The information on the manner in which community groups may be involved in the charter school planning process.
 9. The financial plan for the charter school and the provisions that will be made for auditing the school under provisions of Section 437 of the Public School Code.
 10. The procedures that shall be established to review complaints of parents regarding the operation of the charter school.
 11. A description and an address for the physical facility in which the charter school will be located.
 12. The proposed school calendar for the charter school, including the length of the school day and school year.
 13. The proposed faculty and information about professional development for the faculty of the charter school.
 14. Whether any agreements have been entered into or plans developed with the local school district regarding participation of the charter school students in extracurricular activities within the school district. No school district of residence shall prohibit a student of a charter school from participating in any extracurricular activity of that school district of residence: provided that the student is able to fulfill all of the requirements of participation in such activity and the charter school does not provide the same extracurricular activity.
 15. A report of criminal history record, pursuant to Section 111 of the Public School Code, for all individuals who shall have direct contact with students.
 16. An official clearance statement regarding child injury or abuse from the Department of Public Welfare as required by 23 Pa.C.S. Chapter 63, Subchapter C.2 (relating to background checks for employment in schools) for all individuals who shall have direct contact with students.
 17. How the charter school, the employees and the Board of Trustees will be insured.
- B.** *Chapter 711: Information Pertaining to Charter School Services and Programs for Children with Disabilities*
- C.** *Chapter 4: Information Pertaining to Academic Standards and Assessment*
- D.** *An annual report must be completed and received no later than August 1 of each year.*

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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)

Winding Brook Charter School

School Location (City/Town and Zip Code) East Stroudsburg County Monroe

Intermediate Unit CIU #20

Proposed Start Date 8/2016 Date of School Board Approval _____

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

Contact Person:

First Sharon Middle J Last Hendershot

Organization Winding Brook Charter School

City Scruba State PA Zip Code 18354

Telephone (908) 619-0257 Fax Number _____ E-mail info@windingbrook.org

Founding Coalition	Staff: Total Number of Teachers Year 1 → Year 5	Projected Student Enrollment Year 1-5
Parent <input checked="" type="checkbox"/>	Grade Level <u>8 → 12</u> Class rooms	1 st Year <u>225</u>
Teachers <input checked="" type="checkbox"/>	Elementary <u>teachers + add'l</u>	2 nd Year <u>275</u>
Business Partnership _____	Secondary <u>specialty + support</u>	3 rd Year <u>325</u>
Community Based Org. _____	Kindergarten <u>Full Day</u> or Half Day?	4 th Year <u>375</u>
Museum _____	Age of Kindergarten <u>5</u>	5 th Year <u>425</u>
Higher Education _____	Age of Beginners <u>6</u>	
Other Founding Group _____	Circle Appropriate Grade: <u>(K) 1 2 3 4 5 6 7 8 9 10 11 12</u>	

Does the charter applicant have an existing retirement system? Yes No _____ (PSERS approval 403B)

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

In what type of community will the Charter School be located?
 Urban _____ Suburban _____ Rural Other _____

School Focus:

In brief terms, please describe the school mission, educational focus, and other essential characteristics of the proposed charter school.

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I. SCHOOL DESIGN

1. MISSION STATEMENT:

Winding Brook Charter School will offer an innovative, standards-based education that enhances the growth of student creativity and imagination through the arts while providing students with the skills and knowledge needed for their life in the 21st Century. Our aim is to provide a holistic learning environment and demonstrate that all children are natural and inspired learners who can achieve. To do this, we will use a "whole child" curriculum that is based on the Waldorf-Methods educational philosophy. Our mission is to nurture and promote the development of healthy, responsible and creative human beings and to provide an education that considers the needs of the whole child, develops the full diversity of human intelligence within each individual, and instills a life-long love of learning. We aim to enliven and support families in our local community and throughout the greater Pocono Area. Specially trained, PA certified teachers will use developmentally attuned approaches along with the arts to encourage high academic achievement and creativity, social-emotional intelligence and ecological awareness. This pedagogy and curriculum, with an additional emphasis on developing an ecological perspective and encouraging social responsibility, will enable students to develop a sense of connectedness to the world around them and will incline them to treat the world with sensitivity, respect and compassion. Our goal, then, is to guide, inspire and empower students to reach their full academic and creative potential so they may lead fulfilling, purposeful lives and make a positive contribution to the multi-cultural society and world community in which they live.

1-A. The core philosophy or underlying purpose of Winding Brook Charter School

"Waldorf education places the development of the individual child in the focal point, convinced that the healthy individual is a prerequisite for a healthy society."

--The International Conference on Education of UNESCO

The philosophy of Winding Brook Charter School (hereafter referred to as "Winding Brook Charter School," "the Charter School," "the School," or "WBCS") is founded upon the conviction that children are innately curious about themselves and the world; they inherently want to learn, discover, and create. The role of the school is to nourish and guide this natural exuberance, energy, and delight in the quest for meaning and knowledge. We believe in the use of teaching methodologies that support and expand the child's inherent curiosity and preserve the natural wonder of childhood so that a life-long love of learning is nurtured and established. Creative approaches in which the arts are integrated into academic learning serve to engage the child holistically and provide an experiential, multi-sensory context for understanding intellectual concepts. The experiential study of world cultures enriches the student's expanding world-view giving an appreciation for diversity, flexibility of thinking, and an intrinsic empathic understanding of social and cultural issues. The School's overall educational approach is designed to instill in its students not only high standards for academic achievement but also a sustaining degree of intellectual curiosity, creative thinking, problem solving and creative self-expression, as well as valuable interpersonal, intrapersonal, and eco-literate life skills. We believe that true education involves more than just the intellect; it engages and integrates every aspect of the child: cognitive, physical, emotional, and social as well as the creative-imaginative self.

Using the guiding principles and methodologies of Rudolf Steiner's Waldorf Education enhanced by the theories of Multiple Intelligences by Howard Gardner and the educational paradigm of eco-literacy, Winding Brook Charter School will provide an education that ignites the imagination, engages the heart, develops the mind and opens up the world for each student to find their unique place within it. It is the school's intention to cultivate and expand the child's many intelligences through offering an integrated, arts-based curriculum that is far reaching to each student's unique capabilities. Students will receive an inspired classical education rich in the humanities, arts, sciences, history and cultures of the world. The school will support the growth of each child into a confident, creative, self-directed person with a sense of social responsibility, compassion, integrity and a respect for all life.

Special emphasis will be given to "whole child" education using the aforementioned Waldorf educational methods and enhanced by Howard Gardner's theories of Multiple Intelligences. Both Steiner and Gardner created an educational approach that

provides a holistic understanding of the child's needs and potentials. By addressing diverse learning styles these methods provide a means to nurture success and academic mastery for all students. Both of these models encourage the integration of the arts into academic subjects by using the visual arts, movement, poetry, music, storytelling and drama. There is a growing body of evidence that shows student involvement in the arts can make a significant difference in improving academic achievement and students' motivation and engagement in learning (Dickinson). Gardner recognized that each child possesses a unique blend of intelligences, i.e.: linguistic, logical-mathematical, musical, spatial, bodily-kinesthetic, interpersonal, intrapersonal, and naturalist. Beyond just recognizing a child as a visual, auditory or kinesthetic learner, Gardner also provided a means to "bring forth" each child's full potential in each area of intelligence. Project SUMIT (Schools Using Multiple Intelligences Theory) at the Harvard Graduate School of Education found that MI is regarded as the prominent influence in improved test scores, improved discipline, improved parent participation, and improvements for students with learning disabilities. Thomas Armstrong, author of *Multiple Intelligences in The Classroom*, said, "Waldorf Education embodies in a truly organic sense all of Howard Gardner's eight intelligences. Rudolph Steiner's vision is a whole one, not simply an amalgam of the eight intelligences (Armstrong, 1994)." Steiner believed that the true meaning of education is to "bring forth" the potential of the child at each stage of development, rather than to simply "put in" information. At Winding Brook Charter School, we will use these complementary educational philosophies to design a curriculum that leads to mastery of standards and cultivates and expands all intelligence areas in a developmentally appropriate context.

Additionally, Winding Brook Charter School will be a **progressive** Waldorf-Methods school. We will cultivate a spirit of openness, creativity, innovation, and flexibility to meet the needs of children in the 21st century and to ensure that state standards are met while preserving the essential qualities of this classical educational philosophy. Waldorf teaching methods are valued because they emphasize a nurturing, multi-sensory, multi-cultural, nature-based learning environment in which the arts are integrated into academic lessons and stimulation of the child's imagination and creativity has a high priority. An appreciation for the wonder and beauty of nature is instilled through the use of natural, beautifully crafted materials, the creation of a harmonious, aesthetic classroom environment, a holistic, experiential approach to the sciences, and an attitude of reverence for all life. Through Waldorf-Methods

education, the whole child is taught by invigorating the mind intellectually, opening the heart through experiences with creativity, beauty and wonder, and by working actively with the hands and body throughout the day.

Overall, Winding Brook Charter School believes that learning best occurs when teaching methods and structures include:

- A model asserting that children have identifiable stages of development
- Teaching staff that are sensitive to each child's personal development and growth
- Academic development in an environment that supports the unfolding of emotional and social aspects of the individual child
- A curriculum designed to foster attitudes and habits that promote responsibility and confidence
- Whole-to-part learning, from synthesis to analysis
- Academic components framed within an artistic, creative, and imaginative context
- Educational models that weigh both process and outcomes
- A cooperative non-competitive environment where each child's uniqueness is honored
- Teaching methods that place a high value on relational experiences and inter- and intra-personal interactions
- An approach that strives to increase capacities for self-motivated learning as opposed to one that focuses on an information-based model

- The creation of a community wherein all members—including parents, teachers, children, and participants from the larger community—make a commitment to lifelong learning
- A partnership between home and school where parents are deeply involved in a variety of aspects of their child’s education and school decision making
- Limited or realistically/reasonably reduced media exposure
- Educational experiences both in and out of the classroom setting that engage the child intellectually, emotionally, socially, and physically

1-B. The overarching vision of Winding Brook Charter School

Winding Brook Charter School will be a community of families and educators bringing to the East Stroudsburg School District and the greater Pocono Area a Waldorf-Methods curriculum committed to nourishing and educating the whole child. The Waldorf-Methods approach to education is an inspirational and disciplined approach, one that infuses learning with enthusiasm, creativity and significance. Additionally, the curriculum inspired by Waldorf education uses a “whole child” approach to support children’s physical, intellectual, social, and emotional development in a non-sectarian environment. It is sensitive to children’s developmental needs and their individual navigation of developmental stages. It fully incorporates music, arts, crafts, movement, drama, handwork, a foreign language and creative play. It uses poetry, legends, folk tales, mythology, histories, and biographies to deliver the curriculum. It teaches respect for others and the environment.

We envision a school that includes the following:

1. **A Unique Education Program (Teaching and Learning)** –
 - a) The curriculum and teaching methods frame academic components within an artistic, creative, and multi-cultural context. Lessons are lively and

interesting, stimulating the imagination and fostering the child's physical, emotional, and intellectual growth and well-being.

- b) A union of the arts and sciences, based on the unity of human experience, is one of the great essential themes of Waldorf-Methods education. A disciplined artistic perception becomes part of the method of natural science, and the healthy objectivity of the Sciences penetrates those finer feelings on which the life of the Humanities rests.
- c) In the kindergarten, the teacher's responsibility is to create an environment that is worthy of the child's innocent and active imitation. Creative play is the cornerstone for the pre- academic activities that will support the child's physical and cognitive development.
- d) In the first through eighth grades, the child's developing imagination and memory are engaged through the lessons of the class teacher. The morning main lesson and daily schedule of specialty/subject classes will mirror the rhythms of the child, the day, and the seasons.
- e) Our school and classrooms will be clean, orderly, and beautiful, decorated with natural and native materials for the enrichment of students, teachers, and parents.
- f) Our school community will endeavor to preserve the wonder of childhood by reducing the influence of electronic media and commercialization.

2. **A Quality and Exceptional Staff** -

- a) We believe that teaching is an art, and as such, our school will endeavor to have exceptional teachers and staff who embrace the vision and mission of the school. Our core curriculum teachers will hold a Pennsylvania teaching credential. They will either be trained in Waldorf-Methods education or will be knowledgeable about the Waldorf developmental model of the child, able to successfully present the

curriculum, and willing to further their own understanding.

- b) We also understand and appreciate the demands that our school will place on its teachers and staff; as such, we commit to support them in their continued personal and professional development.
- c) Our kindergarten teachers will embody the poise, grace, warmth, equanimity, and enthusiasm that will properly nourish and guide the children in these early years of learning through imitation.
- d) Ideally, each class of students will be led by a single class teacher through many consecutive grades, beginning in 1st grade. These class teachers will provide continuity, security and authority. They must be inspired to engage the active, emotional, and intellectual natures of the children with their presentation of the curriculum.

3. **Use of Appropriate and Meaningful Assessment** -

- a) We believe that the relationship between teacher and student, cultivated through the years, is essential to the child's growth and progress, and offers a unique perspective for evaluation. We will articulate specific expectations of achievement for each grade level that reflect the child's developmental stages. Parents will receive an oral evaluation at a mid-year parent-teacher conference and a written evaluation at the end of each academic year. Annual state standard test results, given in the applicable grades, will be provided to parents/guardians.
- b) We will regularly assess and evaluate our programs, policies, teachers, and staff to ensure compliance with the vision and mission of our School and connection to Pennsylvania State public school standards.

4. **Sound Governance, Management, Business and Finance** -

- a) We will thrive with the participation of all members of our community in

the life of our school: students, parents, faculty, staff and school district. Faculty, staff, committee, and council members will seek to decide matters through open communication, basing decisions on what is, first and foremost, best for the child.

- b) The Board of Trustees will govern the school and may include representatives from the faculty, parents, and members of the greater Pocono Area community.
- c) Daily management of school operations will be under the guidance of the administrative team and the faculty and staff.
- d) To ensure stability and adherence to the vision and mission of our school, we will practice thorough planning and will carefully manage the resources of the school in a fiscally responsible manner.

2. GOALS AND OBJECTIVES:

2-A. The School's academic goals and objectives to promote student learning

Goal #1: The faculty and staff of Winding Brook Charter School will use PA state standards and Common Core State Standards (as currently drafted) for language arts and math, and PA state standards for science and social sciences to develop lessons that ultimately teach students the content skills and thinking processes to be mastered on grade level assessments. Some of the sequencing within the standards shall be accelerated or decelerated based upon the developmental model of the child upon which the WBCS curriculum and methodology will be based.

Objectives:

- 1) WBCS students shall receive a curriculum and instructional program designed in connection to the state's content standards and the Common Core Standards and meet statewide performance standards by the completion of eighth grade in accordance with the PDE requirements.
- 2) Mastery of academic content for eighth graders will be demonstrated by a score of proficient or advanced on the PSSAs. Additional assessments will include mastery on: Grade Level Language Arts, Grade Level Mathematics Assessment, Portfolio Review, End of Year Final Report (narrative), presentations, exhibits, projects, observation, etc.

Goal #2: Develop a sustainable, student-directed system to select and integrate environmental-based projects and community partnerships into curriculum.

Objectives:

- 1) 100% of WBCS students will participate annually in at least one community service event inspired by PA standards and derived from Waldorf-Methods curriculum and eco-literacy curriculum.
- 2) 100% of WBCS students will participate annually in at least one environmentally-focused event inspired by PA standards and derived from Waldorf-Methods and eco-literacy curriculum

Goal #3: All WBCS 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 for each year (i.e., students who stay at the School after their enrollment)

- 3) 75% of students will give "highly satisfied" marks for all key areas of student satisfaction surveys

2-B. The School's non-academic goals and objectives to promote student performance

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: The School and community - families, faculty, administration and students - will reflect the rich diversity of cultures and families in our area; the School will be supported by strong parent involvement, and all segments of our community will strive to embody a commitment to the values of Waldorf-Methods education, compassion, and cooperation in our dealings with each other and in our work within the School.

Objectives:

- 1) At least 75% 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) 80% of parents will give "Highly Satisfied" marks for all key areas of the community satisfaction surveys

Goal #3: WBCS will have a positive impact on the surrounding community.

Objective:

- 1) WBCS students will organize and operate at least a fundraising event or service activity to benefit a community organization each year
- 2) WBCS will have a long-lasting and meaningful relationship with the East Stroudsburg School District, its students, teachers, administration, staff, and parents

3. EDUCATIONAL PROGRAM:

3-A. The educational program of Winding Brook Charter School, including an overview of the curriculum

*"Education is not the filling of a pail, but the lighting of
A fire."*

- William Butler Yeats

An educated person in the 21st century is a life-long learner who has developed competence, self-motivation, confidence, and responsibility. The educated person's gifts should unfold uniquely, not according to a uniform standard. The measurable student outcomes for Winding Brook Charter School are designed to reflect the mission to educate the 'whole child' for intellectual/academic, social, and ecological intelligence. Exit outcomes will be developed to ensure successful transition into any ninth grade program. These exit outcomes will reflect our School's commitment to ensure that all of our students will grow into literate, self-

motivated, articulate life-long learners and caring, compassionate, resilient adults. Through high academic expectations, and an optimal learning atmosphere, students will acquire the skills needed for higher education, and will possess the knowledge and attitudes needed to be successful, interdependent members of society in the 21st century. Graduates will move forward into high school equipped with an enthusiasm for learning and courage to meet the challenges of life that will face them in the future.

The academic skills of an educated person in the 21st Century include:

- Literacy
- Ability to communicate clearly, both orally and in writing
- Familiarity with, and ideally the ability to communicate in, more than one language
- Understanding of more than one culture
- Understanding of the scientific process and the various scientific disciplines
- Knowledge of history
- Ability to think creatively, analytically, and logically
- Ability to observe, gather, organize, analyze, and synthesize information
- Understanding of the mathematical process including application
- Ability to critically assess data
- Ability to use technology as a tool
- Ability to think objectively and independently

The personal attributes, skills and capacities of an educated person in the 21st Century include:

- Concentration, focus, and perseverance
- Ability to work cooperatively and collaboratively with others
- Adaptability and mental flexibility
- Ability to value relationships, and have respect for others and for authority
- Ability to honor cultural, ideological, and philosophical differences
- Ability to solve problems by analyzing issues from multiple perspectives
- Resourcefulness, confidence, and motivation
- Enthusiasm, a sense of wonder, and curiosity
- A passion for life-long learning
- Clearly developed social-emotional intelligence
- Self-respect, self-control, self-regulation and self-actualization
- Ability to communicate with respect and compassion
- Respect for the environment
- A strong sense of connection to and responsibility for the world, both locally and globally

The ecological awareness skills of an educated person in the 21st Century

include:

- Can observe and understand phenomena
- Understands living systems and the language of nature
- Understands the link between ecology and community
- Appreciates that he or she is part of the ecological web
- Has a sense of wonder about the beauty of the natural world as well as an understanding of the scientific processes that occur therein
- Sees all of life as an evolving living system
- Understands the concept of global interdependence and the need to be a global citizen

"Good thinking requires good analytic skills, but it also depends on imagination. Both halves of the brain -- not simply the linear, analytic-verbal left hemisphere -- contribute to it. The more visual, intuitive right hemisphere probably provides much of the inspiration, while the left marches along in its dutiful role as timekeeper and realist. . . . Some observers, concerned about declines in creative thinking, as well as in imagination, have advocated teaching methods and classroom experiences to stimulate the right hemisphere. . . [but] it is increasingly clear that genuine creative imagination springs from much deeper developmental roots -- which can easily get short-changed in homes and in schools."

--Jane Healy, *Endangered Minds* (1990)

"I believe that Waldorf education possesses unique educational features that have considerable potential for improving public education in America....Waldorf-Methods schools provide a program that...not only

fosters conventional forms of academic achievement, but also puts a premium on the development of imagination and the refinement of the sensibilities."

--Elliot Eisner, Professor of Education and Art,
Stanford University; Past President, America
Educational Research Association

Winding Brook Charter School supports the idea that every child needs the balance provided by healthy intellectual, emotional, social, artistic, and physical development. WBCS's educational program is designed to foster the development of a fulfilling, creative, and productive life for all of its students. Our teaching approach and curriculum content will be carefully tailored to meet students at various stages of child development:

"Young children make the most dramatic strides, in terms of nearing their full adult potential, in their sensory and motor skills, and in the neural regions most related to them. During the grade school years and beyond. . . the most dramatic gains are in their social and emotional skills Finally, after puberty, the developmental focus within the brain shifts to the regions of the brain that enable the most advanced thinking, relying upon abstractions and critical judgment. Also a rich network of neural connections develops between these areas and brain regions most directly involved in emotion and movement."

-- C.E. Cordes and E. Miller *Fool's Gold: A
Critical Look at Computers in the Classroom,*
Alliance for Childhood, College Park, MD, 2000

The kindergarten will focus on hands-on activities and experiences that promote students' physical development, sensory-motor skills, and social development. In first through eighth grades, our teaching approach and curriculum will emphasize the development of imaginative thinking (key to problem solving and analytic reasoning), while helping students deeply understand and connect to what they learn. Students in 1st through 8th grades will engage in artistic activities that are directly integrated into the academic curriculum, thus deepening

their social and emotional "feeling" or connection to their subject matter, with the goal of creating a life-long love of learning.

Teaching methods inspired by Waldorf education stress a nurturing, multi-sensory, nature-oriented learning environment. The stimulation of the child's imagination and creativity is a high priority. Daily, weekly and seasonal rhythms will help provide consistent structure to the educational process. Multiple learning modalities are integrated into daily lessons to create a learning atmosphere that is supportive, challenging, and meaningful to each student. Teaching methods inspired by Waldorf education emphasize imaginative and creative play in the early years and build in complexity as the child progresses. Opportunities for artistic expression abound throughout the grades.

The academic program is strongly interdisciplinary, integrating the arts, drama, painting, music, drawing, and handwork into the entire curricula. Several studies have shown significant correlations between academic success, enhanced critical thinking abilities and positive attitudes towards community in students who are educated in an arts-integrated curricula (Catteral, 1998; Seidel, 1999; Heath 1998). This model of education through the arts awakens imagination and creativity, bringing vitality and wholeness to learning. Lessons and activities will blend cognitive, auditory, kinesthetic, visual, and tactile approaches to address the students' various dominant learning styles. WBCS will place a high priority on our students "learning how to learn."

The Main Lesson will be the cornerstone of the day, a two-hour period in the morning when children are most awake and eager for academic work. Using the "Block Learning" technique, the classroom teacher will focus on one subject over several weeks so students have an opportunity to develop a visceral relationship with every subject studied. In order to present the material in a vivid, experiential way, the classroom teacher will incorporate elements of storytelling, movement, music, poetry, drama, drawing, modeling, reading and writing in order to teach math, science, language arts, history and social studies.

After the morning Main Lesson, the students will attend special subject classes for the rest of the day. These classes will include a world language, handwork, games, movement, music, ecological outreach/eco-literacy activities, gardening,

or extra main lessons when appropriate.

The Waldorf-Methods education offers aspects of standard Waldorf Education, but which has been adapted and made suitable for a publicly-funded charter school in Pennsylvania. The curriculum does not and will not teach or advocate any particular religious creed or belief.

OVERVIEW OF THE CURRICULUM -

THE KINDERGARTEN

"In the early formative years, play is almost synonymous with life. It is second only to being nourished, protected and loved. It is a basic ingredient of physical, intellectual, social and emotional growth."

-- Ashley Montague, Anthropologist, quoted in Smart Moves by Carla Hannaford, Ph.D.

"In one sentence, Froebel, ather of the kindergarten, expressed the essence of early-childhood education. . . . The natural world is the infant's and young child's first curriculum, and it can only be learned by direct interaction with things. . . . Learning about the world of things, and their various properties, is a time-consuming and intense process that cannot be hurried."

"This view of early-childhood education has been echoed by all the giants of early-childhood development — Froebel, Maria Montessori, Rudolf Steiner, Jean Piaget, and Lev Vygotsky. It is supported by developmental theory"

-- David Elkind, Professor of Child Development, Tufts University, in *Education Next*: "Much Too Early" forum,

Our kindergarten curriculum will be developmental; that is, we will meet the children "where they are," while simultaneously laying the foundation for academic success in later grades. It will be designed to enhance the young child's physical development, which includes fine and gross motor skills, language development and sensory integration. In addition, the activities of the kindergarten will be structured to strengthen the child's imagination, creativity, social skills, and sense of self-confidence. Teachers will involve the students in maintaining the orderliness and organization of materials, preparing the foundation for orderly thinking.

Literacy will begin in the kindergarten with a rich oral language base. The teachers will use storytelling, including classic and modern fairy tales from various cultures, to develop the students' attention span, concentration, vocabulary, speaking, and listening comprehension skills, and to lay down the basis for reading comprehension. Through drama, rhythmic poetry, nursery rhymes, and songs, the teachers will further immerse the children in vivid and imaginative oral speech and literature. The teachers will use puppetry, engage the children in acting out stories rich in vocabulary and imagination, and lead singing games to teach comprehension strategies such as story sequence and character development.

Kindergarten will introduce the fundamental concepts of mathematics through creative play and daily practical activities. Mathematics will begin in the kindergarten with sorting, one-on-one correspondence, counting from 1 to 30, patterning, and identifying shapes. Through daily practical activities such as setting the table, students will learn to pattern, as well as to identify, sort, and classify objects by attribute. The approach, through imitation and creative play, will use raw materials such as logs, nature blocks and driftwood of different shapes and sizes, seashells, stones, pinecones, etc. By the end of kindergarten, students will understand small numbers, quantities, and simple shapes in their everyday environment. They will count, compare, describe, and sort objects, and develop a sense of properties and patterns. They will explore economics through imaginative play that involves sorting and trading objects of different sizes and properties.

The science curriculum will give the children a multiplicity of experiences with the natural world. In the physical sciences, students' creative play will involve them deeply in exploring basic physics principles, such as mass, density, gravity, balance, and the creation of pulleys and levers. Students will experience the properties of heat and cold through cooking, as well as observing seasonal changes. Life science and earth science will start with students observing common objects using their five senses. Students will learn to communicate observations orally and through drawings. Nature tables as well as frequent nature walks will provide an awareness of the seasons and a connection to the natural environment. The students will experience the cycle of growth through gardening, from seed to harvest to transformation through cooking.

Other activities will involve students directly in the transformation of colors and natural materials into useful and beautiful creations. These activities will include combining colors in painting, carding and felting raw wool, and making dolls from garden grasses. Finger-knitting will develop fine-motor skills and nurture children's ability to focus and concentrate, while fostering hand-eye coordination. Students' development of fine motor skills and focus is essential for learning to read and write, as well as for doing mathematics and other academic work.

Problem-solving skills will have their foundation in creative play that transforms the environment in inventive ways. Creative play will provide students with opportunities to imagine, plan, and carry out increasingly complex activities. During creative play, teachers will guide students' growing capacities for creative problem solving and social interaction. Early childhood research shows that free play is serious work for young children, forming the basis for later scientific thought (analytical, critical thinking skills and problem solving).

THE GRADES

"The greatest scientists are artists as well. Imagination is more important than knowledge. Knowledge is limited. Imagination circles the world."

-- Albert Einstein

"...Waldorf education....I believe it is the best way to educate my son. It is amazing we are able to get this form of education in a public School. If it were not for [Waldorf Education], he would be going to a private school."

*-- Andy S., Waldorf-Methods charter school parent
(2008)*

"What children do every day, the ways in which they decide to pay attention, shapes the brain. Not only does it change the ways in which the brain is used, but it also causes physical alterations in the neural wiring system."

*--Jane Healy, *Endangered Minds:
Why Children Don't Think*, 1990*

"[We] imagine a classroom that turns outward, both figuratively and literally. The grounds would become a classroom, buildings would look outward, and gardens would cover the campus. The works of naturalists would be the vehicle by which we would teach reading and writing. Math and science would be taught as a way to understand the intricacies of nature, the potential to meet human needs, and how they are interlaced. A well-rounded education would mean learning the basics, to become part of a society that cherished nature while at the same time contributing to the well-being of mankind. Progress does not have to be patented to be worthwhile. Progress can be measured with interactions with nature and its preservation. Can we teach children to look at a flower and see all it represents: beauty, the health of an ecosystem, and the potential for healing?"

*-- Richard Louv, *Last Child in the Woods**

The school day for the grades will begin with the Main Lesson, a two-hour instructional period focusing on the core curriculum and integrating a variety of learning approaches to encourage student learning through multiple modalities (visual, auditory, kinesthetic) and multiple intelligences. Each core subject,

defined as mathematics, language arts, science and history/social studies/geography, is taught in a unit or block, generally lasting three to four weeks, thus immersing the student in a particular subject. Teachers will strive to design lessons and schedules that best reflect the way children learn at different developmental stages. Core academic curricula will be taught through presentations, writing, reading, recitation, drama, painting, and drawing. This multi-disciplinary style, combined with the unit block approach, is central to WBCS's teaching strategy since it will promote and develop active listening, imagination, memory, and vocabulary. In addition to the main lesson, students will spend two or three additional periods each day in core academic subjects. For one or two periods each day students will attend non-core special subjects such as Spanish, handwork, music, games and the arts. A grade-by-grade overview of the curriculum is provided below; variations in the general curriculum will occur depending on the teacher, the particular class, and the year.

FIRST GRADE

Math: Qualities of numbers; introduction to the four operations of arithmetic; geometric forms

Literature & Grammar: Pictorial and phonetic introduction to letters; fairy tales from around the world; poetry recitation

Science: Nature stories; nature walks; observations; gardening

Music and Performing Arts: Singing; interval and/or pentatonic flutes (develop finger coordination, concentration, breath control); songs based on seasonal themes; in-class skits based on curriculum

Art: Form drawing; painting (emphasizing an experience of working with color rather than creating formed pictures); beeswax modeling; crayon illustrations

Foreign Language: Spanish (introduced through plays, songs, rhythms, and games)

Handwork: Knitting (promotes eye-hand coordination, fine motor skills, and pre-

reading skills- sequencing, patience, perseverance and self-esteem)

History & Social Studies: Multicultural stories

SECOND GRADE

Math: Continue with four operations of arithmetic; story problems; counting by 2 to 12; beginning multiplication tables, including geometric patterns

Literature & Grammar: Elements of grammar (naming, describing words); beginning cursive writing; animal fables; legends of heroic people from around the world

Science: Garden and nature studies

Music and Performing Arts: Singing; pentatonic flute; in-class skits; performance of annual class play

Art: Continue form drawing; painting; beeswax modeling

Foreign Language: Spanish continued (plays, songs, poetry, games and simple conversation)

Handwork: Knitting patterns of knit and purl (pattern recognition and perpetuation, concentration, fine motor skill development)

History & Social Studies: Multicultural stories

THIRD GRADE

Math: Memorization of multiplication tables (2 through 12); weight; measure; length; volume; money; time; two to three digit multiplication; long division

Literature & Grammar: Elements of grammar (nouns, verbs, adjectives, adverbs); continuing cursive; punctuation; compositions; stories from ancient history

Science: Continuation of garden and nature studies

Music and performing arts: Singing in rounds; pentatonic and C flutes; in-class skits; performance of annual class play

Art: Continue form drawing; painting; beeswax modeling

Foreign Language: Spanish continued (songs, plays, poetry, conversations, vocabulary)

Handwork: Crocheting (pattern and placement recognition, finger dexterity)

History & Social Studies: Study of practical life (farming, house building, clothing, and cooking) around the world

FOURTH

Math: Four digit multiplication; continuation of long division; fractions

Literature & Grammar: Elements of grammar; continuing cursive; punctuation; book reports and creative writing; Norse mythology

Science: Zoology; continuation of garden and nature studies

Music and performing arts: Singing and recorder in rounds; possible addition of violin/cello; performance of annual class play

Art: Advanced form drawing; painting; clay modeling

Foreign Language: Spanish continued (songs, plays, poetry, conversations, cultural activities, vocabulary, beginning writing)

Handwork: Cross-stitch; embroidery; braiding (creating patterns from front to back)

History & Social Studies: Pennsylvania and local history

Geography: Pennsylvania and local geography; map making

FIFTH GRADE

Math: Decimals; fractions; metric system; geometry as it developed in ancient cultures

Literature & Grammar: Elements of grammar; continuing cursive; punctuation; compositions; Greek myths

Science: Botany; Inductive Method; reproductive systems; continuation of garden and nature studies

Music and performing arts: Singing; recorder; possible inclusion of violin/cello; performance of annual class play

Art: Calligraphy; painting; clay modeling; woodworking

Foreign Language: Spanish continued (songs, plays, poetry, conversations, cultural activities, vocabulary, continued writing)

Handwork: Knitting in rounds; knitting socks, hats, or mittens (develop and follow written instructions)

History & Social Studies: Ancient civilizations through Greek times

Geography: North American geography as related to vegetation, agriculture, culture and economics.

SIXTH GRADE

Math: Beginning algebra and negative numbers; ratios; proportions; geometric drawing with instruments; business math

Literature & Grammar: Composition; grammar; spelling; biographies

Science: Mineralogy; physics (acoustics, electricity, magnetism, optics and heat); beginning astronomy; continuation of reproductive systems; continuation of garden and nature studies

Music and Performing Arts: Singing in parts; recorder; possible inclusion of violin/cello; performance of annual class play

Art: Calligraphy; painting; clay modeling; woodworking

Foreign Language: Spanish continued (songs, plays, poetry, conversations, cultural activities, vocabulary and writing)

Handwork: Hand sewing stuffed animals (visualizing from two-dimensional to three-dimensional finished product)

History & Social Studies: The Roman Empire and medieval history

Geography: World geography, usually emphasizing South America

Technology: Use of computers fully introduced

SEVENTH GRADE

Math: Algebra; mathematical thinking/theory; geometry

Literature & Grammar: Creative writing; grammar; spelling and punctuation; classical literature; Shakespearean drama

Science: Physics (mechanics); physiology (blood and muscles); astronomy continued; inorganic chemistry; nutrition; continuation of garden and nature studies

Music and Performing Arts: Singing and recorder in parts; possible inclusion of violin/cello; performance of annual class play

Art: Calligraphy; carving (wood and stone); clay modeling; woodworking; painting;

perspective drawing; portraits

Foreign Language: Spanish continued (songs, plays, poetry, conversations, cultural activities, vocabulary and writing)

Handwork: Hand-sewn clothing; woodworking

History & Social Studies: Renaissance and Age of Exploration and Discovery

Geography: World geography, usually emphasizing Africa

Technology: Computers and their usefulness as a tool and resource for enhanced learning

EIGHTH GRADE

Math: Practical applications of arithmetic; algebra; geometry

Literature & Grammar: Composition; grammar; spelling; literature (short stories, poetry, letters)

Science: Physics; organic chemistry; physiology; continuation of gardening and nature studies through ecology; astronomy

Music and Performing Arts: Singing and recorder in parts; possible inclusion of violin/cello; performance of annual class play

Art: Calligraphy; soapstone carving; clay modeling; woodworking; painting

Foreign Language: Spanish continued (songs, plays, poetry, conversations, cultural activities, vocabulary and writing)

Handwork: Machine sewing of clothing

History & Social Studies: World economics; American history

Geography: World geography, usually emphasizing Asia

Technology: Computers and their usefulness as a tool and resource for enhanced learning

EIGHTH GRADE EXIT OUTCOMES:

1. Demonstrate literacy in reading writing, speaking, and listening.
2. Construct meaning from a variety of text using comprehension strategies, prior knowledge and personal experience.
3. Initiate reading opportunities and reading independently.
4. Write with fluency in a variety of genres for a variety of audiences, e.g., reflective journal, persuasive essay, report, science observation, personal letter, business letter, creative story, and poem.
5. Speaking skills to present information, narrative, and response to literature.
6. Apply presentation strategies effectively.
7. Have knowledge of physical, life and earth science and demonstrate skills of observation, classification, predicting, measuring, questioning, inferring and recording.
8. Have knowledge of history, geography, economics, government, and society and demonstrate skills of critical thinking, social interaction, reflection and research.
9. Attain fluency in mathematical concepts, mathematical reasoning, and basic computational skills and communicate and apply these skills in various settings.
10. Be motivated, self-confident, sensitive, responsive and respectful to

adults and peers.

11. Make responsible choices regarding health, hygiene, safety and the resolution of conflict.
12. Creative expression through various art forms: visual, music, drama, and movement. Use the arts to make connections, express ideas and emotions and problem solve.
13. Demonstrate how resources such as books, library references, and technology and research techniques are applied appropriately in the learning process.
14. Demonstrate understanding and appropriate application of concepts related to eco-literacy and sustainability.

ADDITIONAL ASPECTS OF THE EDUCATIONAL PROGRAM

The Class Teacher – The heart of the Waldorf-Methods education is the loving, creative, trusting, and respectful relationship between the student and the teacher. In our program the class teacher will have the opportunity to take the same class of children through four to six years, possibly eight years, of their elementary schooling, teaching the main lesson/academic subjects. For the teacher, this means time to know the children deeply (as well as their families) and to help them unfold their gifts. This long-term relationship will provide enriched opportunities to assess students over a long period of time, allowing the teacher to better meet the individual needs of the child. Both the class teacher and the kindergarten teacher have the responsibility to be deeply engaged and pursue personal self-development; this provides a powerful modeling of active learning and personal growth for the students.

"Forming the Class" – At the beginning of each school year, teachers and other staff members will refer to the period when the class teacher is "forming the class." This period, lasting six or more weeks, is a time when students will be acclimating to their new environment, new instructors (such as Subject Specialists), and new classmates. This is also the time when students will be learning

how to use new classroom materials, and working to establish expectations and order within their classroom peer group. Once the class has been formed, parents will begin to observe a very wonderful rhythm and structure to the daily, weekly, and monthly classroom activities. (Notably, Waldorf methodology recognizes this time as "forming the class," and Montessori methodology describes a similar time as "normalization.")

"Main Lesson" – A fully integrated two-hour period of instructional activities in which the core curriculum is presented will begin each school day. The main lesson could be, for example, algebra, Greek history, botany or acoustics, and could involve storytelling, movement, art, biography, drama, writing, and any activity that might help bring the topic to life. This main lesson will then be taught for a three- or four- week block (unit of study), and then ended, often to be continued later in the term. This approach allows freshness and enthusiasm, enriches content and skills by integrating them together as a powerful, concentrated, in-depth experience, and gives the children time to "digest" what has been learned. This format is used in first through eighth grades.

"Main Lesson Books" – The teacher, using textbooks, primary and other sources, will create the lessons and their presentation. Based on these lessons, the children will make individual "textbooks" called "main lesson books" for each subject taught. In their main lesson books, the students will record and illustrate the substance of their lessons, a process which aids the students in being engaged with their lessons, helps to ensure they truly understand the content (since they must reflect this in their work), and encourages long-term memory of their learning. The main lesson book approach to student learning builds students' skills of focus and concentration. These main lesson books will require the students to write in depth about their lessons, and will be a significant tool for building writing skills. Richly illustrated by the children, these main lesson books will often be artistic and beautiful, and will become an invaluable tool for assessing the progress of individual students in comprehension and writing.

Textbooks – Appropriate and carefully selected textbooks can be a valuable aid for teachers and students throughout the grades. Depending on the grade and subject matter, our program will use textbooks in the classroom as teacher resources for lesson preparation, and as important research tools for students to

augment their lessons. In addition, math textbooks will be considered for use for a leveled math program in 6th through 8th grades, allowing teachers to differentiate math instruction to meet different student learning needs.

Reading and Writing – Letters will be learned in the same way they originated in the course of human history. Human beings perceived, then pictured, and, out of the pictures, abstracted signs and symbols. Early elementary students will hear stories, draw pictures, and discover the letter in the gesture of the picture. From these letters, they will learn the basic phonics skills of matching sounds to letters. Also from these initial letters, the children's writing skills will move into cursive writing and penmanship, punctuation and spelling, and a wide variety of composition styles (essay, poetry, creative writing, short story, etc.) The important early reading skills and rich vocabulary integrated in songs, poems, drama, and games will help serve to establish a joyful and living experience of language. Through the grades, texts taken from a rich humanities curriculum provide material for reading practice.

Mathematics – In the early elementary years, math instruction will begin by teaching from the whole to the part. For example, a question might be "what is 12?" Possible answers or approaches may include: $12=3+9$, or $12=4 \times 3$, or $12=144/12$. This will encourage flexible thinking and discourages the one "right" answer mode of thinking. Movement, stories, plays, manipulatives, and games will be used to engage children in active learning. Mental math problem solving will be emphasized throughout grades 1-8 to develop and strengthen thinking.

Humanities – The humanities curriculum will acknowledge that the cultures of the past have influenced humanity throughout time and continue to influence the values and morals of today's world. Children will learn about world religions and cultures from a historical perspective. Beginning in grade two, fables will be taught; history and legends in grade three; Norse mythology in grade four; and the ancient cultures of India, Egypt, Persia, Mesopotamia, and Greece in grade five. In sixth, seventh, and eighth grades, students will explore the history and geography of Mesoamerica and Africa, and may also further learn about China and Japan. By exposure to these cultures through their peoples, legends and literature, the children will gain flexibility and an appreciation for the diversity of humankind. The performing arts curriculum will be an integral part of these studies, culminating in

an annual class play performance in second through eighth grades. By the close of eighth grade, the students will have journeyed from Greece and Rome, through medieval history, the Renaissance, the Reformation, and the Age of Exploration, along with studying U.S. History.

The Sciences – Science will be taught in the lower grades through observation and experience of our natural environment. Through nature studies, gardening, and environmentally conscious practices, the children will develop reverence and a sense of guardianship for the Earth and all of its inhabitants. In the upper grades, the teacher will set up experiments, and call upon the children to observe carefully, ponder, discuss, and write up scientific observations. Through this process, rigorous, independent thinking and sound judgment will be trained.

Foreign Language will be taught beginning in kindergarten or first grade, giving the children insight into and familiarity with another language and culture. Through the grades, the foreign language program will expand to include reading, writing, grammar and conversation. Currently, it is planned that Spanish will be taught to all students in grades K-8. A second language may be introduced into the specialty program at a future date, based on faculty recommendation and budget availability. In addition, aspects of classical and other languages (e.g., Latin, Greek, Hebrew, Japanese) may be introduced in the middle and upper grades.

The Arts – Drama, painting, music, drawing, modeling, etc., will be integrated into the entire curriculum throughout the grades, including mathematics and the sciences. The arts will also be offered as special subjects. In the first grade, students sing and are taught to play the pentatonic flute. Other instruments are gradually introduced, leading to choir, playing recorders in parts, and, as the school develops, to orchestra ("strings") in the higher grades. Other arts such as drama, puppetry, and painting will enhance the child's joy of learning. The art of eurythmy may be added at a future date, a movement/dance discipline that translates speech and music into body movements. This leads children to experience moods of poetry, qualities of sound, and elements of rhythm and music through their own movements.

Practical Work – Crafts, handwork, and practical work such as fiber arts, woodworking, house building and gardening will be an integral part of the

curriculum from kindergarten through the grades. Boys and girls will learn to knit in the first grade and crochet in third grade, creating many functional and colorful objects, such as flute bags, knitted animals, and puppets. Decades before brain research confirmed the value of this type of activity, studies recognized a relationship between body movement and brain function. Learning to knit and crochet in the early grades develops fine motor skills, and leads to lively thinking and enhanced intellectual development later on. Coordination, patience, perseverance, and imagination are also schooled through practical work. Activities such as woodworking, house building, gardening, and sewing will be specifically included in the elementary curriculum, and will give the children an understanding of how things come into being, as well as a respect for the creations of others.

Homework – WBCS recognizes that homework can be a valuable way to extend and reinforce classroom lessons, giving students more practice and review time to assimilate new learning. Homework can also help students develop good study skills, discipline, and responsibility, while providing parents the opportunity to be involved and stay current with their children’s education. At WBCS, little or no homework will be given until third or fourth grade. From this point, homework will be gradually introduced to allow students time to learn the discipline and responsibility involved. Homework assignments may consist of math lessons, spelling practice, reading, writing assignments, or research projects. Class teachers and Subject Specialists will design homework that relates to the classroom instruction and reinforces and extends learning for the students’ developmental and academic levels.

Physical Activity – Movement activities, dance and other forms of creative physical expression will be infused into the everyday curriculum. To the extent possible, classrooms and play yard space will be organized to maximize the children’s opportunities for movement and physical expression through games, circle-time activities, folk dances, sports, and physical education. Recognizing that the qualities of physical fitness and health enhance the students’ overall well-being, each child will be encouraged to recognize and rise to his/her individual physical potential.

The Environmentally-Conscious-“eco-literacy” curriculum and everyday rhythms and routines of our School community will help cultivate a sense of

gratitude, respect and responsibility for self and all living things. WBCS will strive to build an ecologically-informed community by focusing attention and care on sustainability and the systems in which our School and community are embedded. Through our work with nature and gardening, children will learn about the inter-relatedness of nature, self, and community, and will pursue actions that are essential for sustaining our world.

Multicultural and gender-balanced content will be integrated throughout the curriculum by means of the humanities curriculum, incorporating biography, storytelling, and history; through crafts, art, music, and seasonal and cultural celebrations; and through foreign languages.

Parent participation will be a keystone of our program. A significant body of research (Henderson & Berla, 1994; Olmstead & Rubin, 1983) indicates that when parents participate in their children's education, the result is an increase in student achievement and an improvement of students' attitudes. Increased attendance, fewer discipline problems and higher aspirations also have been correlated with an increase in parent involvement. The active participation of parents both within and outside of the classroom will be essential in creating and implementing the School's educational program and maintaining its supportive environment. WBCS will honor and value the individual skills, talents and interests of its parent body, and will strongly invite and encourage parent participation in many aspects of the School's operations. Parents provide a bridge between home and school, giving their children's education greater meaning and purpose by integrating the children's school life into their family life and into their community. WBCS will also provide on-going educational opportunities for parents to learn about various aspects of child development and about Waldorf-Methods education and the Waldorf-inspired curriculum. These may include parent education lectures and class meetings discussing child development and specific aspects of the curriculum.

Seasonal Festivals – In keeping with our focus on community, WBCS intends to hold three seasonal festivals each year to bring families and children together in respect for the rhythms of nature and of our Earth. Frequently, these festivals include multi-cultural activities that connect our children and families to each other's cultures. Additional festivals may be added in the future, based on our faculty, parent, and student community's recommendations.

High Support Level: Children will be fully supported by teachers and parent volunteers providing a high adult-child ratio. "Teachers" from the community, volunteers, parents, and grandparents will be invited into the classroom to share and assist in learning activities.

Peer and Cross-Age Interaction: The children will support each other in many ways including small-group learning and peer tutoring. Activities with mixed-age grouping will provide ample opportunities for older and younger children to interact, as well as children with similar and dissimilar abilities.

Self-esteem/Self-control Development: The self-confidence of the children will be fostered through a cooperative, non-competitive learning environment, where each child's uniqueness is honored. Awareness and shared recognition of the children's accomplishments, displays of student work, performances, open houses, and many successful experiences will promote positive self-regard.

THE WBCS CLASSROOM COMMUNITY

Our goal will be to nurture a classroom community supportive of academic learning by helping students develop respect, confidence, acceptance, and other positive social values. In a curriculum inspired by Waldorf education, the total child must always be considered. Thus, it will be in the best interest of the student that home and school environments are consistent, as reasonably and realistically feasible. For positive development of the child, WBCS teachers, staff, and parents will work together to support the physical, intellectual, emotional, social, and academic needs of the child.

Winding Brook Charter School will provide guidance in the area of behavior and attitudes, and will recognize that each child has a unique personality, likes and dislikes, values, strengths and weaknesses. Uniqueness of the child will be honored while providing guidance.

At Winding Brook Charter School, children will be encouraged to communicate in a respectful, assertive and socially acceptable manner. An atmosphere in which students feel safe to express their differing viewpoints will be provided, as well as

guidance with conflict resolution.

At Winding Brook Charter School, personal responsibility and accountability will be taught and practiced. Guidelines, limits, freedom of choice, and consequences will be made understandable to the students.

MATERIALS

High quality materials designed for a curriculum inspired by Waldorf education will give students the experience of success in their school activities, thus promoting self-esteem, a sense of value for quality work, and increased motivation for accomplishing schoolwork in the classroom. For example, using quality colored pencils, paints, and crayons on appropriate drawing and painting paper will allow students to create rich colors, blend colors for subtle hues, and create detailed and beautiful writing, pictures, and designs. In first through eighth grades, a variety of specially-designed main lesson books will be used to allow students to create their own thematic subject books for each unit block. In the kindergartens and lower grades, age-appropriate play materials will be selected or hand-made, made from wood, silk, wool, and other natural materials. (Students feel more connected to the environment using materials made from the natural world. Students also tend to focus better and feel more relaxed and nurtured when warmly surrounded by an environment of beauty and simplicity, avoiding classroom décor that is too busy.)

Also, as stated previously, our program will use textbooks in the classroom as teacher resources for lesson preparation, and as important research tools for students to augment their lessons. In addition, math textbooks will be used for a leveled math program in 6th through 8th grades, allowing teachers to differentiate math instruction to meet student learning needs. Textbooks aligned with Pennsylvania State Academic Standards will be selected by school administration and faculty based on such criteria as grade level, subject matter, clarity of content presentation (to maximize effective learning for our students), and instructional goals.

✦ Please see **APPENDIX A** for two overviews of the Winding Brook Charter School

Waldorf-Methods curriculum:

- The first document in **APPENDIX A** (APPENDIX A-1) presents an overview of the Waldorf-Methods curriculum in the context of the potentially-soon-to-be adopted Common Core Standards, along with accompanying Waldorf-Methods assessment rubrics.
- The second document in **APPENDIX A** (APPENDIX A-2) presents an overview of the Waldorf-Methods curriculum in the context of current PA Academic Standards; the overview of the curriculum is presented in a series of "scope and sequence" spreadsheets which convey when subject area concepts and standards will be introduced ("I"), developed ("D") and mastered ("P" – for proficient).

3-B. How Winding Brook Charter School will meet the educational needs of students with disabilities

Winding Brook Charter School has designed and will implement the following policies and procedures to address the needs of students identified as students with disabilities as well as students not yet identified. We believe that up to 10% of the total student population at the school will require Special Education services. Of these students, it is anticipated that 30% will require some sort of related service.

In its first year of operation, WBCS will employ two Special Education teachers and will hire additional support staff, as needed. In subsequent years, additional staff (i.e., PA Certified Special Education teachers) will be added to the Special Education department based on the need identified as the school grows.

It is the goal of the School to create an environment and a process that allows students with disabilities to be successful in the school's core curriculum and academic pathways while completing all state-mandated requirements for grade promotion, in the Least Restrictive Environment (LRE).

The School, in accordance with the Individuals with Disabilities Education Improvement Act (IDEIA 2004), will implement the following policies and procedures to ensure that all students with disabilities receive a free appropriate public education (FAPE). In all cases, the School, as Local Education Agency, will provide, or make arrangements for the provision of, all needed services -- as determined by the Individualized Educational Program (IEP) team at a student's IEP meeting -- to students determined to be eligible for Special Education in accordance with relevant state and federal legislation.

Special education services will be provided in an inclusive setting as much as possible and appropriate. Keeping LRE in mind, students will not be pulled out for the Resource program unless decided by the IEP team to do so. The Resource pull-out approach would be helpful to students who may have severe behavioral issues, easily distracted by stimuli in the classroom, inability to discriminate and organize auditory information which interferes with success in the regular classroom, or those with severe cognitive delays. Pull out may be brief or long enough to teach learning strategies so that student is successful in the regular classroom, if that is best for the student.

Student Identification - Evaluation/Re-evaluation Protocol - WBCS will ensure that all students with disabilities who enroll in the School, have the right to a free appropriate public education. This includes children with disabilities who are advancing from grade to grade. Free appropriate public education shall also be provided to children who have been suspended or expelled from School in accordance with Title 34 of Federal Regulations (34 CFR), 300.300 (a) and 300.121 (e).

In addition to students identified as having special needs upon enrollment (self-identified or identified by incoming student records), WBCS will develop an Evaluation/Re-evaluation Protocol and Support Process.

The determination that a student is eligible for Special Education and/or support services begins with the initial screening process upon admission. However, the School's Student Support Team ("SST") must make the determination for services at Winding Brook Charter School on an individual basis. The team consists of staff people from the School representing academics, discipline, guidance/social work, Special Education, and administration.

All students with disabilities who are in need of Special Education and related services will be identified, located, and evaluated. A practical method shall be developed and implemented to determine which students are currently receiving needed services as well as those students who have not yet been identified.

The following procedures would generate ("trigger") a request for services for students who repeatedly receive office referrals or incident write-ups, consistently fail to submit complete and appropriate work, fail to complete sufficient school hours, or commit serious violations of the school's discipline policy. These services would include, but not be limited to, additional academic support, one-on-one assistance, remedial work, etc. Ultimately, if determined by the Student Support Team to be warranted, the student will be referred for a Multidisciplinary Evaluation if not yet identified, or a re-evaluation if there is an existing IEP. These triggers include the following:

- Teacher referral based on student performance, student participation, communication (or lack of), observations, student responsiveness, and student ability to follow directions
- Parental request for additional support services
- Student request for additional support services
- Review of academic progress and achievement (progress reports, parent-teacher conferences, teacher input, etc.)
- Monitoring of completion of School hours ("attendance") by the parent and/or teacher. Designated School staff should monitor completion of School hours and complete a referral when sufficient hours are not completed. The staff member should also monitor patterns of attendance if and when they develop (e.g. consistently absent on Mondays, Fridays, etc.)
- Direct monitoring of discipline and/or behavioral issues and violations of the School's Code of Conduct to determine continuing patterns of decline

and allow for the Student Support Team to respond with appropriate supports. Additionally, any student involved in a serious disciplinary incident shall be referred immediately to the Student Support Team

- Any noticeable and/or obvious change in a student's behavior, demeanor, character, or personality

Comprehensive Support Process -

1. A referral is made to the leader of the Student Support Team based on the designated triggers. The SST leader will then begin interviews with all teachers so that initial accommodations, modifications, and supports can be started immediately. In the case of attendance, the designated staff member should also make a referral to the guidance office or administrator's office for student counseling. Parents should also be notified. If the pattern is noted again, a conference with the parent(s) will be held.
2. If initial accommodations are effective, they will be continued as long as the student requires the support. No further action will be required at this time. Reoccurrence of problems will reopen the process.
3. If the initial accommodations do not appear to be effective, the referring individual or teacher will complete a Request for Student Services form and submit it to the leader of the Student Support Team. The leader of the Student Support Team will begin to compile a Comprehensive Support process file on the student (background information, relevant medical records and information, attendance history, teacher assessments and observations, discipline records, etc.).
4. The leader of the Student Support Team will convene a meeting with the individual making the referral and complete a Response for Student Services form.
5. The Student Support Team will develop strategies and interventions, and determine the amount of time that should be allotted to implement these

strategies and interventions. In the case of a second serious behavioral incident the Student Support Team will convene to review related issues, causes, and concerns. Parent and student counseling with the counseling support office will be mandatory. Should a third serious incident occur, referral would be made to the School's Discipline Review Board for further action.

6. Academic strategies and interventions will be implemented for the designated duration as deemed appropriate by the team.
7. At the pre-determined time, the team will reconvene to determine further action. The Student Support Team will determine, based on the documentation, if the established strategies and interventions are producing positive results and if they are to continue, or if other interventions are to be considered. If it is determined that the interventions and strategies are not producing sufficient results to guarantee FAPE, the Student Support Team as a body will consider a recommendation for formal evaluation.

Note: Any and all information gathered on a particular student will remain strictly confidential. Any documented interventions, screenings, evaluations, results, IEP information, etc. will be available only to members of the School's Student Support Team and will be secured in a locked area.

When screening indicates that a student may be exceptional, the Charter School will seek parental consent to conduct a more in-depth evaluation. Evaluation means procedures used in the determination of whether a child has a disability and the nature and extent of the special education and related services that the child needs. The student is then evaluated using a range of methods, culminating with a Multidisciplinary Evaluation, when necessary, to gather all pertinent information regarding the student's disability. In Pennsylvania, it is recognized that this evaluation must be conducted by a group of qualified professionals, which must include at least a certified school psychologist (when evaluating a child for autism, emotional disturbance, mental retardation, multiple disabilities, other health impairments, specific learning disability, or traumatic brain injury), a teacher, and the parents. The evaluation process will be conducted in accordance with specific time

lines and must include protection-in-evaluation procedures (e.g., tests and procedures used as part of the evaluation may not be racially or culturally biased). All evaluations are documented and the documentation is used to create an appropriate plan of modifications and accommodations, such as an Individualized Educational Program (IEP) or a 504 agreement. These plans are used to guarantee students with disabilities the means to demonstrate their knowledge and skills and equitable access to curriculum, materials and instructional strategies. Winding Brook Charter School will advise parents of, and follow all, procedural safeguards as required by Federal law.

Comprehensive Support System - In order to ensure that no student is jeopardized, a system of supports must be put into place regardless of whether the student's needs are academic, behavioral, emotional, personal, or social. The process can be as fundamental as additional academic accommodations and supports, or if the student's needs are more complicated or serious, the Student Support Team will work together to implement a full support package designed specifically for that student. If neither is effective, a multidisciplinary evaluation would be recommended to determine what services that student may be eligible to receive.

Instructional Strategies - Decisions regarding effective instructional strategies can be based on, but not restricted to, the following strategies for the following areas: All Content Areas, Student Difficulties with Reading, Student Difficulties in Completion of Written Assignments, Student Difficulties in Math Calculation or Word Problems, and Behavior Modification. In each academic area, specific strategies will be developed in categories: Adapting Delivery of Instruction, Adapting Materials/Environment, Adapting Requirements and Responses, and Assessment. The IEP team will make final decisions on how an individual student's program should be modified.

Students will receive resource support/instruction while remaining in their regular classroom. The rationale is that it is considered best practice, eliminates stigma, students feel included, not excluded and have better role models within the regular classroom. The Inclusion Model is best suited for those with Specific Learning Disabilities but it can be utilized for any other category of disability, (such as Other Health Impaired, mild Autism, Speech and Language Impairment, Mild Mental Retardation, Visual Impairment, Hearing Impairment) as long as it is of benefit to the

student.

The Consultative Model will be used when applicable in order to allow the Special Education teacher to co-teach, collaborate, and consult with regular education teachers. Some students need a little bit of accommodation and/or modification within their classroom to be successful. For example, in the case of a student with ADD/ADHD or who is on the Autism spectrum, space would be provided in which there is reduced environmental stimuli and calming, sensory integration activities will be provided. Specialized furniture/chairs would be considered (therapy balls to sit on, chairs that provide movement) to enable children to focus while receiving the necessary sensory input in appropriate ways. The Consultative Model allows special and regular classroom teachers to decide how to attain the IEP goals on the student's IEP. Curricular, environmental, and particular needs of the student are considered, planned, and implemented. Observations, report of progress, and assessments of students will be shared with all concerned teachers.

To accommodate students who benefit from step-by-step (part-to-whole) instruction, the Mastery Learning Model will be utilized. This model allows the student to build on skills they may already have in place. Evaluations will be made to determine student's learning styles, which will help teachers to understand if a student is a holistic learner or a part-to-whole learner.

The Learning Strategies Model is good for those students who lack meta-cognition. This approach teaches students how to study, how to integrate new material with what they already know, how to monitor their own learning and problem solving, how to remember, and how to predict. It is appropriate to all students who can learn to apply these strategies to areas of the curriculum in the regular classroom.

The Cognitive Behavioral Therapeutic Approach, in conjunction with the Social Thinking Model will be used to remediate by eliminating undesired behaviors and establishing desired behaviors. This approach is good for students who may be ADD or ADHD or on the Autism Spectrum, or any other student where behavior needs to improve positively.

The Pedagogical Model supports the fact that the teacher is the most important component in helping students to learn. A PA-certified Special Education teacher will

provide services to our students to assist them in their learning journey.

Multiple Intelligence and multi-modal instructional approaches will be utilized to optimize the strengths of the student and to promote development in areas of challenge. For example if a child has a speech and language processing disorder, visual and kinesthetic teaching approaches would be emphasized along with activities for strengthening the auditory channel.

Guiding Principles for Program Modifications - The following 10 principles have been established and should be used to inform all decisions regarding modifications of an individual student's academic program:

1. Use a student's strengths to overcome a weakness
2. Instruction should take place at the appropriate instructional level
3. Instruction should be skill- and strategy-based
4. Provide instruction and assignments in manageable chunks
5. Use a multiple exposure in multiple context approach
6. Teach skills and strategies in meaningful context using concrete materials
7. Allow student to use adaptive strategies or aids to perform tasks (tape recorder, keyboard, calculator, etc.)
8. Modify assessments to allow students to demonstrate understanding of material but require students' best efforts at all times
9. Give immediate feedback to student
10. Communicate consistently with members of Special Education Department, the general School faculty and administration, and the parent(s)

Child Find - Parents will be informed that if they believe their school age child may be in need of special education services and related programs, screening and evaluation processes designed to assess the needs of the child and his/her eligibility are available to parents at no cost, upon written request. Additionally, parents will be informed that Early intervention services are available for young children (age 3 to school age.) Parents will be informed that they may request screening and evaluation at any time. Requests for evaluation and screening should be made in writing to the school administration and/or Special Education teacher.

In compliance with state and federal law, Winding Brook Charter School will provide to each 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 extracurricular activities to the maximum extent appropriate to the student's abilities. In order to qualify as a protected handicapped student, the child must be of school age with a physical or mental disability, which substantially limits or prohibits participation in or access to an aspect of the School program. These services and protections for "protected handicapped students" are distinct from those applicable to all eligible or exceptional students enrolled (or seeking enrollment) in special education programs.

All information gathered about a child will always be subject to the confidentiality provisions contained in federal and state law. The School will have policies and procedures in effect governing the collection, maintenance, destruction and disclosure to third parties of this information. The records of each student with an exceptionality (special education) will be reviewed at the end of each school year. Information the School no longer deems necessary to provide appropriate programming will be discarded. Parents may claim discarded records by June 1st each school year.

Student Records - Confidential student records will be obtained and secured based on the Winding Brook Charter School Policy and Procedure for Records Management, Acquisition, and Confidentiality. Any and all information gathered on a particular student will remain strictly confidential. Any documented interventions, screenings, evaluations, results, IEP information, etc. will be available only to members of the School's Student Support Team and will be secured in a locked area.

Related Services - Students requiring related services as part of their Special Education program will be provided these services, in terms of frequency and duration, in accordance with the decisions made by the IEP team at the IEP meeting. WBCS will contract with certified, licensed private providers and/or the Intermediate Unit for these services. Related services, provided as needed, include, but are not limited to: adaptive physical education, assistive technology/devices, behavior management program/plan, counseling services, hearing therapy, interpreter services, occupational therapy, orientation and mobility, parent counseling/training, physical therapy, psychological services, school health services, services provided by a mental health agency, social work services, speech/language therapy, transportation, and other services as appropriate.

Policy and Procedures for Discipline of Children with Disabilities - The following policy applies to discipline regarding students with disabilities:

- All Special Education students at Winding Brook Charter School are expected to comply with the School Code of Conduct to the fullest extent their disability allows. Special Education students will be subject to regular discipline in all cases that do not involve a manifestation of a disability.
- The Special Education Coordinator will be involved in all disciplinary proceedings involving a Special Education student. In every case where the disciplinary action proposed represents a change of placement, a Manifestation Determination will be held prior to implementation to ensure that the proposed action complies fully with the Individuals with Disabilities Education Improvement Act (IDEIA 2004). No interruption in educational services will occur pending the outcome of this process.
- If the finding of the IEP team is that the violation was not a manifestation of the student's disability, the student will be subject to the regular discipline as detailed in the School's Code of Conduct. In cases where the behavior is found to be a manifestation of the student's disability, no disciplinary action will be imposed. A Functional Behavior Assessment will be completed, and an IEP meeting held to implement a new Behavior Support Plan within a reasonable time.

English Language Learners/English as a Second Language (ESL) Program -

The education of students whose dominant language is not English and/or who are English language learners is the responsibility of every school district/charter school in the Commonwealth. Title 22, Chapter 4, Section 4.26 of the Curriculum Regulations requires that the school district/ charter school provide a program for every student who is limited English proficient (LEP) or an English language learner (ELL). The regulation states:

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

Winding Brook Charter School seeks to provide quality education to all students. In accordance with our mission statement, we will provide an appropriate planned instructional program for identified students whose primary language is not English. The purpose of the English as a Second Language (ESL) Program is to increase the English language proficiency of eligible students so that they can attain Pennsylvania's academic standards and achieve academic success. Aspects of the program will include professional development for teachers and staff, and inclusion of ELL students in extracurricular activities, community programs, counseling (as needed), and all other aspects of the school's academic and community programming.

Students who are identified as limited English proficient (LEP), also known as English Language Learners (ELLs), will be entered into the English as a Second Language (ESL) program. The ESL program is designed to facilitate achievement in English proficiency and the academic standards under SS 4.12 allowing the School to be in accordance with Title 22, Chapter 4 Section 4.26 of the curriculum regulations. The ESL program will be intended to provide ELLs with the skills needed to meet state and national standards of English proficiency. Participation in the ESL program will increase the students' language proficiency such as to enable them to completely and successfully participate in all age- and grade-level appropriate classes. The overall objective of the ESL program is the development of English proficient skills in

listening, speaking, reading, and writing. The goal is also to provide instruction in the least restrictive environment.

Each student enrolled at Winding Brook Charter School will complete a Home Language Survey (HLS). This survey, along with any previous school records, will be reviewed by the ESL coordinator. When the HLS indicates that the student's first language is a language other than English or that English is not the primary language spoken in the home, specific criteria will be considered before screening the student for placement in the ESL program. Students will be exempt from screening if they meet two of the following three criteria:

- (1) If transferring from another school, final grades of B or better in core subject areas (Mathematics, Language Arts, Science and Social

Studies

- (2) Scores on district-wide assessments that are comparable to the Basic performance level on the PSSA
- (3) Scores of Basic in Reading, Writing and Math on the PSSA or an equivalent assessment from another state

If the above criteria are not met, and it is verified that there is a dominant second home language, the student will be screened using the WIDA-ACCESS Placement Test™ (W-APT) which is associated with the required annual State ELP assessment, ACCESS for ELLs, to determine whether the student will be placed in the ESL program. Testing is done in Listening, Speaking, Reading, and Writing for students in grades 1 through 8. Kindergarten and first quarter 1st graders are only tested in Listening and Speaking. If a student was in the ESL program the previous year in a different school, that student will automatically be placed in the ESL program at Winding Brook Charter School.

Student participation in the Winding Brook Charter School ESL program will be based on the individual needs of each student. If a student is placed in the ELL program, he or she will receive daily instruction from the ESL teacher according to the state recommended guidelines for their determined level of proficiency. Winding Brook Charter School's ESL Program will be focused on developing literacy in English and

will offer both ESL "Push-in" and ESL "Pull-out" support from an ESL certified support teacher. Depending on the student's needs, the teacher will either pull the student to a resource room or will push into the classroom. Language arts instruction is often focused on grammar, vocabulary, and communication skills. In a pull-out setting, students with similar language skills may be grouped together at times. If a student is pulled out of the classroom for ESL instruction, this will not be scheduled in such a way that the student is pulled from instruction in other core content areas, such as math or social studies. ESL instruction, especially for students at the lower proficiency levels, can replace Language Arts classes for ESL students. In this case, an ESL certified teacher provides direct English language instruction.

Guidelines when planning ESL instruction (Levels are defined by PA ELPS, found on the PDE website):

Level 1- Entering - 2 hours

Level 2- Beginning - 2 hours

Level 3- Developing - 1-2 hours

Level 4- Expanding - 1 hour

Level 5- Bridging - up to 1 hour, as dictated by student need

Winding Brook Charter School's ESL teacher will offer staff development related to ESL as part of a Professional Development Act 48 Plan. Regular education teachers must provide appropriate accommodations to instruction and assessment which may include but are not limited to:

- Graphic organizers
- Bilingual dictionaries
- Peer tutors
- Summaries of written information
- Study guides
- Highlighting key vocabulary
- Adapting homework to reflect home support
- Assessing comprehension through demonstration or other alternative means

(gestures, drawings, retellings)

- Rephrasing assessment questions, directions, and explanations
- Allowing for extended time for assessments

Regarding the School's assessment policies, Pennsylvania requires Winding Brook Charter School's ESL Program to be based upon sound educational theory, to be reasonably supported with resources and personnel, and to be evaluated and adjusted for effectiveness in overcoming language barriers in identified students.

The following requirements will be met by the Winding Brook Charter Schools ESL program:

- Direct English instruction will not take place during other content classes, such as math or social studies
- Planned instruction will take place daily
- Language instruction will correspond to the student's proficiency level; this includes both direct instruction and adaptations in content areas
- Exact hours of direct language instruction by proficiency level must be determined by student need, without regard to ethnicity or racial background
- Curriculum will be designed in relation to PA Reading, Writing, Speaking and Listening Standards, and the PA ELPS for ELLs
- ESL classes will be part of the daily schedule and thoughtfully planned so students are not removed from other content classes to receive ESL instruction
- Once a student reaches Level 5, a student may require minimal instructional time, which may be in the form of on-going support as needed; however, this support must be planned and structured time
- Common planning time for the ESL teacher and the regular education teacher should be facilitated
- English Language Learners will be assessed using the same assessments as other students
- PSSA accommodations for ELLs will be allowed, as published annually by the PDE
- ESL professional development for personnel must be provided by Winding Brook Charter School when ELLs are enrolled
- If an ELL is retained in a grade, Winding Brook Charter School must

demonstrate that all appropriate modifications were made to instruction and assessment to allow the student meaningful access to both the general and ESL curriculum

ACCESS for ELLs stands for Assessing Comprehension and Communication in English State-to State for English Language Learners. This large-scale test addresses the academic English language proficiency (ELP) standards at the core of the WIDA Consortium's approach to instructing and evaluating the progress of English language learners. The annual state ELP assessment of ELLs in grades K-8 is required by Federal Law. Winding Brook Charter School will administer this test annually to measure progress and/or attainment of the student's English language proficiency for each language domain. Students with identified disabilities may have state-approved accommodations as outlined in their IEPs, as long as they do not invalidate the assessment. Annual ELP Assessment score results are to be maintained in the student's permanent record folder.

Winding Brook Charter School Seasons will apply Pennsylvania's required exit criteria when exiting ELLs from the English language instructional program. Students may not be exited from the ESL program based only on their oral proficiency; academic reading and writing must also be assessed. (The exit criteria can be found on the PDE website.) Winding Brook Charter School will not remove the ELL designation from a student unless that student has met all of the required state exit criteria.

Once the student achieves a score of Proficient ("Bridging," per the Pennsylvania Language Proficiency Standards for English Language Learners) in the areas of Listening, Speaking, Reading and Writing on the ACCESS exam (Scores of 5.0 on the Tier C ACCESS for ELLs assessment), that student can be exited from the ESL program if they score BASIC on the annual Pennsylvania System of School Assessment (PSSA) and meet one of the following additional criteria: Final assessment in core subject areas that are comparable to the BASIC performance level on the PSSA.

A student who has exited the ESL program will be monitored a minimum of two full school years. The ESL teacher will be responsible for monitoring the ESL student. Student monitoring will occur formally at the end of each marking period and informally throughout the school year. Monitoring may consist of the following

measures of student progress: classroom-based assessments, student performance, and teacher observation.

Winding Brook Charter School will review the effectiveness of its ESL Program annually to make sure that all components are aligned and working effectively to facilitate the acquisition of English language and academic achievement. Authentic assessments and state-based standardized assessment scores will be used for program review and to identify areas of possible improvement.

English language learners will have access to counseling services in order to assist in their adjustment to a new culture and placement in the school program with peers.

Special Education services will be available for English Language Learners once it has been determined that a disability exists and that the disability exists not solely due to the lack of English proficiency. The IEP team will consider the need for ESL instruction as they address all students' needs. All procedures for the screening, evaluation, IEP, and the provision of services and/or instruction must be in compliance with the Individuals with Disabilities Education Act (IDEA) and PA Chapter 14 Regulations. All ELLs who qualify for Special Education services will be included in the annual state English Language Proficiency Assessment. (Accommodations on state-based assessments can be made for ELLs that meet the state's criteria for receiving these accommodations.)

If an interpreter is needed during parent/teacher conferences, Winding Brook Charter School will provide for an interpreter by contracting through a local agency.

3-C. Teaching methods and pedagogy and how the pedagogy will enhance student learning

Pedagogy Inspired by Waldorf-Methods Education

Using the guiding principles and methodologies of Rudolf Steiner's internationally proven Waldorf Education model enhanced by the theories of Multiple Intelligences by Howard Gardner, Winding Brook Charter School will use a teaching method that

ignites the imagination, engages the heart, develops the mind and opens up the world for each student to find their unique place within it. It is the School's intention to cultivate and expand the child's many intelligences through offering an integrated, arts-based curriculum that is far reaching to each student's unique capacities. Students will receive an inspired classical education rich in the humanities, arts, sciences, history and cultures of the world. The school will support the growth of each child into a confident, creative, self-directed person with a sense of social, civic, and environmental responsibility, compassion, integrity and a respect for all life.

In this innovative educational model, learning is optimized and becomes a process of discovery that engages the whole human being, so that teaching and learning extend beyond proficiency to unlock the full potential of every student. Instead of passively receiving information, WBCS students will be involved in creative exploration as they practice an artistically integrated educational approach to science and the humanities. Furthermore, the practical and culturally rich experientially based aspect of the curriculum fosters the development of individual empowerment and supports the rigor of learning.

WBCS teachers will be knowledgeable of, deeply understand and address the different developmental stages of childhood while respecting each child's individual abilities and progress. Lessons and activities will blend cognitive, auditory, visual, and kinesthetic approaches to address the students' various dominant learning styles and multiple intelligences, with a high priority placed on students' "learning how to learn." Alternative activities and more complex projects with attention to social groups will create opportunities for students to use their individual strengths in understanding course material. Teachers will also help the students cultivate an appreciation for the wonder and beauty of nature and strive to create a beautiful outdoor and classroom environment for the students.

At the heart of the educational program is the conviction that education is an art as well as a science. The School's programs will be effective in educating the whole child, as the method and curriculum includes teaching that goes beyond the intellect. The program is focused on the inner development of children, and the curriculum is tailored to match their unfolding cognitive capacities and social abilities, as well as individual interests. Each child is regarded as an integrated being who's physical, emotional, social and cognitive capacities will grow and thrive in response to

nourishment and cultivation. Academic studies are therefore enlivened and balanced with artistic and social activities.

Each daily lesson engages the student's need for doing, feeling, and thinking. In addition to the core content of language arts, math and the sciences, students learn foreign language, handwork, sculpting, woodwork, wind and string instruments, oral recitation, visual arts and choral singing. Movement, crafts and games develop a variety of sensory and motor capacities. The visual and performing arts, including painting, drawing, storytelling and drama, build self-confidence, develop the aesthetic sense and provide insight into the student's emotional life. Practical activities are also important, and include training in gardening, cooking and carpentry skills. In general, numerous aspects of the curriculum, including the order, timing and manner of presentation of skills and knowledge, are designed to be developmentally appropriate as well as therapeutic for students who are facing the challenges of modern childhood.

Teaching methods inspired by Waldorf education stress a nurturing, multi-sensory, nature-oriented learning environment. The stimulation of the child's imagination and creativity is a high priority. Daily, weekly and seasonal rhythms will help provide consistent structure to the educational process. Multiple learning modalities are integrated into daily lessons to create a learning atmosphere that is supportive, challenging, and meaningful to each student. Waldorf-Methods emphasize imaginative and creative play in the early years and build in complexity as the child progresses. Opportunities for artistic expression abound throughout the grades.

The academic program will be strongly interdisciplinary, integrating the arts, drama, painting, music, drawing, and handwork into the entire curricula. Several studies have shown significant correlations between academic success, enhanced critical thinking abilities and positive attitudes towards community in students who are educated in an arts-integrated curricula (Catteral, 1998; Seidel, 1999; Heath 1998). This model of education through the arts awakens imagination and creativity, bringing vitality and wholeness to learning. Lessons and activities will blend cognitive, auditory, kinesthetic, visual, and tactile approaches to address the students' various dominant learning styles. WBCS will place a high priority on our students "learning how to learn."

Furthermore, the Waldorf-Methods pedagogy will include both teacher-directed lessons and teacher-facilitated approaches such as multiple intelligence methods, inquiry, thematic and project-based learning. This blend gives students a strong foundation of skills and knowledge as well as the freedom to make their own discoveries. The main academic, "core subjects" will be taught by the class teacher in the main lesson each morning. The main lesson will be presented in a multi-modal fashion that is imaginative, engaging and meaningful to the students, often beginning with a story based on Steiner's developmental indications for each grade from the great traditions of classical literature (multicultural fairy tales, Aesop's fables, Greek Myths, etc.). Thematic stories are integrated throughout the curriculum. The class theme typically will culminate in the yearly production of a play. The students' learning and skill development will be documented by the creation of personal main lesson books and portfolios. In grades 1-4 the main lesson begins with a circle time of greetings, thematic songs, verses, games and physical rhythmic exercises designed to develop cognitive and motor integration. Lesson themes may be introduced during this time so that the child has an experiential basis for understanding new concepts. The afternoons will provide time for projects and instruction using the teacher-facilitated approaches described above. Daily, weekly and seasonal rhythms as well as integrated school-wide themes and festivals help to provide a consistent and meaningful structure to the educational process.

To foster the development of interpersonal intelligences, teaching methods will be used that place a high value on relational experiences and small and large group interpersonal interactions. Emphasis will be placed on developing communication skills, empathy, respect for self and others, taking responsibility for one's actions, conflict resolution, cooperation and collaboration skills. There will also be opportunities to develop intrapersonal intelligence through inner reflection, guided experiences in self-knowledge, emotional awareness and self-esteem enhancement. The school will develop or purchase social-emotional curriculum methods/programs to support the development of inter- and intra-personal intelligences. Teachers will be trained in these methods and mentored in communication skills and positive discipline strategies so that they can model and teach healthy, respectful and compassionate ways of relating and problem solving in the classroom setting.

At the heart of the School is the importance of the teacher's relationship with the

child and his or her ability to understand, assess, and respond effectively to the child's temperament, potentials and intelligences. We believe that the key to unlocking each child's innate intelligence is a caring, supportive teacher-student relationship that is nurtured over time. To build a strong class community and reap the benefits of a long-term teacher-student relationship, each group of children will move together through several grades. Our goal is to provide a strong secure foundation for students with social and academic consistency from year to year along with the flexibility to respond to specific needs. Along those same lines, Winding Brook Charter School will set up a support system that makes it possible for teachers to be educational leaders and form a learning partnership with each other. Teachers will work cohesively with all the students, not just their own pupils. In this way, each pupil at the School will benefit from every individual teacher's strengths. No WBCS teacher will be an island. Working collaboratively, there will be opportunities for mutual inspiration and teamwork among the teaching staff.

Additionally, there will be a value placed on the importance of teaching the sciences through experiential activities. Projects and experiments will be approached through inquiry-based approaches that ignite curiosity and sustain interest. Hands-on learning will occur as teachers and volunteers engage students in activities such as: organic gardening, animal care, building projects, the study of sustainable living, and environmental field trips. To instill in students the value of being contributing and involved community members, there will be opportunities for community service, field study, practical experiences, and potentially the use of community library resources. Community service projects will teach fundamental values and will reinforce social and academic learning. A strong and nurturing class and school community will provide a foundation that is easily extended into the larger school, local, and global communities, setting a compass for life.

Lastly, environmental education is viewed as a very vital component of an effective and responsible 21st Century education. A significant part of a holistic, comprehensive education is to value life. Students will be encouraged to recognize that there is an inherent ecology between human society and living systems that includes inter-relationship and wholeness at every level from microcosm to macrocosm. Pupils will learn to be literate about the extensive interdependence on natural and biological diversity, especially in the context of various familiar geographic settings (urban, suburban, rural). Students will use science and

experiments to observe and explore human interaction with their environment. In addition, they will experience their environment first hand by physically interacting with nature and operating within it. Programs of environmental stewardship and growing foods will play a significant role at WBCS. Specific aspects of ecology will be woven into the School's curriculum and our building site based on input from a number of sources including the *Center for Environmental Education*, the *Center for EcoLiteracy* and *The Edible Schoolyard*.

Overall, the holistic nature of Waldorf-Methods education intentionally addresses each student's head, heart, and hands—or thinking, feeling and willing—in a developmentally appropriate way. While each aspect is addressed in an integrated, ongoing way throughout K-12 Waldorf-Methods education, there is also particular focus within each of three broad stages of development:

1. Willing: Kindergarten

In the early years of a child's life, birth through age seven, learning is accessed primarily through the body. Through action, movement, physical experimentation and imitation, the young child familiarizes himself with his surroundings, touching and tasting the world, and imitating older siblings and adults. Knowing this, Waldorf educators create kindergartens that are active places of creative play led by teachers who are wholly worthy of imitation.

Teachers put significant emphasis on dynamic circle activities; fine motor skills are honed. In the Waldorf-Methods Kindergarten, ***children learn through their hands***, or their wills.

2. Feeling: Grades One through Eight

From the ages of seven through fourteen, the child learns primarily through a feeling connection to the lesson content. This is why the lessons in a Waldorf-Methods grade school are designed to be intentionally imaginative. The arts and the core storytelling of the daily lessons inspire an emotional response to the pedagogical material. In the Waldorf grade school, learning is qualitative; ***students learn through their hearts***.

3. Thinking: High School

Adolescents, as noted by Piaget, have a newly developed ability for abstract thinking. We thus begin to explore complex concepts in both technical and social realms. Students learn to observe, compare, analyze, synthesize, question and imagine alternatives to all questions put before them. These skills are valuable whether students are confronting a problem like global warming or navigating the world social system in order to implement a solution. Coinciding with and resulting from the expansion of their faculties for abstract thinking, young people are able to conceptualize their relationship to others. This is the genesis of their developing sense of ethical judgment. Students also begin to explore questions of social and ecological responsibility, and how to actively seek a meaningful place in the world. Quantitative learning begins. Because of the previous seven years' foundation of feeling-focused learning, we can now encourage skeptical analytical consideration without risking cynicism. In a Waldorf-Methods high school, the ***students learn through the realm of thinking.***

(NOTE: While the scope of this charter application is Kindergarten through 8th grade, it is acknowledged that the Waldorf curriculum is designed to continue through 12th grade. There will be serious consideration given to the future possibility of a Waldorf-Methods charter high school expansion for our students. A Waldorf-Methods charter high school program, to be developed and approved, will complete this charter school. It will provide a setting for rigorous intellectual and conceptual learning while consciously nurturing the idealism emerging in the adolescent. The unity and harmony of nature, the dignity of the human being, the accomplishments and interdependence of human culture, and the potential for individuals to make a difference in the world are the themes expressed through the Waldorf-Methods high school curriculum.)

The ways in which this pedagogy will enhance student learning are multi-fold, but one of the simplest descriptions would be to say that Waldorf-Methods pedagogy fuses the 3 R's (reading, 'riting, 'rithmetic) with the 4 C's (critical thinking, communication, collaboration, and creativity). This is a concept promoted by, among others, Ken Kay, CEO of EdLeader21 (a professional learning community for school

leaders committed to creating 21st century education).

Additionally, here are some specific ways in which this pedagogy will enhance student learning at Winding Brook Charter School:

1. ***The "Whole Child" is taught and there is understanding of social-emotional-physical development and its connection to cognitive development and learning*** - What we currently think of as rational thought is not devoid of emotion. A teaching methodology such as Waldorf education that emphasizes an emotional connection to the subject matter being taught results in more long-term retention, deeper understanding, and greater ability to draw connection between that material and previous knowledge. The Waldorf-Method of teaching through storytelling, allowing children to experience significant "free play," and using the looping structure, among many other things, overtly intends to make a social-emotional connection with the students in the classroom. For more information on the importance of providing a social-emotional connection with teaching/learning, please review the advanced research being conducted by Dr. Mary-Helen Immordino-Yang at the Rossier School of Education at the University of Southern California (<http://www-bcf.usc.edu/~immordin/>) and the research and publications of Dr. Renate Nummela Caine, Professor Emeritus of Education at California State University in San Bernardino (CSUSB) and former Executive Director of CSUSB's Center for Research in Integrative Learning and Teaching (<http://education.jhu.edu/newhorizons/Neurosciences/articles/caine/index.html>)

Furthermore, consider what goes into literacy. It involves mastery of the alphabet, phonemes, and other basic word skills, for certain. But, a prerequisite to achieving literacy is good physical health. The child who is frequently absent from school because of illness or who has vision or hearing problems will have difficulty learning to read, as will children who suffer emotional problems such as depression or post-traumatic stress disorder. By the same token, a child who begins kindergarten knowing letters and sounds may be cognitively prepared, but if he or she does not

understand how to listen, share, take turns, and get along with teachers and classmates, this lack of socialization will hinder further learning (Raver, 2002). To succeed in reading and at school, a child must receive appropriate education, of course, but he or she must also be physically and mentally healthy, have reasonable social skills, and have curiosity, confidence, and motivation to succeed. This broader view was endorsed in the authoritative book, *Neurons to Neighborhoods* (Shonkoff & Phillips, 2000) in which the finest child development thinkers in the nation pointed out the importance of emotional and motivational factors in human development and learning. The position that social and emotional factors are essential for cognitive development, including literacy, is not new. The founders of the Head Start program recognized the importance of these factors 40 years ago, when they designed the program in 1965. Since that time, a body of research has demonstrated the importance of emotional and social factors for school readiness (Raver, 2002; Shonkoff & Phillips, 2000). For example, emotional self-regulation has been found to be an especially important component of learning (Raver & Zigler, 1991). Children must be able to focus their attention on the task at hand, filtering out distractions. They must be able to control their emotions when in the classroom, both during individual and group activities. They must be able to organize their behavior and listen to the teacher. All of these are essentially non-cognitive factors that foster learning. Further, this type of emotional self-regulation can be developed through play when children take turns, regulate one another's behavior, and learn to cooperate (Bredekamp, 2004).

2. ***The effectiveness of arts-based education and its ability to help students learn.*** *Critical Links: Learning in the Arts and Student Academic and Social Development, Arts Education Partnership* (June 2002), is a compendium that examines the effectiveness of arts education to strengthen reading and math skills, improve student behavior and reduce truancy, keep students in school, build oral language skills, enhance cognitive development, develop creative thinking skills, and transfer learning in the arts to other areas of learning. Arts-based education can improve cognitive skills!

Additionally, arts-based education is an effective way to "level the playing field" for students from disadvantaged circumstances. According to *Champions of Change, The Impact of the Arts on Learning, Arts Education Partnership* (1999), the arts reach students who are disengaged with school, and often provide a reason for students to stay in school, and reach students with different learning styles. Success in the arts then transfers to learning in other areas, transforms the environment for learning, challenges students who are bored and complacent, and connects students with the real world of work. Arts-based education can reach a wide variety of students!

Arts-based education programs teach students a variety of workplace skills that lead to economic independence. According to the National Governor's Association, Center for Best Practices, Issue Brief (May 2002), the skills and knowledge learned through the arts, including creative thinking, problem solving, and communication skills, enhance workforce preparedness for all students. Arts-based education can prepare students for work!

Arts-based education has a positive impact on students over their lifetime. According to The State of the Arts Report 2001, prepared by the Ohio Arts Council, *"Research demonstrates that exposure to the arts will improve a child's creativity, self-esteem and overall capacity for learning. Further, the role that the arts play in the life of a child directly correlates to the likelihood that the child will be involved in the arts as an adult."* Arts-based education can impact students for a lifetime!

Arts-based education reaches students in ways that they are not otherwise being reached. The arts provide multiple ways, such as a visual learning style, for students to use their brains. Arts-based learning nurtures the development of thinking, social and personal abilities!

Additionally:

- ❖ In schools that use arts-based learning, pupils are seen by their teachers as curious, able to express ideas and feelings in individual

ways and not afraid to display their learning before their teachers, peers and parents. Arts-based learning connects students to themselves and each other.

- ❖ Students who report steady levels of involvement in music over middle and high school years show higher levels of mathematics ability by grade 12.
 - ❖ Student involvement in theater arts connects with a variety of developments for students: gains in reading ability, gains in self-concept and motivation, and higher levels of compassion and tolerance for others; involvement in music and theater is highly linked with success in mathematics and reading.
 - ❖ Arts-based learning help students think creatively and flexibly, imagine ideas and problems from different perspectives, take imaginative leaps, and layer one thought upon another as a part of a process of problem-solving.
 - ❖ Students who find pleasure in taking part in arts-based learning typically demonstrate an eagerness to learn new skills along with maintaining a positive attitude about learning in general.
 - ❖ Arts-based learning can provide new challenges for those students already considered successful.
 - ❖ Arts-based learning provide students with real learning experiences that engage their heads, hearts, and hands; the learning experiences are genuine and meaningful for them.
 - ❖ Students consistently cite the positive effects that arts-based learning has for them: increasing self-confidence, getting along better with people, more motivation and improved academic skills.
3. ***Continuity of care*** – Having a class teacher that knows an individual child as well as a particular group (or “classroom community”) of

students over several years helps to provide a profoundly in-depth picture of the child as a learner and the classroom as a collective group of learners and as developing human beings over time. This also allows for in-depth relationships to develop between the teacher and the students and the teacher and the parent(s)/families as well as between the students themselves.

Additionally, absent the resource of not having to deal with someone next year when the classrooms change, children are forced to work through social differences. Staying with the same group allows for a level of social intelligence to develop that is not as easy in a school setting where classmates are constantly changing from year to year. Referencing Mary-Helen Immordino-Yang, information gathered as a developing child is then applied in our adult lives in a social context. Allowing children to work out their differences over time in a social-emotional learning context, means that students will be better able to apply that knowledge in other group-based settings later in life.

4. ***Inclusion of outdoor play/recess and outdoors-based learning*** – Without play and without physical activity, children are often unable to sustain concentration in the classroom (sometimes resulting in behavior that mimics ADHD/ADD behavior). Research continues to demonstrate that unstructured play and outdoor-based physical activity enhances cognitive development as well as learning. The Waldorf-Methods approach of alternating academic and non-academic classes, combined with access to outdoor play, increases the ability to learn while also helping to reduce the percentage of children who present with ADHD-like symptoms. John Ratey's book Spark provides a wealth of information in support of this information, as does Dr. Stuart Brown's book entitled Play and Richard Louv's *Last Child in the Woods*, along with a whole host of other publications, books, and articles written in support of the benefits of unstructured/"free" play and unstructured outdoor-based experiences.

Additionally, please consider some other key aspects of play:

- ❖ Play is intrinsically motivated, that is, it is initiated by the child

- ❖ Children are eager to play
- ❖ Play is enjoyable to the child; the child takes pleasure in it
- ❖ In play, the process is more important than any specific outcome or product
- ❖ Play is not limited by reality and can include the use of imagination and make-believe. Children can gain control over their world in play

- ❖ Usually play is active in some respect, not passive
- ❖ Play can be done by one child alone, two or more children together with limited interaction, or two or more children engaged in play together, actively sharing in the experience
- ❖ When children run, play ball or jump, they develop large motor skills
- ❖ By stringing beads, cutting with scissors or playing with clay, children develop fine motor skills (necessary for writing)
- ❖ Play that involves taking turns, sharing, listening to and cooperating with others develops important social skills and helps children learn to get along with others
- ❖ Through play, children can construct knowledge about the world in which they live. Children can engage in problem solving as well as learn skills and concepts
- ❖ Children can use play to resolve their own inner conflicts
- ❖ By interacting with others in play, children have opportunities to learn to self-regulate

- ❖ When children sing songs and play name games or tell stories, they build language and vocabulary skills
- ❖ During dramatic play, children can act out social roles they have observed at home, at school and in the community
- ❖ While they are playing, children can engage in non-verbal and verbal communication thus increasing their ability to use language effectively
- ❖ When they are playing, often children can relax and feel free from stress

5. **Absence of testing** (aside from state-mandated standardized tests) – It is our belief that while standardized testing can potentially give an accurate picture of where a child is at a particular moment in time, standardized tests cannot help a child learn. There is significant research that demonstrates that attaching consequences to test results detract from learning and increase stress levels in children that often goes beyond a healthy or age-appropriate level.

3- D. The school calendar and hours of operation

- ✦ Please see **APPENDIX B** to review the proposed 2016-2017 school calendar for Winding Brook Charter School.

NOTE: In addition to the conventional plan of having our charter approved during 2015 and subsequently opening in August 2016 for the 2016-2017 school year, Winding Brook Charter School would like to propose a second “school opening” scenario, along with an obvious alternative calendar option. Depending on when the East Stroudsburg School District School Board

approves the Winding Brook Charter School charter, and depending on any contingency agreements made between the School Board and the Charter School in connection with that approval, WBCS would be willing to adopt the East Stroudsburg School District 2016-2017 school year calendar if we would be allowed to consider opening the School in January 2017. (There is precedent for a charter school opening in mid-year.)

Presently, as designed and proposed, classes for the 2016-2017 school year would begin on Monday, August 15, 2016.

The last day of the 2016-2017 school year will be Friday, June 16th. This will provide 180 days of instruction. Snow days would be made up during the scheduled breaks (such as in late March/early April) or at the end of the school year.

The school day at Winding Brook Charter School will begin at 8:30 AM and end at 3:30 PM, Monday through Friday.

We anticipate that being closed on the following days for the 2016-2017 school year:

- September 5 – Labor Day holiday
- October 10 – Columbus Day holiday
- October 10-21 – Intersession/Fall Break
- November 24-25 – Thanksgiving
- December 19- January 2 – Intersession/Winter Break
- January 16 – Martin Luther King, Jr. Birthday holiday
- February 20 – Presidents’ Day holiday
- March 27-April 7– Intersession/Spring Break
- May 29 – Memorial Day holiday

4. SCHOOL ACCOUNTABILITY:

PART I – THE SCHOOL

4-A (SCHOOL). Methods of self-assessment/evaluation to be used to ensure Winding Brook Charter School

is meeting its stated mission and objectives

In order to remain consistent with the mission and vision of the School, authentic assessment strategies will be used to reflect WBCS's commitment to:

- Promote an individualized approach to education
- Assess students in both academic and non-academic areas
- Recognize students' individual strengths and weaknesses
- Avoid labeling students
- Create a non-competitive environment for our students
- Provide broad in-depth assessments to assist WBCS families

WBCS will employ a proactive approach towards the continual self-evaluation and assessment of the School, its programs and the staff it employs. This approach will help us design and implement any necessary reforms both quickly and effectively. Our self-evaluation and assessment program will be the overall responsibility of the School Director. The self-evaluation and assessment program will involve input and participation from every aspect of the School community and will include the three areas of: curriculum and instruction, teachers and staff development, and student achievement. Assessment design for each area will include specific standards and goals, instruments, and timetables. What's more, we will continuously strive for improvement in teaching and learning through the use of one final tool: student, teacher and parent surveys. One of our primary goals is for a strong School community. Therefore, it is imperative to give a voice to each group. This feedback will be assembled and reviewed, along with the other forms of assessment we use to determine the effectiveness of our educational program.

The School will use a balanced set of self-evaluation and assessment tools to measure student achievement and to measure progress towards the School's mission and objectives. In addition to assessment tools such as PSSA testing, we will develop several authentic assessments that align to our curriculum and mission. We

believe the use of authentic assessments, such as profiles, portfolios, projects, exhibitions, etc., will strongly support our mission as we ask students to perform tasks that demonstrate significant application of knowledge.

Ultimately, the effectiveness of Winding Brook Charter School in meeting its mission and objectives will be determined by a number of variables including student achievement data, comparison to district and state measures, and the extent to which staff, students, parents, and the community are satisfied with the School. These variables will be measured by a variety of instruments including standardized tests, classroom authentic assessment measures, and the satisfaction surveys. Connecting information gained from these assessments across the School will be the responsibility of a School Assessment Team (SAT).

The SAT will be overseen by the Administrator and will contain the Curriculum Specialist/Coordinator (once hired and on staff), three teachers (including a Special Education teacher), one support staff, one to three parents, and at least one member of the Board of Trustees. The SAT will meet regularly throughout the year.

The SAT will:

- Identify and promote those measures and assessments that are appropriate to district, state, and national standards
- Evaluate and recommend additional measures and assessments that may be appropriate to the School; these will not include those specific assessments used by classroom teachers to assess student performance on course related materials
- Establish an assessment timetable that includes the time necessary for preparation, actual dates of assessment administration, and the dates by which results will be available to the School
- Establish, publicize, and promote information concerning the purpose, processes and timetables of administered assessments; these activities could include the conducting of School-wide information sessions

- Develop an action plan for each assessment including the following:
 - Identification of area(s) affected by the assessment
 - Expectations/standards for performance in each area
 - Potential factors affecting assessment in each of the identified area(s)
 - Identification of actions and activities appropriate to results that meet or exceed the expectations/standards for performance in each area
 - Identification of actions and activities appropriate to results that do not meet the expectations/standards for performance in each area
- Establish a specific timetable for the consideration and evaluation of self-assessment results
- Develop a set of proposed recommendations that may include reforms and/or revisions

The SAT will also be responsible for administering satisfaction surveys at least once a year. The surveys will be self-designed or a modified version of surveys used throughout the charter-granting district. Surveys will assess stakeholders' views on the following key elements:

- School leadership quality
- Instructional staff quality
- Educational program quality
- School safety

➤ Climate quality

In order to evaluate the effectiveness of our educational program, students at WBCS will take required PSSA tests. PSSA participation rates will be examined, both overall as well as for all measurable subgroups. We will strive for a 100% participation rate for all student subgroups on the PSSA. We will also diligently track student attendance and take action immediately if any student begins to show a pattern of absenteeism. In regards to PSSA performance, a qualified team of teachers, administrators and board members will carefully review test data in order to identify the strengths and weaknesses of the School, both on an individual and a group level. This data will also help to drive our curriculum, as it is enhanced and expanded each year. It is our belief that data not analyzed and used for the purposes of improving instruction is data wasted. We will develop an action plan as a significant part of our Annual Improvement Plan and the goals set for the upcoming year. This will include the actions necessary to be implemented, the resources needed, and the professional development required to ensure that our instructional staff is a critical part of the improvement activities.

4-B(SCHOOL). How teachers and administrators will be evaluated and our standards for teacher and staff performance

The School administrator, an individual experienced in Waldorf-Methods Education, and a retired public school principal will work collaboratively to evaluate WBCS teachers annually to measure their performance. The evaluation process will span the academic year, starting with evaluation criteria established at the start of the school year and culminating with a written evaluation prepared and delivered in the spring. To improve student learning and teacher retention, teachers in their first year at WBCS will be evaluated in both fall and spring. The fall evaluation is designed to identify areas where the School can help new teachers succeed and thrive by providing them with additional support and mentoring.

All instructional staff members will be expected to do the following:

- Be committed to the development and delivery of an integrated learning, arts-based learning experience that utilizes the Waldorf-Methods pedagogy
- Be committed to the School's mission/vision and the principles that underlie it
- Demonstrate expertise in the area(s) for which they are hired
- Participate broadly and deeply in all aspects of the School
- Engage with all stakeholders in ways that are respectful and consistent with the School's code of conduct.
- Be punctual and thorough in meeting professional responsibilities
- Demonstrate success in helping students meet individual and School-wide performance goals
- Participate in professional development opportunities, incorporating new knowledge and skills in their work
- Engage with students in student project and work
- Demonstrate effective classroom management
- Maintain certifications and other state legal documents

Administrative staff will also be held to very high standards based on the Standards for School Leaders created by The Council of Chief State School Officers. The Administrator will be the leader of the school. The Administrator will report directly to the Charter School Board of Trustees, and will be responsible for the orderly operation of the school and the supervision of all employees in the school.

Characteristics expected of a quality School Administrator include:

- Focuses decisions on what is best for students
- Ensures that the curriculum is implemented in order to maximize student-learning experiences
- Responsible for administering the school in all aspects of its day to day operations
- Knows how to disaggregate data to make decisions about curricular adjustments and teacher training
- Communicates well with parents, students, faculty, board, and staff
- Recognizes a variety of needs by staff, faculty and students and is willing to find ways to meet their needs
- Incorporates input from stakeholders to provide shared ownership in decision making
- Knows how to effectively delegate tasks and responsibilities
- Leads by example by being highly motivated, accountable, and willing to actively pursue growth opportunities
- Communicates the vision in school staff, faculty, community members, authorizer, and students
- Stays current on educational research and is willing to try new things to meet the needs of students and staff
- Knows how to inspire and create an effective professional learning community
- Is an excellent manager of people, time, resources, and budgets

- Has experience in and appreciation for the school model/philosophy

The Board of Trustees will annually evaluate the performance of the administrator to identify opportunities for professional growth and acknowledge areas of excellence in the following areas:

1. **Personnel management:** An effective Administrator motivates staff, recognizes excellence, mediates when relationships become strained, provides guidance on professional development, and encourages the use of innovative and effective classroom practices to support high academic achievement.
2. **Vision and mission:** An effective administrator facilitates the internalization of the mission and vision of the school and uses these founding documents to set goals and oversee activities and actions. With input from staff, the administrator sets goals and expectations, analyzes data to track progress toward those goals, and shares the results with the internal and external community.
3. **Communication:** An effective administrator communicates regularly with stakeholders.
4. **Finances and Operations:** An effective administrator assists in establishing a budget, oversees its implementation, supervises the facility, and manages the learning environment.
5. **Student Achievement:** An effective administrator regularly promotes high student achievement and supports faculty in their teaching. The administrator sets a tone of expectation for both students and faculty as they strive to reach academic excellence.
6. **School Safety:** An effective administrator develops and carries out procedures to guarantee student, faculty and staff safety.

4-C (SCHOOL). Accountability to parents

WBCS will utilize the following mechanisms to ensure that the Charter School will be accountable to parents and the school community for the students' success:

1. Parents and the school community will be regularly updated regarding the philosophy and process of assessment. Specifically, information on how students are progressing toward their goals will be shared on a regular basis via formal and informal progress reports, newsletters, meetings, school accountability reports, etc.
2. Parents will participate in conferences at which the teacher will share student portfolios and other accomplishments. Parent surveys will be distributed and collected at the end of every school year to measure continued parent satisfaction. WBCS will collate the information gathered from the survey and evaluate the results.
3. Charter schools are schools of choice; their success is reflected in the retention of students. As a measure of accountability, WBCS will strive for a 90% student re-enrollment rate (excluding exiting graduates and families relocating out of area). Parents of both returning and exiting students will be asked to indicate how the WBCS program has met or not met their student's expectations and/or needs. This information will be analyzed and reviewed.
4. Student assessment will be ongoing and used to determine levels of student achievement throughout the school. Assessment data will be analyzed in a timely manner, enabling staff to identify areas that need strengthening and plan how to improve instructional programs and student support. New goals and priorities will then be set based upon assessed student needs.

School assessment will measure and track the school's progress toward its goals. Assessment results will be used to determine program adjustments needed. Data

collected will provide information to parents, the community, the ESD and PDE regarding the performance and progress of the school. WBCS will make every effort to provide all stakeholders, especially parents, with opportunities to be part of the educational planning and implementation stages of the development of the school.

Because there is significant research that supports the positive effects of providing feedback regarding student achievement, learning progress will be regularly reported to parents and, as appropriate, to the students themselves. Progress reports in narrative form with notations will be disseminated to parents/guardians during the course of the school year. Additionally, WBCS will provide two parent-teacher conferences per year. During these conferences, teachers will meet with individual parents to review student progress as reflected in student work, self-assessments, and teacher evidence. At the end of each year, teachers will provide parents with an extensive written report detailing the student's level of success. These reports will be accompanied by assessment rubrics so that parents receive both a quantitative and qualitative measure of their child's development.

Additionally, Winding Brook Charter School will provide parents with a number of opportunities to express their feelings and provide input into the operation of the School including staff performance and progress towards goals. In addition to Board meetings and teacher conferences, parents and stakeholders will be able to provide input through school-based organizations and scheduled meetings with the School Administrator.

4-D (SCHOOL). Plan for the regular review of school budgets and financial records

Winding Brook Charter School plans to contract with an external business management company for assistance with financial management and other management functions of the School. The external management company, working closely with the School's Administrator and the Board Treasurer, will furnish the following financial documents and statements on a monthly basis:

- Statements of income and sources and uses of funds (monthly and cumulatively for the fiscal year to date)

- Monthly balance sheets

The Treasurer will present these statements to the Board at the monthly meetings, and the Board will review these monthly statements to determine (taking into consideration recommendations of the external management organization) if any changes need to be made to the then-current Approved Operating Budget.

Winding Brook Charter School will submit to all financial audits and comply with all required audit procedures, including an annual audit by the Pennsylvania Department of Education Comptroller's Office. Specifically, we will submit the following:

- **Annual independent financial audit:** Winding Brook Charter School will be audited annually by an independent certified public accounting firm according to the same guidelines applicable to public School systems in Pennsylvania. The cost of the independent audit shall be borne by Winding Brook Charter School. Copies of the audit will be submitted to the Pennsylvania Department of Education within 180 days of the end of the fiscal year.
- **Annual report/program audit:** At an agreed-upon number of days after the end of each School year, Winding Brook Charter School will submit a report prepared by an independent certified public accountant which attests to: (a) the accuracy, validity and reasonableness of academic achievement and programmatic results reported by Winding Brook Charter School to the Pennsylvania Department of Education; and (b) Winding Brook Charter School's compliance with the provisions of the charter. This performance information will be used in assessing any renewal option for the charter.

4-E (SCHOOL). Maintaining school records and Family Educational Rights and Privacy Act (FERPA) requirements

Winding Brook Charter School understands 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
- 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, Winding Brook Charter School will provide parents with the following access to their child's education records:

- Provide 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
- Provide a parent with copies of education records or otherwise make the records available to the parent if the parent, for instance, lives outside of commuting distance of the School
- Extract 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, Winding Brook Charter School will do the following:

- 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
- 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, Winding Brook Charter School will do the following:

- Have a parent's consent prior to the disclosure of education records
- Ensure that the consent is signed and dated and states the purpose of the disclosure

However, Winding Brook 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/or
- The information disclosed has been appropriately designated as directory information by the School.

Annual Notification:

Each year, Winding Brook 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 the following:

- 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 School Handbook and will be

available on the School's website.

4-F (SCHOOL). Maintaining accurate student enrollment information

Winding Brook 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 will include 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

Winding Brook 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, reflecting new students and any withdrawals.

Based on this data, Winding Brook Charter School will notify the student's school district of residence within 15 days of enrollment through the use of Notification Form developed by the Pennsylvania Department of Education. Winding Brook Charter School will also mail each affected school district (and any other district that so requests) a copy of the Winding Brook Charter School charter, charter application, and annual reports. Should a dispute arise with the school district of residence over the child's residency, Winding Brook Charter School will work with the school district and PDE to ensure that the resolution process outlined in Section 1730-A is followed.

4. SCHOOL ACCOUNTABILITY:

PART II – STUDENT EVALUATION

4-A (STUDENT EVALUATION). Plans to evaluate student performance

At Winding Brook Charter School, evaluations and assessments will be continuous, will be integrated with learning, and will be culturally appropriate. In order to remain in line with our vision, our assessment strategies will reflect our commitment to recognize each child as an emerging whole individual and develop a learning program that avoids labeling and helps create a non-competitive environment for our students. Assessments will both initiate instructional decision-making and will become an outgrowth of it. Assessment will be broad-based and multi-dimensional and include input from all participants.

Employing multiple measures of assessment is important in order to successfully measure the depth and breadth of what students are learning. In addition to providing a more complete and accurate representation of student achievement over time than is possible with a single measure of assessment, the use of multiple

measures also serves to ensure that instruction does not focus on a single test or a narrow set of learning styles. WBCS ultimately will design a comprehensive assessment system that will utilize a broad range of strategies and tools to measure academic growth and student performance. The proposed school's assessment program will be developed in the context of, and be aligned with, the proposed school's mission. Specific elements of the WBCS assessment plan will be individually described below.

To be sure, assessment as part of instruction is one of the most important and powerful tools the teacher possesses because it engages the students and the instructor in a formative, frequent, and ongoing process that enhances learning. Accordingly, WBCS will develop a variety of authentic assessments that are part of the instruction and that challenge students to prove standards proficiency.

Assessment will be rigorous, relevant, and reliable. They include, but are not limited to:

- **Portfolios** - Portfolios help students generate and demonstrate a broad view of their skills and accomplishments. Student portfolios will contain collections of a student's work from across the disciplines, and will be assembled over time to include drafts, revisions, and works in progress. Included in these portfolios are samples of the pupil's main lesson books, various pieces of artwork, and practice papers. Learning products will be accompanied by thoughtful reflections to facilitate metacognition.
- **Rubric-Based Teacher Assessments** - Rubrics will be designed to establish clear assignment and course expectations and to provide specific and timely feedback to students. Throughout the school year, teachers will evaluate student performance using these rubrics, which track individual student progress in regard to specific skills and knowledge content. Rubrics will measure content knowledge, application and critical thinking. Any student who is not progressing as expected will receive further focus through the Student Support Team process.
 - **Grades 1-3:** WBCS will use Observational Rubrics for student assessment. In the language arts, grades one through three will use

observational rubrics. This method observes students as they think and perform in the classroom, and then documents where and how they are growing as well as any difficulties they are having. As an assessment measure, observation can provide information about the following general areas: motivation, interest, learning style, strengths and needs, organizational skills, oral language development, written language development, interaction with peers, problem-solving techniques, and need for assistance. Observational assessment is a natural part of the instructional lesson and children's responses are viewed in an unbiased manner as observations are structured by teacher objectives. Observational assessments are conducted in context of real work and play. Records of teacher observations of each child will be maintained in order to allow easy access to track individual student's progress.

- **Grades 4-8:** Grades 4 – 8 will use Performance-based Portfolio Assessment Rubrics for the language arts. Activities that qualify for this are: (1) writing and essay; (2) preparing a report or research paper; (3) reviewing, analyzing, or critiquing a performance or product; (4) preparing and presenting an exhibition or performance; and (5) composing or playwriting. Students will be involved in choosing their best work and have opportunities to explain why they chose that work at an event or conference during the year. This may begin as early as 1st grade.
- **Internal Diagnostic Tests** - Internal diagnostic tests will be given throughout the year, as appropriate or needed. Instructional changes will be made based on diagnostic findings. In addition to providing information necessary to adjust curriculum offerings, diagnostic testing will be a means to chart students' standards-proficiency over time. The selection, and where appropriate, adaptation, of these diagnostic tests will be made collegially by the instructional staff.
- **Best Instructional Strategies** - Research-based instructional strategies will be used to challenge students to think at higher-levels and show acquired knowledge and skills (Marzano, 2001). Example strategies include:

- Effective questioning techniques
 - Summarizing and note-taking
 - Collaborative work
 - Non-linguistic representations of key concepts and vocabulary
 - Homework (higher grades) and practice
- **Standards-Based Curricular Design** - Before a lesson or unit is taught, the school staff will pose the question, "What evidence must be collected from students in order to demonstrate their knowledge and proficiency on the standards?" Once this question has been posed, assessments will be designed and the scoring criteria developed. Keeping the desired outcomes in mind, the teacher will then be ready to plan and sequence the learning activities. Assessment will inform instruction, culminating in the creation of unique projects, exhibitions, and overall higher student achievement. Teacher observation of student learning outcomes will be emphasized in the lower grades, and class tests will be employed in the higher grades. The latter will provide the background knowledge used as evidence for setting the rating scales on the rubrics. Teachers will design performance tasks based on the curriculum and standards taught through integrated units in social studies, science and mathematics.
- **PSSA Tests** — Individual student scores, provided only to their respective schools, can be used to assist teachers in identifying students who may be in need of additional educational opportunities, and school scores provide information to schools and districts for curriculum and instruction improvement discussions and planning.
- **First Grade Readiness Assessment** – The First Grade Readiness Assessment will help teachers and parents determine when students are ready to move on from Kindergarten to 1st Grade. The First Grade Readiness Assessment measures fine and gross motor skills; visual, tactile

and auditory development; speech, language, and cognitive development; social and emotional integration; and other aspects of early childhood development. The need for this assessment is based on the fact that our first graders' learning experience will require significantly different developmental readiness than our Kindergarten program. As previously described, much of our grades curriculum is delivered through the teachers' rich oral presentation of myths, histories, and biographies. Students deepen their learning of this material by listening, and then being able to recreate what they have learned orally, artistically, and in writing. This means that our students, beginning in 1st grade, need to be able to sit and focus quietly for extended periods of time during listening and seatwork activities, such as writing and illustrating.

- **Second Grade Readiness Assessment** –The Second Grade Readiness Assessment will be focused on evaluating students' motor-sensory development as a basis for continued academic learning. Areas evaluated include fine and gross motor skills; bodily coordination, such as crossing the midline, rhythm (which incorporates hearing and timing) and hand-foot coordination; and proprioception (balance and spatial and temporal orientation). Based on these assessments, the teacher has the opportunity to incorporate physical-spatial exercises into classroom activities, with the goal of helping students further develop the motor capacities that support learning.
- **Peer Evaluation** - The learning process at WBCS is not strictly an individual student endeavor. At times, students will work as teams to accomplish tasks, assignments, and projects and will be asked to serve as mentors and resources for each other. Students who are being held accountable to the same curricular requirements are in the unique position of being able to give constructive criticism to their peers from the standpoint of individuals being faced with the same educational challenges.

The following table lists assessment tools that can be used to evaluate pupil progress and performance, and identifies the grades in which each assessment is typically used for evaluation purposes. Descriptions of the assessment tools follow the table.

ASSESSMENT TOOLS TO BE USED AT WINDING BROOK CHARTER SCHOOL

<u>Grades</u>	<u>Month/Season</u>	<u>Name of Assessment</u>	<u>Purpose for Administering</u>	<u>Assessed</u>	<u>to be</u>
Administered					
		PSSA Reading & Math	<i>Measure a student's attainment of academic standards; determine the degree to which school programs enable students to attain proficiency of the standards</i>	3-8 (& 11)	March/April each year
		PSSA Writing	<i>Measure a student's attainment of academic standards; determine the degree to which school programs enable students to attain proficiency of the standards</i>	5,8 (& 11)	March/April each year
		PSSA Science	<i>Measure a student's attainment of academic standards; determine the degree to which school programs enable students to attain proficiency of the standards</i>	4,8 (& 11)	March/April each year
		Quantitative Reading Inventory (QRI)	<i>Assess Reading skills (sight word knowledge, reading fluency, and reading comprehension)</i>	1-8	Fall & Spring each year; (additional assessment if/as needed)
		Math Assessments	<i>Assess Math skills in accordance with Waldorf-Methods curricula associated year; with PA State Standards.</i>	1-5	Fall & Spring each (additional assessment)
		Math Assessments from standard textbook/program	<i>Assess 6th-8th grade students for placement in leveled math program; determine skill areas needing additional review/strengthening.</i>	6-8	Fall & Spring each year; (additional assessment if/as needed)
		First Grade Readiness Assessment	<i>Assess students' developmental readiness for entering first grade</i>	K-1	Spring of Kindergarten
		Second Grade Assessment	<i>Evaluate student development in terms of motor skills, ability to cross midline and other development abilities that contribute to a student's academic learning</i>	2	Middle 2 nd grade

Student Progress Reports	<i>Assess student progress in academic, social, and motor skills based on teacher observation</i>	K-8	Annually in late Fall
End of Year Narrative Report	<i>Provide teachers and parents with annual, individualized report of student progress in all areas of study and personal development</i>	K-8	Annually in June
Individual Student Portfolio	<i>Provide teachers and parents with annual, individualized report of student progress based on student work samples</i>	K-8	Annually in June
Other demonstrations of student progress:			
Oral Recitations, Presentations, Reports, Performances, Exhibits, and Demonstrations	<i>Observe student presentations of work completed or mastered; presentations will take place in the classroom and at periodic school-wide assemblies</i>	2-8	Periodically during each school year
Student projects, culminating in students' Eighth Grade Projects	<i>Document completed student projects, both individual and group; exhibit samples of completed projects at school-wide and/or public events; each eighth grade student will select a subject of interest for in-depth independent study. To demonstrate their learning, each student will submit a written report and create an oral report and artistic presentation, to be presented at a school-wide Eighth Grade</i>	1-8	Periodically during each school year

Descriptions of the major assessment tools to potentially be used by WBCS are provided below:

PSSA — In 1999, Pennsylvania adopted academic standards for Reading, Writing, Speaking and Listening and for Mathematics. These standards identify what a student should know and be able to do at varying grade levels. School districts possess the freedom to design curriculum and instruction to ensure that students meet or exceed the standards' expectations.

The annual Pennsylvania System of School Assessment (PSSA) is a standards-based, criterion-referenced assessment used to measure a student's attainment of the

academic standards while also determining the degree to which school programs enable students to attain proficiency of the standards. Every Pennsylvania student in grades 3 through 8 and grade 11 is assessed in reading and math. Every Pennsylvania student in grades 5, 8 and 11 is assessed in writing. Every Pennsylvania student in grades 4, 8 and 11 is assessed in science.

Criteria-based pre- and post-assessments - In this category, we will most commonly use the assessments listed in this paragraph. We may add or substitute other assessment tools if the school administrator and faculty determine them to be more useful in promoting student learning. The assessments currently proposed in this category are the Quantitative Reading Inventory (QRI) reading assessment, which is an assessment for sight word knowledge, reading fluency, and reading comprehension and the Math Assessment of students in first through eighth grades which will help us determine areas of student strengths and needs. For sixth through eighth grade students, math assessments will help determine appropriate placement in a leveled math program.

Reporting to Parents - WBCS identifies parents and teachers as two integral parts of the student's academic success team. As such WBCS encourages parents and teachers to stay in close communication regarding each student's progress. In addition to informal discussions and communications throughout the year, WBCS will offer a formal opportunity for parents and teachers to meet individually to discuss the child's progress. These parent-teacher conferences are presently planned for the fall, but may also include a Spring conference as well. During the conference, parents will receive a written summary of the student's academic progress and behavior.

End of Year Narrative Report - In addition to the objective measures of student achievement cited above, this end-of-year report will provide an in-depth, personalized evaluation of each child's progress. In addition to the student portfolio and student progress reports rubric, the teacher will write a descriptive narrative of the child's achievements, challenges, and participation in major areas of schoolwork as well as in specialty subjects, social/emotional interactions, and physical activities.

Individual Student Portfolio—Student portfolios will include a sample of the

students' main lesson books, various pieces of art, and practice papers. WBCS students will demonstrate academic achievement in all of the core academic areas. Portfolios will be assessed according to school-wide rubrics, with input from the class teacher and Subject Specialists across all content areas.

4-B (STUDENT EVALUATION). Measuring student achievement towards the School's overall goals and objectives

As previously stated, employing multiple measures of assessment is important in order to successfully measure the depth and breadth of what students are learning. This is also true in terms of measuring student development towards the School's overall learning goals and objectives. WBCS will use all of the aforementioned assessments designed to measure student performance (e.g., rubric assessments, PSSAs, portfolios, grade readiness, observation, etc.); additionally, WBCS will apply the resulting associated statistical data towards creating a comprehensive picture regarding goals, curriculum and connection with state standards, student knowledge of eco-literacy, and parent-student-staff satisfaction with the School. WBCS will also include Satisfaction Surveys – given to the various stakeholders and target populations – to gather feedback and input as well as overall satisfaction with the School and its educational program.

The following table shows the various assessment strategies that may be employed to measure development and progress towards the School's overall learning goals and objectives:

Goals/Objectives (objectives not listed in this table)	Ongoing measurement of student development
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<p>The faculty and staff of Winding Brook Charter School will use grade and skill level standards for language arts and math to develop lessons that teach students the content skills and thinking processes to be mastered on state grade level assessments.</p>	<p>Standardized Testing Teacher Designed Rubrics/Assessments Student Portfolio Student Presentations Written Qualitative Feedback</p>
<p>Develop a sustainable, student-directed system to select and integrate environmental-based projects and community partnerships into curriculum</p>	<p>Teacher Designed Rubrics/Assessments Student Portfolio Student Presentations Written Qualitative Feedback Student Self-Evaluation Peer Evaluation</p>
<p>All WBCS students will be highly satisfied with the School's educational program</p>	<p>Student Portfolio & Presentations Written Qualitative Feedback Student Self-Evaluation Satisfaction Surveys</p>
<p>All staff will be highly satisfied with the School's operation and design</p>	<p>Written Qualitative Feedback Teacher Self-Evaluation Peer-Evaluation Teacher Retention Rates</p>

The School and community - families, faculty, administration and students - will reflect the rich diversity of cultures and families in our area; the School will be supported by strong parent involvement, and all segments of our community will strive to embody a commitment to the values of Waldorf-Methods education, compassion, and cooperation in our dealings with each other and in our work within

Written Qualitative Feedback
Percentage of Parental Involvement
Ratio of Urban, Suburban, and Rural
School Districts Represented at WBCS
Student Retention Rates
Satisfaction Surveys
Student Presentations
Student Self-Evaluation
Student Portfolio

4-C (STUDENT EVALUATION). The use of evaluation data to improve student achievement

Improvement Plans and/or Corrective Action Plans

The underlying assumption for school improvement efforts is that student learning can and should improve on a continuous basis. Students will be coming to Winding Brook Charter School to learn - to experience their education in an engaging, exciting, and challenging manner, and to acquire new understandings. If WBCS is to provide a learning environment that is innovative, meaningful, creative, and dynamic, the staff and the administration must continually reflect on the quality of the School and focus their efforts to make the educational experience for each student a better one year after year.

Winding Brook Charter School is committed to a plan that would have in place those systems and processes that would proactively provide the School Administrator, Board of Trustees, staff, students, and parents with the means to quickly respond to any situation that might find us falling short of our stated goals and objectives.

What's worth mentioning is that any effective school improvement process is cyclical and should be continuous, with no clear beginning or end. A "plan-do-study-act" cycle is a viable model and process for initiating and implementing adaptive change towards school improvement in all facets. The cycle contains the aforementioned four major activities:

- **Plan:** Develop a plan for improvement
- **Do:** Implement the plan
- **Study:** Evaluate the impact according to specific criteria

- **Act:** Adjust strategies to better meet criteria

Data are the key to continuous improvement. When Winding Brook Charter School is in "plan" mode, we will use data to provide insight and focus for our goals. Data patterns will reveal strengths and weaknesses in the School's education system and can help to provide excellent direction. When the School is in "do" mode, we will collect data that can serve to tell us the impact of our strategies. Through collaborative reflection, we will use the "study" mode to gather feedback offered by the incoming data and determine when to stay the course and when to make needed changes. We will use the "act" mode to refine the School's improvement plans and strategies. The whole cycle will be repeated continuously.

Furthermore, it is strongly felt that in order to take advantage of the valuable data provided to the School through such measurements as PSSA scores, satisfaction surveys, retention rates of staff and students, etc., Winding Brook Charter School will need to embrace the concept of "*reflective collaboration*."

Collaboration asks members of the School's educational community to join in ongoing problem-solving ventures -- pooling their knowledge, talents, and ideas. At WBCS, the School leaders (Board, Administrator) will join teachers, support staff, and parents to explore improvement issues. Successful collaboration will require keeping an eye on the mission and vision of the School while also focusing on group problem-solving, corrective actions, conflict resolution, and compromise.

Reflection, the companion to collaboration, will ask the participants to think about the data in front of them. In terms of school improvement, reflection is necessary not only for staying on the improvement path but also for discovering the potential best path. Successful reflection depends on thought-provoking information and time for individual and joint study.

Put together, *reflective collaboration* can be a powerful process that occurs among staff and other members of the school community. When reflecting about improving student achievement and accomplishing school goals and objectives, the necessary information will be found in the data provided by

the various measurements.

To that end, the following steps will be taken to use the data collected via school-developed evaluations and the PSSA test results to improve student achievement and work towards our stated goals and objectives. We will:

1. Develop a School Improvement Team (Board representation, staff and parents)
2. Collect various types of data (achievement, demographic, program, and perception)
3. Analyze the various data patterns (uncover patterns and relationships among the data; review what is the sum of the problems that emerge from the data; prioritize)
4. Generate hypotheses regarding the data (formulating questions in response to the data and considering responses to those questions)
5. Develop goal-setting guidelines (short-term, long-term, specific, measurable, achievable, research-based, time-sensitive)
6. Design specific strategies (specific actions that will be taken to achieve the designated improvement goal)
7. Define evaluation criteria (clearly define the criteria and evidence for success regarding improvement strategy)
8. Make the commitment (share and communicate the improvement plan with staff, students, parents, and the school community; review progress throughout school year)

5. SCHOOL COMMUNITY:

5-A. Relationship with the surrounding communities

Winding Brook Charter School will draw students from the East Stroudsburg School District, neighboring communities, as well as the greater Pocono Area community (and beyond). While Winding Brook Charter School will be located in the East Stroudsburg School District boundaries, we believe that Winding Brook Charter School will serve a regional "community" of families encompassing the surrounding counties. The School will be actively engaged in creating and maintaining community partnerships with organizations, businesses, institutions, agencies, and service providers located in municipalities far and wide to encourage the very best in education for the benefit of all residents in East Stroudsburg as well as the many other school districts in the greater Pocono Area community. Students, teachers and community partners, including nonprofit and arts organizations, universities, local farmers and businesses, will work with our teachers and students on lesson blocks, environmentally-oriented activities and other beneficial ventures that will form key elements of the educational curriculum.

To date we have received very positive feedback from the Pocono Area community regarding our goal of opening Winding Brook Charter School. Overall, we have found significant community support for options in education. We have received positive feedback on our vision and mission from community members in the form of letters (emails), contributions, and offers of human resources and volunteering. We will continue community outreach as it is something that we take very seriously.

5-B. Parent involvement in the School's mission

Underlying the comprehensive, creative and arts-based nature of the WBCS

Waldorf-Methods educational program and Waldorf-inspired curriculum is the belief that children learn best in a safe environment and when supported by their families. The success of WBCS is fundamentally connected to the support of its stakeholders and community. Subsequently, we intend to create an environment that encourages parents and community members to participate in the planning, start-up and ongoing life of Winding Brook Charter School.

Furthermore, a significant body of research (Henderson & Berla, 1994; Olmstead & Rubin, 1983) indicates that when parents participate in their children's education, the result is an increase in student achievement and an improvement of student's attitudes. Increased attendance, fewer discipline problems and higher aspirations also accompany an increase in parent involvement. WBCS intends to develop solid parent participation programs, through which a parent association will facilitate parental involvement in many aspects of the School, including: providing guidance regarding the life of the School from a parent perspective, serving as liaison between the Board of Trustees and the parent body, sharing responsibility for welcoming new WBCS families, guiding parents through proper grievance resolution channels, and fostering leadership in the development of festivals, school-oriented meetings, and the ongoing enhancement of school grounds, gardens, facilities, materials, and other cultural resources of Winding Brook Charter School.

Parents of students at the school will be positively encouraged to participate in various aspects of the School's program and overall mission. This will benefit the student's entire family by giving parents a more active knowledge of the program and the school environment. What's more, it fosters an atmosphere of cooperation between the teachers, the parents, and the school.

As previously indicated, there will be a variety of volunteer opportunities available to parents including, but not limited to:

1. Office/Administrative Support

2. Resource Coordination
3. Field Trip Coordination
4. School Maintenance
5. Lunch-related Activities
6. School Productions Coordination
7. Board of Trustees Member
8. Fundraising
9. Festival-related Coordination

5-C. Procedures to review complaints from parents

Our parents have the right to expect that we will demonstrate complete accountability to our academic and non-academic goals and that we will adhere to our mission and vision as they are outlined in this charter application. We recognize that, in any community, a certain number of problems arise out of differences in opinions and learning to work together; and that a minimal number of oversights, which can negatively impact stakeholders, naturally occur as a school grows. For example, there could be a problem between students during recess. In these cases, we are totally committed to resolution and will seek to discover the root of the problem so it does not recur. The School administration will be actively involved in conflict resolution on this level. It is the responsibility of all Winding Brook Charter School staff members to make problematic situations regarding parents and students known to the administration at the onset of the problem.

However, in extreme cases where resolution between a parent and a WBCS staff member is not satisfactory -- no matter how many efforts are made -- a hearing may be requested of the School administration.

Any stakeholder who is directly impacted by actions of the School may submit a grievance. If our mission is to play an active and positive role in the community, then we must be committed to resolving all grievances in a timely, satisfactory fashion.

The procedure for filing a grievance will be as follows:

1. A grievance form is completed and submitted to the School administration. The grievance form contains identifying information, the complaint, a summary of facts, a request of recourse, and any steps taken to address the problem prior to appealing to the School administration.
2. The School administration will determine whether the grievance merits a hearing and will respond within a week.
3. Complaints or allegations that do not merit a hearing are turned over to the appropriate staff member for resolution.
4. Grievances that merit a hearing will be heard within 30 days.
5. The interested parties and the School administration attend hearing(s).
6. The School administration will render a decision and, if necessary, will review it with the Winding Charter School legal advisor who will approve the recommendations.
7. On rare instances, the School administration will pass on its decision and/or recommendations to the Winding Brook Charter School Board of Trustees for final ratification.

6. EXTRA-CURRICULAR ACTIVITIES:

6-A. Program of activities

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

Research has proven that students involved in extracurricular activities are more likely to become leaders, to willingly complete tasks, and to voice their opinions. Extracurricular activities also allow students to grow socially and emotionally and to explore different interests. All of these gains help to enhance their futures. Winding Brook Charter School will consider offering a variety of after-school activities that extend and complement in-school time activities. We will attempt to provide programs for each student depending on their academic needs. After-School activities will include the arts, as well as academic enrichment, and recreational programs.

The academic programs will be designed for students who need extra reinforcement of school time skills. Recreational and enrichment programs will be designed for students interested in enhancing skills and knowledge or exploring new activities. Specific programs and activities could include the following:

- After-School tutoring
- Arts activities that are curriculum-related

- Handwork Club
- Outdoors Skills Club
- Drawing and Expressive Arts
- Working with clay
- Storytelling/Book Club
- Cooking; sewing; crafts

- Intramural sports activities
- Dance
- Theater
- Chess Club

6-B. Agreements with the local school district **(regarding extracurricular activities)**

Because of the small population of the School, it is impractical to establish our own sports teams or large musical groups. To that end, we have every intention of working with the identified departments regarding the participation of our students in extracurricular activities for which they qualify within the East Stroudsburg School District as well as the other school districts in which our students reside. Winding Brook Charter School is committed to developing a model partnership with East Stroudsburg from Day 1 regarding cooperation and collaboration.

II. NEEDS ASSESSMENT

1. STATEMENT OF NEED:

1-A. The need for Winding Brook Charter School

The need for this charter school comes from the broad spectrum of children's educational needs. The Winding Brook Charter School educational approach does not otherwise exist anywhere in the Pocono Area: a holistic, arts-integrated public school that will synthesize the methods used in Waldorf Education with other best practices. The School's unique pedagogy, academic program, and emphasis on relationships, community, and social-emotional learning incorporates current research on brain development, best teaching practices, and Howard Gardner's Multiple Intelligence Theory. At its core, Winding Brook Charter School will strive to become a learning community committed to the genuine learning process and the natural development of every child's greatest potential.

Waldorf-Methods Education emphasizes understanding the "3-fold nature" of the human being as a seminal idea in teaching. These ideas are now being supported by the most contemporary research in the learning sciences. An education which addresses the head (cognitive or thinking), the heart (affective or feeling), and the hands (behavioral or doing or willing) is essential. The cognitive approach, so often emphasized in schools today, simply falls short in meeting the broader needs of diverse groups of students. Not all children can be successful learners with the cognitive approach, and – more importantly – such an approach ignores other aspects of the child. By acknowledging and directly teaching to these other aspects, we will support the growth and development of the whole child. By nurturing the affective and behavioral development of the child, we will actually be harnessing, complementing, and enhancing the child's cognitive growth.

Additionally, Gardner's Multiple Intelligence Theory proposed seven, (more recently nine), distinctive categories of "intelligences" which can be useful in mapping and guiding development of the broad range of abilities which

humans possess. Both models support what most teachers and observers of human nature already know: people are gifted and challenged in diverse ways. Acknowledging this multi-faceted aspect of children, and using lessons plans which will meet these diverse learning styles, is currently drawing strong interest from educational leaders all around the country. There is also increasing acceptance of the idea that children learn through their bodies as well as through their brains. Math skills, for instance, can be taught through rhythmical and coordinated group movement exercises, and counting practiced through cooking and knitting, while children's natural energy can be funneled into fun, challenging physical activities during "Morning Movement," in preparation for a more academically-focused learning experience.

Sir Ken Robinson, PhD, an internationally recognized leader in the development of education, creativity and innovation put it a slightly different way when he said at the 2010 TED Conference:

"So I think we have to change metaphors. We have to go from what is essentially an industrial model of education, a manufacturing model, which is based on linearity and conformity and batching people. We have to move to a model that is based more on principles of agriculture. We have to recognize that human flourishing is not a mechanical process, it's an organic process. And you cannot predict the outcome of human development; all you can do, like a farmer, is create the conditions under which they will begin to flourish.

So when we look at reforming education and transforming it, it isn't like cloning a system...There are many great models. It's about customizing to your circumstances, and personalizing education to the people you're actually teaching. And doing that, I think is the answer to the future because it's not about scaling a new solution; it's about creating a movement in education in which people develop their own solutions, but with external support based on a personalized curriculum."

1-B. Why our charter school is an appropriate vehicle to address this need

At the heart of the Waldorf-Methods pedagogy is the recognition of how much children change from year to year. Our lesson plan places pivotal importance on the mental, emotional and physical nature of each grade level. The curriculum ensures that the material presented – and how it is presented – is developmentally attuned to the appropriate age at every grade level. This model of school reform is particularly strong for educationally disadvantaged students as it values the stages of childhood development, greater interaction between child and teacher, and the integration of the arts into a rigorous academic program.

Subsequently, it is our belief that the charter school model is perfect for our mission. It gives Winding Brook Charter School the autonomy to be open to those students whose families find the mission, the vision, and the educational approach offered by the School appealing. That autonomy will also be important to hiring staff who will need to be dedicated to the school's mission and all aspects of the pedagogy. The charter school will afford the opportunity of an option in education to students not just in the East Stroudsburg School District but in other school districts throughout Pennsylvania.

And, lastly, with nearly 60 other Waldorf-Methods and/or Waldorf-Inspired charter schools already successfully existing and operating in the United States, we are confident that the charter school model is an appropriate vehicle to address the educational need(s) identified.

2. SCHOOL DEMOGRAPHICS:

2-A. Student enrollment projections

In its first year of operation, Winding Brook Charter School will accept 50 students in its Kindergarten as well as in its 1st grade (two classrooms of 25 students each). The School will plan to enroll 50 students in 2nd grade in its first year of operation. WBCS will also enroll 25 students in 3rd grade and 25 students in 4th grade in its first year. Each year thereafter, it will accept another 50 students as it expands to a Kindergarten through 8th grade school. After five years of being in operation, WBCS should have a total of 400 students enrolled. It is estimated that we will maximize our projected and desired enrollment of 550 for our K-8 program in our eighth year. The chart below describes the enrollment projections for the first five years.

Students will need to be five-years-old prior to enrollment into Winding Brook Charter School's Kindergarten program. The School is considering an early August cut-off date (for a child's fifth birthday) for Kindergarten enrollment.

STUDENT ENROLLMENT

Grade	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Kindergarten	50	50	50	50	50
1st Grade	50	50	50	50	50
2nd Grade	50	50	50	50	50
3rd Grade	25	50	50	50	50
4th Grade	25	25	50	50	50
5th Grade	X	25	25	50	50
6th Grade	X	X	25	25	50
7th Grade	X	X	X	25	25
8th Grade	X	X	X	X	25
Totals	200	250	300	350	400

2-B. Description of the community/region where the School will be located

Winding Brook Charter School will be located within the East Stroudsburg School District. **East Stroudsburg Area School District** is large, rural public school district located in Monroe and Pike Counties the Poconos of northeast Pennsylvania. The District is one of the 500 public school districts of Pennsylvania. East Stroudsburg Area School District encompasses approximately 214 square miles (550 km²). The headquarters are located on North Courtland Street in the Borough of East Stroudsburg. The District is the second largest in the county in terms of territory and is split into two parts: South and North. In Monroe County the District serves: East Stroudsburg Borough, Smithfield Township, Middle Smithfield Township, and Price Township. In Pike County the District serves: Lehman Township and Porter Township. According to 2000 federal census data, East Stroudsburg Area School District served a resident population of 200,758.

East Stroudsburg: East Stroudsburg is a borough in Monroe County, Pennsylvania, United States. It is located in the Poconos region of the state. Originally known as "Dansbury," East Stroudsburg was renamed for geographic reasons when the Delaware, Lackawanna, and Western Railroad opened a station in town. It lies east of Stroudsburg and is somewhat more populous than that town. East Stroudsburg is the largest municipality in the East Stroudsburg, PA Metropolitan Statistical Area[3] as designated by the Office of Management and Budget based on data from the 2010 US Census.

As of the census[1] of 2010, there were 11,922 people, 3,145 households, and 1,855 families residing in the borough. The population density was 3,445.6 people per square mile (1,330.2/km²). There were 3,331 housing units at an average density of 1,160.7 per square mile (448.1/km²). The racial makeup of the borough was 41.24% White, 52.88%[9] African American, 0.22% Native American, 1.56% Asian, 0.01% Pacific Islander, 1.80% from other races, and 2.37% from two or more

racers. Hispanic or Latino of any race were 5.56% of the population.

There were 3,331 households out of which 27.8% had children under the age of 18 living with them, 41.9% were married couples living together, 12.5% had a female householder with no husband present, and 41.0% were non-families. 31.1% of all households were made up of individuals and 13.5% had someone living alone who was 65 years of age or older. The average household size was 2.42 and the average family size was 3.04.

In the borough the population was spread out with 18.0% under the age of 18, 30.3% from 18 to 24, 22.0% from 25 to 44, 16.1% from 45 to 64, and 13.5% who were 65 years of age or older. The median age was 26 years. For every 100 females there were 86.0 males. For every 100 females age 18 and over, there were 81.7 males.

As of the census[1] of 2000, there were 431 people, 153 households, and 108 families residing in the town. The population density was 723.5/km² (1,864.5/mi²). There were 167 housing units at an average density of 280.3/km² (722.4/mi²). The racial makeup of the town was 94.66% White, 0.23% Native American, 3.25% from other races, and 1.86% from two or more races. Hispanic or Latino of any race were 14.39% of the population.

Stroudsburg Area: As of the census[6] of 2000, there were 5,756 people, 2,422 households, and 1,237 families residing in the borough. The population density was 3,245.1 people per square mile (1,255.6/km²). There were 2,630 housing units at an average density of 1,482.7 per square mile (573.7/km²). The racial makeup of the borough was 58.05% White, 30.01[8]% African American, 0.21% Native American, 1.89% Asian, 2.26% from other races, and 2.59% from two or more races. Hispanic or Latino of any race were 6.95% of the population.

There were 2,422 households out of which 25.1% had children under the age of 18 living with them, 34.8% were married couples living together, 13.0% had a female householder with no husband present, and 48.9% were non-families. 34.8% of all households were made up of individuals and 16.2% had someone living alone who was 65 years of age or older. The average household size was 2.30 and the average family size was 2.98.

In the borough the population was spread out with 21.2% under the age of

18, 15.0% from 18 to 24, 28.3% from 25 to 44, 18.7% from 45 to 64, and 16.8% who were 65 years of age or older. The median age was 35 years. For every 100 females there were 86.8 males. For every 100 females age 18 and over, there were 83.2 males.

Pocono Mountain: The Pocono Mountains are a popular recreational destination for local and regional visitors. While the area has long been a popular tourist destination, many communities have seen a rise in population, especially in Coolbaugh Township and other communities within Monroe County. The region has a population of about 340,300, which is growing at a rapid pace, largely attributable to vacationers from New York and New Jersey turning vacation homes into permanent residences.[2] The region lacks a major population center, although there are municipalities such as Stroudsburg, East Stroudsburg, Mount Pocono, and the townships around them which are all in Monroe County where the population is 165,058, which is about half of the total population in the Poconos.

2-C. Why this location was selected

This location was selected because of its high accessibility by families from the urban, suburban, and rural areas of the Pocono Area. Additionally, this location was selected because of the ideal property to house our school. The founding group was seeking a location that would not only offer a significant amount of green space for outdoor-based learning and play opportunities (essential to the Waldorf-Methods curriculum and pedagogy), but also a location that would be easily accessible by the students living in the various urban, suburban, and rural parts of Monroe, Pike, Northampton, Carbon, and Luzerne counties.

The school site is also located in the East Stroudsburg area is in a place that is accessible by many different major thoroughfares.

2-D. Unique demographics of the student

population to be served

As Winding Brook Charter School will attract students from all the socioeconomic, racial and ethnic populations that comprise the greater Pocono area, we anticipate our student population to mirror that of all of the various local school districts in Monroe, Pike, Northampton, Carbon, and Luzerne Counties (and perhaps even beyond those). It will be assumed that the primary language spoken among most of its students will be English. Spanish and some other non-English languages will be represented by a percentage of the students attending Winding Brook Charter School. It is believed that Winding Brook Charter School will be comprised of a mix of students with diverse backgrounds, making it a unique public school within the East Stroudsburg District boundaries.

3. DISTRICT RELATIONS

3-A. Efforts to notify East Stroudsburg SD

In March 2012, Circle of Seasons Charter School officially notified Northwestern Lehigh School District's Superintendent, Dr. Mary Anne Wright, of its intent to submit a charter application to the Northwestern Lehigh School Board. Shortly after notifying Dr. Wright, a meeting was arranged and held on the afternoon of March 20th with Dr. Wright and two members of her administrative staff. Information was provided regarding the overall plans for the School as well as the School's curriculum and pedagogy. An emphasis was placed on the profound desire to work collaboratively with the District both during the charter application process as well as when the School is in operation. The aforementioned meeting was extremely cordial, professional, and informative.

3-B. Efforts to maintain a collaborative

relationship with East Stroudsburg and other school districts

Winding Brook Charter School will continue to work with the districts to be sure that this is a public charter school in the truest sense of the word. The intent of WBCS is to model a partnership approach that will set a new standard and win the trust and support of the communities it serves.

With the potential for our students to come from districts throughout the Pocono area and beyond, it will be critical that we establish a plan that would provide us with the most effective means of collaborating with our neighbors. Our plan will include a Communication, Interaction, and Collaboration plan:

Communication Plan – We will establish a series of communications that will be transmitted to the appropriate school districts on a consistent basis. The transmission of these communications will be in electronic form. The communications will include materials that are traditionally sent to the parents of the students along with any additional information sent to community members or members of the Board. Information on special events or happenings within the normal school day will be communicated in summary form rather than individually.

Interaction Plan – We will establish a plan that will provide for a series of opportunities for interaction between the WBCS community and members of area districts. This plan will identify specific programs and events held during the school year that could allow for interaction. On those that would be focused on students, these events could include field trips that involve specific grades from a number of schools; academic contests or competitions that could be moved from school to school each year; and the sponsorship of a collaborative project that would be coordinated by a group of students made-up of representatives from a number of schools including Winding Brook Charter School. This spirit of interaction would be carried to the administrative level with initiatives that could include the establishment of a series of lectures/workshops on appropriate topics that would be moved from school to school; funded academic projects that would involve the collaboration between teachers at other public schools and Winding Brook

Charter School; and the establishment of a summit-type meeting of administrators from all local school districts held at WBCS and built around an appropriate, timely topic.

Collaborative Plan – Winding Brook Charter School would be extremely interested in creating and facilitating an ongoing “Waldorf-Methods-in-the-public-school-classroom” professional development program and make it available to all PA certified public school teachers.

3-C. Backing for Winding Brook Charter School

The scope of backing for Winding Brook Charter School has been nothing short of impressive. Since the article about Winding Brook Charter School first appeared in the Pocono Record in September 2015, interest in the School and support for the School has grown with each passing day.

From parents curious about innovative education in the Pocono Area to passionate believers in this type of educational approach, the support for Winding Brook Charter School has been coming in on a regular basis in the form of emails, phone calls, and conversations in the community. It is believed that pre-enrollment demonstrates the most solid display of support for this type of charter school. By completing a “pre-enrollment” form online, a parent conveys legitimate interest in Winding Brook Charter School by providing the Charter School with the name and birthdate of each child he or she would consider formally enrolling in the Charter School. Submitted Pre-Enrollment forms allow us to gauge the overall interest in the School as well as providing us with a general idea as to how many children could potentially be eligible to enroll for each grade (K – 4) in the first year of the School. To date, parents from 14 different school districts have submitted Pre-Enrollment forms. The following is a list of school districts represented through the Pre-Enrollment process:

- Bangor
- Bethlehem
- Easton
- East Stroudsburg

- Hazelton
- Lake Wallenpaupack
- Lehighton
- Palmerton
- Pen Argyl
- Pleasant Valley
- Pocono Mountain
- Pocono Mountain East
- Stroudsburg
- Swiftwater

Furthermore, several local entities – both for-profit businesses and non-profit organizations – have expressed support for, and/or a serious interest in partnering with, Winding Brook Charter School. The list of these entities includes: Cranberry Creek Farm, Cranberry Creek Kids, Pocono Community Theater, Squirrel Studios, Main St. Jukebox, Cafe Duet, Poke a Nose Pottery, Edge of the Woods Outfitters, Ant Farm Amplification and Music Store, Renee Dee Photography, Rising Sun Dojo, Big Bug Music, Yoga House Stroudsburg, Josie Porter Farm, Apple Ridge Farm, Road to Excellence Child Care in East Stroudsburg, and ABC Daycare and Preschool in East Stroudsburg.

What's more, one of our goals has been to make the information about Winding Brook Charter School as accessible as possible to all areas of the community. To that end, to date we have held 3 public "Information Nights" to educate parents, teacher applicants, and community members about our plans for the School. These meetings were advertised via newspaper and local magazine advertising, e-mails, and flyers placed at various locations throughout the community such as local businesses, libraries, churches, recreation centers, grocery stores, etc. They were also advertised on the Winding Brook Charter School website. At each Information Night, the average attendance total was approximately 40 individuals, with some Information Nights reaching nearly 55 individuals. The dates and locations of those meetings were as follows:

- Tue., September 22, 2015 @ Monroe County Library
- Wed., October 14, 2015 @ Mountain Manor
- Wed., October 28, 2015 @ Mountain Manor
- Sat., November 7, 2015 @ Rising Sun Dojo Karate and Gymnastics

Winding Brook Charter School also hosted community outreach informational tables at the local Monroe farmers market and sponsored Big Brother Big Sister at their telethon. The purpose of this was to provide parents and community members with information about our School.

Many flyers providing information about Winding Brook Charter School have been distributed throughout the Pocono area.

Some of the locations where brochures and flyers have been distributed include:

Public Libraries (multiple locations)
Pete's Italian Restaurant
Chemistry Kitchen
Sew N Vac
Rising Sun Dojo
Post Offices (multiple locations)
The Bagel Experience
Panera Bread (multiple locations)
Café Berry Quool
Starbucks (multiple locations)
Kinsely's Shoprite
Juic'd Juice
Nibors Coffee
ABC Daycare
Road to Excellence Childcare

Furthermore, we have received support from the following individuals, organizations, businesses, and institutions, with discussions regarding potential partnerships having already occurred between Winding Brook Charter School and individual/organization:

- Cranberry Creek Farm
- Cranberry Creek Farm kids
- Sunbridge Institute
- Pocono community theater
- Squirrel studios
- Main St. Jukebox
- Cafe Duet
- Poke a Nose Pottery
- Edge of the Woods Outfitters
- Ant Farm Amplification and Music Store
- Renee Dee Photography
- Rising Sun Dojo
- Big Bug Music
- Josie Porter farm
- Yoga House Stroudsburg
- Crunchy Cleaning by Kathy
- ABC Daycare and Preschool in East Stroudsburg
- Road to Excellence Child Care in East Stroudsburg
- Apple Ridge Farm
- Pete's Italian Restaurant
- WoodsFresh Mushrooms

III. DESCRIPTION OF FOUNDING/MANAGEMENT TEAM

1. PROFILE OF FOUNDING GROUP:

1-A. Description of the group founding Winding Brook Charter School

Winding Brook Charter School was initially founded by Sharon Hendershot. Sharon grew up on a dairy farm in NJ and moved to the Stroudsburg area 19 years ago. Sharon's love for children led her to the field of early childhood education. She has experience from teaching pre-school, Pre-K, and Kindergarten children. After years of teaching she took over leading a private school of 20 staff and 150 children. Sharon is the founder of an Anti-Human Trafficking Organization, and actively volunteers throughout the community at Stroudsburg Wesley Church, Habitat for Humanity, Word FM Christian Radio, and for a large Christian event called Uprise. Sharon is married with two children, Katrina 20 and Griffin 8.

References for Sharon Hendershot include:

1. Harold Kurtz, Ed.D. - public school superintendent, retired; charter school Consultant

In addition to Sharon Hendershot, there is a group of individuals who comprise a "Core Founding Member Team" (CFMT). The primary responsibilities of the CFMT center around research, marketing, fundraising, and outreach strategies, as well as research related to classroom design, eco-literacy curriculum, by-laws and healthy charter school board functioning. Each individual of the CFMT will have earned designation as a Circle of Seasons "Founding Member" - defined by PA Charter Law as making a "demonstrable contribution" towards the creation and founding of the charter school. The CFMT is comprised primarily of parents who are passionate about Waldorf-Methods Education and who have volunteered

their time, energy, knowledge and expertise towards helping WBCS get founded.

CFMT members include:

- ✦ Sandra Kusek Wranovics is a Global Congress Lead at Pfizer, Inc, as well as owner of Keiko Moon Design, a fledgling crochet amigurumi shop on Etsy. She is an accomplished violinist and very involved in the local arts community. She has a passion for education, particularly alternative methods, and has completed Montessori 6-9 training as well as studied the Waldorf method. Sandra holds a Master of Arts in Corporate Communications from Baruch College and a Bachelor of Arts in Communications and a minor in Japanese Language from Pennsylvania State University. She lives in East Stroudsburg with her husband and 5 year old daughter.
- ✦ TerriAnn Welsh-Farrell. TerriAnn is a Registered Nurse for Kessler Rehabilitation and will receive her post-baccalaureate School Nurse Certification in December 2015. In her 18 years as a nurse, she has worked with child and adult populations with medical and mental illness. She has two daughters Kacy, 7 and Erin, 5. TerriAnn is an accomplished runner and has participated in many 5Ks, 10Ks, and half marathons. Her other interests include reading, spending time with her children, and maintaining a holistic lifestyle for her family.
- ✦ Rachael Fichtner - Rachael is a stay at home mother of

4, ages 2 to 8, and a real-estate property owner/manager. She graduated from Brigham Young University with her Bachelors of Science in Psychology, emphasis in teaching and research evaluation. Rachael and her family have lived in many areas of the country including Albany, NY and Kansas City, MO. They currently reside in Effort, PA.

- ✦ Desiree McGuire is an IT business professional employed with PPL Corporation. She has a BA in Financial Management from Franklin University and an AAS in Business Administration from Northampton Community College. Desiree is also an active member of her community by joining in many organizations geared toward mothers and families. She resides in Kunkletown with her husband Michael, and their two children; Peyton, 4, and Liam, 2.
- ✦ Maritza Rios is a mother of three girls Melanie age 8, Miley age 4 and Marielle age 2. She holds a B.A. in Communication Disorders/Speech and Language from Pace University and a M.A. in the Science of Instruction/Elementary Education from Drexel University. She has been in the field for 8 years and has worked with children from various backgrounds. She currently works as a Speech Therapist in the East Penn School District. Maritza lives in East Stroudsburg with her husband Miguel and 3 girls. She loves nature, reading and traveling.
- ✦ Renee DeMund - Renee is an English professor at Northampton Community College and is the owner & photographer of Renee Dee Photography. She earned her MA in English at Kutztown University and her BA in English at East Stroudsburg University. Renee is an active member of the community, volunteering her

photography services to local businesses and families in need. In addition, she has started and advises two student clubs at NCC. She enjoys spending time with her daughter and working on creative music and art projects.

- Laurie Farmer (Monteforte) – Laurie has a five-year-old son, Chase. She is a media and communications professional with more than fifteen years of broadcasting experience. Laurie has served the community as a reporter for the local NBC and CBS affiliates for the past ten years. Her work has earned multiple Emmy Awards and repeated recognition from the Pennsylvania Association of Broadcasters. She also has extensive experience providing media relations consulting for local businesses and charities. Laurie earned a B.A. in Communication Studies with a Concentration in Broadcasting from East Stroudsburg University where she graduated Cum Laude.
- Erica Bradley-McCabe currently sits on the board for two not-for-profits – as secretary for Girls OnThe Run Pocono and treasurer for EMPOWERED Birth. As a certified Child Passenger Safety technician, she co-owns Super Car Seat Geek, a small business that provides car seat safety information through social media and community outreach. She attended Baruch and Kaplan Colleges obtaining her degree in Paralegal Studies

1-B. How the founding group came together and information about potential “in principle” partnership arrangements made with existing schools, educational programs, businesses, non-profits, or other entities

Sharon Hendershot and the CFMT members came together over the course of several months, beginning in October 2015. As word spread about this Waldorf-Methods Charter School initiative, parents, educators, and community members who were profoundly enthusiastic and passionate about this type of public school option, contacted Sharon Hendershot and began to volunteer their time, energy, and ideas.

The individuals who have made a personal and passionate investment into the founding of Winding Brook Charter School share:

- a desire to participate in a program that emphasizes a curriculum inspired by Waldorf education
- a commitment to a learning approach that is developmentally appropriate, designed to meet the changing needs of the growing child
- a belief in the importance of incorporating artistic and musical activities into all phases of learning
- a belief in the importance of parent commitment and involvement in their children's education
- a parental commitment to lifelong learning
- a desire for an educational community that actively supports partnership and continuity between family and school
- a belief in the importance of accepting diverse personal philosophical beliefs and values
- a belief that a child's needs can best be met through an alternative educational approach
- the attention/support given to the individual social or

emotional needs of the students

- a desire for a small school
- a desire for an environmentally-conscious educational program

Partnership arrangements have been made in principle with the following existing schools, educational programs, businesses, non-profits, and other entities/groups:

- ✚ Repice & Taylor – charter school business management Services
- ✚ Harold Kurtz, Ph.D. - public school superintendent, retired; charter school Consultant
- ✚ Alliance for Public Waldorf Education
- ✚ Sunbridge Institute

1-C. Plans for further recruitment of Founders

There are no additional plans at this time to further recruit Founding Members or CFMT members.

1-D. How community groups may potentially be involved in the Charter School

The CFMT has been meeting with parents and community organizations throughout the Pocono Area about the Charter School. The CFMT also plans

to continue hosting Information Nights and community meetings in the East Stroudsburg School District community to include parents and community members in supporting the start-up of the charter school as well as providing information about Waldorf-Methods Education.

2. GOVERNANCE:

2-A. The requirements of the governance 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”:

As a public School, Winding Brook Charter School will ultimately be responsible to the East Stroudsburg School District and the Department of Education of the Commonwealth of Pennsylvania. A Board of Trustees will govern all operations of the School, delegating day-to-day management functions to the School administration and establishing a reporting relationship between the Board and the administration. The board will be responsible for ensuring that the School is run in compliance with the charter application and all applicable laws and for ensuring the School’s sustained financial viability.

The majority of a quorum of the members of the Board of Trustees, duly recorded, shall be used in order to take action on the following subjects:

- School calendar
- Appointing or dismissing School Administrator(s)

- Adopting textbooks
- Adopting the annual budget
- Leasing, purchasing or selling of land
- Locating new buildings or changing the locations of old ones
- Creating or increasing any indebtedness
- Modifying and/or adopting courses of study
- Designating depositories for School funds
- Entering into contracts of any kind where the amount exceeds \$200.00
- 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.

The organizational chart below demonstrates that the Board will set policy for all operations of the School, having ultimate control and responsibility for maintaining proper relationships between the Directors and School staff, parents, and members of the community. The Board will retain the right to delegate certain aspects of the operating decisions, including day-to-day management, to the School administration and his or her designees. The Board of Trustees will be accountable for ensuring that the School is operated in compliance with its charter and all applicable laws and regulations.

2-B. Selection of Board of Trustees

In its first year of operation, Winding Brook Charter School's Board of Trustees will be comprised of a minimum of five and a maximum of nine members chosen by its Core Founding Member Team and with the help of a professional charter school consultant. The initial appointments will be for terms of one, two or three years. This will allow for a staggered replacement process of the board in the future. There will be no term limits. The following provisions will govern the selection of the Board of Trustees:

- Board of Trustees members will be selected every August when terms end
- The Board will consist of five to nine members
- The School Administrator(s) will be a non-voting, ex-officio member of the Board
- The Board of Trustees will elect officers from within its membership
- All officers of the Board of Trustees will serve three-year terms, with re-elections allowable, as determined by the Board of Trustees.

The Board of Trustees will be chosen based on an individual's understanding of the vision and mission of the school as well as the Waldorf-Methods pedagogy. Additionally, Board members will be chosen with an eye on previous Board-related experience, professional knowledge and/or expertise relevant to operating a charter school, professional or personal experience related to Waldorf-Methods Education, and personal desire to see the School be successful in both the accountability sense and the vision/mission sense.

2-C. Steps to maintain continuity between the Founders' vision and the Board of Trustees

The Founders believe that the key to maintaining long-term continuity between their vision and the Board of Trustees lies in Board development and orientation. Specifically, the Board will have a Board Development Committee, whose function will be to manage the Board recruitment process and convey the School's mission and the individual expectations for Board members to all candidates, so that newly recruited Board members enter with a firm understanding of the School's mission and vision, and their role within the Board. A formal orientation program at the beginning of each new term will also serve as a forum for founders to articulate their vision to the Board while allowing an opportunity for new and veteran Board members to merge into an effective team.

The Board will also develop a strategic plan after its first year of operation to set forth goals and define the Board's course of action. In addition to providing more organization for the Board, the strategic plan will allow for greater continuity as Board members leave and new Board members are added.

The topics to be covered through on-going governance training will include but not be limited to the following areas:

- What Do Boards (and Board Members) Do?
- The Board/School Administration Relationship
- Recruiting and retaining the peak-performing Board
- Effective Board meetings
- Accountability and Oversight
- Long-Range/Strategic Planning
- Effective committees
- What Boards should know about fundraising

2-D. Roles and responsibilities of the WBCS Board

The Founders of Winding Brook Charter School understand that the Board of Trustees must maintain ultimate authority to manage and control the Charter School, including, but not limited to its educational philosophy, budgeting, curriculum, staffing, legal concerns, ethics issues, and operating procedures. Among the broader roles and responsibilities of the Board of Trustees are:

- Determining the Charter School's mission and purpose
- Selecting the Charter School administrator
- Supporting the Charter School administrator and reviewing their performance
- Ensuring effective organizational planning
- Ensuring adequate resources
- Managing resources effectively
- Determining and monitoring the Charter School's programs and services
- Enhancing the Charter School's public image
- Assessing its own performance

Other specific responsibilities have been outlined by law and are described above and reaffirmed in the by-laws.

2-E. Steps to facilitate a productive relationship between administrator(s) and teachers

The small size of Winding Brook Charter School will facilitate close working

relationships between administrators and teachers. The School administration will conduct regular staff meetings to discuss such topics as goals and objectives, professional development, curriculum development, performance appraisal, and other matters of relevance to the School. Teachers will be afforded significant opportunities to provide input, express questions/ concerns/frustrations, share ideas and newly-acquired professional knowledge. Teachers will be viewed as the heart and soul of Winding Brook Charter School and they will be treated in a way that is reflective of that view.

2-F. Parental and student involvement in decision-making matters (where appropriate)

The success of Winding Brook Charter School hinges on the active participation of all its members in the decision-making process. Therefore, Winding Brook Charter School will provide a variety of avenues for parents, community members, and students to offer input on issues concerning the Charter School.

Additionally, parents will also be encouraged to join sub-committees created by the Board of Trustees and to help make decisions within the sub-committees.

Students will also be encouraged to take an active role in school decision making. Whenever possible, students will be brought into decisions about day to day school operations. Students will be able to participate in decisions regarding classroom behavioral expectations and enforcement, areas to be studied for enrichment, activities for learning and extra-curricular events.

2-G. The Charter School's by-laws

- ⚡ Please see **APPENDIX C** to review the draft version of the Winding Brook Charter School by-laws. These are in draft form and will be edited, amended and adopted by the inaugural members of the Board of Trustees.

2-H. Board of Trustees information and individual resumes

The following individuals have been identified as prospective Board Members -- each of them has expressed specific, genuine interest in being considered as a Winding Board of Trustee -- and will be approached regarding future consideration as a Trustee upon approval of the charter:

1. Desiree M. McGuire – BS in Financial Management; Business System Analyst for PPL
2. Trevor Tasetano – Ex-Marine and Fireteam leader; running for Sheriff
3. Renee DeMund – Adjunct professor in English at Northampton Community College
4. Maritza Rios – B.A. in Communication Disorders/Speech and Language from Pace University and a M.A. in the Science of Instruction/Elementary Education from Drexel University; Speech Therapist in the East Penn School District.
5. Erica Bradley – Degree in Paralegal Studies; current board member for Girls on the Run and Empowered Birth

- ⚡ Please see **APPENDIX D** to review the resumes of prospective Winding Brook Charter School Board of Trustees members.

Note: It can be challenging at times to get individuals to commit to being a Board of Trustee of a proposed charter school when that commitment may not begin for many months into the future. Some individuals express serious interest but request that they be asked again closer to the time when their formal commitment might begin; other individuals express serious interest but are apprehensive to commit to something so far in advance for fear that they might take on other obligations in the time being and end up with too many formal responsibilities at the time when they might have to take on the role of being a Board member for the Charter School. Despite those challenges, we have great confidence that we will be able to assemble a very solid Board of Trustees from the aforementioned list of individuals as well as other individuals not named in this charter application. Many individuals have expressed profound interest in becoming a Board member for Winding Brook Charter School. Additionally, it is our intention to continue to recruit Board members during the charter application review process and after we receive our charter approval.

IV. FINANCE AND FACILITY

1. FINANCING:

1-A. Preliminary start-up and operating budget

⚡ Please see **APPENDIX E** to review a copy of the Winding Brook Charter School budgets.

Included in these forms are:

- Operating Budget for Fiscal Years Ending 2016-2020
- Employee Worksheet for Fiscal Years Ending 2016-2020
- Cash Flow Projection for Fiscal Years Ending 2016-2020

1-B. Purchasing procedure that addresses a competitive way to purchase goods and services

The purchasing procedures of Winding Brook 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.

1-C. Fund raising efforts to generate capital or supplement per-pupil allocation

WBCS plans to implement a capital development fund and may consider hiring a fund raising consultant to embark on a campaign to raise funds for school operations. We are also pursuing a variety of prospective donors including individual philanthropists, corporations, and foundations.

It is recognized that a successful fundraising campaign is beneficial for the long-term financial viability of the charter School. We are very confident that the School will raise at least \$15,000 through fundraising efforts in its first year of operation.

The Board of Trustees will create a committee designed to coordinate both public and private fundraising efforts, as well as to pursue applicable federal, state and foundation and philanthropic funds.

1-D. The implementation of required financial procedures

The Business Manager or School administrators of Winding Brook Charter School shall deposit the funds belonging to the School in a depository approved by the Board and shall at the end of each month make a report to the Board of Trustees of the amount of funds received and disbursed by him or her during the month. All deposits of School funds shall be made in the name of the School. The Board of Trustees of the School shall invest School funds consistent with sound business practices.

Authorized types of investments for charter Schools shall be:

- United States Treasury bills
- Short-term obligations of the United States Government or its agencies or instrumentalities
- Deposits in savings accounts or time deposits or share account of institutions insured by the Federal Deposit Insurance Corporation or the Federal Savings and Loan Insurance Corporation or the National Credit Union Share Insurance Fund to the extent that such accounts are so insured, and for any amounts above the insured maximum, provided that approved collateral as provided by law therefore shall be pledged by the depository
- Obligations of the United States of America or any of its agencies or instrumentalities backed by the full faith and credit of the United States of America, the Commonwealth of Pennsylvania or any of its agencies or instrumentalities backed by the full faith of the Commonwealth, or of any political subdivision of the Commonwealth of Pennsylvania or any of its agencies or instrumentalities backed by the full faith and credit of the political subdivision
- Shares of an investment company registered under the Investment Company of America Act of 1930 (54 Stat. 789, 15 U.S.C. *80a-1 et seq.) as defined by PA 24 PS 4-430.1 of the Pennsylvania School Code.

Note: All investments shall be subject to the standards set forth in PA 24PS-430.1 of the Pennsylvania School Code.

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 Directors are required to follow the requirements set forth for School Boards in this section.

Winding Brook Charter School will implement the policies and procedures defined above. Specifically, the following are examples of the proposed financial procedures that WBCS will follow:

Budgets - No later than 90 days prior to the beginning of each fiscal year (July 1), the Business Manager and the School 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 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 School 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 School 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 School Administration in making decisions that ensure the School's financial viability while meeting the School's mission.

Audit(s) - The Board Treasurer, or the Finance Committee, in consultation with the Business Manager and School Administrator, 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:

2-A. Description of and address for the physical facility under consideration

There are four primary sites under consideration for the placement of the School. We will be prepared to present our finalized plan by our public hearing night.

- 109 Clubhouse Ct. Marshalls Creek, PA
 - Mountain Manor Golf Club
- Fitness Center at Eagle Valley Corner, East Stroudsburg, PA 18301
 - 34,368 Sq Ft Fitness Center Building
- 401 Oak St, East Stroudsburg, PA 18301
 - 72,000 Sq Ft industrial warehouse.

2-B. Site suitability

All sites, will be suitable to fit our needs for our first three years. This includes our main classrooms, rooms for specials, space for special education, and a multi-purpose room.

It is anticipated that these sites will require some renovations to ensure that it meets all pertinent code requirements, including school code, ADA compliance, Township ordinance requirements for utilities, local building codes, and all other federal, state and local health and safety laws and regulations.

2-C. Discuss facility maintenance

The School will hire its own custodian/maintenance staff who will be on site at all times while the School is open to the students. The responsibility of the long-term facility maintenance of the building will be dually held with the

building owner being responsible for the general maintenance (i.e. heating, ventilating, lighting, sanitary conditions, water supply, exterior and roof maintenance, etc.) and the Charter School being responsible for the daily operational maintenance (i.e. fixtures, light bulbs, interior painting, etc.).

2-D. Acquisition of facility or land

It is believed that these properties are large enough to meet all of the future needs for the Charter School. It is believed that the buildings can comfortably accommodate the projected K-8th grade population of the school. Subsequently, for three of the four properties there will not be a need to purchase another facility or property. One of the goals of Winding Brook Charter School is to consider purchasing the building and property sometime in the future.

2-E. Facility financing or leasing plans

Since Winding Brook Charter School will be looking into leasing the building and land, there will not be a need to finance an initial purchase of the facility. Winding Brook Charter School intends to lease one of the properties with an option to purchase the property in the future. Rent will be paid from revenue received via per-pupil funding.

3. LIABILITY AND INSURANCE:

3-A. Description of insurance coverage plans

Winding Brook 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.

The School will secure general liability insurance (including coverage for after-School and field trip activities), errors and omissions coverage, Directors and Officers Liability, employee liability, property insurance and Worker's Compensation.

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 East Stroudsburg 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 Charter School will secure:

<u>TYPE OF INSURANCE</u>	<u>LIMIT</u>
Business Personal Property	500,000
General Liability Products – completed operations Personal Injury Advertising Injury Damage to Premises Rented Medical Expense	3,000,000 general aggregate Included 1,000,000 per occurrence 1,000,000 per occurrence 100,000 per occurrence 5,000 per occurrence
Sexual Abuse Occurrence Limit Defense Expense – Each Sexual Abuse Occurrence Defense Expense – Aggregate Limit	1,000,000 1,000,000 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

The representatives of Winding Brook Charter School understand the requirement to provide medical insurance coverage for employees that are the "same as" those provided to employees in East Stroudsburg 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 East Stroudsburg 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.

As indicated, liability insurance with umbrella coverage, auto liability (in the event that staff uses their own vehicles on charter School business), professional liability, directors and officers liability, insurance for errors and omissions, 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.

4. CHILD ACCOUNTING:

4-A. Description of school enrollment and attendance procedures

Enrollment - In accordance with Winding Brook Charter School (WBCS) Code of Conduct, students will be expected to attend School daily. WBCS will implement a system for maintaining student enrollment information as required under 1730-A of the Charter School Law (Act 22 of 1997).

Specifically, Winding Brook 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, Winding Brook 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:

1-A. Recruitment of students

During the charter application review process and after the charter approval, publicizing of the Charter School will be performed by various stakeholders – Founding Members/CFMT members, interested parents, teacher applicants, future Board members, and volunteers.

Expected activities will include but not be limited to:

- Information posted on the School's website and other websites geared towards parents and/or education
- Designing and dissemination of fact sheets, brochures, working copies of curriculum
- Hosting of Informational Sessions for various stakeholder groups
- Advertising in local newspapers and local publications geared towards parents
- Work with existing community organizations in the East Stroudsburg School District and the greater Pocono Area to identify potential students

To date, over a thousand brochures have been distributed throughout the Pocono area; several well-attended Information Nights have been held; advertising has been sponsored on websites and in conjunction with local

events; and articles about the School have appeared in the Pocono Record and Macaroni Kid Monroe, PA WBCS has hosted information tables at community events, shared information with various local "moms" groups, and hosted a facebook page.

Ultimately, word of mouth is the best form of advertisement for a new charter school. As interested parents speak with other interested parents, the word about the Charter School spreads through various communities and groups of parents and families.

Note: At the time of the submission of this charter application, the number of Pre-Enrollments totaled 184, with 184 being grade-eligible for 2016-2017:

- 63 Pre-Enrollments for Kindergarten (50 seats available)
- 39 Pre-Enrollments for 1st grade (50 seats available)
- 29 Pre-Enrollments for 2nd grade (50 seats available)
- 27 Pre-Enrollments for 3rd grade (25 seats available)
- 26 Pre-Enrollments for 4th grade (25 seats available)

↓ Please see **APPENDIX F** to review the Pre-Enrollment information for Winding Brook Charter School.

****Per PA Charter School Law, Pre-Enrollment does not -- and cannot - guarantee a seat in Winding Brook Charter School for a particular child. Pre-Enrollment is a demonstration of interest in, and of support for, Winding Brook Charter School.***

1-B. Outreach to potential students

The most successful outreach activities described above to recruit Winding Brook Charter School's first students will also be used in future years. Additionally, we will create a database of community groups, student services, and educational, faith-based, government, and ethnic organizations. They will be provided with printed material about the School,

and their employees or members will be invited to information sessions. These sessions will also be publicized at community centers, in local newspapers, and in other media. In addition to these meetings, we will sponsor information tables at community events, make our web site and printed material -- such as informational flyers, brochures, and postcards -- readily available and easily accessible.

2. ADMISSIONS POLICY:

2-A. Admission methods and eligibility criteria

Winding Brook Charter School will adhere to the requirements of PA Charter School law and will be open to all age-appropriate students from the East Stroudsburg School District as well as age-appropriate students from outside of the East Stroudsburg School District. Parents or guardians must complete a formal student enrollment application to demonstrate their desire to enroll their child in WBCS. All legal procedures subsequently will be complied with in terms of public announcements of timelines, application deadlines, enrollment notification and public lotteries to determine admission and/or waiting lists. There will be no "eligibility" criteria to apply and enroll at Winding Brook Charter School; information regarding disabilities, special needs, IEPs, etc. cannot be asked for until after a student has been formally notified of his or her official enrollment into the School.

2-B. Timetable for admitting students, including plan for any needed lotteries

WBCS will welcome all students and families to apply for admission. The initial formal enrollment period will begin within weeks of the charter approval, allowing for sufficient time for public announcements/advertising. Interested families must attend one general information meeting, where they will be introduced to the mission, philosophy, policies, and expectations of the School. No student will be denied the right to apply even if there does

not seem to be a good match. If more students apply to the charter School than the number of attendance slots available in the School, then students must be selected on a random basis from a pool of qualified applicants meeting the established eligibility requirements and submitting an enrollment application by the deadline established by the Charter School, except that the Charter School may give preference in enrollment to a child of a parent/grandparent/guardian who has actively participated (a designated "Founding Member") in the development of the Charter School [PA Charter School Act 22 of 1997, Section 1723-A: "Enrollment"] and to the siblings of students presently enrolled in the charter School. After enrollment by a child of a Founding Member, first preference shall be given to students who reside in the East Stroudsburg School District.

The School will conduct a public lottery, which will be announced via notice on the School's web site and in local public newspapers if applications for enrollment exceed the number of available slots in any grade. All names will be put into grade-level batches and all names drawn. The order in which the names are drawn creates the list for enrollment and the wait-list. All families who submitted application forms for the lottery are informed of the results. Students whose names are drawn to fill the grade openings are mailed registration materials. The School will also contact the family by phone and/or email and will inform them of the deadlines established for the completion of the enrollment process.

If there is no response from the family within the established deadline, WBCS will contact the family of the next student on the waiting list. When openings occur, wait-listed families are notified, in accordance with their wait list "ranking," and are given the opportunity to accept the space. Siblings of enrolled students will be given preference over other names on the wait list. The wait list, which is formed by the lottery, will be valid that academic year. Students who do not get placed and still want to enroll must submit a new application in subsequent years.

2-C. Policy statement regarding non-discrimination in admissions

There will be no exceptions for admission, other than those designated by PA Charter School Law. Winding Brook Charter School is a public school and as such will not discriminate against any student who applies. If more families apply than the number of slots available, then students will be selected on a random basis by the lottery (see lottery description above).

3. HUMAN RESOURCE INFORMATION:

3-A. Hiring of school staff

Teachers, administrators, and other School staff must be committed to the mission, vision, and goals of Winding Brook Charter School. In most cases we will intend to hire educators who are certified by the Commonwealth of Pennsylvania in their area of expertise, although past experience and demonstrated proficiency will also be considered.

It is the goal of Winding Brook Charter School to employ professional staff who demonstrate a deep understanding of their academic area, who embrace the Waldorf-Methods approach to teaching, are interested in working in a collaborative team environment, and have a profound desire to continue their professional and personal growth.

The School Administrator must be capable of inspiring staff to perform at their maximum potential. The administration must also express a true commitment to the Waldorf-Methods curriculum and approach to teaching.

Consistent with charter School regulations, at least 80% of the professional staff will meet the certification requirements for the Commonwealth of Pennsylvania. It is our intention to hire a teaching faculty that is 100% PA certified in the first year. The Board of Trustees will appoint the School Administrator. In Year 1, the School Administrator, in conjunction with a Core Planning Team made up of relevant professionals, will have the

responsibility for recommending all other employees including teachers to the Board for their approval. In subsequent years a team of teachers will be added to that team. In every case the Board and administration will adhere to all laws governing non-discriminatory practices in the workplace.

The School will advertise primarily through PA REAP and the School's website. Each applicant for hire is required to submit a letter of introduction and a resume to include educational and employment experience. Upon formal consideration for hiring, three references with addresses and telephone numbers will need to be provided by teacher candidates. Thorough interviews will be conducted and references will be checked to ensure high professional standards.

The hiring process will include at least one formal interview, with a possible follow-up interview to gather additional information for hiring consideration. Teaching observations may be done, when possible. The Administrator will then submit a recommendation to the Board for final approval. All personnel hired by the school shall be fingerprinted as a condition of employment.

3-B. Teacher/student ratio

It is the philosophy of Winding Brook Charter School to maintain an in-class student/teacher ratio of no more than 25:1 in grades K-8. With additional professional staff available to work with the students, we expect the actual ratio to be smaller than 20:1. The program of instruction and the rigor of the curriculum will require an intimate educational setting.

3-C. Professional development

As part of an employee retention plan and to ensure achievement of the School's mission and goals as well as continuous improvement in overall school quality, the School will philosophically and financially support faculty, staff and administrative personnel in their continuing education, training and professional development. WBCS views teachers as lifelong learners and

believes that effective professional development is systemic, sustained, reflective, and supportive of standards implementation. WBCS views professional development as a deliberate and meaningful process that nourishes the growth of educators, both as individuals and as instructional team members, with the goal of improving skills and abilities in order to increase student achievement.

A variety of professional development opportunities will be available to WBCS faculty and staff including: regular pedagogical meetings; WBCS pre-service and in-service training; development of a peer mentoring and classroom visitation program; individual and group mentoring by outside Waldorf consultants and experienced Waldorf/Waldorf-Methods teachers; attendance at Waldorf-Methods teacher training courses, workshops and conferences; and attendance at other education and charter school conferences. Waldorf-Methods courses and workshops specific to public schools and charter schools are presently available.

Professional development opportunities will include:

FOR KINDERGARTEN TEACHERS - Workshops that will focus on ways to integrate language arts, number skills, music, storytelling, movement, nature study, and arts and crafts within the curriculum of the developmentally-appropriate kindergarten.

Professional development will involve WBCS Kindergarten teachers learning how to:

- Create a nurturing environment for healthy development of the senses
- Cultivate creative play/activities in the classroom
- Research that supports the importance of play and the arts as a foundation for creative thinking
- Develop children's phonemic awareness through nursery rhymes and poetry

- Develop skills in storytelling, puppetry, and drama that enhance crucial language development
- Build strong foundations for later academics, including math and science, that prepare the child to meet state standards
- Joyfully celebrate the seasons with singing games, stories, and a nature table
- Appreciate the deeper meaning and importance of fairytales and stories that cultivate cross- cultural awareness through activities that develop movement, rhythm and skills
- Make simple dolls and puppets, model with beeswax, paint with watercolors, and create seasonal crafts
- Deepen their understanding of the developmental needs of the young child

FOR TEACHERS GRADES 1st through 8th - Workshops that will demonstrate how teachers can creatively and dynamically implement an arts-filled, integrated curriculum for grades one through eight, using practices developed in Waldorf-Methods education that are applicable in charter school classrooms.

Professional development will involve WBCS grade teachers learning:

- Methods to integrate recitation, storytelling, drama, painting, modeling, movement, and music into the teaching of history, geography, social science, language arts, mathematics, and science
- Innovative, practical ways to develop and strengthen language and numeric literacy
- How to awaken imagination and wonder, enlivening and expanding the

breadth of student learning

- How to inspire and motivate students to reach high levels of achievement and meet state standards
- How to nurture emotional intelligence, kindness, and responsibility in the classroom through character building activities
- How to deepen and enliven the multicultural aspect of history and language arts through stories, myths, folk tales, and legends of various cultures
- How integrated, arts-filled learning speaks to the developmental needs of all children, including those with special needs, addressing the full spectrum of learning styles
- How an experiential, integrated approach can benefit multilingual classes and English language learners

Specific subject areas for professional development may include -

Grades 1-3: Folk Tales; Native American Stories; Math; Nature Study; Introduction to Science; Language Arts; Cultural Studies

Grades 4-6: Eco-systems; Botany; Math and Geometry; Pennsylvania and U.S. History/Geography; Language Arts; Ancient Civilizations (Egypt, India, Greece); Science

Grades 7-8: Math; Perspective Drawing; Geometry; Language Arts; History (Renaissance, Reformation, American); World Geography; Science (Physics, Chemistry, Anatomy, Meteorology, Nutrition)

In addition to professional development based on the Waldorf-Methods educational approach, we will offer WBCS teachers opportunities for other kinds of training consistent with the School's vision and mission. Examples

might include:

- Workshops by Sunbridge Institute, Waldorf Teacher Training Program located in Chestnut Ridge NY
- Workshops by knitting, sewing, art-making, woodworking, etc. professionals
- Workshops on improving classroom management skills and reducing bullying in the classroom and on school grounds
- Workshops on understanding and combating cyber-bullying
- Workshops and training through the Center for EcoLiteracy Network in the Edible Schoolyard model of creating and sustaining an organic garden and landscape which is wholly integrated into the school's curriculum and lunch program
- Workshops on peace education at school, for example through Educators for Social Responsibility (www.esrnational.org) and the National Peace Foundation (www.nationalpeace.org)

Professional development activities will provide Act 48 credits, when applicable, for the staff.

3-D. Human Resources

Winding Brook Charter School is developing policies and procedures to be used for establishing salaries, hiring, terminating, and determining benefits for all employees. Below is a description of the considerations that will go into establishing the policies:

- Salary - Salary shall be commensurate with qualifications and experience

- Contracts - Employees will receive written contracts that describe their duties, terms of employment, compensation, benefits, etc., prior to the onset of employment
- Hiring - The School wishes to promote diversity and equal access to all categories of employment, including retention and professional advancement, and will ensure equal opportunity, without regard to age, gender, sexual orientation, race, color, creed, religion, ancestry, national origin, social or economic status, parenthood, marital status or handicap
- Dismissals - An employee may be dismissed or resign when given 30 days notice; the definition of cause is contained in the Public School Code of 1949; the process for dismissal of faculty members will follow the guidelines outlined by the Pennsylvania Department of Education.
- Sick Leave/Personal Leave - The Board of Trustees shall provide sick leave and personal leave to all employees; the number of days will be determined at a later date
- Medical Coverage - Employees will be eligible to receive medical coverage commensurate with the coverage provided by the Northwestern Lehigh School District; the coverage shall include hospitalization, medical, prescription, dental and vision benefits; employees will be responsible for the requisite level of co-pay and other obligations associated with the coverage
- State Retirement - The retirement provisions are based on the Public School Employees Retirement System (PSERS) for the Commonwealth of Pennsylvania; all employees will be enrolled as members of the PSERS-approved 403b retirement plan.

3-E. Proposed faculty

The School has used and will continue to use a number of resources in order

to recruit the very best and most appropriate staff for Winding Brook Charter School. Positions have been posted on the website since October 2015. All qualifying applicants have received a lengthy narrative describing the basics of charter school operation along with essential information about Waldorf- Methods Education. Additionally, all teacher applicants have received a reading resource list in which to obtain additional knowledge about Waldorf- Methods Education.

Overall, to build a staff of teachers with the enthusiasm and passion necessary to provide this innovative learning environment, the School is recruiting a variety of individuals with a wide range of experience, educational credentials, and interests. By offering an environment rich in creativity, resources, support, and, student involvement, the School has been attracting qualified, dynamic, passionate, innovative, and eclectic individuals who will work as a team towards the School's stated mission, vision, and goals.

- ⚡ Please see **APPENDIX G** to review resumes of several prospective teacher candidates for Winding Brook Charter School, including classroom, Special Education, and Foreign Language teachers.

3-F. Criminal history record policy

Pursuant to Section 111 of the Public School Code, all individuals who shall have direct contact with students will be required to provide the School with a completed Criminal History Record Information and the completed, original Federal Bureau of Investigation Criminal History Record before they can be hired.

3-G. Official clearance statement regarding child injury or abuse

All Winding Brook Charter School staff **must** provide the School with the completed, original Child Abuse History Clearance, which must be current within one year of submission date. These requirements are in accord with Section 111 of the Public School Code and 23 Pa. C.S. Chapter 63 subchapter C.2 from the Department of Public Welfare.

4. CODE OF CONDUCT:

4-A. Student behavior

It is a generally accepted philosophy that a student cannot learn if he or she is not present in school. It is further believed that the actions of a minority of students should not interfere with the academic growth of their peers. To this end, a full set of guidelines will be developed and will be in place in the rare instances where they must be implemented for the "general health, welfare and safety" of both staff and students alike.

A complete Code of Conduct is in development and will be approved by the Board of Trustees prior to the enrollment of students. The Code of Conduct will comply with all applicable local, state, and federal rules and regulations.

The School's Code of Conduct will be included in any future School Handbook[s]. All parents and students will receive a copy of the Handbook.

The Code of Conduct will be designed with the mission of the School in mind, and, as such, will be based on the belief that all students have the right to be physically safe, emotionally secure, and be taught effectively in a positive, focused learning environment.

The School Administration will be responsible for monitoring the implementation of the Code of Conduct. The Board of Trustees, with feedback from the Administrator, parents, and faculty/staff will continually review the Code of Conduct and make changes as necessary.

The Code of Conduct will include the following rules and guidelines governing student behavior:

- Students will attend school daily
- Behavior will be directed to supporting an atmosphere of learning, sharing, cooperating, and collaborating
- Behavior will be directed at supporting the School's mission and programs
- Behavior and language will be civil at all times
- Students will be free of illegal drugs and alcohol
- Conduct will be respectful of all property, including School property, public property, and that of staff and other students

4-B. Policies regarding student expulsion and suspension

Policy Statement - The Board of Trustees of Winding Brook Charter School will have the authority to make reasonable and necessary rules governing the conduct of students in School. The Board of Trustees is committed to creating a safe and positive learning environment wherein students learn to be kind, compassionate, respectful, hardworking, independent, resourceful, and well-adjusted individuals. Such an environment requires, of course, that students recognize their rights and responsibilities, as well as those of other students, teachers, parents, administrators, and members of the School community.

Purpose - The purpose of this Student Code of Conduct is to define the rights and responsibilities of student and parent members of the School community, the standards for acceptable conduct of students, and the consequences for failure to meet those standards. In doing so, the Board of

Trustees seeks to provide a safe environment in which students can learn and thrive individually and as members of a larger community.

The Charter School complies with all applicable federal, state and local laws in providing equal opportunity to all Charter School students. Consistent with the Pennsylvania Human Relations Act (43 P. S. § § 951—963), a student may not be denied access to a free and full public education, nor may a student be subject to disciplinary action on account of race, sex, color, religion, sexual orientation, national origin or disability.

Scope of Student Code of Conduct - This Code of Conduct applies to conduct of the Charter School student[s] that occurs:

- During such times as they are under the supervision of the School, including the time they are in attendance at the School as well as the time necessarily spent in coming to and returning from School;
- Off School grounds at any School-related activity, function or event;
- Off School grounds when the conduct may reasonably be expected to (i) endanger the safety of students, teachers, administrators, or any other member of the School community; or (ii) substantially and materially disrupt the School; and
- While traveling to and from school on school buses or vans, regardless of the school or district of ownership, or on public transportation.

Rights and Responsibilities of Students

General - Student responsibilities include regular school attendance, conscientious effort in classroom work and community/outdoor projects, and conformance to School rules and regulations. Most of all, students are responsible to share with the administration and faculty a responsibility to develop a climate within the School that enables those at Winding Brook Charter School to thrive academically, socially, emotionally, physically, and

psychologically.

No student has the right to interfere with the education or with the physical or psychological well-being of fellow students. It is the responsibility of each student to respect the rights of teachers, students, administrators and all others who are involved in the educational process.

Students should express their ideas and opinions in a respectful manner.

It is the responsibility of the students to conform to the following:

- Be aware of all rules and regulations for student behavior and conduct themselves in accordance with them; students should assume that, until a rule is waived, altered or repealed in writing, it is in effect
- Volunteer information in matters relating to the health, safety and welfare of the School community and the protection of School property
- Dress and groom to meet standards of safety and health, and not to cause substantial disruption to the educational processes
- Assist the School staff in operating a safe school for the students enrolled therein
- Comply with state and local laws
- Exercise proper care when using public facilities and equipment
- Attend school daily and be on time at all classes and other school functions
- Make up work when absent from school
- Pursue and attempt to complete satisfactorily the courses of study prescribed by the administrator(s), faculty, and Board of Winding

Brook Charter School

Guidelines and Consequences for Student Behavior

To foster a positive school culture at Winding Brook Charter School, priority will be placed on modeling and actively teaching positive behaviors such as generosity, perseverance in the face of challenges, kind and respectful communication, curiosity and commitment to learning, cultivation of a feeling of connection and community, intellectual rigor, and compassionate responses to those who are upset or in need. Although the active teaching of positive behaviors will be of paramount importance at WBCS, the necessity of explicit prohibition of negative behaviors—with prescribed consequences when a prohibition is violated—is also recognized.

Accordingly, we stipulate that no student may engage in conduct, or encourage any other person to engage in conduct, that jeopardizes or threatens the health, safety or welfare of any member of the School community, or that disrupts or undermines the educational mission of WBCS.

None of the consequences listed below will be applied in such a manner as to discriminate against any student based on race, sex, color, religion, sexual orientation, national origin or disability. The Administration of the Charter School will impose consequences for behavior that falls within the range of consequences for a particular violation of this Code. The severity and/or nature of the consequence imposed will be based on factors including, but not limited to, age of the student, number of prior offenses, disability, and/or severity of the violation.

The Charter School has the right to impose consequences for acts or behaviors that are not specifically delineated within this Code if those acts or behaviors threaten the health, safety and/or welfare of other members of the School community, or if those acts or behaviors disrupt the learning environment.

Various means may be used by School personnel to discourage or extinguish

undesirable behaviors. Some means will be "restorative" in the sense that they involve "making up for" damage that was done: For example, a student who mistreats another might be required to do something that restores the dignity of the victim (e.g., offer an apology in front of peers), or a student who damages property might be required to repair whatever damage was done. Other means might focus on encouraging greater self-awareness and compunction in the transgressor: For example, a transgressor might be required to write about the transgression, its consequences, and perhaps suggest what s/he would consider an appropriate punishment. Various other means will be used as well and may include counseling the student; conferencing with the parent(s); assigning extra responsibilities at School; assigning community service; or imposing detention, in-school suspension, out-of-school suspension for up to ten (10) consecutive school days, or referral to the Board of Trustees for an expulsion hearing with a recommendation that the student be expelled for a period of more than ten (10) consecutive school days.

Corporal punishment is defined as physically punishing a student for an infraction of the discipline policy. Use of corporal punishment is strictly prohibited by law and School policy. Teachers and School authorities may only use reasonable force under the following circumstances:

- 1) To quell a disturbance
- 2) To obtain possession of weapons or other dangerous objects
- 3) For the purpose of self-defense
- 4) For the protection of persons or property

Level I Rules

Various means may be used by School personnel on a case by case basis to discourage violations of Level I Rules (see means described above).

Rule 1 No student may disrupt the School or the learning environment.

- Students shall act in a courteous manner at all times and toward all members of the School community, and shall not engage in conduct which disrupts any School-sponsored or School-related educational program or activity.
- The following, although not exhaustive, shall be considered violations of this Rule:
 1. Disobedience
 2. Disrespect
 3. Dishonesty
 4. Failure to follow established School rules
 5. Failure to attend class or late arrival to class without a valid excuse
 6. Failure to comply with the established dress code
 7. Failure to comply with the established attendance policy
 8. Loitering and/or failure to provide identification upon request
 9. Possession or use of beepers, pagers, cell phones, walkman, iPod, MP3 players, look-alike or toy weapons (those that are capable of inflicting serious bodily injury will be treated as a Level II offense), laser pointers, mace, pepper spray, lighter, or any telephonic, stereophonic or digital device, not including a calculator or digital watch, during School hours or programs
 10. Running or making of excessive noise in the School building
 11. Lying to School authority
 12. Failure to follow established classroom rules

Rule 2

No student shall use offensive language.

- Students shall refrain from using language that may be classified as obscene, offensive or vulgar, or which would violate School policies regarding discrimination and/or

harassment of any kind.

- A student will be considered to have violated this Rule if he/she makes libelous or slanderous remarks directed at another member of the School community.
- A student will be considered to have violated this Rule if he/she sends or forwards any offensive, sexually-oriented, obscene, vulgar, and/or threatening messages, pictures, or symbols from any source to any member of the School community.
- A student will be considered to have violated this Rule if he/she wears or displays any colors or symbols with the intent to show or indicate allegiance to or affiliation with any gang.

Rule 3

Students shall maintain good records of attendance.

- The following, although not exhaustive, will be considered violations of this Rule:
 1. Excessive unexcused absence (i.e. three or more)
 2. Excessive unexcused lateness or tardiness (i.e. three or more)
 3. Missing a class without a valid excuse
 4. Truancy

Rule 4

Students shall maintain the highest standards of academic honesty and integrity.

- A student will be considered to have violated this Rule if he/she forges any paper, report, test or notes, or engages in any other type of cheating
- A student will be considered to have violated this Rule if

he/she plagiarizes any publication or paraphrases any publication without appropriate citation.

Rule 5 Students shall be kind, respectful, self-controlled, non-disruptive and considerate in their relationships with all members of the School community.

Rule 6 Students shall not engage in gambling, or take or place bets on chance for personal benefit.

Rule 7 Students shall not engage in improper use of technology.

- Students shall respect the computer privileges granted to them and shall comply with the School's Acceptable Use Policy whenever they use the School's computers, equipment, network system or any other technology owned by or licensed through the School.
- The following, although not exhaustive, shall be considered violations of this Rule:
 1. Giving his/her password to another individual
 2. Using another's password
 3. Illegally downloading copyrighted material from the Internet
 4. Purposely or recklessly visiting sites on the internet that contain sexually explicit or otherwise offensive materials
 5. Harming, damaging or disrupting hardware and/or software
 6. Harming or destroying the data of another person or student
 7. Harming or destroying the School's technology network
 8. Purposely or recklessly creating, downloading, or uploading a computer virus
 9. Breaking into or hacking into other files or systems
 10. Accessing and/or altering School records, information or

files without express permission

11. Conducting any business enterprise
12. Material that is fraudulent, harassing, sexually explicit, pornographic, violent or advocating of violence, profane, obscene, intimidating, threatening, defamatory, discriminatory, or otherwise unlawful or inappropriate may not be sent by e-mail or other forms of electronic communication (such as bulletin board systems, newsgroups, chat groups) or accessed, reviewed, displayed on or stored in the Charter School's Computer Resources.

Rule 8

Students shall not damage, deface, destroy or steal School property or the personal property of another member of the School community.

- A student will be considered to have violated this Rule if he/she creates graffiti, carves, tears, cuts or otherwise marks, regardless of whether the marking is permanent, property owned or leased by, or licensed to the School.
- A student will be considered to have violated this Rule if he/she steals or attempts to steal School property or any property leased or licensed to the School, or the personal property of another member of the School community while on School property or at any School-sponsored or School-related activity or event.
- A student will be considered to have violated this Rule if he/she attempts to pass or solicit counterfeit money or to make counterfeit money.
- A student will be considered to have violated this Rule if he/she attempts to purchase stolen or illegally obtained property at any School-sponsored or School-related activity or event.

Rule 9

Students shall not cause or attempt to cause physical injury to

any member of the School community.

- Students will be held responsible for their purposeful, reckless and negligent actions and the reasonably foreseeable consequences of their actions.
- The following, although not exhaustive, shall be considered violations of this Rule:
 1. Physical contact by pushing, punching, shoving, slapping or hitting
 2. Physical contact by kicking
 3. Throwing any object that may cause injury to another at any member of the School community
 4. Biting
 5. Spitting

Rule 10 Students shall not recklessly endanger any member of the School community.

- Students shall not act in any manner which creates a substantial and unjustifiable risk of harm to others and indicates a conscious indifference to the consequences of the act.

Rule 11 Students shall not falsely activate any fire alarm, security system, smoke detector or any other device which may cause disruption of the School community, fear or panic.

- Any student who falsely activates any such device or renders a false report that results in a response by authorities including, but not limited to, the fire department, the police, emergency medical personnel, and/or results in evacuation of the School building/s will be considered to have violated this Rule and may be subject to sanctions under federal, state

and/or local law.

Rule 12 Students may not possess, use, distribute or solicit the use or distribution of any tobacco product or related paraphernalia while on property owned by, leased or licensed to the School, or while at any School-sponsored or School-related activity or event.

Rule 13 Students may not possess, use, distribute or solicit the use or distribution of any unauthorized prescription or non-prescription medication, drug, narcotic, hallucinogen, steroid, growth hormone, amphetamine, barbiturate, opiate, marijuana, inhalant, alcohol or any other intoxicant or related paraphernalia while on property owned by, leased or licensed to the School, or while at any School-sponsored or School-related activity or event. No violation of this rule will occur where the student is specifically allowed to possess such drug or inhaler by the student's physician, upon receipt of documentation from the student's physician and approval by the School nurse in accordance with the School's Medications Policy.

Rule 14 Students shall not directly or indirectly communicate any threat to any member of the School community which places that person in fear or apprehension of injury, pain and/or ridicule.

Continual threats, harassment, bullying and/or intimidation are considered and treated as Level II offenses.

Rule 15 Students shall not expose or attempt to expose their genitalia to any member of the School community, nor shall they touch the genitalia of another.

- Sexual assault, acts or harassment shall not be considered violations of this Rule, but shall be treated as Level II offenses.

Level II Rules

Students who engage in activities that violate any federal, state and/or local law may be subject to criminal charges and punishment in addition to any disciplinary measures undertaken by the School. Violations of Level II rules can result in suspension from the School and may result in a referral to the Board of Trustees for an expulsion hearing with a recommendation that the student be expelled for a period of more than ten (10) consecutive School days.

Rule 16 No student shall engage in repeated violations of this Code.

- A student will not be considered to have engaged in repeated violations of this Code unless the student has previously been warned or disciplined for violations of this Code.
- A student who repeatedly violates this Code may be subject to suspension and/or expulsion.

Rule 17

Students shall not engage in any activity which can reasonably be expected to have the effect of harassing, threatening or damaging the safety or reputation of any member of the School community.

- The following, although not exhaustive, shall be considered violations of this Rule:
 1. Unwelcome sexual advances
 2. Requests for sexual relations and/or favors
 3. Sexual comments
 4. Offensive sexually-oriented gestures, sounds, remarks or comments
 5. Offensive remarks or comments related to a person's race, gender, religion, disability, sexual orientation, gender identity or presentation, or national origin
 6. Efforts to intimidate or bully
- Any of the above actions, or any other conduct which may reasonably be considered as a violation of this Rule, whether in written, oral, electronic or digital form is subject to disciplinary consequences.

Rule 18

Students shall not engage in any consensual sexual acts.

Rule 19

Students shall not force or attempt to force any other member of the School community to engage in any sexual act.

Rule 20

Students shall not cause or attempt to cause physical injury or pain to any student, teacher, administrator, staff member or any other employee or agent of the School, or any member of the School community.

Rule 21 Students shall not cause, attempt to cause or threaten to cause serious bodily injury to any member of the School community with a weapon or without regard to the value of human life.

Rule 22 Students shall not possess on their person, in their clothing or belongings, in their vehicle, or in any storage space or container provided by the School any weapon.

- The following steps shall be taken by appropriate personnel at the School in the event a student violates this Rule:
 1. The student will be detained and, where possible, brought to the office of the School Administrator or designee;
 2. The incident will be immediately be reported to Police or any other appropriate authority;
 3. The parent(s) or guardian(s) of the student will be immediately notified;
 4. Expulsion may be recommended in accordance with the law of the Commonwealth of Pennsylvania.
 5. A Serious Incident Report will be filed and should contain: Circumstances of possession and discovery of the weapon; Action taken by Police or other authority in response to the call for assistance; Action taken by the School, including details of contact with parent/s or guardian/s, filing of the report and notice to Police or other authority; An image of the weapon; A report to the Pennsylvania Department of Education.

Rule 23

Students shall not engage in or attempt to engage in any conduct which endangers the health, safety or welfare of any other member of the School community.

The following, although not exhaustive, will be considered violations of this Rule:

1. Setting or attempting to set a fire or explosion on or in property owned by, leased or licensed to the School
2. Retaliating against any member of the School community who participated in any investigation or proceeding
3. Activating the fire alarm, security system or other such device when there is no threat of fire or breach of security, and fire personnel, police or other authority is dispatched to the School
4. Planting, hiding or locating, or threatening to plant, hide or locate, any bomb or explosive device on property owned by, leased or licensed to the School

Disciplinary Action

Detention: Retaining the student after school hours with the parent and/or student being responsible for transportation of the student at the end of the detention period.

Exclusion: Exclusion from School may take the form of suspension or expulsion.

(1) Suspension is exclusion from School for a period of from 1 to 10 consecutive School days.

(i) Suspensions may be given by the School Administrator or designee

(ii) A student may not be suspended until the student has been informed of the reasons for the suspension and given an opportunity to respond. Prior notice of the intended suspension need not be given when it is clear that the health, safety or welfare of the School community is threatened.

(iii) The parents or guardians shall be notified immediately in writing when the student is suspended.

(iv) When the suspension exceeds three school days, the student and parent shall be given the opportunity for an informal hearing consistent with the requirements of the Pennsylvania Code.

(v) Suspensions may not be made to run consecutively beyond the ten School day period.

(vi) Students shall have the responsibility to make up work missed while being disciplined by suspension and shall be permitted to complete these assignments within guidelines established by the governing board.

(2) Expulsion is exclusion from school by the governing board for a period exceeding ten school days and may be permanent expulsion from the School rolls. Expulsions require a prior formal hearing pursuant to the Pennsylvania Code.

During the period prior to the hearing and decision of the board in an expulsion case, the student shall be placed in his/her normal class except as set forth below.

If it is determined after an informal hearing that a student's presence in his/her normal class would constitute a threat to the health, safety or welfare of others and it is not possible to hold a formal hearing within the period of a suspension, the student may be excluded from school for more than ten school days. A student may not be excluded from school for longer than 15 school days without a formal hearing unless mutually agreed upon

by both parties. Any student so excluded shall be provided with alternative education, which may include home study.

Note: Students who are under 17 years of age are still subject to the compulsory school attendance law even though expelled and shall be provided an education.

(1) The initial responsibility for providing the required education rests with the student's parent(s) or guardian, through placement in another school, tutorial or correspondence study, or another state-approved educational program.

(2) Within 30 days of action by the board, the parent(s) or guardian(s) shall submit to the School written evidence that the required education is being provided as described in paragraph (1) or that they are unable to do so. If the parent(s) or guardian(s) are unable to provide the required education, the School entity shall, within ten days of receipt of the notification, make provision for the student's education. A student with a disability shall be provided educational services as required by the IDEA/IDEIA.

(3) If the approved educational program is not complied with, the Charter School may take action in accordance with 42 Pa.C.S. Chapter 63 (relating to the Juvenile Act) to ensure that the child will receive a proper education. See § 12.1(b) (relating to free education and attendance).

Exclusion from classes: In-school suspension

- 1) A student may not receive an in-school suspension unless the student has been informed of the reasons for the suspension and has been given an opportunity to respond before the suspension becomes effective.
- 2) Communication to the parent(s) or guardian shall follow the suspension action taken by the School.

- 3) When the in-school suspension exceeds ten consecutive school days, an informal hearing with the School Administrator shall be offered to the student and the student's parent or guardian prior to the 11th school day in accordance with the procedures in the Pennsylvania Code.
- 4) The student's School entity has the responsibility to make provision for the student's education during the period of the in-school suspension.

Hearings

- *General* - Education is a statutory right, and students shall be afforded due process if they are to be excluded from school. In a case involving a possible expulsion, the student is entitled to a formal hearing.
- *Formal hearings* - A formal hearing is required in all expulsion actions. This hearing may be held before the board or an authorized committee of the board, or a qualified hearing examiner appointed by the board. When a committee of the board or a hearing examiner conducts the hearing, a majority vote of the entire board is required to expel a student. The following due process requirements shall be observed with regard to the formal hearing:
 - 1) Notification of the charges shall be sent to the student's parents or guardians by certified mail.
 - 2) At least three days' notice of the time and place of the hearing shall be given. A copy of the expulsion policy, notice that legal counsel may represent the student and hearing procedures shall be included with the hearing notice. A student may request the rescheduling of the hearing when the student demonstrates good cause for an extension.
 - 3) The hearing shall be held in private unless the student or parent requests a public hearing.
 - 4) The student may be represented by counsel, at the expense of the parents or guardians, and may have a parent or guardian attend the hearing.

- 5) The student has the right to be presented with the names of witnesses against the student, and copies of the statements and affidavits of those witnesses.
 - 6) The student has the right to request that the witnesses appear in person and answer questions or be cross-examined.
 - 7) The student has the right to testify and present witnesses on his own behalf.
 - 8) A written or audio record shall be kept of the hearing. The student is entitled, at the student's expense, to a copy. A copy shall be provided at no cost to a student who is indigent.
 - 9) The proceeding shall be held within 15 school days of the notification of charges, unless mutually agreed to by both parties. A hearing may be delayed for any of the following reasons, in which case the hearing shall be held as soon as reasonably possible:
 - (i) Laboratory reports are needed from law enforcement agencies.
 - (ii) Evaluations or other court or administrative proceedings are pending due to a student invoking his rights under the Individuals With Disabilities Education Act 2004 (20 U.S.C.A. § § 1400—1482).
 - (iii) In cases in juvenile or criminal court involving sexual assault or serious bodily injury, delay is necessary due to the condition or best interests of the victim.
 - 10) Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.
- *Informal hearings* - The purpose of the informal hearing is to enable the student to meet with the appropriate School official to explain the circumstances surrounding the event for which the student is being suspended or to show why the student should not be suspended.

- 1) The informal hearing is held to bring forth all relevant information regarding the event for which the student may be suspended and for students, their parents or guardians and School officials to discuss ways by which future offenses might be avoided.
- 2) The following due process requirements shall be observed in regard to the informal hearing:
 - (i) Notification of the reasons for the suspension shall be given in writing to the parents or guardians and to the student.
 - (ii) Sufficient notice of the time and place of the informal hearing shall be given.
 - (iii) A student has the right to question any witnesses present at the hearing.
 - (iv) A student has the right to speak and produce witnesses on his own behalf.
 - (v) The School entity shall offer to hold the informal hearing within the first 5 days of the suspension.

Discipline of Students with Disabilities

The Charter School shall comply with the Individuals with Disabilities Education Improvement Act and any applicable federal and state statutes or regulations when disciplining students with disabilities. Students with disabilities who engage in inappropriate behavior, disruptive or prohibited activities, and/or conduct injurious to themselves or others shall be disciplined in accordance with their Individualized Education Programs (IEP), behavioral intervention plan, Title 22 Chapter 711 and relevant portions of Chapter 12 of the State Board of Education Regulations, IDEIA 2004, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and any other applicable federal or state law.

Anti-Discrimination/Anti-Harassment

Students at the Charter School have the right to education in an environment that is free from harassment and discrimination. Harassment occurs when a student demands a sexual favor, or otherwise threatens, intimidates, annoys, alarms, causes substantial emotional distress, or creates a hostile environment for another based on the other's gender, age, race, color, national origin, religion, disability, sexual orientation, gender identity or presentation, socioeconomic status or beliefs. Discrimination occurs when a rule or established practice confers privileges on or denies privileges to a particular class of persons based on race, sex, color, religion, sexual orientation, gender identity or presentation, national origin or disability.

If a student believes he/she is the victim of harassment or discrimination, he/she shall report the alleged harassment or discrimination to the School Administrator, or to the Board of Trustees President if School Administrator is the accused. Any student who believes he/she is the victim of harassment or discrimination may likewise make a complaint directly to the Board of Trustees in accordance with the Complaint Policy established by the Board. The School and/or the Board of Trustees will undertake to investigate the student's complaint thoroughly and completely, and will maintain confidentiality to the extent allowed by federal, state or local law and the policies established by the Board of Trustees of the Charter School.

Nothing in this Code shall be construed to discourage or prohibit a student who feels he/she has been the subject of criminal activity or a criminal offense from contacting the police or other appropriate authority.

To the extent anything in this Code could be construed to conflict with federal and/or state law, the federal and/or state law applies and will guide student rights, responsibilities and behavior.

4-C. Mandatory student attendance plan

The School's attendance plan will meet all state regulations for school attendance. Attendance is one of the most significant factors that will lead to student success academically and socially within the School setting.

As presently proposed, the School offers 180 days of 6 hours of instructional time, for a total of 1080 hours, or 180 hours in excess of minimum requirement. Excuses will be given for religious holidays, personal illness, death in the family, educational trips, or snow days, as long as total excused time does not exceed time necessary to meet minimum standards. Any days of suspension will also be counted as days absent. If a student does not comply with minimum attendance requirements, the parents will be notified and all School policies and procedures will be followed.

Lateness and absences must be minimized for all students. We will monitor student attendance carefully in order to determine when a student is starting to indicate some attendance problems. 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/or front office personnel will be responsible to make a home contact to verify absences. When and if a student's absences continue, the School Administrator will start the process of bringing in the parents for a conference and 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:

5-A. Description of the transportation program

Winding Brook Charter School will use the local school districts' busing services, as applicable and designated through PA Charter Law. WBCS will use the East Stroudsburg School District's busing services for East Stroudsburg residents. For students who are enrolled outside of East Stroudsburg, their districts will be required to provide transportation so long as they qualify under the "10-mile" regulation as established by the state code for transportation. WBCS will either use the local school districts' transportation services for Special Education students (those who require special busing and/or transportation services for acute mental or physical handicaps, particularly if designated in an IEP), as applicable and designated through PA Charter Law, or will contract out elsewhere to ensure that the mandated services are provided.

5-B. Transportation for extended-day or extended-year

While it has not been determined yet whether we will have extended morning hours and/or after school hours or extended-year programming, any such additional hours or programming will not be considered part of the official school day/school year and thereby will not require any special transportation. Students wishing to come early or stay late would need to provide their own transportation. A committee will be formed to review the possible needs and options of such programs.

5-C. Transportation of non-residence students

Non-resident students shall be provided transportation under section 1361 of

the local Public School Code. That is, the school district in which a student resides must provide transportation to the Charter School if it is within ten miles from the closest point of its border, as accessible by public and primary roads. A student that resides in a school district that falls outside the "ten-mile" rule will have to provide his or her own transportation to the School.

6. FOOD SERVICE:

6-A. Food service

Presently, the plan is for all students to pack and bring their own lunch, a common practice in many charter schools. The Charter School does envision providing food services to its students in future years since the facility identified can be equipped with a commercial kitchen. Overall, Winding Brook Charter School is absolutely committed to providing its students with fresh, healthy meals and in teaching the students the importance of a healthy, thoughtful diet. The School will be responsible for monitoring the health of students and when necessary will take steps to ensure that students failing to eat adequately will be provided with all necessary assistance. The School administration will establish guidelines to ensure that no student is without appropriate meals.

6-B. Free or reduced lunch or breakfast

If/when the School provides lunch or breakfast on-site at a future time, we will investigate all possible free or reduced meal programs for the School's eligible students and will comply with all Commonwealth of Pennsylvania regulations. It is recognized and understood that all Commonwealth of Pennsylvania regulations must be followed.

7. TIMETABLE:

7-A. Timetable

This timetable has been developed to be implemented upon charter approval for opening in August 2016:

Submission of application to District	(approximately) 11/13/2015
Public Hearing with NW Lehigh School Board	by June 30, 2016
Notification by District that charter has been granted	by Aug 31, 2016
Press Event announcing School	by Sept 15, 2016
Public Relations Activities:	Sept-Oct 2015 (ongoing)
Teacher Hiring and Training:	
Advertise:	Began 10/9/2015 (ongoing)
Interview:	April-May-June 2016
Selection and Training:	June-July 2016 (then ongoing)
Formal Hiring:	July 1, 2016
Student Recruitment:	Fall 2015 (ongoing)
Advertise:	Sept-Nov 2015(ongoing)
Apply:	mid-Jan 2016 (then ongoing)
Admit Notice:	mid-Feb 2016
Lottery Notice:	mid-Feb 2016
Public Lottery to determine admission and waiting lists:	early March 2016
Class Rosters:	06/01/2016
Office Staff:	
Advertise:	05/01/2016
Interview:	06/01/2016
Hire:	07/01/2016

8. SAFETY:

8-A. Statement of intent to comply with all applicable safety requirements

It will be our intention and commitment to comply with and fulfill all of the local, state, and federal health and safety laws and regulations as required. Any and all school buildings on the property will have written documentation verifying their safety and structural soundness. Inspections by local building inspector and by local fire department official will be completed. All required certificates, occupancy permits and other relevant documentation will be provided to the East Stroudsburg School District prior to the opening of the Charter School as it becomes available and upon future requests.

Additionally, Winding Brook Charter School is committed to providing a safe, orderly learning environment for its students. To make this a reality we will develop a comprehensive school safety plan that incorporates the provisions of Act 26, the "Safe School Act", and includes protocols for responding to crisis situations in the Charter School. We will also review the local school district's safety plans to ensure accordance and compatibility and review safety plans from other municipalities for content and presentation ideas. The local police and fire departments will be included in the process to ensure maximum understanding of their operations and incorporation of their recommended procedures.

9. SCHOOL HEALTH SERVICES:

9-A. Description of the School's health services

In total compliance with the State Public School Code, pursuant to charter School law, including Article XIV requirements, the Board of Trustees of Winding Brook 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 WBCS will be provided the following services by the School as detailed in the chart below:

(Please note that Special Education students will be provided to as needed above what is listed in this chart.)

SERVICE	K -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	X	X	X	X	X	X	X	X

Health Record								
Immunization Assessment	X	X	X	X	X	X	X	X

9-B. Description of school nursing services, including administration of medication

For each student admitted to the School, the School administrator or his/her designee (the School 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 and

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 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.

When the School 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, they shall notify the School administrator immediately who will then provide for the reporting of this information as noted above.

Regarding the administration of medication, the PA Department of Health provides guidance for schools on the development of this policy in the Guidelines for Pennsylvania Schools for the Administration of Medications and Emergency Care (2010). The Guidelines outline state policies regarding the administration of medication. Both the *Professional Nursing Law* and the *Practical Nursing Law* do not allow the delegation of the administration of medication to non-licensed personnel. Consequently, a certified school nurse cannot lawfully delegate the nursing function of medication administration to the School Administrator, to any teacher or administrative personnel/staff.

As employees who bring extensive knowledge of health services, medical systems, and best practices to the school setting, the school nurse will take the lead in policy and procedure development for Winding Brook Charter School and assess the health needs of students, including those taking medications (prescription, OTC, CAMs, and/or emergency medications) as necessary.

To oversee and keep medications secure, the school nurse will set up the school's medication system, will recommend the purchase of supplies, will set up a double-lock storage system, will decide where keys are kept, will

refrigerate medication[s] as needed, and will purchase medication resource documents, such as the drug formulary and training materials. The school nurse will set up, maintain, and secure private medication and health records, which include medication documentation, medication counts, authorizations, and prescription orders.

Winding Brook Charter School recognizes the importance of the following list of principles of medication administration and will require that they be known and followed by the school nurse when administering medications at the School:

1. Guarantee that medication administration is a clean procedure by washing hands.
2. Medication is given exactly as ordered by the health care provider or indicated on manufacturer's instructions.
3. Everything should be done to avoid "no-shows," especially for seizure medications and antibiotics.
4. Prevention of errors! Nursing personnel should not allow themselves to be distracted. One student's medication should never be used for another's.
5. Individual student must be kept information private.
6. Application of child development principles should be considered when working with students (e.g., students do not want to be considered unique).
7. If there is an error or medication incident, it must be reported. The school nurse will be required to follow School procedure for notifying the School Administrator, the student's parent/legal guardian, and the prescribing physician. Complete documentation of the incident will be required. It will be imperative that the school nurse act as soon as an error has been discovered. The School Administrator will evaluate

errors by all school nursing personnel who administer medications and will respond accordingly with appropriate follow-up.

Winding Brook Charter School takes the responsibility of medication administration on school grounds very seriously, and as such, when medications are administered by the school nurse, as part of a Winding Brook Charter School planned "Medication Administration" policy, adherence to the following procedures will be required:

Procedure 1: Wash hands. Administration of medication is a clean (not sterile) procedure, unless otherwise specified.

Procedure 2: Verify authorization from parent and/or prescriber; check the label and/or manufacturer's instructions. Seek help when questions arise.

Procedure 3: Gather necessary items.

Procedure 4: Prepare and give medications in a well-lit, dedicated area. Remove medication from locked cabinet.

Procedure 5: Check the label for name, time, medication, dose, and route. Use current resources (e.g., medical pharmacopoeia) to verify the accuracy of the physician's order.

Procedure 6: Prepare the correct dosage of medication without touching medication, if possible.

Procedure 7: Check the label and/or manufacturer's instructions for name, time, medication, dose, and route while preparing the correct dose.

Procedure 8: Check the label and/or manufacturer's instructions for name, time, medication, dose, and route before returning the container to the locked cabinet.

Procedure 9: Do not leave medication unattended.

Procedure 10: Provide equipment and supplies (e.g., medication cups and alcohol wipes) as needed.

Procedure 11: Identify the student. Ask the student to say his or her name. Nonverbal students may need third party assistance with identification. Take measures to maintain data privacy.

Procedure 12: Verify the student's allergies verbally by asking the student and by checking the student health records. Also verify contraindications to medicine. Watch for typical adverse medication reactions. If an adverse reaction is evident, contact the supervisor, parent/legal guardian, or licensed prescriber, according to school policy.

Procedure 13: If the student questions whether it is the right medication, stop and verify the medication against records, with parent/legal guardian, or with registered pharmacist.

Procedure 14: Explain procedure to student.

Procedure 15: Position the student properly for medication administration.

Procedure 16: Administer medication according to the six rights (right student, right time, right medicine, right dose, right route, and right documentation).

Procedure 17: Discuss administration procedure and carefully observe the student as medication is administered.

Procedure 18: Record name, time, medication, dose, route, person administering the medication, and any unusual observations.

Procedure 19: Ensure accurate documentation of all medications, including the witnessed disposal of medications.

Procedure 20: Clean, return, and/or dispose of equipment as appropriate.

Procedure 21: Wash hands.

CHARTER

*to operate a public school
known as
(insert school name)*

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

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

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

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

For the Board of School Directors of: _____

Board President/Vice President

Board Secretary

For the Board of Trustees of _____

Board President/Vice President

Board Secretary

APPENDIX A-1

Common Core Curriculum Standards & Assessment Rubrics

Winding Brook Charter School Charter Application

**WINDING BROOK
CHARTER SCHOOL**

***Common Core
Curriculum
Standards***

&

***Assessment
Rubrics***

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GRADE ONE CURRICULUM STANDARDS

Objectives: Unless specified otherwise, the criterion for the following objectives are that 80% of students will perform at a minimum of 80% mastery.

Language Arts

Listening Skills. Given oral presentations of stories (primarily fairy tales and nature stories) of progressive duration up to 20 minutes, children will, after a 24-hour interval, recall and sequence the principal characters and details of the story. They will create drawings and plays will be created from previously told stories.

The teacher will present rhythms, short plays, and poems orally, as well as games such as "Simon Says" and rhythmical activities requiring attention to verbal directions. Children will increase their retention of, and/or their response time to these activities.

Children learn to play simple pentatonic songs on a recorder. Call and response methods of teaching enhance auditory recall.

Speaking Skills. Through the introduction of poems, rhymes, tongue twisters and dramatic activities, children will be introduced to various sounds and sequences of sounds to develop dictation and fluidity of speech.

Letters of the alphabet and phonetic aspects of speech will also be introduced through verse. The seven basic gestures of speech will be introduced through appropriate verse and activity, without being formerly mentioned or defined.

Plays, songs and verse will be performed before parents and/or assemblies in a choral format with particular attention to dictation and expression.

Writing/Spelling and Reading Skills. Through stories and pictures presented by the teacher, children will become familiar with writing and recognizing the upper case alphabet. Letters and letter sounds will be practiced through movement and action games with appropriate gestures, forms, or activities.

Stories will be illustrated and short depictions will be written to form the first readers. These readers will be used in developing word recognition and the practice of intrinsic phonetic approaches to reading. Initial sounds and word families will be emphasized.

After confidence in recognition of letters and letterform is displayed, lower case letters will be introduced and capitalization will be emphasized as children continue to copy stories and verse from the blackboard. Attention will increasingly be given to clarity of form, word recognition, phonetic value and word families. Initial capitalization and full stop sentence closure will be introduced and emphasized.

Basic Sensory-Integrative Skills

Visual-Motor. Through playing a pentatonic flute children will learn to isolate and control individual finger movements.

Through wet-on-wet watercolor paintings, children will learn to control a medium through proper use of a paintbrush.

Through drawing large symmetrical forms, the children will practice control of the hand and also be asked to create matching sides in a mirror form. Pencil grip and pressure will thereby be introduced.

Balance and Movement. Through repeated circle games, children gain control of bodily movement and balance.

Through adaptive movement work children gain control of sensory processes (such as impulse control and static balance) foundational to academic performance.

Mathematics

Numbers 1—12. Through stories, games, picture symbols and arithmetic activities the qualities, quantities and writing of the numbers 1—12 will be explored.

Through the use of story, nature objects, movement and rhythmical activities, the concept of the whole being divided into many parts will be demonstrated.

Counting. Through games, song, movement, calendar work and stories, children will work with numbers to 144. Children will learn to count forward and backwards connecting gross motor movements to speech for memory enhancement.

Through drawings, games and "hands on" activities with various classroom materials, children will be exposed to, and practice sequencing, groups and writing of numbers with cognitive experience of values.

By using games and rhythmical activities, students will experience number patterns of 2's, 3's, 4's, 5's and 10's. Values and relationships of these patterns will also be experienced through these exercises. Multiplication and division facts will later be drawn from the students' use of these number patterns.

The Four Mathematical Processes. Through story and picture, the uses and qualities of the four processes (addition, subtraction, multiplication, and division) will be introduced.

The relationships between these processes will be explored through story, rhyme

and picture.

Through games involving manipulation of materials (e.g., stones, beads, beans, blocks) and various rhythmical games and activities, the various processes and math facts will be practiced, memorized and explored in concrete ways.

Getting experience in concrete operations of the four processes, the students will practice mental problem solving.

Time. Through the use of various visual-spatial materials, activities will be introduced to provide practical and meaningful situations for learning to tell duration of time.

Through observations of, and stories and festivals about natural processes children will learn the markers of seasonal change (see sciences).

Children construct a daily calendar of events and by doing so learn the names of the months, the days of the week and sequences of events.

Social Sciences

Ways of Family and Neighborhood. Through stories and class discussions, the students will become conscious of the ways of family and neighborhood life among children in the class.

Social Conventions. Through stories and through presentations by various community representatives (e.g., fire and police departments) the students will become aware of social conventions that make life run smoothly: good manners, traffic patterns (e.g., how best to ride one's bike on the road, how best to cross the street) keeping home, yard and street tidy.

Differences from Past Lifestyles. Through stories of people who lived in the past, students will learn how social life and mores differed in the past.

Social Conduct. Through practice of appropriate classroom and school ground behaviors, such as waiting to speak, helping others with materials, waiting turn, etc., children will learn skills of social conduct.

Science

Objective: To develop awareness and appreciation of natural surroundings and an understanding of seasonal changes and their effects on nature.

Both these objectives will be met by a combination of nature walks and nature stories. During the walks, observation and informal discussion will take place. The stories will explore nature laws in an accurate but imaginative way, e.g., the water cycle the journey of a raindrop, metamorphosis of a caterpillar to butterfly, seed to flower, seasons' effects on animals.

GRADE ONE ASSESSMENT RUBRICS

Definition of Terms:

Emerging Skills: Student is showing focus to task, sustained attention and growing control of the task outlined.

Visual-Motor Integration: The ability to, in effect, connect the hand and eye in sustained copy work or other activities involving the necessity of observation and simultaneous execution of a manual skill. Teachers need to observe the child doing copy work from the board.

- Does the child look up more than usual? (possible difficulty visual memory)
- Is the child's hand steady on the work?
- Are forms fairly accurate and the child "secure" in the task?

Memory: *Short-term memory* involves the ability to recall material within just a few minutes of having seen or heard it. *Working memory* involves a more sophisticated skill, that of recalling and using facts to build upon a secondary, and more sophisticated understanding of the process one is engaged in. *Sequential memory* is used when any process must be ordered in relationship to priorities for successful completion of a task. These "types of memory" can exhibit strengths or weaknesses depending on the primary sensory modality being used by the student. Hence, the child can have good verbal memory for listening (receptive language) and possibly, a more faulty memory for copy work (visual is used primarily in this task).

Non-Verbal Communication: This involves the communication made through gesture, facial expressions or general body language. Much of the meaning and intent in social use of language is conveyed through the use of these communication modes. When a child misses these expressions, he/she can develop social difficulties and can also have difficulty in following verbal directions or instructions. A difficulty with non-verbal learning is often compensated by very strict adherence to the literal meaning of words.

Math Computation Written Style: A "sentence form" is written: $4 = 2 + 2$ or $2 + 2 = 4$ while a vertical columnar form (taught later) is:

$$\begin{array}{r} 2 \\ + \\ 2 \\ \hline 4 \end{array}$$

Student name:

GRADE ONE

SENSORY-MOTOR SKILLS

	EMERGING SKILL	DEVELOPING SKILL	ACHIEVED	STRENGTH	FUTURE	INSTRUCTION	RE-ASSESS
Student exhibits an emerging skill in execution of visual-motor integration. This is demonstrated in form drawing, writing, crafts and other class activities.							
Student exhibits emerging skills in execution of visual-spatial arrangements. This is shown in the student's overall organizational skills in crafts, painting, writing and other classroom visual art based activities.							
Student demonstrates an emerging awareness of and ability to identify and copy geometrically based drawings while exhibiting proper grip on drawing and writing utensils. While engaged in these activities, student maintains appropriate posture and attends well to task.							
Student displays an emerging visual memory skill and visual discrimination skill through copy work in form drawing, drawing and other activities wherein the student copies work from the blackboard or other displays generated by the teacher.							
Student works with increasing focus and concentration in visual-motor based activities and does not distract or need inordinate amounts of help or redirection.							
Student demonstrates a growing skill and enjoyment in craft and other handwork activities.							
Student demonstrates a growing ability to execute isolated finger movements as in playing the recorder, knitting and other such activities.							
Student demonstrates an ability to listen to instructions, focus to task and remain on task for at least fifteen minutes.							
Student demonstrates an ability to maintain quiet and appropriate posture during classroom activities which require this. (Such as while listening to story or receiving directions.)							
Student is able to participate fully in movement activities and after the required and reasonable time is given to rehearsal, is able to execute these movements with ease. This is seen in circle time, games, handwork and other class activities							
Student is able to maintain appropriate physical boundaries throughout activities.							
Student displays an ability to listen and follow-through on verbal directions.							
Student appears to understand verbal and non-verbal communications.							
Student is socially included and inclusive in play as well as in classroom activities.							
Comments:							

Student Name:

GRADE ONE

LANGUAGE ARTS SKILLS

	EMERGING SKILL	DEVELOPING SKILL	Achieved	STRENGTH	FUTURE INSTRUCT	RE-ASSESS
Student exhibits good listening, verbal memory and comprehension skills through participation in class story recall after a twenty-four hour period has elapsed						
Student exhibits a full engagement in the verbally told story material, through free rendering and other artistic projects depicting the material and the student's relationship to it.						
Student uses vocabulary from the verbally told stories, thereby exhibiting an expanding word finding and vocabulary building skill.						
Student exhibits a growing ability to use short term, working and sequential memory skills as exhibited in story recall, attention to and follow-through on directions and general timely participation in classroom activities.						
Student displays an ability to acquire verbally memorized material and recite this material while participating in movements as seen in circle-time activities.						
Student exhibits clear articulation and language pragmatics appropriate to age.						
Student demonstrates a growing awareness of sound discrimination, recognizes rhyming words, alliterative words and other word groupings as exhibited in recitation and class participation in finding word groupings.						
Student demonstrates an emerging skill in sound-symbol relationships, shows an ability to identify initial consonantal sounds and vowel sounds as introduced in the first block (unit). This is observed in class participation in question and answer based sessions as well as group activities involving identification of sounds related to symbols.						
Student demonstrates emerging reading skills: enthusiasm to story material, looking at books and interpreting pictures conveying story material, reading simple self-constructed sentences, attention and focus to the written word, eye tracking skills necessary to information gathering.						
Student displays emerging skills in writing: is able to copy upper case letters, and is growing capable in placing letters and words in appropriate spatial arrangements in self generated work books (main lesson books).						
Student is able to produce self-generated simple sentences. Form of letters and placement on the paper exhibits emerging visual-motor skills appropriate to grade expectations.						
Student's spelling is phonetically appropriate in self-generated writing projects and teacher dictated short sentences.						
Comments:						

Student Name:

GRADE ONE

MATHEMATICS SKILLS

	EMERGING SKILL	DEVELOPING SKILL	A-CHIEVED	STRENGTH	FUTURE INSTRUCT RE-ASSESS
Through participation in classroom activities, student shows an ability to identify number patterns found in, for example, human physiognomy, plant forms, mineral forms, seasons, symbols of ancient and modern cultures, etc.					
Student exhibits an ability to count forward and backward by 2's, 3's, 4's, 5's, and 10's when participating in class groups or individually presented skills.					
Student is able to use manipulatives and demonstrate knowledge of the four number processes using calculations up to the number 20.					
Student exhibits a growing confidence in understanding one-to-one correspondences and identifying and completing patterns with manipulatives; in form drawing and other visually presented activities.					
Student displays an emerging confidence in reciting the multiplication tables of: 2, 3, 5 and 10. This is shown through participation in rhythmic games and movement activities as well as verbal recitation.					
Student demonstrates emerging skills in doing mental calculations using single digits in all the basic four number processes.					
Student demonstrates an emerging awareness of the duration of time through appropriate planning and responding by focusing to task, adjusting to time constraints, and making transitions between activities.					
Student uses language that identifies markers of time.					
Student is able to write numbers one through ten and can copy a simple sentence form calculation.					
Student verbally identifies numbers 1-24.					
Student can write numbers 1-24 from dictation.					
Student is able to write simple sentence-form calculations from verbally given instructions.					
Student can categorize manipulatives according to length, size and volume.					
Comments:					

<i>Student Name:</i> GRADE ONE SCIENCE SKILLS	EMERGING SKILL	DEVELOPING SKILL	ACHIEVED	STRENGTH	FUTURE INSTRUCT	RE-ASSESS
Social Sciences and Skills						
Student demonstrates an awareness of his/her classmates varied family and cultural backgrounds and demonstrates an emerging interest in and acceptance of differences. This is seen through student participation in festivals both personal (birthdays) and in generally shared holidays.						
Student demonstrates an emerging skill in social use of language. This is observed in the student's use of language markers such as "please" and "thank-you".						
Student demonstrates a growing awareness of the group needs and is able to appropriately adjust self-needs to group needs. This is seen in such behaviors as waiting for his/her turn, helping others, listening and speaking as needed and, in general, contributing to the on-going class ambience.						
Student demonstrates an awareness of and growing ability to inwardly experience the comparisons and contrasts between modern life and life in times past. Recognition of this ability is seen as facial expressions, remarks and drawings the children may do in direct relationship with curriculum content.						
Comments: 						

Student Name: GRADE ONE SCIENCE SKILLS (CONT'D)	EMERGING SKILL	DEVELOPING SKILL	ACHIEVED	STRENGTH	FUTURE INSTRUCT	RE-ASSESS
Life Sciences and Skills						
Student exhibits an awareness of the seasonal changes and the markers of these. This is seen in students use of language markers, dress, awareness of festivals, etc.						
Student demonstrates a growing awareness of seasonal effects on plant and animal life. This is seen in participation in gardening classes, care of animals and general knowledge exemplified in drawings and painting.						
Student demonstrates an emerging vocabulary for the names of the seasons, the elemental changes in the seasons (ice, snow, rain, sleet, frost, mist, dew etc.) This is heard as the student contributes to story re-telling and as student shares experiences related to class activities, especially field trips.						
Student demonstrates emerging awareness and vocabulary for contrasts and polarities within natural laws. This is seen as student responds appropriately to metaphoric language used in story material, as "light as a feather" or "heavy as a millstone".						
Student displays emerging understanding of basic geographical terminology such as mountains, islands, volcanoes, rivers, streams, rivulets, etc. This is seen in not only the use of these terms, as heard in story content, but also the drawings and paintings of these or even in the free explorative play with water and landscaping in the sand pit.						
Student is able to identify changes in plant growth; he/she identified these changes, either in garden observations or in observations of bulbs or other plants in the classroom.						
Student demonstrates an awareness of the qualities of items from the various kingdoms of nature. This is seen in free and creative play with wood, (sticks, branches, boards etc.) and various minerals (stones, bricks etc.) Student participated in play which explored such forces as those seen in levers, dynamic tensions etc.						
Comments:						

GRADE TWO CURRICULUM STANDARDS

Objectives: Unless specified otherwise, the criterion for the following objectives are that 80% of students will perform at a minimum of 80% mastery.

Language Arts

Speaking, Listening and Memory Skills. Given oral presentations of stories up to 20 minutes in length and a 24-hour interval, students will recall the main sequence and details of the story. Stories will include legends, fables and nature stories. Students will also create drawings and/or paintings depicting scenes from the stories.

Given activities and games (such as "Simon Says") with increasing degrees of difficulty, students will increase their abilities to stay in the game, thus developing auditory discrimination, depth and sequencing.

Given oral practice and stage directions, students will perform plays before an audience (minimum: 2 per year).

Given tongue twisters and sequencing designed to pronounce specific sounds, students will perform in a group the exercises with clarity. Movement and gestures will often be used to help in these exercises.

Given poems, students will chorally recite the poems with good diction, meter and expression. Selected poems will be performed in front of audiences at assemblies.

Writing/Spelling Skills. Given an oral story, students will help compose a synopsis. The teacher will print this synopsis on the board, and students will copy it and create illustrated books. (Students will decrease their writing size over the year and increase their accuracy and neatness.) Cursive writing is introduced in the first semester.

Given examples written on the board, students will properly include initial capitalization, capitalization of proper nouns, periods, commas, quotation marks and question marks.

Given an imaginative story and examples, students will master writing and recognition of lower case letters.

Given oral and written statements and questions, students will discriminate between statements and questions.

Reading Skills. Given lists of word families, students will develop a book or folder in which they spell the words given to them orally by the teacher. Children will learn to categorize words according to word families and spelling rules.

Given common sight words, basic reading vocabulary words, practice and review, students will print dictated sentences with accurate spellings.

To increase receptive language skills, students will be read stories at least three times per week, and be told stories at least two times per week.

Given teacher and student created storybooks (based on classroom activities), and curriculum appropriate readers, students will develop basic skills in word recognition, comprehension, fluency, intonation and expression as well as work in level-appropriate smaller groups.

Given phonics, principles, games, practice and review, students will identify sounds for letter combinations and develop word-attack skills in "sounding out" words.

Given reading classes, students will exhibit "approach" behaviors (excitement over reading periods, favorable comments, quick formation of reading groups, and reluctance to stop reading).

Given a basic eye screening, visual health is ascertained.

Basic Sensory-Integrative Skills

Visual-Motor. Students will create drawings, paintings and other art medium projects to illustrate stories heard during language and math blocks.

Through playing a pentatonic flute children will learn to isolate and control individual finger movements.

Through wet-on-wet watercolor paintings, children will learn to control a medium through proper use of a paintbrush.

Through drawing large symmetry forms, the children will practice control of the hand and be asked to create matching sides in a mirror form. Pencil grip and pressure will thereby be introduced.

Balance and Movement. See sections from the first grade curriculum.

Mathematics

Basic Computation Skills. Given story problems, skill-building and repeated practice, students will begin to use sequential memory skills.

Given story problems and manipulatives, students will write a computational formula representation of the mathematical aspects of the story using the four basic computation skills.

Given a computational formula representation, students will write a vertical representation of the problem. Students will work vertical problems with increasing

accuracy and will learn laws, such as "commutative laws" to check accuracy.

Given story problems and numeric representation of these problems, students will carry digits in single and double-digit addition.

Given word problems, students will complete subtraction problems using single-digit numbers, single- and double-digit numbers and double-digit numbers.

Students will complete simple math problems (all operations) without use of objects or written assistance (mental arithmetic).

Using games providing skill/capacity and practice, students will answer questions such as "what is 12 plus 12"?

Math Concepts. Given imaginative characters representing the four mathematical operations and the concept of equal, students will verbally describe the nature of each operation and the concept of equivalency.

Given rhythmic practice and games, students will count to 100 by ones, twos, fives, and tens.

Given rhythmic games and activities, students will correctly identify any integer as even or odd.

Given rhythmic practice, students will recite the times tables 1-5 giving the product first (rhythmic memory).

Given rhythmic activities, students will be exposed to the times tables 6-12.

Given a story and pictorial imagination, students will master the concept of place value in a base ten number system. Students will group and regroup numbers according to place value.

Given an array of different length objects, students will order them correctly according to lengths.

Given an array of objects that can be sub-grouped, students will name groups and subgroups and identify which is larger in number and explain why (e.g., there are more flowers because roses are flowers). Students will correctly identify inclusive group even when the subgroup is larger (e.g., 4 tulips, 10 roses, 3 daisies—are there more roses or more flowers? Why?).

Given drawings and activities, students will recognize and describe number patterns. (Example: given the story of "King 12" and how he grouped members of his kingdom, students will circle all possible groupings of 12 and by comparing it to other numbers recognize it as the "richest" number.)

Given verbal numbers 1-1,000, students will correctly write the number on a sheet of paper. Students will become increasingly accurate in reading numeric representations. Students will write four digit numbers accurately from dictation.

Given daily practice and reminders, students become familiar with the weekly and monthly calendar.

Social Studies

Given walks in the school area, students will identify major features of the area.

Given good examples, contingencies, reminders, and reinforcement, students will further develop social use of language skills (saying excuse me, thank you, etc.).

Through stories and discussion, students will increase awareness of social life, past and present.

Through games (especially cooperative ones) students will learn to play constructively together (take turns, be fair, etc.).

Science

Given songs, poems and plays about the seasons, students will increase their awareness of the seasons and their changes.

Given stories, nature walks, poems, activities and exercises, students will display increased observation skills.

Given various objects in and from nature, students will place them into categories.

Given the grouping in above, students will identify sub and super-groups.

Given event descriptions or pictures, students will properly sequence them (e.g., a seed, a sprout, a plant, a flowering plant, a fruiting plant, a dying plant) and indicate the circular nature of the process (e.g., the dying plant followed by seed sprouting).

Music

Given a melody played on a xylophone, recorder (flute) or sung, students will increase their abilities to accurately echo the melody with and without words.

Given finger exercises and melodies played on a pentatonic flute, students will echo with increasing fluidity.

Given clapping exercises, students will demonstrate abilities to maintain a beat by participating and leading a group (students will be divided into sub-groups).

Through increasingly complex clapping, walking and dancing patterns to poems and songs, students will increase their coordination and rhythmic capacities.

Through imaginative stories and images students will begin to write musical notation and read simple melody line notation.

GRADE TWO ASSESSMENT RUBRICS

Definitions and Explanation of Terms:

Visual-Spatial Arrangement: A student's ability to place written and drawn objects on paper using consistent size, placement and planning. A caution here: Young children do not "naturally" write in straight lines and with very consistent size in letters. Many teachers are explicitly teaching this skill, using lined writing books and liners in main lesson books. This skill is best observed during the form drawing lessons.

How Long Should a Young Student (First Three Grades) Maintain Focus, Quiet and Individual Work? While this certainly varies according to a student's learning style, modality or use of intelligences for learning, in general a student should be able to stay on task and quiet for a period of fifteen to twenty minutes.

De-coding and Early Reading Skills: A second grade student usually demonstrates an ability to decode initial and final consonants, sound out a middle and simple short vowel and guess at a word because of contextual cues. When students do not show that these early reading skills are emerging, a deeper look is indicated. Some students are "just plain ole Late Bloomers" while in other students, an inability or avoidance of the development of the above reading skills is an indication that further assessment is needed. If the student is showing "below target" in sensory skills and language art skills or math skills are also lacking, this child could need a deeper look and assessment by educational support.

Math Strategies: A number of strategies for math computation are employed in "mathematical reasoning." Some children rely on their fingers, some jot down numbers, some work better with partners who can "hold" parts of the problem or interact to find an answer, some "just know" an answer but can't explain how they got it. As children become more competent in math computation, they begin to make groups of numbers usually starting with all the combinations that comprise the number ten. Then they will begin to be able to tell you how they thought of a mentally-given computation problem.

There are many correct approaches to solving a math problem, it is important for the teacher to know that the student is exploring strategies for thinking in mathematical reasoning modes.

Student Name:

GRADE TWO

SENSORY-MOTOR SKILLS

	EMERGING SKILL	DEVELOPING SKILL	A-CHIEVED	STRENGTH	FUTURE IN-STRUC-TION	RE-ASSESS
Student exhibits a growing skill in execution of visual-motor integration. This is demonstrated in form drawing, writing, crafts and other class activities.						
Student exhibits growing skills in execution of visual-spatial arrangements. This is shown in the student's overall organizational skills in crafts, painting, writing and other classroom visual art based activities.						
Student demonstrates a growing awareness of and ability to identify and copy geometrically based drawings while exhibiting proper grip on drawing and writing utensils. While engaged in these activities, student maintains appropriate posture and attends well to task.						
Student displays a growing visual memory skill and visual discrimination skill through copy work in form drawing, drawing and other activities wherein the student copies work from the blackboard or other displays generated by the teacher.						
Student works with increasing focus and concentration in visual-motor based activities and does not distract or need inordinate amounts of help or redirection.						
Student demonstrates a growing skill and enjoyment in craft and other handwork activities.						
Student demonstrates a growing ability to execute isolated finger movements as in playing the recorder, knitting and other such activities.						
Student demonstrates an ability to listen to instructions, focus to task and remain on task for period of as much as forty-five minutes.						
Student demonstrates an ability to maintain quiet and appropriate posture during classroom activities which require this. (Such as while listening to story or receiving directions.)						
Student is able to participate fully in movement activities and after the required and reasonable time is given to rehearsal, is able to execute these movements with ease. This is seen in circle time, games, handwork and other class activities.						
Student is able to maintain appropriate physical boundaries throughout activities.						
Student displays an ability to listen and follow-through on verbal directions.						
Student appears to understand verbal and non-verbal communications.						
Student is socially included and inclusive in play as well as in classroom activities.						
Student demonstrates increasing ability in use of working, sequential, short-term memory skills as seen in mental arithmetic, dictation, following directions and other general classroom activities.						
Comments:						

<i>Student Name:</i> GRADE TWO LANGUAGE ARTS	EMERGING SKILL	DEVELOPING SKILL	ACHIEVED	STRENGTH	FUTURE INSTRUCT RE-	ASSESS
Student exhibits good listening, verbal memory and comprehension skills through participation in class story recall after a twenty-four hour period has elapsed						
Student exhibits a full engagement in the verbally told story material, through free rendering and other artistic projects depicting the material and the student's relationship to it.						
Student uses vocabulary from the verbally told stories, thereby exhibiting an expanding word finding and vocabulary building skill.						
Student exhibits a growing ability to use short term, working and sequential memory skills as exhibited in story recall, attention to and follow-through on directions and general timely participation in classroom activities.						
Student displays an ability to acquire verbally memorized material and recite this material while participating in movements as seen in circle-time activities or class plays.						
Student exhibits clear articulation and language pragmatics appropriate to age.						
Student demonstrates a growing awareness of sound discrimination, recognizes rhyming words, alliterative words and other word groupings as exhibited in recitation and class participation in finding word groupings.						
Student demonstrates skill in sound-symbol relationships, shows an ability to identify initial consonantal sounds and long and short vowel sounds. This is observed in class participation in question and answer based sessions as well as group activities involving identification of sounds related to symbols. Is encoding and decoding simple words in reading group.						
Comments:						

<i>Student Name:</i> GRADE TWO LANGUAGE ARTS (CONT'D)	EMERGING SKILL	DEVELOPING SKILL	A-CHIEVED	STRENGTH	FUTURE INSTRUCT	RE-ASSESS
Student demonstrates reading approach skills: enthusiasm to story material, looking at books and interpreting pictures conveying story material and searching for word correspondences, reading simple self-constructed sentences, attention and focus to the written word, eye tracking skills necessary to information gathering.						
Student displays growing skills in writing: is able to copy upper and lower case letters, and is growing capable in placing letters and words in appropriate spatial arrangements in self generated working books (main lesson books).						
Student is able to produce self-generated simple sentences. Form of letters and placement on the paper exhibits emerging visual-motor skills appropriate to grade expectations.						
Student's spelling is phonetically appropriate in self-generated writing projects and teacher dictated short sentences.						
Student shows emerging memory and retention of basic spelling rules, introduced to the entire class.						
Student can identify simple misspelled words in self-generated independent writing.						
Student recognizes basic sentence structure and is able to generate simple complete sentences.						
Comments:						

<i>Student Name:</i> GRADE TWO MATHEMATICS SKILLS	EMERGING SKILL	DEVELOPING SKILL	ACHIEVED	STRENGTH	FUTURE INSTRUCT	RE-ASSESS
Student exhibits adequate achievement of skills in the first grade mathematics rubric.						
Student exhibits an ability to count forward and backward by 2's, 3's, 4's, 5's, and 10's when participating in class groups and individually presented skills.						
Student is able to use manipulatives and demonstrate knowledge of the four number processes using calculations using single and double-digit numbers up to 144.						
Student is able to record basic computational formula representations of all four basic math processes. (Vertical as opposed to sentence structure).						
Student writes accurate vertical representations of dictated problems in addition, subtraction and multiplication. Student copies division problems with proper placement of divisor and dividend digits.						
Student demonstrates emerging understanding of place value of numbers up to and including the thousands column. Student can write and read these numbers from verbal dictations.						
Student demonstrates an emerging ability to work addition and subtraction problems containing double-digit figures.						
Student demonstrates various strategies for solving mental arithmetic problems. Uses number grouping, and re-grouping skills, multiple additions as well as using times tables, etc.						
Student is able to mentally calculate the four number processes.						
Student is able to listen to a simple word problem and mentally calculate the response to the question posed.						
Student demonstrates an understanding of the concepts of the four main number processes and the meaning of "equal". This is evidenced through student written responses to verbally given word problems.						
Student can use manipulatives (including fingers) and/or not, to do simple mathematical calculations.						
Student can identify even and odd integers, number patterns and groups of numbers belonging in categories. This is demonstrated in written and oral work.						
Student has mastered the times tables, 1-5 and is acquiring tables 6-12 as verbally demonstrated to the teacher, seen in practice books, and in class recitation activities.						
Student recognizes and uses a number of strategies for accomplishing factoring of whole numbers, addition, subtraction and division of numbers.						
Student can categorize manipulatives according to length, size and volume.						
Comments: 						

Student Name:

GRADE TWO

SCIENCE SKILLS

EMERGING SKILL

DEVELOPING SKILL

Achieved

STRENGTH

FUTURE INSTRUCT RE-

ASSESS

Social Sciences and Skills

Student demonstrates an awareness of his/her classmates varied family and cultural backgrounds and demonstrates an emerging interest in and acceptance of differences. This is seen through student participation in festivals both personal (birthdays) and in generally shared holidays.

Student demonstrates and emerging skill in social use of language. This is observed in the student's use of language markers such as "please" and "thank-you".

Student demonstrates a growing awareness of the group needs and is able to appropriately adjust self-needs to group needs. This is seen in such behaviors as waiting for his/her turn, helping others, listening and speaking as needed and, in general, contributing to the on-going class ambience.

Student demonstrates an awareness of and growing ability to inwardly experience the comparisons and contrasts between modern life and life in times past. Recognition of this ability is seen as facial expressions, remarks and drawings the children may do in direct relationship with curriculum content.

Comments:

<i>Student Name:</i> GRADE TWO SCIENCE SKILLS (CONT'D)	EMERGING SKILL	DEVELOPING SKILL	ACHIEVED	STRENGTH	FUTURE INSTRUCT	RE-ASSESS
Life Sciences and Skills						
Student exhibits an awareness of the seasonal changes and the markers of these. This is seen in students use of language markers, dress, awareness of festivals etc.						
Student demonstrates a growing awareness of seasonal effects on plant and animal life. This is seen in participation in gardening classes, care of animals and general knowledge exemplified in drawings and painting.						
Student demonstrates an emerging vocabulary for the names of the seasons, the elemental changes in the seasons (ice, snow, rain, sleet, frost, mist, dew etc.) This is heard as the student contributes to story re-telling and as student shares experiences related to class activities, especially field trips.						
Student demonstrates emerging awareness and vocabulary for contrasts and polarities within natural laws. This is seen as student responds appropriately to metaphoric language used in story material, as "light as a feather" or "heavy as a millstone."						
Student displays emerging understanding of basic geographical terminology such as mountains, islands, volcanoes, rivers, streams, rivulets, etc. This is seen in not only the use of these terms, as heard in story content, but also the drawings and paintings of these or even in the free explorative play with water and landscaping in the sand pit.						
Student is able to identify changes in plant growth; he/she identified these changes, either in garden observations or in observations of bulbs or other plants in the classroom.						
Student demonstrates an awareness of the qualities of items from the various kingdoms of nature. This is seen in free and creative play with wood, (sticks, branches, boards etc.) and various minerals (stones, bricks etc.) Student participated in play which explored such forces as those seen in levers, dynamic tensions etc.						
Student is able to place objects of nature, in categories and subcategories as necessary for use, thus the attainment of general knowledge of super or sub-groups is observed.						
Comments:						

GRADE THREE CURRICULUM STANDARDS

Objectives: Unless specified otherwise, the criterion for the following objectives are that 80% of students will perform at a minimum of 80% mastery.

Language Arts

Memory, Writing and Spelling Skills. Given oral presentations of legendary figures stories and nature stories, students will be able to recall and retell the main sequence and the details of the story on successive days. Stories are told every two to three days and are 15 to 20 minutes in length. Stories told daily are concluded in 2-3 day intervals.

Students will actively participate in class discussions using clear and specific language to communicate ideas concerning the material that we are covering such as house building, farming and gardening to demonstrate verbal skills and understanding. Students will listen responsively and respectfully to other's points of view. (Learning additional social skills.) Students will use appropriate grammar, word choice and phrasing while retelling the story.

Given oral recitation of poetry, verses and regular practice of play performances children will develop dictation, vocal clarity and spoken expression. Children will perform the verses and plays at informal recitals for other classes and formal presentations (e.g., assemblies, festivals, class play) for parents throughout the year.

Given daily practice of handwriting through the creating of their own books, the children will improve their printing and cursive skills. In addition, the children will write their own compositions and keep a weekly journal with emphasis placed on sentence structure, grammar, punctuation, capitalization and spelling skills. The children will generate and organize ideas for writing, revise work by combining sentences, adding details to support the content and clarify when necessary to make the meaning clear to the reader. The children will write letters to reinforce the form used in letter writing learned the previous year.

Given activities and games in large and small groups, children will learn basic punctuation including initial capitalization, periods, and question marks. Through practice writing and dictations the children will learn the difference between a simple statement and a simple question.

Given class activities such as blackboard games and dictation, children develop simple spelling skills of sight words, basic reading vocabulary words, and word families. The children will also keep a "spelling word" book where spelling is practiced as well as phonics.

Students will practice handwriting skills.

Reading. Given games in daily dictations, the children will practice and review phonics and further develop decoding and encoding skills.

Students will use appropriate grammar, word choice and pacing while retelling the stories. Both choral and partner reading will be introduced.

Students will develop increasing fluency in oral reading.

Students will display comprehension of orally read material.

Students will increase in sustaining silent reading comprehension skills.

Given all the above, students will exhibit "approach" behaviors as stated in curriculum grade two.

Mathematics

Computation. Given written practice problems, children will demonstrate proficiency in borrowing and carrying with two- and three-digit numbers. They will demonstrate this skill by working problems out at the blackboard or using manipulatives while explaining the process they are using.

Given written practice problems, children will add and subtract three-digit numbers with regrouping.

Given playful and practical exercises to work out in class, the children will learn standard and metric units of measuring length, time, weight/mass and volume/capacity.

Children will memorize equivalent measurements in length, liquid, weight, time and money and be able to apply this knowledge to solving written and oral measurement problems.

Given written practice problems and games, the children will learn to check their own and other children's addition, subtraction, multiplication and division using a different process (e.g., checking addition with subtraction or multiplication, if applicable, or checking division with multiplication).

Given written problems and problems to do at the blackboard, the children will do simple division problems with remainders, using problems with single-digit divisors and double- and triple-digit dividends. They will increase their knowledge of "division tables."

Concepts. Given games, rhythmical exercises and written practice, the children will review and further develop all skills learned previously with emphasis placed on all four processes. The following skills will be reviewed: place value number patterns, multiplication tables through 12's, word problems and mental arithmetic.

Through oral presentations of the history of the measurement of time and the making of such things as a sundial, water clock and sand timer, the children will

learn how the measurement of time has developed.

Given activities such as the making of a clock and a calendar, if not already done in Grade 2, they will develop a greater sense of time. They will learn to count by 5's and 10's in learning to read a clock.

Given games and activities using appropriate manipulatives, the children will read, write, compare and round off four-digit whole numbers for building the concept of estimation.

Given real-life situations (e.g., house building, cooking, baking, handcrafts) the children will apply problem-solving strategies using estimation, mental math and other manipulatives.

Social Sciences

Given stories, discussion and model building, children will be able to write about and explain how primitive houses were built.

Given field trips to construction sites, drawing a floor plan and the opportunity to design their "ideal house," the children will be able to demonstrate a basic understanding of what is involved in modern house building.

Given the opportunity to build a simple structure, they will learn about laying a foundation, framing and finishing a shed or some other similar structure.

Given opportunities to illustrate and write about how Native Americans lived and used the resources available to them in their environment, the children will demonstrate an understanding of the culture of Native Americans.

Given discussions regarding activities such as raising silkworms, sheep shearing and felting the children will illustrate and write in their main lesson books explanations and essays on the origin of fibers.

Given visits to local farms and crafts people, the children will be able to discuss and write about how fibers become clothing.

Given the opportunity to clean, card, spin and weave wool, the children will demonstrate basic skills in working with natural fibers.

Given visits to local farms, caring for the animals on the farms, preparing and planting their own garden, building and caring for a compost pile, writing and illustrating a book on farming and gardening, the children will be able to discuss and write essays about land cultivation and animal husbandry.

Science

Given class study and discussions about the interdependency of man and domesticated farm animals, students will write and illustrate text related to farm animal study.

Given opportunities to visit a working farm and opportunities to participate in farm life, children will demonstrate an understanding of farm life through writing essays about their experiences and participating in class discussions about their experiences. Students will write and illustrate texts about their farm experiences.

Given class discussions and study, students will study techniques of plant cultivation, old and new. From this study they will write and illustrate main lesson books related to farm crop cultivation.

Given opportunities for nature walks and observation of nature, students will examine and observe the changes in nature as the seasons change.

Given nature stories, they will develop their observation and perceptual skills.

GRADE THREE ASSESSMENT RUBRICS

<i>Student Name:</i> GRADE THREE SENSORY-MOTOR SKILLS	EMERGING SKILL	DEVELOPING SKILL	ACHIEVED	STRENGTH	INSTRUCTION	RE-ASSESS
Student exhibits grade appropriate skill in execution of visual-motor integration. This is demonstrated in form drawing, writing, crafts and other class activities.						
Student exhibits grade appropriate skills in execution of visual-spatial arrangements. This is shown in the student's overall organizational skills in crafts, painting, writing and other classroom visual art based activities.						
Student demonstrates grade appropriate skill in identification and drawing of geometrically based forms while exhibiting proper grip of instruments. While engaged in these activities, student maintains appropriate posture and attends well to task.						
Student displays grade appropriate visual memory skill and visual discrimination skill through copy work in form drawing, drawing and other activities wherein the student copies work from the blackboard or other displays generated by the teacher. (Is timely and accurate.)						
Student works with increasing focus and concentration in visual-motor based activities and does not distract or need inordinate amounts of help or redirection.						
Student demonstrates skill and enjoyment in craft and other handwork activities.						
Student demonstrates increased ability to execute isolated finger movements as in playing the recorder, or other musical instrument, knitting and other such activities.						
Student demonstrates an ability to listen to instructions, focus to task and remain on task for period of as much as thirty to forty-five minutes.						
Student demonstrates an ability to maintain quiet and appropriate posture during classroom activities which require this. (Such as while listening to story or receiving directions.)						
Comments: 						

Student Name:

GRADE THREE

SENSORY-MOTOR SKILLS (CONT'D)

	EMERGING SKILL	DEVELOPING SKILL	A-CHIEVED	STRENGTH	FUTURE INSTRUCT RE-ASSESS
Student is able to participate fully in movement activities and after the required and reasonable time is given to rehearsal, is able to execute these movements with ease. This is seen in circle time, games, handwork and other class activities.					
Student is able to maintain appropriate physical boundaries throughout activities.					
Student displays an ability to listen and follow-through on verbal directions. (From one to six sequenced directions.)					
Student appears to understand verbal and non-verbal communications. Student is aware of the messages in "tone" and "gesture" and responds appropriately.					
Student demonstrates increasing ability in use of working, sequential, short-term memory skills as seen in mental arithmetic, dictation, following directions and other general classroom activities.					
Student is able to do activities, such as folk dancing, playing musical instrument, and games classes as expected in this grade.					
Comments:					

Student Name:

GRADE THREE

LANGUAGE ARTS SKILLS

EMERGING SKILL

DEVELOPING SKILL

A-
CHIEV
ED

STRENGTH

FUTURE INSTRUCT
RE-

ASSESS

Listening and Responding

Student exhibits good listening, verbal memory and comprehension skills through participation in class story recall after a twenty-four hour period has elapsed

Student exhibits a full engagement in the verbally told story material, through free rendering and other artistic projects depicting the material and the student's relationship to it.

Student uses vocabulary from the verbally told stories, thereby exhibiting an expanding word finding and vocabulary building skill. In addition, student will use appropriate grammar, word choice and phrasing while retelling story-based or verbally taught material.

Student exhibits a growing ability to use short term, working and sequential memory skills as exhibited in story recall, attention to and follow-through on directions and general timely participation in classroom activities.

Student displays an ability to acquire verbally memorized material and recite this material while participating in movements as seen in circle-time activities.

Student demonstrates a growing awareness of sound discrimination, recognizes rhyming words, alliterative words and other word groupings as exhibited in recitation and class participation.

Comments:

Student Name:

GRADE THREE

LANGUAGE ARTS SKILLS (CONT'D)

EMERGING SKILL

DEVELOPING SKILL

A-
CHIEV
ED

STRENGTH

FUTURE INSTRUCT

RE-
ASSESS

Reading

Student demonstrates reading approach skills: enthusiasm to story material, looking at books and interpreting pictures conveying story material and searching for word correspondences, reading self-constructed sentences, attention and focus to the written word, eye tracking skills necessary to information gathering.

Student's sight word vocabulary is building. Student displays stable recall of words previously learned and these words provide information for contextual cues for comprehension of materials and accurate "guessing" and decoding skills in deciphering further linked reading material.

Student exhibits increasing ability to decode and encode more complex word structures using class instructed rules for phonics-based skills in doing so (diagraphs, diphthongs, homophones, etc.).

Student reads with emerging inflection in sentence closures, commas, questions, etc. Fluency in oral reading is increasing.

Student is self-selecting reading material and emerging as a silent reader for an appropriate length of time (15 minutes to 1 hour).

Student displays grade appropriate comprehension skills from orally presented material as evidenced in class participation.

Comments:

Student Name:

**GRADE THREE
LANGUAGE ARTS SKILLS (CONT'D)**

EMERGING SKILL

DEVELOPING SKILL

A-
CHIEV
ED

STRENGTH

FUTURE INSTRUCT

RE-
ASSESS

Spelling

Student exhibits growing ease with verbal dictations. Student is able to construct simple, orally dictated sentences with grade appropriate accuracy in sight vocabulary as well as appropriate phonetically based spelling with word encoding tasks.

Student exhibits ease in printing upper and lower case letters with appropriate consistency

Student displays emerging skill in cursive handwriting using upper and lower case.

Student is placing written materials within borders and is writing horizontally on an unlined page as in the main lesson book.

Student exhibits a growing awareness of and use of phonics-based spelling rules.

Student is capable of identifying misspelled words and is developing techniques for editing skills, such as seeking adult or peer help in correction.

Student demonstrates a growing ability to spell simple sight words and to participate in class-based spelling activities.

Comments:

Student Name:

GRADE THREE

LANGUAGE ARTS SKILLS (CONT'D)

EMERGING SKILL

D DEVELOPING SKILL

A-
CHIEV
ED

STRENGTH

FUTURE INSTRUCT

RE-

ASSESS

Writing

Student 's self constructed independent writing journal reflects skills in the following areas:
Student displays grade appropriate sentence construction.
Student uses initial capital letter and final punctuation consistently.
Student self-edits for spelling errors, use of commas and paragraphing.

Comments:

Student Name:

GRADE THREE

MATHEMATICS SKILLS

	EMERGING SKILL	DEVELOPING SKILL	A-CHIEVED	STRENGTH	FUTURE INSTRUCT RE-	ASSESS
Student exhibits adequate achievement of skills in the second grade mathematics rubric						
Student exhibits ability to write orally dictated problems involving triple digit integers in vertical format. Numbers are in proper alignment, process signs are appropriately placed.						
Student is able to copy multiple digit numbers from the board and place these in the appropriate visual-spatial format for problem working.						
Student displays understanding and use of the terminology used to indicate the four processes of mathematics (times, minus, less than, more than, plus, into or divided by.)						
Student demonstrates understanding of place value of numbers up to and including the thousands column. Student can write and read these numbers from verbal dictations using comma as indicator of place value.						
Student is grade appropriate in skills of borrowing, carrying (regrouping) numbers in addition and subtraction of three and four digit addends or subtrahends.						
Student demonstrates ability to write and read multiple digit numbers (minimum is ten-thousands).						
Student understands relationship between place values in the base ten systems. (How many tens in one hundred, how many hundreds in one thousand, etc.)						
Student demonstrates various strategies for solving mental arithmetic problems. Uses number grouping, re-grouping skills, multiple additions as well as using times tables, etc.						
Student is grade appropriate in recitation and use of multiplication tables 1-12 as evidenced in individual oral recitations to the teacher.						
Student is able to listen to a complex (increasingly complex) word problem and mentally calculate the response to the question posed.						
Student is able to extrapolate pertinent data in word problems and use proper calculative skills to develop an answer (correct answer is not as important as correct process).						
Student will use pencil and paper as well as manipulatives (including fingers) to complete mathematical calculations.						
Student can identify even and odd integers, number patterns and groups of numbers belonging in categories. This is demonstrated in written and oral work.						
Student participates, with understanding, in class group activities involving measurement of length, volume, time, weight, mass and capacity.						

Comments:

Student Name:

GRADE THREE

MATHEMATICS SKILLS (CONT'D)

	EMERGING SKILL	DEVELOPING SKILL	A-CHIEVED	STRENGTH	FUTURE INSTRUCT RE-ASSESS
Student is able to identify seasons, weekdays, time of day and various verbal phrases indicating all of the latter.					
Student has memorized equivalent measurements in length, liquid, weight, time and money and is able to apply this knowledge to solving written and oral measurement problems.					
Student is able to check accuracy of mathematically derived answers by using the commensurate math processes.					
Student is able to do simple long division problems containing remainders. (Divisors are single digit, while dividends are double, triple digit.)					
Comments:					

<i>Student Name:</i> GRADE THREE SCIENCE SKILLS	EMERGING SKILL	DEVELOPING SKILL	A-CHIEVED	STRENGTH	FUTURE INSTRUCT RE-	ASSESS
Social Sciences and Skills						
Student demonstrates a growing awareness of the group needs and is able to appropriately adjust self-needs to group needs. This is seen in such behaviors as waiting for his/her turn, helping others, listening and speaking as needed and, In general, contributing to the on-going class ambience.						
Student understands individual and group-collaborative work and is able to participate in both. Student understands basic group processes, as evidenced in participation in class meetings.						
Student understands the concepts of and differences between "fairness" and "equality" in social life, class discipline and general interplay of social life.						
Student understands and exhibits socially inclusive behaviors and is included in social ac-trinities.						
Student demonstrates an awareness of and growing ability to inwardly experience and articulate comparisons and contrasts between modern life and life in times past.						
Comments:						

<i>Student Name:</i> GRADE THREE SCIENCE SKILLS (CONT'D)	EMERGING SKILL	DEVELOPING SKILL	ACHIEVED	STRENGTH	FUTURE INSTRUCT	RE-ASSESS
Life Sciences						
Student understands the basis of primitive house building. His/her main lesson book reflects an understanding of the gathering of materials from the surrounding environment, and the incorporation of these materials in houses built by various peoples of various cultures.						
Student exhibits an understanding of the house building techniques of the native peoples of his/her geographic regions (USA) and is able to illustrate and/or speak about these, thus, demonstrating an emerging understanding of Native American Culture.						
Student has gained (through field trips and other activities) a basic understanding of the tenets of modern construction.						
Student participated fully in field trip and other activities wherein he/she experienced activities such as sheep shearing, felting, spinning, dyeing and other such activities, which serve to establish an understanding of the cultivation of the fiber arts.						
Student is able to verbally present an understanding of the origin of a piece of clothing (from fiber cultivation, through to simple construction).						
Student demonstrates basic skills in such activities as cleaning, carding, spinning and weaving wool, thus student has experienced efforts to become capable in working with natural fibers.						
Student understands the basic, small working farm, farm crop cultivation and animal husbandry. Through farm visits and farm activities, student acquired the knowledge and illustrated this in his/her main lesson book.						
Comments: 						

GRADE FOUR CURRICULUM STANDARDS

Objectives: Unless specified otherwise, the criterion for the following objectives are that 80% of students will perform at a minimum of 80% mastery.

Language Arts

Listening Skills. Given oral presentations of up to 20 minutes (and sometimes greater) in length and a 24-hour interval, students will recall the main sequence and details of the story. Stories for the year will include presentations from the Norse myths, Norwegian folk tales, the Elder Edda, and Kalevala.

Attention of instructor is directed to students' listening posture and other signs of attentive behavior.

Students will follow up to six sequential orally given instructions. Some of these instructions will be concrete images (e.g., take out your main lesson books), some will be spatial-visual (place your name on the upper right hand side of the paper).

Speaking Skills. Given selected passages, students will individually and chorally recite text with good dictation, meter, intonation and expression. Selected poems and passages will be presented before audiences at assemblies.

Oral class reports will be presented during author's circle. Emphasis will be given to voluntary sharing of one's creativity.

Given tongue twisters and sequences designed to pronounce specific sounds, students will individually, and in small groups, perform exercises with clear diction and intonation. Students will identify and isolate specific sounds.

Given oral practice and stage directions, students will perform plays before an audience (one per year).

Writing Skills. Given an oral story, students will help the teacher to compose a synopsis of all, or part, of a story on the board. This will then be copied into their own "text" books.

Given an oral story, students will be able to independently and collaboratively write a synopsis of all, or part, of a story "on their own." Attention will be paid to the inclusion of correct sequence of action in the story and support with appropriate details.

Given a written or oral presentation, students will be required to identify and outline main ideas and supporting details. This will be continued and expanded into the areas of expository, narrative and letter writing. Fluidity of writing at this stage is more important than technical expertise. Students will be encouraged to write, and as they are ready, correction of technical aspects will be introduced in a way designed not to interrupt what was created while writing.

Given appropriate imaginative stimuli, students will create their own poems and stories.

Alphabetizing of words will be required by the students as a precursor to use of the dictionary.

Vocabulary is taught in a "whole language" context. Explanations and clarifications of words take place orally and in writing. Students will be required to indicate understanding of vocabulary words through written and oral exercises.

Proofreading is required of all students. Students are required to copy correctly text from the board and are guided in learning to proofread their copied texts. Appropriate written text will be submitted to them and they will be required to proofread and make corrections.

Grammar Skills. Students will be required to identify simple declarative, interrogative, exclamatory and imperative sentences. Students will be required to classify into these categories and to write such sentences when requested.

A study and review of parts of speech including nouns, pronouns, verbs, adjectives, adverbs, prepositions, articles, conjunctions and interjections will be undertaken. Students will be required to show understanding of these through oral responses in class, board work and written exercises.

Spelling Skills. Correct spelling is encouraged on every writing assignment. Students will be required to identify and correct with the help of the teacher any misspellings that have occurred in their writing.

Weekly spelling tests will be given with no fewer than ten words required for mastery. Spelling will include common sight words, compound words and phonetic groups.

In context of spelling lists, word families will be reviewed. The students and teacher will generate lists of word family groupings.

Reading Skills. Given students' created storybooks, teacher created storybooks (based on curriculum stories, activities and readers), students will continue to develop in word recognition skills, word attack skills, comprehension, fluency, intonation and expression. This development will be noted through oral (individual and choral) reading, and evaluated in specific written exercises.

Given phonics review, students will identify sounds for letter combinations and word attack skills.

Five to seven book reports on group and individually read books will be required. Children will be asked to re-create part of the story, give opinions and create a desire to read/not read this book.

Recreational reading is required and encouraged through book reports and in

silent reading times during school hours. Teacher-guided discussions with individual students about their books will take place. Juvenile novels are the focus of this reading, giving students some choice in their own reading material with guidance from the teacher.

Mathematics

Computation. Given appropriate review and practice, students will show mastery of the four processes: addition, subtraction, multiplication and division. The mastery will be evaluated through class participation, board work and written exercises.

An emphasis is placed on review and practice of long division with an introduction to using estimation and rounding off.

Students will be required to review and practice specific problems of measurement using measurement skills in the areas of linear, liquid, weight, time and money.

Concepts. The concept of greater and lesser is emphasized through the use of experiential anecdotes and manipulatives.

Students will compare and contrast using whole numbers and fractions.

Through curriculum stories, anecdotes and practical examples, students are introduced to the following: comparing fractions, finding common denominators, mixed fractions, using the four operations with fractions and lowest terms. Students will demonstrate understanding through oral response, board work and written exercises.

Through curriculum-appropriate stories, examples and practice, the concepts of area and perimeter will be introduced. Students will first learn measurement of close and familiar objects and places surrounding them.

Gradually this will be expanded to more abstract forms and areas. Understanding will be determined through oral response, board practice and written exercises.

Number patterns, prime factors, and finding averages are all introduced and practiced.

Students learn to make intricate weaving from drawing patterns.

Word Problems. Given appropriate curriculum story problems, students will choose and write a formula representation of the mathematical aspects of the story.

Given a formula representation, students will write a vertical representation of the problem.

Mastery of the above will be evaluated through oral class participation.

Mental Arithmetic. Given an array of problems orally, students will complete

these problems without the use of objects or written assistance on a daily basis. Understanding and capacity is measured in daily participation.

Social Studies

Given the goal of understanding the development of the neighborhood, students will study maps and map making. They will do freehand drawings of local areas and the regions of the state, noting places of interest and importance. Attention will be paid to the impact of the geography on development of agriculture and industry.

Oral and written presentations will be required from the students to show an understanding of the interrelationship of geography and social and economic development.

Given the goal of understanding their state, students will examine the aboriginal people of the areas through the development of folk culture and on to the present. Local and state historic sites will be visited and studied. The role of the local area and the development of the community will be a special interest.

Students will give oral presentations; create appropriate drawings and written reports on the above subjects.

In the course of this area of study, there will be extensive use of biographies of the people of the state and folk tales. Students will write and recall these materials.

Science

In the science curriculum, we will study animal physiology and will relate this to the traits of the animals and their relationship to the environment. A special interest is the study of correspondences between the human being and those animals that best represent the respiratory, the circulatory system, the nervous system and the metabolic systems. This block is called "The Human and Animal Block."

Given the above goals, students will show mastery through expository writing; illustrations of animals, humans and habitats; modeling animals and their habitats; field trips to parks, streams, beaches, etc.; library research; dramatization of animal tales and creative writing.

GRADE FOUR ASSESSMENT RUBRICS

<i>Student Name:</i> GRADE FOUR SENSORY-MOTOR SKILLS	EMERGING SKILL	DEVELOPING SKILL	A-CHIEVED	STRENGTH	E-IN-STRUCTION	RE-ASSESS
Student exhibits grade appropriate skill in execution of visual-motor integration. This is demonstrated in form drawing, writing, crafts and other class activities.						
Student exhibits grade appropriate skills in execution of visual-spatial arrangements. This is shown in the student's overall organizational skills in crafts, painting, writing and other classroom visual art based activities.						
Student demonstrates grade appropriate skill in identification and drawing of geometrically based forms while exhibiting proper grip of instruments. While engaged in these activities, student maintains appropriate posture and attends well to task.						
Student displays grade appropriate visual memory skill and visual discrimination skill through copy work in form drawing, drawing and other activities wherein the student copies work from the blackboard or other displays generated by the teacher. (Is timely and accurate).						
Student works with increasing focus and concentration in visual-motor based activities and does not distract or need inordinate amounts of help or redirection.						
Student demonstrates skill and enjoyment in craft and other handwork activities.						
Student demonstrates increased ability to execute isolated finger movements as in playing the recorder, or other musical instrument, handwork and other such activities.						
Student demonstrates an ability to listen to instructions, focus to task and remain on task for a period of as much as forty-five minutes.						
Student demonstrates an ability to maintain quiet and appropriate posture during classroom activities which require this. (Such as while listening to story or receiving directions.)						
Comments: 						

Student Name:

GRADE FOUR

SENSORY-MOTOR SKILLS (CONT'D)

	EMERGING SKILL	DEVELOPING SKILL	A-CHIEVED	STRENGTH	FUTURE INSTRUCT RE-	ASSESS
Student is able to participate fully in movement activities and after the required and reasonable time is given to rehearsal, is able to execute these movements with ease. This is seen in circle time, games, handwork and other class activities. Movements include rocking and rhythmic activities, independent use of sides of the body or upper and lower body and an ability to clearly discriminate between and appropriately use left and right sides of the body.						
Student is able to maintain appropriate physical boundaries throughout activities. Student uses proper pressure and tension in activities.						
Student displays an ability to listen and follow-through on verbal directions. (From one to six sequenced directions.)						
Student appears to understand verbal and non-verbal communications. (Student is aware of the messages in "tone", "gesture" and facial expressions and responds appropriately.						
Student demonstrates increasing ability in use of working, sequential, short-term memory skills as seen in mental arithmetic, dictation, following directions and other general classroom activities.						
Student is able to do activities, such as folk dancing, playing musical instrument, and games classes as expected in this grade.						
Comments:						

Student Name:

GRADE FOUR

LANGUAGE ARTS SKILLS

EMERGING SKILL	DEVELOPING SKILL	A-CHIEVED	STRENGTH	IN-STRUCTION	RE-ASSESS
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Listening and Speaking

Student exhibits good listening, verbal memory and comprehension skills through participation in class story recall after a twenty-four hour period has elapsed

Student exhibits a full engagement in the verbally told story material, through free rendering and other artistic projects depicting the material and the student's relationship to it.

Student uses vocabulary from the verbally told stories, thereby exhibiting an expanding word finding and vocabulary building skill. In addition, student will use appropriate grammar, word choice and phrasing while retelling story-based or verbally taught material.

Student exhibits a growing ability to use short term, working and sequential memory skills as exhibited in story recall, attention to and follow-through on directions (both concrete, as in "get out your main lesson books" and abstract as in "place a circle in the upper right hand corner of the next page"). Student is timely with participation in classroom activities.

Student displays an ability to acquire verbally memorized material and recite this material while participating in movements as seen in circle-time activities and class plays.

Student demonstrates skills in sound discrimination, recognition of rhyming words, alliterative words and other word groupings as exhibited in recitation and class participation. Student is able to recite memorized passages, poems, verses etc. using clear diction, articulation fluency, and inflection and general over-all expression.

Comments:

Student Name:

GRADE FOUR

LANGUAGE ARTS SKILLS (CONT'D)

EMERGING SKILL

DEVELOPING SKILL

A-
CHIEV
ED

STRENGTH

FUTURE INSTRUCT

RE-

ASSESS

Reading

Student demonstrates reading approach skills: enthusiasm to story material, looking at books and interpreting pictures conveying story material and searching for word correspondences, reading self-constructed sentences, attention and focus to the written word, eye tracking skills necessary to information gathering.

Student's sight word vocabulary is building. Student displays stable recall of words previously learned and these words provide information for contextual cues for comprehension of materials and accurate "guessing" and decoding skills in deciphering further linked reading material.

Student exhibits increasing ability to decode and encode more complex word structures using class instructed rules for phonics-based skills in doing so.

Student reads with inflection in sentence closures, commas, questions, etc. Fluency in oral reading is increasing.

Student is self-selecting reading material and silently reads for a sustained length of time (30+ minutes).

Student displays grade appropriate comprehension skills from orally presented material. Reflected in class question and answer sessions and in verbal reporting of reading.

Comments:

<i>Student Name:</i> GRADE FOUR LANGUAGE ARTS SKILLS (CONT'D)	EMERGING SKILL	DEVELOPING SKILL	ACHIEVED	STRENGTH	INSTRUCTION	RE-ASSESS
Spelling						
Student exhibits growing ease with verbal dictations. Student is able to construct, orally dictated sentences with grade appropriate accuracy. These contain sight vocabulary as well as appropriate phonetically based spelling with word encoding tasks.						
Student exhibits ease in executing cursive writing using upper and lower case letters with appropriate consistency						
Student displays evenly formed skill in cursive handwriting using upper and lower case. Student is placing written materials within borders and is writing horizontally on an unlined page as in the main lesson book.						
Student exhibits a growing use of spelling rules as well as memorizing sight words						
Student is aware of homographs and homophones and is learning to discriminate their usage.						
Student is capable of identifying misspelled words and is developing techniques for editing skills. Student refers to dictionary, peers or adults.						
Student demonstrates grade expectations in spelling sight words and participation in class-based spelling activities, including weekly spelling quizzes.						
Student has a working knowledge of alphabetizing of words and hence, the ability to check spellings and definitions through dictionary usage.						
Comments:						

Student Name:

**GRADE FOUR
LANGUAGE ARTS SKILLS (CONT'D)**

EMERGING SKILL	DEVELOPING SKILL	A- CHIEV ED	STRENGTH	FUTURE INSTRUCT	RE- ASSESS
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Written Expression

Student 's self constructed independent writing reflects skills in the following areas:						
Student displays grade appropriate sentence construction. (Sentence structure indicates usage of conjunctions and transitional phrases)						
Student uses initial capital letter and final punctuation consistently. Student is emerging in ability to consistently use commas (for series), quotations, capitals for proper nouns, use of colons and use of semicolons.						
Student proofreads written material and thus, self-edits for spelling, punctuation and capitalization errors. Student re-writes material for final copy.						
Student is able to generate writing, which reflects, sequential organization, organized ideas, and complete thoughts with appropriate verbal syntactical structures. Student is expanding written expression through the use of declarative, interrogative, exclamatory and imperative sentences.						
Student generates at least three sequential paragraphs using good structure (initial sentence, supporting material, closure and transition phrases or information.)						
Student is able to self-edit in order to add details to support clarity and re-group for clearer meaning or efficiency.						
Student generates simple friendly letters, using appropriate openings and closures.						
Student participates in individual and group story, poetry or other such creative writing projects. These activities are to encourage individual expression and enjoyment; editing and technical expertise is not the main objective.						
Student has a working knowledge of the parts of speech including nouns, pronouns, verbs, adjectives, adverbs, prepositions, prepositional phrases, articles, conjunctions and interjections and uses these in oral responses, and written work.						

Comments:

<i>Student Name:</i> GRADE FOUR MATHEMATICS SKILLS	EMERGING SKILL	DEVELOPING SKILL	ACHIEVED	STRENGTH	FUTURE INSTRUCT RE-	ASSESS
Student exhibits adequate achievement of skills in the third grade mathematics rubric.						
Student exhibits mastery of the four basic processes of math, using multiple digit numbers. This mastery includes the ability to do long division using estimation rounding of numbers.						
Student is able to copy multiple digit numbers from the board and place these in the appropriate visual-spatial format for problem working.						
Student displays understanding and use of the terminology used to indicate the four processes of mathematics (times, minus, plus, into or divided by).						
Student demonstrates understanding of place value of numbers up to and including the ten thousands column. Student can write and read these numbers from verbal dictations.						
Student is able to work word problems involving measurements: time, linear, liquid, weight and money.						
Student demonstrates and understanding of "greater" and "lesser" numbers.						
Student understands the concept of a fraction of a number and of the numerical notational positions of numerator and denominator.						
Student demonstrates a working understanding of the four math processes when using fractions and mixed numbers.						
Student is capable of reducing and expanding fractions thus understands and uses the "lowest common denominator" in working problems.						
Student is able to listen to a complex (grade appropriate) word problem and mentally calculate the response to the question posed.						
Student independently uses pencil and paper to complete mathematical calculations with accuracy on a daily basis.						
Student is able to extrapolate pertinent data in word problems and use proper calculative skills to develop an answer (correct answer is not as important as correct process).						
Comments:						

Student Name:

**GRADE FOUR
MATHEMATICS SKILLS (CONT'D)**

	EMERGING SKILL	DEVELOPING SKILL	A-CHIEV ED	STRENGTH E	IN- STRUC TION	RE- ASSESS
Student has a working knowledge of linear measurements and finding area and perimeter of a given location.						
Student participates, with understanding, in class group activities involving measurement of length, volume, time, weight, mass and capacity.						
Student understands and recognizes more complex number patterns and is able to work with prime numbers.						
Student can find averages when working with given information.						
Student is able to check accuracy of mathematically derived answers by using the commensurate math processes.						
Student is able to do long division problems containing remainders. (Divisors are double digit, while dividends are triple digit and higher.)						
Comments:						

<i>Student Name:</i> GRADE FOUR SCIENCE SKILLS	EMERGING SKILL	DEVELOPING SKILL	ACHIEVED	STRENGTH	FUTURE INSTRUCT	RE-ASSESS
Social Sciences and Skills						
Student demonstrates a growing awareness of the group needs and is able to appropriately adjust self-needs to group needs. This is seen in such behaviors as waiting for his/her turn, helping others, listening and speaking as needed and, in general, contributing to the on-going class ambience.						
Student understands individual and group-collaborative work and is able to participate in both. Student understands basic group processes, as evidenced in participation in class meetings.						
Student understands the concepts of and differences between "fairness" and "equality" in social life, class discipline and general interplay of social life.						
Student understands and exhibits socially inclusive behaviors and is included in social activities.						
Student demonstrates a growing ability to work collaboratively with his/her peers without constant adult intervention or guidance.						
Comments:						

<i>Student Name:</i> GRADE FOUR SCIENCE SKILLS (CONT'D)	EMERGING SKILL	DEVELOPING SKILL	A-CHIEVED	STRENGTH	FUTURE INSTRUCT RE-	ASSESS
Life Sciences						
Student has a working understanding of map skills. He/she has executed a series of maps starting with the classroom and expanding from school to surrounding area, regional area and state.						
Student has a working understanding of state geographical regions and the environmental impact of the geography upon the peoples, who settled a region as well as the environmental impact of the settlers upon the region.						
Student has a working knowledge of the biographies of people who were influential in the historical account of the state. Along with non-fictional biographical materials, the student is aware of the folk tales and myths surrounding the state history. This is evidenced in the main lesson book as well as reports and oral sharing with the class.						
Student has gained an understanding of the comparison and contrasts between certain representational animals and the human being. The student has explored certain archetypal animals, which represent specific physiological systems in the human being.						
Student participated fully in field trip and other activities wherein he/she explored various animal habitats and the environmental influences of certain animals in the region.						
Student is able to verbally present an understanding of a particular animal and its habitat.						
Student demonstrates an ability to generate a report regarding the above animal. This report reflects research skills and skill in expository writing.						
Comments:						

GRADE FIVE CURRICULUM STANDARDS

Objectives: Unless otherwise specified, the criteria for the following objectives are that 80% of students will perform at 80% or better.

Language Arts

Speaking Skills. Given daily practice in choral and individual speaking in poetry, prose, story recapitulation and oral reports generated from curriculum areas students will demonstrate:

- Good diction
- Appropriate cadence
- Proper meter
- Appropriate syntax
- Appropriate volume
- Appropriate rate
- Artistic expression, and increased skills noticeably throughout the school year.

Listening Skills. Given daily practice, students will exhibit sustained attention to the primary speaker.

Students will follow directions up to six sequential tasks without continuous need for repetition.

Spelling Skills. Given a dictionary and oral instructions of its use, students will be able to find words as needed for writing.

Given a dictionary, students will be able to identify and use guidewords to find a word.

Students will be able to pronounce words given simple phonetic dictionary rules.

Given rules for syllabication, students will be able to syllabicate words that follow the rules.

Given a list of ten or more words beginning with at least the same first three letters, students will be able to correctly alphabetize them.

Students will learn the spelling of at least ten words per week generated from the curriculum or from misspelling in individual work.

Given corrected compositions of their own and simple editing instructions, students will increase their ability to proofread for spelling.

Given teacher and pupil generated weekly tests and spelling strategies, students will develop strategies that allow them to obtain an expected average accuracy on tests. (Expectations are set according to visual memory abilities.)

Given previously generated spelling lists, students will maintain an expected accuracy on the words appearing on lists throughout the year. (Expectations are set up according to visual memory abilities.)

Students will maintain an expected standard of correctly spelled words per 100 on homework and in class compositions. Standards are individually set according to ability.

Writing Skills. Given oral and written presentations in all curriculum areas, students will develop simple outlines, emphasizing main idea and supporting details.

Given biographies of novel and curriculum-related oral and written material, students will develop paragraphs based on the following items:

- Main characters
- Setting
- Summary
- Descriptions
- Personal opinions.

Given examples of poetry with simple rhyming patterns, students will generate their own poems that have correct meter.

Given examples of biographical sketches, students will be able to generate a sketch of their own from material they have heard or read.

Given an hour of time and appropriate background material, students will be able to generate 250 words comfortably then use writing samples to edit it for a second draft.

Given main lesson presentations and independent readings, students will write reports on their independently chosen aspects of research in the history curriculum. (See social studies and science.)

Students will learn to write business and friendly letters. Following instruction, students will practice writing self-generated letters of both friendly and business genres.

Students will write stories from their own personal experience.

Grammar and Syntax. Given presentations, reviews and oral descriptions, students will demonstrate accuracy in editing samples using the following:

- Simple declarative, interrogative, exclamatory with punctuation
- Eight parts of speech and articles
- Active and passive voice

- Prepositional phrases
- Proper use of period
- Question mark
- Exclamation mark
- Commas
- Quotation marks
- Proper capitalization
- Colon, dash and semicolon.

Reading Skills. Students will read at least one book per month (this depends on the child's capacities) per school year without teacher prompting, thereby increasing recreational reading. The number of required readings is set according to ability.

Students will demonstrate oral and written recall from fifth grade level and above reading material from research curriculum areas, biographies and recreational readings. The following areas of recall will be assessed:

- Main sequence of events (summary)
- Factual recall
- Difference between facts and opinions
- Setting, mood
- Main idea, supporting details, foreshadowing
- Description of characters.

Mathematics

Computation Skills. Given oral presentation, teacher-designed materials, worksheets, presentations and revision, students will demonstrate competency in the following areas:

- Addition of multi-digit whole number columns with carrying
- Addition of simple fractions with common denominators
- Addition of mixed numbers/fractions with unlike denominators
- Addition of decimals
- Addition using expanded notation
- Subtraction of multi-digit whole numbers using borrowing
- Subtraction of simple fractions with common denominators

- Subtraction of mixed numbers containing fractions with unlike denominators
- Subtraction of decimals
- All times tables are memorized out of sequential order
- Multiplication tables oral and written
- Multiplication of multi-digit whole numbers
- Multiplication of simple fractions with like denominators
- Multiplication of fractions with unlike denominators
- Expansion of fractions
- Comparison of fractions through multiplication processes
- Finding common denominators using multiplication
- Changing mixed numbers to improper fractions
- Multiplication of decimals, moving decimal points correctly
- Identification of reciprocals
- Division of simple fractions, using reciprocals
- Division of mixed numbers
- Reduction of fractions to lowest terms
- Division of decimals with decimal point in dividend
- Division of fractions with decimal in divisor and dividend.

Math Concepts. Given teacher presentation, written material and revision, students will be able to define and express the conceptual meaning using oral explanations, written and pictorial methods for the following:

- Four basic operations
- Whole numbers
- Fractions
- Mixed numbers
- Improper fractions
- Proper fractions
- Addition of fractions
- Subtraction of fractions
- Multiplication of fractions
- Ordering by value, decimals and fractions

- Division of fractions and why the second term is inverted.

Word Problems. Given oral presentations and standard and teacher designed worksheets, students will discern the proper operation in word problems up to and including the skill of division of fractions and decimals.

Given the above criteria, students will demonstrate the ability to order decimals and fractions by value.

Optionally students will demonstrate a preliminary understanding of percent through oral and written expression when given instruction and practice. Students will demonstrate the ability to convert fractions to decimals, decimals to fractions, fractions and decimals to percents and vice versa.

History (Social Science)

Given 20 to 45 minute stories, myths, legends and presentations of a factual nature taken from the ancient cultures of India, Persia, Mesopotamia, Babylonia, Chaldea, Assyria and Greece, students will demonstrate competencies in the following areas:

- Oral recall of the main sequence of the presentation after 24-hour interval
- Oral recall of the factual details of the presentation after 24-hour interval
- Oral recall, after a number of days, of factual details demonstrating simultaneous and sequential memory
- Collaborative written recall of main sequence of the presentation after a 24-hour interval
- Collaborative written recall of factual details of the presentation after a 24-hour interval
- Choral and individual recitation of poetry, prose and dramatizations taken from the curriculum
- Ability to follow oral and written directions related to the study of the above areas and to general classroom protocol
- Written dictations of varying lengths generated and spoken orally by the teacher from the above material. Individual goals regarding the number of words recalled are set
- Ability to draw, paint, sculpt or represent orally presented materials from curriculum areas.

The following stories are presented orally throughout the fifth grade -- The Ramayana, Stories of the Buddha, Zarathustra, Gilgamesh, Isis and Osiris, Prometheus, The Fall of Troy and Alexander the Great.

Science, Geography

Given oral presentations of teachers, guest speakers and fellow students; field trips; independent and group research and projects using maps and globes and artistic experiences, students will develop an understanding of the geography of North America (Latin America is optional). The following information will be covered:

- Bordering countries
- States, capitals
- Major mountains, rivers and bodies of water
- Seasonal changes
- Specific land forms e.g., glaciers, volcanoes
- Comparisons and contrasts of various climatic zones.

Students will be able to make comparisons and determine contrasts of various vegetation e.g., Alaska and Texas, Florida and Maine). Students will express their understanding of the above experiences through the following means:

- Written work in main lesson books
- Drawings for main lesson books
- Oral reports
- Models
- Songs
- Poetry
- Biographies
- Map making.

Botany

Given oral presentations, illustrations and drawings, the students are introduced to the major tenets of botany. Students will produce written work and illustrations of:

- Major categories of plants
- Terminology of plant growth and plant parts
- Cycle of plant germination and growth
- Geographical and climatologically regions of plant growth.

GRADE FIVE ASSESSMENT RUBRICS

<i>Student Name:</i> GRADE FIVE SENSORY-MOTOR SKILLS	EMERGING SKILL	DEVELOPING SKILL	A-CHIEVED	STRENGTH	FUTURE IN-STRUCTION	RE-ASSESS
Student exhibits grade appropriate skill in execution of visual-motor integration. This is demonstrated in form drawing, writing, crafts and other class activities.						
Student exhibits grade appropriate skills in execution of visual-spatial arrangements. This is shown in the student's overall organizational skills in crafts, painting, writing and other classroom visual art based activities.						
Student demonstrates grade appropriate skill in identification and drawing of geometrically based forms while exhibiting proper grip of instruments. While engaged in these activities, student maintains appropriate posture and attends well to task.						
Student displays grade appropriate visual memory skill and visual discrimination skill through copy work in form drawing, drawing and other activities wherein the student copies work from the blackboard or other displays generated by the teacher. (Is timely and accurate.)						
Student works with increasing focus and concentration in visual-motor based activities and does not distract or need inordinate amounts of help or redirection.						
Student demonstrates skill and enjoyment in craft and other handwork activities.						
Student demonstrates increased ability to execute isolated finger movements as in playing the recorder, or other musical instrument, knitting and other such activities.						
Student demonstrates an ability to listen to instructions, focus to task and remain on task for period of as much as forty-five minutes.						
Student demonstrates an ability to maintain quiet and appropriate posture during classroom activities, which require this. (Such as while listening to story or receiving directions.)						
Comments: 						

Student Name:

GRADE FIVE

SENSORY-MOTOR SKILLS (CONT'D)

	EMERGING SKILL	DEVELOPING SKILL	A-CHIEVED	STRENGTH	FUTURE INSTRUCT RE-ASSESS
Student is able to participate fully in movement activities and after required and reasonable time is given to rehearsal, is able to execute these movements with ease. This is seen in circle time, games, handwork and other class activities. Movements include rocking and rhythmic activities, independent use of sides of the body or upper and lower body and ability to clearly discriminate between and appropriately use left and right sides of the body.					
Student is able to maintain appropriate physical boundaries throughout activities. Student uses proper pressure and tension in gross and fine motor activities.					
Student displays an ability to listen and follow-through on verbal directions. (Six or more sequenced directions.)					
Student appears to understand verbal and non-verbal communications. Student is aware of the messages in "tone" and "gesture" and facial expressions and responds appropriately.					
Student demonstrates increasing ability in use of working, sequential, short-term memory skills as seen in mental arithmetic, dictation, following directions and other general classroom activities.					
Student is able to do activities, such as folk dancing, playing musical instrument, and games classes as expected in this grade.					
Comments:					

Student Name:

GRADE FIVE

LANGUAGE ARTS SKILLS

EMERGING SKILL

DEVELOPING SKILL

A-
CHIEV
ED

STRENGTH

FUTURE INSTRUCT
RE-

ASSESS

Listening and Speaking

Student exhibits good listening, verbal memory and comprehension skills through participation in class lesson recall after a twenty-four hour period has elapsed.

Student exhibits a full engagement in the verbally told story material, through free rendering and other artistic projects depicting the material and the student's relationship to it.

Student uses vocabulary from the verbally told stories, thereby exhibiting an expanding word finding and vocabulary building skill. In addition, student will use appropriate grammar, word choice and phrasing while retelling story-based or verbally taught material.

Student exhibits a growing ability to use short term, working and sequential memory skills as exhibited in story recall, attention to and follow-through on directions (both concrete, as in "get out your main lesson books" and abstract as in "place a circle in the upper right hand corner of the next page"). Student is timely with participation in classroom activities.

Student displays an ability to acquire verbally memorized material and recite this material while participating in movements as seen in circle-time activities and class plays.

Student demonstrates skills in sound discrimination, recognition of rhyming words, alliterative words meter and cadence and other word groupings as exhibited in recitation and class participation.

Comments:

Student Name:

GRADE FIVE

LANGUAGE ARTS SKILLS (CONT'D)

EMERGING
SKILL

DEVELOPING SKILL

A-
CHIEV
ED

STRENGTH

FUTURE
INSTRUCT

RE-

ASSESS

Reading

Student demonstrates reading for information skills: scanning visual information as charts and graphs to gain information, recall of data or events to predict outcomes or for purposeful references, collection of pertinent data, through inferential statements so as to extrapolate meaning and increase predictability of outcomes or usefulness of information for report writing.

Student displays stable recall of words previously learned and these words provide information for contextual cues for comprehension of materials and accurate "guessing" and prediction skills in deciphering further linked reading material.

Student recalls significant events or details from a reading assignment, thereby indicating good comprehension and recall skills. (Explanatory reading.)

Student exhibits increasing ability to verbally synopsise reading material, thereby indicating good comprehension skills. (Fiction and non-fiction.)

Student reads with inflection in sentence closures, commas, questions, etc. Fluency in oral reading is increasing.

Student is self-selecting reading material and silently reads for an appropriate length of time.

Comments:

<i>Student Name:</i> GRADE FIVE LANGUAGE ARTS SKILLS (CONT'D)	EMERGING SKILL	DEVELOPING SKILL	ACHIEVED	STRENGTH	FUTURE INSTRUCT	RE-ASSESS
Spelling						
Student exhibits growing ease with verbal dictations. Student is able to construct, orally dictated sentences with grade appropriate accuracy. These contain sight vocabulary as well as appropriate phonetically based spelling with word encoding tasks.						
Student exhibits ease in executing cursive writing using upper and lower case letters with appropriate consistency						
Student displays evenly formed skill in cursive handwriting using upper and lower case. Student is placing written materials within borders and is writing horizontally on an unlined page as in the main lesson book.						
Student exhibits a steady growth in using spelling rules as well as in memorizing sight words						
Student is aware of homographs and homophones and is learning to discriminate their usage.						
Student is capable of identifying misspelled words and is developing techniques for editing skills. Student refers to dictionary, peers or adults.						
Student demonstrates grade expectations in spelling sight words and participation in class-based spelling activities, including weekly spelling quizzes and exercises in syllabication.						
Student has a working knowledge of alphabetizing of words and hence, the ability to check spellings and definitions through dictionary usage.						
Comments: 						

Student Name:

GRADE FIVE

LANGUAGE ARTS SKILLS (CONT'D)

Written Expression

EMERGING SKILL	DEVELOPING SKILL	A-CHIEVED	STRENGTH	FUTURE INSTRUCT	RE-ASSESS
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Student's self constructed independent writing reflects skills in the following areas:

Student displays grade appropriate sentence construction. (Sentence structure indicates usage of conjunctions and transitional phrases.)

Student uses initial capital letter and final punctuation consistently. Student is emerging in ability to consistently use commas (for series), quotations, capitals for proper nouns, use of colons and use of semicolons.

Student proofreads written material and thus, self-edits for spelling, punctuation and capitalization errors. Student re-writes material for final copy.

Student is able to generate writing, which reflects, sequential organization, organized ideas, and complete thoughts with appropriate verbal syntactical structures. Student is expanding written expression through the use of declarative, interrogative, exclamatory and imperative sentences.

Student generates at least 250 words using sequential paragraphs with organized structure (initial sentence, supporting material, closure and transition phrases or information).

Student is able to self-edit in order to add details to support clarity and re-group sentences for clearer meaning or efficiency (uses active and passive voice appropriately).

Student generates simple friendly letters, using appropriate openings and closures.

Student is able to generate more formal, or business letters using appropriate formats.

Student participates in individual and group story, poetry or other such creative writing projects. These activities are to encourage individual expression and enjoyment; editing and technical expertise is not the main objective.

Student has a working knowledge of the parts of speech including nouns, pronouns, verbs, adjectives, adverbs, prepositions, prepositional phrases, articles, conjunctions and interjections and uses these in oral responses, and written work.

Comments:

Student Name:

GRADE FIVE

MATHEMATICS SKILLS

	EMERGING SKILL	DEVELOPING SKILL	A-CHIEVED	STRENGTH	FUTURE INSTRUCT RE-ASSESS
Given significant review and practice, student exhibits working skills in areas introduced in the fourth grade mathematics rubric, including the following:					
Student exhibits mastery of the four basic processes of math, using multiple digit numbers. This mastery includes the ability to do long division using estimation and rounding of numbers.					
Student is able to work word problems involving measurements: time, linear, liquid, weight and money. Student has a working knowledge of linear measurements and finding area and perimeter of a given location.					
Student demonstrates a working understanding of the four math processes when using fractions and mixed numbers.					
Student is capable of reducing and expanding fractions thus understands and uses the "lowest common denominator" (factoring, expanding notation) in working problems.					
Student is able to listen to a complex (grade appropriate) word problem and mentally calculate the response to the question posed.					
Student independently uses pencil and paper to complete mathematical calculations with accuracy both in format and in finding answers (on a daily basis).					
Student is able to extrapolate pertinent data in word problems and use proper calculative skills to develop an answer (correct answer is not as important as correct process)					
Student participates, with understanding, in class group activities involving measurement of length, volume, time, weight, mass and capacity.					
Student understands and recognizes more complex number patterns and is able to work with prime numbers.					
Student can find averages when working with given information.					
Comments:					

Student Name:

**GRADE FIVE
MATHEMATICS SKILLS (CONT'D)**

NEW PROCESSES

Student shows emerging understanding and working use of:

	EMERGING SKILL	DEVELOPING SKILL	ACHIEVED	STRENGTH	FUTURE INSTRUCT	RE-ASSESS
Place value of decimal numbers.						
Conversion of fractions to decimal numbers.						
Conversion of decimals to percentages and percentages to decimals.						
Use of decimals in the four basic processes.						
Ordering decimals, fractions, mixed numbers by value (greater and lesser.)						
Use of decimals in word problems.						
Use and conversion of mixed numbers.						

Comments:

GRADE SIX ASSESSMENT RUBRICS

<i>Student Name:</i> GRADE SIX SENSORY-MOTOR SKILLS	EMERGING SKILL	DEVELOPING SKILL	ACHIEVED	STRENGTH	FUTURE INSTRUCT	RE-ASSESS
Student exhibits grade appropriate skill in execution of visual-motor integration. This is demonstrated in form drawing, writing, crafts and other class activities.						
Student exhibits grade appropriate skills in execution of visual-spatial arrangements. This is shown in the student's overall organizational skills in crafts, painting, writing and other classroom visual art based activities.						
Student demonstrates grade appropriate skill in identification and drawing of geometrically based forms while exhibiting proper grip of instruments. While engaged in these activities, student maintains appropriate posture and attends well to task.						
Student displays grade appropriate visual memory skill and visual discrimination. (Is timely and accurate in board copy work and self-produced work, visual memory for spelling reflects long-term recall.)						
Student works with increasing focus and concentration in visual-motor based activities and does not distract or need inordinate amounts of help or redirection.						
Student demonstrates skill and enjoyment in craft and other handwork activities.						
Student demonstrates increased ability to execute isolated finger movements as in playing the recorder, or other musical instrument, knitting and other such activities.						
Student demonstrates an ability to listen to instructions, focus to task and remain on task for period of as much as forty-five minutes.						
Student attends to the primary speaker and is able to recall facts of spoken material, content of a lecture, directions etc. (after a 24 hr. period) and use these in subsequent classroom activities.						
Student is able to participate fully in movement activities and after the required and reasonable time is given to rehearsal, is able to execute these movements with ease. This involves more complex movements as in playing a musical instrument or developing a specialized sports skill.						
Comments: 						

<i>Student Name:</i> GRADE FIVE SCIENCE SKILLS (CONT'D)	EMERGING SKILL	DEVELOPING SKILL	ACHIEVED	STRENGTH	FUTURE INSTRUCT	RE-ASSESS
Life Sciences and Skills						
Student had constructed maps of the North American continent and of historical Mesopotamia, Egypt and Greece.						
Student has a working understanding of North American continental geographical regions and the environmental impact of the geography upon the peoples who settled a region, as well as the environmental impact of the settlers upon the region.						
Student has a working knowledge of the geography and political boundaries of the main continental areas of the United States of America. Student knows the bordering countries, states, state capitals.						
Student has a working knowledge of the major climate zones of earth.						
Student has a working knowledge of major categories of plants, terminology of plant growth and the cycle of plant germination and growth.						
Student participated fully in gardening classes and has demonstrated an ability to work with basic plant cultivation.						
Student has a working knowledge of perennial and annual plants and the relationship of plants to climate zones.						
Student has imaginatively explored plant physiology, the cycle of breathing, the major parts of a plant etc. and compared these to human physiology and human cycles.						
Comments:						

GRADE SIX CURRICULUM STANDARDS

Objectives: Unless otherwise specified, the criterion for the following objectives is that 80% of students will perform at 80% or better.

Language Arts

Listening Skills. Listening Skills will be given in 20-to 45-minute presentations of stories, myths, legends and factual content taken from the history of Rome and the Middle Ages. Students will demonstrate competencies in the following areas:

- Oral recall of the main sequence of the presentation after 24-hour interval
- Oral recall of the factual details of the presentation after 24- hour interval
- Oral recall of factual details over longer durations with a 70% accuracy
- Choral and individual recitation of poetry and prose dramatizations taken from the above areas up to fifteen minutes in length with a minimum of five minutes
- Ability to follow oral and written directions relating to the study of the above areas and two general classroom protocols
- Ability to write dictations of varying lengths generated and spoken orally by the teacher from the above material.

Spelling Skills. Given sources of words, students will be introduced to etymology as it pertains to spelling.

Students will develop vocabulary lists each week of new words introduced through their academic subjects.

Given corrected compositions of their own and simple editing instructions, students will increase their ability to proofread.

Given teacher- and pupil-generated weekly lists and spelling strategies, students will develop ones that allow them to obtain 80% average accuracy on tests.

Given rules for syllabication, students will be able to syllabicate words that follow these rules.

Grammar skills will be developed by giving presentations, reviews, and oral and written practice. Students will demonstrate competencies in editing and writing samples containing the following:

- Simple declarative, interrogative, exclamatory and imperative sentences
- Compound sentences with coordinate conjunctions and semi-colons
- Complex sentences with adjective phrases and clauses
- Adverbs
- Adverbial phrases and clauses

- Subordinate conjunctions
- Three forms of a sentence
- Diagramming of simple sentences
- Punctuation
- Proper capitalization.

Writing Skills. Writing skills will be developed by given 20 to 45 minutes oral presentations of curriculum content. Students will perform the following:

- Written recall of main sequence of the presentation after a 24- hour interval.
- Written recall of factual details of the presentation after a 24-hour interval.
- Written recall of main sequence over longer duration with 70% accuracy.
- Written recall of factual details over longer duration with 70% accuracy.

Given topics from science and history, students will research then develop simple outlines emphasizing main ideas and supporting details. Then they will write a report (see Science and Social Studies).

Given addresses and review of form, students will write business and friendly letters.

Students will write expositions from ideas generated in class that relate to following at least six sequential directions.

Given examples of biographical sketches, the students will be able to generate writing in narrative form from material they have heard or read.

Reading Skills. Students will read at least nine books in a class reading program. They will read three of these as in-class readers, and nine on their own, six of these assigned and followed by comprehension questions, and three chosen individually followed-up by an artistic presentation.

Students will present oral reports and orally answer questions by the teacher from a book list of readings.

Students will expand and develop reading comprehension, speed and word recognition at sixth grade level skills or above through the following:

- Continued use of reference materials
- Reading and oral recall of reports written by the student and other classmates
- Showing an understanding of ideas presented
- Drawing critical conclusions
- Showing an understanding of main ideas, supporting details, and foreshadowing in juvenile literature.

Mathematics

Computation Skills. Given appropriate review and practice, students will show mastery of the four processes: addition, subtraction, multiplication and division.

Given appropriate review and practice, students will show mastery of the four processes with whole numbers, fractions and decimals. Mastery will be evaluated through:

- Class participation
- Board work
- Written exercises
- Tests.

Math Concepts with Computation

Percentage: Given appropriate curriculum stories, anecdotes and practical examples, students will master the following:

- Introduction of percentage
- Ratio and proportion
- Product of means is equal to product of extremes
- Conversion of fractions to decimals and the reverse
- Conversion of fractions to percentage and the reverse.

Business Mathematics: Given appropriate curriculum story problems that involve the four processes, students will develop applied business skills using:

- Whole numbers
- Fractions
- Decimals
- Percentage
- Beginning bookkeeping: given a practical story problem the student is introduced to:
 - Simple interest -
Selling price
 - Margin -
Loss
 - Profit
 - Computing and compounding interest
 - Dividends and principal on checking and savings accounts -
Bills of various types.

Geometry. Given appropriate curriculum stories, the student will become familiar with the history of geometry and early earth measure.

The student will practice everyday life problems and written exercises using the following geometric concepts:

- Square measure for area, pictorially and arithmetically
- Geometric drawing with compass and ruler
- Constructions of various polygons using different methods and materials
- Names and shapes of basic geometric polygons
- Computation of perimeters of polygons
- Computation of areas of parallelograms, triangles, squares and rectangles
- Development of pi, pictorially and arithmetically
- Computation and construction of area, circumference, radius, diameter, angles, arcs and chords of a circle
- Introduction to the use of a protractor
- Construction with the compass and straight edge of polygons, angles, perpendicular bisectors and parallel lines
- Introduction to both concepts and diagrams of parallel lines, corresponding angles, interior angles of a triangle, quadrilaterals, right and oblique prisms.

Social Studies

History. Given the objective of understanding the history of Rome with emphasis on culture and the evolution toward government and laws, the student will, through written and oral presentation, show an understanding of:

- The Seven Kings
- Virgil's Aeneid
- Mythological pictures of early statehood
- Stories with emphasis on Roman emperors from Romulus and Remus to the Pax Romana
- Legends of early Christianity
- The Fall of Rome.

Students will examine the development of Western civilization from Rome through the Middle Ages through the following:

- Stories of Germanic tribes, including Charlemagne, the Angles, Saxons and Vikings
- Biographies of St. Francis, Thomas Aquinas, Marco Polo and Henry the Second
- The Crusades
- The Fall of Constantinople.

Geography

Students will develop an understanding of world geography using maps and globes with an emphasis on the following:

- Seasonal changes
- Biotic zones
- Wind and water currents
- Meridians and parallels of latitude
- Specific landforms (e.g., glaciers, volcanoes, icebergs)
- Comparisons and contrasts of various climates
- Comparisons and contrasts of various vegetation (e.g., tundra, grasslands, deserts)
- Free hand drawings of continents and bodies of water.

Students will give oral presentations, create appropriate drawings, point out on maps and create written reports on the above subjects.

Science

Physics. The student will examine and observe the phenomenon of acoustics in the following areas:

- Natural sounds
- Pitch
- Overtones
- Tone vs. noise
- Doppler Effect
- Chladni's Sound Figures.

The student will examine and observe the phenomenon of magnetism in the following areas:

- Positive and negative poles
- Attraction and repulsion
- Magnetic field of the earth
- Types of magnets
- Magnetic force through various substances

- Electromagnetism.

The student will examine and observe the phenomenon of heat in the following areas:

- Expansion and contraction
- Conductivity of various states of matter
- Transference of heat: conductions, convections, radiation
- Fahrenheit and centigrade
- Frictions
- Changes of volume: solids, liquids, gases
- Evaporation and condensation.

The student will examine and observe the phenomenon of optics in the following areas:

- Nature of light
- Reflection and refraction
- Color/prisms
- Convex and concave lenses
- Afterimages.

Mineralogy. The objective is to develop an understanding of basic mineralogy through examining and observing the following areas:

- Crystals and gems
- Metals
- Geographic and geologic relationship of minerals
- Classification and formation of igneous, sedimentary and metamorphic rocks.

Astronomy. The objective is to develop an understanding of basic astronomy through observation and study of:

- Movement of celestial objects
- Sun, the moon, the planets, the solar system, the stars and constellations
- Meteors and comets.

GRADE SIX ASSESSMENT RUBRICS

<i>Student Name:</i> GRADE SIX SENSORY-MOTOR SKILLS	EMERGING SKILL	DEVELOPING SKILL	ACHIEVED	STRENGTH	FUTURE INSTRUCT	RE-ASSESS
Student exhibits grade appropriate skill in execution of visual-motor integration. This is demonstrated in form drawing, writing, crafts and other class activities.						
Student exhibits grade appropriate skills in execution of visual-spatial arrangements. This is shown in the student's overall organizational skills in crafts, painting, writing and other classroom visual art based activities.						
Student demonstrates grade appropriate skill in identification and drawing of geometrically based forms while exhibiting proper grip of instruments. While engaged in these activities, student maintains appropriate posture and attends well to task.						
Student displays grade appropriate visual memory skill and visual discrimination. (Is timely and accurate in board copy work and self-produced work, visual memory for spelling reflects long-term recall.)						
Student works with increasing focus and concentration in visual-motor based activities and does not distract or need inordinate amounts of help or redirection.						
Student demonstrates skill and enjoyment in craft and other handwork activities.						
Student demonstrates increased ability to execute isolated finger movements as in playing the recorder, or other musical instrument, knitting and other such activities.						
Student demonstrates an ability to listen to instructions, focus to task and remain on task for period of as much as forty-five minutes.						
Student attends to the primary speaker and is able to recall facts of spoken material, content of a lecture, directions etc. (after a 24 hr. period) and use these in subsequent classroom activities.						
Student is able to participate fully in movement activities and after the required and reasonable time is given to rehearsal, is able to execute these movements with ease. This involves more complex movements as in playing a musical instrument or developing a specialized sports skill.						
Comments: 						

Student Name:

GRADE SIX

SENSORY-MOTOR SKILLS (CONT'D)

	EMERGING SKILL	DEVELOPING SKILL	A-CHIEVED	STRENGTH	FUTURE INSTRUCT RE-ASSESS
Student is able to maintain appropriate physical boundaries throughout activities. Student uses proper pressure and tension in activities.					
Student displays an ability to listen and follow-through on verbal directions. (Six or more sequenced directions.)					
Student appears to understand verbal and non-verbal communications. Student is aware of the messages in "tone" and "gesture" and facial expressions and responds appropriately.					
Student demonstrates increasing ability in use of working, sequential, short-term memory skills as seen in mental arithmetic, dictation, following directions and other general classroom activities.					
Student exhibits grade appropriate skill in execution of visual-motor integration. This is demonstrated in form drawing, writing, crafts and other class activities.					
Comments:					

Student Name:

GRADE SIX

LANGUAGE ARTS SKILLS

EMERGING SKILL

DEVELOPING SKILL

A-CHIEVED

STRENGTH

FUTURE INSTRUCT RE-

ASSESS

Listening and Speaking

Student exhibits good listening, verbal memory and comprehension skills through participation in class lesson recall after a twenty-four hour period has elapsed. Student recalls and uses factual content, thus building a general knowledge base, such as required in the application of concepts used in the science, math, and grammar blocks.

Student exhibits a full engagement in the verbally told story material, through free rendering and other artistic projects depicting the material and the student's relationship to it.

Student uses vocabulary from the verbally told material, thereby exhibiting an expanding word finding and vocabulary building skill.

Student exhibits a growing ability to verbally express self-generated reports and/or other materials she/he has organized into a clear, concise and complete presentation.

Student displays an ability to acquire verbally memorized material and recite this material while participating in such activities. as class presentations and plays.

Student demonstrates skills in sound discrimination, recognition of rhyming words, alliterative words and other word groupings and use of these in presenting self-generated poetry, prose, fiction and non-fiction. (Class and public presentations.)

Comments:

<i>Student Name:</i> GRADE SIX LANGUAGE ARTS SKILLS (CONT'D)	EMERGING SKILL	DEVELOPING SKILL	ACHIEVED	STRENGTH	FUTURE INSTRUCT	RE-ASSESS
Reading						
Student demonstrates reading for information skills: scanning visual information such as charts and graphs to gain information, recall of data or events to predict outcomes or for purposeful references, collection of pertinent data, through inferential statements so as to extrapolate meaning and increase predictability of outcomes or usefulness of information for report writing.						
Student displays stable recall of words previously learned and these words provide information for contextual cues for comprehension of materials and accurate "guessing" and prediction skills in deciphering further related reading material.						
Student recalls significant events or details from a reading assignment, thereby indicating good comprehension and recall skills. (Explanatory reading). This is assessed in verbal recall sessions in class, quizzes and short reports in homework assignments.						
Student exhibits increasing ability to verbally synopsise and critically evaluate reading materials, thereby indicating good comprehension skills. (Fiction and non-fiction.)						
Student reads with inflection in sentence closures, commas, questions, etc. Fluency in oral reading is accomplished.						
Student is self-selecting reading material and silently reads for a sustained length of time (an hour or more).						
Comments:						

Student Name:	EMERGING SKILL	DEVELOPING SKILL	A-CHIEVED	STRENGTH	FUTURE INSTRUCT	RE-ASSESS
GRADE SIX LANGUAGE ARTS SKILLS (CONT'D)						
Spelling						
Student exhibits growing ease with verbal dictations. Student is able to construct, orally dictated sentences with grade appropriate accuracy. These contain sight vocabulary as well as appropriate phonetically based spelling with word encoding tasks.						
Student displays evenly formed skill in cursive handwriting using upper and lower case. Student is placing written materials within borders and is writing horizontally on an unlined page as in the main lesson book.						
Student exhibits a consistent use of spelling rules as well as memorizing sight words.						
Student is aware of homographs and homophones and is learning to discriminate their usage.						
Student has a working knowledge of alphabetizing of words and hence, the ability to check spellings and definitions through dictionary usage.						
Student is capable of identifying misspelled words and is developing techniques for editing skills. Student refers to dictionary or spell-checking devices and independently corrects all first drafts.						
Student demonstrates grade expectations in spelling sight words and participation in class-based spelling activities, including weekly spelling quizzes.						
Student exhibits growing ease with verbal dictations. Student is able to construct, orally dictated sentences with grade appropriate accuracy. These contain sight vocabulary as well as appropriate phonetically based spelling with word encoding tasks.						
Comments:						

Student Name:

GRADE SIX

LANGUAGE ARTS SKILLS (CONT'D)

EMERGING
SKILL

DEVELOPING SKILL

A-
CHIEV
ED

STRENGTH

FUTURE

INSTRUCT

RE-

ASSESS

Written Expression

Student 's self constructed independent writing reflects skills in the following areas:

Student displays grade appropriate sentence construction. (Sentence structure indicates usage of descriptors, conjunctions and transitional phrases). Student generates sequential paragraphs using good structure (initial sentence, supporting material, closure and transition phrases or information).

Student consistently uses previously learned punctuation and capitalization rules. Student consistently uses parts of speech previously learned (see grades 4 and 5 rubrics). Student is emerging in use of complex sentence structures using adjective phrases and clauses, subordinate conjunctions, etc.

Student is able to generate writing, which reflects, sequential organization, organized ideas, and complete thoughts with appropriate verbal syntactical structures. Student is expanding written expression.

Student proofreads written material and thus, self-edits for spelling, punctuation and capitalization errors. Student re-writes material for final copy.

Student is able to self-edit in order to add details to support clarity and re-group sentences for clearer meaning or efficiency.

Student is developing sentence diagramming skills.

Comments:

Student Name:	EMERGING SKILL	DEVELOPING SKILL	ACHIEVED	STRENGTH	FUTURE INSTRUCT	RE-ASSESS
GRADE SIX MATHEMATICS SKILLS (CONT'D) NEW PROCESSES						
Student has an emerging working knowledge in computing ratio, proportion.						
Student is gaining the following concepts: Product of means is equal to product of extremes Beginning bookkeeping terminology, simple interest, selling price, margin, loss, profit, computing and compounding interest, dividends and principal on checking and savings accounts, reading bills and understanding the information thereon.						
Student is familiar with the history of mathematics; emphasis is in the area of geometry and the theories generated in early earth measurement.						
Student is emerging in ability to use the following geometrical concepts and processes, evidenced in main lesson and homework assignments:						
Square measure for area, both pictorially and arithmetically.						
Construction of geometric drawings using compass and ruler.						
Constructions of various polygons using different methods and materials.						
Names and shapes of basic geometric polygons.						
Computation of areas of parallelograms, triangles, squares and rectangles.						
Development of pi, pictorially and arithmetically.						
Computation and construction of area, circumference, radius, diameter, angles, arcs and chords of a circle.						
Introductory use of a protractor.						
Construction with the compass and straight edge of polygons, angles perpendicular bi-sectors and parallel lines.						
Introductory use of concepts of parallel lines, corresponding angles, interior angles of a triangle, quadrilaterals, right and oblique prisms.						
Comments:						

Student Name:

**GRADE SIX
MATHEMATICS SKILLS (CONT'D)**

EMERGING SKILL

DEVELOPING SKILL

ACHIEVED

STRENGTH

FUTURE INSTRUCT RE-ASSESS

Student shows understanding and working use of:

Place value of decimal numbers.

Conversion of fractions to decimal numbers.

Conversion of decimals to percentages and percentages to decimals.

Use of decimals in the four basic processes.

Ordering decimals, fractions, mixed numbers by value (greater and lesser.)

Use of decimals in word problems.

Comments:

Student Name:	EMERGING SKILL	DEVELOPING SKILL	ACHIEVED	STRENGTH	FUTURE INSTRUCT	RE-ASSESS
GRADE SIX MATHEMATICS SKILLS (CONT'D)						
NEW PROCESSES						
Student has an emerging working knowledge in computing ratio, proportion.						
Student is gaining the following concepts: Product of means is equal to product of extremes Beginning bookkeeping terminology, simple interest, selling price, margin, loss, profit, computing and compounding interest, dividends and principal on checking and savings accounts, reading bills and understanding the information thereon.						
Student is familiar with the history of mathematics; emphasis is in the area of geometry and the theories generated in early earth measurement.						
Student is emerging in ability to use the following geometrical concepts and processes, evidenced in main lesson and homework assignments:						
Square measure for area, both pictorially and arithmetically.						
Construction of geometric drawings using compass and ruler.						
Constructions of various polygons using different methods and materials.						
Names and shapes of basic geometric polygons.						
Computation of areas of parallelograms, triangles, squares and rectangles.						
Development of pi, pictorially and arithmetically.						
Computation and construction of area, circumference, radius, diameter, angles, arcs and chords of a circle.						
Introductory use of a protractor.						
Construction with the compass and straight edge of polygons, angles perpendicualar bi-sectors and parallel lines.						
Introductory use of concepts of parallel lines, corresponding angles, interior angles of a triangle, quadrilaterals, right and oblique prisms.						
Comments:						

<i>Student Name:</i> GRADE SIX SCIENCE SKILLS	EMERGING SKILL	DEVELOPING SKILL	A- CHIEVED	STRENGTH	FUTURE INSTRUCT	RE- ASSESS
Social Sciences and Skills						
Student demonstrates a growing awareness of the group needs and is able to appropriately adjust self-needs to group needs. This is seen in such behaviors as waiting for his/her turn, helping others, listening and speaking as needed and in general, contributing to the on-going class ambience.						
Student understands individual and group-collaborative work and is able to participate in both. Student understands basic group processes, as evidenced in participation in class meetings.						
Student understands the concepts of and differences between "fairness" and "equality" in social life, class discipline and general interplay of social life.						
Student understands and exhibits socially inclusive behaviors and is included in social activities. (Uses supportive language asks for help etc.)						
Student demonstrates an ability to work collaboratively with his/her peers without constant adult intervention or guidance.						
Comments:						

Student Name:

**GRADE SIX
SCIENCE SKILLS (CONT'D)**

EMERGING SKILL	DEVELOPING SKILL A-	CHIEVED	STRENGTH FUTURE INSTRUCT	RE- ASSESS
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Geo-physical Science

Student has a working understanding of world geographical regions, is able to identify and map the basic geo-political boundaries of continents and entities.					
Student has a working knowledge of meridians and parallels of latitude.					
Student has a working knowledge of the major climate zones of earth and seasonal changes and is able to compare and contrast various climates.					
Student has a working knowledge of wind and current movement of the earth.					
Student has acquired a working knowledge of and vocabulary for basic understanding of mineralogy, (as evidenced in main lesson book work.).					
Student has a working knowledge of the various classes of the mineral world, crystals and gems and metals.					
Student has a working knowledge of geographic and geologic relationship of minerals.					
Student has a working knowledge of classification and formation of igneous, sedimentary and metamorphic rocks.					
Student has acquired a working knowledge of and vocabulary for basic understanding of astronomy, (as evidenced in main lesson book work.).					
Student has a basic working understanding of the movement of celestial objects (including visible planets and outer planets as well as comets and meteors, from a geo-centric point of view).					
Student has a basic understanding of the movement of and relationship of the sun, moon, other planets and their placement in the solar system.					
Student has a working knowledge of the constellations visible in the night skies of the northern and southern hemispheres.					

Comments:

<i>Student Name:</i> GRADE SIX SCIENCE SKILLS (CONT'D)	EMERGING SKILL	DEVELOPING SKILL	A-CHIEVED	STRENGTH	FUTURE INSTRUCT	RE-ASSESS
Socio-Political Sciences						
Student has a basic working understanding of the Roman Empire, Pax Romana, transition from mythological rulers to state rulers.						
Student has a basic understanding of the rise of Christianity in Roman times and of the legends of this religion.						
Student has a working knowledge of the development of Western civilization from Rome through the Middle Ages as evidenced in main lesson work containing the following: Stories of Germanic tribes, including Charlemagne, the Angles, Saxons and Vikings. Biographies of St. Francis, Thomas Aquinas, Marco Polo and Henry the Second. History of the Crusades. The Fall of Constantinople.						
Comments: 						

<i>Student Name:</i> GRADE SIX SCIENCE SKILLS (CONT'D)	EMERGING SKILL	DEVELOPING SKILL	ACHIEVED	STRENGTH	FUTURE INSTRUCT	RE-ASSESS
Physical Science						
Student has acquired a working knowledge of and vocabulary for basic acoustics: Natural sounds, pitch, overtones, tone vs. noise, Doppler effect, chladni's sound figures, sound conductivity. This is evidenced in main lesson book recordings.						
Student has acquired a working knowledge of and vocabulary for basic understanding of magnetism: Positive and negative poles, attraction and repulsion, magnetic field of the earth, types of magnets, magnetic force through various substances, electromagnetism. This is evidenced in main lesson book recordings.						
Student has acquired a working knowledge of and vocabulary for basic understanding of thermodynamics: Expansion and contraction, conductivity of various states of matter, transference of heat (conduction, convection, radiation), Fahrenheit and centigrade, friction, changes of volume (solids, liquids, gases), evaporation and condensation.						
Student has acquired a working knowledge of and vocabulary for basic understanding of optics: Nature of light, reflection and refraction, color/prisms, convex and concave lens, afterimages.						
Comments:						

GRADE SEVEN CURRICULUM STANDARDS

Objectives: Unless otherwise specified, the criteria for the following objectives are that 80% of students will perform at 80% or better.

Language Arts

Reading. On a daily basis students will listen to and read aloud ballads, poems, legends and folktales from around the world, as well as reading assigned contemporary novels. Students will learn to appreciate the English language both in terms of artistic form and content and in terms of formal grammar skills. Student will present no less than six book reports.

Writing. Given a block of several weeks, students will focus daily on the emotions of wish, wonder and surprise in literature, learn to express these contrasting moods through choral recitation, dramatization, composition writing and poetry.

Given weekly classes in language skills, students will learn grammar and writing skills using formal letter writing, original compositions, ballads and essays to explore:

- Phrases and clauses as extensions of simple word modifiers
- Pronouns
- Declension
- Active and passive voice
- Parenthetical expressions
- The four elements of poetry.

Given continual assignments in writing, corrected spelling words will be written in individual spelling notebooks, and each student will be tested regularly on their own lists. Misspelled words will be written in notebooks.

Mathematics

Computation. Given regular classes in problem solving and weekly problem sheets, students will review and strengthen skills in all phases of basic arithmetic.

Business Math. Given descriptions of business situations, students will learn to work with formula to calculate percentage, interest, discount, commission, salaries, profit and loss, etc.

Given descriptions of banking procedures, students will learn and practice calculating mortgages, interest income, business loans (advantages, disadvantages), etc.

Geometry. Given a series of geometrical drawings, using a straight edge and

compass students will learn to bisect angles, construct perpendiculars, bisect line segments, construct parallel lines and regular polygons.

Given regular polygons, students will learn to calculate areas and perimeters.

Given basic platonic solids, students will learn to calculate surfaces and volumes.

Algebra. Given practice in solving simple equations, students will evolve an introductory understanding of algebraic forms and set theory.

Sciences

Physics. Given daily experiments for a block of four weeks, students will learn to observe and record simple physical phenomena. They will describe materials used, procedure and observations of what occurred. They will also draw a diagram and/or schematic of the experiment. The following will be covered:

- Acoustics – vibrations, propagation of sound using various media, qualitative differences of sound, harmonics
- Light – color phenomenon in nature, color perspective, complementary colors, projecting shadows
- Magnetism and electricity – simple motor
- Six basic machines – lever, gear, pulley, inclined plane, wedge and screw.

Human Physiology. Given oral descriptions and drawings of the human anatomy, students will learn the basic functions of the human body. They will draw diagrams and will complete written descriptions, with emphasis on nutrition, health, hygiene, and reproduction.

Inorganic Chemistry. In a block of four weeks, students will describe and illustrate the materials, procedures, and observations used to learn about:

- Combustion
- Formation of crystals
- Properties of acids, bases and salts
- Electricity (see sixth-grade).

History

Given historical biographical presentations, students will review material verbally, then construct their own essays and make illustrations concerning the Age of Discovery, the Renaissance and Reformation and Shakespearean England. This could include, but will not be limited to, the biographies of: Marco Polo, Vasco da Gama, Columbus, Magellan, Cortez, Sir Walter Raleigh, Galileo, Tycho Brahe, Kepler,

Michelangelo, Leonardo da Vinci, Raphael, Catherine de Medici, Vittoria Colonna, Lorenzo de Medici, William Shakespeare, Martin Luther and Queen Elizabeth. Also presented are biographies of Chinese explorers and reformists.

Geography

Given biographical sketches of the great discoverers, time will be set aside to review the landscape, weather and resources of the world continents. Individual color-coded maps showing topography and land use will be drawn of major Continental land masses.

Given presentations on the geography of parts of the world as a whole, students will present research papers on their own, comparing and contrasting the landscapes, resources and cultural differences of the world continents.

GRADE SEVEN ASSESSMENT RUBRICS

<i>Student Name:</i> GRADE SEVEN SENSORY-MOTOR SKILLS	EMERGING SKILL	DEVELOPING SKILL	A-CHIEVED	STRENGTH	E-IN-STRUCTION	RE-ASSESS
Student exhibits grade appropriate skill in execution of visual-motor integration. This is demonstrated in form drawing, writing, crafts and other class activities.						
Student exhibits grade appropriate skills in execution of visual-spatial arrangements. This is shown in the student's overall organizational skills in crafts, painting, writing and other classroom visual art based activities.						
Student demonstrates grade appropriate skill in identification and drawing of geometrically based forms while exhibiting proper grip of instruments. While engaged in these activities, student maintains appropriate posture and attends well to task.						
Student displays grade appropriate visual memory skill and visual discrimination. (Is timely and accurate in board copy work and self-produced work, visual memory for spelling reflects long-term recall.)						
Student works with increasing focus and concentration in visual-motor based activities and does not distract or need inordinate amounts of help or redirection.						
Student demonstrates skill and enjoyment in craft and other handwork activities including woodwork.						
Student demonstrates increased ability to execute isolated finger movements as in playing the recorder, or other musical instrument, knitting and other such activities.						
Student demonstrates an ability to listen to instructions, focus to task and remain on task for period of as much as forty-five minutes.						
Student attends to the primary speaker and is able to recall facts of spoken material, content of a lecture, directions etc. (after a 24 hr. period) and use these in subsequent classroom activities.						
Student is able to participate fully in movement activities and after the required and reasonable time is given to rehearsal, is able to execute these movements with ease. This involves more complex movements as in playing a musical instrument or developing a specialized sports skill.						
Student is able to maintain appropriate physical boundaries throughout activities. Student uses proper pressure and tension in activities.						
Student displays an ability to listen and follow-through on verbal directions, (six or more sequenced directions).						
Comments: 						

Student Name:

GRADE SEVEN

SENSORY-MOTOR SKILLS (CONT'D)

	EMERGING SKILL	DEVELOPING SKILL	A-CHIEVED	STRENGTH	E-IN-STRUCTION	RE-ASSESS
Student appears to understand verbal and non-verbal communications. Student is aware of the messages in "tone" and "gesture" and responds appropriately.						
Student demonstrates increasing ability in use of working, sequential, short-term memory skills as seen in mental arithmetic, dictation, following directions and other general classroom activities.						
Student exhibits grade appropriate skill in execution of visual-motor integration. This is demonstrated in form drawing, writing, crafts and other class activities.						
Comments:						

Student Name:

**GRADE SEVEN
LANGUAGE ARTS SKILLS**

EMERGING SKILL	DEVELOPING SKILL ACHIEVED	STRENGTH FUTURE INSTRUCT RE- ASSESS
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Writing Mechanics and Spelling Skills

Student exhibits growing ease with verbal dictations. Student is able to construct, orally dictated sentences with grade appropriate accuracy. These contain sight vocabulary as well as appropriate phonetically based spelling with word encoding tasks.					
Student is self-editing written material and is generating a finished draft of assigned written work. The following five skills exhibit this:					
Student exhibits a consistent ability in the use of spelling rules as well as in memorization of sight words					
Student is aware of homographs and homophones and is discriminates their usage.					
Student has a working knowledge of alphabetizing of words and hence, the ability to check spellings and definitions through dictionary usage.					
Student is capable of identifying misspelled words and is developing techniques for editing skills.					
Student refers to dictionary or spell-checking devices and independently corrects all first drafts.					

Comments:

<i>Student Name:</i> GRADE SEVEN LANGUAGE ARTS SKILLS (CONT'D)	EMERGING SKILL	DEVELOPING SKILL	ACHIEVED	STRENGTH	FUTURE INSTRUCT	RE-ASSESS
Written Expression						
Student displays grade appropriate sentence construction. (Sentence structure indicates usage of descriptors, conjunctions and transitional phrases). Student generates sequential paragraphs using good structure (initial sentence, supporting material, closure and transition phrases or information).						
Student uses initial capital letter and final punctuation consistently. Student consistently uses commas (for series), quotations, and capitals for proper nouns, use of colons and is growing proficient in the use of colons and semicolons.						
Student has a working knowledge of the parts of speech including nouns, pronouns, verbs, adjectives, adverbs, prepositions,, prepositional phrases, articles, conjunctions and interjections and uses these in written work and sentence diagramming.						
Student uses active and passive voice, subordinate clauses and other more sophisticated writing techniques previously taught (see grade 6 rubrics).						
Student is able to generate writing, which reflects sequential organization, organized ideas and complete thoughts with appropriate verbal syntactical structure. Student is expanding written expression.						
Student's writing reflects an appropriate use of active and passive voices and parenthetical expressions.						
Comments: 						

Student Name:

GRADE SEVEN

LANGUAGE ARTS SKILLS (CONT'D)

EMERGING
SKILL

DEVELOPING SKILL

A-
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STRENGTH

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INSTRUCT

RE-
ASSESS

Listening and Speaking

Student exhibits good listening, verbal memory and comprehension skills through participation in class lesson recall after a twenty-four hour period has elapsed. Student recalls and uses factual content, thus building a general knowledge base, such as required in the application of concepts used in the science, math, and grammar blocks.

Student exhibits a full engagement in the verbally told story material, through free rendering and other artistic projects depicting the material and the student's relationship to it.

Student uses vocabulary from the verbally told material, thereby exhibiting an expanding word finding and vocabulary building skill.

Student exhibits a growing ability to verbally express self-generated reports and/or other materials she/he has organized into a clear, concise and complete presentation.

Student displays an ability to acquire verbally memorized material and recite this material while participating in such activities such as class presentations and plays.

Student demonstrates skill in recitation of memorized passages, poems, verses etc. using clear diction, articulation fluency, and inflection and general over-all expression.

Student is able to enter into discussion regarding the meaning of a phrase or passage in poetry, prose, expository writing or the like.

Comments:

<i>Student Name:</i> GRADE SEVEN LANGUAGE ARTS SKILLS (CONT'D)	EMERGING SKILL	DEVELOPING SKILL	ACHIEVE	STRENGTH	FUTURE INSTRUCT	RE-ASSESS
Reading						
Student demonstrates reading for information skills: scanning visual information as charts and graphs to gain information, recall of data or events to predict outcomes or for purposeful references, collection of pertinent data, through inferential statements so as to extrapolate meaning and increase predictability of outcomes or usefulness of information for report writing.						
Student displays stable recall of words previously learned and these words provide information for contextual cues for comprehension of materials and accurate "guessing" and prediction skills in deciphering further related reading material.						
Student recalls significant events or details from a reading assignment, thereby indicating good comprehension and recall skills, (explanatory reading.) This is assessed in verbal recall sessions in class, quizzes and short reports in homework assignments.						
Student exhibits increasing ability to verbally synopsise reading material, thereby indicating good comprehension skills, (fiction and non-fiction.)						
Student reads with inflection in sentence closures, commas, questions, etc. Fluency in oral reading is increasing.						
Student reads with appreciation the following genres: ballads, poems, legends, formal old English dialogue, etc.)						
Student is self-selecting reading material and silently reads for a sustained length of time (one to two hours).						
Student displays an ability to read and comprehend various kinds of literature, instructional, explanatory, expository, fiction, non-fiction, poetry and prose.						
Comments:						

<i>Student Name:</i> GRADE SEVEN MATHEMATICS SKILLS	EMERGING SKILL	DEVELOPING SKILL	ACHIEVED	STRENGTH	INSTRUCTION	RE-ASSESS
Given significant review and practice, student exhibits working skills in areas introduced in the sixth grade mathematics rubric, including the following:						
Student exhibits mastery of the four basic processes of math, using multiple digit numbers. This mastery includes the ability to do long division using estimation rounding of numbers.						
Student is able to work word problems involving measurements: time, linear, liquid, weight and money. Student has a working knowledge of linear measurements and finding area and perimeter of a given location.						
Student demonstrates a working understanding of the four math processes when using fractions and mixed numbers.						
Student is capable of reducing and expanding fractions thus understands and uses the "lowest common denominator" (factoring, expanding notation) in working problems.						
Student is able to listen to a complex (grade appropriate) word problems and mentally calculate the response to the question posed.						
Student independently uses pencil and paper to complete mathematical calculations with accuracy both in format and in finding answers (on a daily basis).						
Student is able to extrapolate pertinent data in word problems and use proper calculative skills to develop an answer (correct answer is not as important as correct process).						
Student participates, with understanding, in class group activities involving measurement of length, volume, time, weight, mass and capacity.						
Student understands and recognizes more complex number patterns and is able to work with prime numbers.						
Student can find averages when working with given information.						
Comments: 						

Student Name:

GRADE SEVEN

MATHEMATICS SKILLS (CONT'D)

Student shows understanding of and working use of:

	EMERGING SKILL	DEVELOPING SKILL	ACHIEVED	STRENGTH	FUTURE INSTRUCT	RE-ASSESS
Place value of decimal numbers						
Conversion of fractions to decimal numbers						
Conversion of decimals to percentages and percentages to decimals.						
Use of decimals in the four basic processes.						
Ordering decimals, fractions, and mixed numbers by value (greater and lesser).						
Use of decimals in word problems.						

Comments:

Student Name:

GRADE SEVEN

MATHEMATICS SKILLS (CONT'D)

EMERGING SKILL	DEVELOPING SKILL	ACHIEVED	STRENGTH	FUTURE INSTRUCT	RE-ASSESS
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NEW PROCESSES

Student has a working knowledge in computing ratio, proportion.

Student is applying the following concepts:
 Product of means is equal to product of extremes.
 Bookkeeping terminology, simple interest, selling price, margin, loss, profit, computing and compounding interest, dividends and principal on checking and savings accounts, reading bills and understanding the information thereon.

Student is learning to use simple business math processes: calculations of percentages in overall expenses, commissions. Salaries, profit, loss, discount, etc.

Student is growing in ability to use the following geometrical concepts and processes, evidenced in main lesson and homework assignments:

Names and shapes and measurement of basic geometric polygons (perimeter square measure, volume, etc.

Construction of various polygons using different methods and materials.

Construction of platonic solids and calculation for surfaces and volumes.

Construction of angles, bi-section of angles. Use of terminology regarding interior angles, quadrilaterals, etc.

Construction with the compass, straight edge and protractor of polygons, angles perpendicular bi-sectors and parallel lines.

Development of pi, pictorially and arithmetically.

Computation and construction of area, circumference, radius, diameter, angles, arcs and chords of a circle.

Student is growing in ability to use the following algebraic concepts and processes, evidenced in main lesson and homework assignments:

The number line, real numbers, signed numbers and values, the magnitude of zero.

Set theory, computational laws.

Rules for addition, subtraction, and multiplication of signed numbers.

Rules for multiplication and division, Inverse operations.

Comments:

<i>Student Name:</i> GRADE SEVEN SCIENCE SKILLS	EMERGING SKILL	DEVELOPING SKILL	ACHIEVED	STRENGTH	FUTURE INSTRUCT	RE-ASSESS
Social Sciences and Social Conduct						
Student demonstrates a growing awareness of the group needs and is able to appropriately adjust self-needs to group needs. This is seen in such behaviors as waiting for his/her turn, helping others, listening and speaking as needed and in general, contributing to the on-going class ambience.						
Student understands individual and group-collaborative work and is able to participate in both. Student understands basic group processes, as evidenced in participation in class meetings.						
Student understands the concepts of and differences between "fairness" and "equality" in social life, class discipline and general interplay of social life.						
Student understands and exhibits socially inclusive behaviors and is included in social activities. (Uses supportive language asks for help etc.)						
Student demonstrates an ability to work collaboratively with his/her peers without constant adult intervention or guidance.						
Comments:						

Student Name: GRADE SEVEN SCIENCE SKILLS (CONT'D)	EMERGING SKILL	DEVELOPING SKILL	A-CHIEVED	STRENGTH	FUTURE INSTRUCT RE-ASSESS	
Geo-physical Science						
Student has a working understanding of World Geographical Regions, is able to identify and map the basic geo-political boundaries of continents and entities.						
Student has a working knowledge of routes of the voyages of the great discovers who journeyed to various continents (Marco Polo, Vasco da Gama, Columbus, Magellan, etc.)						
Student has a working knowledge of the major climate zones of earth and seasonal changes and is able to compare and contrast various climates.						
Student has a working knowledge of the contrasts between continents insofar as: landscape, weather and resources.						
Comments:						

<i>Student Name:</i> GRADE SEVEN SCIENCE SKILLS (CONT'D)	EMERGING SKILL	DEVELOPING SKILL	ACHIEVED	STRENGTH	IN-STRUCTION	RE-ASSESS
Socio-Political Sciences						
Student has a basic working understanding of the Renaissance Period in Northern and Southern Europe and the major artists and scientists of that era.						
Student has a basic understanding of the geo-political and religious rulers of the Renaissance and the Reformation Period of European history.						
Student has a working knowledge of the development of Western civilization from the Middle Ages through the Reformation.						
Comments:						

Student Name:

**GRADE SEVEN
SCIENCE SKILLS (CONT'D)**

EMERGING SKILL
DEVELOPING SKILL
ACHIEVED
STRENGTH
FUTURE INSTRUCT
RE-ASSESS

Physical Science

Student has acquired a working knowledge of and vocabulary for basic acoustics. The following is evidenced in main lesson book work, class participation and quizzes: Natural sounds, pitch, overtones, harmonics, tone vs. noise, Doppler effect, chladni's sound figures, sound conductivity.					
Student has acquired a working knowledge of and vocabulary for basic understanding of magnetism. The following is evidenced in main lesson book work, class participation and quizzes: Simple motor function, six basic machines-lever, gear, pulley, inclined plane, wedge and screw.					
Student has acquired a working knowledge of and vocabulary for basic understanding of optics. The following is evidenced in main lesson book work, class participation and quizzes: Color phenomenon in nature, color perspective, complementary colors, and project-ing shadows.					
Student has acquired a working knowledge of and vocabulary for basic understanding of inorganic chemistry. The following is evidenced in main lesson book work, class participation and quizzes: Combustion. Formation of crystals. Properties of acids, bases and salts. Electricity (see sixth grade).					
Student has acquired a working knowledge of and vocabulary for basic understanding of astronomy. The following is evidenced in main lesson book work, class participation and quizzes: Solar system and galaxy, from a heliocentric point of view.					
Student has acquired a working knowledge of and vocabulary for basic understanding of physiology of the bodily systems: respiratory, circulatory, gustatory, reproductive. The following is evidenced in main lesson book work, class participation and quizzes.					

Comments:

GRADE EIGHT CURRICULUM STANDARDS

Objectives: Unless otherwise specified, the criterion for the following objectives is that 80% of students will perform at 80% or better.

Language Arts

Listening Skills. Students will expand listening skills and further develop imagination through stories, folk tales and ballads from the history of the Reformation to the present day, using the following:

- Shakespeare
- Edgar Allan Poe
- Poetry, including epic forms
- Songs and poems of the revolutions
- Songs and poems of romance.

Speaking Skills. Students will develop and expand speaking skills as in previous years with emphasis on the following:

- Major play or presentation
- Extemporaneous speaking
- Poetry and prose
- Oral reports.

Writing Skills. Students will develop and expand self-expression and writing skills through the following:

- Letter writing, both business and personal forms
- Composition writing with emphasis on style
- Expository and narrative writing
- Written reports on science experiments and experiences with emphasis on materials, procedures and observations.

Grammar Skills. Students will review and expand knowledge of grammar with emphasis on:

- Syntax
- Writing skills with emphasis on the parts of speech
- Developing more complex sentences with use of clauses and phrases.

Spelling Skills. Students will further develop spelling skills:

- Increasing vocabulary based on academic content
- Editing and proofreading of their own and each other's work
- Review of previously learned spelling tactics.

Reading Skills. Students will expand and further develop reading skills through the following:

- Reading for information
- Reading for pleasure
- Reading classical and modern literature and plays
- Dramatic reading aloud
- Use of class readers.

Mathematics

Objectives: To review and further develop previous skills in all phases of arithmetic; previous knowledge of geometry with emphasis on platonic solids, polygons and angles; deeper understanding of algebra, including equations, real, natural and rational numbers. Previous skills will be reviewed and students will continue to develop mastery.

Geometry will be continued through geometric constructions and reviews with emphasis on the following:

- More complex polygons
- Scalene, isosceles, equilateral, obtuse, acute and right triangles
- Further development of the concepts of similarity and congruency in triangles, squares, rectangles, etc.
- Review of ratio and proportion of polygons
- Review of area and perimeter of basic polygons
- Review of surface area of solids
- Review of volume of solids
- Review of concept of points, lines, planes and solids in space
- Review of platonic solids:
 - Cube
 - Tetrahedron
 - Dodecahedron
 - Octahedron
 - Icosahedrons.

Social Studies

Objectives: To further examined the development of Western civilization with emphasis on the period from the Reformation to the present day; examine the economic impact of geography on civilization; develop a geographical understanding of Africa, Asia and Australia.

History. Students will develop an understanding of the history of the Reformation to the present with emphasis on cultures and the evolution of government, laws and rights through the following:

- Comparisons and contrasts of the Reformation and the Age of Enlightenment
- Stories of the Age of Enlightenment and the Age of Revolutions
- Biographies of George Washington, Lafayette, Benjamin Franklin, Bismarck, Martin Luther King, Jr., Joseph Stalin, Robespierre, Karl Marx, Abraham Lincoln, John Wilkes Booth, Mother Theresa, Madame Curie, Florence Nightingale, and Dolly Madison.

Geography. Students will develop an understanding of the geography of Africa, Asia and Australia with emphasis on the following:

- Countries, capitals, major mountains, bodies of water
- Seasonal changes
- Biotic zones
- Wind and water currents
- Meridians and parallels of latitude
- Specific land formations (e.g., glaciers, volcanoes, icebergs)
- Comparisons and contrasts of various climates
- Comparisons and contrasts of various vegetation (e.g., tundra, grasslands, deserts)
- Free hand drawing of continents and bodies of water.

Science

Objectives: To review and further develop an understanding of basic physics, mechanics, human physiology and organic chemistry.

Physics. Students will continue to further their understanding of basic physics through: acoustics, magnetism, heat, optics and electricity. They will examine and observe the phenomena of mechanics with emphasis on the following:

- Meteorology
- Hydraulics with emphasis on the hydrosphere
- Climatology with emphasis on stratosphere
- Aeromechanics with emphasis on the atmosphere.

Human Physiology. Students will review and study the human body with emphasis on the following:

- Skeletal system
- Nervous system
- Reproductive system
- Review of circulatory system
- Review of digestive system
- Review of respiratory system.

Chemistry. Students will examine and observe phenomena of organic chemistry. They will write and illustrate science demonstrations with emphasis on materials, procedures and observations. Demonstrations will include the following:

- Plant structure and chemical processes
- Nitrogen cycle
- Tests for starch, sugars, proteins and fats.

GRADE EIGHT ASSESSMENT RUBRICS

<i>Student Name:</i> GRADE EIGHT SENSORY-MOTOR SKILLS	EMERGING SKILL	DEVELOPING SKILL	ACHIEVED	STRENGTH	FUTURE INSTRUCT RE-	ASSESS
Student exhibits grade appropriate skill in execution of visual-motor integration. This is demonstrated in form drawing, writing, crafts and other class activities.						
Student exhibits grade appropriate skills in execution of visual-spatial arrangements. This is shown in the student's overall organizational skills in crafts, painting, writing and other classroom visual art based activities.						
Student demonstrates grade appropriate skill in identification and drawing of geometrically based forms while exhibiting proper grip of instruments. While engaged in these activities, student maintains appropriate posture and attends well to task.						
Student displays grade appropriate visual memory skill and visual discrimination. (Is timely and accurate in board copy work and self-produced work, visual memory for spelling reflects long-term recall.)						
Student works with increasing focus and concentration in visual-motor based activities and does not distract or need inordinate amounts of help or redirection.						
Student demonstrates skill and enjoyment in craft and other handwork activities.						
Student demonstrates increased ability to execute isolated finger movements as in playing the recorder, or other musical instrument, knitting and other such activities.						
Student demonstrates an ability to listen to instructions, focus to task and remain on task for period of as much as forty-five minutes.						
Student attends to the primary speaker and is able to recall facts of spoken material, content of a lecture, directions etc. (after a 24 hr. period) and use these in subsequent classroom activities.						
Student is able to participate fully in movement activities and after the required and reasonable time is given to rehearsal, is able to execute these movements with ease. This involves more complex movements as in playing a musical instrument or developing a specialized sports skill.						
Student is able to maintain appropriate physical boundaries throughout activities. Student uses proper pressure and tension in activities.						
Student displays an ability to listen and follow-through on verbal directions, (six or more sequenced directions).						
Student appears to understand verbal and non-verbal communications. Student is aware of the messages in "tone" and "gesture" and responds appropriately.						
Student demonstrates increasing ability in use of working, sequential, short-term memory skills as seen in mental arithmetic, dictation, following directions and other general classroom activities.						
Comments: 						

Student Name:

GRADE EIGHT

LANGUAGE ARTS SKILLS

EMERGING SKILL

DEVELOPING SKILL

A-
CHIEV
ED

STRENGTH

FUTURE INSTRUCT
RE-

ASSESS

Writing Mechanics and Spelling Skills

Student exhibits growing ease with verbal dictations. Student is able to construct, orally dictated sentences with grade appropriate accuracy. These contain sight vocabulary as well as appropriate phonetically based spelling with word encoding tasks.

Student is self-editing written material and is generating a finished draft of assigned written work. The following skills exhibit this:

Student exhibits a consistent use of spelling rules and sight words.

Student has a working knowledge of alphabetizing of words and hence, the ability to check spellings and definitions through dictionary usage.

Student is capable of identifying misspelled words and is developing techniques for editing skills. Student refers to dictionary or spell-checking devices and independently corrects all first drafts.

Comments:

<i>Student Name:</i> GRADE EIGHT LANGUAGE ARTS SKILLS (CONT'D)	EMERGING SKILL	DEVELOPING SKILL	A-CHIEVED	STRENGTH	FUTURE INSTRUCT RE-	ASSESS
Written Expression						
Student 's self constructed independent writing reflects skills in the following areas:						
Student displays grade appropriate sentence construction. (Sentence structure indicates usage of descriptors, conjunctions and transitional phrases). Student generates sequential paragraphs using good structure (initial sentence, supporting material, closure and transition phrases or information).						
All previously taught skills are evidence in writing projects (see grades 5-7 rubrics). Student consistently self-edits and produces accurate final drafts of written projects. Student consistently uses commas (for series), quotations, and capitals for proper nouns, use of colons and is growing proficient in the use of colons and semicolons.						
Comments:						

<i>Student Name:</i> GRADE EIGHT LANGUAGE ARTS SKILLS (CONT'D)	EMERGING SKILL	DEVELOPING SKILL	ACHIEVED	STRENGTH	FUTURE INSTRUCT RE-	ASSESS
Listening and Speaking						
Student exhibits good listening, verbal memory and comprehension skills through participation in class lesson recall after a twenty-four hour period has elapsed. Student recalls and uses factual content, thus building a general knowledge base, such as required in the application of concepts used in the science, math, and grammar blocks.						
Student exhibits a full engagement in the verbally told story material, through free rendering and other artistic projects depicting the material and the student's relationship to it.						
Student uses vocabulary from the verbally told material, thereby exhibiting an expanding word finding and vocabulary building skill.						
Student exhibits a growing ability to verbally express self-generated reports and/or other materials she/he has organized into a clear, concise and complete presentation.						
Student displays an ability to acquire verbally memorized material and recite this material while participating in activities such as class presentations and plays.						
Student demonstrates skill in recitation of memorized passages, poems, verses etc. using clear diction, articulation fluency, and inflection and general over-all expression.						
Student is able to enter into discussion regarding the meaning of a phrase or passage in poetry, prose, expository writing or the like.						
Comments:						

<i>Student Name:</i> GRADE EIGHT LANGUAGE ARTS SKILLS (CONT'D)	EMERGING SKILL	DEVELOPING SKILL	A-CHIEVED	STRENGTH	FUTURE INSTRUCT RE-	ASSESS
Reading						
Student demonstrates reading for information skills: scanning visual information as charts and graphs to gain information, recall of data or events to predict outcomes or for purposeful references, collection of pertinent data, through inferential statements so as to extrapolate meaning and increase predictability of outcomes or usefulness of information for report writing.						
Student displays stable recall of words previously learned and these words provide information for contextual cues for comprehension of materials and accurate "guessing" and prediction skills in deciphering further related reading material.						
Student recalls significant events or details from a reading assignment, thereby indicating good comprehension and recall skills, (explanatory reading) This is assessed in verbal recall sessions in class, quizzes and short reports in homework assignments.						
Student exhibits increasing ability to verbally synopsise reading material, thereby indicating good comprehension skills, (fiction and non-fiction.)						
Student reads with inflection in all genres of reading.						
Student is self-selecting reading material and silently reads for an appropriate length of time (one to two hours).						
Student displays an ability to read and comprehend various kinds of literature, instructional, explanatory, expository, fiction, non-fiction, poetry and prose, analogies etc.						
Comments:						

<i>Student Name:</i> GRADE EIGHT MATHEMATICS SKILLS	EMERGING SKILL	DEVELOPING SKILL	A-CHIEVED	STRENGTH	FUTURE INSTRUCT RE-	ASSESS
Given significant review and practice, student exhibits working skills in areas introduced in the seventh grade mathematics rubric, including the following:						
Student is able to listen to a complex word problem and mentally calculate the response to the question.						
Student independently uses pencil and paper to complete mathematical calculations with accuracy both in format and in finding answers (on a daily basis).						
Student is able to extrapolate pertinent data in word problems and use proper calculative skills to develop an answer (correct answer is not as important as correct process)						
Student can find averages, means and medians when working with given information.						
Student participates, with understanding, in class group activities involving measurement of length, volume, time, weight, mass and capacity.						
Student understands and recognizes more complex number patterns and is able to work with prime numbers.						
Student shows working use of:						
Place value of decimal numbers.						
Conversion of fractions to decimal numbers.						
Conversion of decimals to percentages and percentages to decimals.						
Use of decimals in the four basic processes.						
Ordering decimals, fractions, mixed numbers by value (greater and lesser.)						
Use of decimals in word problems.						
Student has a working knowledge in computing ratio, proportion.						
Student is applying the following concepts: Product of means is equal to product of extremes Bookkeeping terminology, simple interest, selling price, margin, loss, profit, computing and compounding interest, dividends and principal on checking and savings accounts, reading bills and understanding the information thereon.						
Comments:						

<i>Student Name:</i> GRADE EIGHT MATHEMATICS SKILLS (CONT'D)	EMERGING SKILL	DEVELOPING SKILL	ACHIEVED	STRENGTH	FUTURE INSTRUCT	RE-ASSESS
Student is growing in ability to use the following geometrical concepts and processes, evidenced in main lesson and homework assignments:						
Names and shapes and measurement of basic geometric polygons (perimeter square measure, volume, etc.						
Construction of various polygons using different methods and materials.						
Construction of platonic solids and calculation for surfaces and volumes.						
Construction of angles, bi-section of angles. Use of terminology regarding interior angles, quadrilaterals, etc.						
Construction with the compass, straight edge and protractor of polygons, angles perpendicular bi-sectors and parallel lines						
Computation and construction of area, circumference, radius, diameter, angles, arcs and chords of a circle.						
Student is growing in ability to use the following algebraic concepts and processes, evidenced in main lesson and homework assignments:						
The number line, real numbers, signed numbers and values, the magnitude of zero.						
Set theory, computational laws.						
Rules for addition, subtraction, and multiplication of signed numbers						
Rules for multiplication and division, Inverse operations.						
Evaluation of expressions containing exponents.						
Introductory level understanding of the multiplication of and factoring of binomials and polynomials.						
Comments:						

<i>Student Name:</i> GRADE EIGHT SCIENCE SKILLS	EMERGING SKILL	DEVELOPING SKILL	ACHIEVED	STRENGTH	FUTURE INSTRUCT	RE-ASSESS
Social Sciences and Social Conduct						
Student demonstrates a growing awareness of the group needs and is able to appropriately adjust self-needs to group needs. This is seen in such behaviors as waiting for his/her turn, helping others, listening and speaking as needed and in general, contributing to the on-going class ambience.						
Student understands individual and group-collaborative work and is able to participate in both. Student understands basic group processes, as evidenced in participation in class meetings.						
Student understands the concepts of and differences between "fairness" and "equality" in social life, class discipline and general interplay of social life.						
Student understands and exhibits socially inclusive behaviors and is included in social activities. (Uses supportive language asks for help etc.)						
Student demonstrates an ability to work collaboratively with his/her peers without constant adult intervention or guidance.						
Comments: 						

<i>Student Name:</i> GRADE EIGHT SCIENCE SKILLS (CONT'D)	EMERGING SKILL	DEVELOPING SKILL	A-CHIEVED	STRENGTH	FUTURE INSTRUCT	RE-ASSESS
Geo-physical Science						
Student has a working understanding of world geographical regions, is able to identify and map the basic geo-political boundaries of continents and entities.						
Student has a working knowledge of geo-political boundaries in relationship to the American Revolution and the Industrial Revolution						
Student has a working knowledge of the major climate zones of earth and seasonal changes and is able to compare and contrast various climates.						
Student has a working knowledge of the contrasts between continents insofar as: landscape, weather and resources.						
Comments: 						

Student Name:

GRADE EIGHT

SCIENCE SKILLS (CONT'D)

EMERGING SKILL

DEVELOPING SKILL

A-
CHIEV
ED

STRENGTH

FUTURE INSTRUCT

RE-

ASSESS

Socio-Political Sciences

Student has a basic working understanding of the Industrial Revolution.

Student has a basic understanding of the geo-political and religious rulers of the French Revolution, American Revolution and Industrial Revolution.

Student has a working knowledge of the development of Western civilization from the Reformation through the Industrial Revolution.

Comments:

Student Name:

**GRADE EIGHT
SCIENCE SKILLS (CONT'D)**

EMERGING SKILL	DEVELOPING SKILL	ACHIE- VED	STRENGTH FUTURE INSTRUCT	RE- ASSESS
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Physical Science

Student has acquired a working knowledge of and vocabulary for mechanics through the exploration of the lever and the pulley, as evidenced in main lesson workbooks, class participation and quizzes.

Student has deepened a working knowledge of and vocabulary for basic understanding of all topics taught in sixth and seventh grade physics.

Organic Chemistry: The following basic understanding is evidenced in main lesson book work, class participation and quizzes:

Chemical combinations, equations of sugars, starches and fats.

Solubility levels of carbon and various cycles of elements.

Physiology: The following understanding is evidenced in main lesson book work, class participation and quizzes:

Student has reviewed a working knowledge of the bodily systems: respiratory, circulatory, gustatory, reproductive.

Student has developed a working knowledge of the muscles and bones of the human skeletal structure.

Student has a working knowledge of the major sensory systems: eye, ear etc.

Student has explored the importance of diet and exercise in relation to overall health issues.

Comments:

APPENDIX A-2

*PA Academic Standards-Subject Area Scope &
Sequence Spreadsheets*

**Winding Brook Charter School
Charter Application**

WINDING BROOK CHARTER SCHOOL

PA Academic Standards-Subject Area Scope & Sequence Spreadsheets

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Using the Winding Brook Charter School Scope and Sequence and Grade-Level Expectations

Key Points

- The Scope and Sequence reflects Pennsylvania State Standards.
- The Scope and Sequence reflects Pennsylvania Assessment Anchors, Eligible Content, and PSSA.
- Grade-level expectations are reflected.
- Each grade level builds on the skills and strategies from the previous grade level.
- If students are not meeting grade-level expectations, it will be necessary to refer to the previous grade level to focus instruction.
- If students are exceeding grade-level expectations, it will be necessary to refer to the next grade level to focus instruction.
- The Scope and Sequence is used to develop Waldorf-Methods curriculum and to identify needed resources for Kindergarten-Grade 8.
- Teachers will use Waldorf-Methods pedagogy and appropriate additional resources to plan and deliver instruction that connects with the standards and prepares students to be successful on PSSA and in future grade levels and courses.

I: Introduce	Teachers introduce a concept, strategy, or skill by modeling, demonstrating and thinking aloud. Instruction is focused on providing a foundation for the specific skill. Mastery is not expected.
D: Develop	Teachers provide opportunities for students to practice and approximate the skill, strategy, or concept. Additional instruction and support is given to increase understanding and work towards proficiency. Reteaching and intervention may be necessary. Mastery may come for some students but is not expected.
P: Proficient	Teachers provide additional instruction and support until students are capable of using the skill proficiently on their own. Teachers then sustain students' independence in applying concepts, skills and strategies that have been taught. At this stage mastery is expected.

	K	1st	2nd	3rd	4th	5th	6th	7th	8th
Elements of Art									
Standard #1 -									
Students will use the elements of art and principles of design by applying media, techniques, and processes to produce works of art									
Line:									
Render recognizable contour line of the images, objects and/or models.	I	D	D	D	P				
Render recognizable detail lines of images, objects and/or models.	I	D	D	P					
Use line to show value light and dark (hatch, crosshatch).			I/D	P					
Render contour line recognizable to the images, objects and/or models.				I/D	P				
Render recognizable detail lines to images, objects and/or models.				I/D	P				
Use line to show a range 3 or more value (hatch, crosshatch).				I/D	P				
Use various types of line to produce imagery.						I	D	P	
Recognize the difference between contour, gesture, implied line, and/or use a variety of line to show value.									
Shape:									
Render combined simple shapes to form complex geometric and organic shapes to represent images, objects, and/or models (construction drawing).	I	D	D	P					
Render combined simple shapes to form complex geometric and organic shapes to represent images, objects, and /or models. (construction drawing).					I/D	P			
Identify the properties of various shapes and how they differ from forms.							I	D	P
Use two-dimensional and three-dimensional geometric and organic shapes to create two-dimensional and three-dimensional works of art.									
Form:									
Create a three-dimensional object.	I	D	D	P					
Use form that is recognizable.	I	D	D	P					
Create a three-dimensional object or the illusion of a three-dimensional object.					I/D	P			
Use form that appears to have volume.					I/D	P			
Demonstrate ability to render form and/or three-dimensional objects.							I	D	P
Create a three-dimensional object and the illusion of a three-dimensional object that shows volume.									
Space:									
Use the entire picture plane: horizon line, foreground, middle-ground, and background.	I	D	D	P					
Use objects that are rendered in proportion with each layer of the picture plane (atmospheric space).	I	D	D	P					
Use overlapping to create depth.					I/D	P			
Use linear and/or atmospheric perspective to produce the illusion of depth.							I	D	P
Create the illusion of space by using linear perspective.									

	K	1st	2nd	3rd	4th	5th	6th	7th	8th
	K	1st	2nd	3rd	4th	5th	6th	7th	8th
Use and understand the foreground, mid-ground, and background.									
Mix primary colors to create secondary colors.	I	D	D	D	D	P			
Use tints and shade to show value.					I/D	P			
Recognize and use color groups: primary, secondary, warm, cool, and neutral.					I/D	P			
Recognize and use complimentary, analogous, tertiary, and monochromatic color schemes.							I	D	P
Apply color theory to works of art.									
Texture:									
Create actual and implied texture.	I	D	D	P					
Create actual and implied texture that is recognizable to the image, objects, and/or models.					I/D	P			
Use various techniques to demonstrate various surface qualities.							I	D	P
Apply texture to works of art.									
Value:									
Show a range of three values from light to dark. (white, middle gray and black).				I	D	P			
Show a range of values from light to dark that are recognizable to the image, objects, and/or models. (white, middle gray, and black).					I/D	P			
Use a range of values to create the illusion of depth and/or three-dimensional forms.							I	D	P
Apply value to works of art.							I	D	P
Principles of Design									
Pattern:									
Create a pattern using only two variables in a random or predictable way (e.g., a-b pattern).	I	D	D	P					
Create a pattern using one or more elements in a random or predictable way (e.g., a-b-c pattern).					I/D	P			
Create a pattern that has at least three variables.					I/D	P			
Repeat one or more elements in a predictable or random pattern.							I	D	P
Create pattern using the elements of art.									
Balance:									
Arrange visual weight to create a stable composition.					I/D	P			
Use radial symmetrical and asymmetrical balance as a design tool.							I	D	P
Recognize the difference between symmetrical and asymmetrical balance.									
Contrast:									
Create recognizable contrast through the use of the elements.					I/D	P			
Use value contrast to add emphasize or variety to works of art.							I	D	P

	K	1st	2nd	3rd	4th	5th	6th	7th	8th
	K	1st	2nd	3rd	4th	5th	6th	7th	8th
Recognize and apply contrast using the elements of art.									
Proportion: Demonstrate rendering is proportionate to itself and consistent throughout the image.				I	D	P			
Use a unit of measurement to produce a final product.									
Render an image using correct proportion.							I	D	P
Rhythm: Repeat one or more of the elements regularly or irregularly. Create rhythm using the elements of art.							I	D	P
Unity: Use one or more of the elements consistently to tie the composition together. Unify a composition using the elements of art.							I	D	P
Emphasis: Use one or more of the elements of art to show emphasis. Identify how the elements of art are used to show emphasis.							I	D	P
Standard #2 - Students will understand and evaluate works of art in relationship to Historical and Cultural context									
Historical, Cultural & Social Context: Identify the historical, cultural, and social context of individual works of art. Describe the historical, cultural, and social context of individual works of art. Analyze the historical, cultural, and social context of individual works of art. Interpret the historical, cultural, and social context of individual works of art									
Chronological Understanding: Recognize works of art that relate to historical events and their connections to the timeline. Identify works of art that relate to historical events and their connection to the timeline.									
Describe how works of art relate to historical events. Analyze the relationship of works of art to historical events.									
Styles & Periods: Recognize styles and genre of individual works of art. Identify styles and genre of individual works of art. Describe styles and genre of individual works of art. Analyze styles and genre of individual works of art.									
	I	D	P						
				I	D	P			
							I	D	P

	K	1st	2nd	3rd	4th	5th	6th	7th	8th
	K	1st	2nd	3rd	4th	5th	6th	7th	8th
Historical/Cultural Analysis:									
View a work of art from its historical and/or cultural perspective.	I	D	P						
Recognize a work of art from its historical and/or cultural perspective.				I	D	P			
Describe a work of art from its historical and/or cultural perspective.							I	D	P
Analyze a work of art from its historical and/or cultural perspective.									
Historical & Cultural Impact:									
Study how historical events and culture impact form, techniques, and purposes of individual works of art.	I	D	P						
Recognize how historical events and culture impact form, techniques, and purposes of individual works of art.				I	D	P			
Describe how historical events and culture impact form, techniques, and purposes of individual works of art.							I	D	P
Analyze how historical events and culture impact form, techniques, and purposes of individual works of art.									
Relationships to Geographic Areas:									
Learn about relationships of works of art to geographical regions.	I	D	P						
Recognize relationships of works of art to geographic regions.				I	D	P			
Identify the relationships of works of art to geographic regions.							I	D	P
Describe the relationships of works of art to geographic regions.									
Pennsylvania Artists:									
View works of art of Pennsylvania artists.	I	D	P						
Recognize the works of art of Pennsylvania artists.				I	D	P			
Describe the works of art of Pennsylvania artists.							I	D	P
Analyze works of art of Pennsylvania artists.									
Philosophical Beliefs:									
Learn about philosophical beliefs as they relate to works of art.	I	D	P						
Recognize philosophical beliefs as they relate to works of art.				I	D	P			
Identify the philosophical beliefs as they relate to works of art.							I	D	P
Describe the philosophical beliefs as they relate to works of art.									
Historical & Cultural Differences:									
Learn about the historical and cultural differences as they relate to works of art.	I	D	P						
Recognize the historical and cultural differences as they relate to works of art.				I	D	P			
Identify the historical and cultural differences as they relate to works of art.							I	D	P
Describe the historical and cultural differences as they relate to works of art.									
Traditions:									
Learn about traditions as they relate to works of art.	I	D	P						
Recognize traditions as they relate to works of art.				I	D	P			
Describe traditions as they relate to works of art.							I	D	P

	K	1st	2nd	3rd	4th	5th	6th	7th	8th
	K	1st	2nd	3rd	4th	5th	6th	7th	8th
Analyze traditions as they relate to works of art.									
Common Themes and Forms:									
Recognize common themes, forms, and techniques from works of art.	I	D	P						
Identify common themes, forms, and techniques from works of art.				I	D	P			
Describe common themes, forms, and techniques from works of art.							I	D	P
Analyze common themes, forms, and techniques from works of art.									
Standard #3 -									
Students will create or discuss subject matter using symbols or symbolism to express ideas									
Expressing Ideas:									
Communicate the meaning of a symbol in a work of art.				I	D	P			
Identify the symbolism and describe how the work of art communicates the meaning of the symbol.				I	D	P			
Subject:									
Learn about how the subject matter is related to the communicated meaning.	I	D	P						
Identify the relationship between the symbol and it's communicated meaning in the work of art.				I	D	P			
Describe the relationship between the symbol and it's communicated meaning in the work of art.							I	D	P
Analyze the relationship between the symbol and it's communicated meaning in the work of art.									
Production of Symbol:									
Learn about how symbols are rendered in accordance with the Production and Function Standard.	I	D	D	D	D	D	D	D	P
Critique the symbol or symbolism using the Elements and Principles of Design as applied to the Criticism and Aesthetics Standard.	I	D	D	D	D	D	D	D	P
Standard #4 -									
Students will evaluate the characteristics, aesthetics, processes and merits of their own works and works of others									
Form and Test Hypothesis:									
Recognize "what if" possibilities for changing media, techniques and processes and their effect on communicating ideas in works of art.	I	D	P						
Identify "what if" possibilities for changing media, techniques and processes and their effect on communicating ideas in works of art.				I	D	P			
Describe "what if" possibilities for changing media, techniques and processes and their effect on communicating ideas in works of art.							I	D	P

	K	1st	2nd	3rd	4th	5th	6th	7th	8th
	K	1st	2nd	3rd	4th	5th	6th	7th	8th
Evaluate "what if" possibilities for changing media, techniques and processes and their effect on communicating ideas in works of art.									
Compare and Contrast:									
Recognize works of art comparing and/or contrasting structure and function.	I	D	P						
Identify works of art comparing and/or contrasting structure and function.				I	D	P			
Describe works of art comparing and/or contrasting structure and function.							I	D	P
Analyze works of art comparing and/or contrasting structure and function.									
Interpretation:									
Identify line, shape, color, texture, space, form and the principle of design (pattern).	I	D	P						
Describe the elements of art and principles of design balance, proportion.				I	D	P			
Analyze the elements of art and the principles of design to effectively communicate ideas and purpose.							I	D	P
Evaluate the elements of art and the principles of design to effectively communicate ideas and purpose.									
Structure and Function:									
Identify the uses of the elements of art and the principles of design effectiveness to organize the work.	I	D	P						
Describe the uses of the elements of art and the principles of design effectiveness to organize the work.				I	D	P			
Analyze the uses of the elements of art and the principles of design effectiveness to organize the work.							I	D	P
Evaluate the uses of the elements of art and the principles of design effectiveness to organize the work.									
Analyze media and process:									
Recognize what media, technique and process were used and their effectiveness in communicating ideas.	I	D	P						
Identify what media, technique and process were used and their effectiveness in communicating ideas.				I	D	P			
Describe what media, technique and process were used and their effectiveness in communicating ideas.							I	D	P
Evaluate what media, technique and process were used and their effectiveness in communicating ideas.									
Individual Philosophical Statement:									
Recognize objects and/or images that have symbolic meaning to the viewer in a work of art.	I	D	P						

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Identify objects and/or images that have symbolic meaning to the viewer in a work of art.																		
	K	1st	2nd	3rd	4th	5th	6th	7th	8th									
	K	1st	2nd	3rd	4th	5th	6th	7th	8th									
Describe objects and/or images that have symbolic meaning to the viewer in a work of art.																		
Analyze objects and/or images that have symbolic meaning to the viewer in a work of art.																		
Standard # 5 -																		
Students will use and maintain equipment, tools, and materials in a safe and appropriate manner with appropriate care and maintenance																		
Use material, equipment and tools safely.	I	D	P															
Use and maintain materials, equipment, and tools safely.				I	D	P												
Use and maintain materials, equipment, and tools safely and appropriately.																		
Manage preparation, use of materials, equipment, and tools safely and appropriately.																		
	K	1st	2nd	3rd	4th	5th	6th	7th	8th									

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Using the Winding Brook Charter School Scope and Sequence and Grade-Level Expectations

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- Grade-level expectations are reflected.
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- The Scope and Sequence is used to develop Waldorf-Methods curriculum and to identify needed resources for Kindergarten-Grade 8.
- Teachers will use Waldorf-Methods pedagogy and appropriate additional resources to plan and deliver instruction that connects with the standards and prepares students to be successful on PSSA and in future grade levels and courses.

I: Introduce	Teachers introduce a concept, strategy, or skill by modeling, demonstrating and thinking aloud. Instruction is focused on providing a foundation for the specific skill. Mastery is not expected.
D: Develop	Teachers provide opportunities for students to practice and approximate the skill, strategy, or concept. Additional instruction and support is given to increase understanding and work towards proficiency. Reteaching and intervention may be necessary. Mastery may come for some students but is not expected.
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	K	1st	2nd	3rd	4th	5th	6th	7th	8th
Career Acquisition									
Identify appropriate speaking and listening techniques used in conversation	I	D	D	P					
Apply appropriate speaking and listening techniques used in conversation									
Identify effective speaking and listening skills used in a job interview					I/D	P	I	D	P
Discuss resources available in researching job opportunities			I/D	P					
Identify and review resources available in researching job opportunities					I/D	P			
Evaluate resources available in researching job opportunities							I/D		P
Compose a personal letter	I	D	D	P					
Compose and compare a business and a personal letter						I/D/P			
Prepare a draft of career acquisition documents									I/D/P
Identify the importance of developing a plan for the future	I	D	D	P					
Identify individualized career portfolio components, such as, but not limited to: achievements and awards, community service involvement/projects, self inventories						I/D/P			
Develop an individualized career portfolio including components, such as, but not limited to: achievements and awards, community service involvement/projects, self inventories							I	D	P
Discuss the importance of the essential workplace skills, such as, but not limited to: Dependability, Health/safety, Team building, Technology			I/D	P					
Apply to daily activities, the essential workplace skills					I/D	P			
Explain, in the career acquisition process, the importance of the essential workplace skills/knowledge								I/D	P
Career Retention and Advancement									
Identify attitudes and work habits that contribute to success at home and school	I	D	D	P					
Explain how student attitudes and work habits transfer from the home and school to the workplace					I/D	P			
Determine attitudes and work habits that support career retention and advancement							I	D	P
Identify how to cooperate at both home and school	I	D	D	P					
Explain the importance of working cooperatively with others at both home and school to complete a task					I/D	P			
Analyze the role of each participant's contribution in a team setting									
Explain effective group interaction terms	I	D	D	P			I	D	P
Identify effective group interaction strategies					I/D	P			
	K	1st	2nd	3rd	4th	5th	6th	7th	8th

	K	1st	2nd	3rd	4th	5th	6th	7th	8th
Explain and demonstrate conflict resolution skills							I	D	P
Explain effective group interaction terms	I	D	D	P	I/D	P			
Identify effective group interaction strategies							I	D	P
Explain and demonstrate conflict resolution skills	I	D	D	P	I/D	P			
Explain how money is used									
Explain budgeting									
Analyze budgets and pay statements			I/D	P				I/D	P
Discuss how time is used at both home and school									
Develop a personal schedule based on activities and responsibilities at both home and school					I/D	P			
Identify and apply time management strategies as they relate to both personal and work situations							I	D	P
Identify the changes in family and friend's roles at home, at school and in the community				P					
Describe the impact of role changes at home, school, and at work, and how the role changes impact career advancement and retention					I/D	P			
Identify characteristics of the changing workplace including Americans With Disabilities Act accommodations, and explain their impact on jobs and employment								I/D	P
Define and describe the importance of lifelong learning	I	D	P						
Describe how personal interests and abilities impact lifelong learning					I/D	P			
Identify formal and informal lifelong learning opportunities that support career retention and advancement							I	D	P
Entrepreneurship									
Define entrepreneurship									
Identify the risks and rewards of entrepreneurship			I/D	P	I/D	P			
Compare and contrast entrepreneurship to traditional employment								I/D	P
Describe the character traits of successful entrepreneurs			I/D	P					
Discuss the entrepreneurial character traits of historical or contemporary entrepreneurs							I/D/P		
Evaluate how entrepreneurial character traits influence career opportunities								I	D
Describe age-appropriate entrepreneurial opportunities	I	D	D	P					
Discuss the steps entrepreneurs take to bring their goods or services to market									
Identify and describe the basic components of a business plan							I/D/P		
	K	1st	2nd	3rd	4th	5th	6th	7th	8th

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Financial and Resource Management

	K	1st	2nd	3rd	4th	5th	6th	7th	8th
Identify money denominations, services and material resources available as trade-offs within the home, school and community		I/D	P						
Justify the decision to use or not use resources based on scarcity					I	D	P		
Analyze current conservation practices and their effect on future renewable and non-renewable resources: Refuse; Reduce; Reuse; Recycle								I	D
Define the components of a spending plan (e.g., income, expenses, savings)			I/D	P					
Know the relationship of the components of a simple spending plan and how that relationship allows for managing income, expenses and savings						I/D/P	P		
Explain the responsibilities associated with managing personal finances (e.g., savings, checking, credit, non-cash systems, investments, insurance)									I/D
Explain the need for shelter for the purpose of safety, warmth and comfort	I	D	P						
Describe the adaptability to meet basic human needs of the different types of housing available (e.g., single home, apartment, mobile home, shelter, recreational vehicle, public housing)						I/D	P		
Delineate and assess the factors affecting the availability of housing (e.g., supply and demand, market factors, geographical location, community regulations)									I/D
Explain consumer rights and responsibilities: To be safe; To be informed; To be heard; To choose; To redress			I/D	P					
Analyze information in care instructions, safety precautions and the use of consumable goods as a demonstration of understanding of consumer rights and responsibilities						I/D	P		
Explain how consumer rights and responsibilities are protected (e.g., government agencies, consumer protection agencies, consumer action groups)									I/D
Explain the relationship between work and income		I/D	P					I/D/P	
Explain the principles of child labor laws and the opportunity cost of working by evaluating the advantages and disadvantages of holding a job while a teenager									I/D
Compare the influences of income and fringe benefits to make decisions about work									
Describe criteria needed to identify quality in consumer goods and services (e.g., food, clothing, furniture, home technology, health care, transportation, services)			I/D	P					
Explain practices to maintain and/or repair consumer goods and services					I	D	P	I	D
Evaluate different strategies to obtain consumer goods and services									
Identify the services that communities provide for individuals and families		I	D	P					
	K	1st	2nd	3rd	4th	5th	6th	7th	8th

	K	1st	2nd	3rd	4th	5th	6th	7th	8th
Identify the public and nonpublic services that are available to serve families within the community					I	D	P		
Analyze how public, nonpublic and for-profit service providers serve the family.									I/D
Balancing Family, Work and Community Responsibility									
Examine consequences of family, work or career decisions.		I	D	P					
Contrast the solutions reached through the use of a simple decision making process that includes analyzing consequences of alternative solutions against snap decision making methods							I/D/P		
Solve dilemmas using a practical reasoning approach ; Identify situation ; Identify reliable information; List choices and examine the consequences of each; Develop a plan of action; Draw conclusions; Reflect on decisions								I	D
Identify the importance of routines and schedules while differentiating between short and long term goals	I	D	D	P					
Deduce the importance of time management skills (e.g. home, school, recreational activities)					I/D	D	P		
Know FCCLA action planning procedure and how to apply it to family, work and community decisions									I
Indicate the benefits and costs of working as an individual or as a team member and of being a leader or follower	I	D	D	P					
Classify the components of effective teamwork and leadership									
Assess the effectiveness of the use of teamwork and leadership skills in accomplishing the work of the family					I/D	D	P		
Explain the importance of organizing space for efficiency and a sense of comfort (e.g., desk space, classroom space)			I/D	P					
Identify the concepts and principles used in planning space for activities					I/D	D	P		
Analyze the space requirements for a specified activity to meet a given need (e.g., family room, home office, kitchen)								I	D
Analyze the effectiveness of technology used for school and home in accomplishing the work of the family (e.g., security, entertainment, communication, education)				I/D/P					
Describe the role of technology within a community in maintaining a safe and healthy living environment (e.g., safety, hospitals, waste treatment, water quality, schools)						I/D	P		
	K	1st	2nd	3rd	4th	5th	6th	7th	8th

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	K	1st	2nd	3rd	4th	5th	6th	7th	8th
Evaluate the impact of technology and justify the use or nonuse of it (e.g., safety, cost/budget, appearance, efficiency)								I	D
Explain daily activities that fulfill family functions in meeting responsibilities (e.g., economic, emotional support, childcare and guidance, housekeeping, maintaining kinship, providing recreation)	I	D	D	P					
Compare and contrast how different cultures meet family responsibilities within differing configurations (e.g., new parent, just married, single adult living alone, "empty nest", retired, senior citizen)					I/D/P		I/D/P		
Contrast past and present family functions and predict their probable impact on the future of the family								I	D
Identify the life stages by identifying their developmental task (e.g., infant, pre-schooler, school age, teen-age, adult, senior citizen)				I/D/P					
Identify the characteristics of the stages of the family life cycle (e.g., beginning, expanding, developing, launching, middle years, retirement, variations)						I/D	P		
Explain the influences of family life cycle stages on the needs of families and communities (e.g., a large number of young families needing day care, fixed income senior citizens, school age children)									I/D
Identify how to resolve conflict using interpersonal communications skills: Speaking and listening; I messages; Active listening; Checking for understanding; Following directions; Empathy; Feedback	I	D	D	P					
Describe positive and negative interactions within patterns of interpersonal communications: Placating; Blaming; Distracting; Intellectualizing; Asserting						I/D	P		
Justify the significance of interpersonal communication skills in the practical reasoning method of decision making								I/D	D/P
Food Science and Nutrition									
Know the production steps that a food travels from the farm to the consumer		I	D	P					
Demonstrate knowledge of techniques used to evaluate food in various forms (e.g., canned, frozen, dried, irradiated)					I/D	D	P		
Explain how scientific and technological developments enhance our food supply (e.g., food preservation techniques, packaging, nutrient fortification)								I/D	D
Describe personal hygiene techniques in food handling (e.g., handwashing, sneeze control, signs of food spoilage)	I	D	D	P					
Describe safe food handling techniques (e.g., storage, temperature control, food preparation, conditions that create a safe working environment for food production)					I	D	P		
Explain the importance of eating a varied diet in maintaining health	I	D	D	P					
	K	1st	2nd	3rd	4th	5th	6th	7th	8th

	K	1st	2nd	3rd	4th	5th	6th	7th	8th
Analyze factors that effect food choices									
Analyze the impact of food addictions and eating disorders on health					I	D	P		
Classify foods by food group within the food guide pyramid including the serving size and nutrient function within the body	I	D	D	P				I	D
Describe a well-balanced daily menu using the dietary guidelines and the food guide pyramid					I	D	P		
Analyze relationship between diet and disease and risk factors (e.g., calcium and osteoporosis; fat, cholesterol and heart disease; folate and birth defects; sodium and hypertension)									I/D
Define energy-yielding nutrients and calories			I/D	P					
Explain the relationship between calories, nutrient and food input versus energy output; describe digestion						I/D	P		
Analyze the energy requirements, nutrient requirements and body composition for individuals at various stages of the life cycle									I/D
Identify components of a basic recipe (e.g., volume, weight, fractions, recipe ingredients, recipe directions, safety techniques)	I	D	D	P				I	D
Analyze basic food preparation techniques and food-handling procedures					I	D	P		
Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation)									
Classify foods according to senses (e.g., taste, touch, smell, mouth feel, sight, sound)	I/D	P							
Describe the physical, biological, and chemical changes that take place in food preparation							I/D/P		
Analyze the application of physical and chemical changes that occur in food during preparation and preservation									I/D
Child Development									
Identify characteristics in each stage of child development: Infancy/BIRTH TO 1 YEAR; Early childhood/1 TO 6 YEARS; Middle childhood/6 TO 9 YEARS; Late childhood/NINE – 13 YEARS; Adolescence/13 – 18 YEARS				I/D/P					
Compare and contrast child development guided practices according to the stage of child development						I/D	P		
Analyze physical, intellectual and social/emotional development in relation to theories of child development									I/D

	K	1st	2nd	3rd	4th	5th	6th	7th	8th
Identify health and safety needs for children at each stage of child development				I/D/P					
Identify ways to keep children healthy and safe at each stage of child development					I	D	P		
Evaluate health and safety hazards relating to children at each stage of child development								I	D
Identify the characteristics of a learning environment	I	D	D	P					
Identify the role of the caregiver in providing a learning environment (e.g., babysitting, daycare, preschool)					I	D	P		
Evaluate various environments to determine if they provide the characteristics of a proper learning environment								I	D
Identify community resources provided for children		I	D	P					
Identify child-care provider considerations					I	D	P		
Analyze the roles, responsibilities and opportunity for family involvement in schools								I	D
Explain how the home and community help a person learn to read, write and compute		I	D	P					
Identify characteristics of quality literature for children and other literacy enhancing activities					I	D	P		
Explain how storytelling, story reading and writing enhance literacy development in children								I	D

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Using the Winding Brook Charter School Scope and Sequence and Grade-Level Expectations

Key Points

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- Each grade level builds on the skills and strategies from the previous grade level.
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	K	1st	2nd	3rd	4th	5th	6th	7th	8th
Personal health and unintentional and intentional injuries: Preventing is the key to promoting healthy lifestyle and reducing risks									
Describe influences on health, e.g. food, sleep, posture, exercise, hygiene/cleanliness and dental health	I	D	P						
Identify healthcare products for personal hygiene	I	D	P						
Explain how healthy role models can help them demonstrate healthy behaviors and describe the impact of media on healthy behaviors and safety	I	D	P						
Washing hands and the prevention of spreading germs	I	D	P						
Demonstrate dental hygiene practices	I	D	P						
Describe role of adequate sleep for health and learning	I	D	P						
Identify environmental factors that affect health (pollution, unsafety, insects and animals)	I	D	P						
Provide personal definition of "being safe"	I	D	P						
Recognize safe and unsafe practices in the home, school and community	I	D	P						
*General (e.g. fire, electrical, animals) *Modes of transportation(e.g. pedestrian, bicycle, vehicular)	I	D	P						
*Outdoor (e.g. play, weather, water)	I	D	P						
Describe situations that are unsafe and explain actions to take when feeling unsafe (i.e., call 911)	I	D	P						
Demonstrate the use of resistance skills in saying "No!" to unhealthy choices, as well as saying "Yes!" to healthy choices	I	D	P						
Recognize bullying/conflict situations and identify strategies to avoid or resolve	I	D	P						
Explain why it is important to make responsible decisions with friends and demonstrate decision making for personal health				I	D	P			
Setting goals to be healthy and encouraging others				I	D	P			
Understanding stress and stressors and their impact on the body				I	D	P			
Demonstrate stress management skills				I	D	P			
Identify personal hygiene practices				I	D	P			
Preventing common diseases (heart disease, stroke, cancer, diabetes, HIV)				I	D	P			
Explain and apply safe practices in the home, school and community (e.g. internet, violence)				I	D	P			
Recognize emergency situations and explain appropriate responses (use 911)				I	D	P			
Recognize conflict situations and identify strategies to avoid or resolve				I	D	P			
Predicting your future for a healthy life				I	D	P			
Analyzing personal health behaviors (health triangle)							I	D	P
Decision making skills for good health							I	D	P
	K	1st	2nd	3rd	4th	5th	6th	7th	8th

	K	1st	2nd	3rd	4th	5th	6th	7th	8th
Identify components on a food label and serving sizes									
Identify sources of influences and popular ideas of body image and selection on food and selection of foods				I	D	P			
Name the six types of nutrients and how they help the body							I	D	P
Identify and understand the parts of the food guide pyramid/ my pyramid							I	D	P
Explain how nutritious and nonnutritious foods affect the body							I	D	P
Reading and understanding food labels							I	D	P
Analyzing influences on food choices (e.g. culture, ethnicity, media, traditions, family, body image, athletic goals, peers)							I	D	P
Understanding eating disorders							I	D	P
Identify how nutrition and physical activity affect various systems of the body							I	D	P
Identify benefits of exercise and physical fitness							I	D	P
Identify and describe the five elements of physical fitness							I	D	P
Understand the importance of warm-up, target heart rate, and cool-down							I	D	P
Explore specific safety practices during physical activity							I	D	P
Understand fluid replacement importance (e.g. daily, sports, illness)							I	D	P
Understand the role of diet and physical activity in disease prevention (cancer and heart disease)							I	D	P
Understanding peer influences on physical activity							I	D	P
Identify positive practices of stress management through healthy eating and exercise							I	D	P
Develop strategies for coping with weight issues in healthy ways							I	D	P
Develop goals for physical activity and healthy eating							I	D	P
Abuse prevention of tobacco, alcohol and other drugs:									
Acquire knowledge and skills necessary to make healthy choices regarding the use of tobacco, alcohol and other drugs									
Demonstrate decision-making skills that result in healthy choices	I	D	P						
Describe how medicine can be helpful and harmful and identify poison safety rules	I	D	P						
Demonstrate the use of resistance skills in saying "no" to unhealthy choices, as well as saying "yes" to healthy choices (e.g. smoking, not smoking)	I	D	P						
Explain peer pressure and the value of resistance skills									
Demonstrate decision-making skills that result in healthy choices									
Describe peer norms and also reasons for being alcohol and tobacco free									
Describe the physical, mental, emotional and social affects of tobacco and alcohol on the individual themselves as well as their family									
	K	1st	2nd	3rd	4th	5th	6th	7th	8th

	K	1st	2nd	3rd	4th	5th	6th	7th	8th
Identify who prescribes drugs and state safe-practice rules for using prescription and nonprescription drugs									
Analyze the influence of the media as it relates to tobacco and alcohol use				I	D	P			
Identify affects of and strategies to address environmental tobacco smoke/second hand smoke				I	D	P			
Demonstrate goal-setting to remain drug-free				I	D	P			
Differentiate between substance use, misuse, and abuse (e.g.addiction:physical & psychological)							I	D	P
Recognize/Identify various social influences that promote substance misuse or abuse (e.g. media, peers, family, culture)							I	D	P
Identify ways to abstain from substance abuse utilizing decision making/refusal skills							I	D	P
Identify how use of substances affect major body systems (e.g. nervous, circulatory, urinary, integument, immune, reproductive, endocrine and respiratory)							I	D	P
Identify affects of tobacco use, ETS (environmental tobacco smoke/second hand smoke) and smokeless tobacco							I	D	P
Understanding affects of misuse of common recreational drugs (e.g. stimulants, depressants, marijuana, hallucinogens and inhalants)							I	D	P
Understanding the effects of OTC medications and prescription drug misuse.							I	D	P
Understand the use, misuse, and dangers of steroids							I	D	P
Identify personal, family, and community consequences of substance abuse/misuse							I	D	P
Analyze how substance abuse influences violent and/or illegal behavior							I	D	P
Recognizing laws and consequences regarding purchasing and the use of tobacco, alcohol and other substances							I	D	P
Identify school and community resources for treatment							I	D	P
Growth and development and family life:									
Acquire the knowledge and skill necessary to understand human growth and development and family health									
Describe ways children are unique (self-esteem)	I	D	P						
Expressing feelings and emotions in healthy ways (e.g. speaking/listening)	I	D	P						
Describe characteristics of a healthy friend and show respect, responsibility, trust and caring.	I	D	P						
Identify your body parts (how your body grows and changes)	I	D	P						

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	K	1st	2nd	3rd	4th	5th	6th	7th	8th
Numbers, Number Systems and Number Relationships (PA Academic Std 2.1)									
Count using whole numbers (to 100) by ones and tens (rote counting); count backwards from 10 to 0	I/D/P								
Count using whole numbers (to 100) by 1's, 2's, 5's and 10's; count backwards from 20 to 0	I	D/P							
Count using whole numbers (to 1,000) by 1's, 2's, 3's, 5's, 10's, 25's and 100's	I	D	P						
Count using whole numbers (to 10,000) and by 2s, 3s, 5s, 10s, 25s, and 100s	I	D	D	P					
Write numbers to 10,000 using expanded notation					I/D/P				
Use expanded notation to represent whole numbers or decimals					I/D	P			
Represent and explain relationships among integers, decimals, fractions and percents and distinguish appropriate form to use to solve problems; express numbers in factor form; find GCF and LCM; classify numbers as prime or composite							I/D/P		
Represent and use numbers in equivalent forms (integers, fractions, decimals, percents, exponents, scientific notation and square roots); express a number using prime factorization; use prime factorization to determine GCF and LCM							I/D	D/P	
Represent and use numbers in equivalent forms (integers, fractions, decimals, percents, exponents, scientific notation and square roots)							I	D	P
Use concrete objects to represent quantities up to and including 20; divide concrete objects (a set) into equal parts (fair share) using terms whole, part and one-half	I/D/P								
Use concrete objects (a set) into equal parts using terms whole, half, third and quarter	I	D/P							
Using concrete objects to identify a mixed number as a whole and parts	I	D	P						
Use whole numbers and fractions to represent quantities		I	D	P					
Read and write numbers to one million using whole numbers; interpret place value to one million				I	D/P				
Apply number theory concepts to rename a number quantity					I	D/P			
Simplify equivalent numeric expressions involving four basic operations and grouping symbols							I/D/P		
Simplify equivalent numeric expressions involving four basic operations, grouping symbols, exponents, and square roots							I/D	D/P	
Simplify numerical expressions involving exponents, scientific notations and using order of operations							I	D	P
Represent equivalent forms of the same number through the use of concrete objects and drawings up to and including 20	I/D/P								
Represent equivalent forms of a whole number using concrete objects, drawings and word names	I	D/P	P						

Represent equivalent forms of the same number through the use of concrete objects, drawings, word names and symbols	I	D	D	P			
Demonstrate that mathematical operations can represent a variety of problem situations					I	D/P	
Use a number line to represent and compare fractions, decimals and integers and to model real life situations						I/D/P	
Distinguish between and order rational and irrational numbers					I	D/P	P
Use drawings, diagrams or models to show the concept of fraction as part of a whole (K Proficient: "1/2", 1st grade Proficient: "1/83", "1/4", 2nd grade Proficient: "1/6", "1/8")	I/D	D	D/P				
Use drawings, diagrams or models to show the concept of fraction as part of a whole	I	D	D	P			
Use models to represent fractions and decimals					I	D/P	
Write a ratio or proportion to represent a real world problem					I	D/P	
Distinguish between ratios and rates and solve proportions that represent real world problems						I/D	D/P
Identify and name penny, nickel and dime	I/D/P						
Name and state the value (cent sign) of a penny, nickel, dime and quarter; count a given amount of money up to one-dollar money up to one-dollar using pennies, nickels and dimes; record using cent sign	I/D	D/P					
Count, compare and make change using a collection of coins up to one dollar; count a given amount of money; record total using decimal, dollar and cent sign	I	D	P				
Count, compare and make change using a collection of coins and one-dollar bills	I	D	D/P	P			
Explain the concepts of prime and composite numbers					I	D/P	
Model simple algebraic expressions using tiles or block manipulatives						I/D/P	
Simplify algebraic expressions involving like terms and use algebraic expressions to model real world situations						I/D	D/P
Simplify and expand algebraic expressions using exponential forms						I	D
Compare numbers up to 20 and label more than or less than	I/D/P						P
Identify and explain pattern on a number board	I	D/P					
Identify odd and even numbers on the hundred's board		I/D	P				
Apply number patterns (even and odd) and compare values of numbers on the hundred board		I	D	P			
Use simple concepts of negative numbers such as on a number line, in counting, and temperature					I	D/P	
Use the number line model to represent and demonstrate with integers (operations) and their applications						I/D	D
Use concrete objects to count, order and group (K Proficient: up to and including 10; 1st grade Proficient: up to 100; 2nd grade Proficient: up to 1000)	I/D	D	D	P			

Apply addition and subtraction in everyday situations using concrete objects Calculate the sum, difference, product and quotient of numerical and/or word problems with double digits	I	D/P	P					
Create and solve word problems involving addition, subtraction, multiplication and division of whole numbers					I/D/P			
Calculate the value of expressions involving grouping symbols					I/D			
Complete calculations by applying the order of operations - including exponents and square roots						I/D/P		
Use concrete objects to show joining (addition) of groups (sets) in quantities up to and including 20; use concrete objects to show separating (subtraction) a group (set) in quantities up to and including 5 (corresponds to PA Academic Std 2.2.3.A)	I/D/P						I	D/P
Determine the sum of 2 or 3 addends to 20 by using manipulatives, drawing pictures, and writing number sentences; calculate the difference of any two numbers to 18 without regrouping by using manipulatives, drawing pictures, and writing number sentences (corresponds to PA Academic Std 2.2.3.A)		I/D/P						P
Add 3 two-digit numbers with and without regrouping; subtract two-digit numbers with and without renaming			I/D/P					
Solve single and double-digit addition and subtraction problems with regrouping in vertical form	I	D	P					
Add and subtract fractions with like denominators in numerical and/or word problems					I/D/P			
Develop and apply algorithms to solve word problems that involve addition, subtraction, and/or multiplication with decimals with and without regrouping, fractions and mixed numbers, that include like and unlike denominators					I/D	D/P		
Add, subtract, multiply and divide different kinds and forms of rational numbers including integers, decimal fractions, percents and proper and improper fractions; include real world applications; demonstrate the use of a calculator for the above calculations							I/D	D
Rate count using whole numbers (to 100) by ones and tens (corresponds to PA Academic Std 2.1.3.A.)								P
Count using whole numbers (to 100) by 1's, 2's, 5's and 10's (corresponds with PA Academic Std 2.1.3.A.)	I	D/P						
Use concrete object to demonstrate concept of repeated addition								
Demonstrate concept of multiplication as repeated addition and arrays	I	D/P						
Demonstrate the ability to round numbers							I/D	P
Create and solve word problems involving ratios, proportions, and percents including determining percentage, rate, and base							I	D/P
Solve word problems using ratio and proportion - include percent increase and decrease							I	D
								D/P

Describe how a change in linear dimension of an object affects its perimeter, area, and volume						
Use concrete objects to determine area and perimeter (K Proficient : Measure perimeter using nonstandard units [walk hall-way, room, play-ground, gymnasium, classroom]); 1st grade Proficient : Use concrete objects to determine perimeter)	I/D	D	D/P	P		
Use scale measurements to interpret maps and scale drawings Estimate and verify measurements (K Proficient : Using concrete objects to represent non-standard units, estimate the measurements up to 20 units; 1st grade Proficient : Estimate and measure familiar objects to nearest foot; 2nd grade Proficient : Estimate and measure objects to the nearest inch or centimeter)	I/D	D/P	D/P	P	I	I/D P
Interpret the scale on maps and drawings Create and use scale drawings and models					I/D/P	
Create and use scale models Demonstrate that a single object has different attributes that can be measured in different ways (e.g. length, mass/ weight, time, area, temperature, capacity and perimeter) - K Proficient : Identify different attributes of objects (e.g., color, shape, size); 1st grade Proficient : Describe the various attributes of an object and identify how it can be measured (e.g., temperature, length, weight; 2nd grade Proficient : Describe the different attributes of an object and how it can be measured (e.g., time, temperature, area, length, weight, perimeter)	I/D	D/P	D/P	P	I	D P
Mathematical Reasoning and Connections (PA Academic Std 2.4)						
Verify predictions about quantity, size, and shape of objects by using concrete objects	I/D/P					
Verify predictions about quantity, size, and shape of objects by drawing pictures	I	D/P				
Verify and explain predictions about quantity, size, and shape of objects	I	D	P			
Make, check and verify predictions about the quantity, size and shape of objects and groups of objects	I/D	D	D	P		
Justify and give examples of other ways to solve problems					I/D/P	
Compare quantities and magnitudes of numbers			I/D	D/P		
Generalize from a pattern of observations, make conjectures and provide supporting arguments				I	D	D/P
Generalize from a pattern of observations, make conjectures and provide supporting arguments including constructing verifications and counter examples				I	D	D P
Make conjectures based on logical reasoning and test conjectures by using counter-examples				I	D	D P
Use nonstandard units to measure in everyday situations	I/D/P				I	D D P

Use measurement in everyday situations to measure to the nearest inch, centimeter									
Use measurement in everyday situations to measure to the nearest pd/kg, 5°, 1/2"									
Use measurements to determine the geography of the school building	I	D	D	P					
Use models, number facts, properties and relationships to check and verify predictions and explain reasoning									
Examine numeric relationship expressions to arrive at a conclusion (e.g. commutative property, association property, transitive property)									
Develop numeric relationship expressions to arrive at a conclusion (e.g. commutative, associative, distributive, and transitive properties, substitution, and numerical patterns)									
Combine numeric relationships to arrive at a conclusion at a conclusion									
Explain basic valid and invalid arguments within mathematical contexts									
Draw inductive and deductive conclusions within mathematical contexts									
Examine if... then statements to determine if the statements are valid									
Create if... then statements and test their validity									
Use if... then statements to construct simple valid arguments									
Compare strengths and weaknesses of various strategies used to solve a problemsolving situation; distinguish between relevant and irrelevant information in a mathematical problem									
Construct, use, and explain algorithmic procedures for computing and estimating with whole numbers, fractions, decimals and integers									
Interpret statements made with precise language of logic (i.e. all, every, none, some or many)									
Distinguish between and apply deductive and inductive reasoning; distinguish between inductive and deductive reasoning									
Use statistics to quantify issues in social studies									
Use measurements and statistics in family and consumer science									
Mathematical Problem Solving and Communication (PA Academic Std 2.5)									
Select and use appropriate problem solving strategies such as guess and check and working backwards	I/D	D	D	P					
Describe what information is needed to solve a problem; develop a plan to analyze a problem, identify the information needed to solve the problem, carry out the plan, check whether an answer makes sense and explain how the problem was solved									

Invent, select, use, and justify the appropriate methods, materials and strategies used to solve problems (problem solving strategies include but are not limited to: guess and check, working backwards, solving a simpler problem, making a graph, making a model, making a list, using simulation, drawing a diagram, using logical reasoning, using algebra)							I	D	D	P
Identify what information is needed to solve a problem	I/D/P									
Describe what information is needed to solve a problem through the use of pictures and manipulatives	I	D/P								
Describe what information is needed to solve a problem	I	D	P							
Determine when sufficient information is present to solve a problem and explain how to solve a problem	I	D	D	P						
Use trial and error and the process of elimination to solve problems				I/D						
Use appropriate mathematical terms, vocabulary, language symbols and graphs to clearly and logically explain solutions to problems					I/D	D/P				
Verify and interpret results using precise mathematical language, notation, and representations, including numerical tables and equations, simple algebraic equations and formulas, charts, graphs and diagrams							I/D	D	D	P
Select concrete material to solve a problem	I/D/P									
Select and use an appropriate method, materials and strategy to solve problems, including mental mathematics, paper and pencil, and concrete objects	I	D	D	P						
Create and write story problems using the following strategies: (1) given a number sentence, state a problem in own words; (2) model problem with diagrams or physical objects						I/D/P				
Show ideas in a variety of ways, including words, numbers, symbols, pictures, charts, graphs, tables, diagrams and models							I/D	D/P		
Justify strategies and defend approaches used and conclusions reached; justify generalizations drawn from conclusions								I/D	D/P	P
Explain the method and reasoning behind the problem's solution to determine reasonableness of and to verify results with respect to the original problem						I/D/P				
Connect, extend, and generalize problem solutions to other concepts, problems and circumstances in mathematics							I/D	D/P		
Determine pertinent information in problem situations, and whether any further information is needed for solution								I/D	D/P	P
Select, use, and justify the methods, materials and strategies used to solve problems							I/D	P		
Use appropriate problem solving strategies such as solving a simpler problem or drawing a picture or diagram							I/D	P		

<p>Gather, organize, sort, count and display data using pictures, given the framework for a bar graph; gather, organize, and display real life data on a bar graph and/or pictograph using the terms most, least, same, highest, lowest, more than, and fewer than</p> <p>Gather, organize and display data using pictures, tallies, charts, bar graphs, and pictographs</p>	I/D	D/P	P		
<p>Systematically collect, organize and display data for given situations using line plots, line graphs and bar graphs, including horizontal and vertical double bar graphs</p> <p>Organize and display data using pictures, tallies, tables, charts, bar graphs, and circle graphs</p> <p>Describe data using mean, median, mode, range, and quartiles</p> <p>Analyze data using mean, median, mode, range and quartiles; calculate mean, median, mode, and range using scientific and graphing calculators</p> <p>Compare and contrast different plots of data using values of mean, median, mode, quartiles and range</p>	I/D	D/P	P	I/D/P	I D/P
<p>Using manipulatives, describe the data presented in a bar graph or pictograph; describe data on a given graph; answer questions based on data from graphs</p> <p>Formulate and answer questions based on data shown on graphs</p> <p>Interpret data from tables, line plots, line graphs and bar graphs, and explain convincing arguments that are based on data analysis and previous experiences; describe data sets using mean, median, mode and range</p>	I	D	D/P		
<p>Explain effects on reliability of sampling procedures and of missing or incorrect information</p> <p>Use a chart or table that displays data over time and predict what will occur and predict what conditions will change the data</p>	I/D	D	P		
<p>Predict the likely number of times a condition will occur based on the analyzed data</p> <p>Sort data using Venn diagrams</p> <p>Collect and analyze data to make predictions</p> <p>Interpret and draw the scatter plot of two quantities and describe any relationship of the variables</p>	I	D	P	I/D	D/P
<p>Fit a line to the scatter plot of two quantities and describe any correlation of the variables</p> <p>State an opinion on whether a given statement is reasonable</p>	I/D/P			I/D/P	I/D
<p>State an opinion on whether a given statement is reasonable based on a comparison of data using the terms most, least, same, highest, lowest, more than, and fewer than</p>	I	D/P			D/P

	I	D	P						
Form, state and justify an opinion on whether a given statement is reasonable based on a comparison to data									
Predict the likely number of times a condition will occur based on the analyzed data									
Design and carry out a random sampling procedure									
Construct and defend simple conclusions based on data									
Interpret data using pictures, tallies, tables, charts, bar graphs, circles graphs, plots, and Venn diagrams									
Collect and represent data using stem-and-leaf plot and box-and-whisker plots									
Analyze and display data in stem-and-leaf and box-and-whisker plots									
Explain data displayed on a spreadsheet; use scientific and graphing calculators and computer spreadsheets to organize and analyze data									
Examine examples of valid and invalid surveys and the sample used; determine the validity of the sampling method described in studies published in local or national newspapers									
Probability and Predictions (PA Academic Std 2.7)									
Predict the likelihood of events									
State and explain the likelihood of a chance event using the terms likely, unlikely, or certain									
Predict, verify the prediction, and measure the likelihood of events; recognize that the results of an experiment may not match predicted outcomes									
Perform simulations with concrete devices (dice, spinner, etc.) to predict the chance of an event occurring									
Determine and identify the probability of an event given all possible outcomes									
Determine the number of combinations and permutations for an event									
Identify a spinner which is fair or unfair; identify a spinner which is fair or unfair and explain why; design a fair and an unfair spinner									
Determine the fairness of the design of a spinner									
Determine the probability of an event; express the probability of an event as a fraction, decimal, and percent; predict outcomes using sampling; calculate the likelihood of an event occurring given the number of trials and probability									
Design and conduct an experiment with dependent and independent events and determine the probability of each; compare and contrast independent and dependent events and determine the probability for each									
Present the results of an experiment using visual representations (tables, charts, and graphs)									

List or draw possible results of an experiment; list and explain the possible results of an experiment; describe the possible results of an experiment	I	D	P				
List or graph the possible results of an experiment	I	D	D	P			
Utilize and explain the results of an experiment to analyze the probability of an event			I/D	D/P			
Express probabilities as fractions and decimals				I/D	D/P		
Create and solve a real-life situation that requires probability; write and solve a problem situation requiring probability in a real-world event					I/D	D/P	
Analyze predictions such as election polls							
Collect and describe data using the concepts of largest, smallest, most often, least often and middle; analyze data using the concepts of largest, smallest, most often, least often and middle		I/D	D	P			
Compare predictions based on theoretical probability and experimental results					I/D	P	
Make and justify predictions that are based on experimental probability						I/D/P	
Conduct an experiment and discuss the differences between the experimental and theoretical probabilities						I	D/P
Compare and contrast results from observations and mathematical models							I/D
Generate a list of all possible outcomes of given events by constructing a table or developing an organized list					I/D/P		
Calculate the probability of a simple event					I/D	D/P	
Make valid inferences, predictions and arguments based on probability					I/D	D/P	
Determine patterns generated as a result of an experiment					I/D	D/P	
Determine the probability of an event involving "and," "or" or "not"					I/D	D/P	
Predict and determine why some outcomes are certain, more likely, less likely, equally likely or impossible							
Find all possible combinations and arrangements involving a limited number of variables					I/D	D/P	
Make a tree diagram and list the elements in the sample space					I	D/P	
Algebra and Functions (PA Academic Std 2.8)							
Identify, describe, and extend patterns based on shape, size, color or sound using concrete objects	I/D	D/P					
Identify, describe, extend, and replicate patterns based on shape, size, color or sound	I	D	P				
Recognize, describe, extend, create and replicate a variety of patterns including attribute, activity, number and geometric patterns	I	D	D	P			
Create, extend, and describe a pattern					I/D	P	

Recognize, reproduce, extend, create and describe patterns, sequences and relationships verbally, numerically, symbolically and graphically, using a variety of materials														
Create and describe a variety of patterns involving numbers, geometric shapes, and symbols														
Apply simple algebraic patterns to basic number theory and to spatial relations														
Use concrete objects and trial and error to represent a number story	I/D/P													
Use concrete objects and symbols (+, -, =) to create number sentences	I	D/P												D/P
Solve number sentences using concrete objects and symbols (+, -, =)		I	D/P											
Use concrete objects and trial and error to solve number sentences and check if solutions are sensible and accurate	I	D	D	P										
Connect patterns to geometric relations and basic number skills														
Discover, describe, and generalize patterns, including linear, exponential and simple quadratic relationships					I	D	P							
Use manipulatives to determine a missing addend in a number sentence in which the sum is 10 or less	I/D/P													D/P
Use manipulatives to determine a missing addend in a number sentence in which the sum is 20 or less	I/D	D/P												
Use manipulatives to determine a missing addend in a number sentence		I/D	P											
Substitute a missing addend in a number sentence		I	D	P										
Form rules based on patterns (e.g., an equation that relates pairs in a sequence)					I	D	P							
Create and interpret expressions that model problem situations and create and solve equations that model problem situations; create and interpret expressions that model problem situations and create and solve equations and inequalities that model problem situations												I/D	D/P	
Create and interpret expressions, equations, or inequalities that model problem situations														
Create a simple story problem using concrete objects or pictures	I/D/P													
Create and solve story problems using number sentences and pictures	I	D/P												
Demonstrate, solve, and describe story problems using addition or subtraction equations														
Create a story to match a given combination of symbols and numbers		I	D/P											
Use concrete objects and combinations of symbols and numbers to create expressions that model mathematical situations														
Use concrete models or symbols to model simple algebraic expressions: algebraic balances; algebra tiles/blocks; chips or counters; number tiles														
Represent algebraic expressions using concrete models (tiles, blocks)														
Use concrete objects to model algebraic concepts														

Use concrete objects to show equal and not equal; use concrete objects to show the concepts of variable and inequalities; use concrete objects to show the concepts of variables, equations, and inequalities	I	D	P				
Use concrete objects and symbols to model the concepts of variables, expressions, equations, and inequalities	I	D	D	P			
Explain the use of combinations of symbols and numbers in expressions, equations, and inequalities					I/D	D/P	
Solve one and two-step equations					I/D/P		
Solve one and two-step equations and inequalities					I/D	D/P	
Select and use a strategy to solve an equation or inequality, explain the solution and check the solution for accuracy					I	D	P
Describe the meaning of solutions and symbols					I/D/P		
Explain the meaning of solutions and symbols					I/D	D/P	
Gather information, analyze the collected data, and display it in a table					I/D	D/P	
Describe a realistic situation using information given in equations, inequalities, tables or graphs					I	D	P
Solve and graph equations and inequalities using scientific and graphing calculators and computer spreadsheets					I	D	P
Gather, sort count, and display data using a pictograph	I/D/P						
Read, organize and compare data on a bar graph and/or pictograph using the following vocabulary: most, least, same, highest, lowest, more than, fewer than	I	D/P					
Organize and compare data using bar graphs, tallies, and/or pictographs		I	D/P				
Gather information and display it in the form of a table or a chart			I	D/P			
Select and use appropriate strategies, including concrete materials, to solve number sentences and explain the method of solution					I/D	D/P	
Write function rules given a data table							I/D/P
Represent relationships with tables, graphs in the coordinate plane, and verbal or symbolic rules							I
Identify data shown in tables and charts	I/D	D/P					
Identify and interpret data shown in tables and charts	I	D	P				
Describe and interpret the data shown in tables and charts	I	D	D	P			
Create a picture on a grid, and identify the coordinate points					I/D/P		
Locate and identify points on a coordinate system					I/D	D/P	
Plot, describe, and interpret points on a coordinate plane							I/D/P
Graph a linear function from a rule or table							I
Use concrete objects to demonstrate function rule (e.g., input— output)							D/P
Demonstrate simple function rules							
Interpret and draw conclusions about data							
Generate a table or graph from a function and use graphing calculators and computer spreadsheets to graph and analyze functions					I/D/P		
					I	D	P

Identify, draw, label, measure, and list the properties of complementary, supplementary, vertical, and adjacent angles and use properties to determine missing angles						I	D	P
Draw, label, measure and list the properties of complementary, supplementary, and vertical angles	I/D/P							
Draw a circle, triangle and square		I/D	D/P					
Draw two-dimensional geometric shapes (e.g., hexagon, rhombus)		I	D	P				
Draw two and three dimensional geometric shapes and construct rectangles, squares and triangles on the geoboard and on graph paper satisfying specific criteria					I/D/P			
Identify and measure circles, their diameters and radii						I/D/P		
Identify, draw, label and classify regular polygons up to decagon; identify, draw and label circles, chords and arcs						I/D	D/P	P
Draw, label, and classify polygons as regular or irregular up to decagon						I	D	P
Classify familiar polygons as regular or irregular up to a decagon								
Find and name two-dimensional geometric figures in real life	I/D/P							
Name and describe two-dimensional geometric figures in real life		I	D	P				
Find and describe geometric figures in real life						I	D	P
Describe in words how geometric shapes are constructed								
Demonstrate the relationship between 2 and 3-D representations of a figure (e.g., scale, drawings, blueprints)						I/D/P		
Identify, name, draw, and list all properties of spheres, prisms, cylinders, and cones						I	D/P	
Identify, name, draw and list all properties of squares, cubes, pyramids, parallelograms, quadrilaterals, trapezoids, polygons, rectangles, rhombi, circles, spheres, triangles, prisms, and cylinders						I	D	P
Identify and draw lines of symmetry in geometric figures								
Identify, draw and label quadrilaterals and angles (e.g., right, acute, obtuse)								
Construct two and three dimensional shapes and figures using manipulatives, geoboards and computer software						I/D/P		
Draw and apply properties of geometric figures (e.g. parallel, perpendicular, similar, congruent, symmetry)						I	D	P
Construct parallel lines, draw a transversal, measure and compare angles formed such as alternate interior and exterior angles								
Identify symmetry in nature						I	D/P	
Identify and compare points, segments, and lines								
Find familiar solids in the environment and describe them								
Distinguish between similar and congruent polygons; use the properties of congruence and similarity to find missing sides and angles						I	D	P
Fold paper to demonstrate the reflection about a line						I	D/P	

Identify the rotation of a drawing or object Create an original tessellation				I/D/P					
Recognize the value (π) and use it to determine the circumference and area of circle Approximate the value of (π) through experimentation Show relationships between and among figures using reflections Describe the relationship between the perimeter and area of triangles, quadrilaterals and circles				I/D/P					I/D/P
Identify and classify prisms, pyramids, cylinders, cones, and spheres Find surface area and volumes of prisms, pyramids, cylinders, cones and spheres Use simple geometric figures such as triangles and squares to create, through rotation, transformational figures in three dimensions Use concrete objects to create new shapes				I/D/P					I/D/P
Combine shapes to create new shapes by using concrete objects or drawings Predict how shapes can be changed by combining or dividing them Represent and use the concepts of line, point, and plane Identify and complete drawings to illustrate slides, flips, and turns				I/D/P					I/D/P
Recognize, draw transformations of simple polygons (translations, rotations, reflections) Generate transformations using computer software Define the basic properties of squares, pyramids, parallelograms, quadrilaterals, trapezoids, polygons, rectangles, rhombi, circles, triangles, cubes, prism, spheres, and cylinders Analyze geometric patterns, such as tessellations and sequences of shapes, and develop descriptions of the patterns Analyze simple transformations of geometric figures and rotations of line segments Analyze objects to determine if they illustrate tessellations, symmetry, congruence, similarity, and scale Describe in words the difference between two- and three-dimensional shapes Identify properties of geometric figures (i.e., parallel, perpendicular, similar, congruent, symmetrical)				I/D/P					I/D/P
Trigonometry (PA Academic Std 2.10)									
Construct angles from straight lines using wiki sticks and pipe cleaners Identify the number of sides and angles in a square, triangle, and rectangle Identify and give examples of right angles in real life objects Identify right angles in the environment Identify, draw, and label right, obtuse, acute, and straight angles				I/D/P					I/D/P

Identify and compare parts of right triangle including right angles, acute angles, hypotenuse, and legs			I	D	P		
Identify and represent right triangles in real-life applications through real and scale models							
State the Pythagorean Theorem and apply it to real world problems					I/D	D/P	
Compute measures of sides and angles using proportions, the Pythagorean Theorem, and right triangle relationships							I/D/P
Construct angles and triangles from straight line using wikki sticks, pipe cleaners, straws	I/D/P						
Construct right angles and right triangles from straight lines using wikki sticks, pipe cleaners, straws	I	D/P					
Model right angles and right triangles using concrete objects		I	D/P	P			
Compare right angles with acute and obtuse angles			I	D/P			
Create right triangles on a geoboard					I/D/P		I/D/P
Create and explain relationships in similar right triangles							
Solve problems requiring indirect measurement for lengths of sides of triangles							I/D
							D/P
Concepts of Calculus (PA Academic Std 2.11)							
Order whole numbers from least to greatest value 0 to 20	I/D/P						
Order whole numbers from least to greatest between 1 and 100	I/D	D/P					
Order whole numbers from least to greatest to 1,000	I/D	D	P				
Identify whole number quantities and measurements from least to most and greatest value	I	D	D	P			
Compare numbers up to the hundred thousands place using "greater than" and "less than"			I	D/P			
Make comparisons of numbers such as more, less, same, least, most, greater than and less than			I	D	P		
Compare rates of change in real life situations						I/D/P	
Interpret minimum and maximum values represented in a variety of graphs					I	D/P	
Analyze graphs of related quantities for minimum and maximum values and justify					I	D	P
Identify least and greatest values represented in a bar graph or a pictograph up to and including 20	I/D/P						
Identify least and greatest values represented in bar graphs and pictographs	I/D	D	D	P			
Create a bar graph and circle graph and identify the least and greatest values			I/D	P			
Identify least and greatest values represented in bar and circle graphs			I	D	P		
Compare numbers and real-life quantities using ordering symbols (>, <, <=, >=); identify least and greatest values represented in a variety of graphs						I/D/P	
Compute and compare unit rates, ratios and slopes in real world situations					I	D/P	
Describe concept of unit rates, ratios, and slope in the context of rate of change					I	D	P

Identify faster and slower situations that occur in real life	I/D/P									
Describe rates of change as faster and slower using real life situations	I	D/P								
Categorize rates of change as faster and slower	I	D	D/P	P						
Give illustrations of real life events involving changing rates (e.g., speed, time, and heat)				I	D/P					
Identify maximum and minimum				I	D	P				I/D/P
Create and demonstrate a pattern of numbers or objects that could be extended infinitely										
Identify a pattern of numbers, shapes or objects (corresponds to PA Academic Std 2.8.3.A)	I/D/P									
Identify a pattern of numbers or objects and continue the pattern (corresponds to PA Academic Std 2.8.3.A)	I	D/P								
Identify and extend a pattern of numbers or objects (corresponds to PA Academic Std 2.8.3.A)	I	D	P							
Continue a pattern of numbers or objects that could be extended infinitely	I	D	D	P						
Observe patterns of numbers and make predictions to determine and continue the sequence				I	D/P					
Describe the relationship between rates of change and time				I	D	P				
Calculate area of rectangles and squares					I/D/P					
Estimate areas and volumes as the sums of areas of tiles and volumes of cubes				I	D/P					
Describe the relationship between the size of the unit of measurement and the estimate of the areas and volumes				I	D/P					

Using the Winding Brook Charter School Scope and Sequence and Grade-Level Expectations

Key Points

- The Scope and Sequence reflects Pennsylvania State Standards.
- The Scope and Sequence reflects Pennsylvania Assessment Anchors, Eligible Content, and PSSA.
- Grade-level expectations are reflected.
- Each grade level builds on the skills and strategies from the previous grade level.
- If students are not meeting grade-level expectations, it will be necessary to refer to the previous grade level to focus instruction.
- If students are exceeding grade-level expectations, it will be necessary to refer to the next grade level to focus instruction.
- The Scope and Sequence is used to develop Waldorf-Methods curriculum and to identify needed resources for Kindergarten-Grade 8.
- Teachers will use Waldorf-Methods pedagogy and appropriate additional resources to plan and deliver instruction that connects with the standards and prepares students to be successful on PSSA and in future grade levels and courses.

I: Introduce	Teachers introduce a concept, strategy, or skill by modeling, demonstrating and thinking aloud. Instruction is focused on providing a foundation for the specific skill. Mastery is not expected.
D: Develop	Teachers provide opportunities for students to practice and approximate the skill, strategy, or concept. Additional instruction and support is given to increase understanding and work towards proficiency. Reteaching and intervention may be necessary. Mastery may come for some students but is not expected.
P: Proficient	Teachers provide additional instruction and support until students are capable of using the skill proficiently on their own. Teachers then sustain students' independence in applying concepts, skills and strategies that have been taught. At this stage mastery is expected.

Winding Brook Charter School:

**MUSIC CURRICULUM
K-8 SCOPE & SEQUENCE**

	K	1st	2nd	3rd	4th	5th	6th	7th	8th
GENERAL MUSIC									
Performing Music:									
Singing									
Sing songs in a variety of tonalities.	I	D	D	D	D	D	D	D	P
Sing songs in a variety of meters. (Chant rhythm songs in a variety of meters). (m)	I	D	D	D	D	D	D	D	P
Sing stepwise patterns accurately.	I	D	D	D	D	D	D	D	
Sing skip patterns accurately.	I	D	D	D	D	D	D	D	
Sing tonal patterns in Major using tonic and dominant functions.			I	D	D	D	P		
Sing tonal patterns in Minor using tonic and dominant functions.			I	D	D	D	P		
Sing familiar songs in Major accurately and independently with good posture while maintaining a steady tempo.	I	D	D	P					
Sing familiar songs in Minor accurately and independently with good posture while maintaining a steady tempo.	I	D	D	P					
Sing familiar songs in Major that include at least 3 underlying functions (i.e. tonic, dominant, and subdominant) accurately and independently with good posture while maintaining a steady tempo with appropriate dynamics, phrasing, and breathing. (m)					I	D	D	D	P
Sing familiar songs in Minor that include at least 3 underlying functions (i.e. tonic, dominant, and subdominant) accurately and independently with good posture while maintaining a steady tempo with appropriate dynamics, phrasing, and breathing. (m)					I	D	D	D	P
Sing songs in Major that are more difficult due to their underlying harmonic structure, melodic content, and rhythmic content.						I	D	D	P
Sing songs in Minor that are more difficult due to their underlying harmonic structure, melodic content, and rhythmic content.						I	D	D	P
Sing songs in 2 parts (i.e. melody and root bassline, melody and countermelody, melody and ostinato).			I	D	D	D	P		
Sing 2-part songs (i.e. songs written for 2 equal parts).	I	D	D	P					
Match pitch.									
Playing Instruments									
Perform short duple patterns accurately using un-pitched rhythm instruments. (m)	I	D	D	P					
Perform short triple patterns accurately using un-pitched rhythm instruments. (m)	I	D	D	D	P				
Perform longer duple patterns accurately using un-pitched rhythm instruments. (m)		I	D	D	D	P			
Perform longer triple patterns accurately using un-pitched rhythm instruments. (m)		I	D	D	D	P			
	K	1st	2nd	3rd	4th	5th	6th	7th	8th

	K	1st	2nd	3rd	4th	5th	6th	7th	8th
Perform rhythmic ostinati to duple songs using un-pitched rhythm instruments. (m)			I	D	D	D	P		
Perform rhythmic ostinati to triple songs using un-pitched rhythm instruments. (m)			I	D	D	D	P		
Perform simple melodic or harmonic accompaniments or ostinati using pitched rhythm instruments.			I	D	D	D	P		
Perform basslines to known songs using pitched rhythm instruments									
Perform tonal patterns in major using a melodic instrument (i.e. tone bells, recorder, keyboard, violin, clarinet, etc.)			I	D	D	D	D	P	
Perform tonal patterns in minor using a melodic instrument (i.e. tone bells, recorder, keyboard, violin, clarinet, etc.)			I	D	D	D	D	D	P
Perform on a classroom instrument with expression and technical accuracy.									
Perform songs with 3 or more equal parts using a string, wind, percussion, or classroom instruments.			I	D	D	D	D	D	P
Creating Music:									
Improvise									
Improvise rhythmic patterns. (m)		I	D	D	D	D	D	D	P
Improvise tonal patterns.		I	D	D	D	D	D	D	P
Improvise rhythmic answers in the same style and meter to given rhythmic phrases. (m)				I	D	D	D	D	P
Improvise tonal (melodic) answers in the same style and tonality to given tonal (melodic) phrases.				I	D	D	D	D	P
Improvise rhythm ostinati or other accompaniments to known songs. (m)				I	D	D	D	D	P
Improvise simple melodies to the harmonic structure of known songs. using tonic, dominant, and sub-dominant functions in Major.				I	D	D	D	D	P
Improvise melodies over a standard 12 bar blues.				I	D	D	D	D	P
Improvise variations on given melodies or accompaniments				I	D	D	D	D	P
Compose									
Compose a simple self-created musical idea vocally or instrumentally. (r) (m)				I	D	D	D	D	P
Compose a self-created musical idea within a given form (i.e. AB, ABA or Rondo). (m)						I	D	D	P
Compose a song with a clear sense of form and harmonic structure (such as the harmonic structure to a known song). (m)						I	D	D	P
Arrange songs for voices or instruments other than those for which the songs were originally written.							I	D	P
	K	1st	2nd	3rd	4th	5th	6th	7th	8th

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	K	1st	2nd	3rd	4th	5th	6th	7th	8th
Read and Notate									
Recognize simple tonal patterns in at least 2 different key signatures (i.e. DO-MI-DO, SO-MI-DO, RE-FA). (r)		I			D	D	P		
Recognize simple (macrobeat and microbeat) duple rhythm patterns in at least 2 different meter signatures (i.e. 2/4, 2/2). (r) (m)		I	D		D	P			
Recognize simple (macrobeat and microbeat) triple rhythm patterns in at least 2 different meter signatures (i.e. 6/8, 3/4-waltz feel). (r) (m)		I	D		D	P			
Read tonic and dominant tonal patterns in major in at least 2 different key signatures using solfege. (r) (m)				I	D	P			
Read tonic and dominant tonal patterns in minor in at least 2 different key signatures using solfege. (r) (m)						I	D	D	P
Read macrobeat and microbeat duple rhythm patterns in at least 2 different meter signatures. (r) (m)		I	D		D	P			
Read macrobeat and microbeat triple rhythm patterns in at least 2 different meter signatures. (r) (m)			I	D	D	P			
Read familiar songs from notation. (r) (m)				I	D	D	D	D	P
Read unfamiliar songs from notation. (r) (m)						I	D	D	P
Read melodic patterns. (r) (m)			I		D	P			
Read tonal patterns in major in at least 2 different key signatures using at least 3 harmonic functions (i.e. tonic, dominant, subdominant). (r) (m)						I	D	D	P
Read rhythm patterns in duple in at least 2 different meter signatures using at least 3 rhythm functions (i.e. macrobeat, elongation, division). (r) (m)						I	D	D	P
Identify standard notation symbols and terms referring to dynamics, tempo, and articulation. (r)				I	D	D	D	D	P
Interpret standard notation symbols and terms referring to dynamics, tempo, and articulation when performing. (r)					I	D	D	D	P
Write simple (macrobeat and microbeat) duple rhythm patterns in at least 2 different meter signatures (i.e. 2/4, 2/2). (m)				I	D	D	D	D	P
Write simple (macrobeat and microbeat) triple rhythm patterns in at least 2 different meter signatures (i.e. 6/8, 3/4-waltz feel). (m)					I	D	D	D	P
Notate tonal or melodic patterns presented aurally on an instrument (Melodic Dictation). (m)									I/D/P
Notate rhythm patterns presented aurally on an instrument (Rhythmic Dictation). (m)									P
Write familiar and self-created songs using standard notation. (m)									I/D/P
Use musical elements and principles to compose or arrange a song. (m)						I	D	D	P
Identify note names of the treble clef. (r) (m)						I	D	D	P
Identify note names of both the bass and treble clefs. (r) (m)	K	1st	2nd	3rd	4th	5th	6th	7th	8th

	K	1st	2nd	3rd	4th	5th	6th	7th	8th
Recognize, identify, know, use, explain, and apply the critical processes used in examining of works in music: Compare and contrast, analyze, interpret, form and test hypotheses, evaluate/form judgments. (s) (r)						I	D	D	P
Describe, compare, and contrast critical positions or opinions about selected musical works. (r)					I	D	D	D	P
Evaluate a performance, composition, arrangement or improvisation by comparing it to similar or exemplary models.						I	D	D	P
Respond to Music/Aesthetic Response									
Explain, using appropriate music terminology, their personal preferences for specific musical works and styles. (r)						I	D	D	P
Describe and analyze the effects that works in the arts have on groups, individuals and the culture. (r)									I/D/P
Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.	I	D	D	D	D	P			
Make Connections between Music, the Other Arts, Other Disciplines Outside the Arts, and Daily Life									
Identify ways in which the principles and subject matter of music and other disciplines taught in school are related. (s) (m) (r)			I	D	D	D	D	D	P
Identify a variety of music-related careers within America and within other cultures.									I/D/P
Know and apply appropriate vocabulary used between social studies and the arts. (r)						I	D	D	P
Understanding Music in Relation to History and Culture									
Identify by genre or style aural examples of music from various historical periods						I	D	D	P
Identify by genre or style aural examples of music from various cultures.						I	D	D	P
Describe how elements of music are used in various music examples from a variety of cultures around the world. (r)						I	D	D	P
Identify various uses of music and describe the characteristics that make the music suitable for each use. (r)						I	D	D	P
Identify and describe the various roles of musicians in varying settings and cultures. (r)								I	D
Demonstrate appropriate audience behavior based on the context of the performance.	I	D	D	D	D	D	D	D	P
	K	1st	2nd	3rd	4th	5th	6th	7th	8th

Using the Winding Brook Charter School Scope and Sequence and Grade-Level Expectations

Key Points

- The Scope and Sequence reflects Pennsylvania State Standards.
- The Scope and Sequence reflects Pennsylvania Assessment Anchors, Eligible Content, and PSSA.
- Grade-level expectations are reflected.
- Each grade level builds on the skills and strategies from the previous grade level.
- If students are not meeting grade-level expectations, it will be necessary to refer to the previous grade level to focus instruction.
- If students are exceeding grade-level expectations, it will be necessary to refer to the next grade level to focus instruction.
- The Scope and Sequence is used to develop Waldorf-Methods curriculum and to identify needed resources for Kindergarten-Grade 8.
- Teachers will use Waldorf-Methods pedagogy and appropriate additional resources to plan and deliver instruction that connects with the standards and prepares students to be successful on PSSA and in future grade levels and courses.

I: Introduce	Teachers introduce a concept, strategy, or skill by modeling, demonstrating and thinking aloud. Instruction is focused on providing a foundation for the specific skill. Mastery is not expected.
D: Develop	Teachers provide opportunities for students to practice and approximate the skill, strategy, or concept. Additional instruction and support is given to increase understanding and work towards proficiency. Reteaching and intervention may be necessary. Mastery may come for some students but is not expected.
P: Proficient	Teachers provide additional instruction and support until students are capable of using the skill proficiently on their own. Teachers then sustain students' independence in applying concepts, skills and strategies that have been taught. At this stage mastery is expected.

	K	1st	2nd	3rd	4th	5th	6th	7th	8th
	K	1st	2nd	3rd	4th	5th	6th	7th	8th
Demonstrate knowledge of the movement framework (i.e., the elements of body, space, effort and relationship awareness) by analyzing movement patterns									
Identify one major critical performance element of the five object control skills and be able to differentiate among the major locomotor skills			I/D	P					
Describe and apply basic motor learning principles and game strategies within partner/small group and modified games			I/D	P					
Identify and describe major elements used in structured creative dance and educational gymnastics (i.e., body, space, effort, and relationship)					I/D	P			
Identify and apply major concepts used in acquiring motor skills (i.e., feedback, relevant cues)							I	D	P
Identify and apply offensive and defensive strategies within modified games							I	D	P
Explain and apply basic biomechanical principles applicable to skillful performance							I	D	P
Achieve and maintain a health-enhancing level of physical fitness while understanding and participating in health-related fitness activities									
Sustain participation in physical activity for increasing lengths of time throughout the school year	I/D	P							
Identify and participate in a variety of activities that develop the health related fitness components			I/D	P					
Explain the benefits of regular participation in physical activity and how the body responds to physical activity			I/D	P					
Define, develop and assess the health-related fitness components as related to their own personal fitness					I/D	P			
Self-monitor and assess the body's response when engaging in moderate to vigorous physical activity					I/D	P			
Apply and demonstrate the concepts of health-related and skill-related fitness; (i.e. cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition)						I	D	P	
Understand, value and participate in physical activity; reflects on and chooses to participate regularly in physical activity									
Participate in physical activities during and after school hours	I	D	D	D	P				
Monitor own physical activity patterns outside the school setting						I/D	P		

Winding Brook Charter School:

PHYSICAL EDUCATION CURRICULUM
K - 8 SCOPE AND SEQUENCE

	K	1st	2nd	3rd	4th	5th	6th	7th	8th
Evaluate the benefits of involvement in physical activity	K	1st	2nd	3rd	4th	5th	6th	7th	8th
Analyze own physical activity patterns outside of the classroom	K	1st	2nd	3rd	4th	5th	6th	7th	8th
Recognize the benefits of involvement in physical activity								I/D	P
								I/D	P
<i>Exhibit responsible personal and social behavior that respects self and others in physical activity settings; Can demonstrate responsible behavior and assess own behavior during physical activity</i>									
Demonstrate responsible personal/social behavior during all physical education activities	I/D	P							
Express likes and dislikes of participation in a variety of physical activities	I	D	D	P					
Demonstrate and assess responsible personal/social behavior during all physical education activities			I/D	P					
Demonstrate and assess own personal/social behavior during all physical education activities					I	D	D	D	P
Participate in and evaluate contributions to a partner, group, or team within varied activities (e.g., cooperative and team-building/adventure-based (TBAB) activities, game play, creating routines)							I	D	P
	K	1st	2nd	3rd	4th	5th	6th	7th	8th

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Winding Brook Charter School:

READING CURRICULUM
K-8 SCOPE & SEQUENCE

	K	1st	2nd	3rd	4th	5th	6th	7th	8th
Print Sound Code: Phonological Awareness, Phonemic Awareness, Phonics, Alphabetic Principle -									
Develop sentence awareness/word awareness									
Clap words in a sentence	I/D	P							
Clap syllables in a word	I	D	P						
Count and track: words in a sentence, syllable(s), and sounds in CVC words	I	D	D	P					
Discriminate words and sounds									
Tell whether environmental sounds are the same or different	I/D/P								
Tell whether speech sounds are the same or different	I/D	P							
Identify and say initial sounds in words	I/D	P							
Classify words by initial sound	I/D	P							
Identify initial, final, and medial sounds in words	I	D	P						
Categorize words as same or different by initial, medial, and final sounds	I	D	P						
Discriminate and produce rhyming words and alliteration									
Discriminate rhyming words	I	D	P						
Produce rhyming words	I	D	P						
Produce sentences with rhyming	I	D	D	P					
Produce sentences with alliteration	I	D	P						
Blend syllables and sounds to form words									
Blend syllables into words	I	D	P						
Blend separately spoken phonemes to make a meaningful word	I	D	P						
Blend onsets and rimes to form words, e.g., /p/ et, /k/ it, etc.	I/D		P						
Segment syllables and sounds to form words									
Isolate initial consonants in single syllable words	I	D	P						
Segment the onset and rime of single syllable words	I	D	P						
Segment individual sounds in a single syllable word	I	D	P						
Substitute sounds to form new words	I	D	P						
Develop knowledge of letters and their sounds (Alphabetic Principle)									
Identify letters in own name or names of classmates	I	D	P						
Recognize and name letters of the alphabet in sequence and random order	I	D	P						
Identify and name uppercase and lowercase letters in words	I	D	P						
Recognize and identify first and last name and the first names of classmates	I	D	P						
	K	1st	2nd	3rd	4th	5th	6th	7th	8th

	K	1st	2nd	3rd	4th	5th	6th	7th	8th
Match uppercase and lowercase letter pairs	I	D	P						
Recognize and say the common sounds of letters	I	D	D	P					
Decode words (Phonics)									
Identify letters and corresponding sounds	I	D	P						
Use knowledge of letter sounds to decode simple CVC words	I	D	P						
Read familiar materials aloud with accuracy	I	D	D	D	D	P			
Use onset and rime (word families) to decode words	I	D	P						
Read simple texts containing familiar letter sound combinations (CV, CVC, CVCC, CCVC) and high frequency words	I	D	P						
Read regularly spelled one and two syllable words automatically	I	D	P						
Decode regularly spelled one and two syllable words	I	D	D	P					
Recognize or figure out most special vowel spellings and common word endings	I	D	D	P					
Recognize or figure out most irregularly spelled words and such spelling patterns as diphthongs	I	D	D	P	P				
Decode unfamiliar words using root words, inflections, prefixes, suffixes, homophones, word families and knowledge of word structures a. 3rd & 4th Prefixes: re, pre, in, un, dis, mis, non Suffixes: ful, less, ble, ly, or, ness, ment b.5th Prefixes: inter, extra, post, super, sub Suffixes: er, ship, tion, en	I	D	P						
Read 25 to 30 simple high frequency words by sight	I	D	P						
Read 100 high frequency words	I	D	P						
Read 500 high frequency words	I	I	I	D	D	D	P		
Concepts About Print									
Hold book correctly	I	D	P						
Recognize front and back of book	I	D	P						
Distinguish print from picture	I	D	P						
Recognize that illustrations and print contain meaning	I	D	P						
Understand left to right page sequence	I	D	P						
Identify the title, title page, author, and illustrator	I	D	P						
Preview cover of book	I	D	P						
Recognize and identify common signs, logos, and labels	I	D	P						
Demonstrate that text is read from left to right and top to bottom	I	D	P						
Demonstrate return sweep	I	D	P						
Demonstrate one to one correspondence	I	D	P						
Distinguish a letter from a word	I	D	P						
Differentiate words and spaces	I	D	P						
Discriminate upper-case from lower-case letters	I	D	P						
Differentiate first and last letter/word	I	D	P						
	K	1st	2nd	3rd	4th	5th	6th	7th	8th

	K	1st	2nd	3rd	4th	5th	6th	7th	8th
Use comprehension strategies									
Bring background knowledge to reading experiences	I	D	D	P					
Set a purpose for reading; identify & describe genre of text	I	D	D	D	P	P			
Retell/Summarize story events & /or key facts in sequential order	I	D	D	D	P	P			
Identify, interpret, compare, & describe causes and effects of specific events 5th: Add Analyze causes & effects of specific events	I	D	D	D	P	P			
Cite evidence from text to substantiate prediction or inference	I	I	D	D	P	P			
Identify, interpret, compare, &/or describe connections between text (make text-to-self, text-to-text, and text-to-world connections)	I	I	D	D	D	D	D	D	P
Identify &/or explain stated or implied main ideas & relevant supporting details from the text (referring back to text to cite evidence)	I	I	D	D	D	D	P	P	P
Draw conclusions and inferences citing evidence from the text			I	I	D	D	D	D	P
Extend understanding and interpretation of text by connecting new information with prior reading, knowledge, and experience									
Use the comprehension strategies of:	I	D	P				I	D	P
* Visualizing									
* Making connections									
* Predicting									
* Inferring									
* Restating									
* Rereading for clarification									
* Using visual information to support and extend meaning of text									
* Identify &/or interpret statements of fact & opinion									
* Determining essential and non-essential information across a variety of texts									
* Summarizing (ideas, themes, procedures, etc.)									
Identify, interpret, compare, & describe theme (the relationship between the message/lesson & other components of the text, & across works)						I	I	D	P
Use elements of narrative text									
Identify, interpret, compare, & describe elements of a story: beginning, middle, end, problem, solution	I	D	D	D	D	P	P	P	
Identify, interpret, compare, & describe character (may also be called narrator, speaker, subject) traits, actions, motives, and emotions 5th: Add Analyze characters and the relationships between characters & other elements of text	I	I	D	D	D	D	D	P	P
Trace characters and plots across multiple episodes of books (chapter books and series)		I	I	D	D	D	P	P	P
Make and support inferences &/or draw conclusions about text by citing elaborated and convincing evidence from the text		I	I	D	D	D	D	D	P
Identify author's use of stereotypical characters and exaggeration/hyperbole				I	D	D	D	D	P

Winding Brook Charter School:

READING CURRICULUM

K - 8 SCOP AND SEQUENCE

	K	1st	2nd	3rd	4th	5th	6th	7th	8th
Identify, interpret, compare, & describe elements of a story: plot/action, climax, antagonist, protagonist, conflict/problem, sequence of events, cause/effect 5th: Add Analyze the plot/action and relationships between plot & other components of text				I	I	I	D	D	P
Analyze and compare characters, setting, and plot and their relationships to one another					I	I	I	D	P
Compare the use of literary elements within and among texts (characters, settings, plots, themes, and points of view)					I	I	I	D	P
Draw connections across texts to compare and contrast themes, characters, ideas, and author's craft					I	I	D	D	P
Make perceptive and well-developed connections, and use the connections to extend comprehension					I	I	D	D	P
Identify, compare/contrast, and analyze the use of cultural values, mores, norms, stereotypes, beliefs, and symbolism within and across text							I	D	P
Use elements of informational text and electronic media									
Listen to and read functional documents (recipes, rules, signs, posters, directions, etc.)	I	I	D	D	P	P	P		
Understand how text and visuals (speech bubbles, labels, graphs, captions, charts, etc.) work together	I	D	D	D	P	P			
Use the structure of informational text to extend comprehension (description, sequential order, cause/effect, compare/contrast, and problem/solution)	I	I	I	I	D	D	D	D	P
Read and understand non-fiction text features (e.g., headings, captions) to extend comprehension of informational text	I	I	I	I	D	D	D	D	P
Use reasoning and information from within and outside the text to differentiate fact from opinion					I	I	D	D	P
Read, analyze, and critique a variety of functional and public documents (e.g., biographies, autobiographies, charts)					I	I	I	D	P
Evaluate organization and content to determine author's purpose, effectiveness, thoroughness, accuracy, and logic							I	I	P
Read critically across content areas									
Make inferences from text and other sources when studying a topic and draw conclusions from the information			I	D	D	D	D	P	P
Set a purpose for reading and identify intended purpose of informational text prior to reading				I	D	D	D	D	P
Select and preview the text related to a particular purpose, using organization and format of the text as a guide				I	D	D	D	D	P
	K	1st	2nd	3rd	4th	5th	6th	7th	8th

	K	1st	2nd	3rd	4th	5th	6th	7th	8th
Read and comprehend essential content of informational texts and documents in all academic areas					I	I	D	D	P
Distinguish between essential and non-essential content of informational text and documents in all academic areas					I	I	D	D	P
Make inferences across text and other sources when studying a topic to analyze and synthesize					I	I	D	D	P
<i>Understand elements of drama</i>									
Use re-enactment, retelling, and Readers' Theater as a way of extending understanding of literature	I	D	D	D	P	P			
Identify the structures in drama (dialogue, story enactment, acts, scenes)	I	I	D	D	D	D	P	P	P
Analyze drama for purpose, characterization, and author's craft				I	I	D	D	D	P
<i>Understand author's language and craft</i>									
Recognize and respond to author's use of language	I	D	P						
Identify and respond to the use of sound techniques in narrative and poetry (rhyme, rhythm, alliteration, meter)	I	I	I	D	D	D	P	P	P
Capture meaning from figurative language and explain meaning (similes, metaphors, personifications, poetic images)	I	I	I	D	D	D	D	D	P
Identify and interpret author's use of literary devices and figurative language	I	I	I	D	D	D	D	D	P
Analyze and critique author's use of literary devices, figurative language, and structures				I	I	I	D	D	P
Analyze and critique the use of sound techniques in narrative and poetry (rhyme, rhythm, alliteration, meter)				I	I	I	D	D	P
Analyze and critique the impact of author's craft and literary quality within and across texts							I	D	P
<i>Reading Habits</i>									
demonstrate interest in books read aloud	I	D	P	P	P	P			
Self-select books for a variety of purposes	I	D	D	D	D	D	D	D	P
Listen to and discuss at least one book, chapter, or passage daily across a range of genres (non-fiction, fiction, poetry, and drama including one's own and peers' writing)	I	D	D	D	D	D	D	D	P
Read multiple books by the same author and identify, interpret, compare, &/or describe connections between text	I	D	D	D	D	P			
Read 25 books or book equivalents per year as documented in a book log	I	I	D	D	D	D	D	D	P
Set personal reading goals and monitor progress	I	I	I	D	D	D	D	D	P
	K	1st	2nd	3rd	4th	5th	6th	7th	8th

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Winding Brook Charter School:

READING CURRICULUM
K - 8 SCOPED SEQUENCE

	K	1st	2nd	3rd	4th	5th	6th	7th	8th
Read, comprehend, synthesize, and evaluate at least 4 books about one issue or subject; 4 books by a single writer, or 4 books in one genre		I	I	I	I	D	D	D	P
Evaluate reading progress and apply strategies for setting grade level reading goals									
Discuss Books									
Discuss books/text daily with a partner, group, or adult	I	D	D	D	D	D	D	D	P
Share reactions and responses to reading and make connections to the text	I	D	D	P	P				
Stay on topic over several conversational turns	I	D	D	P	P				
Share reactions and responses to reading, cite evidence, and give justification	I	I	I	D	D	D	D	D	P
Ask others questions that seek further information, elaboration, clarification, and/or justification for their thoughts	I	I	I	D	D	D	D	D	P
Listen carefully to others' contributions and relate personal contributions to the thoughts and opinions of others	I	I	F	D	D	D	D	D	P
Vocabulary									
Learn and use new words from classroom Read Alouds and conversations about books	I	D	D	D	D	P			
Use dictionaries to expand understanding of new words encountered in texts	I	D	D	D	D	P	P	P	P
Use picture clues, context clues, phonics, word analysis, and syllabication to decode and understand new words	I	D	D	D	D	D	P	P	P
Apply knowledge of parts of speech to determine the meaning of new words (nouns, verbs, transition words, etc.)	I	I	I	D	D	D	D	P	P
Apply meaning of roots, prefixes, and suffixes to understand new words (synonyms, homonyms, homophones, homographs, etc.)			I	D	D	D	D	D	P
Apply relationships among word meanings to understand new words (synonyms, antonyms, affixes, root words, etc.)			I	D	D	D	D	D	P
Understand and apply new vocabulary learned through reading and discussing text				I	I	I	D	D	P
Informational Literacy									
Use technology to access information (software programs, electronic books, Destiny, Internet, etc.) appropriate to the student's need	I	D	D	D	D	D	P	P	P
Locate information from pre-selected Internet sites and web pages			I	I	D	D	P	P	
Use a variety of media (traditional and electronic) for research and personal interests		I	I	D	D	D	D	D	P
Distinguish between facts and misleading information in resources				I	I	D	D	D	P
Identify the role of media as a source of entertainment and information				I	I	I	D	D	P
	K	1st	2nd	3rd	4th	5th	6th	7th	8th

	K	1st	2nd	3rd	4th	5th	6th	7th	8th
Select appropriate resources for research and evaluate the quality of the resources in regard to the information need					I	I	D	D	P
Use established criteria to select, design, and evaluate a media project (script, play, audiotape, PowerPoint, etc.) for a targeted audience					I	I	D	D	P
Set up a search strategy (Super 3, Big6, Boolean)					I	I	F	D	P
Use information ethically (copyright and plagiarism issues) and document resources appropriately					I	I	D	D	P
Use appropriate reference resources correctly (almanacs, periodicals, websites, and encyclopedias)				I	I	I	D	D	P
Differentiate between primary and secondary sources							I	D	P
Multicultural Literacy									
Increase awareness and appreciation of one's own and others' cultures through reading	I	D	D	D	D	D	D	D	P
Identify with members of parallel cultures through reading experiences and discussion of text	I	D	D	D	D	D	D	D	P
Understand the history of parallel cultures in the US and abroad through reading and discussion of text	I	D	D	D	D	D	D	D	P
Understand the lives of today's people of parallel cultures through reading and discussion of text	I	D	D	D	D	D	D	D	P
	K	1st	2nd	3rd	4th	5th	6th	7th	8th

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- Grade-level expectations are reflected.
- Each grade level builds on the skills and strategies from the previous grade level.
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- The Scope and Sequence is used to develop Waldorf-Methods curriculum and to identify needed resources for Kindergarten-Grade 8.
- Teachers will use Waldorf-Methods pedagogy and appropriate additional resources to plan and deliver instruction that connects with the standards and prepares students to be successful on PSSA and in future grade levels and courses.

I: Introduce	Teachers introduce a concept, strategy, or skill by modeling, demonstrating and thinking aloud. Instruction is focused on providing a foundation for the specific skill. Mastery is not expected.
D: Develop	Teachers provide opportunities for students to practice and approximate the skill, strategy, or concept. Additional instruction and support is given to increase understanding and work towards proficiency. Reteaching and intervention may be necessary. Mastery may come for some students but is not expected.
P: Proficient	Teachers provide additional instruction and support until students are capable of using the skill proficiently on their own. Teachers then sustain students' independence in applying concepts, skills and strategies that have been taught. At this stage mastery is expected.

	K	1st	2nd	3rd	4th	5th	6th	7th	8th
NATURE OF SCIENCE:									
Scientific Reasoning and Analysis									
Distinguish between a scientific fact and an opinion, providing clear explanations that connect observations and results (e.g., a scientific act can be supported through making observations).				I/D	P				
Identify and describe examples of common technological changes past to present in the community (e.g., energy production, transportation, communications, agriculture, packaging materials) that have either positive or negative impacts on society of the environment.		I	I	D	P				
Observe and record change by using time and measurement.		I	I	D	P				
Describe relative size, distance, or motion.		I	I	D	P				
Observe and describe the change to objects by heat, cold, or light.				I/D	P				
Explain what happens to a living organism when its food supply, access to water, shelter, or space is changed (e.g., they might die, migrate, change behavior, eat something else).	I	I	D	D	P				
Provide examples, predict, or describe how everyday human activities (e.g., solid waste production, food production and consumption, transportation, water consumption, energy production and use) may change the environment.	I	I	I	D	P				
Distinguish between a scientific theory and an opinion, explaining how a theory is supported with evidence, or how new data/information may change existing theories and practices.						I	D	D	P
Explain how certain questions can be answered through scientific inquiry and/or technological design.						I	D	D	P
Use evidence, such as observations or experimental results, to support inferences about a relationship.						I	D	D	P
Develop descriptions, explanations, predictions, and models using evidence.									
Describe the positive and negative, intended and unintended, effects of specific scientific results or technological developments (e.g., air and space travel, genetic engineering, nuclear fission/fusion, artificial intelligence, lasers, organ transplants).						I	D	D	P
Identify environmental issues and explain their potential long-term health effects (e.g., pollution, pest controls, vaccinations).						I	D	D	P
Describe fundamental scientific or technological concepts that could solve practical problems (e.g., Newton's Laws of Motion, Mendelian genetics, mechanical advantage).						I	D	D	P
Explain society's standard of living in terms of technological advancements and their impact on agriculture (e.g., transportation, processing, production, storage).						I	D	D	P

	K	1st	2nd	3rd	4th	5th	6th	7th	8th
Use ratio to describe change (e.g., percents, parts per million, grams per cubic centimeter).						I	D	D	P
Use evidence, observations, or explanations to make inferences about change in systems over time (e.g., carrying capacity, succession, population dynamics, loss of mass in chemical reactions, indicator fossils in geologic time scale) and the variables affecting those changes.						I	D	D	P
Examine systems changing over time, identifying the possible variables causing this change, and drawing inferences about how these variables affect the change.						I	D	D	P
Given a scenario, explain how a dynamically changing environment provides for the sustainability of living systems.						I	D	D	P
Processes and Procedures of Scientific Investigations									
Generate questions about objects, organisms, or events that can be answered through scientific investigations.	I	D	D	D	P				
Design and describe an investigation (a fair test) to test one variable.		I/D	D	D	P				
Observe a natural phenomenon (e.g., weather changes, length of daylight/night, movement of shadows, animal migrations, growth of plants), record observations, and then make a prediction based on those observations.	I	D	D	D	P				
State a conclusion that is consistent with the information/data.	I	D	D	D	P				
Identify appropriate tools or instruments for specific tasks and describe the information they can provide. (e.g., measuring – length-ruler, mass-balance scale, volume-beaker, temperature-thermometer; making observations – hand lens, binocular, telescope).									
Use evidence, observations, or a variety of scales (e.g., time, mass, distance, volume, temperature) to describe relationships.						I	D	D	P
Use space/time relationships, define concepts operationally, raise testable questions, or formulate hypotheses.						I	D	D	P
Design a controlled experiment by specifying how the independent variables will be manipulated, how the dependent variable will be measured, and which variables will be held constant.						I	D	D	P
Interpret data/observations; develop relationships among variables based on data/observations to design models as solutions.						I	D	D	P
Use evidence from investigations to clearly communicate and support conclusions.									
Identify a design flaw in a simple technological system and devise possible working solutions.						I	D	D	P
Describe the appropriate use of instruments and scales to accurately measure time, mass, distance, volume, or temperature safely under a variety of conditions.						I	D	D	P

**SCIENCE, ENVIRONMENT AND ECOLOGY CURRICULUM
K - 8 SCOPE AND SEQUENCE**

	K	1st	2nd	3rd	4th	5th	6th	7th	8th
Apply appropriate measurement systems (e.g., time, mass, distance, volume, temperature) to record and interpret observations under varying conditions.						I	D	D	P
Describe ways technology extends and enhances human abilities for specific purposes (e.g., microscope, telescope, micrometer, hydraulics, barometer).						I	D	D	P
Systems, Models, and Patterns									
Categorize systems as either natural or human-made (e.g., ballpoint pen, simple electrical circuits, plant anatomy, water cycle).		I	D	D	P				
Explain a relationship between the living and nonliving components in a system (e.g., food web, terrarium, bicycle).		I	D	D	P				
Categorize the parts of an ecosystem as either living or nonliving and describe their roles in the system.	I	D	D	D	P				
Identify the parts of the food and fiber system as they relate to agricultural products from the source to the consumer.		I	D	D	P				
Identify what different models represent (e.g., maps show physical features, directions, distances; globes represent Earth; drawings of watersheds depict terrain; dioramas show ecosystems; concept maps show relationships of ideas).		I	D	D	P				
Use models to make observations and to explain how systems work (e.g., water cycle, sun-Earth-moon system).		I	D	D	P				
Use appropriate, simple modeling tools and techniques to describe or illustrate a system (e.g., two cans and string to model a communications system, a terrarium to model an ecosystem).		I/D	D	D	P				
Identify and describe observable patterns (e.g., growth patterns in plants, weather, water cycle).	I	D	D	D	P				
Predict future conditions/events based on observable patterns (e.g., day/night, seasons, sunrise/sunset, lunar phases).	I	D	D	D	P				
Describe a system (e.g., watershed, circulatory system, heating system, agricultural system) as a group of related parts with specific roles that work together to achieve an observed result.						I	D	D	P
Explain the concept of order in a system (e.g., first to last - manufacturing steps, trophic levels; simple to complex - cell, tissue, organ, organ system).						I	D	D	P
Distinguish between system inputs, system processes, system outputs, and feedback (e.g., physical, ecological, biological, informational).						I	D	D	P
Distinguish between open loop (e.g., energy flow, food web, open-switch) and closed loop (e.g., materials in the nitrogen and carbon cycles, closed-switch) systems.						I	D	D	P
Explain how components of a natural and human-made system play different roles in a working system.						I	D	D	P

	K	1st	2nd	3rd	4th	5th	6th	7th	8th
Describe how scientists use models to explore relationships in natural systems (e.g., an ecosystem, river system, solar system).						I	D	D	P
Describe how engineers use models to develop new and improved technologies to solve problems.						I	D	D	P
Given a model showing simple cause and effect relationships in a natural system, predict results that could be used to test the assumptions in the model (e.g., photosynthesis, water cycle, diffusion, infiltration).						I	D	D	P
Identify and describe patterns as repeated processes or recurring elements in human-made systems (e.g., triangles in bridges, hub and spoke system in communications and transportation systems, feedback controls in regulated systems).						I	D	D	P
Describe repeating structure patterns in nature (e.g., veins in a leaf, tree rings, crystals, water waves) or periodic patterns (e.g., daily, monthly, annually).						I	D	D	P
LIFE SCIENCE:									
Structure and Function of Organisms									
Identify life processes of living things (e.g., growth, digestion, respiration).	I	D	D	P	P				
Compare similar functions of external characteristics of organisms (e.g., anatomical characteristics – appendages, types of covering, body segments).	I	D	D	D	P				
Describe basic needs of plants and animals (e.g., air, water, food).	I	D	D	D	P				
Describe how different parts of a living thing work together to provide what the organism needs (e.g., parts of plants – roots, stem, leaves).	I	D	D	D	P				
Describe the life cycles of different organisms (e.g., moth, grasshopper, frog, seed producing plant).	I	D	D	P	P				
Describe the structure of living things that help them function effectively in specific ways (e.g., adaptations, characteristics).						I	D	P	P
Compare similarities or differences in both internal structures (e.g., invertebrate/vertebrate, vascular/nonvascular, single-celled/multi-celled) and external structures (e.g., appendages, body segments, types of covering, size, shape) of organisms.						I	D	P	P
Apply knowledge of characteristic structures to identify or characterize organisms (e.g., plants, animals, fungi, bacteria, protista).						I	D	P	P
Identify the levels of organization from cell to organism and describe how specific structures (parts), which underlie larger systems, enable the system to function as a whole.						I	D	P	P
	K	1st	2nd	3rd	4th	5th	6th	7th	8th

	K	1st	2nd	3rd	4th	5th	6th	7th	8th
Describe human dependence on the food and fiber systems from production to consumption (e.g., food, clothing, shelter, products).	I	I	D	D	D	P			
Identify biological pests (e.g., plants – foxtail, mold, purple loosestrife, Eurasian water milfoil; animals – aphides, ticks, zebra mussels, starlings, mice) that compete with humans for resources.		I	D	D	D	P			
Identify major land uses in the urban, suburban, and rural communities (e.g., housing, commercial, recreation).		I	D	D	D	P			
Describe the effects of pollution (e.g., litter) in the community.	I	I	D	D	D	P			
Explain the flow of energy through an ecosystem (e.g., food chains, food webs).							I	I	D
Identify major biomes and describe the abiotic and biotic components (e.g., abiotic – different soil types, air, water, sunlight).							I	I	D
Explain relationships among organisms (e.g., producers/consumers, predator/prey) in an ecosystem.							I	I	D
Use evidence to explain factors that affect changes in populations (e.g., deforestation, disease, land use, natural disaster, invasive species).							I	D	D
Use evidence to explain how diversity affects the ecological integrity of natural systems.							I	I	D
Describe the response of organisms to environmental changes (e.g., changes in climate, hibernation, migration, coloration) and how those changes affect survival.							I	I	D
Explain how human activities may affect local, regional, and global environments.							I	I	D
Explain how renewable and non-renewable resources provide for human needs (e.g., energy, food, water, clothing, shelter).							I	I	D
Describe how waste management affects the environment (e.g., recycling, composting, landfills, incineration, sewage treatment).							I	I	D
Explain the long-term effects of using integrated pest management (e.g., herbicides, natural predators, biogenetics) on the environment.							I	I	D
PHYSICAL SCIENCES:									
Structure, Properties, and Interaction of Matter and Energy									
Use physical properties (e.g., mass, shape, size, volume, color, texture, magnetic property, state (i.e., solid liquid, gas), conductivity (i.e., electrical, heat)) to describe matter.	I	D	D	D	D	P			
Categorize/group objects using physical properties.	I	D	D	D	D	P			
Explain the difference among elements, compounds, and mixtures.							I/D	D	D
	K	1st	2nd	3rd	4th	5th	6th	7th	8th

	K	1st	2nd	3rd	4th	5th	6th	7th	8th
Use characteristic physical or chemical properties to distinguish one substance from another (e.g., density, thermal expansion, contraction, freezing/melting points, streak test).						I/D	D	P	P
Identify and describe reactants and products of simple chemical reactions.						I/D	D	P	P
Forms, Sources, Conversions, and Transfer of Energy									
Identify energy forms and examples (e.g., light, heat, stored, motion, electrical).		I	I/D	D	P				
Describe the flow of energy through an object or system (e.g., feeling radiant heat from a light bulb, eating food to get energy, using a battery to light a bulb or run a fan).			I/D	D	P				
Recognize or illustrate simple direct current series and parallel circuits composed of batteries, light bulbs (or other common loads), wire, and on/off switches.			I/D	D	P				
Identify characteristics of sound (e.g., pitch, loudness, echoes).	I	I	I/D/P	P	P				
Distinguish among forms of energy (e.g., electrical, mechanical, chemical, light, sound, nuclear) and sources of energy (e.g., renewable and nonrenewable energy).						I	I/D	D	P
Explain how heat is transferred from one place to another through convection, conduction, or radiation.						I	I/D	D	P
Describe how one form of energy (e.g., electrical, mechanical, chemical, heat, light, sound, nuclear) can be converted into a different form of energy.						I	I/D	D	P
Describe the sun as the major source of energy that impacts on the environment.						I	I/D	D	P
Compare the spans of renewability for fossil fuels and alternative fuels.						I	I/D	D	P
Describe the waste (e.g., quantity, kind, potential to cause environmental impacts) derived from the use of renewable and nonrenewable energy sources and their potential impact on the environment.						I	I/D	D	P
Principles of Force and Motion									
Describe changes in motion caused by forces (e.g., magnetic, pushes or pulls, gravity, friction).		I	I	D	P				
Compare the relative movement of objects or describe types of motion that are evident (e.g., bouncing ball, moving in a straight line, back and forth, merry-go-round).		I	I	D	P				
Describe the position of an object by locating it relative to another object or the background (e.g., geographic direction, left, up).		I	I	D	P				
Describe forces acting on objects (e.g., friction, gravity, balanced versus unbalanced, inertia, momentum).						I	I/D	D	P
Distinguish between kinetic and potential energy.						I	I/D	D	P

	K	1st	2nd	3rd	4th	5th	6th	7th	8th
Compare and contrast (e.g., geological processes, length of time over which change occurs, factors affecting the rate of change) different types of changes in Earth's surface (e.g., landslides, volcanic eruptions, earthquakes, mountain building, new land being formed, weathering, erosion, sedimentation, soil formation).						I/D	D	P	P
Identify soil types (e.g., humus, topsoil, subsoil, loam, loess, parent material) and their characteristics (e.g., particle size, porosity, permeability) found in different biomes and in Pennsylvania, and explain how they formed.						I/D	D	P	P
Explain how fossils provide evidence about plants and animals that lived long ago throughout Pennsylvania's history (e.g., fossils provide evidence of different environments).						I/D	D	P	P
Describe a products transformation process from production to consumption (e.g., prospecting, propagating, growing, maintaining, adapting, treating, converting, distributing, disposing) and explain the process's potential impacts on Earth's resources.						I/D	D	P	P
Describe potential impacts of human-made processes (e.g., manufacturing, agriculture, transportation, mining) on Earth's resources, both living and nonliving (e.g., air, water, earth materials) and living (e.g., plants, animals).						I/D	P	P	P
Describe the water cycle and the physical processes on which it depends (e.g., evaporation, condensation, precipitation, transpiration, runoff, infiltration. Energy inputs, phase changes).						I	D	D	P
Compare and contrast characteristics of freshwater and saltwater systems on the basis of their physical characteristics (e.g., composition, density, electrical conductivity) and their use as natural resources.						I	D	D	P
Distinguish among different water systems (e.g., wetland systems, ocean systems, river systems, watersheds) and describe their relationships to each other as well as to landforms.						I	D	D	P
Identify the physical characteristics of a stream and how these characteristics determine the types of organisms found in an aquatic environment (e.g., biological diversity, water quality, flow rate, tributaries, surrounding watershed).						I	D	D	P
Weather, Climate, and Atmospheric Processes									
Identify basic cloud types (e.g., cirrus, cumulus, stratus, cumulonimbus) and make connections to basic elements of weather (e.g., changes in temperature and precipitation).	I	I/D	P	P	P				
Identify weather patterns from data charts or graphs of the data (e.g., temperature, wind direction, wind speed, cloud types, precipitation).		I	D	P	P				
	K	1st	2nd	3rd	4th	5th	6th	7th	8th

	K	1st	2nd	3rd	4th	5th	6th	7th	8th
Identify appropriate instruments (e.g., thermometer, rain gauge, weather vane, anemometer, barometer) to study weather and what they measure.	I	I/D	P	P	P				
Explain the impact of water systems on the local weather or the climate of the region (e.g., lake effect snow, land/ocean breezes).						I	D	D	P
Identify how global patterns of atmospheric movement influence regional weather and climate.						I	D	D	P
Identify how cloud types, wind directions, and barometric pressure changes are associated with weather patterns in different regions of the country.						I	D	D	P
Composition and Structure of the Universe									
Describe motions of the sun-Earth-moon system.	I	I	D	P	P				
Explain how the motion of the sun-Earth-moon system relates to time (e.g., days, months, years).		I	I	D/P	P				
Describe the causes of seasonal change as it relate to the rotation of the Earth and the tilt of the Earth's axis.			I	D/P	P				
Describe patterns of Earth's movements (e.g., rotation, revolution) in relation to the moon and sun (e.g., phases, eclipses, tides).						I	D/P	P	P
Describe the role of gravity as a force that governs the movement of the solar system and universe.						I	D/P	P	P
Compare and contrast the characteristics of celestial bodies found in the solar system (e.g., planets, moons, asteroids, comets, meteors, meteoroids, meteorites, inner and outer planets).						I	D/P	P	P
K									
		1st	2nd	3rd	4th	5th	6th	7th	8th

Using the Winding Brook Charter School Scope and Sequence and Grade-Level Expectations

Key Points

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	K	1st	2nd	3rd	4th	5th	6th	7th	8th
CIVICS AND GOVERNMENT:									
Principles and Documents of Government									
Describe what government is.		I	D	P					
Explain the purposes of rules and laws and why they are important in the classroom, school, community, state and nation.	I	D	D	P					
Define the principles and ideals shaping government.			I/D	P					
Identify the documents which created Pennsylvania.			I/D	P					
Identify documents of United States government.			I/D	P					
Explain the meaning of a preamble.									
Describe the purpose of the United States Flag, The Pledge of Allegiance and The National Anthem.	I	D	D	P					
Identify framers of documents of governments.			I/D	P					
Explain why government is necessary in the classroom, school, community, state and nation and the basic purposes of government in Pennsylvania and the United States	I	D	D	P					
Explain the importance of respect for the property and the opinions of others.	I	D	D	P					
Identify symbols and political holidays and describe their purposes.	I	D	D	P					
Identify ways courts resolve conflicts involving principles and ideals of government.		I	D	P					
Identify portions of famous speeches and writings that reflect the basic principles and ideals of government (e.g., "I have a dream," Reverend Martin Luther King; "One small step for mankind," Neil Armstrong).			I/D	P					
Explain the purpose of government.					I	D	P		
Explain the importance of the rule of law for the protection of individual rights and the common good in the community, state, nation and world.					I	D	P		
Describe the principles and ideals shaping government.					I	D	P		
Explain the basic principles and ideals within documents of Pennsylvania government and United States government.						I/D/P			
Describe the proper use, display and respect for the United States Flag and explain the significance of patriotic activities.						I/D/P			
Describe the roles played by the framers of the basic documents of governments of Pennsylvania and the United States.						I/D/P			
Describe and compare the making of rules by direct democracy and by a republican form of government.					I	D	P		
Describe how the government protects individual and property rights and promotes the common good.					I	D	P		
Explain the role of courts in resolving conflicts involving the principles and ideals of government.					I	D	P		

	K	1st	2nd	3rd	4th	5th	6th	7th	8th
	K	1st	2nd	3rd	4th	5th	6th	7th	8th
Explain the basic principles and ideals found in famous speeches and writings (e.g., "Governments, like clocks, go from the motion people give them," William Penn; "A date that will live in infamy," Franklin D. Roosevelt). Identify and explain the major arguments advanced for the necessity of government.						I/D/P			
Describe historical examples of the importance of the rule of law.							I/D	P	
Analyze the principles and ideals that shape government.							I/D	P	
Interpret significant changes in the basic documents shaping the government of Pennsylvania.							I/D	P	
Analyze the basic documents shaping the government of the United States.								I/D	P
Contrast the individual rights created by the Pennsylvania Constitution and those created by the Constitution of the United States.								I/D	P
Describe the procedures for proper uses, display and respect for the United States Flag as per the National Flag Code.								I/D	P
Explain and interpret the roles of framers of basic documents of government from a national and Pennsylvania perspective.								I/D	P
Explain the essential characteristics of limited and unlimited governments and explain the advantages and disadvantages of systems of government.								I/D	P
Explain how law protects individual rights and the common good.								I/D	P
Explain why symbols and holidays were created and the ideals they commemorate.								I/D	P
Interpret Pennsylvania and United States court decisions that have impacted the principles and ideals of government.								I/D	P
Interpret the impact of famous speeches and writings on civic life (e.g., <i>The Gospel of Wealth</i> , <i>Declaration of Sentiments</i>).								I/D	P
Rights and Responsibilities of Citizenship									
Identify examples of the rights and responsibilities of citizenship		I	D	P					
Identify personal rights and responsibilities.	I	D	D	P					
Identify sources of conflict and disagreement and different ways conflicts can be resolved.	I	D	D	P					
Identify the importance of political leadership and public service in the school, community, state and nation.			I/D	P					
Describe ways citizens can influence the decisions and actions of government.			I/D	P					
Explain the benefits of following rules and laws and the consequences of violating them.	I	D	D	P					
Identify ways to participate in government and civic life.			I/D	P					

	K	1st	2nd	3rd	4th	5th	6th	7th	8th
	K	1st	2nd	3rd	4th	5th	6th	7th	8th
Compare political and economic rights and personal and civic responsibilities of citizenship.					I	D	P		
Explain the relationship between rights and responsibilities.					I	D	P		
Explain ways citizens resolve conflicts in society and government.					I	D	P		
Describe the importance of political leadership and public service.					I	D	P		
Identify examples of the rights and responsibilities of citizenship					I	D	P		
Describe the impact of the consequences of violating rules and laws in a civil society.					I	D	P		
Explain the importance of participating in government and civic life.					I	D	P		
Contrast the essential rights and responsibilities of citizens in systems of government. (Autocracy, Democracy, Oligarchy, Republic.)								I/D	P
Analyze citizens' rights and responsibilities in local, state and national government.								I/D	P
Explain the importance of the political process to competent and responsible participation in civic life.								I/D	P
Analyze the consequences of violating laws of Pennsylvania compared to those of the United States.								I/D	P
Analyze political and civic participation in government and society.								I/D	P
How Government Works									
Identify the elected representative bodies responsible for making local Pennsylvania and United States laws.			I/D	P					
Identify the role of the three branches of government (Executive, Legislative, Judicial).			I/D	P					
Identify services performed by the local, state and national governments.		I	D	P					
Identify positions of authority at school and in local, state and national governments.	I	D	D	P					
Identify reasons for rules and laws in the school and community.	I	D	D	P					
Explain what an election is.		I	D	P					
Explain why being treated fairly is important.					I	D	P		
Explain why taxes are necessary and identify who pays them.					I	D	P		
Identify the role of the media in society					I	D	P		
Identify different ways people govern themselves.					I	D	P		
Compare the structure, organization and operation of local, state and national governments.					I	D	P		
Identify different ways people govern themselves.					I	D	P		

ECONOMICS:		K		1st		2nd		3rd		4th		5th		6th		7th		8th	
Economic Systems		K	1st	2nd	3rd	4th	5th	6th	7th	8th									
Describe how individuals, families and communities with limited resources make choices.		I	D	D	P														
Describe alternative methods of allocating goods and services and advantages and disadvantages of each.				I/D	P														
Identify local economic activities.				I/D	P														
Identify examples of local businesses opening, closing, expanding or contracting.				I/D	P														
Describe and identify the characteristics of traditional, command and market systems.						I	D	P											
Explain the three basic questions that all economic systems attempt to answer.																			
Define measures of economic activity and relate them to the health of the economy.						I	D	P											
Explain the importance of expansion and contraction on individual businesses (e.g., gourmet food shops, auto repair shops, ski resorts).						I	D	P											
Analyze the similarities and differences in economic systems.																	I/D	P	
Explain how traditional, command and market economies answer the basic economic questions.																			
Explain how economic indicators reflect changes in the economy.																			
Describe historical examples of expansion, recession and depression in the United States.																			
Markets and Functions of Government																			
Define and identify goods, services, consumers and producers.		I	D	D	P														
Identify ways local businesses compete to get consumers.				I/D	P														
Identify and compare means of payment.				I/D	P														
Identify groups of competing producers in the local area.				I/D	P														
Identify who supplies a product and who demands a product.				I/D	P														
Define price and identify the prices of different items.		I	D	D	P														
Define what a tax is and identify a tax paid by most families.				I/D	P														
Identify government involvement in local economic activities.		I	D	D	P														
Identify goods and services produced by the government (e.g., postal service, food inspection).				I/D	P														
Explain the relationship between taxation and government services.				I/D	P														
Identify forms of advertising designed to influence personal choice.				I/D	P														
Explain why most countries create their own form of money.			I	D	P														

Identify and describe primary documents, material artifacts and historic sites important to Pennsylvania history.																				
Identify and describe how continuity and change have influenced Pennsylvania history.																				
Identify and describe conflict and cooperation among social groups and organizations in Pennsylvania history.																				
Identify and explain the political and cultural contributions of individuals and groups to Pennsylvania history from Beginnings to 1824.	K	1st	2nd	3rd	4th	5th	6th	7th	8th											
	K	1st	2nd	3rd	4th	5th	6th	7th	8th											
Identify and explain primary documents, material artifacts and historic sites important in Pennsylvania history from Beginnings to 1824.																				
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Analyze the political and cultural contributions of individuals and groups to Pennsylvania history from 1787 to 1914.																				
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Identify and analyze conflict and cooperation among social groups and organizations in Pennsylvania history from 1787 to 1914.																				
United States History																				
Identify contributions of individuals and groups to United States history.																				
Identify and describe primary documents, material artifacts and historic sites important in United States history.																				
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).																				
Identify conflict and cooperation among social groups and organizations in United States history.																				
Identify and explain the political and cultural contributions of individuals and groups to United States history from Beginnings to 1824.																				
Identify and explain primary documents, material artifacts and historic sites important in United States history from Beginnings to 1824.																				

Using the Winding Brook Charter School Scope and Sequence and Grade-Level Expectations

Key Points

- The Scope and Sequence reflects Pennsylvania State Standards.
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- Teachers will use Waldorf-Methods pedagogy and appropriate additional resources to plan and deliver instruction that connects with the standards and prepares students to be successful on PSSA and in future grade levels and courses.

I: Introduce	Teachers introduce a concept, strategy, or skill by modeling, demonstrating and thinking aloud. Instruction is focused on providing a foundation for the specific skill. Mastery is not expected.
D: Develop	Teachers provide opportunities for students to practice and approximate the skill, strategy, or concept. Additional instruction and support is given to increase understanding and work towards proficiency. Reteaching and intervention may be necessary. Mastery may come for some students but is not expected.
P: Proficient	Teachers provide additional instruction and support until students are capable of using the skill proficiently on their own. Teachers then sustain students' independence in applying concepts, skills and strategies that have been taught. At this stage mastery is expected.

	K	1st	2nd	3rd	4th	5th	6th	7th	8th
Focus: Write with a sharp, distinct focus									
Use drawings, scribbles, letter strings and letters to convey meaning	I/D/P								
Select a topic and write the substance of 2+ related sentences	I/D	P							
Select a topic and write the substance of 4+ related sentences	I/D	P							
Select a topic and write the substance of 5+ related sentences	I	D	P						
Write with a sharp, distinct focus, identifying topic, task and audience	I	I	D	D	D	P	P	P	P
Write with a sharp, distinct focus, as described above, and establish a single point of view				I	I	I	D	D	P
Write with a sharp, distinct focus, as described above, and maintain a single point of view							I	D	P
Content: Write using well-developed content appropriate for the topic									
Use pictures to represent an idea	I/D/P								
Select and use details that are relevant and appropriate to the topic	I/D	D	D	D	P	P			
Write a series of related sentences or paragraphs with one central idea	I/D	D	D	D	P	P			
Select and use information appropriate to the topic, task and audience		I	I	I	D	D	P	P	P
Write paragraphs that have a topic sentence and supporting details		I	I	I	D	D	P	P	P
Select and determine the validity and reliability of information				I	I	I	D	D	P
Write paragraphs that have details and information specific to the topic and relevant to the focus				I	I	D	D	P	P
Use the most effective format for the purpose and audience				I	I	D	D	P	P
Gather, determine validity and reliability of, analyze, and organize information				I	I	D	I	D	P
Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus							I	D	P
Organization: Write with controlled and/or subtle organization									
Sustain a logical order	I/D	D	D	D	P	P			
Include a recognizable beginning, middle and end	I/D	D	D	D	P	P			
Sustain a logical order within sentences and between paragraphs using meaningful transitions		I	I	I	D	D	D	D	P
Include an effective introduction, body, and conclusion	I	I	I	I	D	D	D	D	P
Establish topic and purpose in the introduction, and reiterate the topic and purpose in the conclusion					I	I	I	D	P
Experiment with a variety of conclusions (ambiguous, circular, poignant, surprising)									
Control pacing according to action (slow down and elaborate; pick up pace)								I	P

	K	1st	2nd	3rd	4th	5th	6th	7th	8th
Style: Write with an awareness, understanding, and command of the stylistic aspects of composition Use sentences of differing lengths and complexities Use descriptive words and action verbs Use different types and lengths of sentences Use precise language including adjectives, adverbs, action verbs and specific details to convey meaning Develop and maintain a consistent voice Develop tone and voice through the thoughtful and precise use of language		I/D	D	D	P	P			
		I/D	D	D	D	P			
		I/D	D	D	D	D	P	P	P
		I	I	I	I	D	D	D	P
					I	D	D	P	P
Writing Habits									
Write daily in a personal Writer's Notebook, generating content and topics		I/D	D	D	D	D	D	D	P
Write confidently, fluently and independently		I/D	D	D	D	D	D	D	P
Demonstrate that speech can be written and read to convey a message		I/D/I/P							
Write to communicate with others through a variety of means		I/D	D	D	D	D	P	P	P
Use writing as a tool to extend meaning across content and in personal writing		I/D	D	D	D	D	D	D	P
Use writing process to respond to teacher-created prompts		I	I	D	D	D	D	D	P
Adjust writing process for the demands of timed writing situations		I	D	D	D	D	D	D	P
Write legibly, using the manuscript form		I/D	D	D	P	P	P	P	P
Write legibly, using cursive writing form		I	D	D	D	D	D	D	P
Keep a writing portfolio of ongoing work with evidence of reflection on personal growth across genre		I	D	D	D	D	D	D	P
GENRE									
Narrative Write narratives (stories, plays, etc.) which include: • detailed descriptions of people, places, and things • relevant illustrations • literary elements: character(s), setting, plot • use of literary devices		I/D	D	D	P	P			
Write stories, plays and multi-paragraph narrative essays which include the above, as well as: • dialogue • literary conflict • literary elements • literary devices								I	
	K	1st	2nd	3rd	4th	5th	6th	7th	8th

	K	1st	2nd	3rd	4th	5th	6th	7th	8th
Write persuasive pieces, including essays, which: <ul style="list-style-type: none"> include a clearly stated position or opinion include convincing, elaborate and properly cited evidence develop reader interest anticipate and counter reader concerns and arguments 					I I	I I	D D	D D	P P
Write persuasive pieces, including essays, with evidence of the above, and include a variety of methods to advance the argument or position								I/D	P
Expository/Informational									
Write informational pieces which <ul style="list-style-type: none"> include descriptions, letters, reports and narrative procedures include relevant illustrations 		I D	P						
Write multi-paragraph informational pieces (including essays, descriptions, letters, reports and narrative procedures) which: <ul style="list-style-type: none"> include cause and effect develop a problem and solution when appropriate to the topic use relevant graphics: maps, charts, graphs, tables, illustrations, photographs 					I D	P			
Write multi-paragraph informational pieces (including essays, descriptions, letters, reports, narrative procedures, essays, articles and interviews) which include evidence of the above, and use primary and secondary sources					I D	D P	P P	P P	P P
Write complex informational pieces (including research papers, analyses, evaluations, and essays) which include evidence of the above as well as: <ul style="list-style-type: none"> a variety of methods for developing the main idea precise language and specific detail 							I	D	P
Maintain a written record of activities, course work, experience, honors and interests									
Write a personal resume					I	I	D	D	P
									I/D/P
WRITING PROCESS									
Early Concepts of Writing									
Create recognizable drawings to express thoughts, feelings and ideas		I	D/P						
Use scribbles to communicate in writing		I	D/P						
Use letter-like forms, letters or random letter strings to express thoughts, feelings and ideas		I	D/P						
Write down name and other personally meaningful words	I/D	D/P							
	K	1st	2nd	3rd	4th	5th	6th	7th	8th

	K	1st	2nd	3rd	4th	5th	6th	7th	8th
Use letters to match sounds (beginning and ending consonants)	I/D/P								
Separate words with spacing	I/D/P								
Write left to right and top to bottom	I/D/P								
Prewrite									
Generate topics, plan and organize ideas	I	D	P						
Generate topics independently using graphic organizers, prior writing or prior experiences	I	I	I	D	D	D	D	P	P
Generate topics by considering purpose, audience, and form, using a variety of strategies					I	I	I	D	P
Select appropriate tools for recording and organizing information and ideas (notes, graphic organizers, webs, outlines, etc.)					I	I	I	D	P
Draft									
Select, organize and develop ideas	I/D	D	D	D	P	P			
Write a draft for a specified purpose	I	D	D	D	D	D	P	P	P
Use draft writing with independence and flexibility to meet writing needs					I	I	I	D	P
Revise									
Seek input from peers and others when revising	I	I	D	D	D	D	D	D	P
Revise writing to improve detail and order/sequence of ideas	I	D	D	D	D	D	P		
Revise writing to improve focus, organization, style and content		I	I	I	I	D	D	D	P
Revise writing to improve focus, organization, style and content, and to clarify purpose, audience and genre						I	D	D	P
Edit									
Spell common, frequently used words correctly	I	D	D	D	D	D	D	P	P
Spell all words correctly, using a variety of resources including dictionaries and spell checks							I	D	P
Capitalize own name (first and last)	I/D	P							
Use capital letters correctly in first word of sentences, proper nouns and the pronoun "I"	I/D	D	D	D	P	P			
Use capital letters correctly		I	D	D	D	D	D	D	P
Punctuate correctly		I	D	D	D	D	D	D	P
Use parts of speech correctly		I	D	D	D	D	D	D	P
Use complete sentences: simple, compound, declarative, interrogative, exclamatory, and imperative		I	D	D	D	D	D	D	P
Use appropriate resources to ensure that all grammar and usage is correct in final drafts		I	D	D	D	D	D	D	P
	K	1st	2nd	3rd	4th	5th	6th	7th	8th

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	K	1st	2nd	3rd	4th	5th	6th	7th	8th
SPEAKING									
Ask and respond with isolated words and a few memorized phrases, some songs, rhymes.	I	D/P							
Begin to react to social and cultural nuances.		I/D/P							
Produce limited vocabulary in very limited contexts.	I	D/P							
Produce vocabulary at the word level, no evidence of correct grammatical usage.	I	D/P							
Produce memorized vocabulary in basic contexts (i.e. numbers, colors, dates, pets, clothes, weather, activities, time, sports, greetings, foods, family, professions).	I	D	P						
Produce brief statements regarding self and environment.	I	D	P						
Enumerate: list words and phrases, name, recite, say memorized sentences; demonstrate recombining of sentences; demonstrate little or no grammatical usage.		I/D	P						
Respond by creating some simple sentences, relying heavily on learned material, no real autonomy of expression.			I/D/P						
Talk about self and environment in a limited way, identify basic objects, places, some kinship terms.			I/D/P						
Use some simple and spontaneous language.			I/D/P						
Attention to cultural appropriateness.			I/D/P						
Create very simple sentences at least 60% of the time with limited subject/verb agreement.			I/D/P						
Generate skits and conversations with familiar topics.			I/D	P					
Handle a limited number of social situations and basic survival topics (i.e. order a meal, ask for directions, get transportation, get a hotel room, calculate prices, convert currencies).			I/D	P					
Create simple sentences, give and ask for information in present tense; use some negation, some noun/adjective agreement, and some subject/verb agreement.			I/D	P					
Ask about and report activities in the past tense using learned materials.			I/D	P					
Express preferences and offer some support for opinions.				I/D/P					
Begin to assemble reports linking several sentences for descriptive/narrative purposes.				I/D/P					
Respond by creating a variety of sentences and questions, can sustain basic communicative tasks and participate in short conversations.				I/D	P				
Handle a variety of social situations and basic survival topics; courtesy/social requirements such as: accepting/refusing invitations, greetings/introductions, making meet/gg arrangements.				I/D	P				
	K	1st	2nd	3rd	4th	5th	6th	7th	8th

	K	1st	2nd	3rd	4th	5th	6th	7th	8th
Create sentences; give and ask for information in the present tense; begin to include past and future tenses; use negation, noun/adjective agreement and subject/verb agreement.				I/D	P				
Respond using some simple paragraph like discourse, begin to narrate, describe, summarize, compare/contrast.					I/D/P				
Begin to sustain conversation on most familiar topics.					I/D/P				
Handle uncomplicated communicative tasks; can initiate, sustain and close a general conversation about many different concrete topics.					I/D/P				
Converse 60% of the time in paragraph like connected discourse in the past, present and near future time; uses comparative expressions.					I/D/P				
Begin to increase spontaneity in oral interactions.					I/D/P				
Narrate and describe in major time frames and deal effectively with an unanticipated complication.					I/D	P			
Express topics of general personal interest in most formal and in formal settings.					I/D	P			
Speaks at a level where native listeners, unaccustomed to dealing with nonnative speakers, can understand the message without difficulty.					I/D	P			
Report on current event and express reactions to them					I/D	P			
Express and reports opinions and emotions with extended discourse.					I/D	P			
Refute an argument giving at least 1 reason.					I/D	P			
Begin to debate on prepared topics from notes only.						I/D/P			
Begin to use circumlocution to compensate for lack of vocabulary.						I/D/P			
Participate actively in most informal and a limited number of formal conversations (i.e. school, home, leisure activities, work, current events).						I/D	P		
Converse with sufficient accuracy, clarity, precision to convey intended message without misrepresentation or confusion.						I/D	P		
Discuss topics and abstract ideas extensively, support opinions and hypothesize.							I/D	D	P
Deal with a linguistically unfamiliar situation or unexpected turn of events.							I/D	D	P
Converse on a wide range of general interest topics and some special fields of interest /expertise in most formal/informal settings.							I/D	D	P
Able to initiate inquiry for research purposes.							I/D	D	P
Shown a pattern of errors in basic structures; errors virtually never interfere with communication or distract the native speaker from the message.							I/D	D	P
Develop comparative analysis			I/D	D	D	D	P	P	P
Give more detailed explanations involving people, places and things from literature and daily life.							I/D	D	P
	K	1st	2nd	3rd	4th	5th	6th	7th	8th

	K	1st	2nd	3rd	4th	5th	6th	7th	8th
Report events and describe characters/historical figures found in printed sources.							I/D	D	P
Offer own opinions and give reasons in support of opinions expressed.							I/D	D	P
Prepare and deliver an individual presentation analyzing an assigned piece of literature such as poetry or a short story.							I/D	D	P
READING									
Understand signs related to basic survival.		I	D/P						
Understand simple directions and commands in predictable situations.		I	D/P						
Read short dialogs and paragraphs pertaining to familiar experiences.		I	D	P					
Understand parts of formatted, authentic documents.		I	D/P						
Understand short, personal, informative, descriptive correspondence pertaining to familiar routine interaction.		I	D/P						
Read short, simple narratives.		I	D	P					
Begin to understand cause and effect relationship in a narrative.		I	D/P						
Begin to infer meaning and sequence from context.		I	D/P						
Understand synonyms, antonyms and definitions of vocabulary in context.		I	D	D	D	P			
Read and understand current, authentic materials such as menus, schedules, signs and publicity, especially those relating to survival situations.			I/D	P					
Read dialogs and paragraphs pertaining to familiar experiences.			I/D	P					
Understand brief personal, informative and descriptive correspondence.			I/D	P					
Read and understand short stories and/or extended passages using learned and glossed vocabulary.				I	D	P			
Read and understand summarized current event articles.				I	D	P			
Read and understand authentic cultural information including posters, maps, and advertisements.				I	D	P			
Begin to understand cause and affect relationships and to infer sequence from context.				I	D	P			
Comprehend larger parts of formatted documents.				I	D	P			
Understand main ideas and most supporting details on factual topics.				I	D	P			
Read, understand and react to more advanced poetry and literature.					I/D	P			
Read accounts of historical and cultural events and descriptions.				I	D	P			
Understand some idiomatic expressions used in context.				I	D	P			
Identify and use circumlocution with increased frequency.				I	D	P			
Read and understand short novels with aid of dictionary.				I	D	P			
	K	1st	2nd	3rd	4th	5th	6th	7th	8th

	K	1st	2nd	3rd	4th	5th	6th	7th	8th
Begin to read and comprehend a detailed set of rules and instructions.					I/D	P			
Read more advanced poetry and literature with comprehension.					I/D	P			
Read and comprehend authentic materials such as news items and magazine articles at varying degrees of difficulty.			I	D	P				
Make inferences and/or draw conclusions based on information from text.			I	D	D	P	P	P	P
Cite evidence from text to support generalizations.			I	D	D	P	P	P	P
Identify and explain main ideas and relevant details.			I	D	D	P	P	P	P
Summarize a fictional text as a whole.					I/D	P	P	P	P
Identify, describe, and analyze genre of text.							I/D	D	P
Interpret, compare, describe, analyze and evaluate components of fiction and literary nonfiction.					I	D	P		
Identify, interpret, describe and/or analyze examples of personification, simile, metaphor, hyperbole, satire, imagery, foreshadowing, flashbacks, and irony in text.						I/D	P		
Identify, interpret, describe and/or analyze the author's purpose for and effectiveness at using figurative language in text.					I	D	P		
Identify, interpret, describe and analyze the point of view of the narrator in fictional text and nonfictional text.							I	D	P
Identify, compare, explain, interpret and analyze how text organization clarifies meaning of nonfictional text.							I	D	P
Respond to nonfiction, fiction, poetry and drama using interpretative, critical, and evaluative process.							I	D	P
WRITING									
Fill out basic forms (i.e. personal information, profile).		I	D/P						
Generate lists respecting the written conventions of target language (i.e. accents, capitalization of nouns, etc.).		I	D/P						
Write short informative and descriptive paragraphs about self and environment.		I	D/P						
Obtain information via short questions.		I	D/P						
Write short messages pertaining to familiar situations.		I	D/P						
Open and close routine informal correspondence using standard salutations.		I	D/P						
Create short written documents dealing with basic needs or interests.			I/D/P						
Expand upon lists respecting written conventions of target language (i.e. adjectives).			I/D/P						
Generate structured questions from which information will be obtained.			I/D/P						
	K	1st	2nd	3rd	4th	5th	6th	7th	8th

	K	1st	2nd	3rd	4th	5th	6th	7th	8th
Begin to write routine social correspondence and simple discourse on familiar topics. Write appropriate paragraphs which state wishes, desires, opinions, emotions and future plans.				I/D/P					
Begin to take notes on written/oral discourse on familiar topics. Write cohesive summaries of read materials.				I/D/P	I/D/P				
Write routine social correspondence (i.e. letters, journals and simple discourse) of several paragraphs on familiar topics with more precision.					I/D/P	I/D/P			
Write biographical and autobiographical material with more detail.					I/D/P				
Take more comprehensive notes on oral or written discourse on familiar topics. Begin to write well structured and detailed essays of considerable length on a variety of topics (IB/AP).						I/D/P			
Begin to write an interpretation to a literary genre.						I/D/P			
Write social and more formal correspondence.						I/D/P			
Write a detailed biographical account of self.						I/D/P			
Cite evidence from text to support generalizations. Identify and explain main ideas and relevant details.							I/D	D/P	P
Summarize a fictional text as a whole.							I/D	D/P	P
Identify, describe and analyze genre of text.							I/D	D/P	P
Interpret, compare, describe, analyze and evaluate components of fiction and literary nonfiction.							I/D	D/P	P
Produce an essay analyzing the theme of a poem and how it manifests itself throughout including technical vocabulary incorporated within.							I/D	D/P	P
Produce an essay comparing and contrasting themes as they appear in two or more different texts selected from the required list of Advanced Placement literature works.							I/D	D/P	P
Produce an essay identifying the meaning of an excerpt of text as it applies to the overall theme of the work. The text is from the required list of Advanced Placement literature works.							I/D	D/P	P
CULTURE									
Become sensitized to cultural diversity.	I	D	P						
Begin to identify one's own cultural bias.	I	D	P						
Begin to understand the nature of cultural bias.	I	D	P						
	K	1st	2nd	3rd	4th	5th	6th	7th	8th

Winding Brook Charter School: WORLD LANGUAGE CURRICULUM
K - 8 SCOPE AND SEQUENCE

APPENDIX B

2016-2017 School Calendar

Winding Brook Charter School
Charter Application

WINDING BROOK ACADEMIC CALENDAR

2016-2017

2016

- August 9---1st Day for Students
- September 5---Labor Day
- October 10-21---Fall Break
- November 15---Parent/Teacher Conferences
- November 24-25---Thanksgiving Holiday
- December 19-30---Winter Break

2017

- January 16---Martin Luther King Jr. Day
- February 17, 20---President's Day Holiday
- March 2---Parent/Teacher Conferences
- March 20-31 Spring Break
- May 29---Memorial Day
- June 9---Last Day for Students
- June 12-30---Summer Break
- July 1-29---Summer Break
- August 1-12---Summer Break
- August 8---1st Day for Students
- September 4---Labor Day
- October 9-20---Fall Break
- November 14---Parent Teacher Conferences
- November 23-24---Thanksgiving Holiday
- December 18-29---Winter Break

WINDING BROOK CALENDAR

First Day of School

No School

Last Day of School

ANNUAL VIEW

YEAR

2017

JANUARY

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	26	27	28
29	30	31				

FEBRUARY

29	30	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	26	27	28

MARCH

26	27	28	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
26	27	28	29	30	31	

APRIL

26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
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JUNE

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AUGUST

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DECEMBER

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APPENDIX C

By-Laws

**Winding Brook Charter School
Charter Application**

BY-LAWS
OF THE
WINDING BROOK CHARTER SCHOOL

Section 1. Name, Objectives and Purposes, Mailing Address, Corporate Seal, and Fiscal Year

- 1.1 Name. The name of this nonprofit corporation shall be Winding Brook Charter School, hereafter referred to as the "Charter School."
- 1.2 Objectives and Purposes. The objectives and purposes of the Charter School are: (1) to offer an educational opportunity using the Waldorf-Methods curriculum; (2) to foster an academically rich educational community; and (3) create generations of individuals who grow up to be imaginative problem solvers, critical thinkers, community servants and compassionate neighbors. The Charter School is incorporated under the Nonprofit Corporation Law of 1988, as amended, of the Commonwealth of Pennsylvania, and shall be organized and operated exclusively for charitable, scientific, literary and educational purposes permitted within the scope of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, including the purposes specified in Act No. 1997-22 of the General Assembly of the Commonwealth of Pennsylvania known as and referred to herein as the "Charter School Law." In furtherance of these purposes, the Charter School may exercise all rights and powers conferred by the laws of the Commonwealth of Pennsylvania upon nonprofit corporations and schools formed pursuant to the Charter School Law.
- 1.3 Mailing Address. The mailing address of the Charter School shall be:

Winding Brook Charter School
c/o Sharon Hendershot
P.O. Box 334
Sciota, PA 18354

The Board of Trustees may change this address as necessary.

- 1.4 Fiscal Year. The fiscal year of the Charter School shall, unless otherwise decided by the Trustees, end on June 30 of each calendar year.

Section 2. Membership

- 2.1 Membership. Unless or until the Articles of Incorporation of the Charter School are amended to provide otherwise, Charter School shall have no members. Any provision of law requiring notice to, the presence of, or the vote, consent or other action by members of the corporation in connection with such matter shall be satisfied by notice to, the presence of, or the

vote, consent or other action by the Board of Trustees. No certificates of membership shall be issued at any time.

Section 3. Board of Trustees

- 3.1 Composition. The Board of Trustees shall be composed of not less than five (5) and not more than nine (9) natural persons of full age. At least one member shall be a parent of a student enrolled in the Charter School. No member of the Board of School Directors of the Northwestern Lehigh School District shall serve on the Board of Trustees.
- 3.2 Initial Appointment of Trustees. The initial Trustees will be appointed by the Founding Members of the Charter School, with the appointments to become effective upon incorporation and shall continue until the end of the terms specified in these by-laws. The terms of the initial Trustees shall be staggered so that the terms of one to two Trustees expire in one year, the terms of two or more Trustees expire in two years and the terms of two or more Trustees expire in three years.
- 3.3 Election of Trustees. Nominations shall be placed before the Board of Trustees as needed at any regularly scheduled or special meeting open to the public. Nominations may be made by a Nominating Committee or by any Trustee. The Trustees will cast an open, public ballot. A simple majority of a quorum is required for election.
- 3.4 Orientation. The orientation will instruct each nominated candidate in the pedagogy, practice, vision, and mission of Charter School. Following the orientation, each nominated candidate must demonstrate an understanding and commitment to the Waldorf-Methods of learning as well as the mission and guiding principles of Charter School. Upon successful completion of this process, the Nominating Committee will place the names of all nominated candidates, using their own discretion, who satisfy the above criteria on the ballot presented to the Board for consent.
- 3.5 Tenure. Each Trustee, after the initial Trustees, shall hold office for three (3) years, unless the Trustee dies, resigns, is removed, or becomes disqualified. The term of office of each Trustee shall be for a period effective upon appointment and qualification and ending three years after the expiration of the term which such Trustee is appointed to fill or until a successor is duly elected.

3.6 Resignation. Any Trustee may resign by delivering a written resignation to the Board of Trustees. Such resignation shall become effective upon receipt unless it is specified to be effective at some time later.

3.7 Vacancies.

(a) Any vacancies on the Board of Trustees shall be filled by a vote of the Board of Trustees. Each trustee so elected to fill a vacancy shall hold office for the remainder of the predecessor's unexpired term.

(b) If a Trustee resigns by giving notice specifying that such resignation shall be effective at a future time, the Board of Trustees shall have the power to elect a successor to take office when the resignation shall become effective.

3.8 Authority. The Board of Trustees (the "Board") shall have and exercise the corporate powers prescribed by the laws of the Commonwealth of Pennsylvania, and more particularly described in the Charter School Law and the Charter (the "Charter") of the Charter School. The essential function of the Board shall be policy making, the assurance of sound management, and active participation in the provision of necessary funds. The Board has ultimate responsibility to determine general, academic, financial, personnel and related policies deemed necessary for the administration and development of the Charter School in accordance with its stated purposes and goals. More specifically, the Board's authority shall be, without limitation:

(a) to approve policies and procedures regarding employment, including but not limited, to appointment, promotion, contracts, leaves of absence, fringe benefits, qualifications of professional and nonprofessional staff, professional development and dismissal of employees;

(b) to adopt the curriculum or courses of study and text books;

(c) to authorize the acquisition, management and disposition of all property and physical facilities, having due respect for the corporate purpose, including the construction renovation and upkeep of the physical plant. As prescribed by the Charter School Law, the Board and contractors shall be restricted and subject to certain statutory requirements governing construction projects as set forth in Section 1715-A (10) of the Public School Code of 1949, as amended 24 P.S. 17-1715-A;

- (d) to approve institutional documents and policy statements at the Board's discretion to assure compliance with the Articles of Incorporation, By-laws, Charter, and Board Policy;
- (e) to sue and be sued, complain and defend and participate as a party or otherwise, but only to the same extent and upon the same condition that political subdivisions and local agencies can be sued;
- (f) to make contracts and leases for the procurement of services, equipment, and supplies, including 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;
- (g) to create or increase any indebtedness, including incurring temporary debts in anticipation of the receipt of funds;
- (h) to solicit and accept any gifts or grants for Charter School purposes;
- (i) to establish the annual academic calendar;
- (j) to adopt and approve the annual budget and to make revisions therein;
- (k) to establish enrollment policies and procedures;
- (l) to adopt and approve policies and procedures to assess student achievement;
- (m) to approve or ratify all contracts as determined by the policy on contracting;
- (n) to be final arbiter of all disciplinary matters;
- (o) to authorize any annual audit by an independent certified public accountant;
- (p) to fix the salary or other compensation of the Chief Executive Officer, Principals, teachers, and other employees of the Charter School;
- (q) to approve all personnel actions;

- (r) to designate depositories of Charter School funds;
- (s) to set the Charter School calendar which must include 900 hours or 180 days for elementary students instruction and at least 990 hours or 180 days for secondary students, but the Charter School cannot be kept open for students or staff on Sundays, Fourth of July, Memorial Day or Christmas;
- (t) to have and exercise all of the powers and means appropriate to effect the purpose or purposes for which the Charter School is chartered; and
- (u) to have and exercise all other powers enumerated in the Nonprofit Corporation Law or otherwise vested by law in the corporation and not consistent with the Charter School Law.

3.9 Committees. The trustees may elect or appoint committees (which may include individuals who are not Trustees of the Charter School) as they determine necessary. Each committee shall be chaired by a Trustee, unless otherwise agreed by the Board. At any meeting of a committee, a quorum for the transaction of business shall consist of a majority of the members of such committee. The members of any committee shall serve on the committee at the pleasure of the Chairperson of the committee.

3.9.1 Permanent Committees. Permanent committees may be formed to handle on-going business of the Charter School. These committees may include:

- (a) Nominating/ Governance Committee. If a Nominating/ Governance Committee is appointed by the Board of Trustees, the Board of Trustees shall set forth both the time frame for nominations and the manner by which the Nominating Committee shall make nominations. If a Nominating Committee is appointed by the Board of Trustees, it shall consist of three Trustees.
- (b) Finance and Committee. The Finance Committee shall prepare and present a proposed financial budget to the Board of Trustees, and prepare and implement a system of internal fiscal controls. They shall also maintain the physical facilities

- (c) Academic Assessment Curriculum Committee. The Academic Curriculum Committee shall review and recommend revisions to the curriculum as necessary and recommend educational strategies, establish criteria for the evaluation of faculty and student performance, and establish and implement provisions for the regular assessment of the academic performance of the student body.
- (d) Personnel Committee. The Personnel Committee shall establish criteria for the performance and evaluation of the faculty and other employees of the school. This committee shall make recommendations to the Board of Trustees regarding salaries, bonuses, and benefits.
- (e) Administrative Services Committee. The Administrative Services Committee shall establish a disciplinary policy for the school and review and recommend revisions of the disciplinary policy as necessary. This committee will hear, or appoint a hearing examiner to hear, any disciplinary appeals made by the students, with either the committee or the hearing examiner to recommend to the Board final disposition of such appeals.
- (f) Audit Committee. The Audit Committee shall oversee and review an annual independent audit and make recommendations as needed.
- (g) Facilities Committee: The Property & Facilities Committee shall consist of at least one and no more than three members of the Board of Directors and the committee will oversee the development, renovation and maintenance of existing facilities as well as prepare for future growth.
- (h) Grievance Committee: The Grievance Committee shall consist of at least one and no more than three members of the Board and at least one employee of the School. The Grievance Committee shall review and make recommendations to the Board of Directors as related to grievance issues that come before this committee. All other administrative avenues of resolution as set forth in the charter must be exhausted before a matter may be heard by the Grievance Committee. This committee will meet as required.

- (i) Fundraising and Outreach: The Fundraising and Outreach Committee shall consist of the Administrator or designee, an employee of the School and at least one and no more than three members of the Board of Directors. The Fundraising and Outreach Committee shall develop and implement fund-raising activities, solicit gifts and/or grants for school purposes and programs, develop ties and partnerships with the local community and businesses and develop public relations and publicity opportunities. This committee shall meet as required and develop sub-committees as necessary.

3.9.2 Ad Hoc Committees. Ad Hoc Committees will be formed by the Board of Trustees from time to time as deemed necessary to handle specific events, functions, or issues. These committees will be terminated upon completion of their specific assigned task or as determined by the Board of Trustees. Ad Hoc Committees will be chaired by designees of the Board of Trustees.

3.10 Adoption and Modification of Policies. The Permanent and Ad Hoc Committees will identify areas of need and/or concern and make recommendations to the Board of Trustees for addition to or modification of current policies or By-laws. The Trustees will vote on these recommendations at either a regularly scheduled meeting or a specifically called meeting. An affirmative vote of a majority of a quorum of the Board of Trustees will be required for adoption and/or modification of policies. If such majority vote is not obtained, the proposed recommendation may be returned to the appropriate committee for refinement.

3.11 Meetings

3.11.1 Regular Meetings. Regular meetings of the Board may be held at such time and at such places as the Trustees determine. Written notice of every meeting and the annual schedule shall be given to each trustee by the Annual Meeting. Reasonable notice shall be made of the first regular meeting following the determination of the Trustees of the time and place of regular meetings.

3.11.2 Special Meetings. Special meetings of the Board may be held anytime and any place when called by the President of the Board of Trustees or by two or more Trustees. In addition to the notice required by Section 3.10.8 hereof, reasonable notice of the time and

place of special meetings shall be given to each Trustee. Such notice will specify the purposes of the meeting. It shall be given to each Trustee in accordance with the Pennsylvania Nonprofit Corporations Law. It shall be considered reasonable and sufficient notice to a Trustee to send notice by mail at least three (3) business days before the meeting, addressed to the director at the Trustee's usual or last known residence, or to give notice in person or by telephone or email at least twenty-four (24) hours before a special meeting.

3.11.3 Annual Meeting. The Board shall meet annually once per year at the first regularly scheduled meeting in August of each year, at a reasonable time and place convenient to the Board of Trustees and members of the community. In the event that the Annual Meeting is not held on the specified day, the Trustees may hold a special meeting in place thereof, and any business transacted or elections held at such meeting shall have the same force and effect as if transacted or held at the annual meeting, provided that notice is given for the meeting and the notice indicates that the special meeting shall be in place of the annual meeting. Notice of the Annual Meeting or notice of a special meeting called in its place, setting forth the date, time and place shall be published in accordance with Section 3.10.8 hereof and shall be mailed to all Trustees at each individual Trustee's usual or last known address not less than seven days prior to the date of the Annual Meeting. At the Annual Meeting the President and the Treasurer shall present an annual report which shall set forth:

- (a) The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year immediately preceding the date of the report;
- (b) The principal changes in assets and liabilities including trust funds, during the year immediately preceding the date of the report;
- (c) The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes, for the year immediately preceding the date of the report, including separate data with respect to each trust fund held by or for the corporation;

- (d) The expenses or disbursements of the corporation, for both general and restricted purposes, during the year immediately preceding the date of the report, including separate data with respect to each trust fund held by or for the corporation;
- (e) The capital budget and the operating budget for the corporation's current fiscal year;
- (f) A schedule of proposed major activities for the current fiscal year; and
- (g) A summary of the corporation's compliance with the laws and regulations of federal, state and local governmental agencies and with the standards, rules and regulations of the various accrediting and approval agencies.

3.11.4 Quorum. At any meeting of the Board of Trustees a quorum for the conduct of business by the Board of Trustees shall consist of a majority of the trustees then in office.

3.11.5 Action of Vote. When a quorum is present at a meeting of the Board of Trustees, a majority of the Trustees present and voting shall decide any question including election of officers, unless otherwise provided by law or these by-laws, including but not limited to, Section 3.10.7, 3.10.9 and 3.12.

3.11.6 Conference Telephone Meetings. One or more persons may participate in a meeting of the Board of Trustees or of a committee of the Board of Trustees by means of conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other. Participation in a meeting pursuant to this Section 3.10.6 shall constitute presence in person at such meeting.

3.11.7 Optional Provisions Not Required by Law. An affirmative vote of the majority of the members of the Board of Trustees then in office shall be required in order to take each of the following actions, or any previously taken action relating to the same subject matter:

- (a) adopting a school calendar, provided that any calendar must provide for 990 hours or 180 days of instruction for students

in grades 7 through 12 and 900 hours or 180 days of instruction for students in grades 1 through 6;

- (b) adopting textbooks;
- (c) appointing or dismissing school administrators;
- (d) adopting or amending the annual budget;
- (e) purchasing or selling land;
- (f) locating new buildings or changing the locations of previously used buildings;
- (g) creating or increasing any indebtedness;
- (h) adopting courses of study;
- (i) designating depositories for Charter School funds;
- (j) entering into contracts of any kind pursuant to the policy on contracting;
- (k) fixing salaries or other compensation of administrators, teachers, or other employees of the Charter School; and
- (l) entering into contracts with and making appropriations to an intermediate unit, school district, or Area Vocational/ Technical School for the Charter School's proportionate share of the cost of services provided or to be provided by any such entity.

3.11.8 Open Meeting Law. All meetings of the Board of Trustees of the Charter School where actions are formally presented for approval shall be held as public meetings as described in the Sunshine Act, 65 P.S. 271, et seq., Act of July 3, 1986, P.L. 388, as amended (the "Sunshine Act"). Notices of all meetings shall be given in the manner described in the Sunshine Act.

3.11.9 Real Estate Transactions. A vote of two-thirds (2/3) of the members in office of the Board of Trustees duly recorded showing how each member voted shall be required in order to take action on

the following subject: purchase of real property or the sale, mortgage, lease or other disposal of real property.

- 3.12 Dismissal of Employees. Upon an affirmative vote of the majority of its members, the Board reserves to itself the right to terminate the employment contract of any full time employee for any reason it deems appropriate by providing thirty (30) days written notice to the affected employee. Part time and occasional employees shall be afforded two (2) weeks' notice of termination.
- 3.13 Compensation and Conflicts of Interest. Trustees shall serve as Trustees without receiving any compensation for their services as Trustees. Voting on any matter involving a conflict of interest shall be governed by the Public Official and Employee Ethics Act, 65 P.S. 401-422. Notwithstanding the foregoing, common interested Trustees may be counted in determining the presence of a quorum at a Board meeting in which a transaction described above is authorized, approved, or ratified.
- 3.14 Reservation of Powers. None of the following actions may be taken by the Charter School without the prior approval of not less than two-thirds (2/3) of the Board of Trustees then in office:
- (v) (a) to amend the Articles of Incorporation of the Charter School
or (w) these By-laws;
- (b) to dissolve or liquidate the Charter School;
- (c) to merge or consolidate the Charter School; and
- (d) to convey, sell or transfer substantially all the Charter School's assets.
- 3.15 Responsibilities. The Board has ultimate responsibility to determine general, academic, financial, personnel and related policies deemed necessary for the administration and development of the Charter School in accordance with its stated purposes and goals. Specific responsibilities include:
- (a) Following the charter school's mission and vision.
- (b) Supporting the charter school's administrators and review their performance.

- (c) Ensuring effective organizational planning.
- (d) Ensuring adequate resources.
- (e) Managing resources effectively.
- (f) Determining and monitor the charter school's programs and services.
- (g) Enhancing the charter school's public image.
- (h) Assessing its own performance.
- (i) Committing to the principles of the "Servant Leadership" model of governance and ensuring these principles are reflected throughout the operation of the Charter School.

Section 4. Officers and Agencies

- 4.1 Number and Qualification. The Officers of the Charter School shall be a President, a Vice-President, a Secretary and Treasurer. The President, Vice President and Treasurer shall be members of the Board of Trustees. The Secretary may be a non-voting member of the Board.
- 4.2 Election. The officers shall be elected annually by the Board of Trustees at the annual meeting held pursuant to the provisions of Section 3.10.3 of these by-laws. If at any other time a vacancy exists in these offices, an officer may be elected to fill a vacancy for the remainder of the term at any special or regular meeting of the Trustees.
- 4.3 Term of Office. The President, Vice-President, and Treasurer shall hold office for one year, until his/her qualified successor is chosen at the next annual meeting of the Board of Trustees. The Secretary shall be appointed by the Board.
- 4.4 President. The President of the Board of Trustees shall preside at all meetings of the Trustees, except as the Trustees shall otherwise determine; and shall have such other powers and duties as may be determined by the Trustees.
- 4.5 Vice-President. The Vice-President of the Board of Trustees shall have and exercise all the powers and duties of the President in his/her absence. The Vice-President shall have such other powers and duties as may be determined by the Board of Trustees.

- 4.6 Secretary. The Secretary shall record and maintain records of all proceedings of the Trustees in a book or series of books kept for that purpose. These books shall be open at all reasonable times to the inspection of any member of the Board of Trustees of the Charter School. Such book or books shall also contain the original or attested copies of the Articles of Incorporation, the by-laws and the names and residence addresses of all members of the Board of Trustees. The Secretary may be a non-voting member of the Board.
- 4.7 Treasurer. The Treasurer shall be responsible for the Charter School's financial affairs, funds, securities, and valuable papers and shall keep full and accurate records thereof. The Treasurer shall supervise the Chief Executive Officer ("CEO") with regard to those fiscal matters assigned to the CEO.
- 4.8 Other Officers. The Board of Trustees may elect or appoint such other officers as it deems useful for the proper operation of the Charter School.
- 4.9 Chief Executive Officer (CEO). The CEO shall be the administrative head of the Charter School. He or she shall serve in an advisory capacity to the Board and shall report to the Board on all matters relative to his/her duties. The CEO shall be responsible for routine fiscal matters, including receipt of funds (including local, state, federal, and privately donated funds), payment of invoices and contracts as approved by the Board of Trustees, general bookkeeping and accounting, as well as assistance to the Certified Public Accountant assigned to audit the books of the Charter School. The CEO shall automatically be an ex-officio member of the Board of Directors by virtue of his or her position in the school but not participate in the voting.
- 4.10 Bonding of Officers and Employees. The Secretary and Treasurer of the Charter School shall furnish a bond in such amount and with such surety as may be required, from time to time, by the Board. At the direction of the Board, any other officer or employee shall furnish a bond in such amount and with such surety as may be required by the Board. The expense of furnishing any such bond shall be paid by the Charter School.
- 4.11 Standard of Care for Officers and Trustees. Trustees and Officers have a fiduciary relationship to the Charter School, including in their capacity as members of a committee. Trustees and Officers have an obligation to act in good faith, in a manner he or she reasonably believes to be in the best interest of the School, and with such care, including reasonable inquiry,

skill and diligence, as a person of ordinary prudence would use under similar circumstances. In performing their duties Trustees and Officers shall be entitled to rely in good faith on information, opinions, reports or statement, including financial statements and other financial data, in each case prepared or presented by:

1. One or more officers or employees of the School whom the Trustee or Officer reasonably believes to be reliable and competent in the matters presented;
2. Counsel, public accountants or other persons as to matters which the Trustee or Officer reasonably believes to be within the scope of professional competence; or
3. A committee of the Board upon which he or she does not serve, duly acting under the authority of the Board of Trustees.

Section 5. Dues

The Trustees shall not be required to pay any dues or membership fees.

Section 6. Removal of Officers and Trustees

- 6.1 Officers. Any elected or appointed officer may be removed from office for failure to perform his or her duties as outlined in the Charter School Law or conduct detrimental to the Charter School by a two-thirds vote of the Board of Trustees, after thirty days' written notice to the officer in question. The officer is entitled to a hearing before the Board of Trustees or before a hearing officer designated by the Board of Trustees prior to a vote of a call for removal.
- 6.2 Trustees. The entire Board of Trustees may remove a Trustee, who is not otherwise serving as an elected or appointed Officer in accordance with Sections 4.4, 4.5, 4.6, 4.7 and 4.8 of these By-laws, with or without cause by a two-thirds (2/3) vote of the of the Board of Trustees entitled to cast votes. In addition, if so decided by the Board of Trustees, it may remove any Trustee for the following conduct (list is not all inclusive):
 - (a) Failure to attend two consecutive meetings without reasonable justification; and/or

- (b) Failure to attend more than three meetings in one fiscal year without reasonable justification; and/or
- (c) Failure to perform his or her duties as outlined in the Charter School Law.

For conduct detailed in (a) through (c) above, if decided, the Board of Trustees shall only remove such Trustee by a two-thirds (2/3) vote at the next scheduled meeting of the Board of Trustees.

Section 7. Personal Liability

7.1 Definitions. For purposes of this Article:

- (a) "Charter School" means the charter school named at the beginning of these By-laws, and if it is involved in any consolidation or merger, each constituent corporation absorbed in, and each surviving or new corporation surviving or resulting from, such consolidation or merger;
- (b) "Liability" means any compensatory, punitive or other damages, judgment, amount paid in settlement, fines, penalty, excise tax assessed with respect to an employee benefit plan, and cost or expense of any nature whatsoever, including without limitation, attorneys' fees and costs of proceedings;
- (c) "Indemnified Capacity" means any and all past, present and future service by a Representative in one or more capacities:
 - (i) as a trustee, officer, employee or agent of the Charter School;or
 - (ii) at the request of the Charter School, as a trustee, officer, employee, agent, director, or fiduciary of another corporation or any partnership, joint venture, trust, employee benefit plan, or other entity, enterprise or undertaking, including service as a representative that imposes duties on or involves service by the representative with respect to an employee benefit plan, its participants or beneficiaries;
- (d) "Proceeding" means any threatened, pending or completed action, suit, appeal or other proceeding of any nature, whether civil,

criminal, administrative or investigative, whether formal or informal, and whether brought by or in the right of the Corporation, or otherwise; and

- (e) "Representative" means any person who: (i) serves or has served as a director, officer, employee or agent of the Corporation; or (ii) has been expressly designated by the Board as a Representative of the Corporation for purposes of and entitled to the benefits under this Section 9.

7.2 Indemnification. Subject to the subsequent provisions of this Section 7.2 and of Section 7.3, the Corporation shall indemnify a Representative against any Liability actually and reasonably incurred by the Representative in connection with any Proceeding in which he or she may be involved as a party or otherwise by reason of the fact that the Representative is or was serving in an Indemnified Capacity, including without limitation, any Liability resulting from an actual or alleged breach or neglect of duty, error, misstatement or misleading statement, negligence, gross negligence, or act or omission giving rise to strict or products liability, except to the extent: (a) the conduct of the Representative is determined by a court to have constituted willful misconduct or recklessness; (b) the conduct of the Representative is based upon or attributable to his or her receipt from the Corporation of a personal benefit to which the person is not legally entitled; (c) the liability of a Representative is with respect to the administration of assets held by the Corporation in trust pursuant to Section 5547 of the Pennsylvania Nonprofit Corporation Law of 1988, as amended; or (d) such indemnification is expressly prohibited by applicable law or otherwise is unlawful.

The Corporation shall indemnify a Representative under the preceding provisions of this Section 7.2 only if the Representative acted in good faith and in a manner he or she reasonably believed to be in, or not opposed to, the best interests of the Corporation and, with respect to any criminal proceeding, had no reasonable cause to believe his or her conduct was unlawful. The termination of any Proceeding by judgment, order, settlement or conviction, or upon a plea of *nolo contendere* or its equivalent, shall not of itself create a presumption that the person did not act in good faith and in a manner that he or she reasonably believed to be in, or not opposed to, the best interests of the Corporation and, with respect to any criminal proceedings, had reasonable cause to believe that his or her conduct was unlawful. Action with respect to an employee benefit plan taken or omitted in good faith by a Representative in a manner that he or she reasonably believed to be in the best interests of the participants

and beneficiaries of the plan shall be deemed to be action in a manner that is not opposed to the best interests of the Corporation.

The Corporation shall not indemnify a Representative under the preceding provisions of this Section 7.2 with respect to any claim, issue or matter as to which the Representative has been adjudged to be liable to the Corporation in a Proceeding brought by or in the right of the Corporation to procure a judgment in its favor, unless (and then only to the extent that) the court of common pleas of the judicial district embracing the county in which the Corporation's registered office is located or the court in which the action was brought determines upon application that, despite the adjudication of Liability but in view of all of the circumstances of the case, the Representative is fairly and reasonably entitled to indemnification from the Corporation for the expenses that such court deems proper.

Unless ordered by court, any indemnification of a Representative under preceding provisions of this Section 7.2 shall be made by the Corporation only upon a determination made in the specific case that such indemnification of the Representative is proper in the circumstances because he or she has met the applicable standard of conduct set forth in the preceding provisions of this paragraph. Such determination shall be made the Member.

To the extent that a Representative has been successful on the merits or otherwise in defense of any proceeding referred to in Section 5741 or Section 5742 of the Pennsylvania Nonprofit Corporation Law of 1988, as amended, or in defense of any claim, issue or matter therein, such Representative shall be indemnified by the Corporation against expenses (including without limitation attorneys' fees and costs of Proceedings) actually and reasonably incurred by such person in connection therewith.

If a Representative is entitled to indemnification under this Section 7.2 in respect of a portion, but not all, of a Liability to which the Representative is subject, the Corporation shall indemnify the Representative to the maximum extent for such portion of the Liability.

- 7.3 Limitation on Indemnification. Notwithstanding any other provision of this Section 7, the Corporation shall not indemnify a Representative under this Section 7 for any Liability incurred in a Proceeding which was initiated by the Representative (which shall not be deemed to include counter-claims or affirmative defenses) or in which the Representative participated as an intervener or *amicus curiae*, unless such initiation of or participation in the Proceeding is authorized, either before or after its commencement, by the Board of Trustees.

- 7.4 Advancement of Expenses. The Corporation shall pay, in advance of the final disposition of a Proceeding described in Section 7.2 or the initiation of or participation in a Proceeding authorized under Section 7.3, the expenses (including without limitation attorneys' fees and costs of Proceedings) incurred in good faith in connection with such Proceeding by the Representative who is involved in the Proceeding by reason of the fact that he or she is or was serving in an Indemnified Capacity. Such advancement of expenses shall be made by the Corporation upon its receipt of an undertaking, satisfactory to the Corporation, by or on behalf of the Representative to repay to the Corporation the amounts advanced by the Corporation in the event it is ultimately determined that the Representative is not entitled to indemnification under this Section 7.
- 7.5 Insurance. To effect, secure or satisfy the indemnification and contribution obligations of the Corporation, whether under this Section 7 or otherwise, the Corporation from time to time may self-insure, obtain and maintain insurance or letters of credit, create a reserve, trust, escrow, cash collateral or other fund or account, enter into indemnification agreements, pledge or give a mortgage upon or a security interest in any property of the Corporation, or use any other mechanism or arrangement, in such amounts, at such costs, and upon such other terms and conditions as and when the Board shall determine. Absent fraud, the determination of the Board with respect to such matters shall be conclusive against all security holders, officers and directors, and shall not be subject to avoidance or voidability.
- 7.6 Payment of Expenses. A person who is entitled to indemnification or advancement of expenses from the Corporation under this Section 7 shall receive such payment or advancement promptly after the person's written request therefore has been delivered to the Secretary of the Corporation.
- 7.7 Interpretation. The provisions of this Section 7 shall constitute and be deemed to be a contract between the Corporation and its Representatives, pursuant to which the Corporation and each such Representative intend to be legally bound. Each person serving as a Representative shall be deemed to be doing so in reliance upon the rights provided by this Section 7. The rights granted by this Section 7 shall not be deemed exclusive of any other rights to which persons seeking indemnification, advancement of expenses or contribution under this Section 7 may be entitled under any statute, agreement, vote of Directors or disinterested Directors, or otherwise, both as to action in an Indemnified Capacity and as to action in any other capacity. The rights to indemnification, advancement of expenses and contribution provided by this Section 7 shall continue as to a

person who no longer serves as a Representative, and shall inure to the benefit of his or her heirs and personal and legal representatives.

7.8 Proper Reliance. An Indemnified Representative shall be deemed to have discharged his or her duty to the Charter School if he or she relied in good faith on information, advice or an opinion, report or statement prepared by:

- (a) one or more officers or employees of the Charter School whom such Indemnified Representative reasonably believes to be reliable and competent with respect to the matter presented;
- (b) legal counsel, public accountants or other persons as to matters the Indemnified Representative reasonable believes are within the professional expert competence of such persons; or
- (c) a committee of the Board of Trustees on which he or she does not serve as to matters within its area of designated authority, which committee he or she reasonably believes to merit confidence.

7.9 Binding Effect. All rights to indemnification under this Section 7 shall be deemed a contract between the Charter School and the Indemnified Representative pursuant to which the Charter School and each Indemnified Representative intent to be legally bound. Any repeal, amendment or modification of this Section 7 shall be prospective only and shall not affect any right or obligations then existing.

7.10 Non-exclusive Remedy. The indemnification of Indemnified Representatives, as authorized by this Section 7, shall not be deemed exclusive of any other rights to which those seeking indemnification or advancement or expenses may be entitled under any statute, agreement, vote or disinterested Trustees or otherwise, both as to action in an official capacity and as to action in any other capacity. The indemnification and advancement of expenses provided by or granted pursuant to this Section 7 shall continue as to a person who has ceased to be an Indemnified Representative in respect of matters arising prior to such time, and shall inure to the benefit of the heirs, executors, administrators and personal representatives of such person.

7.11 Indemnified Representative. Each person who shall act as an Indemnified Representative of the Charter School shall be deemed to be doing so in reliance upon the rights of indemnification provided by this Section 7.

Section 8. Execution of Instruments

- 8.1 General. All contracts, deeds, leases, bonds, notes, and other instruments authorized to be executed by an Officer of the Charter School shall be signed by the President and Secretary of the Board of Trustees, except as the Trustees may generally or in particular cases otherwise determine. Any recordable instrument purporting to affect an interest in real estate, executed in the name of the Charter School by the Board of Trustees shall be binding on the school in favor of a purchaser or other person relying in good faith on such instrument, notwithstanding any inconsistent provision of the Charter, by-laws, or votes of the Board of Trustees.
- 8.2 Guarantees. The Charter School shall make no contracts of guarantee without the affirmative vote of two-thirds of the members of the Trustees then in office.

Section 9. Dissolution

Upon revocation or non-renewal of the Charter School's Charter, such revocation or non-renewal date being when all administrative and judicial remedies have been exhausted, the Charter School shall be dissolved. After disposition of or making provision for the payment of all liabilities and obligations of the Charter School, any remaining assets shall be distributed in accordance with the Articles of Incorporation.

Section 10. Amendments

These by-laws may be altered, amended, repealed and replaced by new by-laws by a vote of not less than two-thirds (2/3) of the Board of Trustees at any annual or special meeting of the Board of Trustees provided, however, that notice shall be given in the notice of the meeting that a change to the by-laws will be proposed at that meeting.

Section 11. Rules of Procedure

The proceedings and deliberations of the Charter School shall be in accordance with rules adopted and amended by the Board of Trustees. All matters not governed by such rules shall be governed by the parliamentary practices established by Robert's Rules of Order, Newly Revised.

Section 12. Nondiscrimination

In administering its affairs, including admissions, hiring, and operation, the Board and the Charter School shall not discriminate on the basis of race, color, religion, national or ethnic origin, disability, sex, sexual orientation or age.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this day _____ of _____, 20__

President

Secretary

APPENDIX D

Resumes
(Board of Trustees candidates)

**Winding Brook Charter School
Charter Application**

CAREER OBJECTIVE

To have a positive and direct impact as a member of the community.

EDUCATION

East Stroudsburg University- B.S. Sports Management

January 2002- May 2008

PROFESSIONAL EXPERIENCE

Mount Airy Casino Resort

February 2008- Present

Security Shift Manager

- Lead team of security professionals in ensuring the physical security of resort guests and employees thereby having a positive and direct impact on the organizational brand.
- Coordinate the security logistics, as well as provide direct physical security for visiting performing celebrities and high profile guests.
- Interface with state and local law enforcement authorities, as well as the governing Pennsylvania Gaming Control Board for all security matters impacting the casino's well being with the municipality and state.
- Develop training and education plans for team members to ensure they are current on physical security best practices.
- Effective management of administrative activities such as staffing, scheduling, payroll and performance management.

World Karate Union

April 2001- Present

Chief Instructor/ Owner

- Martial Arts Instructor for a well established and highly reputable Martial Arts school.
- Teach children and adults self defense principles and discipline of traditional Shorin-Ryu Karate based on key tenants of teamwork, camaraderie, and mutual respect.
- Coordinate and promote local, national and international events that create a competitive learning environment.

Military Experience

United States Marine Corps Reserves

August 2001- February 2009

Fire Team Leader

- Served one tour of duty in Al Asad, Iraq from September 2006- April 2007, Base Security, Provisional MP's.
- Marine Corps Martial Arts Instructor
- Field Artillery Man
- Earned Rank of Sergeant
- Honorable Discharge

Political Experience

- Campaigned for Monroe County Sheriff from February 2015-November 2015, earning more than 1/3 of the vote.

Other Activities

- Chapter Advisor for Phi Sigma Kappa Fraternity at East Stroudsburg University.
- Host an Annual Toys For Tots Karate Tournament, assisted in raising over \$20,000 in a 4 year period.
- Founded the Kathi Tasetano Memorial Scholarship.
- Former member of Stroudsburg Fire Department.

Desiree M. McGuire

118 James Lane
Kunkletown, PA 18058

(570) 242-1263
Dmcguire0826@hotmail.com

Qualifications Summary

- ❖ Strong technical and analytic skills, able to analyze raw data, draw conclusions, and develop actionable recommendations
 - ❖ Experience working with SQL based relational data warehouses
 - ❖ Able to think conceptually about data flows and multidimensional terms
 - ❖ Ability to analyze, understand, and troubleshoot technical issues
 - ❖ Advanced Excel, Word and Access skills
 - ❖ Comfortable and experienced with conditional programming logic (if, then, else)
-

Professional Experience

PPL Electric Utilities

Allentown, PA

Business Systems Analyst

August 2015 – Present

- Define project requirements by identifying project milestones, phases, and elements; forming project team; establishing project budget.
- Monitor project progress by tracking activity; resolving problems; publishing progress reports; recommending actions.
- Determine operation objectives by studying business functions; gathering information; evaluating output requirements and formats.

Penn Treaty Insurance Company

Allentown, PA

Junior Business Intelligence Developer

January 2014 – August 2015

- Participate in cross-functional team meetings for the purposes of requirements gathering, determining scope and producing technical documentation as an active decision maker
- Support the corporate enterprise BI Platforms including SQL Server Reporting Services and other relational database platforms
- Perform data migration between legacy systems (Qlikview, Beacon) and the current SSRS platform
- Identify data quality issues and support the data governance process by participating in necessary activities including data profiling, de-duplication and cleansing
- Develop procedures to automate data extraction, transformation, loading and aggregation

Business Intelligence Analyst

July 2010 - December 2013

- Created ad-hoc queries and canned reports as requested and provided on-going analytical support for those requests
- Developed dashboards to measure KPIs, data quality, speed of service and operational effectiveness
- Responsible for troubleshooting data integrity problems and provided technical support as needed
- Created training material to describe programming logic and coding methods used to produce reports

Executive Administrative Assistant

October 2008 – July 2010

- Performed traditional administrative duties including preparing letters, memos, and reports, managing schedules, fielding and routing phone calls, and routing incoming mail
- Utilized the organization's Business Intelligence platforms to generate reports, analyze data and gather key performance indicator metrics with a focus on claims related data
- Acted as a liaison with government regulators, vendors, policyholders, and external consultants which required a high degree of confidentiality

Financial & Operational Analyst

March 2007 – October 2008

- While attached to the Business Intelligence department, advised on the business requirements for the general ledger application and provided guidance on security needs
 - Validated the data of the general ledger application and corporate executive dashboard report catalog and documented these systems
 - Accelerated the yearly and quarterly cost model and variance reports through the use of macros in both Excel and Access
-

Systems Experience

Microsoft SQL Server 2005 & 2008R2 (Stored Procedures, Transact Programming, ETL), Microsoft SQL Server Reporting Services 2008 & 2012, QlikView, Microsoft Office Suite, Microsoft Visual Basic for Applications, Microsoft SharePoint

WBCS 000434

Education

Bachelor of Science Degree in Financial Management

Franklin University

2010

Columbus, OH

Associate of Applied Sciences, Business Administration

Northampton Community College

2006

Bethlehem, PA

Continuing education courses: Developing SQL Queries for SQL Server, SQL Server Transact-SQL(R) Programming

RENEE DeMUND

6031 Running Valley Road, Stroudsburg, PA (570) 730-5583 rdemund@northampton.edu

PROFESSIONAL SUMMARY

Creative and passionate teacher dedicated to fostering a student-centered classroom environment based on mutual respect and collaboration. Committed to helping students identify and develop their own passions while becoming successful, confident writers.

SKILLS

- Committed to student success
- Organized and detailed
- Personable and approachable
- Adult learning specialist
- Enthusiastic
- Culturally-sensitive

EDUCATION

- | | |
|---|--|
| Master of Arts, English
<i>Kutztown University of Pennsylvania - Kutztown, PA</i> | May 2012
Honors: Summa Cum-Laude |
| Bachelor of Arts, English
<i>East Stroudsburg University - East Stroudsburg, PA</i> | December 2008
Honors: Magna Cum-Laude |
| Associate of Arts, Liberal Arts
<i>Northampton Community College - Tannersville, PA</i> | May 2005
Honors: Magna Cum-Laude |

TEACHING EXPERIENCE

Adjunct Professor, English August 2013 - Present
Northampton Community College - Monroe Tannersville, PA

- Designed, taught, and revised pedagogical methods in ENGL 026, ENGL 027, ENGL 101, and ENGL 151L for students with diverse learning abilities and backgrounds.
- Collaborated with colleagues through various mediums such as student poster presentations, student clubs, class observations, and instructional groups.
- Utilized Blackboard and various technologies to enhance learning, organize content, and communicate with students outside of class to encourage clarity and transparency.
- Created, launched, and was an active advisor for diverse students in both the Adult & Non-Traditional Student (ANTS) Club and Creative Writing Club.
- Worked with a diverse population of students, including nontraditional, international, and ESL students, and developed strategies for responding effectively to a wide range of writing abilities.
- Incorporated Classroom Assessment Techniques to assess student writing with an emphasis on skills that are transferable to other courses and contexts.

- Conducted conferences with students for each major essay project to address individual student goals and progress.
- Earned high rankings and rave reviews on both dean and student evaluations.
- Tailored writing projects to foster critical thinking and encouraged students to develop and achieve writing goals.
- Fostered students' commitment to lifelong learning by connecting course materials to broader themes and current events.
- Increased professional development through a multitude of NCC-hosted workshops and Super Saturdays.
- Emphasized research as an on-going process of discovery and growth, encouraging students to see research and inquiry as activities central to daily life.
- Taught students to conduct research and to critically evaluate the quality of sources.

Professional Writing Tutor

Northampton Community College - MCLC

1/03-5/05; 1/09-8/13

Tannersville, PA

- Collaborated with colleagues and developed learning center training workshops for entry-level tutors
- Provided in-class tutoring services for developmental writing courses
- Hosted workshops aiding students on student success, technology, MLA & APA formatting, and properly documenting sources
- Worked individually with a diversified student body including ESL and nontraditional students
- Revised Learning Center writing handouts distributed campus-wide
- Offered walk-in & appt.-based tutoring services that catered to students with diversified learning styles

Professional Writing Tutor

East Stroudsburg University

8/09-08/13

East Stroudsburg, PA

- Assist students in analyzing literature and studying literary terms
- Provide students with a strong foundation of prewriting and revision strategies
- Help students with research skills and determining scholarly sources
- Instruct students on how to revise essays with proper grammar and format

Peer Writing Tutor

Kemp Library - Writing Studio

8/08-12/08

East Stroudsburg, PA

- Aid peers in the construction and organization of successful & thought-provoking academic essays
- Supply students with knowledge necessary to fulfill academic requirements and goals
- Provide PR services for Writing Studio, including classroom visits and flyer handouts
- Nurture a constructive yet friendly working environment for university students

TEACHING INTERESTS

Rhetoric and composition, creative writing, American poetry, 20th century literature, women's and gender studies, LGBT literature, Native American literature, African American literature, film studies

CERTIFICATIONS

- Adjunct Professor Professional Training Certificate (December 2015)
- College Reading and Learning Association: Master Tutor

PROFESSIONAL DEVELOPMENT WORKSHOPS

- Student Assessment Made Easy Workshop
- Blackboard Informational Group
- De-Escalating Challenging Classroom Situations
- Feedback: How to Make It a Viable Tool for Better Student Papers
- Becoming a Beacon Mentor
- Lecture Capture: Made Easy
- Open Educational Resources
- Teaching Faculty & Librarians: Improving Research Assignments Together

SERVICES

- Co-Advisor, ANTS (Adult Non-Traditional Students) Club
- Advisor, Creative Writing Student Club
- Founding Member, Winding Brook Charter School
- Founding Member, Crunchy Pre-School Co-op
- Coordinator, East Stroudsburg University's American Indian Festival

Erica Bradley-McCabe

Empathetic Paralegal talented at easing tensions among team members.
Ardent and vested volunteer with several not-for-profit organizations.

505 Thomas Street
Stroudsburg, PA 18360
(570)503-6052
thebradleyMcCabes@gmail.com

EXPERIENCE

Super Car Seat Geek, Easton, PA — Partner

January 2012 - Present

Partner in a Child Passenger Safety business providing community outreach, support and personalized safety instruction for parents, families and child centered facilities.

EMPOWERED Birth, Allentown, PA — Board Member and Treasurer

February 2010 - Present

Maintain the financial documentations for the not-for-profit, filing of necessary tax documents, research ideas and suggestions for the board including fundraising and strategic long term planning for the organization.

Girls On The Run Pocono, Stroudsburg, PA — Secretary and Board Member

November 2014 - Present

Maintain the documentations for the not-for-profit, transcribe minutes of board meetings, research ideas and suggestions for the board including fundraising and strategic long term planning for the organization.

Ricca & Donnelly, Woodhaven, NY — Legal Assistant and Receptionist

June 1996 - May 1999

Assisted the filings and submissions of loan closing documents for accuracy and completeness. Administrative duties including: comprehensive document management; calendar scheduling; correspondence drafting; mail distribution; and the relay and direction of telephonic and facsimile messages.

EDUCATION

Kaplan College — Paralegal Studies

SKILLS

Understands confidentiality
Team-oriented
Strong research skills
Custody and family law proficiency
Not-for-Profit experience

CERTIFICATIONS

Notary, commission expiring 2018

Child Passenger Safety Technician, commission expiring 2017

Certified in the Transportation of Children with Special Needs, 2014

APPENDIX E

Preliminary Operating Budget, Five-Year Plan

**Winding Brook Charter School
Charter Application**

**Winding Brook Charter School
Five Year Proforma
FYE 2017-2021**

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1-4 **Assumptions at 100% enrollment**

5-6 **Five Year Proforma Summary (100%)**

Supporting Worksheets

7 **2016-2017 - Employee Worksheet**

8 **2017-2018 - Employee Worksheet**

9 **2018-2019 - Employee Worksheet**

10 **2019-2020 - Employee Worksheet**

11 **2020-2021 - Employee Worksheet**

12 **Medical & Dental expense assumptions**

13 **Charter School Lease Reimbursement assumption**

Minding Brook Charter School
Five Year Proforma 2016-2020
100% Enrollment
Assumptions

Enrollment

The school plans to operate a K through 8 school. In year one, the school plans to operate grades K-4 with 50 students in grades K-3 and 25 students in grade 4. Each year the school will add an additional 50 students. Total enrollment for K-8 will be 450 students.

<u>FY Ended</u>	<u>Grades</u>	<u>Reg Ed</u>	<u>Special Ed</u>	<u>Total</u>
2016-2017	K-4	189	36	225
2017-2018	K-5	231	44	275
2018-2019	K-6	273	52	325
2019-2020	K-7	315	60	375
2020-2021	K-8	357	68	425

Revenue

Local Revenue - The local funding is based on the East Stroudsburg Area School District. Funding is based on the schools reported enrollment for Regular Education and Special Education students.

In the 5 year proforma, it is assumed there will be 100% enrollment throughout the year. The funding rates are based on the 2015-2016 PDE approved PDE-363 rates issued by each district. It is assumed the rates will moderately increase 0% for both regular and special ed students throughout the five years.

0% for Regular Ed and

0% for Special Ed.

Program estimated enrollment

<u>School</u>	<u>Year</u>	<u>Program Designation</u>	<u>Student Population</u>	<u>Total Annual Payment</u>	<u>Annual Per Pupil</u>
	2016-2017	Regular Ed	189	\$ 2,249,899.47	\$ 11,904.23
	2016-2017	Special Ed	36	\$ 1,006,557.12	\$ 27,959.92
			225	\$ 3,256,456.59	
	2017-2018	Regular Ed	231	\$ 2,749,877.13	\$ 11,904.23
	2017-2018	Special Ed	44	\$ 1,230,236.48	\$ 27,959.92
			275	\$ 3,980,113.61	
	2018-2019	Regular Ed	273	\$ 3,249,854.79	\$ 11,904.23
	2018-2019	Special Ed	52	\$ 1,453,915.84	\$ 27,959.92
			325	\$ 4,703,770.63	
	2019-2020	Regular Ed	315	\$ 3,749,832.45	\$ 11,904.23
	2019-2020	Special Ed	60	\$ 1,677,595.20	\$ 27,959.92
			375	\$ 5,427,427.65	
	2020-2021	Regular Ed	357	\$ 4,249,810.11	\$ 11,904.23
	2020-2021	Special Ed	68	\$ 1,901,274.56	\$ 27,959.92
			425	\$ 6,151,084.67	

State

State funding is forecasted for the Charter School Lease Reimbursement. The Charter School Lease reimbursement was based on the formulas used on the PDE-418 and PDE-419.

The school plans to obtain the Health care reimbursement. The estimated reimbursement is conservatively forecasted at \$3,000 per year.

Federal

Federal Entitlement Grants are calculated at a per student rate of \$667 per student for Title I and \$65.00 per student for Title II. Based on the student population, the school is forecasting to be School-Wide versus Targeted Assisted.

IDEA Funds are conservatively estimated based on the previous year's special education numbers multiplied by \$1,200 per student.

<u>Revenue Source</u>		<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
Title I Funding	\$ 667	150,075.00	183,425.00	216,775.00	250,125.00	283,475.00
Title II Funding	\$ 65	14,625.00	15,063.75	15,515.66	15,981.13	16,460.57
IDEA	\$ 1,200	-	43,200.00	52,800.00	62,400.00	72,000.00

Other

Other revenues consist of student activity revenue, fundraising, and miscellaneous income.

Student Activity revenue is forecasted to be revenue neutral. Monies collected will be used for field trips, classroom activities, field days, etc.

The school will run various fundraisers throughout the year. The plan estimates fundraising to be \$5,000 per year.

Revenue Source	Year 1	Year 2	Year 3	Year 4	Year 5
Student Activity	7,000.00	8,400.00	10,080.00	12,096.00	14,515.20
Fundraising	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00

Expense

Salary and Benefits expense

Please refer to the yearly worksheets for the total salary and benefits breakdown. Annual salary increases of 3% per year are planned.

Staffing and beginning salaries are as follows in year 1:

Position Title	Beginning Average Salary	Year 1 Number of Positions	Year 2 Number of Positions	Year 3 Number of Positions	Year 4 Number of Positions	Year 5 Number of Positions
1. Chief Executive Officer	80,000	1.00	1.00	1.00	1.00	1.00
2. Academic Teachers	45,000	9.00	11.00	13.00	15.00	17.00
3. Special Ed Teacher	45,000	2.00	3.00	4.00	4.00	5.00
4. Spanish / ELL Teacher	45,000	1.00	2.00	2.00	2.00	2.00
5. Music Teacher	40,000	1.00	1.00	1.00	1.00	1.00
6. Handwork Teacher	40,000	1.00	1.00	1.00	1.00	1.00
7. Games & Movement Teacher	40,000	1.00	1.00	1.00	1.00	1.00
8. Classroom Support	35,000	2.00	2.00	2.00	2.00	2.00
9. Special Ed Director	60,000	1.00	1.00	1.00	1.00	1.00
10. Special Ed Support	35,000	2.00	2.00	2.00	3.00	3.00
11. Curriculum Specialist	45,000	1.00	1.00	1.00	1.00	1.00
12. Nurse	45,000	1.00	1.00	1.00	1.00	1.00
13. Administrative Assistant	35,000	1.00	2.00	3.00	3.00	3.00
14. Custodial / Maintenance	35,000	1.00	2.00	3.00	3.00	3.00
15. Counselors	45,000	1.00	2.00	3.00	3.00	4.00
Totals		26.00	33.00	39.00	42.00	46.00
Total Staff Requiring Benefits		26.00	33.00	39.00	42.00	46.00

Medical / Dental Benefits

Medical & Dental benefits are calculated by using a Lehigh Valley Charter School's 2015-2016 rates for Single and Family increased for projected 2016-2017 rates. Part-time workers do not receive health and dental benefits. The estimated 2016-2017 yearly rates are as follows:

	Single	Family
Medical	\$ 5,954.32	\$ 17,337.81
Dental	407.10	761.21
Vision	66.78	163.63
ST / LT Disability & Life	47.28	57.64
Totals	\$ 6,475.46	\$ 18,320.29

A 12% increase in the health and dental rates is forecasted in years two through five.

PSERs / Retirement Plan

The Charter school will be opting into the alternate retirement plan. Based on comparable charter schools, the school will use a 5% contribution.

FY Ended	Employer Contribution Rate
2016-2017	5.00%
2017-2018	5.00%
2018-2019	5.00%
2019-2020	5.00%
2020-2021	5.00%

Winding Brook Charter School

Five Year Proforma 2016-2020

100% Enrollment

Other Benefits

Other benefits consists of the following: FICA / Medicare, Unemployment Comp, and Other.

Professional Services

This includes the use of outside service providers that are anticipated for the upcoming years.

Professional Services	Year 1	Year 2	Year 3	Year 4	Year 5
Audit	-	18,000	18,900	19,845	20,837
Legal	40,000	25,000	25,000	25,000	25,000
Business Services	78,000	81,900	85,995	90,295	94,809
Substitute Services	30,000	31,500	33,075	34,729	36,465
Technology Services	30,000	31,500	33,075	34,729	36,465
Payroll Services	2,500	2,575	2,652	2,732	2,814
Special Ed Services (Evaluation and Contracted)	150,000	180,000	216,000	259,200	311,040
Professional Development	75,000	95,192	112,500	121,154	132,692
Total	\$ 405,500	\$ 465,667	\$ 527,197	\$ 587,683	\$ 660,123

Special Ed Services - Special Education Services will be predicated on each students IEP. Services forecasted are speech, occupational therapy, psychologist, and behavioral specialists. This is not all inclusive and will be reviewed as the IEPs are received.

Professional Development - The forecast budgets \$35,000 in year one for Waldorf training for all employees. In years two through five, the budget forecast \$15,000 per year.

Insurance

This includes General Liability, Student Accident, Directors and Officers insurance and Workers Compensation insurance. The school will ensure it meets the District's requirements. Insurance is estimated to increase approximately 5% per year in premium costs.

Category	Year 1	Year 2	Year 3	Year 4	Year 5
General Property & Liability	50,000	52,500	55,125	57,881	60,775
Student Accident, and D & O	12,000	12,600	13,230	13,892	14,586
Workers Compensation	25,000	26,250	27,563	28,941	30,388
Total Insurance	\$ 87,000	\$ 91,350	\$ 95,918	\$ 100,713	\$ 105,749

Consumable Supplies

These are supplies that are used in a given school year by students, teachers and office personnel.

Category	Year 1	Year 2	Year 3	Year 4	Year 5
Administrative	45,000	47,250	49,613	52,093	54,600
Instructional	60,000	63,000	66,150	69,458	72,900
Special Ed & IDEA supplies	20,000	21,000	22,050	23,153	24,310
Total Consumable Supplies	\$ 125,000	\$ 131,250	\$ 137,813	\$ 144,703	\$ 151,938

Books/Instructional Aids

Based on the Waldorf teaching methods, books are not used in the lower grades. Therefore books are conservatively estimated at \$5,000 per year.

Category	Year 1	Year 2	Year 3	Year 4	Year 5
Books	50,000	51,500	53,045	54,636	56,275
Totals	50,000	51,500	53,045	54,636	56,275

Other Overhead Costs

Other overhead costs consist of expenses associated with the school that are not directly associated with students. These costs include:

Category	Year 1	Year 2	Year 3	Year 4	Year 5
Marketing	2,000	2,500	3,125	3,906	4,883
Travel / Meals	5,000	5,500	6,050	6,655	7,321
Postage	8,000	8,800	9,680	10,648	11,713
Dues & Fees	4,000	4,400	4,840	5,324	5,856
Totals	\$ 19,000	\$ 21,200	\$ 23,695	\$ 26,533	\$ 29,773

Winding Brook Charter School
Five Year Proforma 2016-2020

100% Enrollment

Equipment

Includes classroom furniture, computers, office furniture and equipment lease.

Category	Year 1	Year 2	Year 3	Year 4	Year 5
Equipment					
Classroom	50,000	50,000	50,000	50,000	50,000
Office	15,000	10,000	10,000	10,000	10,000
Maintenance	30,000	20,000	20,000	20,000	20,000
Technology					
Faculty Laptops / Printers, etc.	25,000	10,000	10,000	10,000	10,000
Totals	\$ 120,000	\$ 90,000	\$ 90,000	\$ 90,000	\$ 90,000

Classroom equipment consists of all the furnishings used to complete a classroom. This includes items such as desks, chairs, tables, carpets, coat racks, shelving, etc.

Office equipment includes, desks, chairs, cabinets, copier lease, fax machine, telecommunication equipment, etc.

Maintenance equipment includes items used to maintain the building on a daily basis.

Computers consist of computers and printers for the administration. IT also includes a student information system.

Site Cost

The charter school plans to use a permanent facility in the East Stroudsburg Area School District. The facility is planned to be "turn key". In year one, the estimated square footage is 40,000 sq. ft. at \$16.00 per sq. ft. In year 2 through 5, the rent will increase by 5%.

Category	Year 1	Year 2	Year 3	Year 4	Year 5
Square Footage / Year	40,000	40,000	40,000	40,000	40,000
Cost / Square Foot	\$ 16.00	\$ 16.80	\$ 17.64	\$ 18.52	\$ 19.45
Cost / Square Foot Increase		5%	5%	5%	5%
Building Lease	\$ 640,000	\$ 672,000	\$ 705,600	\$ 740,880	\$ 777,924
Improvements	-	-	-	-	-
Janitorial	24,000	25,200	26,460	27,783	29,172
Utilities	80,000	84,000	88,200	92,610	97,241
Telephone & Internet	8,000	8,400	8,820	9,261	9,724
Maintenance & Repairs	30,000	31,500	33,075	34,729	36,465
Equipment Rental	7,500	7,875	8,269	8,682	9,116
Totals	\$ 789,500	\$ 828,975	\$ 870,424	\$ 913,945	\$ 959,642

Student Activities

Student activities are used for trips, afterschool programs, etc.

	Rate	Year 1	Year 2	Year 3	Year 4	Year 5
Student Activities	\$ 75.00	\$ 16,875	\$ 20,625	\$ 24,375	\$ 28,125	\$ 31,875

Reserve for Contingencies

In these economic times, the school understands many variables can impact the budget and operations of the school. Some examples include less than 100% enrollment through the year, decreased state funding for education, decreased funding from school districts due to drop in tuition rates, increase expenses such as health care, utilities, services etc.

Due to the above, a reserve for these type of contingencies has been allocated to each year of the budget. The reserve is calculated based on total expenditures in the current year. The breakdown is as follows:

	<u>Reserved %</u>	<u>Reserve Amount</u>
Fiscal 2014-2015	5.00%	\$ 161,414
Fiscal 2015-2016	5.00%	\$ 194,176
Fiscal 2016-2017	5.00%	\$ 226,578
Fiscal 2017-2018	5.00%	\$ 252,750
Fiscal 2018-2019	5.00%	\$ 285,318

**Winding Brook Charter School
5 Year Proforma**

Fiscal Year Ending:
Enrollment:

06/30/17
225

06/30/18
275

06/30/19
325

06/30/20
375

06/30/21
425

	06/30/17 225	06/30/18 275	06/30/19 325	06/30/20 375	06/30/21 425
Revenue:					
Local					
Regular Education	\$ 2,249,899	\$ 2,749,877	\$ 3,249,855	\$ 3,749,832	\$ 4,249,810
Special Education	1,006,557	1,230,236	1,453,916	1,677,595	1,901,275
State					
Charter School Lease Reimbursement	18,097	22,119	26,140	30,916	36,446
Health Care Reimbursement	3,000	3,000	3,000	3,000	3,000
Federal					
Title I	150,075	183,425	216,775	250,125	283,475
Title II	14,625	15,064	15,516	15,981	16,461
DEA	-	43,200	52,800	62,400	72,000
Other					
Student Revenue	7,000	8,400	10,080	12,096	14,515
Fund Raising	5,000	5,000	5,000	5,000	5,000
Total Revenue	\$ 3,454,254	\$ 4,260,321	\$ 5,033,082	\$ 5,806,946	\$ 6,581,981
Expense:					
Total Personnel Costs	\$ 1,615,405	\$ 2,182,955	\$ 2,709,096	\$ 3,108,668	\$ 3,620,978
% of Revenue	46.77%	51.24%	53.83%	53.53%	55.01%
Contracted Services:					
Audit	-	18,000	18,900	19,845	20,000
Legal	40,000	25,000	25,000	25,000	25,000
Business Services	78,000	81,900	85,995	90,295	94,809
Substitute Services	30,000	31,500	33,075	34,729	36,465
Technology Services	30,000	31,500	33,075	34,729	36,465
Payroll Services	2,500	2,575	2,652	2,732	2,814
Special Ed Services (Evaluation and Contracted)	150,000	180,000	216,000	259,200	311,040
Professional Development	75,000	95,192	112,500	121,154	132,692
Sub Total	405,500	465,667	527,197	587,683	660,123
% of Revenue	11.7%	10.9%	10.5%	10.1%	10.0%
Insurance					
General Property & Liability	50,000	52,500	55,125	57,881	60,775
Student Accident, and D & O	12,000	12,600	13,230	13,892	14,586
Workers Compensation	25,000	26,250	27,563	28,941	30,388
Sub Total	87,000	91,350	95,918	100,713	105,749
% of Revenue	2.5%	2.1%	1.9%	1.7%	1.6%
Consumable Supplies					
Administrative	45,000	47,250	49,613	52,093	54,698
Instructional	60,000	63,000	66,150	69,458	72,930
Special Ed & IDEA supplies	20,000	21,000	22,050	23,153	24,310
Sub Total	125,000	131,250	137,813	144,703	151,938
% of Revenue	3.6%	3.1%	2.7%	2.5%	2.3%
Books / Software					
Books	50,000	51,500	53,045	54,636	56,275
Sub Total	50,000	51,500	53,045	54,636	56,275
% of Revenue	1.4%	1.2%	1.1%	0.9%	0.9%

**Winding Brook Charter School
5 Year Proforma**

Fiscal Year Ending: Enrollment:	06/30/17 225	06/30/18 275	06/30/19 325	06/30/20 375	06/30/21 425
Other Overhead Costs					
Marketing	2,000	2,500	3,125	3,906	4,883
Travel / Meals	5,000	5,500	6,050	6,655	7,321
Postage	8,000	8,800	9,680	10,648	11,713
Dues & Fees	4,000	4,400	4,840	5,324	5,856
	19,000	21,200	23,695	26,533	29,773
% of Revenue	0.6%	0.6%	0.7%	0.8%	0.9%
Equipment					
Classroom	50,000	50,000	50,000	50,000	50,000
Office	15,000	10,000	10,000	10,000	10,000
Maintenance	30,000	20,000	20,000	20,000	20,000
Technology					
Classroom / Office	25,000	10,000	10,000	10,000	10,000
Sub Total	120,000	90,000	90,000	90,000	90,000
% of Revenue	3.5%	2.1%	1.8%	1.5%	1.4%
Fixed Costs					
Building Lease	640,000	672,000	705,600	740,880	777,924
Improvements	-	-	-	-	-
Janitorial	24,000	25,200	26,460	27,783	29,172
Utilities - Electric & Gas	80,000	84,000	88,200	92,610	97,241
Telephone & Internet	8,000	8,400	8,820	9,261	9,724
Maintenance & Repairs	30,000	31,500	33,075	34,729	36,465
Equipment Rental	7,500	7,875	8,269	8,682	9,116
Total	789,500	828,975	870,424	913,945	959,642
% of Revenue	22.9%	19.5%	17.3%	15.7%	14.6%
Student Activities					
	16,875	20,625	24,375	28,125	31,875
% of Revenue	0.5%	0.5%	0.5%	0.5%	0.5%
Total Disbursements	\$ 3,228,280	\$ 3,883,522	\$ 4,531,562	\$ 5,055,007	\$ 5,706,353
Annual Net Surplus prior to Debt Service	\$ 225,974	\$ 376,799	\$ 501,520	\$ 751,939	\$ 875,628
Interest Expense	-	-	-	-	-
Debt Service Coverage Ratio	0%	0%	0%	0%	0%
Total Expenditures after debt service	\$ 225,974	\$ 376,799	\$ 501,520	\$ 751,939	\$ 875,628
Beginning Net Surplus after Debt Service	-	64,560	247,182	522,124	1,021,313
Annual Net Surplus after Debt Service	225,974	376,799	501,520	751,939	875,628
Reserve for Contingencies	(161,414)	(194,176)	(226,578)	(252,750)	(285,318)
Ending Fund balance Surplus(shortage)	\$ 64,560	\$ 247,182	\$ 522,124	\$ 1,021,313	\$ 1,611,623

**Winding Brook Charter School
Employee Summary
06/30/17**

Position Title	Average Salary	Number of Positions	Total Salary	Cost of Medical Insurance*	Retirement Plan 5.00%	FICA and all other benefits*	Total Cost of Position
1. Chief Executive Officer	80,000	1.00	\$ 80,000	\$ 11,487	\$ 4,000	\$ 8,000	\$ 103,487
2. Academic Teachers	45,000	9.00	405,000	103,381	20,250	40,500	569,131
3. Special Ed Teacher	45,000	2.00	90,000	22,973	4,500	9,000	126,473
4. Spanish / ELL Teacher	45,000	1.00	45,000	11,487	2,250	4,500	63,237
5. Music Teacher	40,000	1.00	40,000	11,487	2,000	4,000	57,487
6. Handwork Teacher	40,000	1.00	40,000	11,487	2,000	4,000	57,487
7. Games & Movement Teacher	40,000	1.00	40,000	11,487	2,000	4,000	57,487
8. Classroom Support	35,000	2.00	70,000	22,973	3,500	7,000	103,473
9. Special Ed Director	60,000	1.00	60,000	11,487	3,000	6,000	80,487
10. Special Ed Support	35,000	2.00	70,000	22,973	3,500	7,000	103,473
11. Curriculum Specialist	45,000	1.00	45,000	11,487	2,250	4,500	63,237
12. Nurse	45,000	1.00	45,000	11,487	2,250	4,500	63,237
13. Administrative Assistant	35,000	1.00	35,000	11,487	1,750	3,500	51,737
14. Custodial / Maintenance	35,000	1.00	35,000	11,487	1,750	3,500	51,737
15. Counselors	45,000	1.00	45,000	11,487	2,250	4,500	63,237
Totals		26.00	\$ 1,145,000	\$ 298,655	\$ 57,250	\$ 114,500	\$ 1,615,405
Total Staff Requiring Benefits		26.00					

Employee Benefit Breakdown

<u>Medical / Dental Insurance</u>	<u>% Forecasted</u>		<u>Single Rate</u>	<u>Family Rate</u>	
Total Number of Employees			26		
Total Number of Employees receiving Benefits			26		
Health			5,954.32	17,337.81	
Dental			407.10	761.21	
Vision			66.76	163.63	
ST / LT Disability & Life			47.28	57.64	
% of Single Employees	58%	15	97,131.91		
% of Family Employees	42%	11		201,523.21	
% of Part Time Employees not receiving Benefits					
Total Cost	100%	26	97,131.91	201,523.21	298,655.12
Total # of Employees					26.00
Average Cost					\$ 11,486.74
<i>(Including medical, dental, vision & prescription plans.)</i>					
<i>Please note this varies greatly depending on Marital status, number of dependents, and choice of medical plan.</i>					

Other Benefits:	10.00%		
FICA / MEDICARE	7.65%	\$ 87,593	
Unemployment Compensation	2.25%	25,763	
Other	0.10%	1,145	
Total Cost of Employee Benefits		\$ 114,500	

**Winding Brook Charter School
Employee Summary
06/30/18**

Position Title	1.03 Average Salary	Number of Positions	Total Salary	Cost of Medical Insurance*	PSERS Per PDE 5.00%	FICA and all other benefits*	Total Cost of Position
1. Chief Executive Officer	82,400	1.00	\$ 82,400	\$ 14,463	\$ 4,120	\$ 8,240	\$ 109,223
2. Academic Teachers	46,350	11.00	509,850	159,092	25,493	50,985	745,419
Special Ed Teacher	46,350	3.00	139,050	43,389	6,953	13,905	203,296
Spanish / ELL Teacher	46,350	2.00	92,700	28,926	4,635	9,270	135,531
Music Teacher	41,200	1.00	41,200	14,463	2,060	4,120	61,843
3. Handwork Teacher	41,200	1.00	41,200	14,463	2,060	4,120	61,843
Games & Movement Teacher	41,200	1.00	41,200	14,463	2,060	4,120	61,843
Classroom Support	38,050	2.00	72,100	28,926	3,605	7,210	111,841
Special Ed Director	61,800	1.00	61,800	14,463	3,090	6,180	85,533
10. Special Ed Support	36,050	2.00	72,100	28,926	3,605	7,210	111,841
Curriculum Specialist	46,350	1.00	46,350	14,463	2,318	4,635	67,765
Nurse	46,350	1.00	46,350	14,463	2,318	4,635	67,765
13. Administrative Assistant	36,050	2.00	72,100	28,926	3,605	7,210	111,841
14. Custodial / Maintenance	36,050	2.00	72,100	28,926	3,605	7,210	111,841
Counselors	46,350	2.00	92,700	28,926	4,635	9,270	135,531
Totals		33.00	\$ 1,483,200	\$ 477,275	\$ 74,160	\$ 148,320	\$ 2,182,955
Total Staff Requiring Benefits		33.00					

Employee Benefit Breakdown

Medical / Dental Insurance	% Forecasted	Single Rate	Family Rate
Total Number of Employees		33	
Total Number of Employees receiving Benefits		33	
Health		6,847.00	19,938.00
Dental		468.00	875.00
Vision		77.00	188.00
ST / LT Disability & Life		54.00	66.00
% of Single Employees	48%	16	119,136.00
% of Family Employees	52%	17	358,139.00
% of Part Time Employees not receiving Benefits			
Total Cost		33	119,136.00 358,139.00 477,275.00
Total # of Employees			33
Average Cost			\$ 14,462.88
<i>(Including medical, dental, vision & prescription plans.)</i>			
Please note this varies greatly depending on Marital status, number of dependents, and choice of medical plan.			

Other Benefits:	10.00%	
FICA / MEDICARE	7.65%	\$ 113,465
Unemployment Compensation	2.25%	33,372
Other	0.10%	1,483
Total Cost of Employee Benefits		\$ 148,320

**Winding Brook Charter School
Employee Summary
06/30/19**

Position Title	1.03 Average Salary	Number of Positions	Total Salary	Cost of Medical Insurance*	PSERS Per PDE 5.00%	FICA and all other benefits*	Total Cost of Position
Chief Executive Officer	84,872	1.00	\$ 84,872	\$ 16,596	\$ 4,244	\$ 8,487	\$ 114,199
Academic Teachers	47,741	13.00	620,627	215,746	31,031	62,063	929,466
Special Ed Teacher	47,741	4.00	190,962	66,383	9,548	19,096	285,990
Spanish / ELL Teacher	47,741	2.00	95,481	33,192	4,774	9,548	142,995
Music Teacher	42,436	1.00	42,436	16,596	2,122	4,244	65,397
Handwork Teacher	42,436	1.00	42,436	16,596	2,122	4,244	65,397
Games & Movement Teacher	42,436	1.00	42,436	16,596	2,122	4,244	65,397
Classroom Support	37,132	2.00	74,263	33,192	3,713	7,426	118,594
Special Ed Director	63,654	1.00	63,654	16,596	3,183	6,365	89,798
0. Special Ed Support	37,132	2.00	74,263	33,192	3,713	7,426	118,594
1. Curriculum Specialist	47,741	1.00	47,741	16,596	2,387	4,774	71,497
2. Nurse	47,741	1.00	47,741	16,596	2,387	4,774	71,497
3. Administrative Assistant	37,132	3.00	111,395	49,787	5,570	11,139	177,891
4. Custodial / Maintenance	37,132	3.00	111,395	49,787	5,570	11,139	177,891
5. Counselors	47,741	3.00	143,222	49,787	7,161	14,322	214,492
Totals		39.00	\$ 1,792,921	\$ 647,237	\$ 89,646	\$ 179,292	\$ 2,709,096
Total Staff Requiring Benefits		39.00					

Employee Benefit Breakdown

	% Forecasted		Single Rate	Family Rate	
Medical / Dental Insurance					
Total Number of Employees		39			
Total Number of Employees receiving Benefits		39			
Health			7,874.00	22,929.00	
Dental			538.00	1,006.00	
Vision			89.00	216.00	
ST / LT Disability & Life			62.00	76.00	
% of Single Employees	0.49	19	162,697.00		
% of Family Employees	0.51	20		484,540.00	
% of Part Time Employees not receiving Benefits					
Total Cost			162,697.00	484,540.00	647,237.00
Total # of Employees					39
Average Cost					\$ 16,595.82
(Including medical, dental, vision & prescription plans.)					
Please note this varies greatly depending on Marital status, number of dependents, and choice of medical plan.					

Other Benefits:	10.00%		
FICA / MEDICARE		7.65%	\$ 137,158
Unemployment Compensation		2.25%	40,341
Other		0.10%	1,793
Total Cost of Employee Benefits			\$ 179,292

**Winding Brook Charter School
Employee Summary
06/30/20**

Position Title	1.03 Average Salary	Number of Positions	Total Salary	Cost of Medical Insurance*	PSERS Per PDE 5.00%	FICA and all other benefits*	Total Cost of Position
Chief Executive Officer	87,418	1.00	\$ 87,418	\$ 19,711	\$ 4,371	\$ 8,742	\$ 120,242
Academic Teachers	49,173	15.00	737,591	295,669	36,880	73,759	1,143,898
Special Ed Teacher	49,173	4.00	196,691	78,845	9,835	19,669	305,040
Spanish / ELL Teacher	49,173	2.00	98,345	39,423	4,917	9,835	152,520
Music Teacher	43,709	1.00	43,709	19,711	2,185	4,371	69,977
Handwork Teacher	43,709	1.00	43,709	19,711	2,185	4,371	69,977
Games & Movement Teacher	43,709	1.00	43,709	19,711	2,185	4,371	69,977
Classroom Support	38,245	2.00	76,491	39,423	3,825	7,649	127,387
Special Ed Director	65,564	1.00	65,564	19,711	3,278	6,556	95,109
0. Special Ed Support	38,245	3.00	114,736	59,134	5,737	11,474	191,081
1. Curriculum Specialist	49,173	1.00	49,173	19,711	2,459	4,917	76,260
Nurse	49,173	1.00	49,173	19,711	2,459	4,917	76,260
Administrative Assistant	38,245	3.00	114,736	59,134	5,737	11,474	191,081
4. Custodial / Maintenance	38,245	3.00	114,736	59,134	5,737	11,474	191,081
5. Counselors	49,173	3.00	147,518	59,134	7,376	14,752	228,780
Totals		42.00	\$ 1,983,300	\$ 827,873	\$ 99,165	\$ 198,330	\$ 3,108,668
Total Staff Requiring Benefits		42.00					

Employee Benefit Breakdown

	% Forecasted	Single Rate	Family Rate	
Medical / Dental Insurance				
Total Number of Employees		42		
Total Number of Employees receiving Benefits		42		
Health		9,055.00	26,368.00	
Vision		619.00	1,157.00	
Life / LT Disability & Life		102.00	248.00	
		71.00	87.00	
% of Single Employees	45%	19	187,093.00	
% of Family Employees	55%	23	640,780.00	
% of Part Time Employees not receiving Benefits				
Total Cost			187,093.00	640,780.00
Total # of Employees				42
Average Cost				\$ 19,711.26

(Including medical, dental, vision & prescription plans.)
Please note this varies greatly depending on Marital status, number of dependents, and choice of medical plan.

Other Benefits:	10.00%		
FICA / MEDICARE	7.65%	\$ 151,722	
Unemployment Compensation	2.25%	44,624	
Other	0.10%	1,983	
Total Cost of Employee Benefits		\$ 198,330	

**Winding Brook Charter School
Employee Summary
06/30/21**

Position Title	1.03 Average Salary	Number of Positions	Total Salary	Cost of Medical Insurance*	PSERS Per PDE 5.00%	FICA and all other benefits*	Total Cost of Position
1. Chief Executive Officer	90,041	1.00	\$ 90,041	\$ 22,582	\$ 4,502	\$ 9,004	\$ 126,129
2. Academic Teachers	50,648	17.00	861,014	383,897	43,051	86,101	1,374,063
3. Special Ed Teacher	50,648	5.00	253,240	112,911	12,662	25,324	404,136
4. Spanish / ELL Teacher	50,648	2.00	101,296	45,164	5,065	10,130	161,654
5. Music Teacher	45,020	1.00	45,020	22,582	2,251	4,502	74,356
6. Handwork Teacher	45,020	1.00	45,020	22,582	2,251	4,502	74,356
7. Games & Movement Teacher	45,020	1.00	45,020	22,582	2,251	4,502	74,356
8. Classroom Support	39,393	2.00	78,786	45,164	3,939	7,879	135,768
9. Special Ed Director	67,531	1.00	67,531	22,582	3,377	6,753	100,242
10. Special Ed Support	39,393	3.00	118,178	67,746	5,909	11,818	203,652
11. Curriculum Specialist	50,648	1.00	50,648	22,582	2,532	5,065	80,827
12. Nurse	50,648	1.00	50,648	22,582	2,532	5,065	80,827
13. Administrative Assistant	39,393	3.00	118,178	67,746	5,909	11,818	203,652
14. Custodial / Maintenance	39,393	3.00	118,178	67,746	5,909	11,818	203,652
15. Counselors	50,648	4.00	202,592	90,329	10,130	20,259	323,309
Totals		46.00	\$ 2,245,390	\$ 1,038,779	\$ 112,270	\$ 224,539	\$ 3,620,978
Total Staff Requiring Benefits		46.00					

Employee Benefit Breakdown

	% Forecasted		Single Rate	Family Rate	
Medical / Dental Insurance					
Total Number of Employees		46			
Total Number of Employees receiving Benefits		46			
Health			10,413.00	30,323.00	
Dental			712.00	1,331.00	
Vision			117.00	285.00	
ST / LT Disability & Life			82.00	100.00	
% of Single Employees	46%	21	237,804.00		
% of Family Employees	54%	25		800,975.00	
% of Part Time Employees not receiving Benefits					
Total Cost			237,804.00	800,975.00	1,038,779.00
Total # of Employees					46
Average Cost					\$ 22,582.15

(Including medical, dental, vision & prescription plans.)
Please note this varies greatly depending on Marital status,
number of dependents, and choice of medical plan.

Other Benefits:	10.00%		
FICA / MEDICARE		7.65%	\$ 171,772
Unemployment Compensation		2.25%	50,521
Other		0.10%	2,245
Total Cost of Employee Benefits			\$ 224,539

Winding Brook Charter School
 Projected Medical Costs
 YEARS 1 THROUGH 5

	FY ending 2017	FY ending 2018	FY ending 2019	FY ending 2020	FY ending 2021
Family Employees	11	17	20	23	25
Single Employees	15	16	19	19	21
Total Employees	26	33	39	42	46
Health - Family Benefit / year	\$ 17,337.81	\$ 19,938.00	\$ 22,929.00	\$ 26,368.00	\$ 30,323.00
Health - Single Benefit / year	5,954.32	6,847.00	7,874.00	9,055.00	10,413.00
Dental - Family Benefit / year	761.21	875.00	1,006.00	1,157.00	1,331.00
Dental - Single Benefit / year	407.10	468.00	538.00	619.00	712.00
Vision - Family Benefit / year	163.63	188.00	216.00	248.00	285.00
Vision - Single Benefit / year	66.76	77.00	89.00	102.00	117.00
Disability & Life - Family / year	57.64	66.00	76.00	87.00	100.00
Disability & Life - Single / year	47.28	54.00	62.00	71.00	82.00
Family Benefit extended	201,523.21	358,139.00	484,540.00	640,780.00	800,975.00
Single Benefit extended	97,131.91	119,136.00	162,697.00	187,093.00	237,804.00
Total Health Benefits	\$ 298,655.12	\$ 477,275.00	\$ 647,237.00	\$ 827,873.00	\$ 1,038,779.00
Total Employees	26	33	39	42	46
Avg Health Benefit	\$ 11,486.74	\$ 14,462.88	\$ 16,595.82	\$ 19,711.26	\$ 22,582.15

**Winding Brook Charter School
RENT REIMBURSEMENT CALCULATION
YEARS 1 THROUGH 5**

Grades K-6

Yr 1	225	\$	160	\$	36,000
Yr 2	275		160		44,000
Yr 3	325		160		52,000
Yr 4	350		160		56,000
Yr 5	350		160		56,000

Grades 7-12

Yr 1	0	\$	220	-	
Yr 2	0	\$	220	-	
Yr 3	0	\$	220	-	
Yr 4	25	\$	220	5,500	
Yr 5	75	\$	220	16,500	

	<u>Enrollment</u>	<u>Max Reimb. Amount</u>	<u>Gross Annual Lease</u>	<u>Temp Reimb. Percent</u>	<u>CS MV Aid Ratio</u>
Yr 1	225	36,000	640,000	0.06	0.5027
Yr 2	275	44,000	672,000	0.07	0.5027
Yr 3	325	52,000	705,600	0.07	0.5027
Yr 4	375	61,500	740,880	0.08	0.5027
Yr 5	425	72,500	777,924	0.09	0.5027

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
Total Lease Cost	640,000	672,000	705,600	740,880	777,924
Less: Income from other sources	-	-	-	-	-
Eligible Lease Costs	640,000	672,000	705,600	740,880	777,924
Reimbursable %	6%	7%	7%	8%	9%
Total Eligible Amt	36,000	44,000	52,000	61,500	72,500
Charter School Market Value Aid Ratio	0.5027	0.5027	0.5027	0.5027	0.5027
Total Reimbursable Costs	\$ 18,097	\$ 22,119	\$ 26,140	\$ 30,916	\$ 36,446

APPENDIX G

*Resumes
(Teacher candidates)*

**Winding Brook Charter School
Charter Application**

TreeAnne McEnery



115 Parry Road • Moscow, PA 18444 • Phone: 845-943-1747 • E-Mail: t.a.mcenery@gmail.com

Teaching Experience (Past)

Elementary & Middle School Teacher, Mountain Laurel Waldorf School, New Paltz, NY August '05 — August '13

Designed and taught all academic and artistic curriculums for grades 1-8. Parent education. Wrote year-end reports. Recommended students and attended IEP meetings. Mentored teachers. Attended weekly faculty and full staff meetings. Pedagogical Committee Chairman. Personnel Committee Member. Founding member and Chair of College of Teachers. Association of Waldorf Schools in North America (AWSNA) school delegate. AWSNA Accreditation Coordinator for Pedagogical Self-Study. Child Care Committee Member. Supply and District Book Order Coordinator.

Kindergarten Co-Teacher, Boulder Waldorf Kindergarten, Boulder, CO August '04 — June '05

Performed and supported all Waldorf Kindergarten duties: prepared classroom, greeted children, led morning walk, circle, story and classroom activities (soup, grain, handwork, etc.). Attended weekly faculty meetings. Substituted in Aftercare program.

Special Education Teacher Assistant, AmeriCorps, Poughkeepsie HS, Poughkeepsie, NY September '01 — June '02

Worked with Resource Room teacher by: assisting at-risk youth with all academic schoolwork. Taught life skills. Supervised afterschool tutoring program. Attended Corps professional development workshops.

Professional Experience (Present)

Recreation Director, Lords Valley Country Club, Lords Valley, PA May '14 — Present

Design and implement leisure activities and programs for Club members, primarily children. Attend manager meetings.

Professional Experience (Past)

NAEP Assessment Administrator, Westat, Rockville, MD January '15 — March '15

Administered the NAEP (National Assessment of Educational Progress) assessment in northeast PA schools for groups of approximately 30 students. Ensured quality control by preparing, reviewing, and coding assessment forms.

Internship Supervisor, Antioch University New England, Keene, NH January '14 — May '14

Observed Waldorf student teacher three times throughout internship. Took copious notes. Followed up each observation with a 45-60 minute meeting: discussed strengths, challenges, recommendations, and progress. Read intern's reflection journal and provided feedback. Submitted notes and summary report to AUNE. Acted as Employment recommendation.

Classroom Observer, TNTP, NYC Teaching Fellows, Brooklyn, NY December '13 — June '14

Conducted classroom observations and evaluated novice NYC Fellows and teachers. Caseload: 23 teachers. Reliably and accurately assessed novice teacher performance using the Danielson *Framework for Teaching*. Completed and submitted observation reports. Provided feedback to teachers using the Classroom Feedback Form.

PA State Certifications

Pennsylvania Administrative I Certification, PK-12 Principal

Pennsylvania Private Academic School Certification, Elementary Education K-8

Membership and Community Service

ASCD. Education Week. Lacawac Sanctuary. Delaware Highlands Conservancy. Scranton Greenhouse Project.

TreeAnne McEnery



115 Parry Road • Moscow, PA 18444 • Phone: 845-943-1747 • E-Mail: t.a.mcenery@gmail.com

Objective

Obtain a position with Winding Brooke Waldorf-Methods Public Charter School: Pedagogical Leader. Teacher. Administrative Assistant.

Education

Wilkes University, Wilkes-Barre, PA January '16 —
Ed.D., Educational Leadership

Marywood University, Scranton, PA May '13 — May '15
Educational Leadership, PA K-12 Principal Certificate

University at Albany, Albany, NY May '10 — May '13
M.S., Educational Psychology and Methodology

Sunbridge College, Chestnut Ridge, NY August '02 — June '04
Waldorf Teaching Certificate

Naropa University, Boulder, CO August '96 — December '00
B.A., Contemplative Psychology and Writing & Literature

Educational Leadership (Present)

Pedagogical Administrator, River Valley Waldorf School, Upper Black Eddy, PA August '15 — Present

Provide pedagogical and administrative leadership to the school. Work closely with Leadership Council, Teacher Development Committee, Early Childhood Chair, Faculty and Board of Trustees to plan and implement pedagogical and administrative objectives. Uphold pedagogical consistency, coherence and quality. Assist faculty with pedagogical questions. Guide and support teacher hiring and professional development. Lead and monitor pedagogical strategic planning initiatives. Support parent teacher resolutions. Parent education. Implement schoolwide projects and initiatives. Write and update policies. Develop and monitor budget for teacher development. Attend committee meetings, maintain agenda and notes for meetings. All administrative tasks and support as needed.

Educational Leadership (Past)

Administrative Intern, Wallenpaupack Area School District, Hawley, PA June '14 — June '15

Assisted K-12 Principals, Assistant Principals and Discipline Coordinators. Duties included, but not limited to: attended monthly board, faculty, curriculum, department chair, data, and energy meetings. Attended student concern meetings: A²CT, TEP, IEP and 504. Budget maintenance and preparation. Student scheduling: PowerScheduler. Maintained school safety: monitored hallways, dismissal, bus evacuation drills, fire drills, and compliance to school policies. Conducted discipline, academic concern and mediation conferences with students. Professional development: Teacher Effectiveness and SLOs. Professional development planning. Parent meetings. Staff supervision. Personnel issues. Attended and monitored public events (i.e. sports, concerts, assemblies, graduation, etc.).

Teaching Experience (Present)

Adjunct Faculty, Lackawanna College, Hawley, PA November '14 — As Available

Teach undergraduate education classes: accountable for designing course syllabus, developing assignments, delivering class lectures, leading class discussions, meeting with students during office hours, and determining class grades. Attend College Open House. Attend Adjunct Faculty meetings.

APPENDIX I

*Resumes
(Teacher candidates)*

**Winding Brook Charter School
Charter Application**

Audrey Rock

244 Lake Road, Canadensis, PA 18325
(845) 467-1482 • audreyrock37@outlook.com

Education:

Bachelor of Arts in Interdisciplinary Studies (K-8)

- Western Governors University, Salt Lake City, UT
- January 2013 – April 2015
- Graduated: April 2015

Associate of Arts in Liberal Arts & Humanities

- Orange County Community College, Middletown, NY
- August 2010 – August 2012
- Graduated: August 2012

Certification(s):

- Pennsylvania Instructional I Certificate (PreK-4)
 - Expires 5/2021
- North Carolina Standard Professional 1 Certificate (*in progress*)

Work Experience:

Hickory Grove Elementary School, Charlotte, NC 28215 – August 2015 to Present

- Third Grade Teacher
 - Instruct in whole group, small group and individual one-to-one settings
 - Plan for all areas of instruction based on Common Core State Standards
 - Collaborate with team members to plan instruction based on student needs and data
 - Provide a welcoming classroom environment that promotes student learning and growth
 - Monitor students' progress toward defined benchmarks for third grade, adjust instruction and remediation as needed to best meet individual student's needs

Five Points Elementary School, Bangor, PA 18013 – April 2015 to June 2015

- Substitute Teacher (Long Term, 4th Grade Learning Support)
 - Implemented classroom management skills to provide additional instruction of math and reading based on students' individual skill needs
 - Conducted Progress Monitoring assessments to monitor individual student progress towards defined skills relating to math and reading
 - Planned lessons to facilitate student achievement of skills in math and reading
 - Maximized instructional time by adhering to schedules and routines
 - Provided additional in-class learning support for second and fourth grade students during math and/or reading instructional times

Five Points Elementary School, Bangor, PA 18013 – January 2015 to April 2015

- Student Teacher
 - Conducted and managed third grade students
 - Implemented classroom management skills learned throughout experience
 - Taught two-week instructional unit, creating an assessment plan, monitoring student progress towards defined learning goals and analyzing data throughout unit
 - Planned lessons to facilitate student learning through the use of differentiation, hands-on activities, manipulatives and other instructional strategies based on student needs
 - Maximized instructional time by adhering to schedules and routines
 - Ensured all students were taught content needed in order to be successful in the classroom

Pocono Mountain School District, Swiftwater, PA 18370 – October 2014 to June 2015

- Substitute Paraprofessional
 - Provided one-to-one assistance to special needs students in various grade levels, from K-12
 - Assisted students with academics
 - Kept students on task
 - Monitored student behavior with the use of behavior charts
 - Transported students to and from classes

Delaware Valley School District, Milford, PA 18337 – September 2014 – June 2015

- Substitute Instructional Assistant
 - Provided one-to-one assistance to special needs students in various grade levels, from K-12
 - Assisted classroom teacher as needed
 - Provided small-group instruction to struggling students
 - Monitored student behavior
 - Transported student(s) to and from classes
 - Assisted with academics as needed

MADISON BELOW

7142 Moss Drive • Swiftwater, PA 18370
maddiebelow@gmail.com • (717) 644-3037

EDUCATION

-
- Master of Science in School Counseling** May 2011
Johns Hopkins University, Baltimore, Maryland
• Lambda chapter of Chi Sigma Iota Counseling Honor Society for Scholastic and Professional Excellence
- Bachelor of Arts in Psychology and Medical Humanities, Pre-Health Curriculum** May 2008
University of Richmond, Richmond, Virginia
• Phi Eta Sigma Honor Society

CERTIFICATIONS

-
- Commonwealth of Pennsylvania Professional Certificate** April 2012
Education Specialist I, Secondary School Counselor 7-12
Education Specialist I, Elementary School Counselor K-6
- Maryland Educator Certificate** July 2011
Professional Eligibility Certificate, Guidance Counselor
• Ancillary Credits in Special Education

PROFESSIONAL EXPERIENCE

-
- Middle School Counselor** Nov. 2012 - Present
MMI Preparatory School, Freeland, Pennsylvania
• Provide assistance to students and families in the areas of career development, personal/social growth, and academic achievement in addition to collaborating with faculty and running need-based small groups
• Teach emotional, social, and academic skills to students in grades 6-9 through personally-developed guidance curriculum including time management, organization, study skills, goal-setting, diversity awareness, coping strategies, post-secondary planning, substance abuse education, and conflict resolution
• Provide individual, crisis, and transitional counseling to students in grades 6-12
- Behavioral Specialist Consultant and Mobile Therapist** July 2012 – Nov. 2012
Providence Community Services, East Stroudsburg, Pennsylvania
• Developed individualized treatment plans for children with behavioral, emotional, and social concerns
• Provided behavior modifications and intensive therapeutic services for children and their families
- Learning Specialist** Dec. 2010 – June 2012
St. Paul's Independent School, Brooklandville, Maryland
• Provided learning services, academic resources, and individual coaching to high school students
• Created students' Learning Support Plans as classroom recommendations based on psych. evaluations
- School Counseling Intern** Aug. 2010 – Dec. 2010
St. Paul's Independent School, Brooklandville, Maryland
• Engaged in post-secondary school planning and career development in college counseling department
- Assistant Coordinator Behavioral Health Rehabilitative Services** Dec. 2008 – June 2009
T.W. Ponessa & Associates, Lebanon, Pennsylvania
• Conducted Interagency Service Planning Team meetings, completed paperwork for clients' psychological evaluations, composed reauthorization packets for insurance agency review, attended Child and Adolescent Service System Provider meetings, and organized and maintained employee-client relations
- Therapeutic Staff Support** July 2008 – June 2009
T.W. Ponessa & Associates, Lebanon, Pennsylvania
• Provided school and community-based support to children with behavioral and emotional concerns

ADDITIONAL EXPERIENCE

-
- American School Counselor Association Annual Conference** June 2013
Philadelphia, Pennsylvania
- "Learning & the Brain: Preparing 21st Century Minds" Conference Attendee** Nov. 2011
Boston, Massachusetts

Elizabeth Burgenson

1043 Third Ave.

Harmony, NJ 08865

908-674-3319/Landg11@aol.com

Education

Creating Web Pages Certification 2010

Start Your Own Arts and Crafts Business Certification 2010

Cake Decorating with LaDuca, Northampton County College, 1996

Certified in Deep Tissue Massage, Health Options Institute, 1994

Dale Carnegie Training, 1990

Sonya Silva's Advanced Esthetician Course, Emiliani Beauty Supply

Colleges attended: Albright, Somerset County, Kean and Montclair State

Dual majored in Studio Art and Psychology, 1978-1982

1981 Graduate of Garden State Academy of Beauty Culture, Cosmetologist license (current)

Hillsborough High School Graduate 1978

Employment

Greenwich Elementary School BOE, Stewartsville, NJ

Aftercare Teacher, November 2014-June 2015, June 2015-June 2016

Greenwich Nursery School, Stewartsville, NJ

Art Teacher/Float, 2+, 3s, 4s Sept 2014-June 2016

Hobby Lobby, Phillipsburg, NJ June 2014-October 2014

Art Dept./Framing/Fabric, New Store Set Up

Greenwich Nursery School, Stewartsville, NJ Apr 2014-May 2014

Substitute teacher as needed, children ages 2-5

Little Buddies Daycare and Preschool, Alpha, NJ Dec 2013-June 2014

Teacher in Infant room, 7 children ages 2mo- 15 mo.

Kohl's Dept. Store, Phillipsburg, NJ Nov 2013-present

Cashier, floor staff MJM

Sharkey's Cuts for Kids, Stewartsville, NJ Dec 2012-Jan 2014

Part time stylist in children-only salon catering to ages 1-14.

Bath and Body Works, Phillipsburg, NJ 08865 Nov 2012-Nov 2013

Hired as seasonal part time employee, retained as sales associate post-holiday. Cashier, stock replenishment, demoing products via hand massage on clients.

Sales Rep for Ultima and Shiseido Cosmetics and Perfume Model, Wanamaker's 1990-91.

Duties included makeup application and sales, ordering supplies, maintaining counter area, attending seminars; Tommy Hilfiger perfume modeling.

Outlooks for Hair, 1989/90.

Salon Manager.

Responsibilities included managing 10 stylists, maintaining clientele, keeping account of daily records, receptionist duties, client contact re upcoming sales, general salon upkeep, advanced education and retail stock replenishment.

Salon 45, Warren, NJ 1988-89.

Hairdresser, makeup artist, reception work.

Le Tabouret, 1987-90.

Owner, Fine Arts Studio.

Member of Somerset Art Association, participated in charity shows/sales, specialized in Oil painting.

Hairacy Haircutters, Warren, NJ 1982-89.

Hairdresser, makeup artist, nail art, reception desk, ordering retail.

Hairdresser/Makeup Artist for several play productions in college (Stage Door Players)

Theatrical Hair and Makeup for men and women

Set Design and Stage Lighting at Albright College

Great Expectations Salon, Flemington, NJ 1981-82

Started as salon assistant, then became F/T stylist

JCAE (Jointure for Community Adult Education), Bound Brook, NJ 1986

Taught Hair and Makeup classes to adults (evening classes)

NJ State Substitute Teacher Certification (December 2011), includes criminal history and background check.

(Updated Criminal history/background check on Dec 28, 2013 for preschool position, also DPT, mantoux, flu and physical and CARI)

(Updated Criminal history/background check for aftercare position, new mantoux)

Norwescap Certificates of Training

1. Strengthening Families NJ: Social and Emotional Development-Positive Guidance

January 8, 2014, 1.5 training hours

2. Strengthening Families: Communicating with Parents

October 7, 2014, 1.25 training hours

3. High Scope Curriculum-The Daily Routine & Adult-Child Interaction

November 3, 2014 2 training hours

4. Strengthening Families NJ-Link Families to Service and Opportunities

January 13, 2015 1.5 training hours

CPR/Pediatric First Aid course taken November 15, 2014

CPR/First Aid/AED certified November 2014

GTSD Safe Schools Training April 3 and 4, 2015

Health Emergencies: Life-Threatening Allergies (full course) & 8/6/15

Bloodborne Pathogen Exposure Prevention (refresher course) & 8/6/15

Playground Supervision (full course)

Conflict Management: Managing the Angry Parent (full course)

Child Abuse: Identification & Intervention (full course)

Gang Awareness (full course) 8/6/15

AED (full course) 8/6/15

Resume

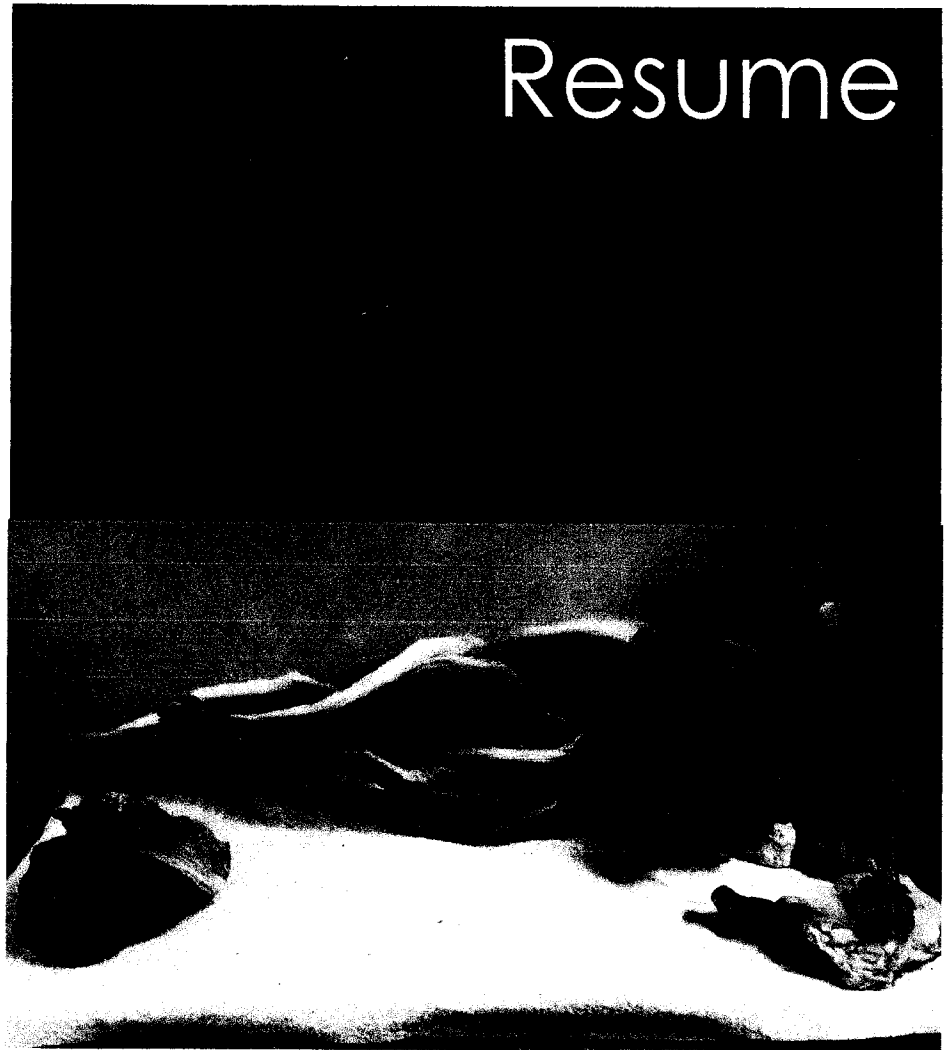
Elizabeth Emmett

1852 Woodside Ave (Apt.1)

Alburtis, PA 18011

570.504.6693

elizabethemmett.weebly.com



Education

Bachelors of Science in
Art Education

Kutztown University of
Pennsylvania, May 2013

Summa Cum Laude, 3.8
GPA, Dean's List
Consistency, Dean's
Scholars Member

Studio Skills: Printmaking
Concentration, Fibers, Fine
Metals, Ceramics,
Drawing, and Painting

I teach because I believe it makes all the difference when someone invests in you. When you are given caring encouragement, confidence, and guidance, you can blossom into the person you want to be. My classroom becomes a safe and creative environment where young children can grow and develop themselves into conscious and caring individuals. Waldorf Education has enlivened my worldview and my ability to provide a space where children's development is paramount and natural. My goal is to continue deepening myself so that I can enrich the lives of the young children who come into my care and to enliven the artistic process for young children.

Professional Development

Lifeways

April 2015 – Will complete by April 2016

Lifeways has deepened my knowledge about Early Childhood in the pedagogy laid out by Rudolf Steiner. This certification program will further my knowledge and my personal development as a caregiver of young children. Topics covered ranged from Living arts to Handwork, Eurythmy, Lyre, and Festival framing.

Kentahten Teacher Training

Summer 2014, Fall 2015

The Kentahten team of trainers provided two very dense weeks of Waldorf Teacher training that I participated in fully. Topics and classes ranged from K through grade 4 in subject areas and special areas such as handwork and Eurythmy.

Experience

Lead Kindergarten Teacher

August 2014 - Present

- Circle of Seasons Charter School, Fogelsville, PA
 - For two school years, I have led a classroom of 26 students through their kindergarten year using Waldorf Methods. I care for 5-6 year olds and provide a safe, loving, and nurturing classroom where they can develop their foundational skills. Weekly activities include preparing snack, circle time, storytelling, puppetry, outdoor hikes and seasonal crafts.

Art Education Student Teaching

- Placement 1: Catasauqua Senior High School, Northampton, PA (January 29- March 15, 2013)
- Placement 2: Northeast Middle School, Bethlehem PA (March 25 – May 16, 2013)

Early Field Experience

- Volunteer Experience: Kutztown Middle School Gifted Classroom, Kutztown PA (2011-2012 School Year)
 - Every Friday, a colleague and I prepared and taught lessons to supplement the art education of the gifted students.
- Program Placement: Spring-Ford 7th Grade Center Art Room, Royersford, PA (Thursdays, Fall 2012)
 - Every Thursday, I co-taught art lessons as well as developed and lead my own lessons with the 7th grade students at Spring-Ford.

REFERENCES AVAILABLE UPON REQUEST

WBCS 000494

Elizabeth Emmett [May 2015]

COURTNEY DUNLAP

dunlap805@gmail.com • (570) 872-4475 • 766 Seese Hill Road • Canadensis, PA 18325

OBJECTIVE

To obtain a teaching position and create learning environment that is student centered.

QUALIFICATIONS

- Knowledge of current research about the purposes of reading
- Wide exposure to all job related duties
- Proficiency in educational technology
- Well-organized
- Eager to learn
- Adapts easily to new environment
- Knowledge of major theories of literacy
- Strong interpersonal skills
- Inherits a strong passion for education

EDUCATION

M.Ed. *West Chester University of Pennsylvania*
West Chester, PA Spring 2013
GPA 3.95

Major: Literacy
Certification: Reading Specialist k-12

B.S.Ed. *East Stroudsburg University of Pennsylvania*
East Stroudsburg, PA Spring 2011
GPA 3.25

Major: Elementary Education
Certification: Elementary Education k-6

TEACHING EXPERIENCE

Circulation & Programming Specialist

Barrett Paradise Friendly Library

Cresco, PA

January 2015- Present

- Design, organize, schedule, and facilitate library sponsored programs
- Database input for library circulation
- Create relationships among volunteers and patrons
- Lead children's interactive learning programs

Substitute Teacher

East Stroudsburg Area School District

East Stroudsburg, PA

January 2013-Present

- Complete daily lesson plans
- Manage, educate and interact with students from kindergarten-sixth grade
- Form strong connections with students, administrators, and colleagues
- Teach in an inclusion-setting classroom environment, considering learning accommodations conducive to differentiated instruction

Title 1 Summer Reading Teacher

Smithfield Elementary School

East Stroudsburg, Pa

July 2014-July 2014

- Design and implement lesson plans that adapt to all learning styles
- Improve literacy through reading, writing, and speaking
- Cross curricular technology integration
- Incorporate reading strategies across the curriculum
- Increase reading fluency
- Demonstrate strategies for students to comprehend a text
- Encourage, enable, and support students throughout the writing process

Itinerant Learning Support Long Term Substitute

J. T. Lambert Intermediate School

East Stroudsburg, Pa

March 2014-June 2014

- Enhance classroom strategies to enable learning
- Support transitions
- Develop lessons to support concepts taught in core classes
- Collaborate and plan lessons with team members and colleagues
- Support students in specials
- Respond to and prevent student frustrations

Seventh Grade Reading Long Term Substitute

J. T. Lambert Intermediate School

East Stroudsburg, Pa

August 2013-March 2014

- Cross curricular technology integration
- Differentiated lessons and activities for levels and abilities
- Co-taught itinerant learning support
- Planned and implemented cross curricular projects and activities
- Worked collaboratively with team members and colleagues
- School Wide Positive Behavior Support Committee Member
- Principal Advisory Committee Member
- Attended extracurricular and afterschool activities

Literacy Coach and Tutor

West Chester University of Pennsylvania

West Chester, Pa

September 2011- May 2013

- Provided information, research, and guidance regarding literacy practices that were effective and informative
- Guided professionals through discussions, coaching sessions, lessons, study groups and skills, as well as professional development programs
- Gathered and organized paperwork consistently, appropriately and in a timely manner
- Maintained the confidentiality of schools, teachers, classrooms, and students
- Collected data, analyzed results, and shared findings

Lead Pre-Kindergarten Teacher

The Goddard School

Royersford, Pa

August 2011-September 2012

- Plan and implement activities to meet the physical, emotional and social needs of the children
- Create a student centered learning environment
- Help develop students natural curiosity through exploration and discovery
- Manage and supervise daily activities to ensure student learning and safety
- Attend parent-teacher meetings

Teacher Candidate, Student Teaching

Stroudsburg Intermediate Elementary School

East Stroudsburg Elementary School

September 2010- May 2011

Stroudsburg, Pa

East Stroudsburg, Pa

- Accepted teaching responsibility for mathematics, reading, language arts, science and social studies
- Developed and implemented long term unit lessons
- Adapted various tests and quizzes in all subjects for different learning levels
- Established behavioral management strategies
- Collaborated with cooperating teacher to create the most effective and conducive teaching and learning environment for all students
- Completed a child case study on a 4th grade student with reading comprehension needs
- Demonstrated adaptability and creative problem-solving in daily activities and situations
- Facilitated *Family Reading Night* with small group interaction

PROFESSIONAL INVOLVEMENT

- 2009-Present Student PSEA Member
- 2011-Present International Reading Association Member
- 2012-Present Delaware Valley Reading Association Member

REFERENCES

Available Upon Request

Autumn Fazekas

arm5078@gmail.com • (570) 234-7796
PO Box 40 • Sciota, PA 18354

TEACHING EXPERIENCE

Special Education Paraprofessional
East Stroudsburg School District

February 2015-Present
Stroudsburg, PA

- Provide support to students inside and outside of the classroom who have IEPs.
- Help teachers provide the best learning experience for children with and without IEPs, including classroom management, working with students in small groups, and assisting in lessons.

Substitute Teacher
East Stroudsburg School District
Stroudsburg School District

December 2013- February 2015
East Stroudsburg, PA
Stroudsburg, PA

- Fulfill both short-term and long term substitute assignments in all subject areas, effectively teaching students across varied academic/age levels (grades K-5), as well as diverse cultural backgrounds.
- As a long term substitute (34 school days), developed lesson plans and units, progress monitored, and did report cards.
- Consistently praised for being reliable, resourceful, and flexible as well as holding high academic standards for all students. Keep students engaged, motivated, and wanting to learn through effective teaching practices.

Resica Elementary School (Professional Development School)
Kindergarten Full-Time Student Teacher

East Stroudsburg, PA
March – May 2013

- Assumed full responsibility of the classroom for seven weeks.
- Created an array of arts-integrated lessons in all subjects. Visual, dramatic, and musical arts were infused to engage students in communicating their understanding of subject content. This integration boosted engagement, social development and critical thinking.
- Implemented positive behavioral systems on the individual and whole group scale.
- Developed and implemented an action inquiry-based research project called *Teaching Weather Through Pattern: Utilizing Multiple Intelligence Theory*. Tested the effectiveness of individualized instruction based on student's learning styles.

Kindergarten Primary II Student Teacher

September – December 2012

- Collaborated with teachers, university professors, parents, and the community in order to establish an ongoing school-wide Book Swap Box. With family support, students can now bring in used books and swap them out in the communal swap box for a new used book. In just three months over 3,000 books were swapped.
- Planned and executed an arts-infused mini-unit on parts of a story. Students were taught elements of a story through read-alouds, drawing, and painting.

Ramsey Elementary School (Professional Development School)
First Grade Full-Time Student Teacher

Stroudsburg, PA
February – March 2013

- Assumed full responsibility of an inclusive first grade classroom for five weeks.
- Worked in an inclusive classroom and differentiated instruction, assessment, and homework for a diverse group of learners including English Language Learners (proficiency levels range 1 – 4.9) as well as students with IEPs and 504 plans.
- Created an *Understanding by Design* unit focused on students' interest in the White House that promoted inquiry-based learning and critical and creative problem solving. Students integrated technology and the arts in their investigations creating a stop-motion I-Video as a summative assessment showcasing their learning.
- Collaborated with other building professionals on a project aimed to help support ELL students, including research and design of effective ELL teaching strategies.

Morey Elementary School (Professional Development School)
First Grade Primary I Student Teacher

Stroudsburg, PA
February – May 2012

- Completed a case study on an individual learner who was struggling in reading and writing. Prior to implementation the learner was reading with 89% accuracy, had unsatisfactory comprehension, and could read 59/63 sight words. After implementation learner read with 96% accuracy and could read 72/72 sight words.
- Created and taught a multitude of Social Studies lessons that integrated various arts, including a lesson on different cultures in which the students created Pysanky Eggs.

Monroe County Head Start ~ Resica
PreK Pre-Primary I Student Teacher

East Stroudsburg, PA
September – December 2011

- Planned and executed a Project Approach investigation based on children's interest in insects. Explored and documented children's questions about insects through inquiry, hands-on activities, and interactive lessons culminating in a life cycle play.

EDUCATION

East Stroudsburg University, College of Education
Bachelors of Science Degree: Early Childhood Education
Honors and Awards: Dean's List, Ronald Schwartz Scholarship,
Class of 1955 Scholarship, Summa Cum Laude

East Stroudsburg, PA
May, 2013
GPA 3.95/4.00

University of the Arts, College of Visual Arts
Honors and Awards: Deans List, Presidential Scholarship

Philadelphia, PA
September 2009- May 2009

CERTIFICATIONS

Pennsylvania Certification, Instructional 1 Grades PreK- 4 • PECT PreK-4 Module 1, Module 2, Module 3 –
Passed March 10, 2013

Scott Lesko

2118 Hay Street • Easton, PA 18042
484-294-0872 • scottlesko@gmail.com

TEACHER

Creative ~ Passionate ~ Team Player

Goal-oriented teacher with expertise in creating a warm home-like classroom atmosphere. Enthusiastic and nurturing so that every child feels safe and loved. Motivated to keep strong interpersonal skills with children, parents, and staff.

Areas of Expertise:

- Interactive lessons
- IEP implementation
- Data collection
- Classroom management
- Diverse/urban population
- Manipulatives
- Creative redirection
- Fostering a child's creativity

EDUCATION

Pre-K to 4th Grade Certification
(PA Intern Certification Eligible)
Eastern University, Saint Davids, PA

Master's in Education (2014)

The Art of Teaching

GPA 3.84

Cedar Crest College, Allentown, PA

Vice President of Kappa Delta Pi (Education Honor Society)

Bachelor of Arts (2007)

Sociology

Moravian College, Bethlehem, PA

EXPERIENCE

CIRCLE OF SEASONS CHARTER SCHOOL – FOGELSVILLE, PA **8/2013-Present**
Kindergarten Support Teacher

- Interim Lead Teacher from September 2013-October 2013.
- Provides specialized instruction to those with special needs and behavioral concerns.
- Co-teaches activities based on Lead Teacher's plans.
- Co-develops programming of learning activities.

SEVEN GENERATIONS CHARTER SCHOOL – EMMAUS, PA

9/2011 - 9/2013

One-on-One Paraprofessional

- Assisted teacher(s) with modifying and accommodating the curriculum.
- Provided individualized instruction to reinforce skills.
- Ability to implement lessons based on objectives and the needs and abilities the student to whom assigned.
- Substitute teacher for Kindergarten through 3rd grade.

ARCH OF THE LEHIGH VALLEY – ALLENTOWN, PA

8/2009 - 3/2011

Intensive Case Manager

- Identified and connected families to appropriate resources necessary to meet the child's and family's needs.
- Coordinated with service providers such as various physicians, mental health providers, schools, and other community providers.
- Home/community visitations based on family's level of need.

LEHIGH VALLEY CHILDREN'S CENTER – ALLENTOWN, PA

11/2007 - 06/2009

Pre-K Counts Family Worker ~ Teacher's Assistant ~ Substitute Teacher

- Partnered with the teachers in the classroom ensuring cohesive learning modules and maintaining the education requirements of the State of Pennsylvania.
- Worked easily within the different cultures and values of the community always employing culture sensitivity.
- Implemented lesson plans as a substitute teacher in urban classrooms.
- Met monthly one-on-one with 40 low-income inner city families which focused on the accomplishments and needs of their child.
- Organized and ran monthly parent meetings on various educational topics.

Jennifer A. Lesko
2118 Hay Street
Easton, PA 18042
(610) 509-3241
lesko.jenn@gmail.com

EDUCATION/CREDENTIALS

East Stroudsburg University
Graduate Studies in Elementary Education
24 credits completed August, 2011 ~GPA 4.0

Millersville University of Pennsylvania
Bachelor of Science in Elementary/Early Childhood Education
Degree received May, 1995 ~GPA 3.39 (cum laude)

Pennsylvania Certification in Elementary/Early Childhood Education
New Jersey Certification in Elementary Education

TEACHING EXPERIENCE

EASTON AREA SCHOOL DISTRICT-Easton, PA WILSON AREA SCHOOL DISTRICT-Easton, PA <i>Day to day substitute teacher for grades K-6</i>	8/14-Present
TEMPLE UNIVERSITY-Ambler, PA <i>Language Specialist</i> <ul style="list-style-type: none">• Worked with psychology professors on research study to teach new vocabulary to at risk children• Worked in Head Start classrooms in the Lehigh Valley area with small groups of children• Coached classroom teachers based on our findings• Tested students using expressive and receptive measures• Tested students using PPVT and peg tapping• Input data into computer and sent files	12/11-5/14
LEHIGH VALLEY CHILDREN'S CENTERS ON UNION BLVD.-Allentown, PA <i>Lead Pre-K Counts Teacher</i> <ul style="list-style-type: none">• Implemented the Creative Curriculum in an urban classroom• Assessed with Creative Curriculum and Work Sampling• Maintained Work Sampling portfolios for each child• Worked with children who have IEP's• Contacted local legislature to advocate for Pre-K Counts	10/07-08/11
LEHIGH VALLEY CHILDREN'S CENTERS ON COLLEGE HILL-Easton, PA <i>Lead Preschool Teacher</i> <ul style="list-style-type: none">• Implemented the Creative Curriculum	08/06-10/07

EASTON AREA SCHOOL DISTRICT-Easton, PA <i>Permanent substitute teacher at March Elementary School</i> <i>Teacher for the after school "Read to Succeed" program</i>	10/02-06/03
STROUDSBURG AREA SCHOOL DISTRICT-Stroudsburg, PA <i>Long term substitute teacher in a third grade classroom</i> <ul style="list-style-type: none"> • Spoke at Open House 	10/01-01/02
VARIOUS LOCAL AREA SCHOOL DISTRICTS <i>Day to day substitute teacher for grades K-8</i>	02/01-10/01
SCHOOL DISTRICT OF THE CITY OF YORK-York, PA <i>Long term substitute teacher in two diverse second grade classrooms</i> <ul style="list-style-type: none"> • Spoke at Open House • Worked with students who received ELL services <i>Long term substitute teacher in a fourth and fifth grade learning support classroom</i> <ul style="list-style-type: none"> • Worked with students who were on a first or second grade reading level <i>Long term substitute teacher in an urban fourth grade classroom</i>	09/99-01/01
BALTIMORE COUNTY PUBLIC SCHOOLS-Baltimore, MD <i>Long term substitute teacher in an urban second grade classroom</i> <ul style="list-style-type: none"> • Many students were below grade level in reading • Participated in after school event to promote literacy <i>Long term substitute teacher in a kindergarten classroom</i> <ul style="list-style-type: none"> • Implemented weekly unit themes • Coordinated efforts of parent volunteers 	08/98-06/99
WHITE MARSH CHILD CARE CENTER-Perry Hall, MD <i>Head Teacher</i> <ul style="list-style-type: none"> • Implemented weekly unit themes for kindergarten and first grade children 	08/97-01/99
BCCRC HEAD START-Baltimore, MD <i>Head Teacher</i> <ul style="list-style-type: none"> • Taught monthly unit themes based on children's interests • Coordinated monthly field trips • Wrote IEP's for each child • Prepared daily home learning activities for parents 	08/96-07/97
DYNAMIC CHILD CARE CENTER-Easton, PA <i>Head Teacher for preschool and after school programs</i> <ul style="list-style-type: none"> • Implemented monthly unit themes 	06/95-06/96

HONORS/AWARDS

Spring 1994	Acknowledged for honors-cum laude
Fall 1993	Inducted into Phi Eta Sigma (honor society)

REFERENCES

Available upon request