CHARTER SCHOOL 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.

Proposed Charter School Name
(Must Include "Charter School" in the Title):
Pennsylvania Nurses Middle College Charter School

Proposed Charter School Location
Harrisburg

County: Dauphin County

Intermediate Unit: 15

Proposed Start Date: 2022

Contact Person:
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Contents

I. SCHOOL DESIGN

1. Mission Statement

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

Our Mission
To assist a diverse student population to master the essential academic, social, and emotional knowledge and skills necessary for entrance into postsecondary professional baccalaureate nursing education and healthcare career.

What is your overarching vision of the school?

Vision and Core Educational Philosophy
To create a unique, inspired, and supportive secondary public-school experience where students will attain a quality high school-to-professional nursing/healthcare career education.

To accomplish this, PNMC CS will facilitate and provide our students with rigorous academic content combined with nursing workforce development skills to "grow and harness their maximum potential" to improve the health and well-being of people and communities in which they live (Greenleaf, 1970). PNMC CS's **core educational philosophy** will drive daily policies and practices which, in turn, are based on the following principles (which also describe how our school will fulfill its mission):

1. Employ an integrated system of academic, workforce, student support, and community support to facilitate student success. PNMC CS will, at all times, use mission-driven content, instructional strategies, and student supports to facilitate our students' capacity to apply classroom learning to real-world problems.
2. Ensure curriculum content and pedagogies are rigorous, career-focused, and personalized to help students make real-world connections through applied learning.
3. Recruit and hire highly qualified staff who have high expectations for the young people we will serve and understand that they are essential in achieving student success.
4. Establish a learning environment that incorporates student voice, promotes student leadership, and ensures the young people who attend our school are active participants in their own learning.
5. Create ongoing opportunities for students to gain leadership skills to hold themselves, and their peers, accountable for learning and acting in the best interest and well-being of their school, community and country.
6. Provide exposure to nursing education that promotes intellectual and professional growth as a future registered nurse and orients students to the demands of higher education, increasing the likelihood of a successful college experience.

2. Measurable Goals and Objectives
The PNMC CS Board of Directors (BOD) will hold the school, staff, and students accountable for all required outcome measures required of the Commonwealth of Pennsylvania high schools. These measures are:

☐ Both rigorous and appropriate for the young people we serve;

☐ Mission-specific postsecondary goals, which we believe promote life-long learning and increase career options;
☐ Heavily focused on quantifying student growth and development to enhance learning and continuously improve programs and practice;
☐ Clearly and frequently communicate to our school community; and
☐ True to our core educational philosophy and key design elements.

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

The PNMC CS BOD has established the following set of measurable academic goals for our students:

1. At least 80% of students enrolled for at least two years will meet or exceed performance on the Keystone Exams as compared to students of comparable demographics in the same grade and subject statewide.
2. At least 80% of students enrolled for at least two years will meet or exceed performance on the Keystone Exams as compared to students enrolled in the same grade and subject in Harrisburg School District (SD).
3. At least 90% of the graduating students will have obtained dual credit in at least one prerequisite baccalaureate-level coursework leading to a registered nursing degree.
4. At least 75% of students enrolled at least two years will achieve their performance growth targets on the NWEA MAP (Northwest Evaluation Association) (Measures of Academic Progress).
5. At least 90% of students enrolled for the last two years will achieve all requirements to graduate.
6. 100% of PNMC CS students will work toward pursuing a postsecondary education and/or career options requiring an industry-recognized nursing or healthcare credential.

In addition, Pursuant to Act 158 of 2018 (Pennsylvania Department of Education, 2018), PNMC CS will be required to meet statewide graduation requirements for one of the following pathways (copied verbatim):

Keystone Proficiency Pathway: Scoring proficient or advanced on each Keystone Exam - Algebra I, Literature, and Biology.

Keystone Composite Pathway: Earning a satisfactory composite score on the Algebra I, Literature, and Biology Keystone Exams (while achieving at least a proficient score on at least one of the three exams and no less than a basic score on the remaining two).

Alternate Assessment Pathway: Successful completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency and one of the following:

☐ Attainment of an established score on an approved alternate assessment (SAT, PSAT, ACT, ASVAB); or Gold Level on the ACT WorkKeys Assessment;
☐ Attainment of an established score on an Advanced Placement Program or an International Baccalaureate Diploma Program exam in an academic content area associated with each Keystone Exam on which the student did not achieve at least a proficient score;

- ☐ Successful completion of a concurrent enrollment course in an academic content area associated with each Keystone Exam in which the student did not achieve at least a proficient score;
- ☐ Successful completion of a pre-apprenticeship program; or
- ☐ Acceptance in an accredited four-year nonprofit institution of higher education and evidence of the ability to enroll in college-level coursework.

Evidence Based Pathway: Successful completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency and demonstration of three pieces of evidence consistent with the student's goals and career plans, including one of the following:

- ☐ Attainment of an established score on the ACT WorkKeys assessment, a SAT subject test, an Advanced Placement Program Exam, or an International Baccalaureate Diploma Program Exam;
- ☐ Acceptance to an accredited nonprofit institution of higher education other than a 4-year institution and evidence of the ability to enroll in college level coursework;
- ☐ Attainment of an industry-recognized credential; or
- ☐ Successful completion of a concurrent enrollment or postsecondary course; and
- ☐ Two additional pieces of evidence, including one or more of the options listed above, or: satisfactory completion of a service learning project; attainment of a score of proficient or advanced on a Keystone Exam; a letter guaranteeing fulltime employment; a certificate of successful completion of an internship or cooperative education program; or satisfactory compliance with the NCAA's core courses for college-bound student athletes with a minimum grade point average (GPA) of 2.0.

CTE Pathway: For Career and Technical Education (CTE) Concentrators, successful completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency and attainment of an industry-based competency certification related to the CTE Concentrator's program of study or demonstration of a high likelihood of success on an approved industry-based competency assessment or readiness for continued meaningful engagement in the CTE Concentrator's program of study.

B. **What are the school's measurable nonacademic goals and objectives to promote student performance?**

Teachers, principals, administrators, faculty and staff, parents, and community members at large will have a responsibility to support students' academic and non-academic goals as they learn to become productive citizens and skilled professionals who lead service-oriented lives. PNMC CS will pursue the following set of measurable nonacademic goals and objectives to promote student performance:

All learning (both academic and nonacademic) is guided by each student's Personal Learning Plan (PLP). Nonacademic learning is guided by Habits of Mind (Costa & Kallick, 2009). Habits of Mind are skills productive citizens have to solve problems which the resolutions is not immediately apparent.

1. Each year, 80% of students enrolled will achieve their nonacademic PLP goals.
2. Each year, PNMC CS students will have achieved an average daily attendance rate of at least 90%.

3. Each year, at least 80% of PNMC CS staff, students, and families will report both academic and non-academic goal satisfaction with our school.
4. Each year, 90% of students will participate in voluntary work/community service (for example, but not limited to, working/interning in a hospital and/or nursing home or other healthcare facility).
5. Each year, students will participate in mentoring activities which provide a foundation of integrity and conduct themselves in such a way that strengthens their personal and professional integrity, thus serving as community role models.
6. Each year, 100% of students will be asked to take and uphold the PNMC CS Honor Code as defined in the Student Handbook demonstrating academic honesty and personal and professional integrity as core values.

3. Educational Program

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

PNMC CS will showcase its competitive edge by positioning itself as a unique charter high school where students receive the necessary support to be successful in pursuing a post-secondary degree in nursing. The educational component of PNMC CS is complemented by a strong experiential focus delivered through classroom-based blended- and project-based learning; and out-of-school applied learning experiences through internships, apprenticeships, or part-time employment. This unique learning environment will be extended to the families of the students. Parents of PNMC CS students will have the opportunity to pursue Certified Nurse Aide (CNA) certification through an agreement with the local community college.

Curriculum

PNMC CS will use nursing-focused **curriculum content** aligned to Pennsylvania's State Academic Standards. Content selection will be differentiated and personalized, always data-driven, delivered using multiple instructional strategies, and determined by students' PLPs. Our academic program is intended not only to prepare students for postsecondary education, but also provide real-world application and connections to the workplace and nursing profession.

We anticipate that a number of our students will need a refresher in basic language arts and mathematics concepts and skills, while some will require more intensive remediation of literacy and numeracy basics. No matter our students' levels of performance, PNMC CS will engage all students in higher-order skills and accelerate learning to ensure they are college and career ready. To facilitate this, reading and writing across the curriculum is intentionally integrated to strengthen students' reading, writing, listening and speaking skills. Similarly, math concepts, subject matter knowledge, language and skills are reinforced across the curriculum using real-world problems from our school's nursing workforce development programs.

Pennsylvania requires all high school graduates to achieve four credits in English, three credits in math, three credits in science, and three credits in social studies. PNMC CS will require its graduates to have a minimum of 26 credits to include:

Table 1: Course Requirements

Subject Area	Total Units	Recommended
English Language Arts	4	1 per year
Mathematics	4	1 per year
Sciences	4	1 per year
Social Sciences	3	1 per year
Physical Education	2	.5 per year
Health	.5	9th grade (only)
Career Education and Work	.5	
World Languages Nursing Focused Elective General Electives	2 4 2	.
Total Required	26	

Recommended course sequence is found below. However, through the personalized learning plan some courses may be altered to provide an appropriate instructional plan.

- ☐ **9th Grade:** Six credits: English Language Art 9, Algebra 1, World History, Physical Science, Health, Physical Education and Health Foundations 1
- ☐ **10th Grade:** Six credits: English Language Art 10, Algebra 2, American History, Biology, Arts and Humanities Elective, Physical Education and Health Foundations 2
- ☐ **11th Grade:** Seven credits: English Language Art 11, Geometry, Civics and Government, Chemistry, Arts and Humanities Elective, Yoga, Medical Elective (.5), General Elective (.5), World Language
- ☐ **12th Grade:** Seven credits: English Language Art 12, Probability and Statistics, Anatomy and Physiology, Yoga, Medical Elective (1), World Language and General Elective (1.5)

In general, PNMC CS's core academic course offerings will involve:

Literacy
PNMC CS's literacy program is designed to support readers and writers at varying levels of proficiency through a balanced literacy approach. Reading skills will be developed and/or strengthened using a variety of strategies to include: direct instruction, independent and group reading and writing, read-aloud, think, pair, share, conferencing, and daily vocabulary practice (Frey et al., 2005). The goal of this approach is to not only strengthen the core reading and vocabulary skills students need, but to foster higher-order thinking skills, provide purpose for reading and writing, and apply skills in a meaningful context by using materials that are connected to both the lives of the students and the career focus of PNMC CS (Kennedy & Shiel, 2010). PNMC CS instructors will gather fiction and nonfiction text from books, anthologies, textbooks, online readings, and Accelerate Education. Some sites that will be used include: newsela.org, thechangeagent.org, history.com, tolerance.org, and a variety of online medical resources. Additional sources are identified as needed for specific content and skills development. All content is aligned to the PA Core Standards along with Next Generation Science Standards (NGSS) prior

to use in the classrooms. Reading and writing for technical subjects have explicitly been addressed in the following ways: collaborative peer work and projects, investigation, experiments, authentic project, research projects and other in-class presentations.

PNMC CS will use a five-step writing process including pre-writing, writing, revision, editing, and publishing to develop student writing skills (Emig, 1971; Murray, 2003; Tompkins, 1994). This process, which has been used in elementary, middle, high schools, and higher education successfully for more than 30 years, gives students a guide for writing that is flexible and can be used for any type and length of writing, regardless of discipline. Because the five-step process relies on constant feedback and conversation between student and teacher as well as between students, this process allows for the development and enhancement of grammar, spelling and writing convention (Blake, 1995; Tompkins, 1994).

Numeracy/Mathematics
PNMC CS's mathematics curriculum is designed to support students at varying levels of numeracy proficiency. Mathematics courses are aligned to the PSAS, and as such are focused on building the following skills: numbers and quantities, operations and algebraic reasoning, geometry, volumes, interpreting functions, statistics and probability. PNMC CS mathematics courses include algebra 1, geometry, algebra 2, and introduction to statistics. No specific mathematics texts are used, although similar to our literacy program, PNMC CS instructors will gather and create materials via print and digital resources to build and reinforce students' math skills. Digital content and learning sources already selected or under consideration include the CK-12, OpenStax, Khan Academy, and Accelerate Education.

Science
PNMC CS's science curriculum is designed to support students at varying levels of cross-cutting science concepts, science and engineering principles, non-fiction literacy and core science proficiency. Science content is developed and aligned the Next Generation Science Standards. PNMC CS science courses include physical science, biology, chemistry, and human anatomy and physiology. Science labs will provide an opportunity for students to use the scientific method to investigate real-world issues related to their programs of study. Students will learn to follow procedures, collect and validate data, and use scientific instruments safely. Lab work will be connected to theoretical materials studied in class, giving students the opportunity to see theory in action. All sciences have embedded authentic project aligned to the nursing focus of PNMC CS. Digital content and learning sources already selected or under consideration include the various print textbooks, CK-12, OpenStax, Khan Academy, eDynamis, and Accelerate Education.

History/Social Studies
PNMC CS's history/social studies curriculum is designed to support students with varying levels of literacy proficiency, and knowledge of historical and civic content. Courses will include world and US history, civics, and cultural and current political issues. PNMC CS social studies texts, software, and materials will expose students to primary and secondary source documents and include those selected from Accelerate Education, History.com, archives.gov, newsela.org, tolerance.org, edsitement.neh.gov/websites, geotracker.com, the National Geographic website, and various news-related websites.

World Language
PNMC CS believes that world language is essential to student success. If our graduates are to be productive members of a global society, they must obtain an understanding and appreciation of cultural

differences. Foreign language provides a bridge to this understanding. Our students not only gain understanding of each other's cultural backgrounds and language, but obtain increased awareness of their own language and culture. Our foreign language offerings will include courses in a variety of choice languages including Arabic, Chinese, Japanese, Russian, Spanish, or American Sign Language. PNMC CS's world language curriculum is designed to introduce and/or support learning. PNMC CS foreign language courses will be comprised of content, literacy skills, and the history and culture of the nursing profession. All language instruction will be provided by the Appalachia Intermediate Unit 8 World of Learning program.

Health/Physical Education
The PNMC CS health education curriculum will include standards-based goals, objectives, teaching and learning strategies, texts, materials, and forms of assessment. Our health education curriculum is developmentally appropriate and will focus on the unique needs of the PNMC CS student population. Physical education classes and activities are proposed to present students with the opportunity to understand, experience, and appreciate meditation, yoga, wellness, physical activity, exercise, and nutrition. Students will be able to demonstrate competency in many movement forms and proficiency in a few movement forms and an understanding of the implications of and the benefits derived from involvement in physical activity.

For more detailed information regarding PNMC CS's course offerings, descriptions, and requirements, see Appendix A.

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 school or operated by others under contract with your charter school. List any support staff and related service providers that might be employed directly by the charter school or provided under contract, who will provide required support for students with disabilities who receive special education.

In accordance with Chapter 711, PNMC CS will comply with all guidelines, and state and federal requirements and regulations relating to special education. PNMC CS will be fully committed to meeting the needs of students with disabilities, and will fully comply with all appropriate laws including the Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act (ADA), and Family Educational Rights and Privacy Act (FERPA).

The school will follow all Pennsylvania laws and guidelines, including 22 PA Code §711 and all other state and federal requirements and regulations relating to Special Education. We are fully committed to serving students with disabilities whether such students are currently or newly identified as disabled. The school will also follow all relevant federal laws, including the IDEA (Individuals with Disabilities Education Act, Section 504 (Section 504 of the Rehabilitation Act of 1973), ADA (The Americans with Disabilities Act), and FERPA (Family Educational Rights and Privacy Act). PNMC CS will follow Child Find guidelines and honor all modifications and accommodations developed in 504 plans.

While PNMC CS will employ a certified special education teacher and a certified paraprofessional to support students with disabilities. We anticipate that some contracted services also will be necessary to meet the educational needs of students with disabilities. These contracted services may include, but may not be limited to those related to speech and language, and occupational and/or physical therapy. Contracted services will be delivered by the Capital Area Intermediate Unit 15.

Based on the student demographics of Harrisburg SD middle and high school students, we anticipate approximately 18% of PNMC CS students will require special education services. In addition to complying with the aforementioned federal and state education laws, PNMC CS will employ the following strategies to support the learning needs of special populations (e.g., struggling learners, students with disabilities, and English language learners). To address the needs of students requiring additional learning supports and/or accommodations, PNMC CS's three-point approach involves using:

☐ **Student performance data** to determine the scope and sequence of students' PLPs, and to differentiate content and instruction.
☐ The **PLP** (in connection with student IEPs and data from the Home Language Survey) to drive all decision-making regarding student interventions. PLP's will be created to support each student's learning style, knowledge and skills assets, personal strengths and difficulties, areas of nonacademic need, and social, emotional, and behavior challenges.
☐ The PLP process in connection with the Multi-Tiered System of Supports (MTSS) and Student Assistance Program (SAP) teams to provide additional instructional and social and emotional interventions.

Further details regarding the aforementioned approach to ensure the learning needs of special student populations are met are discussed below.

Methods for Identifying Students
In general, students with special learning needs are **identified** via the PLP process which includes: the NWEA MAP baseline assessments, teacher observations, classroom performance and other formative academic and nonacademic assessments. More specifically, the following methods are used to help PNMC CS staff identify students with special learning needs.

☐ **PLP:** The PNMC CS PLP will be comprised of three primary sections: assessment, development, and transition.
☐ **MTSS:** Multi-tier system of supports (MTSS) is a framework that many schools use to provide targeted support to struggling students. The interventions within each Tier are specifically designed to address the unique need(s) of the student for which the intervention(s) is created. Students advance through the tiered intervention structure if, and only if the initially assigned intervention strategy does not work.
☐ **NWEA MAP:** PNMC CS students' baseline assessment performance data is analyzed to determine whether knowledge and skill weaknesses require further assessment for cognitive disability and/or English language deficits.
☐ **Teacher observations.** To assure compliance, these teachers will abide by a formalized process of observing, identifying, and reporting behavioral issues to the administration. Steps will be in place to make sure the student is evaluated for behavioral issues, including follow-up or teacher sending a note home to the parent, etc.

Specific Programs, Practices, and Strategies
The following instructional programs, practices, and strategies provide a continuum of services, and ensure students with special/additional learning needs are able to access the general education curriculum. Together, **the PLP, MTSS, IEP and Goal Sheets establish a personalized plan for learning, academic and nonacademic intervention(s), and/or accommodations.**

Programs, Services, and Strategies for Students with Disabilities

Our goal will be to provide an **educational environment that serves students with disabilities in the least restrictive environment maintaining a mainstreamed, full inclusion, instructional setting for students**. The PNMC CS special education program will provide all services and (reasonable) accommodations as required by law. It is our intent to serve every student we enroll, no matter their learning needs. To this end, our staffing plan includes a special education coordinator and teacher (the latter dual-certified) to support teaching and learning in the core content areas.

The IEP of a PNMC CS student with disabilities will determine whether s/he will **receive specially accommodated and/or differentiated instruction** (e.g., computer-assisted, small group, etc.); **additional time** to complete classwork, homework or assessments; and/or **differentiated or supplemental curriculum content**. To ensure students with disabilities achieve their IEP goals, PNMC CS staff will **conduct accurate and thorough evaluations**; and **monitor and support student progress** towards goal attainment. Lastly, pursuant to our school mission and core educational philosophy, staff will be expected to consider every student capable of great potential – regardless of ability – and an important member of the PNMC CS community.

Lastly, pursuant to Chapter 12 of the Pennsylvania School Code and 34 CFR 300.530-537, PNMC CS parents of students being evaluated for special education services will be provided a copy of the Procedural Safeguards (see Appendix M). PNMC CS will comply with all discipline procedures set forth therein. Due process hearings, under Section 711 will provide for parents/guardians to resolve disputes through a mediation process. PNMC CS will comply with all legal guidelines regarding due process hearings.

C. What teaching methods will be used? How will this pedagogy enhance student learning?
PNMC CS's **instructional program** is grounded in our school's mission, philosophy, and vision. PNMC CS understands that student engagement is essential to academic success, and adolescents are most engaged when instructional strategies involve personalization, differentiation, student-driven progression towards mastery, and real-world applications. This is the foundation of our school's instructional model and determines the **pedagogies** employed by PNMC CS teachers:

1. **Personalization (Ohio Credit Flexibility Team, 2009):** Personalized content and instruction will be determined via the Personalized Learning Plan (PLP). The PLP will guide each student's learning, and will contain academic and nonacademic objectives to determine his/her **personalized teaching and learning** program. PLP objectives will be established based on baseline and ongoing formative academic (i.e., personalized annual performance growth measures), and nonacademic assessments (i.e., progression towards achievement of personal, social and emotional targets), student interests, and postsecondary goals. PLPs are co-managed and monitored by students, case managers, and teachers to ensure students are on-track to achieving established objectives.
2. **Differentiation:** A good number of PNMC CS students will arrive with varying levels of skill, content knowledge, styles of learning (Fleming & Baume, 2006) and life experiences. PNMC CS teachers will **adapt content and instruction** to all skill levels present in each classroom as determined by student performance data. PNMC CS's strategy to differentiate content and instruction involves high quality **direct instruction** (consistent with Teach Like a Champion strategies), and **project based** (via the Buck Institute for Education) and **blended learning** techniques, which are hybrid instructional strategies mixing traditional face-to-face teaching and

Web-based learning (via Buzz Learning Management system). In addition, PNMC CS teachers will use student performance data to employ **multiple grouping practices** designed to increase student confidence, create a culture of learning and provide additional supports to struggling learners (Subban, 2006).

3. **Mastery-Based Learning:** Credits will be accumulated based on mastery of required concepts and skills. Required concepts and skills are determined by the PSAS, and school-determined performance goals adopted by PNMC CS. Individual student progress will be measured by these standards and goals using the personalized and differentiated models described above. Accordingly, students will experience accelerated credit attainment in areas that they can master quickly, and spend more time on concepts and skills they find more difficult, to learn and acquire respectively. To determine mastery, teachers will employ a variety of instructional methods including direct instruction, project-based and blended learning. **Blended learning** has proven to reduce achievement gaps, decrease dropout rates, and improve college and career readiness (Alliance for Excellent Education, 2012). The PNMC CS believes that this focus on mastery will contribute to student confidence, persistence and retention.

4. **Real-World Applications:** It is important for adolescents to feel like they are being treated as adults, regardless of their academic knowledge and skills. PNMC CS teachers will accomplish this by ensuring all lessons involve **metacognition** strategies. Metacognitive processes help students consider not only what they are learning, but *how* they are learning. This in turn, creates deeper connections and relevance to the content and skills students are learning. Also in an effort to further connections and reinforce content and skills across the curriculum, PNMC CS faculty will employ co-teaching models to deliver interdisciplinary instruction. Real-world applications of content and skills also will occur via the **Capstone Project** and/or **problem-based learning** (PBL) activities. Using the Understanding by Design process to achieve desired results, provide evidence of acquired content knowledge and skills, and transparent execution of a learning plan.

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

1. The PNMC CS annual calendar is organized by trimesters. Each trimester is approximately 13 weeks in length. Each day has 7 hours of dedicated instruction. The academic year includes 180 total days and 990 total hours of instruction respectively in accordance with Title 22 Chapter 11 22 Pa. Code § 11.3..

2. All planned holidays are delineated. Other planned activities outside of the core academic calendar such as professional learning occurs during the five days of Summer Institute a scheduled preservice every August before the beginning of the academic year.

3. In Appendix B, we provide a copy of our school's proposed Year 1 and Year 2 calendars. It clearly delineates dates for holidays, professional learning, and weather makeup days.

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?**

PNMC CS will use a multi-faceted, holistic approach to ensuring that our school will meet its stated mission and objectives. This holistic approach will measure success across four different categories—students' academic needs, students' nonacademic needs, and school financial and operational management.

In addition to the academic goals outlined, our BOD will determine PNMC CS an academic success when:

- At least 100% of students **eligible to graduate each year do so.**
- At least 75% of students **demonstrate mastery of PNMC CS curriculum content and skills** as demonstrated by achieving 80% proficiency on summative assessments.
- At least 75% of students successfully **transition to postsecondary education and/or employment.**

Similarly, in addition to the nonacademic goals and objectives, our BOD will determine PNMC CS has successfully supported students' nonacademic needs when:

- At least 80% of **students eligible to reenroll** per the re-enrollment report
- At least 80% of students demonstrate **adequate progress toward achieving the social, emotional, and personal goals as outlined in their PLPs.**
- PNMC CS students will have achieved an average daily attendance rate of at least 90% as reported in the attendance report.
- At least 80% of PNMC CS staff, students, and families report both academic and non-academic goal satisfaction with our school using the annual satisfaction tool.
- One-hundred percent of students will participate in voluntary work/community service (for example, but not limited to, working/interning in a hospital and/or nursing home or other healthcare facility). PNMC CS will use a tool such as Track It Forward to document student volunteer hours.
- Students will develop a foundation of integrity and conduct themselves in such a way that strengthens their personal and professional integrity, thus serving as community role models. Observation, interaction, and reflection will assist PNMC CS in assessing student growth in this area.
- The PNMC CS community will hold academic honesty and personal and professional integrity as core values. One-hundred percent of students will be asked to take and uphold the PNMC CS Honor Code as defined in the Student Handbook.
- Teachers, principals, administrators, faculty and staff, parents, and community members at large will have a responsibility to support students' academic and non-academic goals as they learn to become productive citizens and skilled professionals who lead service-oriented lives. This will be measured with the Annual School Satisfaction Survey.

Our BOD will determine PNMC CS a financial success when the school:

- Sufficiently covers 100% of liabilities during each operating year.
- Meets its financial obligations without incurring any debt.
- Submits and maintains a balanced budget each operating year.
- Achieves 100% of its fundraising goals.
- Maintains its target enrollment.
- Has **developed and followed generally accepted accounting principles (GAAP)** each operating year, and has continually utilized the public funding received in a responsible manner as evidenced by an unqualified annual independent financial audit.

☐ Demonstrates that resources used to provide a high-quality learning environment for students and staff are up-to-date and accessible.
☐ PNMC CS will provide the Board Treasurer with monthly financial reports and the complete BOD with an annual audited review of the tax and financial statements.

Our BOD will determine PNMC CS an operational success when the school is compliant with rules and regulations regarding:

☐ Timely submission of compliance-related reports and other documents to the Pennsylvania Department of Education (PDE).
☐ Proof of paid invoice for maintenance of the required insurance.
☐ Documentation of current student applications, enrollment, lottery, and waitlists.
☐ Documentation of annually reviewed school policies and procedures.
☐ Documentation of faculty, staff, and administrative fingerprint clearances.
☐ Documentation of Student immunizations.
☐ Fire emergency (requisite staff are trained in General Response Protocols/Fire Emergency Drill Conductor as mandated by the Harrisburg Fire Department).
☐ Documentation of teacher certification and professional learning.

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

Teachers and administrators will share the task of evaluation via collaborative and consensus-driven distributed leadership model.

A core group of school leaders, teachers, and community members will develop a rating tool that reflects the unique needs and high standard of PNMC CS. This tool will be based on best practices in education leadership and professional learning and be at least as stringent as the Danielson Framework for Teaching Effectiveness Instrument as found on the Educator Effectiveness Administrative Manual from the PA Department of Education or its most recent version.

Each year, teachers and administrators will be required to develop an Individual Professional Learning Plan (IPLP), which will include both personal development goals and student academic/non-academic achievement goals. These annual IPLP goals will be based on the school's goals, mission, and vision.

A snapshot of the PNMC CS Teacher Evaluation and Leadership Framework (based off the PA Department of Education Framework for Leadership) can be found in Appendix C.

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

PNMC CS parents/guardians/families will be able to access their respective students' achievement data via a student information system (SIS) identified as PowerSchool. PowerSchool SIS is a leading software solution for educational institutions. PowerSchool SIS covers all administration needs, including scheduling, attendance, state compliance reporting, data management, faculty management, emergency/medical and health management, registration, and more. PowerSchool Mobile is an online parent and student portal to ensure that everyone is in the loop on student performance.

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

The financial plan for the charter school and auditing provisions will be prepared in accordance with Section 437. Charter Choices, Inc. is an independent educational consulting firm started in 2004 offering

back office, administrative, and accounting support to schools will be contracted to prepare a monthly report of the school's budget and financial records, including current and foreseen expenditures, encumbrances, debts, and income streams.

In addition, an annual report will be prepared by Charter Choices Inc., which will be submitted alongside an external financial audit, to the relevant local and state governance bodies.

The PNMC CS Executive Director and the PNMC CS BOD Treasurer will review the financial reports monthly, and provide comment and guidance to the Board President as to areas of potential concern. The PNMC CS BOD in its entirety will review financials at their quarterly Board meetings.

PNMC CS plans to empower parents by creating a group made up of parents, staff, and school leaders. Additionally, the school will hold a public meeting to present the annual budget to parents and the abovementioned parent group. The school will use this opportunity to promote open communication and understanding concerning the budget, as well as request feedback.

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

PNMC CS will fully comply with the requirements of FERPA. See below regarding the collecting, management, and storage of student/school records (Federal Fiscal Compliance Policy, Appendix V).

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

In accordance with all relevant local, state, and national policy, PNMC CS will maintain accurate and up-to-date cumulative records for all attending and previous students. These data will be stored via a state-of-the-art SIS that is capable of syncing with Accelerate and the Buzz Learning Management system.

Upon enrollment, each student's address and other key demographic information will be verified and input to the PowerSchool SIS. Notification and a request for previous records will be sent to the student's most recent previous school(s). As per Section 1748-A and B, PNMC CS will send a notification form within two weeks to the Harrisburg SD.

The accuracy of all student demographic data within the PowerSchool SIS will be independently verified at least once per school year by school leadership. Records will be available during regular business hours for review by the Board.

5. Student Evaluation

A. Plans to Evaluate Student Performance

Our BOD believes it is imperative to know at all times the performance level and learning needs of each of our students. Both academic and non-academic needs are considered. Accordingly, we have designed a **comprehensive assessment system** that will:

1. **Evaluate students' baseline content knowledge and skills** upon admission and at the start of each school year.
2. **Monitor student performance growth in English and math** to provide instructional staff and students with a blueprint for continuous improvement.

3. **Provide interim checks for understanding** within and outside of the classroom setting.
4. **Compare** PNMC CS students' performance to those enrolled in schools serving similar populations.
5. **Provide summative and end-of-course performance data** to instructional staff.
6. **Predict postsecondary success in nursing program via the TEAS Nurse Entrance Test Prep**.
7. Recognize each student's life skills and challenges, and **measure growth in individual capacity to respond and/or proactively mitigate adversity**.

The PNMC CS assessment system, therefore, will include a combination of formal/informal, formative/summative measures of student performance.

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

Measuring Student Progress
The PNMC CS assessment system is mission-driven balancing the knowledge and life experiences of our students with their academic and nonacademic learning needs. **Baseline and interim student performance data will be collected via the** NWEA Measures of Academic Progress (MAP). MAP is a computer adaptive, norm- and criterion-referenced assessment administered to **measure student growth** in mathematics, reading and language. The **NWEA MAP was selected**, because:

☐ It is **aligned to the Pennsylvania Core Standards and Next Generation Science Standards (NGSS)**.
☐ The assessment is **adaptive,** which is especially important for students who have experienced previous academic challenges, possess a learning disability, and/or have previously disengaged from school. The test questions increase in difficulty with each correct answer and decrease in difficulty with each incorrect answer. The progressive refinement of personalized test items does not overwhelm students whose skills are below grade and simultaneously challenges students performing at or above grade level.
☐ The MAP assessment provides a RIT score. RIT scales are stable, equal interval scales that use individual item difficulty values to measure student achievement independent of grade level. Equal interval means that the difference between scores is the same regardless of whether a student is at the top, bottom, or middle of the RIT scale. This score allows teachers to design a personalized learning plan (PLP) that is at the instructional level for each learner.
☐ Instructors will use the NWEA MAP's Student Goal Setting Worksheet process to help students and parents/guardians to understand to set instructional goals and measure the growth toward those goals. This aligns with the BOD's educational philosophy that **students must be active drivers of their own learning**.
☐ The NWEA MAP assessment program includes a **comprehensive professional learning package** to ensure PNMC CS instructional and case management personnel, school leadership, students and parents/guardians, and BOD members understand and use individual, cohort and school-wide student performance data to improve achievement.
☐ The assessment has research-backed crosswalks to **forecast proficiency** on Keystone Exams, and college-readiness (the ACT) assessments and enables teachers to personalize interventions to improve achievement of each individual learner.

☐ The NWEA MAP learning continuum provides teachers with sufficient performance data to **differentiate instruction**, accommodate students with disabilities and/or limited English language proficiencies, and **plan individual and small group instruction**.

We believe, given all of the reasons mentioned above, that we have selected the best assessment tool to measure student performance growth most efficiently and effectively.

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

PNMC CS staff will measure individual, student cohorts, and school-wide academic progress via a comprehensive assessment system. This system is comprised of formal and informal metrics for formative and summative assessments. The table below provides an overview of the PNMC CS student assessment system. It highlights those metrics that provide individual student, student cohort and school-wide data.

Table 2: PNMC CS Student Assessments

Assessment	Formal or Informal	Formative or Summative	Individual Student Data	Student Cohort Data	School-Wide Data
State-Mandated Assessments (required for high school graduation)	F	S	✓		✓
Standards Aligned Norm-Referenced Growth Measure-NWEA MAP for mathematics, reading and language usage, and science	F	S	✓	✓	✓
Checks for Understanding – online simulations, lab investigations, concept vocabulary quizzes, collaborative discussions, case studies	I	F	✓	✓	✓
Postsecondary Placement Exams Student choice – NOCTI, ACT, TEAS, or SAT as appropriate.	F	S	✓	✓	✓
Industry-Recognized Certification Exams (required for career entry)*	F	S	✓	✓	✓
PLPs/Case Management (to measure student progress in achieving academic, social, emotional, quality of life and other goals)	F	F	✓		
School Developed Assessments (mid- and end-of-unit tests)	F	F/S	✓	✓	✓
Authentic Integration Projects	F/I	F/S	✓		
Informal Checks to understand exit tickets, individual, guided and group practice, etc.	I	F/S	✓		

Nurse aides take the National Nurse Aide Assessment Program (NNAAP) example, a two-part exam consisting of a multiple choice written or oral component and skills evaluation component. Cost increased to $135 in February 2021.

6. School Community

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

From the very beginning, the BOD of the Pennsylvania Nurses Middle College Charter School (PNMC CS) has actively engaged the community to create a school that reflects the needs, vision, and dreams of the Harrisburg, PA community.

Members of our BOD have met with individuals, community-based organizations, corporate entities, representatives of faith-based institutions, officials of several area school districts, college and university faculty and administrators, and elected officials. We have received overwhelming support for our school and have garnered potential strategic alliances and partnerships on behalf of PNMC CS students.

As we continue to grow, we plan to continue to foster these relationships in ways that support the needs of the entire community, not merely the students of one District or area.

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

The BOD believes that students achieve their greatest potential when **parents are active partners** in their children's education. Through frequent dialogue and consistent communication, PNMC CS staff will create strong relationships with parents to help them support their children in school and at home, thereby creating a school environment where **parents feel welcomed to voice their concerns and participate** as full members of the community. Parents receive contact information for the principal and their child's teacher.

To **keep parents engaged** throughout the school year, PNMC CS will develop a Positive Behavioral Interventions and Supports (PBIS) to work along with our MTSS team. PBIS is an evidence-based three-tiered framework will be used to improve and integrate all of the data, systems, and practices affecting student outcomes every day focused on parent and student engagement. PBIS creates schools where all students succeed. In Tier 1 PNMC CS will create a proactive support to preventing unwanted behaviors integrated into the mentoring program and personalized learning plans. This program will provide school wide contests and reward systems celebrating positive behaviors such as attendance, volunteer hours, and on track learning progress. Additionally, school leaders will work with parents to hold curriculum family engagement nights, and student showcases to further engage positive relationship with students and parents. Lastly, we encourage parents to volunteer for activities. PNMC CS will leverage our community partners to create and support relevant school-parent-community engagement events.

The PBIS team will implement Tier 2 practices and systems support students who are at risk for developing more serious problem behaviors before those behaviors start. PNMC CS parents/guardians/families will be able to access their respective students' achievement data as part of Tier 2 with parent observer accounts in our Buzz Learning Management system so parents are constantly up to date with attendance, tardiness, and academic information on their child. The second part of this is periodic check-ins with parents and formal parent teacher conferences at each quarter. These supports help students develop the accountability and skills they need to benefit from core programs at the school.

At Tier 3, students receive more intensive, individualized support to improve their behavioral and academic outcomes. At this level, schools rely on formal assessments to determine a student's need. A

school counselor and social worker are available to mediate and intervene in a variety of situations such as housing insecurity, family depression, domestic abuse, and other issues and to connect families to available services. Staff support families in taking direct action and monitor student performance as improvements are made to their home environments.

PNMC CS parents/guardians/families will be able to access their respective students' achievement data via a student information system (SIS) identified as PowerSchool. PowerSchool SIS is a leading software solution for educational institutions. PowerSchool SIS covers all administration needs, including scheduling, attendance, state compliance reporting, data management, faculty management, emergency/medical and health management, registration, and more. PowerSchool Mobile is an online parent and student portal to ensure that everyone is in the loop on student performance.

C. **Describe procedures established to review complaints of parents regarding operation of the charter school.**

All parents of students being evaluated for special education services will be given a copy of Procedural Safeguards (see Appendix M). Chapter 12 of the Pennsylvania School Code, and 34 CFR 300.530-537 provides discipline procedures for students with disabilities. PNMC CS will follow all applicable guideline in regard to these procedures.

Due process hearings, under Section 711, provide for parents/guardians to resolve disputes through a mediation process. PNMC CS will follow legal guidelines in relation to due process hearings.

7. Extracurricular Activities

A. **Describe the program of extracurricular activities planned for the charter school.**

PNMC CS's course offerings are plentiful (Appendix A). In addition to the typical high school coursework required of Pennsylvania high school students, PNMC CS will offer access to college-level courses and classes leading to certified nursing assistant certification. Students will be able to engage in applied learning opportunities, including internships/apprenticeships. Lastly, students will engage in a four-year course to complete a Capstone Project. We consider these to be "extra" curricular courses. For these reasons, at this time, PNMC CS has no plans to offer additional curricular activities.

According to Act 70, PNMC CS will abide by the CSL requirement that a school's student's school district of residence allow the student to participate in the school district's extracurricular activities if the student is able to fulfill the requirements of participation and PNMC CS does not provide the same extracurricular activity.

B. **Describe whether any agreements have been entered into or plans developed with the local school district regarding participation of the charter school students in extracurricular activities within the school district.**

See Appendix D for draft agreements with local area higher education institutions that will provide dual credit options prerequisite nursing coursework for our students.

II. NEEDS ASSESSMENT

1. Statement of Need

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

In 2010, the Institute of Medicine (IOM) issued the *Future of Nursing: Leading Change; Advancing Health* report. Eight recommendations were put forth, with one calling for an increase in the number of RNs with a baccalaureate degree to 80% by 2020. Pennsylvania currently has 41% baccalaureate-prepared RNs. As of 2020, we have not succeeded in increasing the number of RNs with a baccalaureate degree.

A sub-recommendation was to increase the racial, ethnic, and gender diversity within the profession. Currently, 91% of Pennsylvania's RNs are white females and approximately 95% are white females in the U.S. (A Report on the 2012/2013 Survey of Registered Nurses Volume 6, March 2015). These numbers do not accurately reflect Pennsylvania's population and/or communities at large.

The Bureau of Labor & Statistics Employment Projections 2016-2026 projects the need for an additional 203,700 new RNs each year through 2026 to fill newly created positions and to replace retiring nurses (AACN Fact Sheet, 2019). According to a 2018 survey conducted by the National Council of State Boards of Nursing and The Forum of State Nursing Workforce Centers, 50.9% of the RN workforce is age 50 or older.

PNMC CS will prepare and assist in expanding the number of students obtaining a baccalaureate degree in nursing, as well as increase the diversity of the nursing profession, through an open-enrollment process and supportive services that will assist students in successfully completing this school-to-career pathway. Additionally, students have the opportunity to receive a minimum of 12 college credits during their junior and senior years at PNMC CS. These additional credits will decrease the students' debt load post-secondary education and set the student up for success in a nursing baccalaureate program. While attending the school, students will receive a Certified Nursing Assistant (CNA) and CPR certificates. PNMC CS, in collaboration with Harrisburg Area Community College (HACC), will offer the CNA program to parents free of charge.

The school will also establish strategic partnerships with local community, healthcare organizations, colleges, and universities. This will ensure the involvement of residents and other groups at different stages in the school's development. In addition, it will enable the coordination, integration, and alignment of programs to make better use of all resources.

No Open-Enrollment High School Options Leading to BS in Nursing
There is a need for an open enrollment, nursing-focused high school providing required introductory coursework leading to the BSN, especially in Harrisburg where such a school does not exist. Harrisburg has a STEM high school, Harrisburg High School SciTech Campus. However, SciTech **is not an open-enrollment** school focused on nursing. Instead, it admits only those students who have earned a 2.5 GPA or better (http://scitech.hbgsd.k12.pa.us/our_school/admissions). To the contrary, pursuant to Section 1723-A of the Pennsylvania Charter Law, all adolescent residents of the Commonwealth who have completed eighth grade will qualify for admission to PNMC CS (www.legis.state.pa.us/cfdocs/legis/LI/uconsCheck.cfm?txtType=HTM&yr=1949&sessInd=0&smthLwInd=0&act=014&chpt=17A). Similarly, while Dauphin County Technical School (DCTech) offers a few health careers classes that lead to certifications in the allied health fields (e.g., nursing assistant and assisted

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living care giver), it **does not provide a pathway to the Registered Nurse (RN) profession** (https://www.dcts.org/ct-menu-item-61/ct-menu-item-103.html#). Likewise, **DCTech offers only 11 college credits** in medical terminology, anatomy, and physiology I and II. To the contrary, PNMC CS will offer nursing-focused, science, technology, and math courses, English language arts, the arts, health/wellness/physical education, Spanish language, and Certified nursing assistant training. PNMC CS students will have the option to receive a minimum of 12 college credits for classes that satisfy introductory course requirements for the BSN.

Achievement Gap
Further need for PNMC CS is demonstrated by the student performance gap among existing eighth graders and high school students in the Harrisburg SD. Our innovative school model includes an evidence-based staffing plan designed to provide **extensive academic and non-academic student supports**. Learning at PNMC CS will be personalized, differentiated by content and pedagogy. Each student will be assigned a teacher mentor who will be responsible for at least a weekly check-in with assigned students to ensure they are on track with coursework completion and goals. These additional supports will ensure the students enrolled at PNMC CS will perform at least as well, if not better than, Harrisburg High School students.

Nursing Profession Pipeline Shortage, Especially Among Underrepresented Populations
The nation's **nursing shortage** is expected to intensify as Baby Boomers age and healthcare needs rise. According to the Bureau of Labor Statistics, the RN is listed as one of the top job growth occupations (Bureau of Labor Statistics, 2016). The RN workforce is expected to grow from 2.9 million in 2016 to 3.4 million in 2026, an increase of 438,100 or 15%. The Bureau also projects the need for an additional 203,700 new RNs each year through 2026 to fill newly created positions and to replace retiring nurses (Bureau of Labor Statistics, 2018).

Nationwide, in 2018, **minorities comprised only 30.7%** of prelicensure baccalaureate-level nursing education students. Disaggregated, this meant that 11.8% of baccalaureate-level nursing students were Black/African American, 9.8% were Hispanic/LatinX, 1.6% were Asian American, 4.5% were Pacific Islander, and 0.6% were American Indian. In that same year, 43% of prelicensure nursing programs at all degree levels cited faculty shortage as the main obstacle impeding program expansion; 24% noted a lack of clinical placement settings (also due to lack of faculty supervision) as the primary reason for turning away qualified applicants (http://www.nln.org/docs/default-source/default-document-library/executive-summary-(pdf)86d9c95c78366c709642ff00005f0421.pdf?sfvrsn=0). Similarly, there are only two prelicensure Pennsylvania State Board of Nursing approved baccalaureate education programs leading to a BSN currently in the City of Harrisburg. These include Penn State University-Harrisburg and Messiah University in Middletown and Mechanicsburg, respectively. Therefore, rising Harrisburg SD college freshmen must travel outside city limits to attend accredited nursing programs.

The **underrepresentation of minorities in the RN profession** is much more striking. Only 9.9% of RNs are Black/African American, 8.3% are Asian American, 4.8% are Hispanic/LatinX, 1.3% categorize themselves as two or more races, and 0.4% are American Indian/Alaskan Native. This means that approximately 80.1% of RNs nationwide are Caucasian. By contrast, among the approximately 49,229 Harrisburg residents, 33.8% are Caucasian, 51.9% are Black/African American, 20.3% are Hispanic/LatinX, and 5% are Asian American (https://www.census.gov/quickfacts/fact/table/harrisburgcitypennsylvania,dauphincountypennsylvania, pa,US/PST045218). Interestingly, Asian American/Pacific Islander nurses are more likely (69.6%) than all

other nurses to enter the profession with a bachelor's degree. The majority of Black/African American nurses are located in the southern states and comprise 26% of all southern nurses. Similarly, most Hispanic/LatinX nurses are located in west south-central states, the pacific coast, and mountain areas of the U.S., comprising 20.6% of nurses overall in those geographic regions (https://minoritynurse.com/nursing-statistics/). The bottom line: While Harrisburg's population is mostly African American and LatinX, the majority of nurses in the Harrisburg metropolitan are Caucasian.

8. Explain why the charter school model is an appropriate vehicle to address this need.

Few careers offer the unique advantages as nursing and even fewer schools can offer the specialty high school education to best prepare students for a baccalaureate degree as a Registered Nurse. A culturally diverse nursing workforce is critically needed to meet the healthcare needs of our diverse population. Recruiting and retaining underrepresented minority nursing students continues to be an important component of this process but remains a challenge for the nursing education community. While there remains a lack of consistent documentation regarding attrition rates, estimates for minority nursing students have ranged from 15-85%. National nursing and healthcare organizations including the National League for Nursing (NLN), the American Association of Colleges of Nursing (AACN), the Institute of Medicine (IOM), and the American Nurses Association (ANA) agree that increasing the racial and ethnic diversity of students in US nursing programs is a high priority. By increasing recruitment and improving retention and graduation rates of minority nursing students, nursing programs could facilitate increased minority representation in the nursing workforce.

PNMC CS integrates nursing and culturally responsive resources into all of the standard state approved curriculum which assists students in getting a head start on the difficult coursework in a nursing program and culturally responsive curriculum and teaching motivate students to learn. The essentials of this motivational framework are that it (1), respect diversity; (2) engages the motivation of a broad range of students; (3) create a safe, inclusive, and respectful learning environment; (4) derives teaching practices form across disciplines and cultures; and (5) promotes equitable learning" (Wlodkowski & Ginsberg, 1995).

Additionally, PNMC CS will hire a diverse faculty who can serve as professional mentors providing emotional and motivational support about strategies to improve academic performance, entrance into baccalaureate programs, and a career as a registered nurse. Supporting high school students' entrance into baccalaureate nursing programs creates more RNs; but it also assists in creating a more diverse nursing faculty as diverse students advance their nursing education. The number of diverse nursing faculty in Pennsylvania is 8.3% compared to diverse nursing student enrollment of 18% (American Association of Colleges of Nursing 2017). Men are also underrepresented among nursing faculty at 7% nationally.

PNMC CS seeks to collaborate with the Harrisburg SD to augment the curriculum to achieve high quality workforce education. This can take the form of innovative professional education, sharing costs and greater exposure to district expertise.

2. School Demographics

We have purposefully created a small school model. Evidence suggests a positive correlation between school size and student performance, attendance, retention, high school graduation rates, and readiness for postsecondary opportunities (MDRC, 2013). This is especially true for economically disadvantaged students and those with significant learning needs and nonacademic challenges (https://www.jff.org/resources/bringing-track-youth-center-high-school-reform-lessons-and-tools-leading-communities/). Our small learning community will enable staff to more quickly identify and address students' ongoing and emergent academic and nonacademic challenges. Our small size will enable PNMC CS staff to employ personalized learning and differentiated pedagogies to address our students' challenges and support their assets. Such instructional strategies are most effective when the **student-to-staff ratio is small**.

Accordingly, PNMC CS will serve **high school students in grades 9-12**. The school will **open with 120 students** in four ninth-grade classes of 30 students each. PNMC CS will add 100 ninth-graders each subsequent year until **full enrollment of 420 students** (100 in each grade-level 9-12) is reached in Year 4 of the first charter period. For more detailed information see the table.

Table 3: PNMC CS Projected Student Enrollment

Grade Level	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25
9	120	80	100	100	100
10	0	120	80	100	100
11	0	0	120	80	100
12	0	0	0	120	100
Total Students	120	200	300	400	400

While Pennsylvania Compulsory School Education Law Tit. 24 §§13-1326, et seq. requires school attendance through age 17, **school age limit** for Commonwealth high school students is age 21 or graduation from a high school, whichever occurs first. Any high school student who reaches age 21 during the school term and who has not graduated from high school may continue to attend the public schools in their district free of charge until the end of the school term (https://nces.ed.gov/programs/statereform/tab5_1.asp). Pursuant to these laws and regulations, **beginner students** or ninth-graders shall not be younger than age 13 or older than age 15. The oldest student enrolled at PNMC CS will be not older than age 21. Should enrollment drop below 90% of overall projected enrollment in any given year of operation, PNMC CS will back-fill vacant seats in grades 9-10 only.

If more students apply to the charter school than the number of attendance slots available in the school, then students must be selected on a random basis from a pool of qualified applicants meeting the

established eligibility criteria and submitting an application by the deadline established by the charter school.

Harrisburg

Our BOD has decided to locate PNMC CS in Harrisburg, the capital city of the Commonwealth of Pennsylvania. Situated along the Susquehanna River, Harrisburg is the county seat of Dauphin County. With a 2020 population of 49,333, it is the 9th largest city in Pennsylvania and the 796th largest city in the United States. Harrisburg is growing at a rate of 0.13% annually. Its population has decreased by -0.39% since the most recent census, which recorded a population of 49,528 in 2010. Harrisburg reached its highest population of 89,544 in 1950. Spanning over 12 miles, Harrisburg has a population density of 6,076 people per square mile.

The average household income in Harrisburg is $52,794, with a poverty rate of 26.25%. The median rental costs in recent years comes to $856 per month; the median house value is $80,800. The median age in Harrisburg is 31 years (29.8 years for males and 32.6 years for females). For every 100 females, there are 90.7 males.

White alone, 34.9%
Black or African American alone, 51.5%
American Indian and Alaska Native alone, 0.5%
Asian alone, 4.6%
Native Hawaiian and Other Pacific Islander alone, 0.02%
Two or More Races, 4.1%
Hispanic or Latino, 21.8%
White alone, not Hispanic or Latino 24.1%

Persons under the age of 18 comprise just 26.7% of Harrisburg's population. Foreign-born persons represent 10.1% of the population. The percent of persons who speak a language other than English at home is 21%.

https://worldpopulationreview.com/us-cities/harrisburg-pa-population
The economy of Harrisburg employs 22.3k people. The largest industries in Harrisburg are Health Care & Social Assistance (3,932 people), Retail Trade (2,312 people), and Public Administration (2,258 people). The highest paying industries are Utilities ($79,261), Public Administration ($49,514), and Professional, Scientific, & Technical Services ($41,894). In 2019, the **median household income** for Harrisburg residents was $37,365 (https://datausa.io/profile/geo/harrisburg-pa/), significantly less than the national median annual income of $68,703 (https://www.census.gov/library/publications/2020/demo/p60-270.html).

The highest paid jobs held by residents of Harrisburg, by median earnings, are architecture & engineering occupations ($70,625), health diagnosing & treating practitioners & other technical occupations ($58,693), and management occupations ($57,691). Harrisburg's Asian American community reports the highest average salaries at $61,450.

The largest demographic **living in poverty** are women ages 25-34. Of these individuals, 29.9% live below the poverty line (higher than the national average at 13.4%). Females less than five years of age, then females ages 18-24 are the second and third largest groups living in poverty in Harrisburg. Black/African Americans are most likely to live below the poverty line, followed by Caucasians, then Hispanics/LatinX. Approximately 13.4% of Harrisburg residents do not have health insurance.

The percent of persons age 25 years or older with a **high school diploma** is 80.0%. Those with a bachelor's degree or higher age 25 or older equals 19.6%. Among Harrisburg's 2017 **university graduates**, most were Caucasian (75%), followed by Hispanic/Latinx (8.09%), Black/African American (8.04%), and Asian American (3.47%). The most popular majors in 2017 were registered nursing (14.5% of all graduates), followed by general studies, and general business administration and Management. https://worldpopulationreview.com/us-cities/harrisburg-pa-population 2020

Harrisburg SD

We thought it important to better understand the demographics and performance of prospective PNMC CS middle school students. Below, we provide a snapshot of middle school student groups and performance. Note: Harrisburg has four and three middle and high schools, respectively that include middle grades 5-8. Due to challenges associated with extracting student information by grade level, we only included data from stand-alone middle schools. The data below supports the need for an additional public-school choice option in Harrisburg.

Currently, there are **four district middle grades schools** in Harrisburg. The percent of students enrolled by subgroup includes:

- **Economically Disadvantaged Students**: 94.8% (Camp Curtin Academy), 89.9% (Marshall Academy), 83.8% (Marshall Math Science Academy), and 87.2% (Rowland Academy);
- **Students with Disabilities**: 27.1% (Camp Curtin Academy), 45.6% (Marshall Academy), 2.6% (Marshall Math Science Academy), and 19.9% (Rowland Academy); and
- **English Learners**: 13.8% (Camp Curtin Academy), 20.8% (Marshall Academy), 1.7% (Marshall Math Science Academy), and 23.3% (Rowland Academy) of students.

District middle school 8th-grade performance on the 2019 PSSA was:

- **ELA**: 0.9% advanced and 20.4% proficient (Camp Curtin Academy), 3.4% advanced and 20.7% proficient (Marshall Academy), 11.4% advanced and 52.9% proficient (Marshall Math Science Academy), and 0.7% advanced and 13.1% proficient (Rowland Academy) of students scored proficient or advanced
- **Math**: 0.0% advanced and 0.9% proficient (Camp Curtin Academy), 0.0% advanced and 3.3% proficient (Marshall Academy), 4.3% advanced and 25.7% advanced (Marshall Math Science Academy), and 0.0% advanced and 0.0% proficient (Rowland Academy) of students scored proficient or advanced
- **Science**: 0.0% advanced and 16.7% proficient (Camp Curtin Academy), 3.3% advanced and 16.7% proficient (Marshall Academy), 12.9% advanced and 55.7% proficient (Marshall Math Science Academy), and 0.8% advanced and 8.3% proficient (Rowland Academy) of students scored proficient or advanced

We also thought it important to better understand the demographics and performance of Harrisburg SD high school students. Below, we provide a snapshot of high school student groups and performance.

<u>Note</u>: Harrisburg's stand-alone high schools include grades 9-12. Due to challenges associated with extracting student information by grade-level, we only included data from stand-alone high schools. Again, the data below supports the need for an additional public school choice option in Harrisburg.

Currently, there are **three district high schools** in Harrisburg. The percent of students enrolled by subgroup includes:

- **Economically Disadvantaged Students**: 86.3% (Cougar Academy), 84.6% (Harrisburg HS), 71.4% (Harrisburg SciTech Campus);
- **Students with Disabilities**: 20.5% (Cougar Academy), 28.2% (Harrisburg HS), 1.7% (Harrisburg SciTech Campus); and
- **English Learners**: 9.3% (Cougar Academy), 24.8% (Harrisburg HS), 5.0% (Harrisburg SciTech Campus).

Harrisburg SD 11th-grade 2019 performance on the Keystone Exams was:

- **ELA**: 0.0% advanced and 15.8% proficient (Cougar Academy), 0.8% advanced and 12.7% proficient (Harrisburg HS), 6.0% advanced and 73.1% proficient (Harrisburg SciTech Campus) of students scored proficient or advanced
- **Algebra I**: 5.0% advanced and 0.0% proficient (Cougar Academy), 0.0% advanced and 5.7% proficient (Harrisburg HS), 10.6% advanced and 62.1% proficient (Harrisburg SciTech Campus) of students scored proficient or advanced
- **Biology**: 0.0% advanced and 0.0% proficient (Cougar Academy), 0.0% advanced and 12.3% (Harrisburg HS), 19.7% advanced and 48.5% proficient (Harrisburg SciTech Campus) of students scored proficient or advanced

The **4th cohort year grad rate** for Harrisburg SD stand-alone high schools for 2019 was 83.3% (Cougar Academy), 55.94% (Harrisburg HS), and 97.37% (Harrisburg SciTech Campus).

Harrisburg Charter Schools
Charter middle schools enroll similar numbers of students who are economically disadvantaged, slightly fewer percentages of students with disabilities, and significant numbers of ELLs. PNMC CS will seek to recruit and retain similar percentages of student subgroups as that found in Harrisburg SD. The percent of charter middle school enrollment by subgroup includes:

- **Economically Disadvantaged Students**: 53.0% (Commonwealth Charter), 17.7% (Infinity CS), and 52.0% (Reach Cyber CS);
- **Students with Disabilities**: 20.7% (Commonwealth Charter), 6.9% (Infinity CS), and 15.5% (Reach Cyber CS); and
- **English Learners**: 1.3% (Commonwealth Charter), 0.4% (Infinity CS), and .05% (Reach Cyber CS).

Harrisburg **charter school 8th-graders performed better** on the 2019 PSSA than their counterparts enrolled in two of the district middle schools noted above. Charter school 8th-grade performance on the 2019 PSSA was:

- **ELA**: 2.7% advanced and 36.3% proficient (Commonwealth Charter), 54.5% advanced and 45.5% proficient (Infinity CS), and 2.0% advanced and 35.2% proficient (Reach Cyber CS) of students scored proficient or advanced
- **Math**: 1.3% advanced and 8.5% proficient (Commonwealth Charter), 36.4% advanced and 36.4% proficient (Infinity CS), and 1.0% advanced and 5.5% proficient (Reach Cyber CS) of students scored proficient or advanced
- **Science**: 10.9% advanced and 33.9% proficient (Commonwealth Charter), 63.6% advanced and 36.4% proficient (Infinity CS), and 10.1% advanced and 28.3% proficient (Reach Cyber CS) of students scored proficient or advanced

Among the three Harrisburg **charter high schools**, only one enrolls similar percentages of student subgroups as the City's district high schools. We believe this is because two of these charter high schools are virtual. PNMC CS, a brick-and-mortar facility, will launch a comprehensive recruitment strategy to attract young people to our school. In addition, our robust student support programs and services will help us retain the young people we enroll.
The percent of charter high school enrollment by subgroup includes:

- ☐ **Economically Disadvantaged Students**: 15.6% (Capital Area School for the Arts), 53.0% (Commonwealth Charter), 52.0% (Reach Cyber) of students;
- ☐ **Students with Disabilities**: 12.9% (Capital Area School for the Arts), 20.7% (Commonwealth Charter), 15.5% (Reach Cyber); and
- ☐ **English Learners**: 0.0% (Capital Area School for the Arts), 1.3% (Commonwealth Charter), 0.5% (Reach Cyber).

Similar to the middle school data, Harrisburg **charter high school 11th-grade 2019 students** outperformed their counterparts **enrolled in comparable schools** on the Keystone Exams:
- **ELA**: 10.9% advanced and 76.1% proficient (Capital Area School for the Arts), 3.8% advanced and 44.2% proficient (Commonwealth Charter), 2.8% advanced and 54.4% proficient (Reach Cyber) of students scored proficient or advanced
- **Algebra I**: 24.4% advanced and 55.6% proficient (Capital Area School for the Arts), 5.6% advanced and 23.0% proficient (Commonwealth Charter), 6.2% advanced and 28.7% proficient (Reach Cyber) of students scored proficient or advanced
- **Biology**: 21.7% advanced and 69.6% proficient (Capital Area School for the Arts), 7.1% advanced and 21.0% proficient (Commonwealth Charter), 8.0% advanced and 25.1% proficient (Reach Cyber) of students scored proficient or advanced

The **4th cohort year grad rate for Harrisburg SD stand-alone charter high schools** posted slightly higher percentages of students than the district high schools for 2019 at 98.04% (Capital Area School for the Arts) and 65.7% (Commonwealth Charter). No data was available for Reach Cyber Charter School.

PNMC CS will provide Harrisburg families with an **innovative high school model that does not currently exist in the area**. We believe that our school's **expansive student supports** will, in turn, provide academic and nonacademic assistance and interventions (if needed) **to ensure our students have the tools necessary to achieve** in high school and beyond.

We proposed to locate the school in Harrisburg because:

- ☐ **Student Need:** Harrisburg SD does not have an open-enrollment high school focused on nursing. PNMC CS will supply a quality high school focused on the nursing profession for ALL young people – not just those who have attained a 2.5 GPA.
- ☐ **Medical Facilities in Close Proximity:** Harrisburg has a major medical center and other healthcare facilities where PNMC CS students and graduates can secure internships, research opportunities, and employment.
- ☐ **Potential School Facility Secured:** See Appendix L.
- ☐ **Robust Community Support:** Members of our BOD have met with individuals, community-based organizations, corporate entities, representatives of faith-based institutions, officials of several area school districts, college and university faculty and administrators, and elected officials. We have received overwhelming support for our school and have garnered potential strategic alliances and partnerships on behalf of PNMC CS students.
- ☐ **Broadband Internet Service:** Students will need access to WiFi to complete their homework, projects, and other learning activities. While a majority of Harrisburg households have a computer (81.5%), only 66.6% have broadband Internet subscription. We anticipate that some of our students may not have access to the Internet. Due to its population density, free WiFi options are available across the City of Harrisburg.

Given PNMC CS's key design elements and student need, **no other locations in Central Pennsylvania are as suitable to the needs and focus of our school as Harrisburg**. Similar environmental and community conditions, facility options, and healthcare and higher education institutions within walking distance do not exist elsewhere in this geographic region. To achieve these same optimal conditions, we would need to travel to Philadelphia or Pittsburgh.

We anticipate that the racial/ethnic and student group composition of the young people who will be served at PNMC CS will mirror Harrisburg SD enrollment. Accordingly, we project 88.3%, 16.5%, and 17.3% will be economically disadvantaged, English language learners, and require special education services, respectively (https://futurereadypa.org/District/FastFacts?id=027213015118074173022047254151171040237023110022#). Similarly, we anticipate 0.9%, 6.1%, and 0.1% of PNMC CS students will be involved in foster care, experience homelessness, and reside in families connected to the military.

Figure 1: Harrisburg SD Enrollment by Student Groups

Military Connected

Homeless

Foster Care

IEPs

ELLs

Economically Disadvantaged

0.00% 20.00% 40.00% 60.00% 80.00% 100.00%
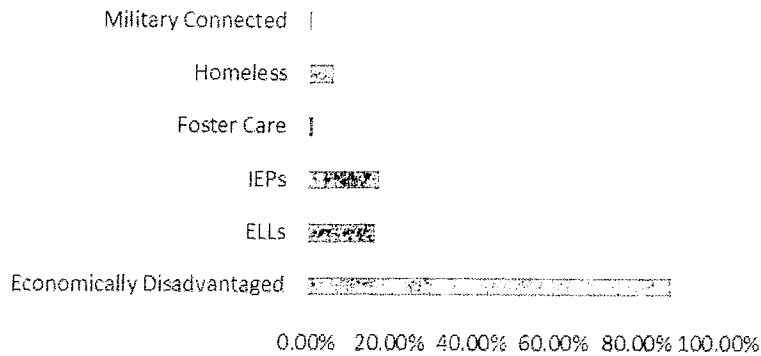
Figure 2: Percent Harrisburg SD Enrollment by Race/Ethnicity

■ Black Hispanic White ■ Asian ■ Am Ind
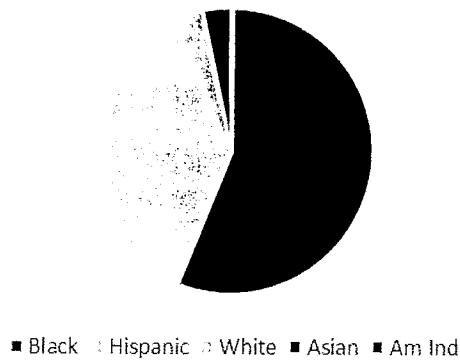
3. District Relations/Evidence of Support

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

PNMC CS BOD members have made significant efforts to connect and collaborate with the districts from which we anticipate to draw students. These efforts have included:

☐ **Letter of intent** forwarded to Mr. Chris Celmer in March 2021. This was followed by an email and phone conversation.

B. What efforts will be implemented to maintain a collaborative relationship with school districts?

As mentioned, our BOD members have made significant efforts to connect with and collaborate with Harrisburg-area SDs. More conversations are needed. No decisions have been made. However, our BOD is hoping to explore a district/charter collaborative pilot. The collaborative is formed when staff from

the charter and district schools work with a facilitator on specific ways to improve their schools' practice. Ideas are shared and each school hosts what is termed an "intervisitation" during which staff from the charter visit the district school and vice versa. Upon conclusion of each visit, the facilitator works with each school to construct lessons from the observations and develop strategies to amend their instructional practices accordingly.

Should this proposed district/charter collaboration not become a reality, PNMC CS will continue outreach to our Harrisburg SD colleagues. In addition, PNMC CS will host at least two visits annually to our facility for prospective families and our district colleagues. These will occur during in months that do not include state testing. We will welcome the opportunity to host post-visit debriefs with our Harrisburg SD colleagues and will request reciprocal visits accordingly.

C. Convey the scope of community backing for the proposed charter school and its BOD. 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.

PNMC CS BOD members have engaged in a comprehensive community outreach strategy to: (1) **inform the community about the school's intent to open**; and (2) **solicit input for our school's design**. These efforts have been both broad and deep. They involved:

- ☐ **Notices of Intent to Open a Charter School** were sent via e-mail and USPS to the superintendent for Harrisburg SD.
- ☐ Members **canvassed** neighborhood business and retail outlets and community events frequented by parents. We administered surveys/petitions to confirm family demand and solicit input in the development of our school.
- ☐ **One-on-one meetings** via phone or face-to-face were held with local professional associations, community-based agencies, elected officials or their staff, Harrisburg-area local education agency personnel, and others.
- ☐ **Two group presentation** sessions occurred to date during which members of our team detailed PNMC CS's key design elements and solicited input from attendees.
- ☐ **Print and broadcast media**
- ☐ A **Facebook** page was established, including announcements, conversations, and a survey/petition template for visitors to complete in support of our school opening (www.facebook.com/pnmccharter/).
- ☐ **Promotional Materials** were distributed during community canvassing, one-on-one meetings, group presentations, and Facebook.

Notifications and Communications to Harrisburg-Area SDs
Connected with Harrisburg-area superintendent Mr. Celmer via phone, e-mail, and snail mail (USPS). The following table provides a timeline for prior and current outreach efforts to area school districts.

Table 4: Harrisburg-Area Local Education Agency Notice of Intent to Submit a Charter Application

	Notified School District Personnel of Intent to Submit a Charter Application 2019				
Date	**Medium**	**Addressee**	**Purpose/Content**		**Response/ LOS**
See Content Notes	Face-to-Face, Phone, E-mail, Certified Mail	Dr. Janet Samuels, Superintendent, Harrisburg SD	8/19 - Spoke w/ Colleague Charla Plaines face-to-face. Does not support school. 10/9 - Mailed **letter of intent**		No LOS
	Phone, E-mail, Certified Mail	Danielle Robinson, President, Harrisburg SD	10/9 - Mailed **letter of intent**		No response
	Face-to-Face, Phone, E-mail, Certified Mail	Dr. Tamara Willis, Superintendent, Susquehanna Township SD	9/5 - Met with Betsy Snook & Peter Speaks. Does not support. 10/9 - Mailed **letter of intent**		No LOS
	Phone, E-mail, Certified Mail	John F. Dietrich, President, Susquehanna Township SD	10/9 - Mailed **letter of intent**		No response
	Phone, E-mail, Certified Mail	Norman Miller, Superintendent, Central Dauphin SD	10/9 - Mailed **letter of intent**		No LOS
	Phone, E-mail, Certified Mail	Ford S. Thompson, President, Superintendent, Central Dauphin SD	10/9 - Mailed **letter of intent**		No response
	Phone, E-mail, and Certified Mail	Dr. Travis Waters, Superintendent, Steelton-Highspire SD	9/5 - Spoke with Betsy Snook. Does not support. 10/9 - Mailed **letter of intent**		No LOS
	Phone, Email, and Certified Mail	Rachel Slade, Board President, Steelton-Highspire SD	10/9 - Mailed **letter of intent**		No response

Canvassing: Petitions and Survey Responses
See Appendix D.

One-on-One Meetings
Several members of our BOD engaged in one-on-one meetings with individuals representing an array of professional organizations and community groups. Details can be found in the table.

Table 5: Prior and Current Meetings

One-on-One Meetings 2019, 2020, 2021					
Date	**Contact**	**Affiliation**	**Result**	**Notes By:**	**Input**
1/7	Eric Hagerty	Chief of Staff Governor Tom Wolf	N/A	Betsy Snook	Shared basic information about PNMC CS and left pamphlets

	One-on-One Meetings 2019, 2020, 2021				
Date	**Contact**	**Affiliation**	**Result**	**Notes By:**	**Input**
2/19	George Fernandez	CEO - Latino Connection	Supports	Betsy Snook	Supports
3/14	Marcy Cueno	Regional Manager - Revolution Foods	Supports	Betsy Snook	Supports
3/1	Jeff Haste	Chairman - Dauphin County Commissioner	Letter of Support	Betsy Snook	Supports - Followed up on initial contact by Brian Humphreys RE: PNMC CS. Reviewed basic information about school. Answered questions, asked for support. Verbally supports this charter school.
3/15	Susan Biggs	Director of Healthcare Education – HACC	Supports	Betsy Snook	Supports
3/18	Todd Hastings	RN - Prime Care Medical-Harrisburg	Supports	Betsy Snook	Shared basic information about PNMC CS and left pamphlets.
4/4	Luz Colon	Executive Director – Governor's Advisory Commission for Latino Affairs	Letter of Support	Betsy Snook	Expressed support via LOS
7/16	Rep. Patty Kim	House Representative - PA House of Representatives	Supports idea	Betsy Snook	Supports idea
8/9	Dr. Travis Waters	Superintendent - Steelton-Highspire SD	Does not support	Betsy Snook	Does not support
8/19	Dr. Janet Samuels	Superintendent - Harrisburg SD	Does not support	Betsy Snook	Does not support
8/26	Dr. Robert Schultz	Superintendent - Lower Dauphin SD	N/A	Betsy Snook	Listened, but indifferent because it doesn't impact his district
8/27	Derek Reckard CRNA	President - Pennsylvania Association of Nurse Anesthetists	Supports	Betsy Snook	Supports idea
8/27	Dr. Lori Suski	Superintendent, Middletown SD	Does not support	Betsy Snook	Does not support
9/5	Dr. Tamara Willis	Superintendent - Susquehanna Township SD	Does not support	Betsy Snook	Does not support
9/10	George Connor	Harrisburg Redevelopment Authority Board	Supports	Betsy Snook	Supports idea
9/17	Betsy Logan	Director of Community & Economic Development - Susquehanna Tsp	Supports	Betsy Snook	Supports idea
9/19	Mike Zwanch	PA Partnership Consultant – Edmentum	Supports	Leslie Talbot	Expressed support via LOS
10/8	Rep. Sue Helm	House Representative - PA House of Representatives	Letter of Support	Betsy Snook	Expressed support via LOS

One-on-One Meetings 2019, 2020, 2021					
Date	Contact	Affiliation	Result	Notes By:	Input
11/4	Jeannine Peterson	CEO, Hamilton Health Center	Pending LOS	Betsy Snook	Supportive. Will provide an LOS
11/5	Janice Black	President & CEO of The Foundation for Enhancing Communities	Letter of Support	Luis Jimenez	Expressed support via LOS
Fall 2020	Gary Gilliam	The Bridge		B Snook	Met to discuss building site, board membership, and community support
2/2021		Interdenominational Ministers Conference of Greater Harrisburg		Finesse Cobb	Community Support
2/2021	Carl Singleton	Diversity Meeting		B Snook	Garner community support
3/2021		Interdenominational Ministers Conference of Greater Harrisburg		Finesse Cobb Peter Speaks	Community Support

Group Presentations/Meetings
Foundation Coalition members made two **group presentations** during which they shared information about PNMC CS. They also solicited feedback and support. Details can be found in the table.

Table 6: Current and Prior Group Presentations/Meetings

Group Presentations/Meetings				
Date	Group	Location	Time	Input & Notes
10/2/19	Steelton-Highspire School Board Meeting	250 Reynders St, Steelton	6:30 PM	Basic charter school information was shared and each member received PNMC CS pamphlet. This was followed by Q&A. Board followed up presentation by saying that they would review their strategic plan to see where we fit to the benefit their students.
10/7/19	African American Ministerial Alliance (AAMA) of Steelton and Vicinity Clergy Meeting	Steelton-Highspire	7:00 PM	"Yesterday evening (October 7), I gave a presentation or overview of the PA Nurses Middle College Charter School to the African American Ministerial Alliance (AAMA) of Steelton and Vicinity. The meeting was held at the Turner Memorial Missionary Baptist Church in Steelton. The presentation was followed by a robust and very thoughtful discussion regarding the Charter School. The majority of the Pastors appeared very curious and interested and thought that the Charter School was a good idea. The one Pastor who had reservations about 'Charters' in general and posed a number of excellent questions, appreciated the overview and what the Charter

Group Presentations/Meetings				
Date	**Group**	**Location**	**Time**	**Input & Notes**

				School would offer students.
				I requested a letter of support from the AAMA and asked to be notified of any upcoming church events or activities. I intuitively thought this would be a much better and more acceptable approach rather than standing outside the church trying to get surveys signed while persons are entering or leaving the church. To that end, one Pastor mentioned an upcoming Youth Sunday that would be a good time to visit his church, and another mentioned a Church Health Fair as an opportunity to obtain signatures. I will be following up with both Pastors."
				Attendees:
				    ☐ Pastor Richard Hampton, President
				    ☐ Pastor William Rucker
				    ☐ Pastor Dwight Palmore
				    ☐ Pastor Tabitha Ssonko
				    ☐ Pastor Walter Thomas
				    ☐ Pastor Murphy Peterson
				    ☐ Pastor James Jackson

Traditional Media Coverage

BOD members received broadcast and print media coverage regarding the development of PNMC CS. Details can be found in Table 7.

Table 7: Traditional Media Coverage

Group Presentations/Meetings				
Date	**Group**	**Location**	**Time**	**Input & Notes**
10/2/19	The Richard James Program- The Voice17104	Harrisburg	2:00 PM	The Voice provides effective turnkey worldwide broadcasting solutions for everyday people. Betsy Snook and Dr. Peter Speaks were interviewed about PNMC CS. The show lasted 30 minutes. General and specific information was shared.
10/20/2019	*Penn Live* Article	https://www.pennlive.com/news/2019/09/pa-state-nurses-association-to-seek-charter-for-regional-nursing-program.html		Reporter Jana Benscoter was informed through her mother after seeing PNMC CS on Facebook. Jana followed up to learn about the charter. The attached article ensued.

Letters of Support

The PNMC CS BOD received letters of support from area higher education institutions, professional and community-based organizations, an elected official, and several civic organizations. Details can be found in Table 8; evidence is attached in Appendix D.

Table 8: Letters of Support and Partnership

Date	Addressee
09/2/30	Charter Choices
9/10/20	HACC
6/25/19	Harrisburg University
09/14/20	Dauphin County Commissioners
10/02/20	Drexel
2020	IntelaFunds
09/17/20	MPI
2020	Orrstown Bank
03/03/2020	PowerSchool
9/25/20	PHCA
9/23/20	Geisinger
2020	West Chester University
9/18/20	PANA
9/20/20	Triangle Press
9/10/20	UPMC Pinnacle
9/23/20	EBA Consulting

Social Media

PNMC CS BOD members created online opportunities for parents and community members to learn about, support, and provide input into the design of our charter school. Details can be found in Table 9.

Table 9: Social Media Outreach

Social Media Outlets		
Outlet Name	What Was Posted	URL & Copy Attached
PNMC CS Facebook	Multiple informative posts about PNMC CS	www.facebook.com/pnmccharter/
Digital Survey	August 2019 until Present	www.pnmccharter.org/survey/

Based on our extensive community outreach efforts, we conclude that **student demand for PNMC CS has been confirmed and is prevalent among diverse stakeholder groups.**

Evidence/proof of all aforementioned community support can be found in Appendix D.

III. DESCRIPTION OF BOD/MANAGEMENT TEAM

1. Profile of BOD Coalition
   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 backgrounds and experiences, and references for each.

PNMC CS **BOD members represent an array of collective qualifications** required to design, plan, and launch a quality public high school. Each has a tenacious interest in creating an additional nursing focused public high school with an open-enrollment option for Harrisburg-area teens. (Throughout this document, we use the term "open enrollment" to mean the voluntary enrollment of a student in a public school other than the one assigned on the basis of residence without regard to that student's academic history or performance). Together, our Founders possess the competencies and capacity to ensure that the public funds allocated to PNMC CS are used appropriately and effectively to deliver a quality education program that operates in accordance with federal, state, and local laws and regulations. First, all PNMC CS BOD members have professional, personal, and/or familial **ties to the Harrisburg community** by virtue of residence, relationships, employment, volunteer activities, and/or civic engagement. Second, BOD members represent the full gamut of stakeholder groups and community-oriented competencies needed to provide effective oversight and drive human, in-kind, and monetary resources to our school. For example, several members have college-level teaching experience. Third, most members of our BOD have nonprofit and/or higher education administrative or management experience, including talent recruitment and human resources management, strategic planning and systems development, and budgetary and compliance-focused oversight. Several have had children attend public high schools in Harrisburg-area public schools.

The PNMC CS BOD **makeup** is comprised of individuals with various expertise in providing oversight for the following: government or nonprofit education programs, practices, systems, and policies; fiscal management of public funds; facilities and operations management; and regulatory compliance. For example:

☐ **Finesse Cobb,** Entrepreneur: Innovator and entrepreneur with 42 years in business leadership. Experienced in all aspects of business formation, operation, finance, and management. Visionary business developer with deep education in project management. Effective communicator and motivator who identifies and leverages assets in teammates to reach organizational goals. Relentless optimist who believes there is no failure that cannot be overcome with wisdom.

☐ **Gloria Vázquez Merrick,** Executive Director, Latino Hispanic American Community Center – LHACC (2011 to present): Key oversight responsibility for bilingual nonprofit organization covering the Greater Harrisburg Region. Forge partnerships, leadership, and organizational management implementation strategies that further the Center's mission. Lead all major fundraising initiatives to ensure the organization's sustainability and future growth. Execute the organization's strategic plan, goals and objectives to ensure maximum utilization of the organization's human resources and business capacity. Establish business relationships with major corporations and Health institutions that lead to win-win outcomes and positive results for the nonprofit organization of LHACC.

- **Lance Freeman:** Over 40 years of expertise in varied areas of human resources administration and services, including employee relations and negotiations, compensation and benefits, recruitment and staffing, policy development and implementation, staff development, EEO compliance, and employee services for all personnel groups.
- **Betsy Snook,** CEO PSNA and NFP: MEd graduate with 30 years of success in healthcare, management, staff development, education and training, with proven communication and leadership skills.
- **Michael R. Miller,** Partner/Margolis Edelstein: Michael Miller represents a variety of clients in Labor and Employment Law, Civil Rights Liability, Municipal Law, Education Law, and General Liability matters. Michael has litigated on behalf of both employers and employees in numerous areas of Labor and Employment law, including public and private sector labor relations; gender, racial, disability, age, and sexual orientation harassment, and discrimination; workplace violence; employee drug abuse policies; employment contracts; wage payment; Family Medical Leave Act; WARN; and employee benefit issues. Michael has also handled federal privacy law, consumer credit cases, fair credit reporting and equal credit opportunity matters. He has given expert lectures on the enforceability of employment contracts and employee handbooks under Pennsylvania law. Part of his practice also involves employer counseling, advising how to spot and remedy potential workplace issues before such become the subject of litigation.
- **Peter Speaks:** Experienced, diligent and effective professional with a solid history of senior leadership and management of large scale government programs and operations. Sound and effective organizational and strategic planning skills with emphasis on team building. Strong interpersonal, analytical, speaking and communication skills with the ability to achieve optimal results. Demonstrated commitment to the highest standards of public service, excellence, performance, quality and professional integrity.
- **Susan Comp, MBA, MHA, BSN, CNOR,** UNIVERSITY OF PITTSBURG MEDICAL CENTER (UPMC), HARRISBURG, PA: A highly successful and innovative healthcare executive with 20 years of experience, a proven track record of excellent performance in both single and multi-site operations with a nationally recognized academic healthcare system. Transformational leader with expertise in clinical and executive operations across multiple hospitals, highly experienced in leading change, consolidations and acquisitions of healthcare systems as well as private practice environment. Proficient in business development, finance, human resources, operations, process improvement, technology, strategic planning and physician partnership.
- **Corey Dupree (honorary):** Self-motivated professional successful in seizing viable opportunities for expansion and innovation. Offering 5-year background in establishing community and professional relationship engagement, increasing employee productivity, and transforming customer service standards through process evaluation and innovative strategies. Experienced in leading and supervising teams in fast-paced and diverse business environments.

Founding Board
- **Valerie Caraballo** is the Center clinical manager – advanced practice nurse for Concentra. In this capacity, Valerie ensures quality and patient safety, mentors clinicians on service delivery, and monitors key metrics like efficiencies and costs. Valerie holds a B.S. in nursing from Temple University School of Allied Health and a M.S. in nursing and post-master's certificate from Drexel University College of Nursing. During our planning process, Valerie contributed to our school's education program.
- **Susan Elczyna** is the assistant program administrator and the clinical faculty specialist for the nurse anesthesia program at The University of Scranton. In this capacity, Susan teaches and

schedules nursing students for clinical rotations, conducts site visits to ensure quality and compliance, and communicates with clinical coordinators regarding student performance. During our planning process, Susan provided input in the development of the PNMC CS curriculum and science lab specifications. Susan holds a Ph.D in human development from Maywood University, a M.S. in nursing and a B.S. in science from Wilkes University, and a RN from Geisinger Medical Center School of Nursing.

- ☐ **Paula Lasecki** is director of development with the Nursing Foundation of Pennsylvania. Prior to working with NFP, Paula served as Diocesan Director of Development for the Diocese of Harrisburg.
- ☐ **Michael Miller** is an attorney with Margolis Edelstein. His legal experience includes employment and labor law, civil rights and constitutional law, municipal law, education law, and general liability. In this capacity, Michael represents a variety of corporate, nonprofit, and individual clients. During our planning process, Michael provided guidance around the charter application, the PNMC CS proposed bylaws, and the post-submission application process. Michael received his J.D. from Villanova School of Law and B.A. from King's College.
- ☐ **Shawana Moore** is an assistant professor and director of the Women's Health Nurse Practitioner Program, Thomas Jefferson University School of Nursing. Shawana is a certified nurse practitioner whose teaching focuses on women's health, pharmacotherapeutics, and advance nursing practice. During our planning process, Lisa contributed to the PNMC CS curriculum development and community outreach efforts.
- ☐ **Peter Speaks** is the retired deputy secretary for regulatory programs for the Pennsylvania Department of State. In this capacity, Peter was responsible for overseeing the Bureau of Corporations and Charitable Organizations, the Bureau of Professional and Occupational Affairs, the Bureau of Enforcement and Investigations, and the State Athletic Commission. Peter has served on several nonprofit boards and professional committees, including the Widener School of Law Diversity Advisory Council. During our planning process, Peter provided his voice around legal matters, engaged in community outreach on our behalf, and provided input in school design elements.
- ☐ **Lisa Whitfield-Harris** is a program director/assistant professor at Thomas Jefferson University College of Nursing. In this capacity, Lisa ensures that the teaching and learning environment is supportive of learners from all backgrounds and abilities. Lisa teaches, mentors, and provides academic and career guidance to graduate and doctoral students. During our planning process, Lisa contributed to the PNMC CS curriculum development and community outreach efforts. She also provided significant vision for our proposed intern program. Lisa received her Ph.D. in nursing education/transcultural nursing from Duquesne University, a M.B.A. and M.S. in public health nursing from La Salle University, and a B.S. in nursing from West Chester University.

Throughout our planning process, BOD members as a whole have:

- ☐ Advocated for the proposed opening of PNMC CS;
- ☐ Participated in planning meetings;
- ☐ Led or participated in meetings with community stakeholders on behalf of our proposed school;
- ☐ Sought knowledge, input, and guidance from experts in the following: secondary school education; curriculum and instruction; school design, startup and implementation; career and technical education; effective supports for social and emotional learning; successful student support practices; and postsecondary planning and transitioning;

- ☐ Established new and nurtured existing networks and strategic alliances on behalf of our proposed school;
- ☐ Disseminated or communicated information about our school through word-of-mouth, social media, and face-to-face meetings and/or canvassing; and
- ☐ Engaged in fund development efforts.

B. Discuss how the group came together, as well as any partnership arrangement with existing schools, educational programs, businesses, nonprofits, or any other entities or groups.

Impetus and History of BOD Assembly

The PNMC CS BOD initially assembled in 2018 at the impetus of the Pennsylvania State Nurses Association (PSNA). Coalition members **came together** because of our combined commitment to public and nursing specific education, our concerns about the evidence of a widening income inequality and nursing shortage gap (https://www.opportunityatlas.org/) driven in part by too few residents with college-level degrees or training, an increasing shortage of RNs (https://www.aacnnursing.org/News-Information/Fact-Sheets/Nursing-Shortage), and a lack of diversity among the RN profession.

There is significant demand for RNs and other nurses in Harrisburg. This demand is generated by a comprehensive supply of nonprofit, government, and private institutions providing health and medical care to area residents. Specifically, Harrisburg has two medical or hospital centers (including our strategic partner, UPMC, and its affiliates), five urgent or walk-in care centers, and five health clinics within the City's geographic boundaries. Like other municipalities, Harrisburg medical institutions and/or healthcare systems dispatch homecare nurses and those affiliated with area senior centers and/or housing.

Despite the aforementioned demand for RNs and other nurses, Harrisburg does not currently have an undergraduate nursing education program leading to baccalaureate-level, registered nursing credentials. The closest program is located at Messiah College in Mechanicsburg, which is an 18-minute drive from downtown Harrisburg. Data gleaned from the 2017 National Nursing Workforce Study reported the average age of RNs in the United States is 51. Nationally, only 19.2% of RNs are minority. Of the entire nursing profession, only 41.7% hold a B.S. in nursing. Similarly, only 10% of Pennsylvania's RNs hail from underrepresented populations. Seventy percent of Harrisburg residents represent minority backgrounds (https://www.ncsbn.org/workforce.htm#8600).

During community outreach and conversations with administrators from area nursing programs, our BOD learned that too few prospective minority nursing students have not been adequately prepared to take the rigorous science, technology, engineering, and mathematics coursework required to receive a baccalaureate degree in nursing. The changing population demographics noted, combined with too few opening enrollment seats available among Harrisburg public high schools that offer both rigorous curricula and dual credit RN prerequisite coursework, have created an enormous shortage of postsecondary RN students, especially among those from underrepresented populations. This presents an extraordinary opportunity for the PNMC CS.

Proposed partnership arrangements with existing schools, educational programs, businesses, nonprofits, or any other entities or groups.

At this time, PNMC CS does not propose to partner with any existing K-12 institutions to provide our educational program or satisfy the requirements of our charter.

Other partnerships or strategic alliances include:

- **Pennsylvania State Nurses Association (PSNA) and Nursing Foundation of Pennsylvania**: A strategic alliance to provide education programming support (e.g., curriculum and instructional guidance), sustainability support (e.g., fundraising, communications and public relations, community outreach, student recruitment), professional learning content and delivery, and internship/workforce development training and implementation.
- Several Postsecondary Education Institutions including Harrisburg Area Community College (HACC). Draft MOUs can be found attached in Appendix D of this document.
- SCRUBS
- ACF Foundation
- The Bridge

C. Provide information on the manner in which community groups are involved in the charter school planning process.

As mentioned, PNMS Board members are united by their desire and sense of urgency to provide a quality, open enrollment, public education option for Harrisburg-area high school students. The PNMC CS **engaged various community stakeholders** in the school's planning process. Stakeholder groups included elected officials whose constituents reside in the Harrisburg area, parents and community members, business leaders, nurses, and individuals representing K-12 and postsecondary education. Each stakeholder and the group to which s/he belongs has determined the type and level of engagement in our planning process.

For example, staff of elected officials, area nurses, members of faith-based institutions, local community members, parents, community-based organizations, and trade associations have helped us inform the community about our intent to open PNMC CS. This was achieved via word-of-mouth, social media, one-on-one and small group conversations, small group presentations, canvassing, and surveying. These activities enabled us to both inform and receive design input for our proposed charter school from **community members and parents**.

In addition to the evidence provided in the Appendices of this document, the following trade associations, nonprofits, and faith-based organizations have been **involved in, and/or consulted for input during, our charter school planning process**:

- Staff from Geisinger Holy Spirit (community hospital) provided input and proposed a strategic alliance to provide co-ops/internships for PNMC CS students.
- Messiah University and Harrisburg University worked with our Coalition members to design college-level course offerings leading to matriculation in their BSN prelicensure nursing program for PNMC CS students.
- Luz Colon, Executive Director of the Governor's Advisory Commission on Latino Affairs, contributed to our community outreach efforts by connecting PNMC PC Founding Coalition members to the Harrisburg LatinX community.
- The Nursing Foundation of Pennsylvania (NFP) provided funds to contract consultants to coordinate our community outreach efforts, project manage the charter application process, and receive and synthesize community and Coalition member input to write this charter application.

☐ PSNA's CEO lent a considerable amount of time to this effort. This included community outreach, public relations and media outreach, guidance and support around curriculum development, facilities support, and partnership/strategic alliance connections.

The Coalition also received input from **local business leaders**. Their role in our planning process has included providing information regarding the real estate landscape for Harrisburg, introductions to local Chamber of Commerce members, and facility guidance and support.

It is important to note that several members are recognized community leaders or volunteers providing their expertise and support to various groups and nonprofits in Harrisburg. These individuals include Luz Colon, Brian Humphrey, Peter Speaks, and Rhonda Foster, each of whom have supported our community outreach efforts.

The PNMC CS, community stakeholder groups, residents, professional association representatives, parents, and local area business leaders dedicated a considerable amount of time to our initial effort. Coalition member subgroups met within committee structure in person and via phone at least biweekly to: (1) plan, write, and provide input into creating PNMC CS's key design elements, policies, and practices associated with our proposed educational program; (2) develop our business/financial plan; and (3) address/prepare for legal matters associated with the charter application process, operating compliance matters, governance, and facility search. The members were aware of their job description and short-term responsibilities and efforts.

A structured board was necessary to bring the organization to a more sustainable future. A skills gap analysis was the first step in preparing for the transition to a structured board. PNMC CS took inventory of the skills and expertise present with the members as compared to what would be needed to successfully transition. To better position the school, we recognized the need for less nursing professionals, more members with an educational perspective, and more Harrisburg community members. It was also at this point that PNMC CS bylaws, policies, and procedures were established.

2. Governance

A. Describe the proposed management organization of the school including the following the requirement for the following mandated votes of the PNMC CS BOD:

In accordance with instructions provided in the Commonwealth of Pennsylvania's Department of Education Charter School Requirements and Application, the PNMC CS BOD **will record an affirmative vote of a majority of the members of the BOD of the PNMC CS, duly recorded, showing how each member voted, 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];
☐ PNMC CS 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 directs as the weekly holiday for the entire school year);
☐ Adopting textbooks and digital content;
☐ Appointing or dismissing charter 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 school; and
- ☐ 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.

B. How will the BOD be selected?

BOD

The PNMC CS School Board is listed in Appendix E. It **represents a range of professional skills, community affiliations, and demographic backgrounds**. This includes, but is not limited to those with experience in K-12 education, higher education, the nursing and/or healthcare professions, nonprofit management, community leadership, and philanthropy. The **role** of the PNMC CS BOD is to ensure a successful school opening in SY2022-23. These responsibilities include, but are not limited to planning, school startup and launch activities, procurement, talent recruitment and selection support, fundraising, and securing the school's facility (for further details, see the Planning and Startup Work Plan in the Appendices of this document).

How PNMC CS BOD Members are Selected Post-Opening

The authorized number of Directors shall be not less than five and not more than 15. The BOD shall fix the exact number of Directors, within these limits, by Board resolution or amendment of its bylaws. In accordance with our bylaws (see attached in the Appendices of this document), and as noted above, the initial number of Directors shall be seven plus one honorary member. At the end of each academic year (or as needed should Directors' membership drop below seven), the PNMC CS BOD will conduct a membership analysis to determine whether knowledge gaps or capacity for school supports exist.

The PNMC CS BOD will have an ongoing need to recruit new members to the board to fill open seats and to be prepared for board member succession throughout the life of our school. It is critical for the BOD collectively to possess the requisite experience and network to help PNMC CS prosper. Therefore, the PNMC CS BOD will recruit and select individuals who bring the experience and expertise needed by our school as it grows from a startup to a maturing academic institution.

The **selection** of new Directors will be guided, in part, by an annual analysis of the Board's profile and current membership. If it is determined additional membership is needed, a Board member **will initiate a nomination**. The PNMC CS BOD nominating committee will define key factors that define sought-after expertise, knowledge, skills, and experience, along with any desired demographic characteristics. These key factors and demographic characteristics will help identify gaps that may exist between current members' skills, as well as the experiences and expertise needed to support our school. See Appendix G.

C. What steps will be taken to maintain continuity between the Founding Coalition's vision and the BOD?

Because the PNMC CS BOD is a subset of the Founding Coalition, continuity with the Founding Coalition's vision will be maintained. In addition, Directors' terms will overlap (see the bylaws in the

Appendices). During the first charter period, the overall vision and direction for the school will be maintained. Proposed PNMC CS BOD development activities will include but not be limited to:

- ☐ The basics of charter board service including Directors' fiduciary responsibilities, the Executive Director's evaluation, and the BOD self-assessment.
- ☐ A thorough understanding of the reasons for charter nonrenewal or revocation:
  - – One or more material violations of any of the charter agreement;
  - – Failure to meet requirements for student performance as outlined in Chapter 5 of the Pennsylvania School Code or failure to meet any performance standard set forth in the written charter;
  - – Failure to meet generally accepted standards of fiscal management or audit requirements;
  - – Violation of any provision of law from which the charter school has not been exempted, including federal laws and regulations governing children with disabilities; and
  - – Conviction of fraud.
- ☐ Training in PNMC CS's academic performance data, and its use for decision-making purposes.
- ☐ Training in PNMC CS's financials to ensure proper oversight.
- ☐ The basics of nonprofit fundraising and supports.
- ☐ Strategic training in preparation for charter renewal.

The aforementioned Board development activities will be ongoing, required for all Directors, and tailored to meet the short- and long-term needs of PNMC CS at that time.

D. Describe the roles and responsibilities of the Board.

The roles and responsibilities of the PNMC CS Board are to **conduct or direct the affairs of PNMC CS** (the "Corporation") and exercise its powers, subject to the limitations of the Pennsylvania Charter School Law and Education Law, Not-for-Profit Corporation Law, General Municipal Law, the Corporation's Charter and the bylaws attached to the Appendices of this document. Simply put, the PNMC CS BOD is fully accountable to the charter authorizer for adherence to the charter contract and all relevant Commonwealth of Pennsylvania statutes and regulations. The Board may delegate the Corporation's management to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

In general, the **roles and responsibilities** of the PNMC CS BOD include, but are not limited to:

- ☐ Establishing the vision/mission of the school.
- ☐ Attending annual and regular board meetings, as well as any special meetings that are called.
- ☐ Governance of the school including conducting, managing and controlling the affairs and activities of the Corporation; and to make rules and regulations in accordance with the Corporation's Charter and Education Law.
- ☐ Election of Board Officers.
- ☐ Recruitment, election, development, and removal of Director membership.
- ☐ Selection, supervision, annual evaluation, and removal of the Executive Director (also known as the school leader), and to prescribe powers and duties for him/her.
- ☐ Fix compensation for the Executive Director and all school employees.
- ☐ Complying with all federal, state, and local government reporting requirements. Communicating the school's annual performance and rating criteria to all stakeholders including staff, students, families, the community, and funders, to inform the school's performance management system,

and decision-making for the education program, fiscal management, and operations. In compliance with Pennsylvania Charter School Law, Section 1727-A, PNMC CS BOD will submit an annual report to the local board of school directors and the secretary (using the form or format prescribed by the secretary) no later than August 1st of each year.

☐ Conducting an annual self-assessment of the BOD and Corporation performance.

☐ Developing, approving, and communicating to all stakeholders about the student application and process, enrollment, and lottery policies and processes in accordance with Pennsylvania Charter School Law Section 1723-A.

☐ Develop and approve a Code of Conduct (includes disciplinary policies) for all school employees, and approve the Staff Policy Handbook, conducting a formal review of these policies annually.

☐ Develop and approve a Student Code of Conduct (includes disciplinary policies), and approve the school's Student/Parent Policy Handbook, conducting a formal review of these policies annually.

☐ Enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interest of the Corporation, to:
  - Carry on the business of operating a charter school and applying any surplus that results from the business activity to the furtherance of the school's mission;
  - Act as Director under any trust incidental to the Corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
  - Acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
  - Borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities; and
  - Indemnify and maintain insurance on behalf of any of its Directors, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the Not-for-Profit Corporation Law and the limitations noted in the bylaws found in the Appendices of this document.

☐ Exercising sound legal and ethical practices and policies, ensuring that the school adheres to all applicable federal, state, and local laws and regulations pertaining to education, health, safety, civil rights, and disability rights.

☐ Approving the school's annual budget, review regular financial updates, and ensuring that the school operates in a fiscally sound manner, including adequate internal financial controls.

☐ Providing support to the school with additional fundraising, marketing, and other services as such needs arise.

☐ Hearing and making determinations regarding complaints submitted to the Board in a timely manner pursuant to the Corporation's complaints process.

☐ Advocating on behalf of the school by working to establish partnerships with community organizations, institutions of higher learning, community-based organizations and corporate entities, as appropriate, to support the school's mission.

☐ Regularly seek, establish, nurture, and maintain positive community relations, strategic alliances, and partnerships; initiate, nurture, and maintain positive relations with senior staff, families, and students; promote positive relationships and collaborations with neighboring school districts; and conduct activities that result in positive relations with the media.

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

PNMC CS will operate according to a relatively flat (e.g., three-tiered) organizational structure (Figure 3 below). The Executive Director/School Leader will report to the PNMC CS BOD. Instructional and operational staff leaders will report to the Executive Director/School Leader, and front-line staff will report accordingly to the instructional and operational staff leaders. We will expect teachers to assume leadership responsibilities as student enrollment increases. We have learned about various teacher leader models among the charter schools we have studied. This strategy keeps strong teachers in the classroom for at least part of the day while they assume leadership roles when they are not in the classroom.

Figure 3: PNMC CS Organizational Chart Year 1
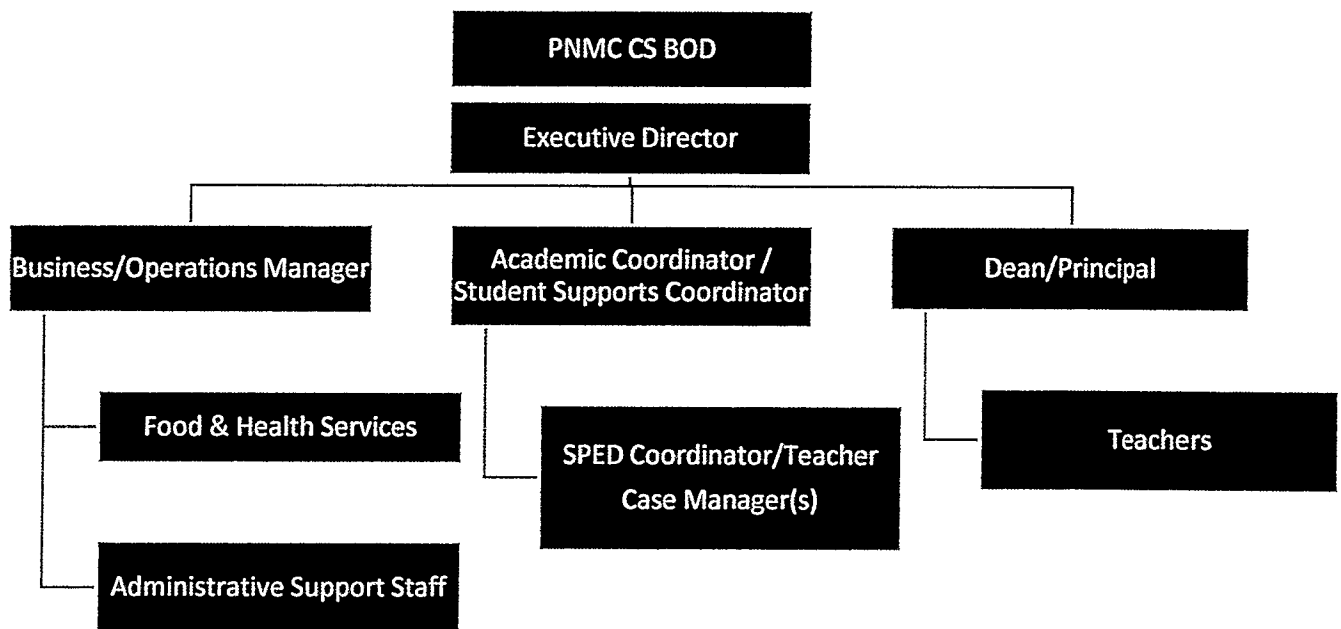
Established Leadership and Committee Structures
Teachers will work together with administrators within various established committee structures. For example, teachers will be expected to lead grade-level team meetings. The BOD may assemble ad hoc advisory committees which may include at least one Director, teacher, and administrator. Teachers also will be expected to lead professional learning community (PLC) meetings for which they will determine, develop and facilitate content delivery. PLCs will be designed to provide concentrated focus on particular topics or practices pertinent to student and school performance. Our school will create a systemic approach to teacher leadership (Learning Forward, 2016). PNMC CS will define teacher leadership roles and responsibilities, review and improve the conditions for successful teacher leadership annually, cultivate teachers into leadership positions based on established standards and competencies (National Board for Professional Teaching Standards, 2014), and conduct annual assessment of teacher leadership outcomes and impact.

Time Allotted for Shared Decision-Making and Collaborative Learning
We've also built in sufficient time during the day, week, and year to facilitate cross-staff collaboration and shared decision-making (ThoughtCo., 2018). PNMC CS' annual calendar and weekly schedule (see Appendix B for details) will provide opportunities for teacher/administrator common planning and professional learning during which will solve for challenges, acquire new knowledge and skills, and work collaboratively to make decisions regarding school policies and daily practice. Specifically, collaborative planning will occur prior to the start of each trimester during which teachers will lead working sessions focused on solving for challenges associated with teaching and learning. By setting aside time specifically earmarked for shared decision making and collaborative learning, we will create the necessary conditions for teacher leader success.

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

Parent Involvement and Input
The PNMC CS Board believes that parent involvement is critical to the success of our students. We also understand that the families of high school students often have competing priorities for their time outside of home and work. One responsibility of PNMC CS's Student and Family Support Team (SFST) will be to ensure that we involve parents in school decision-making matters where appropriate. A designated member of the SFST will be responsible for developing a family engagement plan to include opportunities for school decision making.

Such opportunities will be designed to accommodate various schedules and levels of commitment. Parents will be well-informed, encouraged, and provided resources and supports to assume school leadership roles. Each year, one parent will be elected to the PNMC CS BOD to serve a one-year term. Lastly, PNMC CS will administer an annual survey to solicit feedback from parents regarding our school's educational program, policies, and practices.

Student Involvement and Input
PNMC CS will establish a Student Council consistent with the mission, vision, and governing structure required by the Pennsylvania Association of Student Councils (https://www.pasc.net/). Students will be elected to the PNMC CS Student Council accordingly. The Council President will provide a report to the BOD during Directors' meetings. An annual survey to solicit feedback and input also will be administered to students. Lastly, students will be involved in the teacher selection process. This will include participation in candidate instructional demos and debriefs.

G. Submit copies of the school's bylaws, contracts, and other documents required by pending charter school legislation or applicable law.

We have attached copies of PNMC CS's draft bylaws (see Appendix G), draft contracts/agreements (see Appendix D), and other documents required by Charter School Law or other applicable laws. The bylaws can be found in the Appendices of this document, and include a description of PNMC CS's proposed governance model, and clearly defined roles of the BOD. The draft bylaws include the following requirements:

☐ The bylaws must contain a provision for "failure to organize or neglect of duty". Specifically, the bylaws must outline a removal procedure for the failure of a board member to perform his or her duties as outlined in the Charter School Law.

- ☐ No board member shall as a private citizen, engage in any business transaction with the charter school of which he or she is a Director, be employed in any capacity by the charter school of which he or she is a Director, or receive from such charter school any pay for services rendered to the charter school.
- ☐ A charter school BOD shall have a designated treasurer who shall receive all funds, including local, state and federal funds, and privately donated funds. The treasurer shall also make payments out of the same on proper orders approved by the BOD, 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.

The attached bylaws were drafted for consideration and review by PNMC CS Founding Coalition members, and after conferring with proposed Director Michael Miller, who will oversee Board Counsel. Once the charter is awarded, these bylaws were adopted at the first official PNMC CS BOD meeting.

H. Submit board members, names, addresses, phone numbers, and resumes.
The eight-member, inaugural PNMC CS BOD represents civic organizations; trades associations; and the legal, finance, nonprofit, and nursing professions and include:

PNMC CS BOD Officers
Peter Speaks (Board President): speaks.peter@yahoo.com, 717-557-3629
Finesse Cobb (Board Treasurer)
            (Board Secretary)

PNMC CS BOD Members
Dr. Chris Alichnie
Sue Comp
Gloria Merrick
Lance Freeman
Michael Miller: mmiller@margolisedelstein.com, 570-262-1307
Honorary Corey Dupree
Resumes for the PNMC CS BOD can be found in Appendix E.

IV. FINANCE AND FACILITY
1. Financing
    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 LEAs** to create those budgets. 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 School Law.

Revenues: Startup/Pre-Operational Budget Plan
PNMC CS has, in collaboration with its Business Manager, Charter Choices, prepared a 5-Year Preliminary Startup and Operating Budget. The PNMC CS has used the guidance provided in the Manual of Accounting and Financial Reporting for Pennsylvania LEAs to develop this budget. The attached

budget includes the following relevant information and detailed assumption for the fiscal years ending 2022-26:

- ☐ Operating Budget
- ☐ Staffing List
- ☐ Breakdown of Site Costs

We have been **conservative in our estimates of startup revenue**, using only guaranteed revenues from private sources (including roughly $21,000 raised from among the Founding Coalition members, an additional $40,000 donated by the Pennsylvania State Nurses Association ("PSNA"), and a working loan of up to $162,000 from Charter School Capital, borrowed against the school's first 90 days of tuition receivables). On the expense side, the hiring of senior leadership and recruitment of students and staff is key to our sustainability and therefore, we have allotted sufficient funds to these efforts. Our pre-opening budget also includes costs associated with the acquisition of equipment and supplies needed for startup operations. Additionally, we have allotted funds for contractual services including those associated with finance and accounting, legal, payroll, and other professional services such as website development, e-Rate consultation, etc. Lastly, because strong governance is extremely important to our long-term success, we have budgeted a small amount of revenue for board training and development (including mandated Act 55 training, to be provided by a state-approved training entity). All of the pre-opening revenue and expense assumptions mentioned above were budgeted conservatively to allow for contingencies and unforeseen expenses that may arise as our school plans its opening. Any pre-operating expenses not paid for via private donations ($61,000) will be drawn down from a line of credit provided by Charter School Capital (see attached Letter of Intent), borrowed against the school's first 90 days of tuition receivables.

See Appendix H – PNMC CS 5-Year Budget.

See Appendix D – Letters of Intent from PSNA and Charter School Capital.

The purchasing procedures of PNMC CS will comply with Section 1725-A of Charter School legislation. The goal of the financial procedures will be to provide flexibility while maintaining adequate controls and oversight. The BOD will approve the financial budget annually and review and update its financial procedures on a regular basis. In addition to its qualified internal business staff, the School anticipates engaging an independent Business Manager, Charter Choices, Inc., to provide the School with "back office" and fiscal management services. Charter Choices, an established and well-regarded service provider to the Pennsylvania charter school sector since 2005, will oversee the school's financial system and ensure that budgets are itemized according to the Board's requirements.

The school administration will be authorized to spend up to $5,000 for any single transaction. Expenditures above $5,000 will be permitted when allocated funds are available in the budget category and the school administration. Any expenditure over $5,000 that is not allocated for in the Board approved budget require the Business Manager and Board Finance Committee approval. The Board Treasurer will check to ensure that competitive bids have been entertained where appropriate. The Business Manager or school administration will report on the financial status to the BOD at each meeting of the Board. The Board will develop additional procedures as the need arises.

Revenues: Year 1 Operating Budget
According to Pennsylvania Charter School Law
(https://ballotpedia.org/Charter_schools_in_Pennsylvania#cite_note-PALaw-6):

Charter schools will receive funds for operation from both the state and local level. Funding is provided by removing allocations that are not part of the operating costs of a charter school from the total expenditures per average daily membership of the school district of residence. School districts are provided temporary funding for the transitional costs of a district's students enrolling in a charter school and are provided payments due to the transfer of private school students to a public charter school.

Essentially, funding for charter schools follows students from their district of residence based on average per-pupil spending of the previous year. For example, if a student is a non-resident of the district in which the charter school is located (attending a charter school outside of their residential district), funding will come from the student's residential district. In other words, rather than going to the traditional district school to which a student would belong, the funding will instead be given to the charter school he or she is attending. Accordingly, the Year 1 budget estimates are based on the Pennsylvania Department of Education's report for SY2018-19 of **$10,682 per ADM for Regular Education** funding and **$29,882 per ADM for Special.**

Education funding, plus a 2% increase on each rate to establish working assumptions for 2020-21 (Year 1 of our budget model) in the absence of established rates for 2019-20 (Pennsylvania Department of Education, 2019a, b). Our enrollment plan assumes five classes of 24 per grade, and we anticipate an annual attrition rate of 5%. Should enrollment drop below 95% of anticipated enrollment, PNMC CS will use the waitlist to back-fill vacant seats in grades 9-10.

Based on the student demographic data noted in this document for currently enrolled middle grades students, we anticipate PNMC CS students will be majority economically disadvantaged. Therefore, we expect to receive federal entitlement funding. No federal entitlement data was available at the time of this writing for Harrisburg public high schools. Also, we received no responses from phone and email inquiries regarding our budget and other requested information about this charter application process from the Pennsylvania Department of Education.

Therefore, we have used conservative figures for the federal entitlement revenues based on charter schools serving a similar student population.

Specifically, we estimate receiving a **Title I** grant of [formula = $300 x 100% of total enrollment]. Other title funding, **Title IIA**, is estimated at [$65 x enrollment] which will help fund professional learning for our core ELA and math instructional staff.

Expenses
Next, we provide a snapshot of Year 1 personnel expenses (also available in unabridged format in the attached 5-year budget model):

EXPENDITURES

200 Benefits		
41	210 or 270 Total Group Insurance	114,450
42	220 Total FICA	64,949
43	230 & 291 Total Retirement	42,450
44	240 & 250 Total Unemployment and Workers' Compensation	13,655
45	Total All Other Benefits	-
46	**200 Total Benefits**	$ 235,503

100 Salaries		
47	1100 Total Regular Programs	275,000
48	1200 Total Special Programs	72,500
52	**100 Total Salaries**	$ 347,500

EXPENDITURES SUPPORT SERVICES

9	2100 Total Student Support Service	123,000
10	2200 Total Instructional Staff Support	75,000
11	2300 Total Administration	200,000
12	2400 Total Pupil Health	50,000
13	2500 Total Business	17,500
14	2600 Total Operation and Maintenance of Plant Services	36,000
16	2800 Total Central Support Services	-
17	**100 Total Salaries**	$ 501,500

Details regarding PNMC CS's organizational structure and staffing plan can be found in this document. We assume the average salaries noted above relate to the expected average salary for each position category. However, depending on the staff person's experience and qualifications, fluctuations may exist. We assume payroll taxes calculated at 8%, health and fringe benefits at 27-28%. Retirement benefits begin in the pre-planning year (Year 0) of operations and continue at 3% of gross compensation through Year 3. Retirement benefits increase to 5% of gross compensation starting in Year 4 as the school reaches its full enrollment.

The table below provides an accounting of our school's operations costs and accompanying assumptions. School operations expenses include those associated with board operations and development; classroom furniture, equipment and technology; student and staff recruitment (i.e., social media, canvassing and other community outreach efforts, advertisements, brand development, etc.); professional learning; and facility operations and maintenance. Please see the attached five-year budget model for an unabridged version of this document:

3000 Operation of Non-Instructional Services		
300 Purchased Professional and Technical Services		
78	300 Total Purchased Professional And Technical Services	$ -	$ -
400 Purchased Property Services		
79	Office Equipment Rental	-	6,000
82	400 Total Purchased Property Services	$ -	$ 6,000
500 Other Purchased Services		
83	Marketing - Website - Student Recruitment	10,000	4,500
84	Marketing - Website - Staff Recruitment	15,000	2,000
85	Food	-	89,040
86	500 Total Purchased Other Services	$ 25,000	$ 95,540
600 Supplies		
87	Telephone Services /Internet	2,000	14,000
88	Office Supplies/Postage	2,000	4,000
89	Student Activities	-	3,000
92	600 Total Supplies	$ 4,000	$ 21,000
800/900 Other		
97	Travel(Staff)/Recruitment	5,000	
98	Board Development/Training	3,000	500
99	Insurance - D&O	3,000	3,000
100	800/900 Total Other	$ 11,000	$ 3,500
101	3000 Total Operation of Non-Instructional Services	$ 40,000	$ 126,040

B. What fundraising efforts have occurred and/or are planned to generate capital or to supplement the per pupil allocations?

To date, the PNMC CS has raised just over $21,000 for planning costs. At this time, we have no plans to supplement the per pupil allocation noted above. We are confident that PNMC CS can operate fully with federal and local government funding generated by student subgroups and ADM, respectively. However, should the cost to ready our facility exceed expectations, we may raise funds through private sources and/or utilize funds through our short-term loan from Charter School Capital (see previous section).

C. Describe the implementation of the following required financial procedures:

☐ The treasurer of the charter shall deposit the funds belonging to the charter 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 school funds by the charter treasurer shall be made in the name of the charter school.

☐ The BOD of a charter school shall invest charter school funds consistent with sound business practice.

Pursuant to Pennsylvania Charter School Law 24 P.S. § 17-1701-A - 17-1751-A[55] and relevant Pennsylvania statutes, the PNMC CS BOD will oversee and ensure the **school complies with generally accepted accounting principles** (GAAP) and all relevant Pennsylvania statutes to provide an accurate accounting of the school's finances. These principles include, but are not limited to:

Deposits and Cash Management

The business manager or school administrators of PNMC CS shall deposit the funds belonging to the charter school in a depository approved by the board and shall, at the end of each month, make a report to the charter school board of the amount of funds received and disbursed by him or her during the preceding month. All deposits of charter school funds by the charter treasurer shall be made in the name of the charter school. The BOD of a charter school shall invest charter school funds consistent with sound business practices.

Authorized types of investments for charter 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 4-440.1 of the Pennsylvania School Code.

Note: Investments shall be subject to standards set forth in PA 24 PS 4-440.1 of the Pennsylvania School Code.
The Business Manager shall settle accounts annually with the Board of School Directors for each school year, shall prepare monthly balance sheets, income statements and offer a full accounting of activity (check detail, accounts payable aging, etc.) as required (see details below).

An annual school audit shall be conducted according to the requirements of Article 24 of the School Code of 1949. Charter School Boards of Directors shall follow requirements set forth for school boards in this section.

PNMC CS is planning to implement the policies and procedures defined above. Specifically, the following are examples of the proposed financial procedures that PNMC CS 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 BOD 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 BOD 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 BOD will approve the Proposed Operating Budget, and the Business Manager will ensure timely submission to both the school's authorizing school district and to PDE.

It is understood, however, that each operating budget will be an estimate only and that unforeseen circumstances 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 BOD, 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 BOD in writing monthly, for the preceding 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 or school administration considers necessary or appropriate. The BOD and the administrators will examine the monthly financial statements to ensure that the school is meeting the annual approved budget for the fiscal year. The financial statements will be used as a tool to assist the BOD 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 and school administrators, 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 BOD. The audit is to be completed and a report to be furnished within 90 days after the end of the school's fiscal year (June 30). 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. The Business Manager will ensure timely submission of the school's audit to both the school's authorizing school district and to PDE.

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 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.

See **Appendix I - Financial Procedures Policy**, for a full detailing of the school's approach to internal financial controls.

2. Facility
   A. Provide descriptions of and addresses for the physical facilities under consideration and the ownership thereof and any lease arrangements.
See Appendix L.

   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.
Approximately 10 years ago, the building was stripped to the original shell and completely reconstructed to provide new trade laboratories, classrooms, cafeteria and library for the vacating Harrisburg Area Community College – Midtown Campus. This complies with applicable building codes, is ideally suited to educational purposes and is fully accessible for individuals with disabilities.

   C. Discuss the plan for maintaining the facility on a daily basis (custodial) and extended basis (facility maintenance).
PNMC CS will contract with a reputable, experienced custodial services provider to provide daily maintenance and cleaning services for the leased property. See Appendix L.

The Landlord shall make arrangements for all utilities and services furnished including gas, electricity, heat, air conditioning, water and sewage, and trash collection, in such type and manner as are reasonably adequate for the Tenant to conduct the Tenant's Permitted Use of the Premises. The Landlord shall provide a reasonable trash removal location to Tenant in reasonably close proximity to the Premises. The Landlord shall keep and maintain or cause the Common Areas of the Building to be kept and maintained in good condition and repair at the Landlord's expense.
The Landlord shall keep and maintain the foundation, roof and structural portions of the walls of the building in which the Premises are located in good condition and repair at the Landlord's sole costs and

expense. The Tenant shall be responsible for all persons who are authorized by the Tenant to enter the premises, the building and the property and shall be liable to the Landlord for all damage caused by such persons.

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

   E. Describe facility financing plans.
See Appendix L.

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.

Commercial Insurance
PNMC CS will obtain all necessary insurance either through a broker or through direct placement with a provider. 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 schools that have already obtained competitive premiums.
As evidence of the school's commitment to being fully insured, the PNMC CS has secured a letter from the school's property and casualty broker indicating that the broker fully intends to perform the services detailed above, pursuant to the school's successful chartering.

The school will secure General Liability insurance (including coverage for after-school, field trip activities and transportation), Errors and Omissions Coverage, Property Coverage, Directors and Officers Liability, Employee Liability and Worker's Compensation.

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, according to A.M. Best Co. Copies of appropriate certificates of insurance will be provided to the Harrisburg SD prior to the opening of the school.

The following chart provides a more detailed view of the types of insurance and limits the charter school will secure:

Type of Insurance	Limit
Business Personal Property	500,000
General Liability Products – completed operations Personal Injury Advertising Injury Damage to Premises Rented Medical Expense Cyber Liability	3,000,000 general aggregate Included 1,000,000 per occurrence 1,000,000 per occurrence 100,000 per occurrence 5,000 per occurrence ▯
Sexual Abuse Occurrence Limit Defense Expense – Each Sexual Abuse Occurrence Defense Expense – Aggregate Limit	1,000,000 1,000,000 3,000,000
Employee Theft	100,000
Commercial Automobile (school buses)	1,000,000
Workers Compensation Insurance and Employers Liability	Per Law
Student Accident	25,000 per person
Accidental Death, Dismemberment, or Loss of Sight	20,000 per person
School Leaders Errors and Omissions	2,000,000
Umbrella-Excess Liability Coverage	1,000,000

The PNMC CS understands the requirement to provide medical insurance coverage for employees that are the "same as" those provided to employees in the Harrisburg SD. 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 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.

See **Appendix D - Commercial Insurance Broker Letter**.

Medical Insurance – Employee Benefit
Medical insurance coverage will be limited to a Preferred Provider Organization (PPO) or an HMO; all premiums will be paid by the employer (PNMC CS), and the employee pay only relevant copays and medication costs. Prescription, dental, and vision plans will be as similar to plans offered to the staff in the school district as providers will offer, and as stated above, premiums will be entirely paid for by the

employer (PNMC CS). All employees will be fully covered in Years 1-2 of the school's operation; spouses, partners, children and other dependents will not be covered. Starting in Year 3, all employees AND their family members will be fully covered (school will pay all premiums).

As evidence of the school's commitment to providing competitive, comprehensive health benefits to its employees, the PNMC CS has secured a letter from the school's employee benefits broker indicating that the broker fully intends to perform the services detailed above, pursuant to the school's successful chartering.

PNMC CS will also extend the following employee benefits (detailed elsewhere in this application) starting in Year 1 of the first charter period:

☐ Retirement benefits (PSERS Alternative 403b) at a 5% of salary employer match in Years 1-2, increasing to 7.5% in Years 3 and forward; and
☐ Life insurance, and short- and long-term disability insurance.

See Appendix D - Medical Benefits Broker Letter.

4. Child Accounting
   A. Describe your school enrollment and attendance procedures.

Enrollment Procedures
Pennsylvania charter schools are required to **admit all applicants**. PNMC CS will be an equal opportunity education institution and **will not discriminate** on the basis of race, color, religion, gender, sexual orientation, gender identity or expression, national origin, age, genetic information, disability or veteran status in its admissions procedures, educational programs, services, activities or employment practices as required by Title VI, Title IX, Section 504 and/or any other applicable federal statute. In addition, PNMC CS will assist students who have Limited English Proficiency to participate in all programs, services and activities. Any high school-age student resident of Pennsylvania who has completed requirements for the eighth-grade, is eligible to attend PNMC CS.

PNMC CS has identified an "**Application Period**," – the period of time during which we will accept applications – which is detailed in Table 10 in Section V.2.B. The end date of the period will be clearly noted on the Admissions Application, and will not be prior to close of business on April 1. The application period will be at least three months in length allowing for substantial overlap between the time PNMC CS staff recruit students and the point at which Admissions Applications are accepted. **Admission preference** will be given to students who reside within the Harrisburg SD, and their siblings. The Admissions Application will be **made available in English and the predominantly spoken foreign languages in use** among immigrant families whose children are enrolled in the Harrisburg SD. PNMC CS understands that a translated Admissions Application does not in any way diminish our obligation under federal law to translate the application, or provide translators or otherwise assist the parents/guardians of applicants who do not speak English or one of the pre- translated languages. During the Application Period, should PNMC CS receive more applicants than seats available, a **lottery system** will be used to admit students and generate a waitlist as vacancies open.

Attendance Procedures

Pursuant to BEC 24 P.S. §§ 13-1326-1354[57], PNMC CS will **comply with the Compulsory School Attendance, Unlawful Absences, and School Attendance Improvement Conference BEC**. As such, PNMC CS student attendance will be mandatory, and all absences must tie to an excuse.

PNMC CS will account for students on a daily basis and report unexcused absences directly to Pennsylvania's Department of Education through the Pennsylvania Information Management System (PIMS). We understand the importance of compliance as it relates to accurate enrollment and attendance reporting to ensure accurate disbursement of public funds, clean audits, accurate billing to students' districts of residence, and the current and future financial viability and stability of PNMC CS. Therefore, school staff will receive training in attendance policy and reporting requirements. Similarly, initial PNMC CS BODs development will include fiduciary responsibilities as it relates to enrollment and attendance, and other compliance-related reporting.

Pursuant to Title 24 P.S. Education § 13-1333.3[58], PNMC CS will comply with, and ensure that students and their parents/legal guardians are fully aware of the various fines and penalties for violating compulsory school attendance requirements, including but not limited to performing community service, fines up to $750, referral to human services agencies, suspension of driving privileges, and so forth.

See Appendix N for a full accounting of PNMC CS's Board Truancy Policy, outlining the responsibilities of students, parents/guardians, related school staff (teachers, administrators) and Board members, along with specialized guidelines for addressing issues of truancy for students with exceptionalities.

V. IMPLEMENTATION AND ADMINISTRATION
1. Recruiting and Marketing Plan
    A. Demonstrate how you will publicize the school to attract a sufficient pool of eligible applicants.

Recruitment Need and Goals
To date, PNMC CS has engaged in a tremendous effort to inform the Harrisburg community about our school (see Appendix D). These **community outreach efforts** will continue and evolve to include student and family recruitment activities. Need: PNMC CS will open in fall 2022 with 120 ninth-grade students. We will add 80-100 ninth-graders each year until our goal of full enrollment at 400 students in grades 9-12 is achieved in SY2026-27.

We provide a thorough description of Harrisburg SD student demographics, and performance data. PNMC CS's student **recruitment strategy will ensure that our school's student population mirrors that of the Harrisburg SD** in terms of its racial demographics, socioeconomic levels, Special Education and English Language Learner student composition.

Student Recruitment Strategy
Our goal is to establish and implement a robust student recruitment strategy similar to our successful community outreach activities. The comprehensive nature of this strategy will ensure that we surpass our school's enrollment goals each year. Our strategy involves several components, and may include:

- [ ] **Community-Based Canvassing:** This process will involve assembling a group of community-based PNMC CS Ambassadors – prospective parents and/or community members who have signed letters of support or pre-enrollment forms – whom we will enlist to help in neighborhood canvassing. Since community-building is a key element of our model, marketing and recruitment strategies include establishing and/or furthering relationships with community groups and organizations that will support our school beyond recruitment. Canvassers will disseminate postcards and/or door hangers containing application information.
- [ ] **Information Sessions:** Presentations will be made to local parent groups, area tenant and neighborhood associations, tween and teen athletic leagues, civic organizations, community-based organizations (i.e., Girls, Inc. PAL, the Boys and Girls Clubs) that serve adolescents, faith-based gatherings, special events, etc. Applications will be disseminated during these presentations.
- [ ] **Website:** PNMC CS has established a website to inform the Harrisburg community about the development of our school. Once the charter is approved, the website will be used to inform the public and prospective students about the admissions process. Applications will be accessible via the website via download and Google Form submission.
- [ ] **Media:** PNMC CS has received print and broadcast media coverage regarding the development of our school. Our plan is to secure additional coverage to include neighborhood print and digital newspapers, local parent blogs, community-based organization newsletters and e-newsletters, and local radio and television PSAs. We aim to garner human interest coverage among local print, radio, and broadcast media.
- [ ] **Advertisement:** PNMC CS will explore ad placements in education blogs, social media platforms, local newspapers and trade journals, public transportation vehicles and bus stops, etc.

B. What type of outreach will be made to potential students and their families?

PNMC CS will showcase its competitive edge by positioning itself as a unique charter high school where students receive the necessary support to be successful in pursuing a postsecondary degree in nursing. All of the outreach activities described in Section A above will **target potential students and their families** through a multi-pronged approach. Our student recruitment activities will be both broad and deep, involving one-on-one meetings, group informational sessions, targeted correspondence or mailings, media exposure and engagement, and dissemination of promotional materials via broadcast, print and social media. More specifically, student and family outreach will include, but will not be limited to:

- [ ] **Canvassing activities** in particular will be focused in neighborhoods, government agencies, community- and faith-based organizations, retail outlets, and business districts across Harrisburg where parents are likely to congregate, frequent, and/or engage.
- [ ] PNMC CS members will conduct **information sessions and open house events** at our school facility and in targeted neighborhoods from which we are most likely to attract students whose demographics match that of Harrisburg SD.
- [ ] PNMC CS will participate in **tabling activities** scheduled during community and teen-focused events, meetings, competitions, etc. These might include athletic/recreational events, teen membership organizations, teen-focused community-based organizations, precollege programs, etc.
- [ ] Leveraging community relationships to garner word-of-mouth **Admission Application referrals** to PNMC CS. We will use our network of higher education institutions, healthcare and medical centers, nonprofit organizations, faith-based institutions, professional

organizations, and businesses from which relevant students and their families can be recruited. Local school board members will also serve as relevant conduits for student referrals.

- ☐ Use our digital and print marketing collateral and promotional materials to **advertise** throughout the Harrisburg area in both English and Spanish to ensure that families of various backgrounds are made aware of PNMC CS.
- ☐ Host local **community forums** focused on nursing, healthcare, and wellness. In this setting, our partners – such as PSNA – will be able to provide concrete health education, and inform the community about the development of our school and its specific focus on creating a pipeline of talented and diverse nurses.

2. Enrollment Policy

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

PNMC CS will serve grades 9-12. Based on comparable school data, we propose no differences in eligible minimum age in the same grades compared to that of other high schools in the Harrisburg area. We propose slow growth over the charter term, opening with 120 students in SY2020-21. Our enrollment plan includes five sections of 24 ninth-grade students in Year 1, and four-five additional sections of 20-24 students in Years 2-5 until full enrollment of 400 young people in grades 9- 12 is reached in Year 4 of the first charter period. PNMC CS's enrollment growth plan will be implemented as follows:

Grade Level	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25
9	120	80	100	100	100
10	0	120	80	100	100
11	0	0	120	80	100
12	0	0	0	120	100
Total Students	120	200	300	400	400

While our goal is to reenroll all students from one year to the next, we do expect some attrition attributed to family geographic mobility and other factors beyond the school's control. We anticipate PNMC CS will experience a 5% attrition rate annually. Should overall school enrollment drop below the 95% budget threshold, we will backfill vacant seats (from our waitlist in order of application submission – see below) at the start and during the academic year to ensure our school's fiscal stability. Backfilled seats will be prioritized in the following order: grades 9, 10, 11, and 12.

We do not anticipate any shifts in enrollment patterns, and thus, the proposed allocation of resources will remain static throughout the charter period.

Eligibility Criteria

Pursuant to 24 P.S. §13-1301 – §13-1306, **any high school-age student resident of Pennsylvania** who has completed requirements for the eighth-grade, is eligible to attend PNMC CS.

Every child of school age who is a resident of a Pennsylvania school district is entitled to a public school education. This entitlement and the requirements to secure enrollment discussed throughout this BEC apply equally to resident students residing with their parent(s); to non-resident students living with a district resident who is supporting the child gratis and seeking enrollment under 24P.S. §13-1302; to nonresident students living in a facility or institution; and to nonresident students living in a foster home.

In addition, and pursuant to Section 1723-A of the Pennsylvania Charter School Law, PNMC CS will be a taxpayer-funded, **open-enrollment public high school**. Students will not need to achieve a specific GPA or assessment requirements to enroll in PNMC CS. **Enrollment preference** will be afforded to students whose district of residence is Harrisburg SD, and siblings of those enrolled. As discussed, PNMC CS will be an equal opportunity education institution and **will not discriminate** on the basis of race, color, religion, gender, sexual orientation, gender identity or expression, mental or physical ability, special need, athletic performance, national origin, age, genetic information, disability or veteran status in its admissions procedures, proficiency in the English language, academic achievement, educational programs, services, activities or employment practices as required by Title VI, Title IX, Section 504 and/or any other applicable federal statute. Accordingly, PNMC CS will ensure compliance with state laws, including 34 CFR Part 300- pertaining to special education through the following administrative measures:

- ☐ Hiring paraprofessionals specifically trained to provide support in a variety of school settings, including students that have experienced significant trauma;
- ☐ Providing access to instructional material in alternate accessible formats or specialized formats for persons with disabilities;
- ☐ Collaborating with the school district's "Child Find" in order to use a public outreach awareness system to locate and identify children thought to be eligible for special education services within the school district's jurisdiction; and
- ☐ Providing evaluation and reevaluation processes and materials.

Enrollment Methods
During the "**Application Period**" discussed earlier in this document, students and their parents will be required to complete a simple application form (both paper and online versions will be available) for admissions. The application form will request:

- ☐ Each applicant's name; date of birth; grade-level; address;
- ☐ The names, addresses, and telephone numbers of parents/guardians;
- ☐ The names and grade-levels of siblings also applying; and
- ☐ A signature verifying that the information is correct from parents/guardians choosing education at PNMC CS.

Applications must be submitted to the school by the annual deadline as determined by the BOD (see the timeline below). Once the admission period has ended, and if the school has not reached its enrollment capacity, PNMC CS will continue to accept applications and admit eligible students in the order they completed all enrollment tasks, based on their respective grade-level vacancies. Once the enrollment limit has been met, students will be placed on a waitlist and allowed to enroll if space becomes available in their grade cluster.

Should PNMC CS receive more applicants than seats available, a **lottery system** will be used to **admit students** and to generate a **waitlist** when vacancies open. The **lottery** provides a fair and random selection process for charter school enrollment when the number of timely applications of eligible students per grade level exceeds the capacity of available seats in those grades. The lottery will be performed in a transparent and equitable manner. The lottery will be publicly noticed, to include the date, time, and location. PNMC CS will communicate lottery details accordingly:

- ☐ Direct mail, email, and text message to families and students.
- ☐ Provide notice of the time and place of the lottery to the news media at least one week prior to the lottery.
- ☐ Conspicuously post notice of the lottery in one or more designated places at least 72 hours before the lottery.
- ☐ Conspicuously post notice of the lottery on the school's website at the same time as the media notice.

The lottery will be held in a space that is open and accessible to the public (including persons with disabilities), with capacity to accommodate a reasonably anticipated number of attendees. Translators or translated materials will be available based on community need or targeted recruitment. The person(s) conducting the selection of lottery applicants or acting as an impartial observer of the selection of lottery applicants will not be a PNMC CS BODs member, employee, parent/guardian, grandparent, sibling, aunt/uncle, or first cousin of any applicant or enrolled student. If possible, PNMC CS will retain the services of a third-party auditing firm to supervise and observe the school's annual lottery.

For each grade-level vacancy, PNMC CS will assign applicants to two groups: those who reside in Harrisburg SD, and those who do not. PNMC CS will randomly select a student name from the Harrisburg group of enrollment applicants for that grade until the number of available slots is filled, or the pool of enrollment applications is exhausted. If the pool of enrollment applications from residents of Harrisburg SD is exhausted (and additional seats remain), then PNMC CS will randomly select a student name from the nonresident applicants of Harrisburg. As each applicant is selected, siblings of that student who have also completed the application process will be accepted provided there is a vacancy in their grade level.

The PNMC CS BODs Secretary will document the steps taken throughout the lottery process, and make such records available to the Pennsylvania Department of Education upon request. Records will be sufficiently detailed to enable the reviewer to identify the process used, compare the process used to the lottery procedures contained in the Admissions Policy to determine whether the procedures used were consistent with those set forth in the Charter Agreement. When all available seats have been filled, students not selected will be placed on a waitlist in the order in which they completed the application process using a waitlist time/date stamp. Waitlisted siblings of selected students will be given the first priority to enroll.

Parents/ guardians of students selected for admission will receive **confirmation of admission** via mail and email within five business days of the lottery. Parents must confirm student attendance by May 15. Students without confirmed attendance by May 15 will forfeit their slots to the next eligible students on the waitlist. PNMC CS will accept applications after the Admissions Period even if the school has reached its enrollment capacity. If enrollment capacity has not been reached, students will be allowed to enroll

at PNMC CS. If enrollment capacity has been achieved, these applicants will be placed on the waitlist in order of application receipt.

Once the **lottery is completed, and students are enrolled**, PNMC CS will request, at minimum, the following documentation:

- ☐ Proof of residency;
- ☐ Proof of eighth-grade completion via student transcript(s);
- ☐ Previous school(s)' student attendance, education and discipline records;
- ☐ Proof of age;
- ☐ Immunization records;
- ☐ Individualized Education Program (IEP) records; PNMC CS will comply with all Pennsylvania and federal policies regarding enrollment of special education students. Once the PNMC CS enrollment list has been completed, all families will be asked whether their young person has had an IEP within the last three years, and if that IEP is currently active.
- ☐ Home language survey results; and
- ☐ Student interests and goals survey responses.

Again, the aforementioned **documentation will be requested post-enrollment** (and will not, under any circumstances, be requested pre-enrollment and/or established as a condition for admission). During the admissions period (see timetable below), staff will be available at our school facility and/or designated community sites to assist parents in enrolling their children.

    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.

The PNMC CS timetable for admitting students is as follows:

Table 10: Timetable for Admitting Students

Dates	Admission Activities
Dec 1 – March 30	Conduct student recruitment activities
March 31	Admission application deadline
April 1 – 15	Conduct **lottery** (if necessary), generate enrollment and waiting lists
April 16 – May 15	Families accept offer of admission and commence enrollment process Twice weekly reminders to families April 16 – May 15 via "robocall," e-mail, and mail
May 15	Deadline to accept admission
May 16 – June 30	Select students from waitlist, and complete enrollment
August 10	10-Day PD Teacher Orientation
August 24	First day of school for students

Pennsylvania law dictates that a school district or charter school shall normally enroll a child the next business day, but no later than five business days of application. Admission decisions will be made according to the process and within the timetable described above on exact dates set annual by the PNMC CS BODs, and students will be admitted in compliance with State law.

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

The admissions and enrollment policies mentioned above contribute to PNMC CS's mission of providing a unique and excellent education to the next generation of healthcare leaders, by **building a diverse pipeline of nursing talent**. The vision of the PNMC CS is for Harrisburg-area nurses to represent the community that they serve. PNMC CS's robust student recruitment strategy, simple admissions policy, and multiple contact and supportive enrollment practices support this mission and vision.

3. Human Resource Information

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

PNMC CS will establish human resource processes resulting in clearly defined positions, recruiting strategies, and selection and hiring of qualified and effective personnel. It is the school's expectation that – to the extent possible – all new hires for professional teaching positions at PNMC CS will possess the appropriate Pennsylvania certification. Under no circumstances will PNMC CS's teaching staff be comprised of less than the 75% of certified educators required by state law, and the goal will always be 100% certified. The school's leadership will also strive to successfully recruit candidates with classroom experience and with graduate study in their areas of instructional expertise (although these criteria are not expressly required by law, our hiring officer(s) will make every effort to locate the most qualified and experienced candidates for each posting.

PNMC CS also will develop and implement policies and practices to support, evaluate, and retain staff. Our proposed human resource policies are consistent with those adopted by successful charter schools nationwide.

These draft processes and policies will be evidenced by staff recruitment materials; staff contracts that include accountability goals; the creation, execution and monitoring of staff IPLPs; weekly school walk-throughs and quarterly formal observations with follow-up support; competitive salary and benefits packages; the involvement of staff in school decision-making; promotion of professional growth and development; and creating opportunities for "fun" team building. Draft materials can be found in Appendix O, P, and Q.

Staff Recruitment Process
PNMC CS will set an ambitious staff recruitment goal (see previous section). PNMC CS leadership will conduct an extensive search for all staff. Early hires will include the Executive Director and Instructional Leader (responsible for teacher development and support). Draft job descriptions can be found in Appendix P. We plan to **leverage our existing personal and professional networks** to assemble a diverse candidate pool. These include, but are not limited to, those affiliated with our Board, PSNA, local institutions of higher education, and nonprofit organizations. In addition, we plan to **use typical candidate applicant tools** including those associated with PAREAP, Indeed, Teach for America, Education Week's Top Jobs, CharterSchoolJobs.com, and others. Candidates with the appropriate certifications, and qualities, experience, and professional achievements mentioned below, and in the attached job descriptions will be highly sought-after. Lastly, after a careful exploratory process to investigate leadership talent among area nonprofits serving similar student populations, identifying individuals who have close connections to the nursing professions, and higher education institutions, the proposed PNMC CS BOD selected Betsy Snook as the proposed Executive Director for PNMC CS. Her resume is included in Appendix E.

Staff Selection/Hiring Process

Instructional Leader and Teacher Selection
The PNMC CS Instructional Leader must possess deep relationships within the Harrisburg community, have experience with the school's target student population, and possess demonstrated success managing personnel and programs for a secondary education program. The PNMC CS Instructional Leader will hold direct responsibility for teaching and learning, and student and teacher performance.

PNMC CS founders feel strongly that teachers must be carefully recruited and selected as they will be responsible for ensuring the young people enrolled in our school master the Pennsylvania State Academic Standards, and achieve all requirements for graduation. PNMC CS instructional staff will be selected based on demonstrated experience and success with our target student population. Our teachers' daily practice must make evident high expectations for student performance and behavior. PNMC CS teachers must exhibit professionalism at all times.

Teacher selection will be driven by PNMC CS's Instructional Leader. Once the teacher candidate pool has been identified, the Instructional Leader, with support from the Executive Director, will screen candidate resumes. Remaining candidates participate in a 20-minute pre- interview call to collect information and determine whether there is a general "fit." Candidates continuing in the selection process will submit a lesson plan consistent with the PNMC CS program model. Successful applicants moving forward will demonstrate the lesson based on the plan they submitted. The "demo" is conducted and debriefed with a group of young people representing our school's target population. The demo lesson is followed by feedback and a re-teaching opportunity to assess the candidate's ability to course correct. It is then determined whether the candidate is a good fit for our school. If yes, s/he is offered employment.

More specific details regarding the criteria used for general staff selection can be found below. Criteria for the school's remaining positions will be developed once the charter is awarded:

- **Teachers**: Teachers are responsible for a class of students (and, in the case of secondary teachers, multiple classes of students throughout the course of a day). They maintain and enrich their expertise in the subject area(s) they teach; master the curriculum and school culture; develop lesson plans that ensure students' attainment of Pennsylvania's grade-level learning standards and aligned with the school's curriculum; coordinate lesson plans with other teachers to reinforce student knowledge on an interdisciplinary basis; provide instruction (full-class, small group, individual); create customized and flexible plans to meet individual student needs; prepare students for all required assessments; analyze and use data effectively to continuously improve instruction and student learning; provide an inclusive, exciting, innovative learning environment; manage the classroom; serve as mentors to students; implement students' Individualized Education Programs ("IEPs") if applicable; ensure students with disabilities, ELLs, and advanced students are served at the highest levels; and perform other duties as deemed appropriate by the Principal. This role requires a Bachelor's Degree (Master's preferred) and a valid Pennsylvania teaching license in the relevant area of teaching/service (7-12, 9-12 or K-12).
- **Special Education Teachers**: Special Education Teachers are licensed in Pennsylvania to teach students with special needs. They provide instruction based on the school's curriculum while adapting instructional activities to meet the students' individual goals and IEPs. This position requires a Bachelor's Degree (Master's preferred) and the ability to meet all state and federal guidelines to be appropriately certified in Pennsylvania and fully licensed at the "Highly

Qualified" ESSA level. Special Education teachers will be supported by designated paraprofessionals, as well as a Special Education Coordinator who will have some teaching responsibilities in Years 1-2 and then transition to full-time program oversight and support.

Finance and Operations Staff Selection
- **Administrative Support**: The Administrative Assistant assists the Executive Director, Principal and Business Manager with coordinating smooth daily operations, including but not limited to the following areas: attendance, facilities, transportation, food services, information services, technology and human resources. This role requires a Bachelor's degree or two years of systems and operations experience.
- **Contracted Services**:
- **Custodial and Food Services** will be contracted through qualified providers that will be responsible for the cleanliness and upkeep of the school building (daily cleaning, scrubbing, repairs as needed) and for the preparation and distribution of meals to students (both breakfast and lunch), respectively (see Appendix K).
- **Business Services** will, as noted previously, be contracted through Charter Choices, Inc., an experienced business manager for charter schools across Pennsylvania. Charter Choices will be responsible for all managing all financial aspects of the school's operations, including (but not limited to) district billing, bookkeeping, accounts payable, payroll coordination, budget development, audit coordination, federal programs and compliance reporting, and the preparation of monthly financial statements.

PNMC CS's proposed faculty and staff distribution across Years 1-5 is presented below, and is also outlined in greater detailed in the attached 5-year budget:

Staffing Chart

Position	Year 1	Year 2	Year 3	Year 4	Year 5
Executive Director	1.0	1.0	1.0	1.0	1.0
Principal (Instructional Leader)	1.0	1.0	1.0	1.0	1.0
Administrative Assistant	0.5	1.0	1.0	1.0	1.0
Special Education Coordinator	1.0	1.0	1.0	1.0	1.0
Teachers – Regular Education	5.0	8.0	12.0	16.0	16.0
Teachers – Special Education	1.0	2.0	4.0	5.0	5.0
Special Education Paraprofessionals	0.5	1.0	2.0	2.0	2.0
School Counselor	1.0	2.0	2.0	3.0	3.0
Social Worker	1.0	2.0	3.0	4.0	4.0
Internship Manager	0.0	0.0	1.0	1.0	1.0
Nurse	1.0	1.0	1.0	1.0	1.0
Bi-Lingual Coordinator	0.0	0.0	0.0	1.0	1.0
Security Guard	1.0	1.0	1.0	1.0	1.0
TOTALS*	**14.0**	**21.0**	**30.0**	**38.0**	**38.0**

*Note: Custodial, Business and Food Services will be provided via contracted service providers (see "Contracted Services" in budget).

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

PNMC CS's staffing plan can be found in the budget, Appendix H. The targeted teacher/student ratio is expected to be no greater than 1:25. The **rationale** for the aforementioned staffing plan is based on the experience and success of successful charter high schools nationwide. In our experience, it is important to ensure teachers are adequately assisted by leadership and student support staff. For example, staff not commonly seen in traditional high schools include a special education paraprofessional floater to ensure struggling learners and students with IEPs are well-supported. Lastly, the **number of staff** is determined by student enrollment and that required for our school to achieve its standard for excellent whole-student achievement.

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

PNMC CS staff – especially teachers and student support personnel – are allotted time for common planning, and other job-embedded development opportunities that support daily practice. More specifically, teachers participate in daily and weekly job-embedded professional development opportunities, and school- and commercially-developed training throughout the academic year (see Appendix Q). Development opportunities occur prior to school opening each year during a one-week Summer Institute, during a weekly early dismissal, and for one full day between trimesters. Lastly, like all PNMC CS staff, teachers work with the Instructional Leader to create an annual IPLP. This plan identifies professional interests, challenges to daily practice, and designated areas for improvement. In addition, the Instructional Leader will conduct biweekly, informal classroom walk-throughs to obtain an ongoing picture of teacher performance, challenges, and needed supports. See the school's calendar for details regarding professional development opportunities for teachers and other staff.

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

The PNMC CS has reviewed excellent human resource and staff policies from successful charter schools around the country, and has modeled its own approach to salaries, contracts, hiring and dismissal, sick and other leave, and benefits on these exemplars. Little Bird HR, a reputable and experienced consulting firm that currently contracts with several charter schools in Philadelphia (and is therefore familiar with Pennsylvania employment statutes and regulations), has assisted the PNMC CS in the preparation of the PNMC CS Employee Handbook (see Appendix R). This document has also been reviewed and approved by the school's counsel. Following is a summary of key policies/features of PNMC CS's approach to employment:

- **Salary**: Salary shall be commensurate with qualifications and experience.
- **Contracts**: Employees will receive written contracts that describe their duties, terms of employment, compensation, benefits, etc., prior to the onset of employment. Their contracts will be offered on a yearly basis.
- **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**: All employees hired by PNMC CS will be considered "at will" and as such can be dismissed as determined appropriate by the school administration with the approval of the BOD. However, it will be the policy of PNMC CS that all processes of due process and documentation will be observed prior to any recommendation being made.

- **Personal Leave:** The BOD shall adopt a policy for providing leave to full-time employees. The number of days will be determined based on factors including year-round or school year employment, full time status, and years of service.
- **Medical Coverage:** Full-time employees will be eligible to receive medical coverage comparable to the coverage provided by the Harrisburg SD. The coverage shall include hospitalization, medical, prescription, dental and vision benefits. Employees will be responsible for the requisite level of co-pay and other obligations associated with the coverage, but will not contribute to the payment of the plan's premiums.
- **Retirement Benefits:** Retirement benefits will be offered as a PSERS Alternative 403(b) Plan in which employee contributions are matched up to a certain percentage (5%) of their salaries during Years 1-2 of the school's operation, increased to a 7.5% match in Year 3 (and thereafter). This plan will be administered by PenServ and is detailed in **Appendix F - Retirement Benefits Overview**.

See **Appendix S - Board Personnel Policies** for a comprehensive overview of the school's approach to human resources, which is subject to revision to maintain legal and regulatory compliance.

E.   Identify the proposed faculty.
While it is premature to identify the school's faculty (this will be done after the charter is approved), the BOD has identified the PNMC CS's proposed Executive Director, Betsy Snook (see Appendix E). In addition, the PNMC CS members have determined the characteristics, qualifications, experiences, and skills that we will require of proposed faculty. Lastly, we also have identified a teacher evaluation rubric (see Appendix T) that we believe is most consistent with our school's mission and vision for teaching and learning. For job descriptions, see Appendix P.

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.
Pursuant to Section 111 of the Public School Code, the PNMC CS Board Secretary will provide a report of criminal history record immediately upon hiring all individuals who will have direct contact with students to the Pennsylvania Department of Education. All individuals who apply for employment will be required to submit a Pennsylvania Criminal Record Check, Pennsylvania Child Abuse History Clearance, and a Federal Criminal History Record (see Appendix U for sample criminal history forms).

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.
Pursuant to 23 Pa. C.S. Chapter 63 Subchapter C.2., the PNMC CS leadership provide an official clearance statement regarding child injury or abuse from the Department of Public Welfare for each individual who will have direct contact with students. All individuals who apply for employment will be required to submit a Pennsylvania Criminal Record Check, Pennsylvania Child Abuse History Clearance, and a Federal Criminal History Record (see Appendix U for sample child abuse clearance forms).

4. Code of Conduct
A. Discuss any rules or guidelines governing student behavior.
PNMC CS is committed to **elevating the excellence of each individual student by building a positive, safe, and personalized school culture**. The school vision is to build the future of healthcare leadership

through a dual-enrollment and career pathways model. As such, students are expected to learn professionalism as teenagers in order to achieve successful nursing outcomes.

Community organizations involved in PNMC CS will encourage professional behavior in a manner where students feel inspired to conduct themselves accordingly. Our approach to establishing and maintaining a culture that supports each student in their academic and professional trajectories is founded on clear guidelines that reward positive behavior as well as fair, restorative consequences for negative behaviors. These guidelines have been published and outlined in the PNMC CS Student Handbook (see Appendix J).

The school has established **ranked levels of misconduct**.

- **Level 1, Minor Disruptive Behavior:** In this scenario, the student's behavior is usually handled by an individual staff member who will document the incident. The incident can be resolved by contacting the guardian/parent and/or a school administrator.
- **Level 2, Blatant Disruptive Behavior:** In this scenario, the student has displayed a frequent pattern of misbehavior and these infractions require the intervention of personnel at the administrative level. Counseling (peer or external) is recommended and there may be referral to a social worker or an outside agency.
- **Level 3, Misconduct:** In this scenario, the student has committed an act directed against persons or property. These acts can most frequently be handled by the disciplinary mechanism at PNMC CS. To remediate, a conference with parents/guardians is required and referral to outside agencies is likely. Suspension may be considered.
- **Level 4, Aggressive Misconduct:** In this scenario, the student poses a direct threat to the safety of themselves and others in the school. Administrators may need the intervention of law enforcement officials and actions may require the immediate removal of the student from the school.

These strategies must not only provide students with clear rules and expectations but must be integrated with explicit instruction on self-discipline, through mental health and wellness learning development, and include restorative practices (https://www.iirp.edu/) that allow students to learn from misbehaviors. Restorative practices implemented by PNMC CS staff will involve, but not be limited to soliciting feedback from students and staff on a quarterly basis via a school culture and climate survey; and from families via a similar school culture and climate survey administered twice annually.

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

A student who is to be suspended or expelled from PNMC CS will be afforded due process. The procedures comply with Section 1318 of the School Code, 24 P.S. § 13-1318 and Chapters 12 and 711 of the State Board of Education regulations.

Short-Term Suspension
Short-term suspensions may be imposed by the Executive Director or the Board. If a student commits an offense that calls for short-term suspension (10 days or less), s/he is subject to the following:

- If necessary, the student is immediately removed from class and/or school.
- The student is informed of the charges against him or her.
- The student is entitled to respond to the charges against him or her.

- The parent/guardian is notified of the imposition of short-term suspension by PNMC CS in writing. Written notice shall be provided by personal delivery or express mail delivery to the last known address(es) of the parents or guardians. Where possible, notification also shall be provided by telephone. Such notice shall provide a description of the incident(s) for which suspension is proposed and shall inform the parents or guardian of their right to request an immediate informal conference with the Principal. Such notice and informal conference shall be in the dominant language of the mode of communication used by the parents or guardian if known by PNMC CS to be other than English.
- The school will schedule a meeting with a parent or guardian in order to discuss the infractions and may reduce the penalty based upon mutual understanding resulting from the meeting.

Long-Term Suspension
The Executive Director or Principal may impose a long-term suspension. If a student commits an offense that calls for long-term suspension (more than 10 days) or expulsion, the following steps are taken:

- If necessary, the student is immediately removed from class and/or school.
- The student is informed of the charges against him or her.
- Upon determining that a student's action warrants a possible long-term suspension, the Principal or his/her designee shall verbally inform the student that he or she is being suspended and is being considered for a long-term suspension (or expulsion) and state the reasons for such actions.
- The parent/guardian is notified in writing. Written notice shall be provided by personal delivery or express mail delivery to the student's last known address. Where possible, notification also shall be provided by telephone if the School has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents which resulted in the suspension and shall indicate that a formal hearing will be held on the matter which may result in a long-term suspension (or expulsion). The notification provided shall be in the dominant language used by the parent(s) or guardian(s) if it is known to be other than English. The notice will state that at the formal hearing, the student shall have the right to be represented by counsel, present and question witnesses, and present evidence.
- The school sets a hearing date. The student and his/her parent/guardian are notified in writing of the:
  o charges and a description of the circumstances that gave rise to the hearing
  o date, time and place of a hearing
  o notice of the right at the hearing to:
    ▪ be represented by legal counsel (at the student's/parent's own expense)
    ▪ present evidence and question witnesses

Regardless of whether or not the parent attends the informal hearing, the student has the right to return to school once the out-of-school suspension is over, and to complete any assignments he or she missed.

Expulsion
PNMC CS will consider expelling a student for a violation of a published and official school rule. An expulsion is any removal from school for more than 10 days in a row. Expulsions can be for a fixed period (such as a semester or a year) or may be permanent.

In the event of an expulsion, the school must hold a formal hearing before an expulsion. The school must give at least three (3) days' notice of the time and place of the hearing. Parents/guardians and students may ask to reschedule this hearing for good reason. The hearing must be held before the school board, before a committee, or before a hearing officer appointed by the board.

Before the hearing, the student and parent/guardian have the right to the names of any witnesses against the student and copies of the witnesses' statements. The family can ask the school district for this information, both in writing and orally. The family also has the right to bring a lawyer to the hearing; present its own witnesses and evidence; and question the school's witnesses. The hearing must be recorded, and the family has a right to get a copy of the record at the family's expense.

Students who are expelled and who are under 17 years of age remain subject to compulsory school attendance laws and shall be provided an education in accordance with law. For a student under the age of 17 who has been expelled from a charter school, the expelled student's parent or guardian is required to attempt to find an educational program for the student. The program must be approved by the charter school. If the parent or guardian is unable to find such a program, they must notify the charter school within 30 days of the charter school's decision to expel the student. Within 10 days of its receipt of that notification, the charter school must make provision for the expelled student's education. The charter school may not compel an expelled student to return to their district of residence to complete their education.

Students with Disabilities
The procedures described above apply to students with disabilities. There are additional disciplinary protections for students with disabilities who receive special education services.

Special rules apply for students with an Individualized Education Program (IEP) or for students with disabilities who are suspended for more than 15 total school days in a school year. In both situations, a team of people knowledgeable about the child – including the parent – must decide whether the misbehavior was a "manifestation" of the disability before the discipline can take place. If it was, the child cannot be expelled or suspended for more than 15 school days. If the team decides it was not a manifestation and the parent disagrees with the team's decision, the parent has the right to a special education hearing. Even if a special education student is expelled, PNMC CS must still arrange for him or her to receive an appropriate educational program.

A child with intellectual disabilities cannot be suspended for any length of time without the Parents/guardians' agreement, the agreement of the state Department of education, or an order from a hearing officer or judge.
See Board Policies for Suspension and Expulsion (including specific guidelines for addressing issues related to students with disabilities) in Attachment V.

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

PNMC CS will offer a minimum of 195 of instruction for students (previously discussed).
PNMC CS will comply with the Compulsory School Attendance, Unlawful Absences, and School Attendance Improvement Conference BEC (BEC 24 P.S. §§ 13-1326-1354). As such, attendance is mandatory, and all absences must tie to an excuse. Teachers and staff are required to report any unexcused absences to the school's Principal, who will seek to contact parents/guardians for an

explanation. We will consider the following reasons as valid for missing school including illness, family emergency; death of a family member; medical or dental appointments; school activities, educational travel, religious holidays, etc.

Furthermore, PNMC CS will report unexcused absences directly to Pennsylvania's Department of Education through the Pennsylvania Information Management System (PIMS).

Students who are expelled and who are under 17 years of age remain subject to compulsory school attendance laws and shall be provided an education in accordance with law. For a student under the age of 17 who has been expelled from a charter school, the expelled student's parent or guardian is required to attempt to find an educational program for the student. The program must be approved by the charter school. If the parent or guardian is unable to find such a program, they must notify PNMC CS within 30 days of the charter school's decision to expel the student. Within 10 days of its receipt of that notification, the charter school must make provision for the expelled student's education. PNMC CS may not compel an expelled student to return to their district of residence to complete their education. More detailed information can be found in the sample Student Handbooks found in Appendix J, and is further outlined in Board Policies (see Appendix V).

5. Transportation
    A. Describe your transportation program, including transportation for special education students and suggestions for improvement.

Under the Charter School Law, the school district of residence is primarily responsible for transporting students who attend the School on such dates and periods that the School is in regular session regardless of whether transportation is provided to students attending school district schools. The school district of residence is required to provide transportation to the School if the School is located up to 10 miles from the school district boundary.

However, the School recognizes that school districts are not required to provide transportation for charter school students in the following circumstances: (1) field trips; (2) to or from extracurricular activities; (3) to or from any buildings other than the charter school; (4) outside of the 10-mile radius.

Each year, the School will provide its school calendar to each school district transporting students to the School. School districts must provide transportation for the early dismissal of the School's students if the early dismissal was on the calendar provided to the school districts at the beginning of the school year. School districts must provide transportation in excess of 180 days if, on the School's calendar at the beginning of the year, more than 180 days are identified as days the School will be in operation. The School understands that when severe weather causes a school district to cancel school, start late or dismiss early, the school district's provision of transportation to public charter school students may be impacted.

School districts of residence must provide students eligible under IDEA and protected handicapped students under Section 504 with transportation to the School. This includes transportation to an Extended School Year program if that program is held at the School.

However, the School recognizes that some students eligible under the IDEA or Section 504 require modifications or accommodations for their transportation to the School. Although school districts are

required to provide transportation for these students, school districts are not required to provide the modifications or accommodations (such as specialized equipment or personnel to accompany the student) for such students. The School acknowledges that provision of modifications or accommodations in a student's IEP or Section 504 Service Plan are the obligation of the School.

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?

PNMC CS will assume responsibility for any costs associated with student transportation for extended-day or extended-year activities. To ensure our students do not incur financial barriers to transporting themselves to and from school, extracurricular activities and college courses; PNMC CS will pay a percentage of student transportation costs for its students to include purchase of Capital Area Transit (CAT) monthly bus passes for students at $35.00 per student. Once our school's budget is finalized, we will solidify student transportation plans.

C. If outside the local district, how will they be transported to the school? The school district of student residence must provide transportation to a charter school up to ten miles from its border.

Pursuant to 24 PS 17-1726-A and 24 PS 13-1361, students living up to 10 miles from the Harrisburg SD border will be provided transportation free-of-charge by their district of residence. While students living beyond 10 miles of the Harrisburg SC border may still be admitted to PNMC CS, transportation to and from our school will be the responsibility of students and families.

6. Food Service
A. Describe the food service plan of the school.

The PNMC CS – given its **focus on health and wellness**, intends to partner with a reputable, experienced food services contractor who can **provide healthy meals** at cost-effective pricing consistent with our budget. This contractor will provide daily drop-off of fresh breakfast and lunch options. The school will purchase industrial-size refrigerators and ovens to keep its meals fresh and to heat any food that is intended to be served warm. We have included a Letter of Intent from the food services vendor detailing their experience in the K-12 sector and their preparedness to serve our student body in accordance with all relevant food and safety laws, state and federal guidelines.

The school will be responsible for monitoring the health of students via annual health screenings, and when necessary, will take steps to ensure that students failing to eat adequately will be provided with all necessary assistance. Each day students will be provided with a breakfast and lunch in accordance with the US Department of Agriculture's guidelines for healthy eating (Metz Culinary Management).

See Appendix K - Food Service.

B. What are the plans for free or reduced lunch or breakfast?

The BOD will establish guidelines to ensure that no student is without appropriate meals as required by statute. The school intends to apply for school wide funding under the National School Lunch Program (https://fns- prod.azureedge.net/sites/default/files/resource-files/NSLPFactSheet.pdf) and will offer free and reduced priced meals (breakfast and lunch) through its food service provider (see attached Appendix K) to all students at PNMC CS. As a school wide meals provider, PNMC CS will proudly offer all students - regardless of circumstance - both free breakfast and lunch.

In accordance with Title 24 P.S. Education § 13-1337, any communication regarding money owed by a student for school meals will be directed to the student's parent or guardian and not to the student. PNMC CS will comply with all Commonwealth of Pennsylvania regulations regarding the eligibility of school students for subsidized meals.

7. Timetable
   A. Provide a detailed timetable of projected steps and dates leading to the opening of a charter school.

For the purposes of this request, we provide an abridged timetable, or pre-opening work plan outlining the tasks to be executed prior to the opening of our school. A more detailed plan can be found in Appendix B. This attached startup plan includes compliance- and startup-related tasks required to open a charter school. These tasks are categorized by staffing, student enrollment and data, administrative tasks, operations, technology, procurement, professional development, facilities, culture and climate, specialized services, human resources, finance and accounting (detail), and grants management.

Table 11: PNMC CS Timeline and Plans for SY2020-21 Opening

Task	Team Member Responsible	Start Date	Completion Date
Charter resubmission and approval	Harrisburg SD Board	04/01/20	08/31/20

Task	Team Member Responsible	Start Date	Completion Date
Recruit, select, and hire Executive Director position	PNMC CS BODs	10/01/20	11/30/20
Update website to include admissions information and application, lottery information, schedule of parent and student information and registration sessions	Executive Director, contractor	12/01/20	12/31/20
Students: recruit, accept admissions applications, schedule/conduct lottery (if needed), enroll students	Executive Director, Business and Operations Manager	01/01/21	04/01/21
Recruit, select, and hire Principal, Office Assistant and Special Ed Coordinator	PNMC CS BODs, Executive Director	03/01/21	05/15/21
Recruit, select, and hire for all remaining staff positions	Executive Director, Principal	05/01/21	07/15/21
Finalize all MOUs, partnership agreements, and/or supplementary services agreements	PNMC CS BODs, Executive Director	04/01/21	06/30/21
Ready facility: lease, renovations, building and fire inspections	PNMC CS BODs, Executive Director	05/01/21	08/01/21
Finalize procurement list	Executive Director, Business Manager	06/01/21	07/31/21

Complete all requirements to occupy building and satisfy code/inspections	Executive Director, Business Manager	05/01/21	07/31/21
Staff and student orientation activities, professional development, etc. Official Start of School Year	Executive Director, Principal, Instructional Leader, Teachers & Staff	08/01/21	09/01/21

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.

The PNMC CS has reviewed Pennsylvania's Act 44 in amendment of the Public School Code in an effort to gain an understanding of the statutory and regulatory requirements for school safety plans. We assure that PNMC CS Board will comply with all applicable safety requirements found therein including:

- Inspection by a qualified building inspector;
- Inspection by the 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 PNMC CS;
- Compliance with all federal, state, and local health and safety laws, and regulations, as required;
- Establishment of a Safety Committee, comprised of multiple stakeholders, that will establish and submit a schedule of safety drills (fire, evacuation, shelter-in-place, etc.) to local authorities, conduct regular walkthroughs and audits of existing hazards, and document remediation efforts;
- Securing all required certificates, licenses, and insurances that are required for school operation and facility use, including, but not limited to, Certificate of Occupancy, Certificate of Insurance, Building Inspection permits, and any and all environmental quality measures (e.g., asbestos, lead paint, lead pipe, ground water, air quality, and food preparation facility licenses.

The PNMC CS Board understands its fiduciary responsibility to ensure the safe operation of our school, and the welfare of our students and staff. PNMC CS will appoint a school administrator as the school safety and security coordinator. Additionally, the school will provide all employees with mandatory training on school safety and security.

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

The PNMC CS has an obvious focus on nursing, and more broadly, will ensure a culture of health and wellness. The school is committed to:
- Providing a comprehensive learning environment for developing and practicing lifelong wellness behaviors for students and staff.
- Supporting and promoting proper dietary habits contributing to student and staff health status and students' academic performance.
- Providing maximum opportunities for students and staff to engage in physical activity.
- Integrating nutrition and physical activity across the curriculum
- Including nutrition and physical activities in staff professional development

In accordance with Article XIV of the Public School Code, PNMC CS will ensure that each student shall be given a vision test, hearing test, measurement of height and weight, a test for Tuberculosis, as well as any other test deemed necessary by the Advisory Health Board.

All teachers will report to the school nurse (to be hired and retained by the school as an FTE [additional detail below]) any unusual behavior, changes in physical appearance, changes in attendance habits, and changes in academic achievement as they may indicate the impairment of a student's health. The nurse may, upon referral by the teacher or on his/her own initiative, advise a child's parent or guardian of the apparent need for a special medical or dental examination. If a parent or guardian fails to report the results to the nurse or school physician, the nurse or school physician shall arrange a special medical examination for the child.

PNMC CS will make sure that its student health records are provided to, and maintained by, the school district or joint school board.

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

In accordance with the law, PNMC CS will employ a school nurse to:

- Create, store, and manage student medical and dental records in a secure, locked cabinet in compliance with the Health Insurance Portability and Accountability Act (HIPAA);
- Conduct/arrange health examinations/screenings and verify all required immunizations have been completed;
- Administer student medications (e.g., asthma inhalers and epinephrine auto-injectors) as allowed by school policy; and
- Report and manage any school-based communicable, environmental, or occupational disease as directed by a physician and in accordance with regulations.

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Appendices
- ☐ Appendix A: Course Offerings
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