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# Pennsylvania Department of Education

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COMMONWEALTH OF PENNSYLVANIA  
**DEPARTMENT OF EDUCATION**  
333 MARKET STREET  
HARRISBURG, PA 17126-0333

## **Charter Annual Report** **Tuesday, October 09, 2007**

**Charter School:** Bear Creek Community CS  
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### **SECTION I. EXECUTIVE SUMMARY**

**Organization Description**

*The 2006-2007 school year was Bear Creek's third year of operation. It continues to increase in student enrollment and add on grade levels to attain our charter requirements of grades Kindergarten through grade 8.*

<i>August/School Year</i>	<i>Enrollment</i>	<i>Grades</i>
<i>2004-2005</i>	<i>96</i>	<i>K-6</i>
<i>2005-2006</i>	<i>252</i>	<i>K-7</i>
<i>2006-2007</i>	<i>344</i>	<i>K-8</i>

*Bear Creek continues to draw from 8 sending school districts and 2 counties.*

*The features that make the charter school unique and innovative include: the integrated Paragon curriculum, reading and math instruction at each student's instructional level, the focus on environmental education, use of effective teaching strategies, hands-on experiential learning, data-driven instruction, integrated use of technology, and the high level of parent involvement.*

## **Core Purpose**

### **Mission**

*The mission of the Bear Creek Community Charter School is to embrace a diverse student body and inspire student success through an innovative curriculum, the cultivation of environmental stewardship, and by holding students, family, school, and community accountable for results.*

### **Vision**

*The vision of the Bear Creek Community Charter School is to prepare our students to become productive members of society through the embracement of diversity, environmental stewardship, and awareness of global interrelationships between species.*

## **Shared Values**

The following guiding principles support the mission of Bear Creek Community Charter School:

- ∅ All children have the right to an education; any infringement on that right will not be tolerated.
- ∅ A safe and nurturing environment is essential to student achievement.
- ∅ Children should be inspired to achieve their best as individuals and be recognized as unique learners.

∅ **Setting rigorous standards of academic achievement while nurturing an appreciation for art, history, humanity, and knowledge will lead students to be thoughtful contributors to society.**

∅ **Children must be taught their inherent and necessary responsibility to coexist with the environment and encouraged to permeate humanity with this knowledge.**

∅ **Education is powerful when students, families, school, and the community are involved and held accountable; a reciprocal relationship will result in a lasting, global impact.**

∅ **Our children will develop a life-long enthusiasm for learning that will result from a daily exposure to content rich materials and programs derived from research-based teaching methods that engage children at all levels.**

∅ **Our students will rise to the challenges of academic excellence through the spirit of cooperation fostered in our daily environment, and they will build true self-esteem and exemplary character with the guidance of our leadership, faculty, administrators, and staff.**

∅ **We believe our teachers are the key to student achievement and as such, will be given ongoing professional development and support. The professional growth of teachers is fundamental to the continuous process of student achievement and school improvement.**

### **Academic Standards**

*The Bear Creek Community Charter School assesses student achievement towards proficiency in the Pennsylvania Academic Standards in Reading, Mathematics, Writing, and Science with the PSSA grades 3 - 8.*

*Additionally, all students grades k - 8 participate in a fall and spring Iowa Test of Basic Skills (ITBS).*

### **Strengths and Challenges**

**Strengths of our program:**

↩️🕒 **Reading, math, social studies, and science taught in extended time blocks to cultivate skills essential to academic growth**

↩️🕒 **Reading and math instruction at each student's instructional level in those subject areas**

↩️🕒 **Full-day kindergarten**

↩️🕒 **1:5 ratio of computers to students. Technology applications, including CD ROMS and Internet sites woven into the fabric of the curriculum, instead of segregating technology into separate once-a-week computer classes. Our classroom computers and strategic application of technology develop genuine computer literacy and allow students to experience the value of the computer as an integrated learning tool across the curriculum.**

↩️🕒 **Inter-disciplinary social studies programs, including social science, literature, philosophy, drama, music, art, science, history, math, and geography developed through the hands-on study of “great ideas” in world culture**

↩️🕒 **Bear Creek Nights held throughout school year with enthusiastic attendance by parents and community members**

↩️🕒 **Foreign language instruction for all students beginning in kindergarten**

↩️🕒 **Extended learning day and calendar**

↩️🕒 **Explicit phonics instruction, in conjunction with content-rich classic and multi-cultural literature in the morning session of core subjects**

↩️🕒 **100% teachers certified in their assigned area of instruction**

↩️🕒 **Significant improvement in test results in PSSA and ITBS over the 2004-2005 start-up school year**

↩️🕒 **Active PTO and high level of parental involvement at home and at school**

#### **Challenges:**

↩️🕒 **Library officially opening this year with plans to establish hours for community usage**

↩️🕒 **Staffing challenges for Spanish**

↩️🕒 **Ever increasing student enrollment with significant space constraints**

## **SECTION II. STRATEGIC IMPROVEMENT PLANNING**

### **Strategic Planning Process**

**To develop the School Improvement Plan of the BCCCS, the Leadership Team (composed of administrators, teachers, parents, and students) met in the fall and then shared the draft document at various meetings with the staff, parents, and school board. It was approved by the Board at its October monthly meeting. It included the following sections:**

- **Mission Statement**
- **Vision**

- **Contents**
- **School Profile**
- **Climate**
- **Data: Where Are We Now?**
- **Design: Math and Literacy Goals**
- **Design: More Goals**
- **Design: Grant Goals**
- **Design: Program Goals**
- **Delivery: Strategies**
- **Delivery: Supports/Accommodations**
- **Development of People**
- **Parent, Community, Board Involvement**
- **Documentation: Assessments/Evaluations**

**This document was reviewed in the middle of the year and at the end of the year at one of the Leadership Team’s monthly meetings and again at the end of the year with the Team and the whole staff. It was determined that the documentation was appropriately established and almost all goals were met. The exceptions (student attendance at 95% and +2.5 NCE gain for 7<sup>th</sup> grade reading) will be included as part of the 2006-2007 School Improvement Plan.**

**Strategic Planning Committee**

<b>Name</b>	<b>Affiliation</b>	<b>Membership Category</b>	<b>Appointed By</b>
Alexa Kalafut	Student		Board
Amy Sadvary	Student		Board
Jill Vivieros	Parent	Parent	Board
Dianne Figura	Middle School English Teacher	Middle School Teacher	Board

Brandy Lewis	Parent	Parent	Board
Dr. Janice Solkov	BCCCS past principal	Administrator	Board
Richard Evans-Kaplan	Parent	Parent	Board
Joan Richie	Elementary Teacher	Elementary School Teacher	Board
Kyle Grego	Student		Board
Susan Stoddard	Program Facilitator		Board
Margaret S. Foster	Chief Academic Officer/Principal	Administrator	Board

## Goals, Strategies and Activities

### SECTION III. QUALITY OF SCHOOL DESIGN

#### Rigorous Instructional Program

Some of the key pillars of Bear Creek Community Charter School's educational program include:

- Extended day and year
- Full-day Kindergarten
- Small school and small class size
- Rigorous morning curriculum devoted to basics
- Integrated Social Studies/Humanities Program—Paragon ®
- No tracking by ability
- Extensive use and integration of technology
- Character Education
- High degree of accountability by staff and administration
- Extensive parent and community involvement
- Enriching after-school experience based on furthering academic and social development.

Overview of the Core Curriculum (Morning) and Paragon Curriculum (Afternoon)

In Bear Creek Community Charter School's elementary school program, we plan to use the following: *Open Court Reading, Phonics, Language Arts, and SRA Mathematics* curriculum published by SRA/McGraw-Hill; *Science Anytime* published by Harcourt Brace, and the Paragon® social studies/humanities curriculum developed by Mosaica Education, Inc.

As the school grows to middle school, we propose to use: *Impact Mathematics* by Everyday Learning, Prentice Hall, and *Holt Science and Technology*, which is a continuation of the Harcourt Brace K-5 program. Mosaica's integrated social studies/humanities middle school curriculum is also used for the afternoon program.

The above curricula and texts align with the nationally recognized ASCD Learning Standards and are also aligned with the Pennsylvania Content Standards. Please see Appendix (A) for alignment standards and Appendix (B) for the full Curriculum.

### Core Curriculum Description

**Reading:** Bear Creek Community Charter School will offer content-rich classic and multicultural literature in conjunction with explicit phonics instruction to develop reading skills in K-2 when children are making the transition from learning to read to reading to learn. The scope and sequence of basic reading involves mastery of "tool skills" in three areas. The skill areas gain in difficulty and spiral through the primary grades K-2.

Leveled books from the classroom library will feature the blend of phonics and sight word practice essential for beginning readers. Beginning at grade 1, Bear Creek Community Charter School students will use a research-based spelling program that introduces them to spelling patterns and to high frequency, high-utility words they use most often in their reading and writing. The spelling program will develop phonetic awareness and will feature a CD-ROM extension to engage students further in spelling and proofreading practice.

The literature program will use the Socratic method as well as the multicultural reading selections that will be compatible with the afternoon social studies/humanities program. Both the reading program in the morning session and the humanities program in the afternoon will employ an integrated interpretive reading and discussion program that will cover all disciplines across the curriculum. Interpretive activities will enable students to become more aware of their reactions as they read, develop sensitivity to language, value their own curiosity about a text, and explore new ideas through writing. Through the literature curriculum, students practice many reading and thinking skills: recalling and organizing details from the story, drawing inferences, analyzing characters' motives, and finding the main idea of a passage or the text as a whole. Literary selections will often tie-in with the historical period featured in the afternoon program.

**Phonics:** Bear Creek Community Charter School will use a highly effective phonics program for K-2 students and phonetically controlled, level classroom literary books to promote reading fluency and phonetic awareness. Phonemes are the smallest

components of sound in language. As Bear Creek Community Charter School students learn their letter formations, they simultaneously acquire the phonemic rules that govern the spelling and pronunciation of the English language. Bear Creek Community Charter School is a strong proponent of teaching students the correct spelling at the initial encounter; saving time and frustration in having to relearn rules after "inventive" spelling patterns have taken root.

Foreign language instruction at all levels will further enable students to understand parts of speech and other linguistic principles.

**Writing:** Students will write for a variety of purposes and projects. Some are daily writing assignments such as in journals; some are short-term assignments, involving very few drafts such as letter writing and project proposals. Still other writing assignments will be longer term and will be assignments based on a theme of World Culture in a historical context. Each type of writing is distinct from the others and involves discrete sub-skills in reading, writing, thinking, and listening.

Long-term thematic writing assignments will be either narrative or expository in nature. Expository research assignments usually focus on a body of knowledge in one of the subject matter areas such as literature, social studies, science, mathematics, etc. Narrative material will be organized around models of literary genre such as fables, folk tales, historical fiction, modern fiction, science fiction, poetry, fantasy, adventure, and mystery. Students will use elements of style unique to each genre as models for their own writing.

**Mathematics:** Bear Creek Community Charter School will teach mathematics as a discrete subject in the morning session that is not subject to interruptions of any kind. A recent review of *SRA Math* by *Mathematically Correct* gave it the highest overall rating for elementary programs. *SRA* is fully aligned with State and National Content Standards. The varied applications of math will be integrated into the humanities program in the afternoon session for additional practice and application.

**Science:** Bear Creek Community Charter School's science program will engage students in scientific inquiry by tapping into their sense of wonder about the world around them. Students will wonder, then plan how they will find answers to their questions. This will lead to conducting investigations, which may take form as activities, research, reading or interviews with experts. Students will then reflect on what they have learned through their investigations and share the outcomes of their discoveries. We plan to use Harcourt Brace *Science Anytime* for our science texts and hands-on kits. Bear Creek Community Charter School's science program is completely aligned with state and national Standards

BCCCS will also focus on environmental themes, with specific concentrations on local environmental issues. For example, students will study the effects of the Coal Industry on our region ecologically and historically. We are rich in Anthracite Coal Mining history. Almost everyone in the district has a relative that could tell the story of working in the mines for 8 cents a day. Most of our homes were heated by coal through the 1970's.

Our community is part of what is known as the valley. The valley was created partly because of the mining industry and partly because it follows the Susquehanna River, which meanders through the Wyoming Valley. The Susquehanna River empties into the Chesapeake Bay watershed. Rather than rely exclusively on textbooks and classroom activities, Bear Creek Community Charter School will have special field trips and nature studies of our community environment. Our students will visit museums, conduct field research, and visit research facilities. Working with naturalists and researchers will enhance the students' appreciation and respect for our ecosystem.

Additionally, Bear Creek Community Charter School is fortunate to be the steward of a public water supply. In accordance with the Department of Environmental Protection, monthly water testing is mandated. The students of Bear Creek Community Charter School will observe monthly testing and each class will receive a copy of the testing results. The results will be monitored in each classroom for ongoing projects.

The students will also be stewards to the Bear Creek Community Charter School Nature Trail. Students will build a "butterfly garden," participate in routine maintenance of the trail, and actively engage in ecological studies of insect and wildlife that use the trail as their natural habitat. Students will eventually participate in opening the trail to groups for field trips and will help to educate the community on the ecological system that is part of the Bear Creek Community Charter School grounds.

Foreign Language: Bear Creek Community Charter School will treat foreign language as an integral part of the core curriculum, providing all instruction in the target language to simulate an environment of immersion. Foreign language instruction will start in kindergarten and build toward proficiency with each successive grade level. We will provide instruction in Spanish. Communication will be lively and animated with vocabulary content tied thematically to the integrated curriculum. Multimedia resources (videos, CDs, CD-ROMs, children's books) in the target language will convey to students the cultural experiences of their peers in Spanish-speaking countries. Bear Creek Community Charter School will cultivate the natural facility of younger students for foreign language acquisition by beginning at an early age with a high quality program. Students will learn the basic distinctions between alphabets, numbers and sounds of various languages.

For Spanish-speaking ELL and Bilingual students, Spanish instruction will reinforce their written and oral skills in their native language as well as augment their learning in English.

Afternoon Program:

The Integrated Humanities Program—"Paragon Curriculum"

The unique Paragon Curriculum is predicated on the idea that we must impart to all children the content knowledge and academic skills that will provide them with the necessary intellectual capital to succeed in mainstream culture. Rather than teach history

in bits and pieces in an arbitrary sequence, Paragon's fully integrated, chronological approach demonstrates to students how one idea builds on and evolves into another. The curriculum illustrates how sweeping cycles of conflict and resolution repeat themselves and leads students to understand how and why various world cultures have risen to power and prominence, only to be supplanted by others.

Studying history across continents depicts, for older students, the manner in which many ideas develop at the same time in independent cultures unaware of the other's breakthroughs. In comprehending synchronicity and the genealogy of ideas, students develop a larger conceptual picture of history and an enhanced awareness of the interrelationships of many areas of knowledge. Rather than memorize names, dates and wars in isolation, students recall the sequential circumstances surrounding these events and remember more readily both factual information and conceptual relevance.

Because Paragon teaches cultural literacy, the essential content knowledge that every student should know, and aligns that content with national and state standards, the classical education becomes a very sophisticated and rigorous one. A Paragon unit contains the rationale, teacher background information, lesson plans, material lists, and assessment tools needed to implement the curriculum. One to two Program Facilitators will provide ongoing professional development and classroom support. In weekly grade group meetings for Paragon, teachers will engage in collaborative planning.

The Paragon Curriculum is designed around eight ages of history or Human Eras, which constitute the monthly conceptual themes:

The Ancient World	40,000 B.C. to 500 B.C.
The Classical World	500 B.C. to A.D. 500
The Middle Ages	500 to 1460
Renaissance and the New World	1460 to 1600
Kingdoms and Colonies	1600 to 1750
Revolution and Independence	1750 to 1825
Unification and Industrialization	1825 to 1900
The 20 <sup>th</sup> Century	1900 to present day

### History and Social Studies

Social studies represent the integrated study of the social sciences and humanities to promote civic competence and intellectual capital. Social studies constitute the organizing, chronological core of the Paragon curriculum precisely because it is

multidisciplinary and interdisciplinary in nature. It provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences.

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Social issues, such as poverty, crime, and public health, are increasingly understood to transcend the boundaries of disciplines, cultures, and nations. As these issues grow increasingly complex, the work to develop solutions demands an increasingly integrated view of scholarly domains and of the world itself.

Many scholars now define themselves by the issues and problems they address and use several disciplines to inform their work. Entirely new departments and programs reflect this development. Academic programs in American Studies, African-American Studies, Biotechnology, Comparative Literature, Cultural Studies and Medical Ethics, for example, draw on multiple disciplines and their processes to address the needs of humanity.

Technology provides increasingly easy access to databases that are interdisciplinary and multidisciplinary as well as to scholarship in many disciplines.

Scholars increasingly consider themselves to be members of the international academic community and share findings regularly across intellectual and geographic boundaries.

It is within this context that the Paragon Curriculum was conceived. It pays attention to the specific contributions of history, the social sciences, humanities, fine arts, the natural sciences, and other disciplines, while simultaneously providing an umbrella for the integrative potential of these several disciplines. Paragon's power stems from recognizing the importance of the disciplines and their specific perspectives in understanding topics, issues, and problems. Moreover, Paragon teaches students to recognize that topics, issues, and problems transcend the boundaries of single disciplines and demand the power of integration within and across them. Paragon employs a constructivist, student-centered approach to hands-on learning.

### Local History and Social Studies

The Program Facilitator(s) will provide ongoing pedagogical training and classroom support. In weekly grade group meetings for Paragon, teachers will engage in collaborative planning with colleagues and tailor the curriculum to the specific needs of students, or local community and culture, and will draw effectively on the talents, passions and resources of teachers, parents and community members.

### Science

Science is also integrated into the Paragon Curriculum, which features biographies of great scientists, accounts of breakthrough discoveries, and detailed hands-on activities for students to stimulate interest in the scientific method. The interdisciplinary approach enables students to see science as an integral part of their lives, rather than as a daunting discipline.

The goal of the Paragon Curriculum is to enrich science by integrating it with the synthesizing strands that weave together the Paragon Curriculum, namely the liberal arts and the fine arts, as well as the social sciences. Mathematics as the language of science and economics, also constitutes an integral part of the Paragon experience for students. The Paragon Curriculum draws from and extends the morning session's traditional core program, Science Anytime and Everyday Mathematics.

### Technology and Computer Literacy

Technology is the application of scientific knowledge for the purpose of solving practical problems, extending human capacities, and improving the quality of life. The Paragon Curriculum emphasizes the use of technological tools to facilitate and enrich learning across academic disciplines. Information technology is the most frequently used technological tool. Students use computers to communicate via the Internet, to express themselves creatively, to solve problems, to organize data, to conduct research, and to explore mathematical and scientific principles through simulations. Paragon Lesson Plans direct students to specific Internet sites on a regular basis.

### The Arts

Rather than relegate art, music and foreign language to the periphery of the curriculum, Paragon's design integrates them into its interdisciplinary center. To truly integrate the arts into the Paragon Curriculum, BCCCS will train all teachers in the visual and performing arts. Daily Paragon Lesson Plans are outlined with step-by-step instructions to ensure seamless implementation. Art, drama, music and dance interrelated to the core curriculum draw many marginal students into the center of learning. Acting vicariously (not acting up) enables students to try on different roles without compromising their quality of life. It is no accident that "playing" (as in what children do) and "playing" (as in acting and putting on a play) and "playing" (as in playing a musical instrument) are the same word. Without the "play" in the process, it loses its validity and vitality.

Paragon's purpose is to make the arts a vital component of a child's education, while at the same time placing the strongest possible emphasis on the basic skills of reading, writing and arithmetic. The arts offer children opportunities to assimilate and apply what they have learned in ways relevant and meaningful to their experience. Their enhanced skills of communication, analysis, and self-expression enable them to compete far more successfully with their traditional learning classmates.

### Music

According to Plato, "Music...gives a soul to the universe, wings to the mind, flight to the imagination... and life to everything." The impulse to make music is ageless and universal. Music has the capacity to communicate volumes about an era and its people. The Paragon curriculum conveys to students, features of the music of different eras and composers by having them sing, dance, and perform with rhythm instruments. Students also learn to listen for specific features and to discern how one era or culture often imitates and reinvents the music of another. All teachers., including the Spanish, Physical Education and Music Specialists will receive a Paragon cassette to accompany each of the eight five-week units and will be trained to integrate their respective fields to Paragon's school-wide program.

### Character Education

Character education is implicitly built into the Paragon Curriculum. It is our goal to build character by "doing," rather than by "saying." Students are taught personal responsibility by constructing their own knowledge and by doing hands-on activities. Sharing, cooperation, and respect are taught through team activities, a demand for classroom participation, and exploring content together.

Students learn about character, ethics, empathy and self-esteem implicitly by studying the world's greatest thinkers, both canonical and unsung, and by stepping into the shoes of great historical figures, both real and imaginary. Through content-rich study, children come to understand the expansive potential open to them if they can identify, with early clarity, their individual strengths and sense of purpose. Paragon students contemplate questions that have captivated thinkers for millennia: What makes a "Hero"? What makes me unique? How can we learn from the past? How do we apply that knowledge to the future?

Studying heroes is a developmentally appropriate and fun way for students to learn about ethics. The hero lessons explore the lives of luminaries against the backdrop of history. Students recognize decisions heroes have made for themselves and begin to understand the life skills that enable ordinary people to do extraordinary things. Students will identify that a characteristic of all exceptional people is their perseverance in the face of adversity and their commitment to their goal or art.

Character education will go beyond looking at the lives of individuals. Students will also examine indigenous cultural groups for character education. They will learn that tribal cultures value the whole group, rather than place emphasis on individuality. Students will see that indigenous peoples have well-defined parameters on what is considered to be right behavior and they have a variety of ways to teach and reinforce the ideal, such as through storytelling, ritual, and ceremony. Students will learn about indigenous peoples through their stories, music, myth, art, and customs.

The Bear Creek Community Charter School Curriculum and learning standards and objectives, which align with the Pennsylvania Content Standards by grade for Language Arts, Math, Science and Social Studies, are attached as Appendix (A and B).

The following is the proposed Middle School Program at Bear Creek Community Charter School:

### Paragon Humanities

During the Middle School years, students will continue their hands-on, interdisciplinary exploration of the history of great ideas in world culture with Mosaica's Paragon Middle School Humanities Program. Unlike the detailed, step-by-step lesson plans and eight historical units featured in the K-5 Paragon program, Paragon Middle School Humanities will feature foundational content in alignment with national content standards, along with a unique arts alignment guide created by the Paragon Curriculum Design Team. Paragon Humanities will provide students with a rich array of research resources, including multi-media lessons, periodicals, thematically aligned primary and secondary sources in literature, philosophy, social science, political science, economics, technological innovation, ethics, psychology and the arts. As with the K-5 Paragon program, visual and performing arts will play a vital role.

Bear Creek Community Charter School students will journey through America's Story for a full year (6th grade), and carry out in-depth explorations of different regions of the world during the 7th and 8th grades. Students will begin their journey at home, and study America from colonization through the Civil War. Once they have an in-depth understanding of their own home, they will travel abroad to Africa, Latin America, India, China, Japan, and the Middle East.

Along their journey through time, students will encounter compelling issues of particular relevance to the early teen years - questions that are timeless and boundless in their capacity to captivate thinkers. Recurring themes that weave through the fabric of the curriculum for the duration of the three years, include:

- Individualism
- Family Stories
- Self Reliance
- Humanism
- Philosophy
- Political Systems
- The Spread and Assimilation of Ideas
- Cultural Influences
- Interdependence

- Civil and Human Rights
- Emotional Intelligence
- Responsibility

To facilitate this course of study, students will research a variety of resources, including the hands-on activities in HistoryAlive! by Teachers Curriculum Institute (TCI), trade books, videos, software, music CDs and literature.

## Paragon Arts Odyssey: Grades 6 — 8

### A Journey with Dual Paths

As with the K-5 Paragon program, the visual and performing arts will play a vital role in the Middle School Humanities program. The Middle School program will provide instruction in the Visual and Performing Arts in two tracks — Integration and Specialization.

#### The Path of Integration

The first track will be fully integrated into the Paragon Humanities program. It will include art lessons and activities in all four arts disciplines. These activities will relate directly to the topics studied. It will be taught by the regular classroom teacher, fully integrated into the interdisciplinary curriculum, and aligned with state and national standards in the arts, as outlined in National Standards for Arts Education — What Every Young American Should Know and Be Able to Do in the Arts, developed by the Consortium of National Arts Education Associations; Content Knowledge, A Compendium of Standards and Benchmarks for K-12 Education, by John S. Kendall and Robert J. Marzano (ASCD standards), and in the National Assessment for Education Process (NAEP).

#### The Path of Specialization

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The second track will be a biweekly class on a specific art discipline taught by a Professional Artist-Educator. While the art discipline in each trimester correlates thematically to the social studies topic, the focus is on acquiring the skills, vocabulary, and knowledge of the art discipline itself. The regular classroom teacher and the Artist-Educator will work together to enable students to make connections between the arts and social studies in a way that goes beyond thematic connections. Students will understand the cognitive connections, the affective connections, the conceptual connections, the perceptual connections, and the critical connections.

Although an art discipline is outlined for each trimester, e.g., African Music and Dance will be taught in the first trimester of the seventh grade, the specific discipline content will vary according to the talents of Artist-Educators available in the community. Key aspects include:

- Students are exposed to the rigors of learning an artistic discipline over time, as taught by a practicing artist-educator.
- The regular classroom teacher understands the connections and correlations between the arts and other subjects.
- Pedagogy is developmentally appropriate.

In order to ensure quality, Bear Creek Community Charter School will utilize the resources of state and local arts councils and nearby universities to secure the best artist-educators. In order to help guide them, regular classroom teachers will have a Paragon Design Team Guide, "Creative Collaborations," that outlines how teachers and artist-educators effectively work together. There will also be in-services conducted by the Program Facilitators at each school.

This two-pronged approach to the arts in middle school will provide both breadth and depth. It will challenge students and help them to succeed as creative thinkers, life-long learners, and culturally literate communicators.

## **English Language Learners**

BCCCS will administer a Language Assessment Battery to all students who are not native English language speakers. Those students identified as LEP (Limited English Proficient), will encounter a focused first-year immersion program, building English vocabulary and cultivating understanding of U.S. customs and culture as a special extension of their morning core program. This program will utilize total immersion to help students speak in the target language in a meaningful, communicative way quickly, rather than relegating them to a group of non-native speakers with an alternative program. The younger students are, the greater their natural facility for foreign language acquisition—especially if that language serves their needs and is not an artificial pursuit. Using the target language for real communication as soon as possible in their educational formation is vital to their long-term success in achieving mastery in written and spoken English. Such students will participate fully in the hands-on, interdisciplinary afternoon sessions.

The immersion program will engage all students in the traditional core program in English. Non-English speaking and LEP students will be included in all curricular and extra-curricular activities regardless of their English proficiency. Bear Creek Community Charter School will make available special bilingual versions of the language arts curriculum to parents for supplementary work at home and for use in after-school tutorial programs. Parents with limited English proficiency will receive literature and notices

translated in their dominant language. The Charter School will celebrate the linguistic and cultural diversity of its student body and will encourage families to keep alive their children's proficiency in their native language as they become fluent in English at school. Additional instruction using the *SuccessMaker* tutorial program will be an advantage for LEP and Bilingual students enrolled at Bear Creek Community Charter School. *SuccessMaker* contains an individualized instruction program designed for LEP and Bilingual students.

Fluency in a second language will be considered a strong asset when hiring teaching, professional, and support staff members. In addition, the Charter School will work with the local-school district, local Health and Human Services, and community and educational organizations to provide assistance to our LEP students and their families.

**Bear Creek Community Charter School currently does not have an ELL program in operation since there are no ESL/bilingual students currently enrolled in the school. However, if and when the school receives its first ESL student, the plan, as included in Attachment A, will be implemented.**

### **Graduation Requirements**

The Bear Creek Community Charter School operates a Kindergarten through eight grade program therefore graduation requirements do not apply.

### **Special Education**

Bear Creek Community Charter School will follow all federal and state guidelines issued by the Pennsylvania Department of Education. When children enroll at Bear Creek Community Charter Schools with existing IEPs, an established process of evaluation and implementation will immediately follow. Existing IEPs will be implemented or revised based on new environment advantages at the school. IEPs will be developed, revised and implemented only in accordance with IDEA and Pennsylvania law and regulations. Child Find educational placement decisions will be initiated by the Special Needs staff at Bear Creek Community Charter School. Our process will ensure that parents are members of the decision-making team. All identified students will be educated in the least restrictive environment.

It is our goal to use an inclusion model for the location and program of each identified student. Two procedures will be utilized to address and meet the needs of special needs students. The first step, initial identification, will be facilitated through the formal application and a subsequent review of all incoming students by the school on-site Special Education Coordinator. Throughout the year, further identification will occur through the joint efforts of teachers, the Pupil Assistance Committee and the Child Study Team. We will utilize the contracted service of the IU to provide team services for identification, annuals, triennials, and assistance with all state required reports.

Bear Creek Community Charter School will fully comply with federal laws and regulations governing children with disabilities, such as the Individuals with Disabilities Education Act (IDEA), as follows:

1. Bear Creek Community Charter School is responsible for providing a free appropriate public education (FAPE) to children with disabilities enrolled in that charter school that have been determined by an Individualized Education Program (IEP) to require special designed instruction.
2. Bear Creek Community Charter School will ensure that children who are suspected of having disabilities are properly evaluated by a multidisciplinary team, which is acceptable to the PA Department of Education, and that children who have already been identified are re-evaluated by the multidisciplinary team at established intervals required by IDEA.
3. When a multidisciplinary team determines that a special education student requires specially designed instruction, Bear Creek Community Charter School will ensure that the IEP is fully implemented in accordance with IDEA, and reviewed annually.
4. Bear Creek Community Charter School will maintain the confidentiality of personally identifiable information regarding children with disabilities as required by the Family Educational Rights and Privacy Act (FERPA).
5. Bear Creek Community Charter School will ensure that children with disabilities and their parents are guaranteed procedural safeguards as required by law, which may include: access to records, appointment of surrogate parents, notice, opportunity for mediation of disputes, and the right to a due process hearing.
6. Bear Creek Community Charter School will ensure that children with disabilities, who may be suspended and/or expelled from school, are afforded all due process rights under state and federal law. Whenever children with disabilities are subject to disciplinary action, Bear Creek Community Charter School is solely responsible for providing educational services during that period of exclusion from school.
7. Bear Creek Community Charter School will fully comply with the requirements of the American with Disabilities Act (ADA), the Individual with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act.

**Special Education - Attachment**

- Special Education Policy

**Special Education Program Profile - Chart I**

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Wendy Vasey	1.0	Learning Support	BCCCS	15	15 Learning support students

Sandra Nardone	1.0	Learning Support/Gifted	BCCCS	13	9 gifted, 4 learning support students
Peggy Long	0.4	Speech Therapist	BCCCS	14	part time teacher

### Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
none	0	none	none	0	none

### Special Education Program Profile - Chart III

Title	Location	FTE
School Psychologist	LIU # 18	0.1
Occupational Therapist	LIU # 18	0.1

### Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
none	none	0

## SECTION IV. ACCOUNTABILITY

### Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA	No	No	No	Yes	Yes	Yes
ITBS - Iowa Test of Basic Skills	Yes	Yes	Yes	Yes	Yes	Yes

### Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	Yes	Yes	No	No	No	No
ITBS - Iowa Test of Basic Skills	Yes	Yes	Yes	No	No	No	No

### Student Assessment

Bear Creek Community Charter School's pupil performance standards, including any standards related to graduation requirements, shall be at a minimum, those of Wilkes-Bane Area school District.

### Evaluation and Progress Reporting

Our use of technology in class has the advantage of allowing frequent and convenient monitoring of individual student achievement, entire classes, and the school as a whole. Thus, our most frequent assessment will be the weekly reports of student performance

generated by the Integrated Learning System (SuccessMaker) software. Bear Creek Community Charter School will use quarterly report cards and will host teacher-parent conferences at least twice per year.

Bear Creek Community Charter School will have a no social promotion policy. This means BCCCS will use various assessments to determine the appropriate grade level of a student. Specific performance goals will be established once baseline data is available. The various assessments include: the Iowa Test of Basic Skills (ITBS); SuccessMaker, the computer tutorial software program; performance assessments from the integrated humanities Paragon Curriculum; and the PSSA assessments. The SuccessMaker software will enable staff to custom-tailor curriculum materials to each student's needs, and to monitor his or her progress. The program will generate instructional assignments to promote proficiency in areas of weakness.

Bear Creek Community Charter School will participate in the state-mandated PSSA assessments for all grades, as required. The BCCCS curricula are aligned to state assessments and state standards (see Appendix B). Our goal is to achieve systematic improvement in PSSA assessments.

We also propose using the Iowa Test of Basic Skills (ITBS). The ITBS, a norm-referenced test based on a national sample of students, will be administered to all students within 45 days of entry into the school to establish a "base-line measurement" and then again within 45 days prior to the end of the school year ("end-of-year measurement"). Our goal is that the average performance will increase between the baseline and end-of-year measurements, or that the average percentile rankings for the students on the end-of-year assessment shall have increased from the base-line assessment. Student scores will be included in results as provided for in District guidelines.

Other assessments will include the following:

Criterion-referenced tests in Reading/Language Arts, Mathematics, Science, and Social Studies—specifically for detailed information about how well a student has performed on each of the educational goals of the curriculum. While norm-referenced tests ascertain the rank of students, criterion-referenced tests determine "...what test takers can do and what they know, not how they compare to others."

Authentic assessments using portfolios—print and videotape

Performance-based assessments—these activities may include science experiments, dramatic performances, and oral presentations.

### **Student Assessment - Attachments**

- Pre test scores for all students enrolled in BCCCS for the 2006 - 2007 sy
- Post test scores for all students enrolled in BCCCS for the 2006 - 2007 sy

### **Teacher Evaluation**

Bear Creek Community Charter School will adopt Mosaica's instructional staff performance evaluation plan. The purpose of the performance appraisals is to:

- Clarify job responsibilities and performance expectations
- Identify strengths as well as areas that need improvement
- Set goals for improvement
- Provide a regular system of feedback
- Reinforce best practices and correct sub-standard practices
- Motivate staff to perform at a higher level
- Validate reasons for merit increases, bonuses and other employment decisions
- Document personnel actions
- Document staff accomplishments
- Assist in human resource strategic planning (e.g. training needs)

Instructional Staff performance evaluations will be conducted by BCCCS's administrators, namely the CAO. The following steps outline the process of staff performance evaluations:

1. Upon hiring, instructional staff will receive blank copies of the Instructional Staff Evaluation and Classroom Observation Record forms.
2. Prior to the beginning of each school year, instructional staff members and their supervisor will identify goals for the upcoming school year. Goals are based on at least two or more of the indicators outlined in the Instructional Staff Evaluation.
3. Throughout the year, supervisors will record observations in various instructional settings using informal observation notes and/or the Classroom Observation Record.
4. Staff supervisors will arrange a classroom observation and schedule a performance review on new hires as early as possible or within 90 days of their date of hire.
5. Instructional staff will be observed formally at least twice during the school year and have at least one formal Evaluation meeting scheduled per school year.

6. Supervisors will complete an Instructional Staff Evaluation form using data gathered throughout the evaluation period, including-prior performance appraisal documentation, informal observation notes, Classroom Observation Records, critical incident logs, work samples, portfolios, accident reports, disciplinary notices, parent correspondence, parent and student survey results, and attendance records.

7. Supervisors will schedule a final Evaluation meeting to review and assess the staff member's performance and develop future goals and/or action plans to help staff meet new objectives.

The administrators at Bear Creek Community Charter School will be evaluated by the Regional Vice Presidents at Mosaica and by the school's Board of Trustees.

## **SECTION V. GOVERNANCE REQUIREMENTS**

### **Leadership Changes**

One Board member resigned his position as a member of the Board of Trustees, and was replaced with another volunteer from the school's founding group of parents and concerned citizens. The new Board member is an entrepreneur who owns a small business within the community, and has a strong interest in environmental stewardship, in alignment with the school's mission.

The Board of Trustees created and filled the position of Chief Operating Officer, which will primarily focus on human resources, procurement, financial accountability facilities, and food service, along with collaborate with the school's Chief Academic Officer and faculty on school safety. The Board believes this addition will further enhance the quality of the school environment, and will solidify the school's leadership team as the school approaches charter reauthorization.

### **Board of Trustees**

<b>Name of Trustee</b>	<b>Office (if any)</b>
David M. Blazejewski	President
James F. Smith	Secretary (non-voting)
Susan H. Barry	member
Kimberly P. Popple	member
Wendy Lutchko	Vice President
Peter R. Austin	member
Robert Hawkins	Treasurer
Scott Sherwood	member

### **Professional Development (Governance)**

The Board of Trustees continues to develop as volunteer members of the school's governing body. This includes in-depth dialogue on topics of importance that are interwoven into the Board's monthly meeting schedule. Each month, the Board

conducts a separate public work session to focus on one or two areas that are mission critical to school operations. Using the school's solicitor, Chief Academic Officer, and third-party professionals as resources, the Board engages in comprehensive and meaningful dialogue as a means to develop their knowledge of topics of significant importance.

The Secretary of the Board of Trustees, in collaboration with the school's solicitor, ensures compliance with the Sunshine Law and the Public Officials Act. All meetings are published and open to the public as required by law. Agendas are prepared for each meeting and minutes recorded.

### **Coordination of the Governance and Management of the School**

The Chief Academic Officer and Chief Operating Officer hold the primary responsibilities associated with the daily operation of the school. Both individuals report directly to the Board of Trustees. These individuals provide the Board of Trustees with weekly status reports via electronic mail. They also provide a comprehensive report to the Board of Trustees monthly, answering questions, receiving approvals, etc. The Board of Trustees maintain consistent and thorough oversight of school governance without being directly involved in the day-to-day operation of the school. The CAO and COO often collaborate with the school's solicitor on issues of importance, and meet regularly with various committees, which are chaired by members of the Board.

The Board of Trustees maintains an open relationship with the Superintendent of the Wilkes-Barre Area School District, the school's chartering entity. The President of the Board of Trustees and the Chief Academic Officer meet at least once each year with the Superintendent to discuss issues related to the operation of the charter school. The Wilkes-Barre Area School District has granted two separate amendments to the school's charter, as requested by the Board of Trustees. The district also cooperates with the school in regards to transportation and PIAA extra-curricular activities. The school administration collaborates with representatives of at least nine surrounding school districts on a regular basis in the areas of enrollment & transfer, transportation, and tuition processing. The school administration has maintained a positive working relationship with the many divisions within the Pennsylvania Department of Education.

### **Coordination of the Governance and Management of the School - Attachments**

- 06 - 07 Board Calendar
- 07 - 08 Board Calendar

### **Community and Parent Engagement**

Bear Creek Community Charter School's strategies for promoting parental involvement includes:

- Conducting a parent/student orientation before the school opens. At that time, school personnel will distribute parent questionnaires and explain the school's policies (including the code of conduct), academic design, and parent and community

involvement programs. Bear Creek Community Charter School will also organize additional parent workshops during the course of the school year on issues of interest.

- Scheduling at least 2 parent-teacher conferences over the course of the school year and more as needed on an individual basis. These conferences will provide parents with an opportunity to learn about their children's progress and new refinements in school design and curriculum. At conferences, teachers will also explore possibilities for parent participation in the educational program.
- Distributing a parent handbook, which will include: names and positions of all school staff; a description of the school's academic programs, attendance tracking procedures, and absenteeism policies; the code of conduct; and, a list of helpful local social services agencies.
- Offering parents seminars on a variety of parenting topics and computer instruction courses.
- Providing seminars to educate parents in the academic content that their children will experience and offering evening seminars for the community—parents, students, staff, and interested citizens—to experience what students learn, especially through the Paragon Curriculum. It is important that parents communicate with their children about their schoolwork and that they feel qualified to assist them with homework.
- Encouraging broad parent participation in the school curriculum and conducting outreach to ensure good attendance at performance nights. These activities lend themselves to parent involvement. Parents with diverse talents, skills or experience will be encouraged to participate in classroom activities and field trips.

BCCCS established a formal Volunteer Program with targeted recruitment of parents. The Volunteer Program will conduct the screening, training, and monitoring necessary to ensure that the school maximizes volunteer resources safely, efficiently and effectively. Bear Creek Community Charter School anticipates that parent volunteers will be involved in as many aspects of school operation as possible.

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

### **Major fund-raising activities**

The school's Parent Teacher Organization conducted the majority of fundraising activities during the past year in support of student activities such as field trips for each class, assemblies, and other educational programming.

BCCCS Parent Teacher Organization is responsible for all fund raising activities. Planned for the 2007 - 2008 school year are the following.

- Book fair

- Travel excursion ticket raffle
- Christmas candy sale
- Easter candy sale

The Board of Trustees submitted various grant applications. The school was successful in receiving a \$30,000 grant from KaBOOM! through The Home Depot, to fund construction of a community playground at the school. This project will provide enhanced physical fitness opportunities to students attending the school. The Board also submitted a successful grant application for \$25,000 under The Rural Education Achievement Program.

The school is preparing to undertake a capital campaign to fund construction of a new facility, which will serve as an addition to the current school building. This new facility will include classrooms, a multi-purpose room, indoor recreational facilities, and school/community library.

### **Fiscal Solvency Policies**

The Board of Trustees have implemented a numerous policies aimed at fiscal responsibility, including financial controls associated with procurement and purchasing, competitive bidding, cash control, etc. The Board is implementing the National School Lunch Program for the upcoming school year, to ensure we are meeting the dietary needs of our students as well as offset the cost of our food service operations with additional reimbursement. The Board has implemented a conservative and fiscally responsible investment strategy to ensure the school benefits from short-term cash reserves that are targeted for long-term capital improvements to the school campus.

### **Accounting System**

The Bear Creek Community Charter School, through Mosaica Education (education management company) uses Sage MAS 500. Sage MAS 500 ERP streamlines all business functions and provides big picture management insights, along with stability, scalability, and performance. The system integrates with the Pennsylvania State Chart of Accounts for Pennsylvania public Schools and uses Generally Accepted Accounting Principles.

### **Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment**

- Revenues - Expenditures 2006 - 2007

### **Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit**

The Bear Creek Community Charter School's Board of Trustees has engaged the audit firm The Gattuso Group to complete the school's independent financial audit for the

2004-2005 and 2005-2006 school years. Completion of the audit for the school's initial year of operation was not timely due to the delayed start in opening the school and many other factors associated with a new start-up. This audit was completed, and the following items were identified and addressed:

The Gattuso Group has completed all on-site reviews associated with the 2005-2006 independent financial audit. We have made numerous requests to the firm's principal, James Gattuso, and have not yet received the final report. The school has involved its solicitor in attempting to obtain this final work product, and is currently soliciting proposals from other auditing firms to provide this service for the 2006-2007 school year.

### **Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit - Attachment**

- 2005 Audit Report

### **Citations and follow-up actions for any State Audit Report**

There were two findings of reportable conditions in the report filed by The Gattuso Group, Inc. dated 5/15/2007. They are:

1. In-house purchase order and disbursement system was not always followed during the time period audited.

The management is in agreement with this finding as it occurred during the 'start up' of the operation and has since been corrected.

2. Using the accrual basis of accounting, the revenues were not posted in a timely fashion.

The management recognized this error and in consultation with the accounting firm, has made corrections to the accounting practices and is now in compliance with the recommendations.

## **SECTION VII. FACILITY RESPONSIBILITIES**

### **Acquisition of Facilities, Furniture, Fixtures, and Equipment During the Last Fiscal Year**

During the fiscal year 2006 - 2007 the following hard assets were acquired:

- Modular classrooms - 1
- Student desks - 25
- Computers - 5

### **Future Facility Plans and Other Capital Needs**

The school is preparing to undertake a capital campaign to fund construction of a new facility, which will serve as an addition to the current school building. This new facility will include classrooms, a multi-purpose room, indoor recreational facilities, and school/community library.

## **SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES**

## **Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students**

The school conducts monthly fire evacuation drills as required by PA School Code as well as annual weather emergency drills in conjunction with Luzerne County Emergency Management Agency.

The school nurse is responsible for the maintenance of student health and immunization records and audits them annually.

## **Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students - Attachments**

- BCCCS Wellness Policy
- Reimbursement of School Health Svcs.

## **Current School Insurance Coverage Policies and Programs**

Facilities insurance is provided by the Hartford Insurance Company, represented locally by Brown & Brown of Marmora, 1314 S. Shore Rd. Marmora, NJ 08223 including:

Property:

Property & Premises, Business Income, Forgery, Equipment Breakdown.

General Liability:

General Aggregate, Products/Completed Oper. Aggr., Personal & Advertising Injury, Damage to Rented Premises, Medical Expense, Limited Sexual Abuse or Molestation, Educators Legal Liability.

Business Auto:

Liability

Umbrella

Liability Limit, aggregate, and limited sexual abuse

Workers Compensation:

Employer's Liability, Accident and Disease.

Employee Health Insurance

BC/BS of Michigan, Signal Dental and Vision Service Plan

## **SECTION IX. ADMINISTRATIVE NEEDS**

### **Quality of Teaching and Other Staff**

There were 40 staff members during the 2006-2007 school year, with 5 hired in the middle of the year. Three staff members are leaving the school; they are being replaced with new hires, along with five people hired for newly created positions: first grade aide, second grade aide, part time instrumental music, middle school teacher, and science tutor/environmental education coordinator. All of the professional staff members are certified in the instructional area to which they are assigned.

### **Quality of Teaching and Other Staff - Attachments**

- PDE 414
- ESPP approval

### **Student Enrollment**

## Admissions Policy

### Nondiscriminatory Admissions Criteria:

Bear Creek Community Charter School shall fully comply with the provisions of the PA Charter School law with regard to admission policies and procedures, as well as all other applicable state and federal provisions. Bear Creek Community Charter School will be nonsectarian in all respects. Bear Creek has an open enrollment policy. All students residing in the Commonwealth of Pennsylvania who are eligible for enrollment in grades K — 6 are qualified for admission at BCCCS. The school shall not discriminate against any student, employee, or other person on the basis of race, ethnicity, national origin, gender, sexual orientation, or disability. Admission criteria will not consider intellectual or athletic ability, aptitude, disability, race, creed, national origin, religion, or ancestry.

Bear Creek Community Charter School will give admissions preference in the following order to these categories of students:

1. Returning students
2. Siblings of currently enrolled students
3. Students residing in the school district in which the charter school is located
4. Students residing outside the school district in which the charter school is located

### *Withdrawal*

Students may withdraw from Bear Creek Community Charter School at any time. Administrators will request that parents complete a brief withdrawal form and a questionnaire about the reasons for the student's withdrawal. Upon receipt of a release of school records from the new school, the student's records will be sent to the child's new school. BCCCS will keep a copy of the release for school records request on file as documentation of the transfer of the student to his or her new school. Whenever possible, the CAO, or a designated staff person, will conduct an "exit interview" with the family.

### ***Admissions Procedures & Application Process***

Bear Creek Community Charter School's application procedures will be clearly written with our application policies and guidelines incorporated into the application form. Applications will also be available in Spanish. The application will describe the Paragon Curriculum, environmental and technology foci, and highlight the school's parent involvement components. The deadline for submission of applications for enrollment will be April 30. Admission packets will require the following:

1. Admission packets include: name, address, emergency contact, relevant health and safety information/forms, application for free or reduced meals, forms for

transportation (if applicable) and all other information/forms required by the PA charter school law and requirements of the local school district

2. A deadline for submission of the application will be clearly stated
3. Applications will be closely monitored to ensure that the applicant pool reflects the demographic makeup of the community served

If more students submit applications by April 30 than can be accommodated by the school's enrollment capacity, a lottery will be held to enroll students.

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

### ***Lotteries***

During the initial recruitment / enrollment phase, Bear Creek Community Charter School strove to achieve diversity in the potential lottery pool by creating a database to allow the school to continually monitor the demographics of the applicant pool and to highlight any racial, ethnic, or gender balance issues or problems early on. If the applicant pool is unbalanced or appears biased, additional recruitment efforts in poorly represented communities will help round out the pool prior to a lottery. Probability dictates that a diverse applicant pool will likely lead to the desired diversity in the pool selected by lottery.

If the number of applications exceeds the number of seats available in a grade, the school will accept students by a random selection process. The school will grant enrollment preference to returning students, to siblings of students already enrolled in the school, and to students residing in the district. The school will maintain a waiting list of the remaining applicants. The school will notify applicant families within one week of the close of enrollment as to whether their children have been accepted. The following regulations will guide BCCCS's lottery process:

If applications exceed the school's capacity a lottery is held

The admissions lottery policies and processes will be clearly written and reflect state laws regarding random selection

Admission lotteries will be witnessed and occur in a public setting

A neutral party will conduct the lottery on behalf of the school

When the name of one child is drawn, the remaining children from that family will also be admitted.

A waiting list will be maintained in order drawn by lot, if needed, for the admission of students at a grade level should space become available during the school year.

Parents of suspended and expelled students would need to file an application for admissions, as all other parents of potential students would need to do. Suspended or expelled students whose behavior reflected concerns for their personal safety or for the safety of others will be reviewed individually and enrollment decisions will be made in full compliance with Pennsylvania law and with State Board of Education regulations.

### **Waiting Lists**

After all available spaces are filled; waiting lists will be maintained for each grade. There will be complete student files for each student on the waiting list. When a space becomes available in a grade, the parent of the first student on the waiting list will be contacted and given a set period of time in which they can accept the position. If the space is declined, the next person on the list will be contacted.

Once the parent has accepted the position for their child:

The appropriate Request for Transfer form will be immediately sent to the school of origin.

A transportation request will be sent to the appropriate department, if applicable.

Qualifying parents will complete the application for free or reduced lunches.

Parents that need before and/or after school care will be informed about the availability of space in the OASIS Program. If space is available and the parent desires to enroll, all forms for the program must be completed in order to complete enrollment.

The parent is given a copy of the BCCCS's Code of Conduct, and asked to return their signed verification and agreement before the student enters the school.

Emergency cards are completed prior to the student's attendance.

The parent is given a copy of the absentee/tardy policies of the school as well as other office procedures (i.e. visiting the school, drop off and pick up sites, classroom protocol, etc.).

Initial student enrollment 2004- 2005 - 96 students

2005 - 2006 - 256 students

2006 - 2007 - 350 students

2007 - 2008 - 390 students = 100 % capacity with a waiting list

## **Student Enrollment - Attachment**

- Student Admission Policy

## **Transportation**

Transportation for all students (including special education students) is provided in two forms:

1. The sending school district provides transportation if the school is within a 10 mile radius of the school district borders.
- or
2. The parent transports the child if they live outside the 10 mile boundary radius.

## **Food Service Program**

The school will be joining the Free and Reduced Lunch Program for the 2007 - 2008 school year. Student enrollment applications were mailed to all families July 2007. A Point of Sale software program purchase is pending for the beginning of the 2007 - 2008 school year to facilitate the implementation of this program.

## **Student Conduct**

Bear Creek Community Charter School will adopt Mosaica's comprehensive behavior management system and discipline plan. Creating a school culture and an environment conducive to learning is paramount to the Mosaica design. The *Code of Conduct* is a crucial tool in achieving the desired culture and environment at BCCCS. The *Code* delineates the rights and responsibilities of all the members of the school community—students, parents, teachers, administrators, and trustees—to ensure school integrity and to foster an environment conducive to learning.

The *Code of Conduct* will be distributed to parents and students at the beginning of each school year. The parent, student, and teacher will be required to sign the acknowledgment page, stating that the parent understands the *Code of Conduct*, including the consequences of unacceptable behavior by the student. The acknowledgement page also states that the parent has reviewed and discussed the *Code of Conduct* with the child, and that the teacher shares responsibility with the parent to ensure a safe, secure school for learning.

## **Student Conduct - Attachment**

- Discipline policy

# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Charter School Annual Report Summary Data 2007 - 2008

**Name of School:** Bear Creek Community CS

**Date of Local Chartering School Board/PDE Approval:** August 31, 2004

**Length of Charter:** 5 Years    **Opening Date:** September 29, 2004

**Grade Level:** K - 8    **Hours of Operation:** 7:45 a.m. - 3:45 p.m.

**Percentage of Certified Staff:** 100%    **Total Instructional Staff:** 45

**Student/ Teacher Ratio:** 25:1    **Student Waiting List:** 123

**Attendance Rate/Percentage:** 93.0%

**Enrollment:** 343    **Per Pupil Subsidy:** \$663.34

### Student Profile

**American Indian/Alaskan Native:** 1

**Asian/Pacific Islander:** 3

**Black (Non-Hispanic):** 21

**Hispanic:** 5

**White (Non-Hispanic):** 313

**Multicultural:** 0

**Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:** 24%

**Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:** 19

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	185	185	185	0	185
Instructional Hours	0	0	6	6	6.25	0	6.25

## **ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS**

**School Year: 2007**

The Bear Creek Community CS within Luzerne IU 18 assures that the charter school will comply with the requirements of 22 PA Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

1. There are a full range of services, programs and alternative placements available for placement and implementation of the special education programs in the charter school.
2. The charter school has adopted a "child find" system to locate, identify and evaluate children who are thought to be a child with a disability eligible for special education residing within the charter school's jurisdiction. "Child find" data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for effectiveness. The charter school implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The charter school has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The charter school will comply with the PA Department of Education annual report requirements including special education information.
5. The charter school follows the state and federal guidelines for participation of students with disabilities in state and charter school-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The charter school assures the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

**This assurance must be signed by the Board President and the Chief Executive Officer for the charter school to operate services and programs.**

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**Board President**

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**Date**

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**Chief Executive Officer**

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**Date**

**2007 - 2008 Annual Report for Pennsylvania Charter Schools**

**Verify that all DATA reports to PDE are complete**

**YES** \_\_\_\_\_ **NO** \_\_\_\_\_

**SIGNATURE PAGE**

*Identify the charter school's Chief Executive Officer.*

**Name** Margaret S. Foster

**Title** Chief Academic Officer

**Phone** (570) 820-4070

**Fax** (570) 270-6149

**E-mail** pfoster@bearcreekschool.com

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*Signature of the Chief Executive Officer and Date*

*Identify the charter school's President of the Board of Trustees.*

**Name** David M. Blazejewski

**Title** President

**Phone** (570) 829-2920

**Fax** (570) 829-0060

**E-mail** dblaze@ptd.net

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*Signature of the President of the Board of Trustees and Date*

*Identify the charter school's Special Education Contact Person.*

**Name** Margaret S. Foster

**Title** Chief Academic Officer

**Phone** (570)820-4070

**Fax** (570) 270-6149

**E-mail** pfoster@bearcreekschool.com

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*Signature of the Special Education Contact Person and Date*