



Accountability Report
2007-2008

**Prairie Crossing Charter School
Accountability Report 2007-2008**

Part 3: Educational Elements

A. Class Size 3

B. Outreach Initiatives.....4

C. Enrollment Lottery Procedures 34

D. Enrollment of Students with Disabilities 40

E. Personnel Credentials..... 42

F. Best Instructional Practices 44

G. Updated Goals, Objectives, and Pupil Performance Standards.....118

H. Evaluation of Student Performance..... 122

I. Results of Corrective Action..... 125

Section A: Class Size

2007-2008

Class	Number of Students
Kindergarten, Berger	21
Kindergarten, Fields	22
2nd, Jeffery	22
1st/2nd, Johnson	22
1st/2nd, Spinney	22
1st, Smith	22
4th, Dawley	22
3rd/4th, Hahn	22
3rd/4th, Gaughan	19
3rd, McGovern	22
6th, Howell	19
5th/6th, Hershiser	21
5th/6th, Koeinger	20
6th, DiNanno	20
7th, Viands	16
7th, Haight	18
8th, Mallin	14
8th, Habel	17
Total	361

Section B: Outreach Initiatives

April 2008

Introduction:

In December 2003, a “Statement of Outreach Plan”¹ was submitted to the Illinois State Board of Education (ISBE) by Prairie Crossing Charter School (PCCS or the School). This plan outlines, in detail, the community outreach initiatives the School should undertake. This report is a summary of all such activities/initiatives carried out in 2007-2008, including information on:

- Key messages disseminated
- Methods of dissemination
- Demographic data on prospective families

Outreach Task Force:

In order to effectively implement the “Statement of Outreach Plan” submitted to ISBE, PCCS formed an Administrative Task Force on Outreach in November 2007. This Taskforce, chaired by the Director of Development and Community Relations, had its first meeting on November 12, 2007. The purpose of this task force was to identify and implement methods to reach out to the feeder districts and communicate key messages about the School. Through this communication it is hoped that prospective families enrolling into the school system and the community at large would understand the purpose, mission and values of PCCS. The vision for the task force as determined in the first meeting was the following:

- a. This group would review the school’s “Statement of Outreach Plan” as submitted to the Illinois State Board of Education.
- b. Identify tasks that would help refine the administration’s outreach initiative
- c. Ensure that a set of tasks are incorporated into the administration’s work plan to ensure continuity of outreach initiatives

The task force has had a total of 5 meetings between November-February to monitor the outreach efforts and prepare the school for the Enrollment Lottery. The Enrollment Lottery occurs on March 01 every year unless it falls on a Saturday or Sunday (If it falls on the week-end then the lottery is held on the following Monday). Minutes² of these meetings was recorded by the task force chair and submitted to the board as a part of the Director of Development and Community Relations report. A final meeting was convened in May to review this report. This report, including all attachments will be incorporated in the district’s Accountability Report to the Illinois State Board of Education.

Key Messages:

Key Messages include:

- PCCS is a “public”, “charter” school serving students in grades K-8, offering an Academic Curriculum Centered on the Environment
- PCCS is a high performance public school (one of the top 4 schools in Lake County, a National Charter School of the Year in 2007)

¹ - Appendix 1

² - Appendix 2

- The school draws students from two feeder districts (Woodland District 50 and Fremont District 79)
- Admission to the school is determined by a non-discriminatory lottery process
- Key school policies such as “Volunteer Policy”³, “Transportation Policy”⁴ and “Fee Waiver Policy”⁵
- Direction to additional information such as open houses, web-site, school info etc.

Methods of Dissemination:

Press Release

A press release⁶ with the key messages outlined above was sent to leading newspapers (Pioneer Press, Lake County Journals, Daily Herald and Chicago Tribune), feeder districts, Illinois Network of Charter Schools and the Illinois State Board of Education.

Paid Advertisements

Paid Advertisements were placed in English and Spanish in the Pioneer Press and Lake County Journals. Pioneer Press English Ads ran every week in December and January. The Ad copy⁷ was designed by a volunteer graphic designer who is also a parent at the school. Spanish translations were provided by the School’s Spanish Teacher Mr. Ray Martinez. Lake County Journals English Ads ran for two weeks in December and two weeks in January (Lake County Journals ads were a donation to the School). Spanish Ads were placed in La Luz and El Conquistador (Both Lake County Spanish Publications with readership in the feeder districts). The distribution area maps⁸ of the two newspapers are attached

Flyers

Flyers⁹ communicating key messages were distributed to numerous day care centers in the area. A mapping¹⁰ of day care centers in and around the two feeder districts serving children and families in the two districts is attached to this report. This map indicates the widespread reach of the flyers to attract prospective families to PCCS.

Public Service Announcements

Two versions of Public Service Announcements¹¹ were sent to the following Radio Stations:

- WIND-AM (Chicago)

³ - Appendix 3

⁴ - Appendix 4

⁵ - Appendix 5

⁶ - Appendix 6

⁷ - Appendix 7

⁸ - Appendix 8

⁹ - Appendix 9

¹⁰ - Appendix 10

¹¹ - Appendix 11

- WKRS-AM (Waukegan)
- WONX-AM (Evanston)
- WXLC-FM (Lake County)
- WRTE-FM (Radio arte)
- WLEY-FM (Aurora)

Power Point Presentation

Presentations on Power Point¹² were made to nonprofit agencies in Lake County – these include Arden Shore (formerly Family Services Agency of Lake County) and Big Brothers Big Sisters of Lake County. Additionally information through phone and in-person visit was presented to YWCA of Lake County (this also is a day care resource and referral service agency in Lake County). Information by mail was sent to Allendale Association and the Illinois Employment and Training Center through the College of Lake County. Other Community agencies that received information include YMCA of Metropolitan Chicago, Lake County Health Department, Village of Gurnee and Lake County.

This Power Point Presentation was also used in the two open houses held in January and February 2008 at PCCS.

Open Houses

The school holds two open houses to invite prospective families to learn more about the school, meet teachers, tour the campus and ask questions. At this open house prospective families receive the registration form, policies etc. (if they don't already have one). This open house brings many questions regarding the lottery, enrollment and PCCS method of education. To effectively handle all questions these open houses are run by the School Director and is supported by two teachers (lower grade k-4 and middle school 5-8), Enrollment Lottery coordinator and the PSO. PSO members offer a parent perspective of the school to prospective families. This year prospective parents were also invited to attend an "Experience PCCS" event. This event was a workshop offered by two teachers on the Constructivist Method of Instruction¹³ which PCCS implements.

Measuring Impact

PCCS for the first time this school year was able to map where prospective families are coming from. This "Prospective Families Distribution Map¹⁴" is attached to this document. This map shows all families that registered to enter the lottery, including out of district students and is strictly based on the addresses submitted by those families on the registration form. It does not include any socio-economic or race/ethnicity information as we have been informed by ISBE that we cannot require registrants to reveal this detail as part of the registration process.

We will use this map to guide our future outreach initiatives and ensure we are reaching every part of our district.

¹² - Appendix 12

¹³ - Appendix 13

¹⁴ - Appendix 14

**Prairie Crossing Charter School
Statement of Outreach Plan
22 December 2003**

Outreach to LEP Populations:

Prairie Crossing Charter School's enrollment information as well as general information about the school has been translated into Spanish. Enrollment packets are now available at the school in Spanish and these will be posted on the website before December 31, 2003. Additionally, important policies such as the revised transportation policy, the fee waiver policy, and the volunteer policy are being translated and will be posted on the website before December 31, 2003. These will be included in the material supplied to prospective applicants.

We will be providing information about enrollment at the beginning of January (when all of our enrollment information is published) to the following local newspapers that have Spanish outlets: News-Sun, Lakeland Newspapers, Pioneer Press, Daily Herald, Chicago Tribune, Exito, La Raza, Extra Publications, El Dia, Spanish Journal, EFE News Service, Oye, Vision News, and El Imparcial. We also will contact radio stations WIND-AM, WKRS-AM, WONX-AM, WXLG-FM, WLEY-FM, and WRTE-FM. We will also be making presentations at numerous day care centers, particularly those in highly Spanish speaking communities.

We are compiling a list of Spanish speaking staff members. This list will be kept in the PCCS office so that one of them can be contacted whenever communication with a family in Spanish is needed. We also are compiling a list of Spanish speaking families whose children attend PCCS and who are willing to speak with incoming families who are Spanish speaking. These families will be available to help incoming families feel welcome, answer their questions, and provide explanations about school policies and procedures. These families can also help in presentations about PCCS to the community.

Outreach to Low Income Populations:

Prairie Crossing Charter School's enrollment information will be distributed to area day care centers, particularly in low income areas. Additionally, presentations will be made at these day care centers in January to make sure parents are aware of the opportunity for their children to attend PCCS. PCCS will make sure that important policies such as the transportation policy, fee waiver policy, and volunteer policy are included in all materials and presentations so that families understand that they are not excluded from the school for monetary reasons.

We will provide information on Prairie Crossing Charter School to the following community agencies in the area that work with low income families and families of at-risk children: Family Service Agency of North Lake County (Waukegan), Familycare of Illinois (Vernon Hills), Illinois Employment and Training Center (Waukegan), The Allendale Association (Lake Villa), Big Brothers/Big Sisters of Lake County (Gurnee), and Lake Shore Family Service (Waukegan). We will continue to look for other community agencies through which to disseminate information about the school as well.

Outreach Task Force - Meeting Minutes

11/13/2007

Attendees: Marie Biersdorf, Myron Dagley, Linda Wiens, Sarah Beggs, John Condon, Wendy Richter. Later joined by Elizabeth Stearns

Meeting Facilitated By: Rekha Athreya

Summary:

1. The meeting facilitator clarified that this taskforce has been convened to discuss Prairie Crossing Charter School's outreach initiatives. It is not a forum to discuss communication that occurs within the system. It would focus primarily on the way the school presents itself to prospective families enrolling into the school system and the community at large. The facilitator then shared her vision for the group:

- d. This group would review the school's "Statement of Outreach Plan" as submitted to the Illinois State Board of Education.
 - e. Identify tasks that would help refine the administration's outreach initiative
 - f. Divide into subgroups to set a foundation for outreach activities
 - g. Ensure that a set of tasks are folded into the administration's work plan to ensure continuity of outreach initiatives
2. Members of the group then introduced themselves and shared their interest in helping with this task force:
- a. **Wendy Richter:** Currently a member of the school's board of directors, Wendy has three children enrolled at Prairie Crossing Charter School. She became interested in the task force because she felt that she could offer perspectives on Latino outreach and has enlisted the help of a Woodland School District (PCCS Feeder District) Parent Sandra Johnson to help us better understand perceptions.
 - b. **Sarah Beggs:** Having been a Substitute Teacher at PCCS, Sarah believes that it is the perception of many people in the larger community that the concept of "environmentalism" is an upper middle class credo. She is very deeply involved with the Lake County Social/Human Service Community and has been an active volunteer with the Mano-A-Mano Family Resource Center in Round Lake. As an adult observer of PCCS she feels the school lacks in economic/social diversity and is available to help with any initiative that targets this.
 - c. **John Condon:** has three children at the school and has been a part of the PCCS community for the last 6 years. He believes that PCCS portrays an image of "private/parochial" school and feels that we should do more to portray a public school image. Professionally, he has a sales background and has skills that will help us refine our image as a public charter school.
 - d. **Linda Wiens:** is also a member of the school's board of directors and views this taskforce as having three time sensitive goals. In the immediate term, this taskforce should focus on satisfying the Illinois State Board of Education's outreach requirements based on our charter by devising and implementing an outreach plan. In the longer term help the administration devise an outreach program that would occur on a regular basis to attract a diverse set of audience.
 - e. **Marie Biersdorf:** has a daughter in Ms. Dinano's class and is stay at home parent. She expressed that she will be willing to help with anything this task force requires and time permitting. Her older daughter attended Fremont District 79 because she was too old to attend PCCS.

3. The group reviewed the Statement of Outreach Plan as submitted to ISBE as a part of PCCS re-charter. Mrs. Athreya reviewed what is already being done at the school:
 - a. General Information about the school has been translated in Spanish
 - b. Enrollment Packets are available on the website in English. The application form is available in Spanish but when we transitioned into a new web-site the policies (Volunteer, Transportation and Fee Waiver) are not yet available in Spanish. It is our goal to identify those documents and post them to the website.
 - c. Both English and Spanish versions of the materials are supplied to prospective applicants.
 - d. We have a list of all Spanish speaking staff members and offer that as a resource to families if required.
 - e. We provide enrollment information at the beginning of January to the following newspapers in two ways
 1. Press Releases: Spanish and English versions are submitted to the following newspapers. News-Sun, Lakeland Newspapers, Pioneer Press, Daily Herald, Chicago Tribune and La Luz.
 2. Paid Advertisement: Pioneer Press and La Luz which covers primary areas of both district. We have not been very aggressive with this because of lack of resources.
4. Areas we are weak in include:
 - a. Radio Advertising to stations outlined in the outreach plan
 - b. Presentations to day care centers in low income areas
 - c. Presentations to Social service/nonprofit agencies
5. Things we are unsure of:
 - a. If the school has compiled a list of Spanish speaking families whose children attend PCCS and who are willing to speak with incoming families who are Spanish speaking.
6. There was discussion among members of the group regarding:
 - a. Low Income Population: Is it primarily Latino? Are there other minority groups such as African-American, Asian etc. It was suggested that we attempt to find the population breakdown of our two feeder school districts (Woodland District 50 and Fremont District 79)
 - b. Members also talked about the implications of this outreach initiative where longer term PCCS would have to consider providing ESL support for Spanish speaking parents.
7. Mr. Dagley introduced the dilemma that our charter requires us to maintain enrollment at 360 students. Currently there are 358 students enrolled in the school. Through this outreach program if PCCS is successful in attracting a large number of applicants then the school is faced with:
 - a. Only admitting enough students to maintain enrollment at 360 and maintaining a large waitlist.
 - b. Creating negative feelings due to inability to secure admission.
8. The group agreed to focus on the short term goal of fulfilling the Outreach Plan as outlined in the re-charter. Based on this discussion, some natural sub groups emerged:
 - a. Presentations: Mrs. Beggs agreed to work with Mrs. Athreya on designing a presentation appropriate for social service agencies, day care centers, libraries etc.

Once appointments were made, she also agreed to make some presentations at these centers herself.

- b. Document Appropriateness: Ms. Wiens agreed to review all materials to ensure that they are easily comprehensible and are at 4/5 grade reading level.
 - c. Advertising: Mr. Condon agreed to review all ad materials and offer content revisions. Mrs. Stearns offered to help with ad design
 - d. Identifying agencies/groups: Mrs. Biersdorf agreed to ID all day care centers, libraries, churches and youth groups in the Woodland and Fremont school districts.
9. Other ideas:
- a. Pursue a word of mouth referral network through parents. Talk to PSO to see if there could be a referral contest.
 - b. Pursue if there is a way to record the ethnicity of every applicant. This would be an effective measure of the outreach initiatives. This would indicate if the ethnicity pool of applicants is different from the ethnicity pool of the students that enter the school.

Next Meeting: It was decided that the group will meet the week after Thanksgiving and bring information for review and approval before the launch of the outreach plan. Mrs. Athreya will be working individually with the different sub-groups to ensure tasks get accomplished. The next meeting is on November 28, 2007 at 6:30pm

Outreach Task Force - Meeting Minutes 11/28/2007

Attendees: Sarah Beggs, John Condon, Elizabeth Stearns and Laura Fay

Meeting Facilitated By: Rekha Athreya

Summary:

1. This meeting followed the agenda very closely and started with the reviewing of marketing materials produced. These materials include:
 - a. Paid Ad Copy: Three possible versions of the paid ad copy were presented to the members based on the work done by member John Condon and his feedback. Further content changes were suggested by the committee. Elizabeth Stearns offered to work on the design and graphics of the ad. Rekha will make the content changes and email them to Elizabeth Stearns who will then work on the design. A final copy of this ad will be approved on or before the next outreach task force meeting.
 - b. Press Release: The committee reviewed the generated press release and offered suggested changes. Rekha will get those changes made and get it out to the press.
 - c. Public Service Announcement: It was decided that the first two paragraphs of the Press Release would be used as the Public Service Announcement
2. The next item to be reviewed was the presentation materials. The committee reviewed this briefly but decided to wait to receive the copy electronically to suggest more changes by the next meeting. Sarah Beggs and Rekha decided to meet separately to talk more about the presentation to social agencies.

3. Marie Biersdorf had created a list of all possible organizations which could receive information on Prairie Crossing Charter School. The committee reviewed this list and Laura Fay agreed to contact all agencies and ask if they would accept our information. It was agreed that she will present an update at the next meeting.
4. Elizabeth Stearns offered to create a flyer similar to the paid ad copy to use for distributing to agencies.

Next Meeting: The next meeting is on December 12, 2007 at 7pm

Outreach Task Force - Meeting Minutes 1/16/2008

Attendees: John Condon and Linda Wiens

Presenter: Cheryl Pytlarz

Meeting Facilitated By: Rekha Athreya

Summary:

1. This meeting followed the agenda very closely and started with a presentation by Board Member Cheryl Pytlarz on designing and installing a school sign for Prairie Crossing Charter School. She asked three things of the outreach task force:

- a. Recommend to the board a sign location
- b. Recommend to the board the content of the sign
- c. Recommend to the board the design of the sign

She presented drawings of the school and the Taskforce discussed possible locations. An ideal location available currently is where the Prairie Holdings Corporation's Red Rooster Sign is indicating that "Condos are now available" (our sign will replace this sign). This sign is located on school property and is visible from Rt. 45. Taskforce members are charged with the following tasks:

- i. Approve the current suggestion or identify alternate locations
- ii. Work on sign content. A suggestion by board president Dr. Munk is:

"Prairie Crossing Charter School
 State of Illinois District 900
 A Public School"

The Taskforce discussed this and thought that it could be word-smithed further. One suggestion was to change "State of Illinois District 900" to "School District 900". It was agreed that we would look at other public school signs and come with ideas to the next meeting.

- iii. The Taskforce also agreed that we would take design suggestions from Elizabeth Stearns and Rekha should request her to give us two to three alternatives to pick from.
- iv. The dimensions of the sign can be 6' high (max) and should be 32 square feet max. We were not sure if this was a Village of Grayslake regulation or cost issue. Rekha will clarify this with Cheryl.
- v. The board would like to see some recommendations at the February Board meeting.
- vi. The Goal for Installation is June 2008 (in time for next school year)

2. Flyer Distribution Spreadsheet: Laura Fay was working in this area. The Taskforce and/or Rekha have not received the spreadsheet yet. The Taskforce decided that John Condon will follow up Laura and advise us further.
3. Power point Presentation: The committee was happy with the content. Only minor changes were suggested. Rekha will make those changes and get a final copy out to taskforce members and the Board President.
4. Review the ISBE Statement of Outreach Plan: The task force reviewed this again with Rekha to ensure that we are carrying out all the tasks listed in the plan. So far the following have been done or is in progress:
 - d. Posting policies (Transportation, Fee Waiver and Volunteer) on the website – done for this year
 - e. Include these policies in the materials supplied to prospective applicants – Currently being done
 - f. Providing information on enrollment:
 - i. A press release has been sent to all newspapers listed in the outreach plan
 - ii. All Radio stations have received a 40 second and a 15 second Public Service Announcement
 - iii. Paid advertisements have been placed in Pioneer Press and Lake County Journals. Lake County Journals donated the ad space to the school. This donation was secured by board member Bob Bentz.
 - iv. Compiling a list of Spanish Speaking Staff members – this has been done.
 - v. List of Spanish speaking families – this has not been done yet but Rekha will talk to Mr.D to figure out an approach. She will also explore making a request in the Friday newsletter.
 - vi. Distribution to area day care centers: This is discussed under point 2
 - vii. Providing Information to Community Agencies: Rekha described a four pronged approach:
 1. All community agencies will receive flyer via fax
 2. All community agencies will also receive press release via fax
 3. They will also be contacted personally and if there is interest in distributing flyers, additional copies will be delivered to them.
 4. At that time a request will also be made to set up a meeting to make a presentation.
 5. There are currently two agencies listed that have expressed an interest in the presentation.

Rekha will ensure this task is completed by end of January.

Next Meeting: The next meeting is on February 05, 2008 at 7:30pm at the Special Ed Conference area in the Kennicott Building.

Outreach Task Force - Meeting Minutes
02/04/2008

Attendees: John Condon, Sarah Beggs and Myron Dagley

Meeting Facilitated By: Rekha Athreya

Summary:

1. This meeting followed the agenda very closely and started with discussion regarding the sign for the school. Rekha presented pictures of signs she had taken of other schools (Millburn District 24, Woodland Middle School, Grayslake Community High School and the College of Lake County). It appeared that the school district number was not listed on any of them. Myron explained that this is because the district numbers are issued by the Regional Office of Education for that county. Instead the content suggested was:

“Prairie Crossing Charter School”

A public school

Rekha was asked to forward the pictures and the content suggestion to Elizabeth Stearns to ask for a design. Once Elizabeth prepares the design, Rekha will email it to the committee. The committee will weigh in with their suggestions by email. The final copy will be forwarded to Cheryl Pytlarz for board action. The committee agreed that the location for the sign should be where the Rooster sign is now located (Red & White sign advertising the sale of condos). This will be on school property.

2. **Flyer Distribution Spreadsheet:** Rekha provided an update on the flyer distribution to daycare centers. As these flyers are being distributed to daycare centers, they are being plotted on the district map to show visually the distribution spread. Areas targeted include Gurnee, Grayslake, Wildwood, Mundelein, Vernon Hills and Libertyville. This activity will continue throughout February.
3. **Procedure Clarification:** Rekha brought up that the office staff brought to her and Myron’s attention that current procedure does not exactly match the marketing message. In all our documents (PSA’s, Press Releases etc.) we say “we are currently registering students”. However the office staff has assigned different names to the forms families fill out as the students are going through the admission process. There are two sets of forms solicited. Currently, the first form which makes families eligible for the lottery is called an “application” form and when families (students) names are drawn at the lottery they are required to fill out a “registration” form. Starting next year in keeping with our marketing message and to uphold our public school image, the first form will be called a “Registration” form. The second form (filled out by families whose children’s names have been drawn in the lottery) will be called an “enrollment” form. This year it is too late to make the name change for the “application” form but the second form will be called an “enrollment” form. The committee agreed with this recommendation.
4. **Review of ISBE’s Statement of Outreach Plan and Outreach Report:** Rekha reported that all activities closely follow the dictates of the Outreach plan. She indicated that she will be preparing a full report which she would like this committee to review. Myron also indicated that this would be a chapter or a part of the Accountability Report which will be submitted to ISBE.
5. The committee agreed to meet one more time to review Rekha’s report. That meeting date will be decided once Rekha has the report ready for review.
- 6.

Outreach Task Force - Meeting Minutes
12/12/2007

Attendees: John Condon, Elizabeth Stearns, Linda Wiens and Myron Dagley

Meeting Facilitated By: Rekha Athreya

Summary:

1. This meeting followed the agenda very closely and started with the finalizing the marketing materials produced. The materials include
 - g. Paid Ad Copy: Elizabeth Stearns had created an ad copy which every one agreed was designed very well. Rekha read out some of the responses emailed to her. Sarah Beggs and John Condon had very positive things to say regarding the ad. Laura Fay had some changes to offer and as Laura was not at the meeting, Rekha read out her changes from the email she had received. The committee discussed her changes and incorporated all the grammar changes. Certain other recommended word changes were vetoed to ensure that the ad was simple enough for everyone to read. With the changes suggested, Elizabeth offered to make the final changes and email the completed ad to Rekha. Rekha will then place this ad in the Pioneer Press and in the Lake County Journals. The ads that appear in the Lake County Journal are free because of a donation made by that paper.
 - h. It was also suggested by Laura Fay through email that we get ISBE's input with our ad. Regarding communication with ISBE, Rekha explained to the committee that she forwards all marketing/outreach communication materials to Board President Dr. Munk. He communicates with ISBE on the status of this committee and the work produced as required.
 - i. Committee members received the final copy of the Press Release. This will be released immediately after Winter Break.
 - j. Committee members also received the final copy of the Public Service Announcement. Elizabeth Stearns said she would provide contact information with certain radio stations that she works with on a regular basis.
 - k. The committee also suggested placing an announcement in the free cable scroll. Rekha will follow up on this.
 - l. Elizabeth Stearns shared with the committee that the Holy Family Church in Waukegan will do an insert in their church bulletin and we should include a flyer. Rekha will follow up on this.
2. The next item to be reviewed was the **Agency Phone calls**. This task was assigned to Laura Fay but she was not present at the meeting to offer an update. Rekha will contact her by email to find out status. This task would give the committee an idea of how many flyers would need to be produced. Elizabeth Stearns will produce the flyer for distribution.
3. Rekha reported on a meeting she had had with Sarah Beggs prior to the meeting regarding the presentation to social service agencies. Rekha will be working on the content of this presentation and email it to committee members prior to the January meeting. Elizabeth will be making the design changes to the power point to make it visually appealing. This will be finalized at the next meeting.
4. Linda Wiens had taken on the task of simplifying the policy statements to make it easier to understand. She had created a draft with changes. Rekha will look at this and work with Linda to refine further.

Next Meeting: The next meeting is on January 16, 2007 at 7pm at the Special Ed Conference area in the Kennicott Building

Volunteer Policy

Prairie Crossing Charter School encourages the participation of the entire family in the education process and emphasizes the importance of a pledge to life-long learning. The parental role in achieving the Prairie Crossing vision is critical. This role can take many forms. All parents are encouraged to provide a home atmosphere in which their children are supported in their educational goals. Frequent two-way communication between school and home is a hallmark of PCCS. This serves to keep parents informed of their children's progress and any special help they may need. It also provides an opportunity for the parents to discuss any questions or concerns with school personnel. Parents of Prairie Crossing Charter School students are welcome to volunteer for many school activities in the classroom; as chaperones and drivers for field trips; as helpers in the maintenance of the school; as coaches, as participants in Parent Staff Organization (PSO); as members of the school board or its committees, task forces, etc.; in contributing special talents and skills; or by providing financial contributions to the school.

However, no parent is required to volunteer at the school or provide financial contributions. Children will not be discriminated against in any way if parents are unable or choose not to volunteer or contribute financially. **Volunteerism and financial contributions are not requirements for enrolling in or remaining at Prairie Crossing Charter School.**

-adopted by the Prairie Crossing Charter School Board
17 November 2003

Política De Los Padres Voluntarios

Prairie Crossing Charter School promueve la participación de la familia entera en el proceso de educación y enfatiza la importancia del aprendizaje de por vida. El papel que los padres toman en lograr la visión de Prairie Crossing Charter School es crítico. Este papel puede tomar muchas formas. Se le sujiere a todos los padres que ellos proveen un ambiente de hogar en el cual sus niños son apoyados en sus metas educativas. La frecuente comunicación bidireccional entre la escuela y el hogar es unos de los sellos distintivos de PCCS. Esto sirve para mantener a los padres informados del progreso de sus niños y cualquier ayuda especial que ellos puedan necesitar. También provee una oportunidad para que los padres hablen sobre cualquier pregunta o preocupación con el personal escolar. Los padres de los estudiantes de Prairie Crossing Charter School son bienvenidos como voluntarios para diferentes actividades escolares en los salones de clase; como chaperones y chóferes para los viajes de campo; como ayudantes en el mantenimiento de la escuela; como entrenadores, como participantes en la organización de padres y maestros (PSO); como miembros de la junta directiva o sus comités, fuerza de trabajo, etc.,; contribuyendo talentos especiales y habilidades; o proporcionando contribuciones financieras a la escuela. **Sin embargo, a ningún padre se le requiere que sea voluntario en la escuela o que proporcione contribuciones financieras.** Los niños no serán discriminados de ninguna forma si los padres son incapaces o escogen no ser voluntarios o no contribuir financieramente. **El voluntariado y las contribuciones financieras no son requisitos para inscribirse o permanecer en Prairie Crossing Charter School.**

-adoptado por la junta de directiva de Prairie Crossing Charter School
17 de noviembre 2003

Prairie Crossing Charter School Transportation Plan

The Prairie Crossing Charter School transportation plan is closely aligned with the school's size, environmental philosophy, dual district boundaries and finances. Door to door bus service for all students will not be offered, since the Charter Schools Law exempts Prairie Crossing from this requirement except for special needs students.

Prairie Crossing Charter School is situated at the far corner of each district. Its students may come from anywhere in a 63 square mile area. It simply cannot commit to door to door bus service. However, being committed to welcoming a diverse array of students from throughout the districts, Prairie Crossing Charter School will coordinate a car pool program designed to address the needs of families beyond walking or biking distance (which is greater than usual given a regional network of trails). The parents of children who are at risk or who are from low income families may be unable to take part in the car pool program. It is important to provide a means by which these children can attend Prairie Crossing Charter School. One of the principles on which the school is founded is the belief that children can learn to respect a diverse group of people by learning next to them and becoming friends with them. The following options will be provided for parents of at risk and low income children who wish to send their children to Prairie Crossing Charter School but cannot take part in the car pool program.

1. Parent volunteers will be sought to pick up and drop off the children whose parents cannot take part in the car pool program. In this way, these children will arrive at school in the same manner as other children and will not be singled out in any way that may make them feel different from other children attending the school.
2. If no parent volunteers can be found to pick up and drop off children and there are only a few children that need transportation, Prairie Crossing Charter School will hire a person to pick up and drop off these children using his or her car. In this case, Prairie Crossing Charter School would register with the Illinois Secretary of State as a School Bus Driver Employer. Prairie Crossing Charter School will insure that the person obtains and maintains a valid bus driver permit. This includes
 - an initial classroom course for school bus drivers;
 - a minimum of two hours classroom training annually related to driving responsibilities;
 - participation in a Federally required drug and alcohol testing program, possessing a valid and properly classified Commercial Driver's License (CDL) with a Passenger Endorsement and properly classified school bus driver permit;
 - completion and certification of a passed annual physical examination on a form prescribed by and available from the Secretary of State's Office; and
 - Criminal background check including fingerprinting through the Illinois State Police.

Prairie Crossing Charter School will further insure that any vehicle used to transport children by an employee meets the requirements for a Division I vehicle. Under no circumstances will a Division II vehicle be used to transport students to and from school. All vehicles will have proof of adequate insurance on file at PCCS and will complete a

safety inspection every six months at an Official Testing Station regulated by the Illinois Department of Transportation.

3. If the number of children needing transportation is large enough, Prairie Crossing Charter School will lease a school bus to transport the children to and from school. The Director of Prairie Crossing Charter School or his/her designee will obtain documentation from the bus company insuring that the drivers used hold valid bus driver permits and that their buses are maintained and inspected as required. In this case the Director of PCCS or his/her designee will do the following to insure the safety of school bus-transported children:
 - Supervise school bus emergency evacuation drills for all bus-riding students on school property twice annually and maintain documentation;
 - Insure classroom instruction in safe bus-riding practices by classroom teachers for all bus-riding students twice annually including the dangers in the loading and unloading zone and maintain documentation; and
 - Insure that all bus-riding students have copies of bus-riding rules which include the consequences for gross disobedience or misconduct.

-adopted by the Prairie Crossing Charter School Board
15 December 2003

Prairie Crossing Charter School

Plan de Transportación Revisado

El plan de transportación de la escuela Prairie Crossing Charter School esta basado y alineado con el tamaño de la escuela, nuestra filosofía ambientalista, nuestra localización entre dos distritos escolares y las realidades económicas. El servicio de autobús de puerta a puerta para todos los estudiantes no será ofrecido ya que las leyes que reglamentan a las escuelas con especialización crea una exención de este requisito a menos que se trate de estudiantes con necesidades especiales.

La escuela Prairie Crossing Charter School esta localizada en la esquina más lejana de ambos distritos escolares. Sus estudiantes provienen de cualquier lugar en una área de 63 millas cuadradas. La escuela no se puede comprometer a proveer servicio de autobús de puerta a puerta. Sin embargo, debido al compromiso de atraer una diversidad de estudiantes a lo largo de ambos distritos, la escuela Prairie Crossing Charter School coordinará un programa de “carpool” diseñado para atender las necesidades de familias que residan a una distancia la cual no sea factible el llegar a la escuela caminando o en bicicleta (la cual es mayor que la usual dado la red regional de senderos).

Muchas veces, los padres cuyos niños que están en riesgo académico, o cuyas familias son de ingresos, bajos no pueden participar en el programa de “carpool”. Es importante poder proporcionar algún medio por el cual estos niños puedan asistir a la escuela Prairie Crossing Charter School. Uno de los principios en que la escuela se fundó es la creencia que los niños pueden aprender a respetar la diversidad de las personas, aprendiendo al lado de otros niños y desarrollando amistad con ellos. Las siguientes opciones se les ofrecerán a los padres cuyos niños están en riesgo académico, o cuyas familias son de ingresos bajos, para que sus niños puedan asistir a la escuela Prairie Crossing Charter School aún cuando no puedan participar del programa de “carpool”.

1. Se solicitarán voluntarios entre los otros padres para recoger y llevar a los niños cuyos padres no pueden tomar parte en el programa de “carpool”. De esta manera, estos niños llegarán a la escuela de la misma forma que los otros niños y no se singularizarán de forma alguna para que puedan sentirse diferente a los otros niños que asisten a la escuela.
2. Al no encontrarse padres voluntarios para recoger y llevar a los niños y hay sólo unos pocos niños que necesitan la transportación, Prairie Crossing Charter School contratará a una persona para recoger y llevar a estos niños usando su vehículo. En este caso, la escuela Prairie Crossing Charter School se registrará con la Secretaría de Estado del estado de Illinois como patrono de chóferes escolares. La escuela Prairie Crossing Charter School se asegurará que la persona contratada tenga y mantenga un permiso o licencia de chofer de autobús válido. Esto incluye:
 - un curso inicial, en aula, para chóferes de autobuses escolares;
 - cada año se requerirá un curso por lo menos de dos horas de duración relacionado con las responsabilidades de manejar;
 - el chofer deberá participar en el programa Federal de prueba y verificación de droga y alcohol y deberá poseer una licencia válida de chofer comercial (CDL) con un Endoso para Pasajeros y tener un permiso que le permita ser chofer de autobuses escolares;
 - el chofer tendrá que proveer evidencia de que se ha sometido y ha aprobado un examen físico anual sometiendo la forma prescrita por la Secretaría de Estado; y
 - el chofer debe someterse a una verificación de su expediente criminal el cual incluirá la verificación de sus huellas dactilares a través de la policía del Estado de Illinois.

La escuela Prairie Crossing Charter School también se asegurará que el vehículo usado por el chofer para el transporte de niños, cumpla todos los requisitos para un vehículo División I. Bajo ninguna circunstancia se permitirá el uso de un vehículo División II para la transportación de estudiantes hacia la escuela y de regreso a sus hogares. Todos

los vehículos proveerán evidencia, la cual se mantendrá en la escuela, de que están cubiertos por una póliza de seguros y también deberán someterse a una inspección de seguridad cada seis meses en una de las estaciones de inspección de vehículos del Departamento de Transportación de Illinois.

3. Si el número de niños que necesiten transportación llegará a ser lo suficientemente grande, la escuela Prairie Crossing Charter School alquilará un autobús escolar para transportar a los niños hacia la escuela y de regreso a sus hogares. El Director de la escuela Prairie Crossing Charter School o la persona que sea asignada asigne, obtendrá la documentación de la compañía que alquiló el autobús para asegurarse que los chóferes poseen licencias válidas de conducir y que los autobuses cumplen con los requisitos de mantenimiento e inspección. En este caso el Director o la persona que sea asignada, tomará las siguientes medidas para asegurarse que el autobús para transportar los niños sea seguro:

- Supervisará un simulacro de evacuación de emergencia del autobús escolar con los estudiantes que usarán el servicio. Dicho simulacro se llevará a cabo en las facilidades de la escuela con una frecuencia de por lo menos dos veces al año. La documentación de estas actividades será mantenida en las oficinas;
- Coordinará, dos veces al año, un curso en el aula para los estudiantes que usen el servicio de autobús en el cual se enfatizarán las medidas de seguridad que los estudiantes deben seguir mientras viajan en el autobús y las medidas de seguridad en los lugares de abordar o bajarse del autobús.
- Proveerá copia a todos los estudiantes que usen el autobús, de las reglas y procedimientos que especifican el comportamiento que dichos estudiantes deberán seguir mientras viajan en el autobús incluyendo las consecuencias por desobediencia o mala conducta.

-adoptado por la Junta de Directores de la Escuela Prairie Crossing Charter School

15 de diciembre de 2003

Prairie Crossing Charter School Fee Waiver Policy

Definition of School Fees

School fees or fees mean any monetary charge collected by Prairie Crossing Charter School (PCCS) from a student or the parents or guardian of a student as a prerequisite for the student's participation in any curricular or extracurricular program of PCCS. It is not defined as a fee when PCCS requires that a student provide his or her own ordinary supplies or materials (e.g. pencils, paper, notebooks) that are necessary to participate in any curricular or extracurricular program.

Prairie Crossing Charter School has a yearly books, materials, and activity fee of \$200 per child. PCCS also charges fees for involvement in extracurricular activities. School fees do not include library fines and other charges made for the loss, misuse, or destruction of school property; charges for the purchase of pictures; charges for optional travel undertaken by a school club or group of students outside of school hours; charges for admission to school dances, athletic events, or other social events; or charges for optional community service programs (e.g. before- and after-school child care and recreation programs).

Students Eligible for Waiver

Each child's books, materials, and activity fee is due by July 31 each year. For students that enroll in Prairie Crossing Charter School during the school year, this fee is due on their first day of attendance. The due dates for fees for extracurricular activities vary and are provided to students interested in those activities.

Fees may be waived for students whose family income falls within the United States Department of Agriculture guidelines for free or reduced price lunch and breakfast. Fees may also be waived for students whose families have suffered a significant loss of income due to death, severe illness, or injury in the family or unusual expenses incurred because of a natural catastrophe.

Any family unable to pay the books, materials, and activity fee or needing extra time to pay the fee should submit the form below to Prairie Crossing Charter School's Director **by July 15** or the first day of attendance for students enrolling in PCCS during the school year. For fees for extracurricular activities, due dates will be provided with the information about each activity. The Director will process the request within thirty (30) calendar days and reply to the family with a payment plan, fee waiver statement, or denial of request. PCCS's Director shall decide waivers on a case by case basis in a non-discriminatory fashion and shall rely upon documentation submitted by the applicant. The Director's decision can be appealed to the School Board President.

Payment plans will be provided for students whose families do not qualify for fees to be waived but whose children would be prohibited from attending Prairie Crossing Charter School or taking part in extracurricular activities unless a payment plan is provided. Explanation for payment plan requests will be reviewed by the Director as provided above.

Notification to Parents/Guardian

PCCS's policy for the waiver of school fees shall be communicated in writing to the parents or guardian of all students enrolled in the PCCS near the beginning of July with the first bill or fee notice sent and any other time a notice of fees (e.g. for extracurricular activities) is sent to parents. PCCS also will state in all of its notices sent to parents who owe fees that PCCS waives fees for persons unable to afford them in accordance with its policy and the procedure for applying for a fee waiver. The Director's name, address,

phone number, and email address will be included. A fee waiver application form also may be included with this notice when it is sent to parents. The notification will be in English, Spanish, or the home language of the parents, if it is needed to ensure their understanding of the district's policy (if translation of the notice is not feasible, PCCS will use interpreters, e.g. other students or neighbors). The notice shall describe:

- PCCS's policy, including the criteria and other circumstances under which PCCS will waive school fees or provide a payment plan for these fees;
- the fees subject to waiver under the district's policy;
- the procedure to be used by parents in applying for a waiver of school fees;
- the procedure to be used by parents in resolving disputes concerning the waiver of school fees.

If the fee waiver policy and/or procedures are substantively amended, then parents of students enrolled in PCCS shall be notified in writing within thirty (30) calendar days following the adoption of the amendments.

Resolution of Disputes

If PCCS denies a request for a fee waiver or payment plan, then it shall mail a copy of its decision to the parents within thirty (30) calendar days of receipt of the request. The decision shall state the reason for the denial and shall inform the parents of their right to appeal, including the process and timelines for that action. The denial notice shall also include a statement informing the parents that they may reapply for a waiver or payment plan at any time during the school year, if circumstances change.

An appeal shall be decided within thirty (30) calendar days of the receipt of the parents' request for an appeal. Parents shall have the right to meet with the President of the PCCS Board of Directors, who will decide the appeal, in order to explain why the fee waiver or payment plan should be granted. If the appeal is denied, then PCCS shall mail a copy of its decision to the parents. The decision shall state the reason for the denial.

No fee shall be collected from any parent who is seeking a fee waiver in accordance with PCCS's policy until the district has acted on the initial request or appeal (if any is made), and the parents have been notified of its decision.

Confidentiality

School records that identify individual students as applicants for or recipients of fee waivers are subject to the Illinois School Student Records Act (105 ILCS 10/1 et seq.). Information from such records is confidential and may be disclosed only as provided in the Act.

Prohibition Against Discrimination or Punishment

No discrimination or punishment of any kind, including the lowering of grades or exclusion from classes, will be exercised against a student whose parents or guardians are unable to purchase required textbooks or instructional materials or to pay required fees.

Prairie Crossing Charter School

Política para la Determinación de Eliminación O Reducción de Cuotas

Definición de Cuotas Escolares

Las Cuotas Escolares se definen como cualquier dinero cobrado por la escuela Prairie Crossing Charter School (PCCS) a los estudiantes o sus padres o guardianes como requisito para la participación del estudiante en cualquier programa curricular o extracurricular de PCCS. Los suministros ordinarios u otros materiales (tales como lápices, papel, cuadernos) que PCCS determine son necesarios para que el estudiante participe en estos programas no serán considerados como una cuota.

La escuela Prairie Crossing Charter School tiene una cuota anual de \$250 por estudiante para libros y materiales y otra cuota anual de \$250 por estudiante para actividades. PCCS también cobrará cuotas por la participación algunas actividades extracurriculares. Las cuotas de la escuela no incluyen las multas cobradas por la biblioteca así como otros cargos por la pérdida, mal uso, o destrucción de propiedad escolar; los cargos para la compra de retratos escolares; los cargos para viajes opcionales fuera de las horas de escuela organizados por un club escolar o grupo de estudiantes; los cargos por la entrada a bailes escolares, eventos atléticos, u otros eventos sociales; o cargos opcionales para los programas de servicio a la comunidad (por ejemplo el cuidado de niños antes y después de horas escolares o programas recreativos).

Estudiantes Elegibles para la Dispensacion de Cuotas

Todos los estudiantes tienen que pagar la cuota de libros y materiales y la mitad de la cuota de actividades por mas tardar, el 31 de julio cada año. La segunda la mitad de la cuota de actividades deberá ser pagada antes del último día de escolar que precede las vacaciones de invierno. Para aquellos estudiantes que ingresen a la escuela Prairie Crossing Charter School una vez que el año escolar a comenzado, estas cuotas deberán ser pagadas el primer día de asistencia. Las fechas de vencimiento para las cuotas de actividades extracurriculares varían y se les proporcionarán a aquellos estudiantes interesados en cuanto dichas actividades sean escojidas por el estudiante.

Las cuotas escolares podrán ser eliminadas para aquellos estudiantes cuyos ingresos familiares sean menores que los que son provistos por el Departamento de Agricultura de los Estados Unidos para tener derecho a almuerzos o desayunos gratis o subsidiados. También podrán perdonarse en caso de estudiantes cuyas familias hubiese sufrido una reducción significativa de ingreso debido a la muerte, enfermedad severa, o lesión a algún familiar o debido a gastos imprevistos incurridos por causa de una catástrofe natural.

Cualquier familia que no tenga los recursos para satisfacer las cuotas de libros y materiales o las cuotas de actividades, o que necesite mas tiempo para satisfacer estas obligaciones deberá entregar la solicitud que acompaña esta política al Director de la escuela Prairie Crossing Charter School antes del **15 de julio**, o el primer día de clase para aquellos estudiantes que ingresan a PCCS durante el año escolar. El vencimiento de las cuotas para las actividades extracurriculares, se proporcionará junto con la información sobre cada actividad. El Director procesará cada solicitud dentro de un plazo de treinta (30) los días y notificará a cada familia su determinación relacionada con el plan del pago, dispensación de cuota, o rechazo de la solicitud. El Director de PCCS tomará una decisión evaluando cada caso individualmente de una forma

no discriminatoria basándose en la documentación sometida por el solicitante. La decisión del Director puede ser apelada con el Presidente de la Junta de Directores.

Se le proveerá planes de pagos a aquellos estudiantes cuyas familias no califican para la eliminación de las cuotas pero cuya situación económica no permitiría que los niños asistieran a Prairie Crossing Charter School o participaran en las actividades extracurriculares a menos que se les proporcione un plan del pago. La explicación incluida en la solicitud de plan de pago será revisada por el Director según detallado en el párrafo anterior.

Notificación a Padres o Tutores Legales

PCCS notificará a los padres o tutores legales de cada estudiante la política que reglamenta la eliminación de cuotas escolares al principio del mes de julio. La política acompañará la primera factura/cobro o notificación de cuotas o se enviara en cualquier otro momento en el cual se le cobre a los padres por cuotas de cualquier índole (por ejemplo cuotas para actividades extracurriculares). En la notificación a los padres que soliciten la eliminación de pagos, PCCS indicará su determinación relacionada con la eliminación de pagos, de acuerdo a esta política. La notificación debe incluir el nombre, dirección postal, número de teléfono y correo electrónico del Director de la escuela así como también una copia de la solicitud. Para asegurarse que los padres comprendan su contenido, la notificación será en inglés, español, o el idioma principal de los padres, (si la traducción de la notificación no fuera factible, PCCS usara interpretes; por ejemplo otros estudiantes o vecinos). La notificación describirá:

- La política de PCCS, incluyendo el criterio y otras circunstancias bajo las cuales PCCS dispensará las cuotas escolares o aceptara un plan del pago para estas cuotas;
- las cuotas que se pueden dispensar de acuerdo a la política del distrito escolar;
- el procedimiento a ser usado por los padres para solicitar la dispensa de cuotas escolares;
- el procedimiento a ser usado por los padres para resolver disputas relacionadas con la dispensación de cuotas escolares.

Si la política de eliminación de cuotas es enmendada de una forma substancial, PCCS notificará por escrito a los padres de estudiantes matriculados en PCCS dentro de los primeros treinta (30) días que siguen a la adopción de las enmiendas.

Resolución de Disputas

Si PCCS niega alguna solicitud de eliminación de cuotas o solicitud de plan del pago, la escuela enviara por correo postal dentro de los treinta días, una copia de su decisión a los padres que presentaron la solicitud. La decisión especificará las razones del rechazo e informará a los padres de su derecho para apelación, incluyendo el proceso y pasos para esa acción. La notificación de rechazo también incluirá una declaración que informa a los padres que ellos pueden volver a aplicar en cualquier momento durante el año escolar si ocurriese un cambio en las circunstancias personales.

Las apelaciones se decidirán dentro de los treinta (30) días del recibo de la solicitud por parte de los padres. Los padres tendrán el derecho de reunirse con el Presidente de la Junta de Directores de PCCS para plantear sus argumentos del porque la solicitud debe concederse, el Presidente de la junta decidirá sobre la apelación. Si la apelación fuese negada, PCCS enviará a los padres, por correo postal, una copia de su decisión. La decisión indicará las razones del rechazo.

Durante el tiempo que la solicitud o la apelación esta siendo evaluada, PCCS prorrogará el cobro de cuotas a los padres que sometieron la solicitud. Esta prórroga durará hasta el momento que se le notifique a los padres de la decisión final.

Confidencialidad

Los expedientes y archivos de la escuela que identifica a cualquier estudiante que solicite o reciba la eliminación de cuotas están sujetos a las provisiones de las Actas sobre Expedientes de Estudiantes del Estado de Illinois (Ill. Rev. Stat. 1989, ch. 122, par. 50-1 et seq.). La información en estos expedientes es confidencial y sólo puede divulgarse de acuerdo a las provisiones del Acta.

Prohibición Contra Discriminación o Castigo

Ningún estudiante será castigado o discriminado en cuanto cualquier índole, incluyendo el reducir las calificaciones o exclusión de las clases, en el caso que sus padres o tutores no puedan comprar los libros, materiales escolares o pagar las cuotas escolares requeridas.

-enmendado por la Junta de Directores de Prairie Crossing Charter School

el 22 de mayo de 2007

Solicitud de Eliminación o Plan de Pago de Cuotas

Favor de someter antes del 15 de julio

Nombre del Estudiante: _____

Grado del Estudiante: _____

Nombre de los Padres: _____

Dirección: _____

Número de Teléfono: _____

Correo Electrónico: _____

- Yo/Nosotros solicitamos un plan del pago para la cuota de libros y materiales.
- Yo/Nosotros solicitamos un plan del pago para la cuota de actividades.
- Yo/Nosotros solicitamos un plan de pagos para ambas cuotas; la de libros y materiales y también la cuota de actividades.

Favor de dar una explicación breve de las razones por las cuales se está pidiendo el plan del pago o eliminación de las cuotas. El Director será la única persona que tendrá acceso a la razón por la cual usted está pidiendo el plan del pago o eliminación de pagos. Si usted solicitar la eliminación de pagos, haga el favor de proveer documentación y evidencia que apoye su necesidad.

Favor de enviar por correo postal a:

Mr. Myron Dagley, Director,
Prairie Crossing Charter School
1531 Jones Point Road
Grayslake, IL 60030-3536



1531 Jones Point Road
TEL 847-543-9722
Visit us at www.pccs.ws

Grayslake, IL 60030-3536
FAX 847-543-9744

Where education comes naturally!

FOR IMMEDIATE RELEASE
November 28, 2007

CONTACT: Rekha Athreya
(847) 543-9872

Experience Award Winning Public Education

Prairie Crossing Charter School (PCCS) is currently registering students entering Kindergarten through Eighth Grade for the 2008-2009 school year. Registration packets are available at the school or printed from the school's website (www.pccs.ws). Completed registration materials can be mailed or dropped off at the school office at 1531 Jones Point Road, Grayslake, IL 60030. They must be received at the school by March 03, 2008 at 5:00pm.

Prairie Crossing Charter School Admission FAQs

What type of a school is Prairie Crossing Charter School?

Prairie Crossing Charter School is a small, public school located in Grayslake, IL offering an academic curriculum centered on the environment. We do not charge tuition. Fee waivers for low income families are included in the registration packets and on the website.

What grades are served by this school?

PCCS serves Kindergarten through Eighth Grade.

What is special about Prairie Crossing Charter School?

We were one of 52 charter schools, out of nearly 4000, to receive the honor of "National Charter School of the Year" (2007).

Based on the Illinois Standard Achievement Test (ISAT), PCCS ranked as one of the top 4 schools in Lake County.

How do I know if my child is eligible for admission at PCCS?

Anyone residing in Woodland District #50 or Fremont District #79 is eligible to enroll. Students that are not residents of Woodland or Fremont School districts are still eligible for admission if the out-of-district tuition responsibility is assumed by the parent or guardian. **Please note:** Out-of-district students are also subject to the lottery process (please read "Why do we have an admission lottery?" below)

How do I enroll?

Registration packets can be picked up at the school (1531 Jones Point Road, Grayslake, IL 60030) or printed from the school website (www.pccs.ws). Completed registration materials can be mailed or dropped off at the school office at 1531 Jones Point Road, Grayslake, IL 60030.

When is the last date to drop off the registration packets?

The last date to drop off the registration packets is March 03, 2008 by 5:00pm.

Why do we have an admission lottery?

If more registrations are received than there are openings a lottery will be held to determine which children will be enrolled. This lottery will be held on **March 03, 2008** at 7pm in the Anna

Experience Award Winning Public Education at Prairie Crossing Charter School!

A 2007
National Charter
School of the Year!

Do you live in Woodland District #50 or Fremont School District #79?
Did you know your child is eligible to attend Prairie Crossing Charter
School (PCCS)—an innovative, free, public charter school in Grayslake?

Recognized for achieving academic excellence, PCCS has consistently been
one of the top schools in Lake County. We offer students an academic
curriculum centered on the environment.

We are now registering students entering kindergarten through
eighth grade for the 2008-09 school year.

Come to Our Open House and Learn More
Tuesday, January 29 at 7pm or Thursday, February 28 at 7pm
In the PCCS gymnasium at 1531 Jones Point Rd.

Visit us on the Web at www.pccs.org or call 847-543-9722 today!
1531 Jones Point Road, Grayslake, IL 60030



¡Participe en un programa de educación pública el cual a sido premiado al nivel nacional! en la Escuela Charter Prairie Crossing

¿Vive usted en el Distrito #50 de Woodland o en el Distrito #79 de la Escuela
Fremont? ¿Sabe que su hijo es elegible para asistir a la Escuela Charter Prairie
Crossing (PCCS) - una escuela pública charter innovadora, gratuita en
Grayslake?

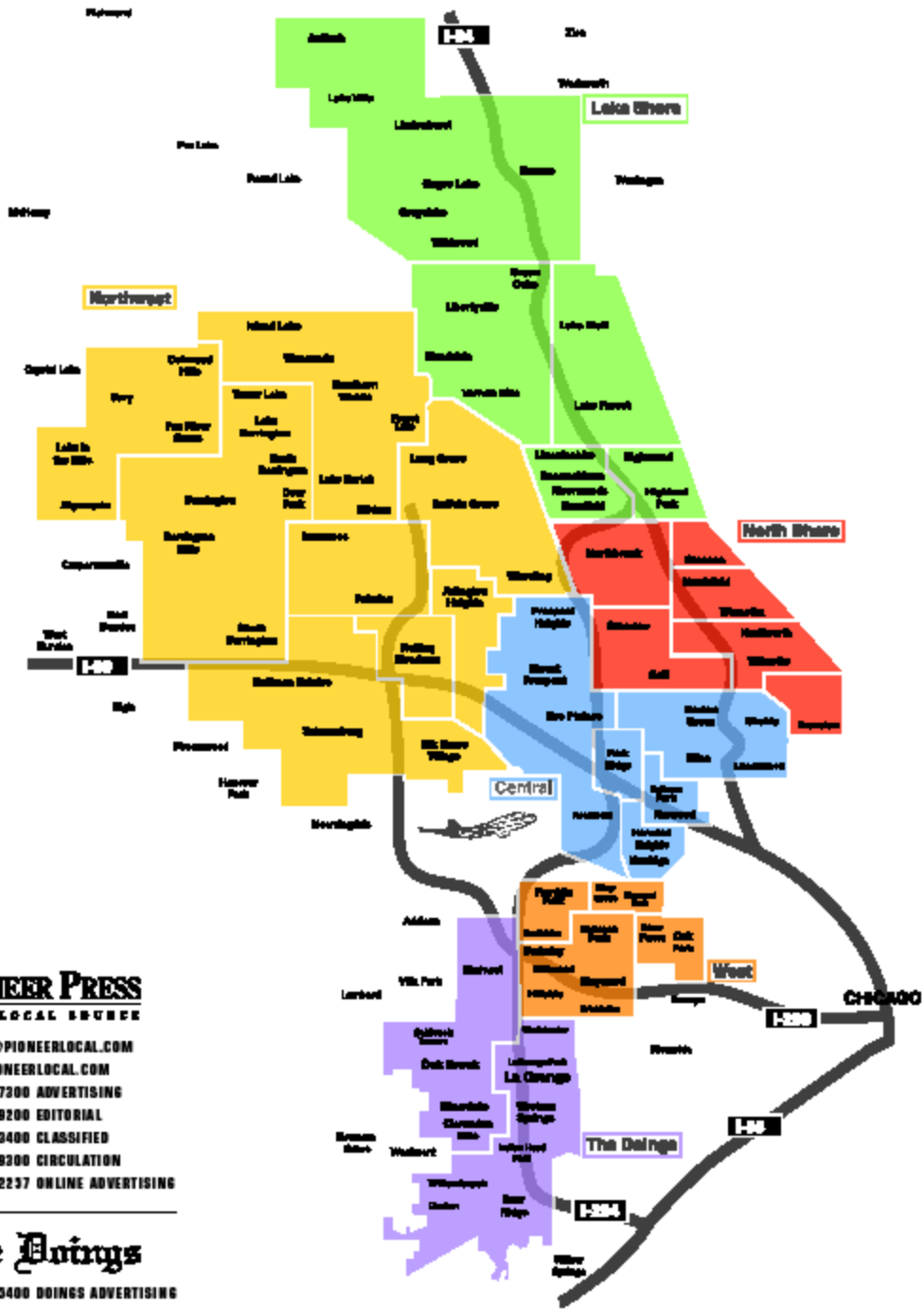
Reconocida por el logro de la excelencia académica, la PCCS con regularidad ha
sido una de las principales escuelas en el Condado de Lake. Les ofrecemos a
los estudiantes un plan de estudios académico centrado en el medio ambiente.

Ya estamos registrando estudiantes desde el Kindergarten hasta el octavo grado
para el año escolar 2008-09.

Venga a Nuestra Casa Abierta y Aprenda Más
Martes 29 de enero a las 7pm o jueves 28 de febrero a las 7pm
En el gimnasio de la PCCS localizada en el 1531 Jones Point Rd.

¡Visítanos por Internet en www.pccs.org o llámenos hoy al 847-543-9722!
1531 Jones Point Road, Grayslake, IL 60030





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The Enings

630.320.3400 DOINGS ADVERTISING
630.320.3402 DOINGS EDITORIAL

Experience Award Winning Public Education at *Prairie Crossing Charter School!*

*Do you live in Woodland District #50
or Fremont School District #79?*

Did you know your child is eligible to attend
Prairie Crossing Charter School (PCCS)—an inno-
vative, free, public charter school in Grayslake?

Recognized for achieving academic excellence,
PCCS has consistently been one of the top
schools in Lake County. We offer students an
academic curriculum centered on the environ-
ment.

We are now registering students entering kin-
dergarten through eighth grade for the 2008-09
school year.

Come to Our Open House and Learn More

Tuesday, January 29 at 7pm or

Thursday, February 28 at 7pm

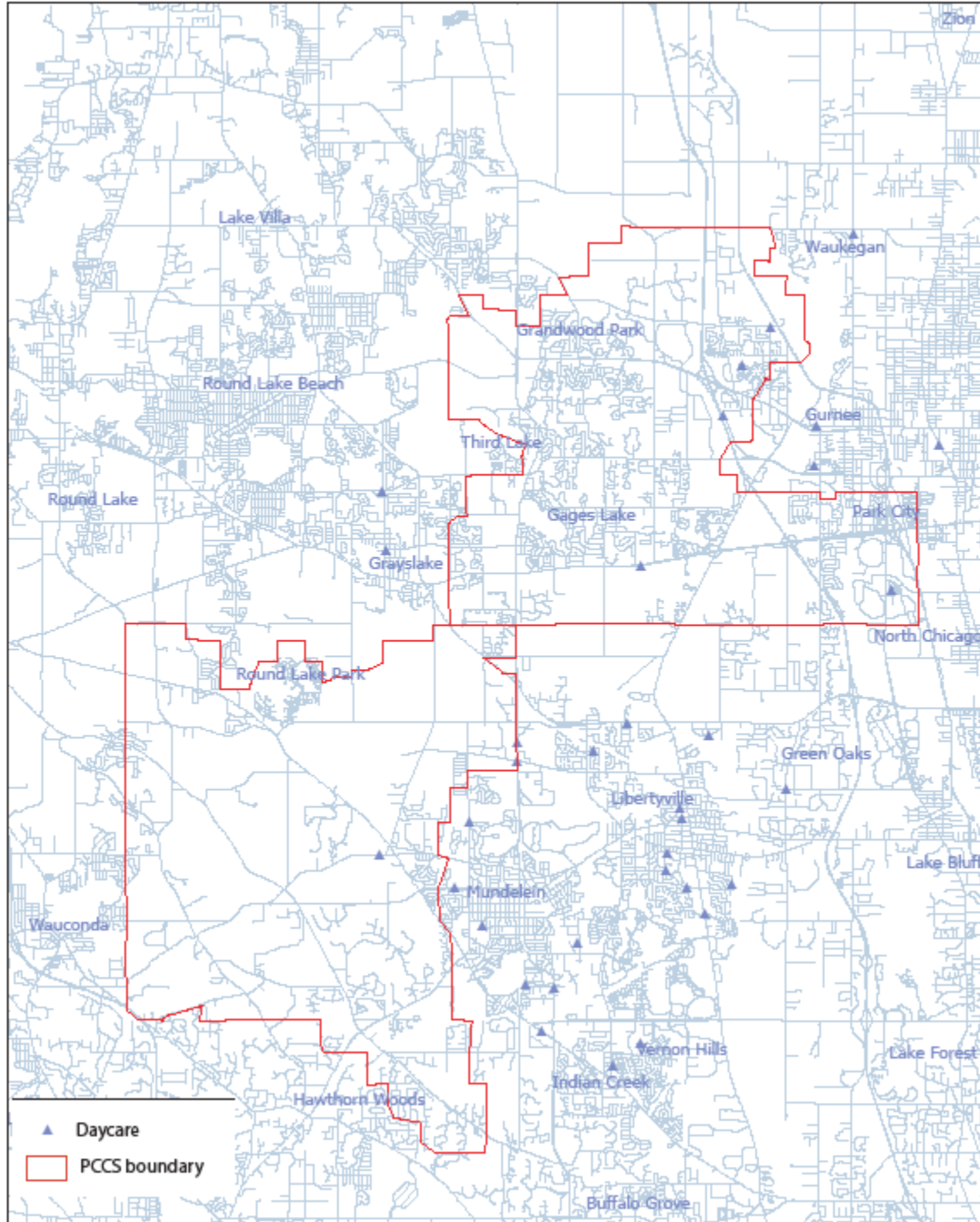
**In the PCCS gymnasium at
1531 Jones Point Rd.**

Visit us on the Web at www.pccs.ws or call 847-543-9722 today!
1531 Jones Point Road, Grayslake, IL 60030

**A 2007
National
Charter
School of the
Year!**



Prairie Crossing Charter School Daycare Applicant Locations





1531 Jones Point Road
TEL 847-543-9722
Visit us at www.pccs.ws

Grayslake, IL 60030-3536
FAX 847-543-9744

Where education comes naturally!

Public Service Announcement – 40 Seconds

Experience Award Winning Public Education

Prairie Crossing Charter School (PCCS) is currently registering students entering Kindergarten through Eighth Grade for the 2008-2009 school year. We are a small, public school located in Grayslake, IL offering students an academic curriculum centered on the environment. We do not charge tuition.

In 2007, Prairie Crossing Charter School was one of 53 schools chosen nationwide to be Charter School of the year and based on the ISAT scores in 2006, We are one of the top 4 schools in Lake County!

Registration packets are available at the school or can be printed from the school's website (www.pccs.ws). Completed registration materials can be mailed or dropped off at the school office at 1531 Jones Point Road, Grayslake, IL 60030. They must be received at the school by March 03, 2007 at 5:00pm.

Come to our open house on January 29, 2008 to learn more!

Public Service Announcement – 15 Seconds

Experience Award Winning Public Education

Prairie Crossing Charter School in Grayslake, IL is currently registering students for the 2008-2009 school year. This is a small, public school offering students a curriculum centered on the environment. Call us at (847) 543-9722 for registration information or visit us on the web at www.pccs.ws



1531 Jones Point Road Grayslake, IL 60030-3536
TEL 847-543-9722 FAX 847-543-9744
Visit us at www.pccs.lake.k12.il.us

Where education comes naturally!

Prairie Crossing Charter School – Parent Staff Organization

FOR IMMEDIATE RELEASE
February 5, 2008

CONTACT: Roz Deigan, Vice –President, PCCS-PSO
847-363-7425 (cell) 847-543-9722 (school office)

Experience Prairie Crossing Charter School, Grayslake, IL Saturday, February 23, 2008

GRAYSLAKE, IL – The Parent Staff Organization (PSO) of Prairie Crossing Charter School (PCCS) of Grayslake, IL is hosting their fifth “Experience PCCS” event of the 2007-2008 school year at Lake County Illinois’ only public charter school. This month’s experience is titled – **Why is PCCS fun?**

Why is PCCS fun?

- Did you know students at PCCS love coming to school?
- Are you aware the teachers at PCCS use the “constructivist” teaching method?
- What does the “constructivist” teaching method look like?

During this “Experience PCCS” event, you will explore one of the many reasons that makes PCCS different from other public schools.

Join us as we all go back to school for a morning! All participants will be broken down into small groups to explore education through two lenses; traditional and constructivist (constructivist = the PCCS way). Small groups will participate in one interactive constructivist style lesson and one hands-on traditional style lesson in math and/or science, and then discuss the differences.

Bring the whole family for this stimulating “Experience PCCS” from 10:00 am to 12:00 pm in Helle Hall (Anna B. Comstock Building, 1591 Jones Point Road, Grayslake, IL 60030) on February 23rd, 2008.

Presenters are: Chris Hershiser, PCCS 5/6th grade teacher, and Karen Achtemeier, former PCCS 8th grade teacher. Reservations are not required, but we would love to know you are coming! To RSVP or share questions or comments, please contact Roz Deigan pccs.pso@sbcglobal.net or phone 847-363-7425 (cell).

Free Admission!

A Quick Glance:

Event: Why is PCCS fun? **Series:** Experience Prairie Crossing Charter School

Sponsor: The Parent Staff Organization (PSO) at Prairie Crossing Charter School

Who Can Attend: FREE EVENT*, Open to ALL residing in Lake County.

When: Saturday, February 23, 2008, 10am-12pm

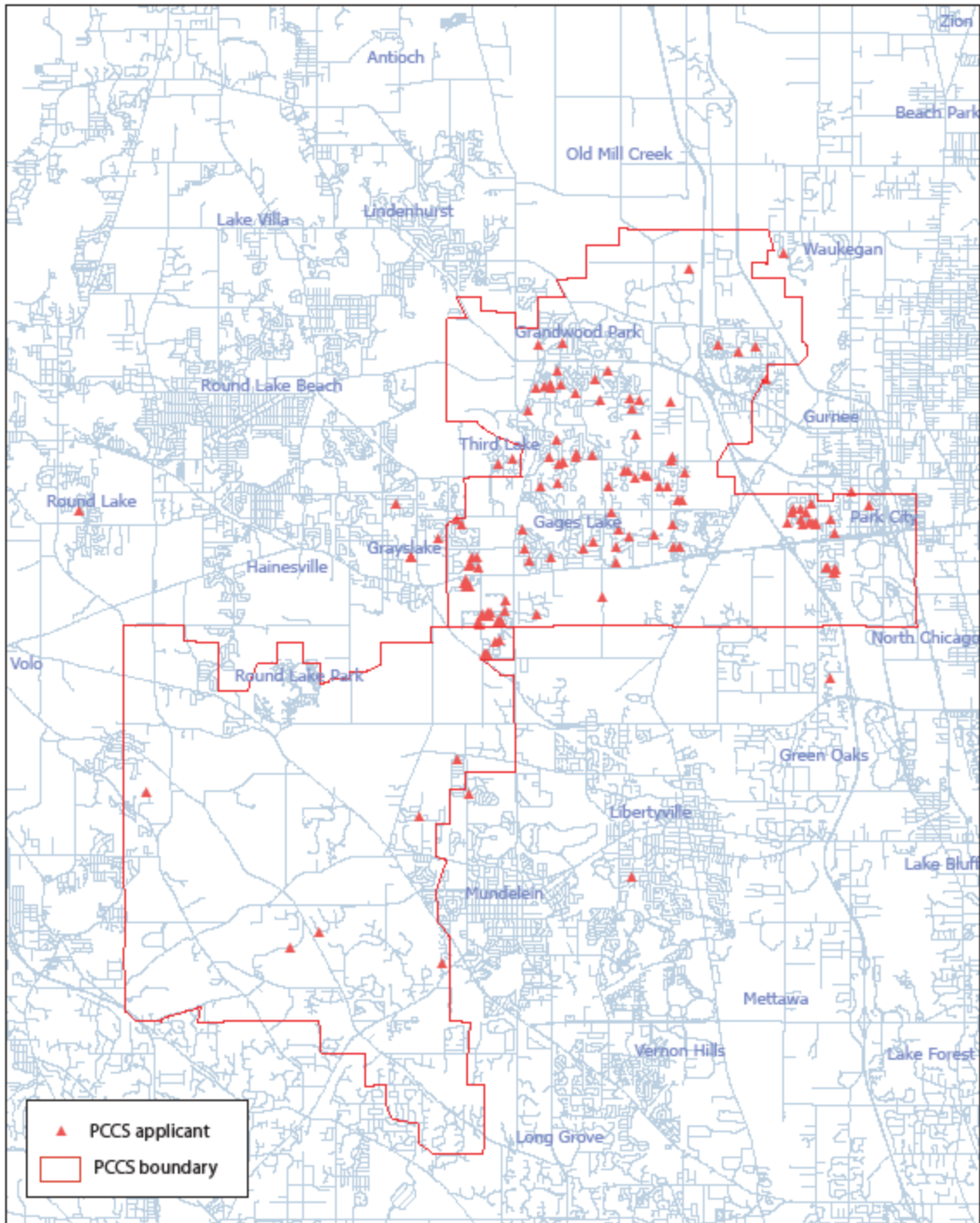
Where: Prairie Crossing Charter School – Comstock Building/Helle Hall,
1591 Jones Point Road, Grayslake, IL 60030

RSVP & Questions: Please RSVP* no later than Wednesday, February 20, 2008 to Roz Deigan/PSO at PCCS.PSO@sbcglobal.net. Please submit all questions to pccs.pso@sbcglobal.net

Prairie Crossing Charter School Mission

Prairie Crossing Charter School is a child-centered community of learners. We use an ecological, integrated, experiential approach to learning, which utilizes unique environmental and community resources. We develop students who demonstrate environmental stewardship and responsible, global citizenship.

Prairie Crossing Charter School Applicants



Section C: Enrollment and Lottery Procedures

Admissions to Prairie Crossing Charter School

Prairie Crossing Charter School students are admitted in accordance with the state Charter School Law. The application process begins in January when parents are encouraged to fill out an application which they can get at the office or from the school website. After all applications have been submitted, returning students are given places as are their siblings if places are available.

Thereafter, admission is determined by a public lottery. The lottery is a nonexclusive, nondiscriminatory process where all students who live in Districts 50 and 79 are welcome to apply. All applicants have the same chance of being selected. After classes are filled, the lottery continues to create a waiting list for each grade. The application policy and procedures referred to below reflect Prairie Crossing Charter School's intent to maintain integrity and clarity throughout the following admission process.

1. Any student living in District 50 or 79 is eligible for admission to Prairie Crossing Charter School (PCCS).
2. The enrollment period runs from approximately January 1 to March 1 each year. During the time, PCCS sends information in English and Spanish to local newspapers, community service organizations, and other sources advising the community of opening at the school for the coming school year.
3. During the enrollment period, families of current students are asked to inform the school as to whether the student(s) will return for the coming year. These families are also asked to submit applications for any siblings who wish to attend the school, since siblings are given priority where space allows.
4. Also during the enrollment period, applications are available online and at the school for any interested and qualified families. These applications must be submitted to the school prior to the deadline, usually March 1. Families with children on the current waiting list are contacted to determine whether they are interested in being in the lottery for the next school year. The waiting list is not maintained from year to year; a new waiting list is drawn each year.
5. At the end of the enrollment period, the school determines how many spaces are available at each grade level after returning students have been tabulated. Next priority at each grade level is given to siblings of returning students. If there are more siblings than can be accommodated at any given grade level that are on the current year's waiting list, they will remain on the list in the current order. If there are new siblings to be added to the waiting list, their names will be drawn and added to the bottom of the current siblings' waiting list.
6. Once places have been assigned to returning students and their siblings, students from the applicant pool are assigned to the various grade levels. If there are more students than can be accommodated at a given grade level, a lottery is held among new students seeking admission to the affected grade levels, beginning at the highest grade level and moving to the lowest. If any student with siblings in the applicant pool is accepted, his or her siblings are

automatically given priority as described above (i.e. the siblings are either accepted or added to the bottom of the waiting list of other siblings at the appropriate grade level).

7. All lotteries are held in public on a publicly disclosed date as soon as possible after the enrollment period has closed. Each lottery is held by grade level and priority as described above. An independent third party randomly selects names from a pool of all applicants to fill each grade level. Additional applicants are placed on a waiting list in the order selected, maintaining a priority status for siblings.
8. If during the lottery procedure a name was left out of the drawing for the appropriate grade level, one of five scenarios will result.
 - a. If the missing name is found before any other grades have been drawn, the lottery for that class is repeated with the name included.
 - b. If the missing name is found after other grades have been drawn and no siblings are impacted, the lottery for the class from which the name was missing is repeated with the name included.
 - c. If the missing name is found after other grades have been drawn and a student, Student A, was accepted into the class as a sibling because of the errant drawing, but is not a sibling based on the corrected drawing, the name of Student A and those of the students on the waiting list for that grade will be redrawn. The purpose for this redraw is solely to place Student A in the waiting list. Student A will be placed in the waiting list after the name of the student who is drawn immediately before he or she in the redraw. The order of the other students on the waiting list will not change. If Student A is drawn first, he or she will be accepted into the class unless the student at the top of the waiting list is a sibling of a student selected in the lottery. In that case, the sibling is accepted into the class. If not, the student whose name was first on the waiting list will be accepted into the class.
 - d. If the missing name is found after other grades have been drawn and a student, Student A, was placed above other students on the waiting list as a sibling because of the errant drawing, but is not a sibling based on the corrected drawing, the name of Student A and those of the students on the waiting list for that grade will be redrawn. The purpose for this redraw is solely to place Student A in the waiting list. Student A will be placed in the waiting list after the name of the student who is drawn immediately before he or she in the redraw. The order of the other students on the waiting list will not change. If Student A is drawn first, he or she will be placed first on the waiting list unless the student at the top of the waiting list is a sibling of a PCCS student or a student selected in the lottery. In that case, Student A will be placed on the waiting list immediately following any siblings of PCCS students or students selected in the lottery.
 - e. If the missing name is found after other grades have been drawn and a student, Student A, was not accepted as a sibling in the errant drawing, but is a sibling in the corrected drawing, Student A will be placed in the spot he or she would have been if his or her status as a sibling had been known. If student A is placed into the class, the last person placed in the class in the errant drawing will become the first person on the waiting list. No other changes in the waiting list will occur.
9. If after the lottery a student, Student A, was found to have been left out of the drawing, the name of Student A and those of the students on the waiting list for that grade will be

10. All affected families are advised of the results of the lottery as soon as possible in writing and on the website.
11. Students are moved up from the waiting lists as openings occur at their grade level.
12. No priority is given to any applicant to Prairie Crossing Charter School, except returning students, their siblings, and siblings of accepted students, as noted above.

-adopted by the Prairie Crossing Charter School Board
15 November 2005

Sample Enrollment Lottery Application:

Prairie Crossing Charter School
1531 Jones Point Road • Grayslake, IL 60030
Tel (847) 543-9722 • Fax (847) 543-9744

Application for the 2008-2009 School Year

Instructions

1. Please print or type.
2. Complete all sections.
3. Parent or guardian must sign the statement at the end of the application.
4. Include **both** a proof of residency (i.e., electric bill with your name and address on it) **and** a copy of your child's birth certificate.
5. Return to: PCCS, 1531 Jones Point Road, Grayslake, IL 60030-3536
Deadline for receipt of applications is March 3, 2008 at 5:00 pm.
6. Please call a few days after you send application to make sure we received it!

Student Information

Name *(first, middle initial, last)* _____

Date of Birth _____

Gender M F

Grade 2008-2009 school year

Kindergarten First Grade Second Grade Third Grade

Fourth Grade Fifth Grade Sixth Grade Seventh Grade Eighth Grade

Schools attended to date *(include preschool)*

School District as of First Day of School 2008 *(check one)*

Woodland School District #50 Fremont School District #79

Out of district (Tuition will be charged.) _____

We heard about Prairie Crossing Charter School from: _____
(friend, newspaper, schools, daycare, online, other – please specify)

Siblings also applying for admission 2008-2009 *(if any)*

A separate application also needs to be completed for each sibling.

Name *(first, middle initial, last)* _____

Grade 2008-2009 school year

___ Kindergarten ___ First Grade ___ Second Grade ___ Third Grade

___ Fourth Grade ___ Fifth Grade ___ Sixth Grade ___ Seventh Grade ___ Eighth Grade

Parent/Legal Guardian Information

Father or Legal Guardian *(first, last name)*

Mother or Legal Guardian *(first, last name)*

Address, City, Zip Code

Address, City, Zip Code *(if different from father)*

Daytime telephone number with area code

Daytime telephone number with area code

Evening telephone number with area code

Evening telephone number with area code

Cell phone with area code

Cell phone with area code

Email

Email

Parent/Guardian signatures required

The information provided on the application is true and correct.

My child and I are residents of the district noted as of the date of application or will be by the First Day of School 2008.

I will notify Prairie Crossing Charter School immediately if my child or I move from the school district noted on the application.

Father or Legal Guardian Signature

Mother or Legal Guardian Signature

Date

Date

2007-2008 Lottery Details

- A press release and paid advertisements were placed in local newspapers in English and Spanish. The advertisements announced the open house and the open registration period. They ran for two weeks in January.
- Fliers and applications were hand delivered to local pre-schools and agencies serving low income families offering to make a presentation to parents about the mission, vision and guiding principles of Prairie Crossing Charter School as well as the enrollment and lottery procedures.
- Two open houses were held for prospective families, one on Tuesday, January 29th, and one on Thursday, February 27th. Applications were due at 5 pm on March 3rd and the lottery was held at 7 pm in Helle Hall (Anna Botsford Comstock Building).
- Bob Bentz, School Board Member, drew the names.
- The Director of PCCS, the Administrative Assistant, and the School Secretary were present.
- Kathy Beyer, the administrative assistant kept electronic records of the results.
- Yvonne Schaefer, the school secretary, kept paper records of the results.
- The meeting was open to the general public with approximately 30 people in attendance each night.

SECTION D: Enrollment of Students with Disabilities 2007-2008

State ID #	Primary Disability	Secondary Disability	Related Service	Related Service	Related Service
859585153	Learning Disability	--	--	--	--
427845741	Learning Disability	--	--	--	--
556419220	Learning Disability	--	Social Work	OT	--
264324015	Speech/Language	--	--	--	--
978633823	Speech/Language		Occupational Therapy		
579654972	Learning Disability	Speech/Language	Social Work	--	--
862076170	Learning Disability	--	Speech/Language	Social Work	--
489409828	Speech/Language				
749780054	Speech/Language	--	--	--	--
130827233	Speech/Language	--	--	--	--
192945471	Speech/Language				
671808525	Speech/Language	--	--	--	--
189021561	Learning Disability	--	Speech/Language	--	--
607912061	Speech/Language	--	--	--	--
315617518	Learning Disability	--	--	--	--
849075251	Learning Disability				
129047150	Speech/Language	--	--	--	--
821808994	Speech/Language	--	--	--	--
402434948	Autism	Other Health Impairment	Social Work		
650468238	Speech/Language	--	--	--	--
236022766	Learning Disability		OT		
287020890	Speech/Language				
449914677	Speech/Language	--	--	--	--
344515087	Speech/Language	--	--	--	--
936594757	Learning Disability	Other Health Impairment	Social Work	OT	S/L
277398144	Learning Disability	--	Social Work	--	--
223533783	Other Health Impairment	--	Social Work	Speech/Language	
366528123	Learning Disability		OT		
251604298	Learning Disability	Speech/Language	Social Work	OT	
365542482	Speech/Language	--	OT	--	--
175678658	Speech/Language				
272922166	Speech/Language	--	--	--	--
357697735	Learning/Disability	--	--	--	--
175607464	Other Health Impairment	Learning Disability			
721676378	Learning Disability				
656236201	Speech/Language		OT		--
851838289	Speech/Language				
208650160	Speech/Language	--	--	--	--
536968682	Speech/Language	--	--	--	--
590328475	Speech/Language	--	--	--	--
614946389	Speech/Language	--	--	--	--
776537804	Speech/Language	--	OT	--	--
196562680	Speech/Language	--	--	--	--
256727371	Speech/Language				
752411600	Speech/Language				

297344088	Learning Disability	Speech/Language			
938905501	Learning Disability	Speech/Language	Social Work	--	--
587038723	Speech/Language	--	--	--	--
599550584	Speech/Language	--	--	--	--
140663234	Speech/Language	--	--	--	--
901986546	Speech/language	--	--	--	--
794324219	Autism	Speech/Language	Social Work	OT	--
281979711	Learning Disability		OT		
826874937	Learning Disability	--	Social Work	--	--
919086391	Learning Disability	--	OT	Speech/Language (consult)	--
762802653	Learning Disability				
134849312	Speech/Language	--	OT	--	--
104075203	Speech/Language				
112080799	Cognitive Disability	--	Speech/Language	Social Work	OT
271681216	Learning Disability	--	--	--	--
862931806	Speech/Language				
559923521	Hearing Itinerant				
186409682	Speech/Language	--	Social Work	OT	--
844975472	Speech/Language	--	--	--	--
371994816	Other Health Impairment	Speech/Language	Social Work	OT	--
211565340	Learning Disability		OT		

saved as: Desktop/Section C Enrollment of Students with Disabilities07-08

Section E: 2007-2008 Personnel Credentials

Name	Position	Degree	Certification	Teaching Experience
Athreya, Rekha	Dir. of Dev. & Comm. Relations	Masters		
Bagri, Reena	Assistant	Bachelors	Substitute	
Berger, Shirley	Teacher	Bachelors	Yes	5
Beyer, Kathy	Administrative Assistant	Bachelors		
Bohac, Ginger	Psychologist	Masters	Yes	5
Boyle, Peggy	Assistant			
Burks, Mary	Benefit/Facilities Manager	Bachelors		
Carani, Kathy	Dir. of Spec. Ed	Masters	Yes	37
Caruth, Chet	Speech Pathologist	Masters		
Caruth, Laura	Speech Pathologist	Masters		
Dagley, Myron	Director	Masters	Yes	45
Dawley, Peter	Teacher	Masters	Yes	16
Di Nanno, Claire	Teacher	Bachelors	Yes	3
Dulin, Naomi	Environmental Educator	Bachelors		3
Dybus, Dil	Special Education Assistant	Bachelors		
Erickson, Christine	Bookkeeper	Bachelors		
Fields, Katy	Teacher	Masters	Yes	4
Flaig, Carol	Assistant			
Gaughan, Sharon	Teacher	Masters		4
Germata, Katie	Assistant			
Habel, Paul	Teacher	Bachelors	Yes	7
Hahn, Lynn	Teacher	Bachelors	Yes	6
Haight, Ben	Teacher	Bachelors	Yes	2
Howell, Kim	Teacher	Bachelors	Yes	2
Hershiser, Michael	Teacher	Masters		5.5
Hoffarth, Jennifer	Resource Teacher	Bachelors	Yes	8
Hoffman, Jody	Assistant	Bachelors	Substitute	
Jeffery, Christine	Teacher	Bachelors	Yes	5
Johnson, Annette	Assistant			
Johnson, Patricia	Teacher	Bachelors	Yes	3
Jung, Elizabeth	Business Manager	Bachelors		
Knight, Cathy	Assistant	Bachelors	Substitute	
Koeniger, Andrea	Teacher	Bachelors	Yes	7
Kovacs, Megan	Assistant	Bachelors	Substitute	
Krissek, Donna	Assistant	Bachelors	Substitute	
Kumar, Madhu	Assistant	Bachelors		
Lynch, Kathleen	Sp. Ed. Supervisor	Masters	Yes	11
Mallin, Patti	Teacher	Bachelors	Yes	4
Martinez, Ray	Teacher	Masters	Yes	35
McGovern, Cynthia	Teacher	Masters	Yes	13
Meyer, Caryn	Social Worker	Masters	Yes	15
Miedona, Susan	Teacher	Bachelors	Yes	35
Moran, Tom	Maintenance Supervisor			
Nasir, Nasreen	Assistant	Bachelors		

Nathan, Erica	Assistant	Bachelors	Yes	4.5
Pennington, Margaret	Interim Principal	PhD	Yes	28
Pillow, Nancy	Teacher	Bachelors	Yes	16
Pulizzano, Marsha	Assistant	Bachelors	Substitute	
Roscher, Kathy	Assistant			
Ryner, Laura	Resource Teacher	Bachelors	Yes	4
Schaefer, Yvonne	Secretary			
Sickle, Cathy	Assistant			
Smith, Kelly	Teacher	Masters	Yes	6
Spinney, Heather	Teacher	Bachelors	Yes	8
Stempeck, Julie	Assistant			
Sutchar, Ilse	Teacher	Bachelors	Yes	9
Thomas, Gery	Assistant	Bachelors	Substitute	
Vanderbilt, Katie	OT	Bachelors	Yes	
Verenski, Frances	Assistant	Bachelors	Substitute	
Viands, Angela	Teacher	Bachelors	Yes	1
Wnek, Nicole	Assistant	Masters	Substitute	

Sections F: Best Instructional Practices

Kindergarten – Farm Lesson

1st/2nd Grade - Sun, Moon and Stars Unit

3rd Grade – Worm Invasion

3rd/4th – Nocturnal Animals - Owls

5th/6th – Egyptian Novel Studies

7th Grade Unit at Devil's Lake

8th Culminating Project

Spanish Elements

Farm Lesson

Teachers: Katy Fields and Shirley Berger Grade/Subject: Kindergarten/Science

1) **LEARNING CONTEXT** (Relationship to unit, area of study, program goals)

Where Food Comes From and Farm

2) **ILLINOIS LEARNING STANDARDS/ENVIRONMENTAL LEARNING STANDARDS:**

3.C.K, 15.A.Kb, 6.A.Kb, 6.C.Ka, 8.B.K, 1.A.Kc, 11.A.Kd, 11.B.Ka, 12.A.Ka, 12.B.K and 12.C.K

3) **LEARNER CHARACTERISTICS** (What students are like. Students with special needs or characteristics)

All students are given an opportunity to participate in collecting eggs, working with the chickens and cleaning and packaging of eggs.

4) **LEARNER OBJECTIVES:**

CONTENT (What is to be learned?)

We will be learning about food that comes from farms, about where chickens live and what they eat. We will learn how eggs are brought to the market.

PROCESS (What students will be doing)

Students will be working at the farm after we discuss the following steps of egg collecting.

- | | |
|---------------|-------------------|
| 1. Feeding | Feed the Chickens |
| 2. collecting | Collect the Eggs |
| 3. washing | Wash the Eggs |
| 4. packaging | Pack the Eggs |
| 5. eating | Eat the Eggs |

List of activities done in the classroom:

1. Introduce the farm and the hen house
2. Sequence it and cut and paste on red cut flaps
3. Graph the number of eggs collected on graph paper, large and individual
4. Color Picture of child on farm paper, write Hen House Helpers
5. Photographs of children at farm and made into a class book, children dictate the story
6. Cook eggs in class
7. Make book of all projects
8. Vocabulary list and write about your experience
9. Record each visit on sheet, see attached

10. Compare and contrast colors, rough/smooth, hot /cold (Opposites)
11. Discuss how farmers are important community helpers and where food comes from

5) **ASSESSMENT**

PRE-ASSESSMENT (Processes used to determine level of student readiness)

Questions will be asked about the steps of a Hen House Helper. They will be asked to identify the equipment used to work with chickens.

POST-ASSESSMENT (Processes used to evaluate student learning)

Students will be given a basket of eggs in class and the students will need to package in an egg carton and then count and graph how many eggs they have. Students will be given a sequencing activity (pictures showing steps of egg collecting) to show the correct sequence of working with the chickens.

6) **INSTRUCTIONAL STRATEGIES & MATERIALS** (Resources, methods, techniques of teaching)

Materials: Egg cartons
Baskets
Scooper
Posters
Crayons/colored pencils

Role playing, discussion, drawing, and writing about their farm experience

Name _____

Chickens and Eggs at the Farm

Visit 1 2 Date _____



How much did you feed the hens? _____ scoops

How many eggs did you collect? _____ eggs

Color in the number of eggs you collected in the cartons below.

October 2008

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Sun, Moon and Stars Unit - Grades 1 and 2

In the 1st and 2nd grade, we do a unit titled: Sun, Moon and Stars. In this unit, we focused on exactly what the title states. Along with this, we looked at the changes in patterns in the sky during the day and night. The students completed various projects including a Moon Journal.

The purpose of the Moon Journal was for the students to make some discoveries on their own by filling out a nightly moon log. We have been students the characteristics of the moon and the moon phases in school prior to this being sent home.

The students were asked to keep the Moon Journal for 30 days. They were to look at the moon each night or early in the morning sky to observe what it looks like. We asked that they do it each night so that they could make their own hypothesis of what happens to the moon during the month. They then had to keep records in their Moon Journal. They had to record the time, date and location of the moon in the sky. Also, they were asked to record any details about the moon while they observed it. For example, they could record information on craters, color or even the size of the moon.

If the moon was not visible that night, we asked that the students record that information and then go to the website we listed so that they could see what the moon would like if it were visible. The activity is meant to be a fun, educational activity to do with the family and to incorporate what they are learning at school to home.

Here is a list of the Illinois State Standards that are met by doing this project:

Science –

11.A.1a – Describe an observed event

12.F.1a – Identify and describe characteristics of the sun, Earth and moon as familiar objects in the solar system

Math –

7.A.1b – Measure units of time using appropriate instruments

9.A.1b – Draw two-dimensional shapes

10.A.1a – Organize and display data using pictures, tallies, tables, charts or bar graphs

10.B.1c – Analyze data, draw conclusions and communicate results

Language Arts -

1.C.1f – Use information presented in simple tables, maps and charts to form an interpretation

3.A.1 – Construct complete sentences which demonstrate subject/verb agreement; appropriate capitalization and punctuation; correct spelling of appropriate, high-frequency words; and the appropriate use of the eight parts of speech

3.B.1b – Demonstrate focus, organization, elaboration and integration in written composition

3.C.1a – Write for a variety of purposes including description, information, explanation persuasion and narration

3.C.1b – Create media compositions or productions which convey meaning visually for a variety of purposes

5.A.1b – Locate information using a variety of resources

5.C.1a – Write letters, reports and stories based on acquired information

Art -

26.B.1d - Demonstrate knowledge and skills to create visual works of art using manipulation, eye-hand coordination, building and imagination

January 7, 2008

Dear Families,

As you know, we have been studying the Sun, Moon and Stars in class. We have been and will continue to explore the characteristics of the moon and moon phases.

In order to help them make some discoveries of their own, they will begin filling out a nightly moon log. **Starting tomorrow, January 8th, the students will be keeping a Moon Journal for 30 days, until February 6th.** Each child will have to look at the moon the nighttime or early morning sky and observe what it looks like. They will have to shade in the circle on their moon journal.

When the students go out to observe the moon, they will be asked to record the time, date and location of the moon in the sky. Also, any details about the moon they observe. For example, craters, color or even size of the moon. If the moon is not visible that evening, we ask that the students record that and then go to one of the following websites. Here they will be able to see a picture of what the moon should look like and they can then record that on the Moon Journal. It is important for this activity to be completed every day so that each child can form his or her own hypothesis of what happens to the moon during the month.

This is meant to be a fun, educational activity to do with the family. At the end of the 30 days, we will ask that the students turn in the Moon Journal for a grade. Attached to the pages of the Moon Journal is the Rubric we will use to grade the students project.

<http://77illinois.homestead.com/files/astro/skypage.html>

As always, please feel free to contact us with any questions about how to complete this month long homework project.

Happy Moon Watching!

Mrs. Jeffery, Mr. Smith, Ms. Spinney and Ms. Johnson

Name _____

Moon Log

Date _____ Time _____

Where in the sky is the moon? (N, S, E, W) _____

Description: _____

Date _____ Time _____

Where in the sky is the moon? (N, S, E, W) _____

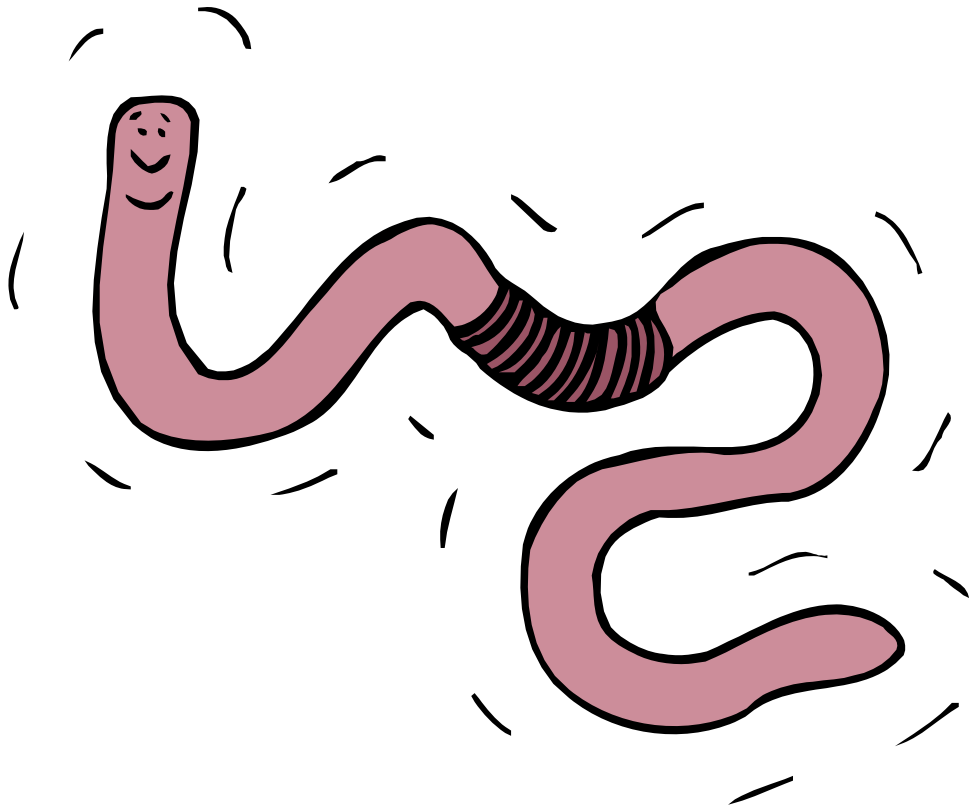
Description: _____

**Moon Journal
Project**

Name: _____

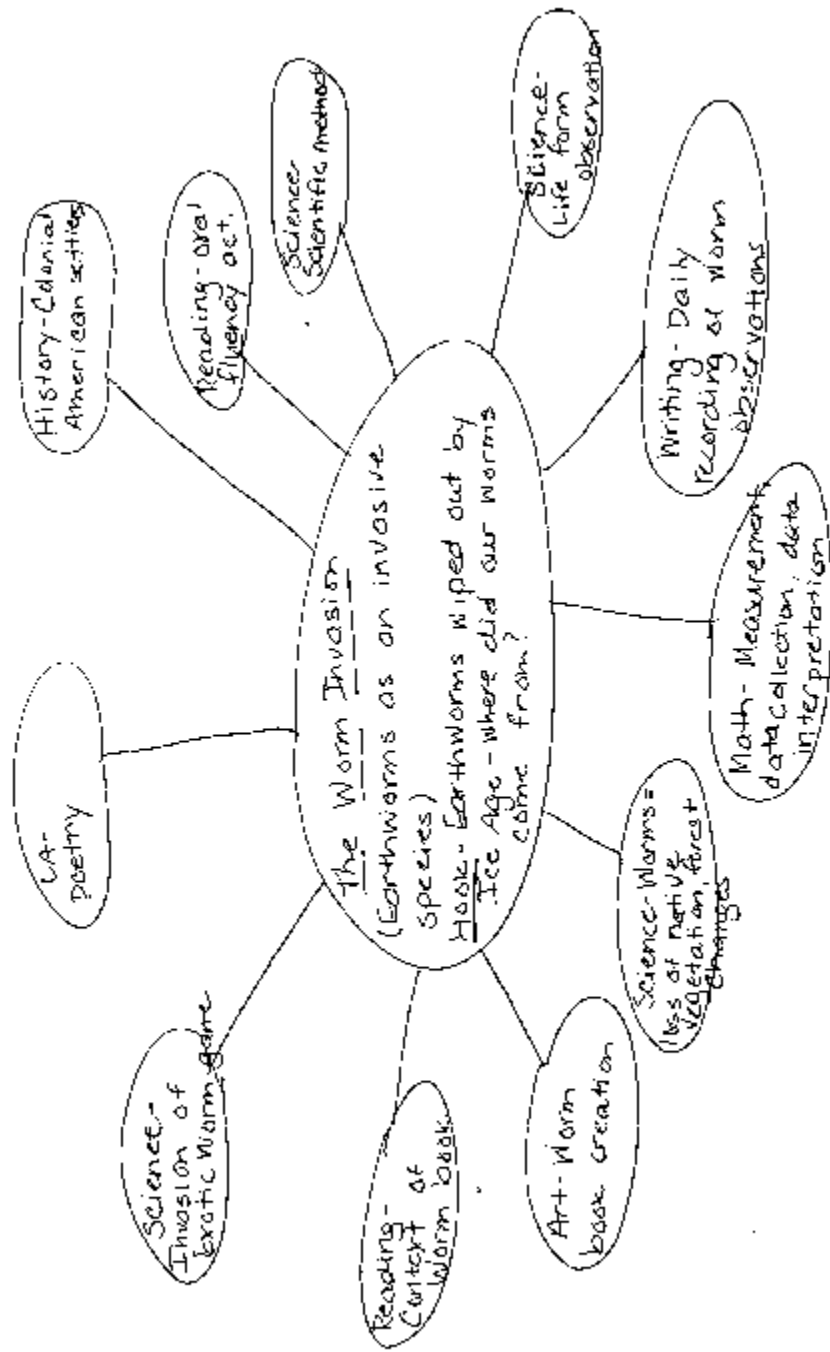
	5	3	1	Total:
Observations	Excellent observations	Good observations	Unclear observations	
Entries	30 days of entries	At least 20 entries	Few entries	
Creativity	Very creative and much effort has been put into the project	Good effort given	More effort needed	
Organization	Very organized and neat	Neat and clear	Messy work	
Grammar	No grammatical mistakes on the project	More than 7 grammatical mistakes	More than 15 grammatical mistakes	
Presentation	Clever presentation	Good presentation	Not presented appropriately	
Total:				

**Worm Invasion
3rd Grade**



**Integrated Unit to use with a study of the colonization of
America**

**Compiled and prepared by Cynthia McGovern
Prairie Crossing Charter School
February, 2008**



The Worm Invasion
Concept Map
Cynthia McGovern

The Worm Invasion

This unit focuses on the presence of earthworms in the soil of modern America. The big understanding of this unit is that the Earth has natural processes which can be affected by man's actions. In this case, the last Ice Age destroyed the earthworm populations of New England and the upper Midwest. The forest floor was deep with nutrient rich leaf litter which supported a diverse plant and insect population. With the colonization of America, the European earthworm was introduced in root-balls of plants or in the ballast of ships. The effects of the earthworm invasion have been slow to realize since earthworms do not spread rapidly on their own. The colonists came to America accompanied by a procession of insects, plants, mammals, and microorganisms that changed the environment slowly over time.

This unit is designed for third and fourth grade students. It integrates well with Colonial American history and serves as a segue into a scientific study of an organism, the earthworm. It also supports literacy with a reading fluency component and a short poetry unit. This unit has several different modules:

1. Introduction to the "worm invasion" theory.
2. Construction of worm observatories.
3. Creation of worm books.
4. Observation of worm behavior.
5. Worm Data Analysis
6. Observation of the worm observatories. (One month)
7. Invasion of the Exotic Worm Game
8. The Worm Invasion: Poetry

In addition to these items, oral reading fluency is practiced daily throughout the month of recording the changes in the worm observatories. Using the poem, "Willie the Worm", oral fluency is improved by choral reading of this poem. A copy of this poem is attached.

Illinois State Learner Standards (Please refer to ILS publication for specific descriptions)

Language Arts

Reading Standards:

1C.2d

1C.2f

Writing Standards:

3.A.2

3.B.2

3.C.2

5.A.2a

Math

7.A.1a

10.A.2a

10.A.2b

10.B.2b

10.B.2c

10.B.2d

Science

Life Science Standards:

11.A.2a

12.A.2a

13.A.2c

11.A.2b

12.B.2a

13.B.2f

11.A.2c

12.B.2.b

11.A.2d

11.A.2e

Social Science

17.B.2a

17.C.2b

17.B.2b

17.C.2c

National Association of American Environmental Education (NAAEE) Standards
(Please refer to NAAEE publications for specific descriptions)

Strand 1: Questioning, Analysis, and Interpretation Skills

1A, 1B, 1C, 1D, 1E, 1F, 1G

Strand 2: Knowledge of Environmental Processes and Systems

2.1: A

2.2: A, B, C, D

Lesson Overviews Part One: Introduction to the "worm invasion"

theory (45 minutes)

Supplies: I found it very helpful to have "Worm Journals" created ahead of time for the students. The Worm Journals have the student note-taking pages, the worm observation pages, and the poetry requirements.

Note: The teacher should be familiar with the National Geographic article from the May 2007 issue titled, "Jamestown, The Real Story". A copy of this article is attached. Also it is recommended that the teacher read the information from Great Lakes Worm Watch on "Forest Ecology and Worms" to be familiar with the effects of the invasion of exotic worms.

For this introduction to the unit do not allow the children to know what the focus or big idea is for this unit. Using the Step One pages from the Worm Journal, brainstorm worm knowledge and use the other questions for discussion, having the students take notes in the spaces provided.

Assessment: Completion of the pages and oral discussion.

Part Two: Construction of worm observatories (One class session of about 60 - 90 minutes)

Supplies: This segment of the unit requires the following materials: Four 2-liter pop bottles (necks cut off and saved), sand, worm-free soil, leaf litter, spray bottle with water, and clear tape.

Construction of the worm observatories: Great Lakes Worm Watch has excellent suggestions for building large and smaller worm observatories. The directions for both observatories are attached at the end of this unit. Due to space considerations, our class chose to make four of the small observatories.

Follow the directions given by Great Lakes Worm Watch to construct four worm observatories. Two should be marked "NO WORMS" and two should be marked "WORMS". Students use the Worm Journal pages for Step Two to draw one set of worm observatories. They should be as identical as possible.

Assessment: Participation in the group activity, illustrations, and oral discussion.

Part Three: Observation of worm behavior. (One class session of about an hour in length)

Supplies: paper plates, trays, spray bottle of water, ruler (cm), one night crawler per partnership, worm observation page (step three in the Worm Journal), and worm anatomy overhead.

Introduce the lesson by distributing the supplies and the Worm Journals. Do not give the worms out yet. Stress the importance of careful handling of the worms and distribute the worms to the partners. (Kids think worms can be pretty "icky", so be prepared for an increased noise level. Sometimes they will quiet down if you can convince them that the worms are very sensitive to noise.)

Allow the students a few minutes to handle (or not!) their worms. They may even choose to name their worms. When they are comfortable, begin directing the students to experiment with the different response cues on the Worm journal page (touch, light, darkness, moisture, dryness). Once the students have performed those five observations, they should measure their worm length and write the measurement on the line provided. At this point the worms can be placed in the observatories marked "WORMS", tape the top of the neck of the bottle closed, spray each (worm and worm free) bottle three times with water and set aside. The students will begin their daily observations tomorrow.

Next, use the overhead to guide the students in the drawing of the internal structure of a worm. The top diagram shows the digestive system and the bottom diagram shows the circulatory system. The students create their illustrations on the measurement page.

Part Four: Daily observations of the worm observatories (Ten minutes, daily, over a period on one month)

Supplies: Worm observatories, Worm Journals or classroom science journals, spray bottles of water.

Note: In order to save paper, these observations can be done in a predetermined section of a classroom science journal that the students already maintain for note taking and reflection. The classroom science journals should be labeled with: Day One, Date:, and Today's observations: Daily record blackline masters are included should you choose to make copies.

Each day include a time of about ten minutes in order to record the changes that are seen in each of the worm observatories. They should pick one pair to observe each day: This activity will continue for a month for 30 school days. Each day each of the observatories should receive three sprays of water to maintain an even amount of moisture.

At the end of 30 days, the students summarize the changes on the student summary sheet.

The teacher should be familiar with the Great Lakes Worm Watch section on Forest Ecology and Worms. Focus concepts are: worm presence causes the loss of native understory plant species and tree seedlings, changes in soil structure, and declines in nutrient availability (as seen in the reduction in leaf litter in the observatories). Also the changes caused by earthworms may lead to changes in forest that affect mammal populations and facilitate invasions of other exotic species.

After discussion of the observations, have the students summarize their findings and draw conclusions on the effects of the earthworms in the observatories. They record their summaries on the student sheet provided.

At this point the teacher may choose to remove the worms from the observatories and note the health of the worms. Our class was unable to do this since we did not have a home for the worms at the end of-the day due to the time of year. Instead we continued to spray to maintain moisture in the observatories and will perform this segment of the unit in the spring.

Assessment: Oral discussion and evaluation of the summaries in the journals.

Part Five: Worm Data Analysis (One class session of about one hour)

Supplies: Worm Journals, plain paper, graph paper, calculators, colored pencils (optional).

Note:

It is assumed with this lesson that the students understand the concept of a line plot. If the students do not have prior knowledge, then an introductory lesson will be necessary. An easy way to introduce the concept of a line plot is to have each student record his or her data on a post-it note and then organize all the data on the board in a vertical fashion, grouping data points together vertically. The post-its translate very easily into a line plot and then a bar graph.

To construct the line plot, poll the students about the length of their worms and write the class data on the board. They can record the raw data on a sheet of blank paper. From this point they can create their own line plot and then a bar graph. (Option to color the bar graph.) The line plot and the bar graph should have the appropriate title for the graph and the axis labeled. The graphs should be checked for accuracy before moving on to the next step in this lesson.

Determining landmarks of the data is the next step. Use the step four sheets to guide the students in calculating the range, mean, median, and mode. Each of the data landmarks are described on the student page. The students can work independently, in partners, or together as a class. They record their landmarks on the student page, including the unit in each answer.

Follow up with a discussion of the findings and how each landmark can be interpreted.

Part Six: Creation of worm books (3-4 independent work sessions of 30 - 45 minutes in length)

Supplies: Text-only for Earthworms Underground: one copy for each two students. A copy is attached for duplication. The original color book is available from Cynthia McGovern. These are her personal copies and must be checked out from her and returned promptly and "Earthworms Underground" worksheet, a copy is attached for duplication.

Choose partners for this activity. The students will stay together as partners for the duration of the book activity. Have the students work with his or her partner to read the text only pages and then create drawings to match the print. Do not show the original copy.

Once the groups have completed their copies, distribute original books for comparison. The students complete Earthworms Underground worksheet. Discussion of the answers should follow the completion of the worksheet. Use the books for a PAL reading experience to boost fluency.

Assessment: Completion of the worm books and oral checks for comprehension.

Part Seven: Invasion of the Exotic Worm Came (One class session of about an hour)

Supplies: Worm Journal, game instructions, and game tiles. All of these are attached. *Prepare for this ahead of time as several items will take some time to collect.*

This game is from Great Lakes Worm Watch and is best played outside. The objectives of this game are to understand the components of a forest ecosystem, describe the movements of nutrients within that ecosystem, and identify changes that can occur with earthworm invasion. All the directions and game tiles are attached.

Assessment: Successful participation and then evaluation of the travel record stories when they have completed the game.

Part Eight: The Worm Invasion: Poetry

Supplies: Worm Journal, poetry overhead transparencies of poem examples.

Introduce this final step by describing the characteristics of each poem form (acrostic, cinquain, and couplet). Use the overhead transparencies to demonstrate the form of each. The students can use the poetry pages in the Worm Journal as a guideline for each poem.

They should create a rough draft for each poem, peer conference, and write a final copy. The final copy of the poem should be written on clean paper and illustrated.

As a final project presentation, all the poems can be bound into one book and placed in the classroom library.

Assessment: Evaluation of the individual poems. **Extensions:**

This unit offers many opportunities for extensions.

1. Further investigations into the composting ability of red wiggler worms.
2. Creative writing opportunities: diary of a worm, narratives, readers theater productions
3. Creation of an end of unit test
4. Letter writing to explain to a friend or relative about the "worm invasion"
5. Creation of model representation of the forest floor before and after the worm invasion
6. Write songs about the worm invasion (rap type songs work well)
7. Venn diagrams to compare and contrast before and after worm presence in North America

Attachments:

1. Willie Worm fluency poem
2. National Geographic article: "Jamestown, The Real Story", May 2007
3. Worm Journal student pages
4. Worm anatomy blackline master
5. Earthworms Underground (text only) blackline master
6. Earthworms Underground worksheet blackline master
7. Poetry blackline master
8. Great Lakes Worm Watch pages:
 - Forest Ecology and Worms
 - Research Methods: Earthworm Sampling Methods
 - Games and Activities: Making a Worm Observatory
 - Learn Worm Anatomy and Biology: General Earthworm Diagram
 - Games and Activities: Invasion of the Exotic Worm
 - Invasion of the Exotic Worm! (same as above, but a different format)
 - Game tiles

Nocturnal Animals: Owls, Bats, and Others...

Information and Activities for Grades 3-4

Compiled by Sharon Gaughan
Prairie Crossing Charter School
Winter 2008



Compiled by Sharon Gaughan

Prairie Crossing Charter School, Winter 2008
(This project is part of a larger binder of resources)

Welcome to the world of nocturnal animals – owls, bats, and others! This binder of information and activities has been compiled for use in Grades 3-4 at Prairie Crossing Charter School. The topic was chosen to complement and enhance our current study of the night sky (with its focus on the moon), which is currently taught during the winter (Trimester 2) of Curriculum Year A. The nocturnal animals unit can be taught in conjunction with this study of the night sky, or immediately following the completion of the night sky unit.

There is probably more information and more activities in this binder than you will need and/or have the time or desire to use. By providing a wide range of information and activities, the depth of study can be determined by an individual teacher's interest and/or their students' interest – and by time availability.

The binder is divided into four sections. This first section introduces the binder and the unit. The second section introduces nocturnal animals in general, and includes information on nocturnal animals other than owls and bats (the focus of the following sections).

The third section focuses on owls – highlighting the eight species of owls found in Illinois. From largest to smallest in size, the Illinois owl species include the Great Horned Owl, Snowy Owl, Barred Owl, Common Barn-owl, Long-eared Owl, Short-eared Owl, Eastern Screech Owl, and the Northern Saw-whet Owl. Note that all eight species of owls chosen for inclusion have been found in Illinois; some of these owl species are regularly found in Illinois, while others are rare or are rarely found in Illinois. The decision was made to also include those owl species rarely found in Illinois, in order to give the activities more variety and interest.

The fourth and final section of the binder focuses on bats. Many of the activities on bats came from Bat Conservation International's *Discover Bats!* Teacher Guide. This teacher guide is an excellent resource and contains many additional activities, if additional depth and/or extra challenge is desired.

While use of the information and activities in this binder is left solely in the hands of the individual teacher, one possible teaching format might include several activities from each binder section in the following timeline:

- Intro to Nocturnal Animals (Binder Section 2) – 1 week
- Focus on Owls (Binder Section 3) – 2-3 weeks
- Focus on Bats (Binder Section 4) – 2 weeks

This binder offers only a glimpse of the total possibilities – but hopefully it will help facilitate an creative and productive exploration of the animals of the night! Enjoy!

Nocturnal animals

Owls, Bats, and Others...

Can't often find

Them, be it night or day,

Unless you know what to look for.

Really important to understand

Not only that they're

Active at night, but also all the many

Large and little reasons that make it so.

Adaptations are important to understand.

Not only adaptations, but their habitat, too.

Important information to explore.

Maybe then we can go out in the night

And with our new understandings, we can

Look for nocturnal animals - those creatures that are active at
night and

Sleep during the day.

Information and Activities for Grades 3-4

Most of the information, activities, and activity ideas were taken or adapted from the following resources:

Braus, J., editor. 1989. *Ranger Rick's Nature Scope: Amazing Animals, Part 2*. National Wildlife Federation, Washington, D.C.

Cornell, J.B. 1979. *Sharing Nature with Children*. Ananda Publications, Nevada City, CA.

Davies, N. 2001. *Bat Loves the Night*. Candlewick Press, Cambridge, MA.

George, J.C. 2001. *Winter Moon*. HarperCollins Publishers, Inc., New York, NY.

Gibbs, L.I. and Drummond, J. *Raptors: A Basis for Integrated Learning*. Shaver's Creek Environmental Center. University Park, PA.

Green, J. 1989. *Birds of Prey Coloring Book* Dover Publications, Inc. Mineola, NY.

Johnsgard, P.A. 1988. *North American Owls: Biology and Natural History*. Smithsonian Institution Press, Washington, D.C.

Key, J. P. 1996. *Resource Manual for Owl Pellet Labs*. White Owl Enterprises.

Krautwurst, T. 2003. *Night Science for Kids*. Lark Books (Sterling Publishing), Toronto, Canada.

Project WILD. 1992. *Project WILD Activity Guide*. Western Regional Environmental Education Council, Inc Boulder, CO.

Sattler, H.R. 1995. *The Book of North American Owls*. Clarion Books (Houghton Mifflin), New York, New York.

Turner, A.E., editor. 1999. *Enjoying Hawk Mountain: Teacher Guide (Raptors and the Central Appalachian Forest)*. Hawk Mountain Sanctuary, Kempton, PA.

Tuttle, M. 1998. *Discover Bats!* Bat Conservation International, Inc., Austin, TX.

Yolen, J. 1987. *Owl Moon*. Philomel Books. New York, NY.

Non-print Resources for Use with this Binder

Dirt Made My Lunch: Banana Slug String Band Audiotape (S. Gaughan copy)

Discover Bats! Video (S. Gaughan copy)

Ecology and the Barn Owl DVD (PCCS copy)

Illinois Owl I.D. Mini-Bingo

Activity developed by S. Gaughan

Owl drawings from *North American Owls: Biology and Natural History* (Johnsgard, 1988)

Objectives: Students will be able to: 1.) refine their Illinois owl identification skills.

Materials: Pictures of owl species; owl research books and/or internet access; set of six Illinois Owl I.D. Mini-Bingo cards; bingo markers; owl name cards (cut and folded); identification chart (for teacher reference, if needed).

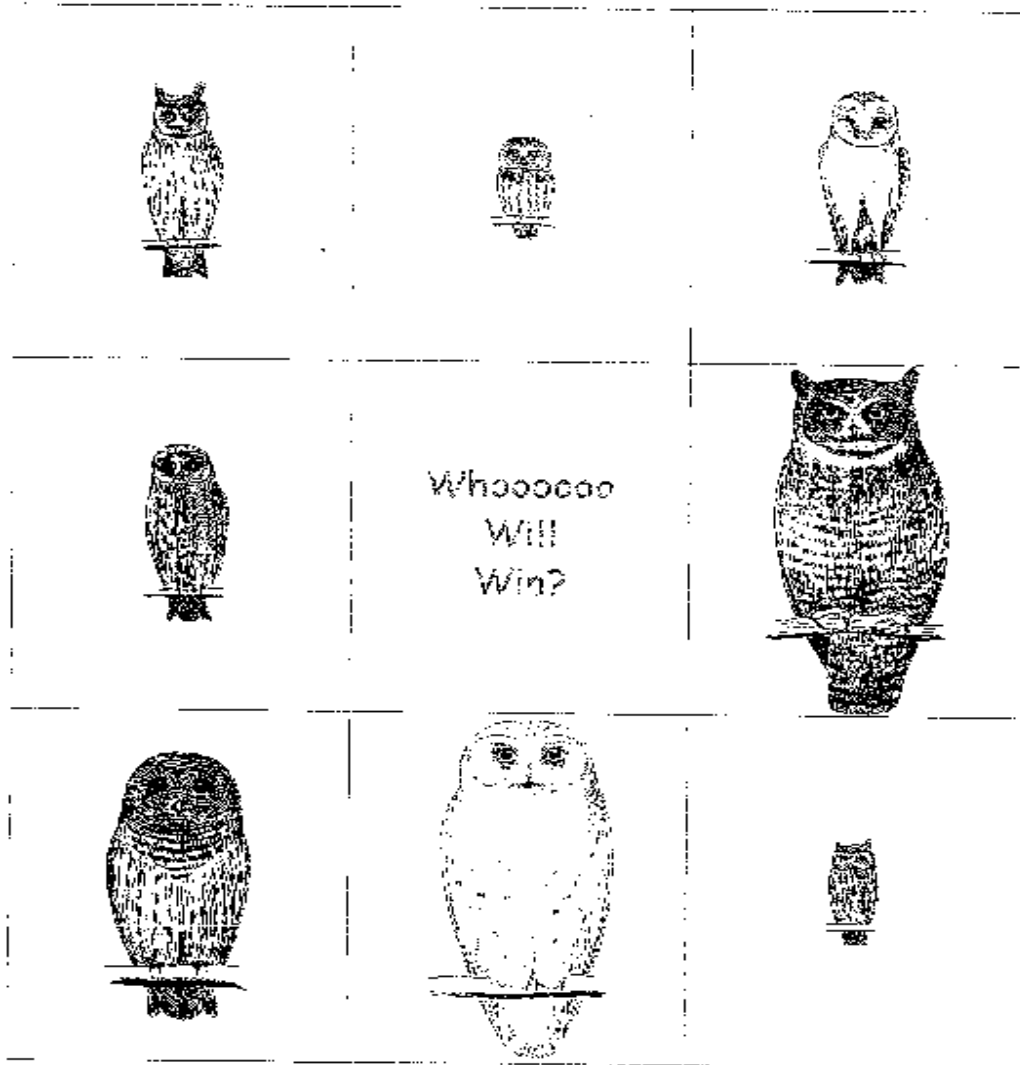
Procedure:

1. Show the students pictures of the eight different species of owls found in Illinois. From largest to smallest in size, the Illinois owl species include the Great Horned Owl, Snowy Owl, Barred Owl, Common Barn-owl, Long-eared Owl, Short-eared Owl, Eastern Screech Owl, and Northern Saw-whet Owl. (Note: All eight species of owls chosen for this activity have been found in Illinois. Some of these owl species are regularly found in Illinois, while others are rare or are rarely found in Illinois).
2. Point out and/or review as many identifying features as possible, including relative size.
3. Distribute bingo cards and bingo markers to six (or fewer) students.
4. Mix the previously cut-and-folded owl name cards. Choose from these cards to determine the order of the owl species called.
5. When each species is called, students place a bingo marker on the drawing that they believe corresponds with that species. The center space (“Whoooooo will win?”) is considered a free space.
6. The first student to get three in a row (across, down, or diagonally) can indicate their win by either calling “Owl Bingo!” or by hooting like the owl of their choice.
7. Once the game has been “won”, the bingo card of the winning student should be checked to ensure that the owls were correctly identified and bingo markers were placed on the correct spaces. If marked incorrectly, continue the game with remaining players.

Owl Name Cards (cut and fold):

Great Horned Owl	Snowy Owl	Barred Owl	Common Barn-owl
Long-eared Owl	Short-eared Owl	Eastern Screech Owl	Northern Saw-whet Owl

Illinois Owl I.D. Mini-Bingo



Identification Chart for Illinois Owl Species



Great Horned Owl



Snowy Owl



Barred Owl



Common Barn-owl



Long-eared Owl



Short-eared Owl



Eastern Screech Owl



Northern Saw-whet Owl

Owl Habitat Rummy

Adapted by S. Gaughan from “Habitat Rummy?” (Project WILD, 1992)

Objectives

Students will be able to: 1.) identify components of habitat as food, water, shelter and space in a suitable arrangement; and 2.) apply knowledge of these components to the habitat requirements of various species of animals.

Materials

Owl research books and/or internet access; writing paper and pencils; white board, overhead projector, or large sheet of butcher paper; construction paper or index cards; scissors; glue/glue sticks;

Procedure

1. Assign or allow students to pick groups. Assign or ask each group to pick one Illinois owl species that they would like to research (or ask for three top choices and then assign). From largest to smallest in size, the Illinois owl species include the Great Horned Owl, Snowy Owl, Barred Owl, Common Barn-owl, Long-eared Owl, Short-eared Owl, Eastern Screech Owl, and Northern Saw-whet Owl.

Note: All eight species of owls chosen for this activity have been found in Illinois. Some of these owl species are regularly found in Illinois, while others are rare or are rarely found in Illinois.

Note: If students will also be researching information for the activity “What Owl Goes Where?”, it would be time-efficient to use the same student groups for both activities and for students to complete the research for both activities simultaneously.

2. Guide each group of students to use reference materials and/or the internet to research their owl species. Students should include in their findings a list of what each owl species uses to meet the following needs: food, water, shelter, and space in suitable arrangement. They should also find out where the animal lives (where in Illinois, as well as where outside of Illinois).

3. Use the students’ research information to make a large, master “Owl Habitat Information Chart”, which includes the major categories of information found by the students, as follows (basic information for the Great Horned Owl has been provided as an example for teacher reference):

Owl Habitat Information Chart

	Food	Water	Shelter	Space	Arrangement
Great Horned Owl	Primarily rodents and other small mammals; can take prey as large as skunks and grouse.	Water is obtained mostly from food, but also occasionally from streams and ponds.	Nests in trees; conifers preferred.	Territories of .5 to 2 square miles	Open woods; mature deciduous forests with scattered conifers; often near farmlands.
Snowy Owl					
Barred Owl					
Common Barn-owl					
Long-eared Owl					
Short-eared Owl					
Eastern Screech Owl					
Northern Saw-whet Owl					

4. Once the master chart is completed, use the research information to make the playing cards. Make six, equal-sized rectangles on an 8 ½ x 11 inch page (by hand or on computer). On each of five rectangles write (or type) one of the five habitat components needed for that owl species. In the sixth rectangle, write (or type) the name of the owl species (you could also include a photo or drawing of the owl on this card). Complete one set of rectangles for each owl species. Once photocopied, these rectangles will be used to make the playing cards.

5. Photocopy one of each of these eight pages for every 2-3 students (or, if you want every student to have a complete deck of cards to keep, make a copy of each for each student).

6. Distribute photocopied pages to students, along with heavy construction paper or index cards and glue/glue sticks. Students can cut out the rectangles from the pages and glue them onto the construction paper or index cards.

7. The back-side of the cards can be left blank, or students can write “Owl Habitat Rummy!” on the backs of each card.

8. With the deck of cards complete, it is time to play “Owl Habitat Rummy!”. The game is based on luck, but the students become familiar with the habitat components for the owl species that can be found in Illinois as the game is played.

To Play “Owl Habitat Rummy!”

1. The object of the game is for a player to get all six cards, a complete set of habitat components for a particular species of owl, as listed on the master “Habitat Information Chart.” This chart should be in plain sight of the players while the game is being played and serves as a common reference during the game.
2. The game begins as one student deals six cards to each of the players in his or her group. This happens simultaneously around the room, as all groups begin to play. Place remaining cards face down in a pile at the center of the players. Turn the top card face-up and place next to the pile to begin a discard pile.
3. First player can draw the top card of the face-down deck, or they may choose the card that is face-up on the discard pile. The player then discards one card. Each player should always have six cards in their hand.
4. Play progresses around the circle until someone gets a complete set. When a player gets a complete set for one of the owl species, s/he yells “Habitat!” and places the set face-up for the other players to check.
5. Play then continues. The game ends no additional complete sets can be made. The student having the most complete sets is the “winner” of the game.
6. Every group of 2-3 students playing the game uses one complete set of habitat cards and each group has a “winner”. “Winners” could play “winners”, with the class champion given the title “Illinois Owl Biologist”.

5th/6th Grade
Mara
Daughter of the Nile
Eloise Jarvis McGraw



Curriculum Unit
Michael Christopher Hershiser

Michael Christopher Hershiser earned a B.S. in Ecological Assessment at University of Findlay, Findlay, Ohio and his M.E.D. in Integrated Curriculum from Antioch New England, Keene, New Hampshire. Michael Hershiser has worked in a variety of roles within the education system. He currently works for Prairie Crossing Charter School as a 5th/6th grade multi-age teacher.

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Teacher Note

The methodology behind this unit follows current best practice models that tell us students have more motivation when they have a say in their education. Additionally, with an increase in student motivation come greater autonomy and an increase in the desire to learn. Therefore this unit has been designed with a student centered approach in mind. This unit will motivate students to higher levels of performance and promote a healthy desire to learn.

In order to meet the student centered approach, this unit has been designed in an ala carte format. This format allows students to pick and choose through activities based on vocabulary, comprehension and challenge activities. By allowing students to “mix and match” activities within each category students create individual reading assignments which will foster greater motivation towards school.

The activities in each category are based on a wide variety of lessons that will foster a greater understanding of reading and will allow for an ease in differentiation. Students will develop these specific skills: using a dictionary, answering question of varying levels, using non-fiction sources to find information, outlining, comparing and contrasting topics, predicting and evaluating ideas and situations, literary devices and elements that enhance a writer’s craft, and much more. Some of the lessons have been constructed with a perspective through an integrated lens as well as a focus with Gardner’s multiple intelligences. This design allows students to choose activities that best fit his or her individual abilities, interests and needs.

Each category has an assigned number of points that must be met. Also, each activity has been assigned a given number of points. Students must select the appropriate number of activities that meet the point criteria for the given category. The number of points assigned to each activity has been carefully evaluated based on the difficulty and length of the task. Students receive a deadline of one week for vocabulary activities, then one week to read the assigned section and complete the comprehension activities. Finally the students have two weeks to finish the project activities at home, while they are working on these activities at home students are working on the next part’s activities in the same order as above (see the timeline following the teacher note as guidance).

This reading unit will stimulate your students thinking skills through creative and thought provoking activities. It will offer them opportunities for expressing their ideas through a plethora of modes. It encourages divergent thinking and will help lead students to reach beyond what’s expected. This unit will allow for students to work at their own natural pace, while working on self chosen material.

*Teacher Note: If you are using the electronic version, the beginning sheet for each Part has the activities hyperlinked to the correct corresponding page.

Reading Schedule

Day 1 Hand out Part-I assignment sheet Students choose Vocab activities and begin working on them	Day 2 Continue working on Vocabulary activities	Day 3 Continue working on Vocabulary activities	Day 4 Continue working on Vocabulary activities	Day 5 Continue working on Vocabulary activities	Day 6 Turn in Vocabulary Activities and choose comprehension activities and start reading Part—I	Day 7 Students cont. to read Part—I and to work on Comprehension Activities
Day 8 Students cont. to read Part—I and to work on Comprehension Activities	Day 9 Students cont. to read Part—I and to work on Comprehension Activities	Day 10 Students cont. to read Part—I and to work on Comprehension Activities	Day 11 Students cont. to read Part—I and to work on Comprehension Activities	Day 12 Turn in Comprehension activities and begin Project Activities for Part I	Day 13 Choose Vocabulary Activities for Part II and work on Project Activities for Part I at home	Day 14 Continue working on Vocabulary activities
Day 15 Continue working on Vocabulary activities	Day 16 Continue working on Vocabulary activities	Day 17 Continue working on Vocabulary activities	Day 18 Turn in Vocabulary Activities and begin Comprehension activities and start reading Part II	Day 19 Students cont. to read Part—II and to work on Comprehension activities and Project activities	Day 20 Students cont. to read Part—II and to work on comprehension activities and the project activities	Day 21 Students cont. to read Part—II and to work on comprehension activities and the project activities
Day 22 Students cont. to read Part—II and to work on comprehension activities and the project activities	Day 23 Students cont. to read Part—II and to work on comprehension activities and the project activities	Day 24 Turn in Comprehension activities for Part II and Project Activities for Part I and begin Project Activities for Part II	Day 25 Choose Vocabulary Activities for Part III and work on Project Activities for Part II at home	Day 26 Continue working on Vocabulary activities	Day 27 Continue working on Vocabulary activities	Day 28 Continue working on Vocabulary activities
Day 29 Continue working on Vocabulary activities	Day 30 Turn in vocabulary activities for Part III and choose comprehension activities and start reading Part IV	Day 31 Students cont. to read Part—IV and to work on comprehension activities and the project activities for Part II	Day 32 Students cont. to read Part—IV and to work on comprehension activities and the project activities for Part II	Day 33 Students cont. to read Part—IV and to work on comprehension activities and the project activities for Part II	Day 34 Students cont. to read Part—IV and to work on comprehension activities and the project activities for Part II	Continue the schedule 6 days for vocabulary and comprehension activities and two weeks at home for the Project Activities

Key Proofreading Marks for 3rd - 6th Grade

Mark	Explanation	Examples
	Begin a new paragraph. Indent the paragraph.	¶ The space shuttle landed safely after its five-day voyage. It glided to a smooth, perfect halt.
	Add letters, words, or sentences.	^{best} My friend eats lunch with me ^e evry day.
	Add a comma.	Carlton, my Siamese cat, has a mind of his own.
	Add quotation marks.	“Where do you want us to put the piano?” asked the gasping movers.
	Add a period.	Don't forget to put a period at the end of every statement.
	Take out words, sentences, and punctuation marks. Correct spelling.	We looked at and admired the model airplanes.
	Change a capital letter to a small letter.	We are studying about the Louisiana Purchase in H istory class.
	Change a small letter to a capital letter.	The Nile <u>river</u> in <u>africa</u> is the longest river in the world.
	Reverse letters or words.	To complete the task successfully, you must follow <u>Carefully</u> the steps.

Ancient Egypt was a [civilization](#) in eastern [north africa](#) concentrated along the middle to lower reaches of the [Nile River](#) in what is now the modern nation of [Egypt](#). The civilization began around 3150 BCE with the political unification of [Upper and Lower Egypt](#) under the first [Pharaoh](#), and it developed over the next three millennia. Its [history](#) occurred in a series of stable periods, known as kingdoms, separated by periods of relative instability known as Intermediate Periods after the end of the last kingdom, known as the [New Kingdom](#), the civilization of ancient Egypt entered a period of slow, steady decline, during which Egypt was conquered by a succession of foreign powers. The rule of the Pharaohs officially ended in 31 BCE when the early [Roman Empire](#) conquered Egypt and made it [a province](#).

Vocabulary Activity—Spell Check 5 pts

Part I Directions— Without using a dictionary or any other tool circle the correctly spelled word from the list.

- | | | | |
|--------------|-----------|-----------|------------|
| 1. Fragrance | Fragance | Fragrace | Fragrence |
| 2. Gutturals | Gutterals | Gutturals | Guturals |
| 3. Smelting | Smeting | Smilting | Smellting |
| 4. Gile | Guile | Gule | Guil |
| 5. Labrynth | Labyynth | Labrynt | Labyrinth |
| 6. Sagacious | Sageious | Sacious | Sagracious |
| 7. Tavern | Taven | Tevern | Taverin |
| 8. aotment | allotment | alotmant | allotmint |
| 9. guarantee | garantee | gurante | gaurntee |
| 10. magecan | magicin | magican | magician |

Part II Directions—Use each word in a sentence or draw a picture that would represent that word.

Vocabulary Activity—Antonyms 5 pts

Antonyms are words that mean the opposite or nearly the opposite of another word.

Directions: Read each sentence below. Then choose an **antonym** from the word box to replace the italicized word. Write your answer on the blank line in cursive.

Unprepared	Flat
Ungratefulness	Clarify
Unconvincing	Delayed
Respect	Backside
Surrender	Rushed
Uniform	Dawdle
Dullest	Optional
Finite	Gentleman

Dignify

- _____ 1. His highness would not *deign* to speak to this lowly Syrian in her own tongue.
- _____ 2. Already he was *poised* to leave again.
- _____ 3. Beyond the walls was a *bewildering* array of gardens of every shape and size
- _____ 4. The servants eyes met hers and lost their *mockery* for the princess immediately.
- _____ 5. She turned back around to find Inanni regarding her with both *gratitude* and admiration.
- _____ 6. *Fluted* linen, as fine as cobweb, enveloped her like mist.
- _____ 7. Did ever a slave so skillfully *subdue* a great lady as expertly as this.
- _____ 8. For a moment the cold man's *visage* held her fascinated.
- _____ 9. Sheftu turned away and *sauntered* down the garden pathway.
- _____ 10. The Babylonian ladies wore a *medley* of trinkets on their arms.
- _____ 11. "You better *hurry* with your chores, before the master takes the stick to you again."
- _____ 12. He dodged her *cleverest* questions with mere ease.
- _____ 13. Mara gave him a *obligatory* smile, careful not to offend nor encourage him.
- _____ 14. As she lay on the bales she gaze at the *countless* stars that were in the night sky.
- _____ 15. Nekonkh warned her that he was a *scoundrel* in Lord's clothing.
- _____ 16. Mara's *persuasive* tongue had gotten her out of trouble once again.

Comprehension Activity—Recall Questions 5 pts

Directions- The following questions are about the main characters and some of the events in the book.
Write the answers in the space provided. **Be sure to use complete sentences!**

What is the name of the palace driveway?

The sentence, “The Court of Weavers was as empty as the palace driveway,” is an example of what kind of literary device.

What is the sentry’s name?

What story did Mara tell the sentry so that he would let her through the gate?

What payment did the sentry want for letting Mara slip through the gate?

What signal will Mara use to tell the sentry she needs to be let back in?

What does Nefer do for a living?

Who met Mara near Nefer’s building?

What is a fishing punt?

Who took Mara across the river in his fishing punt?

Who is Miphtahyah and Ashor?

What message did Thutmose III give Mara to give to Sheftu?

What was Sheftu’s reaction to Mara possibly keeping her bargain with the sentry?

What is an inundation?

What was Sheftu’s reaction to a poor crop production?

How did Hatshepsut raise the obelisks in the temple?

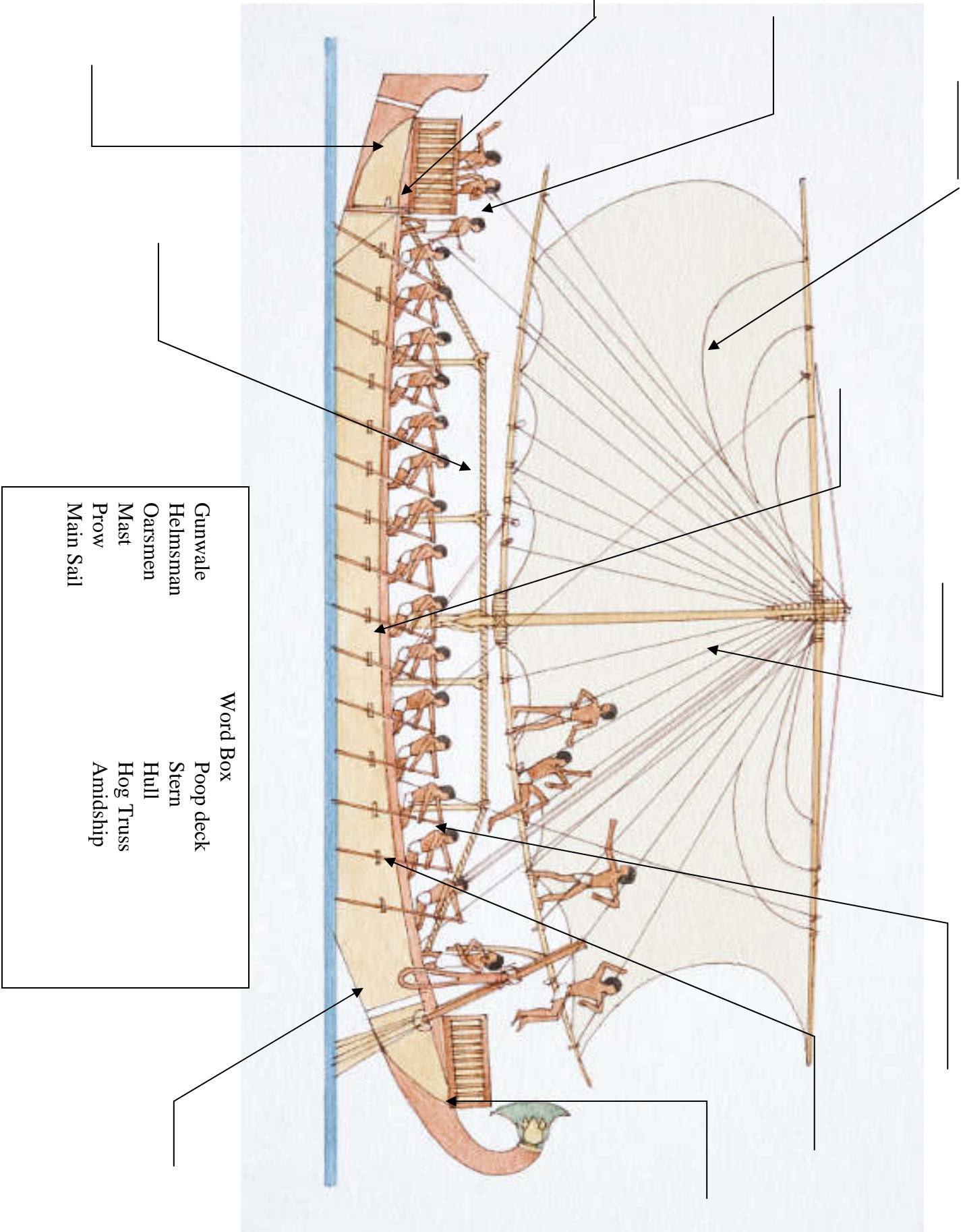
What news did Khofra tell Lord Sheftu about the army?

What does Lord Sheftu think Hatshepsut is going to do with all the gold she has been gathering?

What did Inanni do to make Thutmose III regard her in a different manner?

What promise did Mara want from Sheftu regarding Innani?

Vocabulary Activity- Boat Diagram 5 pts



Project Activity- Social Studies Connections Outline 5 pts

Hatshepsut

Born in the 15th Century BCE Hatshepsut was the daughter of Thutmose I and Aahmes, the first pharaoh of the eighteenth dynasty. Her two younger brothers died at early ages, which set the stage for Hatshepsut's eventual rule of one of the world's greatest and longest lived civilizations. However a female pharaoh was unprecedented or had never happened before in the history of Egypt. So with the death of her father Thutmose I her half-brother Thutmose II ascended the throne, but it is widely believed that Hatshepsut was the real ruler. Thutmose II died within the first few years of his reign as pharaoh leaving his son Thutmose III with the throne. Yet Thutmose III was too young to rule and Hatshepsut was allowed to rule in his stead as regent.

Nevertheless, Hatshepsut was not content enough just to wait out her term until her nephew was old enough to take the throne. Yet, as a female she had many obstacles that were in her way. One obstacle was the ever constant fear of a revolt, especially as the young Thutmose III became older. Additionally, ancient Egypt was steeped in tradition and the common folk were superstitious of a female pharaoh. They believed that their gods would curse Egypt for allowing a woman to be pharaoh.

Hatshepsut used her charisma and her wit to overcome these hurdles in a variety of ways. First she used her beauty and keen political skills to create propaganda that quelled many of her detractors. She circulated propaganda that linked her father to the god Amon and stated that she was his first choice and the chosen ruler of the gods. She constructed temples, palaces, monuments, obelisks, and statues that detailed her birthright to be pharaoh through thousands of reliefs. These building projects were grander than anything that had been attempted before in Egypt. Her royal advisor and chief architect Senmut was in charge of the facilitation of these building projects and with his help she created some of the greatest buildings of the ancient world.

She also began to dress as a male even to the point of wearing a false beard to placate the common folk and many of the priests, who were very influential in Egypt. She dressed in the traditional garb of *male* rulers: the *shendyt* kilt, the *nemes* headdress with its uraeus and *khat* headcloth.

Lastly Hatshepsut ordered many expeditions to far away lands to obtain ivory, exotic animals, spices, gold and aromatic trees that the Egyptian culture craved. These expeditions reestablished old trade networks and began new ones, thereby commencing a creation of wealth that continued over the course of the eighteenth dynasty which culminated with Tutankhamen. All of these expeditions were well documented in hieroglyph inscriptions that adorned her temple walls.

The most famous expedition was to the Land of Punt. This expedition sent 5 ships that traded for various items especially myrrh, which was Hatshepsut's favorite incense. Remarkably, the Egyptian explorers brought back 31 live frankincense trees, whose roots were carefully kept in baskets for the entire trip. This was the first recorded transportation of foreign trees over a long distance. She had these trees planted in the courtyard to her mortuary temple at Deir el Bahari.

Hatshepsut's reign lasted for almost 20 years. There is still some uncertainty about how she died. Yet, most scholars believed that Thutmose III arranged her death and later destroyed her sarcophagus. Egyptologists still have not found her mummified remains and have only found one of the canopic jars. Thutmose III also erased her name and her likeness from many reliefs. Lastly in an attempt to erase her from Egypt's history he destroyed many of the statues, monuments, and other building projects. Despite this Hatshepsut's name is still renowned as one of the great pharaohs of ancient Egypt and she accomplished what no other woman before her had. She ruled one of the most advanced and powerful civilizations in the world for an extended period of time.

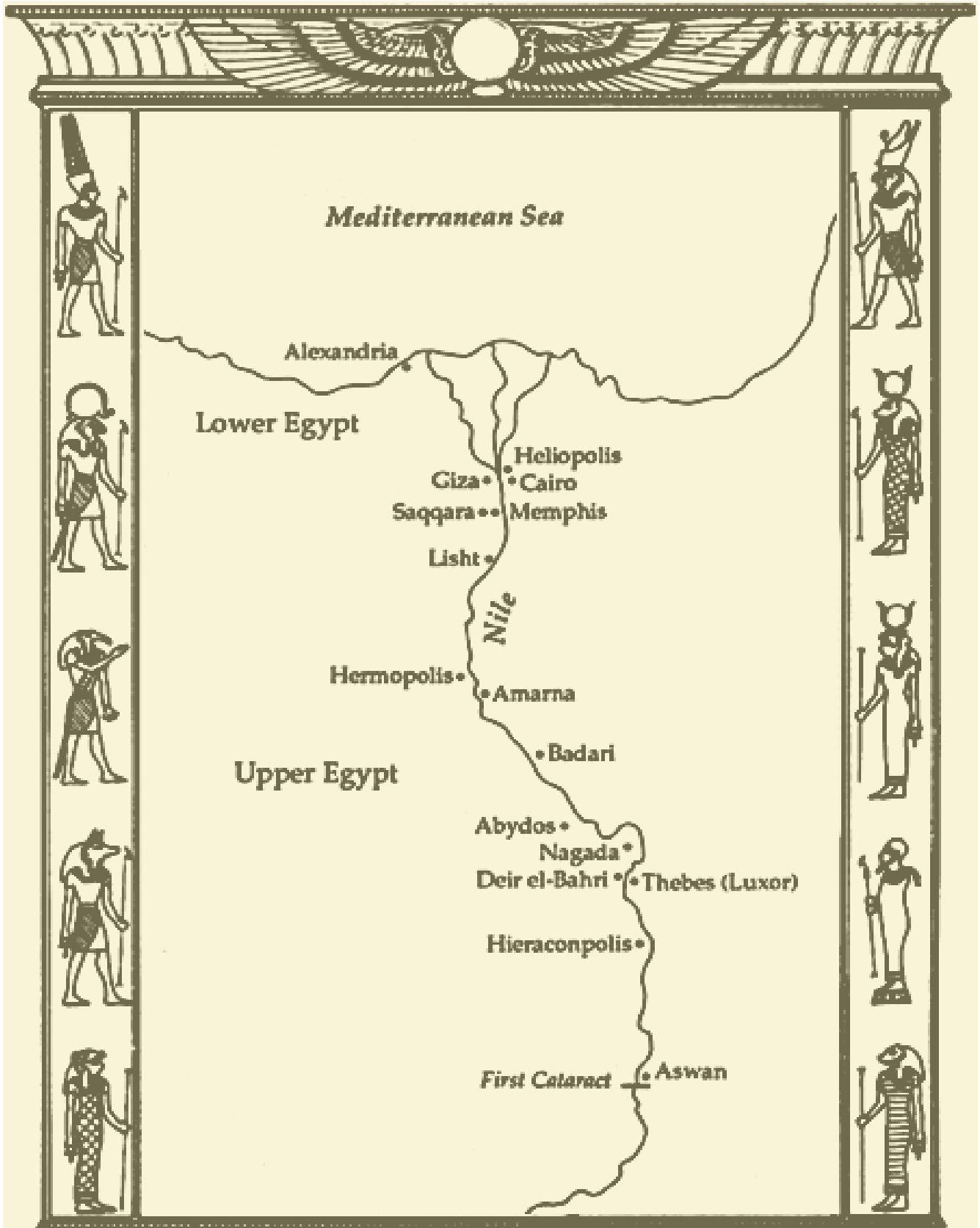
Project Activity—Social Studies Connection Deities 10 pts

Ancient Egypt was a polytheistic society meaning that they believed in many different deities. Ancient Egyptians were known to have over 2,000 different gods. Here are just a few of them. Below is a matching game for you to match the deity to their “area of expertise”. Put the correct description letter on the line following the deity’s name.

- | | | |
|-------------|-------|--|
| 1. Khnum | _____ | a. Associated with mummification or embalming a dog headed man |
| 2. Bastet | _____ | b. Was the god especially worshiped in Nubia was sometimes associated with Ra |
| 3. Hathor | _____ | c. Ram headed deity of all potters |
| 4. Horus | _____ | d. God of primeval lotus blossom protector of the unified Egypt |
| 5. Isis | _____ | e. Personification of truth, justice, and freedom associated with an ostrich plume |
| 6. Maat | _____ | f. Wife of Osiris and mother of Horus protector of the young and the injured |
| 7. Nefertem | _____ | g. He who is coming into being represented by a scarab |
| 8. Osiris | _____ | h. Falcon god who led the unification of Egypt and protector of the pharaoh |
| 9. Ra | _____ | i. God of writing and knowledge depicted as an Ibis headed man |
| 10. Ptah | _____ | j. Associated with crocodiles and had a crocodile head |
| 11. Set | _____ | k. Local cat goddess of Bubastis |
| 12. Sebek | _____ | l. Depicted as a woman with cow ears known as the mother of pharaohs |
| 13. Thoth | _____ | m. Associated with death, resurrection, and fertility was drowned and dismembered by Set |
| 14. Anubis | _____ | n. Creator god of Memphis also know as the father of Imhotep |
| 15. Amon | _____ | o. Sun god had a hawk head wearing a sun disk during the day and a rams head at night |
| 16. Kephri | _____ | p. God of chaos and confusion Patron of enemy land |

Project Activity—Map of Egypt 10 pts

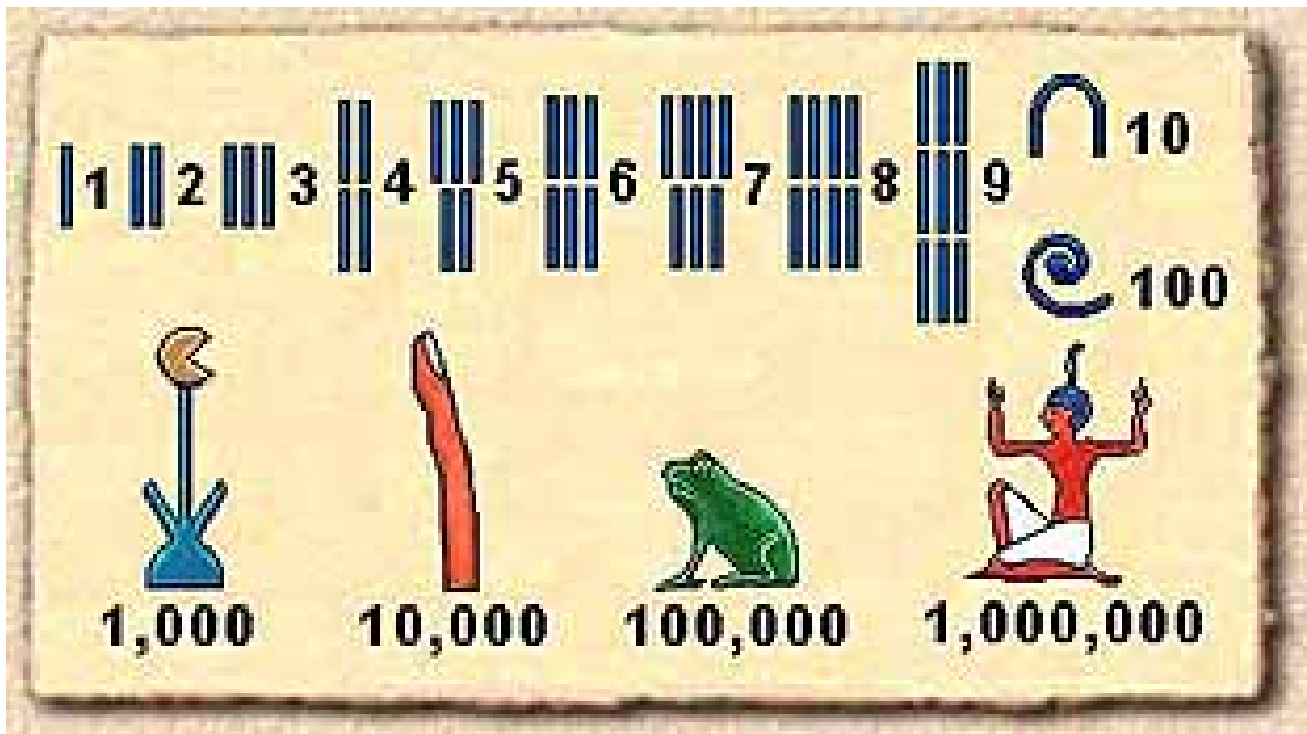
Directions-Grid off the map then using gridded poster board make an enlarged map of Ancient Egypt



Project Activity—Egyptian Math 15 pts

The ancient Egyptians were possibly the first civilization to practice the scientific arts. Indeed, the word chemistry is derived from the word Alchemy which is the ancient name for Egypt.

Where the Egyptians really excelled was in medicine and applied mathematics. But although there is a large body of papyrus literature describing their achievements in medicine, there are no records of how they reached their mathematical conclusions. Of course they must have had an advanced understanding of the subject because their exploits in engineering, astronomy and administration would not have been possible without it.



1 is shown by a single stroke.

10 is shown by a drawing of a hobble for cattle.

100 is represented by a coil of rope.

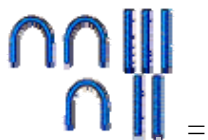
1,000 is a drawing of a lotus plant.

10,000 is represented by a finger.

100,000 by a tadpole or frog

1,000,000 is the figure of a god with arms raised above his head.

Math Problems



1,234 =

349 =

22,782 =

1. Queen Hatshepsut has ordered her Nubian general, Nehsi, to sail to the Land of Punt and



obtain

planks of the finest cut cedar wood for the gates and doors of



her new temple. Each ship can carry planks of wood so how many ships will Nehsi have to take with him to transport all the wood back to Egypt?




2. If  pyramids have  bricks how many bricks are needed to build  pyramids?



3. A man borrows  donkeys to use for transporting goods.

To re-pay the loan the man must give the lender  deben of copper every month per donkey.

The man uses each donkey for  days per month for

transporting goods and earns  deben of copper per donkey per day for this work.

How many deben of copper does the man make per month?

Egyptian Multiplication

Egyptians had an interesting way of doing multiplication. They used addition to get the answer of a multiplication problem. They only had to memorize one multiplication table. That table would be the 2 times table. This method is still used in many rural communities in Ethiopia, Russia, the Arab World, and the Near East.

The term that we use with Egyptian Multiplication is called Doubling. Doubling does just what it sounds like. You take one number and either multiply it by 2 or you add it to itself. This is done repeatedly until you get the other number. Below is an example of what you need to do using the problem 22 x 21:

22 X 21	
22	
• 1	22
2	44
• 4	88
8	176
• 16	352
32	704
21	462

You first take either number, the 21 or 22. Here we used the 22. Then set up a little chart like we have done. Put the number being doubled on the right hand side. On the left hand side you put the "double number". You keep putting the corresponding double with the number that was doubled. Once you get to a double larger than the other number you are multiplying then you can stop. Now you have to find the double numbers that add up to the other number, in our case is 21. The doubles that add up to 21 are 1, 4, and 16. Take the corresponding numbers and add them together; $22+88+352=462$. That number is the product of 22 and 21. Below are some more examples:

5	X	12	
			5
1			5
2			10
• 4			20
• 8			40
16			80
12			60

Solve the following multiplication problems using the Egyptian Multiplication method and then convert the answer into Egyptian numerals. Show all of your work or you will not get any credit.

1. $8 \times 16 =$

2. $13 \times 17 =$

3. $27 \times 31 =$

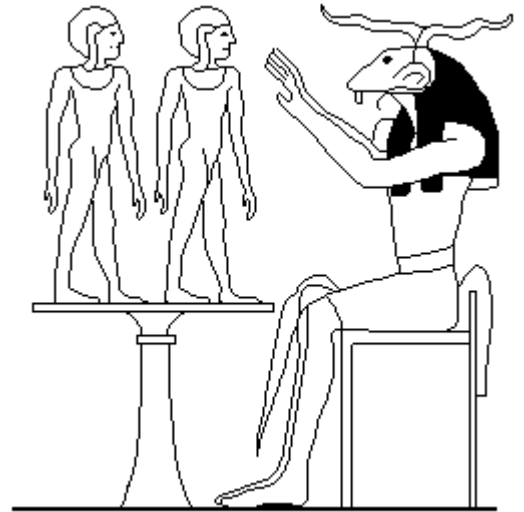
4. $237 \times 97 =$

5. $104 \times 231 =$

Project Activity—Art Connection Statues 10 pts

I am Khnum, your creator, My arms are around you, to steady your body, to safeguard your limbs. I bestow on you ores with precious stones since antiquity (existing) that were not worked before to build temples, rebuild ruins, sculpt chapels for his master. I am master of creation. I have created myself, the great ocean which came into being in past times, according to whose pleasure the Nile rises.

For I am the master who makes, I am he who makes himself exalted in Nun, who first came forth, Hapi who hurries at will; fashioner of everybody, guide of each man to their hour. I am Tenen, father of Gods, the great Shou living on the shore.



Directions: The ancient Egyptian Pharaohs were very fond of statues. In the book we read about all of the statues Hatshepsut has created during her rule. Create a small statue of one of these very common subjects; Jackal, Maat, an obelisk with inscriptions, a cat, or a sphinx. You can use modeling clay or a similar medium.

Project Activity—Natural Resources 10 pts

For any nation to be successful it needs to have an abundance of natural resources. Ancient Egypt was no exception to this rule. They had many natural resources available to them. Read the following excerpt from PBS's special on Ancient Egypt. Then answer the 5 questions about natural resources of ancient Egypt.

Egypt's dominance of the ancient world was a result of more than just determination and brute force. Ancient Egypt was blessed with an abundance of natural resources - not least the river Nile.

The Nile provided vast amounts of fertile land and was a major route for communications and travel - it was the freeway of ancient Egypt. Boats moved cattle, grain and soldiers across the Kingdom and the Nile linked Egypt's provincial centers to its capital, Thebes. This enabled Egypt to function as an integrated kingdom, rather than a collection of independent provinces.

The golden touch

Egypt also had many other natural resources that helped it achieve new levels of wealth and sophistication. The most important of these was gold. Egypt's gold turned it into a superpower, respected and courted by friends and enemies alike. Gold-bearing rocks were crushed and the fragments carried to the river by donkeys, where they would be washed and the precious nuggets extracted.

Salt of the earth

The desert regions also gave Egypt a rich supply of salts, particularly natron, brine and soda. These were used in medicine, to preserve and flavor food and to tan animal hide.

Natron was used to make ceramics and glass, and to solder precious metals together: it was even used as a mouthwash. Mixed with salt, it was used to preserve fish, meat and to mummify dead bodies; mixed with oil, it became an early form of soap.

Rock solid

The deserts around Egypt also provided building materials for temples, palaces and tombs. Sandstone and limestone were quarried and shaped without any machinery or cutting tools. Instead, wedges were pushed into channels cut into blocks of rock to split stones away from the rest of the rock.

Getting the most from your vegetables

Flax, a winter vegetable, was also essential. Flax had two main uses: oil and fiber. The flax stems were combed to remove the bolls, which contained linseed oil. The remaining fibers were spun to make linen threads, which could then be woven into clothing, sheets and blankets.

Out of the woods

One natural resource Egypt lacked was good quality timber. Although palm trees were used in construction, other native trees, such as sycamore, acacia and tamarisk, were usually too knotty and brittle to be used in construction or for top quality decorations. Instead, these trees were used for firewood and charcoal. They were also turned into furniture and coffins for ordinary Egyptians. Someone with enough money could improve their coffin's appearance by covering it with ivory, ebony and other expensive woods. Any other woods were easily imported from abroad, usually from the Lebanon.

Reed all about it

Egyptians had a winning way with reeds, which grew in huge numbers beside the Nile. Reeds were the material with a million uses: they were turned into mats, baskets and sandals, while the mud they grew in was used as clay for pottery and bricks.

They also had a massive supply of papyrus, a plant that grew in marshes and swamps near the Nile. Papyrus was used to make paper. The stalks were sliced into strips: these were then laid over each other and beaten to make a sheet. Because it could quickly be written on with pen and ink, and easily rolled up and carried, papyrus soon became indispensable. Bureaucrats could now ensure that a famine could be averted and its soldiers properly supplied. Lessons

could be learned and knowledge could be stored, bringing Egypt to new levels of efficiency. While its power was based primarily on gold, it was papyrus that gave Egypt its sophistication.

Don't have Trade for it

The needs of ancient civilized societies like Egypt were not fully satisfied by their own resources, so trade routes were developed to reach distant countries. The ancient Egyptians most often visited the countries along the Mediterranean Sea and the Upper Nile River to the south because they were immediately adjacent to Egypt and contained materials that the Egyptians desired. At various times in their history, the ancient Egyptians set up trade routes to Cyprus, Crete, Greece, Syro-Palestine, Punt, and Nubia. Egyptian records as early as the Predynastic Period list some items that were brought into Egypt, including leopard skins, giraffe tails, monkeys, cattle, ivory, ostrich feathers and eggs, and gold. Punt (whose location is uncertain) was a major source for incense, while Syro-Palestine provided cedar, oils and unguents, and horses.

Land travel was time-consuming and dangerous because of possible attack by nomadic peoples. Donkeys were the only transport and pack animals used by the Egyptians until horses were brought to Egypt in Dynasty XVIII (ca. 1539-1295 B.C.). Horses were valuable and used only for riding or for pulling chariots. The domesticated camel was not introduced in Egypt until after 500 B.C.

1. List the resources that Ancient Egypt had available. Put them into the three categories of natural resources that you learned this year.
2. What resource(s) do you think were most valuable to the survival of ancient Egyptians?
3. What resources would you consider luxury resources or not necessary for survival?
4. What resources did the ancient Egyptians trade for? Who did they trade with?
5. Why is it important to the vitality and longevity of a country to have a good source of natural resources?

Project Activity—Science Connection Plants of Egypt 10 pts

Directions: Research the Egyptian Lotus the one that Mara is named after and fill out the form below. This form is similar to the one from the last part.

The sheet that you turn in should use this same format.

Use the website <http://www.plantzafrica.com/plantnop/nymphnouch.htm> or http://www.bbc.co.uk/gardening/plants/plant_finder/plant_pages/11426.shtml to find your information.

Common Name:

Scientific Name:

Family:

Class:



Picture of Plant

Size and Color of Flower:

Habitat:

Adaptations:

Niche:

Special Information:

Devil's Lake Camping Trip – 7th Grade

In the seventh grade our big idea is “How Have Ideas Changed the World.” Both John Muir and Aldo Leopold lived at different times in the setting of the “Sand Counties” of Wisconsin. We travel to Devil's Lake State Park which is located near Baraboo, Wisconsin. We camp at the group camp sites in Devil's Lake State Park for four days and three nights. We have scheduled activities for the two full days of our trip. One day we have an all day hike around the perimeter of Devil's Lake. On the other day we go on two field trips: “The Shack” at the Aldo Leopold Foundation and the International Crane Foundation both located in Baraboo, Wisconsin.

Goal One

Our goal is for students to directly experience the environment of “the Shack” <http://www.aldoleopold.org/> in which Aldo Leopold wrote in *A Sand County Almanac* as part of our studies of environmental heroes. We will participate in a restoration activity there. Students read *A Sand County Almanac* by Aldo Leopold prior to our trip. See information on the book below. They will get the opportunity to experience first hand the place which is the setting for this important work. While there they discuss and read excerpts from the book as well.

Goal Two

We also have a field trip to the International Crane Foundation <http://www.savingcranes.org/> where founders Ron Sauey and George Archibald decided that something needed to be done to save cranes as a species. Students read *Miracle at Willow Creek* by Annette LeBox. See information on the book below.

It is important for our students to experience first hand the places where others have blazed the trail. These people saw a need and found a way to make a difference in our world. Our work in service learning projects could potentially be the spark of an innovative idea that does the same. It could happen . . .

Goal Three

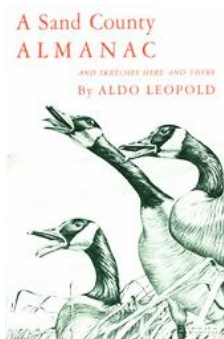
Around the campfire we schedule discussion topics. One evening we discuss the life of John Muir. The students have read the book *John Muir: My Life with Nature* by Joseph Cornell.

On another evening we enjoy an oral reading of *The Lorax* by Dr. Seuss. After listening to this book we discuss the different characters and elements of the book and how they pertain only to our lives. This book discussion is also used as a wrap-up of our seventh grade curriculum in its totality. This evening is an extremely powerful discussion which absolutely boggles the mind.

Goal Four

We are following the mission of our school by helping our students become environmentally conscious and closer with nature. Students will be away from home for four days and three nights learning about survival skills and the importance of being part of a team. Students are old enough to increase their camping experiences/knowledge. Students in teams will build fires, cook over a fire and cleanup after meals. We have discussions in the evening around the campfire and journal while on the trip.

A SAND COUNTY ALMANAC BY ALDO LEOPOLD



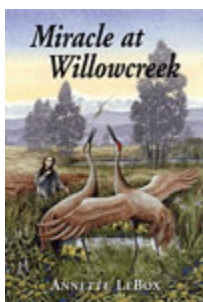
First published in 1949 and praised in The New York Times Book Review as "a trenchant book, full of vigor and bite," A Sand County Almanac combines some of the finest nature writing since Thoreau with an outspoken and highly ethical regard for America's relationship to the land. Written with an unparalleled understanding of the ways of nature, the book includes a section on the monthly changes of the Wisconsin countryside; another part that gathers informal pieces written by Leopold over a forty-year period as he traveled through the woodlands of Wisconsin, Iowa, Arizona, Sonora, Oregon, Manitoba, and elsewhere; and a final section in which Leopold addresses the philosophical issues involved in wildlife conservation.

About the Author

Aldo Leopold (1887-1948) began his professional career in 1909 when he joined the U.S. Forest Service. In 1924 he became Associate Director of the Forest Products Laboratory in Madison, Wisconsin, and in 1933 the University of Wisconsin created a chair of game management for him.

Miracle at Willowcreek, Annette LeBox

- Shortlisted for the 2001 Hackmatack Children's Choice Book Award
- Shortlisted, Manitoba Young Readers' Choice Award, 2000



From her beloved grandfather, Tess developed a great love for Sandhill Cranes, who live in the marsh near her new home. Then she learns that her uncle is supporting a plan to turn their sanctuary into a golf course. Things become even more complicated when the marsh's infamous ghost appears. When Tess and her friends encounter a wonderful bird woman who is passionate about protecting the environment, adventure and the struggle to protect the cranes quickly coincide. This captivating novel for readers twelve and under will enthrall and enlighten.

About the Author

Formerly from Ontario, Annette LeBox is a teacher, environmental activist and writer who lives near the Pitt Polder marsh in British Columbia. She is the author of several children's books.

John Muir: My life with Nature, Joseph Cornell



This unique "autobiography" of John Muir is told in his own words, brimming with his spirit and his adventures. The text was compiled and written by naturalist Joseph Cornell, author of *Sharing Nature with Children*, and well loved for his ability to help others experience the joyous quality of nature. Cornell is especially appreciated for his own childlike spirit that sparkles through his writings. The result is a book with an aliveness, a presence of goodness, adventure, enthusiasm, and sensitive love of each animal and plant that will give young adults an experience of a true hero. It is a book that expands your sense of hope, adventure, and awareness. Adults will be just as fond of this book as young readers. (from the book's back cover)

About the Author

JOSEPH CORNELL is one of the world's leading nature educators. His workshops have been attended by tens of thousands of people around the globe.

Sharing Nature with Children, the first in the sharing Nature Series, has sold nearly 500,000 copies and has been translated into more than fifteen languages. He works closely with the Japan Nature Game Association, an organization of over 7,000 educators and leaders using and promoting the Sharing Nature philosophy and activities in Southeast Asia. The founder of Sharing Nature Worldwide, Joseph travels frequently to give his programs around the world.

The Lorax, Dr. Seuss



When Dr. Seuss gets serious, you know it must be important. Published in 1971, and perhaps inspired by the "save our planet" mindset of the 1960s, *The Lorax* is an ecological warning that still rings true today amidst the dangers of clear-cutting, pollution, and disregard for the earth's environment. In *The Lorax*, we find what we've come to expect from the illustrious doctor: brilliantly whimsical rhymes, delightfully original creatures, and weirdly undulating illustrations. But here there is also something more--a powerful message that Seuss implores both adults and children to heed.

Thus, with his own colorful version of a compelling morality play, Dr. Seuss teaches readers not to fool with Mother Nature. But as you might expect from Seuss, all hope is not lost--the Once-ler has saved a single Truffula Tree seed! Our fate now rests in the hands of a caring child, who becomes our last chance for a clean, green future. (Ages 4 to 8)

Seventh Grade Year in Review

As the seventh grade school year comes to a close, you have seen many things happen. You have made new friends and lost old ones; you have accomplished great things and made some mistakes. We want you to reflect on the culmination of your entire year, and want you to look back and think about how things have changed. This journal entry can be hand written or typed. Keep in mind it will be used in your school portfolio. Because this is such a large-scale writing assignment, which will be read by many people, I want to give you plenty of time to brainstorm, write, edit, and re-write. *It should be at least 3 FULL PAGES in length. Keep in mind that this essay will summarize your experiences for this past year, and quite a few people, including your parents, will be reading it. As you write your response in an essay format you need to use at least 50 spelling words from this year. Highlight each of the spelling words in your essay.*

This essay is due Thursday, June 5th.

As you reflect on this past year, you need to answer the following questions in your journal.

- What incredible things do you feel you have accomplished? How did you get there? (Did someone help you, did you finally get serious and take care of things yourself, etc.) Don't think just about school assignments. Consider the starting of a good habit, the end of a bad habit, showing signs of maturity, things like that.
- If a sixth grader came up to you and asked what seventh grade was going to be like, what would you tell them?
- Seventh grade is a big year in a person's life. You are starting to transition from a child who needs their parents for everything into a self-motivated, responsible young adult. What are you looking forward to next year? What scares / concerns you about next year? What do you want to learn about yourself and the world around you? As you start to think about high school, what comes to mind?
- Friendships are very important at this age. What have you learned about friendships this year? How could you be a better friend to the people around you? How have your friendships changed? What have you learned about yourself through the friends you had this year?
- What have you learned about others?
- What disappointed you this year? If you could go back and change things that did or didn't happen, what would you change?
- How has your relationship with your parents changed over this past year, and what was that the result of? In other words, if things were great between you and them, what caused that?
- What did you learn about yourself from this past year?
- If you could change the way Prairie Crossing Charter School does things next year, what would you change? Why?
- The Big Question for seventh grade is "How have ideas changed the world?" What ideas did we learn about this year that you think made a huge impact on the world and the people around you? What Idea do you wish more people would follow, directly around you and in the world, what actions can you do to reflect this idea?
- Since the main focus of Prairie Crossing Charter School is on the environment, what new ideas about the natural world have you learned? What have you thought about regarding the natural world that you haven't before this year?
- At this point in your life, what is most important to you? Why? Has what is important to you changed throughout the year? Why?
- What did you think about your teacher? What did he do well, and what do you think he needs to work on?
- Design your ideal classroom for next year, what would it look like? (How would people treat each other?) What would it sound like? (How would people speak to each other?) What projects would you work on? What would the physical environment look like? (What would the room look like?) Describe the experience of next year in 8th grade. What do you want to happen? What will you do personally to make all these things happen?

Name _____

Eighth Grade Culminating Project

All eighth grade students at Prairie Crossing Charter School, in order to graduate, must complete a year long environmental project. The purpose of this project is to answer three main questions: “How are you going to better the world in which you live?”, “What are you going to do to positively impact the environment and your community?”, and “How is this project going to showcase all that you have learned about the environment in all your years at PCCS?”.

The Culminating Project has three basic parts: field hours, paper, and presentation. The students are required to complete a minimum of 25 hours for their project. These hours are the main part of the Culminating Project, in that it is with these hours that the students will have their impact on the world/environment/community. Hours are earned outside of school.

The second part of the project is a formal typed paper that consists of six basic parts: a proposal, economic and social aspects, historical aspects, science aspects, survey and data analysis, and personal aspects. Each aspect of the paper is written and typed by the students and handed in for a grade. Students have approximately 12 hours per month to work on their projects during school. Toward the completion of the project the students will combine all aspects of their paper for a final Culminating Project Paper that will be part of their final C.P. grade.

The third part of the project is the formal presentation. Each project is presented by the students to the community over the course of two evenings. Students are required to explain all aspects of their project to an audience in no less than a ten minute presentation that includes visual aids. All students are required to attend both nights of presentations.

The following are the worksheets handed to the students regarding expectations for each aspect of the project and how the students are graded.

Eighth Grade Culminating Experience Project Approval Form

Over the summer, you were told to think about your choice for your culminating project. In order for your project to be approved, you will need to show that the following requirements will be thoroughly met when your project is completed at the end of the school year. As you are completing this Approval Form, keep in mind that each question should be answered with plenty of detail and examples, since these answers will be reviewed by the Culminating Project Committee in order to approve your project. In addition, keep in mind that you will need to thoroughly research and explain the historical, social, economic, mathematical / data collection and scientific aspects of your project.

1. Describe your project. Give an overview of what you will be doing in order to complete your project.
2. Describe in detail how you will complete at least 25 hours of fieldwork OUTSIDE of regular school work. Complete the Culminating Project Timeline Form.
3. What service will you be performing during your project that will have a positive impact on the environment? Why do you feel this service is important? Why did you choose this service for your project?
4. What community group(s) will you be in contact with, both during your project and when your final project is presented?
5. What communities or groups are likely to be impacted by your project?
6. How will you know your project is COMPLETED?

***THE FINAL DRAFT OF YOUR PROJECT APPROVAL
FORM IS DUE WEDNESDAY, SEPT. 26.***

Eighth Grade Culminating Experience: Economic & Social Aspects

Economic

- Does your project involve an extra cost to some people? *This does not include any project cost to YOU.*
- Has that extra cost affected whether or not your issue has been addressed before?
- Has your issue been successfully corrected / eliminated in the past?
- Have individuals (not necessarily groups) done what you are studying? Has the cost affected how many people have tried this before?
- Are there ways to avoid or decrease that extra cost? Have these ways been tried before? What was the result?
- What kind economic impact would the success of your project have on the surrounding community? Would this be a good or bad impact?
- If the economic impact would be positive, why would people still be unwilling to try your project?

Social (Example: Drinking Water)

- In general, does this issue affect other people around the world? If so, how do they react to it? *(certain areas of the world have a water shortage due to droughts, locations of their country, etc.)*
- How has this issue affected how people treat each other? *(there are wars / conflicts over supplies of drinking water)*
- Are there specific areas or regions of the world that may be affected less or more than the rest of the world? Where? Why? *(certain regions: deserts, countries that may be inland, away from a water source, etc.)*
- What affect has this issue had in relation to political activity around the world? *(certain countries are controlled by dictators or warlords who may control who gets water)*
- What affect has this issue had in relation to religious activity around the world?
- What affect has this issue had in relation to environmental activity around the world? *(obviously, there are laws / requirements that certain countries have regarding water usage)*
- As you have spent time talking to people, either specialists or the common public, what kinds of reactions have you received from them? (positive or negative, helpful or hostile) (people don't want water supplies limited, they pay for water so they should be able to use as much as they want)

DUE _____

Eighth Grade Culminating Project:

Historical Aspects

- Has my project ever been tried before?
- If yes, what happened? If no, why not?
- How have people in my “community” dealt with this issue before?
- How have people around the world dealt with this issue before?
- How did this issue become a problem?
- What may happen if this issue is not addressed or corrected?

Project Survey

As part of your Culminating Project, you need to include a survey that relates directly to your topic. This portion of your paper needs to include:

- a sampling plan (who it was distributed to, what was the sampling method, and what is the larger population that the sample represents)
- the sampling method that was used
- a sample of the actual survey questions
- evidence of data collection
- how your data will be organized (tables and charts are REQUIRED)

Once the survey is done, you will need to statistically analyze your data and represent it in graphs (box plots, histograms, scatter plots, etc.). When your project is finished, these graphs need to be “professionally” done; in other words, the data should be entered into a computer so that a graph can be made. **GRAPHS CAN NOT BE MADE BY HAND.**

Eighth Grade Culminating Experience: ***Personal Aspects***

- As you worked on this project, what did you learn about how much impact YOU have on your environment and your community? BE SPECIFIC.
- What kind of impact could you have on your surroundings (positive or negative)? How do your choices affect the environment around you? BE SPECIFIC.
- How do the decisions that our society makes impact the environment? BE SPECIFIC.
- How would you say this project gave you a better understanding / respect of life and the earth? BE SPECIFIC.
- If you had to start this project all over again, from the beginning, what would you do differently? What would you do exactly the same?
- So far, what has worked very well in regards to your project? What has NOT worked very well? Why do you think that is?
- What contact did you have with your community? How did those contacts assist you? What kind of responses (positive or negative) did you get from those contacts? GIVE EXAMPLES.
- Honestly, how do you think this project, and the other environmental lessons that you have learned at PCCS, will change your own life as you become an adult?

Culminating Project – Science Aspects

1. Explain in detail how your project relates to each of the following environmental concepts:

- a) Energy flow (food chains)
- b) Cycling of Materials (soil, air and water cycles)
- c) Interrelationships between living things
- d) Change over time

(Your project may not relate to all of them but should relate to at least 2; most will relate to 2 or 3.)

2. Explain how your topic relates to other branches of science. Be sure to describe any scientific theories, laws, or concepts that apply to your project. The following list will give you ideas, but again, your project will not relate to all of them!

- **Physics:** The study of matter and energy and the interactions between them. Physicists study such subjects as gravity, light, and time.
- **Chemistry:** The science that deals with the composition, properties, reactions, and the structure of matter.
- **Astronomy:** The study of the universe beyond the Earth's atmosphere.
- **Geology:** The science of the origin, history, and structure of the Earth, and the physical, chemical, and biological changes that it has experienced or is experiencing.
- **Oceanography:** The exploration and study of the ocean.
- **Climatology:** The science that deals with the phenomena of climates or climatic conditions.
- **Paleontology:** The science of the forms of life that existed in prehistoric or geologic periods.
- **Meteorology:** The science that deals with the atmosphere and its phenomena, such as weather and climate.
- **Biology:** The study of living things.
- **Botany:** The study of plants.
- **Zoology:** The science that covers animals and animal life.
- **Genetics:** The study of heredity.
- **Medicine:** The science of diagnosing, treating, and preventing illness, disease, and injury.

3. OTHER QUESTIONS TO ANSWER:

- Did any new scientific questions arise from your research?
- Are there questions you still cannot answer?
- Are there experiments you'd like to perform or data you'd like to collect that does not fall within the scope of your project, but which would help to further your understanding of the topic?

Eighth Grade Culminating Experience Rubric

As you present your project, you need to show that

1. You understand how your own choices impact the environment
2. You have tried to make an impact on your community
3. You understand the scientific, historical, social, and economic aspects of your project
4. You understand how societal choices influence ecosystems
5. You have a respect for life
6. You understand how your project could impact the entire world
7. You understand how your project impacts members of your community
8. You have had interaction with members of your community that assisted you with your project
9. You have evidence that you have spent at least 25 hours *outside of the classroom* researching, planning and implementing your project

The paper / presentation that accompany your project should include:

- a. Informative sources that accurately and reliably provided you with information about your topic
- b. Primary and secondary sources that are identified and correctly cited
- c. Complete sentences, organized paragraphs, and appropriate words
- d. Multiple drafts that show thought-out revisions and additions
- e. Proof that you have a clear understanding and interpretation of the information you have discovered
- f. Tables, photos, graphs and maps that help explain your project and your research and that support your findings
- g. Visual aids (posters, videos, etc.) and other technology that helps explain and demonstrate your project

NAME _____

PROJECT _____

Date	What You Did	Where You Did It	Who You Were With	Was a Field Trip Form filled out? (Yes or No)	Signature of Adult Present	Signature of Parent	Length Of Time

Culminating Project Rubric

NAME _____

	Not at all			A little		Mostly			Completely		
I completed at least 25 hours of productive and informative fieldwork hours by the date it was required to be finished with them.	1	2	3	4	5	6	7	8	9	10	
My final paper shows that I understand and appreciate my contribution to my environment.	1	2	3	4	5	6	7	8	9	10	
My final paper shows that I addressed the initial issue that I originally stated I was going to address.	1	2	3	4	5	6	7	8	9	10	
My final paper included a title page, a main paper that was at least 10 pages long, an appendix and a bibliography, all correctly formatted.	1	2	3	4	5	6	7	8	9	10	
My final paper includes no typos, grammatical errors, or common writing mistakes.	1	2	3	4	5	6	7	8	9	10	
I appeared to complete my fair share of the project work, if I worked with a partner.	1	2	3	4	5	6	7	8	9	10	
I completed all required parts of the project by the dates they were due.	1	2	3	4	5	6	7	8	9	10	
I appeared to use all in-class work time constructively and appropriately.	1	2	3	4	5	6	7	8	9	10	

COMMENTS:**TOTAL**

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Spanish Elements

LESSON PLAN TOPIC: 3-4: restaurant phrases and words

DATE: 01/07/08 - **01/10/08**

AUTHOR: Ms. Nathan

GRADE: 3-4 Integrated Discipline(s): Spanish

State Goals: 28A, 28B, 28D, 29A.1

OBJECTIVE: To learn **about** restaurant **phrases and words**

MATERIALS: alphabet cards, days of week, months of year posters, worksheets, hairy ball

PROCEDURES: **Students will** review **all basic terms**

Students will practice using vocabulary through verbal

activities and some written work on the board.

ANTICIPATORY SET: Sing the ABC 's
 Count from 1-100
 Sing the Days of the Week Song

Prompt: Ask children "Que dia es hoy?"

Children must respond in Spanish.

Prompt: Ask children common questions in Spanish that they must respond to in Spanish.

"Como estas? " Bien, Y tu?

" Como te llamas? " Me llamo _____.

" Cuantos anos tienes? " Tengo ____ anos.

Numbers: Students will count to 20, and by tens to 100. Teacher writes random numbers from 1-100 on board and students must raise their hands to say them in Spanish. An alternate way is that different students get to count in blocks often after everyone counts from 1 -20.

Lesson for the Week:

Third/Fourth Grade:

We are going to start our "restaurant" theme when we come back from break. I am very excited about this topic, and I have a fun project planned. We can look at sample menus from Mexican restaurants and then the kids can make their own menu with construction paper and such. During winter break, if you happen to go to a Mexican restaurant, please get a take-out menu and send it with your child when we come back from break. I will do the same. The students will be learning key phrases to use when they go to a restaurant, as well as what to say in response to questions from the waiter/waitress. They will also learn some related restaurant vocabulary. We will also be reviewing our food words during this theme.

Restaurant Phrases

- 1) Desea algo más? - Would you like anything else?
- 2) La cuenta, por favor. - The check, please.
- 3) Desea comer? ¿, Que - What would you like to eat?
- 4) Deseo comer _____. - I would like to eat _____.
- 5) Desea beber? ¿, Que - What would you like to drink?
- 6) Deseo beber _____. - I would like to drink _____.
- 7) Hay para ¿ Que comer? - What is there to eat?
- 8) Hay _____. - There is (are) _____.
- 9) No hay _____. - There is (are) no _____.

Related Restaurant Vocabulary

- 1) el camarero - waiter
- 2) la camarera - waitress
- 3) el menú - menu
- 4) el café - coffee
- 5) el té- tea
- 6) la bebida - drink
- 7) la comida - food

Verbs we will be conjugating

- 1) comer-to eat
- 2) beber - to drink
- 3) desear - to want/wish

Have a nice weekend! Ms. Nathan

SPANISH NEWSLETTERS



THURSDAY, JANUARY 10TH
(sample of 3rd/4th grade only)

THIRD AND FOURTH GRADE NEWS

On Monday, we reviewed our basics. Then, I asked the students to add the months of the year to their notes (spelled correctly), and we practiced pronouncing them. We will be singing them to the Macarena tune during the warm-up of every lesson after we sing the Days of the Week song. I told the students that they could stand up and do the motions of the dance as they sing if they would like to do so (most of them really like doing the dance!) After we sang the months of the year song, the students copied down the restaurant vocabulary into their notes. We practiced pronouncing each word and phrase.

I explained my plans to the students of what I would like to do during this unit, including having them create and act out restaurant skits, doing a worksheet to practice the terms, and making a menu from a pretend Mexican restaurant. They will be looking at take-out menus to get ideas of how to organize their menu, but they will be in charge of coming up with the name of their restaurant (it must be in Spanish), as well as coming up with what foods to offer and how to price those foods. Each menu will have various sections that we will decide upon as a group. I also told the students that they could find pictures of some of the foods that they will be putting in their menus, either in magazines, on the computer, drawings, etc., and put those in their menus as well. I explained that -sometimes menus have a few pictures of "special" foods that are offered. They can find the pictures at home and bring those in, but we will be putting the menus together in class. I will provide the construction paper, but we will be using the classroom markers, crayons, etc. I would like to start this project either on Monday or Wednesday of next week (the 14th or 16th) depending on how we are progressing on our vocabulary.

On Wednesday, we reviewed our basics. Then, I passed out a worksheet that allowed the students to practice using the restaurant phrases and vocabulary. It included a dialogue between a waiter/waitress and a customer. There was a "phrase bank" that the kids could choose from. They did a wonderful job figuring out which phrase went in which blank. I wrote the answers on the board as we went, so that the students could copy them down. After the worksheet, I explained that on Monday the students will be doing skits in partners. They will choose their partner (if they are being goofy, I will choose new partners for them). They will use their notes from Monday and their worksheet to write out a dialogue of what would occur between a waiter/waitress and a customer in a restaurant. They will have about 10-15 minutes to do this. Then, the students will present their dialogues to the class. They are more than welcome to read them from the paper. I am hoping that this will be a lot of fun for the kids. Then, on Wednesday, I will start the menu project. I have accumulated some take-out menus for the students to use as a guide. Yesterday, I drove around to some small Mexican restaurants and went in to ask for take-out menus. All four restaurants that I went into did not have take-out menus. I was really surprised. I guess the larger Mexican restaurants are more likely to have them because those are the restaurants that I have seen take-out menus from. So, if you happen to go to a Mexican restaurant before Wednesday, see if they have a take-out menu to send with your child on Wednesday. Thanks so much!

Menu Project

The menu project has several components:

- 1) Each child does their own menu (no partners or group work)
- 2) The menu must have a Spanish title and should be made up (I don't want names of Mexican restaurants that already exist - Tacos el Norte- Las Palmas, etc.
- 3) There should be a nice picture on the front of the menu (on the title page)
- 4) You should put the name of the city and state that your restaurant is in {not an actual address}
- 5) Do not put a phone number
- 6) You must choose at least 7 of the following sections for your menu:
 - Botanas - appetizers
 - Bebidas - beverages
 - Tacos
 - Tortas - sandwiches
 - Burritos
 - Fajitas
 - Platillos Mexicanos - Mexican Dinners
 - Mariscos - Seafood
 - Carne-meats
 - Pollo - chicken
 - Menu de niños - kids menu
 - Antojitos - ala carte items
 - Antojitos Mexicanos - Mexican favorites
 - Postres - desserts
 - Caldos / sopas - soups
 - Tostadas
 - Quesadillas
 - Desayuno - breakfast
 - Especialidad de la Casa - house special
 - Ensaladas - salads
 - Especiales - specials
 - Comidas Tradicionales - traditional foods
 - Ordenes Extras - side orders
- 7) You will need to have at least 5 food items under each category" . –
- 8) You will need to come up with a price for each item on your menu,
- 9) I expect to see some descriptions (in English) of items on your menu. –
- 10) I would like to see some pictures added into your menu of various food items offered at your restaurant. (you do not need a picture for every item)

Nombre _____

el café



el té



vocabularies

¿Que desea beber?

Deseo beber ____.

¿Desea algo mas?

La cuenta, por favor.

Yo hablo

1. You are in a restaurant and would like to see the menu. You say:
2. You are ready to order and you call for the waiter. You say:
3. You say, “**Deseo comer polio con papas**” when the waiter asks you this question:
4. You have ordered your meal and the waiter asks, “**¿Que desea beber?**” You say:
5. After you have finished your meal, the waiter asks you, “**¿Desea algo mas?**” You say:

Alberto is celebrating his birthday in a fancy restaurant with his parents. The family is ready to order. But the restaurant is noisy tonight and the waiter can't hear everything they say. Read the sentences and choose phrases from the pitcher on the next page to finish the sentences. The first one has been done for you.

Señor Zapata: ¡Camarero! Tráigame _____ el menú. por favor _____

Camarero: Sí, señor. Aquí está. _____

Señor Zapata: _____ y mi hijo desea beber un vaso de leche.

Camarero: lo siento mucho, pero _____

Señor Zapata: Entonces, deseo beber jugo de naranja.

Camarero: Muy bien. Y, _____

Señor Zapata: No sé. _____

Camarero: Hay pollo, papas, pescado, zanahorias . . .

Señor Zapata: ¿Hay carne de conejo?

Camarero: No, _____

Señor Zapata: Pues, ¿hay tiburón o pulpo?

Camarero: ¡No, señor!

Señor Zapata: Entonces, deseo comer una hamburguesa.

Camarero: (to Alberto) Y usted, ¿qué desea comer?

Alberto: Deseo comer pollo y papas, por favor.

Camarero: Muy bien.

(a little while later)

Camarero: A Aquí está su comida.

Señor Zapata and Alberto: _____

(a little while later)

Camarero: (to Señor Zapata) _____

Señor Zapata: No, gracias. _____.

vocabulario

¿Qué hay para comer?	La cuenta, por favor
¡Buen provecho!	¡Gracias!
el <u>menú</u> , por favor	Deseo jugo de tomate
¿Desea beber café?	no hay carne de conejo
no hay jugo de tomate	¿Qué desea beber?
¿Qué desea comer?	

3rd/4th Grade Spanish Study Guide for Wednesday, January 30th Assessment

Alphabet and Numbers Section: I will say various numbers or letters in Spanish, and the students must write the letter or number (not the word) on the line. This assessment will cover the numbers through 100.

Numbers 1-100

uno - one	once - eleven
dos - two	doce - twelve
tres - three	trece - thirteen
cuatro - four	catorce - fourteen
cinco - five	quince - fifteen
seis - six	dieciséis - sixteen
siete - seven	diecisiete - seventeen
ocho - eight	dieciocho - eighteen
nueve - nine	diecinueve - nineteen
diez - ten	veinte - twenty

veintiuno, veintidós, veintitrés, veinticuatro, veinticinco, veintiséis, veintisiete, veintiocho, veintinueve

treinta (thirty)

treinta y uno, treinta y dos, treinta y tres, treinta y cuatro, treinta y cinco, treinta y seis, treinta y siete, treinta y ocho, treinta y nueve

cuarenta (forty)

cuarenta y uno, cuarenta y dos, cuarenta y tres, cuarenta y cuatro, cuarenta y cinco, cuarenta y seis, cuarenta y siete, cuarenta y ocho, cuarenta y nueve

cinuenta (fifty), sesenta (sixty), setenta (seventy), ochenta (eighty), noventa (ninety), cien (one hundred)

Alphabet

A - ah	J - hoah	S - esseh
B - beh	K - ka	T - teh
C - seh	L - elleh	U - oo
D - deh	M - emeh	V - veh
E - eh	N - eneh	W - dobie veh
F - efeh	O - o (same)	X - equis
G - geh	P - peh	Y - y griega
H - aheh	Q - cu	Z - zeta
I - ee	R - ereh	

Questions in Spanish: There will be several questions in Spanish (we have been working on these (reviewing them) since school started, and the students will have to write out the answers in complete Spanish sentences.

Days of the Week

lunes – Monday, martes – Tuesday, miércoles – Wednesday,

jueves – Thursday, viernes – Friday, sábado – Saturday, domingo – Sunday

Question I ask them: ¿Qué día es hoy? – What day is today?

Answer: Hoy es _____. (The word “miércoles” would go in the blank for Wednesday)

Basic Questions

¿Cómo te llamas? – What is your name?

Response: Me llamo _____.

¿Cuántos años tienes? – How old are you?

Response: Tengo ____ años.

¿Cómo estás? – How are you?

Response: Bien, gracias. ¿Y tú?

Months of the year

enero – January, febrero – February, marzo – March, abril – April,

mayo – May, junio – June, julio – July, agosto – August,

septiembre – September, octubre – October, noviembre – November,

diciembre – December

They will be asked to write these months in Spanish:

January _____ (answer: enero)

March _____ (answer: marzo)

June _____ (answer: junio)

Restaurant Section

The students will be given a word bank of phrases that will be used to fill in the blanks for these questions. They will be asked to pretend that they are the customer in a Mexican restaurant, and they need to speak to the waiter in Spanish during their entire time of dining. I will have 6 scenarios, where I tell them what they need to say, or I ask them a question in Spanish and they need to write the answer. Here are the questions if you would like to review with them.

You are in a restaurant. The waiter comes to the table, and you have to speak in Spanish. What would you say?

20) You want to see the menu. You say . . .

_____ Answer: Tráigame el menú, por favor. _____

21) The waiter asks you, "¿Qué desea beber?" You say . . .

_____ Answer: Deseo beber jugo de naranja. _____

22) After looking at the menu, you still don't know what to order. You want to find out what they have to eat. You say . . .

_____ Answer: ¿Qué hay para comer? _____

23) The waiter asks you, "¿Qué desea comer?" You say . . .

_____ Answer: Deseo comer arroz con pollo. _____

24) You have finished eating and would like some tea. How would you say, "I would like to drink tea, please."

_____ Answer: Deseo beber té, por favor. _____

25) The waiter comes to the table and says, "¿Desea algo más?" How would you say, "No thank you. The check, please."

Answer: No, gracias. La cuenta, por favor.

Word Bank

No, gracias. La cuenta, por favor.

Tráigame el menú, por favor.

Deseo comer arroz con pollo.

Deseo beber jugo de naranja.

Deseo beber té, por favor.

¿Qué hay para comer?

There will also be two extra credit items on the assessment. They both must be spelled correctly for credit.

How do you spell "December" in Spanish? _____

Answer: diciembre

How do you spell "September" in Spanish? _____

Answer: septiembre

Good Luck! Ms. Nathan

Nombre _____

Clase _____

Third/Fourth Grade - January 2008 Assessment

A. Write the numbers or letters that you hear.

1. _____ 2. _____ 3. _____
4. _____ 5. _____ 6. _____
7. _____ 8. _____ 9. _____
10. _____ 11. _____ 12. _____

B. Answer the questions in complete Spanish sentences.

13. ¿Qué día es hoy? _____
14. ¿Cómo te llamas? _____
15. ¿Cómo estás? _____
16. ¿Cuántos años tienes? _____

C. Write these months in Spanish.

17. January _____
18. March _____
19. June _____

Did you like doing the menu project? What was your favorite part?

Restaurant Section

You are in a restaurant. The waiter comes to the table, and you have to speak in Spanish. What would you say?

20) You want to see the menu. You say...

21) The waiter asks you, "¿Qué desea beber?" You say...

22) After looking at the menu, you still don't know what to order. You want to find out what they have to eat. You say...

23) The waiter asks you, "¿Qué desea comer?" You say...

24) You have finished eating and would like some tea. How would you say, "I would like to drink tea, please."

25) The waiter comes to the table and says, "Desea algo más?" How would you say, "No thank you. The check, please."

Word Bank

No, gracias. La cuenta, por favor.

Deseo comer arroz con polio.

Deseo beber té, por favor.

Tráigame el menú, por favor.

Deseo beber jugo de naranja.

¿Qué hay para comer?

Section G: Updated Goals, Objectives, and Pupil Performance Standards

The Strategic Planning Steering Committee of the PCCS Board of Education has outlined the following goals for the 2008 Strategic Planning process:

1. Review Guiding Principle Concepts
2. Review Mission Statement Structure & Content
3. Define Goal Areas
4. Develop Plan for Process Completion

On Saturday, May 31, 2008, a group of 27 PCCS board members, administrators, teachers and parents met to begin the process to review and update the PCCS strategic plan. An outside consultant (Susan Parks) was contracted to facilitate the process. The purpose of the work session was for all participants to gain a common understanding of the current state, and to gain alignment about the concepts that form the foundation of the school's the mission, values and goals.

Current SWOT Analysis Review

The Strategic Steering Committee had developed the following SWOT Analysis (a listing of Strengths, Weaknesses, Opportunities and Threats) as a starting point for the work session and the italicized items were added during the work session.

Current Strengths	Current "Watch List" Areas or Weaknesses
<ul style="list-style-type: none"> • Student test scores • Environmental curriculum • Parental Involvement • The Pupil/Teacher ratio • Quality of staff • Dedication of students to learning • Campus buildings and resources • Partners • Culminating projects • <i>The number of classroom assistant</i> • <i>Full-time environmental educator</i> • <i>Learning Farm affiliation</i> • <i>Dedicated staff</i> 	<ul style="list-style-type: none"> • Lack of provided transportation • Perception of minimal diversity • Mission statement is too lengthy/unclear • School name • "Branding/identity" is not strong • Financial security • Cycle of five year re-chartering • <i>The level of administrative turnover; less stability in our leadership</i> • <i>Fundraising</i> • <i>Level of community outreach</i> • <i>Lack of environmental knowledge and commitment (affects our hiring, etc.)</i> • <i>Internal and external communication</i>
Opportunities	Threats
<ul style="list-style-type: none"> • Find way to transport students • Increase diversity • Create signage/public awareness • Market culminating projects • Establish a university affiliation • Green Charter School Network • Illinois network of charter Schools • <i>Fundraising</i> • <i>More integration in the use of technology</i> • <i>Increased parental involvement</i> 	<ul style="list-style-type: none"> • In fighting among factions of constituents • Lack of shared understanding of charter • Perception that school is private – not public • Established school name • Stand-alone district status

PCCS Long-Term Goals

*Prairie Crossing Charter School - Strategic Plan Goals and Action Steps for January –June 2008
Goals Adopted 2005; Re-affirmed November 2007; Progress Update- April 2008*

<p>Goal Area: Educational Curriculum Prairie Crossing Charter School will develop and have in place a curricular model which includes a cohesive, integrative curriculum for K-8th grade; staff development to understand, design, and teach the curriculum well; and assessment of student progress on the goals as indicated in the PCCS mission statement.</p>	<p>Progress as of April 2008</p>
<p><i>Action Steps:</i> 1. Establish a board-level Curriculum Committee that is charged with working collaboratively with the school administration in the ongoing development, evaluation, and dissemination of the school’s academic programs. The committee will monitor alignment of the school’s academic programs with the school charter, mission and vision statements, and guiding principles.</p>	<p>Board voted to create “Excellence in Educational Program Advisory Committee” at April meeting.</p>
<p>2. Re-evaluate the role or need for the existing PCCS Advisory Group and adapt the makeup of this group to bring credentials and experience that will be helpful to the school.</p>	<p>No activity to report at this time.</p>
<p>Goal Area: Staffing Prairie Crossing Charter School will effectively support its staff by successfully integrating recruitment, mentoring, professional development and retention techniques that mirror the mission, vision and guiding principles of the school.</p>	<p>Progress as of April 2008</p>
<p><i>Action Steps:</i> 1. Direct and support the school administration in development and implementation of a process for soliciting staff input and feedback on issues related to their performance and satisfaction</p>	<p>No activity to report at this time. Personnel Committee will undertake this Action Step.</p>
<p>2. Collaborate with the school administration to evaluate preparedness of the teaching staff to deliver an academic program that meets the mission of our school.</p>	<p>No activity to report at this time.</p>
<p>Goal Area: Communications and External Relations Prairie Crossing Charter School will develop and have in place a reliable system of distributing information whereby all parents, administration, staff, and board members are provided timely access (electronic and/or print) to regularly updated information about the School and its operations, and which allows others to obtain general information about the School. Prairie Crossing Charter School will develop and have in place a reliable internal communication process in place, whereby parents, administration, staff, and board members enter into dialogue regarding important school issues. Prairie Crossing Charter School will develop and have in place a reliable system of external communications with the larger community in order to promote the School and its mission and vision, and enhance relationships.</p>	<p>Progress as of April 2008</p>
<p><i>Action Steps:</i> 1. Collaborate with the school administration to satisfy directives from the</p>	<p>1. Most recent update on corrections was provided to</p>

ISBE regarding outreach and communication.	the ISBE on March 28. 2. The ISBE has not notified PCCS of any concerns in addition to those cited in October 2007 letter. 3. Outreach Task Force is generating final report.
2. Collaborate with the school administration to implement an annual evaluation of the school's comprehensive communication plan to parents and the larger community.	Board to review previous report from Communications Task Force.
Goal Area: Financial Management Prairie Crossing Charter School will provide a comprehensive financial framework to assure that resources are available and prudently managed to optimize the educational opportunities for our learners.	Progress as of April 2008
<i>Action Steps:</i> 1. The Board will secure long-term financing that significantly reduces the school's debt load.	At March meeting the Board approved firm of Griffin, Kubik, Stephens, & Thompson, Inc. to pursue long-term financing at lower rate.
2. The Board will approve a 2008-09 budget that eliminates or significantly reduces reliance on fundraising and donations.	Draft budget under consideration in Finance Committee includes significant reductions in projected income from fundraising and donations. Board will review budget at May meeting.
Goal Area: Fundraising Prairie Crossing Charter School will effectively utilize parents and staff members to fundraise in support of both the capital campaign and the operating budget. The School will fundraise for purposes and with methods that address the targeted financial needs of the School.	Progress as of April 2008
<i>Action Steps:</i> 1. Board members will commit to personal giving to the school.	All board members have made a personal contribution.
2. Board members will participate in at least one meeting with a potential donor.	Five board members have participated in meetings with potential donors.
Goal Area: New School Campus The Prairie Crossing Charter School campus will be a strong, positive support to the School's ongoing functioning and development. The whole campus will be set up and used in a manner that reinforces a sound organizational structure and a sense of place.	Progress as of April 2008

<p><i>Action Steps:</i></p> <p>1. Collaborate with the school administration to develop a multi-year, campus master-plan that includes priorities, budget needs, and opportunities for volunteer contributions.</p>	<p>In progress- addressed in Finance Committee plans for refinancing and annual budget.</p>
<p>2. The Board will collaborate with the school administration and staff to create a Sense of Place with the campus that can be utilized as a tool for marketing, increasing awareness of environmental and educational issues, and inviting and attracting visitors.</p>	<p>No activity to report at this time.</p>

Section H: Evaluation of Students Performance

Types of Assessment, Timelines, 2007-2008

Northwest Evaluation Association Measure of Academic Progress tests were continued in 2007-2008. They were administered to students in the fall and again in the spring.

- The second grade used the NWEA tests for Math, Reading, and Language Usage while they used the same assessments as described in the 2006-2007 Accountability Report for writing, spelling, and oral language. The DIBELS assessment was used to assist in determining reading ability and readiness.
- Third through eighth grades used NWEA tests for Reading, Math, and Language Usage in addition to the same assessments as described in the 2006-2007 Accountability Report for writing, spelling, and oral language. DIBELS was added to the assessments for third and fourth grades to assist in determining reading ability.
- The DIBELS assessment was continued for kindergarten and first grades to determine reading ability and readiness. Other assessments did not change from 2006-2007.

The DIBELS is an assessment tool given to students in the early elementary grades three times a year (beginning, middle and end). It takes between four and eight minutes per student to administer and score, and it contains measures (short 1 minute assessments) that enable the user to predict which children are at risk of later reading difficulties. This test was used rather than NWEA for kindergarten and first grade where NWEA testing is not appropriate nor available.

At each grade level specific "indicators" are assessed and data received through the assessment is used: to identify students who are not making adequate progress toward important reading milestones; to group students for special instruction; to plan instruction; and to monitor progress. Students identified as Low Risk have met the benchmarks for the stated grade and time or year, and continue to receive instruction in the classroom. Students identified as Some Risk have not met the benchmark, but are close to achieving it. These students receive the core curriculum and are given additional instructional support in the classroom. **Students identified as At Risk are in need of intensive instruction. These students receive the core curriculum, additional instructional support in the classroom, and additionally receive intensive instruction two-three times a week in a small group instructional setting of 2-3 students outside of the regular classroom (30-40 minutes per session).** Student's score are analyzed in September and January to see if small group instruction is or continues to be necessary. Progress monitoring was completed at least bi-monthly for students receiving additional instruction in the classroom, and weekly for students receiving tutoring outside of the regular classroom. Monitoring was completed by the student's classroom teacher or the reading tutor.

This year 3rd and 4th grade students were administered the DIBELS at PCCS during each of the three assessment windows (Fall 07, Spring 08). As indicated on the table 50% of the students' scores increased.

State ID#	Grade Level	Fall 07	Spring 08
3880019931	3rd	Strategic	Benchmark
140663234	3rd	Strategic	Strategic
192241410	3rd	Strategic	Strategic
719718094	3rd	Strategic	Benchmark
517437253	3rd	Intensive	Strategic
223849547	3rd	Intensive	Strategic
593749457	3rd	Strategic	Benchmark
296758549	3rd	Strategic	Strategic
430661060	4th	Strategic	Strategic
868523369	4th	Strategic	Benchmark
652367808	4th	Strategic	Strategic
707920351	4th	Intensive	Intensive

Remediation Plans 2007-2008

Qualifying for a Remediation Plan:

Kindergarten, Grades 1, 2, & 3 Reading-

Any student who qualifies for one on one tutoring based on DIBELS scores would be considered on a remediation plan.

Grade 1 Math

All first graders must meet or exceed the following benchmarks at the beginning of the year:

- Understands the concept of one-to-one correspondence
- Is able to read and write numerals
- Can rote count to 20
- Understands the concept that things have size and shape
- Scores at least 20% on the beginning of the year math assessment

Grades 2-8 Math, Reading, Language

Please refer to the 2005 Placement Guidelines Chart that is attached to this document. Any student receiving a RIT score 1 grade level below will be placed on a remediation plan.

Grades 1-8 Writing

All first graders must meet or exceed the following benchmarks at the beginning of the year:

- Is able to transfer thoughts to paper by using a picture and/or words to convey message
- Approximates writing with some recognizable letters
- Uses initial consonants

- *Begins to form letters correctly*
- *Is able to copy letters and words*
- *Writes from left to right*

All second graders must meet or exceed the following benchmarks at the beginning of the year:

- Message is a picture and words that are understood by the reader.
- Writes simple sentences that make sense
- Uses high-frequency words.
- Uses invented spelling with a vowel in each they don't know.
- Beginning to use some punctuation and capitalization but not consistently.
- Developing a sense of beginning, middle and end.

All third graders must meet or exceed the following benchmarks at the beginning of the year:

- Attain at least 12 points on the writing rubric.

All fourth graders must meet or exceed the following benchmarks at the beginning of the year:

- Attain at least 14 points on the writing rubric.

All fifth - eighth graders must meet or exceed the following benchmarks at the beginning of the year:

- Obtain remediation if low scores on 3+ goal performance areas of Language Usage Test.

Remediation Plans Are Developed By:

1. Going to www.nwea.org
2. Clicking on log on to the Reports Site
3. Type in your user name and password
4. Under on line reports click on class by RIT
5. On the chart that appears click on the subject in which you are printing remediation plans for
6. Click on the students name
7. Print the chart which appears. You should repeat step 6 and 7 for each of the goal performance area in that subject.

If a student is on an IEP remediation, a plan does not have to be created, but it is strongly encouraged that teachers review the charts.

Section I: Results of Corrective Action

The chart below summarizes the correlation between the target growth in each student's remediation plan and his/her score on the Spring NWEA assessment. Most students did improve at the rate targeted on their Fall remediation plan.

Remediation Summary

Subject Area	Number of Students	Number of Students Meeting Target	Number of Students Not Meeting Target	Not Tested (moved or transferred out)
Reading	11	7	3	1
Math	9	7	2	0
Language Arts	11	6	5	0

Improvement Rate of Students not Meeting Targets

Subject Area	Number of Students Improving 0-5 Points	Number of Students Improving 6-10 Points	Number of Students Improving 11-15 Points	Number of Students Improving 16+ Points	Total Students
Reading	0	2	0	1	3
Math	2	0	0	0	2
Language Arts	1	1	0	3	5

For any student who did not meet his or her targeted growth score, the teacher either has brought the student up at a Teacher Assistance Meeting or will do so in the fall.

IDY Number	Grade	RIT from 9/07	RIT from 6/08	Remediation
783800605	2	160	182	Remediation
795475390	2	161	177*	Remediation
707920351	4	170	205	Remediation
868523369	4	180	200	Remediation
860061139	4	189	200	Remediation
65046823	5	192	202*	Remediation
826874937	7	205	215*	Remediation
938905501	8	203	2.19	Remediation
737067764	8	212	220	Remediation
544248914	8	215	229	Remediation
No number	7	209	Left school	Remediation

Math

IDY Number	Grade	RIT from 9/07	RIT from 6/08	Remediation
365542482	3	178	206	Remediation
134849312	4	176	212	Remediation
707920351	4	188	208	Remediation
901986546	5	-198	214	Remediation
769381971	6	209	219	Remediation
372312455	6	211	216*	Remediation
833938013	6	211	222	Remediation
826874937	7	207	210*	Remediation
164731425	7	215	240	Remediation

Language Usage

IDY Number	Grade	RIT from 9/07	RIT from 6/08	Remediation
795475390	2	149	177*	Remediation
783800605	2	157	167*	Remediation
344515087	2	162	188	Remediation
536968682	3	161	183*	Remediation
636959212	3	176	211	Remediation
140663234	3	180	200	Remediation
707920351	4	183	201*	Remediation
901986546	5	201	218	Remediation
372312455	6	204	216	Remediation
540305840	6	205	218	Remediation
737067764	8	212	208*	Remediation

* indicates student who did not meet goal