

DELAWARE DEPARTMENT OF EDUCATION

APPLICATION FORM FOR RENEWAL OF A CHARTER

OF A STATE APPROVED CHARTER SCHOOL

CAMPUS COMMUNITY SCHOOL
Name of School

ALLEN ZIPKE
Name of Contact Person

GLORIA W. HOMER
Name of the Head of the Board

21 NORTH BRADFORD ST. DOVER, DE
Mailing Address of Contact Person

AUGUST 1998
Initial Opening Date

736-3300
Telephone Number of Contact Person

FIRST EIGHTH
Grades for School

736-3390
Fax Number of Contact Person

Fourth year enrollment	<u>300</u> number	<u>1st-8th</u> fourth year grade span
Fifth year enrollment	<u>558</u> number	<u>1st-10th</u> fifth year grade span
Sixth year enrollment	<u>581</u> number	<u>1st-11th</u> sixth year grade span
Seventh year enrollment	<u>600</u> number	<u>1st-12th</u> seventh year grade span
Eighth year enrollment	<u>600</u> number	<u>1st-12th</u> eighth year grade span

Note: If this application is approved by the Department of Education and State Board of Education, with or without amendments, the final approved application and any amendments will serve as the approved charter for the school. A charter cannot be altered without the approval of the Secretary of Education and State Board of Education.

TABLE OF CONTENTS

Application Form for Renewal of A Charter of A State Approved Charter School	i
Assurances	ii
Part I: Demonstration of Success	
Overview	1
Meeting the Expectations of a Successful Charter School	1
a) Improving Public Education Overall	3
b) Accomplishment of the mission, goals, and objectives of the education program	8
c) Student Achievement	13
d) Services for At-Risk and Special Education Students	14
e) Financial Efficiency of the Schools	17
f) Management of the Schools	19
g) Compliance with applicable federal, state, and local laws and requirements	27
h) Compliance with the other terms of the charter	29
I) Market Accountability	30
Part II: Plan for the Proposed Charter Renewal Period	
Overview	32
1) Have highly successful school environments	33
2) Utilize high successful teaching and learning methods	34
3) Utilize innovative and highly effective measures of student	37

Assurances

The board of directors of this charter school assure that the school will do the following:

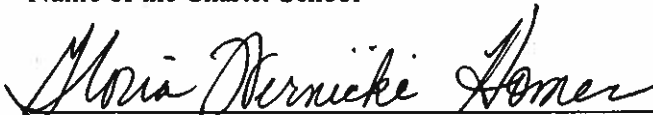
- 1) Operate the school in accordance with the approved charter approved by the Department of Education and State Board of Education.
- 2) Update the application to incorporate any modifications and/or conditions identified as pre-conditions to final approval by the Secretary of Education and State Board of Education as set forth in its written decisions and order. The school's board of directors may not implement any additional modifications to the charter school program or operation without the express written consent of the Department of Education.
- 3) Not discriminate against any student in the admissions process because of race, creed, color, sex, handicap, or national origin or because a student's school district of residence may have a per student local expenditure lower than another student seeking admission.
- 4) Not operate in a sectarian manner or include religious practices in its educational program.
- 5) Participate in the State Assessment Program and meet the requirements for school accountability as described in the Accountability Act of 1998.
- 6) Manage the school within all state administrative and financial systems listed in Del. C., Title 14, Section 512(9), or if the school plans to operate outside of any listed system it has been specifically noted in this application, and the applicant has submitted a formal request to the State Budget Office to initiate a Memorandum of Understanding as described in Del. C., Title 14, Section 512(9).
- 7) Maintain direct communication with other public and nonpublic schools to assure efficient notification of transfers and exchange of records.
- 8) Notify the Department of Education in writing within 30 days when the administrative head or members of the board of directors change.
- 9) Provide the Department of Education with copies of the policies and by-laws of the school and the school's board of directors and inform the Department when by-laws change.
- 10) Before September 1 of each school year, provide the Department of Education with evidence of the certification status of teachers employed at the school.
- 11) Employ only staff who have complied with the requirement of having a successful criminal background check and report to the Department of Education by September 1 of each school year that the school is in full compliance with state law related to this requirement.

- 12) Cooperate fully with Department of Education requests for reporting information and activities related to monitoring the school's compliance with the charter and applicable state and federal laws and regulations.
- 13) Comply with the provisions for a Performance Agreement as required by the Secretary of Education.
- 14) Distribute copies of the Department's **Parent Guide to Delaware Charter Schools** to parents seeking to enroll their child(ren) as well as to parents of enrolled children.
- 15) Conduct all meetings of the board of directors in a manner consistent with the Freedom of Information Act, especially the legal requirements of Del. C. Title 29, Sections 10002, 10003, and 10004.
- 16) Include representation of the teachers employed at the school and parents of students enrolled at the school on the board of directors, consistent with Del. C., Title 14, Section 511(a).

On behalf of the board of directors of this charter school, I agree to these assurances as a condition of the renewal of the charter application.

CAMPUS COMMUNITY SCHOOL

Name of the Charter School



Signature of the Chairperson of the Charter School Board of Directors

Gloria W. Homer

Name of the Signer (type or print)



Date of Signature

PART I: DEMONSTRATION OF SUCCESS

APPLICATION NARRATIVE

Part 1: Demonstration of Success

Overview:

Campus Community School is located at 21 N. Bradford Street, Dover, Delaware. The current facilities are in Bradford Hall on the campus of Wesley College. Bradford Hall is a three-story building. There are 14 classrooms, a computer lab, a music room, an art room, a nurse's office, copy room, and main office. In addition, students use other facilities on campus, such as the swimming pool, cafeteria, library, tennis courts, meeting rooms, etc. There are 300 students enrolled in first through eighth grade. There are 180 instructional days for students; staff works the 180 student days and an additional 17 staff development days.

Enrollment is open to all students in Delaware in grades 1-8. Efforts have been made to attract a diverse student body. The school employs 21 certified teachers, three paraprofessionals, an administrator, two office staff and ten transportation providers. The student/teaching staff ratio is approximately 13 to 1. CCS employs 10 graduate assistants (students with BA degrees currently enrolled at Wesley in a graduate program) full time and also 14 methods students (Wesley Students in their junior year) 25 hours/week, and also hires additional Wesley juniors and seniors as needed.

Campus Community School was founded in a collaboration between a group of parents, community members, and Wesley College faculty members. According to the charter the school was founded in response to the needs to "establish working collaborative models between communities and higher education to improve the condition of today's youth through better education." Support was be provided for teacher change through the collaboration with Wesley College. CCS would also provide a working model of school-based decision making.

The mission statement of the school is: "The Campus Community School seeks to promote growth in knowledge, skills, and habits of mind in children in grades 1-8."

The goals and objectives are:

- a) To provided students with strong academic preparation in language and fine arts, science, mathematics and social studies.
- b) To promote development of students' critical and creative thinking skills.
- c) To incorporate wellness and physical activity into every aspect of the curriculum.
- d) To create integrated learning experiences and curricular structure that allows students to apply knowledge to real-life situations and to recognize and develop their own unique abilities.
- e) To develop a model for community-school higher education partnerships that promote professional development of teachers, provides an in-dept experience based teacher preparation for pre-service teachers, demonstrates best practices of social-constructivist

teaching in an atmosphere that maximizes student growth, and presents a working model of school-based decision making.

- f) To provide means of fostering adult/family participation in children's educational experiences.

Throughout the past three years Campus Community School has been successful in meeting the above objectives and goals. Major achievements have taken place in the areas below:

Teachers have developed curriculum, based on state standards, which challenges students and supports a constructivist approach. They developed an approach to integration of curriculum through a problem solving approach that centers on the development of habits of mind, and not just a quest for coverage. Teachers examined the Delaware State Standards and pulled out the concepts and skills for each grade level. They then wove these concepts and skills throughout a theme based curriculum. Students were able to see how the various traditional parts of a curriculum "fit" together. Performance assessments allow measurements of students' successes through real life measures. Through formal and informal assessments students have shown that they have been successful.

A partnership has been developed with Wesley College that encourages and supports a quality school. Wesley College professors have acted as consultants to Campus Community School. They have provided training and advice that allowed teachers to receive quality in-depth staff development based on the same philosophy. As a result of the interest graduate and undergraduate students have in working at Campus Community School the adult to student ratio has been reduced to approximately one to seven.

Development of a site-based approach to school management has allowed parents and teachers to become partners in operating a successful school. There has not been a top down approach to management. Teachers and parents have a great deal of influence on school programs and policies. A school based decision-making team has representatives from all groups. The SBDMT meets often to make management decisions for the school.

Use of Choice Theory in working with students has promoted trust and a positive atmosphere. Teachers believe that talking with students and respecting their opinions is important. Concepts promoted by Dr. William Glasser have formed a basis for the approach. It is believed that people learn best through cooperation rather than by competition. It is also believed that by working together better quality work and learning will occur.

Parental participation has been viewed as very important. Parents are encouraged to be involved at Campus Community School. An active attempt has been made to seek parental involvement. PTA meetings are seen as a place where information can be obtained and shared. The school encourages parents to come in and visit the classroom.

Spanish is taught to all grades. Spanish is integrated with the subject matter currently being taught in the classroom so students see connections and relevancy.

Student led conferences are held at the end of each trimester. Students all keep portfolios. At conferences with their parents they share their work. Students talk about their strengths and also about areas in which they have difficulty. This allows students to take responsibility for their learning.

Students at Campus Community School wear uniforms. The choice of clothing for the uniform is broad enough that students have choices. Wearing uniforms have avoided making clothes a means of comparison among students.

Meeting the Expectations of a Successful Charter School

a) Improving Public Education Overall

The Process of Curriculum Development

The CCS faculty developed, in its first year, a philosophy for curriculum (Appendix A). CCS teachers use these principles to guide the on-going construction, implementation, and evaluation of their curriculum.

Campus Community School has a four-tiered curriculum framework which is based on its goals for student learning in knowledge, skills, and meta-cognition. The framework is collaboratively constructed in an on-going manner by faculty working at times within their grade-specific teams (1-3, 4-5, 6-8), at other times as a whole faculty, and routinely with content specialists and resource personnel from higher education. School-wide themes, discipline-specific themes, and unit topics that contain specific content and skills, are identified from year to year in a one-week intensive workshop each June and during a 3-day workshop in March.

Teachers write content summaries for all major units of study for the next year. The content summaries are either in text or concept map form. Examples of both forms may be found in the Appendices described below.

Learner activities for every unit are planned within, and sometimes between teams during weekly meetings throughout the year. The framework is described below.

What is contained in Appendix A of this report is the CCS curriculum guide constructed by teachers and used as reference points for curriculum planning and unit development. Because CCS teachers view curriculum as "work in progress", units, when developed (examples are found in Appendix B) may be altered slightly or radically from year to year. Such alteration is linked to teachers' developing grasp of the relationships between content, skills, learners, and constructivist-based praxis.

Level 1: Knowledge and Skills from the Content Standards

CCS teachers use the Delaware Content Standards as the primary source for determining the knowledge and skills CCS students should acquire. The teachers engage in a three-step process of analysis and synthesis of the knowledge contained in ALL of the Delaware State Standards. They DO NOT use the performance indicators for this process, but rather, focus on the meaning in the standards themselves.

In the first step of the process, teachers analyze and separate procedural from declarative knowledge in all the standards.

In step two, they use the results of their analyses to construct concept maps that link essential concepts, and write content summaries that serve as a guide to what it is their students need to know and know how to do. Examples from Mathematics (Essential concepts associated with Number Sense), Social Studies (1-8 topic map and 6-8 topic-specific content summary on Early America), Language Arts/Literature (Essential concepts in Literature Study, Grades 1-8; and Essential concepts in Language Arts, Grades 1-8) and may be found in the curriculum guide to illustrate the nature of this work by CCS teachers.

Skills (procedural knowledge- what it is students should know HOW to do) are pulled away from the declarative knowledge in the standards during step one, and organized separately either as a matrix or concept map. An example may be found from Language, page 36 of the curriculum guide.

In the third step teachers connect the principles and skills vertically to assure that knowledge and skill is built and elaborated from grade to grade, thus constructing a scope and sequence that is standards-based, but also well understood and “owned” by them.

The current scope and sequence are found in the curriculum guide. Specific topics are carried vertically through the grades using concept mapping. The ecology (page 17 of the curriculum guide) concept map is color coded by grade. Units that accompany this map may be found attached to this document as Attachment B.

Level 2: Thematic Strands/Themes from National Standards

In Science and Social Studies the faculty has begun in the 2001-2002 academic year to group topics around essential questions that reflect themes and strands in the national standards. They are engaging in this work in order to help themselves and their students see how, for instance, science is connected within its sub-disciplines (Life, Earth, Physical, Ecology) through such ideas as Balance and Equilibrium, one of the themes of the AAAS standards. This re-grouping has allowed teachers to see, and help their students see, how knowledge is connected and interdependent in the disciplines.

Examples of this work may be found the curriculum guide pages 40-43 (social studies) page 11 (science). The first example illustrates how the faculty have generated larger principles beneath each of the four themes of the AAAS standards (science as inquiry is what drives learning activities ACROSS the topics, rather than what organizes declarative knowledge here, so it is excluded by design). An example of how science topics identified in the state standards will “fall out” under these themes is included, though it is still a work in progress, and is undergoing refinement.

The second example is from social studies, where curricular topics have been organized beneath one of the 10 strands of the national social studies standards (NCSS).

Teachers intend to switch topics in and out of these strands and themes according to their scope and sequence, but are committed to maintaining and refining this level of the curriculum in order to facilitate student understanding of the structure of the knowledge in the disciplines. Not every topic is forced into these strands or themes, but rather, teachers carefully select exemplar topics for them throughout the academic year.

Level 3: School-Wide Themes

To help students see how knowledge between disciplines is connected, teachers plan units of study around year- long themes. They develop working definitions of each of the thematic concepts, and use these as a basis for planning both subject-specific and inter-

disciplinary projects. Again, not every topic is forced into the school-wide theme, nor is every discipline. It is at the level of school-wide theme that the non-classroom specials teachers are pulled into the classroom for interdisciplinary projects. Page 4 – 9 of the curriculum guide shows the school-wide themes and their definitions for the past year.

Thematic planning has become a powerful interdisciplinary approach to teaching that teachers continue to develop. Numerous examples of theme-based interdisciplinary units may be found in teachers' working portfolios for curriculum, an example is included for Spanish/Social Studies, page 68 – 75 of the curriculum guide.

Level 4: Learning How to Learn

Meta-cognitive skills were identified and defined from considering the state standards as a whole, and from work with consultants from higher education. The first year faculty developed a conceptual framework of the essential meta-cognitive skills they wanted CCS students to acquire based on their understanding of the intent of the standards (page 2 of the curriculum guide). They have subsequently developed rubrics that are used to assess students on these skills (page 3 of the curriculum guide) and many meta-cognitive assessments are embedded into projects.

Transferable (to other public schools) Features Contributing to Improved Student Performance at Campus Community School

1) The four-tiered model for curriculum described above is tied to multi-tiered learner outcomes and rubrics that evaluate learner progress toward the outcomes. Students are assessed for content knowledge, skills development, and growth in meta-cognitive abilities such as self-directed learning and persistence.

Teachers who have been successful at CCS have developed a serious commitment to the work of meaningful curriculum development, and to curriculum ownership. They have come to realize that development of exemplary curriculum is integrally tied to their own knowledge growth within the disciplines, their ability to capitalize on peer collaboration, and the depth to which they reflect upon and continually refine instructional approaches based on analyses of learner outcomes. In other words, successful teachers at CCS have become researchers around their own practice, and use curriculum development as one of their research vehicles.

Sustained support for professional development around curriculum and assessment has evolved into staff development model that can be implemented anywhere that teachers wish to engage in professional development around design, implementation, and evaluation of curriculum linked to standards-based student learning. Such professional development has freed our teachers from the pressure of "teaching to the test" because they are familiar and comfortable with the intent of the content standards. They will tell you that they teach to the standards – NOT to the test or to a checklist of performance indicators

2) CCS is a working model of Glasser's Reality Therapy for classroom management. CCS' students are heterogeneously mixed in multi-age classrooms. Additionally, we are an inclusion school. Reality Therapy has proven an effective approach to help all CCS students

learn to accept responsibility for their actions. All staff has participated in Reality Therapy training for approximately two years.

3) CCS is a working model for student portfolio development and evaluation, since they hold parent-teacher conferences based on portfolios three times a year.

4) CCS is a working model for student-led parent-teacher conferences. Since its inception, CCS students have participated in presentation and explanation of their work and how it reflects the grade on their report card (described below) at parent-teacher conferences. This approach has been highly successful over three years, and continues to prove a strong vehicle for developing reflection in our students and an understanding of exactly where the student is with regard to content, skills, and habits of mind for the parent.

5) CCS teachers have developed and use a multi-scaled assessment rubric that replaces the traditional report card. Teachers developed this rubric in the first year of operation, and have used it successfully to assess and evaluate students on three scales: Knowledge growth, skill growth, and meta-cognitive growth. An example of the CCS report card is attached to this page.

6) CCS is a working model of the instructional team approach to special needs students. The special educator works with classroom teachers and other specialists to insure that individual student needs and IEP goals are being met within the classroom setting.

7) CCS integrates specials into the classroom through project-based learning. See curriculum guide, pages 45-75.

8) The curriculum at CCS is NOT text-based. Curriculum money is used to provide a variety of resources, materials, and activities in the school and the community which support the curriculum. This provides our students with a richer and more diverse set of resources that facilitates rather than restricts (as a single text might do) their analytical and synthetic thinking and their ability to make connections between subjects and to the real world.

Campus Community School Student Profile - Uppers 2000 - 2001

Name: _____ Teacher: _____ Grade Level: _____ Days Tardy _____ Days Absent _____

	MATH			LANGUAGE ARTS			SCIENCE			SOCIAL STUDIES			SPANISH				
	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd		
Persistence	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
Reflection	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
Self-Direction	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
Concepts/Skills	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		

INTEGRATION -	1	—	—	1	—	—	1	—	—	1	—	—	1	—	—		
PROJECT CORE	2	—	—	2	—	—	2	—	—	2	—	—	2	—	—		
	3	—	—	3	—	—	3	—	—	3	—	—	3	—	—		
COMPUTER	—			VISUAL ARTS			MUSIC			PHYS. ED.			OTHER				
1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd
Persistence	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Reflection	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Self-Direction	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Concepts/Skills	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

	0	1	2	3	4	5
Persistence	Never attempts	Attempts but gives up quickly	Attempts but stops at first issue	Attempts and works through some issues	Works through most issues	Does not give up until all issues are resolved
Reflection	Never uses past experience or knowledge	Rarely uses past experience or knowledge to form new understanding	Occasionally uses past experience or knowledge to form new understanding	Frequently uses past experience or knowledge to form new understanding	Consistently uses past experience or knowledge to form new understanding	Independently seeks new knowledge. Independently makes connections.
Self-Direction	Refuses direction	Needs constant individual attention	Needs frequent reminders and direction or redirection	Works with minimal direction. Needs only occasional reminders	Works independently	Works independently and initiates further responsibility
Concepts/Skills	Demonstrates no understanding of concepts/skills	Demonstrates limited understanding of concepts/skills	Demonstrates complete understanding of some concepts/skills	Demonstrates complete understanding of most concepts/skills	Demonstrates complete understanding of all concepts/skills	

ASSIGNED TO GRADE _____ FOR THE 20__ - 20__ SCHOOL YEAR TEACHER SIGNATURE _____

Campus Community School Student Profile - Primaries & Middles 2000 - 2001

Name: _____ Teacher: _____ Grade Level: _____ Days Absent _____ Days Tardy _____

	MATH			READING			WRITING			SCIENCE			SOCIAL STUDIES		
	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd
Persistence	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Reflection	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Self-Direction	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Concepts/Skills	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

	COMPUTER			VISUAL ARTS			MUSIC			SPANISH			PHYS.ED.		
	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd
Persistence	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Reflection	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Self-Direction	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
RUBRIC	0	1	2	3	4	5									

Prepared for class
Consistent effort
Good sportsmanship
Always Sometimes Never

Persistence	Never attempts	Attempts but gives up quickly	Attempts but stops at first issue	Attempts and works through some issues	Works through most issues	Does not give up until all issues are resolved
Reflection	Never uses past experience or knowledge	Rarely uses past experience or knowledge to form new understanding	Occasionally uses past experience or knowledge to form new understanding	Frequently uses past experience or knowledge to form new understanding	Consistently uses past experience or knowledge to form new understanding	Independently seeks new knowledge. Independently makes connections.
Self-Direction	Refuses direction	Needs constant individual attention	Needs frequent reminders and direction or redirection	Works with minimal direction. Needs only occasional reminders	Works independently	Works independently and initiates further responsibility
Concepts/ Skills	Demonstrates no understanding of concepts/skills	Demonstrates limited understanding of concepts/skills	Demonstrates complete understanding of some concepts/skills	Demonstrates complete understanding of most concepts/skills	Demonstrates complete understanding of all concepts/skills	

ASSIGNED TO GRADE _____ FOR THE 20__ - 20__ SCHOOL YEAR TEACHER SIGNATURE _____

APPENDIX A



Curriculum Guide

STATEMENT OF PHILOSOPHY FOR CURRICULUM

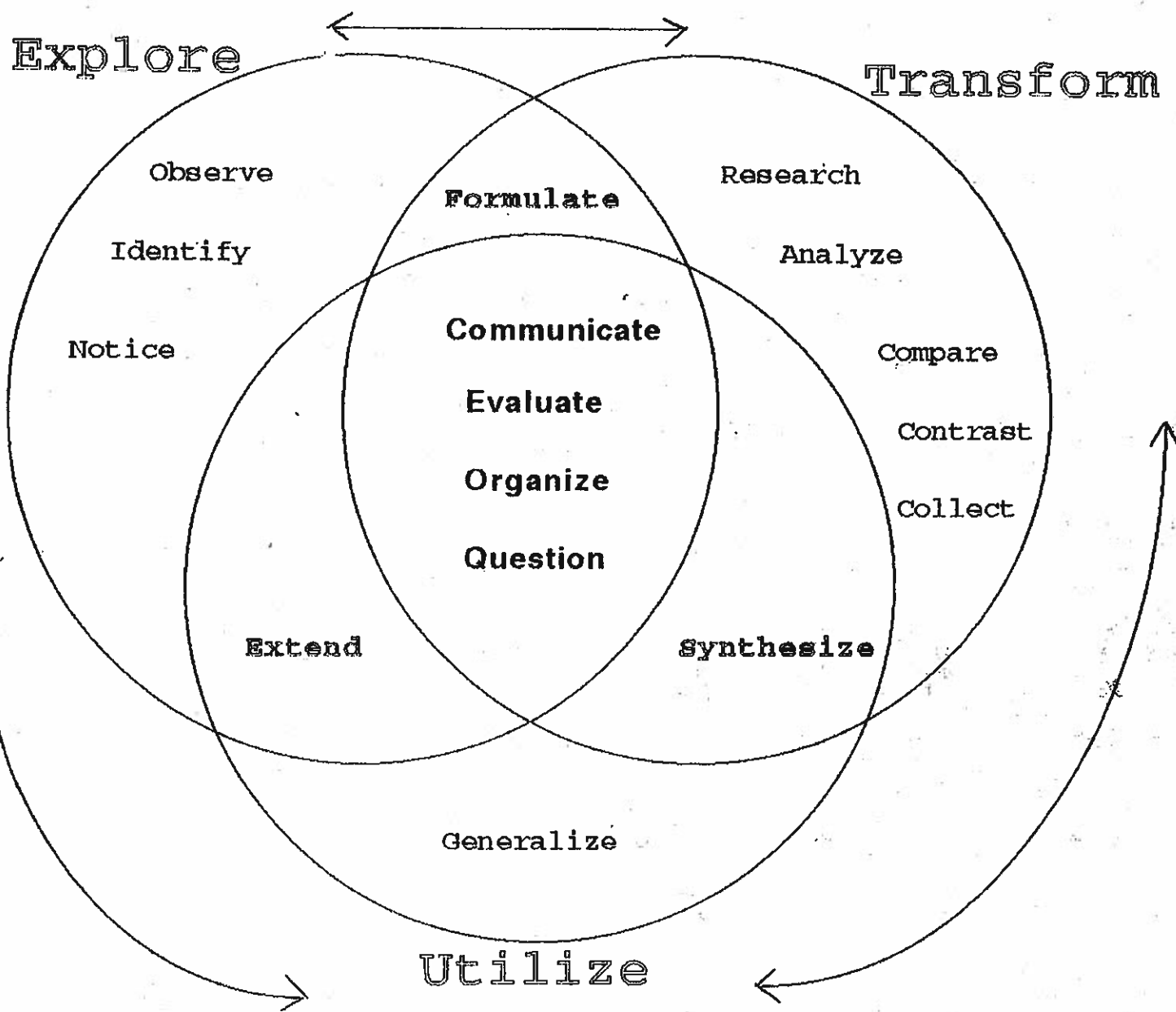
Campus Community School Teachers

June 29, 1999

The teachers at the Campus Community School define curriculum as *the framework of the concepts we teach and the application of those concepts.*

The teachers at the Campus Community School hold the following beliefs about the curriculum:

- The curriculum should reflect valid content .*
- The curriculum should not be tied to a single text or set of texts, but should have available a variety of resources as referents.*
- The curriculum should meet or exceed the criteria in state and national standards.*
- The curriculum should be organized in such a manner that students acquire, through a variety of learning experiences, a deep understanding of all content areas and a working knowledge of how concepts are acquired and organized within each discipline.*
- The curriculum should focus on helping students acquire declarative and procedural knowledge in a concurrent manner.*
- The curriculum should encompass all subjects, including the fine arts, physical education and other languages.*
- The curriculum should be integrated in meaningful and useful ways across the disciplines.*
- The curriculum should be connected in meaningful and useful ways from grade one to grade eight.*
- The curriculum should be flexible enough to encourage and support opportunities for continuous learning, independent of group norms.*
- The curriculum should be dynamic rather than static, and should always be viewed as fluid.*



What
Students
Need to
Do

	0	1	2	3	4	5
Explore Observe	No Attempt	Few or No Details	Some Details	Specific Details, but not fully elaborated	Sufficiently Elaborates Details	Frequent & Exceptional use of Elaborated Details to Formulate Questions
Transform Research	No Attempt	Collect Inappropriate Data	Collects Some Relevant Data	Selects useful Data and is able to Compare & Contrast	Analyze Data	Synthesize & Construct Data into New Meaning
Utilize	No Attempt	Inability to Generalize	Generalizes Inap- propriately	Makes Some Appropriate Generalizes	Uses Generalizations to Construct new Knowledge through Inferences & Deductions	Extends & Integrates Generalizes to new Contexts

Campus Community School Wide Themes

Characteristics, Relationships, System

Structure, Change and Balance

Alike and Different, Cause and Effect

Perspective, Evidence and Explanation

Characteristics, Relationships and Systems

Characteristics:

are distinguishing traits, qualities, and properties of objects

unique characteristics identify individuals

general characteristics identify groups

A trait is an inherent nature of the object

A quality is a peculiar and essential mark(of an object)

A property applies to a quality belonging to an objects essential nature

Relationships

is a connection between two things or parts as being or belonging or working together

may be positive or negative experience

Systems:

are made up of parts which regularly interact to form a whole

has a force or driving purpose that initiates and holds the system together

**Campus Community
1999-2000
School Wide Themes**

Structures

Patterns
Codes
Systems

Change

Transformation
Cycle
Cause/Effect

Balance(Equilibrium)

Interdependence
Diversity
Attributes
Characteristics/Properties
Power/ENERGY

Structure

Foundation
Unique Patterns
Form - Identifiable, Recognizable, Characteristics
Has Parts
Relied On
Complexity
Configuration of Parts
Framework
Inter-related connected
parts dominated by general characteristics of whole
Hierarchy
Complete or Incomplete

- maturation(same "form" more elaborate or larger)
- in response to need or want
- in response to another change
- in response to an imbalance
- in response to a force

Balance and Equilibrium

Diversity

Power

Attributes

Balance and Equilibrium

What is a balance/equilibrium?

How is equilibrium achieved?

- balance is equal
- equilibrium is steady and stable
- balance is a form of equilibrium
- equal action of opposing forces, idea or material objects
- equal distribution of units or elements
- a state of being stable or unchanging but not always static
- balance may not always be desired, necessary or equitable

Alike and Different

When exploring what is alike and different in any given subject what we are really looking at is causes for those effects

Campus Community
2001-2002
School Wide Themes

Perspective, Evidence, and Explanation

Perspective is your point of view which can be explained through evidence or opinion

Perspective:

- is point of view
- can change by broadening or narrowing
- can be intrinsic or extrinsic
- can be physical
- can change by broadening or narrowing
- is different for different people
- is based on life experience (language, history, culture)

Evidence:

- observable proof
- provides support for an explanation
- shapes perspective
- can be central or extraneous to your explanation
- can be documented, analyzed, synthesized and evaluated

Explanation:

- there are different kinds of explanations
- use of evidence to make something understandable to yourself and others

Science

National Science Standards

Strand 1: Systems, Order, and Organization

People make sense of object and events in the natural world through order, organization and systems

Systems are organized groups of related objects or components that form a whole

Order is events and material objects in the natural world that can be grouped according to quality, value, or natural characteristics

Organization is events and material objects in the natural world that can be arranged into a whole with interdependent or related parts

Strand 2: Evidence, Models, Explanations

People collect evidence and develop models in order to create explanations of events and objects in the natural world

Evidence consists of observation and data on which to base scientific observations

Models are tentative schemes or structures that correspond to real objects, events, or classes of events and have the ability to explain natural phenomena

Explanations make something understandable or show logical connections between elements in the natural world

Strand 3: Evolution, Equilibrium

People explain change in the natural world through the processes of evolution and equilibrium

Evolution is the series of changes some gradual and some sporadic that accounts for the present form and function of objects, organism, and natural and designed systems

Equilibrium is a physical state in which forces and changes occur in opposite and off-setting directions, the effect of which is a common state

Strand 4: Constancy, Change and Measurement

People use measurement to provide evidence of change or constancy in the natural world

Change is the process of becoming different

Constancy is the lack of change over time in an object or event

Measurement is a quantitative description of objects or events in natural world

SKILLS IMPORTANT BOTH TO SCIENCE AND READING (58)

Examples of Problem-Solving Skills in Science	Corresponding Reading Skills
Observing	Discriminating shapes Discriminating sounds Discriminating syllables and accents
Identifying	Recognizing letters Recognizing words Recognizing common prefixes Recognizing common suffixes Recognizing common base words Naming objects, events and people
Describing	Isolating important characteristics Using appropriate terminology Using synonyms
Classifying	Comparing characteristics Contrasting characteristics Ordering, sequencing Arranging ideas Considering multiple factors
Designing investigations	Asking questions Looking for potential relationships Following organized procedures Reviewing prior studies Developing outlines
Collecting data	Taking notes Surveying reference materials Using several parts of a book Recording data in an orderly fashion Developing precision and accuracy
Interpreting data	Recognizing cause and effect relationships Organizing facts Summarizing new information Varying rate of reading Inductive and deductive thinking

Campus Community School Science Curriculum Framework

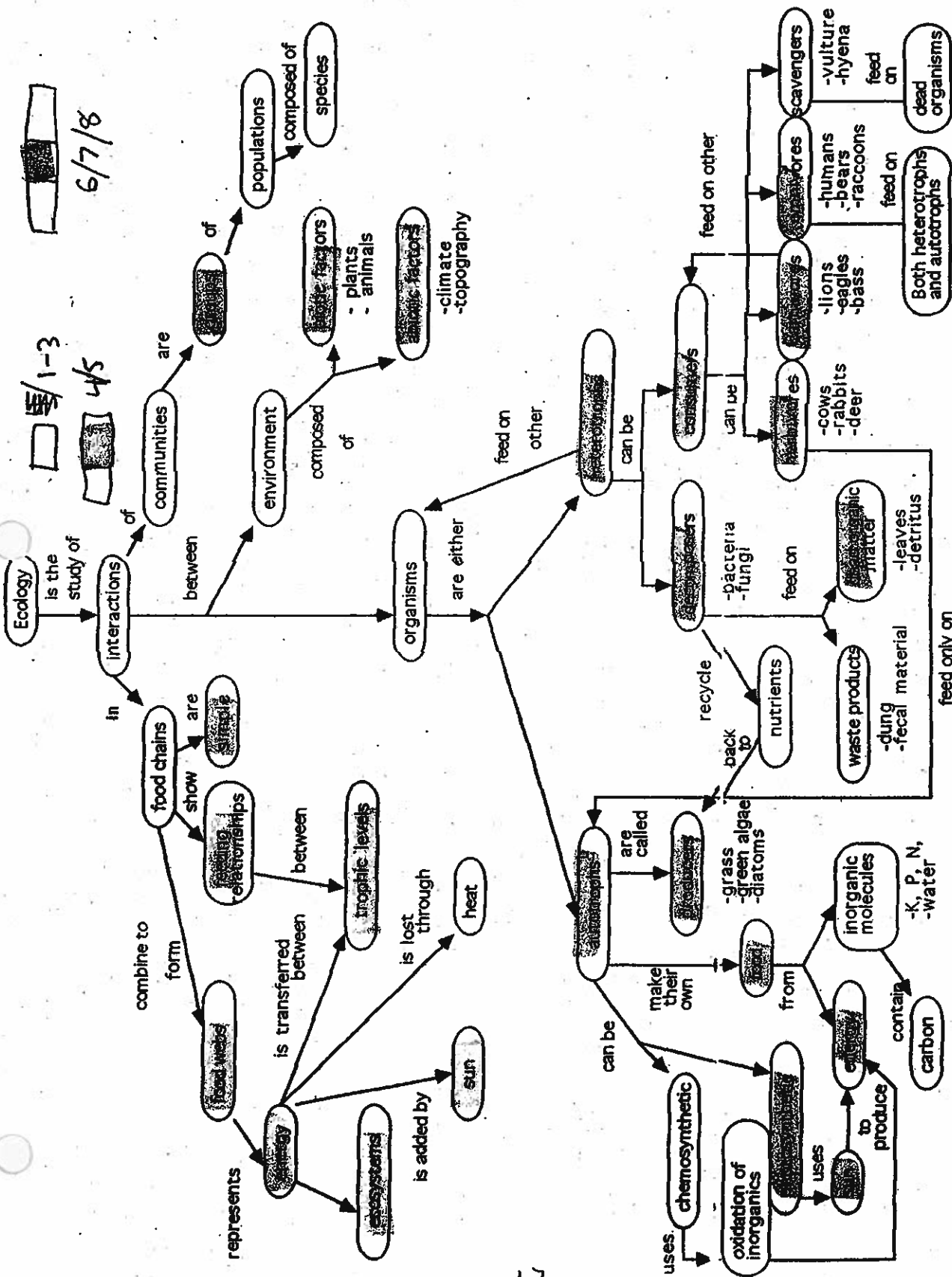
This matrix had been developed in order to “realistically” meet and exceed the state science standards for the state of Delaware. It was designed using the previous three years science curriculum, scope and sequence questions, which were established at a staff during our March in-service week, and directly from the Delaware State Science Standards, which meet the National Science Standards.

Grade	First Trimester Aug- Oct Life Science	Second Trimester Nov- March Physical Science	Third Trimester April- June Earth/Space Science
1st	Life Processes <ul style="list-style-type: none"> • Living vs. nonliving • Interaction between living and nonliving Habitats (definition) State Science Standard 6,8	Forces <ul style="list-style-type: none"> • Gravity • Buoyancy • Magnetism • Friction Matter (Definition and 3 states of water) State Science Standard 2,3,5	Weather <ul style="list-style-type: none"> • Types of precipitation • Water Cycle • Temperature • Clouds Weathering and Erosion Soil State Science Standard 5
2 nd /3 rd Year 1	Habitats <ul style="list-style-type: none"> • Adaptations • Food webs and chains • Diversity of species • Life cycles • Biomes of the World State Science Standard 7	Energy <ul style="list-style-type: none"> • Light • Electricity • Heat • Sound • Changing forms • Law of Conservation State Science Standard 3	Structure of Solar System <ul style="list-style-type: none"> • Day and night • Seasons • Phases of moon • Conditions in Space State Science Standard 5
2 nd /3 rd Year 2	Ecology and Diversity <ul style="list-style-type: none"> • Plant characteristics • Plant and animal relationships • Animal characteristics Human Body Vertebrate/Invertebrate Anatomy Adaptations Natural Selection State Science Standard 6,8	Matter <ul style="list-style-type: none"> • Atoms, molecules, mixtures • Water chemistry • Density • Floating and sinking • How matter changes State Science Standard 5	Earth's Structure <ul style="list-style-type: none"> • Inner structure • Atmosphere • Plate tectonics Rocks Rock Cycle State Science Standard 4

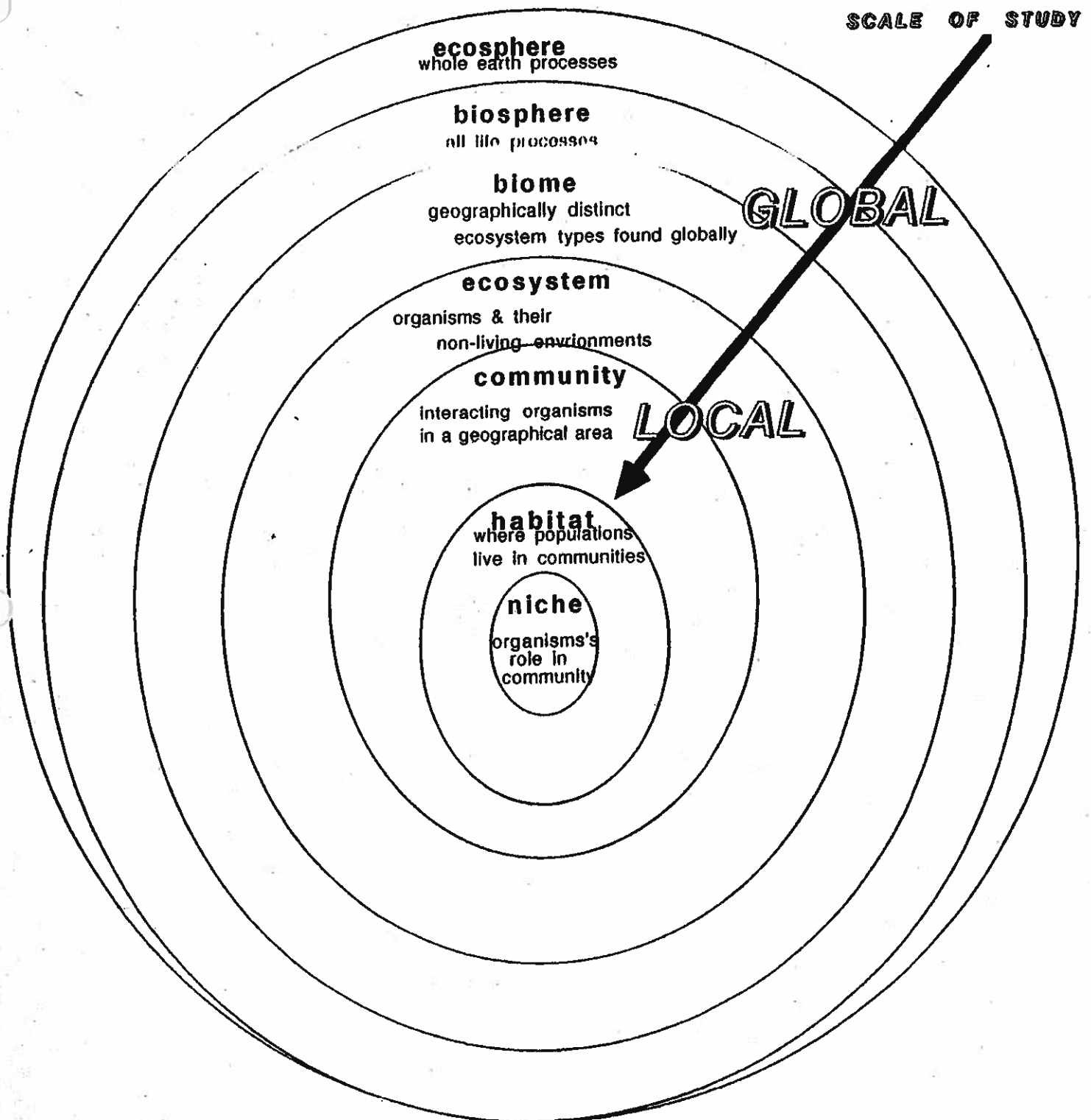
Grade	First Trimester Aug- Oct Life Science	Second Trimester Nov- March Physical Science	Third Trimester April- June Earth/Space Science
4/5 Year 1	Ecosystems Plants <ul style="list-style-type: none"> • Structure • Life Cycles • Importance to Humans Biomes <ul style="list-style-type: none"> • Identification • Compare and contrast Biotic and abiotic factors • Changes over time Diversity <ul style="list-style-type: none"> • Definition • Importance • Preservation Human Impact Human Body <ul style="list-style-type: none"> • Structure/Function Relationships State Science Standards: 1,6,8	Matter Definition Structure of Atoms Molecules/Compounds States of <ul style="list-style-type: none"> • Energy's effects • Movement of molecules within Mixtures and solutions <ul style="list-style-type: none"> • Homogeneous • Heterogeneous Force Definition Types of <ul style="list-style-type: none"> • Gravity • Friction • Magnetism Newton's Laws Relationship with Energy State Science Standards: 1,2,3	Earth's Structure Atmosphere Inner Structure <ul style="list-style-type: none"> • Crust, Mantle, Inner core, Outer core • Plate Tectonics Rocks and Minerals Identification Classification <ul style="list-style-type: none"> • Igneous • Metamorphic • Sedimentary Rock cycle Erosion and Weathering Soil <ul style="list-style-type: none"> • -Composition • -Variations Water Cycle Phase changes Condensation, Precipitation State Science Standards: 1,5
4/5 Year 2	Weather Effects on environment and exploration (S.S.) <ul style="list-style-type: none"> • Interpreting Weather Maps • Fronts, Isobars, Air Pressure • Predicting Weather Human Body Health/Hygiene Ecosystems Adaptations <ul style="list-style-type: none"> • Natural Selection • Physical vs. Behavioral. Diversity Genetics <ul style="list-style-type: none"> • Genes, Heredity, Chromosomes, Alleles, DNA • Cell Division • Punnett Squares • Trait Expression • State Science Standards: 1,6,7	Energy Forms Light <ul style="list-style-type: none"> • Source • Spectrum • Reflect/Refract • Transmit/Absorb Electricity <ul style="list-style-type: none"> • Simple Circuits • Production Heat <ul style="list-style-type: none"> • Conduction • Transfer Law of Conservation Human Uses Production <ul style="list-style-type: none"> • Pollution • Future State Science Standards: 1,3	Space Structure of Solar System Patterns of Movement <ul style="list-style-type: none"> • Cyclical • Elliptical Rotation and Revolution Day and Night Seasons Technological Advances People in Space <ul style="list-style-type: none"> • History • Living Conditions State Science Standards: 1,5

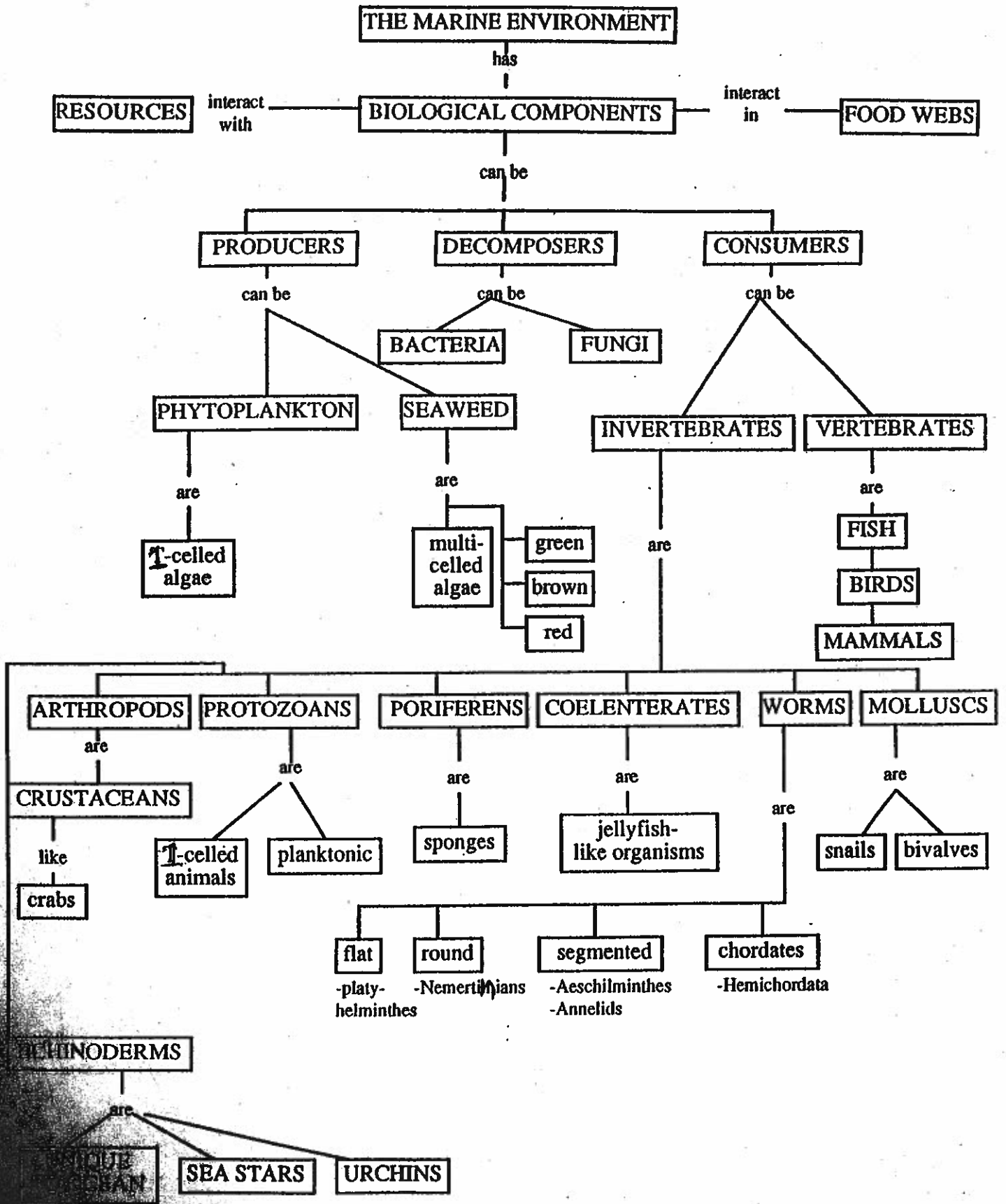
Grade	First Trimester Aug- Oct	Second Trimester Nov- March	Third Trimester April- June
6/7/8 Year 1	Force, Motion, Work, Energy <ul style="list-style-type: none"> Balanced and unbalanced forces Newton's Laws of Motion (speed, velocity, inertia, acceleration) Potential and kinetic energy Energy transfer and transformation Law of Conservation of Energy <p>State Standards 1,3,4</p>	Weather as a System <ul style="list-style-type: none"> Composition of atmosphere Energy transfer from Sun to Earth (radiation, absorption, reflection) Length of day, seasons Water in atmosphere (humidity, dew point, precipitation, cloud formation) Weather fronts (formation, interaction, movement) Development of hurricanes, tornadoes, thunderstorms Weather forecasting Mans influence (global warming, greenhouse effect) <p>State Standards 1,3,7</p>	Microscopic Life <ul style="list-style-type: none"> Cell Theory Classification of living things KPCOFGS Structure and function of the cell Unicellular and multicellular organisms Development of the microscope Microscope skills and use <p>State Standards 1,6,7</p>
6/7/8 Year 2	Astronomy <ul style="list-style-type: none"> Structure and scale of the solar system, galaxy, universe Gravity and its effects on the solar system, galaxy, universe Energy production of the sun (fusion, fission) Formation of stars, galaxies, universe Motion of astronomical bodies and their effects (phases of the moon, length of day, seasons, perceived motion of stars) <p>State Standards 1,3, 4</p>	Ecology <ul style="list-style-type: none"> Energy flow through an ecosystem Classification of organisms (producers, consumers, autotrophs, heterotrophs, trophic levels) Food Webs, ecosystems Changes in populations and population density (speciation, adaptation, succession, carrying capacity) Human management, intervention Natural selection <p>State Standards 1,3,6,7,8</p>	Genetics <ul style="list-style-type: none"> Natural selection, genetic shift Mendelian genetics, Punnett squares, pedigree charts Traits (dominant, recessive, phenotype, genotype) Sexual and asexual reproduction (mitosis, meiosis) Transfer of traits (genes, chromosomes, DNA) Genetic abnormalities and disorders Cloning <p>State standards 1,6,7,8</p>

6/7/8	Geology	Plate Tectonics	Rock and Mineral Formation
Year 3	<ul style="list-style-type: none"> • Types and composition of soil • Formation and soil structure • Structure of matter (elements, compounds, mixtures) • Rock cycle • Rock and mineral characteristics and identification • Structure of the earth, formation and movement of crust • Soils and geologic formations of Delaware 	<ul style="list-style-type: none"> • Development of tectonic theory • Plate boundaries and related formations • Earthquake and volcanic action • Earthquake measurement and detection • Earthquake damage prevention • Faulting, types and causes • Mountain formation (folding, faulting, volcanic action) • Mineral resources exploration and exploitation 	<ul style="list-style-type: none"> • Formation of sedimentary, Igneous, and metamorphic rock • Weathering (physical, chemical, biological) • Pollution and its effect • Mixtures and solutions, rates of solubility • Erosion, river formation and development • Delaware's' watersheds • Delaware's' shorelines structure and formation • Beach replenishment along Delaware's coast <p>State Standards 1,2,5</p>
	State Standards 1, 2,5	State Standards 1,3,5	

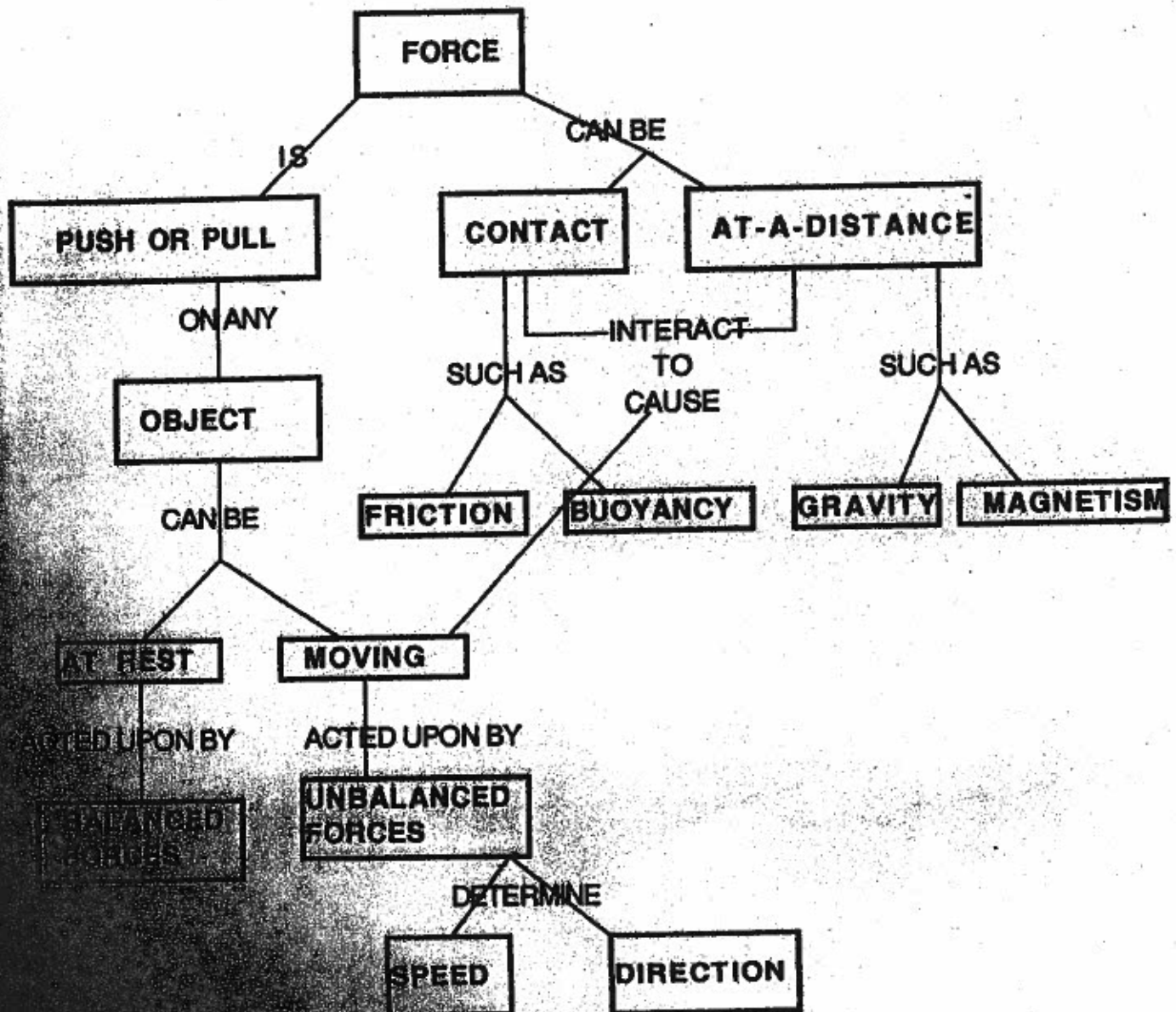


ECOLOGY IS THE STUDY OF NESTED AND INTERDEPENDENT UNITS





K-6 STANDARD- BASED CONCEPT MAP FOR FORCE



Matin

MATH

Measurement/Computation

Systems of Measurement
Order of Operations
Ratio/Proportion
Rational Numbers
 Computation
Circumference, Area,
Surface Area, Volume
Forms of 1

Geometry

2/3 - D Figures
Constructions
Models/Nets
Orthographic Projections
Geometric Properties

Algebra

Multiple Representations
Interrelationships
Algebraic Expressions
Solve Equations/Proportions
 and Inequalities

Probability/Statistics

Collect, Organize, Describe
Display Data
 Histogram, Box/Whisker,
 Stem/Leaf
Mean, Median, Mode
Populations
Sample Space
Theoretical Probability
Experimental Probability

Patterns, Relationships and Functions

Number Patterns
Geometric Patterns
Real world Patterns

Math Curriculum Matrix

	Mathematical Processes Problem Solving, Communication, Reasoning, Connections	Measurement and Computation	Number Sense	Algebra	Geometry	Statistics	Patterns, Relationship, and Functions
Grade 1	<p>Mathematical materials and tools</p> <p>Counting, Comparing, and Combining Quantities</p> <p>Recording solutions with pictures and numbers</p> <p>Develop strategies for solving problems</p> <p>Recording strategies for solving problems using picture, numbers, and worlds</p> <p>Describing Data</p>	<p>Develop language to describe and compare weights, capacities, and lengths</p> <p>Estimate quantities, weights, and lengths</p> <p>Weigh objects with a balance</p> <p>Techniques for filling, comparing capacities and measuring lengths</p> <p>Compare weights, capacities and length using measurements</p> <p>Describe measurements that can not be measured in exact whole units</p> <p>Solve addition problems to 20</p> <p>Solve two digit addition problems, no regrouping</p>	<p>Counting and comparing quantities</p> <p>Addition combinations</p> <p>Reading, writing and sequencing numbers to 100</p> <p>Finding combinations of number to about 20</p> <p>Finding the totals of several 2's, 4's, 5's, or 10's</p> <p>Explore place values 1's, 10's, 100's from concrete to abstract</p>	<p>Solve problems with missing addends</p> <p>Use algebra vocabulary</p>	<p>comparing 2-D and 3-D shapes and their characteristics</p> <p>Construction and representing 2-D and 3-D shapes</p> <p>Developing vocabulary for 2-D, 3-D shapes</p>	<p>Sort and categorize objects and data</p> <p>Collect and keep track of data</p> <p>Invent and interpret representations of data</p>	<p>Calendar features and cyclic nature of the sequence of months</p> <p>Create patterns (number, letter, color, geometric, etc)</p>

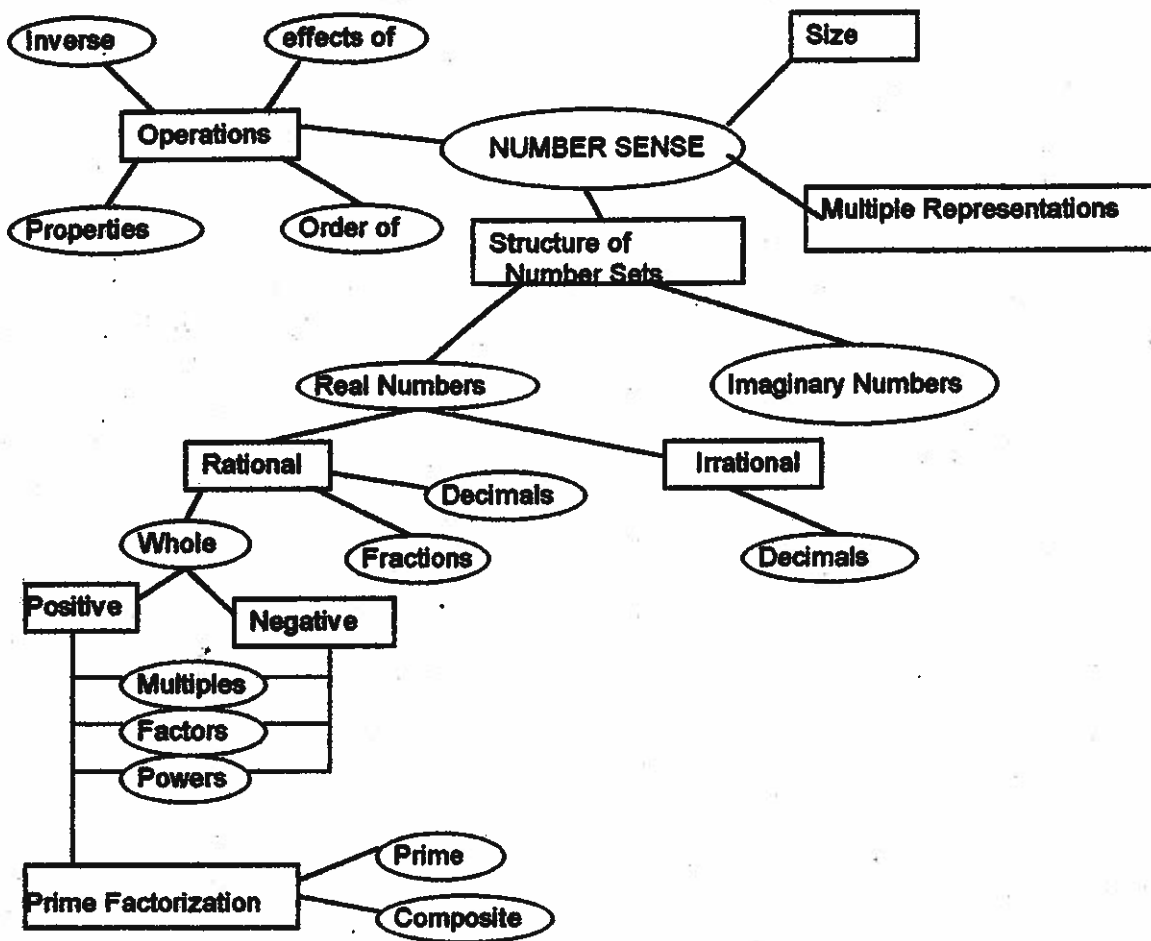
Math Curriculum Matrix		Measurement and Computation	Number Sense	Algebra	Geometry	Statistics	Patterns, Relationship, and Functions
Grade 2-3	<p>Mathematical Processes Problem Solving, Communication, Reasoning, Connections</p> <p>Counting</p> <p>Strategies for adding and subtracting, comparing numbers</p> <p>Describing and Interpreting data representations</p>	<p>Adding Combinations</p> <p>Numeration through 100</p> <p>Adding coins</p> <p>Combining coins</p> <p>Estimating Length</p> <p>Measuring lengths through direct and indirect comparisons</p> <p>Measuring in standard (U. S. Standard and Metric) and nonstandard units</p> <p>Multiplication with groups</p> <p>Multiplication with arrays</p> <p>Division</p>	<p>Counting and grouping</p> <p>Odd and Even Numbers</p> <p>Fractions as equal parts</p> <p>Fractions as regions</p> <p>Equivalent Fractions</p> <p>Mixed Numbers</p> <p>Fractions and Decimals</p> <p>Relationship between multiplication and division</p> <p>Factors and Multiples</p> <p>Numbers above and Below zero</p>	<p>Solve problems with missing addends</p> <p>Use algebra vocabulary</p> <p>Inverse operations</p>	<p>Sorting and Describing 2-D and 3-D shapes</p> <p>Building Polygons and Polyhedra</p> <p>Composing and Decomposing 2-D and 3-D shapes</p> <p>Patterns for solids</p> <p>Symmetry</p> <p>Measuring areas using whole and half units</p> <p>Compare areas of rectangles with different dimensions</p> <p>Slides, Flips, and Turns</p> <p>Congruence</p>	<p>Sorting and Classifying information</p> <p>Collecting, recording and representing data</p> <p>Venn diagrams to represent and compare data sets</p> <p>Collecting data from an experiment</p> <p>Inventing ways to represent data (visually)</p> <p>Range</p> <p>Outliers</p> <p>Analyzing data</p>	<p>Patterns on the 100 chart</p> <p>Sequencing</p> <p>Representing events in time</p> <p>Representing patterns</p>

Math Curriculum Matrix		Measurement and Computation	Number Sense	Algebra	Geometry	Statistics	Patterns, Relationship, and Functions
Grade 4-5	<p>Mathematical Processes Problem Solving, Communication, Reasoning, Connections</p> <p>Use number characteristics to solve problems (multiples, factors, even, odd, prime and square)</p> <p>Strategies for estimating and solving computation problems</p> <p>Model operations with the four basic operations</p> <p>Making theories, statements, conclusions, and recommendations based on organized data</p>	<p>Compute with fractions, decimals, and percents using models and notation</p> <p>Remainders</p> <p>Measuring and estimating length, weight, volume, and time</p> <p>Using and comparing U.S. standard and metric measures</p>	<p>Exploring Number composition through repeated addition, skip counting, finding factors and factor pairs, and using a calculator to check for divisibility</p> <p>Equivalent fraction, decimals and percents</p> <p>Comparing and ordering fractions, decimals, and percents</p> <p>Breaking fractions, decimals and percents into familiar parts</p> <p>Relating multiplication and division</p>	<p>Coordinate grids</p> <p>Making, interpreting and comparing tables, graphs, and stories that show accumulated distance and speed</p> <p>Relationships among distance, time and speed</p> <p>Using graphs to describe rates of growth</p> <p>Relating position/time and velocity/time graphs</p> <p>Relationships between variables in a set</p>	<p>Properties of regular and nonregular polygons</p> <p>Relationships among turns, angles, and other characteristics of polygons</p> <p>Similar polygons</p> <p>Volume and units of volume</p> <p>Determining volumes of rectangular prisms, and other geometric solids</p> <p>Relating the dimensions of a shape to its volume</p>	<p>Verbal and numeric descriptions of probability</p> <p>Probability as a measure of quantity</p> <p>Select events most likely to occur</p> <p>Planning, conducting and presenting surveys</p> <p>Fair games(equal probability)</p> <p>Collecting, compiling, organizing, representing and analyzing data</p> <p>Median</p>	<p>Building, extending, and describing tile patterns that grow with regular number patterns</p>

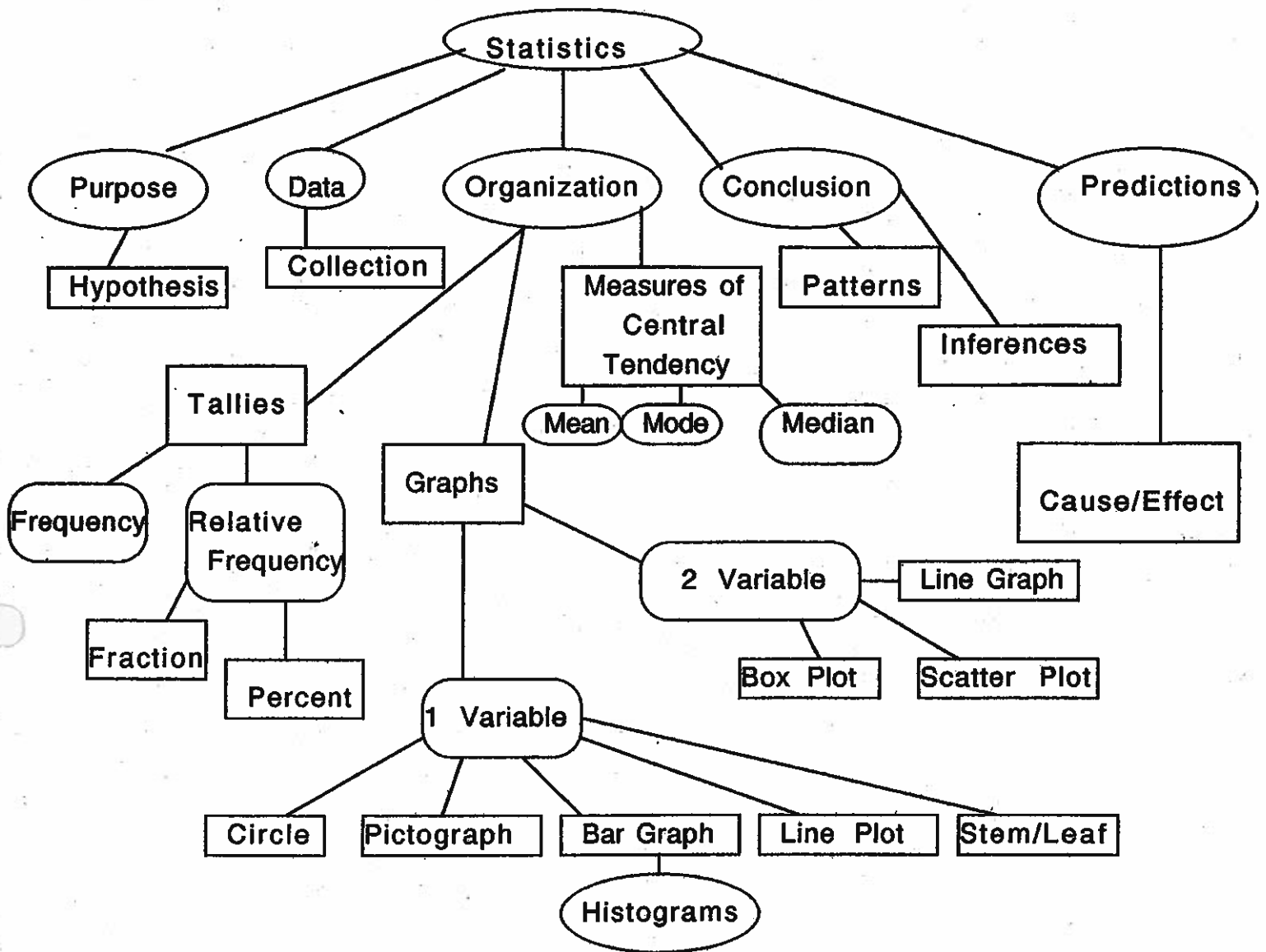
Math Curriculum Matrix						
	Mathematical Processes Problem Solving, Communication, Reasoning, Connections	Measurement and Computation	Number Sense	Algebra	Geometry	Statistics
Grade 6 - 8	Real World Problems, Explanations with Mathematical Justification	Systems of Measurement Order of Operations Ratio/Proportions and Percents Rational Number Computations Circumference Area Surface Area Volume	Number Sets Properties Factors Multiples Forms of 1 Prime, Composites Number Representations (Whole, decimal, fractions)	Relationships Linear, Exponential, Quadratic Multiple Representations of Relationships Algebraic Expressions and Equations Solving Equations, Proportions, and Inequalities	Two and Three Dimensional Figures Characteristics and Properties Constructions Models/Nets Orthographic Projections Geometric Properties Transformations, Reflections, Rotations Similarity	Collect, Organize and Describe Data Display Data Histogram, Box/Whisker Stem/Leaf Scatter Plot Mean, Median, Mode Population Sampling Sample Space Theoretical Probability Experimental Probability Predictions
						Patterns, Relationships, and Functions Number Patterns Fibonacci Pascal's Triangle Geometric Patterns Real World Patterns Tesselations Fractals Predictions based on Patterns Relationships Linear, Exponential and Quadratic

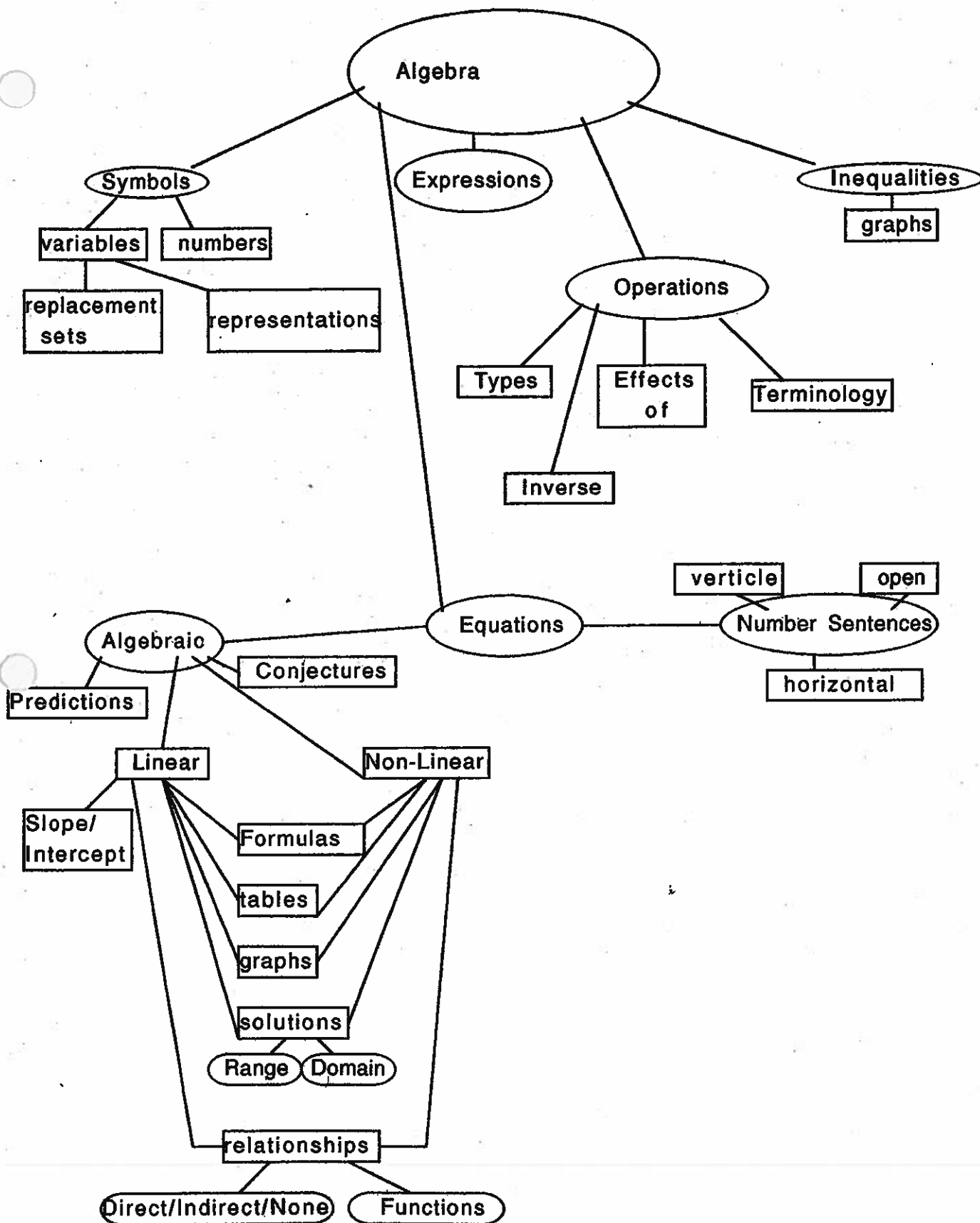
NUMBER SENSE

Revised 6/25/99

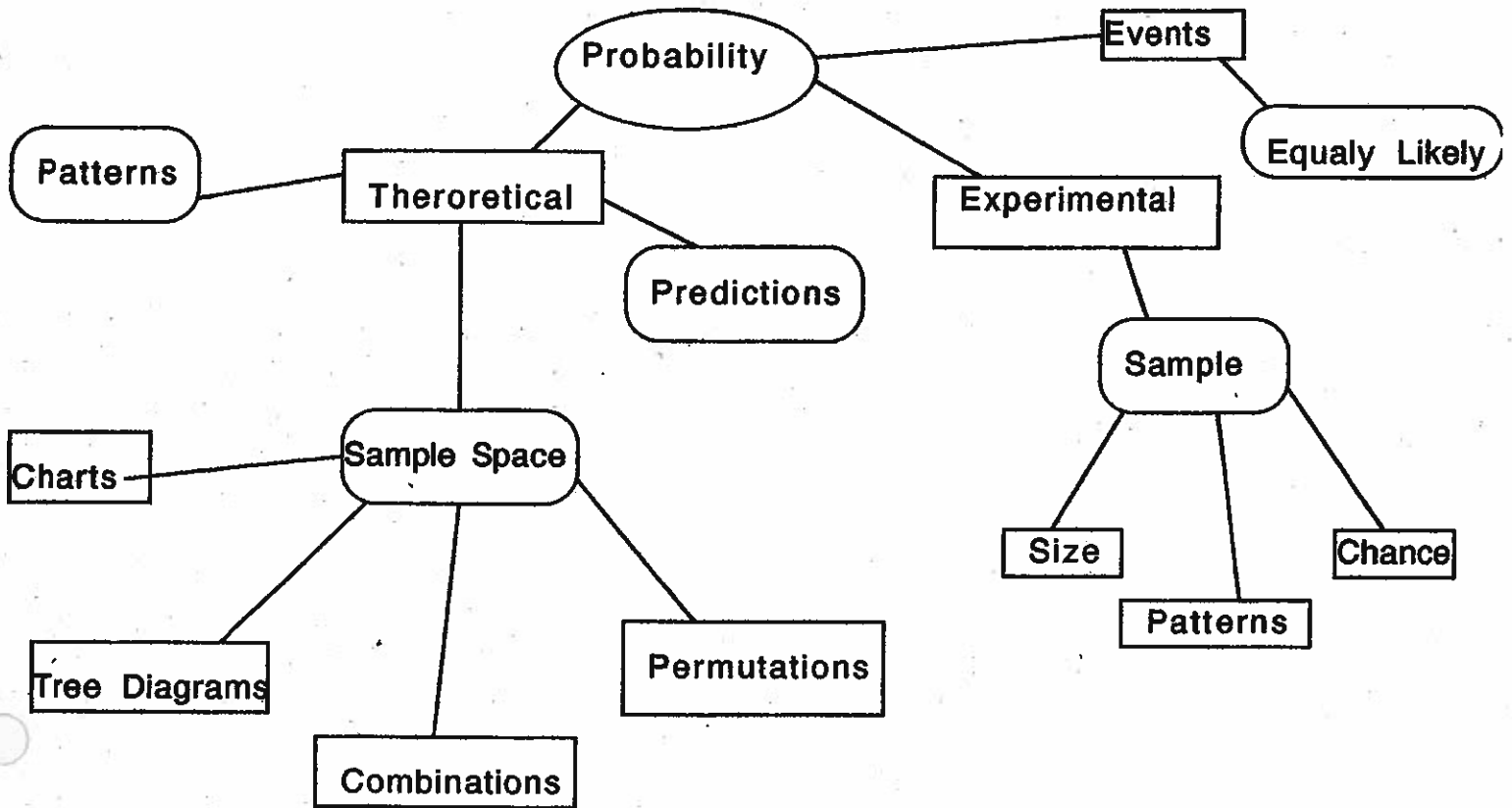


STATISTICS

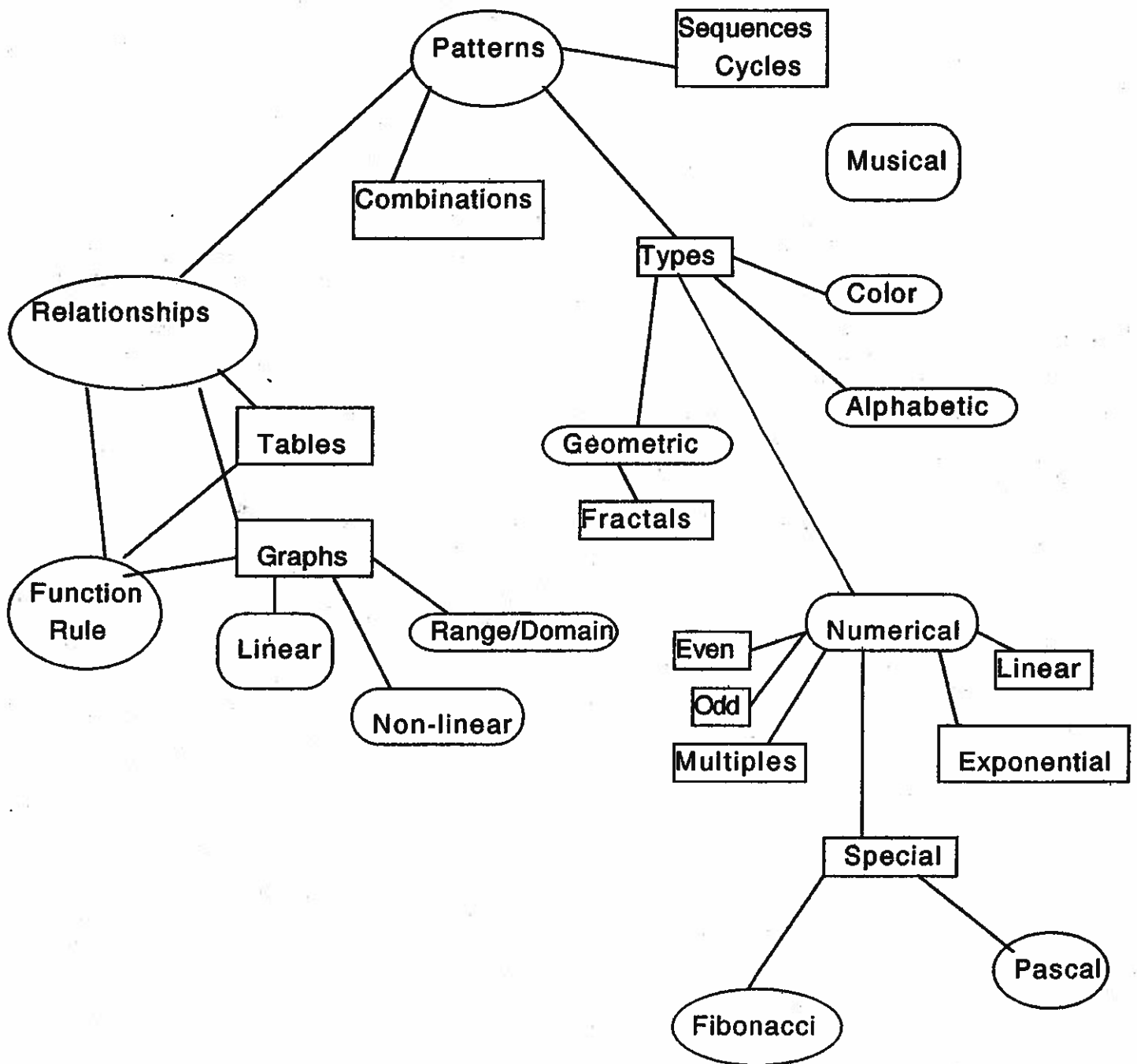




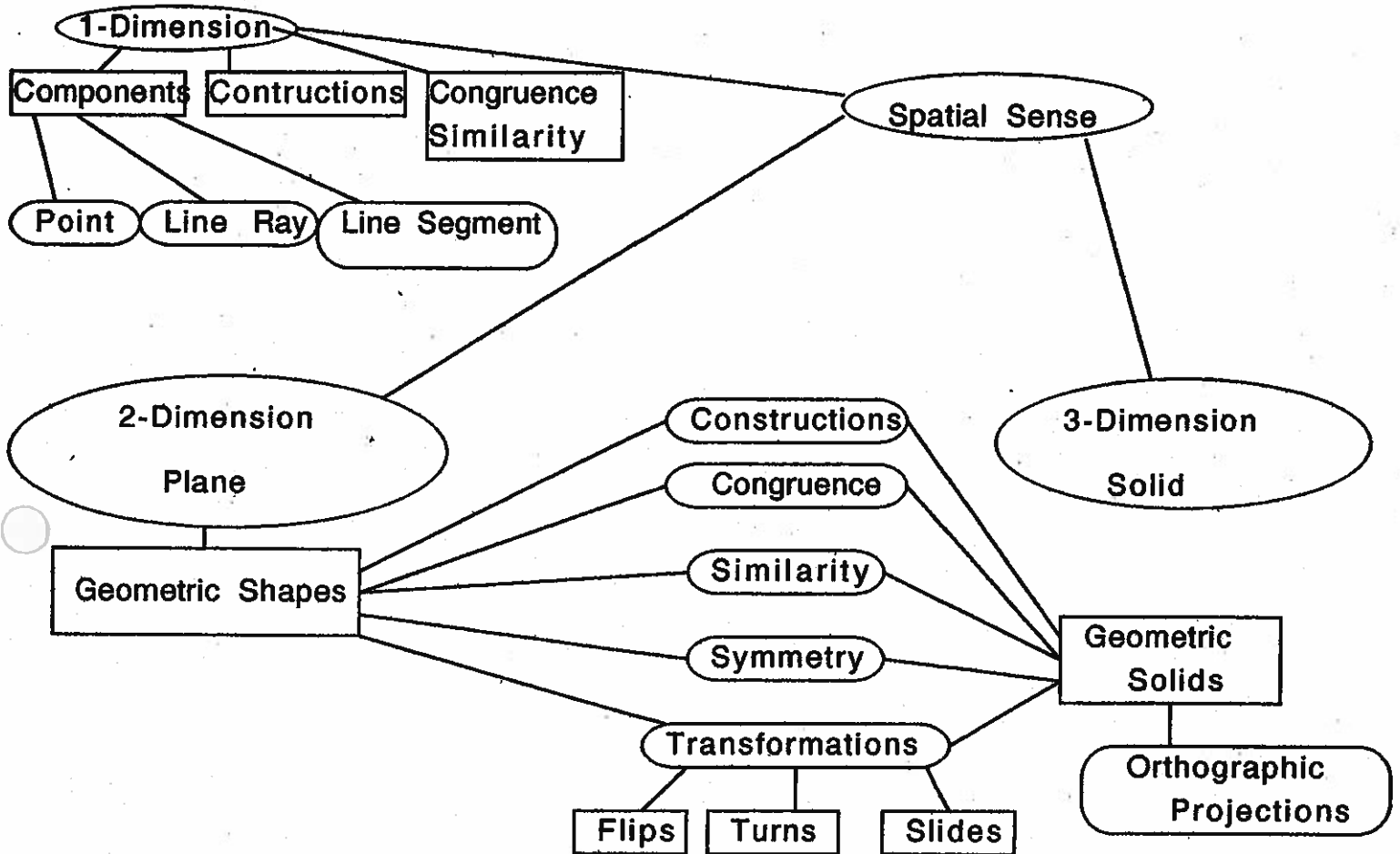
PROBABILITY



PATTERNS, RELATIONSHIPS, FUNCTIONS



SPATIAL SENSE



Language

LANGUAGE ARTS - SCOPE AND SEQUENCE

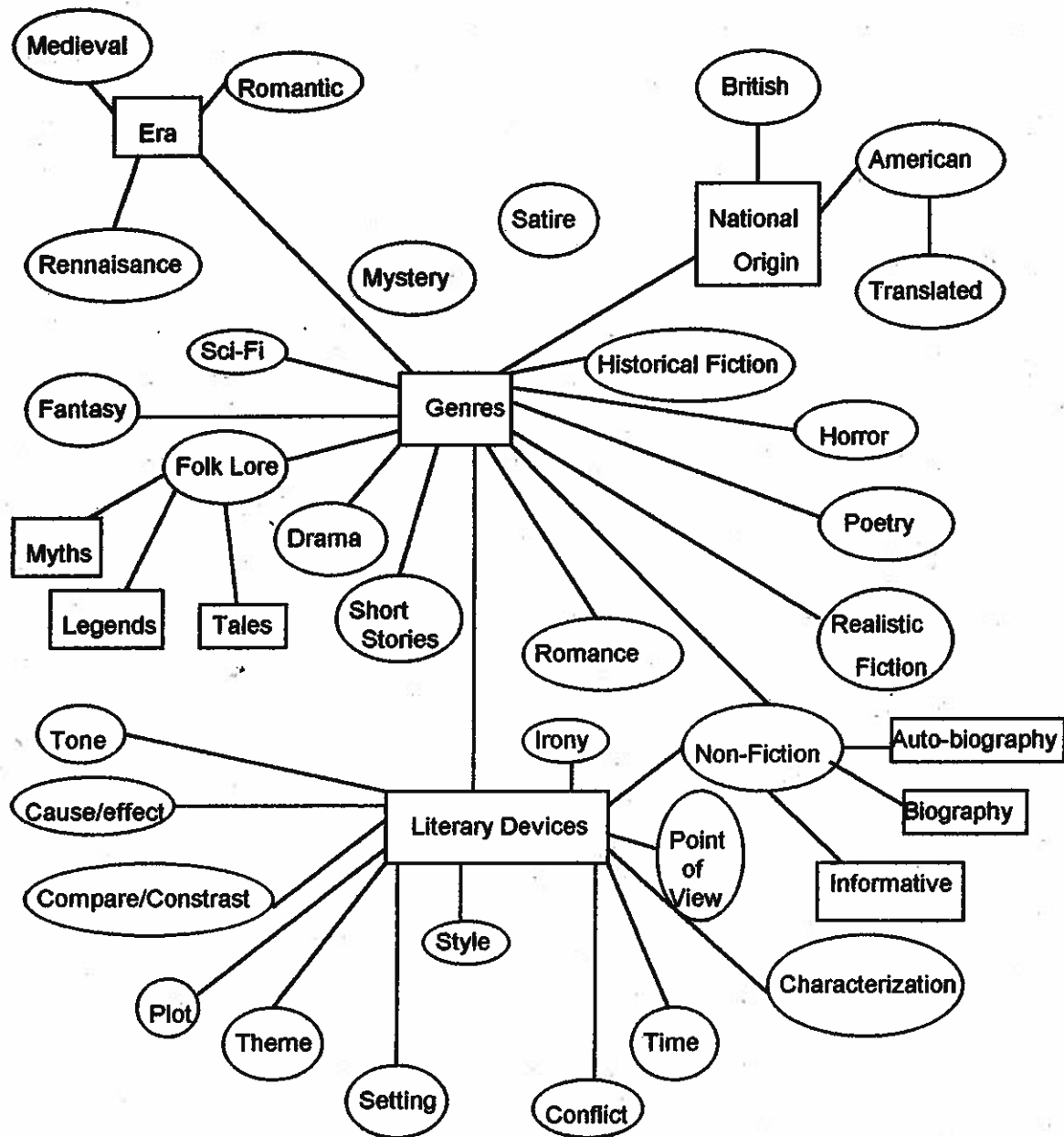
Campus Community School views the highest quality of learning experiences as those which are meaningful and purposeful. It is this idea which drives our fully integrated approach to the Language Arts. The process of reading is best learned by reading... those items which are relevant and of interest to you as a reader. The art of writing is best learned by writing... those items which are purposeful and meaningful to you, the writer. By creating a learning environment in each classroom which incorporates a need and a desire to read and write, with a genuine purpose, we create classrooms filled with readers and writers. As we study different subject areas, and discover new concepts, it is through the active use of our language that we not only learn new knowledge, but become proficient at the skills of reading and writing. Language Arts is woven through nearly every piece of instruction and is individualized for every student. Each student moves along a continuum at their own pace, developing the skills which they need to develop.

For honing our writers' craft, we develop three areas: Process, Purpose, and Presentation. Process includes the "steps" of creating a published piece of writing (pre-write, draft, edit, etc.). Purpose addresses the basic types of writing (informative, persuasive and expressive). Lastly, presentation is the format in which the piece will be written (essay, play, narrative, poem, etc.).

Regardless of grade, our ultimate goal is to have students who love to read... anything and everything. Our emergent and early readers are offered a balanced program of literature studies, author studies, and phonics. Our developing readers continue into more in-depth study, including higher level, subject integrated works. Our fluent readers continue to be challenged with a wide variety of genres, analysis of authors and of literary devices.

Addressing the oral piece of the Language Arts Standards is done from a student's first weeks at CCS. Our Social Constructivist philosophy demands continued verbal interaction between students, both informally in the learning environment and in formal presentation. Daily, our students are encouraged to share what they are learning, what connections they have made, and what further inquiry they wish to partake in. In order to be successful, students become well versed in articulating their abilities and their needs, in a clear and well structured manner.

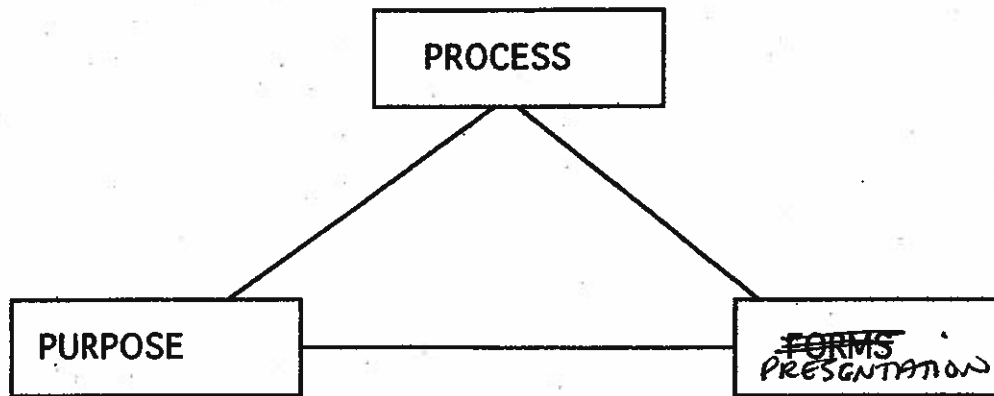
Literature Study



CAMPUS COMMUNITY SCHOOL - CURRICULAR FRAMEWORK FOR

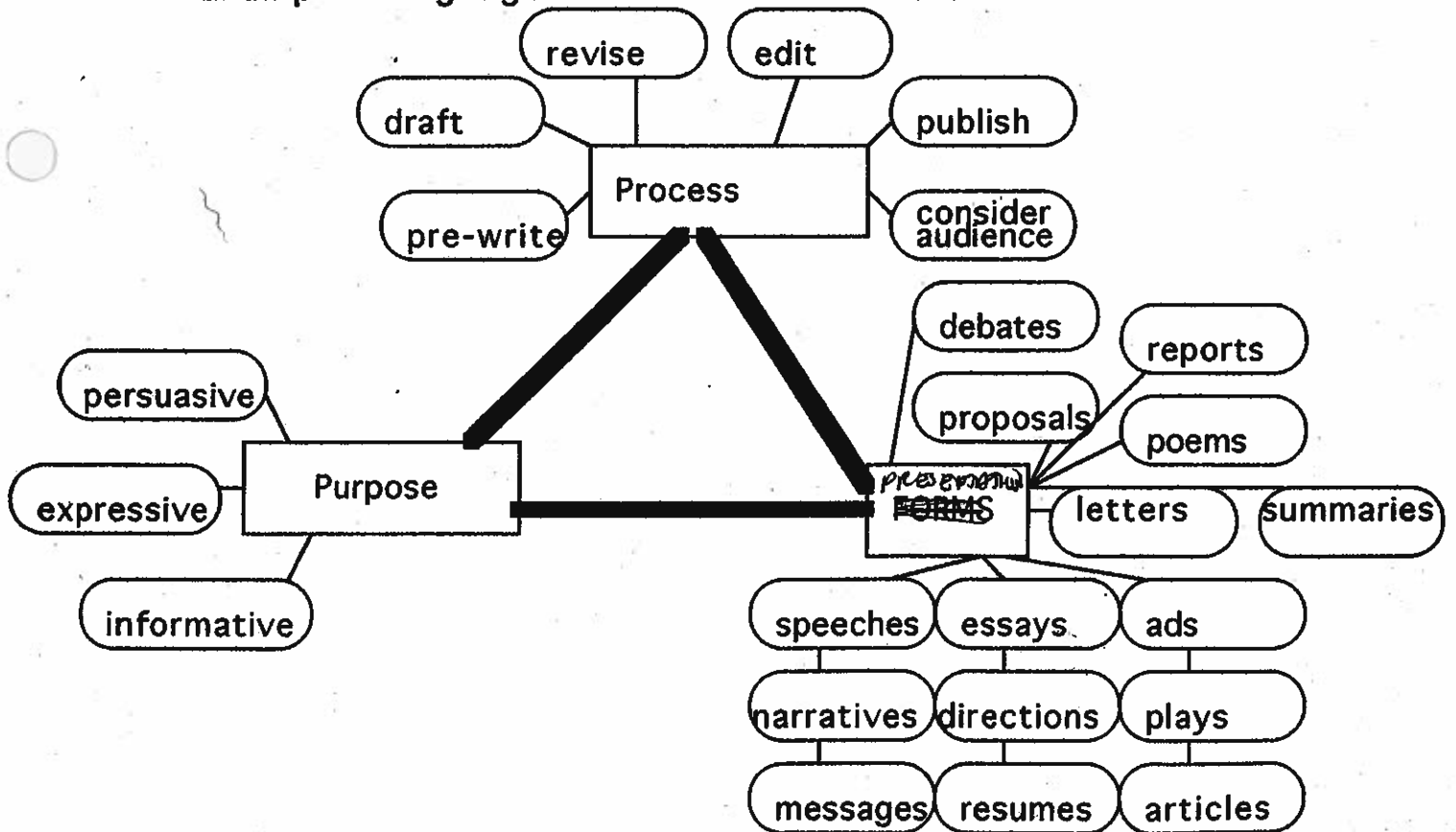
THE ARTS : LANGUAGE / PERFORMING / VISUAL

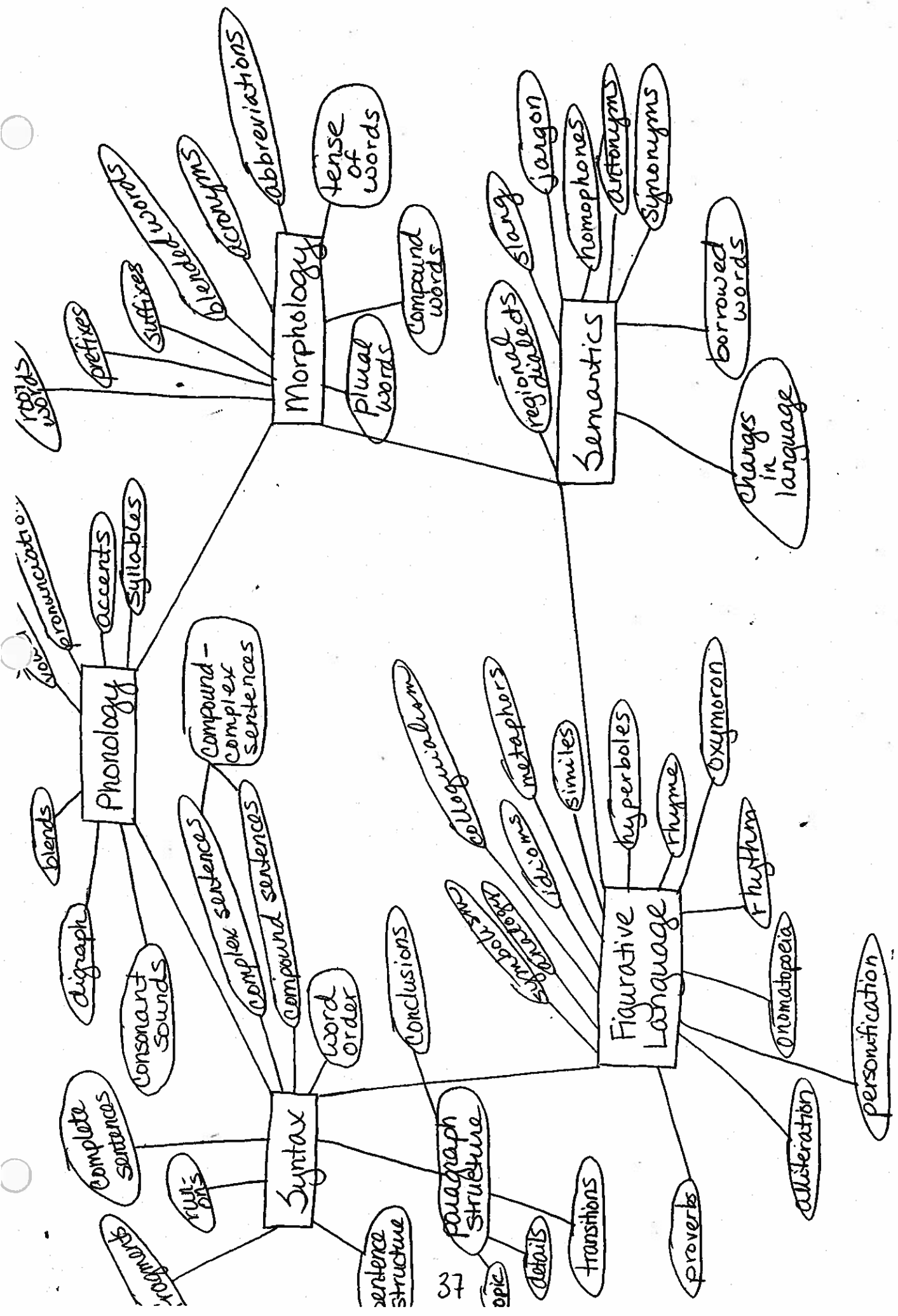
Level 4



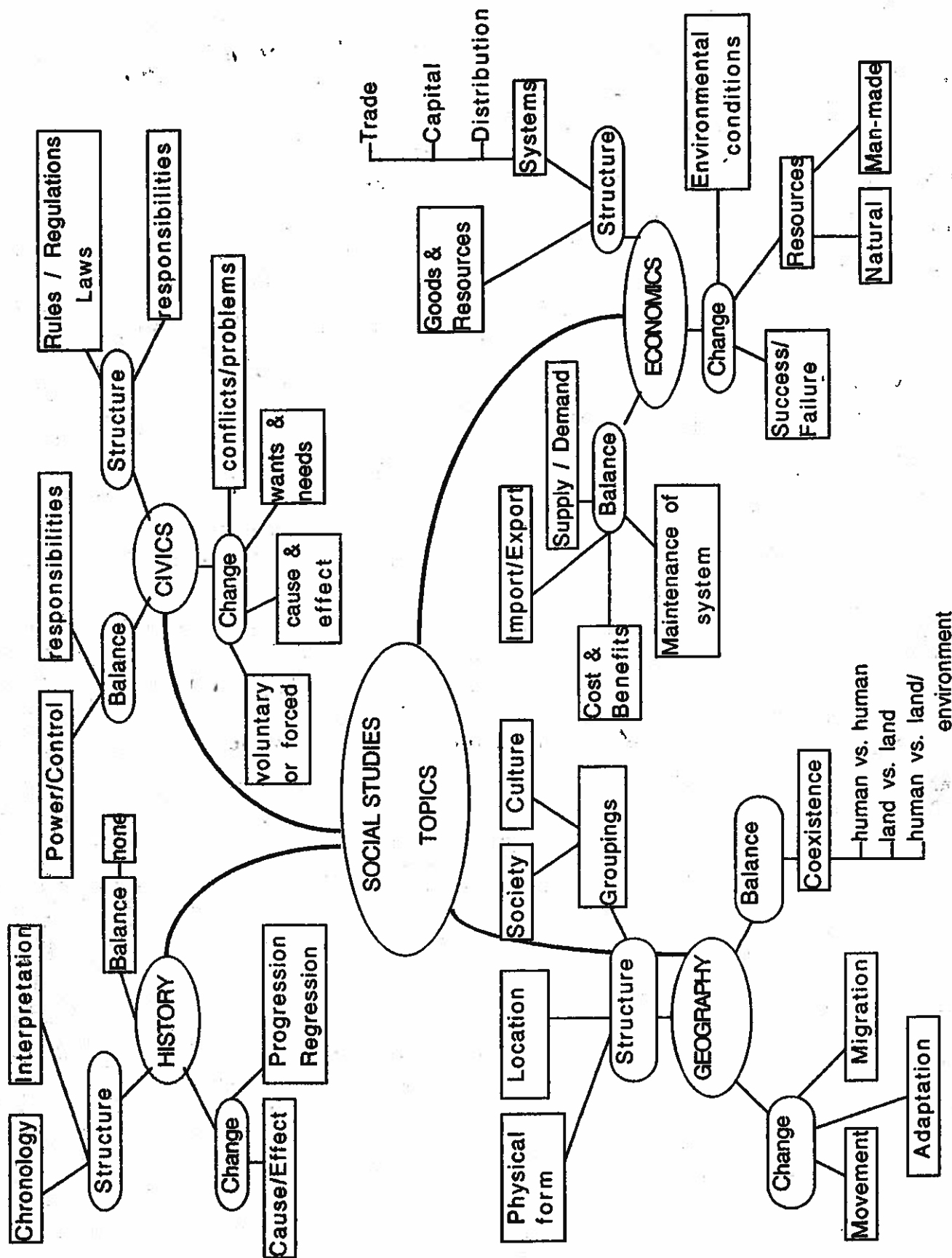
This framework is used in the construction of curriculum as it relates to the Arts. Through the use of real-life, hands-on projects student learn the process, purpose, and forms of: writing, literature, art, and

Example: Language Arts - THE WRITER'S CRAFT









45 Strands for Social Studies Topical Content Summary

**By: Amy Dunn, Elaine Elston, Stephany Favoroso,
and Shaun Newcomer**

Strand V: Individuals, Groups, and Institutions

- **How do groups, individuals, and/or institutions impact or change a society?**

-What are groups, individuals, and institutions?

Culture- is the binding commonalties that define a people.

Can be defined through:

Language: oral, written and nonverbal forms of communication

Tradition: family, customs/ celebrations, clothing, food, gender roles

Structure of Power: matrilineal, patrilineal, majorities, and minorities

Values and beliefs: Religion

Family structure: nuclear, extended

Political structure: republic, monarchy, dictatorship, communism, democracy

Education: formal, informal, vocational, gender equity

Prejudice/bias: societal labels and stereotypes

Environmentally-

Need for resources,

Use & abuse of resources

Proximity to and ownership over resources

Introduction of new resources

Can tie to economics

- **How do groups, individuals and institutions solve conflict?**

Coexist, assimilation, annihilate, adapt, isolate, form a new society.

- **How are the basic needs met of groups, individuals and institutions?**

Geographic location, relationship, environment, resources, economic base, traditions, politics

Strand VI: Power, Authority, and Governance

How do groups, individuals, and institutions create, change and maintain structures of power, authority and governance?

- force
- through a legal process (voting, appointment, divine right/ inheritance)
- persuasion
- non-violent resistance
- emergence of leader
- economic ability/
- structure for longevity
- military influence
- allow no opposition
- consent
- common wants and needs

What is power?

- The ability to exercise control over others and oneself.

How is power distributed and by whom?

- **Fairly** – considers best interest of masses
- **Unfairly**- considers the best interest of a few individuals.
- by the people (elections, consensus)
- by the leaders (appointment)
- by chance (lottery, last standing)
- by gender
- by birth order
- socioeconomic status

Strand VII: Production, Distribution, and Consumption

Production: the process of creating goods and services.

Distribution: The process of marketing and supplying goods and services.

Consumption: The use of goods and services.

How and why are groups, individuals and institutions connected to the rest of the world?

Share resources

Interdependent resources

Economic interdependence

Technology – space travel, Internet, medical discoveries/ advances, communications,

Peace on and protection of Earth and its people. Aid and relief for natural disasters.

How do economic and technological changes impact groups, individuals, and institutions?

- Favorably

Steady economy, global market

Standard of living

Opportunity for equal distribution of wealth

Quality of life

- Unfavorably

The perpetuation of poverty

Lack of education

Corporate agendas

Political influences

Standard of living

Environmental fall-out

Quality of life

How and why do economic structures change?

-Political influences

-Change in resources

-Disasters, natural and man-made

-Development of new technology

-Trust in the system

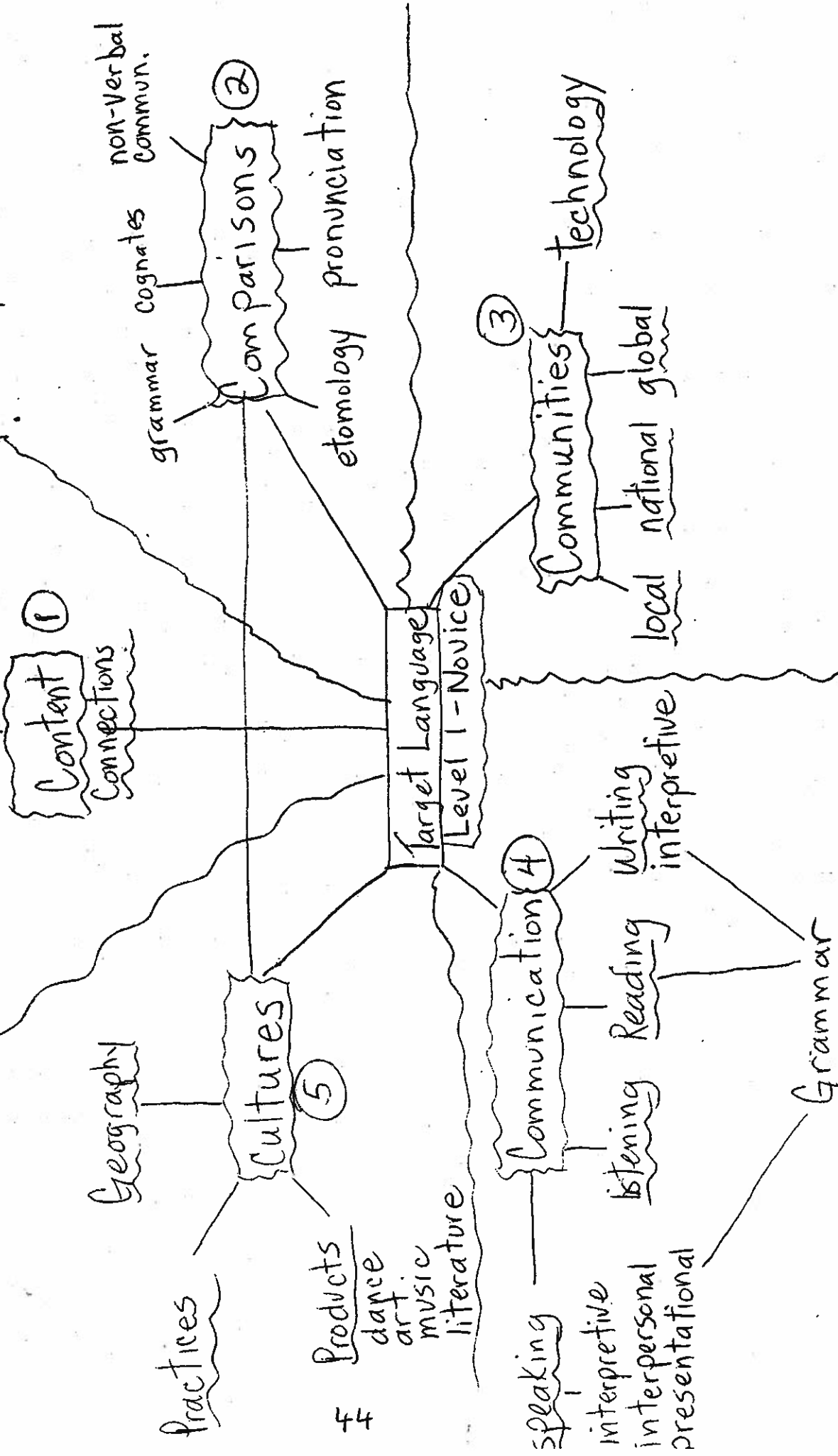
SOCIAL STUDIES 6-8

<u>CIVICS</u>	<u>ECONOMICS</u>	<u>GEOGRAPHY</u>	<u>HISTORY</u>
Government Powers	Supply/Demand	World Map	Primary Sources
Laws	Money/Banking	World Sub regions	Research
Taxes	Government Spending	Cultural Patterns	Compare Societies
Foreign Policy	Production, Distribution	Economies (location)	Delaware Connections (beginnings to 1877)
Federal, State Local	Trade	Conflict/ Cooperation	Ancient Civilization (4000 BC - 1500 AD)
Majority Rule			
Protection of Minorities			
American Papers			
Declaration of Independence			
Constitution			
Rights			
Civil vs. Property			
Citizen Responsibilities			
Elected Officials			
Communication			

subj > TRANSLIT

LINK! → This link is necessary,
to making this a

Concept Map



CAMPUS COMMUNITY SCHOOL

Integrated Health Education

Proposed 3 Year Cycle

DRAFT

Uppers

Year 3 (2000-2001)

Physical Activity

Tobacco / Alcohol & Other Drugs

Nutrition / Family Life Sexuality

-Spanish

-Language Arts

-Math

Year 1 (2001-2002)

Personal & Consumer Health /

Emotional Health

Alcohol & Other Drugs

Injury Prevention / Tobacco

-Social Studies (*Cultural Characteristics*)

-Science (*Using Physical & Chemical Properties*)

-Spanish

Year 2 (2002-2003)

Family Life & Sexuality

Emotional Health

Alcohol & Other Drugs / Tobacco

-Science (*Living Systems & Genetics in Living Systems*)

-Language Arts (*Structure of Writing Poetry*)

-Social Studies (*Human Society*) OR Math ???

Health Content Areas	1-3 3 yrs.	4/5 2 yrs.	Uppers 3 yrs.
* Alcohol & Other Drugs	3	2	3
* Tobacco	3 (10hrs.)	2 (10hrs.)	3 (15hrs.)
Injury Prevention	2	1	1
Family Life & Sexuality	1	1	2
Nutrition	2	1	1
Physical Activity	2	1	1
Emotional Health	1	1	2
Personal & Consumer Health	0	1	1
TOTAL HRS. REQUIRED PER YR.:	30	35	30

* Must be offered each year

Physical Fitness Concepts

Total Wellness Includes a healthy mind, body & spirit – or mental, social and emotional health as well as physical fitness.

Physical Fitness The ability to carry out the usual day's activities w/out undue fatigue.

Five Components:

Cardiovascular Endurance – the ability of the circulatory system to pump oxygen- rich blood to the muscles.

Anaerobic – exercise at high intensity levels for a short period of time.

Aerobic – exercise at lower intensity levels for a longer period of time.

Flexibility- the ability to move a joint through a full range of motion.

Muscular Endurance – the ability of a muscle to repeat a movement many times.

Muscular Strength – the greatest amount of strength a muscle can lift.

Body Leanness – refers to a lack of excess body fat.

Skill Related Components:

Agility – ability to change directions quickly

Speed – ability to move from one place to another in a short period of time.

Balance – ability to maintain position for certain period of time

Overload Placing greater than usual demands on the *cardiovascular system*, or to work harder than usual. To increase *flexibility* the same principle is applied. A slow static, vs, ballistic stretch should be used when stretching. Muscular strength gains are made by using heavier weights and endurance gains are made by increasing the number of repetitions.

Frequency How often an exercise is performed. The recommended frequency to achieve aerobic fitness is 3 to 4 times per week.

Intensity How much work is being done during an exercise session. To achieve optimal aerobic fitness one should train between 60 and 80% of their maximum capacity.

Duration How long is each exercise session. A minimum of 20 minutes is needed to achieve aerobic conditioning.

Resources Fitness Chart (in class) – to understand which activities require various components
Fitness Stations (active)

Skeletal System

Skeleton The frame that supports your body and protects the soft parts inside.

<u>Correct</u> <u>Anatomical Name</u>	<u>Common</u> <u>Name</u>
1. Skull	Head
2. Scapula	Shoulder / Back
3. Clavicle	Collarbone
4. Sternum	Chest
5. Ribs	Ribs
6. Humerus	Upper Arm
7. Radius	Lower Arm
8. Ulna	Lower Arm
9. Spine	Back Bone
10. Pelvis	Hip Bone
11. Femur	Thigh
12. Patella	Knee Cap
13. Tibia	Lower Leg
14. Fibula	Lower Leg

Bones Are alive and require food to grow, repair themselves and manufacture blood cells. They especially need calcium and phosphorus to grow strong. Bones are soft and flexible. Although you're born with almost 300, they harden and some fuse together leaving a little over 200 in the adult body.

Joints The places where two bones meet

Hinge – bends in only one direction (ex. Knee)

Ball and Socket- can move in a complete circle (ex. Shoulder)

Gliding – flat (ex. Foot)

Saddle – can move bone in two directions (ex. Thumb)

Cartilage Rubbery, slippery material that lines your joints.
(ex. Nose) Some cartilage turns to bone with age

Ligaments Tough bands that connect bone to bone at the joints.

Tendons Strong bands that connect muscles to bones.

Resources Skeletal Man Poster
“Bag of Bones” - Unscramble words to find common names in English
Body Mechanics Quiz

Muscles

What do Muscle Do?

Over 650 muscles produce every movement your body makes. Almost half of your weight is muscles. For women it's close to one third and for men one half of body weight.

Correct <u>Anatomical Name</u>	Nick <u>Names</u>	Common <u>Name</u>
1. Deltoids	Delts	Shoulder
2. Pectorals	Pecs	Chest
3. Abdominals	Abs	Stomach
4. Obliques		Waist
5. Rhomboids		Middle Upper Back
6. Trapezius	Traps	Upper Portion of Back
7. Latissimus dorsi	Lats	Mid-Back (gives V shape)
8. Biceps	Bi's	Front of Upper Arm
9. Triceps	Tri's	Back of Upper Arm
10. Quadriceps	Quads	Front of Thigh
11. Hamstrings	Hams	Back of Thigh
12. Calf Muscles		Back of Lower Leg

Muscles

Are made thin fibers that can contract to make part of the body move or change shape. They are attached to bones and can only pull, not push. They always works in pairs. As one is flexed it contracts or gets shorter, while the partner extends or lengthens.

Types of Muscle

Cardiac – present only in the heart

Smooth – located in the walls of the intestines, bladder, and other internal organs.

Skeletal – attached to the skeleton and makes the bones move. Many are connected to bone by tendons. Each muscle is a different size and shape and has its own function.

Sequence & Speed - Work larger muscles to smaller/slow controlled lift with a 2/4 count

Sets & Reps - One set of 12 repetitions is sufficient / up to three sets for more cal. expenditure

Resistance & Range - do 8 to 12 reps using 70% to 80% of max. resistance / Use full range of motion to contribute to both muscle strength and joint flexibility

Progression & Frequency – gradually increase resistance / recovery takes 48 hours

Resources

Muscle Man Poster

Strength Training Basics

Body Mechanics Quiz

Cardiovascular System

The Heart Hollow, cone-shaped muscular pump, approximately the size of your fist, located in the chest cavity. Its purpose is to move blood throughout the body.
In just one minute it can move a drop of blood from nose to toes & back again.

Blood Delivers food & oxygen to cells, removes waste, circulates heat to maintain body temperature, fights infection & distributes chemicals that regulate the body.

Blood Types	<i>Red Blood Cells</i>	carry food and oxygen
	<i>White Blood Cells</i>	fight infection
	<i>Platelets</i>	clots blood

Arteries Carries oxygenated blood away from the heart to nourish the body.
The aorta is the main artery of the body

Veins Carries de-oxygenated blood back to heart and lungs to get rid of waste, (carbon dioxide), and pick up fresh oxygen.
The superior vena cava is the main vein.

Chambers *Atrium* – top two sections of heart where blood enters. Oxygenated blood enters the left side from the lungs and de-oxygenated enters the right side.

Ventricles – bottom two section of heart where blood is pumped. The right side pumps blood to the lungs and the left side pumps blood to the rest of the body.

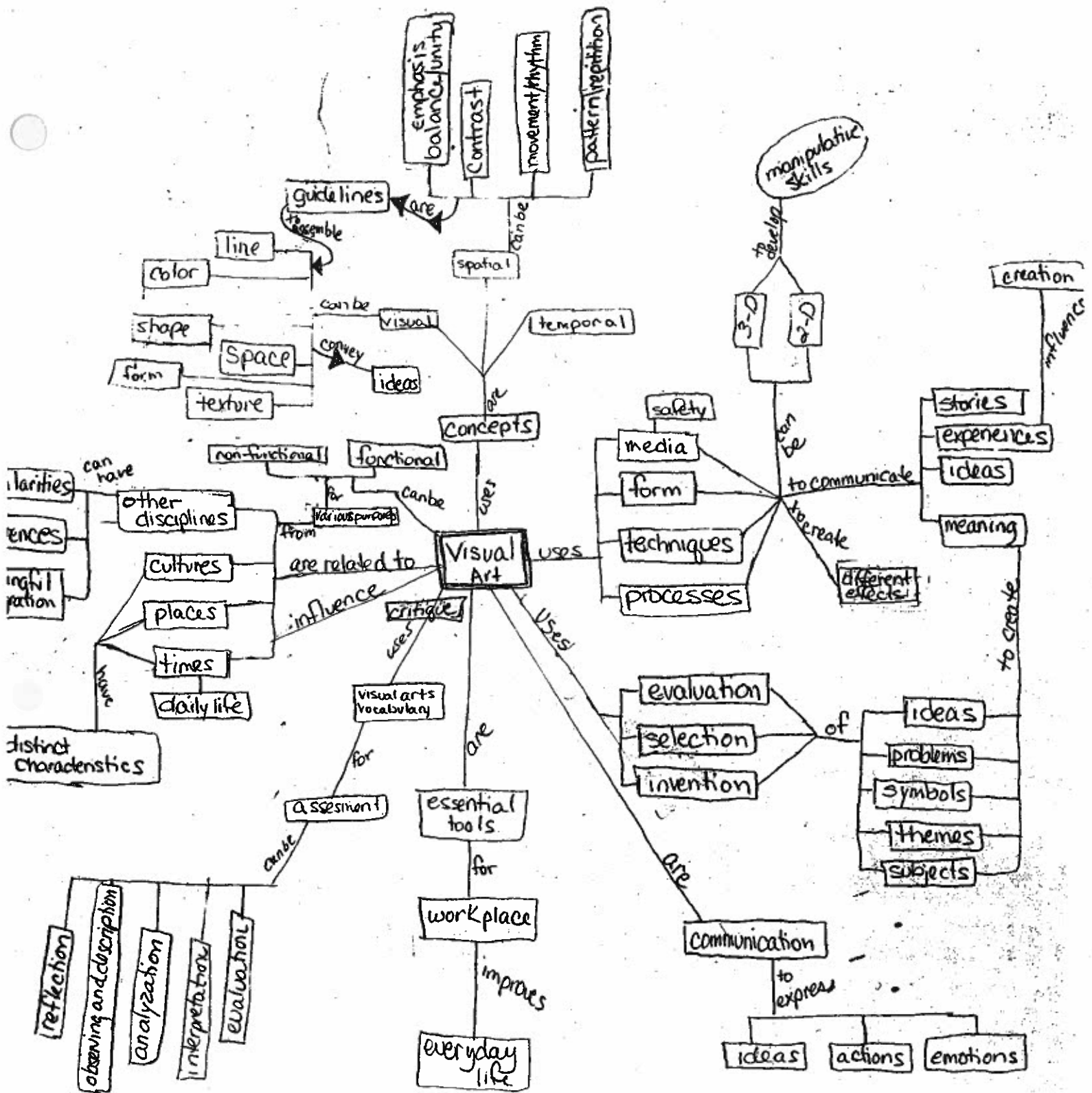
Valves – are flaps between the chambers that prevent blood from flowing the wrong way. They make the “lub dub” sound that you hear when you hear your heart beats.

Lungs Two large sacs located under the rib cage. Inhaling air brings oxygen into the lungs and from there enters the blood to be carried to the rest of the body. Carbon dioxide is carried out of the lungs with every exhale.

Diaphragm Muscle located below the rib cage that allows space for the lungs to expand with air.

Aerobic vs. Anaerobic Two main types of exercise related to oxygen. Aerobic – “with oxygen”
Anaerobic – “w/out oxygen”

Resources Cardiovascular System Poster
CV Exercise Principles & Guidelines
Measuring Your Breathing Rate
Understanding Your Training Heart Rate
Heart Rate Activity Handout OR Circulating Your Blood



- positive/negative
- symmetrical/asymmetrical
- human form
- distorted
- stylized

- letter design
- gesture

- flat
- positive/negative
- symbols
- within still-life
- tessellation

- descriptive

- structural

- action
- implied
- gesture

- architectural design

- weight
- cross-hatching
- directional

- geometric
- organic
- distorted
- symbols

- drawing from observation
- architectural rendering

- expressive
- structural
- contour
- alphabet design

monochromatic
• 'ical effects

color wheel
- prim., sec., tert.

hues
tints

impressionistic

- complimentary
- value/intensity

- symmetrical
- overlapping
- point of view
- positive/negative

- tints
- shades
- value

- outline
- action

associate with feelings

- contrasting

- geometric
 - rectangle
 - circle
 - oval
 - triangle
 - square
- organic

- expressive
- blended

- vertical
- horizontal
- diagonal

- mixed/intermediate
- tertiary
- neutral
- intensity

- color families
 - primary
 - secondary
 - warm/cool
 - complimentary

shape

line

color

visual

• ceramic

- point of view
- location on plane
 - foreground
 - middle ground
 - background
- proportion
- illusion

• pattern
• woven

- size & detail
- linear perspective
- positive/negative (figure-ground)
- horizon line

• bas-relief
• geometric
• human form
• 3-D craft
• organic

• mosaic

- location on plane
 - foreground
 - middle ground
 - background
- point of view
- overlapping

- sculpture
 - modeled
 - realistic
- subtractive
- additive
- non-objective
- mobile

• man-made
• natural

- illusion of depth
- relative size
- positive/negative
- size relationships

- construction
- architecture
- 2-D vs 3-D

visual
+ actual

- big/small
- overlapping
- x-ray

- 3-D
- sculpture
 - additive
 - modeled
- non-objective

• value
• proportion
• texture
• variety

• paper
• ceramic

- color
 - low contrast
 - high contrast
- light/dark
- line

ture

space

form

- light/dark
- size

- near/far
- figure/ground
- intensity

- color
- shape
- texture

• emphasis
• unity
• variety
• composition

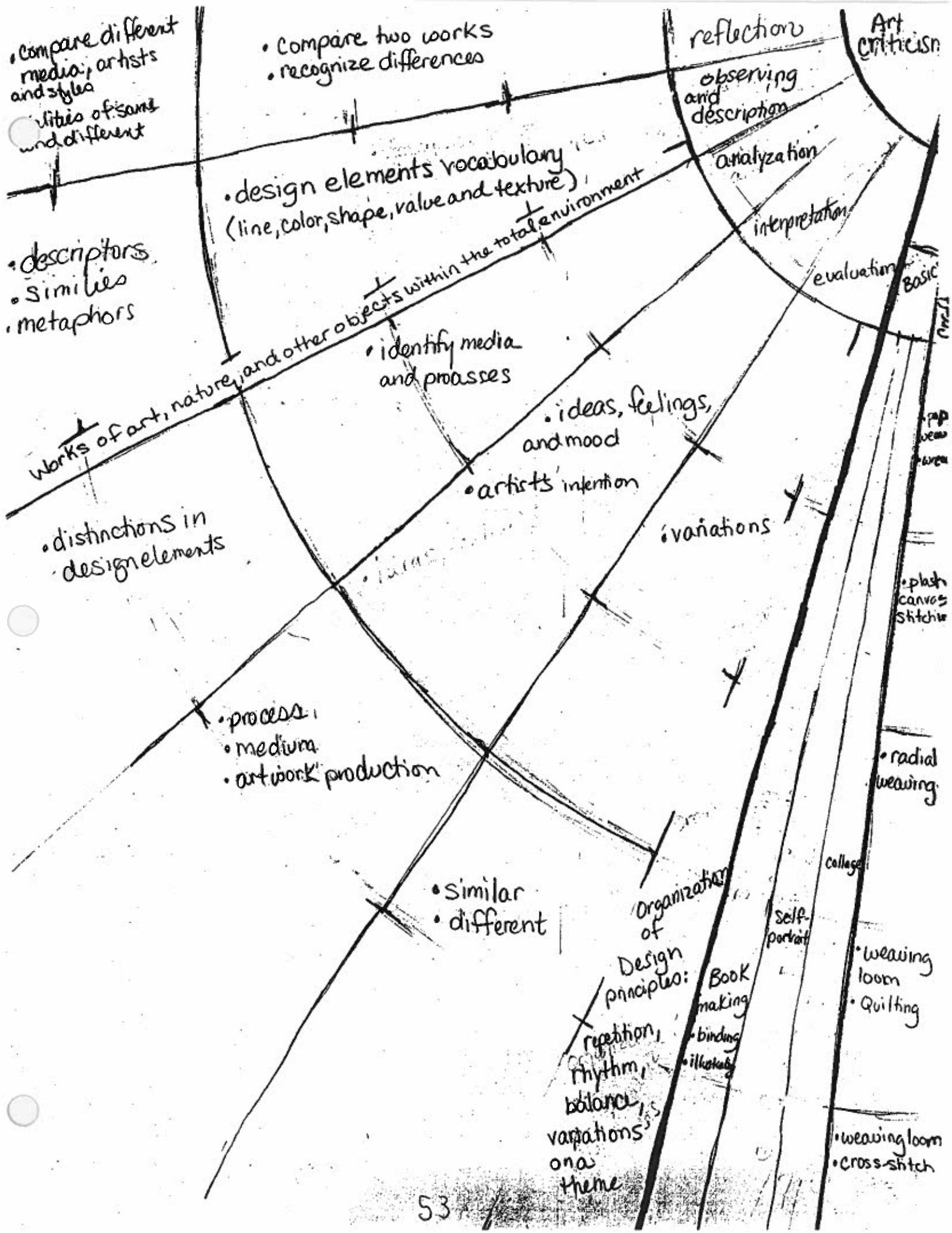
contrast

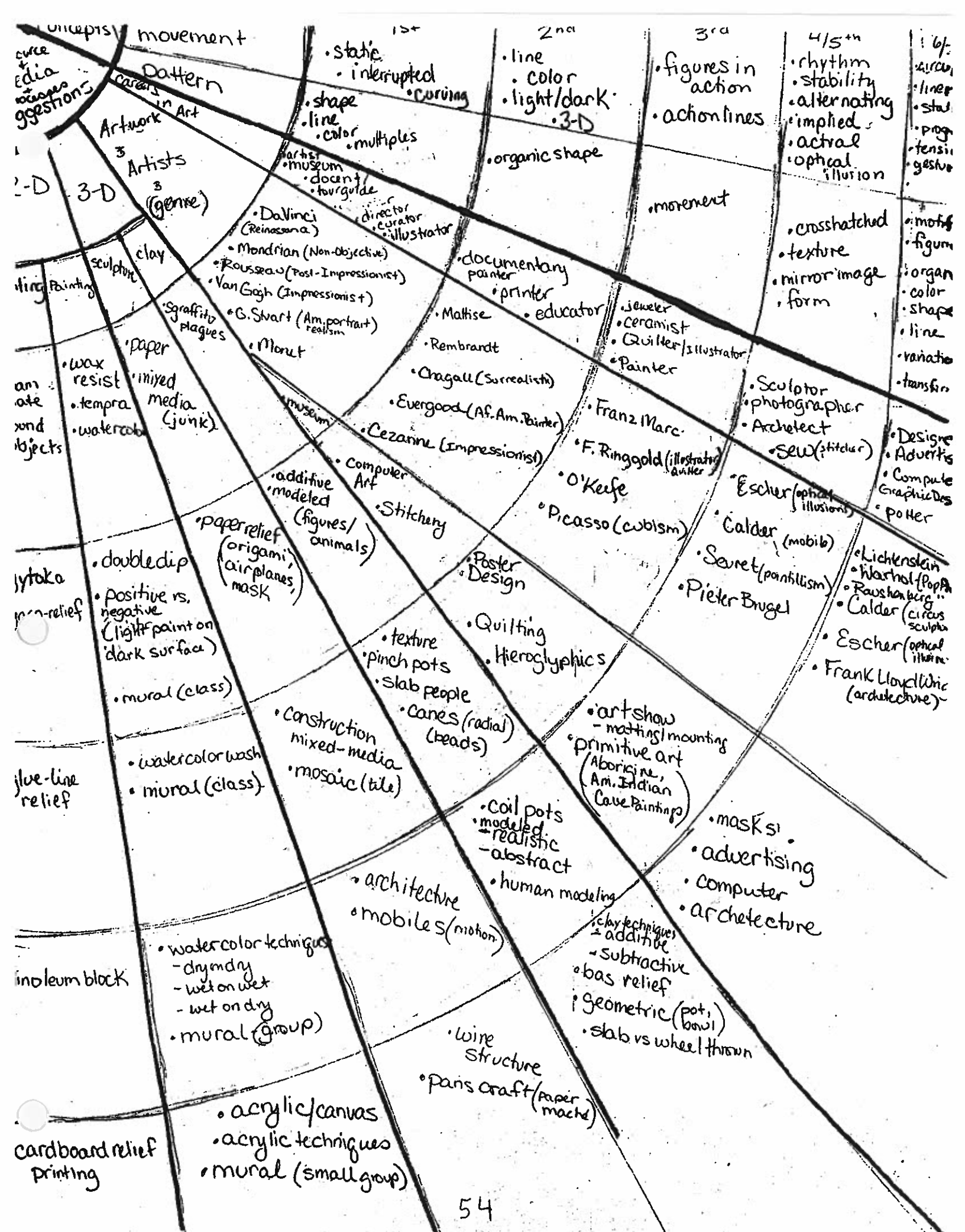
- symmetry
- center of interest

- point of view
- proportion
- scale

- symmetry
- asymmetry
- radial symmetry
- color balance

- shape symmetry
- physical balance
- dynamic tension





Music Curriculum

My curriculum revolves around the musical elements: Melody, Rhythm, Form, Tone, Texture. These are the building blocks of music. Topics from the standards include world music. Skills from the standards include: Singing, Playing instruments, Analyzing, Improvisation, and Connecting to other disciplines.

Because I integrate with other teachers I do not repeat curriculum. I take an element listed above and use a vehicle provided by the regular classroom teacher to deliver the element. For example: I need to teach that a Melody is a significant succession of pitches. Mrs. Jones needs to define and teach characteristics of cultures. I integrate with Mrs. Jones by teaching the children to sing songs from different cultures. During class we define melody and examine principles of melody through musical activities. These activities include the skill standards mentioned earlier: Singing, Playing instruments, Analyzing, Improvisation, and the obvious Connecting to other disciplines.

As a constructivist teacher I try my best not to instruct. I try to provide activities that will allow children to discover definitions and principles on their own. For example: To help the children understand tone (Instrument Families) I lay out all of my rhythm band instruments and ask the children to put them into "families". They classify them according to their own ideas. From their ideas we discover the characteristics of the traditional orchestral "families" of instruments.

Sequenced Curriculum Topics Primary

<u>TOPICS</u>	<u>1ST</u>	<u>2ND</u>	<u>3rd</u>
Patriotic Music	My Country Tis Many Flags America, America	When the Flag You're a Grand This Land is	America God Bless Am
Rhythm Reading	1 d II	1 1 II d.	1 d II 1 d. ³ III

CYCLED CURRICULUM TOPICS PRIMARY

TOPICS	1 ST	2 ND	3
Composers	Bach	Mozart	Beethoven-Symphony
Styles	-----	World Music	African American

CYCLED CURRICULUM TOPICS 4 / 5 TH GRADES

TOPICS	1 ST	2 ND
COMPOSERS	AARON COPELAND DE Symphony	BERNSTEIN Rodgers and Hammerstein DE Symphony
STYLES	Folk Music	Musical Theater
PATRIOTIC	Yankee Doodle	National Anthem

Integration lesson with Mrs. Sandy

Patti did a Geography Social Studies to acquaint her students with the 50 states of the USA. I taught the children This Land is Your Land by Woodie Guthrie. I used a map of the United States and told the story of how Mr. Guthrie, after fleeing the Oklahoma Dust Bowl, traveled west to California. This was the inspiration for the song. We examined the areas mentioned in the song discovering that they were extremely West, East, North, and South. We compared these places to the postcards the children had received in their Social Studies Unit.

Integration Lesson with Reading/ 1st Grade

In order to introduce the musical element Form to students I compared a song to a chapter book. We listened to the "March of the Royal Lion" by Saint Saens listening for changes in the music that would indicate that a new "chapter" had begun. Once divided into chapters we listened again for the story that the music might be telling. The children wrote a lovely story.

Chapter 1: (Lion is played by the String Bass, and the mice are played by the piano) *The Lion is prowling. He is going to pounce on some mice. He lands on the mice and eats them.*

Chapter 2: *The Lion brags and boasts to the jungle. "I'm the best in the jungle"*

Chapter 3: *The Lion was angry because he saw more mice but they ran away. He roared at them.*

Chapter 4: *The Lion is boasting and bragging again because he chased away the mice.*

We compared chapter 2 and 4 and discovered that the melody was the same, further discovering patterns in music: a principle of musical form.

Music Rubric

The following is a rubric that has helped me in measuring student progress in the skill of rhythm reading and performing.

The child was asked to perform certain rhythm patterns on a drum or rhythm instrument of their choice.

1. Student cannot perform any rhythm patterns.
2. Student can echo play a rhythm.
3. Student can echo play a rhythm and perform 4 beat patterns using quarter and eighth note values.
4. Student can echo play and perform 4 beat patterns using quarter and eighth note values as well as half note and dotted half note values.
5. Student can echo play and perform 4 beat patterns using the above note values and triplet note values.

Integration Lesson with Art

I was aware that the children had learned about "texture" in art and so when I began teaching the musical element "texture" I referred back to the "texture" of art. The children were able to define texture in the artistic sense for me. This was news to me for I had never learned it. I was quickly able to tie in the art definition with music. Texture in art is feeling with your eyes. Texture in music is feeling with your ears. We then listened to some musical examples listening for textures such as thin, thick, open, light or heavy. The definition was catchy enough that the children remembered it.

These are from the texture lesson. After listening to musical examples students described the texture of the piece. I enjoyed their own texture creations such as 'spiky'.

Spanish Curriculum

Foreign Language Instruction at Campus Community School seeks to develop its units directly around the content taught in the classrooms.

Foreign Language Standards for Delaware are used to direct how the language is used in the content areas. The four skills of listening, reading speaking and writing are introduced and used at beginning levels.

This packet contains:

- An explanation of the theory for language acquisition in a constructivist school
- A year-end summary of what students were taught
- Sample rubrics for students to evaluate their learning experience
- Sampling of units taught in the content areas

Putting theories and standards into practice at Campus Community School.

(A charter school of 300 1st through 8th graders in Dover, DE.
Spanish is a core subject in grades 6-8; 1 period 5 days a week.)

3 major components

1	2	3
<u>5 C's of Foreign Language</u> & Delaware State Foreign Language Standards	<u>Social Constructivist Philosophy</u> (our charter) <ul style="list-style-type: none"> • No Textbooks • Rules, theories & laws are discovered by designed tasks & projects 	<u>Whole Language</u> principles for acquiring literacy

- L 2 acquisition is typically skill oriented as is literacy acquisition.

- CCS mandated concepts as well as skills:

- I discovered that the 3rd "C" -

CONTENT - gave me a link to create a concept map for Spanish

School wide themes are organized around **CONCEPTS** - what you want a student to know not what he can do.

E.g. Structure
→ Change
Balance

Refer to Whole Lang. Overhead.

- The content is so interesting that they acquire communication skills as a by-product.

- **If it's interesting it's meaningful.**

The results of combining the three components above:

We are presently studying the structures of Mayan, Aztec, Incan civilizations. Information is read and gathered in the L 1, but then is written and spoken about in the L 2. Students are finding this subject very interesting, and it is providing them a foundation for understanding the indigenous roots of Modern Latin American Society.

Commonsense Assumptions

1. Learning proceeds from part to whole.
2. Lessons should be teacher centered because learning is the transfer of knowledge from the teacher to the student.
3. Lessons should prepare students to function in society after schooling.
4. Learning takes place as individuals practice skills and form habits.
5. In a second language, oral language acquisition precedes the development of literacy.
6. Learning should take place in English to facilitate the acquisition of English.
7. The learning potential of bilingual students is limited.

Whole Language Principles

1. Learning proceeds from whole to part.
2. Lessons should be learner centered because learning is the active construction of knowledge by the student.
3. Lessons should have meaning purpose for students now.
4. Learning takes place as groups engage in meaningful social interaction.
5. In a second language, oral and written language are acquired simultaneously.
6. Learning should take place in the first language to build concepts and facilitate the acquisition of English. *or L2*
7. Learning potential is expanded through faith in the learner.

As we have worked with teachers who have bilingual students in their classrooms, we have found that when they base their instruction on the whole language principles rather than on commonsense assumptions about bilingual learners, teachers can help all students, and especially second language learners, succeed in schools. A brief look at each principle provides an overview of whole language.

Whole Language

for Second Language Learners

Yvonne S. Freeman
David E. Freeman
Fresno Pacific College

Campus Community School

Spanish Language Objectives & Concepts

A summary of what was taught this year, 1999-2000, in 6th - 8th grade Spanish.

Vocabulary	Grammar
<p>General:</p> <ul style="list-style-type: none"> Numbers-counting, telling time & age Calendars - days of the week, months, dates, birthdays, class schedules Weather - telling temperature, seasons, climate Geography - describing locations, geographical landscape features, names of countries Describing - the body, physical characteristics, personality, clothing, colors, materials, professions Interrogatives = question words (¿Qué? ¿Cuándo? ¿Quién? ¿Dónde? etc.) <p>Highly detailed and specialized vocabulary for describing the concepts listed below:</p>	<ul style="list-style-type: none"> Learned to use these special verbs in the present and imperfect: tener (to have), estar (to be, to feel), ser (to be), llevar (to wear), hay (there is), voy a (I'm going), usar (to use), contar (to count), me gusta (I like), preferir (to prefer) as well as many other regular verbs. Subject pronouns (Yo, tú, él, ella, Ud. etc.) How to use Ser (to be) and Estar (to be) Question and answer patterns in the present and imperfect tenses (...aba, aban, ...ía, ...ían). Definite articles, (el, la, los, las) Making nouns and adjectives plural Article/Noun/Adjective and subject /verb agreement - (La falda roja... Ella es profesora.) Indefinite articles (un, una, unos, unas) Modeled use of conjunctions, organizers, ordering words, (y..., o..., también, después, y por eso...etc.) How to express possession -"El sistema de los Mayas..."
Functions	
<ul style="list-style-type: none"> describing, labeling, counting, saying what things are made of asking for and giving personal information (¿Cuántos años tienes?, ¿De dónde es Ud?...) expressing opinions, reasons, convincing customers to travel expressing likes, needs and preferences (Me gusta..., necesito..., prefiero el verano porque...) comparing and contrasting writing, reporting, and expressing knowledge at sentence and paragraph level giving oral presentations and debating simple opinions greeting, introducing, thanking, continuing, and ending conversations (Hola.....mucho gusto en conocerle...adios) speaking about what people "used to do" (contaban y llevaban y tenían...) 	
Concepts	
<ul style="list-style-type: none"> Mayan, Aztec, Incan math systems (los quipus) Aztec & Mayan calendars (¿En qué se basaban los calendarios?) Mayan concepts of beauty (Una nariz grande y...) Geographic & climatic features peculiar to the Hispanic countries of the world World time zones and travel Clothing/materials/ornamentation and their relation to economic development and climate in countries around the world Becoming aware, analyzing, evaluating, and appreciating cultural similarities and differences 	

CCS - L-2 Learning Rubric

Name: _____ Homeroom: _____ Date: 1st Trim. 1999/2000

	1	2	3	4	5
1) How I use <u>new grammar</u> e.g. verb endings, pronouns	I never use or under-stand it	I use it, but need frequent corrections	I use it, but need occasional corrections	I use it well with little need for corrections	I use & understand so well, that I am able to ask questions that produce new grammar points
2) How I use <u>new vocabulary</u> in listening, writing and speaking	I never use, or remember to use	I use it, but need a lot of support	I use it, but need occasional support	I use it well with little need or desire for support.	I can manipulate language independently in meaningful ways
3) I <u>see myself</u> as a reader, writer & speaker of Spanish	I never see myself as an L-2 learner	I occasionally see myself as an L-2 learner	I often view myself as an L-2 learner	I always view myself as an L-2 learner	I use language for personal enjoyment and enrichment
4) How do I <u>respond</u> when I listen to Spanish	I am never able to respond	I am able to respond with a lot of support	I respond with occasional support	I can usually respond the first time	I respond the first time and I can help others.
5) What do I do when I <u>try to speak</u> Spanish	I get frustrated and give up.	I am cautious, but will try with a lot of help	I will perform with some support	I like risks and it's OK if I can't say it perfect	I try to talk about new things in Spanish

Nombre _____ Homeroom Teacher _____

Unit Rubric for Spanish: Los Cinco Sentidos

Responsibility and effort in learning	1	2	3	4
I completed my Spanish homework:	Lost papers Lost folder	Some of the Time	Most of the time	All of the time
During Spanish, I participated :	Some of the time	Most of the time	All of the time	I participated inside my head, even when I wasn't called on!

Here are some Spanish words or phrases that I **can say**: (ask me)

1. _____

2. _____

3. _____

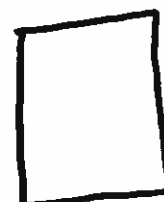
Here are some Spanish words or phrases that I **know the meaning of**:

1. _____

2. _____

3. _____

Show me



Nombre -

Caballo - horse

Caballo de La Noche Night horse

- evita una hoyo
avoids a hole
- rodea vacas extraviadas
rounding up stray cows
- encuentra el campamento
Find the camp.

Caballo de Separar "cutting" horse

- separa para curar y marcar con hierro.
separates to doctor and brand.
- no permite a la vaca volver a la manada.
won't permit the cow to return to the herd.

Caballo de La Riata

- "Roping" horse
- queda de al lado de una vaca que corre
stays at the side of a running cow.
 - si no coje la vaca, deja de correr
if he doesn't catch the cow, stops running.
 - si coje la vaca, para y jala la riata.
if he catches the cow, stops and pulls the rope.



Caballo de Nadar

- "swimming" horse
- no tiene miedo de la agua corriente
not afraid of rushing water.

- rescata vacas
rescues cows.

Mas información: more all

- Cada vaquero tiene de 7 a 10 caballos.
each cowboy has from 7 to 10 horses.
- tiene un caballo para la mañana
has a horse for the morning
- tiene un caballo para la tarde
has a horse for the afternoon

Nombre _____

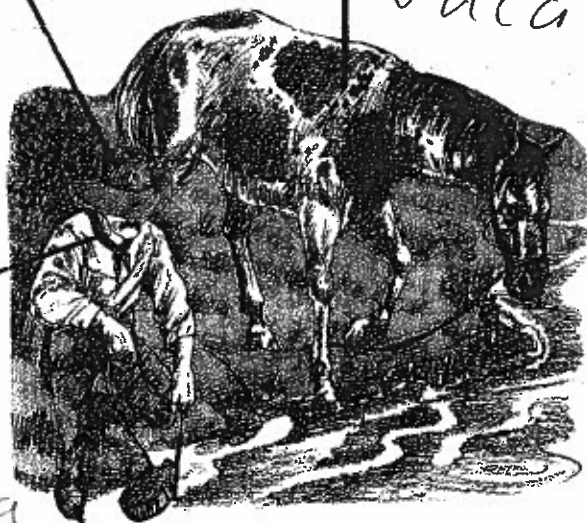
~ El Vaquero y su Caballo ~

1. El Sombrero

- se usaba para dar golpes.
- se usaba como abanico.
- se usaba como almohada.
- se usaba para dar señales.

2. El caballo

- en cuenta el campamento.
- se baría para cuidar el ganado.
- rescata vacas.
- a veda de al lado de una vaca que corre.



3. Pañuelo de cuello

- se usaba como una bufanda.
- se usaba como una venda.
- se usaba para enfriar la cabeza.
- se usaba para proteger el cuello del sol.

4. Las Botas

- muy apretado
- fido
- 17 pulgadas de alto.
- cómodo.

Nombre _____

A. Cierto o Falso? (true or false) Mark your answer "C" or "F".

1. Una función del sombrero se usaba para dar golpes. C
2. Una función del pañuelo del cuello se usaba como un vaso. F
3. Una función del pañuelo del cuello se usaba enfriar la cabeza. C
4. Una función del sombrero se usaba para filtrar polvo. F
5. Una función del pañuelo del cuello se usaba como lavamanos. F
6. Una función del sombrero se usaba como una toalla. F
7. Una función del sombrero se usaba como una abanico C
8. Una función del pañuelo del cuello se usaba como un paño. C
9. Una función del sombrero se usaba para manejar un caballo. F
- 10 Una función ^{del} pañuelo del cuello se usaba dar comida a su caballo. F

Write a sentence in Spanish telling a function of the hat or bandanna.
Draw a picture to illustrate that sentence. Color it.

Una función del sombrero se usaba como
abanico.



6. F El lado es inclinado para no colarse por el estribo.
 El lado *
7. F La puntera es muy apretado.
 el lado *
8. T La puntera y el lado es rígido.
 *
9. F Las botas cuestan un salario de 3 meses.
 *
10. F Las botas ~~no~~ son (are) cómodo ~~ni~~ practica.
 *

Please chose the horse or article of clothing to write on- wait for instructions:

Título (title) El Caballo

El Caballo de la noche encuentra el campamento.

El Caballo de separan no permite a la vaca volver a la manada.

El caballo de la Ricitos queda de al lado de una vaca que corre.

El caballo de Nadar rescata vacas.
 cada vaquero tiene de 7 a 10 caballos.

Do you realize that you have just finished a very difficult test in another language?!? I am proud of you...good job!!

Cuba

Cuba is a communist government.

Cuba es un gobierno comunista.

The leader is Fidel Castro. In Cuba

El líder es Fidel Castro. En Cuba

there are no rich or poor. (Everyone)

hay no ricos o pobres. TODOS

(is equal) There are no elections.

SON IGUALES.

Hay

no elecciones.

The people don't have a voice or

la gente no tiene voz o

rights. In Cuba, (some) people are

derechos. En Cuba, (ALGUNA) gente es

happy, but (many) people are not happy.

contente, pero (MUCHA) gente no es feliz.

Many people (escape to) the United States

Mucha gente (ESCAPAN A) el Estados Unidos

because liberty is important.

porque la libertad es IMPORTANTE.

Cuba has a socialist economy. All

Cuba tiene una economía socialista. Todas

businesses are owned by the state.

negocios son de estado.

You cannot move without permission. You

no puedes moverte sin permiso. No

cannot leave the country. All the

puedes salir el

information is controlled by the state.

(Now re-copy just the Spanish
= sentences onto another
sheet of paper + staple
this one to it)

Nombre - _____

Rey / Reina

Monarquía
- por nacimiento

La gente no
tiene voz.

4 tipos de gobiernos

Presidente
Primer Ministro
or
Jefe de Estado
Jefe de Gobierno

República
- por elección

La gente tiene
voz

General y
los ejércitos

Dictadura
- por fuerza
militar

La gente No
tiene voz.

30 de marzo

El Partido
Dirigentes y
un líder.

Comunismo
- por revolución
popular

La gente No
tiene voz.

- La gente no
tiene derechos.

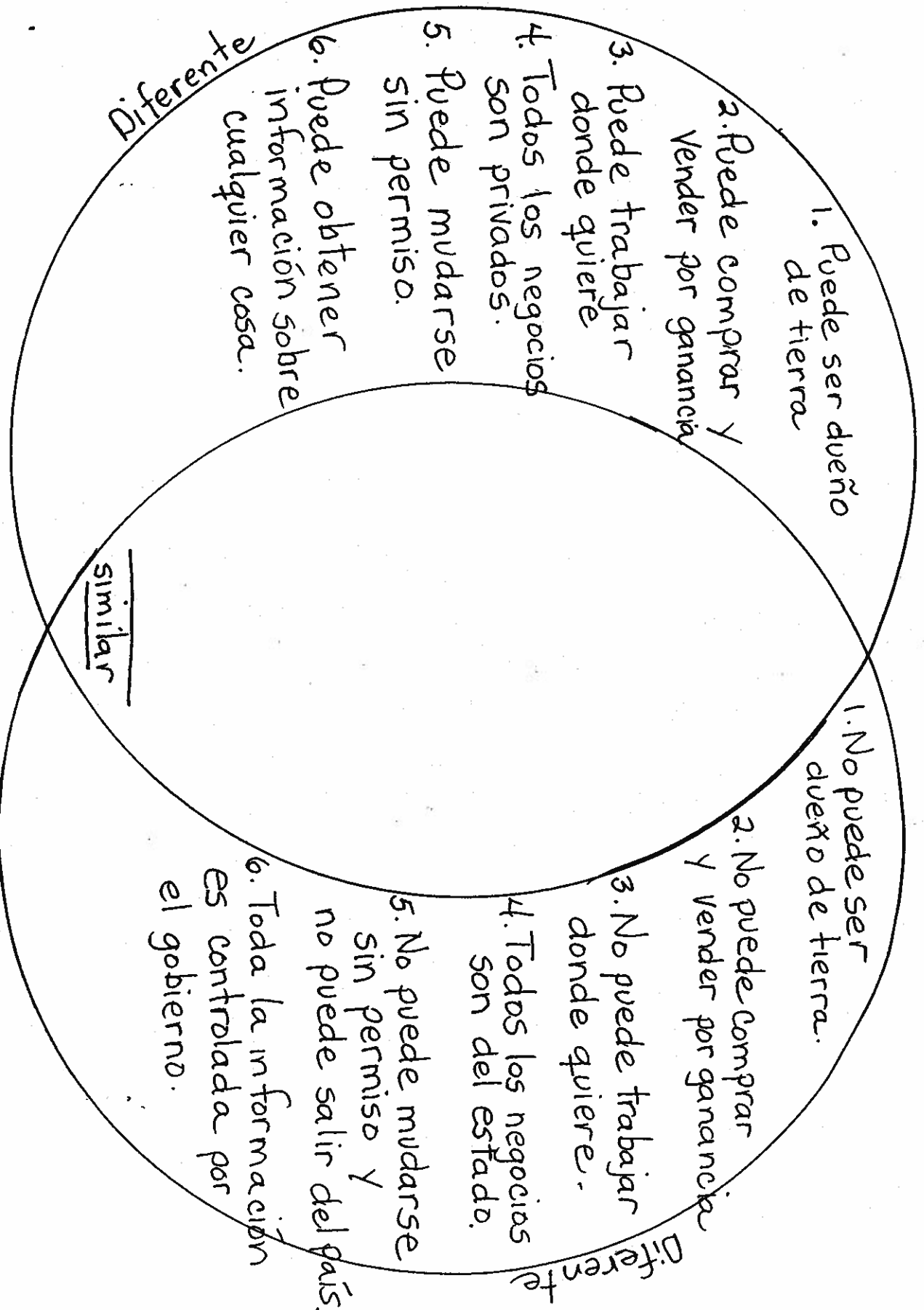
- La gente no
tiene voz

Nombre _____

Comparaciones de Economías

1. Capitalismo

2. Socialismo



1. Capitalism

1. Can own land
2. Can buy and sell for profit
3. Can work where you want.
4. All businesses are privately owned.
5. Can move and relocate without permission
6. Able to get information on anything.

Different

2. Socialism

1. Can't own land.
2. Can't buy and sell for profit.
3. Can't work where you want.
4. All businesses owned by government.
5. Can't move or relocate without permission.
- Unable to leave country.
6. All information given is controlled by government.

similar

+ Don't pay rent
+ Don't pay for education.
+ Don't pay for health care.
+ No rich or poor.

Different

El Gobierno de Los E.E.U.U.

La Rama Juridica

- Justicia Mayor
- La Corte Superior



La Rama Ejecutiva

- El Presidente
↓ (nombra)
- El Consejo de
Ministros



Equilibrio
Político

La Rama Legislativa

- representa los
cinquenta (50)
estados.



El Senado

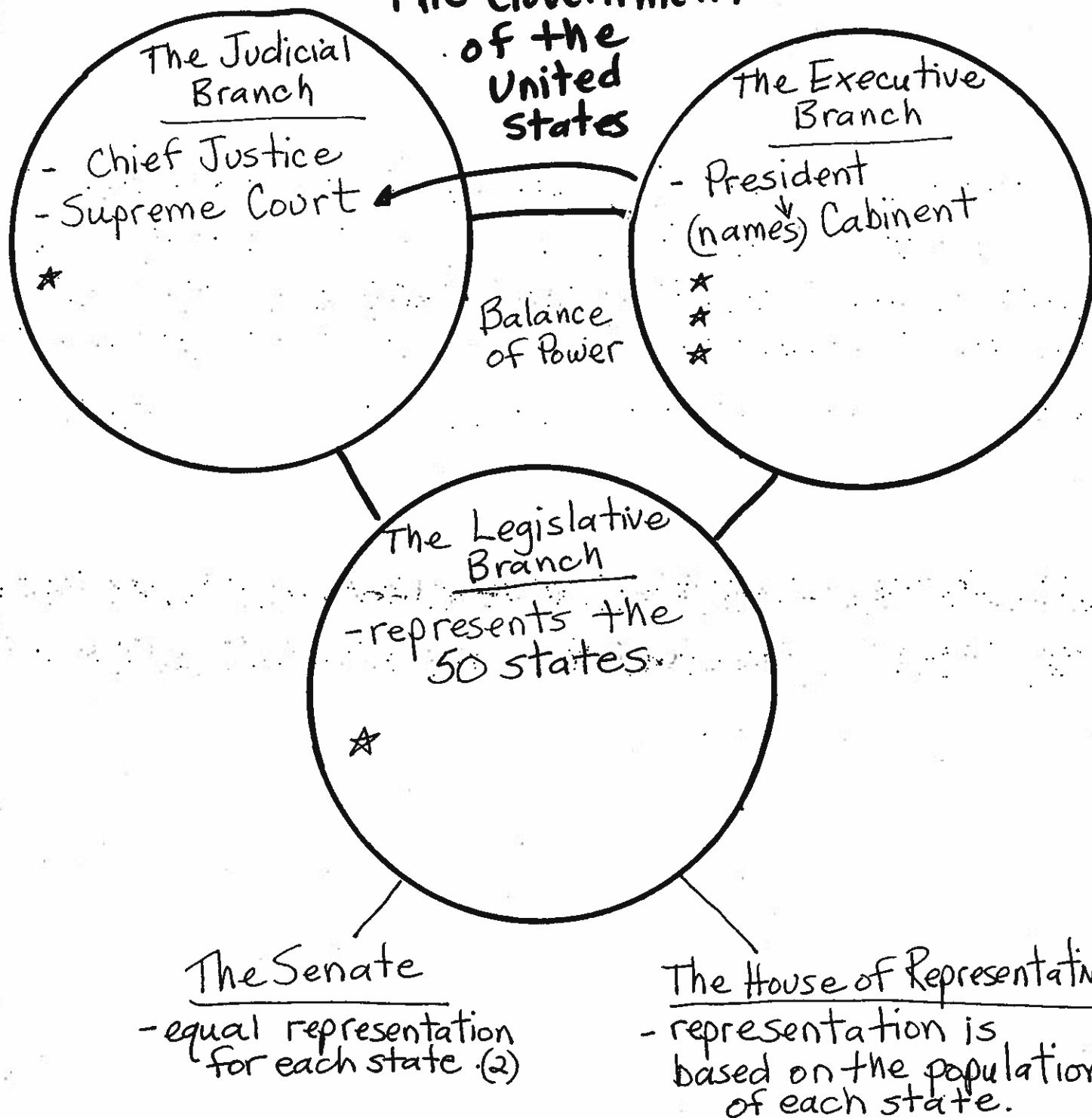
- representación
igual por cada
estado. (2)

La Casa de Los Representantes

- representación según
la población de cada
estado.

Name _____

The Government of the United States



APPENDIX B

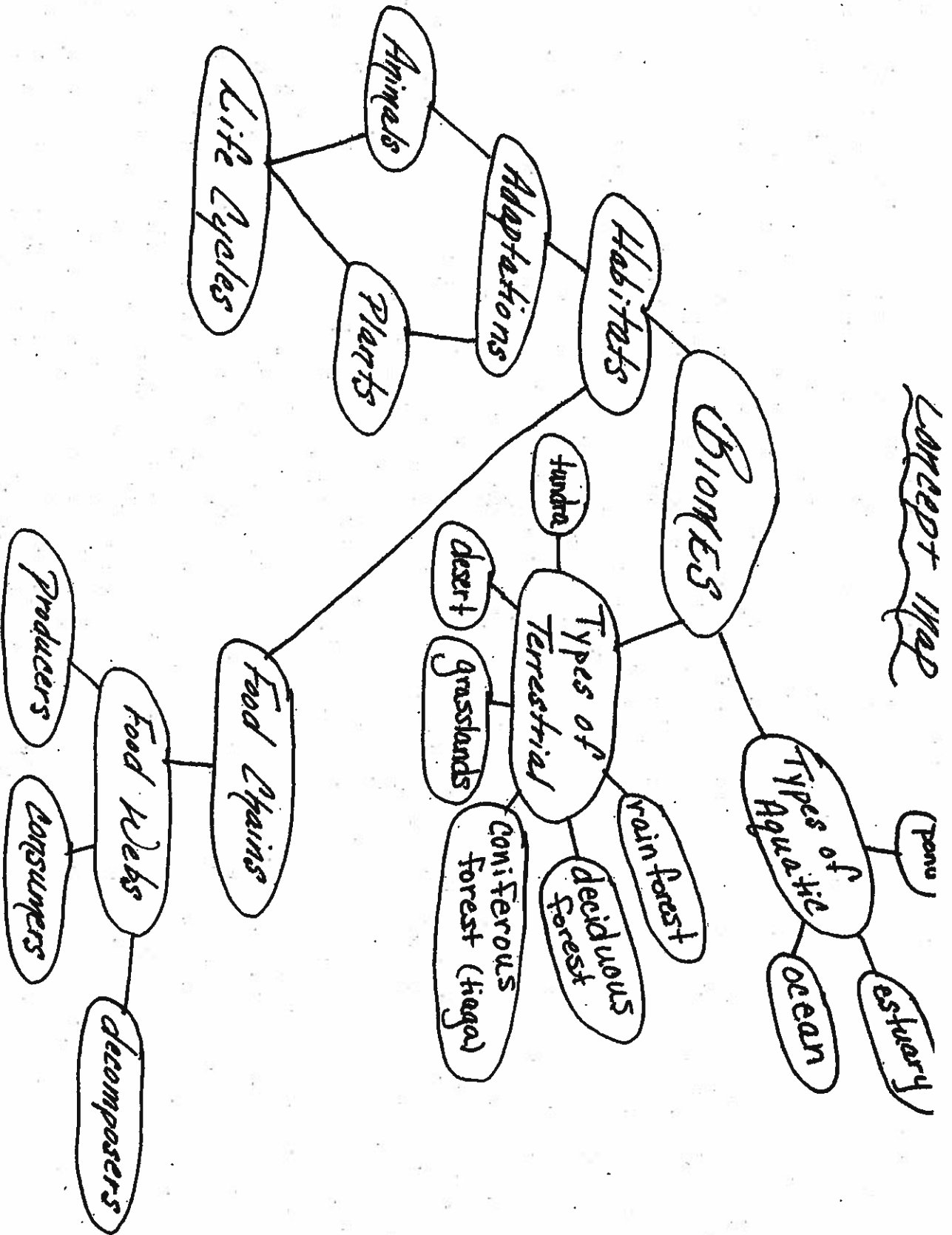
Habitats

Unit for 2/3 Grade At CCS

UNIT FORMAT

- 1. Matrix**
- 2. Concept Map**
- 3. Focus Questions**
- 4. Content Summary**
- 5. Learner Outcomes**
- 6. Scope and Sequence**
- 7. Activities**

Concept Map



CONTENT SUMMARY AND FOCUS QUESTIONS

1. What do all living things need to survive?

food
water
shelter
space

2. What is a habitat?

An organisms home
Provides or meets the all the needs of an organism
Habitats that extend over a large area are called biomes.

3. What kinds of biomes are there? Why?

Habitats are classified by their plant life.

Terrestrial

Tundra

Desert

Grassland

Tropical Rain Forest

Coniferous Forest

Deciduous Forest

Aquatic

Ocean

Pond

Estuary

4. Within any biome, what allows an organism to survive?

Adaptation

5. What is an adaptation?

A change in the body or behavior of a species over many generation, making it better able to survive in its environment.

Anything an organism has or does that allow it to survive better than other organisms in its habitat.

Adaptations are usually hereditary and passed on over time.

Examples are: camouflage, migration, hibernation.

6. What is a food chain?

The linking together of organisms because each one is food for the next.

A pathway that moves energy and nutrients between living things.

7. What is a food web?

The interconnection of food chains in a habitat.

Consist of:

Producers – plants who produce food from nonliving matter.

Consumers – animals that cannot produce their own food and eat producers or each other.

Decomposers – organisms that break down dead plant or animal matter and return nutrients to the soil.

The sun is the source of all energy in every food chain or web.

LEARNER OUTCOMES

~~At the end of this unit students will be able to or should know:~~

1. A habitat provides all plants and animals with what they need to stay alive. This includes food, water, shelter, and space.
2. Will be able to identify terrestrial and aquatic biomes when given a picture
3. Compare the similarities and differences between biomes.
4. Name the components of the habitat of a given organism.
5. Identify adaptations of a given organism.
6. Identify how an adaptation helps and organism survive in its habitat.
7. Identify the life cycle of a given organism from birth to death.
8. Differentiate between a food chain and a life cycle.

Habitats Unit

1. People live in different places.
Have class brainstorm the different places that people live and make a list on the board.
2. Read Old Macdonald Had an Apartment House and discusses the differences of the story.
3. Animals live in different places.
Have class brainstorm the different places that animals live and make a list on the board.
4. Draw and label your home habitat.
5. Make a collage of the places that animals live.
Use magazine to find pictures of the different places that animals live. Make one large class poster of these places and discuss similarities and differences between the places.
6. Walking field trip to Silver Lake.
Students will explore Silver Lake and find an animal that lives there. They will fill in their handout telling how their animal gets its food, water, space and shelter. These animals and how Silver Lake meets their needs will be discussed in class.
7. Triremes
Students will make a two-dimensional representation of their animal and it's habitat as Silver Lake.
8. Writing response to Triremes.
Students will write a response to the triremes by making a sign that can be connected to the trireme showing what it represents.
9. Writing activity for habitats.
Students will see how many different words that they can make from the letters in Habitat.
10. Acrostics poems.
Students will make an acrostics poem about something that has been discussed during our habitats discussion.
11. How many words can you make from the letters in animal?
12. How many words can you make from the letters in creature?

Name : _____

Date: _____

Look outside your window and draw an animal and it's habitat. Don't forget to label your drawing to show any examples of where the animal gets food, water, shelter and space. Your picture should also be labeled with the name of the animal.

Name _____

WHO LIVES AT SILVER LAKE?

A look at the animals and their homes at Silver Lake.

My animal is (circle one) a squirrel, heron, rabbit, frog, duck, other _____.

Write or draw the ways your animal meets their basic needs for food, water, shelter and space.

FOOD	SHELTER
WATER	SPACE

Early Bird

How many words can you make from:

Habitat

Name: _____

Date: _____

Pick a word or words from the list below and make one or more acrostic poems. Remember the word you choose creates the theme to which all of the other words are related. For example; if you are making an acrostic with the word cat it might look like this:

Cute
Active
Tiger

Word List

Habitat	Cube Thing	Food	Shelter	Water
Space	Computer	Physical Education		Music
Art	Library	Quality World		Landforms
Web Site	Mrs. Hermance	Mrs. Thomson		Mrs. DeBaca
Your Name				

Dear Family,

Making Words is an important activity we work on in our class. Making Words is an active, hands-on activity that children learn by doing. Each day as we "make words" your child learns more about letters and letter sounds (phonics). As children manipulate the letters they are given, they have an opportunity to discover more about letter-sound relationships, and as they look for patterns in words, they have an opportunity to see how these letter-sound relationships work in words. These two activities help children both to read and spell even more words! The children enjoy these lessons, but more importantly, these skills increase their word knowledge.

Please work with the letters your child will be bringing home. Let them cut the letter strips apart into the individual letters. Then work together and see how many words you can make. As you make the words write them in the blanks. Finally, cut the words apart and group them (your child knows what to do). Have fun working together and good luck!

Sincerely,

Your child's teacher

Take-Home Sheet for Making Words

r	u	c	+	e	e	n	a

The letters you need to "Make Words" tonight are at the top of the page. First, cut the letters apart; then work together to see how many words you can make. Next, let your child write the words in the blanks. Finally, cut the words apart and sort or group them by beginning (ending) sounds or spelling patterns.

Do Not cut letters apart!!

Dear Family,

Making Words is an important activity we work on in our class. Making Words is an active, hands-on activity that children learn by doing. Each day as we "make words" your child learns more about letters and letter sounds (phonics). As children manipulate the letters they are given, they have an opportunity to discover more about letter-sound relationships, and as they look for patterns in words, they have an opportunity to see how these letter-sound relationships work in words. These two activities help children both to read and spell even more words! The children enjoy these lessons, but more importantly, these skills increase their word knowledge.

Please work with the letters your child will be bringing home. Let them write the words in the blanks. Finally, cut the words apart and see how many words you can make. As you make the words write them in the blanks. Finally, cut the words apart and sort or group them by beginning (ending) sounds or spelling patterns.

Sincerely,

Your child's teacher

Take-Home Sheet for Making Words

i	a	s	n	l	m	a	u
animals sail snail	man arm ma						
Islam sin nails	animals lam nail	Sim					
Ian mail sam	aim is ail	u					
slim lain slam	in Mia Ana						

The letters you need to "Make Words" tonight are at the top of the page. First, cut the letters apart; then work together to see how many words you can make. Next, let your child write the words in the blanks. Finally, cut the words apart and sort or group them by beginning (ending) sounds or spelling patterns.

Theme Unit

Quality World Intro

- *Collage of quality world
- *The ideal classroom
- *Two on a Crayon Activity
- *4 square book-my family is special
- *4 square book-my class is great

Habitats

- *People live in different places: brainstorm places
- *Read Old Macdonald had an Apartment House
- *Animals live in different places: brainstorm places
- *Make a collage of places animals live
- *Draw and label home habitat
- *Walking field trip to Silver Lake to observe habitat
 - *Discuss habitats at S.L. seen and unseen,
Which animals migrate and why do they move
- *Tiremes
- *Early Bird: How many words can you make from habitat?
- H.W.: look out your window and draw an animal and its habitat
- H.W.: creature word scramble
- H.W.: animal word scramble

Landforms

- *Define landforms and which were seen at S.L.
- What did land look like on way to S.L. compared to how it looked when we got there
- *Make a list of different landforms
- *Look out window and draw habitat of animal that lives near house
- *Vocabulary:
 - Bay, beach canyon, cape, cave, channel, cliff, dune, hill, island, lake, wetland, peninsula, mountain, ocean, plain, river, sea, sound, valley,

volcano, waterfall, grassland, rainforest, desert,
landform

- *Early Bird: Landforms word find
- *Early Bird: How many words can you make from Landform?
- *Continents Introduction: teacher introduces landforms by showing world map-point out Delaware, u.s.a. North American continent, all 7 continents.
- *Landforms are found on Continents discussion
- *Sing continent song
- *Students label the continents on a map. Write names of continents on the back of the map
- *World Map Puzzles: Have groups of students put puzzles together and then place cards on the puzzle showing specific landforms
- *Landform trivia: Have students raise hands to answer trivia questions about the world map puzzles. Use back of box to ask trivia questions.
- *Continents word search
- *Landform cards: Have students cut apart landform cards and then categorize them at their table. Have students share how they categorized them at their tables.
- *Categorize landform cards into terrestrial and aquatic groups. Have students write in alphabetical order in their theme journals.
- *H.W.: Landforms word scramble

Life cycles

Observations of tadpoles and meal worms

Vocabulary:

Larvae

Pupa

Adult

Metamorphosis

- *Life cycle puzzles-Mr. Dunn: Students construct puzzles and then act out the life cycle of their puzzle.

***Books accompany the puzzle-have students read book before putting puzzle together.**

***Write a journal entry in theme books to illustrate the life cycle of the group's puzzle.**

***Butterfly cycle song: copy per student for poetry journals**

***Spanish: Make book about the life cycle of the butterfly in Spanish. Read Ve Como Crece-Spanish book about the life cycle of the butterfly. Add to it weekly.**

Food Chains

***Mr. Dunn: Make a food web, discuss the different stages of the food chain.**

***Make a chain with colored strips**

***Connect chains to make a web**

***Food chain word search**

***Magic School Bus Gets Eaten-read book and then have students write a story about the Magic School Bus going to a terrestrial place instead of aquatic within groups.**

***Discuss Aquatic and terrestrial**

***Make a story board illustrating terrestrial trip within groups**

***Popcorn food chain activity (outside)**

PROJECTS

1. Terrarium study of producers, consumers, and decomposers.
2. Worm bin study of decomposition/decomposers.
3. Life cycle study of meal worms.
4. Monarch butterfly study of adaptation. Plant milkweed/monarchwatch.com.
5. Biome study.

Ecosystem Unit

Year One

4\5

45 Ecosystem Unit
Year One
Amy N. Dunn

Content Summary:

An ecosystem is a system made from biotic and abiotic things that work together. Some of the living or biotic things that live in an ecosystem are: producers, consumers, and decomposers. An ecosystem must reach homeostasis between the plants and animals in order to survive.

Principles:

- there is interaction between living and non-living things in an ecosystem.
- living things affect and are affected by their environment.
- an ecosystem is classified by the living and non-living things in it.
- energy cycles of food chains cycle through ecosystems.
- technological advances have an impact on our environment.
- many resources are limited or non-renewable.
- Biomes are major ecosystems that have the following in common:
Climate\Seasons, Animals, Energy Cycles, and Vegetation.

Learner Outcomes:

- students will be able to identify the biotic and abiotic things in a given ecosystem when shown examples and non-examples.
- students will demonstrate their knowledge of ecosystems by creating an ecosystem that contains biotic and abiotic things.
- students should be able to explain through words or pictures how living things depend on others.
- students will demonstrate their understanding of energy cycles by constructing an energy cycle on any given ecosystem.
- students should be able to sort and classify different pictures of ecosystems and put them into groups based on likes and differences.
- students will demonstrate their understanding of biomes by becoming experts on a single given biome, and teaching their biome to their peers.
- students will be able to identify positive and negative human\natural impacts by "fixing" the impact on their ecosystem.
- students will be able to identify adaptations to animals and other living things by examining them in their own environment (Silver Lake).

4/5 Ecosystem Unit
Year One
Amy N. Dunn

Focus Questions:

What is an ecosystem?

How does an ecosystem change?

How do humans impact their environment either positively or negatively?

What is a biome?

How are biomes and ecosystem similar?

What is an energy cycle?

Why is an energy cycle important to an ecosystem?

Concepts:

ecology

ecosystem

biomes

producers

consumers

decomposers

biotic

abiotic

energy cycles

vegetation

climate

adaptation

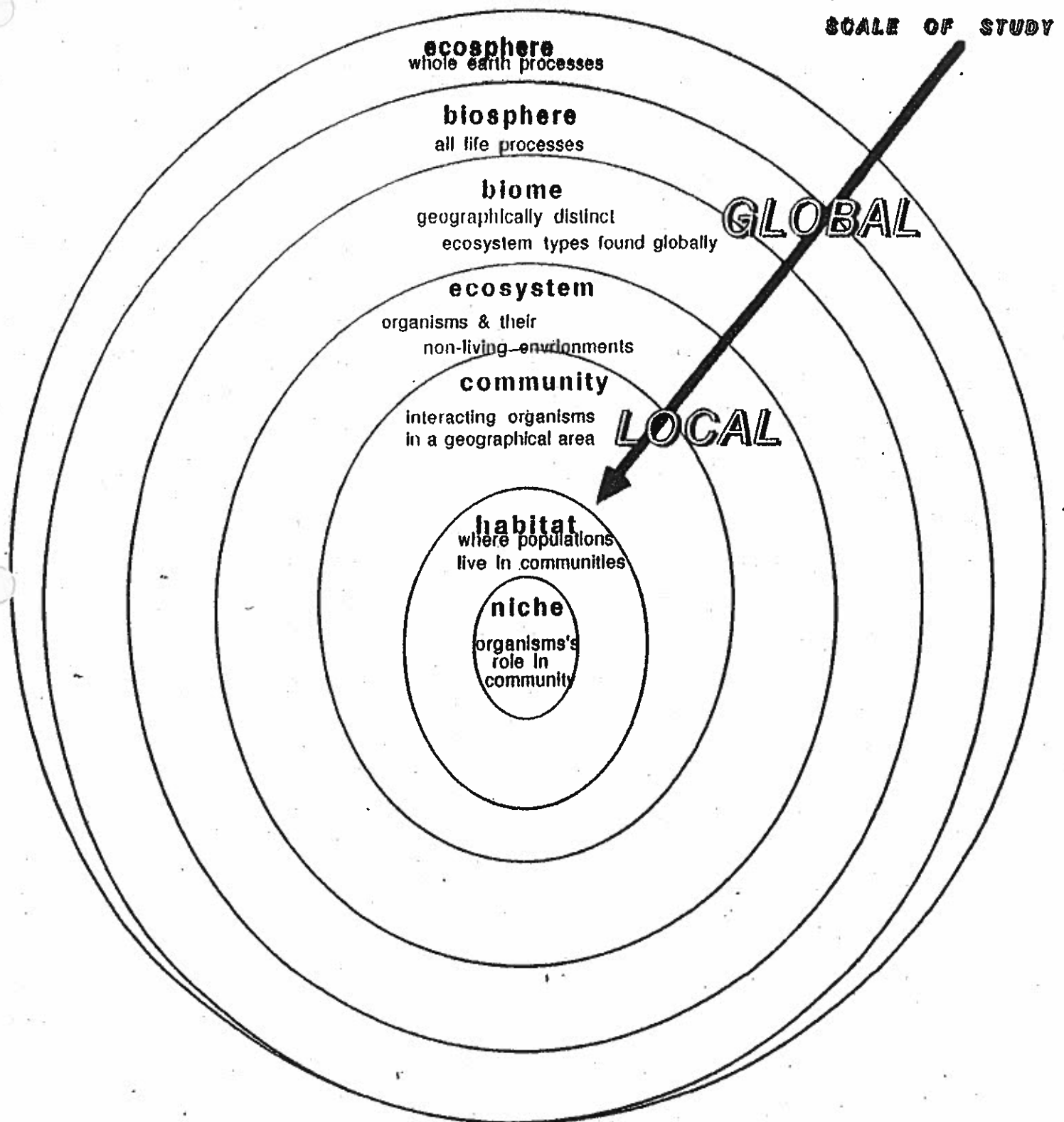
homeostasis

4/5 Ecosystem Unit
Year One
Amy N. Dunn

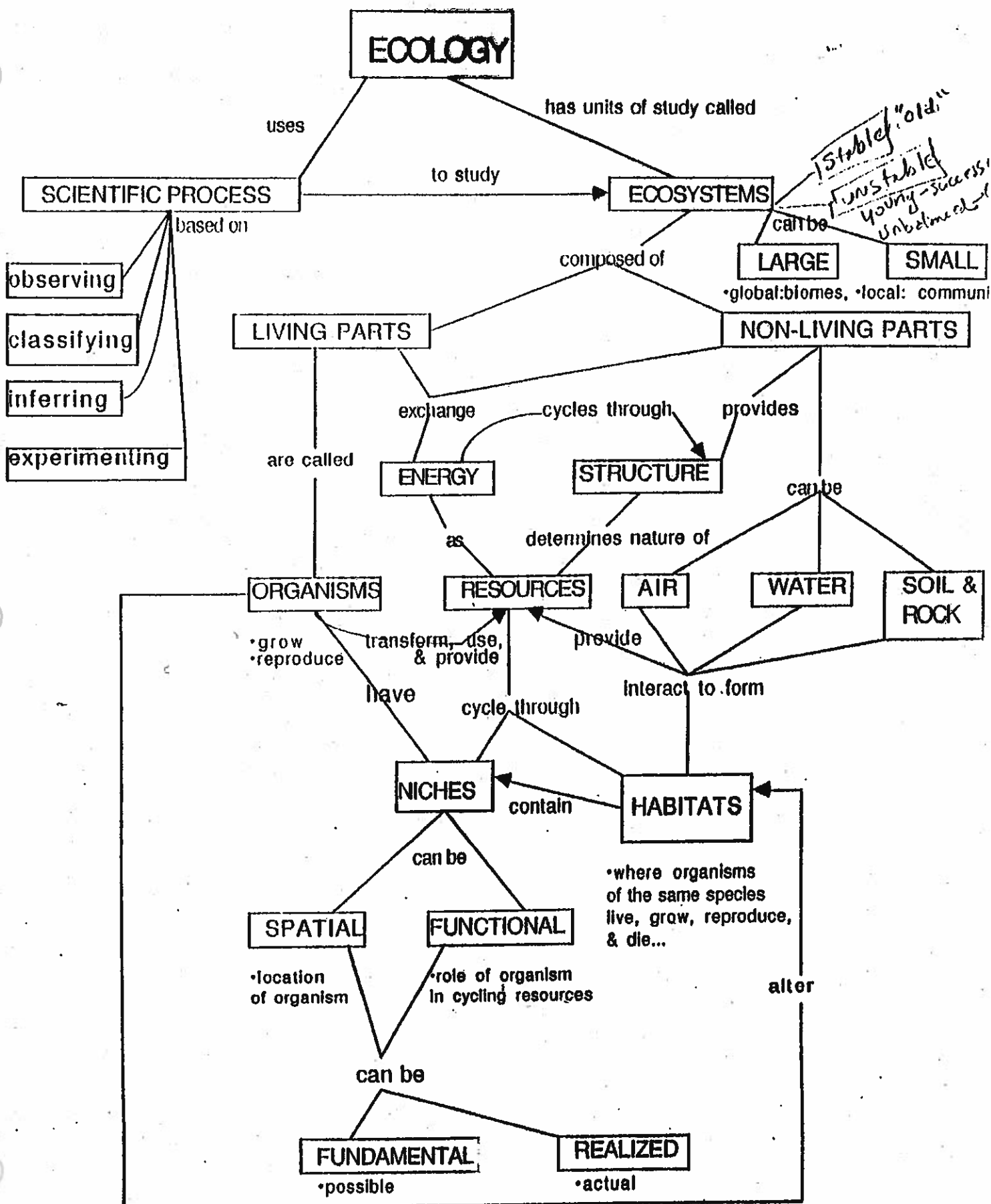
Possible Activities:

- definition of word from each student to see if they know anything about ecosystems.
- KWL on ecosystems
- have students look at several pictures of ecosystems and say if they are an ecosystem or not, and explain why.
- take a trip to Silver Lake and record abiotic and biotic factors and how they are adapted to their environment.
- take a trip to the Aquatic Resource Center and participate in the Eco-Explorer program.
- watch the Bill Nye Wetlands video and compare it to the ecosystems in Delaware.
- read the novel, Harry the Poisonous Centepede.
- have students pick a critter from their biome and write a story about the life of the critter from the critter's eyes. Make sure the story has appropriate settings and characters to their biome.
- have students write descriptive sentences about their biome without saying the name of their biome.
- have students write a poem about their biome.
- students will work in expert groups on a given biome. They will define the biomes climate, animals, vegetation, and energy cycle. They will then teach the rest of their classmates about their biome.
- students will create an ecosystem of their choice and present it to the class.
- after students present their ecosystem to the class the teacher will "throw" them a catastrophe card like a tornado, oil spill, etc., so the students will then have to explain how this catastrophe affects their ecosystem and how they can fix their ecosystem themselves.
- other activities can be found in the back of this unit.

ECOLOGY IS THE STUDY OF NESTED AND INTERDEPENDENT UNITS



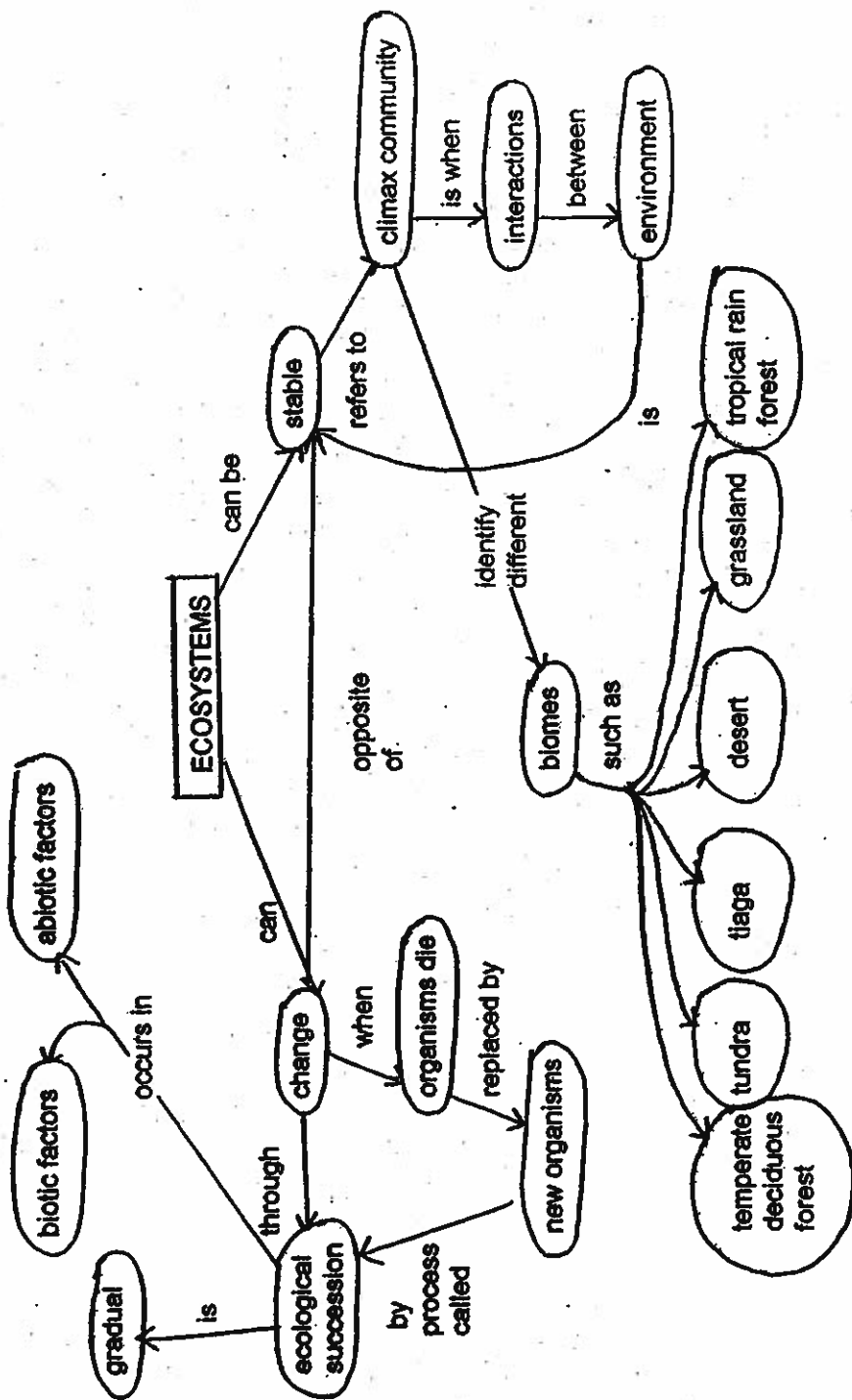
WEST ELEMENTARY SCHOOL: CONCEPT/CONTENT RESOURCE MAP

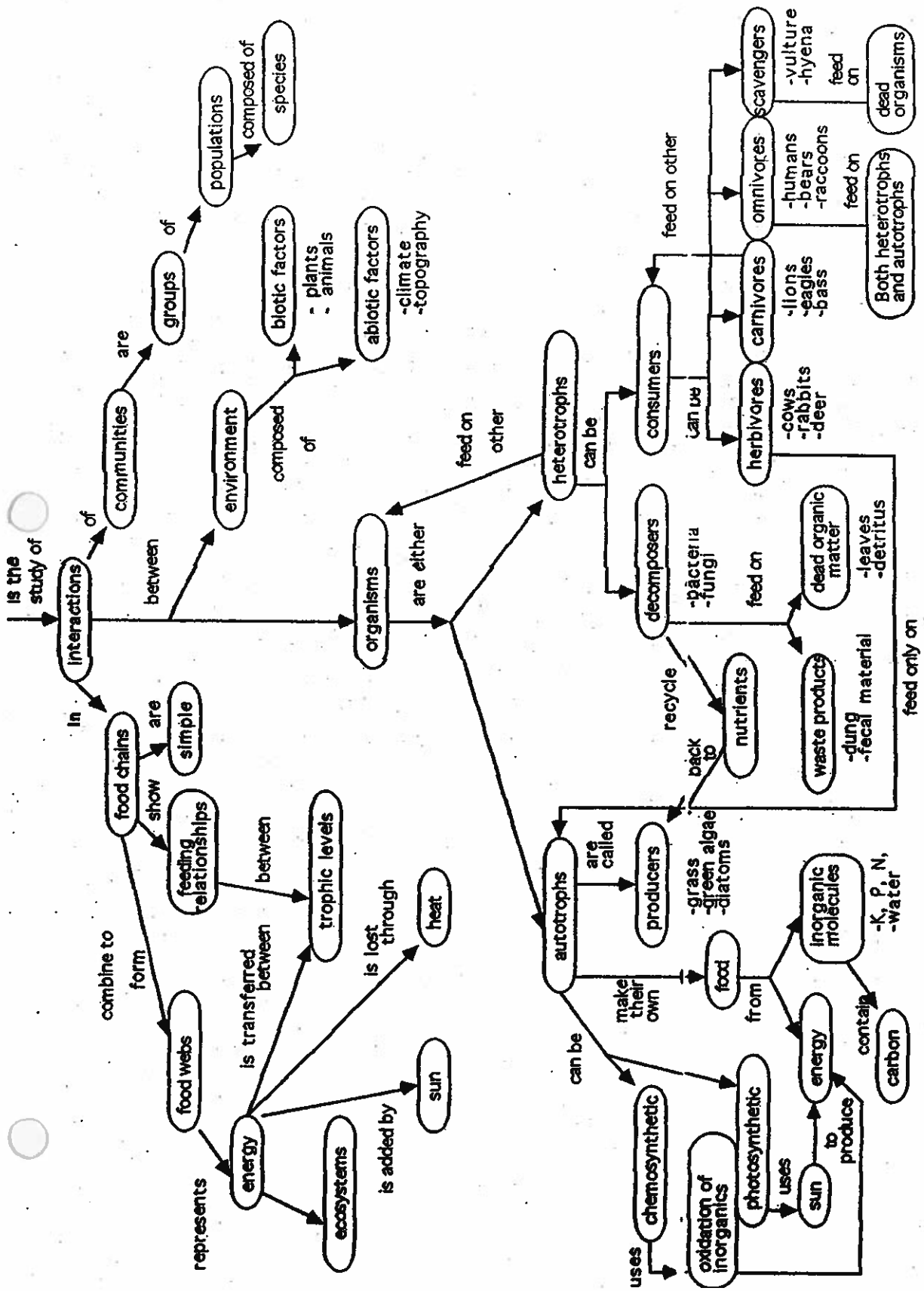


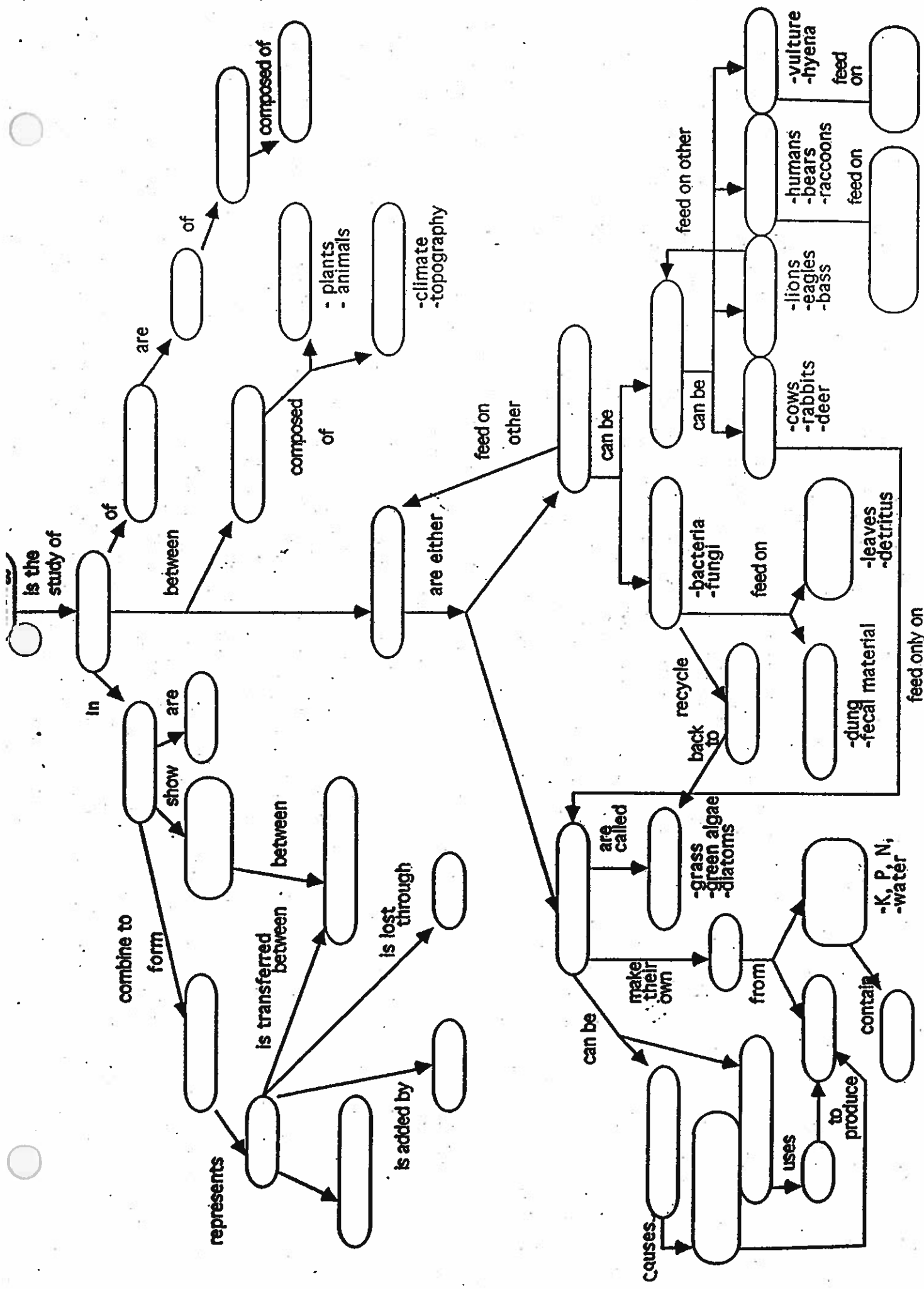
Ecosystems

By Christmas break you will be able to:

- define ecosystem and explain the roles of producers, consumers, and decomposers found in ecosystems.
- construct a food web of a local ecosystem and trace the energy flow through it.
- identify the different trophic levels within any given food web of any given ecosystem and describe **how** they relate to one another.
- understand how the law of conservation of energy and matter applies to any ecosystem when given a food chain or web.







Name: _____ **Date:** _____

What does the word ecosystem mean to you?

Name: _____ Date: _____

ECOSYSTEMS

K

W

L

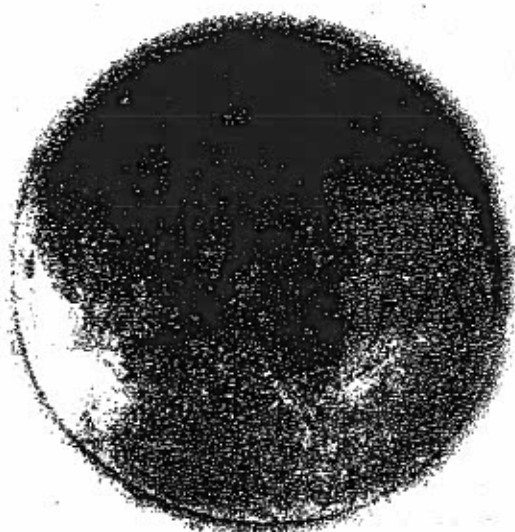
ECOSYSTEM OR NOT??

NAME: _____



Y / N

WHY? _____



Y / N

WHY? _____



Y / N

WHY? _____



Y / N

WHY? _____



Y / N

WHY? _____



Y / N

WHY? _____

Silver Lake Observations:

Biotic Factors

Abiotic Factors

I found the following items to be adapted to their environment.

Name _____

4/5 Science

Blome Expert Group Project

Visual Project

0

My group did not complete a visual project

1

Our project was visually unappealing, rushed or incomplete

2

Our project had some good parts, but overall it still needed a lot of work

3

Our project was complete in its information, but not as appealing as it could have been. It needs some more finishing touches.

4

Our project showed all the necessary information and looks very good. It's mostly easy to understand, but we think we could have made it even better.

5

Our project has all the necessary information. It is creative and visually appealing. I took the time to make every part of it the best it could be. Highest Quality Work!

Oral Project

0

My group did not present an oral project

1

Our project lacked necessary information, was rushed or inaudible.

2

Our project had some good parts, but overall it still needed a lot of work. Parts were hard to hear or understand.

3

Our project was complete in its information, but not as captivating as it could have been. We needed a bit more practice and/or organization.

4

Our project shared all the necessary information and went smoothly. We may have hesitated a bit or misspoken, but we think it was pretty good.

5

Our project has all the necessary information. We presented it in a creative and captivating way. We took the time to make every part of it the best it could be. Highest Quality Work!

Information/Research

0

My group did not do any research for this project.

1

My group used one or two small pieces of information and worked with that.

2

My group found information and copied it / repeated it exactly.

3

We used a few resources. Some parts are copied but some are original.

4

We used a variety of resources and put most of it in our own words.

5

We used many different kinds of resources, read, discussed and understood them and created a brand new piece of work, never before seen.

Teamwork

0

Team? What team? They/I did all the work.

1

We spent most of our time arguing.

2

We didn't argue. We just didn't talk.

3

My partner and I did separate parts for the project.

4

My partner and I helped each other do a good job. Most of our project was done together.

5

My partner and I helped each other do a great job. We shared ideas, time and discussion in a productive manner. Our project is as good as it is only because we worked together. I could not have learned as well by myself.

Living Indicators **of an Ecosystem**



Name _____

Date _____

How are they important?	What affects their growth or populations?	What are some ways that they are adapted to the ecosystem?
Plants		
Fish		
Macro-invertebrates		

Non-living Indicators of an Ecosystem



Name _____

Date _____

What is it?	What affects it?	How does it affect life in the water?
Turbidity		
Dissolved Oxygen		
pH		
Temperature		
Salinity		

ECO-EXPLORERS

Salt Marsh Ecosystem

FIELD TRIP REPORT



Name _____

Date of Trip _____

School _____

Circle the station(s) you DID NOT VISIT on your field trip. If you visited all 6 stations, do not circle anything.

Marsh & Pond Macros

Wetland Plants

Fishy Findings

Eco-Trail (Boardwalk)

Testing the Waters

Wildlife Detectives

You are going to use what you learned on the field trip to write a scientific report. The report will tell others how you think the salt marsh ecosystem is special. **Don't forget to use your DATA SHEET to help you.**

A. List at least three living things you saw in the salt marsh. Explain how each of these living things is adapted to live in the salt marsh.

	Living Thing	How it has adapted to the salt marsh
EX A M P L E	grass shrimp	They have a clear body so that it is hard for fish to see and eat them; They have many legs for swimming in the water. The female carries eggs on its belly to protect them from being eaten.
1		
2		
3		
4		

B. Tell how you think the salt marsh ecosystem is special and important.

C. Give an example of how one of the water quality indicators you tested (pH, salinity, turbidity or dissolved oxygen) affects living things in the salt marsh.

D. Circle the food chain below which best shows how energy flows in the salt marsh ecosystem.

1) detritus ----> raccoon ----> cordgrass ----> sun ----> fiddler crab

2) sun ----> cordgrass ----> fiddler crab ----> detritus ----> raccoon

3) sun ----> cordgrass ----> detritus ----> fiddler crab ----> raccoon

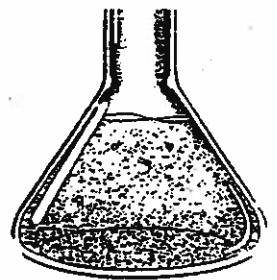
Give another example of a food chain in the salt marsh.

E. Describe some of the things you did on the field trip that made you feel like a scientist.

F. What were the most interesting things you learned about the salt marsh on your field trip?



TURBIDITY



What is it?

Turbidity is the measure of the water's cloudiness. When water is cloudy or murky it is said to be turbid. Turbidity is caused when **sediment**, soil and other particles that settle to the bottom are stirred up in the water. The amount of **plankton** (microscopic plants and animals) present in the water can also affect the cloudiness. Scientists sometimes refer to the clearness of the water as **water clarity**. The presence of sediment in the water can cause color changes in water from nearly white to reddish-brown. Algal blooms can turn the water yellow, blue, green, or even red-orange.

What affects turbidity?

High turbidity may be caused by loose soils from construction sites or bare lawns that are eroded during storms and carried by rain water into ponds or streams. Wastes from industries and sewage can increase turbidity. Excess nutrients found in fertilizers, such as nitrogen or phosphorus, promote the overgrowth of algae, which also clouds the water. Rain, wind, and tides can stir up sediments. Even fish like carp, which are bottom feeders stir up sediments. Don't forget human activities, such as students performing water quality tests can "muddy" the water!

How can turbidity affect life in the water?

The presence of suspended particles in water cuts down on the amount of light that can reach underwater plants. Since plants need light to grow, they die if they can't get enough. Fewer plants mean less food for many animals. Young creatures find protection in beds of underwater plants, and without this cover they are easier for predators to find. On the other hand, highly turbid waters interfere with aquatic predators spotting their prey. A reduction in plant growth also means less oxygen is produced. Suspended particles absorb heat from sunlight so the water becomes warmer. Remember that warm water contains less **dissolved oxygen** than cold water. So this combination of less light, warmer water and lower oxygen levels makes it impossible for some organisms to survive. Fish, oysters and other animals that breath through gills suffocate when their gills are clogged by sediment. Sometimes the particles of clay, silt or decayed plants and animals settle to the bottom and can smother the eggs of fish or aquatic insects.



MACROINVERTEBRATES



What are they?

Macroinvertebrates are small organisms that often live in the water. They can be seen with the naked eye (macro part), and lack an internal skeleton (invertebrate part). Macroinvertebrates belong to four main groups: insects, crustaceans (crabs and shrimp), mollusks (clams and snails), and worms (earthworms, leeches, etc.)

Where can they be found?

Macroinvertebrates can be found just about anywhere in a water environment, but the highest numbers will be found in areas the riffle areas of streams. Riffles are areas where flowing water encounters an uneven surface under the water. The uneven surface provides plenty of "housing" for the macroinvertebrates, and the flowing water supplies an endless amount of food in the form of plant and animal matter. The turbulent movement of the water in these areas also increases the oxygen supply. Riffles can be seen on the surface of the water as a little ripple.

Some macroinvertebrates can be found along the stream banks in areas of high detritus concentration. Vegetation that is growing in the water is another good place to find macroinvertebrates. The vegetation provides food and shelter for the organisms found here. This is a good place to find the different larval stages of the insects, as well as some of the different types of crustaceans.

What can they tell us?

Macroinvertebrates are a good indicator of water quality. Good water quality will tend to support a large number of different types of macroinvertebrates. Poor water quality will have a lower diversity of macroinvertebrates.

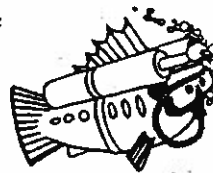
Macroinvertebrates are good indicators of water quality because:

- ✓ many are sensitive to pollution
- ✓ they feed at all levels of the food chain
- ✓ many live in the water for more than one year
- ✓ they live in or on the water and can less easily swim away from pollution
- ✓ they can be easily collected

Macroinvertebrates also serve as one of the beginning "links" in the food chain, so a decline in their numbers due to poor water quality can effect other animals in the food chain.



DISSOLVED OXYGEN



What is it?

Oxygen is a gas that is important to all life. Fish and other aquatic life need oxygen to live, but they don't breathe air like we humans do. The kind of oxygen they use is dissolved in water. Have you ever had a pet goldfish that tried to jump out of its bowl? If it did, it was because it was starving for oxygen. It used all of the oxygen in the fish bowl and was trying to find more oxygen. That's why most aquaria have "bubblers" that constantly introduce oxygen into the tank. Fish use their gills to take this oxygen from the water and pass it into their bloodstreams where it can be used by muscles and other organs. Some aquatic insects have a type of gills that do this too. Other aquatic insects can absorb the oxygen in the water directly through their body surfaces.

What affects levels of DO?

The maximum amount of oxygen that water can hold depends on the weather, water temperature and the amount of salt (salinity) present. Cold, fresh water holds more oxygen than warm or salty water. Oxygen from the air is mixed with water with the help of rain, wind, waves and currents. The fast moving waters of streams contain more DO than the still waters of ponds. Trout need high levels of DO to survive, so they live in fast-moving, cold water streams and rivers.

The time of day also affects the levels of DO. Morning to afternoon, DO levels rise as green plants produce oxygen during photosynthesis. Photosynthesis requires sunlight, so plants produce oxygen during the day. In the evening, plants consume oxygen for respiration, so DO decreases. Sometimes in summer fishkills occur in the early morning hours as oxygen is depleted by plant respiration.

Pollutants can deplete the amount of DO in water. If manure or untreated waste water enters the stream or pond, bacteria work to decompose the pollutants. Although this decomposition process cleans up the water, it uses up oxygen. Fertilizers from farms or lawns can enter a body of water during rainstorms. Because fertilizers contain high levels of the nutrients nitrogen and phosphorus they promote an excessive growth of plants. The plants produce oxygen during the day, but use it up at night causing great variations in DO levels. When these plants die, they sink to the bottom and decompose, using up more DO in the cooler bottom waters where many cold water fish live.

What can the level of DO tell us about life in the water?

Dissolved Oxygen (DO) concentrations range from 0 to 18. In general, the higher the DO the greater the variety of plant and animal life the water can support. Low DO levels may indicate pollution. Each type of aquatic organism has a certain level of DO below which it cannot survive. These levels vary from species to species, so the types of organisms found in a particular body of water can tell us a great deal about the water quality. Young fish and fish eggs are very sensitive to DO levels. Immature, developing aquatic insects need high levels of DO for survival. If these insects cannot survive because of low DO, what effect do think that would have on the fish that live there?



pH

What is it?

Measuring pH means you are measuring the amount of acids in the water system and the amount of bases as well. The pH scale ranges from 0 to 14. The lower the numbers, the more acidic a substance. The higher, the more basic. A reading of 7 is termed neutral. Distilled water and human blood both have a neutral pH.

What affects pH?

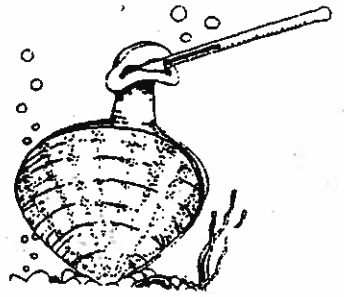
pH is an important part of water quality, both for the water we consume and for the water organisms that depend on it in an aquatic environment. Human activity often affects pH. A leak or spill of industrial contaminants can drastically raise or lower pH. Air pollution mixing with rainfall becomes acid rain, and lowers a water system's pH. Natural occurrences also affect pH. The types and amount of vegetation influence pH. A plant uses up oxygen and releases carbon dioxide during photosynthesis and respiration. Both these gases influence pH. The kinds of rocks and soils in the area also influence the pH of a body of water, changing the pH of the groundwater that may drain through on its way to the water.

How can pH affect life in the water?

Many fish and invertebrate species are sensitive to high or low levels of pH. Low pH from acid rain can release toxic metals into the water causing fish gills to clog, resulting in suffocation. Acid water can also harm many fishes ability to lay eggs successfully, and can weaken bones in the adults. Aquatic invertebrates who have shells made of calcium cannot tolerate acid water because it dissolves their shells. Both these organisms are important in the aquatic food web, and when their populations decline, other populations are affected as well.



TEMPERATURE



What is it?

Temperature is the measure of how hot or cold the water is at a particular time. Temperature is an important factor for aquatic life. Most aquatic organisms are what we call "cold-blooded." It simply means that the blood in these animals changes its temperature to reflect the temperature of the environment. "Warm-blooded" animals, including birds and mammals, maintain a constant body temperature no matter what the environmental temperature happens to be. Most aquatic creatures have adapted to survive within a range of temperatures. Few organisms can tolerate really high temperatures or really low temperatures.

What affects temperatures?

Temperatures change seasonally and daily due to the solar energy received from the sun. Human activities can also have a big influence on temperature. Nuclear power plants, for example, use water to cool down the reactors. Where this hot water is released into the river, the temperature of the water will rise. This is called **thermal pollution**. A more common problem is the removal of trees and shrubs from stream and river banks to make way for human construction projects. This takes away shade, exposing the water to direct sunlight, resulting in a big increase in water temperature.

What can temperature tell us about life in the water?

Water temperature does not change as quickly as air temperature, so it provides a more stable environment for organisms to live. If water temperatures get too high, however, animals cannot cool their body temperatures, so they die from overheating. The opposite occurs when the water gets too cold, and animals cannot heat themselves up. Temperature also affects the amount of **dissolved oxygen** in the water. Colder water holds more DO, than warmer water. Organisms that require more DO must live in colder water environments. The amount of sediment from soil erosion can cause a rise in water temperature. Sediment makes the water cloudy, and cloudy water absorbs the sun's rays causing the rise in temperature. Life cycles of many insects are affected by rising water temperatures, which, in turn, affects animals that might feed on those insects.



SALINITY

What is it?

Salinity is the measure of the amount of salt dissolved in the water. There are three main categories of salinity: **freshwater** (usually defined as water with less than 1 parts per thousand salts), **saltwater** (salinity at least 25 pptas in oceans), and **brackish water** (covering all water types between freshwater and saltwater).

What affects salinity?

Tides, rainfall, and drought are just a few factors that can affect salinity. Tides bring in salty water from the nearby oceans and bays. High tide rushes the water in, and low tides carry the water back out, so water is higher in salinity during high tides. The amount of rainfall also affects salinity. When it rains a lot, freshwater mixes with the salty water, lowering the overall salinity level. During dry seasons, the salinity levels rise because evaporation occurs, leaving less freshwater to dilute the salts that are left behind.

How can salinity affect life in and around the water?

Salinity is an important factor in the habitat of plants and animals. For the most part, salinity controls the types of plants and animals that can live in an ecosystem. Many aquatic animals have adapted to living in certain salinity ranges. Very few insects, for example, can live in sea water, but freshwater ponds and streams support abundant insect life. If you fish, then you realize that different types of fish are going to be caught in the ocean, compared to your local ponds. This is due to the salinity preferred by different fish. Some fish, including sunfish and pike, are found mainly in freshwater, while others, such as sharks and tuna, are restricted to salty environments. Other fish species, such as the mummichog and white perch, prefer brackish water. Salinity can also play a role in fish life cycles. Several species of fish that live in salt water must migrate back to freshwater to lay their eggs. Aquatic plants are also affected by salinity levels. Most plants are adapted for freshwater conditions. The plant species that live in areas of high salinity have to be specially adapted to survive the high concentrations of salt. For example, *Spartina* can excrete excess salt through its leaves, and can absorb water (while blocking out salts) through its roots.



PLANTS OF THE SALT MARSH



Why are they important?

The salt marsh ecosystem is a unique environment for plants. It is a difficult place to live, with daily changes in water and salt levels due to tides. Because of this, salt marshes lack the variety of plants that you might find in freshwater marshes or other "plant-friendly" ecosystems. But because the environment is so rich in nutrients and food, the salt marsh does support a large amount of those few types of plants adapted to it. In fact, salt marshes are considered to be one of the most productive ecosystems on the planet! The plants, which are known as **producers**, provide food (through **photosynthesis**) and shelter for animals. Even when winter approaches and the plants die and decompose they are an important food source for marsh organisms. This decayed plant material, called **detritus**, is decomposed by bacteria into small particles, which then provides the basis of the food chain. Salt marshes in our region produce over 3 tons of detritus per acre per year!

What affects the plants and how do they adapt?

Here's a hint for this question! What is the ecosystem you studied called? Think "**tidal salt marsh**" ecosystem and you should have a clue to the answer. Twice a day plants have to deal with salty water brought in from the bay with the tides. The water levels around the plant may rise and fall over 5 feet in a few hours. The level of the tide that a plant can tolerate helps determine where it grows in the marsh. For instance, the high tide bush grows in higher parts of the marsh that do not flood as often, whereas saltmarsh cordgrass prefers the wetter, lower areas of the marsh.

With the tide comes salt water, so these plants have to tolerate salt or have a way to get rid of extra salt. It's almost like living in the desert. Salinity makes it difficult to take in enough freshwater, so plants have to have a way to hold water. Some plants, such as spearscale and high tide bush, have thicker leaves that help retain water. Many of the plants, like cordgrass, are able to release salt through special pores on their leaves. If you look carefully at cordgrass leaves on a hot summer's day, you can even see the salt crystals that have been excreted.

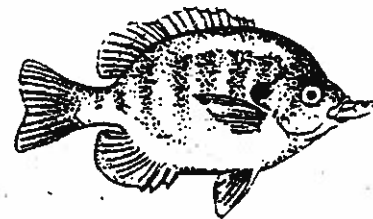
Marsh plants also have important adaptations involving oxygen. In order to carry out life processes, plants (like animals) need to use oxygen. The soils in the tidal marsh do not hold much oxygen, so the plants need to bring it down from their stems and leaves to their roots. To do this plants have developed special air passages in their leaves and stems. You can see these air passages by cutting a cross-section of a cattail stalk.

Many tidal marsh plants have developed a system of spreading underground roots called **rhizomes**. These roots are useful for reproduction because many sprouts shoot up from them. Rhizomes also slow down erosion and help control floods.

All of these methods of surviving in the salt marsh are called **adaptations**. Look for examples of these plant adaptations when you visit the salt marsh with your class.



FISHES OF THE TIDAL MARSH



How are they important?

The tidal salt marsh ecosystem provides a nursery ground and home for many kinds of fish. The fish are an important part of the food chain or energy flow in the salt marsh. Fish feed on small crustaceans, algae, detritus (decayed plant material) and insects, like mosquito larvae. These fish are in turn eaten by birds, like herons and egrets, reptiles, and mammals. Many of the fish that are spawned in the tidal salt marsh eventually return to the bay or the ocean, where they provide food for other animals. Fish are a source of income for commercial fishermen. As indicators of water quality, fish can even warn humans of potential dangers from pollution.

What affects their populations and how have they adapted?

Since their habitat is water, the quality of water affects fish greatly. The amount of dissolved oxygen (DO) in the water is especially crucial to the health of fish, since fish absorb oxygen directly from the water through their gills. Some fish, like trout, have high DO needs, while others, such as carp or mummichogs, can survive on little DO. You might have also learned that DO is affected by temperature and salinity. As water cools and becomes more dense, it holds more oxygen. On the flip side, as water temperature increases, the water is able to hold less and less DO. For similar reasons, salt water tends to hold less DO than freshwater, since the salt molecules take up space in the water that could be taken up by oxygen. These and other things can affect the amount of DO available, which can determine which fish species are able to live in that water. High turbidity (high levels of sediments in the water) can block the gills of fish, so they cannot take in enough oxygen. The pH of the water can also affect fish life. Most fish cannot tolerate pH levels below 5.

In spite of these factors, there are some species that are well-suited to the changing environment of the salt marsh ecosystem. The mummichog can survive in low levels of DO. This makes them useful as bait since they can be kept out of the water for long periods. The outer membrane on a mummichog's body helps it to adjust to the various amounts of salt in the water. The slippery mucus on its body allows it to move through the water easier, and protects it from disease. Mummichogs can also adapt to temperature changes and are even tolerant of pollutants.

Fish are also adapted to where they live in the water column. Their mouths turn up if they live near the surface of the water, so they can eat the insects on the water. If they live in the middle, their mouths point straight out to catch their prey. Bottom-dwelling fish have down-turned mouths to find their food on the bottom of the pond or lake. Fish are also adapted for protection. Some fish have spines in their fins. Many fish use camouflage to blend in with their surroundings. Many are dark on top and light on the bottom, so they are less visible from above and below. Some are striped or spotted for further protection.

Climate and Life

Apply

Skills: Observing, comparing

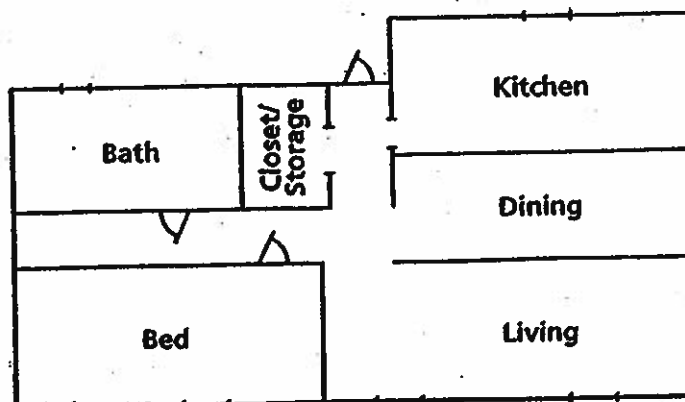
Finding Your Niche

If you want to find a particular species, you need to know the kind of habitat in which it lives. A habitat is the type of surroundings in which a species thrives. However, studying the habitat of a species does not tell you the whole story. To really understand the species, you must investigate not only where it lives, but how it lives. A niche describes how a species interacts with its habitat. You can think of habitat as the place where a species is found and a niche as how it fits in there. In this activity, you will investigate the relationship between habitat and niche.

1. Write a description of your habitat—the place where you live.

2. How many other people share this habitat? Describe them.

3. Describe at least three of the daily activities performed by each member of your habitat. Make sure you include your own activities.



Name _____ Date _____ Class _____

Climate and Life
Finding Your Niche (continued)

4. How can the activities you described for each member of your habitat be considered niches? Which members of your habitat have similar niches? Which members of your habitat have very different niches?

5. When two organisms engage in the same activity in the same habitat at the same time, their niches are said to overlap. Give examples of the overlapping niches for members of your household.

IT'S A PROJECT! ANOTHER OPPORTUNITY TO LEARN! ANOTHER OPPORTUNITY TO GROW!

Eco Explorer Expert Groups

My group is _____
and _____

World Biomes:

My biome is _____

Your first project in Science this year is one in which you and your partner will become experts on a specific biome of the world. Your finished projects must meet all the following criteria.

1) You and your partner must become strong in your knowledge of the following items about your biome:

If you study a terrestrial (land) biome--

- 1) Climate and seasons - what's the weather like and is it the same all year
- 2) Animals - large and small - and the adaptations they have to live in this biome
- 3) Cycle of Energy - A food chain (or web): who are the producers (make their own food) and who are the consumers (rely on other organisms for their food)
- 4) Plants (vegetation) and the adaptations they have to live here

If you study an aquatic (water) biome--

- 1) Salinity and water temperature - what's the salt content and does the temperature change
- 2) Animals - large and small - and the adaptations they have to live in this biome
- 3) Cycle of Energy - A food chain (or web): who are the producers (make their own food) and who are the consumers (rely on other organisms for their food)
- 4) Plants (vegetation) and the adaptations they have to live here

You must create and share:

- 1) A visual project : Can be in any form, that reflects the above information

AND

- 2) An oral presentation : Can be in any form, that shows what you know about the above information

You will be working on this during school hours, but feel free to gather information and other resources from home. You can also meet with your partner after school to discuss and plan, but it is certainly not mandatory. And lastly, it is important that the majority of your work be done at school, so we can observe how you work and how you learn. Projects that magically appear the night before they are due, when we've seen nothing at school, will not be accepted.

Be creative, learn, learn, learn, and SHOW US WHAT YOU NOW KNOW!!!

Visual Projects are all due on Monday, October 16th

Oral Projects will be presented the week of October 16th - 20th

Terrestrial Ecosystems

[illegible]

Name: _____

Date: _____

Ecosystem Assessment

Directions: Please take as much time as you need to answer all questions to your fullest ability. With each question please explain how the ecosystem and the energy cycle is affected.

1. We have a very large ecosystem very close to our school. It is Silver Lake. I would like you to tell me why it is an ecosystem. I would also like you to describe an energy cycle and label it with producers and consumers.

2. Currently Silver Lake is facing a major problem with pollution. Pollution is a human impact on the environment. How is Silver Lake affected by this impact? How can you fix it?

3. Another impact that Silver Lake has faced in the passed is a natural impact called a drought. A drought is when a place has not had enough percipitation. How is Silver Lake affected by the drought? Could you fix this problem? Please explain why or why not.

Ecology Unit

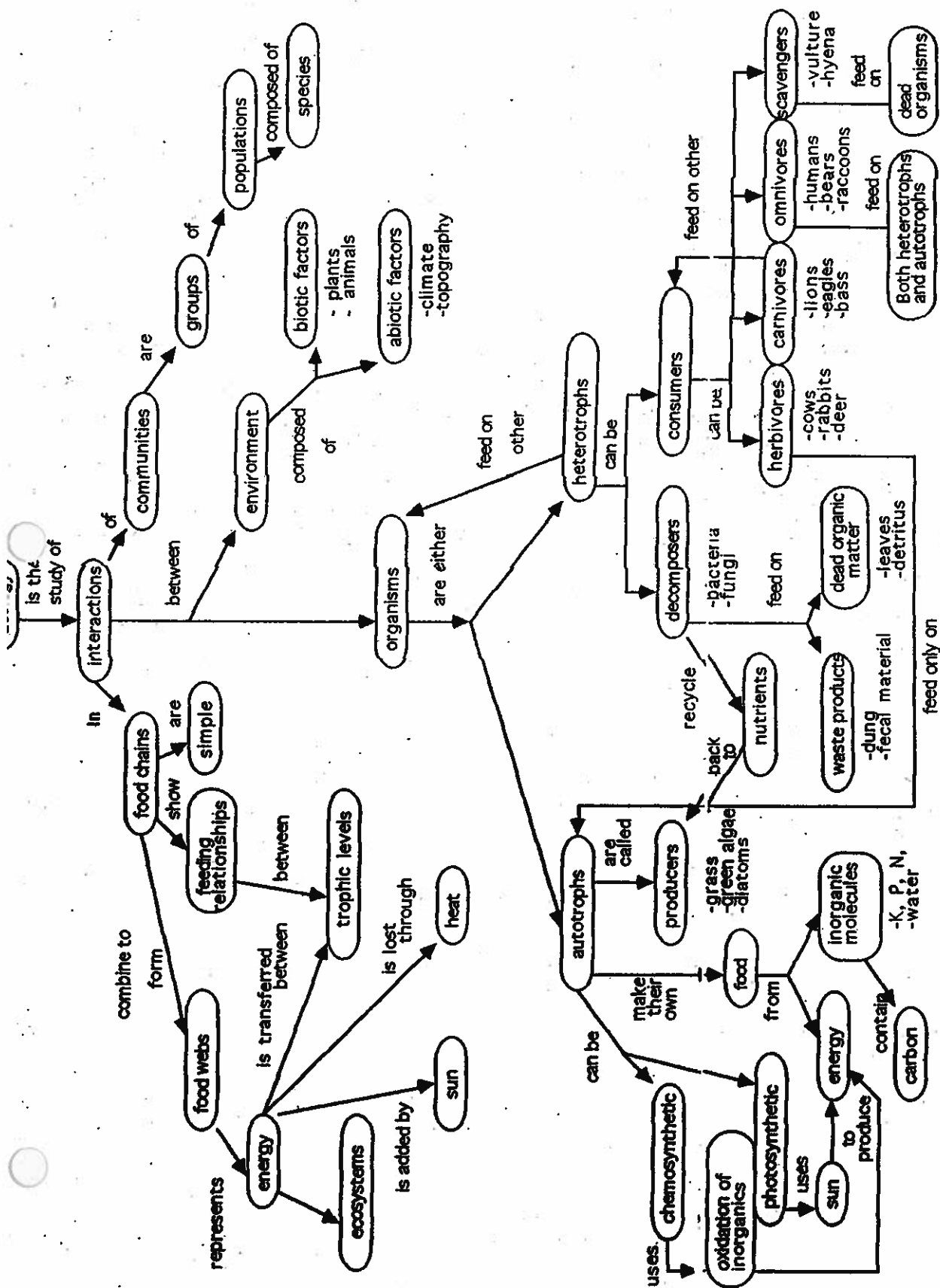
6th/7th/ 8th Grades

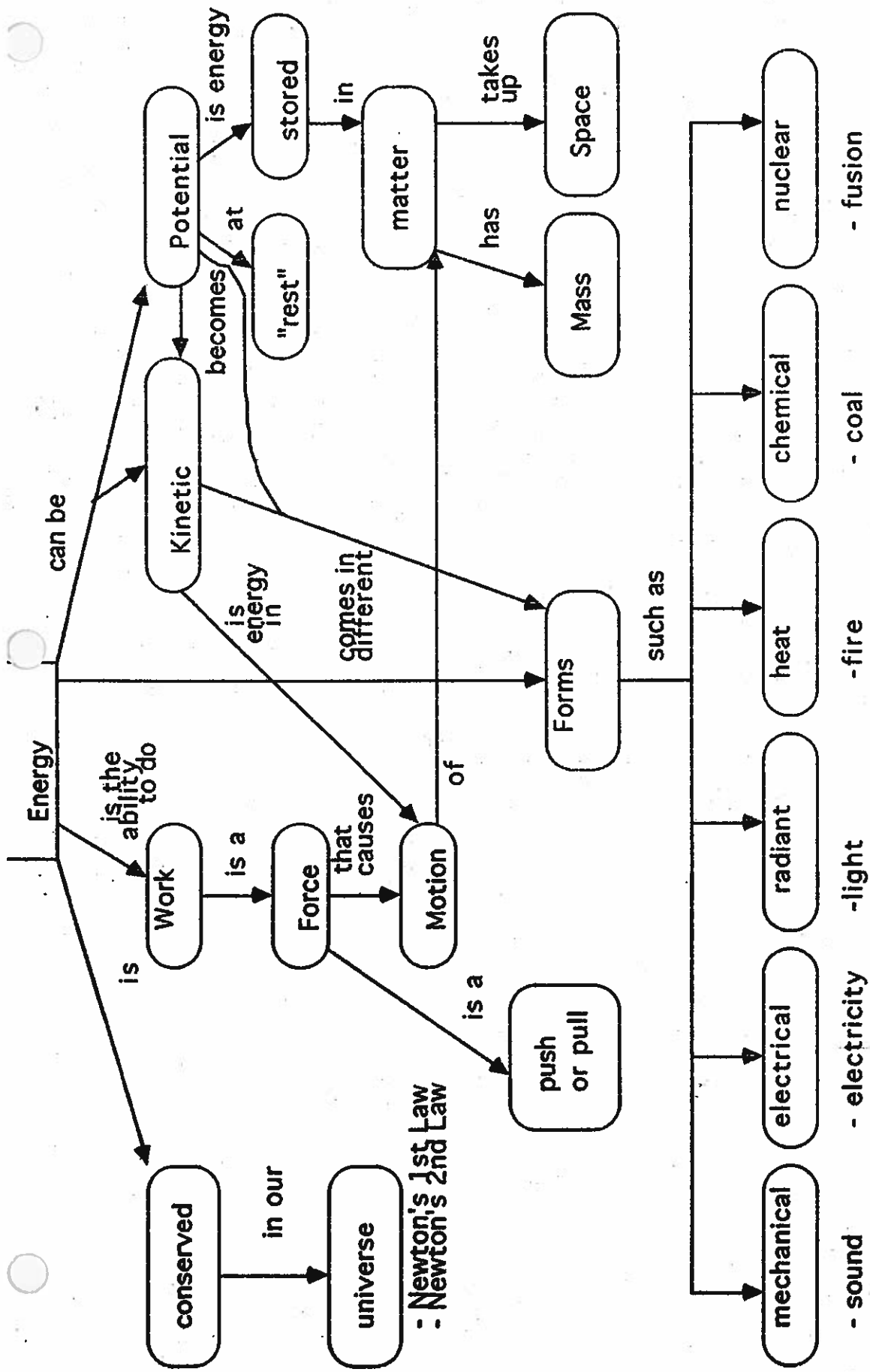
Year 2

Ecology Unit: Content Objectives

By the end of this unit students will:

- 1) know that all ecosystems:**
 - are composed of producers, consumers, and decomposers
 - consist of interactions between organisms and their physical environment which creates a balance in nature and can be represented in food chains and food webs.
- 2) understand the law of conservation of energy and matter and know that:**
 - the energy source for most ecosystems is the sun and that the total amount of matter and energy within any ecosystem remains the same.
 - energy is neither created nor destroyed in an ecosystem but rather changes form and location.
 - energy transformation within ecosystems are from solar energy to chemical energy.
 - energy available to next trophic level is approximately 10 % (6-16%) of what it was in the previous level. The rest is lost as heat which is replaced by continuous solar input from sun.
- 3) recognize ecosystems change:**
 - which alters the diversity of species and the size of populations within the ecosystem and know that:
 - there are density dependent and density independent factors which influence how a fast and large a population can grow.
 - population growth can be exponential or in form of boom and bust depending on the availability of resources and the carrying capacity
 - when changes in the physical (abiotic) and biological (biotic) factors occur
 - because of natural reasons and because of how humans interact with the environment.
- 4) understand how humans impact the environment both positively and negatively by:**
 - examining the function of watersheds, riparian buffers, and wetlands
 - testing properties of water and soil within a watershed
 - helping minimize the effects of modern agriculture which can harm the environment in many way but the recent trend has been for more sustainable practices.
 - recognizing that the use of natural resources in the past have been determined by society's short term needs without examining the long term consequences (global warming, DDT)





Name: _____

Answer the following on a separate sheet of paper

1) Using your knowledge about the different forms of energy, explain how energy changes forms in the following examples

- a) you start your car using gasoline from the tank
- b) you turn on the headlight of your car
- c) you turn on your car radio
- d) you drive up a hill
- e) you apply the brakes as you go down the hill

2) Draw a cartoon or diagram which symbolizes the energy flow of the following situation. Show the flow of energy by using arrows and if energy changes form please indicate what form it is going to and from. Label each type of energy as potential or kinetic.

As light leaves the sun it enters the earth's atmosphere and strikes a blade of grass. The grass is eaten by a passing cow. The cow is so full and content with the delicious grass that it runs around in circles. It leaps over a fence and kicks for joy. Splat. The cow wandered into a nearby road where it was hit by a tractor trailer. A man coming in the opposite direction sees the cow go flying in the air and stops his car to see if it's okay. Sadly the cow is dead, so the bystander picks up what's left of the beast and puts it in his truck. He takes it home, grinds it into hamburger, and fries it up on his grill, where he and his family enjoy it.

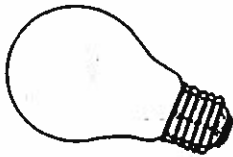
3) In the above situation, what happens to the total amount of energy in the system? What happens to the energy after the hamburger is eaten? Does it just stop here in this form forever? If not, give a possible explanation as to what form it might go to next.

Name: _____

What Kind of Energy is It?

Below are pictures of objects that show one or more types or forms of energy. For each picture, state whether the type of energy shown is either kinetic or potential. Also state what form or forms of energy are present. The six possible forms of energy to choose from are radiant, electrical, mechanical, heat, chemical, and nuclear.

1)



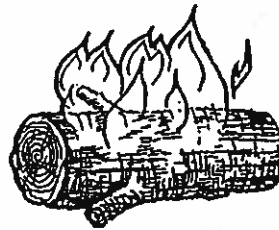
Light bulb

2)



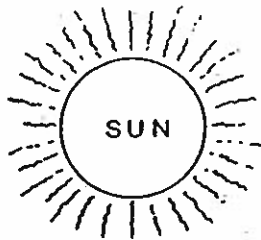
Gasoline

3)

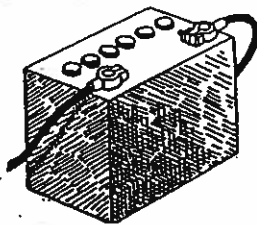


Burning Log

4)

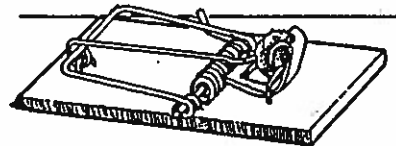


5)



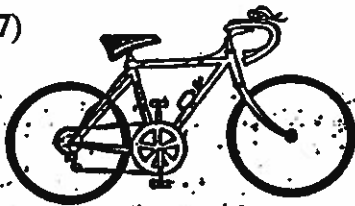
Car Battery

6)



Set Mouse Trap

7)



Bicycle

8)



Living Christmas Tree

9)



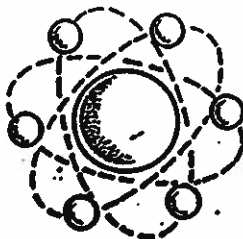
Moving Car

10)



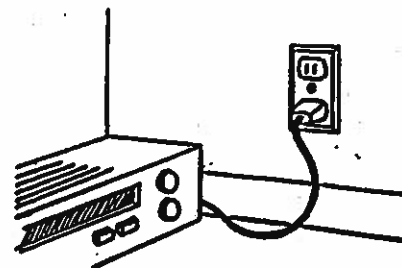
Ice Cream Cone

11)



An Atom

12)



Radio

Energy: Essential for Life's Processes

Enrich

Skill: Applying concepts

Dark Secrets

Primary producers generally form the foundation of ecological pyramids by capturing and using energy from the sun. As primary producers, plants and some bacteria use the sun's energy to form living tissue from nonliving nutrients such as water and carbon dioxide. However, you may be surprised to learn that not all primary producers use sunlight as an energy source! Some bacteria are able to produce their own food without the help of a single ray of sunlight.

In the late 1970s, an oceanographer named Dr. Robert Ballard discovered rich communities, or groups of species, living on the ocean floor deep in the Pacific Ocean. These communities lie 2500 meters underwater. Because sunlight does not penetrate to this depth, scientists were puzzled. What was the energy source for these underwater worlds? Scientists observed that the deep-sea organisms grew around thermal vents, or cracks, in the ocean floor. These vents release warm water that is rich in minerals from below the surface of the Earth. Scientists discovered bacteria called chemoautotrophs that use hydrogen sulfide (a chemical present in high concentrations in thermal waters) as an energy source. Chemoautotrophs are the primary producers of these deep-sea communities, producing their own food using chemicals, rather than the sun, as an energy source. These chemoautotrophic communities were an exciting new ecological discovery. Unfortunately, deep-sea exploration is complicated and expensive. Thus, scientists have difficulty investigating the underwater communities any further.

In 1986, a Romanian geologist, C. Lascu, discovered a chemoautotrophic community that was much easier to study. While digging a well in southeastern Romania, Lascu discovered a network of cave passages that are 240 meters long. Known as Movile Cave, the network is

20 meters underground and has been isolated from the surface of the Earth for several million years. Movile Cave is home to a chemoautotrophic community similar to those discovered on the deep ocean floor.

The upper level of Movile Cave is dry, but the lower level is partially flooded by waters rich in hydrogen sulfide. Because of the partial flooding, air pockets, or air-bells, form between the surface of the water and the roof of the cave. Mats of fungus and bacteria float in the water and grow on the walls of the air-bells. Three species of chemoautotrophic bacteria are found in the fungal mats. These chemoautotrophic bacteria are the primary producers of Movile Cave's underground community. The bacteria obtain their energy by breaking the chemical bonds in hydrogen sulfide. They then use this energy to form living tissue.

These unique primary producers support a rich variety of heterotrophic consumers, both aquatic (water-based), and terrestrial (land-based). In the aquatic communities, species of protists, worms, snails, and crustaceans make up the first level of consumers. Species of flatworms, leeches, and insects are the top level of consumers, the predators. In the terrestrial communities, insects, isopods, and millipedes are the first level of consumers. The top consumer, a predator, is a centipede. At least 46 species of aquatic and terrestrial invertebrates are found in Movile Cave. Over half of these invertebrates are newly discovered species found nowhere else in the world.

In Movile Cave, the organisms supported by chemoautotrophic producers are well adapted to their surroundings. These organisms have developed characteristics to help them survive underground. Since caves are dark, they do not need eyes to see or pigment for protective coloration. However, to make up for the loss of

Energy: Essential for Life's Processes

Dark Secrets (continued)

their visual sense, cave-adapted organisms have longer appendages and antennae to help them "feel" for food.

Because Movile Cave has been isolated from the surface for millions of years, scientists wondered how the cave organisms—many of them related to surface organisms—originally arrived there. Some organisms found in the cave have also been found in water wells in the same area, indicating that the organisms may have been carried by underground water through tiny cracks in the surrounding limestone. Scientists also believe that many of the organisms could have entered the ground at springs—places where groundwater is exposed to the surface.

As well as adapting to living in the dark, the organisms of Movile Cave have also adapted to life in the harsh environment of the cave. In many areas of the cave, the oxygen level is low, and there are high concentrations of carbon dioxide and hydrogen sulfide. Although hydrogen sulfide is toxic to most organisms, the Movile Cave organisms survive in its presence. One species of aquatic insect that is highly resistant to hydrogen sulfide has been shown to be covered by a thick layer of bacteria that may offer protection from the poisonous gas.

Research on the Movile Cave community is far from complete. Researchers must take care

not to alter any conditions in Movile Cave that might destroy this unique community. Even minor changes, such as increased light or temperature, could lead to the extinction of some of the species inhabiting the cave. As a result of these restrictions on their research, scientists are still not sure exactly how chemoautotrophs support diverse ecological pyramids. But one thing is certain: whether underwater or underground, these tiny chemical powerhouses are the foundation of exciting worlds in the darkness.

CRITICAL THINKING

1. Explain why the primary producers in Movile Cave are called chemoautotrophs. What chemical do chemoautotrophs require as an energy source? (*Applying concepts*)
2. How do you think scientists could study chemoautotrophs without damaging the fragile communities they support? (*Making inferences*)
3. Why do you think Movile Cave has such a large number of unique species? (*Drawing conclusions*)

How Many Is Too Many?

Key Concept: Carrying capacity

Objectives

Students will:

- 1) Define carrying capacity and limiting factors
- 2) Identify several limiting factors
- 3) Describe the general rules of population dynamics
- 4) Describe how wildlife managers work to improve carrying capacity
- 5) Explain how land use decisions affect carrying capacity

Vocabulary

Carrying capacity

Habitat

Limiting factors

Wildlife management

Background

How many "kittens" does a female cottontail rabbit produce each year? How many "goslings" does a female Canada goose produce each year? What is the average life span of most wildlife? How does weather or climate effect wildlife populations? What happens if there are too many animals in a given area?

(Note: the answers to these questions are found throughout the text. However, for quick reference turn to the procedure section.)

The answers to these and many such baffling questions are all part of nature's delicate "balancing act" called carrying capacity. The term carrying capacity refers to the number of animals of one or more species that a particular area or habitat can support at a given time. The word habitat involves the local environment in which an animal lives, its home. Components of habitat include food, water, cover (shelter), and space. Carrying capacity changes from place to place, season to season, year to year, and decade to decade. The carrying capacity of an area cannot support a fixed number of animals indefinitely as habitat and environmental conditions change.

the area including farming and ranching, logging, mining, and development.

- **Water.** The availability of fresh water is crucial to survival. Water serves many purposes; it helps to regulate body temperature, carry nutrients, eliminate waste, and maintain shape. For some animals, including the inland otter, beaver, and muskrat, water also serves as cover (home). Sources of fresh water include: lakes, ponds, marshes, bogs, swamps, sloughs, creeks, streams, rivers, springs, woodland seeps, snow, dew, and standing water or puddles resulting from rain.

- **Space.** The amount of space an animal needs is related in large part to the quality and quantity of habitat and to specific species requirements. All animals have certain space requirements and demonstrate some type of territorial behavior. "Territory" refers to the area an animal will defend, often during breeding season, against intruders of its own species. An animal's territory is usually located within its home range, the area an animal normally travels to secure its needs. All components of habitat needed for survival (food, water, and cover) must be present in this space or area. The size of an animal's home

range is proportionate to its requirement for space. Different species have different home range requirements. Generally, small animals have small home ranges and large animals have large home ranges. For example, the grizzly bear needs vast areas in which to roam to meet all its needs, but the gray squirrel meets all of its needs in a 2-6 acre area. (An acre is roughly the size of a football field.)

- **Overpopulation** leads to stress, disease, and competition for habitat components. Overpopulation also reduces the carrying capacity of a given area as illustrated in the following example.

Example: Kaibab Plateau

In 1906, well-intentioned conservationists established the Grand Canyon National Wildlife Preserve in Arizona. Their goal was to protect the some 4,000 mule deer that lived in the area. Part of their protection plan included the elimination of predators, especially the Mexican wolf (a sub-species of the gray wolf). A campaign was launched. Bounties encouraged limitless trapping and hunting. And carcasses of deer and livestock were commonly "seeded" with the poison strychnine. Within no time, all wolves in the preserve were successfully



Grizzly bear



plenty of food and cover. During summer when food and cover are abundant and weather conditions are mild, the number of animals an area can support increases. However, as winter approaches, food and cover supplies decline, and

Habitat changes and carrying capacity

As previously mentioned, carrying capacity is directly linked to habitat, the local environment in which an animal lives. Habitat must furnish everything an animal needs to survive including food, water, cover, and space. The quality and quantity of a particular habitat affects the number of animals the area can support. Habitat provides animals with a place for feeding, resting, breeding, raising young, and escaping danger. Any missing habitat component (food, water, cover, and space) will limit wildlife populations.

Habitat is in a constant state of change, which influences the populations inhabiting an area. Habitat changes seasonally, annually, and over decades and centuries. Changes may be a result of the time of year, climactic conditions, or human activity including agriculture, logging, and development.

The most dramatic changes in carrying capacity related to habitat occur each spring and winter. In spring, optimum habitat conditions exist, and the young of nearly all species are born. Lush vegetation provides

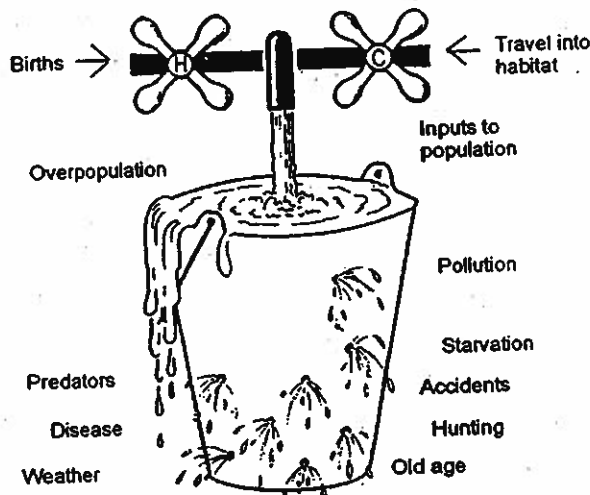
many animals succumb to exposure, predation, and disease. "Winter kill" refers to the death of animals associated with reduced carrying capacity commonly caused by lack of food.

Changes in habitat also occur gradually over years and decades. "Succession" refers to the gradual change of plants and animals within an area over time. The following is an illustration of succession. Marshes are wet, swamp-like areas high in vegetation such as cattails and reeds. The dense vegetation traps displaced soil resulting from erosion caused by wind and rain. The trapped soil encourages more and more plant growth until finally, the marsh dries up and supports meadow grasses, shrubs, and trees. Obviously, many wildlife inhabitants of the marsh were directly impacted by the change. Some species may have benefited, while others may have been forced to emigrate or move to another area.

Succession ultimately leads to a climax community, the final group of plants and animals that occupy a given area. Climax communities are characteristic of regional climate, soil, and vegetation. Each region of the country follows a pattern of succession. The

Most wildlife populations are considered renewable. The individuals that are lost will be replaced the following spring, provided the habitat remains virtually intact. Most species compensate for the inevitable losses they endure by producing more young every spring than can possibly survive.

The following analogy may better illustrate the relationship between carrying capacity, habitat, limiting factors, and population dynamics.



The bucket represents the components of habitat. Size of the bucket depicts carrying capacity. (The larger the bucket, the higher its carrying capacity.) Hot and cold faucets represent inputs to the population including births and immigration. And holes in the bucket symbolize losses caused by limiting factors including disease, weather, and predation.

When the level of water exceeds the bucket's volume an overflow situation occurs. Water levels rise with a decline in death rate and emigration, improved habitat, and increase in birth rate. Excessive water overflows and is lost. Similarly, surplus animals are lost each year.

Biological surplus refers to the number of animals that exceed those needed to sustain the population. Surplus animals reduce carrying capacity and create stress associated with overpopulation. Starvation and disease are both common in overpopulated areas; refer to Kaibab example.

General rules associated with population dynamics

- Larger mammals tend to live longer.
- Larger animals have relatively low reproduction and mortality rates.
- Larger animals typically require expansive areas in which to meet their habitat needs.
- Smaller animals generally have higher birth rates than larger species. It is not surprising then, that smaller animals commonly have higher death rates than the larger species do.
- The average life-span of most wildlife is less than three years.
- Age at which breeding begins, or sexual maturity, varies among species. Some animals reach sexual maturity at six months of age while others require several years to mature. For example, female cottontails often breed at nine months of age, while the California condor will not breed until it reaches eight years of age.

Name _____

How Many Is Too Many?

Define the following:

Population- a collection of individuals of a species in a given area whose members can breed with one another

Habitat- The local environment in which a animal or population lives. (includes food water and cover (shelter))

Carrying Capacity- maximum number of individuals in a species that an area can support

Limiting Factors- a factor, element or component that limits number of organism an area can support.



Name: _____ My Ecosystem is : _____

Ecosystem Food Web Project

Each student will prepare a poster project on an assigned ecosystem which will demonstrate the student's understanding of how energy flows through an ecosystem as well as the role each organism plays within that ecosystem. Each project should include the following:

- 1) A large piece of poster board which has a background that realistically depicts the habitat or terrain of your ecosystem.
- 2) Drawings or pictures of at least 15 organisms which can actually be found in your ecosystem. Do not guess, do some research and make sure they could actually be found there. Create a stack of note cards of the organisms found in your ecosystem. Each note card should include:

Your Name:	Your Ecosystems Name:
<ul style="list-style-type: none">a) Common nameb) Scientific namec) Any distinct physical featuresd) Description of it's home range (where it can be found)e) State whether it is a consumer, producer, or decomposer?<ul style="list-style-type: none">- if it's a consumer or decomposer include a list of what it "eats"- if it's a producer include how it produces it's food (photosynthetic or chemosynthetic)f) Drawing or picture of organism	

**** This means before you begin your poster you will have a stack of at least fifteen note cards (hopefully more) which must be checked by Mr. Dunn or Mr. S.**

- 3) Yourself!! Be sure to include humans as part of your food web.
- 4) Label each organism on your poster with it common name, scientific name and as a producer, consumer, or decomposer. If asked be able to explain why you classified each as such. (Think about what makes a consumer different from a producer different from a decomposer) Be sure to include at least TWO examples of each in your poster.
- 5) Draw and label the energy source for your ecosystem and use arrows to show the flow or paths of energy throughout your food web from organism to organism. (Notice how energy continues to be "recycled" throughout.)

Great Blue Heron
Ardea herodias
38 in. w. 79 in.



Longhorn Frog
Rana polyzona



Polydora polydora



Common Frog
Chelonia mydas



Common Frog
Bufo americanus



Longhorn Frog
Micropterus salmoides



Smallmouth Bass
Lepomis microlophus



Rock Bass
Ambloplites rupestris



Little Pond Snail
Amnicola
0.3 in.



Planorbis
500



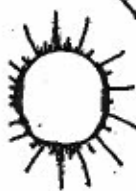
Planorbis



Cladocera rotifers
x1500



Cladocera



Little Water Lily
Najas macrospora



Typha latifolia
4-8 ft.



Wood Duck
Aix sponsa
28 in. w. 38 in.



Muskrat
Fiber zibetice



Muskrat
Fiber zibetice

Ecosystem Food Web Project

Name _____

Evaluation

• **Note Cards** _____

• **Poster** _____

• **Questions** _____

Overall _____

Kaibab Plateau Deer Management

Name _____

In 1906 the U. S. forest Service began protecting a heard of deer on the Kaibab plateau in Arizona. Part of the management plan for this wildlife refuge included the elimination of predators especially the Mexican wolf. Bounties encouraged limitless trapping, hunting and poisoning of all predators. Within a short time the wolf was successfully eliminated from this refuge. This management plan had disastrous results as can be seen from the historical data.

Kaibab Deer Population, 1905-1939

Year	Population	Year	Population
1905	4,000	1927	37,000
1910	9,000	1928	35,000
1915	25,000	1929	30,000
1920	65,000	1930	25,000
1924	100,000	1931	20,000
1925	60,000	1935	18,000
1926	40,000	1939	10,000

Procedure

1. Graph the Forest Service's data on the attached graph paper. Plot the year along the X-axis and the population along the y-axis.
2. In 1906 the Forest Service estimated the carrying capacity of the range to be about 30,000 deer. Draw a straight horizontal line across your graph beginning at the 30,000-deer level. (Use a different color pencil from the rest of your graph.) Label this line **Carrying-Capacity**.

Analysis

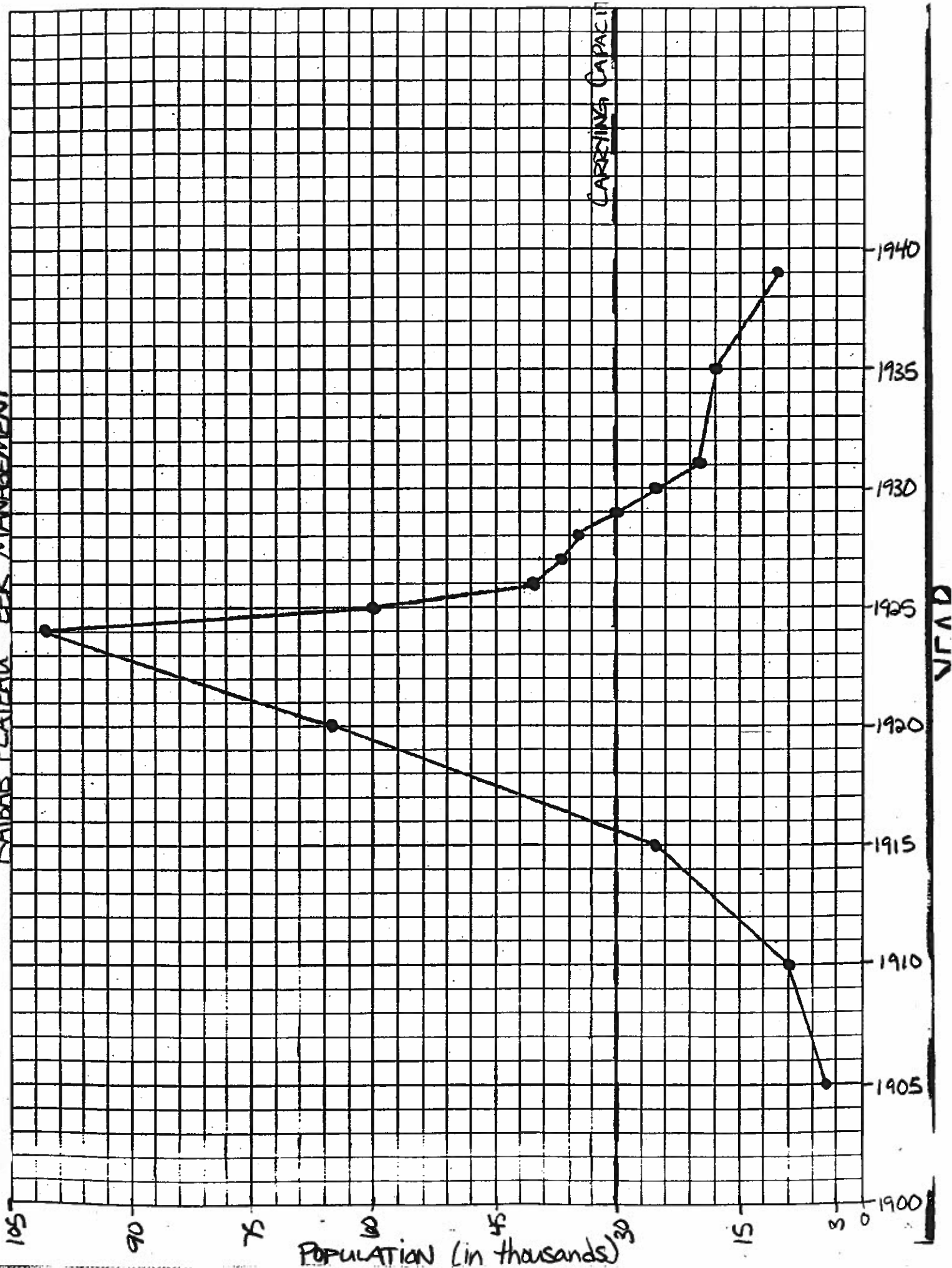
1. What was the relationship of the deer herd to carrying-capacity in 1915? 1920? 1924?

2. Describe the effects of the following actions taken by the Forest Service:
- a. 1907: Hunting of deer was banned. Also, the Forest service began a campaign to exterminate natural predators of the deer. Thousands of predators were killed.
 - b. 1920: Seeing that the range was deteriorating rapidly, the Forest Service reduced the number of livestock grazing permits.
 - b. 1924: The deer population was on the brink of starvation. Deer hunting was allowed again.

Conclusion

What do you think the Forest Service learned between 1905 and 1939?

KAIBAB PLATEAU BEK MANAGEMENT



Urban Deer Management Activity

Name _____

Urban deer management dilemma

High densities of white-tailed deer in urban areas of the U. S. have become all too common. Urban area deer management has been increasing for the past ten years to accommodate the ever-growing populations. Problems associated with urban deer include deer and vehicle collisions (in some communities deer and vehicle collisions exceed 100 per year), property ruin, ornamental vegetation degradation, and damage to gardens.

Most urban residents have had very little exposure to wildlife and enthusiastically welcome viewing opportunities. Further, most urban residents have very little knowledge regarding wildlife, habitat requirements, and wildlife management practices. Therefore, some of the traditional wildlife management practices are controversial.

Traditional population control methods commonly implemented in rural areas include lethal methods such as hunting. However, such methods are considered inappropriate in urban areas. Animal rights groups and individuals concerned with public safety have voiced concern regarding population control practices in some urban areas. Wildlife managers in urban areas must be concerned with maintaining populations for viewing while mitigating the impact of wildlife on people.

Newly employed, non-traditional urban population control practices include trap and kill, sharp shooting, and controlled hunts. Fertility control drugs are under investigation. The efficiency, availability, practicality and affordability of such management practices vary.

Situation

Lebanon Hills Regional Park is a 2,000-acre park located south of Minneapolis in the cities of Egan and Apple Valley. The 1990 residential (human) census for Egan and Apple Valley totaled 82,000. The park is situated among densely populated residential areas, a golf course, and the metro area zoo. In January of 1994, deer populations in the park reached an estimated 59 deer per square mile. The recommended level is 15-25 deer per square mile to be compatible with urban living.

The two municipalities have set up a deer task force to establish and implement a deer management plan. Goals of the management plan must go beyond biological information such as carrying capacity, habitat requirements, and population dynamics. The goals must reflect the sentiments of the area residents. Public safety must take precedence.

Stakeholders (some of whom have no training in wildlife management):

- **Humane Society:** An animal rights group that opposes any lethal management practice.

- **National Wildlife Federation:** an organization dedicated to the protection of wildlife, wild places, and the resources we all must share.
- **Deer Hunters of America:** a pro-hunting group, which raises funds annually to enhance habitat and support research efforts related to wildlife.
- **Department of Natural Resources personnel (Fish and Wildlife Division):** professionally trained and educated county and state employees who have technical and scientific knowledge about wildlife, habitat requirements, and carrying capacity.
- **Local Residents:** a group of nearby residents who are concerned about damage caused by deer as well as the danger to drivers. Residents are also concerned about the cost of management affecting their taxes.
- **Local Farmers:** local farmers are concerned with damage to crops and the costs associated in dealing with this problem.
- **Local Board of Health:** concerned over issue due to the spread of Lyme disease within the area.

City Council Deer Task Force: elected officials who want to:

1. Solve the dilemma
2. Please their constituents
3. Keep costs low
4. Prevent the situation from reoccurring
5. Get re-elected

Reasons for herd reduction

Wildlife and Habitat Impact

- Potential habitat destruction due to decreased carrying capacity.
- Potential stress associated with overpopulation including disease and starvation.

Human Impact

- Losses caused by deer total 2.8 billion dollars annually.
- Collisions with vehicles (nationwide there are approximately 200,000 vehicular collisions resulting in 287 deaths annually).

Management options for reducing the herd

- Trap and transfer
- Trap and kill
- Sharp-shooting
- Special hunt
- Hunting
- Artificial feeding
- Habitat improvement
- No management

Assumptions

- The Lebanon Hills white-tailed deer population resides in the park year round.
- There is very little emigration or immigration.
- There are equal numbers of males and females.
- Three-quarters of the females are of breeding age.
- Most females give birth to twins each spring.
- The park is 2,000 acres.
- There are 640 acres in a square mile.
- There are approximately 59 deer per square mile.
- The ideal ratio is 20 deer per square mile.

Task Force Action

In order to complete the assigned task the City Council's Deer Task Force has requested that the seven identified stakeholder groups present their opinions and suggestions in dealing with this issue. Each group has been asked to present the following information at a public meeting of the City Council's Deer Task Force:

1. State the groups overall position on urban deer management.
2. Identify 5 goals of this group associated with area deer management. Goals should benefit park wildlife, plant life, and area residents.
3. Identify a population control method or a combination of population control methods to reduce the herd over time and increase carrying capacity. All factors including cost, safety and effectiveness should be taken into account.
4. An implementation plan for carrying out the population control method(s) suggested. Who will implement the plan and how it will be controlled and monitored should be included.

Student Assignment

- Each student will be placed in a group, which will be responsible for one of the stakeholder positions.
- Each group will be responsible for presenting the required information in both written form and as a presentation to the City Council's Deer Management Task force.
- At the oral presentation all members of the group will play a role in presenting the groups position.
- Members of each group will be prepared to answer questions about their particular position and be able to defend their viewpoints and suggestions.
- Presentations will be limited to 10 minutes in duration and may utilize any media, graphic, or illustration to enhance their presentation.

Conclusion

At the conclusion of all stakeholder presentations, the City Council's Deer Task Force will choose a plan of action based upon the information presented by the stakeholder groups.

Regional Parks Lebanon Hills**PARK DESCRIPTION**

Lebanon Hills Regional park provides over 2,000 acres of natural scenic park land in the heart of the Eagan and Apple Valley area. Miles of trails meander through the woods and along the lakes within the park providing seasonal opportunities for hiking, horseback riding, mountain biking, skiing, and much more. Park visitors can enjoy swimming at the guarded beach at Schulze Lake, and canoeing on Jensen Lake. Two new open air shelters are available for group or company picnics, family reunions, parties, and more. The modern family campground has 53 full hook-up sites, 9 tent sites and accesses the trail system in the park. The campground is equipped with a camp store, and clean accessible restroom and shower facilities.

DIRECTIONS

Holland Lake: 1 mile east of Pilot Knob on Cliff Road or 1 1/2 miles west of State Hwy 3 on Cliff Road in Eagan. Jensen Lake: 3/4 mile south of Cliff Road on Pilot Knob Road across from Diamond T Ranch or 3 miles north of County Road 42 on Pilot Knob Road across from Diamond T Ranch in Eagan. Schulze Lake: 1 mile west of State Hwy 3 on Cliff Road or 1 1/2 miles east of Pilot Knob Road on Cliff Road in Eagan. RV Campground: 1 1/4 miles south of Cliff Road on Johnny Cake Ridge Road or 2 1/2 miles north of County Road 42 on Johnny Cake Ridge Road in Apple Valley.

PHONE

(612)438-4660

FEES

Camping, shelter rental and swim beach fee. Contact Parks Office at 612-438-4660.

HOURS

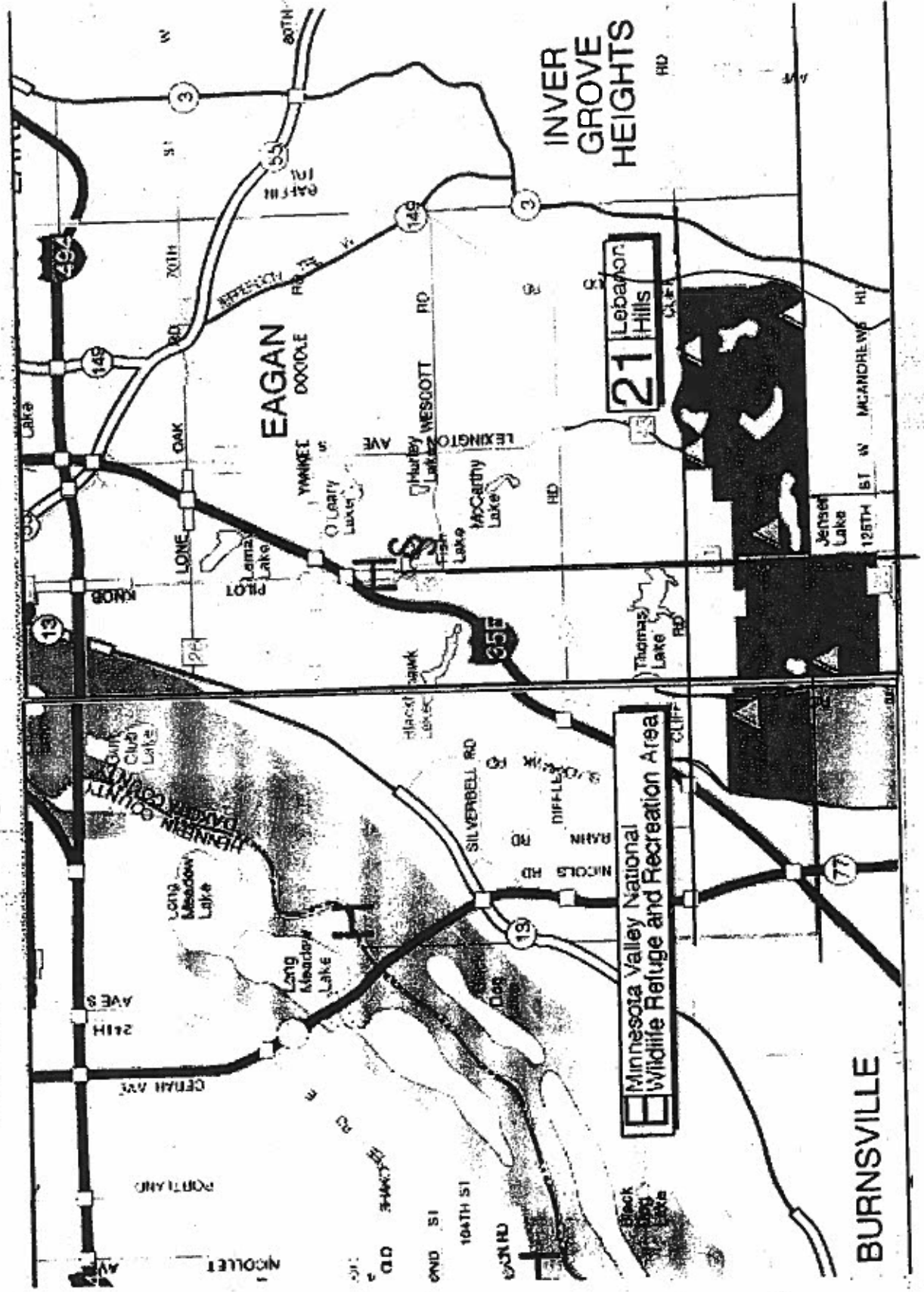
5am to 10pm, swimming beach open 11am to 8pm.

PARK FACILITIES

Biking, Camping, Canoeing, Fishing, Hiking, Horseback, Ice Fishing, Nature Interpretation, Picnicking, Cross Country Skiing, Snowmobiling, Snowshoeing, Swimming.

INDEX

Lebanon Hills Regional Park 1 inch = 1 mile



White-tailed Deer

Odocoileus virginianus

Physical Characteristics

The whitetail is 4-6 feet in length and stands 2¾-3½ feet at the shoulder. The male is called "buck" and weighs 100-300 pounds. The female is called "doe" and weighs 85-130 pounds. During the summer months, the whitetail is reddish brown in color. As the weather grows colder, the whitetail's coat turns grayish brown. Bucks grow antlers each spring. A layer of "velvet", a skin-like covering that contains tiny blood vessels, nourishes the growing antlers. By fall the antlers have attained their full growth, the velvet covering dries up and bucks rub it off against trees and shrubs. Antlers are used as weapons during battles over breeding rights. Under-developed antlers usually indicate a poor diet or old age. The whitetail call is a grunt or snort-like sound.

Home Range

The whitetail is most active in the early morning hours and late afternoon or dusk. It occupies a home range of 40 to 300 acres (generally restricted to 2 miles). The winter months can represent a hardship for northern inhabitants. Snow depths of 16-18 inches or more cause the whitetail to decrease its movement or "yard-up" beneath trees where it joins other whitetail in an effort to



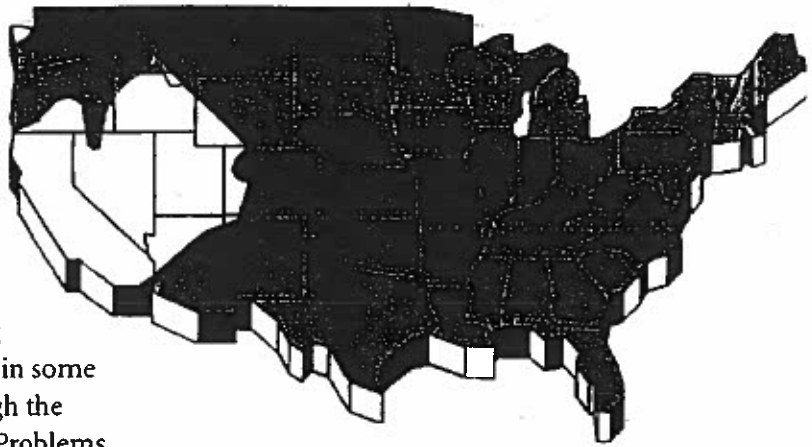
create a central resting area. The whitetail often uses the same trails, feeding, and bedding sites.

Feeding Behavior

The whitetail is a herbivore. During the spring and summer, it eats mushrooms, wildflowers, ferns, lichens, fruits, nuts, clover, honeysuckle, apples, some aquatic plants, leaves of herbaceous plants, and crops such as corn. During winter, the whitetail browses on the twigs and bark of woody deciduous trees and shrubs including dogwood, aspen, sumac, willow, oak, birch, and maple. It also eats acorns, grass under the snow, pine, and arborvitae. The whitetail is a cud-chewing animal.

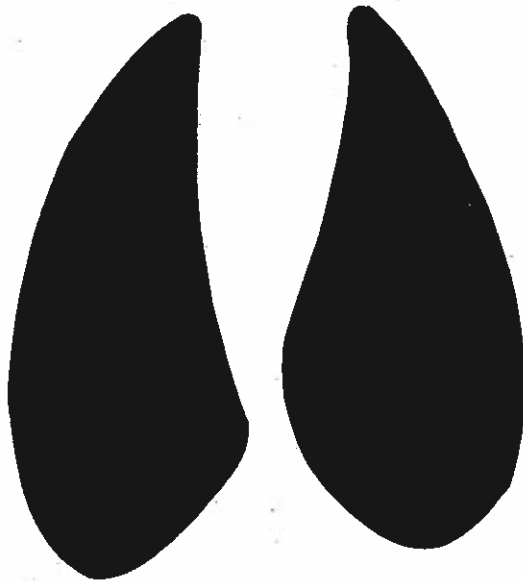
Geographic Location

The white-tailed deer is the most abundant hooved animal in the United States, found in all states except for a few in the far west and southwest. The whitetail is also found throughout much of Canada. Land clearing practices associated with farming and logging have benefited the whitetail. In fact, in some areas population numbers are so high the animal is considered a pest species. Problems associated with overpopulation of white-tailed deer include vehicle collisions, crop deprivation, and damage to gardens and landscapes.



Habitat

The whitetail prefers the edges of forests, swamps, and woodlands with open fields.



White-tailed deer track (actual size 3")

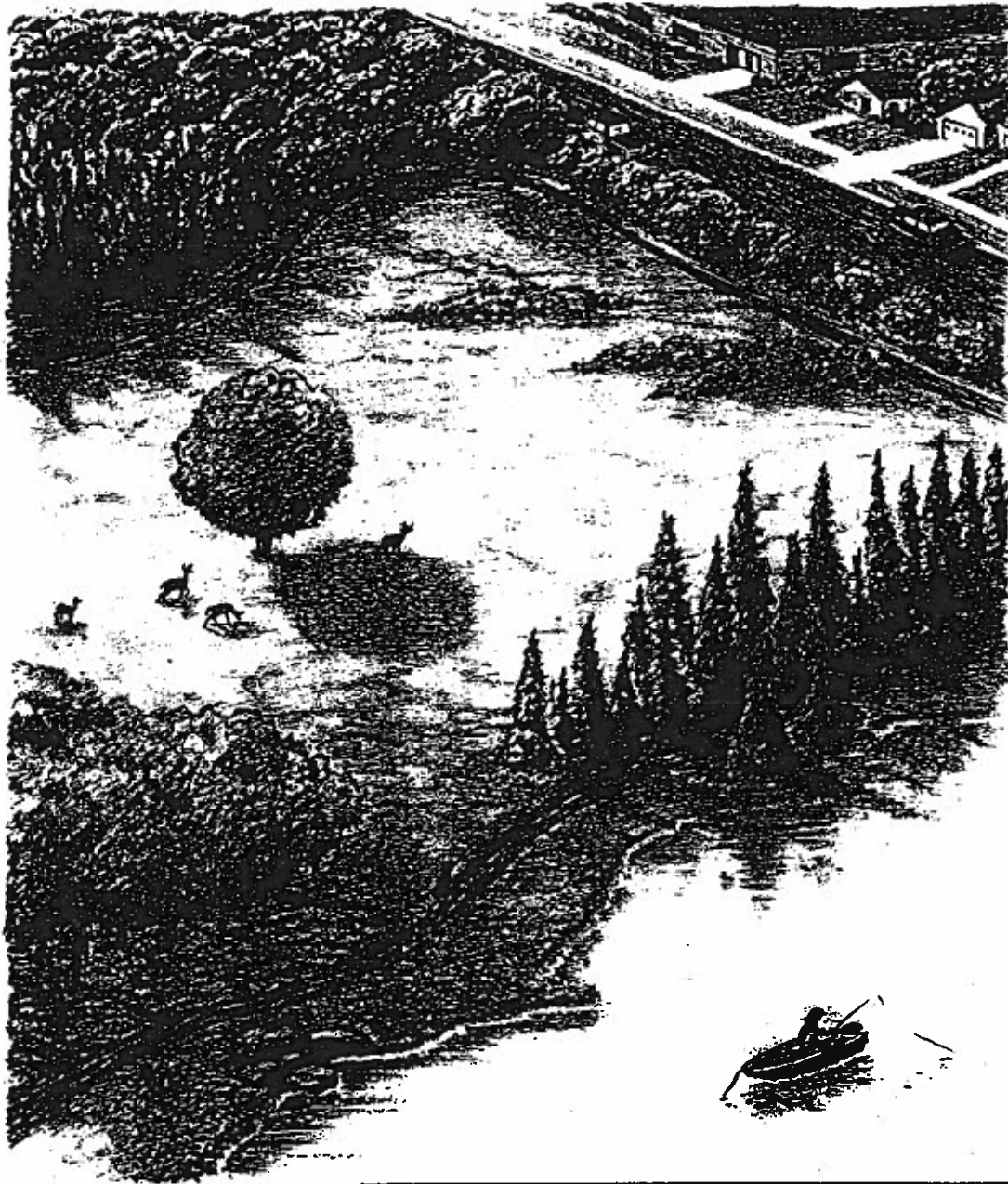
Reproduction

Bucks live apart from does except during the "rut" or breeding season. Bucks begin rut activity in October by sparring with small trees. The resulting tree scar is referred to as a "rub." Sparring with trees helps to prepare the buck for upcoming battles over breeding rights and also removes the velvet from its antlers. Bucks make "scrapes" on the ground to serve as a territory indicator and to help does locate them. A scrape is an area, usually free of vegetation, where the buck urinates. After the rut, antlers are shed or fall off, usually sometime between December and March. A doe's gestation length is 7 months. In the spring, one or twin fawns are born weighing 8 pounds. Fawns are up and nursing within an hour after birth. Fawns are camouflaged with white spots that appear to be patches of sunlight. The spots disappear within three to four months. Fawns nurse for up to four months. Young males are independent at one year and females at two.

Did you know?

- The white-tailed deer raises its tail when alarmed, resembling a white flag. It is able to run 35-40 mph.
- In 1900 there were less than 500,000 white-tailed deer remaining in the United States. Today, the number has grown to some 27 million.

Lebanon Hills Regional Park



Numbers at a glance:

- 2,000 acre park or 3.125 square miles
- Current population 59 deer/square mile
- Ideal population is 15-25 deer/square mile
- There are approximately 184 deer in the park
- The park can support 60 animals
- Which means 122 deer must be harvested, or a 66% reduction

Urban Deer Management Activity

Name _____

Stakeholders

Humane Society: _____

National Wildlife Federation: _____

Deer Hunters of America: _____

Department of Natural Resources personnel (Fish and Wildlife Division): _____

Local Residents: _____

Local Farmers: _____

Local Board of Health: _____

Urban Deer Management Activity

Name _____

Stakeholders

Humane Society: _____

National Wildlife Federation: _____

Deer Hunters of America: _____

Department of Natural Resources personnel (Fish and Wildlife Division): _____

Local Residents: _____

Local Farmers: _____

Local Board of Health: _____

Wildlife management and carrying capacity

Wildlife management involves the application of scientific knowledge and technical skills used to protect, conserve, and manage wildlife and habitat. Wildlife managers modify or enhance habitat to benefit a variety of species. Wildlife managers manipulate factors that increase carrying capacity by developing habitat to create more food, cover, and space. Managers construct nesting structures, establish food plots and cover crops, and monitor population numbers. In many cases managers work to keep a population just below the carrying capacity level to prevent damage to the habitat.

Wildlife managers conduct population counts or estimates by air usually during winter. Animals that live in open country, such as the prairie, are relatively easy to count. However, some animal populations are difficult to assess. In certain cases live traps are used, and in others, animals are censused by counting the number of associated sounds. For example, the ruffed grouse population is estimated by "drumming" counts. (Drumming refers to the sound associated with male territory establishment. Standing on a log, the male fans or "drums" the air by flapping its wings vigorously; slowly at first, then faster, producing a soft "thump, thump, thump" which sounds much like a distant tractor. Drumming, which can be heard for nearly half-a-mile, serves to attract females and to intimidate would-be rivals.)

Wildlife managers at the state and federal level conduct population counts each year. They apply scientific and technical knowledge of wildlife including natality, mortality, habitat requirements, and life span. They also factor regional carrying capacity limitations to determine desired population densities in order to reduce stress caused by overpopulation.

Wildlife managers must maintain specific population levels to ensure adequate habitat. Surplus animals are those animals in excess of the number that the habitat can support. A surplus situation must be avoided. As demonstrated in the Kaibab disaster, overpopulation

leads to stress, disease, starvation, and habitat decimation. Further, as illustrated in the bucket analogy, when water levels exceed the bucket's volume, an overflow situation occurs. Wildlife managers are also concerned with mitigating the impacts of wildlife on people. Management plans often contain three components: population control, education, and technical assistance. Population control refers to any activity that helps to reduce population numbers in excess of the desired level. Education involves dissemination of information intended to reduce conflict and increase tolerance associated with the impacts of wildlife.

Population control activity is administered by state and federal wildlife managers who traditionally establish hunting seasons designed to reduce stress associated with surplus animals of certain species. Managers often use the term "harvest" when referring to the portion of a wildlife population killed by hunters. Hunting replaces or compensates for some of the natural mortality that would otherwise occur. Hunting is an effective use of surplus animals providing food, employment, and recreation without depleting the population.



Moose

Wildlife managers work to ensure harvest levels do not exceed recovery capabilities. Bag limits and seasons are set. "Bag limits" refer to the number of animals legally allowed to be taken. "Seasons" refer to the time of year when wildlife may be harvested legally by hunters and anglers (fishermen). License purchases are required by those individuals who hunt. Millions of dollars are generated each year from the purchase of licenses, permits, and hunting related paraphernalia. The Pittman-Robertson Program of 1937 mandates an 11% excise tax on hunting and fishing equipment. Licenses and associated hunting and angling fees are the primary funding source for wildlife management at the state and national level.

Complex variables are involved in management decisions, and differences of opinion arise. Population control management scenarios include trap and kill, sharp-shooting, controlled hunting, hunting, and fertility control drugs. Some people contend feeding deer is a viable population management alternative. Others advocate no management at all, their motto is "let nature take its course." Electing to refrain from implementing a population management plan simply delays the inevitable—overpopulation.

The availability, practicality, and affordability of management methods vary.

Examples: Population control methods related to white-tailed deer

- **Trap and transfer** is a management tool used to reestablish populations in areas where numbers have fallen.

- **Trap and kill** is a management method used in densely populated residential areas. Captured animals are killed and processed for local food shelves.

- **Sharp-shooting.** Sharpshooters are typically local law enforcement officials and state and federal wildlife agency personnel. Costs associated with labor are reduced in this fashion, rather

than contracting with a private individual or organization. However, some communities do "hire-out" sharp-shooting work. Costs depend on the number of animals taken and difficulty of the work in terms of time of year and terrain. Meat is donated to local food shelves.

- **Controlled hunting seasons.**

The establishment of controlled hunting seasons involves strict parameters and a limited number of available licenses. Controlled hunting seasons are confined to specific locations experiencing symptoms associated with overpopulation. Controlled hunting seasons are often restricted to archery (bow and arrow) hunters in urban areas. Costs associated with controlled hunts are moderate due to reduced labor expenses.

- **Hunting.** The establishment of seasons and bag limits is commonly limited to rural areas. Residential areas are not suited for traditional hunting related activity in terms of safety and perhaps acceptability.

Recently, fertility control drugs have been under investigation as a potential population control method. Food and Drug Administration (FDA) researchers are studying the effectiveness and application of various fertility control drugs on a large scale. To date, practicality and affordability has yet to be determined. It is important to mention fertility control drugs are not "non-lethal" by nature. Some induce spontaneous abortion. Fertility control drugs are not currently available to wildlife managers.

Some people contend feeding deer is a viable population management alternative. Although feeding deer increases the carrying capacity of a given habitat, it is a temporary solution. Feeding deer dangerously concentrates populations in certain areas and creates a



dependency on the artificial food, creating further management problems.

Artificial feeding stations usually involve pelleted feed. Artificial feeding is costly and labor intensive. During the winter of 1988-89, the state of Minnesota distributed 3,955 tons of pelletized feed over a 46,000 square mile area. The project cost was \$1,071,492 with 17,000 hours of Department of Natural Resources (DNR) staff time and 230,000 volunteer hours. A wildlife biologist with the Minnesota DNR estimated that 72,332 deer were fed, primarily those deer inhabiting the northern forested areas.



Mule deer

Wildlife management practices

Wildlife management has become increasingly complex. The ever-expanding human population continues to drastically alter the natural landscape, destroying vast quantities of habitat and displacing countless species of wildlife. (Habitat loss and destruction is the leading threat to wildlife.) Therefore, sound wildlife management is vital to the health, integrity, and sustainability of wildlife populations everywhere.

Wildlife management practices are based on biological science. Wildlife management involves inventory or census work, research, maintenance, enhancement, restoration, and utilization. State and federal wildlife managers develop strategies and plans designed to affect carrying capacity by balancing wildlife population levels within given a habitat.

Habitat refers to the local environment in which an animal lives. Habitat must furnish everything an animal needs to survive including food, water, cover (shelter), and space. Habitat provides wildlife with a place

for feeding, resting, breeding, raising young and escaping danger. It is the foundation on which wildlife populations are built. The quality and quantity of habitat generally affect the number of animals that can live in a given area. Carrying capacity refers to the maximum number of animals an area can support. Carrying capacity is affected by the predator populations in the area, time of year or season, and limiting factors such as disease, human activity (agriculture, logging, mining, and development), and climatic conditions (drought, flooding, or severe cold). The term limiting factor is used to describe conditions that limit the growth rate of a population, preventing it from reaching its maximum reproduction rate.

Habitat is in a constant state of change, which influences the species inhabiting an area. Habitat changes seasonally, annually, and over decades and centuries. The most dramatic changes in carrying capacity related to habitat occur each spring and winter. In spring, optimum habitat conditions exist, and the young of nearly all species are born. Lush vegetation provides plenty of food and cover. During summer when food and cover are abundant and weather conditions are mild, the number of animals an area can support increases. As winter approaches however, food and cover supplies decline, and many animals succumb to exposure, predation, and disease. "Winter kill" refers to the death of animals associated with reduced carrying capacity commonly caused by lack of food.

(For more information on habitat see related lesson *Home Sweet Home*. For more information on limiting factors and carrying capacity see related lesson *How Many is Too Many?*)

Wildlife managers manipulate factors that increase carrying capacity by acquiring and improving habitat, monitoring population numbers, administering population control programs, and determining conditions affecting wildlife.

Wildlife managers can improve carrying capacity through habitat enhancement projects such as the establishment of food plots, cover crops, brush piles, tree plantings, and water retaining basins and ponds. Construction of artificial nesting structures such as wood duck boxes and bluebird houses have benefited countless species. Wildlife managers employ several tools designed to maintain habitat quality including the ax, the plow, and the use of livestock grazing and prescribed burns (fire).

Wildlife managers are able to dramatically affect habitat through the use of logging and prescribed burns. Logging creates open areas and an "edge effect" that benefits many wildlife species. The term "edge effect" refers to the increased diversity of plants and animals resulting from the overlap of bordering ecosystems such as a grassland meadow and a woodland. This area is also referred to as a "transition zone". Wildlife managers use prescribed burns to control naturally occurring plant succession. The word "succession" refers to the gradual change of plants and animals within an area over time. Grassland ecosystems eventually give way to trees. Prescribed burns are the simplest and least expensive way to improve a grassland ecosystem. Fire promotes lush, succulent grasses and forbs. Prescribed burns can also help benefit a forest landscape by promoting scattered, mixed-age tree stands which result in an increase in species diversity. Wildlife managers work to improve the carrying capacity of habitat to benefit wildlife population numbers.

Wildlife managers monitor population numbers at the state and federal levels by conducting census counts each year. Census activities vary according to location and species; most are tabulated by sight or sound. Animals living in open areas such as bison, pronghorn, and bighorn sheep are easily inventoried by sight. Others are more difficult. Managers estimate population numbers by counting associated sounds such as the drumming of a ruffed grouse, the gobbling of a wild turkey, the crowing of a pheasant, or the whistling of a bobwhite quail. Live traps and remote video cameras are also used.

Wildlife managers factor in natality (birth rate) information to help them forecast population numbers. Managers know most wildlife populations are renewable, producing more young each spring than can possibly survive. By applying scientific and technical knowledge of wildlife including natality, mortality (death rate), and habitat requirements they can determine desired population densities and reduce stress caused by overpopulation.

Once population estimates have been determined, wildlife managers identify potential population control issues and administer related programs. Wildlife managers realize overpopulation leads to disease, starvation, and habitat degradation. Surplus animals must be removed. "Biological



Sea otter

surplus" refers to the number of animals that exceed those needed to sustain the population. Surplus animals reduce carrying capacity and create stress associated with overpopulation. Starvation and disease are both common in overpopulated areas.

Wildlife managers utilize many tools to control population numbers and reduce the stress associated with surplus animals. Hunting is considered an effective, cost-efficient means of surplus population control. Hunting replaces or compensates for some of the natural individual mortality that would otherwise occur and provides food, employment, and recreational opportunities without impacting the population as a whole.

Population control activities are administered by state and federal wildlife managers and conservation officers who establish related bag limits and seasons. Bag limits refers to the number of animals legally allowed to be taken. Season refers to the time of year when wildlife may be legally harvested by hunters and anglers. License purchases are required by those individuals who hunt or fish. Managers often use the term "harvest" when referring to the portion of a wildlife population killed by hunters. Wildlife managers work to ensure harvest levels do not exceed recovery capabilities.

Hunters often contribute time and money to conservation causes and organizations. They also buy and lease land set aside for wildlife. They assist in research efforts by providing information on population dynamics, health, and habitat conditions. Hunters finance the greatest share of costs related to wildlife management programs through the purchases of related licenses, tags, stamps, and taxes.

Wildlife management and research

Wildlife managers are involved in ongoing field research, which includes investigation, observation, and statistical analysis. Research methods vary according to species, geographic location, and time of year. Managers may use live traps, satellite video cameras, or radio collars.

Managers gather data including age and physical characteristics (weight, length, and sex). They also monitor health. Managers also conduct behavioral studies related to reproduction, feeding, territory, range, hibernation, migration, and the impact of human activity and encroachment. Much related information is gathered at hunter checkpoint stations.

Stocking and transplanting

Wildlife managers are occasionally involved with stocking and transplanting. "Stocking" refers to the artificial propagation and release of wildlife species into the wild. Stocking is less common today, although many agencies continue to stock fisheries nationwide. Managers have determined that animals raised in captivity have high mortality rates, compete with wild species for habitat requirements, and run the risk of contaminating the wild gene pool. "Transplanting" refers to capturing an animal from one location and moving it to another. This is also referred to as "trap and transfer". Managers have successfully transplanted many species including the wild turkey, wapiti (elk), moose, Canada goose, and caribou. Some possible disadvantages of transplanting include associated costs and trauma incurred by the animal. Further, managers are increasingly concerned with potential competition between native species and transplanted species.

Wildlife management practices have succeeded in restoring countless species including the wapiti (elk), white-tailed deer, wood duck, wild turkey, and bald eagle. However, much work is left to be done. Loss of habitat due to human activity continues to threaten wildlife. Wetland drainage, intensive agricultural production, urban sprawl, excessive natural resource consumption, and associated pollution impact wildlife populations everywhere. The future of wildlife depends on informed and thoughtful individuals who understand and support wildlife management and conservation.

Name _____

Changes in Population Activity

Investigation into the relationship between population sizes of predator and prey.

Directions

1. Plot the following information on the graph of Snowshoe Hare of northern Canada for the years 1846-1900.

Year	Snowshoe Hare Population	Year	Snowshoe Hare Population
1846	20,000	1874	68,000
1848	26,000	1876	54,000
1850	60,000	1878	92,000
1852	74,000	1880	78,000
1854	62,000	1882	14,000
1856	84,000	1884	20,000
1858	40,000	1886	132,000
1860	26,000	1888	90,000
1862	6,000	1890	20,000
1864	138,000	1892	46,000
1866	66,000	1894	78,000
1868	70,000	1896	60,000
1870	8,000	1898	10,000
1872	12,000	1900	12,000

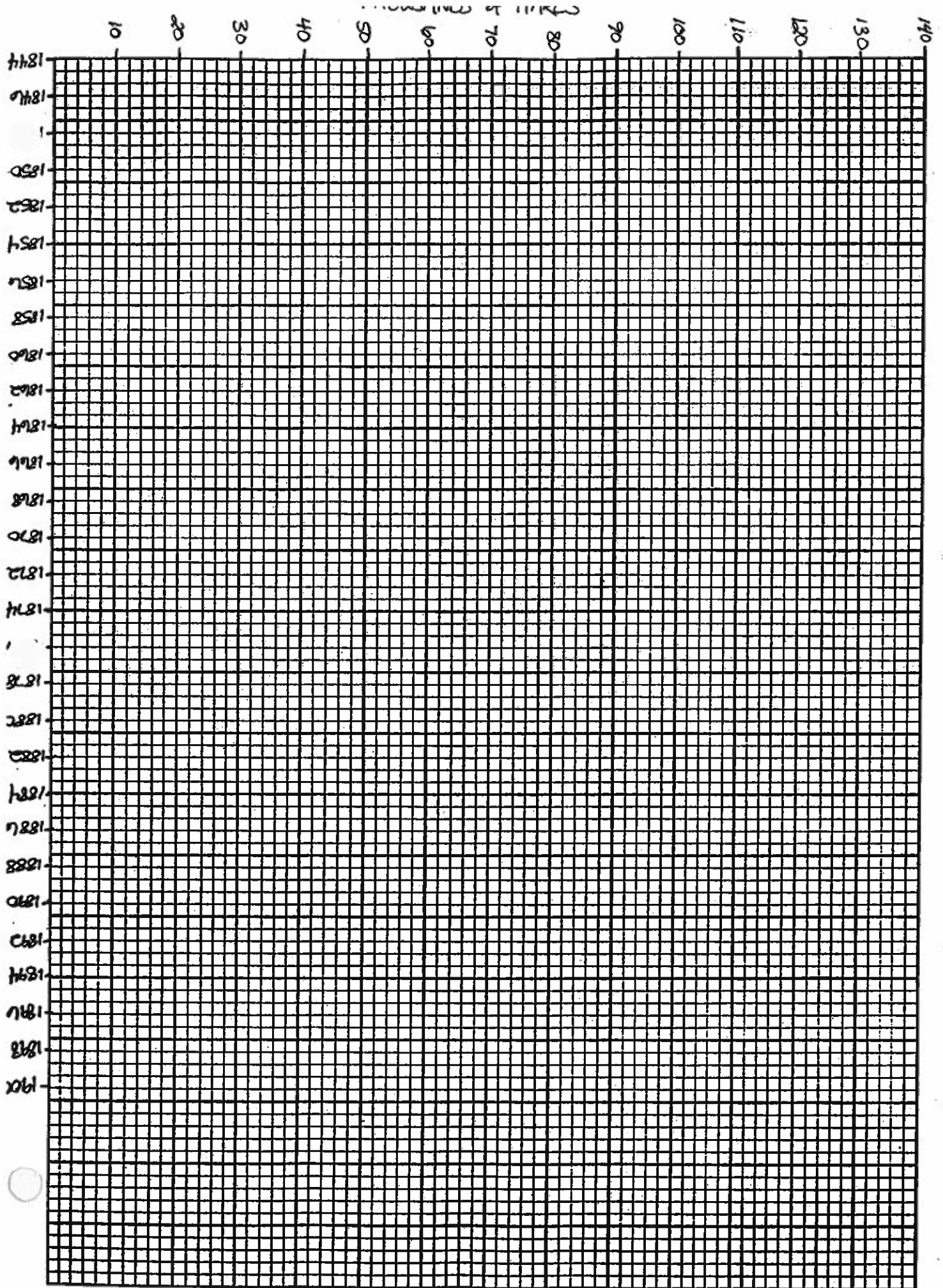
2. Draw lines between consecutive points with a ruler and a colored pencil.

Question: What does the graph tell you about the population of Snowshoe Hares during this period?

Questions: What is the relationship between the peaks and valleys of one graph and the peaks and valleys of the other graph?

What does the comparison of these graphs tell you about the relationship between these two populations?


Snowshoe Hare Population



Fieldtrip Information

- * Each group is to stay with chaparrone and work together.
- * Each group will be responsible for 1 backpack and materials enclosed.
- * Groups will collect evidence of as many types of organisms within system as possible.
- * The Information collected should be sufficient to identify each organism

Types of Evidence

- * Physical Samples - examples leaves, bark etc.
collected in plastic bags & labeled
 - * Drawing that can be identified upon return to school
 - * Photographs
 - * Visual Identification
- 

FOREST ECOSYSTEM

COMMON NAME

SCIENTIFIC NAME

P/C/D

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

26

27

28

29

30

31

32

33

34

35

Ecosystem Assessment

Name _____

1. Draw a food web that traces the energy from the Sun through the following organisms:

Fox

Grass

Goose

Rabbit

Deer

Hawk

2. Classify the following organisms as either producers, consumers or decomposers. Fill in each blank with either P/C/D.

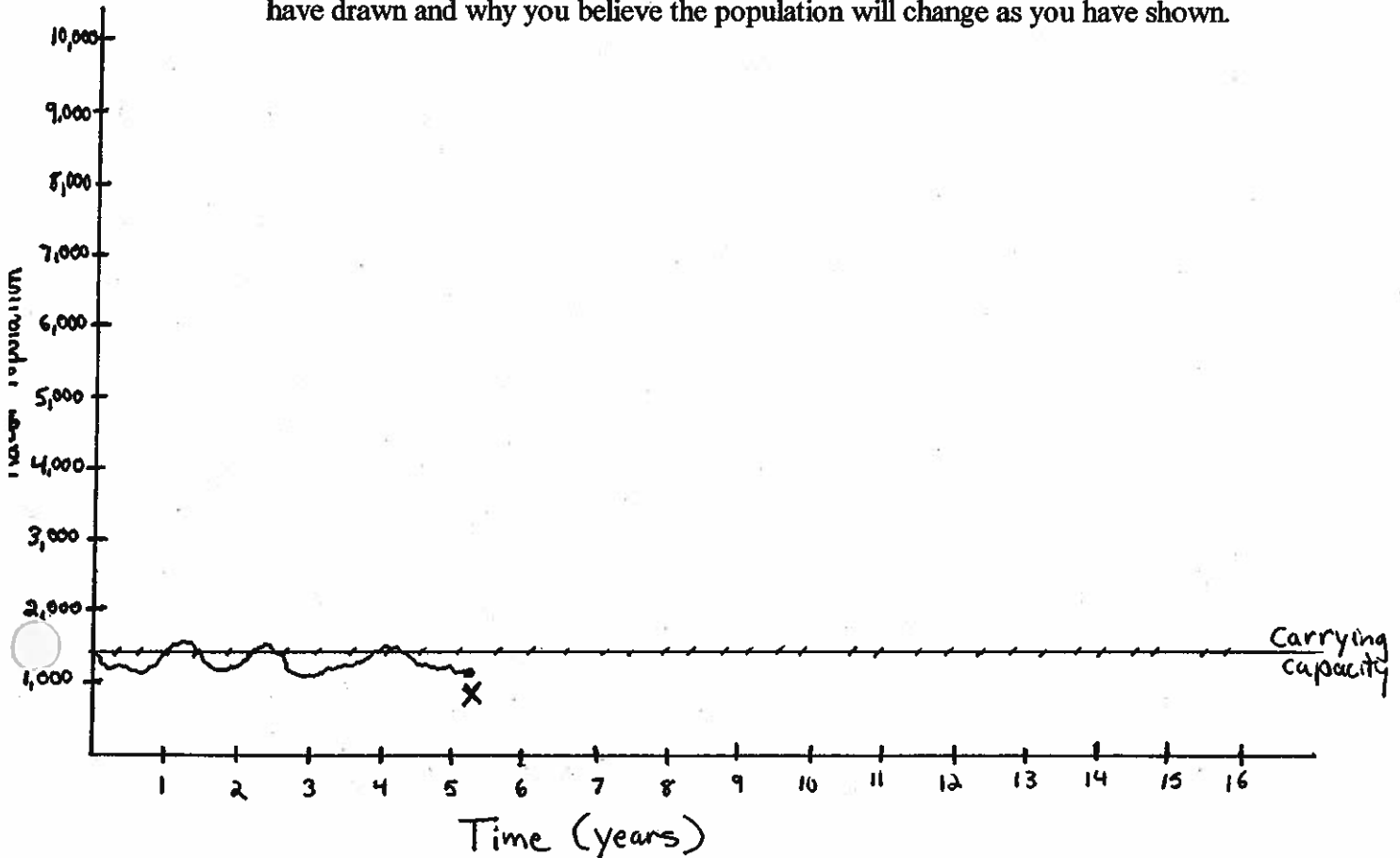
Chicken Mushroom	Onion Grass	Wolf Spider	Loblolly Pine
Snapping Turtle	Pill Bug	Cord Grass	Canada Goose
White-Tailed Deer	Black Oak	Moss	Marsh Hawk
Turkey Vulture	Grasshopper	Pepperweed	Muskrat
Eastern Red Cedar	Bristlegrass	Pill Bug	Beaver
American Holly	Garter Snake	Rabbit	Log Fungi

3. Classify the following consumers as either primary or secondary. Fill in each blank with either a 1 for primary or a 2 for secondary.

Snapping turtle	Rabbit	White-tailed Deer	Beaver
Canada Goose	Pill Bug	Wolf Spider	Muskrat
Turkey Vulture	Garter Snake	Grasshopper	Ant
Gray Squirrel	Marsh Hawk	Blue Heron	Fox

4. Why do we draw the movement of energy through an ecosystem as a pyramid?

5. The following graph represents the population of rabbits on a secluded island. At point X the only predator of rabbits on the island was hunted into extinction. Sketch the remaining portion of the graph in order to show what you think will happen to the rabbit population in the future. Below the graph explain what you have drawn and why you believe the population will change as you have shown.



6. What are the possible results of overpopulation within an ecosystem? (How does it affect both the species which is overpopulated as well as the rest of the system?)

7. What do scientists primarily use to classify habitats or ecosystems? (Give examples to support your answer.)

8. What are the biotic and abiotic portions of an ecosystem? (Give two examples of each)

9. The question not asked. Below give one question that you expected to be asked or were prepared to answer but you did not find on the assessment. Then answer your own question.

Can I Survive

Objectives

- 1) Students will interpret the importance of adaptations in animals.
- 2) Students will record, compare, and contrast data.
- 3) Students will be exposed to causes of extinction and survival.
- 4) Students will witness environmental changes.

Materials

plastic: forks, knives, and tweezers; paper or plastic cups, different types of dry beans (at least 3 types), different surfaces (environments) such as: desk, sand, geo-board, etc..., permanent marker, ruler

Procedure

- 1) Divide the class into four different groups, who will all use the same surface at the same time.
- 2) Assign each member of each group with a utensil (divide the utensils equally). Ideally there should be six group members and two of each utensil. Explain the role of each student. He/she is each an organism that is in the same family, but each student was born with a different adaptation.
- 3) Using a ruler, have the students draw lines at $\frac{3}{4}$ inch, 1 inch and $1 \frac{1}{4}$ inches from the bottom of the cup.
- 4) **Round 1:** Each group member has two minutes to use only his/her utensil to pick up as many beans as possible and place them in their stomachs (cups). (DO NOT USE HANDS)
- 5) If a student:
Does not fill the cup to at least the first line, he/she becomes extinct and will be replaced by a type of utensil that survives.

Replacing the utensils may be complicated:

The easiest replace the extinct utensils is as follows:

- After each round construct a master list of the survivors and non-survivors
 - Distribute new utensils based on the numbers of the non-survivors. If there are nine non-survivors, distribute nine different utensils to those students. Distribute the utensils so that the surviving population is represented correctly.
- Ex: If 1 spoon dies, and 3 tweezers die, distribute 3 new spoons and 1 new tweezer

Fills the cup to or past the $\frac{3}{4}$ inch mark, he/she survives and goes on to the next round.

- 6) Have students record data on their charts for round 1. There will also be a chart for the class on the board.
- 7) **Round 2:** Begin second round with the same procedure as the first.
- 8) Have the students record the data on the chart for round 2.
- 9) **Round 3:** Begin round three, using the same procedure as the first and second rounds.

10) After the first three rounds are over, have the groups switch environments and repeat the competition. Repeat this process for as many surfaces as supplied.

Helpful Hints:

- 1) Only supply enough beans (food) to each group to not allow all the members survive.
- 2) To prevent arguments, make it clear that any problems during the game will result in automatic extinction.
- 3) Have fun with it. (-:

This activity was put together by the following faculty members of the Wesley Campus Community School:
Shaun Feehan, Craig Shreckengast, and Laura Westhoff

SURFACE 1

ROUND 1	Spoons	Forks	Tweezers
Survivors			
Non-Survivors			

ROUND 2	Spoons	Forks	Tweezers
Survivors			
Non-Survivors			

ROUND 3	Spoons	Forks	Tweezers
Survivors			
Non-Survivors			

SURFACE 2

ROUND 1	Spoons	Forks	Tweezers
Survivors			
Non-Survivors			

ROUND 2	Spoons	Forks	Tweezers
Survivors			
Non-Survivors			

ROUND 3	Spoons	Forks	Tweezers
Survivors			
Non-Survivors			

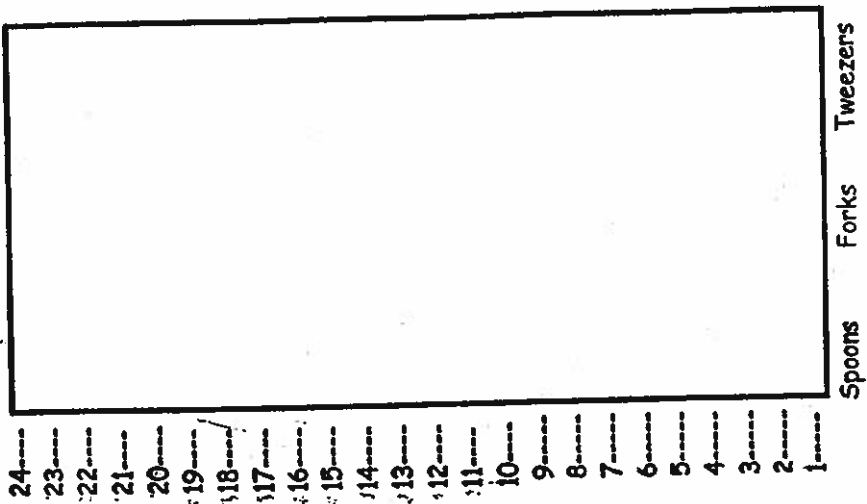
SURFACE 3

ROUND 1	Spoons	Forks	Tweezers
Survivors			
Non-Survivors			

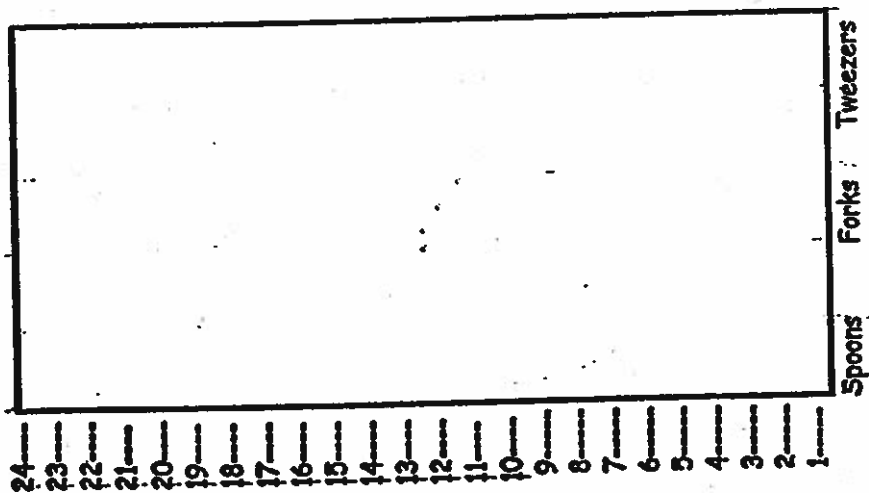
ROUND 2	Spoons	Forks	Tweezers
Survivors			
Non-Survivors			

ROUND 3	Spoons	Forks	Tweezers
Survivors			
Non-Survivors			

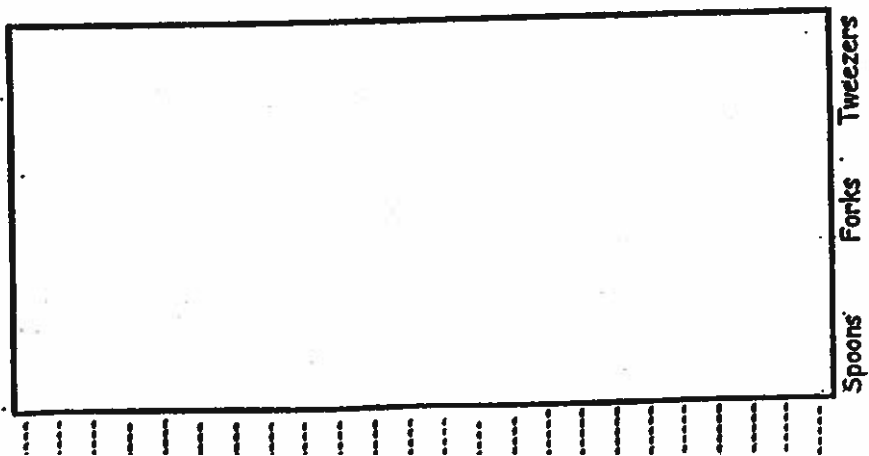
Surface 1
Round 3

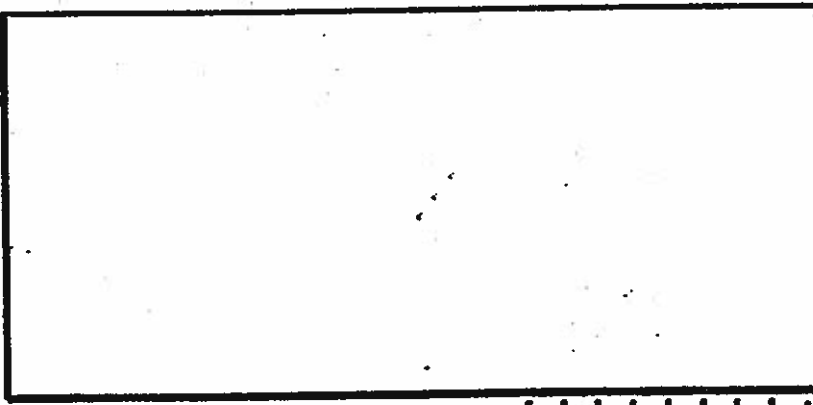


Surface 1
Round 2



Surface 1
Round 1



[illegible]

24
23
22
21
20
19
18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1

Spoons Forks Tweezers

	Spoons	Forks	Tweezers
24			
23			
22			
21			
20			
19			
18			
17			
16			
15			
14			
13			
12			
11			
10			
9			
8			
7			
6			
5			
4			
3			
2			
1			

	Spoons	Forks	Tweezers
24			
23			
22			
21			
20			
19			
18			
17			
16			
15			
14			
13			
12			
11			
10			
9			
8			
7			
6			
5			
4			
3			
2			
1			

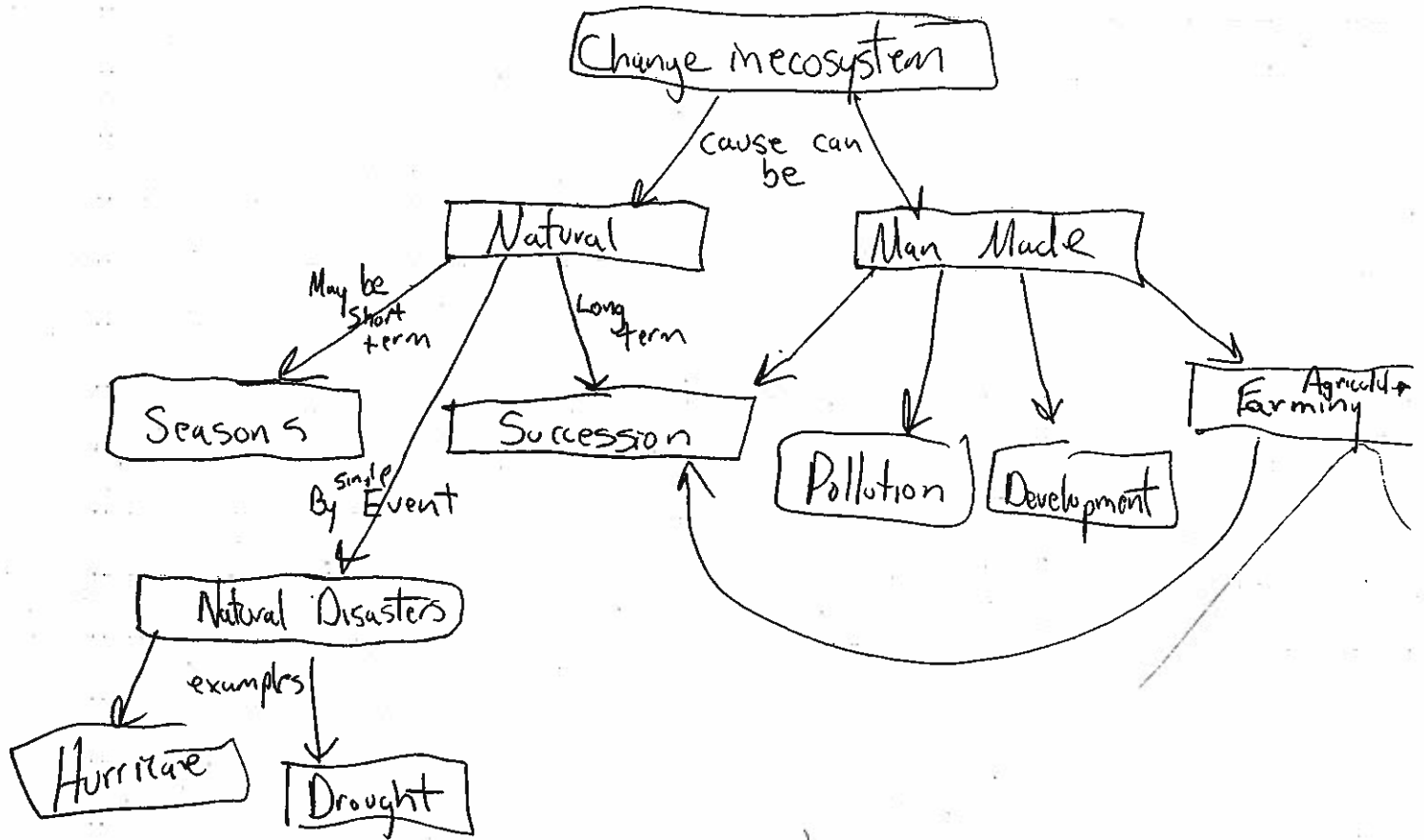
A large empty rectangular box for drawing.

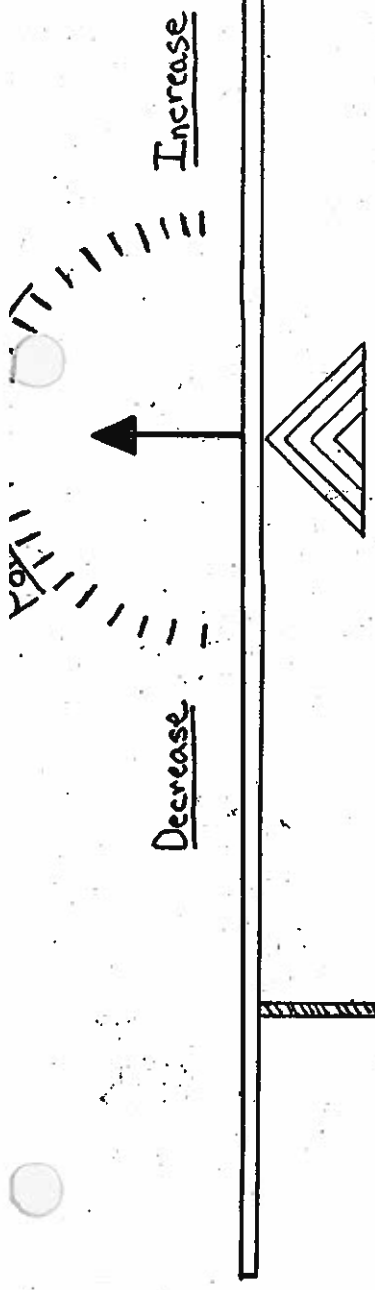
	Spoons	Forks	Tweezers
4	4		
3	3		
2	2		
1	1		
0	0		
2	2		
3	3		
7	7		
5	5		
5	5		
4	4		
3	3		
2	2		
1	1		
0	0		
9	9		
8	8		
7	7		
6	6		
5	5		
4	4		
3	3		
2	2		
1	1		

Outcomes

- Given the terms Natural Selection and Adaptation students will actively participate in defining, recognizing, and relating them to the survival or extinction of species.
- While producing lists, students will recognize that adaptation is caused by environmental change.
- Given facts about speciation, students will determine the difference between divergence and transformation of different species.
- While participating in an activity, students will be exposed to the importance of adaptation in relationship to environmental change.
- During discussion periods, students will display their acquired knowledge to define how natural selection effects an environment.

Change Ecosystem





Abiotic - Too little or too much.
Light or Water
Temp too high or too low
Unfavorable chemical environment
Salt, Acid

Biotic - Too little food
Too many competitors
Lack of Cover
Damaged or unsuitable habitat
inability to migrate
resist disease
adapt
Low reproductive rate

Abiotic - favorable - Light
Temp.
Chemical
Environment

Adequate food
Suitable habitat
Cover
resistance to disease
ability to migrate
ability to adapt
High reproductive rate

Fashion a Fish Project

To complete this project you will need to do the following steps:

1. Create the type of habitat your fish will live in.
2. Choose adaptations your fish will need to survive in this habitat.
3. Create your fish using the materials you have brought in.
4. Name your fish

To present your fish you will need to know the following information:

1. Name of fish.
2. Describe the habitat to the class
3. Explain why you chose the adaptations you did for that habitat. How can these adaptations help the fish survive?

ADAPTATION	ADVANTAGE	EXAMPLES
Mouth		
sucker shaped mouth	feeds on very small plants and animals	sucker, carp
elongate upper jaw	feeds on prey it looks down on	spoonbill, sturgeon
elongate lower jaw	feeds on prey it sees above	barracuda, snook
duckbill jaws	grasps prey	muskellunge, pike
extremely large jaws	surrounds prey	bass, grouper
Body Shape		
torpedo shape	fast moving	trout, salmon, tuna
flat bellied	bottom feeder	catfish, sucker
vertical disk	feeds above or below	butterfish, bluegill
horizontal disk	bottom dweller	flounder, halibut
hump backed	stable in fast moving water	sockeye salmon, chub, razorback
Coloration		
light colored belly	predators have difficulty seeing it from below	most minnows, perch, tuna, mackerel
dark upperside	predators have difficulty seeing it from above	bluegill, crappie, barracuda, flounder
vertical stripes	can hide in vegetation	muskellunge, pickerel, bluegill
horizontal stripes	can hide in vegetation	yellow and white bass, snook
mottled coloration	can hide in rocks and on bottom	trout, grouper, rockbass, hogsucker
Reproduction		
eggs deposited in bottom	hidden from predators	trout, salmon, most minnows
eggs deposited in nests	protected by adults	bass, stickleback
floating eggs	dispersed in high numbers	striped bass
eggs attached to vegetation	stable until hatching	perch, northern pike, carp
live bearers	high survival rate	guppies



DEPARTMENT OF EDUCATION

THE TOWNSEND BUILDING

P.O. BOX 1402

DOVER, DELAWARE 19903-1402

FAX: (302) 739-4654

DOE WEBSITE:

<http://www.doe.state.de.us>

VALERIE A. WOODRUFF

ACTING SECRETARY

(302) 739-4601

June 16, 2000

Allen Zipke, School Administrator
Campus Community School
21 N. Bradford Street
Dover, Delaware 19904

Dear Mr. Zipke:

The Department of Education (DOE) is submitting this report of the Quality Review Team's visit to your school on May 25, 2000. During the visit the team met with you, faculty, and parents. The DOE team members were Linda Welsh, Joanne Miro, and Carmen Morris (parent). The Department thanks you and your staff for the support given to the team and the efforts you are making to educate all of the children in the Campus Community School.

Our report is organized into three sections: Commendations; Observations, Recommendations, and DOE Support; and External Support to the District.

COMMENDATIONS

We especially commend you for:

1. Focusing on the development of the whole child through your emphasis not only on academics but also on the "Habits of Mind."
2. The school's individualized approach to learning which addresses each child's unique needs.
3. The wide-ranging parental involvement in all aspects of the school and education program.
4. The implementation of the School Based Management Team, which is composed of faculty, parents and administration.
5. The hands-on, integrated, thematic approach to teaching and learning with emphasis on "real world" applications of knowledge.
6. The extensive staff development program, the focus of which is determined collectively by staff and is often provided in collaboration with Wesley College faculty.
7. The cohesiveness and collegiality among staff members.

The enthusiasm of staff for the school and its programs.

The school structure and environment, which include small class size, developmental grouping, flexibility, and mobility.

10. The provision of "special" curricula to students in the areas of art, music, physical education, foreign language and the emphasis placed on their importance in the whole education program.
11. The efforts to communicate with parents and families through weekly newsletters and a Web site.
12. The implementation of student-led parent conferences in which students demonstrate their knowledge and skills.

RECOMMENDATIONS, OBSERVATIONS AND DOE SUPPORT

It is our recommendation that the district seek assistance in strengthening the following area:

1. The goals identified in the FY'00 Consolidated Application are very narrow and are tied to specific activities and uses of funds.

The Department recommends that in the FY'01 Consolidated Application broader and more comprehensive goals be established so that when the Charter School Annual Report is completed next fall, these goals can be included and evaluated as part of that process.

Joanne Miro of the Department of Education will provide technical assistance upon request from the district.

EXTERNAL SUPPORT TO THE DISTRICT

The school provided the following feedback on the quality of services DOE gives to them:

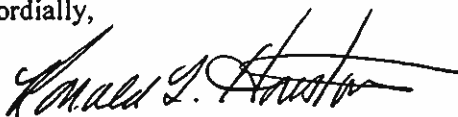
Ron Houston and Linda Welsh met with school staff and provided technical assistance in the development of the FY'00 Consolidated Application and the Title I program. The school found this meeting to be helpful.

Joanne Miro was helpful in the school's preparation for the Quality Review visit.

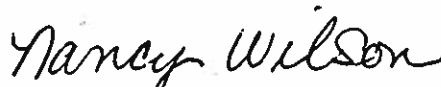
Responses to the recommendation in this report should be sent to Mr. Ronald Houston within three (3) weeks of the receipt of this letter.

Please contact Linda Welsh, Chair of the Review Team, at 302-739-2767 if you have any questions or comments regarding this report. Any questions regarding DOE support should be addressed to Joanne Miro, your Consolidated Application Liaison, at 302-739-2770.

Cordially,



Ronald L. Houston, Director
School Improvement Group



Nancy J. Wilson, Ph.D.
Associate Secretary of Education
Curriculum and Instructional Improvement Branch

cc: Gertrude S. Danjoint, Ed.D.
Campus Community Quality Review Team Members
DOE Program Managers

Many people have visited and/or inquired about the program at CCS.

- A quality review team from DOE visited and issued a very positive report.
- We have had about a dozen teachers from school systems in Delaware, Maryland, and New Jersey spend all or part of the day visiting.
- A group of parents from New Jersey visited with the intent of starting a charter school and were interested in our approach.
- An instructor from Del Tech brought her class of students to observe.
- Visiting Japanese educators spent several days at the school and were housed with CCS parents.
- Shuan Wang, from DOE, visited CCS for a day to observe our Spanish program.
- The president of the RODEL Foundation visited and expressed interest in seeing such a college/school partnership develop in other schools.
- A reporter from the Harvard Educational Review visited and will be writing an article.

In addition to visits, the program at CCS has received recognition through the selection of presentations at local and national conferences:

- Presentations have been made at the National Charter School Conference on the school/college relationship.
- In Nov., 2000 several teachers were invited to present their approach to curriculum development at the National Middle School Conference.
- In Nov., 2001 four presentations were accepted for presentation at the National Middle School Conference. The presentations focus on site based management, integration of the arts, the use of profiles and portfolios, and teaching in multiage classes.
- Teachers made a presentation at the regional reading conference on curriculum development and teaching reading.

See following attachments.

Mr. Allen Zipke
School Administrator
Campus Community School
21 N. Bradford Street
Dover, DE 19904

August 31, 2001

Dear Allen:

Thank you so very much for your time and the school visit, especially on such short notice. It is terrific to know that children are focused and learning with the attention of so many caring adults from the very beginning of the school year. You should be extremely proud of the fact that in your first three years all indicators—achievement tests, student attendance, parental involvement, parental satisfaction and more—indicate that you are achieving your mission.

As I mentioned to you, I am interested in seeing this kind of school develop within every college and university that is educating teachers in the state of Delaware and beyond. As we at Rodel Charitable Foundation-DE finalize the strategic approach we will be taking, we may very well be contacting you to see how what you are doing could be expanded to other locations throughout the state. One thing is for certain, I am going to let other people and organizations know that you exist and suggest that they come for a visit and learn from your success.

Your plans for a high school are exciting. I have no doubt that the building will be built and more than enough students recruited to fill the classrooms within your timeframe. I look forward to visiting again, if not before, when the high school is a reality. I wish you and your team an exciting, enjoyable and successful school year.

Sincerely,



Stephanie S. Clark
President and CEO
Rodel Charitable Foundation-DE

Cc: Peter Morrow

PLANET

宮城県教育広報

視点

仙台・ヘルシンキ都市セミナー'99
「こども会議」―森と湖の国で―

1999. 1

デラウェア州キャンパスコミュニティースクール

アドミニストレーター ALLEN ZIPKE

アレン ズィブキーノ

コネティカット州出身。

ニューハンプシャー州の中学校の校長を 19 年間勤め、

1998 年から現職

三年生と五年生の子どもを持つ
グロリア・ホームーさんがこの学
校の設立者です。彼女は、良い教
師がいても今のシステムでは十分
に能力が発揮されない、子供たち
の能力を伸ばすこともできないと
考え、同じ考えを持つウエスリー
大学の協力を得て、州政府に設立
申請し、チャータースクールとし
て認可されたのです。

現在、抽選で選ばれた、一年生
から八年生までの三百人がここ
で学んでいます。

チャータースクールは、州の十
九の学区にある地方教育委員会
から独立し、自律的な運営をして
います。予算は子供の数に応じて
州から直接交付されます。通常の
学校と違い、使い道も制約を受け
ません。大切なことは、チャータ
ーを受けた時に州政府と交わした
契約を果たすことです。契約し
た目標や教育哲学に従って、全員
が一致して働くことができるのが
チャータースクールの大きなメリ
ットです。

私は教育長兼校長兼事務長のよ
うな仕事をしています。事務的な
仕事を行なう人間は私を含めて三
人だけです。事務職員の人件費を
削減し、教師の給与や生徒の教育
に回すことができます。本校の教
師の給与は、州内で最も高いシー
ザードニー学区よりも五パーセ
ント高く設定しています。

学校意思決定委員会が 決定権を持つ

教育方針や予算、人事などの重
要な意思決定は、すべて学校意思
決定委員会が行ないます。委員
会は、PTA 会員二名、教師三名と
私のほかに、投票権のない PTA
会長とウエスリー大学の教授を加
えた計八人で構成されています。
ここで決定されたことは、ホーム
ーさんが会長を務める学校運営評
議会に諮られ、承認を得て最終的
に決定されます。教師の採用面接
も委員会メンバー全員が参加し、
違った角度から評価を行い決定し
ます。

親の積極的な参加が不可欠

私たちは、子どもの情緒的成長
成績向上にとって、親の教育への
参加は非常に重要だと考えていま
す。ですから、保護者には子ども
の教育に積極的に参加するという
契約を交わしてもらいます。

親がクラスに入り子供たちの勉
強を助けたり、旅行の時に車を提
供してくれたりしています。

この校舎はウエスリー大学から
借用しているのですが、開校に当
たり、八十人ほどの保護者がベン
キ塗りにボランティアで参加して
くれました。

大学の強力なサポート

ウエスリー大学のサポートがこ
の学校の特徴の一つです。同大学
教育学部が春、夏、秋の計十五日
間の研修を準備し、教師全員が参
加します。教師が個人でさまざま
な研究会に出席し新しい教授法を
導入しようとしても、周囲の理解
がないと実践するのはなかなか難
しいものです。ここでは全員がグ
ループとして同じ研修を受け、学
校全体で同じ哲学にのっとり進め
ることができるのです。

また、教育学部の学生十八人が、
すべてクラスで教師のアシスタン
トとして働いてくれているのも強
みです。一クラスの生徒数は十八
人から二十四人ですので、学生と
保護者を入れると、教師一人に七
八人の生徒という計算になります。
日本人の大学生もいて、小学
校一年の日本語の授業を手伝って
もらっています。

プロジェクト中心の学習

この学校では、体験学習、プロ
ジェクト中心の学習を行なってい
ます。教科書は使いません。授業
時間も教師の判断にまかされてい
ます。国語や社会といった教科別
の授業ではなく、一つのテーマに
基づいた総合学習を行なっていま
す。世の中には国語や社会の知識
が独立して存在しているわけでは
ありません。そのような教え方は、
現実離れしており、子供たちの学
習意欲を刺激することは難しいと

思います。子供たちを、自
ら課題解決できる子どもに
たいと考えています。

二年生では、コウモリを三
に五週間にわたって学ん
です。コウモリの物語を読ん
たり、コウモリの生態を調べ
たり、種類を調べてグラ
たり、コウモリの絵を描いた
コウモリを通して、英語の表
理科や算数、美術などの知識
術、想像力、学んだ知識と自
ちの生活との関わりなどを学
びます。子供たちは、四、
のグループ単位で自主的に学
び進めます。

このような授業をするた
は、教師の自主的な研究と新
垣根を越えた教師間の協力が
となります。子供たちの成績
上しています。今春実施の州
テストでは、小中学生とも各
トップクラスの成績を挙げま
話し合える環境作り

子供たちには、自己責任や
分と他人を尊重すること、教
話を静かに聞くことを厳しく
ていますが、強制ではなく、
合える環境を作るよう心がけ
ます。

私たちは、規制のない中で
さまざまな試みを行なってい
の公立学校はそこから学ぶ
あると思います。
日本の先生や子供たちにも
非来て見ていただきたいと思
すし、日本との交流を進めて
たいと考えています。

チャータースクールが公立学校を変える

Middle Level Education: A Capital Idea

November 1-3, 2001

Washington Convention Center
Washington, DC

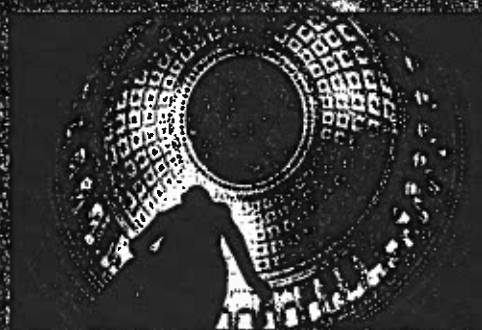
Attend! Network!

Get Involved in Middle Level Education!

So many opportunities to recharge,
review, revive, and renew

- Over 500 concurrent sessions beginning Thursday afternoon
- Exhibit hall with over 350 vendors, consultants, and developers of education products and services
- NMSA bookstore with best in middle level publications
- Hot topics sessions and information tables
- Leaders in middle level education
- Networking with over 8000 attendees

Destination: Washington, DC



nicalLocation: Small Urban Area

ferenceExhibitor: no

endeesPurchase: no

referredRoomCapacity: small

referenceLength: Concurrent

resentationMethod: hands-on

opicStrands: Challenging_and_relevant_curriculum

ubjectIndex: Foreign_language, Integrated_interdisciplinary_curriculum, Language_arts, Math, Science, Social_Studies, Special_Education

resentation: co-presented

resentationTitle: Connecting curriculum

bstract: Middle level teachers at Campus Community School (125 students, 5 major subject teachers, related arts teachers) follow a curriculum philosophy that integrates all subjects, including the arts and Spanish. Through a constructivist approach they plan investigations around real life problems and encourage development of knowledge, skills, and habits of mind. Higher level thinking is encouraged. Students use raw data, primary sources, manipulatives, physical and interactive materials in their studies. Often, when students go to related arts at any schools the time is used for planning by regular subject area teachers. At Campus Community School the time is shared. Teachers create truly connected units with the teachers' of the arts: physical education, music, art, Spanish. Students are shared and the related arts' teachers work with regular subject area teachers in planning and presenting the units. At the middle school level students are going through many changes. It can be tough for them to see school as their primary focus. It is important to challenge students and involve them in their learning. Making connections between various subject areas helps students to see how the various skills and topics they learn fit together. Students see the relevance of what they are learning. The goals of this presentation are for team members to describe the process they go through to provide meaningful and connected experiences for students. They will assist participants in seeing the benefits of true integration, how to schedule such integration time, how to plan integrated units, and they will share students' comments on integrated units. Team members will describe several of the integrated units and some of the final student products from units will be shared. There will be time for questions and each participant will take home information on the units presented.

rogramBookDescription: Learn how making connections between the related arts and regular subject areas assists young adolescents in making sense of what they are taught and encourages them to be involved and enjoy learning. Hear how team members at Campus Community School work with related arts teachers and truly integrate the subject areas. Discuss the benefits, how units are planned, how such an approach leads to quality learning, and how such programs are scheduled. Participants will receive information packets on several units.

GeographicalLocation: Small Urban Area

ConferenceExhibitor: no

AttendeesPurchase: no

PreferredRoomCapacity: small

ReferenceLength: Concurrent

PresentationMethod: hands-on

TopicStrands: Assessment

SubjectIndex: Gifted/talented, Integrated_interdisciplinary_curriculum, Multi-age_grouping, Parents, Standards, Student_assessment

Presentation: co-presented

PresentationTitle: Connecting reporting student performance with teaching style

Abstract: Middle level teachers at Campus Community School follow a curriculum philosophy that integrates all subjects, including the related arts and language, and encourages a hands-on, problem-solving approach. Using a constructivist approach they plan investigations around real life problems and encourage development of knowledge, skills, and habits of mind. Higher level thinking is encouraged. Students use raw data, primary sources, manipulatives, physical and interactive materials in their studies. Textbooks are not used. School philosophy also encourages students to set their own standards for quality work and to evaluate whether they are meeting those standards. It is important that the reporting system reflects this approach to curriculum and teaching. Teachers have developed a profile that reports on persistence, reflection, self-direction, and concepts. A rubric identifies descriptions used for each area. Portfolios and profiles serve as the basis for student-led conferences. The goals of this presentation would be to help participants 1. see why a reporting system should reflect the teaching and curriculum philosophy 2. understand the purposes of a reporting system 3. understand what questions should be asked when developing a reporting system 4. understand the system used at Campus Community School 5. understand the need and ways to communicate the purposes of a reporting system to parents. At the middle grade level students need to learn to take responsibility for their own learning. They must self-evaluate and understand the criteria used to evaluate. Development of a good evaluation system will assist middle level students in learning how to perform these tasks. Participants will see and discuss some various types of reporting systems. They will discuss their purposes for having an evaluation system and understand the process Campus Community School went through in developing their evaluation methods. Participant will receive materials to take home.

ProgramBookDescription: Middle level teachers at Campus Community School use a constructivist approach to teaching. Investigations are planned around real life problems and encourage development of knowledge, skills, and habits of mind. Teachers developed a reporting system that evaluates persistence, reflection, self-direction, and concepts. Rubrics identify criteria used to describe each area. Learn how this evaluation system was developed and how it is used in conjunction with portfolios and student-led conferences. Take home valuable information.

resentation:

ographicalLocation: Small Urban Area

ConferenceExhibitor: no

AttendeesPurchase: no

PreferredRoomCapacity: small

referenceLength: Concurrent

resentationMethod: hands-on

opicStrands: Leadership

SubjectIndex: Leadership, Parents, Partnerships

resentation: co-presented

resentationTitle: Involving parents in school management

bstract: Campus Community School encourages parental participation in all aspects of its program. CCS believes that it is important for parents to have meaningful input as to management of the school. At the middle school level it becomes increasingly difficult to maintain parental involvement. A site based approach to management shows parents that their input is valued. A team, The School Based Decision Making Team, makes decisions regarding the management of CCS. The team consists of the school administrator, two elected parent representatives, two elected teacher representatives, and the lead teacher. In addition, the PTA president and a professor serve as non-voting members. The strength of site base management has been the involvement of groups within the school community. All groups feel like shareholders at CCS. Parents especially feel that they have a close partnership with educators. This relationship has encouraged a positive atmosphere and feeling at CCS that in turn encourages parental participation. The goals of the presentation will be to 1. show how the site based approach works at CCS 2. understand the benefits and difficulties of such an approach 3. understand how to decide which decisions are made by a site based team. 4. realize the benefits to parents and students of a site based approach 5. understand the types of issues a site based team deals with 6. understand how to implement a site based approach. Participants will have the opportunity to participate in a mock site based meeting. They will work with some real issues and understand the type of issues a site based team can deal with. A presentation will explain how the site based approach works at Campus Community School. Participants will receive a packet of information.

rogramBookDescription: Include parents and educators in a partnership to manage your school! A site based approach to school management can create a positive atmosphere and make parents partners with educators in the educational process. This is especially important during the middle school years. Learn what a site based approach entails and the benefits and difficulties of using such an approach. Learn how to define the role of a site based team. Receive a packet of information.

FormMail V1.6 © 1995 -1997 Matt Wright
A Free Product of Matt's Script Archive, Inc.

<http://www.nmsa.org/cgi-bin/FormMailComma1.pl>

graphical Location: Small Urban Area

EndeesPurchase: no

Preferred Room Capacity: standard

```
ReferenceLength: Concurrent
```

Instruction Method: hands-on

Strands: Varied instructional and learning strategies

SubjectIndex: Multi-age grouping, Special Education

Representation: co-presented

Presentation Title: Successfully teaching in Multigrade classes for grades 6/7/8

Abstract: Young adolescents have diverse needs. This is true in the academic area as well as in the social and emotional areas. By the time students become young adolescents they have already had a variety of experiences in school. At Campus Community School (125 students, 3 major subject area teachers) we have found that the best way to provide a quality school experience for students in grades 6-8 is to use multiage grouping. We have had success the past three years in randomly mixing students from grades 6-8 in the same classroom. This approach has worked in lower grades and the five teacher team at CCS decided three years ago to try multiage grouping. It proved to work very well. In this session members of the team will explain the rationale for adopting multiage grouping, how they teach to meet the diverse academic and nonacademic needs of students, what students say about multiage grouping, how students are evaluated, and how multiage grouping encourages students to strive for quality. Middle schools have organized to best meet the unique needs of young adolescents, but still separate students by grade levels. Exploring different ways to group students may be one more step in meeting young adolescent's needs. Team members will present the multiage concept as used at Campus Community School. They will involve audience members in identifying the important developmental needs of young adolescents and then discuss how grouping can affect those needs. A typical curriculum unit will be shared, with the emphasis on how the needs of students are met when in multiage groups. Methods of evaluating students in multiage classes will be shown. There will be time for questions and answers. Participants will receive written information.

ProgramBookDescription: Middle schools should meet the unique needs of young adolescents. Yet students are grouped by grade. Learn how multiage grouping (grades 5/7/8) at Campus Community School meets the diverse needs of young adolescents and encourages them to strive for quality. Hear the rationale for adopting multiage grouping, how the diverse needs of students are met, what students say about multiage grouping, how students are evaluated, and how the approach was implemented.

b) Accomplishments of the mission, goals, and objectives of the education program

Campus Community School's mission, goals and objectives.

As part of the charter process the founders of CCS were responsible for clearly stating the school's philosophy, mission statement and goals. These were developed through a collaboration of the parents and Wesley College faculty members in their quest to begin CCS. Below are the mission statement, goals and objectives as they are found in the original CCS Charter.

The mission statement of the school is: "The Campus Community School seeks to promote growth in knowledge, skills, and habits of mind in children in grades 1-8."

The goals and objectives are:

- (a) To provide students with strong academic preparation in language and fine arts, science, mathematics and social studies.
- (b) To promote development of student's critical and creative thinking skills.
- (c) To incorporate wellness and physical activity into every aspect of the curriculum.
- (d) To create integrated learning experiences and curricular structure that allows students to apply knowledge to real-life situations and to recognize and develop their own unique abilities.
- (e) To develop a model for community-school higher education partnerships that promote professional development of teachers, provides an in-depth experience based teacher preparation for preservice teachers, demonstrates best practices of social-constructivist teaching in an atmosphere that maximizes student growth, and presents a working model of school-based decision making.
- (f) To provide means of fostering adult/family participation in children's educational experiences.

Accomplishment of the Mission, Goals, and Objectives of the Educational Program

Campus Community School is being successful in accomplishing its mission as seen through the successes in meeting its goals. The school provides students with strong academic preparation in language and fine arts, science, mathematics, and social studies. Scores on state and standardized tests, survey results, parental feedback, and general observations show that the curriculum is rigorous for all students and encourages them to perform quality work. Teachers spent a great deal of time examining the State Standards and creating curriculum that meets and exceeds the standards. The atmosphere and procedures in the school reflect the emphasis on academics. Pullout programs are not part of the school day since they encroach on the teacher's ability to have a full class of students. Such programs as band, which in most schools is held as a

pullout program, are held after school. The special education program is an inclusive model and classroom teachers work with the special education students in the classroom as much as possible. Many students from Wesley are hired to work in the classrooms so the ratio of students to adults is approximately 8-1.

Campus Community School heavily promotes the development of student's critical and creative thinking skills as the focus of its philosophy. Teachers spent a great deal of time prior to the opening of school developing a student profile that would reflect the importance of habits of mind. They included persistence, reflection, and self-direction and rubrics that measure these areas. The State tests encourage a philosophy of critical thinking and the reaction of students to the tests was that it was like the activities they do everyday. When you visit classrooms at CCS you will frequently observe students involved in authentic assessments and using higher level thinking skills.

The curriculum is project based and integrated. There is an overall theme chosen for a lengthy period of time that allows all subject areas to be interwoven. Areas of integration also include music, art, computers, and physical education. Wellness is incorporated into the curriculum and physical activity is important. Our relationship with Wesley College allows use of their swimming pool and students enjoyed this activity. All teachers plan together on a regular basis, which encourages the integration to occur. Textbooks are not used at CCS and students focus on real life issues. They use computers and original sources to gather information. All students had library cards at the Dover Public Library and students regularly used the library for research. A theme based, integrated approach allows students to work at various levels within the same classrooms. They are allowed to develop their own talents and abilities.

The constructivist philosophy and integrated curriculum is a result of a close working relationship with Wesley College. Close collaboration with Wesley Education professors has provided training for CCS teachers in the methods and approaches necessary for developing the curriculum and teaching methods. The staff development was very relevant and conducting training with the entire staff maintains the philosophical approach. The relationship with Wesley professors also provided training in site based management. This approach, as proven by parent and staff feedback, to be valuable in encouraging involvement in CCS.

Parental participation at CCS has been very high. Parent committees have been involved in the development of after school programs, organization of transportation, and fundraising. Throughout the 3rd year parents raised \$31,000 for the school library. On a daily basis parents are also involved in classrooms and assisting with developing materials. PTA meetings are well attended. Parents are also very involved with their own child's/children's learning. There is a great deal of communication between CCS teachers and parents regarding the education of their children. Student led conferences are held twice a year and all parents attend.

Campus Community School believes that a positive learning environment supports successful teaching. The philosophy at CCS is to create and maintain a supportive environment, free of coercion. It is believed that strong relationships are important in which

students trust teachers and believe the adults at CCS are willing to provide them with assistance and support. Adult staff members work as a team and support each other as professional colleagues. There is a belief at CCS that all problems will be solved by talking them through, without anyone hurting or threatening anyone else. Staff at Campus Community School has adopted the philosophies of William Glasser, which encourages lead management and the supportive approach. When you walk through the halls and classrooms at CCS you can “feel” the positive atmosphere and the respect with which people treat each other. This positive atmosphere encourages learning. Children enjoy coming to school.

“Uniforms” are required at Campus Community School and have helped maintain a positive environment. They are not strictly uniforms because students have limited choices. Offering choices presented some issues because it was difficult for everyone to understand exactly what was allowed. However, repeated discussion helped clarify what was allowed and the students accepted the concept of “uniforms” more easily because there was choice. Requiring uniforms has helped prevent students from being overly concerned about dress and making comparisons based on dress. Staff and parents also believe that it does encourage students to conduct themselves properly.

Successful teaching strategies used at Campus Community School focus on learning, which is meaningful, relevant and useful to students. Teachers present material which students recognize as relevant to their lives. Important skills are integrated across all subject areas and there is an emphasis on quality. Teachers allow students to apply useful skills in real-life situations. Hands-on experiences demonstrate to students that learning is useful and fun. Students are given the opportunity to contribute their ideas about what they want to learn and how they would like to approach the learning. Students are taught to evaluate their own work and behavior honestly. Students are encouraged to keep improving their work until it reaches a quality level. We have seen students learn this skill of self-evaluation and parents have seen this skill help their children grow academically.

The philosophy of the Campus Community School is particularly helpful for students with special needs. The model is true inclusion -- students participate full-time in the regular classroom. Most students with special needs were students who needed support in reading and writing.

Management of the School

The management activities of CCS are conducted in a cooperative effort between the School Administrator and the School Based Decision-Making Team (SBDMT). The School Administrator, with the support of his administrative assistant, is responsible for oversight of: finances and budgets, buildings and grounds, ordering, transportation, lunch programs, and other miscellaneous logistical needs. In general the School Administrator is responsible for oversight of the majority of the non-academic management of the school.

The SBDMT, which is composed of the School Administrator, the lead teacher, two elected teacher representatives, and two elected parent representatives, is responsible for the oversight of the academic programs as well as sharing in a portion of the logistical and procedural aspects of school management. The SBDMT is directly responsible for the oversight of curriculum,

discipline, staffing, and any other academic or student based programs such as band or athletic programs. The SBDMT reports to the Board of Directors and recommends policy or procedures.

For each school year from 1999-2001, all non-academic objectives were met as measured by the following indicators.

Objective I- The school will demonstrate that its students exhibit positive behavior related to academic success.

1.) Reportable Behavior Incidents

1998-1999 – No reportable incidents
1999-2000 – No reportable incidents
2000-2001 – No reportable incidents

2.) Percent of non-graduating students returning to CCS must be at least 80%

1998-1999 – First year, no percent to report
1999-2000 – 88% of students returned in September 1999
2000-2001 – 81% of students returned in September 2000

3.) Of all students entering the school at any given grade, 50% will continue through the completion of grade 8.

1998-1999 First year, no percent to report
1999-2000 – 90% of students in grade 7 during the 98-99 school year completed grade 8
2000-2001 – 64% of students in grade 6 during the 98-99 school year completed grade 8

Objective II – Throughout the initial three-year charter period, the school will demonstrate that is has strong market accountability.

1.) Students seeking enrollment

1998-1999 – 566 students sought enrollment
1999-2000 – 212 students sought enrollment
2000-2001 – 204 students sought enrollment

2.) Students placed on waiting lists

1998 – 1999 – 266 students were placed on waiting list
1999 – 2000 – 156 students were placed on waiting list
2000 – 2001 – 148 students were placed on waiting list

3.) The school will maintain 90% of the number of students allowed by the charter throughout the school year.

1998-1999 – CCS maintained 283 or 94%
1999-2000 – CCS maintained 296 or 98.67%
2000-2001 – CCS maintained 296 or 98.67%

Objective III – Throughout the initial charter of the school, the school will demonstrate that the parents of the students are satisfied with the school's administration and educational program

1.) In house school survey
1998-2001 – Results attached

2.) External Evaluation
1998-2001 – Results attached

Both surveys indicated high levels of general parent satisfaction for all three years.

APPENDIX
STATE PARENT SATISFACTION SURVEY.

TABLE I
DEGREE OF SATISFACTION WITH VARIOUS SCHOOL FACTORS

SCHOOL FACTOR	%Rating High* '99	%Rating High* '00	%Rating High* '01
a)Providing a safe environment for learning.	97%	99%	99%
b)Having teachers and staff with high academic expectations for all students.	95%	98%	97%
c)Having teachers and staff with a high behavioral expectations for all students.	87%	90%	91%
d)Communicating high expectations to students.	90%	97%	94%
e)Communicating high expectations to parents.	89%	96%	94%
f)Teaching in ways that encourages students to apply what they learn to everyday life.	92%	97%	97%
g)Accommodating different learning styles.	87%	90%	92%
h)Providing a learning environment which encourages student learning.	91%	99%	98%
i)Meeting the needs of special education students and students with special needs.	85%	73%	75%
j)Offering classes that students find interesting and challenging.	90%	95%	95%
k)Providing positive attention to students as individuals.	90%	93%	99%
l)Regularly communicating the progress of students to parents.	72%	79%	84%
m)Developing an atmosphere of trust where parents, teachers and students work together.	84%	94%	96%
n)Providing opportunities for parents to have an influence on the school.	87%	96%	97%
o)Having leadership that is results-oriented, accountable, and open to suggestion.	n/a	90%	95%
p)Providing instructional materials that are suitable to the needs of the students.	81%	78%	96%
q)Providing a school facility that is suitable to the needs of the students.	80%	98%	94%
r)Overall, what is your opinion of the success of the charter school?	92%	99%	95%

* The responses are the percent of parents who rated the item as 4 or 5 on a five point scale of success.

APPENDIX

DISTRICT PARENT SATISFACTION SURVEY 1999-2001

Below are the results of an in house survey. The data was based on a 1-5 scale with 1 being the lowest and 5 the highest. In Spring 1999 there were 96 respondents, Spring 2000 there was 96 respondents and in Spring of 2001 there was 173 respondents. The data shows an overwhelming approval rating for satisfaction in all categories questioned.

	Spring 1999	Spring 2000	Spring 2001
Children Learning:			
Child feels safe	98%	99%	97%
Child likes attending	96%	99%	99%
Pleased with quality of learning	95%	99%	99%
Child approaches learning positively	93%	96%	97%
Child enjoys non-academic activities	95%	88%	95%
Management:			
School is operating well	95%	98%	98%
Board is focusing on important issues	97%	98%	97%
Board is accessible	96%	98%	96%
Communication:			
Staff is responsive to child	97%	97%	98%
Staff is responsive to parent	97%	95%	99%
SBDMT has communicated important issues	91%	93%	97%
SBDMT is responsive to parent	96%	93%	99%
PTA meetings are useful and informative	90%	95%	97%
Communication from teacher is sufficient	92%	87%	95%
Communication from school is timely and complete	90%	91%	95%
Philosophy:			
Understand the learning philosophy	96%	94%	98%
Discipline is focused and fair	90%	88%	90%
Encouraging parental participation is important	96%	95%	98%
Understand support of home-based work	92%	94%	97%

c) Student Achievement

Student achievement at CCS is measured in a variety of ways. In Math, student achievement is measured by a school-based math test for grades 1-3 and grades 4-8 twice a year. In reading, student achievement in grades 1-5 is measured by periodic IRI's (Informal Reading Inventory). At the present time we are discussing a process for student developed portfolios as a measure of achievement. In compliance with our Performance Agreement, student achievement is also measured by performance on the Delaware Student Testing Program and Iowa Test of Basic Skills.

Primary Objective: Over the initial three-year charter period, this school will demonstrate that its students are achieving academically at least at the state average performance as measured by the state assessment. Student performance on national tests will demonstrate at least one year of growth in mathematics and reading each year.

- 1.) For each grade, average performance on the state assessment will be at least at the state average.

1999-2001 – Results can be found in attachment

- 2.) For each grade, average performance on the Iowa Test of Basic Skills will increase at least one grade level each year in reading and math as measured by the grade equivalent

1999-2001 –Results can be found in attachment

Results for those students who have attended CCS from 1999-2001 have also been provided and found in attachment

For those students not meeting this target, tutoring and summer school have been offered.

- 3.) For each grade, average performance on the Iowa Test of Basic Skills will be at least at national average in reading and math each year as measured by the percentile ranks with 50% being the national average.

1999-2001 – Results can be found in attachment

Results for those students who have attended CCS from 1999-2001 have also been proved and found in attachment.

For those students not meeting this target, tutoring and summer school have been offered.

		Reading				
		Average Performance By Grade By Year (as compared to the state average)				
		1999 State	1999 CCS	2000 State	2000 CCS	2001 State CCS
GRADE Grade 3		428.13	439.09	437.19	438.42	436.21 442.20
Grade 5		462.54	495.88	470.16	472.31	470.70 487.11
Grade 8		508.84	N>15	512.90	536.21	514.11 524.61

		Writing				
		Average Performance By Grade By Year (as compared to the state average)				
		1999 State	1999 CCS	2000 State	2000 CCS	2001 State CCS
GRADE Grade 3		6.44	6.71	6.06	5.53	5.89 5.62
Grade 5		7.52	8.94	6.78	6.68	7.34 7.96
Grade 8		7.41	N<15	7.39	7.66	7.92 8.04

Mathematics

Average Performance By Grade By Year (as compared to the state average)

	1999 State	1999 CCS	2000 State	2000 CCS	2001 State	2001 CCS
GRADE Grade 3	421.23	434.59	431.08	439.53	431.93	437.05
Grade 5	453.71	481.36	460.25	471.41	462.75	487.50
Grade 8	481.88	N<15	487.33	488.90	488.48	492.91

ITBS Results for Students Attending CCS from 1999 - 2001						
Average Growth* in Reading, Language, and Math						
CCS Graduating Class	Reading	Writing	Lang. Arts Average	Math		
2006	1.1	0.8	1.0	1.1		
2005	1.2	1.2	1.2	1.3		
2004	1.7	2.0	1.9	1.5		
2003	1.3	1.4	1.4	1.2		
2002	1.0	1.2	1.1	1.0		
2001	0.8	1.1	1.0	1.3		
School Average	1.2	1.3	1.3	1.2		
*Average yearly growth measured by (the difference of grade equivalents from 1999 to 2001)/2						
Average Performance* in Reading, Language, and Math						
CCS Graduating Class	Reading	Language	Math	Reading	Language	Math
2006	58	58	53	65	54	67
2005	67	65	57	59	46	57
2004	61	52	64	63	62	63
2003	61	49	60	53	52	58
2002	70	52	60	68	53	53
2001	78	57	60	68	51	58
*Average Performance measured by average percentile ranks in each grade and subject.						
National Average represented by the 50th percentile.						

		Campus Community School							
	Average Grade Equivalent Growth on Iowa Test of Basic Skills								
Class		Reading	1999-2000 Language	Math	Reading	2000-2001 Language	Math		
2000		2.6	2.0	1.4					
2001		0.6	0.7	0.3	1.4	1.8	1.7		
2002		2.0	2.0	1.9	1.1	1.2	1.4		
2003		1.5	1.8	1.7	1.9	1.7	1.7		
2004		2.0	2.6	2.3	1.4	1.5	0.7		
2005		1.2	0.4	0.5	0.8	1.5	0.7		
2006		1.4	1.1	1.3	0.8	0.5	0.7		
2007		Baseline	Baseline	Baseline	0.8	1.0	1.4		

		Average Performance in Reading, Language, and Math for All Students for Each Year									
		1999				2000				2001	
CCS Class	Reading	Language	Math	Reading	Language	Math	Reading	Language	Math	Reading	Language
2008										72	70
2007				63		55	44		56		57
2006	56	60	56	65	55	62	57	42			52
2005	69	65	58	57	42	59	62	60			60
2004	59	51	60	61	61	60	61	64			57
2003	62	50	58	53	49	51	59	51			56
2002	71	55	60	65	51	50	59	49			51
2001	76	54	55	55	45	47	57	52			58
2000	57	48	54	66	54	54					
*Average Performance measured by average percentile ranks in each grade and subject. National Average represented by the 50th percentile.											

d. Services For At-Risk and Special Education Students

How many special education students and at-risk students applied to the school and attended each year of the charter period?

When students apply to CCS, they are not asked to indicate what special services might be needed, so we do not have data on how many children with special needs have applied. We can only talk about children who have been chosen through the lottery and have elected to attend CCS. The following table shows the number of children enrolled in CCS for each of the three years of operation and for the current year.

	1998-1999	1999-2000	2000-2001	2001-2001
Children on IEP's	14	24	22	25
Learning Disabilities	13	21	18	19
Physical Disabilities	1	1	2	2
Hearing Impairment	0	1	1	1
Visual Impairment	0	1	1	1
Speech-Only IEP's	13	16	17	25
Emotional Disturbance	0	0	0	2

How are services provided?

From the beginning, the goal was to provide services in a full-inclusion model. CCS has no special classes. All children are served in heterogeneous groups in regular classes.

One full-time and one half-time special education teachers provide consultation for regular class teachers, assess students as needed, and work individually with some students. Two full-time paraprofessionals work in the classrooms monitoring, prompting, and assisting students with targeted special needs. Paraprofessionals and special education teachers provide some pull-out tutoring for skills, strategies, or technology work on a limited basis.

A speech pathologist and an occupational therapist work individually with children as needed and provide consultations to teachers. Students with vision and hearing impairments are served in the regular class with consultation from appropriate professionals as needed.

Services are provided in accordance with each child's IEP. CCS has modified the state IEP form slightly to be more strengths-based. Each member of the team comes to the meeting with a list of strengths and accomplishments. A celebration of these begins each meeting. Needs are then addressed as goals for the next marking period. Teachers, parents, and students commit to some action to help meet the goals and these actions are written into the IEP. Students with special needs create portfolios three times a year to showcase their learning – just as do all students at CCS.

Each year monitoring teams from the state have reviewed special education procedures for compliance with federal and state laws and regulations and found CCS in compliance.

Provided high quality services for at-risk and special education students

Since the first year of the charter, CCS teachers have worked to provide a learning environment that allows all children to be successful learners. We have provided ongoing staff development for teachers to help limit the number of children who must be labeled – particularly in the early grades. The nature of the CCS instructional model allows for students to work at their own pace and can be an ideal place for experiences. Students are not compared to each other but are encouraged to produce their own personal best work. Children learn to evaluate their own work and to set their own goals.

In March of 2000, the state of Delaware produced a report from the Learning Disabilities Committee. That report included the following statement:

The current special education eligibility system uses a categorical base. Services are tied to identification. Many services are not available to students if they do not “qualify” under one of these categories. The current system addresses the learning needs of students with disabilities, but does not address the needs of children with learning needs caused by environmental factors and/or inappropriate instruction. In order to get these children the help they need, many end up being identified as having a disability and eligible for special education.

The tone of the state report is that we need a different system, one that is responsive to a greater variety of student needs without having to attach labels. They propose a “Problem-Solving Model” in which a problem-solving team would be available to support teachers in finding ways to deal with learning and behavior problems. The team would provide a first line defense, at least delaying, and hopefully in most cases preventing, the labeling of children. This model fits very well with the CCS philosophy.

Last year, a special education committee worked on procedures for an Instruction Support Team (IST), following some of the recommendations of the Learning Disabilities Report. The plan is for this team to function as support for the classroom teacher in solving learning or behavior problems for any children in need, with or without labels. It is hoped that in many cases, children's needs can be met in this way – delaying or avoiding the sometimes negative effects of special needs labels.

Over the next three years, CCS plans to fully implement the IST procedures. The results of the team's work school lead to direct support for teachers in any problems which impact instruction as well as providing topics for ongoing staff development opportunities, thus better equipping teachers to support all learners.

The work of the IST will be used as prereferral documentation if at a later date students referral to special education.

This procedure would be in addition of more formal, ongoing consulting related to at-risk students.

PRE-REFERRAL PROCEDURE

A monthly meeting of key staff members (Instructional Support Team) will assist at risk students before consideration for Special Ed. Testing or placement. Prevention of unnecessary labeling and placement and working toward school success are goals of this IST. Standing members would include: administrator, nurse, counselor, Special Ed. Coordinator, psychologist, and Wesley staff member (s). Changing members include those persons directly familiar with the student: teacher(s), paraprofessional(s), and support staff. A student remains on the IST schedule until consensus is reached that this student 1. is no longer at risk, or 2. is placed in Special Ed./504 plan. A roaming substitute teacher might relieve teachers to attend for the portion of the meeting.

1. The teacher(s) refers a student to the IST and completes a "Prereferral" form. Information would be gathered by team members pertaining to attendance, vision/hearing and other health issues related services, educational and related history, and so on.
2. The Special Ed. Coordinator along with Allen Zipke, our administrator, schedule approximate times for the meeting on each child, inviting changing members.
3. The teacher(s) presents a student to the Instructional Support team with artifacts and documentation of strategies already tried along with the results. Strengths and needs would be discussed, encouraging linking the two.
4. The IST together considers options*
 - Gather more information (new testing or existing results, etc...)
 - Monitor growth
 - Develop a written intervention/accommodation plan

All three portions require written indication of specific means, person(s) responsible, and time intervals before reconvening.

(see attached forms)

Campus Community School
Instructional Support Team Procedures

NAME _____ DATE _____
TEACHER(S) _____ DOB _____ GRADE _____
CURRENTLY RECEIVES SPECIAL SERVICES FOR _____

PREVIOUSLY RECEIVED SPECIAL SERVICES FOR _____

HAS BEEN RETAINED/PROMOTED A GRADE (Circle One)

☐ yes (List year _____) ☐ no

1. Identify your concerns in writing. Specify in succinct detail the behaviors the student demonstrates or the issues you recognize as affecting school performance.

2. Collect evidence to support your concerns. Use classroom assessment and/or observe the student in current school settings to isolate strengths and areas of need. Attach any pertinent protocols/notes to this form.)

Assessment (Note name of tool/test) _____
Results: _____

Assessment (Note name of tool/test) _____
Results: _____

Assessment (Note name of tool/test) _____
Results: _____

Observation Context (Note setting, time frame, other important info.)

Summary: _____

3. Note Accommodations/Modifications tried.
(Use the IST Interventions/Accommodation Form)

Instructional Support Team Data Interventions/Accommodation Form

NAME _____ GRADE _____ TEACHER(S) _____

Instructional Support Team Data Collection Sheet

DATE	INTERVENTION/ACCOMMODATION	DURATION	INITIAL RESULTS

Campus Community School
Instructional Support Team Procedures

4. **Gather History and Impressions from Others who know the student.** (*Check all that apply and summarize your findings.)

☐ **Contact Parent(s)/Guardian(s)* This step cannot be bypassed prior to IST Meeting.**
Findings:

☐ **Contact last year's teacher(s)**
Findings:

☐ **Research Cumulative File/Portfolio/Special Education files, including Speech and Inactive.**
Findings:

☐ **Contact other staff members who know the student well-Related Arts Teachers, Paraprofessionals, Nurse, Office Staff, Speech/Language Therapist, Occupational Therapist, Special Ed. Coordinator, etc.**
Findings:

☐ **Other _____**
Findings:

Additional information/Comments:

SUBMIT ALL PAPERS TO THE COORDINATOR OF SPECIAL SERVICES.
PLEASE SUBMIT ANY QUESTIONS ABOUT THE IST PROCEDURE TO
Denise Davis, Campus Community School, 302-736-3300.

4/2001

e) Financial Efficiency Of The School

The attached budget indicates the sources and expenditures of all funds to the school. Campus Community School's first two full years of operation and the year prior in which the school was established. Please note that the school continues to have a substantial carryover between fiscal years and will continue that trend. When the high school is operational, in addition to this carryover, the budget includes a 3% contingency for emergencies. As indicated by the budget, the school has faced no problems concerning financial viability.

Even with the substantial noted carryovers, the school has put more resources in its teaching staff than other area school districts. Teachers, on average earn at least 5% more than their counterparts in other Kent County public schools while also enjoying dental, disability and health care benefits totally paid for by CCS, beginning on their first day of employment.

One significant reason why CCS is able to pay its teachers more than local school districts and offer an excellent benefits package is because CCS spends few dollars on administrative salaries – only three FTE's are on the administrative staff. This is made possible due to the dedicated hard-working incumbents, the many hours of volunteer work provided to the office on a daily basis by parents, the aid of the Board of Directors on budget issues and strategic planning and the site based decision making team which has many administrative duties. Parents also raise significant amounts of money for the school which free available funds for teachers salaries and benefits.

The attached audit reports indicate that CCS is administered very well. Only one audit finding has been made which was that the administrative assistant should have another employee to check her work. This has been addressed by requiring the school administrator to sign off on all financial documents.

Have financial and administrative operations which are exceptionally well managed.

As indicated by the attached budget and five-year performance, Campus Community School has and will have significant carryover cash from year to year, coupled with a 3% contingency every year, CCS expects "unexpected budget surprises" and believe the carryover and contingency provided sufficient coverage for such emergencies. CCS will continue to pursue contributions from private foundations, businesses and individuals to provide additional resources to its teachers and programs with the goal of creating an endowment for the school.

When CCS opens its high school in September, 2002, the Board of Directors will ensure that parents of high school students are members of the board. In addition, the school will hire a school administrator assistant whose focus will be on the high school. Lastly, the high school will have its own site based decision making team in addition to the current school's team.

Campus Community School plans to enroll no more than 300 students in grades 1-8 after academic year 2003/2004. (As required by the State Board of Education, seventh and eight

grades will be increased in academic years 2002/2003 & 2003/2004. In this interim period, the additional seventh and eighth graders will use some space in the new high school building). Because CCS expects nor desires growth beyond 600 students, CCS does not foresee any additional facility development after the high school is completed in June, 2002 nor any problems associated with growth. CCS plans to proceed as it has in the prior two years concerning transportation, by renting state vans and hiring part-time van drivers, and providing safe and accessible facilities.

BUDGET AND AUDIT RESULTS

**CAMPUS COMMUNITY SCHOOL
BUDGET AND PERFORMANCE FOR 1997/1998 - 2006/2007
BUDGET UNIT 95-7469**

Oct. 7, 2001

	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2002-2003
Revenues	Pre-opening	Bradford Hall	Bradford Hall	Bradford Hall	Bradford Hall	Bradford Hall	New Space
State (300 Students)		1,577,604	1,548,385	1,500,664	1,657,892	1,588,095	1,435,753
Local (300 Students)		236,379	232,868	289,480	286,044	274,002	302,372
Vo-Tech Funding							58,590
Federal Grant	90,000	51,500	76,050	78,332	21,767	20,851	19,391
Carry Over from Previous Fiscal Year		27,867	696,167	910,753	942,750	872,514	0
Interest		2,288	25,271	27,323	28,282	26,175	0
Accts Rec. PTA		10,908	3,197				
Private Grants		18,729	5,464	34,428			
Fund Raising/Donations			24,661	40,960			
Loan Proceeds		460,417					
TOTAL REVENUE	90,000	2,385,692	2,612,063	2,881,939	2,936,735	2,781,636	1,816,106
	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2002-2003
	Pre-opening	Bradford Hall	Bradford Hall	Bradford Hall	Bradford Hall	Bradford Hall	New Space
SALARIES							
School Administrator		67,188	73,969	77,807	80,141	41,273	41,273
Asst. School Administrator					41,500	30,900	30,900
Admin. Asst. - Support	5,406	36,978	46,473	42,507	43,782	22,548	22,548
Asst. Administrative Assistant						26,780	26,780
Teachers' Salaries		456,008	605,500	705,811	792,779	816,562	374,258
Summer School				24,000	24,720	25,462	20,157
Paraprofessionals		48,079	87,054	131,705	135,656	139,726	110,616
Homebound Instruction				2,630			
Teachers' Salaries - One-time					0	0	40,000
Physical Education Teacher					18,452	15,000	15,000
Clerical		10,318	14,623	17,915		19,576	15,498
Guidance Counselor						57,183	31,667
Bus Drivers		55,356	53,190	53,900	55,517		30,783
Inservice Education Workshops				25,062			
Substitute Teachers		13,471	15,947	14,301	14,730	15,172	10,209
Drivers Education					0		16,625
Nurses			13,356	37,526	38,652	39,811	39,811
Administrative Workshops				1,959	2,018		
Substitute Nurse		735	1,870	1,530	1,576	1,623	1,285
Subtotal	5,406	688,133	911,982	1,136,653	1,249,524	1,251,616	827,410
DECA					0		
					0		
					0		
Pension - Employer Share	611	64,070	73,963	74,930	77,178	79,493	43,864
					0		

	1997-1998 Pre-opening	1998-1999 Bradford Hall	1999-2000 Bradford Hall	2000-2001 Bradford Hall	2001-2002 Bradford Hall	2002-2003 Bradford Hall	2002-2003 New Space
Health Ins. - Employer & Local Share	1,641	61,934	61,873	87,521	90,147	92,851	51,234
Workman's Compensation	54	4,817	10,183	12,982	13,371	13,773	7,600
Social Security - Employer Share	319	42,215	56,366	69,225	71,302	73,441	40,524
Unemployment Insurance	6	826	1,094	1,351	1,392	1,433	791
Medicare - Employer Share	75	9,874	13,183	16,183	16,668	17,169	9,473
Subtotal	2,706	183,736	216,662	262,192	270,058	278,159	153,486
TRAVEL							
Travel - School District		25	512	609	627	646	646
Mileage - In-state	20		48	54	56	51	51
Meals - In-state	391	57					
Travel - In-State	20	308	7	206	212	219	219
Travel - Out of state			94	112	115	119	119
Mileage-Out of state		334					
Carrier - Out of state		799	187	365	376	387	387
Meals - Out of state		88	620	596	614	632	632
Lodging - Out of state	979	645	2,239	2,230	2,297	2,366	2,366
Other travel - Out of state		449		162	167	172	172
Subtotal	1,410	2,705	3,707	4,334	4,464	4,592	4,592
CONTRACTUAL SERVICES							
Other Professional Services	25,474	37,353	82,447	39,736	40,928	84,312	71,665
Tuition Reimbursement - Employees		6,838	1,458	4,044	4,165	4,290	4,290
College Tuition - Students							
Inspection Fees		20					
After School Athletic Coaches				8,574	8,831	9,096	9,096
Therapists		25	966	2,135	2,199	2,265	2,265
Contracted Labor				4,625	4,764	10,965	10,965
Legal Services	330	6,111	7,571	21,291	10,965		
Public Accountants	394	175	250	175	180	186	186

	1997-1998 Pre-opening	1998-1999 Bradford Hall	1999-2000 Bradford Hall	2000-2001 Bradford Hall	2001-2002 Bradford Hall	2002-2003 Bradford Hall	2002-2003 New Space
State Auditors							
Educational Consultants -- Individual		2,626	6,200	6,900	7,107	7,320	7,320
Educational Consultants -- Company			6,445	1,165	1,200	1,236	1,236
Travel -- Non-state Employees	1,675	296	88	2,100	2,163	2,185	2,185
Honorariums		945		0	0	96	96
Stipends	5,000	44,022	22,973	8,000	8,240	25,103	25,103
Postage	513	1,339	1,676	1,144	1,178	1,831	1,831
Express Charges	20	305	93	0	0	102	102
Telephone Services	904	2,917	3,320	3,192	3,288	3,628	3,628
Insurance -- Bldg and Contents	526	2,434	2,372	2,478	2,552	2,592	2,540
Insurance - Auto/Motor Vehicles		174	175	175	180	191	191
Dental Insurance		1,037	9,891	1,549	1,595	10,808	7,533
Insurance -- Disability		223	2,193	3,186	3,282	2,396	1,670
Insurance -- Gen. Comp. Liability	1,237	50,000	1,245	2,720	2,802	1,360	1,333
Insurance -- Umbrella Liability			500	500	515	546	535
Copier Equipment Rental	808	5,508	5,104	5,188	5,344	5,577	5,577
Buses --Pupil Transportation (field trips)		2,310	6,325	2,697	2,778	2,947	2,505
Buildings -- Grounds repair	469	47,221	10,370	3,395	3,497	11,332	11,332
Buildings & Parking -- Maintenance Only		9,063	5,475	2,606	2,684	5,983	5,863
Maintenance Agreements		214	664	705	726	726	726
Custodial Service		7,467	18,258	23,810	24,524	19,951	19,552
Equipment Repair		85	254	216	222	278	278
Repair & Service -- Other Equip		121	225	0	0	246	246
Licensing & Permits		149			0		
Printing and Binding	588	573	170	0	0	186	186
Public Brochures			257	0	0	281	281
Quick Copy	214	109	541	1,049	1,080	591	591
Internal Printing --Schools			153	0	0	167	167

	1997-1998 Pre-opening	1998-1999 Bradford Hall	1999-2000 Bradford Hall	2000-2001 Bradford Hall	2001-2002 Bradford Hall	2002-2003 Bradford Hall	2002-2003 New Space
Advertising	972	2,531	3,770	10,540	10,856	4,120	4,120
Principal - Computer Loan	4,012	75,965	174,743		0		
Interest - Computer Loan	1,208	17,970	5,008		0		
Association Dues & Conference Fees	25	17,629	11,612	9,763	10,056	12,689	25,089
Application - Notary Fees			15	0	0	16	16
Drivers' Education Vehicle -- rental					0		6,000
Food Service - Other					0		
Misc. Expenses	540		169	174	179	185	185
Student Body Activity		5,567	4,850	152	157	161	161
Repair Roof (Bradford)				27,000	27,810	0	0
Student Travel - school/home		41,109	39,347	39,398	40,580	42,996	34,396
Repair Air Quality (Bradford)				50,000	51,500	0	0
Moving Costs		25,000			0		
Utilities for New Building					0		
Property Taxes				72	74		22,278
Appraisal Estimation Fee				3,160	3,255		
Inspection Fees				60	62		
Education Management Consultant				1,500	1,545		
Game Administration				324	334		
Maintenance Contract - Office Equipment				465	479		
Office Machine/Printing				236	243		
Bldgs Other Than Office				441	454		
Construction and Maintenance Equipment				31	32		
Application Permits				689	710		
Subtotal	44,909	415,431	439,173	290,382	288,129	278,940	293,320
SUPPLIES							
Office Supplies		27,834	13,377	3,568	3,675	14,617	14,617
Photo and Audio Supplies	3,064	104	57	213	219	62	62
Notary Seals			78	0	0	85	85
Promotional Supplies		456	375	0	0	410	410
Food Institutional & Non-Institution		322	1,048	614	632	1,145	1,145
Custodial Supplies	205	3,271	97	9,554	9,841	106	106
Computer Supplies			5,218	13,837	14,252	5,702	5,702
Photocopier Supplies			910	2,772	2,855	994	994
Instructional Supplies	1,314	141,829	61,380	45,752	47,125	67,072	125,011
Subscription/Magazines etc.		457	641	1,722	1,774	700	700

	1997-1998 Pre-opening	1998-1999 Bradford Hall	1999-2000 Bradford Hall	2000-2001 Bradford Hall	2001-2002 Bradford Hall	2002-2003 Bradford Hall	2002-2003 New Space
Nursery Stock				63	65		
Audiovisual				509	524		
Library Books				7,222	7,439		
Medical Supplies		1,278	2,096	1,251	1,289	2,290	1,947
Building Materials		17,181	271	363	374	296	296
Athletic Supplies		1,118	1,381	0	0	1,509	1,509
	109	8	5	5	5	5	5
Subtotal	4,692	193,858	86,934	87,445	90,069	94,995	152,591
<u>FURNITURE AND EQUIPMENT</u>							
Instructional Equipment		61,888	4,860	4,350	4,481	5,311	98,014
Athletic Equipment		16,029	83	0	0	91	13,677
General Office Equipment	360	7,169	8,037	652	672	8,782	8,782
Institutional Equipment		7,007	760	1,335	1,375	830	830
Instructional/Lab Equipment		4,455			0		
Audio/Visual Equipment		10,680	473	2,615	2,693	517	517
Custodial/Maintenance Equipment			0		0		
Communication Equipment		272	292	0	0	319	319
Misc. Equipment		272			0		
Subtotal	360	107,772	14,505	8,952	9,221	15,850	122,140
<u>CAPITAL OUTLAY</u>							
Computers	2,150	91,543	5,901	10,886	11,213	6,448	106,448
Software		3,373	742	108	111	811	689
Peripheral Equipment		481	704	149	153	769	769
Cable Connection and Cable		1,014			0		
Printer		479			0		
Buildings	500			30,000	30,900		
Subtotal	2,650	96,890	7,347	41,143	42,377	8,028	107,907

	1997-1998 Pre-opening	1998-1999 Bradford Hall	1999-2000 Bradford Hall	2000-2001 Bradford Hall	2001-2002 Bradford Hall	2002-2003 Bradford Hall	2002-2003 New Space
NON-APPROP EXPENSES ALL							
OTHERS							
Computer Fund		1,000	20,000	20,600	21,218	21,855	
Petty Cash --General Fund			1,000	1,030	1,061	1,093	1,093
Subtotal		1,000	21,000	21,630	22,279	22,947	1,093
Contingency				86,458	88,102	83,449	54,483
Lease Costs -- Includes property taxes		1,689,525	1,701,310	1,939,189	2,064,221	2,163,576	125,000
Total	62,133	1,696,525	1,701,310	1,939,189	2,064,221	2,163,576	1,842,021
Carry Over for Next Year	27,867	696,167	910,753	942,750	872,514	618,060	-25,916

CAMPUS COMMUNITY SCHOOL

BUDGET AND PERFORMANCE FOR 1997/1998 - 2006/2

BUDGET UNIT 93-7400

	2002-2003	2003-2004	2003-2004	2004-2005	2004-2005
Revenues	TOTAL	Bradford Hall	New Spaces	TOTAL	TOTAL
State (300 Students)	3,023,847	1,706,092	1,588,644	1,734,534	3,491,828
Local (300 Students)	576,373	294,360	319,088	303,191	664,809
Vo-Tech Funding	58,590		62,943		66,837
Federal Grant	40,242	21,476	19,973	23,785	45,906
Carry Over from Previous Fiscal Year	872,514	618,060	-25,916	462,503	473,619
Interest	26,175	18,542	-777	13,875	14,209
Accts Rec. PTA					
Private Grants					
Fund Raising/Donations					
Loan Proceeds					

TOTAL REVENUE

TOTAL REVENUE					
	Total	Bradford Hall	New Space	Total	Total
	2002-2003	2003-2004	2003 - 2004	2003-2004	2004-2005
SALARIES					
School Administrator	82,545	42,511	42,511	85,022	43,786
Asst. School Administrator	61,800	31,827	31,827	63,654	32,782
Admin. Asst. - Support	45,096	23,224	23,224	46,449	23,921
Asst. Administrative Assistant	53,560	27,583	27,583	55,167	28,411
Teachers' Salaries	1,190,820	841,059	531,195	1,372,254	866,291
Summer School	45,619	26,225	26,225	52,451	27,012
Paraprofessionals	250,342	143,918	143,918	287,835	148,235
Homebound Instruction					
Teachers' Salaries -- One-time	40,000	0	41,200	41,200	42,436
Physical Education Teacher	30,000	15,450	15,450	30,900	15,914
Clerical	35,074	20,163	20,163	40,327	20,768
Guidance Counselor	31,667	41,200	41,200	41,200	42,436
Bus Drivers	87,966	58,898	43,295	102,193	44,594
Inservice Education Workshops					
Substitute Teachers	25,381	15,627	14,359	29,986	14,790
Drivers Education	16,625	0	21,630	21,630	22,279
Nurses	79,623	41,006	41,006	82,011	42,236
Administrative Workshops					
Substitute Nurse	2,908	1,672	1,672	3,344	1,722
Subtotal	2,079,026	1,289,164	1,066,458	2,355,622	1,144,046
				1,327,839	2,471,885

Pension – Employer Share

	2002-2003 Total	2003-2004 Bradford Hall	2003 - 2004 New Space	2003-2004 Total	2004-2005 Bradford Hall	2004-2005 New Space	2004-2005 Total
Health Ins. - Employer & Local Share	144,085	95,637	72,058	167,695	98,506	74,220	172,725
Workman's Compensation	21,372	14,186	10,688	30,059	14,611	11,009	25,620
Social Security - Employer Share	113,965	75,644	56,995	132,639	77,913	58,704	136,618
Unemployment Insurance	2,224	1,476	1,112	2,589	1,521	1,146	2,666
Medicare - Employer Share	26,642	17,684	13,324	31,007	18,214	13,724	31,938
Subtotal	431,646	286,504	215,869	507,557	295,099	222,345	517,444
TRAVEL							
Travel - School District	1,292	665	665	1,331	685	685	1,371
Mileage - In-state	102	52	52	105	54	54	108
Meals - In-state							
Travel - In-State	437	225	225	450	232	232	464
Travel - Out of state	238	122	122	245	126	126	252
Mileage-Out of state							
Carrier - Out of state	774	399	399	798	411	411	822
Meals - Out of state	1,265	651	651	1,303	671	671	1,342
Lodging - Out of state	4,732	2,437	2,437	4,874	2,510	2,510	5,020
Other travel - Out of state	344	177	177	354	182	182	365
Subtotal	9,183	4,729	4,729	9,459	4,871	4,871	9,742
CONTRACTUAL SERVICES							
Other Professional Services	155,977	86,841	79,794	166,635	89,446	82,188	171,634
Tuition Reimbursement - Employees	8,581	4,419	4,419	8,838	4,552	4,552	9,103
College Tuition - Students	0		12,500	12,500		2,500	2,500
Inspection Fees							
After School Athletic Coaches	18,192	9,369	9,369	18,738	9,650	9,650	19,300
Therapists	4,530	2,333	2,333	4,666	2,403	2,403	4,806
Contracted Labor							
Legal Services	21,930	11,294	11,294	22,588	11,633	11,633	23,265
Public Accountants	371	191	191	382	197	197	394

	2002-2003	2003-2004	2003 - 2004	2003-2004	2004-2005	2004-2005	2004-2005
	Total	Bradford Hall	New Space	Total	Bradford Hall	New Space	Total
State Auditors	14,640	7,540	7,540	15,080	7,766	7,766	15,532
Educational Consultants - Individual	2,472	1,273	1,273	2,546	1,311	1,311	2,622
Educational Consultants - Company	4,371	2,251	2,251	4,502	2,319	2,319	4,637
Travel -- Non-state Employees	192	99	99	198	102	102	204
Honorariums							
Stipends	50,206	25,856	25,856	51,713	26,632	26,632	53,264
Postage	3,663	1,886	1,886	3,773	1,943	1,943	3,886
Express Charges	203	105	105	209	108	108	216
Telephone Services	7,256	3,737	3,737	7,473	3,849	3,849	7,698
Insurance -- Bldg and Contents	5,132	2,670	2,616	5,286	2,750	2,695	5,445
Insurance - Auto/Motor Vehicles	382	197	197	394	203	203	406
Dental Insurance	18,341	11,132	8,388	19,520	11,466	8,639	20,106
Insurance - Disability	4,067	2,468	1,860	4,328	2,542	1,916	4,458
Insurance -- Gen. Comp. Liability	2,694	1,401	1,373	2,774	1,443	1,414	2,858
Insurance - Umbrella Liability	1,082	563	551	1,114	580	568	1,148
Copier Equipment Rental	11,155	5,745	5,745	11,489	5,917	5,917	11,834
Buses --Pupil Transportation (field trips)	5,452	3,035	2,789	5,825	3,127	2,873	5,999
Buildings -- Grounds repair	22,663	11,672	11,672	23,343	12,022	12,022	24,043
Buildgs & Parking - Maintenance Only	11,846	6,162	6,039	12,201	6,347	6,220	12,567
Maintenance Agreements	1,451	747	747	1,495	770	770	1,540
Custodial Service	39,503	20,550	20,139	40,688	21,166	20,743	41,909
Equipment Repair	555	286	286	572	294	294	589
Repair & Service -- Other Equip	492	253	253	506	261	261	522
Licensing & Permits							
Printing and Binding	372	191	191	383	197	197	394
Public Brochures	562	289	289	579	298	298	596
Quick Copy	1,182	609	609	1,218	627	627	1,254
Internal Printing - Schools	334	172	172	344	177	177	355

	2002-2003	2003-2004	2003 - 2004	2003-2004	2003-2004	2004-2005	2004-2005	2004-2005
	Total	Bradford Hall	New Space	Total	Total	Bradford Hall	New Space	Total
Advertising	8,239	4,243	4,243	8,486	8,486	4,370	4,370	8,741
Principal -- Computer Loan								
Interest -- Computer Loan								
Association Dues & Conference Fees	37,777	13,069	13,069	26,139	26,139	13,461	13,461	26,923
Application -- Notary Fees	33	17	17	34	34	17	17	35
Drivers' Education Vehicle -- rental	6,000	0	6,180	6,180	6,180	0	6,365	6,365
Food Service -- Other								
Misc. Expenses	369	190	190	380	380	196	196	392
Student Body Activity	323	166	166	332	332	171	171	342
Repair Roof (Bradford)	0	0	0	0	0	0	0	0
Student Travel -- school/home	77,392	44,285	35,428	79,714	79,714	45,614	36,491	82,105
Repair Air Quality (Bradford)	0	0	0	0	0	0	0	0
Moving Costs								
Utilities for New Building	22,278		22,946	22,946	22,946		23,635	23,635
Property Taxes								
Appraisal Estimation Fee								
Inspection Fees								
Education Management Consultant								
Game Administration								
Maintenance Contract -- Office Equipment								
Office Machine/Printing								
Bldgs Other Than Office								
Construction and Maintenance Equipment								
Application Permits								
Subtotal	572,260	287,308	308,804	596,112	596,112	295,927	307,693	603,620
SUPPLIES								
Office Supplies	29,235	15,056	15,056	30,112	30,112	15,508	15,508	31,015
Photo and Audio Supplies	125	64	64	128	128	66	66	132
Notary Seals	170	88	88	176	176	90	90	181
Promotional Supplies	820	422	422	844	844	435	435	869
Food Institutional & Non-Institution	2,290	1,180	1,180	2,359	2,359	1,215	1,215	2,430
Custodial Supplies	212	109	109	218	218	112	112	225
Computer Supplies	11,404	5,873	5,873	11,746	11,746	6,049	6,049	12,098
Photocopier Supplies	1,989	1,024	1,024	2,048	2,048	1,055	1,055	2,110
Instructional Supplies	192,082	69,084	76,527	145,611	145,611	71,156	73,981	145,137
Subscription/Magazines etc.	1,401	721	721	1,443	1,443	743	743	1,486

	2002-2003	2003-2004	2003 - 2004	2003-2004	2004-2005	2004-2005	2004-2005
	Total	Bradford Hall	New Space	Total	Bradford Hall	New Space	Total

Nursery Stock
Audiovisual
Library Books
Medical Supplies
Building Materials
Athletic Supplies

	4,237	2,359	2,398	4,757	2,430	2,506	4,936
	592	305	305	610	314	314	628
	3,018	1,554	1,554	3,109	1,601	1,601	3,202
	11	6	6	11	6	6	12

Subtotal

	247,586	97,845	105,327	203,172	100,780	103,682	204,462
--	---------	--------	---------	---------	---------	---------	---------

FURNITURE AND EQUIPMENT

Instructional Equipment

	103,325	5,470	14,228	19,698	5,634	6,615	12,249
--	---------	-------	--------	--------	-------	-------	--------

Athletic Equipment

	13,768	93	1,356	1,449	96	216	312
--	--------	----	-------	-------	----	-----	-----

General Office Equipment

	17,564	9,046	9,046	18,091	9,317	9,317	18,634
--	--------	-------	-------	--------	-------	-------	--------

Institutional Equipment

	1,661	855	855	1,711	881	881	1,762
--	-------	-----	-----	-------	-----	-----	-------

Instructional/Lab Equipment

	1,034	532	532	1,065	548	548	1,097
--	-------	-----	-----	-------	-----	-----	-------

Audio/Visual Equipment

--	--	--	--	--	--	--	--

Custodial/Maintenance Equipment

--	--	--	--	--	--	--	--

Communication Equipment

	638	329	329	657	339	339	677
--	-----	-----	-----	-----	-----	-----	-----

Misc. Equipment

--	--	--	--	--	--	--	--

Subtotal

	137,990	16,326	26,345	42,671	16,815	17,916	34,731
--	---------	--------	--------	--------	--------	--------	--------

CAPITAL OUTLAY

Computers

	112,896	6,642	16,111	22,753	16,594	16,594	33,188
--	---------	-------	--------	--------	--------	--------	--------

Software

	1,500	835	849	1,684	860	887	1,747
--	-------	-----	-----	-------	-----	-----	-------

Peripheral Equipment

	1,539	792	792	1,585	816	816	1,632
--	-------	-----	-----	-------	-----	-----	-------

Cable Connection and Cable

--	--	--	--	--	--	--	--

Printer

--	--	--	--	--	--	--	--

Buildings

--	--	--	--	--	--	--	--

Subtotal

	115,935	8,269	17,752	26,021	18,271	18,298	36,568
--	---------	-------	--------	--------	--------	--------	--------

OVERLAPS

	2002-2003 Total	2003-2004 Bradford Hall	2003 - 2004 New Spaces	2003-2004 Total	2004-2005 Bradford Hall	2004-2005 New Spaces	2004-2005 Total
NON-APPROPRIATE EXPENSES ALL							
OTHERS							
Computer Fund	21,855		22,510	22,510	23,185	23,185	46,371
Petty Cash - General Fund	2,185	1,126	1,126	2,251	1,159	1,159	2,319
Subtotal	24,040	1,126	23,636	24,761	24,345	24,345	48,690
Contingency	137,932	79,756	58,919	138,675	76,819	65,897	142,716
Lease Costs - Includes property taxes	250,000	125,000	125,000	250,000	125,000	125,000	250,000
Total	4,005,597	2,196,027	1,952,839	4,154,051	2,285,767	2,034,092	4,319,859
Carry Over for Next Year	592,144	462,503	11,115	468,434	274,863	162,485	437,348

**CAMPUS COMMUNITY SCHOOL
BUDGET AND PERFORMANCE FOR 1997/1998 - 2006/2
BUDGET UNIT 95-7400**

	2005-2006	2006-2007
Revenues	TOTAL	TOTAL
State (300 Students)	3,596,583	3,704,481
Local (300 Students)	684,754	705,296
Vo-Tech Funding	68,842	70,907
Federal Grant	47,283	48,701
Carry Over from Previous Fiscal Year	437,348	402,807
Interest	8,246	4,875

Acces Rec. PTA		
Private Grants		
Fund Raising/Donations		
Loan Proceeds		

TOTAL REVENUE	4,843,053	4,937,066
----------------------	------------------	------------------

	Total	Total
SALARIES		
School Administrator	90,200	92,906
Asst. School Administrator	67,531	69,556
Admin. Asst. - Support	49,277	50,756
Asst. Administrative Assistant	58,526	60,282
Teachers' Salaries	1,502,787	1,547,870
Summer School	55,645	57,315
Paraprofessionals	305,364	314,525
Homebound Instruction		
Teachers' Salaries - One-time	43,709	45,020
Physical Education Teacher	32,782	33,765
Clerical	42,783	44,066
Guidance Counselor	43,709	45,020
Bus Drivers	108,416	111,669
Inservce Education Workshops		
Substitute Teachers	31,812	32,767
Drivers Education	22,947	23,636
Nurses	87,006	89,616
Administrative Workshops		
Substitute Nurse	3,547	3,654
Subtotal	2,546,042	2,622,423

DECA		
Pension - Employer Share	152,313	156,882
	0	0

Health Ins.- Employer & Local Share	Total	
	177,907	183,244
Workman's Compensation	0	0
	26,389	27,181
	0	0
Social Security- Employer Share	140,716	144,938
Unemployment Insurance	2,746	2,829
Medicare- Employer Share	32,896	33,883
	0	0
Subtotal	532,967	548,956

TRAVEL

Travel - School District	1412	1454
	0	0
Mileage - In-state	111	115
	0	0
Meals - In-state	0	0
	0	0
Travel - In-State	478	492
	0	0
Travel - Out of state	260	267
	0	0
Mileage-Out of state	0	0
	0	0
Carrier - Out of state	846	872
	0	0
Meals - Out of state	1382	1423
	0	0
Lodging - Out of state	5170	5325
	0	0
Other travel - Out of state	376	387
	0	0
Subtotal	10035	10336

CONTRACTUAL SERVICES

Other Professional Services	176783	182087
Tuition Reimbursement - Employees	9376	9657
College Tuition - Students	2575	2652
Inspection Fees	0	0
After School Athletic Coaches	19879	20476
Therapists	4950	5099
Contracted Labor	0	0
Legal Services	23963	24682
	0	0
Public Accountants	406	418

State Auditors	Total	15998	16478
Educational Consultants -- Individual		2701	2782
		0	0
Educational Consultants -- Company		4776	4919
		0	0
Travel -- Non-state Employees		210	216
		0	0
Honorariums		0	0
		0	0
Stipends		54862	56508
		0	0
Postage		4002	4123
		0	0
Express Charges		222	229
		0	0
Telephone Services		7929	8166
		0	0
Insurance -- Bldg and Contents		5608	5776
Insurance - Auto/Motor Vehicles		418	430
		0	0
		0	0
Dental Insurance		20709	21330
		0	0
Insurance -- Disability		4592	4729
		0	0
Insurance -- Gen. Comp. Liability		2943	3032
Insurance -- Umbrella Liability		1182	1218
Copier Equipment Rental		12189	12555
		0	0
Buses --Pupil Transportation		6179	6365
(field trips)		0	0
Buildings -- Grounds repair		24765	25508
Buildgs & Parking -- Maintenance Only		12944	13332
Maintenance Agreements		1586	1633
Custodial Service		43166	44461
Equipment Repair		607	625
		0	0
Repair & Service -- Other Equip		537	553
Licensing & Permits		0	0
Printing and Binding		406	418
		0	0
Public Brochures		614	632
		0	0
Quick Copy		1292	1331
Internal Printing --Schools		365	376

Total
9273

Total
9003

Advertising

Principal -- Computer Loan

Interest -- Computer Loan

Association Dues & Conference Fees

Application -- Notary Fees

Drivers' Education Vehicle -- rental

Food Service -- Other

Misc. Expenses

Student Body Activity

Repair Roof (Bradford)

Student Travel -- school/home

Repair Air Quality (Bradford)

Moving Costs

Utilities for New Building

Property Taxes

Appraisal Estimation Fee

Inspection Fees

Education Management Consultant

Game Administration

Maintenance Contract -- Office Equipment

Office Machine/Printing

Bldgs Other Than Office

Construction and Maintenance Equipment

Application Permits

Subtotal

SUPPLIES

Office Supplies

Photo and Audio Supplies

Notary Seals

Promotional Supplies

Food Institutional & Non-Institution

Custodial Supplies

Computer Supplies

Photocopier Supplies

Instructional Supplies

Subscription/Magazines etc.

28563

0

37

6753

0

0

416

363

0

87105

0

0

25074

27731

0

36

6556

0

0

404

352

0

84568

0

0

24344

621729

640381

31946

136

186

896

2503

-232

12461

2173

149491

0

1531

32904

140

192

922

2578

239

12835

2238

153976

0

1577

Nursery Stock	Total	Total
Audiovisual	0	0
Library Books	0	0
Medical Supplies	5084	5237
Building Materials	647	667
Athletic Supplies	3298	3397
	0	0
	12	12
	0	0
Subtotal	210596	216914

FURNITURE AND EQUIPMENT

Instructional Equipment	12616	12995
	0	0
Athletic Equipment	322	331
	0	0
General Office Equipment	19193	19769
	0	0
Institutional Equipment	1815	1869
	0	0
Instructional/Lab Equipment	0	0
Audio/Visual Equipment	1130	1163
Custodial/Maintenance Equipment	0	0
	0	0
Communication Equipment	697	718
	0	0
Misc. Equipment	0	0
	0	0
	0	0
Subtotal	35773	36846

CAPITAL OUTLAY

Computers	34184	35210
	0	0
Software	1800	1854
	0	0
Peripheral Equipment	1681	1732
	0	0
Cable Connection and Cable	0	0
	0	0
Printer	0	0
Buildings	0	0
Subtotal	37665	38795

NON-APPROP EXPENSES ALL

OTHERS

Computer Fund

Petty Cash --General Fund

Subtotal

Contingency

Lease Costs -- Includes property taxes

Total

Carry Over for Next Year

Total	Total
47762	49195
2388	2460
0	0
50150	51655
145292	148112
250000	250000
4440249	4564418
402807	372648

CAMPUS COMMUNITY SCHOOL
SCHEDULE OF FINDINGS, RECOMMENDATIONS AND QUESTIONED COSTS

PART A - SUMMARY OF AUDITORS' RESULTS

1. The auditors' report expresses an unqualified opinion on the local fund financial statements of Campus Community School.
2. There was one reportable condition relating to the audit of the local fund financial statements of Campus Community School.
3. There were no instances of noncompliance relating to the financial statements of Campus Community School.
4. There was one reportable condition related to the audit of major federal award programs.
5. The auditors' report on compliance for the major federal award programs for Campus Community School expresses an unqualified opinion.
6. There were no programs designated by the Office of Auditor of Accounts, State of Delaware, as major programs.

PART B - FINDINGS RELATED TO LOCAL FUND FINANCIAL STATEMENTS

CURRENT YEAR FINDINGS AND RECOMMENDATIONS

SEGREGATION OF DUTIES

- 99-1 **FINDING** - During our fiscal year 1999 audit of Campus Community School, we noted that the same individual who handles cash disbursements and receipts also authorizes the transactions. This results in a lack of appropriate segregation of duties and increases the potential for inadequate safeguarding of assets of the School.

WE RECOMMEND THAT management consider the possibility of segregating some of these duties to strengthen the controls surrounding the cash function and to create a check and balance within this area to prevent errors or irregularities from going undetected.

AUDITEE'S PLAN FOR CORRECTIVE ACTION

Recognizing the staffing constraints within the Business Office, the School will segregate as many of the accounting functions as possible to ensure sound internal controls.

STATUS OF PRIOR YEAR FINDINGS AND RECOMMENDATIONS

None.

June 30, 1999

CAMPUS COMMUNITY SCHOOL
SCHEDULE OF FINDINGS, RECOMMENDATIONS AND QUESTIONED COSTS

PART C - FINDINGS RELATED TO FEDERAL AWARDS

CURRENT YEAR FINDINGS AND RECOMMENDATIONS

None.

STATUS OF PRIOR YEAR FINDINGS AND RECOMMENDATIONS

None.

CAMPUS COMMUNITY SCHOOL
SCHEDULE OF FINDINGS AND QUESTIONED COSTS

PART A - SUMMARY OF AUDITORS' RESULTS

1. The auditors' report expresses an unqualified opinion on the local fund financial statements of Campus Community School.
2. One reportable conditions relating to the audit of the local fund financial statements is reported in the "Report on Compliance and on Internal Control over Financial Reporting Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards."
3. Audit findings related to the local fund financial statements of Campus Community School are reported in Part B of this schedule.
4. One instance of noncompliance relating to the financial statements of Campus Community School was disclosed during the audit.
5. No reportable conditions relating to the audit of the major federal award programs are reported in the "Report on Compliance with Requirements Applicable to Each Major Program and on Internal Control over Compliance in Accordance with OMB Circular A-133."
6. The auditors' report on compliance for the major federal award programs for Campus Community School expresses an unqualified opinion.
7. Programs tested as major programs were designated for the School by the Office of Auditor of Accounts, State of Delaware, and include:

<u>Program Name</u>	<u>CFDA#</u>
Title I Grants to Local Educational Agencies	84.010
Special Education - Grants to States	84.027
Safe and Drug-Free Schools and Communities - State Grants	84.186
Class Size Reduction	84.340

PART B - FINDINGS RELATED TO LOCAL FUND FINANCIAL STATEMENTS

CURRENT YEAR FINDINGS AND RECOMMENDATIONS

RECONCILIATION OF ACCOUNTS

- 00-1 FINDING** - During our fiscal year 2000 audit of Campus Community School, we noted that the annual reconciliation of accounts, as required by Chapter XI of the State of Delaware Budget and Accounting Policy Manual, was not completed and submitted to the Director of the Division of Accounting. This was a result of management oversight.

CAMPUS COMMUNITY SCHOOL
SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONT'D)

CURRENT YEAR FINDINGS AND RECOMMENDATIONS

WE RECOMMEND THAT management review the State of Delaware Budget and Accounting Policy Manual and implement necessary procedures to ensure full compliance with its guidelines.

AUDITEE'S PLAN FOR CORRECTIVE ACTION

The annual reconciliation of accounts form was submitted to the Director of the Division of Accounting in November 2000. This document was overlooked in July due to a turnover in personnel.

STATUS OF PRIOR YEAR FINDINGS AND RECOMMENDATIONS

See accompanying summary schedule of prior audit findings.

PART C - FINDINGS RELATED TO FEDERAL AWARDS

CURRENT YEAR FINDINGS AND RECOMMENDATIONS

There were no current year findings.

STATUS OF PRIOR YEAR FINDINGS AND RECOMMENDATIONS

There were no prior year findings or recommendations.

**CAMPUS COMMUNITY SCHOOL
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS**

FOR THE YEAR ENDED JUNE 30, 2000

Fiscal Year	Report Finding Number	Page Number	1	2	3	4	Status
LOCAL FUND:							
1999	99-1	15		x			We noted that the same individual who initiates receipts and disbursements is still approving these transactions. We continue to recommend that these duties be segregated.

LEGEND:

- 1 Fully corrected.
- 2 Not corrected or partially corrected.
- 3 Corrective action taken was significantly different from the corrective action previously reported in a Corrective Action Plan.
- 4 No longer valid or warranting further action.

LIST OF TEACHERS
SELF-IMPROVEMENT POLICY
EVALUATION PROCEDURE

n Management Of The School

The CCS Board of Directors is responsible for final policy decisions concerning all aspects of the school. Among other items, the Board votes on personnel, hiring, evaluation and discipline matters, on matters concerning budgeting, spending and fundraising, on legal questions and legislative initiatives, on changes to the charter and on the school uniform policy. In addition, the Board approves the employee and school handbooks, approves the enrollment lottery, decides on parent participation strategies, votes on school transportation issues, is the last and final body concerning parent grievances, makes changes to its own bylaws, and elects members to the board. The board also makes decisions regarding expansion of the charter and any needed decisions regarding the addition of the high school.

The Board of Directors meets once a month. Meetings are scheduled in July for the following year. Each meeting is posted a minimum of seven days prior to the meeting and minutes are kept of each meeting.

Site based management is important at CCS. Teachers discuss many items of importance to the school. The School Based Decision Making Team is comprised of parents teachers, administrator and deal with many of the school management issues. They often make recommendations to the board. The Board takes into serious consideration recommendations for both of these groups but understand that they have final authority over decisions.

Parents:

Gloria W. Homer
Board President
205 Quail Run
Wyoming, DE 19934

Candace Haughton-Smith
Board Vice President/Treasurer
157 Burning Tree Road
Dover, DE 19904

Patricia Beetschen
Board Secretary
73 Pleasanton Drive
Dover, DE 19901

Brad Barros
1007 Quail Run
Wyoming, DE 19934

Joseph Cantalupo
152 Wintergreen Way
Magnolia, DE 19962

Mark DeVore
11 Deborah Dr.
Dover, DE 19901

Karen Huenke
352 Pine Valley Rd.
Dover, DE 19904

Community Members:

Sandra Reyes
130 Spruceglen Dr.
Newark, DE 19711

Paul Sunshine
414 W. Carnoustie Rd.
Dover, DE 19904

Frederick Tolbert
35 Karen Place
Dover, DE 19901

Doloras Garrison
11 Deborah Drive.
Dover, DE 19901

Teachers:

Todd Dunn
7 Nixon Lane
Dover, DE 19901

Partnerships with Wesley

CCS has an on-going with Wesley College. Education faculty are contracted from year to year to provide staff development activities, curriculum writing, and graduate level courses.

For the past three years staff development activities have centered around creating a collaborative working climate, vertical curriculum planning, unit writing, workshops on constructivist practice and philosophy, and development and implementation of student and teacher assessment portfolios and rubrics.

Curriculum writing support takes the form of an intensive week-long workshop each June, a three day workshop in March, and weekly curriculum meetings throughout the academic year.

Content knowledge and pedagogical knowledge workshops and/or courses are designed and implemented in response to teacher needs for professional development. The academic year teachers are rotating through five workshops held weekly and facilitated by education faculty members. They are: Literature Across the Curriculum, Use of Manipulatives in Mathematics Instruction; Inquiry; Inclusion Issues in Instruction; Intra-disciplinary integration (Level 2 of curriculum model).

Last year and this year education faculty are working with teams of teachers as Professional Development Partners. Bi-weekly meetings are held where teachers discuss their current professional portfolio, their goals set at the end of the previous year, and the progress they are making toward those goals. Teachers evaluate themselves and one another, and are evaluated by education faculty for growth in Planning, Delivery, Assessment, and Growth in Constructivist Pedagogy. Indicators follow the Delaware State Teacher Standards and the INTASC standards.

Teacher Recruitment/Evaluation

Campus Community School has recruited widely for teachers, in order to ensure that teachers at CCS believe in the constructivist approach and are able to follow choice theory when working with students. When openings occur they have been advertised in a variety of ways. This past spring we sent copies of our openings to eighteen colleges in Maryland, Pennsylvania and Delaware. We placed an advertisement in Delaware newspapers and have tried placing ads in newspapers in Philadelphia, Washington, and Baltimore. We have also used a teacher agency. Our goal is to have a diverse teaching staff. In general, our pool of applicants have been small, especially of minorities. We will continue to investigate ways of attracting more diverse teaching candidates.

Once application for teaching positions have been received they have been reviewed by a committee of teachers and parents. Decisions are made as to people the committee wants to interview. Interviews are held and offers made to selected candidates.

The current list of teachers of CCS and their teaching and certification status is attached.

The policies and procedures governing evaluation and self-improvement are attached.

Name Of School

Campus Community Charter School

Last	First	Social Security Number	Highest Degree Completed	Years Teach. Exp.	Percent F.T.E. Teaching	Subject Assign.	Delaware Certification Yes/No	Subject Area
Alegre	Sandra	148-74-2759	B	1	1.00	Spanish	Yes	Spanish/Elementary
Bennett	Bob	217-04-4963	M	1	1.00	Grades 6-8-Soc.Studies	Yes	Mid-Lev 5-8
Burnham	Lisa	003-52-3978	M15	19	1.00	Grade 1	Yes	Exceptional Chld. Reading Early Childhood
Cooper	Ivan	406-50-2434	406-50-2434	11	1.00	Grades 4-5	No	Applying
Davis	Denise	218-78-0224	B15	8	0.50	Special Ed	Yes	Exceptional Chld.
DeBaca	Carie	059-62-5331	B	0	1.00	Grades 2-3	Yes	Early Childhood
DeJong	Dawn	563-96-4270	M	6	1.00		Yes	Early Childhood Spanish/Elementary
Dunn	Amy	221-48-8304	B	2	1.00	Grades 4-5	Yes	Early Childhood Elementary Mid-Lev 5-8
Dunn	Todd	222-54-1772	M	1	1.00	Sci/Math Coord	Yes	Gen Science, Biology Music
Elston	Elaine	062-56-9942	B15	9	1.00	Grades 4-5	Yes	Elementary 1-8
Greene	Heidi	162-70-3051	B	5	1.00	Grade 6-8-English	Yes	English
Guerke	Elaine	204-54-4911	M	3	1.00	Physical Ed	Yes	Physical Ed
Hermance	Patricia	085-52-5033	B15	8	1.00	Gades 2-3	Yes	Elementary
McKee	Cheryl	148-44-5648	B	9	1.00	6-8-Math	Yes	Comprehensive Math
Newcomer	Shaun-Marie	147-68-9492	M	2	1.00	Grades 4-5	Yes	Early Childhood
Pilong	Lori	148-66-3236	B	4	0.50	Music	Yes	Music k-12
Sandy	Patti	221-40-2418	B30	12	1.00	Grade 1	Yes	Elementary 1-8
Shreckengast	Craig	222-60-3631	M45	10	1.00	Grades6-8-Science	Yes	Biology Physical Science Principal-Secondary
Thomson	Mary (Becky)	212-60-8725	B	9	1.00	Grades 2-3	No	Applying
Wilson	Tayssa	235-25-3551	B15	2	1.00	Art	Yes	Art Comprehensive
Zimmerman	Diane	047-66-2625	M	6	1.00	Special Ed	Yes	Exceptional Children

Professional Development/Evaluation

Each teacher is responsible for identifying professional goals for each academic year based upon the Delaware teaching standards. After all PDPs are written the professors and school administrator will meet to review the PDPs for consistency. Any concerns or recommendations will be brought back to the teacher. Each teacher will identify a peer with whom he or she would like to work for the current academic year, by September 1. If there is an uneven number of teachers there may be a team of three teachers. Teachers should choose colleagues to form the Professional Development Teams carefully and thoughtfully. The goal of each teacher should be to work with every colleague over time, rather than relying on a single teacher or Wesley professor to provide feedback year after year. Colleagues might come from another grade level or from the same grade. The pair of teachers will also work with a professor from Wesley College. The professors and school administrator will meet to assign professors to each teacher team. The goal would be to rotate professors that work with each teacher.

By May 1 of each academic year, each teacher will complete a Professional Development Plan (PDP), based on the Delaware State Teaching Standards, which will consist of: 1) a reflective, self-evaluation of the teacher's performance over the current academic year, and 2) professional development goals for the upcoming academic year. PDPs will be signed by the teacher, Wesley professor, and school administration. Newly hired teachers will complete his/her PDP plan by September 30 of the first academic year at CCS. A teacher hired during the academic year must complete his/her PDP within 60 calendar days of his/her hire.

Each Professional Development Team will conduct a series of classroom observations and meetings with each teacher. The first round of observations/meetings should be completed by October 15 of each academic year. If a teacher is hired during the school year the first evaluation will occur within 90 calendar days of the hire date. Each teacher should view the visits/observations as positive. Teachers may want to meet briefly with observers prior to the classroom visit to ask them to focus on a specified aspect of instruction. Teachers may also want colleagues to make two or three short visits to the classroom rather than one long observation. The idea behind this type of evaluation is truly professional growth. Notes and/or other documentation from the classroom visits should be maintained in the CCS office in each faculty member's Professional Development file. The second round of observations must be completed by December 15 of each academic year or 120 days of the hire date for teachers hired during the academic year. If no problems or concerns are identified by the second round of observations, no additional observations are required and a positive recommendation will be made to the SBDMT concerning rehiring, unless concerns or problems arise later in the academic year (see below for intervention requirements). The teacher should spend the remainder of the year working on achieving previously identified goals. Each team will meet briefly in the spring semester to help each teacher begin the self-evaluation process and PDP for the following year.

Professional development is individual and very personal. Some teachers may identify goals that they do not achieve. Other teachers may identify goals that take more than one academic year to evaluate. If a teacher does not meet his/her goals, it does not mean that the teacher is a failure or should not be rehired.

Intervention

In the event that concerns arise about a teacher's performance at any time, those concerns should be put in writing by the person raising the concerns and given to the school administrator. The school

administrator will meet with the teacher to share and discuss the concerns. The administrator will use his/her judgment as to the reality and severity of the concerns after discussion with the teacher. If the concerns are seen to be valid the administrator and teacher will decide upon a corrective plan. The original letter of concern and the corrective plan will be placed in the teacher's Professional Development File. If the best assistance to the teacher would be creation of an intervention team such a team would be created. An intervention team would be of most assistance in cases where observations and input by a varied group of educators could offer advice. For example, this would be the case if the teacher was having classroom management problems or difficulty following the philosophy of the school. The administrator will oversee the creation of such a team. The SBDMT will be notified by the administrator that such a team has been created. This "Intervention Team" should consist of three members including a teacher, a Wesley professor, and either the school administrator or the lead teacher. The teacher in jeopardy should choose the teacher, the school administrator or the lead teacher, and a Wesley professor within ten calendar days of being informed that such a team is needed. The teacher shall make this team known to the SBDMT in writing. The SBDMT may request a change in membership of the intervention team if they have reasons to believe the team would not be beneficial. In the event the teacher does not choose an intervention team one will be established by SBDMT.

The first charge to the Intervention Team is to develop a Strategic Action Plan that outlines the problems/concerns and identifies specific, observable and/or measurable goals for the teacher. The Intervention Team should meet with and observe the teacher within one week of the new team being chosen. By the end of the second week, the Intervention Team and teacher should have developed a Strategic Action Plan, which has been signed by the teacher. A copy of the Strategic Action Plan will be filed in the teacher's Professional Development file. Should a teacher refuse to sign the plan, the teacher must make written comments as to why he/she disagrees with the plan and how he/she would amend plan. Such comments should be delivered to the SBDMT by the end of the third week. The SBDMT has the authority to change the plan after reviewing these comments and talking with the intervention team. If a teacher refuses to sign an intervention plan, whether changes are made by the SBDMT or not, a plan will be assigned by the SBDMT that will be considered the operative plan.

This Intervention Team will meet and observe the teacher regularly. Each member will keep written documentation of each observation and share it with the teacher, the other members of the team, and the SBDMT. Copies of documentation from all observations/meetings of the team be placed in the teacher's Professional Development file. The teacher must demonstrate that he/she is addressing the problems/concerns identified in the Strategic Action Plan. The Intervention Team will make a recommendation concerning re-employment of the teacher to the SBDMT by March 15.

Summary

It is expected that every teacher will meet or exceed the Delaware teacher standards. The intent of the process for self-evaluation and professional development outlined in this plan is to give control to teachers of what they do in the classroom and to provide support from a variety of colleagues for innovation and creativity. Even when a teacher is in jeopardy, the idea behind the Intervention Team is to provide support and resources to help that teacher be successful.

The dates and procedures in this evaluation process must be met unless there are compelling reasons for change. The SBDMT will be the deciding authority of any changes.

Professional Development Plan Description

Introduction

According to CCS professional development policy, each teacher is responsible for identifying professional goals for each academic year based on the Delaware teaching standards.

In keeping with the constructivist philosophy of the school, a reflective, self-evaluative system was adopted by the board in lieu of the more top-down methods generally employed in the state of Delaware. The plan calls for each teacher to create a Professional Development Plan (PDP) each year, which includes a self-evaluation of teaching and goals for the next year. This process is meant to be a serious effort by the individual to evaluate his or her progress toward the school's goals.

Since everyone who signed a contract with CCS knows that the philosophy is constructivism, this should be seen as a positive and supportive process toward something we all believe in.

Areas to be addressed in the PDP

In an attempt to give some direction to this process, four aspects of teaching were defined as areas to be addressed in the professional development plan:

1. Planning- including demonstrating detailed knowledge of content (content summaries and maps); writing learner outcomes; creating constructivist activities that come from the content and move the learner toward the outcomes; integrating the arts and across the curriculum.
2. Delivery – including classroom and behavior management, use of interactive teaching strategies, flexibility based on ongoing assessment of student learning.
3. Assessment – use of a variety of formative and summative assessments to inform instruction, to help students learn to self-assess, and to provide feedback to students and parents.
4. Collaborative relationships and teamwork with colleagues – including supportive interactions in planning and teaching, presenting a positive image to the community, contributing to a positive school atmosphere, keeping confidences, following through on commitments dealing directly with those involved when there is a conflict, being committed to working collaboratively with others to continually improve the school and each teacher's practice.

Providing Evidence

The PDP should be based on tangible evidence of performance. One way to do this is to create a portfolio of work related to the PDP. There are several types of portfolios or collections of work. There has been some confusion around these collections.

1. Resource file. Most teachers keep files of materials, assessments, content summaries, learner outcomes, samples of students' work, unit plans, etc. as an aid to planning. These4 resources files are generally all encompassing and perhaps loosely organized. Some people refer to this as "dump" portfolio. Everything gets dumped into it.
2. Showcase portfolio. These portfolios are developed to showcase the teacher's (or student's best work). These might receive a grade or be used in high stakes decision-making. A teacher might put together a showcase portfolio when seeking a new job.

3. Evaluative portfolio. In this type of portfolio, the goal is self-evaluation. The teacher collects information (products, feedback from others self-reflections), reviews the information in as objective a manner as possible, and identifies strengths as well as areas to improve.

It is third type of portfolio that can be helpful in PDP process.

Beginning the process

This process could be approached in different ways. Different support groups have approached it from different angles. That is not a problem. The resulting documentation is what matters. Get at it in anyway that makes sense to you.

1. The teacher might look at the indicators developed by the faculty and write a reflection on his/her current status in these areas. Then he/she would collect evidence to support the initial reflections.

Or

2. The teacher might begin by reviewing materials in resource files (or collect some resources and give some order to them) and take an objective look for evidence in the above areas. Written reflections would follow this review of materials.

Or

3. A teacher might meet with colleagues and discuss the indicators, asking for feedback from other.

Element in the final product

However the process begins, the final product should include:

1. A written reflection in each area that describes the teacher's current status in that area. In the reflection, the teacher should refer to examples that illustrate the point being made.

Example

Planning. This semester my planning has really suffered. I put together what I thought were coherent syllabi in the beginning of the term, but have realized recently that I need more-detailed content summaries in some of the newer courses.

For example, last year I wrote a detailed content summary for teaching reading to children (see exhibit 1). This summary has worked well for me in planning ED304 and 321. I was able to sort out the content into the two courses in what seems to be a logical way. ED304 deals with methods for teaching reading in the classroom; ED321 helps students build expertise in analyzing an individual child's responses and guiding the child in helpful ways. I'm generally pleased with the way these classes are planned. (The delivery in these classes in another matter.)

My problem in planning is with ED454, methods. As I look at student products from this course, I am very disappointed with the level of thinking that the students are doing

(See exhibit 2.) I decided that the problem is mine. I really haven't yet figured out what the focus of this course should be. Because of my "killer schedule, I haven't been able to turn my attention to it.

I have a similar problem with ED390, though not because of content summary or learner outcomes. In this course, students have produced few meaningful products (See exhibit 3, list of products and sample of average student.) In attempting to get away from an expensive text that tells too much in no depth, I have fallen back on lecture/discussions. For this course I need to plan better activities that will lead more directly to the learner outcomes.

2. Evidence related to the reflection (or rationale as it is sometimes called.) These might follow immediately after the rationale or be in a collection at the back. A teacher might use the same exhibit(s) for several areas, in which case it would be sensible to put the exhibits at the end. The exhibits should be clearly labeled and marked. For example, I would put in my content summary labeled "Exhibit 1, Content Summary." In this case, I would put in the whole summary.

For Exhibit 2, I would select a student product that shows what I'm referring to and highlight the particular parts that concern me.

For Exhibit 3, I would include a list I make from my grade book and all the products of one student.

Each exhibit would have a label that says what it is – Exhibit 2, Student reflection from ED454.

3. Goals in each relevant area. These goals could be written as part of each section – planning, delivery, assessment, and collaboration – or collected together at the back or in the beginning.

For example, my goals for planning are:

Study the content summary, our conceptual framework, and student products from this semester in ED454, and find a unique focus for the course. Develop a stronger and more realistic syllabus that reflects that focus.

Review my Ed 390 syllabus and do some research to find more effective activities. One specific task I want to set up is a webquest that students can use to research topics. This should replace the expensive and unsatisfactory textbook.

These three elements could be presented in any way that makes sense for what the individual is discussing. I think my planning section would make the most sense if I wrote the reflection about ED454 and included the goal, followed by the exhibit. Then I could write the reflection about ED390 and its goal followed by the exhibit. Others may wish to organize differently. If your goals are less specific to a particular area than mine are; for example, you may want to talk about using more inductive methods in your classes, you may find that your reflections, goals, and exhibits will include several different content areas and may not break down like mine did.

Teachers should ask team members for feedback at any stage of the process. This does not need to be a lengthy, time-consuming process. Brief, pointed conferences (like we would do in writing or reading workshop with the kids) can be more effective than long, unfocused discussions.

What happens to the PDP?

Once the PDP, with portfolio exhibits as illustrated above, has been completed (not, our revised date in June 15 this year), the Professional Development/Evaluation policy of the board calls for review of the PDP's by Wesley professors and administrative head of the school. The policy says they will be "reviewed for consistency." Consistency means that evidence, self-report, and goals are in alignment and that the self-reports match general perceptions of colleagues, parents, students, and others in the learner community.

The whole process is mean to be professional development. It is not the same process in which an administrator comes into the classroom for an hour, observes a class chosen by the teacher – or perhaps shows up unannounced – and then writes up an evaluation which goes in the teacher's record forever. That process becomes contentious and sets colleagues against each other. That is not a constructivist approach. Our end product is not a rating or scoring of the teacher. No one will get "exemplary" or "satisfactory" or "needs improvement" based on a single observation.

Our end product is teachers who can teach using a constructivist philosophy. We won't all arrive at the same time, but this process is mean to insure that everyone is moving in that direction.

What happens next year?

According to the board's policy, teachers will identify a peer to be a partner for the year. Each pair will also have a Wesley advisor. These teams will meet periodically throughout the year to talk about the PDP goals. Teachers will observe each other and be observed by Wesley faculty. But with the PDP in place, there will be specific things that we all are looking for. The PDP will give direction to the meetings and to the observations.

In May of 2002, a new PDP will need to be developed, but not from scratch as we did this year. Throughout the year, the teacher will put exhibits related to the PDP goals in a "dump" portfolio. At the end of the year, the teacher will evaluate the items in the "dump" and reflect on how well the goals were met. Then new goals will be developed. Once the process is in place, it becomes much less painful.

What do content summaries have to do with PDP? You might use content summaries as part of your exhibits. It is not necessary to write new content summaries for this document. Just collect work you have already done, or discuss what you need to do in regard to them. One of your goals may be to create content summaries and learner outcomes for three or four "big idea" units that you can use all year. Content summaries are critical to planning units. In the June inservice, the plan is to spend the week developing content summaries for next year's content units. If there is time, it would also be good to create the learner outcomes and build some activities that will help children learn the content in meaningful

ways. The plan is that there will be repeating cycle of big ideas over 2 or 3 year spans. This should also mean that planning will become less taxing as we create collections of content summaries, etc. Will we ever just repeat exactly what happen three years ago? Probably not, because we will have different children with different interests and abilities. But, if the teacher has a solid grasp on the content, creating student-friendly lessons will be much easier.

Professional Development

During the first three years of operation professional development has been given the highest priority at the Campus Community School. Faculty members have committed to 17 days of inservice each year in order to grow professionally as well as to continually improve the educational program at CCS. Professional development opportunities were continuous throughout the first three years of operation. Since the school does not use textbooks, the teachers at CCS plan and implement their own curriculum based upon curriculum frameworks that have been developed from the state standards. These frameworks are themselves products of professional development during our first three years of operation. Teachers are consequently engaged in constant professional development in order to apply the school's constructivist's philosophy.

The professional development of teachers is an integral part of CCS's success. The consultant relationship with Wesley College allows for professional development that maintains philosophical consistency with our charter. Two Wesley courses are implemented each year to meet the developmental needs of the faculty. During these courses teachers work with the CCS curriculum framework and state standards to identify broad themes that would enable each of them to integrate content throughout the year. Teachers continue to meet regularly in grade level meeting to develop curricular units and to share resources.

Professional development at CCS have also been focused upon the use of William Glasser's "Choice Theory" as a management technique within the classroom. Training sessions have been held each year with the intent of all faculty members becoming proficient in this style of classroom management. A large portion of the faculty has completed the Glasser Institutes advanced training week. Continued development in this area is planned in order to have all faculty members versed in this style of lead management.

In order to insure continued professional growth and development of faculty members a system of monitoring this growth has been developed with the cooperation of the Wesley College education department. Each year all faculty members participate in creating a Professional Development Plan. This plan is written at the end of each school year after teachers have followed a process of data collection in which an individual portfolio is created. This portfolio is a collection of evidence of growth in the areas that the previous years PDP has identified for development. Each PDP is personalized in order to meet the specific needs to the teacher.

Professional development will continue to be an integral part of CCS's growth and development as a school and will therefore remain a priority in future years. The relationship with Wesley College and the willingness of CCS faculty members to focus on this goal will result in a model for professional development in the school environment.

Student Behavior

At Campus Community School there is a unified philosophy of creating a supportive environment of warm, caring relationships, free of coercion. There is an emphasis on building strong relationships in which students trust teachers and believe the adults are working to help them succeed. It is important that adult staff members know each other well and support each other as professional colleagues and friends. This climate encourages everyone to do his or her best work. Staff at CCS work to create a climate students choose to be successful. At Campus Community School Problems are solved by talking them through. Student behavior has not been an issue at CCS. Our absence, tardy and discipline policies support talking through problems. These policies are attached.

Attendance and Tardy Policies

Campus Community School has worked with students and parents to encourage on time/regular attendance at school. Communication has encouraged good attendance and on time arrival. When there have been problems the issues have been discussed and solutions found. CCS have an above average rate of attendance. This is due not only to communicating when problems arise but also to the general positive atmosphere at the school. Students want to be in school!

Percent of Days Present

	GRADES	01	02	03	04	05	06	07	08
1999-2000	State	95	95	96	96	95	94	93	92
1999-2000	CCS	97	97	96	96	97	97	97	96
2000-2001	CCS	99.8	97	94.5	95.5	97	99.5	96	96.5

Campus Community has consistently had a high rate of attendance by its students.

Attendance and Tardy Policy:

Attendance is important! It is the responsibility of each parent/guardian to ensure their child attends school regularly. Attendance taken at the beginning of each day will be permanently recorded. Some absences are unavoidable, however, parents are encouraged to schedule vacations and appointments for non-school time.

A courtesy notice will be sent to the parent/guardian of any student who has been absent five times. If a student is absent ten times the School Based Decision-Making Team will be notified. The Team will investigate the reasons for the absences and a telephone call will be made to the parent/guardian. A plan to reduce the absences will be developed.

At 15 absences the SBDMT will hold a meeting with the parent/guardian. Discussion will focus on reasons for absences and a written plan developed to reduce absences.

If a student regularly continues to be absent after intervention by the School Based Decision Making Team the matter will be referred to the Campus Community School Board of Directors. Such absences may be determined to be a violation of the family contract.

On time attendance at school is equally as important. Tardiness is disruptive to all students in a class. Entering after 8:00 a.m. is considered to be tardy.

A courtesy notice will be sent to the parent/guardian of any student who has been tardy five times. If a student is tardy ten times the School Based Decision Making Team will be notified. The team will investigate the reasons for the tardiness and a telephone call will be made to the parent/guardian. A plan to eliminate tardiness for this student will be developed.

At 15 tardies the SBDMT will hold a meeting with the parent/guardian. Discussion will focus on reasons for the tardies and a written plan developed to eliminate tardies.

If a student regularly continues to be tardy after intervention by the School Based Decision Making Team the matter will be referred to the Campus Community School Board of Directors. Such tardiness may be determined to be a violation of the family contract.

Discipline Policy

Congruent with the social constructivist model, CCS's discipline policy will draw heavily upon Glasser's Reality Therapy model of classroom management which promotes students taking responsibility for their own actions. This model makes provisions for involving teachers, parents, and education faculty with students who have difficulty accepting responsibility for their actions. The school will use time-outs and contracts to help students identify plans to improve student behavior. Appropriate behavior is expected at CCS. Students may not interfere with other students right to learn.

This approach advocates the use of class meetings to solve problems which arise in the classroom, to discuss issues of student concerns, and to provide the teacher with diagnostic information.

It is anticipated that teachers at CCS will encourage students to take responsibility for their own learning and to solve problems which arise between students and in classrooms during regular class meetings. These meetings are congruent with the social constructivist model and shared decision-making.

Discipline Procedure

Based on this philosophy, consequences are opportunities to problem solve and are not punitive in nature. The opportunity exists at any point in Levels 1 and 2 of this series of steps for a solution to be implemented and the issues resolved or for the child to return to a lower step for additional opportunities to resolve the problem.

Level 1: Items handled within individual classroom.

Step 1: Child is asked, "What are you doing? What should you be doing? How can you fix it?"

Step 2: Child is sent to a "reflecting space" to consider options to solve the problem and can return to the group setting when he/she feels able to resolve the problem.

Step 3: Child is sent to a designated area to complete a problem-solving inventory. (This inventory will be age appropriate.) The child forms some written steps to problem solving. Teacher and student conference together to formulate a plan.

Step 4: Repeat Step 3 and parents will be involved.

Level 2: Items handled with resources from outside the classroom.

Step 5: If behavior is such that the child is unable to remain in the classroom, the child goes to a different classroom for a "cool off" time, works on problem solving strategy, and then conferences with the teacher.

Step 6: The problem solving team meets. The problem solving team will consist of staff within the school having varied expertise, such as the counselor, special education teacher, administrator, etc.

Step 7: Parent, child, and team meet to form written problem solving plan.

Level 3: Items handled with resources from outside the school.

Step 8: Child is removed from the classroom. The administrator, parents, and appropriate agencies are notified. Student is suspended by administrator.

The problem solving team meets to review the case.

The case is reviewed by the School Based Decision-Making Team and referred to the Board.

Zero Tolerance List:

1. Possession and/or consumption of alcohol on school property, the Wesley campus, or at any school sponsored functions.
2. Possession, consumption of, or intent to sell or distribute controlled substances (including drugs and tobacco) on school property, the Wesley campus, or at any school sponsored functions.
3. Possession of a weapon (guns, knives, etc.).
4. Arson.

Involvement in repeated disruptive behavior, serious physical confrontations, or behaviors on the zero tolerance will result in referral of a student to a School Board Decision Making Team and Board of Directors for consideration of expulsion from CCS.

Facility/Supplies/Equipment

Campus Community School has been able to acquire and maintain an adequate facility, supplies and equipment through our relationships and agreements with Wesley College. Presently we have a 30 year lease for the building we use as our school facility. We pay \$1.00.

In addition to this, the education department of Wesley College has allowed us to use several rooms in Budd Hall for offices of Special Education, Spanish, Physical Education and Science and Social Studies Resource teachers. We also use additional rooms to store sports equipment and three rooms as resource centers for Science, Social Studies and Math. These centers give the school the needed space to organize our existing resources to maintain adequate supplies and equipment.

Wesley College Library has agreed to let Campus Community School use 1000 square ft for our own school library. For the last two years we have won the "Cash Back" School Competition at the Mall. With the money we won we bought books for the library.

Our Physical Education Program works closely with Wesley's Physical Education Department. Our students receive 5 weeks of swimming instruction twice a year. We have tennis, basketball and volleyball courts available to us. Often we hire qualified students as lifeguards and coaches.

Our students are served in Wesley's cafeterias. We use two of the rooms at Wesley to eat lunch.

Finally, we have increased the amount of graduate assistants we've hired in our classrooms from 3 our first year to 10. Presently 5 of our teachers have either graduated from or are presently enrolled in Wesley's Graduate Program. Our presence on this campus has been mutually beneficial.

Transportation:

Campus Community School leases ten vans from the state which the school uses to provide transportation for its students. Each van transports seven students. The vans make two runs each in the morning and in the afternoon. Routes have been established within Capital School District. Students outside Capital School District are transported from pickup points at the edge of the Capital District. Approximately 120 students have requested transportation each year. Morning pickup times start at 6:45 AM and conclude at 7:55 a.m.. Afternoon runs starts immediately after school and conclude about 3:45 p.m. Supervision is provided by the school for students arriving on vans in the morning and for students waiting for second run vans in the afternoon.

The use of vans has provided a positive transportation experience for students traveling to CCS. Van riders and their parents get to know the drivers and students arrive at school

and go home from school in a good mood.

Lunch Program

Campus Community School offers a hot lunch daily to all students. The Wesley College cafeteria staff prepares the food and serves it in their cafeteria. Students have a variety of choices for lunch, including the main entrée, deli sandwich, peanut butter and jelly sandwich, or chef salad. The cost for lunch is \$1.65 per day and students may receive free or reduced price lunch if eligible. The Student Council of Campus Community School has met with the cafeteria staff several times to give input on food selection for the menu and to adjust portion size for students.

g) Compliance With applicable federal, state, and local laws and requirements

In the first three years of operation Campus Community School has met all applicable state, federal and local laws in its' facilities and operations. The CCS administration has worked with state and local officials to become knowledgeable of laws and regulations that pertain to the school. The following areas are in compliance with all regulations:

- Facilities – All permits and safety inspections are up to date. Fire marshal inspections are made periodically. Maintenance inspections of building are done regularly.
- Student recruiting and Admission – All regulations for recruiting and admission of students are followed. Lottery procedures are in place and are executed according to state regulations. Certified accountants hold lottery in public meeting.
- Health and Safety – Emergency plan developed and implemented. Full time nurse on site. Regular maintenance inspections completed. All employees have been cleared through state criminal background checks. Access to school building through security entrance with video camera. Wesley College campus security on call at all times.
- Student Discipline – Follow all state procedures for conduct report under House Bill 322. Administrator and Lead Teacher have received HS322 training. School discipline procedures developed and implemented. All discipline procedures involving special education students are within federal and state guidelines.
- Attendance – All state requirements for reporting followed. Attendance policy developed and implemented.
- Transportation – All state regulations for transportation of students followed. Transportation for all students within the Capital School District made available. Vehicles leased from fleet services, all regulations for usage followed. All drivers properly incensed and background checks completed.
- Teacher Certification – All teachers certified with the state of Delaware and are teaching within their area of certification.
- Administrative and Financial Systems – All state financial regulations and guidelines followed. All required DFMS training obtained. Continued participation of employees in state benefit and retirement systems. All audits up to date and records found in order.
- Property Insurance – Appropriate levels of fire, theft, injury and liability insurance maintained.

During our first three years of operations of Campus Community School several concerns were raised in relation to compliance to state rules and regulations. Prior to opening of the school a question of diversity in our student population was raised. The question was raised whether the advertising was done broadly enough to attract a diverse population. CCS has continued to work hard to be sure that advertising reaches all populations. Several committees have been formed, specifically to address this issue. Currently CCS has employed a consultant from the minority community to assist in advertising and

publicity, especially in the minority community. The lottery law and sibling preference law restricts the ability to make quick changes in the school's population. The addition of additional students for the high school should offer opportunities for more diversity.

In the second year of operation a question was raised about the legality of CCS using the gym at a local church. Due to a shortage of gym time at Wesley College CCS was using the gym at a local church for about six weeks in the winter. The usage was not related to the religious activities of the church. Campus Community School did work with the accountability committee and the State Board did approve, under certain conditions, the use of facilities off of Wesley College's campus. See attached.

Also in the first year of operation CCS was notified that it was required to have a CCS teacher on the Board of Directors. The CCS had people on the board that were teachers, but were not teachers at CCS. The CCS Board did elect a teacher from CCS to the board.

Campus Community School will continue to be in compliance with the laws and regulations of the State of Delaware.

STATE OF



DELAWARE

DEPARTMENT OF EDUCATION

THE TOWNSEND BUILDING

P.O. BOX 1402

DOVER, DELAWARE 19903-1402

FAX: (302) 739-4654

DOE WEBSITE:

<http://www.doe.state.de.us>

VALERIE A. WOODRUFF

ACTING SECRETARY

(302) 739-4601

February 18, 2000

Ms. Gloria Homer, President
Board of Directors
Campus Community School
21 N. Bradford Street
Dover, DE 19904

Dear Ms. Homer:

At the February 17, 2000 meeting of the State Board of Education, the request of Campus Community School to conduct some of its activities off the campus of Wesley College was approved by the Acting Secretary and the State Board of Education. Specifically, the following was approved:

- 1) Regularly scheduled education activities will continue to be conducted on the campus of Wesley College.
- 2) Regularly scheduled physical education activities may be conducted at the following:
 - Specific People's Church facilities contracted by Wesley College
 - Athletic fields controlled by Capital or Caesar Rodney School Districts
 - City of Dover parks and athletic fields
 - Dover Armory
- 3) Field trips during the school day may be conducted at any non-sectarian location.
- 4) Non-educational activities after the school day may be conducted at any location deemed appropriate by the charter school board of directors.

I can be reached at (302) 739-4629 if you have questions related to this matter.

Sincerely,

A handwritten signature in cursive script, appearing to read "Larry Gabbert".

Larry Gabbert
Charter Schools Administrator

h) Charter Compliance

Campus Community School conforms to the Delaware Corporation Law and the by-laws conform to the requirements of the Freedom of Information Act. The name of the corporation is Charter School, Inc. It was incorporated in Dec., 1996. The corporation's chief operating officer is Gloria W. Homer. Champus Community School follows the requirements as stated in Del. C, Title 29, Chapter 100 as to public meetings and procedures. All meetings are posted in advance, have an agenda, keep minutes, and are open to the public. The meetings are held at Campus Community School. The Certificate of Incorporation is attached.

Certificate of Incorporation
of
Charter School, Inc.

First: The name of the Corporation shall be Charter School, Inc.

Second: Its Registered Office in the State of Delaware is to be located at 206 Quail Run, in the City of Wyoming, County of Kent, Zip Code 19934. The Registered Agent in charge thereof is Gloria W. Homer.

Third: Said corporation is organized exclusively for educational purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code of 1954 or the corresponding provisions of any future United States Internal Revenue Law. This corporation shall be a nonprofit corporation.

Fourth: The corporation shall not have any capital stock, and the conditions of membership shall be stated in the By-Laws.

Fifth: The name and mailing address of the Incorporator are as follows:

Name	Gloria W. Homer
Mailing Address	205 Quail Run, Wyoming, DE 19934

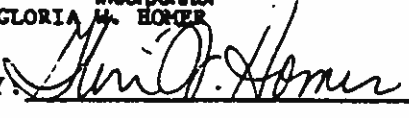
Sixth: No part of the net earnings of the corporation shall inure to the benefit of or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in herein. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting, to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law) or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law).

Seventh: Upon the dissolution of the corporation, the Board of Trustees shall, after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all assets of the corporation exclusively for the purposes of the corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious, or scientific purposes as shall at the time qualify as an exempt organization or organizations under section 501(c)(3) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law), as the Board of Trustees shall determine. Any of such assets not so disposed of shall be disposed of by the Court of Common Pleas of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

I, THE UNDERSIGNED, being the Incorporator hereinbefore named, for the purpose of forming a corporation pursuant to Chapter 1 of Title 8 of the Delaware Code, do make this Certificate, hereby declaring and certifying that the facts herein stated are true, and accordingly have hereunto set my hand this thirteenth day of December, A.D. 1996.


Incorporator
GLORIA W. HOMER

CERTIFIED TRUE COPY.

 3/27/98

i) Market Accountability

In its first three years of operation Campus Community School has had an opening enrollment of 300 students; the number allowed in its charter. The statistics for the three years are:

Students seeking enrollment

1998-1999 – 566 students sought enrollment	300 students admitted 266 placed on waiting list
1999-2000 – 212 students sought enrollment	56 students admitted 156 placed on waiting list
2000-2001 – 204 students sought enrollment	56 students admitted 148 students placed on waiting list

All students filling out an application and selected through the lottery process were admitted. Campus Community School has had no difficulty recruiting students or retaining students. There has been a strong demand for attendance at CCS.

During the first three years of operation the following number of students have withdrawn during the school year.

1998-99 – 1
1999-00 – 4
2000-01 – 4

Of the nine students that have withdrawn from CCS seven have moved out of Kent County, DE. One left for home schooling and left for unknown reasons.

Parental Surveys:

Each year two parental surveys are conducted (attached). One is conducted by Campus Community School and the other is conducted by the state. Survey results for the three years have generally showed an overall satisfaction with Campus Community School. The two lowest areas were in the areas of meeting the needs of special education students and communicating the progress of students to parents.

In the area of meeting the needs of special education students CCS has continued to add staffing and programs to meet students' needs. We currently have on staff 1.5 special education teachers, a speech therapist, and education psychologist (as needed), an OT therapist (as needed) and two paraprofessionals. Tutoring programs have been

established after school throughout the year as well as a summer program. A pre-referral process has been established to work with all students. Training is also conducted with teacher to demonstrate special approaches for working with students having special needs. In the spring of 2001 CCS received a technology grant to purchase items to meet the needs of students with special needs.

The second area, communicating with parents, has been approached through creation of a web site so all teachers can post information. Each teacher/grade level also sends home information in a class newsletter each week. A PTA newsletter is mailed home monthly and includes school news. Additional newsletters are sent home when special events occur. PTA meetings feature a presentation each month, often conducted by teachers on a program/philosophy from the school. Informal contacts between teachers and parents also often occur.

APPENDIX
STATE PARENT SATISFACTION SURVEY

TABLE I
DEGREE OF SATISFACTION WITH VARIOUS SCHOOL FACTORS

SCHOOL FACTOR	%Rating High* '99	%Rating High* '00	%Rating High* '01
a)Providing a safe environment for learning.	97%	99%	99%
b)Having teachers and staff with high academic expectations for all students.	95%	98%	97%
c)Having teachers and staff with a high behavioral expectations for all students.	87%	90%	91%
d)Communicating high expectations to students.	90%	97%	94%
e)Communicating high expectations to parents.	89%	96%	94%
f)Teaching in ways that encourages students to apply what they learn to everyday life.	92%	97%	97%
g)Accommodating different learning styles.	87%	90%	92%
h)Providing a learning environment which encourages student learning.	91%	99%	98%
i)Meeting the needs of special education students and students with special needs.	85%	73%	75%
j)Offering classes that students find interesting and challenging.	90%	95%	95%
k)Providing positive attention to students as individuals.	90%	93%	99%
l)Regularly communicating the progress of students to parents.	72%	79%	84%
m)Developing an atmosphere of trust where parents, teachers and students work together.	84%	94%	96%
n)Providing opportunities for parents to have an influence on the school.	87%	96%	97%
o)Having leadership that is results-oriented, accountable, and open to suggestion.	n/a	90%	95%
p)Providing instructional materials that are suitable to the needs of the students.	81%	78%	96%
q)Providing a school facility that is suitable to the needs of the students.	80%	98%	94%
r)Overall, what is your opinion of the success of the charter school?	92%	99%	95%

* The responses are the percent of parents who rated the item as 4 or 5 on a five point scale of success.

APPENDIX

DISTRICT PARENT SATISFACTION SURVEY 1999-2001

Below are the results of an in house survey. The data was based on a 1-5 scale with 1 being the lowest and 5 the highest. In Spring 1999 there were 96 respondents, Spring 2000 there was 96 respondents and in Spring of 2001 there was 173 respondents. The data shows an overwhelming approval rating for satisfaction in all categories questioned.

	Spring 1999	Spring 2000	Spring 2001
Children Learning:			
Child feels safe	98%	99%	97%
Child likes attending	96%	99%	99%
Pleased with quality of learning	95%	99%	99%
Child approaches learning positively	93%	96%	97%
Child enjoys non-academic activities	95%	88%	95%
Management:			
School is operating well	95%	98%	98%
Board is focusing on important issues	97%	98%	97%
Board is accessible	96%	98%	96%
Communication:			
Staff is responsive to child	97%	97%	98%
Staff is responsive to parent	97%	95%	99%
SBDMT has communicated important issues	91%	93%	97%
SBDMT is responsive to parent	96%	93%	99%
PTA meetings are useful and informative	90%	95%	97%
Communication from teacher is sufficient	92%	87%	95%
Communication from school is timely and complete	90%	91%	95%
Philosophy:			
Understand the learning philosophy	96%	94%	98%
Discipline is focused and fair	90%	88%	90%
Encouraging parental participation is important	96%	95%	98%
Understand support of home-based work	92%	94%	97%

**PART II: PLAN FOR THE PROPOSED
CHARTER RENEWAL PERIOD**

Part II: Plan for the Proposed Charter Renewal Period

Overview

CCS will continue to pursue the instructional and student achievement goals of its original charter utilizing the same collaborative model described in Part I, with few substantive changes other than those noted in the Performance Agreement.

The only major change is that CCS has added grades 9-12. The high school will be located on Pear Street in Dover, and is scheduled to open in the Fall of 2002. There will be an additional 300 students added to the existing 300 students in the current 1-8 population. The high school will extend the reform-based model of the current school. There will be a student-to-teacher ratio of no more than 25:1. The high school will stress the same ownership of curriculum by teachers and utilize the same collaborative planning models to make that happen. A single administrator will be responsible for the administrative functioning of the high school, and curriculum and academic programs will be under the auspices of the teachers, with the approval of a site-based management team, and ultimately the Board, as it is in the existing school.

The school's target population in grades 9-12 will be students who desire to work in a non-traditional environment that promotes self-directed learning through structured sets of problem-based activities, and culminates in a senior thesis based around a declared "major". The school will actively recruit high school setting, and who are capable of working in an educational environment where "student as worker" replaces "teacher as teller" as the classroom norm. It is expected that students will continue their education in college and beyond, and because of the educational experiences at Campus Community School in grades 9-12, will have the requisite skills to succeed in college and become productive, thoughtful, caring professionals who can create meaning, rather than simply consume knowledge.

CCHS is a school of inclusion. It is our belief that all students can learn and that, as much as possible, all students should be given the opportunity to stretch themselves academically across the school's curriculum. Mixed ability grouping is utilized in most classroom settings. Students with individual learning needs are also asked to meet high standards, but are given adequate time and support to achieve those standards.

Meeting the Expectations for Model Charter Schools

1) Have high successful school environments

The Campus Community School's mission is to prepare learners to direct their own learning, to view learning as a lifelong endeavor, and to view themselves as capable, productive, proactive members of society.

Campus Community School believes that the best way to implement their mission is through a social constructivist approach to learning and teacher. Teachers are expected to design and implement curriculum and direct their professional development to reflect the following beliefs about learning and teaching:

- knowledge is connected, hierarchical, and grounded in experience;
- knowledge is constructed from purposeful and meaningful sense-making activities;
- knowledge construction is a collaborative effort between learners and teachers;
- the role of teachers is to create a collaborative learning environment in which to share meaning, and in which the "student as worker" instructional norm replaces that of "teacher as teller".
- teachers are active researchers who view learning as a process and are always moving toward the goal of creating a collaborative learning community.
- thinking skills and productive habits of mind can and should be taught as an integral part of the curriculum;
- students have individual differences which should be attended to in designing instructional approaches.

Based upon these beliefs, the goal of Campus Community School is to create a learning environment in grades 9-12 that will:

- 1) Empower high school age students to become self-directed learners and provide them with the knowledge and skills that will maximize their potential to successfully pursue a degree in higher education and become lifelong learners.
- 2) Empower teachers to work collaboratively to manage student learning and plan and implement curriculum that creates a microcosm of contextual learning which mirrors the real world.
- 3) Empower teachers to become action researchers around their own practice and that of their peers.

- 4) Serve as a model of site-based management that can streamline and improve services to individual students to directly meet their learning needs.
- 5) Serve as a model for how to create and deliver integrated curriculum within and between disciplines at the high school level.
- 6) Serve as a model for professional development of teachers that is school-based and oriented to action research on teaching and learning.

It will be the goal for the next 5 years of operation to continue to work toward these goals (goals for the 1-8 school remain the same) because we believe that working toward such goals has created a highly successful school environment in which students and teachers grow in knowledge, skills and habits of mind.

2) Utilize highly successful teaching and learning methods

The curriculum in grades 1-8 will continue to be developed on four levels, and the curriculum at the high school will center around a four-year interdisciplinary subject matter core called Humanities I, II, III and IV. (See Course Descriptions in attached Catalog).

The curriculum at both schools will be theme-based, integrated across and within disciplines, and focus on three aspects of student growth; Growth in knowledge (to academic standards that exceed state benchmarks); growth in skills (critical thinking/reflection, communication through multiple texts, technological literacy, and research); growth in personal qualities (persistence, tolerance of ambiguity, work ethic, and self directed learning). Though not structured around 50 minute classes, students will participate in highly structured and closely monitored learning activities that have clear and meaningful learning outcomes and assessments that will provide teachers and the student with an on-going picture of their growth in knowledge, skills, and personal qualities.

The umbrella theme in grades 9-12 will be "Self in Society" which extends the 1-8 theme of "A Better Self, A better World" and extends the school's goal from that of preparing self directed learners entering Grade 9, to preparing self-directed learners entering Grade 9, to preparing self-directed learners capable of preparation as socially aware, proactive participants in a high education of professional settings. The workshop format, where "student as worker" replaces "teacher as teller" as the instructional norm will be the primary approach to instruction. Project-based learning activities will be designed collaboratively by high school faculty in conjunction with contracted Wesley College faculty.

High school teachers are expected to team teach in the Humanities Core (described below), and work collaboratively to assure that their stand-alone discipline courses are: 1-integrated around the themes and central organizing ideas that define their discipline; 2- tied to the essential questions of the Humanities Core; and 3- delivered in a workshop format that engages students in learning tasks that require them to utilize epistemological skills to the Delaware State Content Standards for Grades 9-

12. A complete list of student outcomes may be found in the charter application addendum for the high school, pages 9-10. A copy has been attached for convenience.

Each teacher or team of teachers will be required to write a syllabus for every course the offer, whether it is a required course or an elective.

Parent communication will be assured through regular student/parent/teacher conferences. Conferences will be student-leg and portfolio based, as they are currently being done in grades 1-8. Students in grades 9-12 will be accountable to a team of teachers, who in collaboration with the student, establish and continually monitor learning goals. A team of teachers will follow the student through four years by means of an advising system similar to that found in college. It is anticipated that seniors may spend a portion of their instructional time in college courses and another portion working with a faculty advisory committee to research, design, implement, defend and publish a senior thesis. The purpose of the senior thesis will be to demonstrate the student's dept of knowledge in a chosen content area, their ability to think critically, and their ability to communicate and defend knowledge they have created. Because curriculum will be tailored as much as possible to individual learning needs, the student to teacher ratio be not greater than 22 to 1. A full time career counselor will become actively involved with each student during the last two years of the program to advise and facilitate college or professional training choices.

Though parental support for the educational model is viewed as crucial to student success, primary emphasis will be placed on students taking responsibility for their own learning, and for making and keeping commitments within the school and in the communities to which the school links them.

Curriculum development will center around the same plan that has been used for the past three years. The model described in Part I will continue to be refined, and updated curriculum guides will be published when new rubrics, units, or matrices are developed. The themes used in the 1-8 school will be "re-cycled" on a three year cycle. The high school will develop it's own school-wide themes based on it's umbrella theme of "Self in Society" and around the essential content of each Humanities Core. Graduation Requirements for CCHS may be found on p. 3 of the attached catalog. Program of study by year is found on page 10 of the catalog. All required and humanities core courses are described on pages 11-17 of the course catalog. CCS, grades 1-8 will continue to cover all essential content as laid out in the Delaware Standards and organized in the Curriculum Guide, with on-going refinements based on evaluation of effectiveness for student learning.

The staff at CCS are held accountable for their professional development and must document growth from year to year by means of a portfolio. This is a collaborative process that uses three-member professional development teams consisting of a peer teacher and one education faculty from Wesley College. Teachers create performance goals based on the previous year's portfolio, which documents grown or

challenges in Planning, Delivery, Assessment, and Growth toward the constructivist philosophy of teaching and learning. Indicators, based on INTASC and DE teacher Standards are included with this document. Growth toward goals are shared, and team members work together to overcome perceived or real obstacles to growth.

Teachers are required to develop and write curricular units in an ongoing fashion, since curriculum is not text or programmatically bases at CCS. This process calls for a high degree of commitment from teachers, and has been a useful “self-selection” devise for teachers who did not wish to rise to this professional development benchmark.

3) Utilize innovative and highly effective measures of student performance

Our student profiles (report cards) are based on an included rubric defining and delineating the elements of learning which we feel are most important to student's long term success; those being 1) Habits of Mind –a) Persistence, b) Self-direction, and c) Reflection. 2) Concepts and Skills. Our rubric was designed by our faculty based on in-depth study of the Delaware State Standards and the common threads which run through all the learning arenas. In addition, we considered our charter and our ultimate goal of developing "life long learners". It is the characteristics found in the Habit of Mind section, which we feel are a major focus and which need continued development in each educational adventure we participate in. Of course, setting a high stand for the attainment of new knowledge, as is seen in our unit content summaries, are addressed in the concepts and skills portion of our student profiles.

The rubric portion of the student profiles are used across content areas, throughout all the different units each year, as well as across the grade levels. It is concise yet still allows for great flexibility for use in a variety of performance assessments. These rubrics are used by the teachers as well as by the students themselves for self-assessment. Through the process of aligning teacher assessment with each student assessment we offer repeated opportunities for dialogue, reflection, growth and advancement along the learning continuum. Students as young as 1st grade are expected to be accountable for their own learning and responsible for what they can do. In addition, the students' ability to have input into their assessment can't help but make the assessment all the more valuable and accurate.

In keeping with student accountability, CCS students participate in student-led conferences. Each trimester the students present their portfolio of work to their parents along with their final profiles. They share a variety of student selected and teacher selected work. Through the use of these student portfolios and parent conferences, student achievement is clearly visible in the level of work, both in quality and concept difficulty. Parents, students, and teachers leave each encounter with a very true picture of the students' abilities, need, and areas of growth; much more so than an "A" on a traditional report card, which indeed only addresses the mastery of a skill or concept, and gives no insight as to the full picture of each learner.

Currently, our portfolio committee is developing a standard format for student portfolios in order that there is consistency across the grade levels and individual classrooms in the documentation and presentation of student portfolios.

Our two most formalized areas of in house assessment are in the subjects of reading and math. In reading, students are given Individual Reading Inventories throughout each school year. Students' abilities in reading comprehension, oral reading, spelling and sight word vocabulary are monitored and documented. In order to continue challenging them at their own level and to not lose time at each new year's beginning these levels are given to each teacher when a student reaches their division (2/3 4/5,

6/7/8). Along with continued documentation of progress, these language arts tools are a guiding force in selecting ability appropriate materials for each student to use in their daily classroom learning environment.

In mathematics, CCS has developed a skills based assessment which is administered to each student for placement in Math Lab. Math Lab is used for individualized instruction in math skills and general concepts. Students progress through a prescribed set of mathematical tasks and problems until they master a skill. Math Lab assessments are maintained and passed on from year to year so students may continue to advance without regression. This assessment has also proven itself worthy of predicting student success on the DSTP and IOWA tests, so we are able to target at risk students well in advance of any testing situation and help strengthen any necessary skills.

By utilizing our DSTP and IOWA test results, school wide reading and math assessments, and maintaining student input and evidence of learning, we have been able to continue moving towards and maintaining learning environments which support social Constructivist ideals of group work, shared learning, and high levels of concept attainment, without forfeiting or overlooking the needs of each individual student.

4) Demonstrate significantly increased student achievement directly related to the skills and knowledge reflected in the state content standards and performance indicators

**DELAWARE DEPARTMENT OF EDUCATION
CHARTER SCHOOL PERFORMANCE AGREEMENT**

Background

This school was established as a working collaborative model between communities and higher education. The school was designed to provide a learning environment consistent with best educational practices and aligned with state and national reforms. The school serves a diverse group of students in grades 1-8 and 9-12. Thematic units demonstrate relationships among all subject areas. Projects are used to teach the curriculum in a context of relevant work. Technology, manipulative, research materials, individual reading books, and hands-on learning activities provide the learning resources. A school based management team of parents/teachers/administrators/college representatives makes administrative decisions.

Primary Objectives

Throughout the charter period, this school will demonstrate that students, who have been enrolled at C.C.S for at least one year, are performing academically above the state average performance as measured by the state assessment and will demonstrate at least one year of growth in mathematics and reading each year on national tests.

As required by law, the school will participate in the state assessment in each subject area at each grade required by the Department of Education.

In addition, the school will administer the survey instrument for the Iowa Test of Basic Skills (ITBS) to all students in grades 1-8 in the spring of each school year. For students in grades 9-12, the PSAT will be administered in grade 10 and SAT in grade 11.

Achievement Target One: For each subject assessed at each grade on the state assessment, average performance of the those students who have been enrolled at C.C.S for at least one year will be above the state average.

Achievement Target Two: For grades 1-8 at the school, average performance on ITBS of students who have been enrolled at C.C.S for at least one year will increase at least one grade level in math and reading each year.

Achievement Target Three: For each grade 1-8 at the school, average performance on the ITBS of students who have been enrolled at C.C.S for at least one year will be at least at the national average (50th percentile) in reading and math each year.

Achievement Target Four: For grades 10 and 11 average performance on the PSAT and SAT of students who have been enrolled at C.C.H.S. for at least one year will be above the state average.

Additional Objectives:

The school will demonstrate that its students exhibit positive behavior related to academic success.

1.) For each year of school operation, the school will have fewer reportable incidents to Dover Police Department than the average for all schools with similar grade configurations in Kent County.

2.) Excluding students who move outside Kent County, each year at least 80% of the non-graduating student body will return to the school the following September.

Throughout the charter period, the school will demonstrate that it has strong market accountability.

1.) Each year, the school will have at least enough students seek admission to the school to have the maximum number of students allowed by the charter enrolled at the beginning of the school year.

2.) Each year of school operation, the school will have a waiting list of students seeking admission.

3.) Each year of school operation the school will maintain 90% of the number of students allowed by the charter throughout the school year.

Throughout the charter period, the school will demonstrate that the parents of the students at the school are satisfied with the school's administration and educational program.

Annually, surveys of parents of students who attend the school will be conducted. One survey will be conducted by an external evaluator contracted by the Department of Education. A second survey will be conducted by the school.

Each year of school operation, at least 80% of the parents of students responding to each survey will indicate overall satisfaction with the school's administration and educational programs.

Campus Community School agrees to meet each of these objectives.


On Behalf of the Board of Directors

10/11/01
Date

This Performance Agreement has been reviewed and revised to my satisfaction. I accept this Performance Agreement for Campus Community School for the charter period of school years _____ through _____.

Secretary of Education

Date

5) Make significant contributions to the improvement of education in Delaware

CCS will continue to implement its strategies, programs, and governance structures that it has used with great success for the past three years. All of the practices below can be replicated in other schools.

With regard to teaching and learning, the collaborative model for four-tiered curriculum planning will continue to be implemented. The use of a variety of resources, including technological resources will be utilized in the classroom in place of a single text series or a single activity-based program. Teachers will continue to work together and with Wesley faculty to develop problem-based learning classrooms. Curriculum workshops and guides produced by teachers and Wesley faculty are currently made available to any school wishing to learn more about our model; and DOE personnel have also been informed of our innovative approaches and our willingness to share those in any suitable format with other districts. We would like to share any of the innovative programs or practices that we have developed into working models. We will continue to inform DOE of our work.

Student led parent-teacher conferences will continue to be the method for reporting student progress; and the multi-scale report card will continue to be used, as will student portfolio for work assessment and progress reports.

At the high school the curriculum will be designed and implemented in 2002-03. The Humanities Core promises to be a powerful vehicle for engaging students in meaningful learning at all four levels of the curriculum. Teachers will publish core syllabi during the first year, making them available to other schools or to DOE upon request.

Professional development of CCS faculty will continue to evolve around action research and its necessary partner, reflective practice. Teachers will continue to use portfolios to evaluate their own practice, and as authentic evidence for others to see what it is that they do.

CCS and CCHS faculty will continue to be supported in professional development activities by Wesley College faculty. Content specialists from the Wesley faculty will serve as collaborators in design of high school curriculum and Wesley education faculty will continue to provide workshops and training for professional development, assessment of learning, and inclusion issues.

CCS will continue to be governed by a site-based management team, as this system has proven an effective governance model.

Choice theory, as developed by William Glasser, continues to prove to be an effective method of teaching children to accept responsibility for their behavior and academics. It also encourages a positive atmosphere in schools. This approach was supported in the report issued by the University of Delaware on the Positive Behavior Support Training Institute.

CCS faculty and Wesley faculty have made presentations on many of these practices at regional and national conferences. Visitors to the school have been very positive in their remarks about the approaches. Each of these practices have been described as beneficial to a good educational program in Delaware at various meetings and/or newspaper articles.

6) Have financial and administrative operations which are exceptionally well managed

Campus Community School has been very successful in administering the school and in managing its finances. The approaches currently in use will continue to be used.

The budget reflects adequate monetary resources to successfully carry out the school's program. There is a substantial carryover and contingency fund to allow for unexpected expenses. A person familiar with the state accounting and financial system has been employed as an administrative assistant. Our audit reports have shown successful money management.

Campus Community School will continue to use a site based approach to management. This approach has proven to be successful and allowed for participation by parents and teachers. A second site based team will be added for the high school and high school representatives will be added to the Board of Directors.

The use of choice theory will continue to be the foundation of the discipline approach at Campus Community School. It has proven to be successful in maintaining a positive school atmosphere and teaching students to accept responsibility for their behavior and academics.

The school calendar will continue to have additional days available for the staff development of teachers. This has been very valuable in curriculum development and training in other areas.

Campus Community School will continue to be located at its location at 21 North Bradford Street. The high school will be located at 350 Pear Street. The land has been purchased and agreements signed to complete construction by July 1, 2002. Transportation at both locations will be on vans leased by CCS.

During the first year of operation Campus Community School developed a strategic plan to guide its development. This plan will be evaluated in the spring of 2002 and a new strategic plan developed,

**CAMPUS COMMUNITY SCHOOL
BUDGET AND PERFORMA FOR 1997/1998 - 2006/2007
BUDGET UNIT 95-7406**

Oct. 7, 2001

	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003
Revenues	Pre-opening	Bradford Hall	Bradford Hall	Bradford Hall	Bradford Hall	New Space
State (300 Students)		1,577,604	1,548,385	1,500,664	1,657,892	1,435,753
Local (300 Students)		236,379	232,868	289,480	286,044	302,372
Vo-Tech Pending						58,590
Federal Grant	90,000	51,500	76,050	78,332	21,767	19,391
Carry Over from Previous Fiscal Year		27,867	696,167	910,753	942,750	0
Interest		2,288	25,271	27,323	28,282	0
Accts Rec. PTA		10,908	3,197			
Private Grants		18,729	5,464	34,428		
Fund Raising/Donations			24,661	40,960		
Loan Proceeds		460,417				
TOTAL REVENUE	90,000	2,385,692	2,612,063	2,801,939	2,936,735	1,816,106
	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003
	Pre-opening	Bradford Hall	Bradford Hall	Bradford Hall	Bradford Hall	New Space
SALARIES						
School Administrator		67,188	73,969	77,807	80,141	41,273
Asst. School Administrator					41,500	30,900
Admin. Asst. - Support	5,406	36,978	46,473	42,507	43,782	22,548
Asst. Administrative Assistant						26,780
Teachers' Salaries		456,008	605,500	705,811	792,779	816,562
Summer School				24,000	24,720	374,258
Paraprofessionals		48,079	87,054	131,705	135,656	20,157
Homebound Instruction				2,630		110,616
Teachers' Salaries - One-time					0	40,000
Physical Education Teacher						15,000
Clerical		10,318	14,623	17,915	18,452	15,498
Guidance Counselor						31,667
Bus Drivers		55,356	53,190	53,900	55,517	30,783
Inservice Education Workshops				25,062		
Substitute Teachers		13,471	15,947	14,301	14,730	10,209
Drivers Education					0	16,625
Nurses			13,356	37,526	38,652	39,811
Administrative Workshops				1,959	2,018	
Substitute Nurse		735	1,870	1,530	1,576	1,285
Subtotal	5,406	688,133	911,982	1,136,653	1,249,524	827,410
OBG					0	
					0	
					0	
Pension - Employer Share	611	64,070	73,963	74,930	77,178	43,864
					0	

	1997-1998 Pre-opening	1998-1999 Bradford Hall	1999-2000 Bradford Hall	2000-2001 Bradford Hall	2001-2002 Bradford Hall	2002-2003 Bradford Hall	2002-2003 New Space
Health Ins. - Employer & Local Share	1,641	61,934	61,873	87,521	90,147	92,851	51,234
Workman's Compensation	54	4,817	10,183	12,982	13,371	13,773	7,600
Social Security - Employer Share	319	42,215	56,366	69,225	71,302	73,441	40,524
Unemployment Insurance	6	826	1,094	1,351	1,392	1,433	791
Medicare - Employer Share	75	9,874	13,183	16,183	16,668	17,169	9,473
Subtotal	2,706	183,736	216,662	262,192	270,958	278,159	153,486
TRAVEL							
Travel - School District		25	512	609	627	646	646
Mileage - In-state	20		48	54	56	51	51
Meals - In-state	391	57					
Travel - In-State	20	308	7	206	212	219	219
Travel - Out of state			94	112	115	119	119
Mileage-Out of state		334					
Carrier - Out of state		799	187	365	376	387	387
Meals - Out of state		88	620	596	614	632	632
Lodging - Out of state	979	645	2,239	2,230	2,297	2,366	2,366
Other travel - Out of state		449		162	167	172	172
Subtotal	1,410	2,705	3,707	4,334	4,464	4,592	4,592
CONTRACTUAL SERVICES							
Other Professional Services	25,474	37,353	82,447	39,736	40,928	84,312	71,665
Tuition Reimbursement - Employees		6,838	1,458	4,044	4,165	4,290	4,290
College Tuition - Students							
Inspection Fees		20					
After School Athletic Coaches				8,574	8,831	9,096	9,096
Therapists		25	966	2,135	2,199	2,265	2,265
Contracted Labor				4,625	4,764		
Legal Services	330	6,111	7,571	21,291	10,965	10,965	10,965
Public Accountants	394	175	250	175	180	186	186

	1997-1998 Pre-opening	1998-1999 Bradford Hall	1999-2000 Bradford Hall	2000-2001 Bradford Hall	2001-2002 Bradford Hall	2002-2003 Bradford Hall	2002-2003 New Space
State Auditors			6,200	6,900	7,107	7,320	7,320
Educational Consultants - Individual		2,626	6,445	1,165	1,200	1,236	1,236
Educational Consultants - Company			2,000	2,100	2,163	2,185	2,185
Travel - Non-state Employees	1,675	296	88	0	0	96	96
Honorariums		945			0		
Stipends	5,000	44,022	22,973	8,000	8,240	25,103	25,103
Postage	513	1,339	1,676	1,144	1,178	1,831	1,831
Express Charges	20	305	93	0	0	102	102
Telephone Services	904	2,917	3,320	3,192	3,288	3,628	3,628
Insurance - Bldg and Contents	526	2,434	2,372	2,478	2,552	2,592	2,540
Insurance - Auto/Motor Vehicles		174	175	175	180	191	191
Dental Insurance		1,037	9,891	1,549	1,595	10,808	7,533
Insurance - Disability		223	2,193	3,186	3,282	2,396	1,670
Insurance - Gen. Comp. Liability	1,237	50,000	1,245	2,720	2,802	1,360	1,333
Insurance - Umbrella Liability			500	500	515	546	535
Copier Equipment Rental	808	5,508	5,104	5,188	5,344	5,577	5,577
Buses - Pupil Transportation (field trips)		2,310	6,325	2,697	2,778	2,947	2,505
Buildings - Grounds repair	469	47,221	10,370	3,395	3,497	11,332	11,332
Buildings & Parking - Maintenance Only		9,063	5,475	2,606	2,684	5,983	5,863
Maintenance Agreements		214	664	705	726	726	726
Custodial Service		7,467	18,258	23,810	24,524	19,951	19,552
Equipment Repair		85	254	216	222	278	278
Repair & Service - Other Equip		121	225	0	0	246	246
Licensing & Permits		149			0		
Printing and Binding	588	573	170	0	0	186	186
Public Brochures			257	0	0	281	281
Quick Copy			541	1,049	1,080	591	591
Internal Printing - Schools	214	109	153	0	0	167	167

	1997-1998 Pre-opening	1998-1999 Bradford Hall	1999-2000 Bradford Hall	2000-2001 Bradford Hall	2001-2002 Bradford Hall	2002-2003 Bradford Hall	2002-2003 New Space
Advertising	972	2,531	3,770	10,540	10,856	4,120	4,120
Principal - Computer Loan	4,012	75,965	174,743		0		
Interest - Computer Loan	1,208	17,970	5,008		0		
Association Dues & Conference Fees	25	17,629	11,612	9,763	10,056	12,689	25,089
Application - Notary Fees			15	0	0	16	16
Driver's Education Vehicle - rental					0		6,000
Food Service - Other					0		
Misc. Expenses	540		169	174	179	185	185
Student Body Activity		5,567	4,850	152	157	161	161
Repair Roof (Bradford)				27,000	27,810	0	0
Student Travel - school/home		41,109	39,347	39,398	40,580	42,996	34,396
Repair Air Quality (Bradford)				50,000	51,500	0	0
Moving Costs		25,000			0		
Utilities for New Building					0		
Property Taxes				72	0		22,278
Appraisal Estimation Fee				3,160	74		
Inspection Fees				60	3,255		
Education Management Consultant				1,500	62		
Game Administration				324	1,545		
Maintenance Contract - Office Equipment				465	334		
Office Machine/Printing				236	479		
Bldgs Other Than Office				441	243		
Construction and Maintenance Equipment				31	454		
Application Permits				689	32		
Subtotal	44,909	415,431	439,173	290,302	288,129	278,940	293,320
SUPPLIES							
Office Supplies	3,064	27,834	13,377	3,568	3,675	14,617	14,617
Photo and Audio Supplies		104	57	213	219	62	62
Notary Seals			78	0	0	85	85
Promotional Supplies		456	375	0	0	410	410
Food Institutional & Non-Institution		322	1,048	614	632	1,145	1,145
Custodial Supplies	205	3,271	97	9,554	9,841	106	106
Computer Supplies			5,218	13,837	14,252	5,702	5,702
Photocopier Supplies			910	2,772	2,855	994	994
Instructional Supplies	1,314	141,829	61,380	45,752	47,125	67,072	125,011
Subscription/Magazines etc.		457	641	1,722	0	700	700

	1997-1998 Pre-opening	1998-1999 Bradford Hall	1999-2000 Bradford Hall	2000-2001 Bradford Hall	2001-2002 Bradford Hall	2002-2003 Bradford Hall	2002-2003 New Space
Nursery Stock				63	65		
Audiovisual				509	524		
Library Books				7,222	7,439		
Medical Supplies		1,278	2,096	1,251	1,289	2,290	1,947
Building Materials		17,181	271	363	374	296	296
Athletic Supplies		1,118	1,381	0	0	1,509	1,509
	109	8	5	5	5	5	5
Subtotal	4,692	193,858	86,934	87,445	90,069	94,995	152,591
FURNITURE AND EQUIPMENT							
Instructional Equipment		61,888	4,860	4,350	4,481	5,311	98,014
Athletic Equipment		16,029	83	0	0	91	13,677
General Office Equipment	360	7,169	8,037	652	672	8,782	8,782
Institutional Equipment		7,007	760	1,335	1,375	830	830
Instructional/Lab Equipment		4,455			0		
Audio/Visual Equipment		10,680	473	2,615	2,693	517	517
Custodial/Maintenance Equipment			0		0		
Communication Equipment		272	292	0	0	319	319
Misc. Equipment		272			0		
Subtotal	360	107,772	14,505	8,952	9,221	15,850	122,140
CAPITAL OUTLAY							
Computers	2,150	91,543	5,901	10,886	11,213	6,448	106,448
Software		3,373	742	108	111	811	689
Peripheral Equipment		481	704	149	153	769	769
Cable Connection and Cable		1,014			0		
Printer	500	479			0		
Buildings				30,000	30,900		
Subtotal	2,650	96,890	7,347	41,143	42,377	8,028	107,907

	1997-1998 Pre-opening	1998-1999 Bradford Hall	1999-2000 Bradford Hall	2000-2001 Bradford Hall	2001-2002 Bradford Hall	2002-2003 Bradford Hall	2002-2003 New Space
NON-APPROP EXPENSES ALL							
OTHERS							
Computer Fund		1,000	20,000	20,600	21,218	21,855	
Petty Cash - General Fund		1,000	1,000	1,030	1,061	1,093	1,093
Subtotal		1,000	21,000	21,630	22,279	22,947	1,093
Contingency				86,458	88,102	83,449	54,483
Lease Costs - Includes property taxes				1,938,189	2,064,221	2,163,576	125,000
Total	62,133	1,689,525	1,701,310	1,939,189	2,064,221	2,163,576	1,842,021
Carry Over for Next Year	27,867	696,167	910,753	942,750	872,514	618,060	-25,916

	2002-2003	2003-2004	2003 - 2004	2003-2004	2004-2005	2004-2005	2004-2005
Health Ins. -- Employer & Local Share							
	Total	Bradford Hall	New Space	Total	Bradford Hall	New Space	Total
	144,085	95,637	72,058	167,695	98,506	74,220	172,725
Workman's Compensation	21,372	14,186	10,688	30,059	14,611	11,009	25,620
Social Security-- Employer Share	113,965	75,644	56,595	132,639	77,913	58,704	136,618
Unemployment Insurance	2,224	1,476	1,112	2,589	1,521	1,146	2,666
Medicare-- Employer Share	26,642	17,684	13,324	31,007	18,214	13,724	31,938
Subtotal	431,646	286,504	215,669	507,557	295,099	222,345	517,444
TRAVEL							
Travel -- School District	1,292	665	665	1,331	685	685	1,371
Mileage --In-state	102	52	52	105	54	54	108
Meals -- In-state							
Travel -- In-State	437	225	225	450	232	232	464
Travel -- Out of state	238	122	122	245	126	126	252
Mileage--Out of state							
Carrier -- Out of state	774	399	399	798	411	411	822
Meals -- Out of state	1,265	651	651	1,303	671	671	1,342
Lodging -- Out of state	4,732	2,437	2,437	4,874	2,510	2,510	5,020
Other travel -- Out of state	344	177	177	354	182	182	365
Subtotal	9,183	4,729	4,729	9,459	4,871	4,871	9,742
CONTRACTUAL SERVICES							
Other Professional Services	155,977	86,841	79,794	166,635	89,446	82,188	171,634
Tuition Reimbursement -- Employees	8,581	4,419	4,419	8,838	4,552	4,552	9,103
College Tuition -- Students	0		12,500	12,500		2,500	2,500
Inspection Fees							
After School Athletic Coaches	18,192	9,369	9,369	18,738	9,650	9,650	19,300
Therapists	4,530	2,333	2,333	4,666	2,403	2,403	4,806
Contracted Labor							
Legal Services	21,930	11,294	11,294	22,588	11,633	11,633	23,265
Public Accountants	371	191	191	382	197	197	394

	2003-2003	2003-2004	2003 - 2004	2003-2004	2004-2005	2004-2005	2004-2005
	Total	Bradford Hall	New Space	Total	Bradford Hall	New Space	Total
State Auditors	14,640	7,540	7,540	15,080	7,766	7,766	15,532
Educational Consultants - Individual	2,472	1,273	1,273	2,546	1,311	1,311	2,622
Educational Consultants - Company	4,371	2,251	2,251	4,502	2,319	2,319	4,637
Travel - Non-state Employees	192	99	99	198	102	102	204
Honorariums							
Stipends	50,206	25,856	25,856	51,713	26,632	26,632	53,264
Postage	3,663	1,886	1,886	3,773	1,943	1,943	3,886
Express Charges	203	105	105	209	108	108	216
Telephone Services	7,256	3,737	3,737	7,473	3,849	3,849	7,698
Insurance - Bldg and Contents	5,132	2,670	2,616	5,286	2,750	2,695	5,445
Insurance - Auto/Motor Vehicles	382	197	197	394	203	203	406
Dental Insurance	18,341	11,132	8,388	19,520	11,466	8,639	20,106
Insurance - Disability	4,067	2,468	1,860	4,328	2,542	1,916	4,458
Insurance - Gen. Comp. Liability	2,694	1,401	1,373	2,774	1,443	1,414	2,858
Insurance - Umbrella Liability	1,082	563	551	1,114	580	568	1,148
Copier Equipment Rental	11,155	5,745	5,745	11,489	5,917	5,917	11,834
Buses - Pupil Transportation (field trips)	5,452	3,035	2,789	5,825	3,127	2,873	5,999
Buildings - Grounds repair	22,663	11,672	11,672	23,343	12,022	12,022	24,043
Buildings & Parking - Maintenance Only	11,846	6,162	6,039	12,201	6,347	6,220	12,567
Maintenance Agreements	1,451	747	747	1,495	770	770	1,540
Custodial Service	39,503	20,550	20,139	40,688	21,166	20,743	41,909
Equipment Repair	555	286	286	572	294	294	589
Repair & Service - Other Equip	492	253	253	506	261	261	522
Licensing & Permits							
Printing and Binding	372	191	191	383	197	197	394
Public Brochures	562	289	289	579	298	298	596
Quick Copy	1,182	609	609	1,218	627	627	1,254
Internal Printing - Schools	334	172	172	344	177	177	355

	2002-2003	2003-2004	2003 - 2004	2003-2004	2004-2005	2004-2005	2004-2005
Advertising	Total 8,239	Bradford Hall 4,243	New Space 4,243	Total 8,486	Bradford Hall 4,370	New Space 4,370	Total 8,741
Principal -- Computer Loan							
Interest -- Computer Loan							
Association Dues & Conference Fees	37,777	13,069	13,069	26,139	13,461	13,461	26,923
Application -- Notary Fees	33	17	17	34	17	17	35
Driver's Education Vehicle -- rental	6,000	0	6,180	6,180	0	6,365	6,365
Food Service -- Other							
Misc. Expenses	369	190	190	380	196	196	392
Student Body Activity	323	166	166	332	171	171	342
Repair Roof (Bradford)	0	0	0	0	0	0	0
Student Travel --school/home	77,392	44,285	35,428	79,714	45,614	36,491	82,105
Repair Air Quality (Bradford)	0	0	0	0	0	0	0
Moving Costs							
Utilities for New Building	22,278		22,946	22,946		23,635	23,635
Property Taxes							
Appraisal Estimation Fee							
Inspection Fees							
Education Management Consultant							
Gene Administration							
Maintenance Contract -- Office Equipment							
Office Machines/Printing							
Bldgs Other Than Office							
Construction and Maintenance Equipment							
Application Permits							
Subtotal	572,260	287,308	308,804	596,112	295,927	307,693	603,620
SUPPLIES							
Office Supplies	29,235	15,056	15,056	30,112	15,508	15,508	31,015
Photo and Audio Supplies	125	64	64	128	66	66	132
Notary Seals	170	88	88	176	90	90	181
Promotional Supplies	820	422	422	844	435	435	869
Food Institutional & Non-Institution	2,290	1,180	1,180	2,359	1,215	1,215	2,430
Custodial Supplies	212	109	109	218	112	112	225
Computer Supplies	11,404	5,873	5,873	11,746	6,049	6,049	12,098
Photocopier Supplies	1,989	1,024	1,024	2,048	1,055	1,055	2,110
Instructional Supplies	192,082	69,084	76,527	145,611	71,156	73,981	145,137
Subscription/Magazines etc.	1,401	721	721	1,443	743	743	1,486

Nursery Stock	2002-2003	2003-2004	2003 - 2004	2003 - 2004	2003-2004	2004-2005	2004-2005	2004-2005
Audiovisual	Total	Bradford Hall	New Space	Total	Bradford Hall	New Space	Total	Total
Library Books	4,237	2,359	2,398	4,757	2,430	2,506	4,936	
Medical Supplies	592	305	305	610	314	314	628	
Building Materials	3,018	1,554	1,554	3,109	1,601	1,601	3,202	
Athletic Supplies	11	6	6	11	6	6	12	
Subtotal	247,586	97,845	105,327	203,172	100,780	103,682	204,462	
FURNITURE AND EQUIPMENT								
Instructional Equipment	103,325	5,470	14,228	19,698	5,634	6,615	12,249	
Athletic Equipment	13,768	93	1,356	1,449	96	216	312	
General Office Equipment	17,564	9,046	9,046	18,091	9,317	9,317	18,634	
Institutional Equipment	1,661	855	855	1,711	881	881	1,762	
Instructional/Lab Equipment								
Audio/Visual Equipment	1,034	532	532	1,065	548	548	1,097	
Custodial/Maintenance Equipment								
Communication Equipment	638	329	329	657	339	339	677	
Misc. Equipment								
Subtotal	137,990	16,326	26,345	42,671	16,815	17,916	34,731	
CAPITAL OUTLAY								
Computers	112,896	6,642	16,111	22,753	16,594	16,594	33,188	
Software	1,500	835	849	1,684	860	887	1,747	
Peripheral Equipment	1,539	792	792	1,585	816	816	1,632	
Cable Connection and Cable								
Printer								
Buildings								
Subtotal	115,935	8,269	17,752	26,021	18,271	18,298	36,568	

NON-APPROP EXPENSES/ALL

OTHERS

Computer Fund

Petty Cash - General Fund

Subtotal

Contingency

Lease Costs -- Includes property taxes

Total

Carry Over for Next Year

2002-2003	2003-2004	2003 - 2004	2003-2004	2004-2005	2004-2005	2004-2005
Total	Bradford Hall	New Space	Total	Bradford Hall	New Space	Total
21,855		22,510	22,510	23,185	23,185	46,371
2,185	1,126	1,126	2,251	1,159	1,159	2,319
24,040	1,126	23,636	24,761	24,345	24,345	48,690
137,932	79,756	58,919	138,675	76,819	65,897	142,716
250,000	125,000	125,000	250,000	125,000	125,000	250,000
4,005,597	2,196,027	1,952,839	4,154,051	2,285,767	2,034,092	4,319,859
592,144	462,503	11,115	468,434	274,863	162,485	437,348

CAMPUS COMMUNITY SCHOOL

BUDGET AND PERFORMANCE FOR 1997/1998 - 2006/2

BUDGET UNIT 95-7400

	2005-2006	2006-2007
Revenues	TOTAL	TOTAL
State (300 Students)	3,596,533	3,704,481
Local (300 Students)	684,754	705,296
Vo-Tech Funding	68,842	70,907
Federal Grants	47,283	48,701
Carry Over from Previous Fiscal Year	437,348	402,807
Interest	8,246	4,875
Accts Rec. PTA		
Private Grants		
Fund Raising/Donations		
Loan Proceeds		

TOTAL REVENUE

4,843,055

4,937,066

SALARIES

	Total	Total
School Administrator	90,200	92,906
Asst. School Administrator	67,531	69,556
Admin. Asst. - Support	49,277	50,756
Asst. Administrative Assistant	58,526	60,282
Teachers' Salaries	1,502,787	1,547,870
Summer School	55,645	57,315
Paraprofessionals	305,364	314,525
Homebound Instruction		
Teachers' Salaries - One-time	43,709	45,020
Physical Education Teacher	32,782	33,763
Clerical	42,783	44,066
Guidance Counselor	43,709	45,020
Bus Drivers	108,416	111,669
Inservise Education Workshops		
Substitute Teachers	31,812	32,767
Drivers Education	22,947	23,636
Nurses	87,006	89,616
Administrative Workshops		
Substitute Nurse	3,547	3,654
Subtotal	2,546,042	2,622,423

DECA

Pension - Employer Share

152,313

156,882

0

0

Health Ins-- Employer & Local Share	Total	Total
	177,907	183,244
Workman's Compensation	0	0
	26,389	27,181
	0	0
Social Security-- Employer Share	140,716	144,938
Unemployment Insurance	2,746	2,829
Medicare-- Employer Share	32,896	33,883
	0	0
Subtotal	532,967	548,956

TRAVEL

Travel -- School District	1412	1454
	0	0
Mileage -- In-state	111	115
	0	0
Meals -- In-state	0	0
	0	0
Travel -- In-State	0	0
	478	492
	0	0
Travel -- Out of state	260	267
	0	0
Mileage--Out of state	0	0
	0	0
Carrier -- Out of state	846	872
	0	0
Meals -- Out of state	1382	1423
	0	0
Lodging -- Out of state	5170	5325
	0	0
Other travel -- Out of state	376	387
	0	0
Subtotal	10035	10336

CONTRACTUAL SERVICES

Other Professional Services	176783	182087
Tuition Reimbursement -- Employees	9376	9657
College Tuition -- Students	2575	2652
Inspection Fees	0	0
After School Athletic Coaches	19879	20476
Therapists	4950	5099
Contracted Labor	0	0
Legal Services	23963	24682
	0	0
Public Accountants	406	418

State Auditors	Total	Total
Educational Consultants -- Individual	15998	16478
Educational Consultants -- Company	2701	2782
Educational Consultants -- Non-state Employees	4776	0
Honorariums	0	4919
Stipends	210	0
Portage	0	216
Express Charges	0	0
Telephone Services	0	0
Insurance -- Bldg and Contents	7929	8166
Insurance - Auto/Motor Vehicles	0	0
Dental Insurance	5608	5776
Insurance -- Disability	418	430
Insurance -- Gen. Comp. Liability	0	0
Insurance -- Umbrella Liability	20709	21330
Copier Equipment Rental	4592	4729
Buses --Pupil Transportation (field trips)	0	0
Buildings -- Grounds repair	2943	3032
Buildings & Parking -- Maintenance Only	1182	1218
Maintenance Agreements	12189	12555
Custodial Service	0	0
Equipment Repair	6179	6365
Repair & Service -- Other Equip	0	0
Licensing & Permits	24765	25508
Printing and Binding	12944	13332
Public Brochures	1586	1633
Quick Copy	43166	44461
Internal Printing --Schools	607	625
	0	0
	537	553
	0	0
	406	418
	0	0
	614	632
	0	0
	1292	1331
	365	376

Total
9273

Total
9003

Advertising

Principal -- Computer Loan

Interest -- Computer Loan

Association Dues & Conference Fees

Application -- Notary Fees

Drivers' Education Vehicle -- rental

Food Service -- Other

Misc. Expenses

Student Body Activity

Repair Roof (Bradford)

Student Travel --school/home

Repair Air Quality (Bradford)

Moving Costs

Utilities for New Building

Property Taxes

Appraisal Estimation Fee

Inspection Fees

Education Management Consultant

Game Administration

Maintenance Contract -- Office Equipment

Office Machine/Printing

Bldgs Other Than Office

Construction and Maintenance Equipment

Application Permits

Subtotal

SUPPLIES

Office Supplies

Photo and Audio Supplies

Notary Seals

Promotional Supplies

Food Institutional & Non-Institution

Custodial Supplies

Computer Supplies

Photocopier Supplies

Instructional Supplies

Subscription/Magazines etc.

28563

0

37

6753

0

0

416

363

0

87105

0

0

25074

27731

0

36

6556

0

0

404

352

0

84568

0

0

24344

648381

621729

32904

140

192

922

2578

239

12835

2238

153976

0

1577

31946

136

186

896

2503

-332

12461

2173

149491

0

1531

Nursery Stock	Total	0
Audiovisual	0	0
Library Books	0	0
Medical Supplies	5084	5237
Building Materials	647	667
Athletic Supplies	3298	3397
	0	0
	12	12
	0	0
Subtotal	210596	216914

FURNITURE AND EQUIPMENT

Instructional Equipment	12616	12995
	0	0
Athletic Equipment	322	331
	0	0
General Office Equipment	19193	19769
	0	0
Institutional Equipment	1815	1869
	0	0
Instructional/Lab Equipment	0	0
Audio/Visual Equipment	1130	1163
Custodial/Maintenance Equipment	0	0
	0	0
Communication Equipment	697	718
	0	0
Misc. Equipment	0	0
	0	0
Subtotal	35773	36846

CAPITAL OUTLAY

Computers	34184	35210
	0	0
Software	1800	1854
	0	0
Peripheral Equipment	1681	1732
	0	0
Cable Connection and Cable	0	0
	0	0
Printer	0	0
Buildings	0	0
Subtotal	37665	38795

NON-APPROP EXPENSES ALL

OTHERS

Computer Fund

Petty Cash -General Fund

Subtotal

Contingency

Lease Costs - Includes property taxes

Total

Carry Over for Next Year

	Total	Total
Computer Fund	47762	49195
Petty Cash -General Fund	2388	2460
	0	0
Subtotal	50150	51655
Contingency	145292	148112
Lease Costs - Includes property taxes	250000	250000
Total	440249	456418
Carry Over for Next Year	402807	372648

STRATEGIC PLAN FOR CAMPUS COMMUNITY SCHOOL- PHASE 1, A SELF STUDY

MISSION STATEMENT

A broad statement of the unique purpose for which CCS exists.

**EACH STUDENT WILL MAXIMIZE HIS OR HER POTENTIAL IN
DEVELOPING HABITS OF MIND, ACQUIRING KNOWLEDGE AND SKILLS
AND DEMONSTRATING INDIVIDUAL AND SOCIAL RESPONSIBILITY.**

VISION STATEMENT

An idealized view of the future that makes us passionate about what we're doing.

**TO PROVIDE EXCELLENCE IN EDUCATIONAL OUTCOMES
FOR CCS STUDENTS IN A COLLABORATIVE COMMUNITY OF LEARNERS.**

STAKE HOLDERS

**STUDENTS
TEACHERS
PARENTS**

**WESLEY COLLEGE
STATE DEPARTMENT OF EDUCATION
BOYS AND GIRLS CLUB**

AREAS OF STUDY

**PARTNERSHIP BETWEEN CCS/WESLEY COLLEGE/ WESLEY BOYS AND GIRLS CLUB
PARENTAL INVOLVEMENT
CURRICULUM
MEETING INDIVIDUAL NEEDS OF STUDENTS
PROGRAM
EVALUATION
STUDENT MANAGEMENT
SCHOOL BASED DECISION MAKING
SCHOOL OPERATION
TEACHER RETENTION
STUDENT RETENTION
FISCAL RESPONSIBILITY**

<p>PARTNERSHIP BETWEEN CCS /WESLEY COLLEGE AND WESLEY BOYS AND GIRLS CLUB</p> <p>OBJECTIVES</p> <p>To define in which areas CCS/Wesley College/ and the Boys and Girls Club can have integrated goals and programs that will provide quality educational opportunities for students.</p> <p>To identify the type and amount of assistance Wesley College Education Department will be able to provide to CCS teachers.</p>	<p>STRATEGIES</p> <p>We will create a committee that will evaluate areas that can be integrated and devise a plan to do so.</p> <p>We will evaluate the needs staff at CCS have for providing a program and approach consistent with the charter and will then identify how Wesley College will be able to assist in meeting needs.</p>	<p>ACTION PLAN</p> <p>Create a committee with representatives from CCS/Wesley College/Boys and Girls Club that will evaluate the current status of the partnership, decide upon areas that can be integrated, and arrive at a plan to implement the partnership in agreed upon areas.</p> <p>SBDMT forms committee by March 15, 00 Recommendation by 8/1/00</p> <p>Wesley College Professors will meet and devise a plan by 2/15/00.</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

PARENTAL INVOLVEMENT

OBJECTIVES

To have informed parents who are actively involved at CCS.

STRATEGIES

We will involve parents in strategic planning activities to gather ideas.

ACTION PLAN

To provide information to parents through

- parent workshops in areas such as writing workshop, Glasser's theory, sample lessons using constructivist teaching, etc.
- weekly teacher newsletters
- a school web site
- **having parents participate in the classrooms**
- a monthly, schoolwide newsletter
- video taping demonstrations of teaching approaches
- holding an open house early in the year
- invite parents to student presentations
- create a calendar that highlights weekly or monthly happenings in the classrooms
- continue monthly PTA newsletter
- informative presentations at PTA meetings

To have parents actively involved by

*providing information about volunteer opportunities, give concrete examples

*training parents how to help at home

- recognizing volunteers
- creating a "rat on a friend program" - inform someone at school if you know of someone who could help
- sharing successes when parents involved in unusual/unexpected ways
- providing very short term involvement opportunities
- educating parents as to the benefits of volunteering

CURRICULUM

OBJECTIVES

To create an integrated curriculum that incorporates a logical progression of content and skills from 1st to 8th grade, that incorporates the Delaware State Standards, and is based on a social constructivist model of teaching.

STRATEGIES

We will review the curriculum to see if it is aligned horizontally and vertically, if it incorporates the Delaware State standards, and if it is based on a constructivist teaching approach.

We will examine the curriculum to see if it meets the curriculum philosophy dated 6/29/99.

ACTION PLAN

Jan.-March 1,2000

PDP teams will discuss their progress towards meeting the philosophy of curriculum.

PDP teams and Wesley professors will increase their amount of contact time.

Grade level teams will be encouraged to invite a third party to sit in on team planning sessions to assist curriculum planning that meets the philosophy of CCS.

Jan.00- 6/00

A science/math resource person will work with teachers to coordinate curriculum alignment and to assist with purchasing materials that are relevant to curriculum needs. This position will be evaluated in May of 2000 as to its necessity and whether it will be continued the following school year.

Staff development activities will focus on curriculum needs.

Faculty meetings will focus on curriculum, sharing approaches and discussing how the school philosophy is being met.

Creating of the school calendar will include paid staff development days that will be used for curriculum work.

STATEMENT OF PHILOSOPHY FOR CURRICULUM
Campus Community School Teachers
June 29, 1999

The teachers at the Campus Community School define curriculum as *the framework of the concepts we teach and the application of those concepts.*

The teachers at the Campus Community School hold the following beliefs about the curriculum:

- The curriculum should reflect valid content .*
- The curriculum should not be tied to a single text or set of texts, but should have available a variety of resources as referents.*
- The curriculum should meet or exceed the criteria in state and national standards.*
- The curriculum should be organized in such a manner that students acquire, through a variety of learning experiences, a deep understanding of all content areas and a working knowledge of how concepts are acquired and organized within each discipline.*
- The curriculum should focus on helping students acquire declarative and procedural knowledge in a concurrent manner.*
- The curriculum should encompass all subjects, including the fine arts, physical education and other languages.* ✓
- The curriculum should be integrated in meaningful and useful ways across the disciplines.*
- The curriculum should be connected in meaningful and useful ways from grade one to grade eight.*
- The curriculum should be flexible enough to encourage and support opportunities for continuous learning, independent of group norms.*
- The curriculum should be dynamic rather than static, and should always be viewed as fluid.*

MEETING INDIVIDUAL NEEDS OF STUDENTS

OBJECTIVES

To provide appropriate instruction that meets the needs of all students based on an inclusive model of education.

STRATEGIES

We will examine instructional methods to see if they support instruction that will meet the needs of all students at CCS in an inclusive setting.

ACTION PLAN

To create a survey to evaluate how teachers feel they're meeting the needs of students at all ability levels. The survey will also evaluate how the special educator's role can help meet this objective, under a constructivist philosophy. This will be written by Wesley professors and given to teachers by Jan. 28.

SBDMT and Wesley professors will create training to address needs.

To create tutoring and summer school programs both for students needing assistance and as enrichment programs.

To evaluate how IEPs are written to see if they meet the needs of students in an inclusive setting.

<p>PROGRAM OBJECTIVES</p>	<p>STRATEGIES</p>	<p>ACTION PLAN</p>
<p>To have the SBDMT/teachers/Wesley professors/CCS Board create a three-year plan for program offerings by 4/30/00.</p> <p>To provide extracurricular activities, as much as possible in conjunction with the boys and girls club, that offers opportunities for students to be involved in sports and a variety of other activities.</p>	<p>We will examine state requirements and examine possible curriculum offerings as to their importance to students. We will determine a rational upon which to base the decision about what the CCS program will look like.</p> <p>We will examine which sports and activities would be of interest to students and we will examine ways to provide these activities.</p>	<p>To have in place a three year plan for program offerings.</p> <p>Under SBDMT direction, a joint parent/teacher/SBDMT committee will survey students, decide which activities students are interested in can best be met through the town or local clubs, and explore ways to offer activities.</p> <p>SBDMT will examine and decide upon the need to pay coaches and/or leaders of activities and also decide upon the necessity for paid assistance in directing sports.</p>

<p>EVALUATION</p> <p>OBJECTIVES</p> <p>To design an evaluation plan for teachers that will allow them to take responsibility for improving their teaching abilities and also ensures that teachers at CCS are of the highest quality.</p> <p>To design an evaluation plan for the school administrator that reflects his/her job expectations.</p> <p>To design an evaluation procedure for Wesley students working at CCS.</p> <p>To design an evaluation procedure for all non-teaching staff at CCS.</p> <p>To examine the benefits and approaches for merit and/or bonus pay plans.</p>	<p>STRATEGIES</p> <p>We will create committees to examine various evaluation plans.</p>	<p>ACTION PLAN</p> <p>Create a teacher/Wesley committee that will make a recommendation to SBDMT and the board by 1/18/00.</p> <p>An administrator/board committee will define job expectations and create an evaluation plan by 4/30/00.</p> <p>A Wesley/teacher committee will design an evaluation plan by 4/1/00.</p> <p>The SBDMT will design evaluation plans by 4/30/00.</p> <p>A teacher committee will make recommendations to the SBDMT by 3/3/00.</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>STUDENT MANAGEMENT</p> <p>OBJECTIVES</p> <p>To use the concept of lead management to move towards the quality school approach as stated by William Glasser.</p> <p>To meet the six minimum criteria for a quality school.</p>	<p>STRATEGIES</p> <p>We will evaluate the status of the lead management approach at CCS and create training in needed areas.</p> <p>To examine each criteria and define ways to improve areas of weakness.</p>	<p>ACTION PLAN</p> <p>SBDMT will evaluate the current status of classroom and school management through the use of surveys by 5/15/00.</p> <p>The SBDMT will provide training and support for teachers in a lead management approach.</p> <p>The SBDMT will evaluate progress based upon the six minimum criteria for being a quality school.</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Criteria for a Quality School

Following are the six minimum criteria for a Quality School:

- 1) Relationships are based upon trust and respect, and all discipline problems, not incidents, have been eliminated.
- 2) *Total Learning Competency* is stressed and an evaluation that is below competence or what is now a "B" has been eliminated. All *schooling* as defined by Dr. William Glasser has been replaced by useful education.
- 3) All students do some Quality Work each year that is significantly beyond competence. All such work receives an "A" grade or higher, such as an "A+".
- 4) Students and staff are taught to use Choice Theory in their lives and in their work in school. Parents are encouraged to participate in study groups to become familiar with the ideas of Dr. William Glasser.
- 5) Students do better on state proficiency tests and college entrance examinations. The importance of these tests is emphasized in the school.
- 6) Staff, students, parents and administrators view the school as a joyful place.

Revised 3/26/99

<p>School Based Decision Making</p> <p>OBJECTIVES</p> <p>To have a participatory team made up of teachers, parents, and administration (via the charter) that effectively makes decisions regarding CCS's program and operations.</p>	<p>STRATEGIES</p> <p>We will examine the role SBDMT has played in the past one and one half years, examine decisions made, and examine what areas the SBDMT is most effective.</p>	<p>ACTION PLAN</p> <p>The SBDMT will evaluate their role on past experience and define its role - by 6/30/00.</p> <p>The SBDMT will become more participatory through delegation of tasks.</p> <p>The SBDMT will examine its role in accountability for school programs and procedures.</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>SCHOOL OPERATION</p> <p>OBJECTIVES</p> <p>To create policies and procedures that are necessary for the successful and efficient operation of the school.</p> <p>To create emergency plans for crisis situations.</p>	<p>STRATEGIES</p> <p>We will review policies and procedures needed.</p> <p>We will identify possible crisis situations and create plans to deal with them.</p>	<p>ACTION PLAN</p> <p>The administrator, SBDMT, Board will evaluate and create needed policies. Initial review will be by 7/1/00.</p> <p>The SBDMT will create needed crisis response plans by 6/30/00.</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>TEACHER RETENTION</p> <p>OBJECTIVES</p> <p>To retain a quality teaching staff</p>	<p>STRATEGIES</p> <p>We will examine reasons that teachers choose to remain at CCS</p>	<p>ACTION PLAN</p> <p>To give a teacher survey.</p> <p>To interview non-returning and returning teachers</p> <p>To offer competitive salaries and benefits</p> <p>To provide the opportunity to participate in school decisions.</p> <p>To provide adequate classroom assistance through volunteers and Wesley students</p> <p>To provide adequate teaching supplies, training, and planning time</p>
----------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

STUDENT RETENTION

OBJECTIVES

To be sure that the needs of students are met so that once a student enters CCS he/she chooses to remain at CCS through 8th grade.

STRATEGIES

We will examine important factors that encourage students to remain at CCS.

ACTION PLAN

To survey students and parents of what they find important about CCS to their child's success and enjoyment of school.

To interview parents of non-returning students as to reasons why their children are leaving.

To be sure that all students are being challenged and helped academically.

To maintain a positive school atmosphere and a school climate that is free of discipline concerns.

To create ways to receive student input on school issues.

<p>FISCAL RESPONSIBILITY</p> <p>OBJECTIVES</p> <p>To provide a quality educational program that is fiscally responsible.</p>	<p>STRATEGIES</p> <p>We will examine school purchases and expenditures based on importance to the program and will comparison shop for the best price.</p>	<p>ACTION PLAN</p> <p>To coordinate purchasing to minimize overlap of materials and to receive the best price possible.</p> <p>The administrative assistant will provide up to date reports and data on the budget</p> <p>The administrator and board president will monitor the budget.</p>
--------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

7) Provide high quality services for at-risk and special education services

It is important that students of all abilities and those with special needs are successful. Campus Community School will provide a learning environment that encourages all students to be successful learners. Our successful program will have a variety of components:

A positive, encouraging atmosphere where the abilities of everyone are respected is important. Teacher training provides instruction on ways to assist students in the classroom.

Early identification of students needing assistance and determining strategies of ways to provide help is made possible through a pre-referral system. In a pre-referral system a team of teachers and specialist discuss and brainstorm approaches to providing students with assistance.

Support by special staff is provided. One and a half special education teachers and two paraprofessionals work with staff and students. A speech therapist, occupational therapist, and educational psychologist provide services to students needing such assistance. Graduate students and methods students from Wesley College work in classrooms and work with individual students needing one on one or small group assistance. Parent volunteers assist students in areas such as organized math labs. This extra assistance is very important.

After school and summer programs provide extra time programs for students. Students' needs are identified and the programs address their specific needs.

Technology also is used to provide extra assistance. The availability of hardware, such as alpha smarts, lap tops, tape recorders, and spelling assistants assist students. Software programs allow students to access extra help on computers.

These elements of a special service program will be provided at the high school level as needed.

8) Attract significantly more students than it projected in its charter application.

The expected enrollment for the next five years is detailed on the attached chart. Efforts are being made to recruit as widely as possible so that a diverse group of students can be recruited. A committee has been formed that has as its mission to increase the diversity population at all levels of Campus Community School. A minority consultant has been hired who wrote a plan to increase diversity. Efforts will include advertising in newspapers, distributing brochures to public place, distributing posters to public places, holding information sessions, visiting and making presentations to various groups – including organizations that would assist in minority recruitment. making news articles available to news organizations.

The enrollment in grades 1-8 has been at the maximum allowed by its charter. There has been a substantial waiting list. By continuing to provide a program that is successful parents and students will continue to want to attend CCS and CCS High School.

Grade	CCS Actual and Projected Enrollment Figures											
	Academic Year											
	98-'99	99-'00	00-'01	01-'02	02-'03	03-'04	04-'05	05-'06	06-'07	07-'08	08-'09	
1	67	18	36	18	36	18	18	36	36	36	18	
2	38	63	18	36	36	36	18	34	36	36	36	
3	37	38	62	18	36	36	36	18	36	36	36	
4	35	31	40	62	22	36	36	36	22	44	44	
5	57	33	28	45	66	22	36	36	44	22	44	
4&5	92	64	68	107	88	58	72	72	66	66	88	
6	25	59	37	28	48	66	22	36	38	44	32	
7	30	27	56	37	72	48	66	22	38	38	44	
8	11	31	23	56	72	72	48	66	44	38	40	
6,7,8	66	117	116	121	192	186	136	124	120	120	116	
Total 1-8	300	300	300	300	388	334	280	284	294	294	294	
9					85	85	85	85	81	81	81	
10					85	81	81	81	78	78	78	
11					0	81	77	77	75	75	75	
12					0	0	77	73	72	72	72	
9,10,11,12	0	0	0	0	170	247	320	316	306	306	306	
Open slots					42	19	0	0	0	0	0	
Total 9-12					212	266	320	316	306	306	306	
Total School	300	300	300	300	600	600	600	600	600	600	600	
# of Teachers	14	14	14	14	25	26	27	27	27	27	27	

Not listed above: Art (1), PE (1), Science Resources (1), Music (.5), Special Ed. (.5), Lower Spanish (.5), and Computer (.77)

**NARRATIVE SECTION OF
CHARTER AMENDMENT
FOR ADDING GRADES 9-12**



DEPARTMENT OF EDUCATION
THE TOWNSEND BUILDING
P.O. BOX 1402
DOVER, DELAWARE 19903-1402
DOE WEBSITE: <http://www.doe.state.de.us>

VALERIE A. WOODRUFF

Secretary of Education
Voice: (302) 739-4601
FAX: (302) 739-4654

March 16, 2001

Gloria Homer, President
Board of Directors
Campus Community School
21 North Bradford Street
Dover, Delaware 19904

Dear Ms. Homer:

At yesterday's meeting of the State Board of Education, approval was granted for Campus Community School to modify its charter to: expand its educational program to include grades 9-12; increase its total enrollment by an additional 300 students; and conduct the grades 9-12 education program at a separate site off the Wesley College campus.

The Secretary of Education and members of the State Board of Education accepted the recommendations of the Charter School Accountability Committee (enclosed), which included a number of conditions placed on the school's charter. The first condition requires that the school submit a purchase agreement on the property at 350 Pear Street by March 31, 2001.

In addition to the conditions included in the enclosed recommendations from the committee, the Secretary and State Board placed this condition on the school's charter:

- 9) In addition to the review of the performance of the school for charter renewal at the end of school year 2005-06, the Department will conduct a review of the performance of the school at the end of school year 2004-05.

Please feel free to call me if you have questions. As always, I can be reached at 739-4629.

Sincerely,

Larry Gabbert
Charter Schools Office

Enclosure

c: Mr. Allen Zipke, Administrator, Campus Community School

CAMPUS COMMUNITY SCHOOL CHARTER AMMENDMENT
APPLICATION NARRATIVE
Overview

1. Introduction

The Campus Community School proposes to serve an additional 300 students, and add grades 9 through 12. The school will primarily serve students in Kent County, but is open to all eligible students in Delaware.

The school's target population in grades 9-12 will be students who desire to work in a non-traditional environment that promotes self-directed learning through structured sets of problem-based activities, and culminates in a senior thesis based around a declared "major". The school will actively recruit high school age students who are at risk for unrealized potential in a traditional high school setting, and who are capable of working in an educational environment where "student as worker" replaces "teacher as teller" as the classroom norm (Sizer, 1999). It is expected that students will continue their education in college and beyond, and because of their educational experiences at Campus Community School in grades 9-12, will have the requisite skills to succeed in college and become productive, thoughtful, caring professionals who can create, rather than simply consume knowledge.

The curriculum will be theme-based, integrated across and within disciplines, and focus on three aspects of student growth: Growth in knowledge (to academic standards that exceed state benchmarks); growth in skills (critical thinking/reflection, communication through multiple texts, technological literacy, and research); growth in personal qualities (persistence, tolerance of ambiguity, work ethic, and self directed learning). Though not structured around 50 minute classes, students will participate in highly structured and closely monitored learning activities that have clear and meaningful learning outcomes and assessments that will provide teachers and the student with an on-going picture of their growth in knowledge, skills, and personal qualities.

Parent communication will be assured through regular student/parent/teacher conferences. Conferences will be student-led and portfolio based, as they are currently being done in grades 1-8. Students in grades 9-12 will be accountable to a team of teachers, who, in collaboration with the student, establish and continually monitor learning goals. A team of teachers will follow the student through four years by means of an advising system similar to that found in college. It is anticipated that seniors may spend a portion of their instructional time in college courses and another portion working with a faculty advisory committee to research, design, implement, defend, and publish a senior thesis. The purpose of the senior thesis will be to demonstrate the student's depth of knowledge in a chosen content area, their ability to think critically, and their ability to communicate and defend knowledge they have created. Because curriculum will be tailored as much as possible to individual learning needs, the student to teacher ratio be no greater than 25 to 1. A full time career counselor will become actively involved with each student during the last two years of the program to advise and facilitate college or professional training choices.

Though parental support for the educational model is viewed as crucial to student success, primary emphasis will be placed on students taking responsibility for their own learning, and for making and keeping commitments within the school and in the communities to which the school links them.

Campus Community School will continue to be housed on the campus of Wesley College. The school will lease additional property from Wesley who will construct a building on the property to accommodate the expanded student population. The school will extend its contract to utilize Wesley's other facilities as needed. The extant Campus Community School Board will continue to have oversight and has assumed responsibility for extending and maintaining the existing contractual agreement with Wesley College to accommodate the expansion. The school will continue to have a single administrative head, but a deputy administrative head will be added, as will an additional administrative assistant. A separate site based decision making team will be formed for grades 9-12.

2. Statement of Need

Students need to come from high school with knowledge and skills that will allow them to seek out and take advantage of multiple options – including pursuing a college education with a clear purpose in mind. To produce students with these capabilities, teachers must require students to become thinkers, doers, and “knowers” and have as every student’s ultimate educational goal, self-directed learning.

The traditional high school, based upon the top-down production model of 19th century factories, is no longer viewed as compatible with today’s educational needs. The current educational climate is standards-based, grounded in constructivist tenets of education, and supported by research in cognitive psychology. Students and teachers in a factory-model high school can be deprived of functioning to their maximum learning and teaching capability. Many of the instructional features that have evolved within the factory model, e.g. academic tracking, 50 minute classes that have little connection with one another, or the “real world”, often do little to meet the needs of the diverse learning styles and learning cultures research has shown that people come to school with- especially students from minority populations or from lower socioeconomic backgrounds. Alternatively, highly motivated students need a learning environment that empowers their thinking/learning capability rather than forces them to conform to the “consumer of knowledge” norm common in the teacher-directed classroom of the factory model high school.

Alternative high school models, demonstrated to be more compatible with current educational goals, focus on site-based management, teacher ownership of the curriculum, individual student accountability for learning, and project-based learning. Implementation of such models have a more likely chance to succeed, as research has shown outside of existing public high schools entrenched in the factory model.

Traditional high schools, by virtue of their sizes and organizational structures, have the potential to restrict rather than empower their teachers to experiment with and take ownership of the curriculum, interact with their peers around school improvement issues, or implement substantive school-wide change in response to student needs.

Campus Community School is structured to allow for site-based management. Teachers collaborate to plan and implement curriculum, and have the power to change it in response to student needs for growth toward maximum learning potential. The model has worked successfully in grades 1-8, and those involved in the school believe the time is right to extend the model to grades 9-12, where, perhaps the need for such a model in the State of Delaware is even greater. The following strategies for improving student performance and achieving self-directed learning have been successfully implemented in grades 1-8, and will be utilized in grades 9-12:

- All teachers work as a unit to create and tailor curriculum to students and their instructional needs.

- All teachers work together to design, implement, and monitor a project-based curriculum that is interdisciplinary and vertically connected.

- Student growth is assessed from three perspectives (knowledge growth, skills growth, personal qualities growth) rather than one (knowledge growth only).

- Student learning is linked to two communities outside the school – a higher education community, to expose students to the next level of learning, and the community at large, where students participate in community based activities, and invite members of the community in to share their perspectives. This concept will be extended in grades 9-12 through the addition of service

learning requirements that help students gain insight into lives that are other than their own as they work on identified problems in local communities.

Traditional high schools are beginning to struggle with these ideas, driven largely by the standards-based environment and changing corporation governance norms. But a charter environment such as Campus Community, where stakeholders are in their third year of "working out the bugs" of the model probably has a greater chance for early success; and can therefore be of use to public high schools by acting as an incubator for alternative curricular models with re-structured instructional delivery goals and strategies.

The obstacles that Campus Community School has experienced in attempting to share its emerging model, practices, and strategies with public schools and public education entities are probably all time-related and undoubtedly generic to all charters. Nevertheless, from the school's perspective, these are the present-day realities:

- Campus Community has completed its second year of operation, and the model, though transferable, is still evolving, as is the reputation and credibility of the school.

- The inertia of the current structure in public education – (particularly high schools) prevents alternative models from being tried.

- Teachers and administrators in the current system often hold the view that it is students who have limitations rather than the system.

- The prevalent public idea appears to be that charters are either elitist or "special need" schools, and are not "interested" in, or cannot meet the needs of the general student population.

- There is an urgent need for those charged with supporting charter schools to sort accountability issues from compliance issues (those which tend to stifle rather than promote innovation, and tend to make charter schools more like traditional schools).

Members of the CCS management team participate in the state's current Curriculum Cadre, though they have not formally been invited to do so. They have, and will continue to make themselves available to DOE personnel for input and information about their school and its programs, though DOE personnel have never approached them to request such a forum. They publish information about the school on their web page, and are moving toward making their curriculum and instructional strategies accessible electronically. They have held, and will continue to hold open house for other district personnel, teachers, and the general public in the hope that increasingly larger numbers from all entities will choose to attend.

3. Qualifications of the Applicant

The Campus Community School Board of Directors seeks in this application to extend its current charter to allow the school to admit an additional 300 students, and extend the grades it serves up to Grade 12. The Board has demonstrated its qualification by successfully establishing and running the extant school for two years, in that the school's performance goals have been met or exceeded.

The narrative portions of this amendment that describe the Overview, Mission, Education Plan, Accountability, and Assessment for grades 9-12 was written by B. Patricia Patterson, M.S., Ed. D., Associate Professor of Education, and Director of Education Outreach at Wesley College, in collaboration with the grades 6-8 teachers and one grade 4-5 teacher from the School. Dr. Patterson wrote the educational portion of the initial charter. Mrs. Gloria

Homer, President of the CC Board of Directors authored the financial and other portions of the charter and this amendment.

With the addition of grades 9-12, the board will extend its membership to include at least one parent member of high school age students, and one teacher in grades 9-12.

4. Documentation of Incorporation

The Articles of Incorporation for the Campus Community School are attached in Appendix A.

5. Mission and Purpose of the School

The Campus Community School's mission is to prepare learners to direct their own learning, to view learning as a lifelong endeavor, and to view themselves as capable, productive, proactive members of society.

Campus Community School believes that the best way to implement its mission is through a social constructivist approach to learning and teaching. Teachers are expected to design and implement curriculum and participate in professional development in a manner that reflects the following beliefs about learning and teaching:

- knowledge is connected, hierarchical, and grounded in experience;
- knowledge is constructed from purposeful and meaningful sense-making activities;
- knowledge construction is a collaborative effort between learners and teachers;
- the role of teachers is to create a collaborative learning environment in which to share meaning, and in which the "student as worker" instructional norm replaces that of "teacher as teller";
- teachers are active researchers who view learning as a process and are always moving toward the goal of creating a collaborative learning community;
- thinking skills and productive habits of mind can and should be taught as an integral part of the curriculum; and
- students have individual differences which should be attended to in designing instructional approaches.

Based upon these beliefs, the goal of Campus Community School is to create a learning environment in grades 9-12 that will:

- 1) Empower high school age students to become self- directed learners and provide them with the knowledge and skills that will maximize their potential to successfully pursue a degree in higher education and become lifelong learners.
- 2) Empower teachers to work collaboratively to manage student learning and plan and implement curriculum that creates a microcosm of contextual learning which mirrors the real world.
- 3) Empower teachers to become action researchers around their own practice and that of their peers.
- 4) Serve as a model of site-based management that can streamline and improve services to individual students to directly meet their learning needs.

- 5) Serve as a model for how to create and deliver integrated curriculum within and between disciplines at the high school level.
- 6) Serve as a model for professional development of teachers that is school-based and oriented to action research on teaching and learning.

6. Educational Program

Instructional Approach

The umbrella theme in grades 9-12 will be "Self in Society", which extends the 1-8 theme of "A Better Self, a Better World" and extends the school's goal from that of preparing self-directed learners entering Grade 9, to preparing self-directed learners capable of preparation as socially aware, proactive participants in a higher education or professional setting.

The workshop format, where "student as worker" replaces "teacher as teller" as the instructional norm will be the primary approach to instruction. Project-based learning activities will be designed collaboratively by high school faculty in conjunction with contracted Wesley College faculty during an in-service course prior to and/or after each school year.

Teachers are expected to team teach in the Humanities Core (described below), and work collaboratively to assure that their stand-alone discipline courses are: 1- integrated around the themes and central organizing ideas that define their discipline; 2- tied to the essential questions of the Humanities Core; and 3- delivered in a workshop format that engages students in learning tasks that require them to utilize epistemological skills to acquire knowledge. 4- contain content and competencies that meet or exceed the Delaware State Content Standards for Grades 9-12.

Each teacher or team of teachers will be required to write a syllabus for every course they offer, whether it is a required course or an elective. The syllabi will be published each summer prior to the beginning of school, and will contain the following elements:

- Course name and description from the course offerings catalog (published annually);
- Learning goals for the course (intended to serve as a content summary for the knowledge component of the course)
- Learning outcomes for the course with measurable student products;
- A tentative course calendar with assignment due dates;
- Grading/assessment criteria;
- Bibliography and list of resources for students.

Curriculum will be integrated around topical school-wide themes that present students with a connected picture of earth's evolution, the growth of human knowledge and cultures, the evolution and organization of the disciplines, and the context and conditions of our current global society. This thematic approach will be connected longitudinally over a four year sequence of courses known as Humanities Core I, II, III, & IV. (See Course Descriptions Appendix B).

Curriculum content will conform to the framework of goals and outcomes outlined below, and is designed to meet or exceed the state's content knowledge standards, performance indicators, and graduation requirements. AAPHED standards were consulted for the physical education/health components, and fitness/nutrition goals are written to conform to them.

Assessment of Student Progress

In addition to the administration of the standardized tests listed here, student progress toward the learning goals defined below will be monitored individually using a student portfolio. Quarterly conferences with faculty adviser, parent, and student will be portfolio-based. Portfolios will contain student products that exemplify and justify the student's progress, or lack thereof. Students must meet specific performance criteria set by the

teachers (as well as those set by state testing) in order to advance to the next level of the high school's program, and to graduate with a full certificate from the program.

Remediation and improvement plans will be written for every student in need of extra work and instruction to achieve the next level in the program. It will be the responsibility of the faculty advisor to monitor student progress, and re-assess the improvement plan periodically.

Portfolio reviews have replaced traditional parent-teacher conferences in grades 1-8 at CCS, and this model has proven to have great success in creating a collaboration between student, teacher, and parent that places responsibility on the student for his/her own learning and progress. Some products in the portfolio are chosen by the student, and others by the teacher. In the high school it will be the faculty advisor in collaboration with the student's teachers who chooses these pieces.

Learning outcomes and their assessments will be purposefully linked to learning activities designed to promote and evaluate student growth in three areas:

Knowledge growth – defined as what students know. Growth in student knowledge will be assessed using criterion referents based on state and national content standards during the four year program, but extended to in-depth knowledge of a broadly defined field of study chosen by the student in the third and fourth year of their program. Such fields of in-depth study (or “majors”) will include: Humanities (literature, history, language), Social Sciences (international studies, American studies, political science, economics, law, business, psychology); Communications (media studies, journalism, photography); Science and Mathematics (life, physical, environmental, health professions, advanced mathematics); and Creative Arts (dance, music, art, theatre, creative writing). Students will be introduced to each of these areas in their first two years through a variety of electives. Students who wish to complete a major or subject concentration in Year Three and Four will be required to take at least three and no more than five additional units of coursework in their chosen concentration. Students will also have the option of being “undeclared”, which means they can choose their additional three to five courses from an array of advanced elective courses. The faculty advisor will create a program of study with the student entering Year III. Fourth year content courses may be taken at the college level for students meeting the criteria set mutually by the college and the CCS faculty, and will count to satisfy both high school requirements and serve to transfer as college credit. Table 2 specifies content and indicators/student products that will serve to assess student growth in knowledge. Students in CCS will take the Delaware State Standardized Tests at the state-mandated grade levels, the P-SAT's in Grade 10, fall. And the SAT's in Grade 11 and /or 12.

Skills growth – defined as what students are able to do (epistemological skills). Teachers will work collaboratively and across disciplines to create a curriculum that is project-based, and designed to promote student use of and growth in the following four epistemological skills:

1- **Critical Thinking & Reflection.** Critical thinking is defined as the ability to analyze features and relationships; the ability to synthesize entities, elements, and ideas; and the ability to evaluate assess and make judgments. Reflection is defined as critical thinking focused on the self, toward the goal of growth

2- **Technological Literacy,** defined as the ability to identify, evaluate, synthesize, organize, create, and communicate knowledge through a variety of electronic media.

3- **Communication with Multiple Texts,** defined as the ability to communicate meaning through a variety of media, including the read, spoken, and written word, graphic representation, movement, and the arts.

4- **Research,** defined as the ability of evaluate existing information and knowledge and formulate questions that can lead to the production of new knowledge.

Personal Qualities growth – defined as pre-dispositions (beliefs) that influence actions and choices. Teachers will build in the teaching and development of these qualities when

they design learning activities. Students will evaluate themselves and teachers will evaluate their students for growth of these qualities, based on specific indicators, throughout their program of study. There are four qualities stressed in the curriculum :

- 1- Persistence, defined as not being defeated by failure and the ability to work through obstacles.
- 2- Tolerance of Ambiguity, defined as the ability to suspend judgment and argue from multiple points of view, being open to new learning experiences and approaches, the ability to accept uncertainty, and being able to view learning as a process.
- 3- Work Ethic, defined as being dependable, reliable, on time, well prepared, consistently engaged, respectful of others' time, and able to prioritize responsibilities.
- 4- Self-directed Learner, defined as taking responsibility for assignments, demonstrating thoughtful engagement in learning, making connections between classes on own, and using self-evaluation to set personal goals

Curriculum Scope and Sequence

Delaware currently requires seniors to complete 22 units in order to graduate from high school. Additionally, passing the DSST will be a graduation requirement beginning in 2003. The proposed high school at Campus Community School will require 24.5 units for graduation which will include at least two years of a foreign language, community service, and a senior thesis within a "major" or defined topic, for undeclared students (See Table 1). As stated above, DSST's, P-SAT's, and SAT's will be administered in the appropriate grades. Other assessments, linked to student outcomes and state standards are described below and in the previous section.

During their first two years, students will take a major portion of their required courses in an integrated block known as the Humanities Core. The core will be interdisciplinary in nature, as specified in Table 1B, and in the course descriptions attached to this document as Appendix B. Because the Humanities Core is interdisciplinary, portions of specific subject requirements will be met within the core, while other portions will be met in stand-alone courses outside the core.

For example, in Year I, the Humanities core includes .25 credit in Mathematics, where students are introduced to the historical context in which mathematical thinking and theory arose, and are asked to compare and contrast a variety of number and numeration systems. Yet students in Year I also take a one unit stand alone course known as Integrated Mathematics (I), where they explore the concepts and theory of basic mathematical operations, algebra, geometry, and probability using a problem solving approach. Thus at the end of Year I, students have satisfied 1.25 of their required 3 mathematics units for graduation.

This unit split is also evident in science and social studies. In English/Language Arts, literature is covered in the core, for .5 credits each year, while writing, reading, and speaking is covered as a .5 credit in stand-alone Writers' Workshops.

Content of the integrated (and all required) courses is described in more detail in the attached course descriptions. It will be the responsibility of the teachers, once hired, to create and describe courses that are discipline specific and stand-alone. Humanities major – literature concentration, Mathematics major, and Humanities major- history concentration are included as examples of what a major program of study should contain. Mrs. Heidi Green, middle school teacher at CCS wrote the Literature/English course descriptions. Mrs. Cheryl McKee, middle school mathematics teacher at CCS wrote the mathematics program of study, and Dr. J. Thomas Sturgis, Professor of History and Education at Wesley College, wrote the History program of study (See Appendix B). The summer prior to opening of the high school, teachers will work in collaboration with Wesley College education faculty to design the courses for other majors/concentrations that do not have programs of study or course descriptions during in-service. The structure and course content of these majors will be determined by faculty area of expertise. Syllabi and a complete course offering catalog will be published the summer prior to the school's opening.

Table 1 A: Campus Community School Promotion and Graduation Requirements For Grades 9-12
(24.5, minimum units to 26.5, maximum units)

# Units	Subject	Year 1	Year 2	Year 3	Year 4
4	English/ Language Arts	1	1	1	1
3	Mathematics	1.25	1.25	.5 +	(elective)
3	Science	1.25	1.25	.5 +	(elective)
3	Social Studies	1.25	1.25	.5 +	(elective)
2	Technology & Its Applications	.25	.25	.75	.75
1.5	Health & Fitness	.5	.5	.25	.25
2 (electives)-----	Language	1.0	1.0	-----	-----
2	Visual/Performing Arts	1.0	1.0	-----	(electives)-----
3	Electives in Major	-	-	1+	2 +
.5	Community Action Project	-	-	.5	-
.5	Senior Thesis	-	-	-	.5

TOTALS (24.5) 7.75 7.75 5.0+ 5.0+

+ indicates that electives may be taken in addition to the minimum units required to graduate.

NOTE: 1 unit = 5 hours of class time/week for 180 days; .5 unit = 2.5 hours of class time/week for 180 days; .25 units = 1.25 hours of class time/week for 180 days.

Table 1 B. Course of Study by Year, Campus Community School, Grades 9-12

<u>Year 1 – All Students (7.75 units)</u>	<u>Year 2 – All Students (7.75 units)</u>
Humanities Core I (2.5 units) World Literature I (.5) Evolution of Mathematical Theory (.25) Development of Scientific Thought (.25) Ancient and Medieval Art Forms (.5) History and Culture of the Ancient World (1) Integrated Mathematics I (1) Integrated Science I (1) Problems in Civics (.25) Studio Elective (.5) Technology I (.25) Language Elective (1) Health/Fitness Elective (.5) Communications I (.5)	Humanities Core (2.5 units) World Literature II (.5) Mathematical Thinking (.25) Science as Inquiry (.25) Art in the Renaissance (.5) History /Culture of the Renaissance (1) Integrated Mathematics II (1) Integrated Science II (1) Problems in Economics (.25) Studio Elective (.5) Technology II (.25) Language Elective (1) Health/Fitness Elective (.5) Communications II (.5)
<u>Year 3 (5 - 6 units)</u>	<u>Year 4 (5-6 units)</u>
Humanities Core III (2.5 units) World Literature III(.5) Problem Posing in Mathematics (.5) Current Issues in Science and Technology (.5) American Studies (.5) Problems and Solutions in Contemp. American Culture/ Community Action Project (.5) Communications III (.5) Technology and its Applications III (.75) Health and Fitness (.25) Electives in Major (1-2)	Humanities Core IV (1.5 units) Literature of Choice IV (.5) Communications IV (.5) Senior Thesis (.5) Health and Fitness (.25) Technology and its Applications IV (.75) Electives in Major (2-3)

7. Measurable Student Performance Objectives

The overall student achievement objective of the school is for every student to exhibit growth in knowledge and skills, as detailed in this section equivalent to one grade level for each year. For students who do not meet these achievement goals, an individual improvement plan will be implemented.

Using the indicators for Knowledge, Skills, and Qualities Growth defined in Section 6, above, students in the high school will be expected to meet the following performance objectives. (Course products/activities, and other instruments by which assessment occurs are listed parenthetically):

- Demonstrate growth in knowledge about ancient and modern human cultures and the historical evolution of thinking and knowledge in the disciplines (Humanities Core competency exams, responses to cases, projects and presentations).
- Demonstrate increasingly elaborate knowledge of the major theories, tenets, and ideas in each discipline -English/Language Arts, Social Studies, Science,

Mathematics. (DSST as Grade 10; PSAT's at Grade 11; SAT's, Grade 12; Course products, pieces in student portfolios) .

- Explain the relationship between the knowledge structure of a discipline and its epistemology (examinations, activities, research projects in Humanities Core I, Integrated Mathematics I & II, Integrated Science I & II, Problems in Civics, Problems in Economics).
- Utilize knowledge about ancient and modern human cultures, to understand and explain the world in which they live (Problems in Civics, Problems in Economics, case responses and research projects).
- Explain observed processes and phenomena on the earth in terms of the underlying physical principles that govern the processes in the universe, on the earth, and within and between living things; and demonstrate knowledge of how these ideas have changed over time. (Integrated Science I and II, inquiry investigations, cases, comprehensive application of knowledge examinations).
- Demonstrate the ability to use the process of inquiry in a variety of scientific investigations (student products in Science I and II, and in major/senior thesis).
- Apply knowledge of mathematical principles and computational skills to contextual problems that require mathematical solutions or would be supported by mathematical descriptions (Integrated mathematics I and II).
- Demonstrate growth in knowledge of mathematical principles and concepts of basic mathematics, numbers and numeration systems, geometry, algebraic functions and relations, and probability and statistics.(Mathematics I and II exams and projects).
- Demonstrate growth in the ability to employ appropriate computational skills successfully when solving a variety of mathematical problems.(Mathematics I and II competency exit exams).
- Demonstrate growth in the ability to communicate ideas and knowledge through written, spoken, visual, technological, and performing media (Technology I- IV, Language I,II, Writer's Workshop I-IV, Studio Electives course products).
- Apply knowledge of health and fitness to design and implement an individualized nutrition and fitness program (Health and Fitness).
- Demonstrate growth in proficiency in team and individual lifelong and/or competitive sports (Health and Fitness).
- Demonstrate growth in the ability to think critically and reflectively (Selected course products containing evidence of indicators named above; senior thesis).
- Demonstrate the ability and skills necessary to be a self directed learner (independent course projects, senior thesis).
- Demonstrate growth in personal qualities (anecdotal information linked to specific course products and activities, self-evaluation, advisor/ teacher evaluation).
- Demonstrate readiness for college or professional training (senior thesis, successful completion of major course program of study, SAT scores ; 10th grade state scores in all subjects, subject knowledge SAT in major and/or AP exams).

Admissions Policies and Procedures

8. Recruitment and Admission

Students for grades 9-12 will be recruited using the same guidelines and procedures the school currently uses. CCS plant to enroll 75 students in each of the newly added grades of 9-12. However, if there are insufficient numbers of applicants to do so, we will enroll additional students in grades 7 and 8, or in a manner that best fits the class-size requirements for the school. CCS will advertise as widely as possible in newspapers and through other media. There will be a series of public information meetings the year prior to the addition of grades 9-12. Flyers and posters will also be distributed throughout Kent County, and advertisements will be placed in local papers. Student/parent interviews of applicants will be conducted to assure that parents and students fully understand the philosophy and instructional approach of the school, and parents and students will be asked at the time of enrollment to indicate in writing that they do understand and will abide by the parent contract

as a condition for their child's admission.. As in the past, additional effort will be made to increase the number of minority applicants to the school. Though the number of applicants of minority for last year's lottery exceeded the percentage of diversity reflected in the county, the school's diversity is only on par with Kent County. The school will continue with its increased recruitment efforts in the local community, but expects the state to recognize the exigencies of the lottery for maximizing diversity.

9. Over-enrollment

Should applications for enrollment exceed the number of slots available, a lottery will be conducted, using the guidelines by which the school currently conducts its lottery for grades 1-8. These guidelines are found in Appendix C. A copy of the Parent contract and handbook are attached to this document as Appendix D. The current handbook and parent contract will be amended where necessary to meet the particular needs of the high school age student and their families.

10. Preferences

Students will be given preference for enrollment in accordance with current Delaware legislation. CCS currently uses preferences for siblings and children of staff or founders.

11. At-Risk/Special Education Student Accommodations

Campus Community currently accommodates special education students in an inclusion environment. There are two half time certified special educators who maintain IEP's and work with classroom teachers to design instruction for special needs students. This inclusion model will be the same for grades 9-12.

Every student in grade 9-12 will have personal portfolios. A faculty advisor will monitor each of their advisee's progress. Students needing extra help will be given that based upon improvement plans written collaboratively with the students and his/her parents. It will be the job of the student's faculty advisor to assure that their advisee's needs are being met.

Administrative/Management Operations

12. Board of Directors

The current Board of Directors will oversee the establishment and operation of the high school. At least one parent and one teacher from grades 9-12 will be elected to the board before the second month of operation.

Member roles and responsibilities are laid out in the Board bylaws, which are attached to this document at Appendix E.

The Board will extend the current contractual agreement with Wesley College personnel for staff development to include teachers in grades 9-12; and will negotiate an expanded articulation agreement with the College for space utilization, and other services as needed. The current articulation agreement is attached to this document as Appendix F

13. Staffing

13.5 additional faculty will be hired, creating a teacher/student ratio no larger than 1:25. Teacher aids will be hired to lower this ratio. The school will continue to have a single administrative head and school nurse, but an assistant to the administrative head and an assistant to the administrative assistant will be hired. The current physical education position will be converted all grades. A full time counselor will also be hired. This person will serve to assist upper level students with the college placement process, and work with grades 1-8. One of the half time special education positions will be converted to a full time position. Additional teacher aids will be hired, some of whom will be designated to work with special needs students within the classroom, and others who will generally assist teachers.

The school will conduct a national search for content specialists who are certified, or certifiable in Delaware, and who are interested in teaching in a collaborative, constructivist-based setting. It is anticipated that content specialists will be hired in Mathematics, Science, Social Studies, Language Arts, Fine Arts, Physical Education, Foreign Language, Special Education, and Counseling. Students in their third and fourth year who meet criteria laid out by CCS faculty and Wesley College, will have the opportunity to take a variety of college level courses in their "major" areas.

The Administrative Head will use the attached timeline for hiring 9-12 teachers. If non-certified teachers are hired, they will be required to enroll in Wesley College's Masters with Initial Certification Program, and obtain their certification within three years.

The current staff handbook will be used to govern salaries, contracts, hiring and dismissal. The handbook is attached to this document as Appendix G.

14. School Accountability

School Governance

CCS is governed by a Site Based Decision-Making Team, which oversees the running of the school, creates policies, and makes recommendations to the Board of Directors. The Site Based Team is charged with assuring the school meets its mission and goals. The Board of Directors sets policy and hires or terminates personnel, and generally accepts the recommendations of the Site-Based Team. The Site Based Team is composed of elected parents and teachers, the school administrator, and non-voting representatives from the PTA and Wesley College.

Staff Governance and Accountability

Campus Community School staff are accountable to one another in professional development teams, are accountable to other teachers on their grade level teams, and are accountable to the faculty at large for vertical curriculum planning and instructional policy and practice design and implementation.

Teachers complete a Professional Development Plan each year. In their plan they review their current year (after collaboration with their peer teacher and education faculty from Wesley), and set goals for the next. This plan is attached in Appendix H. The timeline for review of teachers' professional development plans, and yearly evaluation is attached to this document in Appendix H. If called for, recommendations can take the form of improvement plans with specific goals. These plans are created collaboratively with one's peer teacher and education faculty from Wesley College.

Staff at CCS meet two days per week to assess goals, discuss and solve problems, and design curriculum. Wesley education faculty often facilitate these meetings.

Staff elect three teachers each year to the Site Based Team, and designate one of them as their lead teacher.

Accountability to Parents/Parent Accountability

The School Administrator serves as a liaison to parents, but many teachers work with parents directly. Parents also elect two voting members to the Site Based Decision Making Team, and are represented by non-voting member – the sitting president of the PTA.

The Board of Directors conducts two parent satisfaction surveys each year to identify any emerging concerns.

Parents are accountable to the school by virtue of the conditions of the Parent Contract. A similar contract will be signed by parents and students in grades 9-12.

Fiscal/ State /Federal Accountability

The school uses the state system for budget and finance.

The School Administrator reports budget and financial records to the appropriate state agency.

The School Administrator completes the unit count, and all other annual reports required by the Department of Education.

The School Administrator arranges for all state and national standardized tests that the school administers, and receives and disseminates the scores to teachers and parents.

The School Administrator attends meetings of the Curriculum Cadre to be informed of state curriculum initiatives.

The special educator maintains and reports all IEP's for students with a special education designation.

The CCS Board approves a school budget annually and must approve major expenditures that differ from that budget.

Collaboration with Wesley College Department of Education

The authors of the mission and goals in the charter work closely with those who enact the vision. Wesley College education faculty are contracted for staff development and work with teams of teachers to assure their professional needs are met, and that instructional goals and strategies align with the mission and goals of the school.

Wesley education faculty provide at least two in-service/graduate level courses for CCS staff each year, serve as advisors to professional development teams and the Site Based Team, and collaborate with CCS teachers who supervise teacher candidates' methods practicum.

Should the high school hire a teacher who is not certified, that teacher will receive graduate training from Wesley College in the Masters with Initial Certification Program, an alternate route to state certification aligned to the mission and goals of the charter.

Wesley College Education faculty will be contracted to provide staff training for interdisciplinary curriculum writing to the high school staff. The education faculty will provide the high school faculty with contacts in other college departments to enable juniors and seniors in the high school to take some of their major courses at the college level.

15. Facilities

Wesley College will build, by July 2002, approximately 19,542 square foot of new space on Wesley College campus to house the additional 300 students. The facility will also include music and other common rooms that will be used by all CCS students, including Bradford Hall pupils. In addition, Wesley College will provide additional space for a resource center and other activities in its current College Center buildings as well as space in other college holdings, including its fields and parking areas.

CCS will lease the newly-constructed space for approximately \$200,00 per year for 30 years, after which time the facility will be free to CCS for the remainder of the 50-year lease. CCS will pay for all utilities and maintenance for the new space. CCS and Wesley College will complete an agreement concerning the use and exact cost of the new space and other Wesley College holdings prior to construction scheduled to begin in January 2001.

16. Transportation

Currently CCS leases vans from Fleet Services and hires drivers for transport of students within a 5 mile radius of the school. This arrangement will continue when the additional 300 students are enrolled.

17. School Meals

Students will either eat in the College cafeteria or bring a bag lunch and eat in the high school.

18. Start-Up Activities

2000:	Oct 15	-CCS and Wesley sign agreement for new space
	Dec 1	- State Board approves charter amendment
2001:	April 1-July 30	- Advertising for school in local media and mailings
	August 1	- Complete course offering and informational brochure published and disseminated

	September 1- Dec 15	- Community information open houses & student recruitment
2002:	January 1 – March 15	- Teacher recruitment
	January 1	-Application deadline
	January 15	- Lottery, if needed
	January 30-Feb 28	- Parent/student meetings with school staff
	March 1	- Deadline for parental commitment for enrollment
	April 1	- Teachers hired - School-Based Decision Team created and begins to meet
	June	- Staff in-service
	July	- 2002-2003 Course Offerings Published - Move into building
	August	- School begins

Financial Viability

19. Projected Budget

20. Financial Operations

The school will continue to be part of the state system.

21. Legal Liability

The current insurance policies will be extended to include grades 9-12.

22. Student Discipline Policies

The current parent/student handbook is attached to this document as Appendix _____. It will be amended to address areas specific to the needs of high school students where appropriate.

23. Health and Safety

The current school nurse will serve the additional three hundred students. He/she will be responsible for administration of all medications, maintenance of all health records, and work in conjunction with the special educators and speech therapist to set up and implement IEP's where appropriate. The nurse will report directly to the School Administrator.

Appendix B. Course Descriptions

Required Courses

Humanities Core I

The first of four interdisciplinary courses. Core I introduces the student to a holistic view of the ancient world and its early human civilizations and cultures, up to and including medieval times. Students will study the literature, history, art and artifacts, geography, numeration systems, economic and social structures, technology, and philosophies of early civilizations to gain a contextual picture of early and medieval cultures worldwide, and their impact on current cultures in a global society. Specific course content for each discipline is found below.

2.5 units, meets 5 days/week in morning or afternoon block (2.5 hr).

Humanities Core II

The second of four interdisciplinary courses. Core II introduces the student to a holistic view of the world during the Renaissance/Reformation eras. Students will study the literature, history, geography, art and artifacts, numeration systems, economic and social structures, technology, and philosophies of human cultures during the Renaissance, and up to the 18th century. Students will apply this knowledge to gain insight into and explain current cultures in a global society. Specific course content for each discipline is found below.

2.5 units, meets 5 days/week in morning or afternoon block (2.5 hr).

Humanities Core III

The third of four interdisciplinary courses. Core III builds on student knowledge about ancient and early modern cultures and emergent discipline structure to a study of the early and modern Americas and their cultures. Students will study the literature, history, art and artifacts, geography, economic and social structures, technology, and philosophies – including mathematical and scientific thinking from the 18th century to the present. Students will apply this knowledge to the research, design and implementation of a community action project. Specific course content for each discipline is found below.

2.5 units, meets 5 days/week in morning or afternoon block (2.5 hr).

Humanities Core IV

The final of four interdisciplinary courses. Core IV allows students to design an independent investigation within the theme, "Self in the Global Society". The senior thesis, based on the major, will be part of Core IV. Specific course content for each discipline is found below.

1.5 units, meets 3 days/week for 2.5 hours.

Integrated Science I

Introduces students to the underlying physical principles that govern earth's processes. Students pose questions and carry out investigations to understand the fundamental principles of physical and earth science.

1 unit.

Integrated Science II

Introduces students to the underlying nature of matter and the physical processes that govern earth's organisms and their interactions with their environment. Students pose questions and carry out investigations to understand the fundamental principles of life science and ecology.

1 unit.

Integrated Mathematics I

The first course of a two year program. This program will investigate algebra as it relates to geometry, statistics, and discrete mathematics. This course will cover such topics as evaluating statistical plots, determining measures of center and variance, exploring linear and nonlinear functions in graphical and table form, developing and solving linear equations

and inequalities, writing and evaluating exponential functions. These algebra topics will then be used to investigate three dimensional geometry, determining various levels of symmetry and transformations, surface area and volume, triangle geometry.(1 unit).

Integrated Mathematics II

The second course of a two year program. This course will enrich the algebraic knowledge gained in course I by solving systems of equations, creating and manipulating matrices, finding midpoints and distances of segments in the coordinate plane, exploring similar figures and developing models through equations, tables, and graphs. Also algebraic topics will be expanded to include such concepts as evaluating and solving quadratic equations, laws of exponents, radicals and roots, unit circle and radian measurement and trigonometric ratios and graphs. Real world problems will be investigated through simulations focusing on combinations and permutations, probability, dependent and independent events and expected value and fair price. (1 unit).

Technology I

Students learn how to find and evaluate information on the internet, create and deliver powerpoint and other multimedia presentations, become comfortable and conversant with a variety of peripherals and their purposes for creating and communicating knowledge. Students must pass a competency examination to progress to Technology II and have the option of testing out of the course into Technology II. (.25 units)

Technology II

Students work with desktop publishing and other multimedia software and use authoring software to create a tutorial . Students will be expected to create a web quest relevant to one or more of their other courses, and design and publish a web page. Students will also learn to assemble and analyze data specific to their coursework using a database application (.75 units).

Technology III

Students use increasingly advanced applications for organizing and analyzing data and writing their community action project report. Students will use multimedia presentation software to create an oral presentation of their community action project and its outcomes. (.75 units)

Technology IV

Students create an electronic portfolio of their work in high school that highlights their knowledge growth, skills growth, and personal qualities growth. Students analyze data for their senior thesis, publish their senior thesis, and prepare a multimedia presentation for their oral defense. (.75)

Health and Fitness

During Years 1 and 2 students will participate in a Healthy Lifestyles seminar. Students in their first year will be expected to set individual fitness and nutrition goals and implement these goals over the course of their four years. Each quarter all students will be expected to participate in at least one team or individual sport, and set individual goals for improvement of skills in these sports (.5 unit each in Year 1 and 2; .25 unit each in Year 3 and 4).

Note: The AAPHERD standards were used and will be used as referents to design a health and fitness curriculum. Delaware's Physical Education standards are written to conform to the AAPHERD standards, and are not available as of this date.

Problems in Civics

This course accompanies Humanities Core I, and is designed to make students aware of the structure and functions of American Government at the national and local levels. A culminating activity is to examine current issues in society and the role that government plays in these issues. (.5 units)

Problems in Economics

This course accompanies Humanities Core II, and focuses on current economic systems, both globally and locally, with particular emphasis on the issues around capitalist economies and their impact/relationship with democratically governed societies. A culminating activity is to identify a local problem/issue in the community, and formulate a solution. This will become the student's community action proposal, which when approved, will be implemented in Year Three. (.5 units).

Studio

These courses may be chosen from current art, drama, music or dance courses offered during a student's first or second year. Studio courses have a performance component, and represent an alternative form of expression and communication beyond the spoken or written word. (.5 units, 2 required for graduation).

****Humanities Core Components By Discipline**

** Course descriptions are intended as a guide for content inclusion. High school faculty will refine these during the summer prior to school opening.

English

Year One

Classical Literature in the Ancient World (.5)

In this course, students will focus on classical and medieval literature which gives insight to the historical and cultural aspects of the world at this time. Although there will be mandatory works for the students to read, there will also be choices in literature that fit into the structure of the class. Titles that could be covered include *The Iliad*, *The Odyssey*, Chaucer's *Canterbury Tales*, and the plays *Antigone* and *Oedipus Rex*.

Communications I (.5)

This course will be structured as a workshop where students are free to pursue their own interests in written and oral communication, while also completing several required projects. The focus of required pieces will be on career exploration. For example, students will write resumes, practice interviewing, and complete a profile on a professional in the community.

Year Two

Literature of the Renaissance (.5)

In this course, students will study literature and poetry from the Renaissance in order to better understand the world at this time. Although there will be mandatory works for the students to read, there will also be choices in literature that fit into the structure of the class. Shakespeare, John Donne, and Ben Johnson are just some of the authors who will be studied.

Communications II (.5)

This course will be structured as a workshop where students are free to pursue their own interests in written and oral communication, while also completing several required projects. The focus of required pieces will be on mass media. For example, students will create a public service announcement, create a newsletter, and examine journalism and broadcasting.

Year Three

Literature of the Americas(.5)

In this course, students will study literature from the United States, Central America, and South America in order to examine social, moral, and political issues of the 20th /21st Century. Although there will be mandatory works for the students to read, there will also be choices in literature that fit into the structure of the class.

Communications III (.5)

This course will be structured as a workshop where students will be free to pursue their own interests in written and oral communication, while also completing several required projects. The focus of required pieces will be college preparation. For example, students will write letters requesting college applications, letters of application, and autobiographical profiles. Time will be devoted to SAT practice in this class.

Year Four

Literature of Choice (.5)

In this course, students will choose to focus on an area of literature that interests them. Examples of focal points might include Women authors, Poetry, Adolescent Literature, Shakespeare, or African American Literature. Because students will choose their own focus, this class will be an independent study with teacher assistance. In addition, students will have an opportunity of taking a semester of a college course in this area for part of the year.

Communications IV (.5)

This course will be structured as a workshop where students will be free to pursue their own interests in written and oral communication, while also completing several required projects. The required pieces, a proposal and a senior thesis, will be centered around the student's major.

Fine Arts

Year One

Ancient and Medieval Art Forms (.5)

Early art forms, including architectural forms, found worldwide in ancient civilizations will be studied, with emphasis on what these pieces tell us about the culture of the civilization. The relationship between art as expression and art for function, and how these two ideas expressed themselves in early civilizations, as compared to today will be a focus of the course.

Year Two

Art in the Renaissance and Beyond (15)

Art and architectural forms found worldwide in Renaissance Cultures will be compared and contrasted to those found in ancient cultures, compared to one another, and used to understand the uses of art for the various cultures of that time. The relationship between art as expression and art for function, and how these ideas evolved into current ideas in the arts will be a focus of the course.

Mathematics

Year One

Evolution of Mathematical Theory (.25)

Presents mathematical topics in the context in which they were developed throughout history. It focuses on mathematics of early civilizations and is traced to the people of Mesopotamia, Egypt, Greece, China, Inca of Peru and the Maya of Central America. Topics covered in this course are the use of qualitative statements versus quantitative statements, development of number systems, development of proportional reasoning and the discovery of constant ratios (e.g., Pi), and the development of triangle geometry.

Year Two

Mathematical Thinking(.25)

Examines the problem solving of mathematics as it moved into Europe. Emphasis is placed on the need for mathematics as civilization progressed from hunters and gatherers to

surveyors, builders, navigators, timekeepers, accountants, planners, astronomers, and scholars. Specific topics will include the development of algebra, geometry, and calculus as well as the beginnings of discrete mathematics.

Year Three

Problem Posing in Mathematics(.5)

Students examine specific real world problems in which mathematical analysis is necessary to make a decision or prediction. These problems will be developed by the individual student and an advisor. Students will be responsible for posing a problem, planning a solution, gathering data, analyzing data, revising plan if necessary, making predictions and presenting the process and justifying the solution.(Required)

Science

Year One

Development of Scientific Thought (.25)

This course explores early ideas about the natural world and how these ideas evolved differently in ancient cultures world wide. Ideas about natural phenomena, medicine, health, and technological advances based on knowledge of earth and its properties will be examined in a variety of ancient cultures, such as the Chinese, Native American, African, and early European .The course also explores the rise of early scientific thinking in Western Europe, and how some scientific ideas caused controversy and conflict in mideaval cultures. Students will be expected to historically contextualize current scientific ideas and controversies using the knowledge gained in this course.

Year Two

Science as Inquiry (.25)

The history of Inquiry as a way of knowing will be traced from ancient to modern times. The rise of science as its own discipline, defined by the epistemology of inductive and deductive thinking (inquiry) will be illustrated through historical fact and cases. Students will be expected to develop their inquiry skills in this course as they participate in scientific investigations, and design and implement an investigation of their own. Students will be expected to differentiate between the process of inductive and deductive thinking; and to explain the dynamic relationship between the declarative knowledge of science and the process by which that knowledge is gained.

Social Studies

Year One

History and Culture of the Ancient World (1)

Study of the early civilizations in the Middle East, Africa, Asia and Western Europe through the 15th century. The emergence of human culture, the rise of empires, the development and spread of world religions, and the rise of trade are major themes. Social history is a core element of this course. Emphasis is placed on the links between civilizations and the shared values which stretch through time and across distance.

Year Two

History and Culture of the Renaissance and Beyond (1)

Study of the major civilizations of the world since the 16th century. Using a interdisciplinary and thematic approach this course explores developments of the modern period: world trading systems, migrations (free and slave), revolutions (political, industrial), social and technological change. Recent research by social historians will seek to re-create the life of ordinary people, thereby allowing students to reach an empathic understanding of different cultures and civilizations.

Year Three

American Studies (.5)

An inter-disciplinary course that focuses on the culture and society of the United States. This course brings together resources from history, literature, music, art, politics, and religion to create a holistic statement of culture in the United States. Discussions in this course will support the Community Action Project.

****Major/ Elective Courses**

*** Examples only, not an inclusive description of all majors and specializations(see "curriculum scope and sequence" section of text for explanation)*

Note: Students may elect a major, or may graduate as undeclared and take a variety of electives. Undeclared seniors will conduct their thesis research around a set of, or a single upper level course(s).

Humanities Major – Literature Specialization

Students specializing in Literature under the Humanities major are required to take 3 elective classes within their major: 1 during Year Three and 2 during Year Four. The order in which these classes are taken is up to the students. In addition, it is suggested that one of the electives during Year Four should be at the college level for a semester.

Electives:

Literary Criticism (required for literature specialization)

In this course, students will discuss ways to evaluate and critique authors, literature, and the social and moral issues that literature often presents. This class will examine literature as a movement. Students will gain practice in reading critiques, discussing critiques, and writing critical essays and reviews.

Literature of the Restoration and Enlightenment Period

In this course, students will take a close look at the influential authors of this time period. Examples include Jonathan Swift, Alexander Pope, and Samuel Johnson. Both choice and required pieces will be part of this class.

Poetry of the Romantic and Victorian Period

For the first part of this course, students will take a close look at the poets of the Romantic period. Examples include Wordsworth, Coleridge, Keats, and Shelley. For the second part of this course, students will focus on the Victorian poets such as Elizabeth Barrett Browning, Alfred Lloyd Tennyson, and Robert Browning. Finally, students will analyze how these periods of history have commonalities and differences. Both choice and required pieces will be part of this class.

Literature of America (The Colonial Years – 19th Century)

In this course, students will continue to look at American literature's progress through history. Time periods and movements in American literature will include the Colonial Years, the Neoclassical Age, Romanticism, and Realism. Both choice and required pieces will be part of this class.

Contemporary Drama

In this course, students will read a variety of dramas from the late 20th and early 21st centuries. Examination of how these dramas are influenced by and are symbolic of the world today will play an integral part in the course.

Mathematics Major

The following Mathematics courses may be taken as electives for those desiring further coursework in Math, or to graduate with a Mathematics concentration: A math concentration/major requires 1 math elective in Year III, and two math electives in Year IV, as well as a senior thesis on a mathematical problem/issue.

Year Three Electives:

Pre-calculus(1)

Pre-calculus is a course for the student who plans to take calculus either at the high school or college level. It is intended for those with a math major or other technically oriented major. It covers linear equations and inequalities; quadratics; functions and graphs such as polynomial functions, exponential functions logarithmic functions, rational expressions and functions; trigonometry and circular functions; real and complex number systems; complex numbers and polar coordinates; vectors; and sequences, series, and limits.

Discrete Mathematics(1)

The purpose of this course is to introduce students to discrete mathematics and its importance in today's world. Throughout this course students will enhance skills in the processes of problem-solving, communication, reasoning and representing (connections). The themes of the course; mathematical modeling, use of technology, algorithmic thinking, recursive thinking and decision making provide students to opportunity study topics such as social decision making, graph theory, matrices, counting and probability, and recursion.

Year Four Electives:

Calculus(1)

Calculus is a course for the student who is aiming towards a mathematical intensive career and wishes to seek college credit. This course would be taken in conjunction with Wesley College mathematics department. This course will cover derivatives of polynomial and transcendental functions, integration of polynomial and transcendental functions, limits for polynomial and indeterminate expressions, applications of the derivatives of functions, and application of integration to various scientific and business situations.

Data Analysis(1)

This course is for the student interested in pursuing a variety of careers in which gathering, interpreting, predicting and presenting statistical information is important. The following topics for this course would be covered through a student-developed project and in conjunction with an area business or other government or community entity. Those topics are organizing and describing data; summarizing data; probability; distributions; sampling and sampling distributions; estimation; hypothesis testing; correlation; simple regressions ; and statistical inferences.

This course may be substituted with college level Statistics course.

Applied Matrix Algebra(1)

This course is for the student pursuing a career in business where optimization of resources is important. Students will examine a variety business situations involving optimization. It covers the following topics: data analysis, decision making, and graphing theory, matrix models and matrix algebra, and linear programming topics such as simplex method and

sensitivity analysis. This course may be substituted with a college level Linear Programming course or Finite Math course.

Campus Community High School

**Catalog
Academic Year
2002-2003**

Mission

Campus Community High School aspires to create a collaborative community of learners where ALL students are valued as active participants in meaningful learning, and have the opportunity to become:

Sense-makers and communicators of knowledge.

Self directed learners.

Capable, productive & proactive members of a diverse and global society.

350 Pear Street

Dover, DE 19904

Contact info: 302-736-3300

NOTE: The elective course offerings, procedures, and policies (other than those stated in our charter) described in this catalog, are intended to provide a framework for the school's faculty and administrator, and are subject to change. Enrolled students will be notified in writing about changes in course offerings or policies. Up-dated catalogs will be provided to families of enrolled students each academic year for purposes of class registration with advisors.

Table of Contents

1. Overview	3
Graduation Requirements	3
Academic Expectations	4
Student Requirements for Advancement and Graduation	5
2. School Structure	5
Inclusion/Heterogeneity	5
Discipline-Specific and Inter-Disciplinary Studies	5
Advisory Teams	6
Post-Secondary Opportunities	7
Student Services	7
Student Governance	7
Site-Based Management	7
3. School Policies and Procedures	8
Grading	8
College Courses	8
Early Graduation	8
Transfer Students/Credits	8
Attendance Policy	9
Unexcused Absences	9
Dress Policy	9
Transportation Policy	9
Sports/Activities Eligibility	10
4. Course Scheduling Guidelines	10
5. Course Descriptions	11
Required Courses	11
Humanities Core by Discipline	14
Major/Elective Courses	18

1. Overview

At Campus Community High School emphasis is on individual empowerment through meaningful academic work.

It is the expectation that everyone (teachers, students, and administrators) will strive to meet the high standards for learning, doing, and being set forth in the school's goals.

Student as worker, not teacher as teller is the classroom model. Students are expected to continually demonstrate and be accountable for growth in three areas:

- 1- Knowledge in the disciplines that meets or exceeds national and state standards;
- 2- Skills of critical thinking and reflection, technological literacy, communication, and research;
- 3- Personal qualities of work ethic, tolerance of ambiguity, persistence, and self-directed learning.

Student learning at CCHS is linked to two communities outside the school -a higher education community, to expose students to the next level of learning, and the community at large, where students take what they learn and use it to design and implement community -based projects.

Graduation Requirements*

Subject	# of Credits
English/ Language Arts	4
Mathematics	3
Science	3
Social Studies	3
Technology & Its Applications	2
Health & Fitness	1.5
Language Visual/Performing Arts	2
Electives in Major Community Action Project	3
Senior Thesis	.5
TOTAL (24.5)	

* details of specific requirements are delineated in course descriptions and major programs in this book

Campus Community High School's Graduation Requirements meet, and in many cases exceed the State of Delaware's requirements. Twenty-two (22) credits are required by the state of Delaware for graduation, whereas CCHS requires 24.5 credits.

CCHS requires additional courses in language, and three to five advanced elective courses. Additionally, all students are required to participate in the health and fitness program for four years, and students must satisfy two (2) credits for technological applications and communications over four years. Successful defense of a community action project and a senior thesis are required for graduation

Passing grades on the Delaware State tests are required of CCHS students; and all CCHS students are required to take the P-SAT in Grade 10 and the SAT prior to graduation.

CCHS also has its own Learner Expectations, which are embedded as assessments in courses and in the community action project and thesis defense.

Academic Expectations

Knowledgeable Person

- a. acquires and integrates the critical information necessary for success in academic and non-academic disciplines.
- b. Effectively utilized the strategies and skills necessary for success in academic and non-academic disciplines.

Critical Thinker

- a. Effectively interprets and synthesizes information
- b. Effectively utilizes a variety of information gathering techniques and information resources.
- c. Accurately assesses the value of information and ideas.

Effective Communicator

- a. Expresses ideas clearly
- b. Effectively communicates with a diverse audience
- c. Effectively communicates through a variety of mediums
- d. Effectively communicates for a variety of purposes
- e. Creates quality products.

Self-Directed Learner

- a. Persists towards well-defined goals
- b. Tolerates ambiguity and can argue from multiple viewpoints
- c. Self-assesses and uses the process to set personal goals
- d. Works collaboratively and productively within a group and for the community at large

Student Requirements for Program Advancement and Graduation

CCHS students are required to satisfactorily complete the course of study laid out for each year prior to advancement to the next year (See specific course layout in Course Guideline of this catalog).

The advancement requirements are summarized here:

Year 1: Successful completion requires: "Pass" or better in Core I courses and portfolio "pass" or better for all coursework; satisfaction of health& fitness and studio requirement.

Year 2: Successful completion requires: "Pass" or better in Core I courses, portfolio "pass" or better for all coursework; "pass" or better on Community Action Proposal; satisfaction of health & fitness and studio requirement. Passing scores on DSST.

Year 3: Successful completion requires: "Pass" or better in Core III, portfolio "pass" or better for all coursework, "pass" or better on Community Action Project; satisfaction of health & fitness requirement.

Year 4: Successful completion requires: "Pass" or better in Core IV, portfolio "pass" or better in all coursework; "pass" or better on senior thesis; satisfaction of health & fitness requirement and electives requirements. Passing scores on DSST.

2. Campus Community High School Structure

Inclusion/Heterogeneity

CCHS is a school of inclusion. It is our belief that all students can learn and that, as much as possible, all students should be given the opportunity to stretch themselves academically across the school's curriculum. Mixed ability grouping is utilized in most classroom settings. Students with individual learning needs are also asked to meet high standards, but are given adequate time and support to achieve those standards.

Discipline- Specific and Interdisciplinary Studies

During their first two years, students take a major portion of their required courses in an integrated block known as the Humanities Core. The core is

interdisciplinary in nature, and is described in the Course Guideline, and in Course Descriptions of this catalog. Because the Humanities Core is interdisciplinary, portions of specific subject requirements will be met within the core, while other portions will be met in stand-alone courses outside the core.

Students must earn a "pass" grade on exit competency examinations from the Humanities Core each year.

Juniors for their Community Action Project must receive a "pass" grade, and seniors for their senior thesis must receive a "pass" grade.

Each course (core and non-core) will have embedded assessments for all of the stated Learner Expectations listed above. Students are expected to show growth in all areas from year to year.

In addition to the administration of standardized tests, student progress toward the learning goals defined above will be monitored individually using a student portfolio.

Quarterly conferences with faculty adviser, parent, and student will be portfolio and rubric-based (See Grading Policy and Explanation in this catalog). Portfolios will contain student products that exemplify and justify the student's progress, or lack thereof. Students must meet specific performance criteria set by the teachers (as well as those set by state testing) in order to advance to the next level of the high school's program, and to graduate with a full certificate from the program.

Remediation and improvement plans will be written for every student in need of extra work and instruction to achieve the next level in the program. It will be the responsibility of the faculty advisor, in conjunction with the student, and when necessary, the student's family or other appropriate staff, to monitor student progress, and periodically re-assess the plan's goals.

Advisory Teams

Every student is assigned to a faculty advisor upon enrollment at CCHS. The ratio of student to advisor is never any greater than 25 to 1, which allows for close monitoring of every student's program of study and progress. The faculty advisor will set up quarterly meetings with each student, and more, if necessary for remediation or independent work monitoring. Programmatic portfolios will be housed with the faculty advisor. Year 1 and 2 students will have the same advisor for their first two years; and then may obtain another advisor for Year 3 and 4, depending upon their program of study. It is the advisor and student who design, implement, and monitor the student's program of study. The faculty advisor oversees the completion of the community action project and the senior thesis.

Post-Secondary Opportunities

There will be written agreements with local colleges to allow eligible CCHS students to take college courses within their major for college credit. Some AP courses are also offered within the high school on an as needed basis. These courses are intended to allow upper level students to then take advanced college courses for credit.

Student Services

A full time counselor is available to meet with all Year 3 and 4 students regarding post-secondary plans. The counselor's office is also responsible for attending to student needs with regard to counseling, and will coordinate and facilitate any necessary consultative services for individual students.

Student Governance

All students are entitled to a voice in matters of student governance. Student representatives will be elected on a yearly basis, and will work to plan events, identify and resolve issues in conjunction with the school's site-based management team.

Site-Based Management

Governance policy and curriculum oversight are the responsibility of the site-based management team. The school administrator is a voting member of the team, as are two teachers, and two parent representatives. The administrator is responsible for oversight and enforcement of policies set by the site-based team.

3. Campus Community High School Policies and Procedures

Grading

The faculty designs grading rubrics and scales. Grades are based on assessment of core and non-core student products. Students are evaluated on three scales: Knowledge, Skills, and Learner Qualities.

At CCHS all students are held to high standards. Therefore, a "pass" grade or better must be earned in order to receive course credit or advance to the next year.

Rubric ratings are converted to percentile grades to conform to traditional grading scales for transcript reporting purposes. The Grading Scale is as follows at CCHS:

- Below 70% = Not passing
- 70-75% = Pass
- 76-85% = Proficient
- 86-94% = Distinguished
- 95%-100% = Exemplary

Therefore, a CCHS student must obtain a grade of C or better, in order to move to the next course. A CCHS student must maintain an overall "pass" (C or better) average in order to progress to the next year.

College Courses

With faculty approval, third and fourth year CCHS students will be allowed to enroll in upper level college courses for college credit. CCHS students will meet with their faculty advisors during scheduling to design a program of study, which may include a major, and the taking of college level courses within the major (during the junior and senior year). The college courses will become part of the student's CCHS transcript and will also transfer as college level credit. CCHS students must have an overall "proficient" or better rank in order to take college courses.

Early Graduation

With faculty approval, students may, in special circumstances, be allowed to graduate prior to their final semester, but ONLY IF all requirements for graduation have been satisfied, including successful defense of the thesis.

Transfer Students/Transfer of Credits

Students who transfer from other school districts are placed in appropriate classes after a meeting with their faculty advisor and the school counselor. Credits are accepted from the sending school in accordance with

state public school policies. Assessment of skills in mathematics and language are available to determine appropriate placement at CCHS. Placement will not always align with current grade because of the rigor of our program.

Attendance Policy

The principle of "student as worker" necessitates that all students participate in the daily conversation that is the CCHS curriculum. There is a direct correlation between a student's attendance and maximum achievement. For this reason, all students are expected to arrive on time and attend all classes and activities. Families are strongly advised not to plan vacations that are not part of the school calendar. Class time lost due to unscheduled vacations can impact a student's academic standing. Excessive absences may result in a student receiving no credit in courses. A parent or guardian must call the office prior to 9:00 am to report absences. The office will call the homes of students whose parents/guardians have not called in an absence.

Unexcused Absences:

Absences and tardies that have not been approved by the school are considered unexcused. Anyone more than 5 minutes late for a class will be considered tardy, and more than 15 minutes late, truant from that class.

The school sanctions absences and/or early dismissals for the following reasons:

- personal illness (if in school, student must be dismissed by the school nurse)
- medical appointments that MUST fall within the school day
- family emergencies
- pre-approved college visits (coordinated thorough Counselors office)
- school sanctioned field trips or activities.

Dress Policy

CCHS students will NOT be required to wear uniforms. There is, however, a dress code. (see attachment)

Transportation Policies

Students living outside a radius of two miles of the school will be transported by leased school vans, if other transportation is unavailable to them.

Sports/Activities Eligibility

Students are required to maintain an overall "pass" rank for each quarter in which they participate in interscholastic sports or elective after-school activities.

4. Course Scheduling Guidelines

Students must meet with their advisors in order to schedule classes. Courses must be taken in the sequence described below, with electives being determined according to a student's program of study.

Year 1 – All Students (7.75 credits)

Humanities Core I (2.5 credits)

World Literature I (.5)
Evolution of Mathematical Theory (.25)
Development of Scientific Thought (.25)
Ancient and Medieval Art Forms (.5)
History and Culture of the Ancient World (1)

Integrated Mathematics I (1)

Integrated Science I (1)
Problems in Civics (.25)
Studio Elective (.5)
Technology I (.25)
Language Elective (1)
Health/Fitness Elective (.5)
Communications I (.5)

Year 2 – All Students (7.75 credits)

Humanities Core (credits)

World Literature II (.5)
Mathematical Thinking (.25)
Science as Inquiry (.25)
Art in the Renaissance (.5)
History /Culture of the Renaissance (1)

Integrated Mathematics II (1)

Integrated Science II (1)
Problems in Economics (.25)
Studio Elective (.5)
Technology II (.25)
Language Elective (1)
Health/Fitness Elective (.5)
Communications II (.5)

Year 3 (5 - 6 credits)

Humanities Core III (2.5 units)

World Literature III (.5)
Problem Posing in Mathematics (.5)
Current Issues in Science and Technology (.5)
American Studies (.5)
Problems and Solutions
in Contemp. Amer. Culture
Community Action Project (.5)

Communications III (.5)

Technology and its Applications III (.75)
Health and Fitness (.25)
Electives in Major (1-2)

Year 4 (5-6 credits)

Humanities Core IV (1.5 units)

Literature of Choice IV (.5)
Communications IV (.5)
Senior Thesis (.5)
Health and Fitness (.25)
Technology /Applications IV (.75)
Electives in Major (2-3)

5. Course Descriptions

Required Courses

Humanities Core I 2.5 credits

The first of four interdisciplinary courses. Core I introduces the student to a holistic view of the ancient world and its early human civilizations and cultures, up to and including medieval times. Students will study the literature, history, art and artifacts, geography, numeration systems, economic and social structures, technology, and philosophies of early civilizations to gain a contextual picture of early and medieval cultures worldwide, and their impact on current cultures in a global society. Specific course content for each discipline is found below.

Humanities Core II 2.5 credits

The second of four interdisciplinary courses. Core II introduces the student to a holistic view of the world during the Renaissance era. Students will study the literature, history, geography, art and artifacts, numeration systems, economic and social structures, technology, and philosophies of human cultures during the Renaissance, and up to the 18th century. Students will apply this knowledge to gain insight into and explain current cultures in a global society. Specific course content for each discipline is found below.

Humanities Core III 2.5 credits

The third of four interdisciplinary courses. Core III builds on student knowledge about ancient and early modern cultures and emergent discipline structure to a study of the early and modern Americas and their cultures. Students will study the literature, history, art and artifacts, geography, economic and social structures, technology, and philosophies – including mathematical and scientific thinking from the 18th century to the present. Students will apply this knowledge to the research, design and implementation of a community action project. Specific course content for each discipline is found below.

Humanities Core IV 1.5 credits

The final of four interdisciplinary courses. Core IV allows students to design an independent investigation within the theme, "Self in the Global Society". The senior thesis, based on the major interests, is part of Core IV. Specific course content for each discipline is found below.

Integrated Science I**1 credit**

Introduces students to the underlying physical principles that govern earth's processes. Students pose questions and carry out investigations to understand the fundamental principles of physical and earth science.

Integrated Science II**1 credit**

Introduces students to the underlying nature of matter and the physical processes that govern earth's organisms and their interactions with their environment. Students pose questions and carry out investigations to understand the fundamental principles of life science and ecology.

Integrated Mathematics I**1 credit**

The first course of a two -year program. This program will investigate algebra as it relates to geometry, statistics, and discrete mathematics. This course will cover such topics as evaluating statistical plots, determining measures of center and variance, exploring linear and nonlinear functions in graphical and table form, developing and solving linear equations.

Integrated Mathematics II**1 credit**

The second course of a two -year program. This course will enrich the algebraic knowledge gained in course I by solving systems of equations, creating and manipulating matrices, finding midpoints and distances of segments in the coordinate plane, exploring similar figures and developing models through equations, tables, and graphs. Also algebraic topics will be expanded to include such concepts as evaluating and solving quadratic equations, laws of exponents, radicals and roots, unit circle and radian measurement and trigonometric ratios and graphs. Real world problems will be investigated through simulations focusing on combinations and permutations, probability, dependent and independent events and expected value and fair price.

Technology I**.25 credit**

Students learn how to find and evaluate information on the internet, create and deliver PowerPoint and other multimedia presentations, become comfortable and conversant with a variety of peripherals and their purposes for creating and communicating knowledge. Students must pass a competency examination to progress to Technology II, and have the option of testing out of the course into Technology II.

Technology II**.75 credit**

Students work with desktop publishing and other multimedia software and use authoring software to create a tutorial. They to create a web quest relevant to one or more of their other courses, and design and publish a web page.

Students will also learn to assemble and analyze data specific to their coursework using a database application

Technology III

.75 credit

Students use increasingly advanced applications for organizing and analyzing data and writing their community action project report. Students will use multimedia presentation software to create an oral presentation of their community action project and its outcomes.

Technology IV

.75 credit

Students create an electronic portfolio of their work in high school that highlights their knowledge growth, skills growth, and personal qualities growth. Students analyze data for their senior thesis, publish their senior thesis, and prepare a multimedia presentation for their oral defense.

Health and Fitness

.5 credit (Year 1 & 2); .25 credit (Year 3 & 4)

During Year 1 and 2 students will participate in a Healthy Lifestyles seminar. Students in their first year will be expected to set individual fitness and nutrition goals and implement these goals over the course of their four years. Each quarter all students will be expected to participate in at least one team or individual sport, and set individual goals for improvement of skills in these sports.

Problems in Civics

.5 credit

This course accompanies Humanities Core I, and is designed to make students aware of the structure and functions of American Government at the national and local levels. A culminating activity is to examine current issues in society, and the role that government plays in these issues.

Problems in Economics

.25 credit

This course accompanies Humanities Core II, and focuses on current economic systems, both globally and locally, with particular emphasis on the issues around capitalist economies and their impact/relationship with democratically governed societies. A culminating activity is to identify a local problem/issue in the community, and formulate a solution. This will become the student's community action proposal, which when approved, will be implemented in Year III. (.5 credit)

Humanities Core Components By Discipline**

**** Course descriptions are intended as a guide for content inclusion. High school faculty will refine these during the summer prior to school opening.**

English

Year One

Classical Literature in the Ancient World (.5)

In this course, students will focus on classical and medieval literature that gives insight to the historical and cultural aspects of the world at this time. Although there will be mandatory works for the students to read, there will also be choices in literature that fit into the structure of the class. Titles that could be covered include *The Iliad*, *The Odyssey*, Chaucer's *Canterbury Tales*, and the plays *Antigone* and *Oedipus Rex*.

Communications I (.5)

This course will be structured as a workshop where students are free to pursue their own interests in written and oral communication, while also completing several required projects. The focus of required pieces will be on career exploration. For example, students will write resumes, practice interviewing, and complete a profile on a professional in the community.

Year Two

Literature of the Renaissance (.5)

In this course, students will study literature and poetry from the Renaissance in order to better understand the world at this time. Although there will be mandatory works for the students to read, there will also be choices in literature that fit into the structure of the class. Shakespeare, John Donne, and Ben Johnson are just some of the authors who will be studied.

Communications II (.5)

This course will be structured as a workshop where students are free to pursue their own interests in written and oral communication, while also completing several required projects. The focus of required pieces will be on mass media. For example, students will create a public service announcement, create a newsletter, and examine journalism and broadcasting.

Year Three

Literature of the Americas(.5)

In this course, students will study literature from the United States, Central America, and South America in order to examine social, moral, and political

issues of the 20th /21st Century. Although there will be mandatory works for the students to read, there will also be choices in literature that fit into the structure of the class.

Communications III (.5)

This course will be structured as a workshop where students will be free to pursue their own interests in written and oral communication, while also completing several required projects. The focus of required pieces will be college preparation. For example, students will write letters requesting college applications, letters of application, and autobiographical profiles. Time will be devoted to SAT practice in this class.

Year Four

Literature of Choice (.5)

In this course, students will choose to focus on an area of literature that interests them. Examples of focal points might include Women authors, Poetry, Adolescent Literature, Shakespeare, or African American Literature. Because students will choose their own focus, this class will be an independent study with teacher assistance. In addition, students will have an opportunity of taking a semester of a college course in this area for part of the year.

Communications IV (.5)

This course will be structured as a workshop where students will be free to pursue their own interests in written and oral communication, while also completing several required projects. The required pieces, a proposal and a senior thesis, will be centered around the student's major.

Fine Arts

Year One

Ancient and Medieval Art Forms (.5)

Early art forms, including architectural forms, found worldwide in ancient civilizations will be studied, with emphasis on what these pieces tell us about the culture of the civilization. The relationship between art as expression and art for function, and how these two ideas expressed themselves in early civilizations, as compared to today will be a focus of the course.

Year Two

Art in the Renaissance and Beyond (15)

Art and architectural forms found worldwide in Renaissance Cultures will be compared and contrasted to those found in ancient cultures, compared to one another, and used to understand the uses of art for the various cultures of that

time. The relationship between art as expression and art for function, and how these ideas evolved into current ideas in the arts will be a focus of the course.

Mathematics

Year One

Evolution of Mathematical Theory (.25)

Presents mathematical topics in the context in which they were developed throughout history. It focuses on mathematics of early civilizations and is traced to the people of Mesopotamia, Egypt, Greece, China, Inca of Peru and the Maya of Central America. Topics covered in this course are the use of qualitative statements versus quantitative statements, development of number systems, development of proportional reasoning and the discovery of constant ratios (e.g., Pi), and the development of triangle geometry.

Year Two

Mathematical Thinking(.25)

Examines the problem solving of mathematics as it moved into Europe. Emphasis is placed on the need for mathematics as civilization progressed from hunters and gatherers to surveyors, builders, navigators, timekeepers, accountants, planners, astronomers, and scholars. Specific topics will include the development of algebra, geometry, and calculus as well as the beginnings of discrete mathematics.

Year Three

Problem Posing in Mathematics(.5)

Students examine specific real world problems in which mathematical analysis is necessary to make a decision or prediction. These problems will be developed by the individual student and an advisor. Students will be responsible for posing a problem, planning a solution, gathering data, analyzing data, revising plan if necessary, making predications and presenting the process and justifying the solution.(Required)

Science

Year One

Development of Scientific Thought (.25)

This course explores early ideas about the natural world and how these ideas evolved differently in ancient cultures worldwide. Ideas about natural phenomena, medicine, health, and technological advances based on knowledge of earth and its properties will be examined in a variety of ancient cultures, such as the Chinese, Native American, African, and early European .The course also explores the rise of early scientific thinking in Western Europe, and how some scientific ideas caused controversy and conflict in medieval cultures. Students will be expected to historically contextualize current scientific ideas and controversies using the knowledge gained in this course.

Year Two

Science as Inquiry (.25)

The history of Inquiry as a way of knowing will be traced from ancient to modern times. The rise of science as its own discipline, defined by the epistemology of inductive and deductive thinking (inquiry) will be illustrated through historical fact and cases. Students will be expected to develop their inquiry skills in this course as they participate in scientific investigations, and design and implement an investigation of their own. Students will be expected to differentiate between the process of inductive and deductive thinking; and to explain the dynamic relationship between the declarative knowledge of science and the process by which that knowledge is gained.

Social Studies

Year One

History and Culture of the Ancient World (1)

Study of the early civilizations in the Middle East, Africa, Asia and Western Europe through the 15th century. The emergence of human culture, the rise of empires, the development and spread of world religions, and the rise of trade are major themes. Social history is a core element of this course. Emphasis is placed on the links between civilizations and the shared values, which stretch through time and across distance.

Year Two

History and Culture of the Renaissance and Beyond (1)

Study of the major civilizations of the world since the 16th century. Using an interdisciplinary and thematic approach this course explores developments of the modern period: world trading systems, migrations (free and slave), revolutions (political, industrial), social and technological change. Recent research by social historians will seek to re-create the life of ordinary people, thereby allowing students to reach an empathic understanding of different cultures and civilizations

Year Three

American Studies (.5)

An inter-disciplinary course that focuses on the culture and society of the United States. This course brings together resources from history, literature, music, art, politics, and religion to create a holistic statement of culture in the United States. Discussions in this course will support the Community Action Project.

****Major/ Elective Courses**

**** Examples only, not an inclusive description of all majors and specializations
(see "curriculum scope and sequence" section of text for explanation)**

Note: Students may elect a major, or may graduate as undeclared and take a variety of electives. Undeclared seniors will conduct their thesis research around a set of, or a single upper level course(s).

Humanities Major – Literature Specialization

Students specializing in Literature under the Humanities major are required to take 3 elective classes within their major: 1 during Year Three and 2 during Year Four. The order in which these classes are taken is up to the students. In addition, it is suggested that one of the electives during Year Four should be at the college level for a semester.

Electives:

Literary Criticism (required for literature specialization)

In this course, students will discuss ways to evaluate and critique authors, literature, and the social and moral issues that literature often presents. This class will examine literature as a movement. Students will gain practice in reading critiques, discussing critiques, and writing critical essays and reviews.

Literature of the Restoration and Enlightenment Period

In this course, students will take a close look at the influential authors of this time period. Examples include Jonathan Swift, Alexander Pope, and Samuel Johnson. Both choice and required pieces will be part of this class.

Poetry of the Romantic and Victorian Period

For the first part of this course, students will take a close look at the poets of the Romantic period. Examples include Wordsworth, Coleridge, Keats, and Shelley. For the second part of this course, students will focus on the Victorian poets such as Elizabeth Barrett Browning, Alfred Lloyd Tennyson, and Robert Browning. Finally, students will analyze how these periods of history have commonalities and differences. Both choice and required pieces will be part of this class.

Literature of America (The Colonial Years – 19th Century)

In this course, students will continue to look at American literature's progress through history. Time periods and movements in American literature will include the Colonial Years, the Neoclassical Age, Romanticism, and Realism. Both choice and required pieces will be part of this class.

Mathematics Major

The following Mathematics courses may be taken as electives for those desiring further coursework in Math, or to graduate with a Mathematics concentration: A math concentration/major requires 1 math elective in Year III, and two math electives in Year IV, as well as a senior thesis on a mathematical problem/issue.

Year Three Electives:

Pre-calculus(1)

Pre-calculus is a course for the student who plans to take calculus either at the high school or college level. It is intended for those with a math major or other technically oriented major. It covers linear equations and inequalities; quadratics; functions and graphs such as polynomial functions, exponential functions logarithmic functions, rational expressions and functions; trigonometry and circular functions; real and complex number systems; complex numbers and polar coordinates; vectors; and sequences, series, and limits.

Discrete Mathematics(1)

The purpose of this course is to introduce students to discrete mathematics and its importance in today's world. Throughout this course students will enhance skills in the processes of problem-solving, communication, reasoning and representing (connections). The themes of the course; mathematical modeling, use of technology, algorithmic thinking, recursive thinking and decision making provide students to opportunity study topics such as social decision making, graph theory, matrices, counting and probability, and recursion.

Year Four Electives:

Calculus(1)

Calculus is a course for the student who is aiming towards a mathematical intensive career and wishes to seek college credit. This course would be taken in conjunction with Wesley College mathematics department. This course will cover derivatives of polynomial and transcendental functions, integration of polynomial and transcendental functions, limits for polynomial and indeterminate expressions, applications of the derivatives of functions, and application of integration to various scientific and business situations.

Data Analysis(1)

This course is for the student interested in pursuing a variety of careers in which gathering, interpreting, predicting and presenting statistical information is important. The following topics for this course would be covered through a student-developed project and in conjunction with an area business or other government or community entity. Those topics are organizing and describing data; summarizing data; probability; distributions; sampling and sampling distributions; estimation; hypothesis testing; correlation; simple regressions; and statistical inferences.

This course may be substituted with college level Statistics course.

Applied Matrix Algebra(1)

This course is for the student pursuing a career in business where optimization of resources is important. Students will examine a variety business situations involving optimization. It covers the following topics: data analysis, decision making, and graphing theory, matrix models and matrix algebra, and linear programming topics such as simplex method and sensitivity analysis. This course may be substituted with a college level Linear Programming course or Finite Math course.