

The Community Public Charter School Application

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The Community Public Charter School

I. Applicants

Roberta Snow

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Background/Experience: see appendix for resume

Bobbi Snow brings more than thirty years of educational experience to the stewardship of the Community Public Charter School. She has been a teacher of grades three through graduate levels in college, principal, curriculum developer and an untiring advocate for school reform. In her early career, Bobbi started and directed a school for students of diverse backgrounds and needs from both Anacostia and Georgetown in Washington, D.C. Bobbi was an assistant principal in a Brookline, Massachusetts public school and has extensive administrative experience in both public and private education. At the Harvard Graduate School of Education, Bobbi taught courses in education for social responsibility and the formation of social conscience. Her expertise with leading workshops involved classroom management techniques and discipline models. Bobbi's most recent work involved working in two public charter schools in Washington, DC School for Arts in Learning Public Charter School where she wrote the middle school arts-infused curriculum and Cesar Chavez Charter School for Public Policy where she mentored history teachers. She worked with the Ron Brown Scholars Program for young African American students of outstanding promise. Bobbi is a member of the Virginia State Board of Education's Charter School Review Committee.

Sandra Richardson (co-applicant)

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Background/Experience: see appendix for resume

Sandy Richardson has been involved in a variety of educational experiences that have informed her involvement in the Community Public Charter School. For more than twenty years, Sandy has demonstrated award winning teaching in the classroom. Sandy has held some significant administrative positions working with the important constituency groups in a school community: faculty, students and parents. Sandy has been a dean of students, admissions director and chair of a department. Sandy was also an education specialist for the Thomas Jefferson Memorial Foundation. Sandy was honored by the John Marshall Foundation in 2001 when she was awarded the state's prestigious John Marshall Award for Excellence in Teaching the Constitution.

II. Mission Statement

The mission of The Community Public Charter School is to provide an alternative and innovative learning environment for children in grades six through eight. The program emphasizes education in and through the arts, to stimulate intellectual, emotional, physical and social development. The school program focuses on balancing the arts-infused curriculum with strategies for teaching literacy that help students achieve at high levels. The school is success-oriented and makes a difference for children who are “at risk”(Appendix 2), underperforming and have not maximized their achievement in their traditional school setting. The school creates a supportive “family” among our students, parents, teachers and all other members of our community.

The philosophy and operating principles of the Community Public Charter School are guided by William Glasser’s Choice Theory. As a non-traditional school of choice, the school community shares the belief that all students can learn and succeed when provided with a caring, supportive learning environment that meets their needs and interest.

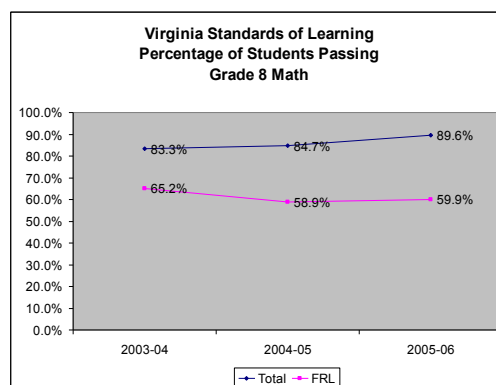
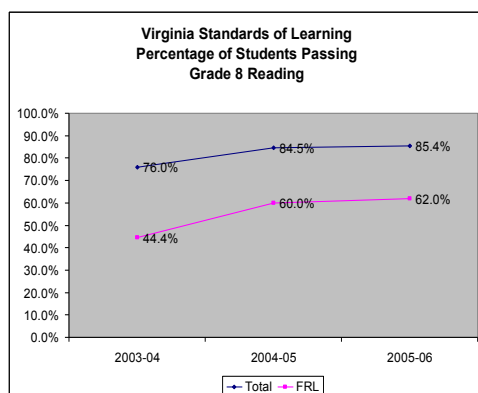
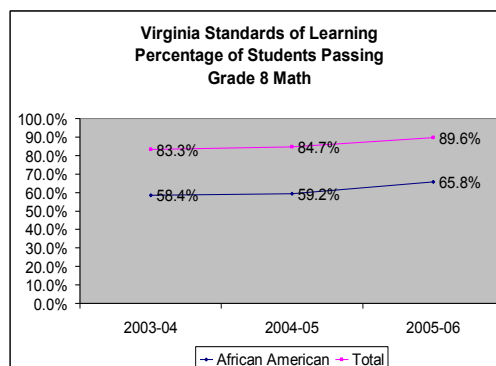
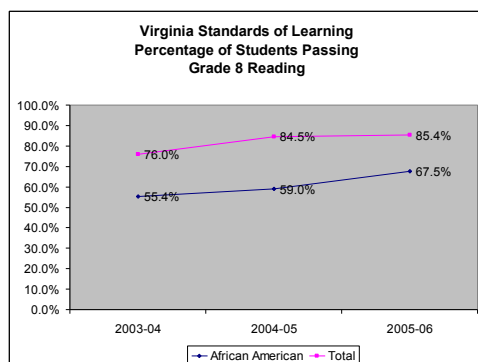
The Community Public Charter School is oriented toward the needs of students who meet two or more of the following criteria:

- one or more years behind in reading and/or math
- poor grades in two or more subjects
- poor attendance
- lack of motivation to do well in school (guidance counselor/teacher reports)
- lack of social connections and confidence with peers (parent/teacher/counselor reports)
- lack of organizational skills (report card/teacher reports)
- qualified for free or reduced lunch
- are resistant and reluctant learners

III. Statement of Need

Statement of Need from original proposal

The Division continues to struggle to close gaps in achievement at the middle school level, particularly for African American and economically disadvantaged students as measured by achievement levels on Virginia's Standards of Learning assessments. While some gains are evident in the past three years, there remains at least a 17% gap in achievement for both African American and economically disadvantaged students as compared to overall achievement levels in reading and mathematics in the Division.



The Division surveyed the parents of rising 5th grade students during the summer of 2006 regarding interest in their students' participation in a specialty center middle school model. If implemented, specialty centers would provide students with the opportunity to grow academically through the lens of a specific interest area. Of the 990 surveys mailed to parents, 220 returned surveyed indicated interest in participation.

IV. Evidence of Support: (from original proposal)

Dr. Pam Moran, Mr. Bruce Benson and Dr. Vicki Miller enthusiastically support the concept of an alternative school for middle school students modeled after the Murray High School Program. They believe that there are students who would achieve better results in a smaller environment with an arts-infused curriculum using choice theory as a framework.

We have entered into a partnership with the University of Virginia Art Museum. The Director, Jill Hartz, and Wynne Smith from the University of Virginia Office of the Provost, enthusiastically support our charter plans. The letter of agreement is included in appendix # 3. The artists and museum educators will conduct teacher training sessions for the Community Public Charter School teachers and will hold museum based classes for our students. An example of this is that students will learn how to curate an exhibit and will be invited to create their own exhibit at the museum. Students will also have the opportunity take part in the summer enrichment program sponsored annually by the museum to be underwritten by the museum.

We have also developed a partnership with Computers4kids and have included a letter of support from its director. (appendix # 3)

A variety of meetings with community leaders, church congregations, parents, and teachers indicated that there is enthusiastic support for the creation of the school within the community.

There are fifteen educators and citizens in our founding group who are in complete support of the efforts to create an arts-infused charter school.

Susan Bacik	(Artist)
Anne Brune	(Albemarle parent)
Sharon Deal	(English Teacher)
Yitna Firdyiwek	(UVA Technology Coordinator)
Larry Goldstein	(Drama Teacher)
Lee Halstead	(Art Teacher)
Jill Hartz	(Director, University of Virginia Art Museum)
Pru Huddleston	(Art Teacher)
Valerie Johnson	(City Bus driver)
Christine Putnam	(Science Teacher)
Sandy Richardson	(History Teacher- Co-applicant)
Justina Saravia	(Albemarle parent)
Bobbi Snow	(Co-applicant)
Sue Souder	(Albemarle Parent)
Stephanie Tatel	(Educator)

Additional letters of support are attached in Appendix 3.

V. Goals and Objectives

The Community Public Charter School has an ambitious and comprehensive program, which is further developed through its school improvement process. The School Management Team is charged with identifying the goals and objectives of the school and tracking the progress of meeting those goals.

Goal One: The Community Public Charter School will improve the academic performance of all students.

Objective 1: Teachers will offer at least two major arts-infused, project based units of study in each academic discipline each year.

Objective 2: In both math and language arts, students will use SOL practice materials, MAP tests, and CBMs to self-assess their progress toward mastering SOL test material and being prepared for SOL tests. These programs are outlined in the School Improvement Plan.

Objective 3: To improve student achievement in gaining skills and knowledge teachers will use various state approved programs such as ST Math, SIPPS, Read 180, and Writer's Workshop. These are outlined in the Alternative Assessment Plan. Appendix XII

Objective 4: To improve student work production teachers will offer before and after school work sessions. Portfolio checks will be conducted monthly by teachers and students to determine increased work completion.

Goal Two: The Community Public Charter School will create and sustain a school environment that invites personal commitment, responsibility and growth for teachers and students.

Objective 1: To reduce the number of non-classroom interventions using Choices .“Choices” is the behavioral framework primarily used in CPCS classrooms to encourage positive teacher/student relationships and pro-social behavior consistent with the mission of CPCS. A record for students reporting to a Choices teacher outside the classroom will be maintained in the office. This recording will allow teachers and the Choices teachers to determine whether we are reducing the number of non-classroom interventions.

Objective 2: Develop transformative professional development experiences for teachers that will continue to develop skills in providing differentiation for students through the arts-infused, project based curriculum. Fifty percent of faculty meetings and in-service opportunities will focus on these topics.

VI. Educational Plan, Student Performance Standards and Curriculum

The curriculum of the CPCS is aligned with the standards and framework of the Albemarle County Public Schools and with the Standards of Learning established by the Virginia Department of Education. CPCS follows the framework and curriculum designed by the teachers and administrators of the Albemarle County Schools. (Appendix 4)

The innovative aspect of the academic program of CPCS is in the areas of instruction and learning. The arts-infused nature of the program offers teachers and students an alternative and engaging methodology for teaching and learning the established content material in each subject area. In addition, CPCS customizes the learning environment for a diverse population of students with different learning styles. Instructional strategies include direct instruction, cooperative learning, case studies, laboratory learning, demonstrations, exhibitions, project-based learning and computer assisted instruction.

The CPCS behavioral framework, discipline policy and code of conduct are based on William Glasser's Choice Theory, Restorative Justice themes, and concepts from *The Four Agreements* by Don Miguel Ruiz.

CPCS teachers, administrators, School Management Team, and students purposefully apply concepts from these theories to personally commit to:

- keep the well being of the children first
- support and uphold the goals and philosophy of The Community Public Charter School and the Albemarle County Schools
- build our relationships with integrity
- keep a disagreement problem based
- create a blame-free environment
- work to find a win/win outcome
- acknowledge that all parties have the same educational goal
- create a shared solution
- use mediation when needed
- create a joyful school

CPCS is committed to motivating students to succeed by helping them develop internal controls using the Choice Theory philosophy. CPCS chooses not to use threats or rewards but rather to try and create relationships with students to create classroom cultures that cultivate curiosity and personal investment where students feel safe to engage in school activities. The CPCS teachers, administrators, and School Management Team believe that CPCS students are able to do demanding and complex tasks that are intellectually advanced. When students appear unmotivated and resistant, or what might be labeled as lazy, they may just lack the tools necessary for the task or worry that if they fail they will look foolish. It is easier to avoid failure than to appear incompetent and take the risk. These students appear unmotivated because they need so much support to engage, and need healthy trusting relationships with adults to accomplish academic and social success. At CPCS we hope to give them the tools and skills they need to get help and become successful students. A small school environment with small classes and tools and skills they need to get help makes this success a reality for many CPCS students.

The creation and maintenance of an intellectual community requires the active participation and commitment of students, staff and parents. Together CPCS continuously work to identify and define core values such as respect, responsibility, courage, honesty, compassion, integrity, stewardship of the earth and use them to develop high standards of behavior, reasons for living up to these standards and consequences for failing to do so. At the heart of the CPCS code of conduct is a sense of purpose and fairness. All members of the community are held to the same high expectations.

Teaching in and through the visual and performing arts allows for an emphasis on creative thinking and action around content standards within each discipline and for the integration of material across disciplines. The arts are a medium through which students acquire expected knowledge, skills and habits. Additional information about the philosophy of teaching methods is included in Appendix 4.

The Community Public Charter School follows the Quality School model. In this process, members of the CPCS community commit to:

- Relationships based upon trust and respect, and all discipline problems, not incidents, will be eliminated.
- *Total Learning Competency* is stressed and an evaluation that is below competence or a "B" will be eliminated. All *schooling* (as defined by Dr. William Glasser) will be useful education.
- Empowering all students do some Quality Work each year that will be significantly beyond competence. Students and staff will be taught to use Choice Theory in their lives and in their work in school. Parents will be encouraged to participate in study groups to become familiar with the ideas of Dr. William Glasser.
- Staff, students, parents and administrators will view the school as a joyful place.

There are many areas of logical integration within the core subject areas of History, Language Arts, Science and Math. These points of intersection might occur quite naturally without any connection to the arts but introducing the visual and performing arts will make the content crossover more stimulating and thought-provoking. Appendix 5 for example of grade integration by standards. Appendix 6 includes an example of sixth grade history framework and an arts-infused lesson.

Research findings demonstrate that not only do students with high levels of arts participation outperform “arts-poor” students by virtually every measure, but that high arts participation makes a *more significant difference* for students from low-income backgrounds than for high-income backgrounds (Catterall, Chapleau, & Iwanga, 1999). See appendix # 7 for additional information.

Core Subject Information:

Mathematics

The lessons in Mathematics follow the grade level standards in the Albemarle County Schools Standards of Learning Guide to the Curriculum. Since many students are behind two or more years in math skills they receive both remedial instruction and grade level teaching that introduces them to the topics covered for their traditional grade. Students come before and after school for tutoring with both the math teacher and the teaching assistant for extra help and pre-teaching of some topics.

Materials are teacher made and drawn from online sources such as Teachers Pay Teachers especially for some the project-based lessons and graphic organizers. Kuta Software, math-aids.com and mathworksheets4kids.com are basic resources for worksheets and skill-building. Many VA state resources are used for the classroom materials.

CPCS has a set of Foresman and Wesley 5th grade Mathematics books (for reference), as well as a full three-year sequence of Saxon Math. Both texts are rarely used.

ST Math is used approximately one day per week in the classes. ST Math is game-based instructional software and is designed to boost math comprehension and proficiency through visual learning. ST Math incorporates the latest research in learning and the brain, and promotes mastery-based learning and mathematical understanding. The ST Math software games use interactive, graphically rich animations that visually represent mathematical concepts to improve conceptual understanding and problem-solving skills. Students frequently ask to do more ST math outside of class.

CPCS students also used IXL, Pi and The Lost Function but it was not beneficial to our students (too reading-heavy, unclear navigation, and inaccessibly with difficult content.)

Social Studies

The Social Studies curriculum is based on the Virginia SOL enhanced scope and sequence. The teacher designs essential questions for each unit, and these questions are changed each year based upon the interests of the students and things going on in the world, the community, the school, and their individual lives.

Cycle: Each year the focus is on either US History Part I or US History Part II with the Civics curriculum as the anchor or “umbrella” for both content areas. Students cover the Civics Standards of learning throughout the other two years. Eighth graders take the Civics Sol each year, so by the time they get to that test CPCS students have had the entire Civics curriculum, and then a review before the exam.

Arts infusion is a major part of the interdisciplinary curriculum including drawing, creating dramatic presentations, debates, artistic works, dance, music, etc. An example is the 2014 play students wrote on the Roaring 20's, which included a student written script, music created by students and all art work done by students. Every student in the school participated and it was a major success for their academic and social growth both individually and as a group.

Technology is a major focus with many resources available for students that are teacher created and chosen.

The Social Studies curriculum is teacher created with detailed attention paid to individual interest of the learner and deep engagement in making the experience authentic and meaningful. There are many class discussions and thought provoking conversations. Higher level application and thinking are encouraged and the norm.

Language Arts

Sixth-grade students focus their English Language Arts work through an exploration of communication and author's craft. This emphasis allows students to study those structures (systems) and styles (communication) that authors use to communicate ideas about the world. Students read from a variety of genres, including fiction, narrative nonfiction, nonfiction, poetry and work to transfer what they learn about those genres to their own writing and speaking. Students write for a variety of audiences and purposes, using narrative and expository forms. Additional emphasis is placed on continuing to build comprehension strategies.

Seventh grade students continue the sixth grade journey of communication and author's craft. This deepening focus provides a lens through which students read, write, and speak their understanding of various genre structures and author's craft while beginning exploration of universality (the human experience). In essence, students seek to answer critical questions: Why does language change? Why do certain themes pervade literature? How does literature reflect individual and cultural beliefs? Students read from a variety of genres, including fiction, narrative nonfiction, nonfiction, poetry, with an emphasis on historical fiction. Seventh-grade students write for a variety of audiences and purposes, using narrative, expository, persuasive, and reflective forms.

Eighth-grade students focus on universality and expressing their own voices as part of the human experience. Reading from fiction, narrative nonfiction, nonfiction, drama, and poetry, students explore such themes as the search for identity, coming of age, and cooperation vs. isolation. Through speaking and writing, students contribute their own voices and experiences to this timeless, universal conversation about what it means to be human. Eighth-grade students also write for a variety of audiences and purposes, using narrative, expository, persuasive, and analytical forms.

The Language Arts teacher balances remedial instruction with grade level teaching through the use of centers and differentiated projects. The major programs are Writer's Workshop, Reader's Workshop, Journal keeping, Read 180, SIPPS (Systematic Instruction in Phonemic Awareness, Phonics, & Sight Words, a comprehensive phonics program that programs a systematic approach to decoding that helps students gain reading fluency and comprehension). Arts-infused projects are interdisciplinary and usually relate to the bigger themes raised in the novels, books and poetry units taught in the classes.

Fine Arts

The Visual Arts curriculum follows the Standards of Learning from the Virginia Scope and Sequence. Each grade is assigned different projects based on the skills taught for the standards. Alternative assignments are given when students request them. The teacher gives mini lessons to cover the skills and a project is given to apply the knowledge and skills. Projects are often tied to the academic curriculum and are interdisciplinary.

Music: The music program is carried out through electives. Students have taken keyboarding, African Drumming and in 2015 a major project was implemented too teach the ukulele with a grant from the Dave Matthews Band and other local supporters. The “Uke Strum Project”. The Uke Strum Project is a sequential, performance based ukulele method designed to develop skill, passion and joy while supporting music literacy with middle school students at CPCS.

The Uke Strum Project’s Objectives are to:

- Teach life-long skills including reading music, song writing, recording music, performing, and spark a passion for music and commitment to playing the ukulele.
- Transfer success for playing the ukulele with at-risk kids to experience closing the achievement gap in their academic lives.
- Expand our outreach to include more students, and develop rich partnerships between the Community Public Charter School and local educational and arts institutions. Program success will be measured by collecting student, teacher and parent data to gauge student engagement and achievement in both success with the playing of music, and the ukulele in particular and general academic progress.

Starting with an intense one-week artist in residence, the program continued through the 2014-15 year as weekly lessons with a UVA professor.

Drama is incorporated into the classrooms with arts-infused plays and improvisational work. Electives are also offered with drama teachers.

Dance electives are offered during advisory with relevant skills.

Science:

The science program follows a cycle of Life Science, Earth Science, and Physics.

The teacher uses the Standards of Learning and uses the following criteria for narrowing the choices: What students need to know to be successful in high school, skills they will probably need to participate in the job market, skills and habits they will need to be contributing members of society.

Students are actively involved in research and many projects that relate to their own lives

and have meaning for them. The teacher actively seeks out grants to support her classroom activities. An example program is the Shannon Grant where the teacher developed a long-term project designed to engage learners in science education and to enhance learning opportunities, environmental awareness, and community involvement in our students. Over the course of three years students will collect seeds from the native plants that were planted in riparian buffers by their classmates, propagate the collected seeds, and return the plants to their native habitats in the local community and surrounding habitats.

During the program's first year, with thousands of native seeds in hand, students researched germination requirements, prepared seed beds, and sowed hundreds of seeds. They also analyzed the slim results from last spring and hypothesized that the classroom might have gotten too chilly at night and on the weekends. They purchased covers for the grow racks to help keep the tiny seedlings toasty! After caring for the seedlings through most of the winter, the students learned they can force early growth, and are now drawing their plants different stages of growth in their journals that they are making in art class. It is truly an engaging project.

In February of 2015 they also brought in some of our bracken ferns from the outside. They planted them on October 17 when they went up to the Nature Foundation at Wintergreen. They have been outside all winter, even during the really cold part. When they planted them they used little pieces of roots and buried them in the dirt.

Health and Physical Education

Health education and physical education are important to Community Public Charter School's mission and philosophy to help every student learn and grow into a mature and responsible adult. Today's students face increasingly challenging health risks. Although the threat of infectious diseases has been reduced, young people are more susceptible to obesity, heart disease, cancer, HIV/AIDS, violence, unintentional injuries, diabetes, and suicide. Prevention of the above begins with health and physical education programs that provide students with the knowledge and skills needed to control and limit behaviors that may lead to illness or accidental death. The physically educated person, as defined by National Association for Sports and Physical Education, is one who:

- has learned skills necessary to perform a variety of physical activities;
- is physically fit;
- does participate regularly in physical activity;
- knows the implications of and the benefits from involvement in physical activities; and,
- values physical activity and its contributions to a healthful lifestyle

During the 2014-15 first semester physical education classes were taught once a week by the Burley PE teacher and were taught the rest of the year by CPCS classroom teachers. The Health curriculum followed the Albemarle Family Life Curriculum and was taught by Mary Sullivan, Coordinator of Community Advocacy, Education and Outreach at The Teen and Young Adult Health Center at the University of Virginia and met weekly with gender based groups during Advisory at CPCS.

Logistics:

In order to access the county transportation, CPCS operates on the same school calendar as the Albemarle County Schools.

Pupil Performance Standards

The following standards are based on Virginia Standards of Learning and the Community Charter School's expectations for all students. They are written directly to the student because they can be used as a teaching tool to help students understand what standards and expectations they must meet. The standards meet or exceed the current standards for all Albemarle students in grades six through eight. These standards were chosen because they are clear and understandable to students, and because teachers can use them to engage students in the process of assessments. Reading is offered as an example here. Additional examples can be found in appendix 8.

Standards for Reading (Fiction and Non-Fiction)

Comprehension

- You identify the form and genre of a text.
- You use reading strategies that suit the material (highlighting, underlining, taking notes, reading aloud, visualizing).
- You recognize the organizational elements of a text (table of contents, index; acts, scenes, chapters; etc.).
- You understand the sequence of a text (beginning, middle, end; foreshadowing; flashbacks; etc.)
- You infer meanings of words from their context and look them up as needed.
- You can summarize or restate the main ideas or plot of a text.

Interpretation

- You generate questions about the text.
- You identify the author's purpose and point of view.
- You distinguish fact from opinion.
- You analyze the positions taken in a text and the evidence offered in their support.
- You compare and contrast different texts.
- You make connections within and among texts.
- You make connections between the text and your own experience.
- You identify the historical and social context of a text.
- You evaluate writing strategies and elements of the author's craft.
- You take a point of view about the text and support it with evidence.

Process

- You skim or scan a text to choose your reading strategies.
- You identify and seek help with problems you have in reading.
- You use a reading log or journal to explore ideas.
- You discuss what you read with other readers.

Schedule

Morning Meeting	9:20
Advisory/PE/Electives	9:25
1st period	9:58
2nd period	10:53
3 rd period	11:48
Lunch and Break	12:40-1:20
4 th period	1:25
5 th period	2:23
Dismissal	3:20

VII. Pupil Evaluation: Assessment, Timeline and Corrective Action

Learning for understanding requires students not only to analyze and retain knowledge (which includes the formation of complex skills and processes), but also to create and apply it as well. Educational psychologists have classified thinking into levels of complexity (often referred to as Bloom’s Taxonomy of the Cognitive Domain) and found students are rarely expected to think at the highest levels involving the synthesis of information and the evaluation of ideas and evidence. In other words, students are often asked to analyze and retain knowledge but rarely expected to create and apply it (Sternberg,1997). Included in the mastery learning plan, CPCS uses arts-infused performance-based learning to move students to higher levels of thinking. Appendix 9 has additional information.

As reported by Dr. Lawrence Riccio, who founded the School For Arts in Learning (SAIL) charter school in Washington, D.C. (which serves special education students), arts-infused curricula have been shown to advance individualized expression, creative problem solving, and flexible thinking (Riccio & Eaton, 1995). Eisner (1998) reports, “The arts foster awareness that problems can have multiple solutions and questions multiple answers—that good things can be done in different ways.” Individuals with disabilities may learn how to do things in different ways, according to their strengths and the limitations of their disability. The arts are the ideal way not only to teach this kind of multidimensional problem solving, but also to teach individuals to take pride in approaching challenges in unique ways. Students previously considered being “problem” often become high-achievers in arts learning settings.

All students are required to take SOL exams. CPCS uses a Virginia Alternative Accreditation Plan to provide opportunities for accreditation. Appendix 12 .

The Community Public Charter School’s plan for evaluating student performance is implemented through the following goals:

Along with student assessment based on the state SOL and MAP tests, a variety of instruments are used to evaluate student performance and achievement. These assessments include selected responses, constructed responses, performance, portfolio and student self-

assessment (which use exhibits, demonstrations, projects, essays, oral and multi-media presentations, video, film, debates, as well as traditional paper and pencil examinations for vehicles of assessment).

In conjunction with its intention to promote shared community-based responsibility for the education of every student, CPCS will collaborate with many local institutions and organizations to enrich and connect to the students' everyday learning experiences. Students have experiences with authentic objects and documentation of historical events, lifestyles, and means of expression drawn from the culturally-diverse heritage of the Charlottesville and Albemarle resident community. CPCS works earnestly to develop collaborations and partnerships with community-based resources to enrich the curriculum and instruction provided CPCS students.

Teachers works with the same students for three years in a row. This consistency gives teachers more time to develop strong relationships with students and families and to understand and meet students' educational needs. The focus on individual learning needs should attract many students whose previous educational experiences have not helped them succeed.

In each quarter and in the year-end assessments, teachers evaluate student progress in narrative form, in addition to the mastery learning assessment feedback. There is also a student's reflective self-summary, which itself provides opportunity for students to exhibit writing skills and personal awareness.

We have developed a framework of rubrics that match the standards for each discipline. These are used as guidelines for the structured comment teachers provide to students about their work in each of the content and skills areas. The Reading rubric is offered as a sample here. Additional rubrics are included as appendix item #10.

Rubric for Reading Literature/Texts

Just Beginning

- You have not yet looked carefully at the text or decided on a reading strategy to approach it.
- You have read very little of the required text.
- You have not yet found a way to understand the language and main ideas of the text, or to identify its organization.
- You have not yet generated questions or a point of view about the text.
- You do not yet connect your reading to other texts, to your own experience, or to its historical and social context.
- You have not yet identified the author's purpose and strategies, or used examples to evaluate how well the text works.
- You have not yet explored the ideas of the text in a journal or in discussion with other readers.

Approaches Standards

- You need to approach the text with more effective reading strategies.
- You have read only part of the required text.
- You understand some of the language and main ideas of the text, and can partly identify how it is organized.
- You have difficulty using what you read to generate questions and a point of view about the text.
- You have difficulty connecting your reading to other texts, to your own experience, or to its historical and social context.
- You show limited awareness of the author's purpose and strategies and you have not come up with good examples to evaluate how well the text works.
- You have made some effort to explore the ideas of the text in a journal or in discussion with other readers.

Meets Standards

- You know what kind of text you are reading and choose reading strategies that work for it.
- You read all of the required text.
- You show few errors in understanding the language and main ideas of the text, and can generally identify how it is organized.
- You draw on what you read to generate questions and a point of view about the text.
- You connect your reading to other texts, to your own experience, or to its historical and social context.
- You show awareness of the purpose and strategies of the text and can use examples to evaluate their effectiveness.
- You explore the ideas of the text in a journal or in discussion with other readers.

Exceeds Standards

- You know what kind of text you are reading and use a variety of effective reading strategies to approach it.
- You have read all of the required text and then gone on to read further in it or related texts.
- You show a sophisticated understanding of the language and main ideas of the text, and of how it is organized.
- You draw on what you read to generate insightful questions about the text and to develop a complex or original point of view supported with rich, relevant, and accurate details.
- You connect your reading in original or varied ways to other texts, to your own experience, or to its historical and social context.
- You show a sophisticated understanding of the purpose and strategies of the text and can use a variety of examples to evaluate their effectiveness.
- You explore the ideas of the text especially thoughtfully in a journal or in discussion with other readers.

The Community Public Charter School understands that charter schools must adhere to an open enrollment policy for all students, including those with special education needs as identified by the Individuals with Disabilities Education Act (IDEA) of 1997 (reauthorized

in 2003), Section 504 of the Rehabilitation Act of 1973, Title II, Title IX, Title II of the Americans Disabilities Act, Title IV of the Civil Rights Act and Title VI of the Civil Rights Act.

The School Director and the special education coordinator will initially be responsible for making sure programs and services are available for students identified with special needs. Services include programs that implement federal and state regulations related to the Individuals with Disabilities Education Act (IDEA) and the requirements of NCLB. The Director will set up the School Based Intervention Team comprised of the director, a classroom teacher and a special education teacher to review existing data to make recommendations in meeting a child's needs. The SBIT will follow the guidelines set by the Office of Special Education in the Albemarle County Schools.

All special education services will be:

Provided at the public expense, under public supervision and direction, and without charge
Meet the standards of the Virginia Board of Education
Provided in agreement with an Individualized Education Plan (IEP).

A range of instructional programs will be offered to serve students with disabilities in the Least Restrictive Environment. Placement decisions during the IEP process will determine the level of services required for each student with a disability. The Community Public Charter School is prepared to provide positive behavioral interventions and supports, and early intervention services to reduce the need to label children as disabled in order to address the learning and behavioral needs of all children. CPCS teachers have a firm ground in both the content they teach and how people learn, including knowledge of unique learners.

Teachers are trained to identify the revealing signs of specific differences in learning, and how to manage students with learning problems effectively. Teachers are trained to "diagnose" students' strengths and special affinities (areas of strong interest), so as to make sure that these positive qualities are being recognized, celebrated, and enhanced. Struggling children are not being burdened with diagnostic labels but instead their profiles of strengths and weaknesses are determined and managed effectively in school.

The whole CPCS program is designed to address the cognitive and social needs of all students and to create a support system for children who are not successful in their traditional settings- because of special needs or other circumstances. CPCS provides students with individualized interventions to help them succeed.

Perhaps the most significant aspect of our program is the commitment to create a family among our students, parents, teachers and all other members of our community. Our school will be the home and we will surround our students, and their families with a sense of pride and hope that they can achieve success and that working hard and doing quality work is a value we can all hold dear.

The transition between elementary school and the middle years of schooling is probably one of the most important times in a student's life. Students move from the nurturing culture

of elementary school where they experience a variety of programs to help them develop reading, writing, thinking, and computing skills paired with developing healthy minds and bodies, developing artistic expression and sustaining a sense of wonder about the world. As students move into middle school, they are expected to become more independent learners and develop skills to succeed both academically and socially. During early adolescence, students face the tumult of life with rampant hormones and rapid changes in their bodies. Students need a school program that both understands their developmental needs and helps them become successful in their academic and social lives.

VIII. Admission Process

The Community Public Charter School is committed to creating create a diverse student community and learning environment through a system that meets federal requirements and is designed to equitably recruit and meet the needs of diverse learners.

CPCS was created for struggling learners who were unsuccessful in their previous school settings. We seek to serve students who are underperforming in their previous schools as evidenced by at least two of the following criteria:

- one or more years behind in reading and/or math
- poor grades in two or more subjects
- lack of motivation to do well in school (guidance counselor/teacher reports)
- lack of social connections and confidence with peers (parent/teacher/counselor reports)
- lack of organizational skills (report card/teacher reports)
- qualified for free or reduced lunch
- resistant and reluctant learners

The school opened with 23 students in grades six in August, 2008

	Grade 6	Grade 7	Grade 8
2008/09	23		
2009/10	9	16	
2010/11	7	9	14
2011/12	10	8	9
2012/13	12	10	10
2113/14	18	8	9
2014/15	16	18	9
2015/16	11	18	19 (accepted 48 students with a waiting list)

CPCS would like to entertain the possibility of increasing the size of the student body if space and resources were available.

Students who wish to apply to the school during the school year follow the same application process and are considered as openings become available. If students leave during the school year, the admissions coordinator will contact students from the waiting list of applicants to see if they are still interested in attending CPCS.

CPCS has a rolling admissions policy and applications are always accepted. Parents are encouraged to tour the school and meet with the admissions coordinator to talk specifically about their child's needs. CPCS collects information about the student from the current school the child attends. If more students apply than openings are available a lottery is held in the spring for each grade level. A central office administrator witnesses the lottery.

The admissions process is an information gathering process designed to help people make informed choices but as a public school all parents are welcome to submit applications to CPCS.

IX. Discrimination

The Community Public Charter School will follow state and federal laws prohibited discrimination on the basis of disability, race, creed, color, gender, national origin, sexual orientation, religion, ancestry, or the need for special education services.

A communication plan will be initiated to inform all potential students, their parents, and teachers of the opportunities at CPCS. An advertisement will be placed in local newspapers and flyers will be made available to community organizations.

CPCS staff will meet with all elementary principals to identify possible students who match the criteria and target admissions materials for this constituency.

X. Displacement Plan: Pupils and Employees

In the event of revocation or termination of the Community Public Charter School, all students will return to where they are presently districted. The Community Public Charter School will prepare extensive reports to accompany students and help the transition back to the home school. Teachers from within the county schools and newly hired teachers can reapply to work in other Albemarle county schools.

XI. Management and Operations

Parents and guardians of the Community Public Charter School students are directly and actively involved in decisions and activities that positively affect the organization and management of the school. Under the supervision of the principal, Ashby Kindler, The Community Public Charter School is led by the Director (Carol Fox) in cooperation with School Management Team. (SMT)The School Management Team is composed of the following: the director, one teacher, three parents of students attending CPCS, one community member and the two founders. Additional members of the Team may be added during the year. The SMT is responsible for continuing the development and implementation of goals, objectives, and evaluative criteria for the school and also is responsible for reviewing assessment results to determine program and school effectiveness. Goals and objectives are presented to the faculty, students, and parents for input and revision prior to approval. The spokesperson for the Management Team is the co-founder (Bobbi Snow) who serves as chair of the SMT reporting to the Albemarle School Board the results

of the annual review no later than June 30 of each year of the charter. Details in appendix 10.

XII. Employee Relations

The underlying philosophy of The Community Public Charter School is that it is a democratically run school with faculty, administrators and parents having a strong voice in the emergence of the school's significance in the lives of its students. The mission is clearly communicated to all members of the CPCS community, as is the educational philosophy. The implementation of the philosophy and the curriculum can be shaped and formed by its employees.

The Community Public Charter School affirms that it will not discriminate against any employee on the basis of race, creed, color, gender, national origin, religion, ancestry, age, sexual orientation or disability in its recruitment, selection, training, utilization, termination or other employment-related activities.

CPCS complies with Albemarle School Board policies and applicable federal and state laws concerning employee welfare, safety and health issues, including the requirement of federal law for a drug free workplace.

XIII. Health and Safety

The Community Public Charter School will operate with clear expectations with a standardized code of conduct that complies with Federal regulations (e.g. ADA, IDEA, Section 504 of the Rehabilitation Act of 1973, Title VI of the Civil Rights Act of 1964, Title IX). Possession of alcohol, weapons or drugs, and violent behavior is strictly prohibited. Non-violent problem-solving and conflict resolution, timely and daily attendance to school and cooperative behavior is encouraged and nurtured.

Students are involved in the process of developing the school code of living for specific guidelines and values that govern life at The Community Public Charter School and will learn to make responsible choices about their behavior. The school will remain in full compliance with legislation regarding compulsory attendance. All students, barring illness, or extraordinary circumstances, are expected to attend school at all times.

All employees will notify the director or principal of any concerns about child abuse who will then report to Social Services.

XIV. Financial Plan: Evidence of Economic Soundness, Proposed Budget and Annual Audit

The Community Public Charter School applicants understand that the school is a public school and all finances are handled through the Albemarle County Schools. The Board of Directors and Development director are committed to raising additional funds for the school and have done so successfully since the founding of the school in 2008.

The following funds were spent on the Community Public Charter School raised through the School Improvement Fund, a 501C3 dedicated to raising money for the school. They were spent on teacher salaries, classroom supplies, electives, office supplies, field trips, and general funds for school. Funds are sent directly to Liz Perkins at ACPS. Each year a counselor/mindfulness teacher was paid for through this fund. This does not include the federal start-up grant of \$450,000.

Funds spent:

2008	\$124,392
2009	\$257,592
2010	\$324,358
2011	\$69,334
2012	\$68,407
2013	\$95,482
2014	\$116,593 (projected funds to include teacher salaries to ACPS, counselor, electives and classrooms needs)
total	\$1,056,158

Grants Received to Date:

Federal start-up Dissemination Grant	\$450,000 2007-2009
Blue Moon	\$100,000 2008
Oak Hill Foundation	\$135,000 2008
Anonymous	\$140,000 2009,2011,2014
CACF	\$10,000 2010
State Charter School Grant	\$25,000 2013-2014
State Charter School Grant	\$8,000 2014-2015
Shannon Foundation grant	\$5,600 to be used over three years
Tussi Maria Kluge	\$124,000 over three years
Zoe's Kitchen art supplies	\$2,000 2014
BamaWorks	\$5,000 2014

Financial Plan

PROPOSED STAFFING FTE's

5 classroom teachers
 1 lead teacher- Director
 .25 teaching assistant
 .5 Literacy Specialist
 .5 counselor/mindfulness consultant

6.0 from ACPS
 1.25 from CPCS

Special Education dependent on number of students

Operational Costs were stated in the 2010 charter contract at \$236 per student. CPCS has not received this allotment to date.

Instructional resource funds were stated in the 2010 charter contract allocation for textbooks and other instructional materials at \$150 per student. CPCS requests a cost of living increase in this amount if possible.

XV. Assurances

The Community Public Charter School will be non-sectarian and will not charge any tuition.

XVI. Legal Liability and Insurance Coverage

All Community Public Charter School personnel will be employees of the Albemarle School Board. (Code of Virginia 22.1-212.13.A) and as such will be eligible for health, dental, vision, unemployment, workers' compensation, and life insurance benefits consistent with the same eligibility requirements and benefits made available from time to time for other county school employees.

XVII. Indemnity

The Community Public Charter School assures the Albemarle County School Board, its officers, employees and agents of the school division that they will be held harmless and indemnified against any claim, loss, damage, injury, liability, costs or expense of any kind as a result of the operation of the charter school or actions by its agents employees, invitees or contractors.

XVIII. Facility

The Community Public Charter School anticipates having a school space provided by the Albemarle County School System. The current space is Murray High School.

XIX. Services

The Community Public Charter School requests that the Albemarle County School System provide transportation to and from school. We also continue to request services that include accounting, maintenance, food services, human resources support, instructional technology support and access to staff development opportunities.

XX. Transportation

The Community Public Charter School requests that the Albemarle County Schools provide transportation of students to and from school.

XXI. Waivers

When the philosophy of the Community Public Charter School with its arts-infused approach and the Quality School framework comes into conflict with any of the Albemarle County policies or regulations, a waiver is requested to allow the school community to use

the School Management Team and the student meeting process to develop a policy that will be responsive to the needs of the students and school community and submit it to the superintendent for review and approval. This might include dress code, adoption of a new curriculum, extending the school year, etc.

XXII. Timeline (history)

The following timeline outlines the tasks for creation and implementation of The Community Public Charter School:

2006

November

Submit Charter application

Work with school administrators to refine plan

Begin review process

December

Gather letters of support for school

Refine curriculum

Educate public about school plan

2007

January

Refine curriculum

Educate public about school plan

Training for Glasser Quality Schools

February

Refine curriculum

Educate public about school plan

March

If board grants charter:

Submit grants to federal government

Gather petitions and letters of support for school

Refine curriculum

Educate public about school plan

April 2007 – April 2008

Create a sound financial base for the school

Write curriculum

Hire staff

Create the infrastructure of the school

May - July 2008

Director starts work

Teachers work with Glasser training

August, 2008
School opens

XXIII. Renewal

The Community Public Charter School asks for this contract for five years and will apply for a renewal of its charter contract three months prior to the expiration of the contract.

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