

Wonderland Charter School Application

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2. Federal Grant Application Addendum to Commonwealth of Pennsylvania
Charter School Application
3. Charter School Entrance Readiness Packet
4. Charter School Progress Report
5. Staff Performance Review
6. Community Support Survey - Executive Summary
(Presented as a separate bound volume)
7. Letters of Support
8. Resumes
 - Marilyn L. Ohnmeis
 - Barbara G. Freeman
 - Harold A. Ohnmeis
9. Wonderland Charter School Corporate Bylaws
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11. Insurance Quote
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 - Marilyn L. Ohnmeis
 - Barbara G. Freeman
 - Harold A. Ohnmeis
13. Occupancy Permit on building at 2112 Sandy Drive; State College, PA 16803
14. Fire Sprinkler Inspection Report

Application Fact Sheet

CHARTER SCHOOL APPLICATION

APPLICATION FACT SHEET

The information furnished is an accurate representation of the application and does correspond to the information provided in the body of the application.

Wonderland Charter School

Proposed Charter School Name (Must include "Charter School" in the Title)

State College, PA 16803 Centre CIU #10
School Location (City/Town and Zip Code) County Intermediate Unit

Proposed Start Date 09/99 Date of School Board Approval _____

Federal Employer Identification Number 25-1807135 Aun # _____ (Supplied by PDE)

Contact Person:

Harold A. Ohnmeis
First Middle Last
Organization: Wonderland Charter School

City State College State Pennsylvania Zip Code 16803

Telephone (814) 234-2484 Fax Number (814) 234-2484 E-mail _____

Founding Coalition:	Staff: 2 Teachers & 2 Classroom Aides	Projected Student Enrollment Year 1-5: 1st Year <u>34</u> 2nd Year <u>34</u> 3rd Year <u>34</u> 4th Year <u>34</u> 5th Year <u>34</u>
Parent _____	Grade Level:	Other:
Teachers _____	Elementary <u>X</u>	Does the charter applicant have an existing retirement
Business Partnership _____	Middle _____	system? <input type="checkbox"/> yes <input checked="" type="checkbox"/> no
Community-Based _____	Secondary _____	
Organization _____	Other Grade Level:	
Museum _____	Circle Appropriate Grade	
Higher Education _____		
Other Founding _____		
Group _____	(K) 1 2 3 4 5 6 7 8 9 10 11 12	

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

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

APPLICATION FACT SHEET (Cont.)

School Focus:

Wonderland Charter School will focus on Early Childhood education of the student by providing a full day kindergarten curriculum with a proven, innovative curriculum featuring an Individual Education Plan (IEP) for each child and full parental involvement.

Wonderland Charter School will accept children from across the community, with varied backgrounds, assess, at the beginning of the school year, their individual developmental levels through an existing and proven screening process to ascertain their starting capabilities in the areas of:

- Fine and gross motor skills
- Creative and imaginative development
- Social and emotional development
- Cognitive development
- Acquired readiness skills

Then, from the assessed information, Wonderland Charter School, in concert with the parent, will develop an Individualized Education Program to fit each child's needs using the Wonderland Curriculum. The goal will be, with the assistance of parents, to develop each child in the five areas listed above so that they develop a love for school and are fully prepared and equipped to enter First Grade in their local school district the following September.

Program Assurances

ASSURANCES: PLEASE SIGN THE FOLLOWING ASSURANCES AS A SUPPLEMENT TO THIS
FEDERAL GRANT APPLICATION

PUBLIC CHARTER SCHOOL PROGRAM ASSURANCES FOR PUBLIC CHARTER SCHOOLS

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

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

Charter school: Wonderland Charter School

Date August 30, 1998

Authorized Representative Marilyn L. Ohmeis

I. Quality of School Design

Attachment # 1

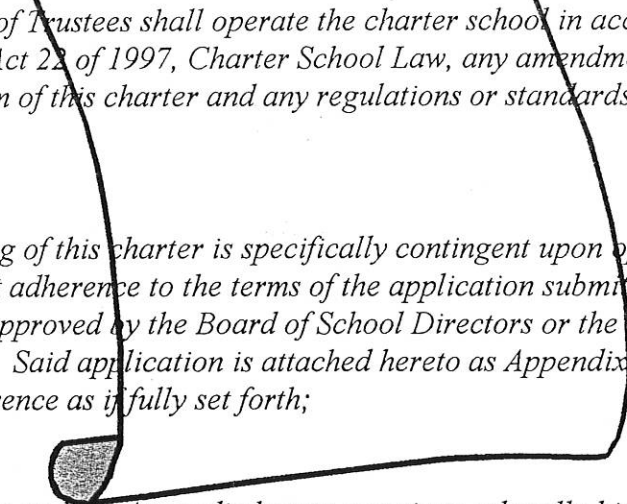
Charter for Wonderland Charter School

COMMONWEALTH OF PENNSYLVANIA
CHARTER
to operate a public school
known as

Wonderland Charter School

Pursuant to the authority vested in the Board of School Directors of State College Area School District, under the Public School Code of 1949, as amended, and § 1720-A of Act 1997-22 Charter School Law, the Board of Trustees of Wonderland Charter School is hereby granted a Charter to operate a public charter school located at 2112 Sandy Drive; State College, PA, for the period commencing on _____ and ending on _____. The grant of this charter was approved by vote of the Board of School Directors at a public meeting held on _____.

It is specifically understood and agreed between the signatories hereto that:

- 
- 1) the Board of Trustees shall operate the charter school in accordance with the provisions of Act 22 of 1997, Charter School Law, any amendments thereto enacted during the term of this charter and any regulations or standards applicable to charter schools;*
 - 2) the granting of this charter is specifically contingent upon operation of the charter school in strict adherence to the terms of the application submitted by the Board of Trustees and approved by the Board of School Directors or the State Charter School Appeal Board. Said application is attached hereto as Appendix A and is incorporated herein by reference as if fully set forth;*
 - 3) this Charter and the Appendix hereto constitute a legally binding agreement for the term set forth above and the terms of said agreement cannot be changed absent a written amendment to this charter;*
 - 4) this charter may be renewed for additional periods of five (5) years duration and upon any such renewal, a new charter shall be executed by the parties; and*
 - 5) this charter can only be terminated in accordance with the provisions of applicable law.*

WHEREFORE, the undersigned, intending to be legally bound hereby set their hands this _____ day of _____, 199__:

For the Board of School Directors of _____:

Board President/Vice President

Board Secretary

For the Board of Trustees of _____:

Board President/Vice President

Board Secretary

SECTION I. SCHOOL DESIGN

1. MISSION STATEMENT:

A. Core Philosophy:

Wonderland Charter School

Mission Statement

Wonderland Charter School will accept children from across the community, with varied backgrounds, assess, at the beginning of the school year, their individual developmental levels through an existing and proven screening process to ascertain their starting capabilities in the areas of:

- Fine and gross motor skills
- Creative and imaginative development
- Social and emotional development
- Cognitive development
- Acquired readiness skills

Then, from the assessed information, Wonderland Charter School, in concert with the parent, will develop an Individualized Education Program to fit each child's needs using the Wonderland Curriculum. The goal will be, with the assistance of parents, to develop each child in the five areas listed above so that they develop a love for school and are fully prepared and equipped to enter First Grade in their local school district the following September.

B. What is your overarching vision of the school?

The Wonderland Charter School will concentrate on delivering a full day developmental and academic Kindergarten program to all children regardless of race, creed, national origin, or economic status. Children need a strong educational foundation and Wonderland will provide the foundation necessary to continue on in the formal education system. Our focus and expertise is early childhood education! Our effort will be solely focused on the kindergarten level and we do not intend to expand to higher grade levels.

The innovation features of Wonderland Charter School include:

- An all day kindergarten
- The use of individualized education plans (IEP) for each student that will allow each student to progress to his or her own highest possible level of mastery.
- 85% of all children will attain the minimum mastery level.
- Small class sizes of 17 students with a teacher and an aide
- Ability to group students for learning within the small class size
- Checks & balances that monitor student achievement
- Accountability of teachers
- Parental Involvement

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2. GOALS AND OBJECTIVES OF WONDERLAND CHARTER SCHOOL.

A. Wonderland Charter School's academic goals and objectives for student learning:

Goal 1: Provide a full-day Kindergarten program.

Objective: Wonderland Charter School will have a full day program, with the hours of instruction being from 9:00 a.m. to 3:00 p.m. for a total of 900 hours per school year.

Goal 2: Maximize student learning by limiting class size.

Objective: Wonderland Charter School will limit class size to 17 students.

Goal 3: Meet each child's individual educational needs.

Objective: Wonderland Charter School will write an Individualized Education Plan (IEP) for each child, so as to meet each child's individual educational needs.

Goal 4: Set content mastery standards. Content mastery at the Kindergarten level will facilitate readiness for Pennsylvania Core Curriculum mastery in later grade levels.

Objective: 85% of all students will achieve benchmark standards. That is, by June, the student will achieve a "Go" (as opposed to a "No Go" on designated Gross Motor Skills, Fine Motor Skills, Language Arts Activities, Mathematical Activities, and Social Development areas appearing on the Progress Report. Achievement as indicated on the Progress Report must correlate with performance on the Final Readiness Packet administered by the Director.

Student progress will be periodically monitored; intervention procedures will be implemented if the student is not on schedule with achievement of skills. The schedule of periodic monitoring is as follows:

Pre-enrollment: Entrance Readiness Packet (see Attachment 3), administered by the classroom teacher.

December: Final Readiness Packet administered by the Director.

January: Progress Report & Evaluation, written by classroom teacher.

Monthly: Monthly Checks & Balances incorporated within the DISTAR programs, administered by the classroom teacher.

June: Final Readiness Packet administered by the Director.

June: Progress Report & Evaluation, written by classroom teacher.

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Language Arts Activities Indicators

By June, 85% of students will consistently display all the following Language Arts indicators:

a. *Oral Language.* Enables the child to share ideas and discoveries with each other. This includes speaking, listening, telling a story and reciting rhymes.

- Speaks in ten or more words.
- Shows understanding of past, present and future verb form.
- Verbalizes songs and finger plays.
- Dictates own experience stories.
- Describes objects using color, size, shape, composition and use.

b. *Listening.*

- Identifying rhyming words.
- Listening to instructions, the teacher, each other, and stories.
- Can follow 3 verbal directions
- Identifies sequence of events in stories.
- Can repeat simple rhymes.
- Auditory discrimination of pictures that begin with the same sounds.
- Understands some sound/letter association (phonics).

c. *Writing.*

- Write own name.
- Write one's ideas with pictures, scribbles, strings of unrelated letters, invented spelling, and/or correct spelling, graphs and rebus messages.
- Early phonemic writing through language experience.
- Writes the numbers 1 - 10 and letters of the alphabet.

d. *Reading.*

- Recognizing letters and saying the alphabet, lower and upper case.
- Sound/letter association (phonics) for those children who are ready for it.
- Reading one's writing and name.
- Reading certain sight words.
- Given a word, names beginning sound 50% of the time.
- Given a word, names ending sound 50% of the time.
- Given a letter, names 2 words that begin with letter.
- Recognizes most color words.
- Recognizes the number words 1 - 10.

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Math Indicators

By June, 85% of students will consistently display all the following Math indicators:

- Identifies numerals 1 - 12.
- Rote counts from 1 to 50
- Identifies basic shapes.
- Sorts and classifies objects.
- Identifies & reproduces patterns.
- Counts objects (1 to 1 correspondence).
- Adds and subtracts concrete objects.
- Uses numbers to sequence pictures.
- Identify ways people use numbers.
- Using numbers and counting to solve problems.
- Identify problems and identify solutions. (What's wrong? How can we fix it?).
- Evaluate and use solutions (How can we do it? What is the best way?).
- Predict outcomes/graphing (What will happen next?).
- Tell cause and effect.
- Place numbers in sequence (1 to 10).
- Sorting and classifying according to size, form, function, and other categories.
- Brainstorming (listing alternatives) different ways to classify things.

Science Activities.

Students will study units covering the following areas:

- Plants
- Animals
- Outer Space
- Body Growth & Hygiene

Goal 5: Meet 85% minimum mastery of Report Card Communication and Math Indicators by June

Objective: To use frequent assessment through Checks & Balances, Readiness Packets, and demonstration of skills as observed by the classroom teacher. Re-evaluation of those students who are not yet demonstrating understanding will be ongoing. If development is not displayed tutoring by teacher, peers, and parents will be employed. If sufficient progress is not observed, students in question will be referred for learning disabilities or physical shortcomings. If a child is subsequently classified with learning disabilities or special needs or has uncorrected physical needs such as glasses, that child will not be included in the 85% minimum mastery goal.

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Goal 6: Teacher accountability for student achievement

Objective: By June, the teacher will enable 85% or more of his/her class to meet minimum mastery levels of the Language Arts and Math Indicators on the Progress Report. Those mastery levels recorded by the teacher must correlate with actual student performance as measured by the Director on the Final Readiness Packet. If there is no correlation, and/or if the teacher does not reach 85% minimum mastery level, the teacher will forgo an increase in salary scale for the ensuing school year. This failure will be noted in the teacher's personnel records.

Goal 7: To develop an Individualized Education Plan (IEP) for each student.

Objective: In recognition that all students have differing backgrounds and academic foundations, each child will be assessed using the Entrance Readiness Packet administered by the classroom teacher prior to entry. Each student's initial assessment will be used as his or her baseline with which to develop their own personalized Individualized Education Plan (IEP) for the academic year. By the end of January, the year's ongoing assessment will be capsulized as a "snapshot in time" for each student to determine their growth, with additional academic goals added for each child according to demonstrated strengths and needs. These findings will be shared with the parents in a Progress Report in the student's second Parent/Teacher Conference of the year. Each child will meet minimum mastery levels in Language Arts and Math Indicators as displayed on the Progress Report. The IEP will be used to set individual academic goals above the minimum mastery level in areas of a child's strengths, and to remediate in areas of academic vulnerabilities. Each teacher will be accountable for 85% of her classroom students achieving individual learning plan goals.

Goal 8: To have Director involvement in daily academic instruction of the school on a specific schedule. (Refer to 1. Mission, b. "Administrative Reform", on page 4 for further details.)

Objective: The Director will:

- Mentor and support staff, on a daily basis
- Coordinate planning and delivery of academics, on a weekly basis
- Review weekly lesson plans and provide ongoing guidance
- Conduct one-on-one child assessment using the Readiness Packet twice annually, in December and June
- Review each and every Progress Report and backup evaluation material for each student.

B. Wonderland Charter School's non-academic goals and objectives to promote high academic achievement:

Non-academic goals include addressing the developmental needs of kindergarten-age children. General areas include fine motor skills, gross motor skills, and social development. Within these areas there is an exposure, learning, and reinforcement of life skills and competence in areas such as: cooperation, problem solving, creative thinking, effective communication self-respect self-discipline, character, responsibility, work ethic, fairness, sharing,

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giving, caring, and kindness. These skills are cooperatively developed by teachers and students at the start of the school year. They are based on the needs of each class group, with emphasis on human respect and responsibility. Treating others as you would like to be treated is appropriate for the young child's focus upon self, yet leads the child toward discovery of group dynamics. The teacher acts as guide and mentor, reminding and redirecting behavior as needed to encourage positive actions.

Gross Motor Skills Development Indicators:

By June, 85% of students will consistently display all of the following Gross Motor Skills Development indicators:

- Walks balance beam, forward and backward.
- Can hop, jump, march and skip and gallop.
- Can bounce, throw and catch a ball.
- Can climb and dance.
- Balances on foot for five seconds.
- Walks and runs on tiptoe.
- Walks heel-to-toe.
- Moves body creatively upon teachers directions.
- Claps with music.

Fine Motor Skills Development Indicators

By June, 85% of students will consistently display all of the following Fine Motor Skills Development indicators:

- Using crayons, magic markers, paint correctly.
- Uses scissors with control to cut along a straight line and a curved line.
- Folds and creases paper two times, folds paper into halves, quarters and diagonals.
- Use clay and dough for modeling.
- Use manipulative toys and puzzles in a constructive way.
- Strings small beads.
- Follows a sequence of holes when lacing.
- Connects a dotted outline to make a shape.
- Uses appropriate pencil grip.
- Writes own name.
- Can trace a pattern.
- Reproduces shapes (circle, square, triangle, and rectangle).

Social Development Indicators

By June, 85% of students will consistently display all of the following Social Development indicators:

- Listens Attentively (attention span) and follows directions.
- Adapts to new situations.
- Displays self-confidence.
- Is polite and respectful to authority.
- Obeys room and school regulations.

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- Plays well independently.
- Plays well in a group situation.
- Child works independently and makes good use of his time.
- Child takes pride in his own work.
- Child cleans up his own work area.

3. EDUCATIONAL PROGRAM:

A. WONDERLAND CHARTER SCHOOL CURRICULUM

Wonderland Charter School's educational program. An overview of curriculum goals, objectives and content in all subject areas is listed below:

SECTION 1. BACKGROUND.

Wonderland Charter School is a public, charter school licensed by appropriate educational authorities to conduct educational classes for a Kindergarten. The curriculum used is licensed from a variety of proprietary agencies. As such, it cannot be copied, reproduced, used, or distributed in any manner without the express permission of the originating agency.

In order for teachers to understand the starting point of their students, it is imperative that the children's educational experience be kept in mind. Children entering the Wonderland Charter School will have no previous experience with school or will be a graduate of some preschool's/prekindergarten's program. This will often create the situation at the beginning of the year where children in one class will have a myriad of skills and levels. It will be a challenge to the teacher to harness all of this and get the children to where they should be at the end of the year.

A big adjustment for the kindergarten children will be a social one, learning to be away from their mother or father and transferring that trust to the teacher. A great deal of patience and understanding is required to teach the kindergarten child. In addition to core academic subjects, they must learn the basics of listening, following directions, cooperating and sharing with their friends, taking turns to speak, developing fine and gross motor skills that will help them learn to read and write later down the road.

SECTION 2. MISSION AND OBJECTIVES.

I. MISSION OF THE KINDERGARTEN TEACHER.

The mission of the Wonderland Kindergarten Teacher is simply stated as:

Teach the children the Wonderland Curriculum so they will be ready for the First Grade in the Fall!

I. OBJECTIVES OF THE KINDERGARTEN PROGRAM.

A. Program Overview

Wonderland Charter School's program is designed to allow each child to develop their own unique potential. Each child's individuality is recognized and encouraged. These experiences will promote effectively the physical, mental, social, emotional, and aesthetic development of

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children. The curriculum will include activities that encourage independence, social cooperation, and an acceptance of self. This will be achieved through experimenting, exploring and manipulating materials that are developmentally based and sequentially structured. The components of the kindergarten program are listed below.

1. Gross Motor Skill Development

Large motor skills strengthen their muscles and help coordinate their actions. Physical Education helps foster listening, following directions, knowing the difference between left and right, and balancing and moving to music.

The child will demonstrate these skills by:

- a. Walking a balance beam, forwards and backwards.
- b. Hopping, jumping, marching, skipping, and galloping.
- c. Bouncing, throwing, and catching a ball.
- d. Climbing and dancing.
- e. Balancing on one foot for five seconds.
- f. Walking and running on tiptoe.
- g. Walking heel-to-toe.
- h. Moving his or her body creatively upon teacher directions.
- i. Clapping with music.

2. Fine Motor Skill Development

The child will demonstrate fine motor skills by:

- a. Using crayons, magic markers, paint correctly.
- b. Using scissors with control to cut along a straight line and curved line.
- c. Folding and creasing paper two times, folding papers into halves, quarters, and diagonals.
- d. Using clay and dough for modeling.
- e. Using manipulative toys and puzzles in a constructive way.
- f. Stringing small beads.
- g. Following a sequence of holes when lacing.
- h. Connecting dotted outline to make a shape.
- i. Using an appropriate pencil grip.

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- j. Writing his or her own name.
- k. Tracing a pattern.
- l. Reproducing basic shapes (circle, square, triangle, and rectangle).

3. Perceptual Activities

- a. Child recognizes and identifies basic shapes and primary colors.
- b. Child finds hidden shapes in pictures.

4. Language Arts Activities

The teaching vehicle used to implement the language portion of the Wonderland Curriculum is the DISTAR Language I program by the Macmillan/McGraw Publishing Company. The purpose of DISTAR Language I is to help students learn the words, concepts, and statements important to both oral and written language comprehension. They will learn word and sentence skills plus important thinking skills as a foundation for reading comprehension. Their range of information and vocabulary is extended and they will develop questioning and reasoning skills and apply these skills to new situations.

a. Oral Language. Oral Language enables the child to share ideas and discoveries with each other. This includes speaking, listening, telling a story, and reciting rhymes. The oral language objectives for the school year is that the child will:

- (1) Name common objects, i.e., a ball, an ant.
- (2) Make statements that identify common objects, i.e., This is a ball, this is an ant.
- (3) Make not statements, i.e., This is not a pencil.
- (4) Describe some properties of objects, i.e., This ball is big.
- (5) Describe positional relations of objects, i.e., prepositions including under, on, etc.
- (6) Make plural statements, i.e., These are girls.
- (7) Make comparative statements, i.e., The rock is bigger than the ball.
- (8) Follow simple commands and make statements describing their actions, i.e., Touch your shoe, Stand up, "I am touching my shoe ", and "I am standing up."
- (9) Respond with actions to instructions that involve understanding pronouns, prepositions, plurals, tense, and other language concepts, i.e., and, or some, all, none, same and different, before and after, and if-then rules. The child will make statements describing their actions.
- (10) Describe actions illustrated in pictures, i.e., The boy is running.

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- (11) Make not statements involving actions, i.e., I am not standing up.
 - (12) Learn to describe groups of objects, i.e., some, all, none, and make statements that incorporate these words.
 - (13) Use words that ask specific questions (i.e., who, what, where, when) and answer questions containing these words.
 - (14) Use words that describe similarities (i.e., same, different) and make statements that incorporate these words.
 - (15) Use conditional words (i.e., or, if) and make statements that incorporate these words.
 - (16) Use the combining word "and" and make statements that incorporate this word.
 - (17) Use words that describe temporal sequence (i.e., before, after) and make statements that incorporate these words.
 - (18) Learn class names (i.e., vehicles, animals, tools, clothing, and food.)
 - (19) Learn the names of many members of the nine different classes (i.e., a dog, a lion, an elephant, etc.)
 - (20) Learn the rules for classification (i.e., If it's made to take you places, it's a vehicle.)
 - (21) Learn personal and school information.
 - (22) Learn the relationships between objects and their parts: the names of parts of objects, and their functions.
 - (23) Learn the days of the week, months of the year, and seasons.
 - (24) Learn common information about different occupations, common objects and how they are used, and natural phenomena.
 - (25) Learn information about different locations.
 - (26) Verbalize songs and fingerplays.
 - (27) Dictate his own experience stories.
- b. Listening. The listening objectives for the school year is that the child will:
- (1) Identify rhyming words.
 - (2) Listen to instructions, the teacher, each other, and stories.
 - (3) Be able to follow 3 verbal directions.
 - (4) Identify sequence of events in stories.
 - (5) Repeat simple rhymes.

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- (6) Be able to, using auditory senses, discriminate between pictures that begin with the same sounds.
- (7) Be able to associate sounds with their letters (phonics.)
- (8) Understand prepositions.

c. Writing.

(1) Handwriting Program. The teacher will conduct several lessons weekly with the students in handwriting. Our Handwriting Program was developed by Hancourt, Brace, and Jovanovich as part of their Kindergarten Readiness Program. This program starts with the practice of simple strokes and directional movement and progresses to letter formation. This facilitates a smooth transition to cursive with a continuous-stroke approach to manuscript. We will be using a simple color-dot system using the familiar "traffic light" to guide our letter formation. And, we have learning aids in the classroom such as flash cards and writing templates to focus our handwriting efforts. Overall, the letter forms in this program help prevent handwriting hazards and increase legibility. The type of manuscript writing that the children at Wonderland will learn is the same as taught by the State College Area School District (SCASD). This was done purposely to provide for a smooth integration by Wonderland Charter School graduates into the SCASD at the 1st Grade level.

(2) The writing objectives for the school year is that the child will:

- (a) Write his or her own name.
- (b) Write one's ideas with pictures, scribbles, strings of unrelated letters, invented spelling, and/or correct spelling, graphs, and rebus messages.
- (c) Execute early phonetic writing through language experience.
- (d) Write words phonetically.
- (e) Write numbers and alphabet letters.

d. Reading.

(1) Reading Program. The Wonderland Reading Program is designed around the Structural Reading Program by Stern, Gould, and Stern, published by Random House. The fundamental concept underlying Structural Reading is that children usually attach more value and meaning to their own insights and reasoning than they do the conclusions of others, no matter how valid and wise those conclusions are. In the majority of reading programs, teachers are expected to present students with conclusions, such as the rules of reading and spelling. Students receive these rules more or less passively, and with varying degrees of attention. But in Structural Reading, the students work texts are designed so that teachers can allow students to discover these rules by themselves. Structural Reading is a modified linguistic program. It is linguistic because all instruction is based on spoken language, and because beginning reading is taught through a vocabulary of linguistically regular words. It is modified because the sound names of the letters are emphasized and because decoding is taught as a one step blending process that imitates natural speech. This program is effective

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with students of a variety of abilities, backgrounds, and ages because it is based on the assumption that a child's understanding and logical faculties are more reliable tools for learning than rote memorization. The program allows students to progress systematically, and at the pace that fits their individual needs.

(2) The reading objectives for the school year is that the child will:

- (a) Recognize letters and say the alphabet, lower and uppercase.
- (b) Understand sound/letter association (phonics).
- (c) Read one's writing and name.
- (d) Read certain sight words.
- (e) Read a rebus.
- (f) When given a word, be able to name the beginning sound.
- (g) When given a word, name the ending sound.
- (h) When given a letter, name a word that begins with that particular letter.
- (i) Recognize color words.
- (j) Recognize number words.
- (k) Recognize blends and digraphs.
- (l) Learn left to right progression.
- (m) Have an understanding of sound symbol relationships.

5. Mathematical Activities

(1) Mathematics Program. The Wonderland Mathematics Program utilizes the DISTAR Arithmetic I program by Macmillan/McGraw Publishing Company. DISTAR Arithmetic is designed to teach effective strategies for learning and retaining facts, solving computational problems, and working story problems. The program design makes learning beginning mathematics easy for students by breaking complex tasks into component skills, teaching these preskills, and demonstrating to the children how the components are combined. This simplification of complex tasks plus ample practice enables all children to experience success. Each student will begin at a learning point comfortable to their needs and they will progress from there. The children will learn the material through teacher presentation as well as individual workbooks. We, of course, will also play fun games as reinforcement of our learned skills. The tools the children will use involves counting, logical thinking, measuring, graphing, addition, subtraction, cuisenaire rods, unifex cubes, and geoboards.

(2) The mathematics objectives for the school year is that the child will:

- a. Identify the numerals 0 - 30.
- b. Counts to 1 to 50.

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- c. Identify basic shapes.
- d. Sort and classify objects.
- e. Recognize and reproduce patterns.
- f. Count objects in a 1-to-1 correspondence.
- g. Add and subtracts concrete objects.
- h. Use numbers to sequence pictures.
- i. Use numbers to record amounts and measurements.
- j. Take measurements with nonstandard units (same size blocks, yarn, stripes, etc.)
- k. Identify ways people use numbers.
- l. Use numbers and counting to solve problems.
- m. Identify problems and identify solutions. (What's wrong? How can we fix it?)
- n. Evaluate and use solutions. (How can we do it? What is the best way?)
- o. Predict outcomes/graphing. (What will happen next?)
- p. Tell cause and effect.
- q. Place numbers in sequence (1 to 10 and 10 to 1)
- r. Understand what written and spoken numbers mean.
- s. Sort and classify according to size, form, function, and other categories.
- t. Brainstorm (listing alternatives) different ways to classify things.
- u. Put things in order of events in time (first / next / then / finally; first / second / third / fourth)
- v. Handle the basic operations of addition, algebra addition, and subtraction.
- w. Work simple story problems that involve the operations above.
- x. Work simple problems based on the signs of greater than and less than.
- y. Derive new arithmetic facts based on an understanding of approximately 35 facts.
- z. Apply ordinal counting to simple picture problems.

6. Science Activities

The child will broaden his or her horizons through experiments, predicting, investigating, inventing, and recording ideas on paper. Units throughout the year and their objectives are:

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a. Plants are Living Things.

- (1) The difference between living and non-living things.
- (2) There are many kinds of plants.
- (3) To classify plants according to characteristics such as size, shape, color, and texture.
- (4) Plants have roots, stems, leaves, and flowers.
- (5) Many kinds of plants are grown from seeds.
- (6) Plants are useful to people.
- (7) To understand plant and animal life and other aspects of the environment must be respected.

b. Animals.

- (1) There are many different kinds of animals.
- (2) All animals have the same basic needs.
- (3) Animals grow and change.
- (4) Animals help people in many ways.
- (5) To understand the balance of nature- that is, animals need to eat plants, vegetables, and insects in order to live.

c. Body Growth and Hygiene.

- (1) The human body is made up of many parts.
- (2) People have many similarities and differences.
- (3) The human body has five special senses.
- (4) Caring for yourself is important to good health
- (5) Four food groups.

d. Seasons and Weather.

- (1) There are four seasons in a year: Spring, Summer, Winter, and Fall.
- (2) There are changes in weather with each season.
- (3) Seasonal weather affects how we dress and live.
- (4) Plant and animal life is different during each season.
- (5) There are weeks and months in a calendar year.

e. Space.

- (1) The earth is a planet in space.
- (2) The sun is a star that always shines.
- (3) The moon and earth are different.
- (4) The earth has day and night.
- (5) A model is a copy of something real.

f. Magnets.

- (1) Magnets are many different shapes and sizes.
- (2) Magnets attract some materials.
- (3) Some magnets are stronger than others.
- (4) The strongest parts of a magnet are called poles.
- (5) Some materials can be magnetized.
- (6) Magnets are useful to man.

g. Light and Sound.

- (1) Eyes are organs which enable us to see.
- (2) Light comes from light sources such as the sun, light bulbs, candles, lanterns, and fire.
- (3) Shadows are made when something blocks the light.
- (4) Color is a quality of light.
- (5) Ears are organs which enable us to hear.
- (6) There are many different kinds of sounds.
- (7) Sounds are made when objects vibrate.
- (8) Some sounds are useful to people.

h. Safety.

- (1) Bikes
- (2) Playgrounds
- (3) Classrooms
- (4) Traffic and Pedestrians

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7. Social Science and Intercultural Activities.

This area will broaden the children's ideas about people and the way they live together. Children will understand how they are unique and how they are part of a group.

a. Space (Geography)

(1) *Location* - The student will develop the concept of "self in space" through movement and art activities that emphasize directional and positional concepts (left/right, toward/away, beneath/above, etc.

(2) *Place* - The student will understand that familiar places such as the classroom, the playground, and the neighborhood have physical characteristics (trees, mountains) and/or human characteristics (streets, stores, houses) and that places can be described or represented in different ways (pictures, table models, maps, and globes.)

(3) *Relationships Within Places* - The students will describe, through group discussions and planned activities, how people depend upon the environment and adapt to and change the environment.

(4) *Movement* - The student will learn through stories, songs, conversation, and by working together that people need and depend upon each other and move from place to place.

(5) *Region* - The student will show through discussions and art activities how classrooms, homes, and neighborhoods, are organized, have common characteristics, and can be changed.

b. Culture.

(1) The students will develop social and citizenship skills through sharing, accepting responsibility, planning, cooperating, compromising, and making decisions.

(2) The student will begin to recognize the need for rules and responsibilities within the home, school and neighborhood and develop a respect for living things.

(3) The child will develop an awareness of people, jobs, and services within the community.

(4) The student will develop an appreciation for stories, fairy tales, rhymes, poetry, art, music, and dance.

(5) The student will develop an awareness of customs and traditions that are developed through group living.

8. Expressive arts (including music, art, and dramatic play.)

a. Art, music, and dramatic play are interwoven throughout all learning experiences and subject areas to maximize the child's learning arena.

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b. Use children's imaginations by having them use clay, paper, crayons, markers, paint, paste, and collage materials to express their feelings and ideas.

c. Through music they express themselves and their ideas. We will use records, tapes, and rhythm instruments to develop a love for music. The children will learn to sing, chant, accompany and move to music. This will also enhance their listening, reading, and writing skills.

9. Relational Concepts

The child will:

a. Understand and use words that describe position (over/under, on/under, in/out, between/next, to/among, etc.)

b. Understand and use words that describe amount (more/less/fewer/same, more/some/all, most/least, etc.)

c. Understand and use words that describe size (big/little, short/tall/long, fat/thin, etc.)

d. Understand and use words that describe distance (near/far, here/there.)

e. Understand and use words that describe time (before/after, first/last, fast/slow, etc.)

f. Understand and use comparative (big/bigger/biggest, near/nearer/nearest, etc.)

g. Understand and use opposites (big/little, near/far, before/after, etc.)

h. Understand and use the concepts same/different.

10. Theme Approach

Some of the possible themes we will use throughout the school year, categorized by month, are listed below.

- September - Fall

- Back to School

- Getting Acquainted

- School Safety

- Nutrition

- Labor Day

- Grandparents Day

- Senses

- Johnny Appleseed

- October - Fall

- Fire Fighters/Safety

- Christopher Columbus

- Jack-O-Lanterns

- Halloween

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- October - Fall (Cont.)

- Squirrels
- Leaves
- Scarecrows
- All About Me!

- November - Fall

- Family
- Dandelion
- Ready For Winter
- Turkey
- Five Happy Pilgrims
- Voyage of the Mayflower
- Seeds
- Chipmunks
- Birds & Migration
- Food & the Grocery Store
- Corn

- December - Winter

- Winter
- Different Places
& Cultures
- Sharing
- Rocks

- January - Winter

- Snowflakes
- Cold Weather Animals
- Health Habits
- Penguins
- Hibernation
- New Year

- February - Winter

- Martin Luther King
- Dental Health Month
- George Washington
- Things That Melt
- Friendship
- Feelings
- Groundhog Day
- Valentines Day
- Above and Below the Ice
- Winter Olympics/Sports
- President's Day

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- March - Spring

- Wind
- Kites
- Trees
- First Day of Spring
- Community Helpers
- Windmills
- Spring Birds
- Shamrock & Leprechauns
- St. Patrick's Day
- Easter

- April - Spring

- Rain
- Seeds
- Five Senses
- Grass
- April Fools
- Arbor Day
- Growing
- Trees

- May - Spring

- Maypole
- Family
- May Bells
- Mother's Day
- Caterpillars
- Farm & Farm Animals
- Flowers in May
- May Basket
- Memorial Day
- Butterflies
- Circus
- Planting

- June - Summer

- Hot Air Balloons
- Lady Bugs
- Inventions
- Sports
- Nature
- Father's Day
- Bike Hikes
- Turtles
- Dinosaurs

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11. Daily Schedule

All classes are 6 hours long. There is a minimum of 900 curriculum hours per school year. The morning session starts at 9:00 a.m. and ends at 3:00 p.m. The daily schedule for the class will be:

- Free Play
- Circle Time
- Language Arts
- Snack
- Health
- Math
- Lunch
- Gross Motor Skill Room Time or Outdoor Play Area
- Social Studies or Science
- Handwritng
- Strucural Reading
- Art or Music
- Free Play

SECTION 3. CONFERENCES & PROGRESS REPORTS

I. PARENT / TEACHER CONFERENCES.

A. Frequency of Conferences.

1. There will be normally a minimum of three parent/teacher conferences per school year for each child enrolled at Wonderland.

2. Schedule of Conferences.

a. First Conference. The first conference is normally held at the end of September or the beginning of October. This conference will not have a prepared Progress Report prepared for it. Rather, this conference is used for the parent to get to know the teacher and for the teacher to learn the expectations of the parent. Additionally, an Individualized Education Plan (IEP) is formalized at this conference. Note: The Wonderland Charter School Screening needs to be completed by this conference and

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the observations shared with the parents of each child in order to develop a viable IEP.

b. Second Conference. The second conference will normally be held at the end of January or the beginning of February. This conference will be the vehicle by which the first Progress Report is given to the parent. This report will normally cover approximately the first 90 days of the 180 day school year. An example of the format of this Progress Report is shown at the end of Section 3.

c. Third Conference. The third conference is at the end of the school year in June, normally within the first two to three days after the end of the school year.

3. Sign-up of Conferences. Parents will be given the opportunity to sign-up for conferences using the sign-up sheets posted on the class Information Board. Conferences scheduled outside of the normally allocated conference periods need to be cleared with the Director.

II. PREPARATION OF THE PROGRESS REPORT.

A. Filling in of Report Period Markings.

1. Each block in Report Period 1 on pages 1 through 4 must be filled in (with the exception of Science Activities - see below) with an Go (for satisfactory) or a No Go (for needs improvement).
2. The blocks will be done neatly in handwritten ink.
3. Science Activities subcategories that were not covered in the Reporting Period can be left blank.

B. Mandatory Comments.

1. The following corresponding areas on the Kindergarten Progress Reports must have written comments which will be appended to the report after page 5.
 - a. Motor Skill Development.
 - Corresponds to Sections I & II
 - Cover both fine and gross motor skills.
 - b. Language.
 - Corresponds to Section III
 - c. Mathematics
 - Corresponds to Section IV
 - d. Social Development
 - Corresponds to Section VI
2. The teacher can also add in, at his/her discretion, a Miscellaneous Section for this Report Period which will be listed as 5. (after Section 4. Social

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Development).

3. Comments.

a. As a minimum, there must be comments for each comment area 1a through 1d that should be written in general terms that support or clarify something in the corresponding sections.

b. If a "No Go" is annotated on the Progress Report, a supporting comment must be written in the comment area. These comments should include what specifically is not to standard and what needs to be done to bring the task up to an acceptable standard. If the requirement just depends on the passage of time, i.e., "...should not be a cause for concern, as ... will come in time." it will be stated.

C. Administrative Data (Page 5).

1. The total school days for the year should come out to 180. In the event there have been Snow Day school cancellations, the days might be less, but the curriculum hours will always be at least 900 hours. If the curriculum hours fall below the 900 minimum, then additional school sessions will be planned for and held to come in compliance with the minimum annual hour requirement.
2. Compute Days Absent from your Attendance Roster. The classroom teacher will maintain a Kindergarten Roster in the classroom. At the end of the school year, this roster will be turned in and kept on file as part of archival records..
3. The First Reporting Period for a school year roughly covers a period of 90 days.
4. The Second Reporting period covers the remaining 90 days.
5. Date Entered will be the first day of school for all children enrolled as of the beginning of the school year. For all other children entering the Wonderland Charter School Program after the start of the school year, use the first day they actually attended class.
6. Date Withdrawn is left blank.
7. Recommended Placement for Next Year is left blank for the First Reporting Period. (It is filled in for the Second Reporting Period.)
8. Teacher's Signature should be entered for both the First & Second Reporting Period.

III. BLANK KINDERGARTEN PROGRESS REPORT.

Attached at Attachment 4 is a blank Progress Report that will be used to convey the progress of each child to the parents. Written comments are normally two to three typewritten pages and are attached after page 5 in each child's Progress Report.

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B. School calendar and hours of the school operation.

A detailed school calendar has not been finalized because it will need to mirror many of the attributes of the State College Area School District's (SCASD) calendar. It will start on the same day as the SCASD calendar and contain 180 school days. Hours of operation will be from 9 a.m. to 3 p.m. and provide for a minimum of 900 curriculum hours.

C. Accommodation of students with special needs (In addition to the guidelines issued by the Pennsylvania Department of Education for charter school special education):

Wonderland Charter School will be handicapped accessible and will be the first step in identifying children with disabilities and connecting them with services provided by the State College School District, Central Intermediate Unit #10, or other contracted agencies. Our goal is to include classified children in regular education with support, to the fullest extent possible. We will utilize the professional screening services of accredited experts to determine special education services needed. Evaluation of those students who are not progressing academically, or who are displaying signs of physical emotional or learning disabilities, will be conducted monthly. If academic progress is not displayed, tutoring by teacher, peers, and parents will be employed.

The Director will be instrumental in developing alternative strategies for students who fail to progress. If the suggested strategies do not result in improvement, an IEP Team may be used for further assessment. The IEP Team will be solely responsible for assessing the students, classifying the nature of his or her disability, and then developing the student's special needs IEP. The adherence to state and federal mandated procedures will be the responsibility of the IEP Team. The delivery of services specified in the IEP will be the responsibility of the Wonderland Charter School.

4. SCHOOL ACCOUNTABILITY:

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

1. The Director and Administrator will be chief evaluators on a daily basis, responsible for:
 - a. implementation of policies and procedures as determined by the Board of Trustees
 - b. effective delivery of approved curriculum
 - c. resolution of problems and questions of a routine nature
 - d. evaluation of teaching staff

The Board of Trustees will receive an activity/evaluation report from the Director, with input from all staff members, on a monthly basis. The staff will include suggestions for improvement, requisitions for supplies, facilities needs, and review of progress. The Board meetings will be

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open to the parents and public and will include invitations for comment and discussion before voting on all items. Furthermore, the Board will solicit opinions and suggestions for improvement from those attending to increase community involvement in the charter school process. Items which may be discussed at a meeting of the Board of Trustees may include :

- facilities
- curriculum
- teaching methods/interaction with parents
- achievement of academic goals
- achievement of non-academic goals
- progress toward long range plan
- communication avenues
- transportation issues
- budget

There will be a semi-annual meeting to review student progress, discuss satisfaction survey results, and solicit teacher suggestions and parent suggestions.

B. Teacher and staff evaluation.

For each Classroom Teacher.

1. Certificated staff will be formally evaluated by the Director annually, based Director and/or Administrator visitations. The purpose of the evaluation routine is to promote professional growth and teacher excellence, identify areas needing attention as well as practices demonstrating high effectiveness, and provide feedback from which the teacher may guide her/his professional development.

2. As valued members of the education team, parents will have input to teacher evaluations via the teacher satisfaction portion of our school satisfaction survey instrument. Consistently noted strengths and weaknesses in the parent surveys will be used to effect change in education delivery.

3. The annual performance review will be written using the form at Attachment 5 which will assess the teacher's strengths and weaknesses, identify strategies for improvement where necessary, recognize achievement and effective practices, and review available indicators of student achievement.

4. A key component will be the number of students who attained minimum mastery level and the number failing to attain mastery level and the number (if any) exempted from attaining mastery level due to identified disabilities or special needs. For the latter, information about the Child IEP Team's assessment will be included, including date of assessment, type of assessment, and services recommended. If the total falls below 85%, that classroom teacher will be denied a salary increase for the ensuing school year. This will be noted on that teacher's personnel records as well.

5. Dates of absences, reasons, and total number will be evaluated.

6. Detailed information about professional development experiences will be considered.

7. A completed annual Staff Evaluation Report will be available to the Board of Directors for review. (See Attachment 5)

C. School accountability to parents and children.

1. To Parents as a Group:

- a. Development of Individualized Education Plans (IEPs) for each child. These are written in conjunction with the child's parent(s). At the end of the initial IEP Development Conference, there will be clear understanding between the school and family of the family's educational/social/developmental expectations for their child.
- b. Intermediate Checks & Balances within a reporting period for early identification of their child's weak areas.
- c. Detailed Progress Reports chronicling each child educational development.
- d. Three Parent/Teacher Conferences per child (as a minimum.)
- e. Parental ability to attend monthly Wonderland Charter School Board meetings.
- f. Wonderland Charter School will prepare an annual report. The Board of Trustees will report on our charter goals for the year. Included will be the following:

2. For the entire school.

- a. Number and percentage of students school-wide who attained the minimum mastery level with breakdown by content (i.e. math, language arts, fine motor skills, gross motor skills).
- b. Average date at which minimum mastery level attained.
- c. Average daily attendance, total aggregate attendance, average daily enrollment, total aggregate enrollment.
- d. Dates and reason for any students transferring out of the school.
- e. For each parent involvement event, number of parents participating, number of students (families) represented.
- f. Demographic profile of student body, including percentages by race, sex, students from single-parent homes, or where the home language is other than English.
- g. Health screening results
- h. Discipline records, including number of suspensions and expulsion, if any
- i. Budgetary data, including accountant's and auditor's reports.
- j. List of substitute teachers used.

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3. To Parents in relation to their child (for each student):
 - a. Copy of student's Individualized Education Plan (IEP).
 - b. Results of Readiness Packets, administered at baseline (entrance), mid-year, and end-of-year.
 - c. Copy of mid-year and end-of-year Progress Report.
 - d. Detailed knowledge of the student progress in attaining the "Go" mastery level.

D. Plan for regular review of school budgets and financial records.

Wonderland Charter School will use the services of Rick G. Bair, CPA, of Leoniak, Bair, and Company, LLC, for all annual audits, financial advice, and oversight of financial records management.

Internal reports will be prepared and presented monthly to the Board of Directors depicting actual expenditures, anticipated expenditures, revenues, and cash flow analysis.

E. System for maintaining school records and dissemination of information.

Records to be kept include the following:

- personnel records, including attendance, evaluations, and professional development
- other personnel records (custodial and clerical staff, and substitute teachers)
- payroll, accounting, and budget records
- student enrollment and attendance records, including state-mandated reports
- student special needs assessment
- immunization and health screening records
- discipline records
- transportation records
- admission applications
- parental involvement pledges
- student assessments including progress reports, standardized test results, and portfolio
- family profile and contact information
- special after school program records, as appropriate
- facilities maintenance and management records
- minutes of Board of Trustees and staff meetings, and other meetings as appropriate

Recordkeeping will be computerized to the greatest degree feasible to allow centralization, security, and quick and flexible retrieval. The parent or guardian of each student shall have the right to obtain full information about that student, while maintaining the privacy of that information against access by other persons. The parent or guardian and student shall have the right to inspect and if necessary, correct records relating to the student. Third party access to student

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records is strictly limited to the appropriate school personnel or Board of Trustees member. Any release of individual student information to third parties will require the written consent of the parent or guardian. Release of student records in the case of subpoena or transfer of records to another school will require advance notification to the parent or guardian.

Summary information, in which individual students or teachers are not identified, will be made available to the public. This information will include student demographics, assessment, achievement, enrollment, discipline, and teacher characteristics such as qualifications and background. Examples of this type of summary information might be percentage of students achieving mastery, number of teachers holding advanced degrees, average daily attendance, etc.

F. Student Evaluation:

1. Plans to evaluate student performance.

The innovative aspect is that the Wonderland Charter School will be more responsive than traditional Kindergartens to the individual needs of the child by assessing educational goals on an individual and continual basis. To that end we have developed the following methods of assessment:

a. The Entrance and Final Readiness Packet which will be administered to each child prior to entrance, and in December and June.

b. An individualized education plan (IEP) will be developed by the classroom teacher in conjunction with the student's parents for each child upon entrance to the Wonderland Charter School. The initial IEP will be based on the Entrance Readiness Packet administered prior to entrance in the school. The IEP will be reassessed and adjusted according to the child's growth using the most recently administered Checks & Balance Evaluations, teacher assessments, and observations.

c. An individual portfolio of the student's work collected monthly will be used to track each student's progress.

d. Teacher observation and record keeping of students engaged in exploration of educational concepts will also be used to assess student growth.

e. Checklist to be administered monthly by the teacher to keep a running record of growth.

f. Student assessment will be based on the following indicators, some of which go beyond minimum mastery level:

Gross Motor Skill Development: walks balance beam, forward and backward; hop, jump, march and skip and gallop; bounce, throw and catch a ball; climb and dance; balances on foot for five seconds; walks and runs on tiptoe; walks heel-to-toe; moves body creatively upon teachers directions; claps with music.

Fine Motor Skill Development: using crayons, magic markers, paint correctly; uses scissors with control to cut along a straight line and a curved line; folds and creases paper two times, folds paper into halves, quarters and diagonals; uses clay and dough for modeling; uses manipulative toys and puzzles in a constructive way; strings small beads; follows a sequence of

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holes when lacing; connects a dotted outline to make a shape; uses appropriate pencil grip; writes own name; traces a pattern; reproduces basic shapes (circle, square, triangle, and rectangle).

Language Arts Activities:

Oral Language: Speaks in ten or more words; shows understanding of past, present and future verb form; verbalizes songs and finger plays; dictates own experience stories; describes objects using color, size, shape, composition and use.

Listening: Identifies rhyming words; listens to instructions, the teacher, each other, and stories; follows 3 verbal directions; identifies sequence of events in stories; repeats simple rhymes; auditory discrimination of pictures that begin with the same sounds; sound/letter association (phonics); understands prepositions.

Writing: writes own name; write one's ideas with pictures, scribbles, strings of unrelated letters, invented spelling, and/or correct spelling, graphs and rebus messages; early phonemic writing through language experience; writes word phonetically; writes numbers and alphabet.

Reading: recognizes letters and saying the alphabet, lower and upper case; sound/letter association (phonics) for those children who are ready for it; reads one's writing and name; reads certain sight words; reading a rebus; given a word, names beginning sound; given a word, names ending sound; given a letter, names words that begin with letter; recognizes color words. recognizes number words; recognizes blends and digraphs.

Mathematical Activities: recognizes numerals 1 - 30; counts from 1 to 100; recognizes basic shapes; sorts and classifies objects; recognizes/reproduces patterns; counts objects to 30 (1 to 1 correspondence); adds and subtracts concrete objects; uses numbers to sequence pictures; uses numbers to record amounts and measurements; takes measurements with nonstandard units (same size blocks, yarn, stripes etc.); identifies ways people use numbers; uses numbers and counting to solve problems; identifies problems and identify solutions. (What's wrong? How can we fix it?); evaluate and use solutions (How can we do it? What is the best way?); predicts outcomes/graphing (What will happen next?); tells cause and effect; place numbers in sequence (1 to 10 and 10 to 1); understands what written and spoken numbers mean; sorts and classifying according to size, form, function, and other categories; brainstorm (listing alternatives) different ways to classify things; puts things in order of events in time (first/next/then/finally/first, second, third, fourth.)

Science Activities: Plants; Animals; Outer Space; Body Growth & Hygiene

Social Development: Listens attentively (attention span) and follows directions; adapts to new situations; displays self-confidence; is polite and respectful to authority; obeys room and school regulations; plays well independently; plays well in a group situation; child works independently and makes good use of his time; child takes pride in his own work; child cleans up his own work area.

2. How student development towards the school's overall learning goals and objectives will be measured.

Although there are no State-mandated assessment indicators for Kindergarten, the Wonderland Charter School, in an effort to be more responsive to the community, parents,

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individual learning styles of students, and core curriculum standards, has established the following assessment measuring tools:

- Readiness Packets - administered three times: prior to enrollment, December, and June
- Monthly Checklist - administered once a month by classroom teacher
- Individualized Education Plan (IEP) - for every student, to be reassessed or adjusted according to child's growth
- Individual portfolios - representative samples of the student's work, collected on a monthly basis
- Checks & Balances evaluation tools from DISTAR modules.
- Progress Reports issued January and June. (See Attachment 4 for a copy of the Report Card.)

3. How student evaluations will be used to improve student achievement and attain the stated learning objectives.

All informational elements of the student's evaluation will be fed back into the IEP process in a sort of "loop" fashion. As the assessment information is gathered it will be evaluated with regards to the effectiveness of the student's IEP. The classroom teacher will have a state of the art laptop computer that he/she will use to track this information, sometimes daily. At specified times, the IEP will be adjusted to increase it's effectiveness and maximize the student's learning. Although there is no required statewide assessment for Kindergarten students, we have set an accountability level of 85% of students meeting minimum competence level by June. .

5. SCHOOL COMMUNITY:

A. Relationship of school to the surrounding community.

Wonderland Charter School will be available to all children within the entire State College Area School District who will be at least 5 years 0 months of age as of August 31st of the start of their kindergarten year. Successful graduates of the kindergarten program at Wonderland Charter School will then be able to effectively transfer into a State College Area School District school (or school district school of their residence) or another appropriate charter school. The focus of Wonderland Charter School is that it will give parents the choice of a school that will provide an extra measure of individual attention, focus, and parental involvement in their child's education than is currently available in the school district.

Wonderland Charter School's innovative techniques using new computer technologies, some basic time-proven educational methodologies innovatively adapted to the entire student population, and innovative expansion of the components that make up the traditional kindergarten models can be studied and made available to the State College Area School District for possible implementation district-wide.

B. Parental involvement in the school's mission.

Initially, the Director will serve as a Parental Involvement Coordinator. The Coordinator will develop and implement policies and procedures for enhancing and monitoring the involvement of parents and families in the educational life of their enrolled children as well as the activities of our school in general. The Coordinator will initiate formation of a Parent Teacher Association to support the school through fundraising and other activities.

Planned activities include monthly parent meetings/seminars with workshops. Parents or guardians will be encouraged to help develop and implement a school events calendar. It is further hoped that parents will actively develop a Parent Teacher Association.

Parents (one or both) or guardians will be encouraged to sign a parent participation pledge which will include an agreement to provide one day (9 am to 3 pm) of volunteer in-class support. This activity is designed not only to provide support to the teaching staff, but to connect the parent with classroom learning. More often volunteer activity will be encouraged.

In addition, local businesses and community groups will be solicited for input via letter. We will recruit businesses which may wish to become classroom sponsors or provide local field trips.

C. Procedures for review of complaints of parents.

In August of the starting year, an Advisory Grievance Committee will be selected. It will be composed of a teacher and two parents not already serving on the Board of Trustees. The candidates will be selected by ballot of all teachers and parents present. Each family will be accorded one vote.

First of all, the philosophy of Wonderland Charter School is that all conflicts, complaints, and grievances be handled at the lowest feasible. The grievance process is as follows:

1. A specific complaint should be made directly to the teacher first if the nature of the complaint is in the purview of the teacher.
2. If the complaint cannot be satisfactorily resolved by the teacher, then the complaint should be filed with the Administrator. If the complaint is still not resolved, then the complaint should be filed with the Director.
3. If the complaint still is not resolved, then the grievance needs to be submitted in writing to the Advisory Grievance Committee.
4. The Advisory Grievance Committee will schedule a meeting with the individual or group submitting the grievance within ten days. The Committee will address the issue and attempt to mediate and effect a mutually agreeable resolution to the grievance.
5. If after presenting the complaint to the Advisory Grievance Committee, the individual or group determines that the Committee has not adequately addressed the complaint, they may present the complaint to the Board of Trustees, who shall investigate and respond to the complaint.
6. The Board of Trustees shall schedule a special meeting with the complainants within five days.
7. Upon review at this special meeting, the Board of Trustees shall vote on a final recommendation concerning resolution of the complaint.

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8. The complainant shall be advised that if the grievance remains unresolved to their satisfaction, the appeal process can be continued with the Secretary, Pennsylvania Department of Education.

6. EXTRA-CURRICULAR ACTIVITIES (ATHLETICS, PUBLICATIONS AND ORGANIZATIONS):

A. Programs.

A school newspaper will be published monthly for the parents and children of Wonderland Charter School. The Administrator will initially serve as the editor with content input from parents and teachers. Once the school is up and running, it is envisioned that the Parent Association will take over this responsibility.

Because of the age group of the student population being kindergartners ranging in age from 5 to 6 years old, there will not be any planned extra-curricular activities on a sustained and regular basis. However, based on suggestions from parents, this option might be expanded at a future date.

B. Existing / planned agreements with State College Area School District..

There have been no agreements entered into or plans developed with State College Area School District regarding participation of the charter school students in extracurricular activities within the school district.

III. Founding Coalition

SECTION III. DESCRIPTION OF FOUNDING/MANAGEMENT TEAM

1. PROFILE OF FOUNDING COALITION:

A. Description founding coalition (includes names of the founders, backgrounds, and experiences, and references for each).

The initial founders of Wonderland Charter School are Marilyn Ohnmeis, Barbara Freeman, and Harold Ohnmeis. Backgrounds of these individuals are:

Marilyn Ohnmeis - Mother of two children; teacher of 27 years; co-founder of Wonderland Preschool & Daycare; currently teacher & Director of Wonderland Preschool & Daycare.

Barbara Freeman - Mother of four children; teacher of 28+ years; owner/operator of family owned recreation center for 10 years; currently teacher at Wonderland Preschool & Daycare.

Harold Ohnmeis - Father of two children; retired Army officer; co-founder of Wonderland Preschool & Daycare; currently Administrator of Wonderland Preschool & Daycare.

Note: Detailed resumes are attached at Attachment 8

B. History of formation of founding coalition & partnership arrangements with existing schools, educational programs, businesses, non-profits, or any other entities or groups.

Founding Group:

Harold and Marilyn Ohnmeis met in 1968 and married in 1971. Harold spent the next 20 years in the U.S. Army and Marilyn taught in a variety of locations based on Harold's Army assignments. In 1987, the Ohnmeis family relocated to State College, which was Marilyn's home town, in anticipation of Harold retirement from the Army.

Marilyn Ohnmeis and Barbara Freeman first met when they both starting working together at Grace Lutheran Preschool in 1987. Marilyn and Barbara worked together for the next four years, at which point Marilyn left the employ of Grace Lutheran Preschool to start Wonderland Preschool & Daycare.

Harold retired from the Army in 1991 with 20 years honorable service and, along with Marilyn, founded Wonderland Preschool & Daycare. Marilyn and Barbara continued to keep in touch with each other and, in 1997, Barbara moved from Grace Lutheran Preschool to Wonderland Preschool & Daycare as a preschool teacher.

Act 22 of 1997 (Charter School Law) was passed while all three founding members were engaged at Wonderland Preschool & Daycare and they felt there was a pressing need for a charter school that catered to early childhood needs within the State College geographical area. The combination of educational skills and business acumen make establishing an effective charter school a doable project with a high probability of success for this founding group.

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Partnership arrangements with existing schools, educational programs, businesses, non-profits, or any other entities or groups:

Wonderland Preschool & Daycare, Inc. has entered into a relationship with Wonderland Charter School as a benefactor. Specifically, lease arrangements afforded Wonderland Charter School are significantly more favorable than would normally be found in the traditional business community. The initial facility lease calls for the leasing of two classrooms, plus use of gross motor skills rooms and playground equipment. There are escape clauses that will release Wonderland Charter School from financial liability in the event projected enrollments do not materialize. Additionally, Wonderland Preschool & Daycare, Inc. has pledged to accept the employment of Wonderland Charter School staff in the event they are not needed due to lower than projected enrollment at Wonderland Charter School. This arrangement is modeled after several similar relationships observed in charter schools from other states.

C. Plans for further recruitment of founders or organizers of the school.

Once Wonderland Charter School is up and running, the Board of Directors will be expanded to further enhance the capabilities of the school and ensure it's long-run success.

2. GOVERNANCE

A. Proposed management organization of the school.

Board of Directors:

Wonderland Charter School will be governed as a Pennsylvania non-profit corporate entity with a Board of Trustees. "The Board of Trustees is that group of persons vested with the management of the business and affairs of this school in furtherance of its corporate purpose." (Article 4.01 of the Bylaws of Wonderland Charter School.) For detailed duties/details of this board, see the copy of the bylaws at Attachment 9.

Director:

Oversight responsibility to ensure the policies of the Board of Directors are carried out will be the responsibility of the Director. Duties of the Director mirror those typically of a Chief Executive Officer (CEO) of a business. Initially, Marilyn Ohnmeis will serve as the Director. She will serve as the Director without compensation.

Administrator:

Day to day operations will be the responsibility, in conjunction with the Director, of the Administrator. Duties of the Administrator mirror those typically of a Chief Operations Officer of a business. Initially, Harold Ohnmeis will serve as the Administrator. He will serve as the Administrator without compensation.

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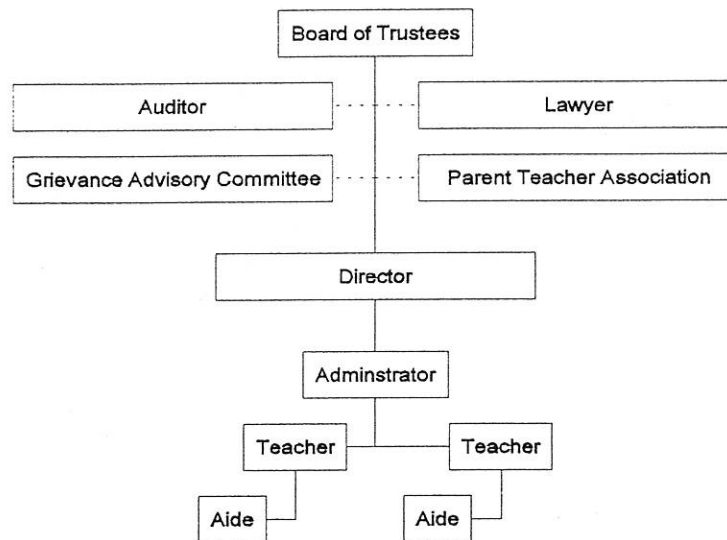
Auditor:

As required by law, Wonderland Charter School will have an independent auditor for preparation of the required reports. Wonderland Charter School will use the services of Rick G. Bair, CPA, of Leoniak, Bair, and Company, LLC, for all annual audits, financial advice, and oversight of financial records management.

Legal Counsel:

Because of the variety of legal aspects inherent in the establishment and running any establishment, Wonderland Charter School has retained the service of H. Amos Goodall, Jr., Esq. for legal representation.

A simple organizational chart of the governance of Wonderland Charter School would look like:



B. Board of Trustees selection.

Pursuant to Article 4.05 of the Bylaws of Wonderland Charter School, the Trustees constituting the first Board of Trustees as named in the Articles of Incorporation will hold office for one year after the adoption of these Bylaws. Thereafter, Trustees will be elected for terms of three years, except that one third the initial Trustees (designated as the initial Trustees shall agree or, in the absence of an agreement, at random), shall serve an additional one year term, and a second such third shall serve an additional two year term. Each Trustee will hold office for the term for which the Trustee was elected and until a successor has been selected and qualified.

C. Steps taken to maintain continuity between the founding coalition's vision and the board of trustees.

Initially, the Board of Trustees and the founding coalition are the same people. Once the school is up and running, it is envisioned that the number of people serving on the Board will be expanded. Parents and community members understanding the vision and willing to serve will be solicited to serve. Further, members of the founding coalition will continue to serve Wonderland Charter School in a consulting capacity.

D. Roles and responsibilities of the Board of Trustees.

The Board of Trustees of Wonderland Charter School has overall management responsibilities for the school. As such, they are vested with the powers necessary to carry out this function. As prescribed by the bylaws, specific duties of the officers of the board are as follows:

President

The President is the Chief Executive Officer of this School and will, subject to the control of the Board of Trustees or any Committees, supervise and control the affairs of the School. The President will perform all duties incident to the office and any other duties that may be required by these Bylaws or prescribed by the Board of Trustees. The Board may employ an executive director of the School who shall be deemed a staff member, and delegate certain duties of the President as determined by the Board to the Executive Director.

Vice President

The Vice President will perform all duties and exercise all powers of the President when the President is absent or is otherwise unable to act. The Vice President will perform any other duties that may be prescribed by the Board of Trustees.

Secretary

The Secretary will keep minutes of all meetings of Members and of the Board of Trustees, be the custodian of the corporate records, give all notices as are required by law or by these Bylaws, and generally, perform all duties incident to the office of Secretary and any other duties as may be required by law, by the Articles of Incorporation, or by these Bylaws, or that may be assigned by the Board of Trustees.

Treasurer

The treasurer 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 board of trustees, signed by the president or vice-president of the board. The treasurer may pay out such funds on orders which 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.

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Some specific actions required by the board will require an affirmative vote of a majority of the members of the trustees of the charter school, duly recorded, showing how each member voted, and shall be used in order to take action on the following subjects:

- School calendar (must include 900 hours or 180 days. School cannot be kept open for students or staff on Sundays, Fourth of July, Memorial Day or Christmas)
- Adopting textbooks
- 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.
- 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.

E. Steps to be taken to facilitate a productive relationship between administrators and teachers.

- A thorough orientation prior to start of operations with a clear conveyance of expectations and requirements.
- In-house training program
- A fostering of open lines of communication between staff and management.
- Regularly scheduled staff meetings.
- Daily observations of staff's performances and feedback between the Director and Administrator and the staff.
- Regular visits/observations of the Board of Trustees to Wonderland Charter School.
- Incorporation of compatible ideas/concepts from "bottom-up" into Wonderland Charter School's standard operating procedures.

F. Nature of parental and student involvement in decision-making matters.

- The biggest parental involvement in decision-making is in the formation of their child's Individualized Education Plan (IEP) in concert with the teacher and the curriculum.
- Selected parents will be invited to join the Board of Trustees.
- An Advisory Grievance Committee of two parents and a teacher will be formed to handle grievances from the parents.
- A Parent Teacher Association will be formed to foster communication channels between parents and Wonderland Charter School..

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G. Submission of copy of the school's by-laws.

Wonderland Charter School's bylaws are attached as Attachment 9.

H. Submission of Board of Trustees members' names, addresses, phone numbers and resumes.

Board members' names, addresses, & phone numbers: (Resumes are attached as Attachment 8.)

President: Marilyn L. Ohnmeis
266 Oakley Drive
State College, PA 16803
Ph: (814) 237-6987

Vice-President: Barbara G. Freeman
502 Windmill Road
Boalsburg, PA 16827
Ph: (814) 466-7335

Secretary/Treasurer: Harold A. Ohnmeis
266 Oakley Drive
State College, PA 16803
Ph: (814) 237-6987

IV. Finance & Facility

SECTION IV. FINANCE AND FACILITY

1. FINANCING:

A. Development of preliminary startup and operating budget.

Wonderland Charter School's preliminary startup and operating budget is attached at Attachment 10.

B. Fund raising efforts.

The Commonwealth of Pennsylvania has conveyed a \$24,764 planning grant to Wonderland Charter School which was used in the initial planning and formation of this application.

The federal grant monies awarded upon approval of this allocation has been planned for.

A \$25,000 loan was procured by Wonderland Charter School from Unitas Bank to cover some of the planning/formation activities until the Commonwealth's Planning Grant monies are received.

No other "charity type" fund raising efforts have occurred to date. Also, this type of fund raising is not envisioned as being required to sustain the operations of Wonderland Charter School.

2. FACILITY:

A. Descriptions of and addresses for the physical facilities under consideration.

Wonderland Charter School plans on leasing two classrooms and applicable common use areas from Wonderland Preschool & Daycare, Inc. This building is located at 2112 Sandy Drive; State College, PA 16803.

B. Rationale for site selection / appropriateness of facility.

The building at 2112 Sandy Drive is an ideal building for a kindergarten age charter school. Significant factors in its site selection were:

- First of all, it is already approved by the Pennsylvania Department of Labor & Industry as a Class B Education building and meets all applicable code and regulation requirements for kindergarten age children.
- It has two distinctly separate heating systems.
 - The primary heating system is a radiant heating system in the floor.
 - The back-up heating system is a forced warm air heating system.
- Air-conditioning is available in all indoor rooms for when the weather requires it.
- Lighting is a computer designed system designed to place optimal foot-candles of

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lighting at the height of the child/student, not adults as is normally found in most buildings.

- Further, the lighting is a fluorescent type utilizing a product called "Vita-Lite" that emulates the noonday sun in the color spectrum. This type of lighting is initially 9 to 10 times the cost of normal fluorescent lighting. However, one of the results is a diminishing of depression type disorders caused by being indoors and normal fluorescent type lighting.
- The water supply is provided by the water authority that supplies the State College metropolitan area.
- Safety features also include
 - a certified fire alarm and sprinkler system
 - and a security firm monitoring system that provides for
 - fire, burglary, perimeter security for monitoring entrances to/from the facility
 - and a silent alarm response by the police force.

Because of these features, it is envisioned that there will not be any requirements for Wonderland Charter School to expend monies to renovate a facility.

C. Facility maintenance plan.

The lease entered into between Wonderland Charter School and Wonderland Preschool & Daycare, Inc. calls for all day to day custodial and routine maintenance requirements to be performed by Wonderland Preschool & Daycare, Inc. Abnormal maintenance requirements or repair of destruction caused by Wonderland Charter School is to be funded by Wonderland Charter School.

D. Facility financing plans.

There are no specific facility financing requirements. Monthly Lease payments are the sole expense envisioned. These will be paid on a one month delayed basis.

3. LIABILITY AND INSURANCE

Insurance is envisioned to be provided through the services of the agency of Mid-State Insurance, located in Bellefonte, PA. The insurance company actually providing the insurance is to be General Accident Insurance Company of America. Premium quotation is attached at Attachment 11. Preliminary premium quotes are:

\$ 150.00	for \$50,000 on contents of school rooms.
\$ 100.00	for \$20,000 on lots of income coverage
\$ 781.00	for General Liability Insurance with limit Of \$1,000,000 each occurrence including corporal punishment coverage for 4 teachers, medical payments coverage of \$5,000 for children and non-owned auto liability insurance.
\$544.00	for worker's compensation insurance based on an annual payroll of \$80,000.
<hr/>	
<u>\$1,573.00</u>	Annual estimated premium

4. CHILD ACCOUNTING

First, all state child accounting procedures will followed. A standardized attendance form will be maintained by each teacher that has all of the children assigned to their classroom annotated on it. The classroom teacher will be responsible for taking attendance within the first 10 minutes of class. These attendance forms will be maintained in the classroom for the current calendar month and then turned into the office for filing. Further, these forms will be inspected weekly by the Administrator to insure correctness in accounting.

All absences will be reported by the classroom teacher to the Administrator 15 minutes after the start of class. Parents of absent children who do not have a valid pre-arranged scheduled absence will be contacted immediately by the Administrator or Director.

Accurate attendance figures will be maintained and open to audit for verification of charter school funding.

II. Needs Assessment

SECTION II: NEEDS ASSESSMENT

1. STATEMENT OF NEED:

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

Currently, there are no public schools within the State College Area School District that provide a full day kindergarten. Wonderland Charter School's focus of a developmentally appropriate full day kindergarten with innovative features will give parents the choice of a school that will provide an extra measure of individual attention, focus, and parental involvement in their child's education that is not currently available in the State College Area School District.

Also, Wonderland Charter School's innovative techniques using new computer technologies, some basic time-proven educational methodologies innovatively adapted to the entire student population, and innovative expansion of the components that make up the traditional kindergarten models can be studied and made available to the State College Area School District for possible implementation district-wide.

Additionally, State College is significantly growing with predictions that this trend will continue and even increase in the future! Wonderland Charter School, with its innovative small classroom size and low staff/child ratios, can alleviate part of the State College School District's burden of having to build more schools and provide more classroom space for an ever increasing population. Since 1990, this region has grown at a rate of 2% annually making it the 13th fastest growing county out of the 67 counties in Pennsylvania. (U.S. Census Bureau - 1997 Population Data) Further, population projections by the prestigious firm of Woods & Poole Economics, Inc. indicate that the population of kindergarten age students will steadily increase by some 500 children by the year 2020. What gives the Woods & Poole estimates validity is the approach they use vis-a-vis traditional forecasting methods. This is illustrated in the introduction to their modeling data:

"The Woods & Poole Economics, Inc. database contains more than 550 economic and demographic variables for every county in the United States for every year from 1970 to 2020. This comprehensive database includes detailed population data by age, sex, and race; employment and earnings by major industry; personal income by source of income; retail sales by kind of business; and data on the number of households, their size, and their income. All of these variables are projected for each year through 2020. In total, there are over 91 million statistics in the regional database. The regional model that produces the projection component of this database was developed by Woods & Poole. The regional projection methods are revised somewhat year to year to reflect new computational techniques and new sources of regional economic and demographic information. Each year, a new projection is produced based on an updated historical database and revised assumptions. Woods & Poole Economics, Inc. is a small, independent corporation that specializes in long-term county economic and demographic projections.

The fact that the proprietary Woods & Poole economic and demographic projections rely on a very detailed database, makes them one of the most comprehensive county-level projections available. A description of some characteristics of the database and projection model is contained in this chapter.

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Overview of the Projection Methods

The strength of Woods & Poole's economic and demographic projections stems from the comprehensive historical county database and the integrated nature of the projection model. The projection for each county in the United States is done simultaneously so that changes in one county will affect growth or decline in other counties. For example, growth in employment and population in Houston will affect growth in other metropolitan areas, such as Cleveland. This reflects the flow of economic activity around the country as new industries emerge or relocate in growing areas and as people migrate, in part because of job opportunities. The county projections are developed within the framework of the United States projection made by Woods & Poole. The U.S. projection is the control total for the 1998 regional projections and is described in the "Overview of the 1998 Projections" chapter included in Woods & Poole publications.

The regional projection technique used by Woods & Poole - linking the counties together to capture regional flows and constraining the results to a previously determined United States total - avoids a common pitfall in regional projections. Regional projections are sometimes made for a city or county without regard for potential growth in surrounding areas or other areas in the country. Such projections may be simple extrapolations of recent historical trends and, as a result, may be too optimistic or pessimistic. If these county projections were added together, the total might differ considerably from any conceivable national forecast scenario; this is the result of each regional projection being generated independently without interactive procedures and without being integrated into a consistent national projection.

The methods used by Woods & Poole to generate the county projections proceed in four stages. First, forecasts to 2020 of total United States personal income, earnings by industry, employment by industry, population, inflation, and other variables are made. Second, the country is divided into 172 Economic Areas (EAs) as defined by the U.S. Department of Commerce, Bureau of Economic Analysis (BEA). The EAs are aggregates of contiguous counties that attempt to measure cohesive economic regions in the United States (a list of all EAs and their component counties can be found in Appendix 4 following this chapter); in the 1998 Woods & Poole model, EA definitions released by the BEA in May 1995 are used. For each EA, a projection is made for employment, using an "export-base" approach; in some cases, the employment projections are adjusted to reflect the results of individual EA models or exogenous information about the EA economy.

The employment projection for each EA is then used to estimate earnings in each EA. The employment and earnings projections then become the principal explanatory variables used to estimate population and number of households in each EA.

The third stage is to project population by age, sex, and race for each EA on the basis of net migration rates projected from employment opportunities. For stages two and three, the U.S. projection is the control total for the EA projections. The fourth stage replicates stages two and three except that it is performed at the county level, using the EAs as the control total for the county projections."

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What this somewhat technical dissertation illustrates is that there is a sound, time-proven methodology that supports our claim that State College is growing at a significant rate with attendant child/student population increases.

Even without any population increase, the classroom size of kindergarten classes are currently approximating 22 students per class with one teacher. Some kindergarten classes have aides, while others depend on parent volunteers to supplement the classroom teacher. Although more students per classroom and teacher is a more efficient use of resources, it does impact on the teacher's ability to provide individual attention to each child and could degrade the child's learning environment. Research conducted in May 1998 reveals that the kindergartens within the State College Area School District had the following attendance factors:

STATE COLLEGE AREA SCHOOL DISTRICT KINDERGARTEN ENROLLMENT

School	# of Kindergarten Classes	# of Children in Class	# of Teachers in Class	# of Aides in Class
Corl Street Elementary	1 AM 1 PM	20 20	1 1	1 Aide 4 hrs/day 1 Student Teacher
Easterly Parkway Elementary	1 AM 1 PM	20 22	1 1	1 0
Fairmount Elementary	1 AM 1 PM	20 15	1 1	1 1 volunteer
Ferguson Township Elementary	1 AM 1 PM	22 22	1 1	1 1 volunteer
Lemont Elementary	2 AM 2 PM	22 / 22 22 / 24	1 / 1 1 / 1	1 1
Matternville Elementary	2 AM 2 PM	22 / 22 25 / 26	1 / 1 1 / 1	1 1
Panorama Village Elementary	2 AM 1 PM	21 / 21 21	1 / 1 1	1 1
Radio Park Elementary	2 AM 2 PM	22 / 22 22 / 22	1 / 1 1 / 1	1 1
Totals:	23	497		

Average class size is approximately 22 students per class.

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B. Wonderland Charter School's appropriateness to address this need.

Wonderland Charter School's structure is such that the class size limit will be set at 17 students per class with a certified teacher and a full time aide. This is almost a 23% decrease in classroom size from that currently offered in the State College Area School District kindergarten classes.

Further, the full day curriculum will allow for a better educational foundation at the kindergarten level than is currently available with the State College Area School District. Innovative features include:

- An all day kindergarten
- The use of individualized education plans (IEP) for each student that will allow each student to progress to his or her own highest possible level of mastery.
- 85% of all children attaining a minimum mastery level.
- Small class sizes of 17 students with a teacher and an aide
- Ability to group students for learning within the small class size
- Checks & Balances that monitor student achievement
- Accountability of teachers
- Parental Involvement

2. SCHOOL DEMOGRAPHICS:

A. Enrollment projections for the first five years.

Surveys within the community leads Wonderland Charter School to expect full enrollment from the start. Projections for enrollment by year are:

1 st year:	34	(2 kindergarten classes of 17 each)
2 nd year:	34	(2 kindergarten classes of 17 each)
3 rd year:	34	(2 kindergarten classes of 17 each)
4 th year:	34	(2 kindergarten classes of 17 each)
5 th year:	34	(2 kindergarten classes of 17 each)

B. Description of the community or region where the school will be located.

Wonderland Charter School within the geographical area served by the State College Area School District. Specifically, Wonderland Charter School will be located within the Wonderland Preschool & Daycare building located at 2112 Sandy Drive; State College, PA 16803.

C. Rationale for site selection.

This location was selected because the building is already certified by the Pennsylvania Department of Labor & Industry as a Class B Education building and meets all applicable code regulations. Further this building was specially designed and built with young children in mind

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and will not require any significant modifications or alterations prior to commencement of charter school operations.

Other locations are available within the desired geographical area. However, they would require significant renovation to make them suitable for small, kindergarten age children. This would require diversion of start-up and operational funds from what we would consider more productive educational resources. *(See Section IV, paragraph 2B, page IV-1 for a more detailed explanation.)*

D. Demographic characteristics of the student population to be served.

The student population of Wonderland Charter School is expected to be a mirror image of the student population serviced by the State College Area School District. Information received from the State College Area School District indicates that the local student population has an ethnic composition of:

Caucasian - 89%
Asian & PI - 6%
African/American - 4%
Hispanic - 1%

3. DISTRICT RELATIONS/EVIDENCE OF SUPPORT:

A. Correspondence with State College Area School District.

A letter from Wonderland Charter School was sent to the president of the State College Area School Board, Ms. Constance Martin, on February 9, 1998 informing her of our desire to establish a charter school. Further, in the March 1998 timeframe correspondence was sent and received to/from Mr. Dennis Younkin, SCASD Budget Director, and to/from Mr. Dennis Guth, SCASD Director of Personnel.

B. Scope of community backing.

Significant community support exists within the State College area for the establishment of a charter school by Wonderland Charter School. A key element and one of the hardest tasks for charter school applicants to demonstrate is community support. Wonderland Charter School plans to overcome this obstacle by presenting a marketing survey that demonstrates clear community support and recognition of the academic excellence that Wonderland Charter School's foundation is based upon. To accomplish this objective, Wonderland Charter School hired the firm of Follow-Up to contact current and former customers of Wonderland Preschool & Daycare to participate in a survey. The rationale behind picking families whose children had formerly attended Wonderland Preschool & Daycare was that most of these families had children that were too old to take advantage of the newly proposed charter kindergarten. Therefore, they could not directly benefit from the establishment of such a kindergarten charter school and positive support would not be confused with an ulterior motive on their part. Yet, by being former customers of Wonderland Preschool & Daycare, they had firsthand knowledge of the group behind Wonderland Charter School, the standards we are known for, and the educational

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excellence of our programs. In fact, this made them the best informed taxpayers of the community, the type of taxpayers who would be likely to judge us strictly on the merits of our proposal vís-a-vís what is good for the community.

Initially, Marilyn Ohnmeis sent letters to each family that currently attends or had attended Wonderland Preschool & Daycare in the past. In this letter, she explained that we had hired Follow-Up and requested that they participate in the survey. Enclosed with this letter was informational material on charter schools provided by the US Department of Education and the Pennsylvania Department of Education. Follow-up then spent the better part of a month talking to these current and former families of Wonderland Preschool & Daycare. Follow-Up presented their findings to us in an excellent report that covered 100 pages.

Attached at Attachment 6 (separate bound volume) is an Executive Summary of that 100 page report. The bulk of the report can be synthesized to the three charts on pages 5, 6, and 7 of the Executive Summary. These charts show that:

- ★ 49% of the population was pro with regards to the charter school concept.
- ★ 14% were pro charter school, but with reservations
- ★ 60% would consider sending their child to a charter school
- ★ And **71% felt that Wonderland Charter School would meet the needs of children!**

Statistically, much of this data can be extrapolated to the community at large. All of this clearly shows that Wonderland Charter School enjoys extraordinary community support and confidence!

Letters of support for the Wonderland Charter School are also enclosed as Attachment 7.

V. Implement & Administration

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

Date	Activities
August 1998	Submit Charter School Application to State College Area School District
January 1999	Charter Granted Press Release
March 1999	Advertise charter school vacancies for students Advertise registration period & possibility of lottery if applicants exceed spaces available.
April 1999	Conduct registration. If applicants exceed spaces available, advertise for two weeks prior to actual lottery. If applicants do not exceed spaces at end of registration: register applicants. notify & advertise in neighboring school districts.
May 1999	Conduct public lottery if applicants exceed spaces available prior to close of registration. - register 1 st 34 students drawn in lottery - record remaining lottery draw in wait - list sequence.
June-August 1999	Notify parents of transportation and classroom assignments.
September 1999	First day of school.

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

These admission policies provide all eligible participants an equal chance to an alternative educational program for their child(ren). In the event that there are not enough spaces available to accommodate all families wishing to enroll, the lottery is the fairest way to ensure everybody desiring to enroll has an equal chance and their acceptance is not based on economics, race, religion, social status, or contacts.

3. HUMAN RESOURCE INFORMATION:

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

All teachers will be certified with a Professional Teaching Certificate issued by the Pennsylvania Department of Education. Teachers will have a minimum of a Bachelor's degree in either Early Childhood Education or Elementary Education. All teachers will be required to obtain proper State Police Background check and Department of Public Welfare Child Abuse Clearances prior to employment.

All aides will be, as a minimum, high school graduates. However, recognizing that the State College geographical area enjoys an abundance of highly educated people, preferences will be given to those applicants possessing the highest qualifications. Aides, too, will be required to obtain proper State Police Background check and Department of Public Welfare Child Abuse Clearances prior to employment.

Support services will be provided by Wonderland Preschool & Daycare, Inc. as part of the lease arrangement.

B. Targeted staff size and teacher/student ratio.

The targeted staff size at full capacity is 2 classroom teachers and 2 aides. The teacher/student ratio is a maximum of 17 students to teacher and an aide.

C. Professional development opportunities available to teachers and other staff.

Opportunities will be available for each teacher to attend at least two professional development seminars annually, if grant money is available or if the Parent Teacher Association funds it. As many others believe, we also believe that professional growth is dependant on personal growth. Therefore, all learning opportunities will be considered.

D. Salaries, contracts, hiring and dismissal, sick and other leave, and benefits.

1. Compensation Packages.

Initially, Wonderland Charter School plans on using the following compensation packages:

Teacher:	
Salary:	\$18,000
Benefit Package:	\$ 6,666
Total Compensation:	\$24,666

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Aide:

Salary:	\$ 9,025
Benefit Package:	\$ 5,354

Total Compensation:	\$14,379
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2. Recruitment.

Wonderland Charter School's leadership position in the business and educational community demands that recruitment consistent with our affirmative action policy be conducted in an aggressive manner to attract top-caliber individuals to fill positions at all levels of the organization. Many positions may be filled by employee transfers or promotions. Others will be assigned to new employees who are recruited or apply directly to Wonderland Charter School. Recruitment may be conducted through advertising, employment agencies, schools, employee referrals, or technical and trade referrals. All recruitment shall be conducted in an ethical, professional, and non-discriminatory manner. Before filling any approved position vacancy, current employees who apply shall be given equal consideration for transfer or promotion.

3. Employee Selection Process.

Wonderland Charter School provides equal opportunity to all applicants on the basis of demonstrated ability, experience, training, and potential. Qualified persons are selected without prejudice or discrimination as stated in the school's Equal Opportunity and Affirmative Action policies.

The employment requisitions, initiated by the Director will define the job-related tasks and qualifications necessary to assume the position. The defined tasks and stated qualifications will be the basis for screening applications. The President and the Board of Trustees will conduct structured initial interviews limited to job-related questions to assess the candidates' experience, demonstrated ability, and training. The telephone may be used for these initial interviews. After initial interviews, the Board of Trustees will conduct further interviews with the candidates they select. Before extending an employment offer and upon the applicant's prior agreement that inquiries may be made, at least two applicant references must be checked. Inquiries are to be made in a professional manner requesting only factually verifiable and job-related information.

After candidate interviews, verification of employment history, and reference inquiries, the President of the Board of Trustees is responsible for the employment offer. The employment offer will be in writing and contain the essential terms of the offer (typically position, employee classification, salary or rate, and starting date) and submitted to the candidate in person or by mail. The written offer will confirm the offer and will include the essential terms agreed to by the candidate. The candidate will be required to sign and date an acceptance of the written offer which will state as follows: "The undersigned accepts the above employment offer and agrees that it contains the terms of employment with Wonderland Charter School and that there are no other terms express, or implied. It is understood that employment is subject to verification of identity and employment eligibility."

Employment will be made contingent upon certain job-related factors such as obtaining specific state or federal clearances, Child Abuse Registry Checks, submission of official academic transcripts, obtaining a Department of Education Professional Teaching Certificate in Early Childhood Education or Elementary Education, and current physical with Tine Test when appropriate or desirable.

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Once the candidate has accepted the employment offer, she or he will be required to provide documentation of identity and employment eligibility in accordance with federal law. The I-9 form shall be used for this purpose.

4. Terminations.

Terminations are to be treated in a confidential, professional manner by all concerned. The Board of Trustees will assure thorough, consistent, and evenhanded termination procedures. This policy and its administration will be implemented in accordance with the company equal opportunity statement.

Because the philosophy of Wonderland Charter School is to attract a staff of quality professional people who have a deep, abiding commitment to our vision and way of doing things, we would want people to stay at Wonderland Charter School because they want to and not because they are legally bound by a contract. A teacher or other staff member that is unhappy at working at Wonderland Charter School and who is forced to continue employment because of a legally binding contract is not good for the children at Wonderland Charter School, the parents, or the school itself. Therefore, they should have the ability to quit or terminate their employment "at will". Conversely, if the employee is allowed to terminate their employment "at will", then the employer should have the same ability. Of course, Wonderland Charter School recognizes that sound organizational principles dictate a stable staff. It is also then inherent in our philosophy that the best way to retain staff is to:

- Provide for a superior working environment that emphasis the teaching mission.
- Take care of our people and foster a "family type" atmosphere.
- Provide for adequate compensation vis-a-vis the local community.
- Foster personal & professional growth.
- Foster & keep open lines of communications.

5. Employee Benefit Policy.

It is the intent of Wonderland Charter School to confer specific benefits upon Wonderland employees as a means of maintaining morale and reducing anxieties of unexpected medical or personal interruptions from work. Benefits will be in writing as part of the Wonderland Charter School Policy & Procedures Manual and in compliance with applicable legal requirements as conveyed by Sections 1722-A (C) & (D) of Act 22 of 1997, Charter School Law. Each benefit policy will be specific, cover only that benefit, imply no additional benefit requirements, and be introduced by Wonderland Charter School at their discretion or that required by controlling legal authority based on fiscal prudence and ability.

6. Health Care.

According to our understanding it is required that, upon approval of our charter, Wonderland Charter School must participate in the State College Area School District's Health Care Plan. Cost figures for 1998/1999 of \$3,197 provided by State College Area School District per employee were factored into our compensation packages discussed above.

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7. Dental Care.

As with the Health Care Package, Wonderland Charter School plans on participating in the State College Area School District's Health Care Plan. Cost figures for 1998/1999 of \$120 provided by State College Area School District per employee were factored into our compensation packages discussed above.

8. Life Insurance.

As with the Health Care Package, Wonderland Charter School plans on participating in the State College Area School District's Life Insurance Plan. Cost figures for 1998/1999 of \$84 provided by State College Area School District per employee were factored into our compensation packages discussed above.

9. Income Protection.

As with the Health Care Package, Wonderland Charter School plans on participating in the State College Area School District's Income Protection Plan. Cost figures for 1998/1999 of 0.031% of salary provided by State College Area School District per employee were factored into our compensation packages discussed above.

10. Social Security.

In accordance with Sections 1722-A (C) of Act 22 of 1997, Charter School Law, Wonderland Charter School will make an employer contribution of 7.65% of salary. These figures were factored into our compensation packages discussed above.

11. Retirement.

According to our understanding it is also required that, upon approval of our charter, Wonderland Charter School must participate in the State College Area School District's Retirement Plan. Cost figures for 1998/1999 of 6.040% of salary provided by State College Area School District per employee were factored into our compensation packages discussed above.

12. Workers' Compensation.

A deposit of .270% of salary per employee was factored into the compensation packages discussed above.

13. Employee Paid Sick/Vacation Leave Policy.

In a further attempt to maintain morale and reduce the anxiety of unexpected medical or personal interruptions of work, Wonderland will also provide paid sick/vacation leave to qualified employees under the conditions and provisions detailed in this policy.

a. Employees are eligible for this benefit from the start of their employment. Employees on maternity leave will have their anniversary date adjusted to reflect the time away from Wonderland on maternity leave.

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b. Both full-time and part-time employees as defined under the policy, Employment Classifications, are eligible to participate, provided they meet all other requirements of this policy.

c. Benefit Levels:

(1.) A day is defined as a period consisting of the normal assigned hours during the period October through May, i.e., if an employee normally works a 6 hour day during the school year, then her day for purposes of this benefit is defined as a 6 hour day. If an employee normally works an 8 or more hour day during the school year, then her day is defined as an 8 hour day for purposes of this benefit.

(2.) Wonderland employees will be provided paid sick/vacation days based on the following:

- 1 Employees with less than 1 year of employment = 3 days
- 2 Employees with at least 1 year but less than 2 years of employment = 4 days
- 3 Employees with at least 2 years = 5 days

d. Accrual:

(1.) Sick/vacation days will accrue at the rate of 1/12 times the benefit level per month starting at the beginning of the eligibility year.

(2.) Once an employee achieves an eligibility level based on their anniversary date, they are able to use the full authorized days immediately even though the accrual rate is still ongoing.

(3.) Sick/vacation days must be consumed every year. Sick/vacation days are not allowed to be accrued or accumulated from one year to another.

(4.) Unused sick/vacation days can be converted to cash at the employee's current salary hourly rate times the number of hours of sick/vacation time unused for the yearly period. This can be done only at the end of the year on the anniversary date.

e. If an employee departs Wonderland's employment and has used sick/vacation leave that has not accrued under the 1/12th rule, they will have the equivalent dollar amount of the unaccrued used leave subtracted from the final paycheck. In the event that money owed from the used sick/vacation leave exceeds the final paycheck, then the employee is responsible to pay back the dollar amount owed within a 30 day period.

E. Identification of proposed faculty.

The proposed faculty is the Wonderland Preschool & Daycare, Inc. building at 2112 Sandy Drive; State College, PA 16803.

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F. Attachments of reports of criminal history record, pursuant to Section 111 of the Public School Code.

Report of criminal history record on each of the Board of Trustee members are at Attachment 12.

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.

Clearance Statements from Department of Public Welfare on each of the Board of Trustee members are at Attachment 12.

4. CODE OF CONDUCT:

A. Rules & guidelines governing student behavior.

First of all, the students of Wonderland Charter School are entitled to an education free from undue disruption. However, recognizing that the target population of Wonderland Charter School is one comprised of children that have probably not entered the formal education process prior to their enrollment at Wonderland Charter School, much of the early transition challenges will be primarily separation anxiety of the child and parent, an introduction to a structured environment, and a learning of acceptable social behavior.

Wonderland Charter School will facilitate this process by having all of it's procedures in writing in a standardized fashion that will be *consistently* enforced by all members of the staff. These procedures will be in the form of Standard Operating Procedures (SOPs) that translate to the situation where all of the rules throughout the school and playground will be the same regardless of which teacher or aide is present. This system prevents the situation where a student is playing one adult off of another. On the positive side, it becomes readily apparent to the child the definite boundaries of acceptable behavior with a resulting confidence of what is expected of him or her.

The underlying philosophy is to teach the students and have them practice:

- Respect for other children and adults.
- Respect for property.
- Respect for themselves.

B. Policies regarding student expulsion and suspension.

Students who willfully disrupt the educational program shall be subject to the discipline procedures of the school. Even though we acknowledge that legally parents have the ultimate responsibility for their children's in-school behavior, it is up to the teacher to maintain control of the students. Based on the age group of Wonderland Charter School, we envision that expulsion and suspension would be an extremely rare event.

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We acknowledge that children misbehave occasionally; however, a student is defined as disruptive if he/she continually and willfully interferes with the learning process in the classroom. A disruptive student is further defined as one who:

1. does not respect the rights and property of others students and/or teaching staff
2. threatens other students and/or teachers or any person in authority
3. does not possess the self-discipline which is necessary to function in a classroom environment
4. leaves school grounds without permission.

If a student is interfering with or disrupting the learning process of other individuals, the teacher will give the child:

1. reminder of rule;
2. redirection of behavior;
3. a restatement of consequences by the teacher.

If this fails to correct the behavior, the child will be physically separated from the close proximity of the group to another area of the room where he/she cannot continue the disruption, but will still be involved in the learning process.

As said earlier, suspension is envisioned as an extremely rare event. Suspension is considered the temporary exclusion by the Administrator, Director, or the Board of Trustees of a student from the regular school program. Exclusion shall indicate that the student has materially and substantially interfered with the maintenance of good order, or that it is necessary to protect the student's physical or emotional safety, or that of other children in the school.

The Director shall report such action to the parents or guardian within the same day as the action is taken. The Director shall report such action to the Board of Trustees at its next regular meeting. The suspended student may be reinstated by the Director within 1, 3, or 5 days of the suspension. No student suspended for reasons of assault upon a person of authority may be reinstated before the Board of Trustees has held a hearing. This hearing must be held within 21 calendar days of the suspension to consider his/her expulsion from school. At its second regular meeting after the suspension and thereafter, the Board of Trustees alone must refer the child to the appropriate agencies for an assessment to determine if he/she is eligible for special education services as a prerequisite to any Board action on expulsion from the public schools.

Suspension leading to expulsion will proceed on these levels:

- First suspension: one day
- Second suspension: three days
- Third suspension: five days

No student shall be deprived the right of an education without notice of the charges and an opportunity to be heard in his/her behalf before the person(s) with the authority to reinstate the student. Each student shall be afforded an informal hearing before the suspension or, if circumstances prohibit, as soon as possible after the suspension.

Students suspended for a longer period of time shall be afforded a formal hearing with the Board of Trustees not later than 21 days after the suspension occurs.

At the formal hearing, the student may be expelled.

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C. Description of school's mandatory student attendance plan and it's fit within the code of conduct.

Children enrolled in Wonderland Charter School are expected to attend on all scheduled class days for the full time class is in session as advertised in the published school calendar. Absences from school must be verified by the parent(s) or guardian in writing. Parents registering their child(ren) in a charter school are indicating a serious commitment to their child's education. A lack of support on the part of the parent(s) with regards to their child(ren) school attendance is a misuse of a scarce educational resource. Therefore, absences in excess of 18 days per school year place the student in jeopardy of graduating. Consequently, a student with 18 or more days of absences will be referred to the Board of Trustees for review.

The attendance requirements are in concert with the philosophy of the charter school concept parents are serious about their child(ren)'s education and are actively involved.

5. TRANSPORTATION:

A. Transportation of students within the local district to and from school.

No arrangements have been made to date. It is envisioned that students attending Wonderland Charter School will be transported by the transportation assets of State College Area School District.

B. Requirements for transportation beyond that which the district provides.

Wonderland Charter School plans on offering a full day kindergarten that will fall within the scope of the school district's bus transportation capabilities.

C. Plans for coordination of transportation of students who live outside the local district to be transported to the school.

No plans have been made to date with outlying school districts for their students to attend Wonderland Charter School. Quite frankly, marketing surveys show that Wonderland Charter School will be full with just students from the State College Area School District. If there are vacancies, then coordination will be effected with those school districts, in concert with the business and transportation offices of State College Area School District.

6. FOOD SERVICE:

A. Food service plan of the school.

Lunch. Students at Wonderland Charter School will bring a lunch from home for their mid-day meal. Milk or other suitable liquid will be provided by Wonderland Charter School for the student's consumption.

Mid-Morning Snack. Wonderland Charter School will provide a solid food item and liquid refreshment for a mid-morning snack.

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7. TIMETABLE:

A. Provision for a detailed timetable of projected steps and dates leading to the opening of a charter school.

Preliminary Timeline for Wonderland Charter School Opening (Chronological order)

PRE - GRANT PHASE

★ = Monetary costs incurred

Objective	Time Frame	Remarks
Initial Research on Charter Schools and Pennsylvania laws via the Internet ★	Oct - Nov 1997	Completed
Contact Pennsylvania Department of Education for initial information & packet.	Nov 1997	Completed
Attend State College Area School District Board meeting on current charter school applicants.	Nov 1997	Completed
Obtain enrollment data (actual & projected) from State College Area School District	Nov 1997	Completed
Obtain financial information (Health Benefits & Retirement Benefit costs) from State College Area School District	Nov 1997	Completed
Develop Mission Statement	Oct - Dec 1997	Completed
Refine licensed Educational Curriculum to support Charter School	Oct - Dec 1997	Completed
Have insurance agent determine costs & options for charter school	Nov 1997	Completed
Conduct initial legal review & develop by-laws ★	Nov 1997 - Jan 1997	Completed
Conduct initial talks with bank for future financing possibilities	Dec 1997	Completed
Attend Pennsylvania Charter School Initiative: Planning Grant "Bidders" Workshop (3rd Round) ★	Dec 1997	Completed
Construct Application for Planning Grant	Dec 1997 - Jan 1998	Completed
Submit Application for Planning Grant	15 Jan 1998	Completed

Wonderland Charter School Application

Preliminary Timeline for Wonderland Charter School Opening (Chronological order)

GRANT & POST-GRANT PHASE

★ = Monetary costs incurred

Objective	Time Frame	Remarks
Purchase computer & software to: ★ <ul style="list-style-type: none"> • Further develop school needs • Segregate monies - public from personal • Establish audit trail • Establish financial controls 	April 1998	Completed
Submit legal requirements for incorporation (Articles of Incorporation) to Commonwealth ★	Feb 1998	Completed
Obtain non-profit status from IRS (Section 501(C)(3) of IRS code) ★	June 1998	Pending
Conduct Marketing Research to Determine Community Needs & Support ★	Apr - Jul 1998	Completed
Conduct initial marketing campaign ★	May - Nov 1998	Completed
Hold Board of Director meetings to determine: <ul style="list-style-type: none"> • Roles of Board members • Relationship of Board & school • Educate Board on decision making process • Develop school policies 	Jan - Sep 1998	Completed
Research & develop hiring policies <ul style="list-style-type: none"> • Job Descriptions • Pay packages • Benefit packages (Health & Retirement) 	Feb - Sep 1998	Completed
Develop Staff Handbook	Feb - Dec 1998	Ongoing
Define initial Food Service requirements	Feb - Aug 1998	Completed
Research State College Area School District transportation requirements - Meetings	Feb - Dec 1998	Ongoing
Research Health & Safety issues	Feb - Dec 1998	Ongoing
Develop admission procedures in accordance with PA Charter School Law - Develop lottery procedures	Feb - May 1998	Completed
Attend Charter School Planners Meeting at Duquesne University (Selected Saturdays (all day) & Wednesdays (4 p.m. to 10 p.m.)) ★	Mar - Sep 1998	Ongoing
Attend Financial & Special Education Inservice Training by PDE	May - Jun 1998	Completed
Identify site for school	Mar - Jun 1998	Completed

Wonderland Charter School Application

Objective	Time Frame	Remarks
Develop Financial Plan for September 1999 - September 2000	Apr - Jun 1998	Initial Completed / Refinement Ongoing
Develop projected enrollment figures & operating budget for Wonderland Charter School's first year of operation	Apr - Aug 1998	Completed
Explore financing options & obtain insurance binders.	Apr - Aug 1998	Completed
Research furniture & matériel acquisition options.	Apr - Jun 1998	Completed
Research in detail Special Education requirements	Apr - Dec 1998	Ongoing
Submit Charter School Application to State College Area School District	August 31, 1998	
Complete Charter School Application & Submit to PA Department of Education	August 31, 1998	
Submit Final Budget Report & Reconciliation Report & Form PDE-2030	August 31, 1998	
Develop final lease arrangements	Oct - Dec 1998	
First public hearing by local school board (Not later than 45 days after receipt of Application)	Not later than 15 Oct 1998	
Approval Decision by local school board. (Not later than 75 days after receipt of Application)	Not later than 13 Nov 1998	
Advertise & hire staff	Jan - Mar 1999	
Develop professional development plans	Jan - Jul 1999	
Establish payroll, obtain federal id #, register with Labor & Industry, obtain federal deposit coupons, etc.	Jan - Feb 1999	
Refine Food Service requirements	Mar - Apr 1999	
Conduct Admissions - obtain medical records	Mar - Apr 1999	
Conduct Lottery & Establish Waiting List	Mar - Apr 1999	
Send Pennsylvania Department of Education an enrollment report	May 1999	
Confirm Acceptances	May - Jun 1999	
Establish student records	May - Jun 1999	
Identify special needs students	May - Aug 1999	
Acquire records, if any. (At the start of kindergarten there might not be any.)	May - Aug 1999	
Start the special needs IEP process	Jul - Aug 1999	

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Objective	Time Frame	Remarks
Define services required for special needs	Jul - Aug 1999	
Hire/contract with providers of services	Jul - Aug 1999	
Coordinate with local school district transportation office for transportation requirements	Jun - Jul 1999	
Finalize health & safety handbook	Jul - Aug 1999	
Hold staff orientation	August 1999	
Conduct practice fire drills for staff	August 1999	
Practice bus duty / traffic management	August 1999	
Conduct student / family orientation	August 1999	
<i>Open Wonderland Charter School!</i>	September 1999	

8. SAFETY:

A. Submission of written documentation of intent to comply with & to demonstrate the safety and structural soundness of the school:

Class B Occupancy Permit from the Pennsylvania Department of Labor & Industry is attached at Attachment 13.

Current Fire Sprinkler Inspection Report is attached at Attachment 14.