

BERKS CHARTER HIGH SCHOOL FOR  
THE PERFORMING AND VISUAL ARTS

REVISED FORMAL CHARTER APPLICATION

Berks Charter High School for the  
Performing and Visual Arts

Presented by

Thomas S. Lubben

Founder

July 24, 2018

## 1. CHARTER HIGH SCHOOL APPLICATION

July 24, 2018

Reading School District  
Board of Education and Superintendent,

Enclosed please find our formal resubmission of the application for the Berks Charter High School for the Performing and Visual Arts. We have enclosed several copies for your team's review.

I have been actively involved in the Pennsylvania Charter School movement for over 20 years. I know what I am doing! I have four fully approved (and vetted) charter schools at this point. We are replicating that model herein.

We fully intend for this to be a unique and positive venture on behalf of the children and students of Reading and Berks County.

Sincerely,

Thomas S. Lubben, EdD.  
Founder

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**APPLICATION FACT SHEET**

This application fact sheet is intended to be a “finger tip” summary of your application. The information furnished below must be an accurate representation of the application and must correspond to the information provided in the body of the application.

Berks Charter High School for the Performing and Visual Arts

School Location (City/Town and Zip code) Reading, PA 19602 Berks County

Intermediate Unit: Berks County IU 14

Proposed Start Date: September 2018 Date of School Board Approval: NA

Federal Employer Identification Number Not Yet Available Aun# (To be Supplied by PDE)

Contact Person:

First: Thomas Middle: S. Last: Lubben

Organization: Berks Charter High School for the Performing and Visual Arts

City: Northampton State: PA Zip Code: 18067

Telephone: 484-505-0697 Fax: NA E-mail: tlubben1957@gmail.com

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Founding Coalition:	Staff: Total Numbers of Teachers	Projected Student Enrollment
Parents <input type="checkbox"/>	Grade Level: 9-12	Year 1-5
Teachers <input type="checkbox"/>	Elementary:	1 <sup>st</sup> Year 2018: 380
Business Partnership <input type="checkbox"/>	Secondary:	2 <sup>nd</sup> Year 2019: 520
Community-Based <input checked="" type="checkbox"/>		3 <sup>rd</sup> Year 2020: 610
Organization <input type="checkbox"/>		4 <sup>th</sup> Year 2021: 700
Museum <input type="checkbox"/>		5 <sup>th</sup> Year 2022: 760
Higher Education <input type="checkbox"/>		
Other Founding Group <input type="checkbox"/>		

Circle Appropriate Grade:  
K 1 2 3 4 5 6 7 8 **9 10 11 12**

Note - projections of enrollment are not intended to be a proposed or agreed upon cap on enrollment.

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Does the charter applicant have an existing retirement system: Yes No: X

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

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

Urban X Suburban X Rural \_\_\_\_\_ Other \_\_\_\_\_

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**School Focus**

In brief terms please describe the school mission, educational focus, and other essential characteristics of the proposed Charter High School. (Use additional page if needed).

The vision of the Berks Charter High School for the Performing and Visual Arts is focused on creating a meaningful and rewarding secondary education (Grades 9-12) students from the City of Reading and the greater Berks County region that will prepare graduates for 21<sup>st</sup> Century careers within both the County and the State. With high expectations and a spotlight on the Arts and strong skill development, it is our expectation that all of our scholars will achieve their full potential. Students will be provided with serious internships in the artistic major of their choice and will be prepared to either enter that area or proceed to college for further training and development. Their deep involvement in the arts will further enhance their academic development.

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ITEMS:

- A. Evidence of Community Support
- B. Resumes of Board of Trustees
- C. By-Laws
- D. Budgets and Personnel Projections- Revised
- E. Letter of Intent- Revised
- F. Artistic Rubrics
- G. Internship Overview
- H. Professional Development Program
- I. Incorporation Document
- J. Proposed School Calendar
- K. Code of Conduct

## I. SCHOOL DESIGN<sup>1</sup>

The Berks Charter High School for the Performing and Visual Arts will open its doors in September of 2018, starting with approximately 350 students in grades 9-12.

### 1. Mission Statement

A. Briefly describe the core philosophy or underlying purpose of the proposed school.

The vision for the Berks Charter High School for the Performing and Visual Arts was developed during several meetings with the initial founders that began in 2013. Over the past several years, the founding board worked to locate a suitable site for the secondary school.

The vision of the Berks Charter High School for the Performing and Visual Arts is focused on creating a meaningful and rewarding secondary education (Grades 9-12) for Berks County students that will prepare graduates for 21<sup>st</sup> careers within the City of Reading and the greater Berks County region. With high expectations and a spotlight on a variety of artistic opportunities, it is our expectation that all of our scholars will achieve their full potential.

Students will be offered the opportunity to complete serious internships in the artistic major of their choice and, upon graduation, will be prepared to either enter that area or proceed to college for further training and development. Students' deep involvement in the arts will further enhance their academic development.

B. What is your overarching vision of the school?

Explanation: Define a concise plan for an innovative public school that will lead to improved educational performance and consistency between mission and the educational programs. The plan should be articulated to achieve improved performance.

### Our Commitment

All students will be supported in their efforts to master the basic academic curriculum, flourish in the arts, and develop superior critical thinking, social, and leadership skills.

The Berks Charter High School for the Performing and Visual Arts will be a progressive school in which the entire staff is committed to assuming mutual responsibility for the education of the whole child. Teachers, parents, and students must commit to the fulfillment of the school's mission and vision. With high expectations and high-quality instruction, all of our scholars will achieve their full potential.

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<sup>1</sup> The Berks Charter High School for the Performing and Visual Arts shall follow all Federal and Pennsylvania Statutes which are applicable to Pennsylvania Charter High Schools. This application shall be read in a manner consistent with those statutes. If more than one interpretation of a section of this application is possible, the Board intends the meaning that is consistent with its statutory requirements.

## Why the Arts?

Current educational literature includes a wealth of support for the arts inclusion system upon which our school will be based.

Sir Kenneth Robinson is one of the more prominent writers on the “loss of creativity” in public education. He is an English author, speaker, and international advisor on education in the arts to government, non-profits, education, and arts bodies. He was Director of the Arts in Schools Project (1985–89), Professor of Arts Education at the University of Warwick (1989–2001), and was knighted in 2003 for services to art. We would strongly encourage the board to view his presentation on TED TALKS, a highly viewed YouTube presentation. Several key quotations from Robinson follow:

“The fact is that given the challenges we face, education doesn't need to be reformed -- it needs to be transformed. The key to this transformation is not to standardize education, but to personalize it, to build achievement on discovering the individual talents of each child, to put students in an environment where they want to learn and where they can naturally discover their true passions.”

“Creativity is as important as literacy”

“Curiosity is the engine of achievement.”

“Imagination is the source of every form of human achievement. And it's the one thing that I believe we are systematically jeopardizing in the way we educate our children and ourselves.”

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

We firmly believe in the power of art to lift up the lives of disadvantaged students. All literature supports this claim, as does the progress of the area charter high school and middle school for the Arts that were also created by the Founder. These schools both flourish in Lehigh and Northampton County.

The academic curriculum will include intensive work in the arts, recognizing that the arts afford students the opportunity to study their own culture and the cultures of the world. While we believe in art for art's sake -for its contribution to the hearts and souls of the artist and the audience- we also appreciate that music and the other arts encourage the kind of creative and critical thinking that allows children to succeed in other academic work.

“We do not teach the arts to create great artists, anymore than we teach math to create the next generation of mathematicians...We teach the ART IN OUR SCHOOL TO CREATE GREAT PEOPLE, so they are empowered with skills and knowledge to be successful in life...to do great things regardless of the vocational pathway they chose.”

Robert B. Morrison, Founder, Quadrant Arts Education Research

Furthermore, the tangible benefits of arts education are clearly outlined by The President’s Committee on Arts and Humanities, an advisory committee to the White House on cultural issues, in a May 2011 report entitled, *Reinvesting in Arts Education: Winning America’s Future Through Creative Schools*.

According to this report:

A remarkably consistent picture of the value of the arts in a comprehensive PreK – grade 12 education emerges from a review of two decades of theory and policy recommendations about arts education.... Leadership groups typically emphasize instrumental outcomes derived from high quality arts education in one or more of the following categories:

- Student achievement, typically as represented by reading and mathematics performance on high stakes tests, including transfer of skills learning from the arts to learning in other academic areas—for example, the spatial-temporal reasoning skills developed by music instruction
- Student motivation and engagement, including improved attendance, persistence, focused attention, heightened educational aspirations, and intellectual risk taking
- Development of habits of mind including problem solving, critical and creative thinking, dealing with ambiguity and complexity, integration of multiple skill sets, and working with others
- Development of social competencies, including collaboration and teamwork skills, social tolerance, and self-confidence.

Arts programs require students to engage in intellectual processes that surpass those required in purely academic programs. Through arts programs, students develop hypothetical reasoning, creativity and imagination, and self discipline. In the process of developing their artistic skills and insights, students engage in constant collaboration with peers and teachers, and acquire skills in peer instruction, leadership, and the ability to encourage others to learn and grow. Through the arts, students, teachers, and school administrators participate directly in pro-civic and pro-social values by creating beauty in their community. This in turn creates opportunity for the community to collectively express support for its children.

There is a plethora of evidence supporting the growth of academic learning in combination with artistic education. It would take volumes to further enhance the



statements from above. Stated simply: ART MAKES A DIFFERENCE IN THE LIVES OF PEOPLE.

### The Arts Program

Students will select one of the following majors: Visual and Digital Art, Vocal Music, Instrumental Music, Figure Skating, Creative Writing/ Journalism, Theatre, Musical Theatre, and Culinary Arts that all have the ability to result in life-long careers for the students. This will be complimented with a strong and powerful academic program.

The artistic reasons and focus noted in the above sections- and throughout the document, are why this school will be a model for educational progress, as proven by my previous school- Lehigh Valley High School for the Performing Arts (now known as “Charter Arts”).

### Rigorous Academics

Our students will excel. Students will utilize the core academic curriculum currently in use in high achieving area schools. Curriculum specialists who looked at several key school districts in the region wrote our curriculum documents. The curriculum obtained for core classes will be aligned with state standards and the school will teach all academic courses in compliance with all applicable state standards. If the Commonwealth modifies those standards, the curriculum will be adjusted to comply with the new standards. Students will learn to read, write, compute, and think critically. The school’s educational model will draw on the very best of the progressive education tradition balanced with attention to learning the foundational skills and content knowledge students need in order to be successful. To the greatest extent possible, students will learn new content and skills through collaboration, and do so in the context of real-world problems.

### Teachers

Teachers at the Berks Charter High School for the Performing and Visual Arts will be exceptional individuals who will continually challenge themselves and each other to do better, be better, and teach better. Every teacher will model what it is to be a lifelong learner by actively engaging in professional development. Every teacher will model how to cooperate and collaborate in the quest for excellence in both academics and the arts. To the extent possible, every staff member hired will have some background, experience, understanding, and/or appreciation of the role of the arts in the life of the family and greater community.

### Character Development

“We have a powerful potential in our youth, and we must have the courage to change old ideas and practices so that we may direct their power toward good ends. “

--Mary McLeod Bethune, renowned African-American educator (1875-1955)

The Berks Charter High School for the Performing and Visual Arts will take development of character and discipline seriously. The Arts enhance personal discipline skills

and values. The values that the entire school community will live by include the passion for learning, the pursuit of excellence, the service to others, and the creation of a fair and just society.

Embedded in the core philosophy of its educational program is the nurturing of character traits that will build scholars and leaders of tomorrow. Courage, caring, cooperation, responsibility, integrity, respect of self and others – these will be fostered in everything the child does during the school day. The Berks Charter High School for the Performing and Visual Arts' Code of Conduct will serve as the framework for our behavioral expectations. It will guide our daily interactions and will be explicitly taught through role-play, discussion, and consistent reinforcement.

Character development will be a philosophical pillar that lies at the heart of the school community.

### Family Programs

The Berks Charter High School for the Performing and Visual Arts will develop and run a range of family involvement programs, including opportunities for parents to volunteer at the school, serve on committees, and attend educational sessions.

The Berks Charter High School for the Performing and Visual Arts will honor the importance of the family in the student's life, recognizing that parents, caregivers, and other family members are the student's primary teachers. The school will be dedicated to strengthening and reaffirming the family as a unit and its students as individuals. As our families become stronger, so will our school.

To fulfill this commitment, parents/guardians will be invited and encouraged to attend in-depth workshops including such possible topics as:

- Raising a Strong Reader
- Building Math Ability in Your Child
- Parenting Skills
- Effective Discipline
- Healthy Child...Mind, Body, and Spirit
- Preparing Your Child for PSSA Success
- Building Your Child's Self-Esteem
- Reducing Negative Peer Pressure
- Parent Empowerment

It is anticipated that parents will be invited to attend approximately 4-6 workshops each academic year.

## **Notice Of Nondiscriminatory Policy As To Students**

Berks Charter High School for the Performing and Visual Arts admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national, and ethnic origin in administration of its educational policies, admissions policies, scholarship, and loan programs, and athletic and other school-administered programs.

### **2. Measurable Goals and Objectives**

- A. What are the school's measurable academic goals and objectives to promote student learning?

1) Students will demonstrate high levels of academic achievement as measured by a range of standardized and teacher-made assessments. We are committed to complying with new standards that have been or may be introduced either by Pennsylvania or the Federal Government, including the Every Student Succeeds Act.

Objectives: a) By the third year of the school's operation as a charter, 75% of all students will be reading at or above grade level; b) By the end of the third year of the school's operation as a charter, 75% of all students will be performing at or above grade level in mathematics; c) By the end of the third year of the school's operation as a charter, 85% of all students will be performing at or above grade level in science; d) Every year of the school's music and arts program, 75% of all students will demonstrate, through authentic assessments, mastery of a specific set of content standards in the arts.

2) Students will become independent critical thinkers who can approach new tasks and subject areas with confidence and skill.

Objectives: a) Each year, through the practice of project- and inquiry-based assignments, students will demonstrate proficiency in problem-solving skills. This will be evidenced in each students' portfolio; b) Each year, teacher-made assessments and student presentations will determine the growth of each students' critical thinking skills; c) Students' progress report and report card, each updated twice annually, will serve as evidence of student's growth throughout the school year. Based on this evidence, teachers will differentiate instruction to facilitate growth and extended learning.

3) Students will be engaged in active, sometimes open-ended learning tasks that engage them at appropriate developmental levels.

Objectives: a) Each year, students will demonstrate developmental growth, documented through portfolios and authentic performance assessments, in their ability to initiate, carry through, and learn from classroom and school tasks including theatre production, science experiments, and independent projects.

4) Students will comprehend the connections between the arts and their academic work in school.

Objectives: a) Teachers will receive professional development and assistance in developing lessons that integrate principles of the respective art forms- art, dance, music, writing, digital media, drama, and technology, where appropriate; b) Students will demonstrate their understanding of the connections between the arts and their academic learning and demonstrate their understanding through performance and portfolio materials.

5) Students will have the option to develop “real world” experiences in their artistic with internships in Berks County and the surrounding area, which will be included in their portfolio.

Objectives: Commencing in their Junior Year, students will have the option to enter the world of their major through internships in the community, and they will share those experiences within the artistic program of the school.

6) Students will be introduced to curriculum and teaching that draws on multicultural theory and practice.

Objectives: a) Students will be exposed to opportunities to envision a better world, a just and fair society with equitable opportunities for all, and will be inspired and empowered to work to make those visions come true as evidenced in lesson planning, school-wide projects, field trips and experiences, and projects present in each student’s portfolio.

### Every Student Succeeds Act

The Berks Charter High School for the Performing and Visual Arts is committed to compliance with federal and Pennsylvania statues that demand certain levels of proficiencies, including the Every Student Succeeds Act (“ESSA”) and any subsequent legislation. The school intends to make the progress required by these accountability systems, including the Pennsylvania Department of Education’s Accountability system. We intend to meet these targets and work toward 100% proficiency in all measured academic areas.

This will be the result of the high expectations we have for our school and for our rigorous educational program aligned to district, state, and, when applicable, national standards.

We also understand that, once we create baseline data on the state mandated test battery during our first year of operation, we will be able to establish a foundational base that will permit the school to remain a viable educational entity for our students. We fully understand that accountability leads to increased student achievement and is required by the ESSA legislation. Therefore, all measures will be taken to ensure that our students make sufficient academic progress every year in order to receive the rewards and supports afforded to schools that reach expected levels of progress.

We take this accountability effort very seriously and have outlined below indicators of success and preventive and corrective measures to maintain achievement in relationship to

the ESSA goals. We will use a comprehensive data-driven approach to track information, meet goals, and examine school design to ensure that the best educational program is in place.

Should our school not meet the goals despite preventive measures, corrective actions will be taken in order to put the school back into ESSA compliance. We expect that as a result of preventive and corrective measures we put in place, our achievement will grow and meet or exceed state and federal standards.

B. What are the school's measurable non-academic goals and objectives to promote student performance?

1) Students will understand and act upon their roles and responsibilities as contributors to the larger community.

Objectives: a) Students will be expected to critically explore and analyze both their immediate community and the global community and their role in it. This will be evident in the social studies curriculum and in the literature they read; all students will increase their exposure to their respective arts.

2) Staff will work as a community to meet all students' needs.

Objectives: a) All staff will base their work in the school on the idea that all students can learn and meet high expectations. The entire staff will accept responsibility for all those students not meeting the school's expectations; b) Teachers, working in concert with administrators, will regularly review data and develop interventions to address students' needs; c) Faculty will participate in professional development that encompasses self-awareness, knowledge of diversity, and the development of skills for working with diverse groups of students; d) Faculty members will develop cross-cultural skills necessary for successful communication and collaboration (e.g., research cultural backgrounds of students, tour their students' neighborhoods.)

3) Staff will continue to grow and develop as professionals within the school.

Objectives: a) As a requirement of Pennsylvania state certification law, ACT 48, all certified educators will maintain their certificates as active by earning six collegiate credits or six PDE-approved in-service credits or 180 continuing education hours or any combination of the above every five calendar years; b) Teachers will also be expected to actively participate in their growth through reflection, peer observation, and being active and contributing members of the school's learning community.

4) The school hopes to maintain positive relationships with and work to collaborate with the Reading School District and other local districts from which the school's students are sent.

Objectives:

a) The school and the community will develop a vital, interdependent relationship;

b) The school will view supporting school districts as an ally and will always provide information and data when expected and required;

c) The school will contribute to the districts by extending an invitation to a specified number of district employees to attend on-site professional development that may be relevant to district initiatives.

### **3. Educational Program**

A. Describe the educational program of the school, providing an overview of the curriculum and the content in all subject areas.

#### **i. The Traditional Academic Program**

##### **Introductory Note:**

In today's educational climate, many decisions are being guided by work at the national and state levels. These guidelines are in the form of national and state standards that describe program outcomes. It is still the responsibility of the individual district or, in this case, school, to design a program to achieve those outcomes.

Curriculum design is a process of thinking through how you want to organize what you want students to learn. It is a road map to guide the teacher to specific learning outcomes. The teacher uses his/her professional expertise to select materials to help the students achieve the various national/state/local/school outcomes.

People frequently confuse Curriculum and Instruction. The Latin meaning of the term "curriculum" is a "course to be run." This original connotation suggests that curriculum is a pathway toward a destination. Curricula should be framed and developed in terms of outputs (desired performances by the learner). Instruction, on the other hand, is the means by which that learning will be achieved.

Teachers are at the heart of real curriculum development and implementation. Our philosophy will allow our staff (once hired) to shape and direct daily instruction within the confines of the curriculum described in the curriculum binders that have been provided.

We have reviewed and correlated our curricula with existing state standards. We have enumerated the standards in each of our academic courses. We provided other guides, such as "Recommendations for Parents" and "Unique Experiences", etc. in all courses. We have exceeded the requirements of the Charter School Law.

Like the Reading School District, we understand that implementation of the curriculum is the more critical task. A strong administrative team working with talented teachers will provide for a further enhanced and living curriculum document as our school moves into its first year of operation.

We recognize that we will be addressing the needs of many academically challenged Berks County students. We are gearing our academic program to advance these students in all academic areas.

The educational agenda of the Berks Charter High School for the Performing and Visual Arts is designed provide students with a rigorous academic program that engages students through active, critical approaches to learning. While we want our students to meet local, state, and national standards, we also want them to become critical, autonomous learners who approach new learning situations with questions, skill, and enthusiasm. By providing students and teachers with the information, support, and resources they need to be successful, we will help each of them grow as individuals and as members of a learning and caring community.

Throughout our academic programs, we will heavily infuse and integrate the arts. Much of our experience with our high school in Bethlehem indicates that this occurs in a more natural state. We strive to hire all academic teachers with some level of background and deep interest in the arts. This is combined with students who represent the varied artistic majors in the school. The result is a unique infusion process.

Our goal is for each student in each academic class to meet all applicable state standards in Literacy, Mathematics, Science and Technology, Environment and Ecology, Social Studies including History, Geography, Civics, Government and Economics, Physical Education, Health, Safety, and the Arts and Humanities, Career Education, as defined in Chapter 4 of Title 22 of the Pennsylvania Code. Within each class, teachers will draw on a range of curricular materials as well as teacher-created materials to provide students with appropriate, scaffolded instruction in each subject area. They will also develop thematic curricular units that will integrate the subjects and, in particular, will engage students in a deeper understanding of social, historical, and cultural perspectives on who they are within their families, communities, and in the larger world. In addition, the curriculum will integrate to the greatest extent possible, materials on the arts or "other" arts that will help the students understand the connections between their academic and artistic work at the school.

The following is a brief overview of the programs that will be available to students. The Berks Charter High School for the Performing and Visual Arts reserves the right to expand and amend these course offerings to meet the needs of individual students. The curriculum outlines for academic courses are provided in separate binders.

The full academic curriculum guides and outlines are included in the attached curriculum binders. The School will offer a wide range of courses, including honors and, eventually, AP courses for those students with higher ability. Over 30 courses are provided.

Honors and AP courses will be open to all students. We will utilize the counselors to assist student choice for students who have a high risk of failure in honors or AP. Ultimately, however, entrance into these courses is a parental option. Otherwise eligible students will not be denied admission to Honors or AP classes as the result of difficulty with the English language.

## ii. The Arts Program

As noted previously, the central and significant difference in the Berks Charter High School for the Performing and Visual Arts is rooted in the belief that an immersion in the arts totally enhances the education of the student.

Another unique aspect of the design is that the artistic courses have been built upon the experience of over 50 teachers who have taught at the Founder's other schools for the arts. The courses will be formally refined and expanded once the new staff has been put in place.

It should be further noted that many of our formal courses are highly unique in the state of Pennsylvania. That is why we have utilized artistic professionals to develop those curricular areas. The same is true for "Design Art", which is an emerging art form, and our complex, multi-media journalistic courses. This is another reason why we will become a true model for other schools.

This unique model has been designed based on a number of different sources, based in part on existing successful performing arts schools in the Lehigh Valley and elsewhere. The curriculum has also been modified through recent consultations with practicing artists and college faculty working in the arts and teaching arts who have advised the school what practical knowledge and skills are necessary to follow a career in the arts. This particular combination of resources has not been used previously to design an arts Charter High School, and the combination makes this curriculum unique.

The program is based on two rigorous sets of standards:

- 1) National Standards for Arts Education: The standards outline what every K-12 student should know and be able to do in the arts. The Consortium of National Arts Education Associations, through a grant administered by The National Association for Music Education (MENC), developed these standards.
- 2) State Standards for Arts Education: Most states, including Pennsylvania, developed (or are developing) standards in for education in the arts. The Arts Education State Policy Database contains the latest information on arts education state policies and practices. Few public schools have either the time or talent to meet even the limited standards produced for the arts in Pennsylvania.

It is our intention to meet AND exceed these standards at each grade level. These standards are comprehensively defined in several voluminous documents that will be at the hands of each artistic teacher and administrator in the building. This will be achieved by increasing the time-on-task devoted to the respective performing arts throughout the four years of the program. Students will have an opportunity to focus on new artistic programs – that are not routinely offered (in depth) in any other high schools in the area.

An expansive and broad range of Artistic course offerings are contained in the Curriculum Binder. A curriculum will be implemented that meets the national standards. The School will provide some continuation of the traditional arts, but some students will be



moving into one of the other unique Art areas including Digital and Graphic Art, and Media and Print Journalistic Art.

The Berks Charter High School for the Performing and Visual Arts strives to prepare students with the knowledge and critical skills needed to adapt to challenges in life, higher education, and future employment. To this end, our goal is to help students develop the following abilities: to be a lifelong learner; to continue to adapt and to grow; to develop a depth of knowledge; to adapt to technological change; to be respectful to the feelings and needs of others; and to be a contributing member of society.

### **iii. Technology**

We are living in a rapidly changing world that makes it increasingly difficult to predict the nature of technology over a five-year period. Most older adults are “digital immigrants”, having to learn these skills after their formal education ended. Students coming to this school will be “digital natives” bringing a wide variety of skills to the classroom, but many will have had limited access at home.

#### **a. Students**

In a complex world whose workings are increasingly technological, it is the Berks Charter High School for the Performing and Visual Arts’ responsibility to help students understand and be able to use technology. We believe that schools must provide students with the technological skills and understanding to be successful learners and citizens.

The Berks Charter High School for the Performing and Visual Arts will offer all students technology-related learning opportunities that are consistent with computer literacy requirements of many high schools, colleges, and universities nationwide. The Berks Charter High School for the Performing and Visual Arts is committed to ensuring that every student has regular access to a computer and the Internet. The use of technology will be integrated throughout the subject areas, both to ensure students’ technological literacy and as a tool to enhance their learning. Computer projects will supplement lessons to strengthen students’ understanding of certain topics, to provide a different cultural or geographic perspective, or to hone researching skills. Students will be able to design and build websites, post their schoolwork and projects on the school’s or their own website, and work together on-line. As part of the Berks Charter High School for the Performing and Visual Arts’ Digital and Graphic Arts major, they will learn graphic design and desktop publishing, and their appreciation and knowledge of art will be enhanced through their regular use of computers and other technology.

In support of literacy, students will learn word processing and will become proficient in writing, revising, and publishing their own work on the computer. Classroom and school literary magazines, newspapers, and newsletters will be published by students using desktop publishing programs. These skills will be enhanced through the Journalistic Arts curriculum.

In social studies and science, students will learn how to use the internet appropriately and safely to find useful and accurate information as they investigate a range of topics. They will also learn how to use databases and spreadsheets, how to manipulate data, and how to

present information to help others learn from their findings. Students will learn how to develop and maintain websites in order to share their information, projects, and ideas.

### **b. Teachers and Administrators**

Teachers and administrators will use technology to ensure that targets for student learning are met and to maximize the school's operational efficiency. Each teacher will have access to a computer with Internet and Intranet capabilities, as well as access to the school's student information system allowing them to update student records by inputting data on student academic and non-academic performance. E-mail will enable easy and frequent communication among teachers and other staff at the School as well as with educators throughout the country. Teachers will use technology to assist in their ongoing daily planning and instruction, but more importantly, will draw on technology to aid in monitoring student achievement and in mapping curriculum within and across grade levels.

1. Monitoring student achievement: Teachers will use computer software that allows them to keep track of student achievement, based on regular assessments, in both mathematics and literacy.

2. Curriculum mapping: The use of curriculum mapping software will allow teachers to work together, examining the curriculum horizontally and vertically. Teachers will be able to plan, explore, and modify their scope and sequence within grades and across grades in each subject area. This attention to curriculum will help teachers develop and maintain thematic units that address key skill and content area requirements.

### **iv. Health and Physical Education**

Physical Education will focus on health-related state required programs and will be reinforced in several of the related arts areas such as Dance and Figure Skating. These programs will be designed to meet the physical and emotional abilities of the student.

The Pennsylvania Academic Standards for Health, Safety, and Physical Education have been developed in five categories: We will adapt each of these to the appropriate grade levels and fold them into relevant academic courses.

- Concepts of Health
- Healthful Living
- Safety and Injury Prevention
- Physical Activity
- Concepts, Principles and Strategies of Movement

### **SUMMARY**

These Academic and Artistic Standards are sequential across the grade levels. They reflect the increasing complexity and rigor that students are expected to achieve and define the content for planned instruction that will result in measurable gains for all students. We will use these standards to develop instruction and design assessment components that will meet student needs.

B. Describe how your school will meet the educational needs of students with disabilities in accordance with Chapter 711. Describe your projections for special education instructional programs that will be operated directly by the Charter High School or operated by others under contract with your Charter High School. List any support staff and related service providers that might be employed directly by the Charter High School or provided under contract, who will provide required support for students with disabilities receiving special education.

All content below shall be interpreted and implemented to fulfill compliance with all laws related to special education for handicapped students.

The special education policies detailed herein were designed and will be implemented in accordance with all relevant federal and state statutes and regulations including, but not limited to: the Individuals with Disabilities Education Act (IDEA 2004 – PL 108-446), Section 504 of the Rehabilitation Act of 1973 (504), the Americans with Disabilities Act (ADA), the Family Education Rights and Privacy Act (FERPA); and Pennsylvania Department of Education regulations on Charter High School Services and Programs for Children with Disabilities (Chapter 711).

It has been the founders experience, with similar schools, that one cannot predict either the number or degree of special education services needed. Therefore, we make initial estimates and revise those in accordance with need. If we under-estimate the population, we will receive additional funds- as per the formula, to assist us in meeting greater needs- both in services and staffing.

It is the goal of the Berks Charter High School for the Performing and Visual Arts to create an environment and process that allows students with disabilities to be successful in the school's core curriculum and academic pathways while completing all state mandated requirements for grade promotion, in the Least Restrictive Environment. Through our alternative, individualized instructional program, we will provide an educational model that will encourage and successfully enhance the individual learning styles of all of the students, which we hope will result in fewer children needing special services. However, if students need special education services, they will be provided.

The Berks Charter High School for the Performing and Visual Arts will implement the policies and procedures outlined in the laws relating to students with disabilities to ensure that all students with disabilities receive a Free Appropriate Public Education (FAPE). In all cases, the school, as Local Education Agency, will provide, or make arrangements for the provision of, all needed services (as determined by the IEP team at the IEP meeting) to students determined to be eligible for special education in accordance with relevant state and federal legislation.

The Berks Charter High School for the Performing and Visual Arts has designed and will implement the following policies and procedures to address the needs of students identified as students with disabilities as well as students not yet identified. We have budgeted for approximately 15% of the total student population at the school to require special education services. Initially, this has been our experience during the first year of our

previous schools. This is, of course, an estimate and we will adjust staffing and support personnel to meet all student needs. Of these students, it is anticipated that 40% will require some sort of related service such as speech therapy, physical therapy, etc. In the event that the special education population exceeds our projections, additional qualified special education staff will be hired in order to comply with staffing ratios established by law.

**i. Student Identification**

In addition to students identified as disabled upon enrollment (self-identified or identified by incoming student records), the Berks Charter High School for the Performing and Visual Arts has developed an Evaluation/Re-evaluation Protocol and Support Process. The protocol identifies students based on the following:

- 1) Teacher referral based on student performance, student participation, communication (or lack thereof), observations, student responsiveness, and ability to follow directions.
- 2) Parental request for additional support services.
- 3) Student request for additional support services.
- 4) Review of academic progress and achievement (progress reports, grade point average, teacher input, etc.)
- 5) Monitoring of attendance.
- 6) Direct monitoring of discipline/behavior issues.
- 7) Any noticeable and/or obvious change in a student's behavior, demeanor, character, or personality.

All identified students are referred to the chairperson of the Instructional Support Team. The student is then evaluated using a range of methods, culminating with a Multidisciplinary Evaluation, when necessary, to gather all pertinent information regarding the student's disability.

All evaluations are documented and the documentation is used to create an appropriate plan of modifications and accommodations, such as an Individualized Educational Program (IEP) or a 504 Plan. These plans are used to guarantee students with disabilities the means to demonstrate their knowledge and skills and equitable access to curriculum, materials, and instructional strategies. The Berks Charter High School for the Performing and Visual Arts will advise parents of, and follow all procedural safeguards as required by Federal law.

**ii. IEP Meetings**

IEP meetings will be held for all students determined to be eligible for special education services according to guidelines established by relevant state and federal regulations. The school staff required by the IDEA will attend IEP meetings. The administration may also ask other staff members to attend IEP meetings if their presence would be helpful to the special education process. Other participants will include, as appropriate, the student, a school psychologist, an ESOL/Bilingual teacher if necessary, an interagency representative, a vocational technical representative, and/or a Community

Agency representative, and the student's parent/guardian. The parent/guardian of the student will always be invited to attend all IEP meetings.

**iii. Student Records**

Confidential student records will be obtained and secured based on the Berks Charter High School for the Performing and Visual Arts' Policy and Procedure for Records Management, Acquisition, and Confidentiality. The school will comply with F.E.R.P.A.

**iv. Instructional Strategies, Modification, and Accommodations**

The Special Education Department of Berks Charter High School for the Performing and Visual Arts will use a range of instructional strategies to provide all necessary support to students with disabilities. Academic support, accommodations, and modifications are provided based upon individual need, as determined by the IEP team, and include, but are not limited to: modified curriculum delivered in the classroom with the support of a certified special education teacher; team teaching with a special education teacher; computer-based remediation and resource intervention; and learning support curriculum materials supervised by certified special education teachers. All special education students follow a roster of curriculum and course offerings that is the same as the regular education student body. The curriculum will be adapted and adjusted based upon the student's IEP. Progress will be monitored by the Special Education staff and the IEP Team.

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

**v. Related Services**

Students requiring related services as part of their special education program will be provided these services, in terms of type, frequency, and duration, in accordance with the decisions made by the IEP team at the IEP meeting. Berks Charter High School for the Performing and Visual Arts will contract with certified, licensed private providers and the Intermediate Unit for these services. Preliminary contacts will be made with several of these entities in order to determine general costs for budgeting purposes. Related services, provided as needed, include, but are not limited to: adaptive physical education, assistive technology/devices, behavior management program/plan, counseling services, hearing therapy, interpreter services, occupational therapy, orientation and mobility, parent counseling/training, physical therapy, psychological services, rehabilitation counseling, school health services, services provided by a mental health agency, social work services, speech/language therapy, transportation, and other services as appropriate.

## **vi. Evaluation/Re-evaluation Protocol & Comprehensive Support Process**

The Berks Charter High School for the Performing and Visual Arts, a 9th through 12th grade institution, ensures that all students with disabilities, who enroll in the school, have access to a free appropriate public education (FAPE). This includes children with disabilities who are advancing from grade to grade. Free appropriate public education shall also be provided to children who have been suspended or expelled from school in accordance with Title 34 of Federal Regulations (34 CFR), 300.300 (a) and 300.121 (e).

The determination that a student is eligible for special education and/or support services begins with the initial screening process upon admission. However, the School's Instructional Support Team must make the determination for services at the Berks Charter High School for the Performing and Visual Arts on an individual basis. The team consists of staff members from the school representing academics, discipline, guidance, special education, social work, and administration.

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

- 1) Teacher referral based on student performance, student participation, communication (or lack of), observations, student responsiveness, and student ability to follow directions.
- 2) Parental request for additional support services or a special education evaluation.
- 3) Student request for additional support services or a special education evaluation (although necessary parental consent would be obtained if a minor student requests an evaluation).
- 4) Review of academic progress and achievement (progress reports, grade point average, teacher input, etc.).
- 5) Monitoring of completion of school hours (attendance) by the parent and/or teacher. Designated school staff should monitor completion of school hours and complete a referral when sufficient hours are not completed. The staff member should also monitor patterns of attendance, if and when they develop (e.g. absent on Mondays, Fridays).
- 6) Direct monitoring of discipline and/or behavioral issues and violations of the school's Code of Conduct to determine continuing patterns of decline and allow for the Instructional Support Team to respond with appropriate supports. Additionally, any student involved in a serious disciplinary incident shall be referred immediately to the Instructional Support Team.

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

**vii. Comprehensive Support System**

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

**viii. Comprehensive Support Process**

1. A referral is made to the Chairperson of the Instructional Support Team based on the designated triggers. The Chairperson will then begin interviews with all teachers so that initial accommodations, modifications, and supports can be started immediately. In the case of attendance, the designated staff member should also make a referral to the guidance office for student counseling. Parents should also be notified. If the pattern is noted again, a conference with the parents will be held.

2. If initial accommodations are effective, they will be continued as long as the student requires the support. No further action will be required at this time. Reoccurrence of problems will reopen the process.

3. If the initial accommodations do not appear to be effective, the referring individual or teacher will complete a Request for Student Services form and submit it to the Chairperson of the Instructional Support Team. The Chairperson of the Instructional Support Team will begin to compile a Comprehensive Support process file on the student (background information, relevant medical records and information, attendance history, report card data, progress reports, discipline records, etc.)

4. The Chairperson of the Instructional Support Team will convene a meeting with the individual making the referral and complete a Response for Student Services form.

5. The Instructional Support Team will develop strategies and interventions, and determine the amount of time that should be allotted to implement these strategies and interventions. In the case of a second serious behavioral incident, the Instructional Support Team will convene to review related issues, causes, and concerns. Parent and student counseling with the guidance office will be mandatory. Should a third serious incident occur, referral will be made to the school's Discipline Review Board for further action.

6. Academic strategies and interventions will be implemented for the designated duration as deemed appropriate by the team.

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

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

**ix. Policy and Procedures for Discipline of Children with Disabilities**

All special education students at Berks Charter High School for the Performing and Visual Arts are expected to comply with the school Code of Conduct to the fullest extent their disability allows. Special education students will be subject to regular discipline in all cases that do not involve a manifestation of a disability.

The Special Education Coordinator will be involved in all disciplinary proceedings involving a special education student. In every case where the disciplinary action proposed represents a change of placement, a Manifestation Determination will be held prior to implementation to ensure that the proposed action complies fully with the Individuals with Disabilities Education Act (IDEIA 2004). No interruption in educational services will occur pending the outcome of this process.

If the finding of the IEP team is that the violation was not a manifestation of the student's disability, the student will be subject to the regular discipline as detailed in the Berks Charter High School for the Visual and Performing Art's Code of Conduct. In cases where the behavior is found to be a manifestation of the student's disability, no disciplinary action will be imposed. A Functional Behavior Assessment will be completed, and an IEP meeting held to implement a new Behavior Support Plan within a reasonable time.

**x. Qualified Handicapped Students**

Students who are not eligible to receive special education programs and services may qualify as handicapped students and therefore be protected under federal statutes and regulations intended to prevent discrimination. The Berks Charter High School for the Performing and Visual Arts will ensure that qualified handicapped students have equal opportunity to participate in the school program and extracurricular activities to the maximum extent appropriate for each individual student. In compliance with federal law, the Berks Charter High School for the Performing and Visual Arts will provide to each protected handicapped student without discrimination or cost to the student or family, those related aids, services, or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities. In order to qualify as a protected handicapped student, the child must be of school age. As appropriate and necessary, a 504



Plan will be written to document the needed supports to ensure meaningful access for handicapped students.

xi. English Language Learners

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

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

Procedures for identification of students whose native language is not English will be established by the Berks Charter High School for the Performing and Visual Arts in combination with procedures for resolving complaints and evaluating the program.

It will be the responsibility of the Berks Charter High School for the Performing and Visual Arts to provide a program for each student whose dominant language is not English for the purpose of facilitating the student's achievement of English proficiency and the academic standards of the Pennsylvania School Code.

**Screening and Identification**

Berks Charter High School for the Performing and Visual Arts will, at the time of enrollment, (1) identify students in need of services; (2) notify parents of the identification and programming options; and (3) appropriately place the identified students into an appropriate language instruction educational program. Berks Charter High School for the Performing and Visual Arts will ensure that this process is completed within the first 30-day of school or, if the student enrolls in the school after the first day of school, within 14-days of the student's enrollment.

Berks Charter High School for the Performing and Visual Arts will utilize the procedures set forth by the Pennsylvania for the identification of students in need of English language learner services. The screening and identification process will involve the following steps:

**Step One:** Review of the Home Language Survey, which will be provided to **all** students upon enrollment in the school.

If the Home Language Survey indicates a language other than English for any question, the school will proceed to Step Two.

If the Home Language Survey indicates a language other than English for all questions, the school will proceed to Step Four.

**Step Two:** Conduct a Family Interview, utilizing the procedure set forth by the Pennsylvania Department of Education.

**Step Three:** The School's ESL Professional will review the information obtained during the family interview. If the information from the family interview indicates that English is not the student's native language or that exposure to another language may have had a significant impact on the student's English language development, the School will proceed with Step Four of the identification process.

**Step Four:** The School will conduct a review of the student's academic records from their previous school, if available. The School will look for evidence that the student has sufficient English proficiency to benefit from instruction in English without specialized supports or accommodations. If academic records are not available, for whatever reason, or if the student's academic records do not contain reasonable evidence of English proficiency, the school will proceed to Step Five of the identification process.

**Step Five:** The School will screen the student for English proficiency using the KW-APT, K MODEL, or WIDA screening, or WIDER MODEL screener. If the student's scores meet the criteria for identification as an English Language Learner, according to the standards set forth by the Pennsylvania Department of Education, the school will proceed to Step Six.

**Step Six:** The School will determine if the student has limited or interrupted formal education, according to the criteria set forth by the Pennsylvania Department of Education.

**Step Seven:** The School will determine the most appropriate language instruction educational program (LIEP) based on the student's English language proficiency and native language proficiency, if available.

**Step Eight:** The School will provide the parent/guardian with a detailed program description and an explanation of the placement decision. The parent will then have the option of accepting or rejecting the program offered by the School.

**Step Nine:** The School will initiate the ELL program as described herein.

### **ELL Program Implementation**

ELL instruction will be provided by both ESL-teachers and non-ESL teachers. Depending on the population of ESL students enrolled in the school, the Berks Charter High School for the Performing and Visual Arts will implement EL program that incorporates Mixed Classes with Native Language Support with EL Specific English Only Instruction and Mixed Classes with English Only Support. The Charter School will also provide EL-Specific Transitional Instruction where appropriate. The EL program at the Berks Charter High School for the Performing and Visual Arts will be aligned to the PA ELDS.

Annually, the Berks Charter High School for the Performing and Visual Arts will complete the ACCESS for ELLS with all ELL students, as required by Federal Law.

### **ESL Programming Staffing**

Teachers holding dual certifications in a secondary content areas/elementary and an English Language Program Specialist K-12 will be employed by the Charter High School.

### **Reclassification, Monitoring, and Redesignation of Els**

Each year, two language use inventories (in addition to the ACCESS for ELLs) will be completed, one by an ESL teacher and one by a regular-education classroom teacher for each ESL student. The results of the language use inventories will be combined with the students' ACCESS for ELLs score to determine if reclassification as a former ELL student is appropriate.

If the students' scores on the language use inventories and the ACCESS for ELLs meet the threshold for reclassification, the student will be reclassified *unless* there is compelling evidence to suggest that the student should remain identified as an EL

Students who are reclassified as former Els will be monitored for a minimum of two years in accordance with Pennsylvania law. Berks Charter High School for the Performing and Visual Arts will actively monitor former Els to ensure that they are not struggling academically as a result of a persistent language barrier. An individualized monitoring plan will be developed for each transitioning student at the time that the decision to transition is made. The monitoring plan will be developed, implemented, and monitored by the ESL teacher. The plan will include tracking of transitioning students by the ESL teacher in all academic areas. The tracking will include quarterly conferences with the students' academic teachers to explore any areas of concern.

The Berks Charter High School for the Performing and Visual Arts will continue reporting former ELLs to the state in PIMS for an additional two years after the first two-year intensive monitoring period, or as long as the student remains enrolled in the school.

If it is determined, at any time after reclassification, that an ELL or former ELL is struggling academically as a result of a persistent language barrier, the student will be redesignated as an ELL and ESL services will be provided.

### **Reporting Requirements to PDE**

Annual reporting through the use of Pennsylvania Information Management System (PIMS) and the Limited English Proficient (LEP SYTEM) on data and information on student numbers and teachers will be conducted.

C. What teaching methods will be used? How will this pedagogy enhance student learning?

In embracing a rigorous academic program, the Berks Charter High School for the Performing and Visual Arts will employ innovative and proven methods for student learning and teaching that are based on reliable research and effective practices and that have been replicated successfully in schools with diverse populations. Our goal is to combine the best of progressive pedagogy with an understanding of individual student needs and a focus on the development of rigorous intellectual engagement in the content areas.

We will work, through staff development, to fully infuse both the academic and artistic sides of the school. Peer visitations will be a critical technique to allow Artists and Academicians to better understand their respective views and techniques.

The Berks Charter High School for the Performing and Visual Arts staff will hold high standards for achievement for all students. The emphasis at this Charter High School is on conceptual development for understanding and problem solving, as well as the development of basic skills and knowledge in the various arts disciplines. Attention is given to the development of carefully scaffolded assignments for students that will enable them, step by step, to build the skills and knowledge required to achieve at the levels demanded by the curriculum.

Teachers will provide students with clear expectations for the quality of work, using rubrics and strong and weak work samples where appropriate. Students will understand what they are expected to know and be able to do and how they will be evaluated. Student work will become part of the student's portfolio, a collection that will include work at all stages of the learning process. Students will reflect on their progress by regularly examining the work in their portfolios, writing about their own development, and choosing work to develop further and/or to publish. This process will contribute to a classroom culture that emphasizes continual growth rather than just right and wrong answers.

The school day will be designed so that teachers in each grade level will have as many (where possible) as one or two common preparation periods each week to be used for curriculum planning and discussion of student needs. The Berks Charter High School for the Performing and Visual Art's goal is to use packaged curriculum programs as needed but also to have teachers working to develop thematic curriculum that engages students in processes of active and critical thinking and learning. Teachers will use both summer in-service time and teacher preparation periods to continuously develop and refine curriculum and pedagogy.

D. Attach the school calendar and identify hours of the school operation, as per Section 1715-A(9).

The will develop an annual school calendar that is relatively similar to the Reading School District as is possible, and will coordinate our transportation needs with all appropriate sending districts. The school will use the same opening, closing, and holiday schedule as the Reading School District. Our proposed calendar is shall mirror the District Calendar for scheduling and transportation ease. As noted elsewhere in this document we will

provide at least the number of school days and hours required by the Pennsylvania School Code.

According to a recent policy statement published by the American Academy of Pediatrics, children who start their education at later start times achieve better grades, perform better on standardized tests and have better overall health. “Chronic sleep loss in children and adolescents is one of the most common – and easily fixable – public health issues in the U.S. today,” said pediatrician Judith Owens, MD, FAAP, lead author of the policy statement, “School Start Times for Adolescents,” published in the September 2014 issue of Pediatrics.

“The research is clear that adolescents who get enough sleep have a reduced risk of being overweight or suffering depression, are less likely to be involved in automobile accidents, and have better grades, higher standardized test scores and an overall better quality of life,” Dr. Owens said.

Dr. Owens continued “Studies have shown that delaying early school start times is one key factor that can help adolescents get the sleep they need to grow and learn.”

The Berks Charter High School for the Performing and Visual Arts will adopt this approach and model by starting school at 8:45 a.m. and allowing the students to participate in Special Studies at the end of the day where the student can receive extra help from their teachers or pursue extracurricular activities within the arts paradigm.

### Sample Daily Schedule - Subject to Change

#### Modified Block Schedule Model – Grade 9 (To be Modified\* Additionally for 10, 11, & 12)

Time	Per.	1	2	3	4	5	6
9:00- 10:15	1	ART.	ART.	ART.	ART.	ART.	ART.
10:15- 11:30	2	ART.	ART.	ART.	ART.	ART.	ART.
11:30- 12:00	3l	ART.	ART.	ART.	ART.	ART.	ART.
12:00-12:30	4l	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
12:30-1:00	5l	For. Lan.	Study	For. Lan.	Study	For. Lan.	PE/H
1:00-1:30	6l	For. Lan.	Study	For. Lan.	Study	For. Lan.	PE/H
1:30-2:45	7	Eng. 9	Alg. 1	Eng. 9	Alg. 1	Eng. 9	Alg. 1
2:45-4:00	8	Sci. 9	Soc. St. 9	Sci. 9	Soc. St. 9	Sci. 9	Soc. St. 9
4:00-5:00		<b>SPECIAL STUDIES</b>	<b>SPECIAL STUDIES</b>	<b>SPECIAL STUDIES</b>	<b>SPECIAL STUDIES</b>	<b>SPECIAL STUDIES</b>	<b>SPECIAL STUDIES</b>

#### 4. School Accountability

A. What methods of self-assessment or evaluation will be used to ensure that the school is meeting its stated mission and objectives?

i. Student portfolios will provide cumulative assessment of student work in all areas of study. Portfolios will be shared with teachers as students move into new classes and will be the basis of conversation during parent-student-teacher conferences. Portfolios provide a way of looking at the development of children over time as well as a way of assessing how well school is doing in meeting the needs of every individual child. Subject matter state and local tests will be utilized to evaluate students.

ii. Regular assessments in all subject areas will be used to inform teacher practice and to explore classroom and school-wide needs. These assessments will guide teachers and administrators in making effective teaching and curricular decisions.

iii. State mandated tests and results will allow the school to ensure that students are meeting externally defined standards of achievement that will allow them to succeed within existing educational systems.

iv. Student and Parent Surveys will allow us to monitor the level of satisfaction of our stakeholders with regard to the quality of the charter school academic program and school climate.

v. The Berks Charter High School for the Performing and Visual Arts Advisory Committee will ensure that major school decisions are made in accordance with the stated mission, vision, and goals of the school.

vi. The Board of Trustees will conduct an annual review of the Executive Director. The Executive Director will evaluate other administrators within the school,

B. How will teachers and administrators be evaluated? Describe your standards for teacher and staff performance?

The primary goal of the teacher evaluation process will be to ensure maximum effectiveness in the delivery of instruction that will lead to maximum student performance. Teachers and administrators will be effective in helping all members of the school community reach the stated goals of the school.

i. Administrators will establish yearly goals for the Berks Charter High School for the Performing and Visual Arts. Teachers will set yearly goals for themselves as individuals that tie into the school-wide goals. Throughout the year teachers will work collaboratively toward their goals with support from their grade level team colleagues.

ii. Administrators will carry out regular classroom observations to provide teachers with data and feedback about effectiveness in reaching their individual, team, and school goals. Each teacher will have a minimum of two observations: one announced observation in the fall (to be completed by December 15) and one unannounced observation in spring (to be completed by May 1).

iii. If teachers are in need of improvement, the Administrators will work with the teacher to establish a supportive improvement plan. The recommended

activities in the improvement plan may include additional on-site or off-site professional development opportunities, visits to exemplary classrooms, support in planning and instructional development, and support from an assigned mentor or any other activity that is believed to be helpful in moving the teacher toward improvement.

iv. The classroom observations as well as the completion of other professional responsibilities will be the basis for the Final Professional Evaluation ratings (to be completed by May 15).

v. Teachers may choose to keep a portfolio with student work and instructional artifacts as a tool for use during end-of-year conversations with administration about his/her effectiveness and achievement of goals during the year.

C. How do you plan to hold your school accountable to the parents of the children attending your school?

i. Report cards will be issued four times a year. These reports will include checklists and narratives, the latter consisting of descriptions of child's processes of learning, strengths, areas of challenge, and the teacher's plans for future work with the child in the class.

ii. Progress Reports will be issued as needed. These reports will inform the parent of how well the student is moving toward the expectations for the year and communicate any areas of concern and strength.

iii. For students who are not making satisfactory progress, Interim Reports will be used strategically throughout the year for the purpose of progress monitoring and to keep parents/guardians informed of concerns and support or interventions.

iv. Each teacher will conference at least twice a year (November and March) with the parent/guardian and the child to discuss areas of strength, growth, future plans, and ways in which teacher, parent/guardian and child can work collaboratively to improve the child's learning and meet the needs of the school community.

v. Communications with our parents will be ongoing and continuous as often as needed. It will be our expectation that all staff will reach out to the parents to discuss any matter or issue of concern that develops regarding their children. Issues such as at-risk behavior, performance, lateness, and absences will be balanced with contact that shares a student's positive growth and improvement, as well as individual successes within the whole context of the arts and academic duality we seek.

vi. Parents/Guardians will be informed in a timely fashion about the results of any standardized tests taken throughout the school year.

vii. The Berks Charter High School for the Performing and Visual Arts is in the process of establishing a parent committee that will meet bi-monthly.

D. Discuss your plan for regular review of school budgets and financial records.

The Board of Trustees of the Berks Charter High School for the Performing and Visual Arts is responsible for approving an annual budget and for regularly reviewing budgets and financial accounts. The Executive Director and/or his or her appointee will maintain account records and will be responsible for providing regular reports to the Board as dictated in the Bylaws. The school budget will be available for review by parents and the community on our website.

The Berks Charter High School for the Performing and Visual Arts will contract with the firm a business management firm for assistance with financial management and other fiscal management functions of the school. The Board will select an entity experienced in Charter High School operations, will work closely with the Berks Charter High School for the Performing and Visual Arts' Executive Director and Internal Finance Officer will furnish the following financial documents and statements to the Board Treasurer on a monthly basis:

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

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

The Board of Trustees is responsible for approving an annual budget and for regularly reviewing budgets and financial accounts. The Principal and/or his or her appointee will maintain account records and will be responsible for providing regular reports to the Board as dictated in the Bylaws. The business manager will implement a process that will include an automated bookkeeping system to track revenues and expenditures and make comparisons to the projected budget in accordance with Section 437 of the Public School Code.

Budget policies will be established by the Board of Directors enabling the Principal to maintain a revolving checking account for making purchases of \$200 or less. Purchases above that amount will be permitted only when sufficient funds remain in the budget. This will not be done if the vendor is identified as the provider. These purchases must be submitted to the Board of Trustees for their ratification. The school will comply with competitive bidding procedures consistent with Public School Code.

The Berks Charter High School for the Performing and Visual Arts will submit all financial audits and comply with all required audit procedures, including an annual audit by the Pennsylvania Department of Education Comptroller's Office. Specifically:

- Annual independent financial audit: the Berks Charter High School for the Performing and Visual Arts will be audited annually by an independent certified public



accounting firm according to the same guidelines applicable to public school systems in Pennsylvania. The cost of the independent audit shall be borne by the school. Copies of the audit will be submitted to the Pennsylvania Department of Education in accordance with the timeline required by P.D.E.

- Annual report/program audit: At an agreed-upon number of days after the end of each school year, the Berks Charter High School for the Performing and Visual Arts will submit a report prepared by an independent educational consultant which attests to: a) the accuracy, validity and reasonableness of academic achievement and programmatic results reported to the Pennsylvania Department of Education; and b) compliance with the provisions of the charter. This performance information will be used assessing any renewal option for the charter.

The Board of Trustees will develop additional procedures and use outside consultants as the need arises.

E. Describe your system for maintaining school records and disseminating information as required under the Family Educational Rights and Privacy Act (FERPA).

The Berks Charter High School for the Performing and Visual Arts Founders understand that, under FERPA, schools must generally afford parents:

- Access to their children's education records.
- An opportunity to seek to have the records amended.
- Some control over the disclosure of information from the records.
- Annual notification of their right to have access to the records and to make any necessary amendments.

Parents may access, seek to amend, or consent to disclosures of their children's education records, unless there is a court order or other legal document specifically stating otherwise.

When a student turns 18 years of age or attends a postsecondary institution, the student, and not the parent, may access, seek to amend, and consent to disclosures of his or her education records.

The full procedure and process regarding how the confidential student records will be obtained and secured will be based on the school's procedure for records management, acquisition, and confidentiality. This procedure will fully outline the system that will be implemented for maintaining school records and disseminating information. This policy also provides for all of our parents to receive annually the Family Education Rights and Privacy Act (FERPA) notice. This will also be posted on our web site. All regular Board meetings will be held in accordance with the Commonwealth's Open Meetings Law. All policies and procedures will be compliant with all FERPA and privacy laws.

F. Describe your system for maintaining accurate student enrollment information as required under Section 1748-A, Enrollment and Notification.

The Berks Charter High School for the Performing and Visual Arts will implement a system for maintaining student enrollment information as required by the Charter High School Law (Act 22 of 1997). Specifically, the Berks Charter High School for the Performing and Visual Arts will collect all of the necessary data for each student and will file all forms required by the Pennsylvania Department of Education (i.e. PDE-4059CS Instructional Time Summary, PDE-40262C Annual Attendance Membership Report, PDE-4002CS Summary Report of Aggregate Days Membership) as they pertain to Charter High Schools. Additionally, the Berks Charter High School for the Performing and Visual Arts will use a student information software system, such as MMS Student Information Management System, Administrators Plus, or PowerSchool, to track enrollment data to make sure that our enrollment figures are always up-to-date, reflecting new students and any withdrawals. The school will maintain accurate records, which will include the basic data for each student that is needed to complete child accounting forms and other student data forms to be submitted to the Department of Education. This basic data includes:

- Student name
- Names and addresses of parents or legal guardians
- Nonresident status of student
- Date of birth
- Sex
- Ethnic code
- Grade level
- Entry code
- Entry date
- Withdrawal code
- Withdrawal date
- Exceptionality code

**i. Attendance**

Students will be expected to attend school every day. If a student is absent, every attempt will be made to contact the parent or guardian to inquire about the reason for their absence. The school will follow the attendance guidelines set forth in the Public School Code regarding unexcused absences. The school will institute Truancy Elimination Plans where required.

The student information software system mentioned above will also be used to track attendance quickly and accurately, allowing for seamless communication between the teachers and the administration and the administration and the parents.

**Student Evaluation**

**A. Describe plans to evaluate student performance.**

Student performance will be evaluated in a range of ways that reflect the goals of the Berks Charter High School for the Performing and Visual Arts. Students will experience authentic and holistic assessments that are performance-based and related to goals and objectives; standardized tests that provide information on student achievement relative to

their peers and grade level expectations; and thorough ongoing formative evaluation techniques (writing, classroom activities and assessments) that provide students and teachers with regular and appropriate information about daily learning.

B. How will student development toward the school's overall learning goals and objectives be measured?

- Authentic assessments, including concerts (dance, choral), art exhibits, authors' nights where students present their writing, presentations.
- Berks Charter High School for the Performing and Visual Arts will administer those standardized tests required by the Commonwealth as well as tests determined by the Trustees to be in accordance with the school's mission.
- Classroom evaluations including portfolios, frequent writing assignments, reading and math assessments, quizzes, and assignments where students demonstrate understanding and proficiency.
- Diagnostic math and literacy assessments. Frequent use of these assessments will provide teachers with information on individual student development and needs. Every August, teachers will meet each student – both new and returning students - to do initial reading and math assessments for the upcoming school year. This will provide baseline data on every child. Teachers will assess student development in literacy and math again in late fall and mid spring and use the student's report card and progress report to provide a view of each child's development over time as well as the overall developmental trajectory and needs of the class.

C. Describe how student evaluation will be used to improve student achievement and attain the stated learning objectives.

- Reading and math assessments will be given three times a year. The data from these assessments will be collated to examine the developmental path of each individual student and of the whole class. Information from the assessments will be used to individualize instruction for each student and to help choose appropriate materials, pedagogy, and groupings for all students.
- Because authentic assessments are often public presentations (concerts, exhibits, presentations), we will be able to determine whether or not students are meeting both academic and non-academic goals (as stated in #2, above). Student, faculty, parent, and community feedback on this form of assessment will be used to modify, when necessary, curricular and pedagogical approaches.
- Classroom assessments will be teacher developed and will assist teachers in determining how students are progressing toward the goals established within the School, by the Reading School District, and by the State.

\* It is important to us that the Berks Charter High School for the Performing and Visual Arts' students meet or surpass the academic standards set by the Reading School District and the

State of Pennsylvania as stated in Chapter 49 and as measured by the state standardized tests. Students will take the appropriate standardized tests, and School staff will use these test results to help determine areas of relative strength and weakness in the curriculum. This information will be used as staff choose materials, develop teaching plans, and work on appropriate pedagogies for the children at the School.

## **5. School Community**

### **A. Describe the relationship of your school with the surrounding community.**

The Berks Charter High School for the Performing and Visual Arts is in the process of building relationships with a wide range of area businesses and organizations in the county. The School has several letters of support from established businesses and programs and is in the process of gathering more. As noted in the charter, we will build these relationships to provide internships, externships, mentoring programs and the use of certain facilities. The relationships will focus on the needs of the students of Berks County and the City of Reading. This will be reflected by the internship relationships.

The Berks Charter High School for the Performing and Visual Arts is working to establish a parent committee, comprised of Berks County residents, which will soon be meeting bi-monthly.

### **B. Describe the nature and extent of parent involvement in the school's mission.**

The Berks Charter High School for the Performing and Visual Arts recognizes that parents, grandparents, guardians, and other family members are the children's primary teachers. The school will be dedicated to strengthening and reaffirming the family, because as our families grow stronger, so will our school, and our children will become better students and better people.

It is imperative that our families understand that the Berks Charter High School for the Performing and Visual Arts mission centers on the concepts of arts integration and arts enrichment. Given this understanding, we expect families to put forth their best effort to support their children's education in this unique environment. With equal commitment and dedication to both academics and the arts, family support is essential to the school's overarching objective: to guide all children to develop their full potential.

The Berks Charter High School for the Performing and Visual Arts strongly believes in the partnership between school and home. We will not be successful without family help, support, and continued academic, emotional, and behavioral reinforcement. To this end, every parent/guardian will sign a compact, committing themselves to behaviors and actions that will help ensure their children's success.

### **C. Describe procedures established to review complaints of parents regarding operation of the Charter High School.**

The Berks Charter High School for the Performing and Visual Arts' parents have the right to expect that we will demonstrate complete accountability to our academic and non-

academic goals and we will adhere to our mission and vision as they are outlined in this charter application. We recognize that, in any community, a certain number of problems arise out of differences in opinions and learning to work together; and that a minimal number of oversights, which can negatively impact stakeholders, naturally occur as a school grows. It is the responsibility of all staff members to make problematic situations regarding parents and students known to the administration at the onset of the problem.

Informational questions regarding the Berks Charter High School for the Performing and Visual Arts' progress toward meeting its goals will be answered as soon as possible, either face-to-face, by telephone, or via e-mail. Parents will be encouraged to phone, e-mail, make an appointment for a visitation in order to request information from staff members who can address questions and provides information most appropriately and thoroughly. Most parent concerns or complaints concerning their child's progress will be resolved in the day-to-day interaction among staff, parents, and students.

Unresolved concerns will be addressed in the following manner. Parents must always first contact the Principal or designee, who will then contact the staff member involved in the situation, if deemed appropriate. If an accommodation is not reached within three days of this meeting, parents will be invited to communicate electronically, via telephone, or in person with the Principal. If after five days the issue remains unresolved, parents and the student will meet with the Principal and other interested parties at the Principal's discretion either in person or through a teleconference. The Principal's decision is presumed to be final. The parent has the right to continue the process by taking the concern to the Board of Trustees, which will make a final and binding decision at its next scheduled meeting.

Questions or complaints regarding the school and its progress towards meeting its goals can be brought to the attention of the school by addressing the concern with Berks Charter High School for the Performing and Visual Arts Advisory Committee, or requesting that the parent member of the Board of Trustees raise the issue at its next scheduled meeting. Such concerns will be handled expeditiously and diplomatically with the intention of bringing those concerned to a consensus and/or the achievement of a win/win solution.

Within the first month of opening, the Berks Charter High School for the Performing and Visual Arts will create an ad-hoc grievance committee to consider complaints by parents or community members of alleged violations of the law and/or the school's charter and make recommendations of resolution to the Principal. The Grievance Committee will consist of six voting members: 2 parents, 2 Board members, 2 teachers, and the Principal (who presides over the committee and is a non-voting member). Any stakeholder who is directly impacted by actions of the school may submit a grievance. If our mission is to play an active and positive role in the community, then we must be committed to resolving all grievances in a timely, satisfactory fashion.

The committee will develop a procedure for hearing grievances. A sample procedure is offered as follows:

1. A grievance form is completed and submitted to the Principal. The grievance form contains identifying information, the complaint, a summary of facts, a request of recourse, and

any steps taken to address the problem prior to appealing to the grievance committee. If the grievance is with the Principal, then the form will be submitted to the Executive Director.

2. The grievance form is circulated to members of the grievance committee.

3. Committee members determine whether the grievance merits a hearing and responds within a week.

4. Complaints or allegations that do not merit a hearing are turned over to the appropriate staff member for resolution.

5. Grievances that merit a hearing are heard at a meeting of the Committee within a month.

- Hearings are attended by the interested parties and the Principal.
- The Committee will determine who shall speak and for what length of time.
- The Committee, by majority vote, will make non-binding recommendations to the Principal.
- The Executive Director, in consultation with the Principal and the School's legal advisor will approve the recommendations if they are appropriate and lawful.
- On rare instances, the Executive Director will pass on the recommendations to the School's Board of Trustees to determine a resolution at its next meeting.

## **6. Extra-curricular activities (athletics, publications and organizations)**

As an Arts Focused high school, a few traditional extra-curricular activities will be offered. Many students may be bussed, curtailing their ability to stay for such activities. We will be utilizing a special schedule, however, in order to provide internal programs to meet the needs of students who "need more" or to continue some of the performing arts, including ensembles, drama, and dance, from which the students entering into High School will be transitioned as part of their matriculation. For instance, Graphic Art students might utilize the Special Activities period to try out Theatre or Music. Students in academic need will have formal extra help available during this time. Additionally, the Berks Charter High School for the Performing and Visual Arts is looking into the feasibility of providing the students a working broadcast television and radio studio whereby the students involved in Journalistic Arts may produce their own television and radio programs for the School and outside community.

The Berks Charter High School for the Performing and Visual Arts reserves the right to introduce new extracurricular activities as the need arises.

### A. Describe the program of extracurricular activities planned for the Charter High School.

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

The academic programs will be designed for students who need extra reinforcement of school-time skills. Specific programs could include:

- After-school homework help
- Tutoring
- Activities that are curriculum-related
- Computer Literacy

Enrichment programs will be designed for students who express interest in developing skills not covered during the school day. These could include, but not be limited to:

- Theater
- Choral
- Dance Program
- Chess Club
- Odyssey of the Mind
- Reading Olympics
- Robotics
- Model United Nations
- Student Government Association
- Community Service Club
- Television and Radio broadcasting

The Berks Charter High School for the Performing and Visual Arts will also identify additional programs as are deemed appropriate for the student body. Parents and students will be informed of these activities (the dates, times, and any relevant enrollment forms and fees) so that they may make the best possible choices for their students, should they choose activities provided by outside organizations.

B. Describe whether any agreements have been entered into or plans developed with the local school district regarding participation of the Charter High School students in extracurricular activities within the school district. Explanation: Identify organized program of activities that complements the mission of the Charter High School and the similar programs in the school district of students' residence.

The Berks Charter High School for the Performing and Visual Arts has every intention of working with the Reading School District regarding the participation of our students in extracurricular activities within the District.

In sum, these essential elements -rigorous inquiry-based academics, a stellar unique arts program, a focus on character development, and inclusive family programming- represent in their whole a new and different kind of school community for students at these grade levels. The Berks Charter High School for the Performing and Visual Arts model provides the necessary autonomy to implement this type of innovative program.

The charter model will allow the Charter High School to serve students who need a rich and varied academic and arts program to thrive in school, and in life.

## II. NEEDS ASSESSMENT

### 1. Statement of Need:

#### A. Why is there a need for this type of school?

Most large urban school districts in the United States provide their own – separate high school for the arts. Financial concerns make it close to impossible for smaller urban and suburban schools to provide these models. In the Lehigh Valley there exists a very successful high school for the performing arts that serves the area and, more recently, an artistic focused middle school and elementary school. These schools serve students from over 25 surrounding school districts. Dr. Lubben, the Founder of this project, also founded and directed these three schools in Lehigh and Northampton Counties. Interested students from Berks County have been traveling to the Lehigh Valley to participate in these schools. The Berks Charter High School for the Performing and Visual Arts believes that the presentation of the major visual and performing arts with integration of other unique arts (Culinary Arts, Digital and Graphic Arts, Journalistic Arts) will create a strong and rigorous academic and artistic program that will have a major impact upon the students the School will serve.

We have clearly identified the wide range of students both in Reading and Berks County in the material below. We have no way, at this point, to accurately predict school population numbers with respect to language, special needs, or poverty rates. The school recognizes that because of the diversity of Reading, a large percentage of the student population will be students whose dominant language is not English. We will meet all requirements that this highly diverse student population presents to us – in all areas.

In addition, we are reaching out to a broad spectrum of students throughout Berks County. The statistics shown below indicate the wide disparity within the County. A model of integration through the Arts can become a beacon for the future of the combined area. Poor children need the arts as much as wealthy children. Poor children can (and will) benefit from the Arts as much as wealthy children- provided they have opportunities such as those that will be uniquely provided by this model.

#### Demographic “Snapshot” of Berks County (Based on 2013 Data)

	Pennsylvania	Berks County	Reading
Population	12,781,296	413,000	87,000
Avg. Home Value	\$164,700	\$170,600	\$68,200
Median Fam.	\$52,548	\$55,710	\$26,777



Income			
Poverty Rate	13.3%	13.9%	38.7%

This school will become a unique bridge between the middle school and the community colleges. It will become a more focused hybrid of current vocational programs, with a direct focus in the artistic areas.

B. Explain why the Charter High School model is an appropriate vehicle to address this need. Explanation: Provide recognition of potential opportunities to improve service and expand choices for students and parents.

The Berks Charter High School for the Performing and Visual Arts recognizes that every student is a curious being who thirsts for creativity and discovery. Whether they can or they must, all the students who come to our school will be given constant opportunities to fulfill their creative and artistic potential.

There is a deep infusion in and with all areas of the arts that no traditional school can replicate. In addition, class time devoted to the arts far exceeds what traditional schools can provide.

Additionally, the Berks Charter High School for the Performing and Visual Arts will be using an educational and teaching model that is different in many respects from what is currently being used in the Reading schools. It infuses the creative arts into a rigorous project and inquiry-based curriculum. Further, in order to absorb and adopt this instructional approach, staff members will participate in intensive professional development over a prolonged period of time. This often requires extra mandatory hours for teachers. And once these teachers are trained, it is important that they are kept on staff based on their success in the classroom.

These essential elements - rigorous inquiry-based academics, a stellar arts program, a focus on character development, and inclusive family programming - represent in their whole a new and different kind of school community. The Charter High School model provides the necessary autonomy to implement this type of innovative program.

Further, whereas the district administrations and teachers recognize the importance of the arts, there are not resources available to the regular public schools to offer **extensive** arts opportunities. The charter model will allow the school to serve students who need a rich and varied academic and arts program to thrive in school, and in life.

Finally, the charter model provides choice for a disadvantaged population that has historically not had the opportunity to select their schools. Prior to the Charter School Law, "school choice" was for those who could afford to send their children to private or parochial schools- or move into districts with higher performing schools. This will truly be a school of choice, not previously available for disadvantaged students.

## 2. School Demographics:

A. What are the school's enrollment projections for the first five years? What is the school's ultimate enrollment goal? What grades will be served? What is the age of kindergarten and age of beginner students? How many students are expected to be in each grade or grouping?

PROJECTED STUDENT ENROLLMENT					
Grades 9-12					
	2018	2019	2020	2021	2022
Gr. 9	130	160	175	200	200
Gr. 10	100	150	170	180	200
Gr. 11	90	115	150	170	180
Gr. 12	50	95	115	150	170
Grand Totals					
	370	520	610	700	750

In its first year of operation, the Charter High School will accept approximately 350 students in Grades 9-12. Each year thereafter, it will accept more students as it expands to the projected 800 students in Year 5. The chart above demonstrates the enrollment projections for the first five years.

It is difficult to specifically predict the number of students and the districts from which they will come. Our budget will fluctuate as a result. This is a Reading based charter. The school will continue to market itself to Reading residents and will give admissions priority to Reading students, as per the Charter School Law.

B. Describe the community or region where the school will be located.

The Berks County School Districts represent a unique mix of urban, suburban and rural school districts. Other school districts and municipalities differ considerably from the City of Reading. We have enclosed the demographic breakdown of both Berks County as a whole and Reading as an independent city earlier in this document

C. Why was this location selected? Are there other locations suitable to the needs and focus of the school?

As explained elsewhere in this application, the Berks Charter High School for the Performing and Visual Arts is based on the work Dr. Thomas Lubben completed by founding the Lehigh Valley High School for the Performing Arts, the Arts Academy Middle Charter High School and the Arts Academy Elementary School. Dr. Lubben has committed himself to working in Berks County and to providing a similar school for the Berks community. In addition, he has consulted with other experts in arts curriculum to design this unique program. Berks County has some of the most challenged school districts in Pennsylvania and this model can assist in reviving those school districts by keeping Berks County students in Berks County. Currently, students travel, over one hour daily, to the Lehigh Valley to enjoy of the Lehigh Valley High School for the Arts.

With that in mind, our board worked for over two years with a variety of realtors to locate a suitable location within Berks County. The site identified herein, became available to the board in January of 2015. This former high school is perfectly suited for our needs.

D. Describe any unique demographic characteristics of the student population to be served, including primary languages spoken. Explanation: Provide a description of the students to be served and the community in which the school will be located.

The students of Berks County, like those of the Lehigh Valley, confront many of the challenges that all school students face. While these characteristics are not considered to be unique, they certainly support the need for providing additional options that are special and unique for the students of the Berks County. We will be particularly cognizant of students needing assistance due to primary language differences. See notes that follow in this section.

We have reviewed, and included in this work the demographic statistics on Berks County and Reading.

## **2. District Relations/Evidence of Support (see Appendix A)**

A. What efforts have you made to notify the district(s) from which your Charter High School would draw students?

Initially, Dr. Lubben attempted to contact the Reading School District Superintendent in April and July of 2015. The purpose of this attempted contact was to discuss possible areas of cooperation between the District and the Charter High School. Additionally, an invitation was extended to all area Superintendents to visit the school site. The school hopes to work with the Reading School District and the surrounding districts on cooperative programs. Dr.

Lubben continues to reach out to the Reading Superintendent (2017) to reach a cooperative solution.

B. What efforts will be implemented to maintain a collaborative relationship with school districts? Note: Letters of intent must be sent to all school districts from which the Charter High School could reasonably expect to draw students.

The Founding Board of the Berks Charter High School for the Performing and Visual Arts will continue to work with the Reading School District to ensure that this is a public Charter High School in the truest sense of the word. The Berks Charter High School for the Performing and Visual Arts intends to model a partnership approach that will set a new standard and win the trust and support of the community.

C. Convey the scope of community backing for the proposed Charter High School and its founding coalition. Document community support among teachers, parents, students, community members, institutional leaders and others through the use of letters of support, surveys, or other tangible means. Explanation: Document efforts to foster open communications with local school districts; evidence that the founders inspire the confidence of their targeted community; evidence that the program provides an attractive educational alternative to students and parents, and evidence that the breadth of community support extends beyond the core group of founders.

The Artistic Community in Berks County and Reading is broad and highly rich and diverse. By including area artists on our founding board, we have begun the process of building lasting- relationships. It will be a primary function of the Executive Director to broaden and deepen those relationships once the charter is approved.

The founding board began to advertise an arts charter high school in the area in the Spring of 2015. We utilized the following methods: (1) mailers to the parents of children in the Berks County School Districts ages 11-17; and (2) Open Houses. We hosted 10 open houses at the school site from late April through mid-June during 2015. On average, about 30-40 people attended each open house. Parents were provided with a tour of the facility and with a power-point presentation outlining all aspects of our school. We have received over 130 pre-enrollment forms, and 136 petition of support signatures. It is anticipated that once the charter is approved, we will meet or exceed our initial enrollment projections of 450 students.

Our prospective parents were dismayed with our “failure” to be able to open an arts charter high school in the area in 2016. Nevertheless, they have been supportive of our continued efforts to open in 2018. We have remained in CONTINUOUS CONTACT with our original pool of students throughout this very long process. Based on previous experiences, we predict full initial enrollment by April of 2018.

We have included all statements of interest under Appendix A. Our new efforts, initiated in May of 2017 has increased our total pre-enrolled population in excess of 150 and this number grows steadily. We have initiated the following steps:

1. We have been distributing flyers throughout the community.

2. We have visited area churches, boys and girls clubs, and (specifically) “Opportunity House” to share our “dream”.
3. We are reaching out to advertisers in several Spanish and English speaking venues.
4. We continue to host new open houses at the school site.

Note: the Bethlehem high school currently draws from over 45 different school districts, the Elementary and Middle Schools draw from over 15 separate districts. The latest spreadsheets have been added to this document. Once again, the heaviest enrollment will occur in January through March of 2018. This is due to the obvious fact that Artistic Concentration is a draw for people over a wide area.

To REPEAT, as enrollment continues, we see an increased percentage of Reading Students in the total school population. They will always have “first choice”.

### III. DESCRIPTION OF FOUNDING/MANAGEMENT TEAM

#### 1. Profile of Founding Coalition and its Partners

A. Describe the makeup of the group or partnership that is working together to apply for a charter, including the names of the founders, their background and experiences, and references for each.

Interested county residents and graduates began meeting in early 2013 about an extension of the artistic Charter High Schools already forming in the Lehigh Valley. We spent the better part of two years looking for an acceptable site location. We had discussions of “other arts” focusing on a career path in Digital and Graphic Arts, and Journalistic Arts. The following people have come together as members of the Founding Coalition:

Their resumes are in Appendix B.

#### FOUNDING BOARD: CHARTER HIGH SCHOOL

Last Name	First Name	Telephone	Email Address	Affiliation	Office or Committee
Gori	Joel	610-780-8139	<a href="mailto:mpcgori@hotmail.com">mpcgori@hotmail.com</a> 164 Valley Drive Reading, PA 19606	Founder of Local Theatre (Metamorphosis)	President
Good	Michael	619-375-7680	<a href="mailto:Mgood00@verizon.net">Mgood00@verizon.net</a> 210 West Oley Street, Reading, PA 19601	Local Business Owner	Vice-President
Modricker	Darren		<a href="mailto:darren@willowstreetpictures.com">darren@willowstreetpictures.com</a>		
Martin	Petra	610-562-2713	<a href="mailto:ppurplemartin@aol.com">ppurplemartin@aol.com</a> 3543 Old St. Hamburg, PA 19526	Retired German Language Teacher	
Puskar	Keri	484-547-6623	<a href="mailto:klpcomms@aol.com">klpcomms@aol.com</a> 1320 Discus Circle Whitehall, PA 18052	Marketing and Public Relations Executive	Treasurer
Hemmings	Elizabeth	484-529-4271	<a href="mailto:elizabethhehb@aol.com">elizabethhehb@aol.com</a> 7 Tewksbury Drive Wyomissing, PA 19610	Parent	
Fiume	Modesto	610-867-2237	<a href="mailto:m.fiume@rcn.com">m.fiume@rcn.com</a>	CEO	

			5040 Long Drive Bethlehem, PA 18020	Opportunity House Reading	
Lubben	Thomas	484-505-0697	<a href="mailto:tlubben1957@gmail.com">tlubben1957@gmail.com</a> 2109 Bally Dr., Northampton, PA 18067		TLC Consultant
Trexler	Heidi	610-375-2542	<a href="mailto:Heiditrexler2014@gmail.com">Heiditrexler2014@gmail.com</a> 1532 Centre Ave. Reading, PA 19610	Educator	School Leader
Lopez	Carlos	484-13-9591	<a href="mailto:carloslopezmilan@gmail.com">carloslopezmilan@gmail.com</a> 46 Arrow Court Jonestown, PA 17038	Educator	TLC Consultant
Cavalli	Aldo	610 393-3352	<a href="mailto:acavalli@comcast.net">acavalli@comcast.net</a> 5023 Smithfield Road Drexel Hill, PA 19026	Educator	TLC Consultant

B. Discuss how the group came together, as well as any partnership arrangements with existing schools, educational programs, businesses, non-profits, or any other entities or groups.

As noted above, interested citizens began to talk in early 2013 about an extension of the artistic Charter High Schools already forming in the Lehigh Valley. A discussion of “other arts” emerged focusing on a career path in the Digital and Graphic Arts, and Journalistic Arts. The Founding Board began to expand and sought out a team to develop and design the programs for the new school. A strategy for implementing the school was also developed. The Founding Board has been meeting periodically during their search for a building over the past three years. Finding an adequate facility was the major obstacle during that time. The board suspended meetings while the first charter was under court appeal. They have resumed meeting in May of 2017, and remain excited about the prospect of presenting a new arts model to the Reading board.

The Founding Board represents, themselves, several major facets of the community and are seeking to expand these arrangements with others as the charter progresses.

### Our Unique History

Berks Charter High School for the Performing and Visual Arts: Why Will It Be Different?

- The Berks Charter High School for the Performing and Visual Arts will offer a comprehensive artistic program, within one facility, for grades 9-12.
- The Berks Charter High School for the Performing and Visual Arts will have core classroom instruction in a wide range of the respective art forms.
- The Berks Charter High School for the Performing and Visual Arts will provide eligible High School students the opportunity for internships and externships throughout their chosen fields of artistic study. Such opportunities could lead to permanent employment after graduation.

- We will be one of the few high schools in the NATION to offer a MAJOR in musical theatre! These students will have to demonstrate ability in three areas (triple threats!): dance, theatre, and vocal music.
- The Berks Charter High School for the Performing and Visual Arts may provide the Journalistic Arts students the ability to produce their own television and radio programs for over-the-air broadcast.

In addition, the Founding Coalition is developing in its membership a range of associates who are committed to Berks Charter High School for the Performing and Visual Arts' goal of excellence for students of Berks. This coalition will provide a wide level of support.

Upon charter approval, the Founding Coalition will work with community members, organized community groups, and parents who intend to send their students the school, in the planning of the Charter High School. Individuals from these groups with particular organizational skills and educational knowledge will be solicited to serve on the Charter High School's board of trustees.

C. Include any plans for further recruitment of founders or organizers of the school.

The Founding Coalition will reach out to families and organizations in the Lehigh Valley to recruit more founding members, partners, and organizers of the Berks Charter High School for the Performing and Visual Arts. Given the history of the charter and the existing schools, the Founding Coalition is building strong relationships with many individuals, families and institutions in the community from which to draw ideas and support. Also, parents who indicate their interest in sending their children to the Charter High School are helping in the planning of the Charter High School.

D. Provide information on the manner in which community groups are involved in the Charter High School planning process. Explanation: Describe a group that is composed of people with a range of professional skills capable of the organizational, financial, pedagogical, legal and other skills required to operate a functioning public school.

We are continuing the process of reaching and meeting with a wide group of community organizations. These groups will support us, once the charter is approved. Our coalition support will be comprised by a variety of Art affiliated groups in the greater Reading area.

Our coalition of support will be comprised by a variety of affiliated groups within the greater Reading area in the following fields: the Performing and Studio Arts,, Digital Arts and Graphic Design (including internet design companies and digital billboard display companies) and Broadcast and Print Journalism (including local radio and television stations and newspapers).

After the application submission, the Founding Coalition will work with organized community groups in the planning of the Charter High School. Individuals from these groups

with particular organizational skills and educational knowledge will continue to be solicited to serve on the Charter High School's Board of Trustees.

## 2. Governance

- A. Describe the proposed management organization of the school, including the following requirement.

**Corporate Status:** Our incorporated status is included as Appendix I.

An affirmative vote of a majority of the members of the Board of Trustees of the Charter High School, duly recorded, showing how each member voted, shall be used in order to take action on the following subjects:

- School calendar (must include 990 hours or 180 days of instruction for secondary students [grades 7-12] and 900 hours or 180 days for elementary students [grades 1-6]. School cannot be kept open for the purpose of ordinary instruction, on Sundays, Fourth of July, Memorial Day, Thanksgiving, the first of January, Christmas, or Saturday, except when Monday is fixed by the board of directors as the weekly holiday for the entire school year).
- Adopting textbooks.
- Appointing or dismissing Charter High School administrators.
- Adopting the annual budget.
- Purchasing or selling of land.
- Locating new buildings or changing the locations of old ones.
- Creating or increasing any indebtedness.
- Adopting courses of study.
- Designating depositories for school funds.
- Entering into contracts of any kind where the amount involved exceeds \$200.
- Fixing salaries or compensation of administrators, teachers, or other employees of the Charter High School.
- Entering into contracts with and making appropriations to an intermediate unit, school district or Area Vocational/Technical School for the charter's proportionate share of the cost of services provided or to be provided by the foregoing entities.

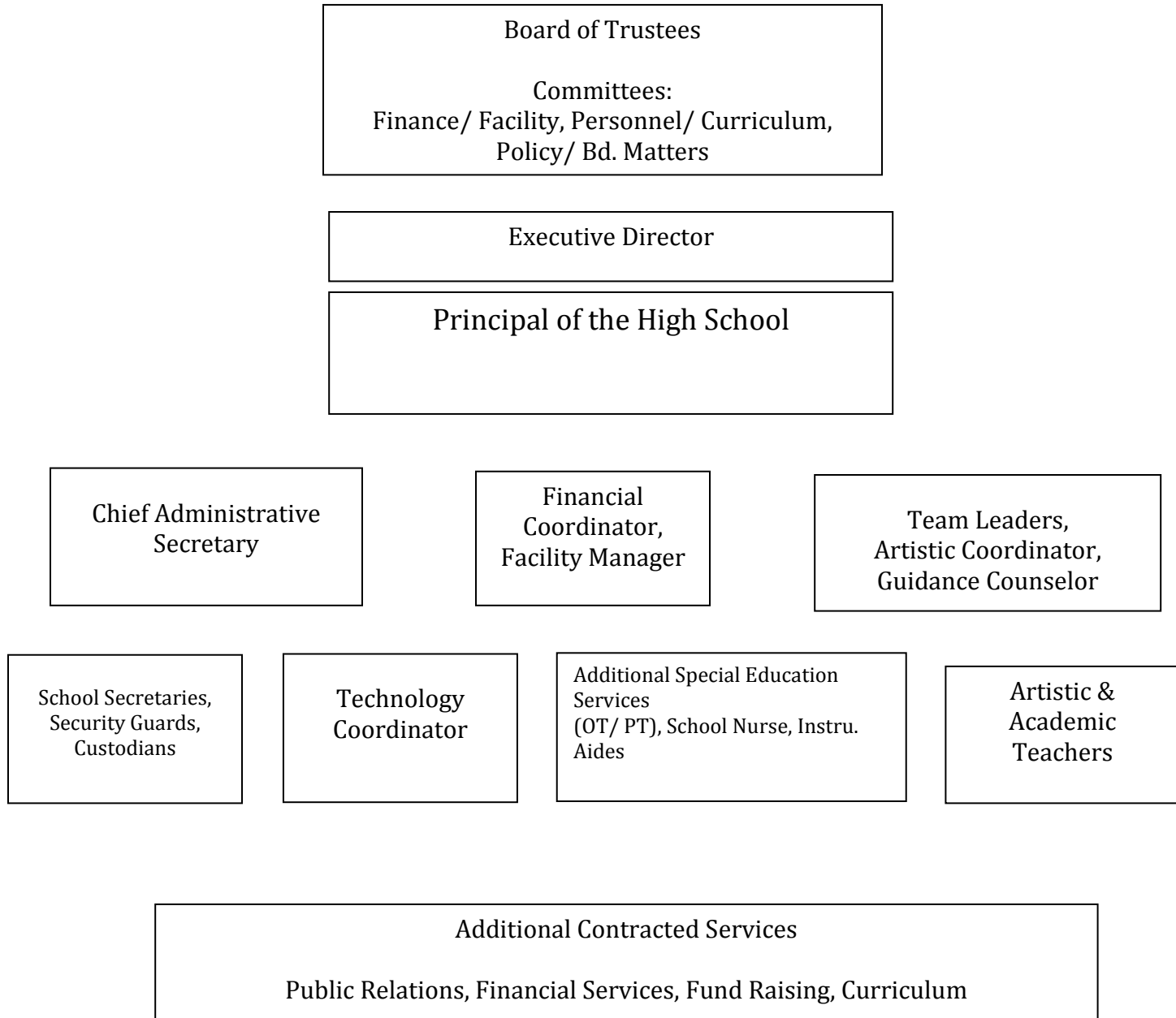
As a public school, the Berks Charter High School for the Performing and Visual Arts will ultimately be responsible to the Reading School District Board of Control and the Department of Education of the Commonwealth of Pennsylvania. A Board of Trustees will govern all operations of the school, delegating day-to-day management functions to the Principal and establishing a reporting relationship between the Board, Executive Director, and the Principal. The Board will be responsible for ensuring that the school is run in compliance with the charter application and all applicable laws and for ensuring the school's sustained financial viability. An affirmative vote of a majority of the members of the Berks Charter High School for the Performing and Visual Arts Board of Trustees will be required to take action on the above-listed items.



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

Berks Charter High School for the Performing and Visual Arts

ORGANIZATIONAL CHART



B. How the Board of Trustees will be selected?

In its first year of operation, the Berks Charter High School for the Performing and Visual Arts Board of Trustees will be comprised of a minimum of five members and a maximum of twelve members chosen by a consensus of the Founding Coalition. Some members of the Founding Coalition will become Trustees. The initial founding members of the Board of Trustees will serve between one and three year terms. This will allow for a staggered replacement of the board.

The following provisions will govern the selection of the Board of Trustees:

- Board of Trustees members will be selected every April when terms end.
- The Board will consist of a minimum of five and a maximum of twelve members, including at least (if possible) one parent of a student enrolled in the Charter High School and one community member who shall serve at the invitation of the other Trustees.
- The Executive Director and Principal will be a nonvoting, ex-officio member of the Board.
- A faculty representative to the Board, to be elected by the teaching staff, will attend Board meetings in a nonvoting capacity.
- The Board of Trustees will elect officers from within its membership.
- All officers of the Board of Trustees will serve three-year terms with re-elections allowable as determined by the founding Board of Trustees.

Initial terms will be staggered to insure that only 1/3<sup>rd</sup> of the members terms end each year.

A sample copy of Berks Charter High School for the Performing and Visual Arts Bylaws is attached to this application as Appendix C. These are in draft form and will be amended and adopted by the founding members of the Board of Trustees.

C. What steps will be taken to maintain continuity between the founding coalition's vision and the Board of Trustees?

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

The Board will also develop a strategic plan after its first year of operation to set forth goals and define the Board's course of action. In addition to providing more organization for

the Board, the strategic plan will allow for greater continuity as board members leave and new board members are added.

The Board will recruit potential new board members from the general community and from the parent community.

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

1. What Do Boards (and Board Members) Do?
2. The Board/Executive Director Relationship
3. Recruiting and retaining the peak-performing board
4. Better Board Meetings
5. Accountability & Oversight
6. Long-Range Planning
7. Effective Committees
8. What Boards Should Know About Fundraising

It is our plan to include in our Policies Manual a policy on nepotism and ethics. All actions of employment will be done in public session and the board member will be expected to register a non-vote or abstention on any item by which they have any personal involvement.

D. Description of the roles and responsibilities of the Board

The Founding Coalition of the Berks Charter High School for the Performing and Visual Arts understand that the Board of Trustees must maintain ultimate authority to manage and control the Charter High School, including, but not limited to its educational philosophy, budgeting, curriculum, staffing, and operating procedures.

Among the broader roles and responsibilities of the Board of Trustees are:

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

The specific responsibilities of the Board officers include (All officers will assume all responsibilities set for under school code and the bylaws):

- President. The President shall preside at all meetings of the Board of Trustees. The President shall sign, execute, and acknowledge, in the name of the Board, all contracts

or other instruments authorized by the Board, except in cases where the signing and execution thereof shall be expressly delegated by the Board, or by these Bylaws, or by law, to some other officer, agent, or employee of the Board or the School. The President shall perform all duties incident to the office of President and such other duties as from time to time may be assigned by the Board.

- Vice President. The Vice President shall have all the powers and perform all duties of the President if the President is absent or unable to fulfill his duties. The Vice President shall perform such other duties as from time to time may be assigned by the President or by the Board.

- Secretary. The Secretary shall record, or provide for the recording, of the minutes of all Board meetings, or ensure that such occurs, including all votes of the Board, in a book or books to be kept for that purpose as required by law. The Secretary shall also see that written notices of upcoming meetings, along with the minutes from the previous meeting, are provided to all Board members five day in advance of the upcoming meeting. The Secretary shall maintain a current list of all Board members, including addresses, telephone numbers, and terms of office. The Secretary shall perform all duties incident to the office of Secretary and such other duties as may from time to time be assigned by the Board or the President. Before undertaking the duties of office, the Secretary shall furnish a bond.

- Treasurer. The Treasurer, in coordination with the Business Manager shall oversee the receipt of all funds, including local, state and federal funds as well as privately donated funds. The Treasurer shall also make payments out of the same on proper order approved by the Board of Trustees, signed by the President of the Board. The Treasurer may pay out such funds on orders that have been properly signed without the approval of the Board first having been secured for the payment of amounts owing under any contracts which shall previously have been approved by the Board, and by which prompt payment the School will receive a discount or other advantage. The Treasurer shall ensure that the Board permanently retains each annual auditor's report, and each annual financial report. All other financial records must be kept for six years. Records may be kept on microfilm or as photographs. The Treasurer shall also discharge such other duties as may from time to time be assigned by the Board or the President. The Treasurer shall settle his/her accounts annually with the Board or each school year. Before undertaking the duties of office, the Treasurer shall be furnished with a bond. Other specific responsibilities have been outlined by law and are described above and reaffirmed in our By Laws.

E. What steps will be taken to facilitate a productive relationship between administrators and teachers?

The small size of the Berks Charter High School for the Performing and Visual Arts will facilitate close working relationships between administrators and teachers. The Principal will hold weekly staff meetings to discuss such topics as goals and objectives, professional development, curriculum development, performance appraisal, and other matters of relevance to the school. Furthermore, teachers will be guaranteed a voice in the decision-

making process, as each year the teaching staff will elect one teacher to serve as an ex- officio member of the Board of Trustees in a non-voting capacity.

F. Discuss the nature of parental and student involvement in decision-making matters where appropriate.

The success of the Berks Charter High School for the Performing and Visual Arts hinges on the active participation of all its members in the decision-making process. Therefore, Berks Arts Academy Charter High School endeavors to provide a variety of avenues for parents, community members and students to offer input on issues concerning the Charter High School. A Parent Advisory Committee will be formed (most likely from the existing Parent Committee) to hold regular meetings to review the school's progress and offer advice on operational matters. The Parent Advisory Committee will be open to all Berks Charter High School for the Performing and Visual Arts parents. Additionally, there will always be (when applicable) at least one parent on the Board of Trustees.

G. Submit copies of the school's bylaws, contracts and other documents required by pending Charter High School legislation or applicable law. The requirements for the bylaws follow:

**By-laws are included as Appendix C.**

- The bylaws contain the following provision for “failure to organize or neglect of duty”: a removal procedure for the failure of a board member to perform his or her duties as outlined in the Charter High School Law.
- No board member shall as a private citizen, engage in any business transaction with the Charter High School of which he or she is a trustee, be employed in any capacity by the Charter High School of which he or she is a trustee, or receive from such Charter High School any pay for services rendered to the Charter High School.
- A Charter High School Board of Trustees shall have a designated treasurer who shall receive all funds, including local, state and federal funds, as well as privately donated funds. The Treasurer shall also make payments out of the same on proper orders approved by the Board of Trustees, signed by the president or vice president of the Board. The treasurer may pay out such funds on orders that have been properly signed without the approval of the Board first having been secured for the payment of amounts owing under any contracts, which shall previously have been approved by the Board, and by which prompt payment, the charter will receive a discount or other advantage.
- Procedures for dismissal of an employee must be contained in the bylaws.

H. Submit board members' names, addresses, phone numbers and resumes.

*Explanation: Describe the effective governance model; consistency with the mission; clearly defined roles of the Board of Trustees; teacher, student and parent input in school decision-making; and the well-developed, viable management structure.*

The following Founders have indicated a willingness to serve on the Board of Trustees after we receive our charter. Recruitment for additional board members will be on going:

**FOUNDING BOARD:  
CHARTER HIGH SCHOOL**

Last Name	First Name	Telephone	Email Address	Affiliation	Office or Committee
Gori	Joel	610-780-8139	<a href="mailto:mpcgori@hotmail.com">mpcgori@hotmail.com</a> 164 Valley Drive Reading, PA 19606	Founder of Local Theatre (Metamorphosis)	President
Good	Michael	619-375-7680	<a href="mailto:Mgood00@verizon.net">Mgood00@verizon.net</a> 210 West Oley Street, Reading, PA 19601	Local Business Owner	Vice-President
Modricker	Darren		<a href="mailto:darren@willowstreetpictures.com">darren@willowstreetpictures.com</a>		
Martin	Petra	610-562-2713	<a href="mailto:ppurplemartin@aol.com">ppurplemartin@aol.com</a> 3543 Old St. Hamburg, PA 19526	Retired German Language Teacher	
Puskar	Keri	484-547-6623	<a href="mailto:klpcomms@aol.com">klpcomms@aol.com</a> 1320 Discus Circle Whitehall, PA 18052	Marketing and Public Relations Executive	Treasurer
Hemmings	Elizabeth	484-529-4271	<a href="mailto:elizabethhehb@aol.com">elizabethhehb@aol.com</a> 7 Tewksbury Drive Wyomissing, PA 19610	Parent	
Fiume	Modesto	610-867-2237	<a href="mailto:m.fiume@rcn.com">m.fiume@rcn.com</a> 5040 Long Drive Bethlehem, PA 18020	CEO Opportunity House Reading	
Lubben	Thomas	484-505-0697	<a href="mailto:tlubben1957@gmail.com">tlubben1957@gmail.com</a> 2109 Bally Dr., Northampton, PA 18067		TLC Consultant
Trexler	Heidi	610-375-2542	<a href="mailto:Heiditrexler2014@gmail.com">Heiditrexler2014@gmail.com</a> 1532 Centre Ave. Reading, PA 19610	Educator	School Leader
Lopez	Carlos	484-13-9591	<a href="mailto:carloslopezmilan@gmail.com">carloslopezmilan@gmail.com</a> 46 Arrow Court Jonestown, PA 17038	Educator	TLC Consultant
Cavalli	Aldo	610 393-3352	<a href="mailto:acavalli@comcast.net">acavalli@comcast.net</a> 5023 Smithfield Road Drexel Hill, PA 19026	Educator	TLC Consultant

## IV. FINANCE AND FACILITY

### 1. Financing

**It should be noted that all school budgets are in a state of flux. As an experienced Superintendent I can appreciate the work that goes into budget preparation that result in constant, ongoing changes. This is even more evident in developing a new school.**

A. Develop a preliminary startup and operating budget. Applicants are to use the guidance provided in the Manual of Accounting and Financial Reporting for Pennsylvania Public Schools to create those budgets. Contact Marlene Kanuck at (717) 783-9294 or by email, mkanuck@pa.gov for a sample copy of the budget form PDE-2028.

REVISED Copies of the Berks Charter High School for the Performing and Visual Arts startup and operating budgets are attached to this application as Appendix D. Included in these forms are:

- Operating Budget for Fiscal Years Ended 2019-2024
- Employee Worksheet for Fiscal Years Ended 2019-2024

B. Develop a purchasing procedure that addresses a competitive way to purchase goods and services. Note: For additional financing procedures see Section 1725-A of the Charter High School Law.

The purchasing procedures of the Berks Charter High School for the Performing and Visual Arts will comply with section 1725-A of Charter High School legislation. The goal of the financial procedures will be to provide flexibility while maintaining adequate controls and oversight. The Board of Trustees will approve the financial budget and financial procedures. The School anticipates engaging an independent Business Manager to provide the School with back-office and fiscal management services. The Business Manager will oversee the school's financial system and ensure that budgets are itemized per the Board's requirements.

The Principal will be authorized to spend up to \$200 for any single transaction. Expenditures from \$200 to \$5,000 will be permitted when allocated funds are available in the budget category. The Executive Director and Business Manager must approve these expenditures before these expenditures are made. The Board Treasurer will check to ensure that competitive bids have been entertained where required by law.

Expenditures over \$5,000 must receive prior Board or Executive Committee approval. The Business Manager will report on the financial status to the Board of Trustees at each meeting of the Board. The Board will develop additional procedures as the need arises.

C. What fund raising efforts have occurred and/or are planned to generate capital or to supplement the per pupil allocations?

The Berks Charter High School for the Performing and Visual Arts' Founding Coalition recognizes that a successful fundraising campaign is necessary for the long-term financial viability of the Charter High School. Once the charter is approved, the founders will work with the Board of Trustees to seek funds through partnerships with local businesses and write proposals for funding from Title I, Title 2, Title 6, Link to Learn, E-Rate, 21st Century Grants, and other sources, including federal, state and foundation funds.

**Additionally, the school is applying for its 501c) (3) status, which will allow individuals to make contributions to the school on a tax-deductible basis.**

D. Describe the implementation of the following required financial procedures: The treasurer of the charter shall deposit the funds belonging to the Charter High School in a depository approved by the board and shall, at the end of each month, make a report to the charter board of the amount of funds received and disbursed by him or her during the month. All deposits of Charter High School funds by the charter treasurer shall be made in the name of the Charter High School. The Board of Trustees of a Charter High School shall invest Charter High School funds consistent with sound business practice. Authorized types of investments for Charter High Schools shall be:

- United States Treasury bills
- Short-term obligations of the United States Government or its agencies or instrumentalities
- Deposits in savings accounts, time deposits or share account of institutions insured by the Federal Deposit Insurance Corporation or the Federal Savings and Loan Insurance Corporation or the National Credit Union Share Insurance Fund to the extent that such accounts are so insured, and for any amounts above the insured maximum, provided that approved collateral as provided by law therefore shall be pledged by the depository.
- Obligations of the United States of America or any of its agencies or instrumentalities backed by the full faith and credit of the United States of America, the Commonwealth of Pennsylvania or any of its agencies or instrumentalities backed by the full faith of the Commonwealth, or of any political subdivision of the Commonwealth of Pennsylvania of any of its agencies or instrumentalities backed by the full faith and credit of the political subdivision.
- Shares of an investment company registered under the Investment Company of America Act of 1940 (54 Stat.789, 15 U.S.C. \* 80a-1 et seq.) as defined in PA 24 PS 4440.1 of the Pennsylvania School Code.

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

Authorized types of investments for Charter High Schools shall be:

- United States Treasury bills



- Short-term obligations of the United States Government or its agencies or instrumentalities.
- Deposits in savings accounts or time deposits or share account of institutions insured by the Federal Deposit Insurance Corporation or the Federal Savings and Loan Insurance Corporation or the National Credit Union Share Insurance Fund to the extent that such accounts are so insured, and for any amounts above the insured maximum, provided that approved collateral as provided by law therefore shall be pledged by the depository
- Obligations of the United States of America or any of its agencies or instrumentalities backed by the full faith and credit of the United States of America, the Commonwealth of Pennsylvania or any of its agencies or instrumentalities backed by the full faith of the Commonwealth, or have any political subdivision of the Commonwealth of Pennsylvania or any of its agencies or instrumentalities backed by the full faith and credit of the political subdivision.
- Shares of an investment company registered under the Investment Company of America Act of 1940 (54 Stat. 789, 15 U.S.C. \*80a-1 et seq.) as defined by PA 24 PS 4-440.1 of the Pennsylvania School Code

**Note:** All investments shall be subject to the standards set forth in PA 24PS-440.1 of the Pennsylvania School Code

The Business Manager shall settle his accounts annually with the Board of Trustees for each year.

An annual audit shall be conducted according to the requirements of Article 24 of the School Code of 1949. Charter High School Boards of Trustees are required to follow the requirements set forth for School Boards in this section.

The Berks Charter High School for the Performing and Visual Arts is planning to implement the policies and procedures defined above. Specifically, the following are examples of the proposed financial procedures that the Berks Charter High School for the Performing and Visual Arts will follow:

### **Budgets**

No later than 90 days prior to the beginning of each fiscal year (July 1), the Business Manager and the School administration will prepare and submit together to the Board of Trustees a proposed budget ("Proposed Operating Budget") for the operation of the school during the ensuing school year. Each Proposed Operating Budget will set forth all of the revenues that the School anticipates receiving, a proposed schedule of fees and charges for services, and all of the expenditures anticipated to be necessary for the operation of the School, both (1) during the ensuing school year and (2) during the succeeding two school years. Each Proposed Operating Budget will further set forth each category of expense, the sources and uses of funds, fund accounting income statement, cash flow, capital expenditures, and any other appropriate items, for the ensuing year and for the succeeding two years. Each Proposed Operating Budget will reflect the School administration and Business Manager's view of the most economical, reasonable methods of operating and maintaining the School during the years to which that Proposed Operating Budget relates.

The Board of Trustees will, after reviewing and analyzing the Proposed Operating Budget, communicate to the Business Manager and the school administration any changes, additions or deletions it believes should be made in such Proposed Operating Budget. After making such changes the Board of Trustees will then approve the Proposed Operating Budget.

It is understood, however, that each operating budget will be an estimate only and that unforeseen circumstance such as, but not limited to, the costs of labor, material, services and supplies, casualty, operation of law, or economic and market conditions may make adherence to the operating budget impracticable, and departures, therefore, may be required due to causes of the foregoing nature or for other business reasons. Accordingly, if revenues of the school for any year are less than budget or if the School will require any expense category to exceed the corresponding amount in the budget in any year, then the Board of Trustees, school administration, and the Business Manager will meet promptly to determine if an adjustment to the operating budget is necessary.

### **Financial Statements**

The Business Manager will report to the School's Board of Trustees in writing monthly, for the proceeding month, with monthly balance sheets, statements of income and sources and uses of funds with respect to the School for such month and cumulatively for the fiscal year to date, as well as any recommended changes to the then-current approved Operating Budget that the Business Manager considers necessary or appropriate. The Berks Arts Academy Charter High School Board of Trustees and the Administration will examine the monthly financial statements Berks Charter High School for the Performing and Visual Arts to ensure that the School is meeting or exceeding the annual approved budget for the fiscal year. The financial statements will be used as a tool to assist the Board of Trustees and school administration in making decisions that ensure the School's financial viability while meeting the School's mission.

### **Audit**

The Board Treasurer, or the Finance Committee, in consultation with the Business Manager, will engage an accounting firm or other appropriate third party to perform an audit of the books and records maintained for the school in accordance with applicable regulations. This appointment will have to be approved by the Board of Trustees. The audit is to be completed and a report to be furnished according to the timeline established by PDE. The annual school audit will be conducted according to the requirements of Article 24 of the School Code of 1949, using the requirements set forth for school boards.

At the present time, we plan to engage the services of a qualified auditing firm familiar with the Charter School operations as our audit firm. They have been in existence for more than 30 years and service many of the Charter High Schools in this area. The firm has extensive experience with Charter High School financing. However, the board retains the right to engage a different qualified firm if the board believes that to be appropriate.

## **Operating Account**

The Business Manager will establish, on an agency basis for the School, one or more bank accounts, with mutually acceptable financial institutions (the "Operating Accounts"). The Business Manager will cause all gross revenues to be deposited into the Operating Accounts, and cause all operating expenses (including, without limitation, payments of operating expenses, payroll, and payroll taxes) to be paid out of the Operating Accounts for and on behalf of the School. The Operating Accounts shall be used exclusively in connection with the operation of the school.

## **Working Capital**

The Business Manager's personnel shall provide assistance to the school to seek a line of credit facility with a financial institution to be utilized to fund seasonal or other cash flow deficiencies.

## **Payroll**

The Business Manager will provide "back-office" accounting services for the School, including the following:

- Payroll services, including processing all payroll payments to employees, issuing W-2 statements and maintaining payroll records, payment of all Federal, State, and local payroll taxes, and all employee benefit expenditures.
- Accounts payable services (including, but not limited to, the processing thereof).
- Accounts receivable services.
- Maintaining accounting system records and reports.
- Petty cash management.
- Tracking of expenditures for furniture, fixtures and equipment.

The School will employ appropriate on-site record keepers as necessary to provide the Business Manager with operational data.

## **2. Facility**

- A. Provide descriptions of and addresses for the physical facilities under consideration and the ownership thereof and any lease arrangements.

In January of 2015, the board became aware of the availability of a very unique building in Reading: 1504 Hill Road. Built (originally) in 1914 by William H. Luden (the Candy and Cough Drop "King"). The three story mansion was completed in 1922 and the Luden family resided there until 1939. At that time the Parish of St. Paul's bought the mansion and converted it into Central Catholic High School. Various renovations transformed the home into a thriving school. Finally in 2011, it was decided to abandon the school for a combined "Berks Catholic High School".

The owner will bring the building into compliance with local code before our students occupy the building.

Parents, students, and citizens who have toured during our open houses, have marveled about the potential to restore the building and create an arts focused 6-12 school!

B. Explain how this site(s) would be a suitable facility for the proposed school. Consider the necessity of renovation to the facility and compliance with applicable building codes and accessibility for individuals with disabilities. Describe the services of the facility including heating, ventilating, lighting, sanitary conditions and water supply.

This has been a functioning and compliance related school for the last 50 years or so. Any further renovations for the building will comply with all related building codes. The building is comprised of over 78,000 square feet. There are more than 40 full sized classrooms and many other spaces that will lend beautifully into artistic studios. A full-size stage exists in what will become our “all purpose” room.

The building owner has agreed to bring the building up to appropriate Reading codes and guidelines. The school does not lease the convent on the next block-, but the Charter High School will have first right of refusal in the event of another tenant for the building.

It will be the responsibility of the Charter High School to install art specific additions (such as Dance Floors or Radio/TV Studio. Appropriate numbers are provided in the revised budget.

C. Discuss the plan for maintaining the facility on a daily basis (custodial) and extended basis (facility maintenance).

The school will hire its own custodian/maintenance staff. They will be on site at all times that the school is open. The responsibility of the long-term facility maintenance of the building will be dually held, with the building owner responsible for the general maintenance (i.e. heating, ventilating, lighting, sanitary conditions, water supply, exterior and roof maintenance, etc.) and the Berks Charter High School for the Performing and Visual Arts responsible for the daily operational maintenance (i.e. fixtures, light bulbs, interior painting etc.)

D. Discuss any progress, partnership developments or other future steps toward acquisition of a facility/land.

It is our desire and intention to make this site the permanent home for our school. At this time it is anticipated that the identified facility will more than amply fulfill our educational needs for the long-term future. As we enter year 6 of our charter we will meet with the building owner to discuss additional spaces - if needed.

E. Describe facility financing plans. Explanation: Describe progress toward identifying and acquiring a school facility, with a back-up plan considering alternative facilities.

This is a lease arrangement. The identified location of the school has been dormant for some time. The owner will make all needed improvements prior to opening in agreement with our negotiations. We are in a serious commitment with the owner and do not anticipate needing any alternative facilities within this school district. Our Founding Board has a letter of intent with the current building owner submitted with our original application and incorporated herein and is in the process of negotiating a lease, which will be finalized upon the approval of the charter.

### 3. Liability and Insurance

A. Describe your school’s insurance coverage plans, including health, general liability (including school operation, extracurricular activities and parent volunteer activities), property, and director and officer’s liability coverage (see Section 1727-A of the Charter High School legislation). Explanation: Provide evidence of insurability in all areas identified above.

The Berks Charter High School for the Performing and Visual Arts will obtain all necessary insurance through a broker who has already been contacted. It will obtain the best rates through competitive bidding or by allowing the broker to shop rates consistent with the quality of coverage or through joining a consortium of Charter High Schools that have already obtained competitive premiums.

The school will secure general liability insurance (including coverage for after-school and field trip activities), errors and omissions coverage, Directors and Officer’s Liability, employee liability, property insurance and Workman’s Compensation.

**We clearly outlined our insurances and cited the name of our broker who will be providing the insurances once we have a charter in hand.**

All coverage will be provided by an insurance company that has a rating of A or better and a financial size category of VII or better. Copies of appropriate certificates of insurance will be provided to the Reading School District prior to the opening of the school. The chart below provides a more detailed view of the types of insurance and limits the Charter High School will secure:

Type of Insurance	Limit
Business Personal Property	\$550,000
Inland Marine Coverage (Computers)	\$100,000
General Liability	\$2,000,000 general aggregate
Products- completed operations	Included
Personal Injury	\$1,000,000 per occurrence
Advertising Injury	\$1,000,000 per occurrence
Damage to Premises Rented	\$100,000 per occurrence
Medical Expense	\$5,000 per occurrence
Sexual Abuse Occurrence Limit	\$1,000,000
Sexual Abuse Aggregate Limit	\$2,000,000
Crisis Event Expense	\$100,000
Employee Dishonesty & Forgery/Alterations	\$500,000

Commercial Automobile (School Buses)	\$1,000,000
Workers Compensation Insurance and Employers Liability	Per Law
Student Accident Policy	\$25,000 per person (Excess)
Accidental Death, Dismemberment or Loss of Sight	\$20,000 per person
Educators Legal and Professional Liability	\$2,000,000
Employment Practices Liability	\$2,000,000
Umbrella-Excess Liability Coverage	\$4,000,000

Medical insurance will be limited to a Preferred Provider Organization (PPO) or an HMO; indemnity coverage will be provided if it can be obtained and if the employee will pay a share of the premiums similar to that paid by school employees in the Reading School District or in surrounding counties. Prescription, dental, and vision plans will be matched up to plans offered to the Reading School District staff. The representatives of the Berks Charter High School for the Performing and Visual Arts understand the requirement to provide medical insurance coverage for employees equal to, or exceeding that provided in their former school district, if experienced. It also understands the need to protect the Board and employees in the conduct of their work.

As indicated, liability insurance with umbrella coverage, auto liability (in the event that staff uses their own vehicles on Charter High School business), professional liability, directors and officers liability, insurance for errors and omissions, fire theft and vandalism on building and contents, workers' compensation and appropriate riders will be obtained through a broker when a Board is established, assets are acquired, employees hired, etc.

#### **4. Child Accounting**

##### **A. Describe your school enrollment and attendance procedures.**

Note: State child accounting procedures must be followed. (24 PS 13-1332)

Explanation: Charter High School funding is based on enrollment; therefore, a totally accurate child count is necessary to meet audit standards

#### **Enrollment**

In accordance with the Berks Charter High School for the Performing and Visual Arts code of conduct, students will be expected to attend school daily. The Berks Charter High School for the Performing and Visual Arts will implement a system for maintaining student enrollment information as required under the Charter High School Law (Act 22 of 1997).

Specifically, the Berks Charter High School for the Performing and Visual Arts will collect all of the necessary data for each student and will file all forms required by the Pennsylvania Department of Education (i.e. PDE-4059CS Instructional Time Summary, PDE-40262C Annual Attendance Membership Report, PDE-4002CS Summary Report of Aggregate Days Membership) and the participating school districts. Additionally, Berks Charter High School for the Performing and Visual Arts will use a student information software system,

such as Administrators Plus or Power School, to track enrollment data to make-sure that the enrollment figures are always up-to-date, reflecting new students and any withdrawals.

## **Attendance**

Students will be expected to attend school every day. If a child is absent, every attempt will be made to contact that child's parent or guardian to inquire about the reason for their absence. The school will follow the attendance guidelines set forth in the Public School Code regarding unexcused absences.

When absences occur it is the responsibility of the student's parent or guardian to provide a written note regarding the reason for the absence. In the case of frequent absences or absences not accompanied by a note, the Attendance Coordinator will contact the student's parent or guardian to determine the cause of the absence(s) and appropriate action will be taken, if needed.

The student information software system mentioned above will also be used to track attendance quickly and accurately, allowing for seamless communication between the teachers and the administration and the administration and the parents.

## **V. IMPLEMENTATION AND ADMINISTRATION**

### **1. Recruitment and Marketing Plan:**

A. Demonstrate how you will publicize the school to attract a sufficient pool of eligible applicants.

The members of the Founding Coalition and Board of Trustees will work in concert to recruit students.

Expected activities include:

- Design and mail postcards to many households in the Reading School District, with the possibility of admissions opportunities made known to other area school districts
- Disseminate fact sheets
- Host open houses and informational meetings
- Place ads in local papers

An initial effort to recruit students began with a mailing approach to all eligible students currently enrolled in the 4th through 11th Grade and this approach continued, modified to the 9-12 model. The Berks Charter High School for the Performing and Visual Arts will also continue to use print and media displays throughout Berks County and the City of Reading. The Berks Charter High School for the Performing and Visual Arts I brochure and prospectus will be developed to assist with community awareness of school events and activities. It will be distributed to local schools and to a variety of community organizers and social service agencies and become available online via the school website.

Additionally, the school will create a database of arts groups, children's services, and educational, faith-based, government, and community organizations. They will be provided with printed material about the school and their employees invited to information sessions. These sessions will also be publicized at community centers, in local newspapers, and on the radio. In addition to these meetings, we will make our web site and printed material readily available and easily accessible.

B. Type of outreach that will be made to future potential students

It should be noted that the prime time for enrollment of students will be in the late winter and early Spring when we anticipate completing our initial enrollment of 370 students. To facilitate this, we will be hosting 4-5 additional major open houses at the school site in February and- March. We fully anticipate that our enrollment will be filled during these events.

We will utilize addition sources that are outlined in the above section.

C. Specific recruitment efforts for the Reading School District population. We are in the process of distributing ("door-hangers") throughout the local neighborhoods. This will be similar to that recently done in Allentown, with one side in English and the reverse side in Spanish. In addition, we have directed our web-site coordinator to put a Spanish version of the application in a visible place on our website.

We have already conducted 10 open houses advertised **throughout** Berks County. We are planning a new series of open houses. These will have a primary focus on the City of Reading. Please keep in mind that this number will continue to rise as we plan new open houses.

It is our experience, having worked with inner-cities, that much of the Reading enrollment will come through word of mouth and not be completed until shortly before the school opens in the Fall of 2018.

## **2. Admissions Policy**

A. Describe the admission methods and eligibility criteria you will use to select students. Explain administrative procedures to ensure compliance with laws pertaining to Special Education.

The Berks Charter High School for the Performing and Visual Arts will adhere to the requirements of The Charter High School law: 17:1723 (b)(2) "A Charter School may limit admission to a particular grade level, a targeted population composed of at-risk students, or areas of concentration of the school such as mathematics, science, or the Arts. A Charter High School may establish reasonable criteria to evaluate prospective students that shall be outlined in the charter. " Priority in admissions will be given to students from the Reading School District.



Formal auditions will take place in February and March prior to the opening of the school in September of 2018. No student will be denied admission to the School based on their audition; instead, auditions will be used solely for student placement within their major of choice (i.e., beginner or advanced level). These dates will be subject to change as we move forward.

Students will be enrolled on a first come, first served basis. If more students apply than can be enrolled, a lottery will be utilized in accordance with the Charter School Law. Preference will be given to students enrolling from the Reading School District. Preference will also be given to the siblings of currently enrolled students and the children of our staff and teachers, whenever possible.

- A. Auditions: Students may sign up for one or more audition areas. They may, however, have to select only one from those to “major” in. Rubrics and directions for auditions will be provided to all candidates prior to the audition date. We will also provide a seminar for audition procedures in advance of the formal auditions. We have attached a sample rubric for each of the artistic areas as Appendix F.
- B. Grades and Special Needs: In accordance with charter law, student grades or special needs will not be a consideration in the acceptance of any students. We will have interpreters present at the auditions (and the audition tryouts) to assist non-English speaking students. In addition, accommodations will be provided for students with disabilities. No students will be denied admission due to a language issue or a disability.
- C. Parents or guardians must fill out a student application and supply the following documentation listed below in order to be eligible for admission. Where necessary, the staff will help to secure those records when the parents are unable to get them from their present districts or schools:

- Birth certificate or other official documentation proving birth date
- Documentation of Immunizations
- Family proof of residency in their local district
- Parent registration form
- Home language survey

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

Once the Reading enrollment deadline (May 1, 2018) has passed, the school will admit non-Reading residents to the extent there is room.

C. Explain how these policies further the mission of the school in a non-discriminatory fashion.

Explanation: Establish consistency with the mission of the school and the non-discriminatory policies for timely and realistic procedures for admitting students in accordance with Charter School law (Section 1723-A).

See enrollment above. This process is within keeping of established Charter School law and has been used successfully and beyond reproach in the other artistic schools created by the founder. The process gives the required priority to Reading residents.

### **3. Human Resource Information**

A. Describe the standards to be used in the hiring process of teachers, administrators and other school staff.

Teachers, administrators, and other school staff must be committed to the goals of the charter, able to see all children as successful learners, and dedicated to providing children with the resources and skills needed to be ongoing, critical learners. In most cases educators will be hired who are certified by the state of Pennsylvania in their area of expertise, although past experience and demonstrated proficiency will also be considered.

The Berks Charter High School for the Performing and Visual Arts will employ professional staff who demonstrate a deep understanding of their academic area, are interested in working in a team environment, subscribe to the theory of the teacher as coach and facilitator in the delivery of instruction, are at least minimally literate in computer technology, and have a desire to continue learning. We further expect that all candidates be able to explain their relationship to the arts, since this will be our focus.

**We will also take steps solicit staff members who are bilingual and take steps to provide multicultural and cross-cultural training for our staff.**

The Principal must be a person sufficiently knowledgeable in at least one academic area to meet the requirements outlined for the teaching staff, while also capable of inspiring staff to perform at their maximum. The Founding Coalition will begin the process of selecting the Executive Director and the Principal as soon as the charter is approved.

The faculty will meet the certification requirements for the Charter High Schools under relevant state and federal laws. The Principal will have the responsibility for recommending all other employees including teachers to the School's Board of Trustees for their approval. The Principal will follow criteria established by a committee of the Board to determine the most qualified candidates. In every case the Board will adhere to all laws governing non-discriminatory practices in the workplace. The positions will be posted on educational web sites and in professional publications. The Board will also distribute job announcements to local universities and will ask relevant departments to refer qualified candidates.

In all of the previous schools created by the Founder, full, certificated staff were recruited via the website and facebook page, with no need for formal advertisements.

B. What is the targeted staff size and teacher/student ratio?

It is the philosophy of the Berks Charter High School for the Performing and Visual Arts to maintain an in-class student/teacher ratio of no more than 25:1. However, because of the unique program of instruction, the use of teaching assistants, and the academic integration with the arts, the actual teacher/student ratio will often be approximately to 15:1 in the classrooms.

The program of instruction and the rigor of the academic-oriented curriculum will require an intensive and intimate educational setting. The staff chart displayed below in Section E clearly supports our commitment to making this happen.

C. What professional development opportunities will be available to teachers and other staff?

Professional development will occur at the classroom level, the school level, and through opportunities provided to teachers and other school staff through outside organizations. A sample professional development plan for year one is attached as Appendix H.

Classroom: The school schedule will be developed so that all teachers at a given grade level will have common preparation and planning times several times a week. Teachers will be expected to use this time for curriculum development, problem solving, and examination of student progress through assessment materials. Teachers will also be expected to spend several weeks each summer developing curriculum, collecting materials, and working together to plan and coordinate thematic curriculum within and across grade levels.

School: Teachers in the school will gather weekly to discuss and develop plans for working on school-based issues and themes. They will, for example, be responsible for examining and modifying, as needed, a discipline code for the school, the school schedule, curriculum areas, and classroom configurations. Teachers and administrators will engage in action research, when appropriate, to gather and analyze data related to identified areas of interest and concern.

Students and faculty from the various departments of educational studies at local colleges and universities will support them in the process of doing research, when possible (Several courses and seminars in these departments engage students in school-based research).

External: Funding will become available for teachers and administrators to attend at least one professional conference a year. They will be expected to share what they have learned with their colleagues when they return, so that all staff can take advantage of the experience. Teachers and administrators will also have access to resources and programs presented through area colleges and universities, in particular those sponsored by the Department of Educational Studies. These include speakers, workshops, and the Educational Materials Center, which houses books, current journals in the field of education, and curriculum resources.

D. Describe your human resource policies governing salaries, contracts, hiring and dismissal, sick and other leave, and benefits.

The first step to facilitate retaining staff is to hire highly qualified individuals who believe in and actively support the mission and educational program of the Berks Charter High School for the Performing and Visual Arts. Beyond that, the team structure described above and the active participation by both faculty and administration in planning activities and other aspects of the instructional program will reinforce and strengthen the atmosphere of mutual trust, respect and collegiality that are found in successful schools and provide a firm basis for staff retention and continuity. The school will not discriminate in hiring under any of the grounds applicable under state and federal laws.

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

- Salary: Salaries shall be commensurate with qualifications and experience, and shall approximate salaries for other Charter High Schools, in addition to private and parochial schools in the area.
- Contracts: Employees will receive written contracts that describe their duties, terms of employment, compensation, benefits, etc., prior to the onset of employment.
- Hiring: The school wishes to promote diversity and equal access to all categories of employment, including retention and professional advancement, and will ensure equal opportunity, without regard to age, gender, sexual orientation, race, color, creed, religion, ancestry, national origin, social or economic status, parenthood, marital status or handicap.
- Dismissals: An employee may be dismissed or resign with 30 days notice. The definition of cause is contained in the Public School Code of 1949. The process for dismissal of faculty members will follow the guidelines outlined by the Pennsylvania Department of Education.
- Sick Leave/Personal Leave: The Board of Trustees shall provide sick leave and personal leave to full time employees. The number of days will be determined later.
- Medical Coverage: As provided under Act 22 full-time employees will be eligible to receive medical coverage commensurate with the coverage provided by the Reading School District. Employees will be responsible for the requisite level of co-pay and other obligations associated with the coverage.

We are working with a qualified employee benefits company, who currently provides health coverage for Lehigh Valley Charter Arts High School, Arts Academy Middle School and Arts Academy Elementary School. This is a first-rate policy

which offers an equivalent or better plan than the Reading Area School District. The cost projections for this plan are based on costs for similar Charter High Schools, such as the Lehigh Valley Performing Arts school and The Arts Academy Elementary Charter High School in Allentown.

It is the responsibility of our broker to provide the highest level of health care and we require a very low reimbursable from staff with families or spouses. The school recognizes its obligation to provide the same health care benefits as the employee would be provided if he or she were an employee of the Reading district pursuant to section 17-1724-A.

- State Retirement: In accordance with Charter High School law, we will work through PennServe to provide the legal alternative to PSERS for Charter Schools.

We are applying with PennServe (Plan Services for Retirement Services) for participation. PennServe is approved as an alternative to PSERS for Charter Schools, or other educational organizations interested in joining. This process cannot be completed until our charter is approved. Once approved, we will formally apply to PennServe who in-turn contact PSERS for final approval. This process is moving smoothly through existing Charter High Schools. PennServ maintains a 457 plan.

A Section 457 Plan is a nonqualified deferred compensation plan generally maintained by a State, political subdivision of a State, an agency or instrumentality of a state or political subdivision of a state, or a tax-exempt organization. The school will adopt a §457(b), generally referred to as "eligible plans"

#### E. Identification of the proposed faculty

To build a staff of teachers with the enthusiasm and open minds necessary to provide this innovative learning environment, the school will recruit a variety of individuals with a wide range of experience (both in industry and education), educational credentials, and interests. Those applying for regular classroom teacher positions should show experience and/or skill in child-centered, inquiry-based learning methods. By offering an environment rich in creativity, resources, support, and student involvement, the school will attract qualified, innovative, and eclectic individuals who will work as a team towards the school's stated mission.

The Berks Charter High School for the Performing and Visual Arts will use a number of resources in order to recruit the very best staff. Positions will be posted, as necessary, on widely used web sites, at teaching institutions that promote progressive pedagogy, and in educational journals.

It is critical to our educational philosophy that we provide all of the necessary staff to fully engage our students in all phases of our unique educational program. To this end we have developed a staffing plan that we believe will permit us to provide the full scope of the support needed to make our program successful especially as we developed the arts as an

integral part of our mission. Once the school is open, Staffing will be adjusted as needed to provide for the correct teacher/student ratios for actual class sizes.

See the staffing chart below:

<b>Position Title</b>	<b>2018 Pos.</b>	<b>2019 Pos.</b>	<b>2020 Pos.</b>	<b>2021 Pos.</b>	<b>2022 Pos.</b>
Chief Executive Officer	1.00	1.00	1.00	1.00	1.00
Principal	1.00	1.00	1.00	1.00	1.00
CAO	1.00	1.00	1.00	1.00	1.00
Finance Officer				1.00	1.00
Test Coordinator	1.00	1.00	1.00	1.00	1.00
IT Coordinator					
School Sect.	3.00	3.00	3.00	3.00	3.00
Guidance Counselor	1.00	2.00	2.00	3.00	3.00
Facility Manager					
Special Ed Coordinator	1.00	1.00	1.00	1.00	1.00
Security Guards	1.00	1.00	1.00	1.00	1.00
Soc. Studies	2.00	2.50	2.50	3.00	3.00
Mathematics	2.00	2.50	2.50	3.00	3.00
English	2.00	2.50	2.50	3.00	3.00
Science	2.00	2.50	2.50	3.00	3.00
Spanish	2.00	2.50	2.50	3.00	3.00
German	0.50	1.00	1.00	1.00	1.00
PT Aides (6@50%)	3.00	3.00	4.00	4.00	4.00
Team Leader Stipends	2.00	2.00	2.00	2.00	2.00
Art. Coord. Stipend	0.00	1.00	1.00	1.00	1.00
Dance Specialists	3.00	3.00	4.00	5.00	5.00
Vocal Music	2.00	2.00	3.00	3.00	3.00
Theatre Specialists	2.50	2.50	2.50	3.00	3.00
Art Specialists	2.00	2.50	2.50	2.50	2.50
Musical Theatre	1.00	1.00	1.00	1.00	1.00
Instrum. Music	2.00	2.00	2.00	2.00	2.00
IM Part Timers	2.00	2.00	3.00	4.00	4.00
Creative Writing	2.00	2.00	2.00	2.00	2.00
figure Skating	1.00	2.00	2.00	3.00	3.00
Spec. Ed. Teacher	3.00	3.00	3.00	3.00	3.00
Nurse	1.00	1.00	1.00	1.00	1.00
Sped. Assistant	0.50	0.50	0.50	0.50	0.50
ESL Staff (2 PT)	1.00	1.00	1.00	1.00	1.00
Reading Specialist	0.50	0.50	0.50	0.50	0.50
Math Specialist	0.50	0.50	0.50	0.50	0.50
PT Art Aides 2@50%	2.00	4.00	4.00	4.00	4.00
Bus. Driv./ Kitchen	4.00	4.00	4.00	4.00	4.00
Cust./ Main.	3.00	3.00	3.00	3.00	3.00
<b>Totals</b>	<b>58.50</b>	<b>67.00</b>	<b>71.00</b>	<b>79.00</b>	<b>79.00</b>

## START UP BUDGET

<u>Pupil</u>	2015-2018 <u>Totals</u>
*TLC will cover start expenses up to the opening of the school.	
**These expenses will be repaid, with no interest, to TLC during   the first three years of operation.	
<b>Other:</b>	
Interest	
Income	
Loan                    TLC – LLC	\$150,000.00
<b>Total Revenue</b>	<b>\$150,000.00</b>
<b>Personnel Cost:</b>	
Salaries                    (Secreterial)	\$36,000.00
<b>Contracted Services:</b>	
Legal	\$20,000.00
<b>Insurance:</b>	
General Property & Liability	\$3,263.00
<b>Consumable Supplies:</b>	
Administrative	\$8,000.00
<b>Other Costs:</b>	
Marketing	\$20,000.00
Printing & Binding	\$10,000.00
Postage	\$2,000.00
Dues & Fees	
Loan Repayment	\$0.00
Line of Credit repayment	\$0.00
Interest Expense	\$0.00
<b>Expense</b>	
<b>Total Expenditures</b>	<b>\$99,263</b>
<b>Projected Surplus/(Deficit) Final Year Operations</b>	<b>\$50,370</b>

These are contingent projections based on the creation of the charter and final student enrollment figures..

F. Attach a report of criminal history record, pursuant to Section 111 of the Public School Code for all individuals who shall have direct contact with students.

All staff and volunteers will be required to satisfy the requirements for providing criminal background checks and the school will comply with all applicable statues that provide prohibitions for hiring (or allowing volunteering by) individuals charged or convicted of certain crimes. The school will suspend or terminate any staff member or volunteer as required by law if an individual is charged or convicted of crimes which require their termination or suspension.

G. Attach an official clearance statement regarding child injury or abuse from the Department of Public Welfare as required by 23 Pa. C.S. Chapter 63 Subchapter C. 2 (relating to background checks for employment in schools) for all individuals who shall have direct contact with students.

Explanation: Establish high professional standards for teachers and other staff; commitment to professional development of staff; and working conditions and compensation packages that will attract and retain quality staff as per compliance with labor laws.

All new staff also must provide the school with the completed, original Child Abuse History Clearance, in accord with 23 Pa. C.S. Chapter 63 subchapter C.2 from the Department of Public Welfare and must satisfy the requirements of the Charter High School Law and other statutes which govern the hiring of staff. Staff and volunteers shall cooperate with updated clearance requests as required by law.

Upon request, we will provide copies of clearances upon the hiring of all new staff. No staff can be hired prior to the awarding of the charter.

#### **4. Code of Conduct:**

A. Discuss any rules or guidelines governing student behavior.

The Berks Charter High School for the Performing and Visual Arts will require all students and parents to sign a contract that specifies standards for acceptable behavior. This will be done as a part of the formal orientation process. It is the general philosophy and deep belief of the Founders that a child cannot learn if he or she is not present in School. It is further believed that the actions of a minority of students should not interfere with the academic growth of their peers. To this end we will develop a full set of guidelines that will be in place in the rare instances where they must be implemented for the general health and safety of both staff and students alike.

The contract with students and parents will reflect the Code of Conduct and will reflect the philosophy that an effective instructional program is built in an orderly environment in which students and staff know and abide by reasonable standards of socially acceptable behavior and respect the rights, person and property of others. The contract will afford students and parents the opportunity to know what specifically is expected of them and what responsibility the school has in relation to implementation of the Code of Conduct. The founders believe the school will be more successful in realizing its mission if everyone understands and agrees with a uniform Code of Conduct.

A copy of the Code of Conduct, which will be presented to the Board of Trustees of the school for approval, is attached hereto.

The Board, the Principal and other representatives of the staff will expand this Code of Conduct into a student handbook. All parents and students will receive a copy of the handbook and will have to sign a statement indicating that they understand the provisions of the Code of Conduct. This contract will be kept in the student's file.

The Principal will be responsible for monitoring the implementation of the Code of Conduct.



The Board of Trustees, with feedback from the Principal, the administrative team, parents and faculty will continually review the Code of Conduct and make changes as necessary

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

- Students will attend school daily;
- Behavior will be directed to supporting an atmosphere of learning, sharing and cooperating;
- Behavior will be directed at supporting the school's mission and programs;
- Behavior and language will be civil at all times;
- Students will be free of illegal drugs and alcohol;
- Conduct will be respectful of all property, including school property, public property and that of staff and other students;
- Students will abide by the dress code and maintain a clean and well-groomed appearance.

D. Describe your school's policies regarding student expulsion and suspension, including students with disabilities.

The Berks Charter High School for the Performing and Visual Arts' Code of Conduct contains specific policies and procedures that describe the conditions under which violations of the code will result in suspension or expulsion from the School. Students identified as at risk, based on violations of the code, will be referred to appropriate School staff for the development of a family-based intervention.

All due process requirements will be respectively followed for regular and special education students. In the specific case of students with disabilities, the guidelines established by IDEA and by subsequent court rulings will be carefully followed. Manifestation determination meetings will take place as required by the IDEA and Section 504 in a manner consistent with the law.

C. Describe your school's mandatory student attendance plan and its fit with the code of conduct.

Explanation: Provide evidence that the founders inspire the confidence of their targeted community; program provides an attractive educational alternative to students and parents; and community support extends beyond the core group of founders. Expectation for student behavior is clear and specific processes for disciplinary actions are established.

Attendance is one of the most significant factors that will lead to student success academically and socially within the school setting. We will monitor student attendance carefully in order to determine when a student is starting to indicate some attendance problems.

Lateness and absences must be minimized for all students. To this end, we will employ attendance software that will give us daily, weekly and monthly reports on those students

who are displaying irregular and spotty attendance records. Teachers will be required to report on any student who misses two days in a row or who starts to develop a pattern of absences such as Fridays and Mondays or days before a holiday etc.

Follow-up will be done on a daily basis for each absence. Classroom teachers will be responsible to make a home contact to verify absences. When and if a student's absences continue, the Principal will start the process of bringing in the parents for a conference and to develop a plan to ensure that the student is meeting attendance requirements. Unexcused absences in excess of an established maximum will be included in the school's Code of Conduct as grounds for expulsion.

The School will follow all laws regarding truancy elimination plans.

## **5. Transportation**

A. Describe your transportation program, including transportation for Special Education students and suggestions for improvement.

The Berks Charter High School for the Performing and Visual Arts will use applicable school district busing services.

The Berks Charter High School for the Performing and Visual Arts will either use the local transportation services for special education students (those who require special busing and/or transportation services for acute mental or physical handicaps) or will contract out elsewhere to ensure that the mandated services are provided.

B. What arrangements will be made to transport students and if you plan to implement an extended-day or extended-year program that requires transportation beyond that which the district provides?

If there will be a required extended-day educational and arts program for our students, we will work with the Districts of student residence as required under Charter Law.

C. What plans are being made for the coordination of transportation of students who live outside the local district to be transported to the school? The school district of student residence must provide transportation to a Charter High School up to ten miles from its border.

Explanation: Establish workable arrangements for safely transporting students to and from school.

Nonresident students shall be provided transportation under section 17-1726-A of the Charter High School Law. The school district of student residence must provide transportation to a Charter High School up to ten miles from its border

## 6. Food Service

### A. Describe the food service plan of the school.

The Berks Charter High School for the Performing and Visual Arts is absolutely committed to providing its students with fresh, healthy meals and in teaching the children the importance of a good diet. The School will be responsible for monitoring the health of students and when necessary will take steps to ensure that students failing to eat adequately will be provided with all necessary assistance. The Board of Trustees will establish guidelines to assure that no student is without appropriate meals as required by statute. The School will apply and join appropriate existing programs providing free and reduced price meals for eligible students.

Additionally, the proposed building located at 1504 Hill Road, Reading, PA, 19602 includes a kitchen facility.

## 7. Timetable:

### Timetable

All dates are subject to change upon notification of approval (Updated March 2018).

Formation of the Founding Board	Summer, 2013
Notification of area Superintendent	April, 2015
Press Conference Announcing the School	Initially in April 2016
Submission of Charter to District	Planned for June of 2017
Public Hearing	Within 45 days of Charter Submission: Aug. 1
Notification of Charter Approval	No later than 75 days of the hearing: Oct. 15
Public Information Meetings Commence	April, 2016- through Present Time
Site Lease Approve by Founding Board	June, 2016
School Leaders Identified (Exec. Dir. & Princ.)	November, 2017
Student Recruitment	April 2016 onward
Teacher Recruitment	April 2016 onward
Preliminary Staff In-services	May, 2019
Formal Board Reorganization	Upon Charter Approval
Press Conference to Introduce Administrative Staff	February, 2019
Building Renovations Commence	Upon Charter Approval
Licenses and Documents to Authorities	April-August 2019
Preliminary Staff on board and on salary	July, 2019
Furniture, Textbook, Computer, etc., etc...	July & August, 2019

Delivery	
Formal Staff In-service	August, 2019
Grand Opening	September, 2019 (School intends to open upon receipt of Charter which may now be Fall 2019 depending on review of this resubmission)

## 8. Safety

A. Submit written documentation of intent to comply with all applicable safety requirements including the following to demonstrate the safety and structural soundness of the school:

It is our intention and commitment to fulfill all of the local, state and federal health and safety laws and regulations as required. This includes all required local inspections by a local building inspector, inspection by a local fire department, approval from the municipal licensing authority for use of any explosives and flammable compounds or liquids in connection with courses taught at the school, compliance with all other federal, state, and local health and safety laws and regulations and application for certificates, licenses, etc.

We will obtain all necessary certificates and occupancy permits prior to the opening of the Charter High School.

In our outline above we have indicated that we will finalize our lease for the selected site and begin all necessary preparations upon approval of the charter. We will start to submit all necessary requests for any required licenses and inspection approvals by April 15, 2019 and anticipate getting a Certificate of Occupancy by July 1, 2019. These dates are also outlined as a part of our timetable for action.

We will also begin the process of developing a school safety plan. The Berks Charter High School for the Performing and Visual Arts is committed to providing a safe, orderly learning environment for its students. To make this a reality the Founding Coalition has developed a comprehensive school safety plan that incorporates the provisions of Act 26 and includes protocols for responding to crisis situations in the Charter High School. Below is an outline of the steps that will be taken to finalize the Berks Charter High School for the Performing and Visual Arts safety plan. The document will be reviewed and updated once the staff has been identified and hired in order to modify and change this plan to meet the real needs of the school, the facility, its staff and the community.

The steps that will be taken to review and modify the final safety plan include the following:

1. Form a School Safety Committee that includes: Founding Coalition; community representatives; and representatives of the Reading Police and Fire Departments, and parents.
2. Review Act 26, The Safe Schools Act.
3. Review the Reading School District safety plans to ensure accordance.
4. Review safety plans from other cities for content and presentation ideas.
5. Develop goals and timelines.
6. Draft school safety plan.
7. Circulate draft safety plan to Founding Coalition and community partners for review.
8. Finalize school safety plan.

**B. Maintaining School Safety and Reporting Act 26 Violations**

School safety will be a primary responsibility of the Principal and his/her designee. He or she will oversee the security systems of Berks Charter High School for the Performing and Visual Arts as well as the behavior of the students and reporting Act 26 violations. In addition, all staff members will be expected to take responsibility for their classrooms and for anything they see. Their primary responsibility is to create a climate of respect and focus, but they will also be the eyes and ears of the building. Students will also be expected to set a tone of respect, order, and purposefulness.

Particular responsibility will fall to staff to model good and safe behavior and to handle or report inappropriate or unsafe behavior or events.

**9. School Health Services:**

**A. Describe your plan for providing school health services as required under Article XIV of the Public School Code.**

In total compliance with the State School Code, pursuant to Charter School law, including Article XIV requirements, the Board of Trustees of the Berks Charter High School for the Performing and Visual Arts shall require that students submit to appropriate health and dental examinations to ensure that each student’s health status is at an optimal level and that achievement is not lessened as a result of unresolved or undiagnosed health problems. Every student attending the Berks Charter High School for the Performing and Visual Arts will be provided the following services by the school as detailed in the chart below:

SERVICE	9	10	11	12
Medical Examination (As Needed)				
Dental Examination (As Needed)				
Growth Screen	X	x	x	X
Vision Screen	X	x	x	X
Hearing Screen (As Needed)				
Scoliosis Screen				

Tuberculin Test (Age-Appropriate)				
School Nurse Services	X	X	X	X
Maintenance of Health records	X	x	x	X
Immunization Assessment	X	x	x	X

B. Describe how school-nursing services, including administration of medication will be delivered.

For each student transferring to the school, the Principal or his/her designee, the Nurse shall request an adequate health record from the transferring school. The individual student records of health examinations shall be maintained as confidential record subject to statute and the policies of this School.

A student who presents a statement signed by his/her parent or guardian that a medical examination is contrary to his/her religious beliefs shall be examined only when the Secretary of Health determines that the student presents a substantial health menace to the health of other persons.

Where it appears to School health officials or teachers that a child deviates from normal growth and development or where School examinations reveal conditions requiring health or dental care, the parent or guardian of the student shall be so informed and a recommendation shall be made that the parent consult a private physician or dentist or a local community-based health center. The parent shall be required to report to the School the action taken subsequent to such notification.

Parents and guardians of students who are to be examined shall be notified of such examinations. The notice shall include the date and location of the examination and encouragement that the parent or guardian attends. Such notice may also include notification that the parent may have the examination conducted privately at the parents' expense and encouragement that the parent does so in the interest of providing continuity in the student's health care; and, notification that the student may be exempted from such examination if it is contrary to the parents' religious beliefs.

The nurse will be ultimately responsible for overseeing the student health services program.

The nurse shall instruct all staff members to observe students continually for conditions that indicate physical defect or disability and to report such conditions promptly to the nursing service. When the principal receives a report of the existence of a communicable disease in a student's family, the nurse must be notified.

When the nurse discovers a student in school with a communicable disease, they shall notify the Principal immediately; the Principal will then provide for the reporting of this information as noted.

**J. PUBLIC CHARTER HIGH SCHOOL PROGRAM  
ASSURANCES FOR PUBLIC CHARTER HIGH SCHOOLS**

Pursuant to section 10303(b) of Public Law 108-382; Improving America's Schools Act of 1994, as a duly authorized representative of a Public Charter High School, I certify the following:

- ◆ the Charter High School, with an enabling state statute, is exempted from state and local rules that inhibit the flexible operations and management of public schools;
- ◆ the Charter High School will make a contribution to assisting educationally disadvantaged and other students in achieving State content standards and State student performance standards and, in general, will contribute to the State's education improvement plan;
- ◆ the Charter High School is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;
- ◆ the Charter High School operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;
- ◆ the Charter High School provides a program of elementary or secondary education, or both;
- ◆ the Charter High School does not charge tuition;
- ◆ the Charter High School complies with the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1993, and part B of the Individuals with Disabilities Education Act;
- ◆ the Charter High School admits students on the basis of a lottery, if more students apply for admissions that can be accommodated;
- ◆ the Charter High School agrees to comply with the same Federal and State audit requirements as do other elementary and secondary schools in the State;
- ◆ the Charter High School meets all applicable Federal, State, and local health and safety requirements; and
- ◆ the Charter High School operates in accordance with State Law.

Berks Charter High School for the Performing and Visual Arts

Authorized Representative

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Date