
Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Charter Annual Report
Monday, February 14, 2011
(Last Accepted: Monday, February 14, 2011)

Entity: Seven Generations Charter School
Address: 154 East Minor Street
Emmaus, PA 18049

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2009 - 2010

Name of School: Seven Generations Charter School

Date of Local Chartering School Board/PDE Approval: 5/11/2009

Length of Charter: 3 years **Opening Date:** 9/8/2009

Grade Level: K - 4 **Hours of Operation:** 8:55 AM - 3:30 PM; 8:30 AM - 3:30 PM [Wednesdays]

Percentage of Certified Staff: 85% **Total Instructional Staff:** 15 Full-time, 3 Part-time

Student/Teacher Ratio: 16:1 **Student Waiting List:** 0

Attendance Rate/Percentage: 93%

Second Site Address, Phone Number and Site Director:
N/A

Summary Data Part II

Enrollment: 198 **Per Pupil Subsidy:** EPSD Regular Ed = \$8276 / Speci Ed = \$17,242

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	3%
Black (Non-Hispanic):	12%
Hispanic:	9%
White (Non-Hispanic):	77%
Multicultural:	0%

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
17%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 20

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	N/A	N/A	180	180	N/A	N/A	360
Instructional Hours	N/A	N/A	913	913	N/A	N/A	1826

SECTION I. EXECUTIVE SUMMARY

Educational Community

The Seven Generations Charter School was chartered in 2009 and completed its first year in June 2010. Seven Generations is located at 154 E. Minor Street, Emmaus, PA 18049. The school itself is housed in a former silk mill [originally built in 1892] and is located near quiet residential neighborhoods, a quaint but thriving small town business district, several local historical sites, the main headquarters for Rodale Publishing, and an expansive local community greenspace.

Seven Generations served 198 students in Kindergarten through Grade 4 during the 2009-10 school year. The general education population is comprised of a diverse group of children that is

representative of the Lehigh Valley region where the school resides. Students representing 16 school districts attended Seven Generations during 2009-2010. Through positive publicity and excellent word-of-mouth, good word has gotten out throughout the Lehigh Valley region about our innovative educational program, our unique learning environment, our strong academic foundation, and our enthusiastic teachers. As a result, we have students coming from around the corner as well as from approximately 30-35 miles away, students coming from the most rural parts of Lehigh County along with students coming from the most impoverished sections of center city Allentown.

The special education population (approximately 10% of the school population) is comprised of children with mild to moderate disabilities. Seven Generations operates with two administrators performing the roles of academic and organizational/financial leader. Seven Generations employed ten full-time certified regular education teachers, one full-time Highly Qualified regular education teacher, two full-time certified special education teachers and two part-time certified teachers in the areas of mathematics and reading education. Seven Generations also employs a Spanish teacher/ESL teacher, Music teacher, Art teacher, and a Phys Ed teacher. There are two full-time classroom [instructional] support teachers. Seven Generations' Board consists of nine members, of which four are parents, including one with extensive experience in finances. The remaining four Board members possess significant experience in non-profit operations, charter school consulting, education (retired teachers) and human resources and marketing.

Mission

The mission of Seven Generations Charter School is to provide an academically rich educational community that creates generations of stewards who respect our world and each other. All members of the Seven Generations Charter School community are committed to creating a public education alternative that promotes sustainability and citizenship with an interdisciplinary, individualized, project-based curriculum.

Vision

- **An integrated learning experience that emphasizes sustainable living practices;**
- **an experiential approach to education that encourages hands-on learning in the community as well as in the classroom;**
- **a culturally rich atmosphere that celebrates the expansive world around us;**
- **an environment of academic excellence that taps into the creativity and uniqueness of each child and that fosters mutual respect.**

Focused on a an underlying theme of environmental sustainability, the foundation of Seven Generations' rigorous academic program is the research-based "using the Environment as an Integrating Context for learning" (EIC) Curriculum Model and associated curriculum framework, which has been shown through extensive research conducted by the State Education and Environmental Roundtable [SEER] to increase student performance on standardized measures of academic achievement in reading, writing, math, social studies and science; reduced discipline and classroom management problems; development of problem-solving, critical thinking and decision-making skills, increased engagement and enthusiasm for learning; and, demonstration of greater pride and ownership in student schoolwork.

As we build our students' knowledge of self and community so too do we build our students' sense of appreciation for the environment and those who contribute to it. This sense of appreciation, we believe, drives our students to become more involved in both their local community and, hopefully, the world at large. The result of this, we believe, instills in our students a better understanding of those factors affecting the community and environment. We believe that this understanding causes our students to become more active as caretakers of the environment as well as more active citizens in the greater community.

We believe that our curriculum, supported by enthusiastic, passionate, dedicated teachers, inspires our students to become excited about learning. Our students quickly come to see Seven Generations as a dynamic and challenging place where learning and citizenship are celebrated. This first exciting involvement in the educational process, we believe, keeps them engaged in the quest for knowledge and the protection of their environment throughout their life.

Shared Values

We believe that in our every deliberation, we must consider the impact of our decisions on the next seven generations. This is the primary philosophical underpinning of Seven Generations Charter School.

We believe that we must always remember that the needs of the children always come first.

We believe in active learning through hands-on experiences that promote inquiry and discussion.

We believe that it is vital for healthy academic, cognitive, intellectual, emotional, and physiological development of all children that they spend time outside in the natural environment on a regular and meaningful basis. This should be integrated into each student's regular school day whenever possible.

We believe that children will embrace the role of being stewards of their environment, be it the natural environment, the man-made environment, or both.

We believe that children will embrace the concept of sustainability and will develop mindful, mutually-respectful behavior that reflects the ideal of meeting one's needs without negatively impacting the capacity for future individuals to meet their needs as well.

We believe that collaborative relationships are vital to the growth of the learning environment. This is true for students, staff, leadership, parents, and the community.

We believe that children should be empowered to make thoughtful and responsible decisions. In addition to knowing how to do things, children should be able to think about, to think critically, to question, and to understand why.

We believe that it is vital to encourage children to not simply tolerate, but to enjoy and to actively search for diversity. We believe that it is vital for children to recognize that many perspectives are necessary to create a complete picture of our world.

We believe that it is vital to encourage children to recognize that world problems are complex and that the search for answers must include research into sciences, human cultures, politics, economics, and the interconnection of social and natural systems.

We believe that, within safe limits, children should uninhibitedly make mistakes, coming to know that each mistake is a profound opportunity to discover new information, and that mistakes are an

essential part of the search for knowledge and that mistakes provide for unparalleled learning opportunities.

We believe that it is vital and healthy to recognize that change and growth is a process, not a single action, and that we must nurture that process so that children can continue to grow in positive ways. Through small, consistent steps, students develop the vital habit of self-improvement, doing things better, little by little, all the time.

We believe that children should be able to comfortably ask for what they feel they need, and to confidently trust that assistance will be available and provided, while also learning that some answers are not always immediate. Additionally, we believe that children, as well as parents and adults in the community, need to know that they have a voice and that that voice should be heard, recognized, and responded to.

We believe that it is essential to recognize that all children learn in different ways and at different rates. Students with learning differences will participate in all aspects of the educational experience with appropriate accommodations, creating a positive learning environment for all. Subsequently, we believe that an inclusive education is the right of every student.

We believe that all stakeholders, administrators, staff, students, and parents/families, should engage in ongoing self-assessment and seek opportunities for improvement and new learning. We should be appropriately self-critical, with a drive towards constant learning, revision, and continuous improvement, in conjunction with accepting responsibility to set high expectations for ourselves and our students.

Academic Standards

Charter School Law, mandated by the State of Pennsylvania, dictates that all charter schools are to be self-managed public schools established with an expressed purpose: "**Charter schools foster innovation and serve as models for traditional public schools.**" True to this mandate, Seven Generations Charter School has successfully embarked on this challenge during its inaugural year of 2009-2010. Our goal is to remain innovative both in our approach to delivering a unique, high quality, standards-based curriculum and our commitment to fostering an atmosphere of collaboration and mutual respect in order to support student, staff, and community learning.

Furthermore, Seven Generations accepts the current and future academic standards as they appear in Chapter 4.4.12 of the 22 PA. Our curriculum will be continually updated and revised using the Pennsylvania content standards. Each year, our teachers will be working collaboratively to update and align the curriculum to ensure that there are no gaps nor repetitions in content.

Based on our baseline data of PSSA results and our EIC curriculum overview and alignment with the state standards, the following plan may be used to develop a quality curriculum for all students:

- Assign standards to specific grade levels
- Develop cross-grade curriculum maps for subject areas
- Outline essential understandings for each standard
- Create meaningful objectives and goals for EIC units and means of assessing student proficiency

- Modify or alter these goals and objectives for students with IEPs

Instructional Practices:

- Collaborative teaching within grades and between grades to ensure that instruction is individualized and effective
- On-going assessment of skills to ensure that students are consistently on the road to proficiency
- Utilization of a "workshop" model of instruction that enables students to have guided and independent practice
- Instruction will continue to be differentiated and experiential to fully engage students in their learning

Assessment Practices:

- Assessment will always be on-going at Seven Generations. Teachers keep anecdotal records and use summative and formative information on all students to create a comprehensive picture of students' strengths and weaknesses. A mixture of tools is used by our teachers to assess student progress. In instances where students fail to make sufficient progress, the Seven Generations' "RADAR" process is initiated and a formal timeline is created with specific goals.

Students are assessed using the following tools:

1. Teacher-made tests
2. Singapore Math assessments
3. Developmental Reading Assessment II
4. Standardized tests
5. Student self-evaluations
6. Teacher anecdotal records
7. Teacher/Student conferences
8. Journaling
9. Project Folders
10. Writing folders
11. Portfolios
12. Rubrics

Student Achievement Analysis:

Every student at Seven Generations will be assessed to ensure that proficiency standards are met and plans are developed for any student who fails to meet these standards. In September, every student's independent and instructional reading levels are determined using the DRA. In addition, student spelling and vocabulary skills are evaluated using developmental skills checklists. For math, students' math abilities are evaluated at the beginning of the year and students are placed in developmentally appropriate math groups. Students at Seven Generations are consistently engaged in inquiry- and project-based learning for science and social studies. Students' learning is evaluated using rubrics and checklists; formal tests or assessments may also be given to determine each student's level of understanding. Two times a year, parent,

teacher and student conferences are held for students' progress to be shared with families. There is time to show student work, discuss future goals, and evaluate current progress.

Strengths and Challenges

STRENGTHS

Through Seven Generations' unique EIC Model Curriculum Framework (EIC- "Using the Environment as an Integrating Context for Learning"), students apply higher-level thinking and creative problem solving when they explore the interface between the natural systems and social/man-made systems that comprise our local school community. Students develop a comprehensive understanding of the complexity of real-world concerns as they investigate how their natural surroundings interact with the diverse cultural, economic, and political systems. In addition, students apply their knowledge and skills, from a variety of subject areas, to studying the systems that define their community.

Through the EIC Model, our educators help students develop their understanding of the interactions among natural and social systems and their community's cultural characteristics. Studying the natural systems in their region involves exploring natural habitats, ecosystems, natural resources or the area defined by the local watershed. Through investigation of local social systems, students also study agricultural, industrial, political, legal and cultural structures. At Seven Generations, we use the environment as a comprehensive focus and framework for learning in all areas: general and discipline-based knowledge, thinking and problem-solving skills, and basic life skills, such as cooperation and interpersonal communications. EIC-based learning is not primarily focused on learning about the environment, nor is it limited to developing environmental awareness. It is about using the a school's surroundings and community as a framework within which students can construct their own learning, guided by teachers and administrators using proven educational practices.

Integrated-interdisciplinary instruction challenges all students by focusing on developing an understanding of the local community studying relevant social and natural systems, structures, functions and relationships. Students who learn within the framework of the EIC Model recognize connections that they were previously unaware of and see how what they are learning fits together to explain the world around them. In addition to providing students with their specialized disciplinary knowledge and skills, EIC Model teaching collaborative teams provide students with a means by which they can gain a holistic understanding of the natural and social systems that constitute their community. Seven Generations will continue to build on its successful use of the EIC Model and will provide opportunities for teachers and support staff to take part in training sessions and to receive technical support that allow them to gain the skills necessary to foster a challenging, integrated, and standards-based learning environment for all of its students.

Research demonstrates that teachers will implement a curriculum successfully only if they have been involved in its development and can adapt it to their specific classroom and school situation. Teachers and schools function in curriculum development at one of three levels (Tanner and Tanner, 1980): (1) imitative maintenance, (2) meditative, or (3) generative. Teachers at the first level are concerned with maintaining and following the existing curriculum. Teachers operating at the second level look at curriculum development as refining the existing curriculum. Teachers functioning on the third level are concerned with improving and changing the status quo. Additionally, teachers working from the third level mindset take an aggregate approach to curriculum development. The curriculum is examined in its entirety by the individual teacher as well as the whole educational staff and questions of priority and relationship and connectivity are asked. Teachers working from this higher perspective use generalizations and problems as the center of curriculum organization and subsequent development and enhancement. They stress broad concepts that specialized subject areas share in common, and they use and develop

courses of study, inquiries, investigations, and projects that cross subject areas. Seven Generations teachers are creative and generative. It is very apparent that our teachers are operating on the third level of curriculum creation, development, implementation, and enhancement.

Additionally, teachers functioning on this higher level of teaching experiment in their classrooms and communicate their insights and experiences to other teachers. The EIC Model requires this type of sharing and collaboration. Our teachers are great consumers of research and have greater responsibility for curriculum decisions at our school and on the classroom level. Seven Generations' teachers exercise independent judgment in selecting curriculum materials and adapting them to the school's needs. Our teachers regard themselves as passionate and forward-thinking professionals and, as such, are continually involved in the progress of making decisions regarding learning experiences for the students attending Seven Generations.

One additional piece to this very strong teaching approach worth noting is the school's connection with the State Educational and Environmental Roundtable [SEER]. Prior to our first year, our entire staff spent a week being trained by a SEER trainer in understanding how this framework can be utilized most effectively and how to maximize the potential of the EIC Curriculum Model. Since that training, Seven Generations has maintained a contractual relationship with the SEER organization. This professional relationship provides our staff with ongoing technical support, professional development, and useful insight. A SEER representative visited Seven Generations twice during 2009-2010 to observe each of our classroom teachers, to review all of the EIC-based instructional units that were created and to help plan for future development, refinement and expansion of our school's curriculum. This support has proved to be invaluable while also serving as a stepping stone to the schools' goal of becoming the first EIC-certified school in the state of Pennsylvania. The SEER organization also provides helpful evaluations of our teaching staff's "buy-in" into the use of the EIC Curriculum Model while also reviewing for areas of limited understanding. We are one of the few schools in the country that opened its doors with a staff completely trained in the use of the EIC Curriculum Model and with all of its students receiving an education grounded in the EIC Model from Day 1.

CHALLENGES

One of the challenges of using the EIC Curriculum Model is that since there is not a reliance on pre-packaged curriculum units or boxed curriculum, there is a great need to build up an adequate, appropriate and useful supply of fiction and non-fiction texts, including such things as biographies and field guides and other age-appropriate reading resources and reference materials. Since we operate on a very limited budget, and our staff has the potential for a variety of needs, this requires creative purchasing, resource sharing, and lots of fund-raising. Seven Generations also places a significantly high emphasis on developing high-level reading and writing skills in its 1st and 2nd graders so that each student is functioning on a proficient or advanced level by the time he or she reaches 3rd grade. This particular emphasis requires having a wide range of books available on multiple reading levels. As with the aforementioned need for primary and supportive texts and resources, Seven Generations must be creative, open-minded and opportunistic in its purchasing of books for its students in the lower grades. Wise and mindful budgeting will play a key role in addressing this challenge.

Additionally, the success of our curriculum is determined by how well we integrate across disciplines and grades. It is critical that our teachers work collaboratively to effectively support integrated learning experiences for our students. An issue that creates a challenge for this necessary level of collaboration is, of course, having time in teachers' schedules that allows for constructive and meaningful collaboration. The teachers' schedules were evaluated and revised during 2009-2010 to allow for additional collaboration time, and the schedule will be adjusted even more during 2010-2011 to encourage an even greater level of staff collaboration.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

The Strategic Plan establishes five goal areas grounded to the school's mission and delineates indicators and action items within each area. The Strategic Planning Committee began meeting during the winter of 2010. Monthly meetings of the Strategic Planning Committee were held with individuals also meeting with ad-hoc subcommittees and doing additional research in between those monthly meetings. In June, 2010, the Strategic Plan was solidified into its current draft and reviewed by the Board of Trustees at their July 2010 meeting. Data collection was started for certain identified areas of the Strategic Plan to begin the establishment of the Strategic Plan baseline data. The Strategic Plan serves as a foundation and a framework for the Board of Trustees and school administration as they guide the school towards achieving the goals of the school's charter and the realizing the vision of the school's Founding Members. The Strategic Plan is viewed as an ever-evolving document, one that will be revised, refined and enhanced during future years. As of the July 2010 Board meeting, the Strategic Plan had not been formally approved. Approval for the Strategic Plan is pending.

Seven Generations students will demonstrate academic excellence.		
Indicator of Success	Person Responsible	2011 Target
PSSA overall scores and levels of proficiency	Molly Watson Linda Mayger	
Student progress report grade level indicators for math and reading (1st and 3rd trimester)	Linda Mayger	
RADAR qualitative annual effectiveness report	RADAR TEam	
SEER annual evaluation of the EIC model implementation	Molly Watson SEER Representative	
Plan of Action	Person Responsible	Timeline
Create EIC team to serve as teacher support	Molly Watson	Spring 2010
Continue writing and refining EIC Units during monthly Wed. afternoon release time	Classroom teachers	2010-2011 school year
EIC-related professional development on inservice days	EIC Team	2010-2011 school year
Distribute 6+1 Traits of Writing books and study guides for summer reading	Jill Summerill	Completed
Grade level teams meet twice per month to review 6 + 1 Traits of Writing resources and student work	Jill Summerill Mara Richardson	2010-2011 school year

	Classroom teachers	
6 + 1 Traits of Writing professional development on inservice days	Jill Summerill Mara Richardson	2010-2011 school year

Seven Generations Charter School will employ sustainable living practices.

Indicator of Success	Person Responsible	2011 Target
Average daily trash out	Brandon Leydic	
Average daily recycling out	Brandon Leydic	
Annual copier paper use (reams per student)	Phil Arnold	
Fuel oil usage	Phil Arnold	
Electric usage	Phil ARnold	
Annual carbon inventory	Cara Owens	First inventory will be done in 2011
Plan of Action	Person Responsible	Timeline
Identified needs will be met first via the process of re-using, recycling, or re-purposing items already available within the school or the school community or the community-at-large	All staff	2010-2011 school year
Identified items that need to be purchased will be purchased from a sustainable resource or from a vendor that offers that item from a sustainable resource or from a vendor that employs sustainable practices	All staff	2010-2011 school year
Small-scale projects will be created/built in the building that are designed to be "off the grid" for electrical and heating purposes	Brandon Leydic	
Develop and implement a school-wide composting program	Brandon Leydic and interested classroom teachers	2010-2011 school year
Increase recycling participation and expand recycling program to cover all available and reasonable recycling options	Environmental committee Second Grade	2010-2011 school year

Seven Generations Charter School will create an environment that fosters mutual respect.

Indicator of Success	Person Responsible	2011 Target
Respect and connection annual survey	Linda Mayger	
RADAR qualitative annual effectiveness report	RADAR Team	
Incident reports- annual percent (total/enrollment), percent of students with one report or fewer, percent of students with ten or more reports	Molly Watson	
Suspensions- annual percent (total/enrollment)	Molly Watson	
Student progress report indicators for respect (2nd and 3rd trimesters)	Linda Mayger	
Plan of Action	Person Responsible	Timeline
Create Responsive Classroom team to serve as teacher support	Molly Watson	June 2010
Send one administrator and at least one teacher for Responsive Classroom training	Molly Watson	July 2010
Distribute <i>Teaching Children to Care</i> and study guide for summer reading	Molly Watson Linda Mayger	August 2010
Create library of Responsive Classroom books	Molly Watson	Summer 2010
Distribute class meeting resource books to each classroom teacher		
Monthly Wed. study groups to discuss Responsive Classroom topics	Responsive Classroom Team	2010-2011 school year
Responsive Classroom training on inservice days	Responsive Classroom Team	2010-2011 school year
Weekly whole school meetings	Responsive Classroom Team	2010-2011 school year

Students, parents, staff members, and community partners of Seven Generations will report that they feel welcomed by and demonstrate that they are connected to the school.

Indicator of Success	Person Responsible	2011 Target
Respect and connection annual survey	Linda Mayger	
Student attendance annual figures	Christine Schreiner	
Percent of students returning	Christine Scheiner	
Plan of Action	Person Responsible	Timeline
Responsive classroom implementation steps (see respect goal.)		
Awaiting input from Community Circle.		

Seven Generations Charter School will be fiscally sound.

Indicator of Success	Person Responsible	2011 Target
Annual financial report	Christopher Sten	
Plan of Action	Person Responsible	Timeline
Awaiting input from fund-raising committee.		

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Grande, Alexander	Seven Generations Charter School	Administrator	SGCS Board of Trustees
Green, Camilla	Seven Generations Charter School	Board Member	SGCS Board of Trustees
Houseal-Allport, Pia	Seven Generations Charter School (Board; Parent)	Board Member	SGCS Board of Trustees
Mahone, Abby	Seven Generations Charter School	Elementary School Teacher	SGCS Board of Trustees
Mayger, Linda	Seven Generations Charter School (staff)	Regular Education Teacher	SGCS Board of Trustees
Rowan, Andy	Seven Generations Charter School	Board Member	SGCS Board of Trustees

Goals, Strategies and Activities

Goal: MATHEMATICS

Description: At least 5% above the state PSSA annual performance indicator will be the criteria of all students to be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

Strategy: Monthly Math Maintenance

Description: Monthly math maintenance exercises will be incorporated into the weekly instructional day of students in grades 3-5. In the event of students who fail to make adequate gains, daily math maintenance exercises will be completed, tracked and analyzed. Instruction will be altered as a result of this data.

Activity: Monthly math maintenance

Description: Math maintenance assessments will be given, assessed and data tracked in grades 3-5.

Person Responsible Timeline for Implementation Resources

Mayger, Linda	Start: 9/7/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: READING

Description: At least 5% above the state PSSA annual performance indicator will be the criteria of all students to be proficient in Reading, as measured by the annual state-wide PSSA assessments.

Strategy: Monthly Reading Assessments

Description: Teachers will use a variety of reading assessment tools on every student at key points in the school year. In the event a student fails to make adequate progress, reading assessments will be increased and the instructional team, including the school's Reading Specialist, will meet to discuss the need for further intervention.

Activity: Reading assessments

Description: Monthly reading assessments will be given to students and data will be analyzed in grades 1-5.

Person Responsible Timeline for Implementation Resources

Grande, Alexander	Start: 9/7/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: STUDENT ATTENDANCE (any school that does not graduate seniors)

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

Strategy: Track Daily Attendance

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

Activity: Tracking daily attendance

Description: Track daily attendance and follow-up with families when necessary

Person Responsible Timeline for Implementation Resources

Grande, Alexander	Start: 9/7/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: Writing

Description: At least 5% above the state PSSA annual performance indicator will be the criteria of all students to be proficient in Writing, as measured by the annual state-wide PSSA assessments.

Strategy: Develop Grade Level Samples of Proficient Student Writing in Grades 1-5

Description: Basic, Advances, and Proficient writing samples will be gathered for narrative, expository and informational pieces in grades 3-5. Narrative and informational pieces will be gathered for grades 1-2.

Activity: Utilization of 6 + 1 Writing Traits program

Description: Teachers will be trained in the use and implementation of the 6 + 1 Writing Traits program

Person Responsible Timeline for Implementation Resources

Grande, Alexander	Start: 9/7/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Statement of Quality Assurance

Charter school has met AYP.

There are currently no supporting documents selected for this section.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

The EIC Curriculum Framework serves as the backbone of our educational program. Through a discussion of EIC, along with descriptions of programs and strategies we use at Seven Generations, we will illustrate how all students' needs are met. Each program we use was selected because it is aligned with the mission and vision of the school and is rigorous and research based.

What makes Seven Generations unique and stand out from other charter schools is our use of the EIC ("using the Environment as an Integrating Context for learning") Curriculum Model and curricular framework. Through our EIC instructional program, students are immersed in interdisciplinary investigations that both broaden their perspectives and deepen their knowledge.

The foundation for Seven Generations EIC curriculum is the PA Academic Standards for Environment and Ecology which focus on the real world and how it works. Integration of all other academic content area flows easily into these standards and our EIC Model. Embedded within our EIC Model is something that is referred to as "systems thinking." Systems are found in both the natural and the social world in which we all live. Examples of natural systems include ecosystems, forests, and streams. Social systems include communities, schools, government, and transportation. Using the environment as the focal point for our curriculum allows Seven Generations students to become immersed in experiential investigations providing them with ample opportunities to apply "systems thinking" to what they are learning.

Through the application of the EIC "systems thinking" approach to teaching, we challenge our students to think about the "whole" by breaking the system into its individual parts. Our students

look at complex issues in a much broader light. Seven Generations students soon discover that any system is merely a sum of its parts.

An experiential, project-based curriculum that promotes hands-on learning in nature and the community as well as the classroom. The EIC curricular framework, developed by the State Education and Environment Roundtable [SEER], is the foundation for the school's educational program. While this approach develops students' environmental awareness, the main goal of the evidence-based model of instruction is to employ a school's particular surroundings and community [natural, social, cultural and historical] as the context for all learning. Incorporating the "best practices" of successful educators nationwide, the EIC framework has been proven to increase student performance on standardized measures of academic achievement in reading, writing, math, social studies and science; improve development of problem-solving, critical thinking and decision-making skills; heighten engagement in and enthusiasm for learning; reduce discipline and classroom management problems, and facilitate students' greater pride and ownership in schoolwork.

The EIC Model emphasizes integrated, interdisciplinary instruction. Research shows that this teaching style enables students to explore deeper connections between subject matter [i.e. how math is related to history and how science and social studies are linked to art and music]; to better synthesize disparate knowledge; to use higher-level thinking to understand complex real-world problems that are shaped by diverse cultural, economic and political perspectives and interests, and to develop more creative approaches to problem-solving.

Additionally, the EIC Model and Seven Generations emphasizes a student-centered, constructivist approach that recognizes diverse learning styles and values each person's contribution to the group. Teachers tap into the creativity and uniqueness of each child, tailoring curriculum to develop individual talents, interests and needs. Students are active participants in a community that welcomes diversity and encourages questioning, thoughtfulness and mutual respect. Students help establish classroom rules of behavior; aid teachers in designing activities, and work collaboratively to gain the knowledge and skills necessary to address issues that affect their world.

Seven Generations believes strongly in an inclusive special education program. Our unique program creates a positive learning environment for all. Students with special needs participate in all aspects of the educational experience with appropriate accommodations and learning support services.

Literacy

We use a Balanced Literacy approach to teach literacy. For reading, grades K-2 use Guided Reading, in combination with reading workshop, independent reading and literacy centers. As students become more proficient readers in grade 3 and above, Guided Reading is replaced by small group instruction with an emphasis on comprehension, analysis and enjoyment of text. There is a shift from learning to read, to reading to learn. Students are assessed frequently so that they are learning in their "zone of proximal development", just one notch above their independent level, where learning happens quickly and efficiently. Throughout the grades, but increasingly in the upper grades, students are exposed to a variety of genres.

In writing we also use a workshop model. Students progress from writing simple narratives in the youngest grades, to writing detailed and well thought out narrative, persuasive and expository pieces. Beginning with the 2010-2011 school year, we will use the 6+1 Writing Traits books as a resource to support the writing workshop. This program will give consistency and common language to our writing program.

A key to both of these models is the individual conferencing that takes place. This allows teachers to get to know their students individually and design instruction especially to meet their current needs.

Another important feature is flexible grouping, which encourages and recognizes academic growth and also allows a teacher to more easily meet a student's needs.

Singapore Math is the series used in grades 1-5. It was selected after a thorough investigation of current US texts and found to be superior in both its content and rigor. The workbooks and texts are used as a guide for pacing and activities; however, SGCS is not text based and instruction by the teachers involves both an uncovering of the mathematical concepts and a building of foundational skills needed. Math Solutions, an approach to teaching math by Marilyn Burns, is also used as a more hands-on, applications based method to teaching mathematics. Students learn the skills and concepts through Singapore Math then practice and apply those skills and concepts with Math Solutions. Math Solutions is used primarily in kindergarten.

Each fall students are assessed and placed into appropriate ability groups using the Singapore Math placement tests. This configuration allows for students to receive instruction based on ability and not chronological age.

Grades K-1: Student instruction is often given in small groups that are fluid and flexible. The goal of the primary years is to build a solid mathematical foundation where students learn through both a mental and a hands-on approach.

Grades 2-5: Student instruction is given in small and large group formats. These groups are fluid and flexible. The goal of the intermediate years is to help transition student understanding of math concepts from the concrete to the more abstract. Students will have opportunities to think about math and its impact on their lives.

Rigorous Instructional Program - Attachments

- Professional Development Approval letter
- Teacher Induction Approval letter
- Teacher Evaluation Plan

English Language Learners

The first goal of the Seven Generations English as a Second Language program is to increase the proficiency of limited English proficient (LEP) students or an English language learner (ELL). Our commitment includes providing a program that is designed to facilitate the achievement in English proficiency and the academic standards under SS 4.12. That allows us to be in accordance with Title 22, Chapter 4 Section 4.26 of the curriculum regulations. The program is intended to provide LEP/ELL students with the skills needed to meet state and national standards of English proficiency. The second goal of the program is to 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 objectives of the ESL instructional program are the development of English proficient skills in listening, speaking, and writing. Our goal is also to provide this in a caring, nurturing environment.

Student participation in the ELL program is based on the needs of the individual students. The results of the Home Language Survey and assessments in listening, speaking, reading and

writing will determine the needs of the student. Every student who enrolls at Seven Generations will complete the Home Language Survey or records from a previous school that include the Home Language Survey will be received and reviewed. When the Home Language Survey indicates that the student was born in another country or that English is not the primary language spoken in the home, the student will be screened using the W-APT to determine whether they will be placed in the ESL program.

If a student is placed in the ELL program, he or she will receive daily instruction from the ELL teacher. The teacher either pulls the student to a resource room or pushes into the classroom. During the Spring of the academic year, the student takes the ACCESS assessment. The ESL teacher uses this tool to track yearly progress. Once the student demonstrates proficiency on the ACCESS assessment, he or she is monitored for two years to ensure continued progress. In 2009-2010, Seven Generations had one student participate in its ELL program.

English Language Learners - Attachment

- LEP/ELL Report

Graduation Requirements

Seven Generations Charter School currently (2009-2010) serves and instructs children in grades K - 4.

Special Education

The attached Child Find Policy outlines the identification procedures that Seven Generations utilizes. We call our Child Find process RADAR.

RADAR is the child study team that provides support for teachers, coordinates additional help for students, and serves as a screening process before special education testing is recommended. The team includes the Special Education Coordinator, an administrator, the math specialist, the reading specialist and the classroom teacher. Parents and support staff are also included in team meetings.

How does the process work?

1. Classroom teachers refer students to the team by filling out a form when they think there is a need for additional academic or behavioral support.
2. The student is assigned a case manager who observes the child and meets with the teacher to discuss the case. For academic referrals, a series of screening tests are given in the subject area of need.
3. The RADAR team discusses the information that has been collected and determines if support is needed.
4. If support is needed, a plan is developed during a RADAR team meeting with the classroom teacher and the parents.
5. Cases are reviewed regularly and students progress is monitored. After review, a student may be determined to no longer need intervention, the intervention may be continued, the intervention may be altered, or a student may be referred for special education testing.

During 2009-2010, Seven Generations served approximately 20 students with special needs (approximately 10% of our final student enrollment for the year). The disability groups served include students with identified learning disabilities, autism, Asperger's, Down's syndrome, and identified speech and language disabilities. Specially-designed instruction is provided by our two certified Special Education teachers as well as our Reading and Math Specialists, depending on the need of the child. All of our students are fully included in the school's curriculum and in all school activities. The Special Education teachers support students' participation in the general education curriculum and classes through a combination of "push in" and "pull out" services focusing on specific academic and/or organizational skill development.

Our instructional strategies for special education students are driven by each student's IEP. During our first year, the goals, objectives, and program modifications were evaluated and revised, as appropriate and as necessary, for each special needs student. The strategies used for the identified children vary and may include one-to-one targeted instruction, small group instruction, and modified requirements or adapted curriculum. The variety of strategies might include direct phonics instruction, kinesthetic approaches to learning math facts or using actual school-based experiences. Whenever possible, these strategies are employed within the regular education classroom.

The professional services contracted by Seven Generations are determined by the goals of the IEP and its related services based on recommendations made in the Evaluation Report (ER). Presently, Seven Generations contracts with a certified speech therapist, a certified occupational therapist and a certified school psychologist. For additional support and guidance, and for use as additional resources, we are in regular contact with PaTTAN and the Carbon-Lehigh IU.

During 2009-2010, all of our special needs students participated in PSSA testing.

Special Education - Attachments

- Child Find Policy
- Positive Behavior Support Policy
- Evaluations, Reevaluations, and Independent Evaluations Policy
- Procedures for Discipline of Children with Disabilities Policy

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Kathy Anthony	1.0	Special Education/Learning Support	Seven Generations	10	Inclusion support; "push-in"/"pull out" instruction
Pam Zebrine	1.0	Special Education/Learning Support	Seven Generations	10	Inclusion support; "push-in"/"pull out" instruction. Responsible for compliance with all IEP-related requirements

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
N/A	0	N/A	N/A	0	N/A

Special Education Program Profile - Chart III

Title	Location	FTE
Rob Aptaker - Instructional Support Teacher	Seven Generations	.25
Stacy Hoch - Instructional Support Teacher	Seven Generations	.25
Molly Watson - Academic Director	Seven Generations	.10

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Jacqueline Hoxie (Therapy Bridges)	Occupational Therapist	3.5 hours/week
Beth Pfeiffer (Therapy Bridges)	Occupational Therapist	3 times/year
Valerie Singley (Therapy Bridges)	Speech and Language Therapist	10.5 hours/week
Dr. Ellen Novik Cohen, Ph.D.	School Psychologist	3 times/year

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA Math	No	No	No	Yes	Yes	No
PSSA Reading	No	No	No	Yes	Yes	No
PSSA Science	No	No	No	No	Yes	No

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
N/A	No						

Student Assessment

2009-2010 PSSA results show that we have 25 students enrolled in Grade 3. Of these students, 60% scored Advanced or Proficient in Reading and 64% scored Advanced or Proficient in Math.

2009-2010 PSSA results show that we have 33 students enrolled in Grade 4. Of these students, 67% scored Advanced or Proficient in Reading and 72% scored Advanced or Proficient in Math.

Our combined scores for 2009-2010 show that our students 69% scored proficient in Math and 64% scored proficient in Reading.

With the 2009 AYP targets of 56% proficient in Math and 63% proficient in Reading, our scores surpassed the AYP requirements. That is, Seven Generations Charter School met AYP in its baseline year.

Since 2009-2010 was our first year of PSSA testing for our 3rd and 4th grades, this would be our baseline year in terms of gathering initial data. Comparing our PSSA test results to other 3rd and 4th grade students is not particularly constructive after Year 1 in terms of deciding where and how to improve upon our instructional strategies since our students would have had approximately six months of instruction under the EIC Curriculum Model (having only begun in September 2009). Rather, we intend to continue to look at each child as an individual learner and, based on his/her own specific areas of challenges, we will design a support strategy that will allow the student to have access to additional support in order to improve in those identified areas. Testing is used as a performance indicator for our annual measurable goals and to ensure accountability to the public. However, their impact on curriculum is minimal compared to our on-going classroom-based assessments in all academic areas. Year to year test scores will be evaluated for each child to provide evidence that our instructional strategies are proving effective.

Furthermore, during this upcoming year, we will focus our professional development activities and in-service programs on effectively accessing the curriculum instruction for identified and at-risk students, on creating highly skilled writers through the implementation of the 6 + 1 Writing Traits program, and on identifying best practices throughout the education system for possible implementation and enhancement of the Seven Generations EIC curriculum.

Student Assessment - Attachment

- Aggregate Scores from Local Tests

Teacher Evaluation

During the 2009-2010 school year, the main features of our teacher evaluation were formal and informal observations and peer coaching. Teachers were observed formally during the year, which included a pre and a post meeting and written feedback. Self-reflection was also part of this process. Informal observations also took place frequently throughout the year. Feedback was given in an informal setting, usually a brief conversation.

Another type of observation that was used this year included observations from our EIC consultant, who visited the school twice during the year. As part of her observation, she reviewed lesson plans and had a post-observation meeting with the teacher and the Academic Director to highlight successes and make recommendations.

Peer observation was also utilized, specifically for new teachers. This provided new teachers with strong models and created opportunities for discussion.

Feedback from community satisfaction surveys was also shared with teachers. In addition, self-reflection and goal-setting based on the EIC Model and pedagogies was part of evaluation.

Teacher evaluations were done by the Academic Director, Mrs. Molly Watson, with support from her mentor, Dr. Ron Attarian, who has served as a principal mentor for PDE. Dr. Attarian holds an administrative certificate.

Professional development for Mrs. Watson included weekly mentoring with Dr. Attarian, attendance at workshops and webinars through PaTTAN and I.U. 21, and regular professional

networking with other established charter schools. Dr. Attarian continued his professional growth through membership in professional organizations.

Teacher Evaluation - Attachment

- Teacher Evaluation Plan

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

The Seven Generations Board of Trustees was sworn in on September 1st, 2009. At the time, the Board consisted of Ken Burak, Lisa Neyen, Dee Lewis, Pia Houseal-Allport, Ann Delazaro, Camilla Greene, and Lisa Moyer. In November 2009, Chris Sten and Mary Evans were sworn in as two additional Board members. In January 2010, Lisa Moyer resigned from the Board due to a personal matter and Mary Evans resigned from the Board in February 2010 due to conflicts with her work schedule. Andy Rowan was sworn in as a Board member in April 2010. Mike Gibson was sworn in as a Board member in May 2010. At the end of the 2009-2010 school year, the Board consisted of nine active Board members.

There were no changes in the administrative leadership. Molly Watson served as the Academic Director/Principal and Phil Arnold served as the CEO/Director of Organizational Development.

Board of Trustees

<u>Name of Trustee</u>	<u>Office (if any)</u>
Pia Houseal-Allport	Co-Chair
Ann Delazaro	Co-Chair
Christopher Sten	Treasurer
Deanne Lewis	Secretary
Lisa Neyen	Trustee
Ken Burak	Trustee
Andrea Rowan	Trustee
Camilla Greene	Trustee
Michael Gibson	Trustee

Professional Development (Governance)

Board training was provided to the seven Board members who were sworn in at the first Board of Trustees meeting [September 2009]. Board training was provided by Synergy Educational Consultants and was facilitated by Dr. Harold Kurtz and included information on the Sunshine Law and the Public officials Act, the school's by-laws, and how to formally conduct a Board meeting for a charter school. Two of the three Board members sworn in after September 1st joined the Board with extensive board experience, having formerly served on other school or non-profit boards -- one having previously served as an elected public school Board of Director and the other having served many years on several non-profit boards. SGCS legal counsel (Latsha Davis Yohe & McKenna) is consulted whenever a question arises regarding interpretation of the Sunshine Law to ensure strict adherence is maintained both in the spirit and the letter of the law.

Board members also received additional training from Synergy Educational Consultants at its first annual Board Retreat in June 2010. That training included information on how Board members should ethically and constructively interact with parents and school staff as well as information on formal Board leadership and administrative oversight.

Coordination of the Governance and Management of the School

During the course of the 2009-2010 school year, the Board began its work towards establishing an effective system of governance while managing the daily operations of the school. The Board coordinates the governance and the management of the school utilizing numerous structures. First and foremost, governance and management occur at monthly Board meetings. (During September, October, November and December 2009 the Board met twice a month.) Other opportunities that facilitate quality governance include the work of an active Board-Administration HR committee and an active Board-Administration Finance Committee, along with Board involvement in the school's Culture & Character Committee. Board members and Administration also attend monthly parent-facilitated meetings and Board members active attend school-based events. The Board and Administration work collaboratively on the review and adoption of school policies. Board meetings are typically filled with much dialogue between the Board and the Administration as well as the general public.

School administrative leadership maintained a positive working relationship with the leadership of the charter-authorizing East Penn School District. Mr. Arnold and Mrs. Watson consulted EPSP leadership on specific matters related to business, policy and procedural management. This information was then shared with the SGCS Board when relevant.

All of these initial practices are focused on insuring that the school activities are in full alignment with the mission and vision of the school and all state and federal regulations.

Coordination of the Governance and Management of the School - Attachment

- Coordination of the Governance and Management of the School

Community and Parent Engagement

Seven Generations Board has strongly encouraged and established an "open-door" policy on both the administrative level and Board level for parents and families at all times. Parents/grandparents/guardians were welcomed in our school and at Board-related events at anytime. Opportunities for parents to be involved at Seven Generations include volunteering in classroom activities, assisting in organizing school-wide community events and school fund-raising events, chaperoning field trips and hikes, and helping to maintain the classrooms, the facility, and the school grounds. The parent community was informed of events and relevant on a monthly basis in the form of a newsletter as well as via email and/or hard copy for specific events and activities. Activities that parents were informed of included (but were not limited to): Board

meetings, Community Circle meetings (Seven Generations' version of a PTO), school celebrations, food drives, community-based environmental education activities, various parent-led committee meetings, and trainings. Parents also were able to meet with the school administrators at an informal "coffee chat" the third Friday of every month and parents were welcomed participants at all Board meetings. Many parents and families participated in organizing our first Hike-a-Thon as well as volunteering on several "Saturday Workdays" (held on the first Saturday of each month throughout the school year) where small facilities-based projects and tasks were tended to. Many families actively participated in the Seven Gen Lends ("Seven Gen Lends-A-Hand") program which helped those families in our school community that were less fortunate obtain clothing or food items or admission to field trip events and school-sponsored activities.

Community partners were invited to have lunch at the school in February during a visit by Grace Lieberman from the SEER organization. The community partners were given the opportunity to learn more about the EIC Curriculum Model and to also meet several teachers. Staff and students also worked directly with several Lehigh Valley community organizations, businesses, individuals and academic institutions, including but not limited to: the Mayor and the Borough Manager of Emmaus, Wildlands Conservancy, Audubon Society, 1803 House, Shelter House, Da Vinci Science Center, Rodale Institute, Emmaus Public Library, Emmaus Compost Center, Muhlenberg College, Lehigh University, Cedar Crest College, DeSales University, Marywood University, Lehigh Valley Zoo, Good Shepherd Rehabilitation, Devon House, Mountains of Hope, Second Harvest Food Bank, Coughle's Recycling Inc., local authors and several area farmers.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

During the 2009-2010 school year, the following fund-raising activities were held: Holiday Market, Scholastic Book fairs, eco-friendly lunch box and snack sack sale, organic t-shirt sale, Equal Exchange/Fair Trade chocolate sale, DVD sales of school-based performances, and a Spring Hike-a-Thon. An Annual Appeal was also initiated at the end of the school year. These fund-raising activities raised approximately \$18,000 for the school; many of the funds have been targeted for specific wish-list items that have been identified by the faculty, the administration, the parent volunteers, and several parent-led committees.

It is planned that many, if not all, of these fund-raising activities will be repeated in the upcoming school year, with the addition of a Board-facilitated Silent Auction event (October 2010). The Silent Auction is intended to be a significant, and *signature*, fund-raising event for the school. Plans are also being developed regarding a major corporate outreach initiative that would successfully generate additional donated funds or in-kind services for the school.

Seven Generations also was the recipient of a \$4000 "Air Quality" grant from the Lehigh Valley-Berks Air Quality Partnership, a \$1000 "Have to Have a Habitat" garden grant from the PA Fish and Game Commission, and a \$2500 grant from the Captain Planet Foundation that was targeted for EIC curriculum development via the SEER organization.

Seven Generations received its Phase I Implementation grant for \$300,000 in December 2009 through the State of PA.

Fiscal Solvency Policies

The Board adopts an annual budget in June prior to the upcoming fiscal year. All purchasing and expense allocation throughout the fiscal year must align with the budget. The school administration and Board monitors fiscal activity, as it relates to the annual budget, on a monthly

basis. This is done both in-house as well as via contracted services with Charter School Choice, a charter school business management services company based in Philadelphia that serves as third-party business manager for Seven Generations. Monthly reviews include accounts payable. It is the policy of the Seven Generations Board to maintain fiscal solvency by doing a thorough review and analysis of the monthly financial statements.

Accounting System

Seven Generation's accounting system is QuickBooks 2008. The general ledger structures and chart of accounts are in accordance with the Pennsylvania Department of Education guidelines. The contracted third-party Business Manager, Charter School Choice, posts all transactions. All Charter School Choice staff are experienced in business management and accounting. All reports are generated to comply with the state's requirements.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachments

- Preliminary Statement of Revenue, Expenditures and Fund Balances
- Preliminary Statement of Revenue, Expenditures and Fund Balances

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

Seven Generations has entered into a contractual service agreement, as of June 18, 2010, with the CPA firm of Buckno Lisicky (located in Allentown, PA) to conduct Seven Generations' 2009-2010 fiscal audit.

This will be Seven Generations' first fiscal audit since 2009-2010 was its first year of formal operation as a charter school. It is scheduled from 8/10/10 through 8/17/10. It is anticipated that the findings will be reported at the October 2010 Board meeting. The audit should be forwarded to the authorizer at that time. There will be no audit attached for 2008-2009 since Seven Generations was not formally operating at that time and therefore no audit was required or performed. Presently, Seven Generations has no citations or follow-up actions for any State audit.

[No attachment for this section at this time.]

There are currently no supporting documents selected for this section.

Citations and follow-up actions for any State Audit Report

No state audit report was received by Seven Generations during the current school year. Seven Generations Charter School has never been audited by the State. Subsequently, Seven Generations currently has no citations or follow-up actions for any State Audit Report.

SECTION VII. FACILITY RESPONSIBILITIES

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

The school's procurement practice, policies, and procedures provide for fair and equitable treatment of all persons or firms involved, assures that supplies, services, and construction are procured efficiently, effectively and at the most favorable prices available to the school, promotes competition in contracting, provides safeguards for maintaining a procurement system of quality and integrity, and assures that the school's purchasing actions are in compliance applicable to federal, state, and local laws.

During the 2009-2010 school year, Seven Generations purchased chairs, desks, tables, computers, network server and software, phones, printers, shelves, white boards, filing cabinets, carpeting, school entrance sign and cubbies at a cost of approximately \$68,000. Seven Generations did not make any facility-related purchases.

Future Facility Plans and Other Capital Needs

This summer our building will have minor renovations completed to accommodate the addition of two 5th grade classrooms (Seven Generations is expanding to K - 5 for 2010-2011), the addition of bathrooms in each Kindergarten classroom, and the reconfiguration of the administrative office and teacher work area (requiring demolition of a wall and construction of two new walls in its place).

Seven Generations has plans to add on an additional two classrooms each subsequent year until it has accomplished its K - 8 school structure, as outlined in the charter. There is hope that we could add sinks in more convenient places in the building [Art room], construct a school playground, and perhaps a school kitchen. There is also interest in possibly transforming a former loading dock into a state-of-the-art eco-friendly library in future years, but at the present time those ideas are strictly only on the drawing board.

Seven Generations is interested in potentially utilizing its unique roof structure for the purposes of adding solar panels. This may involve some roof repair and at the present time, Seven Generations does not have specific plans in place for the addition of the aforementioned solar panels.

Future facility planning and capital needs are integrated into the Strategic Plan in the areas of sustainable living practices, parent/staff/community connectedness and fiscal solvency.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

Seven Generations complies with all health and safety requirements. Fire drills were conducted twice during the course of the school year. In conjunction with a local school district and transportation company, Seven Generations conducted one bus evacuation drill. The school's nurse maintains all required health records, including immunization records and physicals by physicians for entering Kindergartners and dental exams for entering 3rd grade students. Seven Generations maintains the required private medical and dental examination records, provides growth screenings, individual BMI percentiles, vision and hearing screenings, and maintains State of PA TB requirements. As overseen and administered by the school nurse, the school provides, as appropriate, the treatment of acute and chronic illness, first aid, emergency care, medication

administration, and general health counseling. The school nurse, in conjunction with the school's administrative assistant, is also responsible for the acquisition and maintenance of student health records and school immunizations.

It is understood by Seven Generations that the Child Nutrition and WIC Reauthorization Act was signed as Public Law 108-265 in June 2004. This law contains several provisions that impact the federally-funded School Nutrition Programs. Section 204, "Local Wellness Policy," requires that all Local Education Agencies (LEAs) that participate in the National School Lunch Program (NSLP) or School Breakfast Program (SBP) develop and implement a Local Wellness Policy. Seven Generations does not participate in the NSLP or the SBP. Subsequently, Seven Generations is not required to develop or submit a Local Wellness Policy. However, Seven Generations' school nurse facilitates access for our students to receive primary care as well as education for preventive health care. Seven Generations developed a general school health structure that is highlighted by our unique EIC educational process and one that is meant to maintain and improve a student's health status through the promotion of healthy practices in conjunction with healthy activities within the school environment and daily school-based activities.

Seven Generations has complied with State requirements and will submit the 2009-2010 request for reimbursement of report of school health services by the required September due date. Since Seven Generations was not in formal operations in 2008-2009, there will be no attachment that serves as evidence of submission for request for reimbursement of report of school health services for the 2008-2009 school year.

Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students - Attachment

- Evidence of Submission for Request for Reimbursement of Report of School Health Services

Current School Insurance Coverage Policies and Programs

Medical Insurance: Coverage provided through Capital Blue Cross -- PPO

Dental Insurance: Coverage provided through United Concordia - Concordia Flex plan

General Liability: Coverage provided through First Nonprofit

Property: Coverage provided through First Nonprofit

Workers' Compensation: Coverage provided through First Nonprofit

Umbrella Policy: Coverage provided through First Nonprofit

D & O: Coverage provided through Great American Insurance Group

Current School Insurance Coverage Policies and Programs - Attachment

- Insurance Coverage (two certificates)

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

The 2009-2010 school year was Seven Generations Charter School first year of operation. Therefore, all staff were hired at our school for the first time.

During 2009-2010, Seven Generations employed nine full-time certified regular education classroom teachers, two full-time highly qualified regular education classroom teacher [one in Kindergarten, one in 4th grade], two full-time certified special education teachers, one part-time certified math specialist, one part-time certified reading specialist, one part-time certified music teacher, one part-time certified regular education teacher serving as the school Art teacher, one full-time certified Spanish and ELL teacher [job responsibilities included being both the Spanish teacher and the ELL teacher], and one part-time [emergency certified] school nurse. Early in the school year, Seven Generations had to replace a Kindergarten teacher who resigned due to personal reasons and a part-time Spanish teacher/ELL teacher who resigned due to an extraordinarily long commute to work. All other staff remained at Seven Generations for the entire school year.

Quality of Teaching and Other Staff - Attachments

- Completed PDE-414 - Certification Verification Form
- Evidence of Submission for Elementary and Secondary Professional Personnel Report

Student Enrollment

During the initial 2009-2010 enrollment period that took place during May and June 2009, more applications were submitted than we had open seats for only for Kindergarten. Therefore a public lottery was announced and held in June 2009 to fill the final few openings and to create a waiting list (five names). The public lottery was held at the Lower Macungie Library with the Founding Member/Interim Planning Board Treasurer drawing the names out of a hat. The names that were going to make up the K waiting list were students who were "out of district." Students were listed on the waiting list in the order in which their names were drawn. As openings occurred throughout the summer, the next student on the waiting list was contacted and offered a slot. Prior to the beginning of the 2009-2010 school year, all students who had originally been on the waiting list for Kindergarten had been offered an open slot. During the course of the school year, a small waiting list did temporarily occur again for Kindergarten as well as 1st grade; names were listed on the waiting list in the order in which the Seven Generations enrollment applications were received. Prior to the end of the school year, there were no waiting lists for either Kindergarten or 1st grade.

For all enrolling students, parents had to complete PDE's Charter School Enrollment Notification form along with other formal enrollment documents or forms: release of records/release of information form, emergency contact form, Act 372 form [if applicable], Home Language Survey, medical/dental forms [if applicable], student health history form, and an admissions affidavit. All completed and signed forms are maintained in the student's file.

The admittance policy for 2009-2010 for Kindergarten was that a child needed to be 5 years old by September 12th, 2009.

For a child entering Seven Generations from another private or public school or homeschool program, the child is eligible for the grade level following the previous grade successfully completed [including Kindergarten].

2009-2010 Enrollment by Grade Level -

- Kindergarten: 48 initially enrolled; three students withdrew during year; four students added during school year
- 1st Grade: 47 students initially enrolled; one student promoted to 2nd grade (10/2009); three students withdrew during the year; five students added during year
- 2nd Grade: 37 students initially enrolled; three students withdrew during the year; seven new students added during school year [including the student promoted from 1st Grade]
- 3rd Grade: 21 students initially enrolled; five students withdrew during the year; ten students added during school year
- 4th Grade: 23 students initially enrolled; no students withdrew; ten students added during the school year

176 students initially enrolled as of September 8th, 2009. Enrollment as of June 18, 2010, was 198 students.

The reasons children withdrew are as follows:

1. Four children moved [one to NJ; two to Berks County; one to China]
2. Three children [all siblings/one family] withdrew because parents felt that the commute to the school was too far [they were out of district]; they enrolled their children in a small private school local to their home
3. Two children [one family] withdrew to attend a local parochial school
4. One child withdrew because he was awarded a scholarship to a local private school that focuses on children with severe learning disabilities [child has severe dyslexia]
5. One child was withdrawn to be homeschooled
6. Three children were withdrawn in order to return to their home school district[two to East Penn, one to Parkland]

Seven Generations has mostly completed the enrollment process for 2010-2011. There is still one opening for the 4th grade for next year. There are waiting lists of varying lengths covering the respective grades.

Of the 198 students who completed the school year at Seven Generations, eleven have informed the school that they will not be returning.

The reasons given for not enrolling for 2010-2011:

1. One is enrolling in a private school

2. One is being homeschooled
3. Three are returning to their home district only due to long commute to and from school for parents/students
4. One is enrolling in cyber charter school for more specialized instruction
5. Two students have moved out of the Lehigh Valley [one to NC; one to northeastern PA]
6. Three students are returning to their home district with parents reporting that Seven Generations "just wasn't a good fit" either for them as parents or for their child

That means that 187 out of 198 students have chosen to return for 2010-2011. To date, enrollment for 2010-2011 presently stands at 272. That represents 85 new students for 2010-2011. This is reflective of having a full Kindergarten [45 students] and of having full grades in 1st, 2nd, 3rd, and 5th; only 4th grade is presently not filled completely.

In general, only a very small number of students have chosen not to return related to some expressed dissatisfaction or disappointment with Seven Generations; most other non-returning students are choosing other options because of specific life circumstances or because of personal preference for other educational opportunities.

There were no expulsions from Seven Generations during 2009-2010.

Student Enrollment - Attachment

- Student Enrollment Policy

Transportation

Last summer, all school districts located within the legally-mandated 10-mile bus transportation range were notified of students from their districts who would be attending Seven Generations Charter School. All parents residing in those identified districts were given an Act 372 form to complete and submit to Seven Generations on behalf of their child. By completing and returning the form, parents could request or decline bus transportation for their child. Act 372 forms were then forwarded to the student's sending district and/or sending district's contracted transportation company. School districts and/or bus companies informed families via letter or postcard of individual students pick-up/drop-off time and location; some districts and/or bus companies provided the information to Seven Generations and it was our responsibility to forward this information to the families. Throughout the school year, all transportation changes (e.g., address changes) were communicated either by phone or in writing with the corresponding district's transportation office. In the event that no child/children would be riding a bus on a given day, an effort was made to contact the district's transportation office in order to cancel the bus. Prior to making any changes to a child's established pick-up status (e.g., riding home with a peer, being picked up by a parent), the parent needed to put said request in writing.

To ensure all children returned home safely at the end of the school day, several procedures were created and tested during our first year. Revised transportation lists and a list of parent pick-up arrangements were created each day and distributed to school staff who supervise dismissal and departure. Students were assigned specific places in the building to wait with other students riding the same bus. Staff were assigned to monitor specific bus lines. One of their primary responsibilities was to then escort students out to their bus and to ensure that all students walked safely to their bus and then got on their bus. Classroom teachers were responsible for walking

their students outside who were being picked up by a parent (or by some other previously-approved individual). This allowed for teachers to become acquainted with parents or regular pick-up drivers.

One child did have an IEP that designated an abbreviated bus route; subsequently, special transportation arrangements were made through the sending school district's transportation office. This student was escorted from the bus and to the bus each day. This process worked efficiently and positively for this student and the student's family.

There has been some consideration given to changing the location where parents drop off and pick up students who are not riding a bus. The idea behind this consideration is to help reduce some of the congestion that occurs outside the school building where some students are waiting to be picked up by parents as some other students are making their way out to their bus. This possible change will have to be reviewed with the local law enforcement to determine if they would be comfortable with parents using a different section of the street that runs past the front of the school.

Food Service Program

Seven Generations students bring their own lunches from home to school. We do not participate in the Free and Reduced Lunch program. There are no formal food services at Seven Generations. There is an emergency dry food pantry for those in need. If a child comes to school without lunch, we attempt to contact the parent and request that lunch be sent to school. If appropriate follow up does not occur, we attempt to provide the child with appropriate nutrition. Lunches have been provided throughout the year on an as-needed basis. Seven Generations monitors the capacity of families to provide lunch for their children; however, due to the sensitivity on this kind of matter, school leadership completes this monitoring on an informal basis. Seven Generations does not presently have the facilities resources needed to offer a school-based lunch program.

Student Conduct

The overall philosophy of Seven Generations' code of conduct is based in the concept of discipline rather than punishment. Disciplining students begins with recognizing helpful and positive behaviors and ensuring an engaging and challenging learning environment. Using conflict resolution tools that students were taught through a school-wide program called "Kelso's Choices" as well as other conflict resolution processes taught to students by trained support staff and school leadership, students worked on identifying problems and the causes of conflict, telling peers how an action or behavior made them feel, generating solutions and learning how to listen to another's perspective. This model of conflict resolution was utilized in all grade levels. Our goal is to have this approach to conflict resolution become ingrained within our school culture. A school-wide program to be implemented in 2010-2011 is the Responsive Classroom program; this program will serve to enhance the conflict resolution and peaceful resolution processes that were introduced and utilized during 2009-2010. The overarching goal of the school's discipline model is to assist students in developing an internalized sense of responsibility and accountability as well as feelings of self-worth by creating and nurturing a community of engaged learners. When consequences are in order to address a specific inappropriate or unacceptable behavior, those consequences could be characterized as being logical, natural, realistic, and agreeable both to persons delivering and receiving the consequence. Seven Generations complies with state regulations, especially those related to due process. Seven Generations adheres to specific timelines related to suspension of children identified with IEPs.

During the 2009-2010 school year, 10 students were involved in 17 suspension incidents.

No students were expelled.

Student Conduct - Attachment

- Discipline Policies

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2010

The Seven Generations Charter School within Carbon-Lehigh IU 21 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.

**Board
President**

Date

**Chief Executive
Officer**

Date

2009 - 2010 Annual Report for Pennsylvania Charter Schools

**Verify that all DATA reports to PDE are
complete YES _____ NO _____**

Assurance for Compliance with the Public Official & Employee Ethics Act

The original Public Official and Employee Ethics Act (the "Ethics Act") was amended and reenacted in 1989 by Act 9 of 1989 and in 1998 by Act 93 of 1998. (See Act 9 of 1989, 65 P.S. §401, et seq. and Act 93 of 1998, Chapter 11, 65 Pa.c.s. §1101 et seq.) The Act provides that public office is a public trust and that any effort to realize personal financial gain through public office is a violation of that trust. The Act was passed to strengthen the faith and confidence of the people of the Commonwealth in their government. The Act established the State Ethics Commission to administer and enforce the provisions of the Act and to provide guidance regarding the standards established by the Act.

The Seven Generations Charter School assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the "Ethics Act") and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the "Ethics Act" is available on the Ethics Commission's website at: <http://www.ethics.state.pa.us/ethics/site/>

The assurance must be signed by the Chief Executive Officer and Board of Trustees President of the charter school.

Identify the charter school's Chief Executive Officer.

Name: Phil Arnold **Title:** CEO/Director of Organizational Development

Phone: (610) 421-8844 **Fax:** (610) 421-8849

E-mail: phil.arnold@sevengen.org

Signature of the Chief Executive Officer and Date

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

Name: Ann Delazaro **Title:** Co-Chair, Board of Trustees

Phone: (610) 421-8844 **Fax:** (610) 421-8849

E-mail: ad123@ptd.net

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Molly Watson **Title:** Academic Director

Phone: (610) 421-8844 **Fax:** (610) 421-8849

E-mail: molly.watson@sevengen.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- Signature Page