
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
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Charter Annual Report **Tuesday, October 09, 2007**

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SECTION I. EXECUTIVE SUMMARY

Organization Description

Erin Dudley Forbes Charter School, founded by Lenetta Raysha Lee in February 2001, is located in the rolling hills of Southern Chester County. Erin Dudley Forbes Charter School (EDFCS) is the first Charter School in this region. EDFCS is currently a kindergarten through

sixth grade elementary school approximately 37% are ESL, 25% Special Education and 51% Low Income. Our initial enrollment for the 2006/2007 academic school year was 85; we had 8 learners exit, all moving out of the district. To date we have approximately 27% African American, 27% Hispanic, and 31% White American. We continue to celebrate our diverse student body and staff. We stand firm, and will continue to promote “children who learn together learn to live together.”

Our leadership over time has continued to allow us to show we are a good school. The Chief Academic Officer has been the same since the school was founded. To date we have had two Head Teachers, one for two years and the other for three.

Our charter's **renewal**, granted by the Oxford Area School District continues to allow us time to learn, grow and achieve goals developed from our annual strategic planning. The renewal continues to increase individual attention for each student and ongoing/continuous professional development in specific areas, such as English as a Second Language (ESL), curriculum, writing, reading, behavioral techniques, leadership and Special Education. To date, we have demonstrated our strengths and needs overtime.

The school's core beliefs and mission statement, including what students will know and be able to do by the time they leave the school

Our **mission** is to provide the very best early childhood education possible K-6. We will build on what our learners already know prior knowledge. Our academic focus or foundation is children's literature. We use culturally relevant children's literature to teach all subjects. Moreover, time is given to our learners to experience reading and writing as academic tools. Our desire is to heavily involve our parents and community in their role as our learners' primary educators. We plan to always create a supportive learning environment for all invested parties.

We continue to celebrate our existence and survival over time. We have maintained a 13:1 class ratio. We have maintained a 95% and higher student attendance rate. We have a dental preventive program and two times per year, our Health Specialist hosts a health seminar for all staff, student body, parents and the community.

For the 2006/2007 school year we were selected by the Pennsylvania Department of Education to participate in the new Science It's Elementary grant, (SIE). In all implementing schools standard based science modules and professional development were provided to all teachers Kindergarten through sixth grade. Initially, EDFCS had to assemble a team of five and attend a strategic planning seminar. The goal of the seminar was to introduce the inquiry based science program and to develop a strategic plan for the implementation of a high quality science program at EDFCS.

Our **core beliefs** include: all students can learn based on their ability, each parent is the child's first teacher, a conducive learning environment is essential to all academic success, and qualified educators are the key ingredient to academic and social success. Our mission includes being the very best early childhood education center while using culturally relevant children's literature for liberation while embracing and mastering literacy across the curriculum for a lifetime. We firmly believe that all children are talented and we must start where each unique child is culturally, academically, and socially. In January 2006 we adopted the following core beliefs:

Use researched based interventions

Monitor student progress

Use data to form decisions

Use assessment for three purposes screening, diagnostics, progress monitoring, and interventions

We can effectively teach all children

Intervene early

Use a multi tier model (RTI)

Use problem solving techniques

Our goal, in adopting the core beliefs above, is to continue to provide a quality elementary education while creating protective factors, such as reducing behavioral factors, providing research based parental education, and building strong community partnerships.

What students will know and be able to do by the time they leave the school— When our students leave EDFCS, they will be self-disciplined, community and family oriented, problem solvers, and critical thinkers. The long term goal is for all students to know and be able to achieve any task at hand. We desire for our students to become community activists and lifelong learners.

The aspects that make the charter school unique and innovative

The **aspects** that make us **different** include:

Small Class Size

Parental Involvement on three levels

Direct Instruction

Academic After School Program

Direct Link to Higher Education-Lincoln University

Professional Development

Peer Tutorial Program

Ongoing and Continuous Professional Development

Individualized Education

Diverse Staff and Student Body

Parental and Community Involvement

Uniforms

Character Development

Whole Group for 181 Days (Direct Instruction on Self Discipline/Safety)

Progress Monitoring

ESL Curriculum

Dedicated and committed educators

Weekly Progress Monitoring

Response To Intervention (RTI)

Hands-on/ Inquiry-based Science Curriculum

The core beliefs and values of the school community

Our **core beliefs** and values of the **community** are similar. Our Charter School offers learners and parents an alternative and diverse educational program with goals of improving social skills, commitment to community, and academics. Our aim is to utilize innovative teaching practices and to create a portfolio of options from which parents can choose.

The charter school's program strengths and areas needing improvement, e.g., content areas, grade levels, and/or subgroups of students based on data from this past year.

EDFCS's program strengths includes a diverse climate that respects all cultures, dedicated and active educators, an evolving curriculum (based on PA standards), an active ESL curriculum, and ongoing and continuous professional development. Our areas of improvement include parental involvement, increased standardized test scores, curriculum review, and increased professional development in specific areas, adaptation and writing of policy, implementation of a zero tolerance with specific outcomes for specific behaviors. Most indicators mentioned above have been mentioned often because we desire to continue to improve in these areas.

Parental involvement has increased as shown by parent volunteer hours which are calculated and recorded on quarterly report cards.

While planning we designed a new discipline plan, (See Attachment) and we use a language program every morning school-wide to increase student grammar awareness.

Our learners must master content language, text, to improve academically across the curriculum. Across all grade levels, K-6, we desire to increase our PSSA scores in writing, reading and math.

In order to master the PSSA in writing, reading and math we will adopt a systemic approach to visualizing and strategically planning, holist, for the entire school including all invested parties.

An organized collection of parts highly integrated to accomplish an overall goal which go through specific processes to produce certain outcomes. A highly effective system is continuously monitored.

Our systemic approach will emphasize viewing our schools as a group of elements with interrelated parts. A school district or building is a system with a common purpose or function. A school system enrolls students, educates them, and then graduates the students or sends them to the next educational institution. Most educational systems function at least at an adequate level, so not much attention is placed on system dysfunction. Instead, administrators attempt to address deficiencies in the parts or elements of the organization. Organizations that work systemically begin by looking for the connections between the various parts of the system and taking steps to ensure better coordination of organizational function systems thinking aims to integrate the various parts of the system in a way that maximizes organizational effectiveness. We believe that in our six year period we have been very successful across the board. One area of improvement is our writing, reading, and math PSSA scores. In 2004/2005 we made AYP, in 2005/2006 we did not, however, we made AYP again 2006/2007.

For EDFCS the systemic model will afford us to view our PSSA scores in a different way. There are four vital components of systems thinking: philosophy or mission, processes, implementation, and leadership. Each is a key component in creating and maintaining an effective school. Our mission or philosophy has been the same since our initial application to start a charter school.

The mission is displayed in each classroom and discussed at the onset of each school year during professional development. This academic school year, 2006/2007, we added a new component of our original mission after earning the Science; It's Elementary grant and being professionally developed on a hands-on science program. We were successfully incorporating the new science curriculum mission into our existing mission.

In creating a systemic approach it is significant to view and focus on three components of the school simultaneously, thus connected and interrelated: budget, staff development, and goals or targets.

BUDGET STAFF DEVELOPMENT GOALS/TARGETS

Salaries PSSA/AYP PSSA scores

Supplies Critical Thinking

The ultimate goal of systemic thinking is to maximize student learning, achieve satisfactory PSSA scores according to NCLB, increased parental involvement on three levels, increased community involvement, and alignment of curriculum and spending, and budget.

At EDFCS we are excited about the possibilities, and our accomplishments will display how our system is functioning. When a goal is not accomplished, we will observe the entire system.

The ultimate goal is to build a system of education that stresses the greatest good - a way to teach was to achieve everlasting peace and happiness. A system that emphasizes critical thinking skills as opposed to what to think. Moreover, in this case, the educators and staff must be involved in their students' lives. Modeling is vital and a key component, and the educator must

be versed in their children's culture.

Core Purpose

Mission

Our **mission** is to provide the very best early childhood education possible K-6. We will build on what our learners already know prior knowledge. Our academic focus or foundation is children's literature. We use culturally relevant children's literature to teach all subjects. Moreover, time is given to our learners to experience reading and writing as academic tools. Our desire is to heavily involve our parents and community in their role as our learners' primary educators. We plan to always create a supportive learning environment for all invested parties.

In the the fall of 2007 we adopted a science mission, required by the Science Its Elementary grant, EDFCS will use explicit instruction, critical thinking, hands on experiences, and culturally relevant children's literature to provide standard based inquiry centered science to all students. EDFCS will provide opportunities for all students to enjoy, understand. learn and use science in their academic and social processess. EDFCS will provide all teachers with the opportunity for ongoing and continuous professional development.

Vision

The vision for EDFCS is to continue to be a charter school; this entails maintaining the concepts stated in the original charter. At EDFCS we desire to maintain small class sizes and high parental and community involvement. We also desire to establish more classes in each grade level.

We desire to be a community school where a set of partnerships between the school and community resources come together to create a safe place for learners and parents as well as staff and educators. This integrated approach can lead to improved learners both socially and academically, and raised consciousness on the part of parents and community. EDFCS in turn becomes the center of the community and open to everyone. Moreover, we desire to protect our role as a community school which emphasizes today's challenges for all schools and educators: cultural disconnect, disengaged students, poverty, too much unstructured time, unaddressed health needs, transience, school violence and unsafe school environments, and overburdened and under resourced schools. Along these lines we are interested overtime in establishing and maintaining a small charter school that advocates the following:

A core instructional program with qualified educators, a challenging curriculum, and high academic and social standards for all learners.

Motivated students at school and in community

Mutual respect and effective collaboration among all invested parties.

Community support and engagement

Basic health needs recognized and addressed for all learners and parents

A school climate that is safe, supportive, and respectful.

Our guiding principles for today and the future include developing disciplined learners and parents, academic rigor and critical thinking, community engagement, family involvement, and growing educators.

Shared Values

Our **SHARED VALUES** include: all students can learn based on their ability, each parent is the child's first teacher, a conducive learning environment is essential to all academic success, and qualified educators are the key ingredient to academic and social success. Our mission includes being the very best early childhood education center while using culturally relevant children's literature for liberation while embracing and mastering literacy across the curriculum for a lifetime. We firmly believe that all children are talented and we must start where each unique child is culturally, academically, and socially. In January 2006 we adopted the following core beliefs:

- Use researched based interventions
- Monitor student progress
- Use data to form decisions
- Use assessment for three purposes screening, diagnostics, progress monitoring, and interventions
- We can effectively teach all children
- Intervene early
- Use a multi-tier model (RTI) RTI is a comprehensive multi-tier intervention strategy utilized to enable early identification and intervention for all students at academic or behavioral risk. RTI also serves as an alternative for the identification of students with learning disabilities.
- Use problem solving techniques

Our goal, in adopting the core beliefs above, is to continue to provide a quality elementary education while creating protective factors, such as reducing behavioral factors, providing researched based parental education, and building strong community partnerships.

Academic Standards

At EDFCS to master the Pennsylvania academic standards for student achievement we believe a systemic approach to visualizing and strategically planning, holist, is paramount. We believe that in order to achieve academically and across the board and including all invested parties, we must develop a highly effective system which emphasizes viewing our school as a group of elements with interrelated parts, and at the core are the academic standards. Schools that work systemically begin by looking at the connections of organizational function systems to integrate parts of the system that maximizes organizational effectiveness.

Our school utilizes Saxon math, Wright Group Balanced Reading and Writing Program, and Inquiry-based Science Curriculum (Foss and ASC) and Horizons Corrective Reading Program.

Teacher lesson plan books are evidence that display that we are meeting the chapter 4 content standards. Our educators are required to submit lesson plans at the onset of each month around a theme cycle and PA Standards across the curriculum. The Chief Academic Officer checks all lesson plans for strengths and areas of need, and adjustments are made accordingly. The curriculum is organized utilizing a spiraling effect where most standards and anchors are taught K-6. The concept is to use critical thinking, Bloom's Taxonomy, across the curriculum and grade levels.

Strengths and Challenges

EDFCS's program strengths includes a diverse climate that respects all cultures, dedicated and active educators, an evolving curriculum (based on PA standards), an active ESL curriculum, and ongoing and continuous professional development. Our areas of improvement include parental involvement, increased standardized test scores, curriculum review, increased professional development in specific areas, adaptation and writing of policy, structured academic after school program, develop zero tolerance with specific outcomes for specific behaviors. Most indicators mentioned above have been mentioned overtime because we desire to continue to improve in these areas.

Our learners must master content language, text, to improve academically across the curriculum. Across all grade levels, k-6, we desire to increase our PSSA scores.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Our strategic planning process begins at the end of the year and continues throughout the school year. Our strategic planning process is a continuous cycle. Initially Board members, teachers and staff are asked to list strengths and areas of need for the school. These lists are then discussed at length. In addition, parents complete a questionnaire mid-year, and those results are also used to develop the strategic plan for overall program improvement. A list of desired outcomes based on staff, parent and student academic and social activities are maintained by the CAO throughout the school year as well. All of this information is compiled and the strategic plan is developed.

In addition, throughout the summer, as reports/data arrive on-site, (Terra Nova, PSSA, and WIDA) the data is reviewed by the CAO. At the onset of the school year staff are required to view the data, make necessary notes for individual student success or program improvement.

Progress Monitoring/RTI is collected throughout the school year for academic improvement from marking period to marking period. The last marking period assessment is used to see where each learner is academically. The results are used to select students for a two week summer school program. For summer school pre and post test are used to show gains and progress. The pre and post test results are shared with the new classroom teacher indicating a place to begin instruction or intervention.

Report cards/narratives are reviewed each marking period as well. In addition, the teacher reviews the child's report with the child, observing strengths and areas of need, as the first intervention for the new marking period.

We review targets and annual goals on an ongoing basis throughout the school year. We adjust curriculum, instruction and scheduling accordingly to continue to improve as a school.

Several years ago we devised an ESL and Special Education form. The form is used by the classroom teacher at the onset of each marking period; the teacher is expected to review ELL and or IEP strengths and needs as reported by the assessment. The teacher is also required to indicate new strengths and areas of need on the form as observed during the course of the marking period. The form is passed on to the new teacher for the next year.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Beverly MacKenna	Erin Dudley Forbes Charter School		Lenetta Raysha Lee
Carmen Russell	Community	Board Member	Lenetta Raysha Lee
Christopher Brinton	Avon Grove Charter School	Board Member	Lenetta Raysha Lee
Eric Paulson	Community	Ed Specialist - Instructional Technology	Lenetta Raysha Lee
Erin Harper	Erin Dudley Forbes Charter School	Elementary School Teacher	Lenetta Raysha Lee
Howard H. Brown, Esq	Erin Dudley Forbes Charter School	Business Representative	Lenetta Raysha Lee
Lenetta Raysha Lee	Erin Dudley Forbes Charter School	Administrator	Self
Mary Blunt	Erin Dudley Forbes Charter School	Parent	Lenetta Raysha Lee
Mary Faush	Erin Dudley Forbes Charter School	Special Education Representative	Lenetta Raysha Lee
Renee Taylor Howard	Erin Dudley Forbes Charter School		Lenetta Raysha Lee
Wendy Smith	Erin Dudley Forbes Charter School	Ed Specialist - School Nurse	Lenetta Raysha Lee

Natasha Sapp	Erin Dudley Forbes Charter School	Elementary School Teacher	Lenetta Raysha Lee
Kayci Stephens	ErinDudley Forbes Charter School	Elementary School Teacher	Lenetta Raysha Lee
Dawn Delucca	Erin Dudley Forbes Charter School	Elementary School Teacher	Lenetta Raysha Lee
Jamie Houser	Erin Dudley Forbes Charter School	Elementary School Teacher	Lenetta Raysha Lee

Goals, Strategies and Activities

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

Our school utilizes Saxon Math, Wright Group, Balanced Reading & Writing Program, and Scott Foresmen. Inquiry-based Science Curriculum (FOSS and ASC) and Horizons Corrective Reading Program

Our lesson plan/lesson books are evidence that displays we are meeting the chapter 4 content standards. Our educators are required to complete their lesson plans monthly around a theme cycle and PA standards across the curriculum. The CAO checks all lesson plans at the onset of the month.

The curriculum is organized utilizing a spiral effect where most standards are taught K-6, on different levels, Blooms Taxonomy, using an array of critical thinking in each grade level.

How does the charter school promote in-depth and inquiry-based teaching and learning?

The goal is to promote in-depth and inquiry-based teaching by allowing and giving time to our learners to seek truth, information or knowledge from school design to direct instruction and hands on activities. We desire our learners to convert information and data, problem solve and role play, about self and curriculum into useful knowledge, lifelong learning. We will continue to perfect in-dept and inquiry-based instruction as we continue to grow through strategic planning and consistently observing our infrastructure and curriculum. We are excited about the opportunity to teach our learners and parents how to seek knowledge. This is the beauty of charter schools. We believe inquiry-based teaching will also assists us in achieving higher PSSA scores. Our opportunity to be a part of Governor Rendell's Science: It's Elementary initiative will continue to assist us in understanding and implementing inquiry-based education across the curriculum. Inquiry-based learning across the curriculum should reflect real reading and writing integrated into history, technology, math and science. Inquiry-based learning allows us to present to our students and parents learning and understanding processes that include exploring, raising questions, and making discoveries to change the world. We are very interested in showing our learners and parents that curiosity is a fundamental trait which can be useful in obtaining new

learning. This process fosters corrective feedback while students are exploring and investigating, learning. Their personal experiences, prior knowledge, also become a valuable part of their learning and a scaffolding effect occurs where new knowledge is built on old experiences. This process of exploring leads to asking questions, making discoveries and essentially making change. Again, we believe the inquiry learning philosophy; school-wide will assist us in mastering the PSSA's.

The charter school is a strategy used to accelerate academic and social development. Again, we use progress monitoring and response to intervention, RTI, as strategies to accelerate skills or learning. Additionally, we continue to promote small class size, peer tutoring, after school help, summer school, and individualized instruction. We will also use the Pennsylvania Value-Added Assessment System, PVAAS, to report a realistic measurement of our school's progress and growth over time based on reading, math and writing PSSA scores. PVAAS is a statistical analysis of existing assessment data where the schools estimated gain is compared to a statewide growth standard. While PSSA shows us where a student is, PVAAS tells us where a student is going. EDFCS' goal is to utilize PVAAS data as a continuous plan for improvement at a variety of levels. We especially like that a student's progress is based on each individual's starting point. This is an essential part of our mission, philosophy. PVAAS provides an answer by considering three factors: comparing scores from different years, estimation of true levels of understanding of a cohort of students, and setting a growth standard.

Direct instruction, peer tutoring, integrated technology, one-on-one instruction, small group instruction, graphic organizers, visual aids, and assisted technology.

We use the Pennsylvania Content Standards to create and revise curriculum and to teach all subjects. For the past two years we have focused on the Pennsylvania assessment anchors. We review the Pennsylvania standards and anchors on an ongoing continuous cycle throughout the school year. Language Arts is taught in the morning and the traditional content areas are taught in the afternoon. Students are taught, in the morning, using a five block schedule, each given equal time, reading, writing, word wall, (phonics) sustained silent reading, and math. Students are taught concepts and skills and are given ample time to use the skills taught. In the afternoon students learn and master the text, language, using graphic organizers and culturally relevant children's literature to assist in bringing the subject alive. Each learner will continue to read five to seven minutes in each content area class. The intent is to assist our learners in mastering content language, text.

We use a direct teaching style along with reading, writing, and poetry workshops once a week. The educational program at EDFCS emphasizes theme cycles, reading, writing and computing across the curriculum, PCR II,

integration of history, science and health into reading and writing lessons, computer literacy and cooperative learning. Each program is research-based which states children learn by doing, and socializing with a balanced approach. We incorporated Progress Monitoring in Special Education and regular education, school-wide. Progress monitoring is very successful for our learners and educators. Our training in Progress Monitoring continues to benefit our learners.

The assessment anchors for third grade remind us to teach vocabulary, applying word recognition skills, drawing conclusions and inferences, retelling, differentiating fact and opinion, distinguishing between significant and non-significant information in text, figurative language, and text organization. Using direct instruction, we teach purposes and types of text, literary elements and devices in stories.

In January 2006 we implemented Response to Intervention, RTI, which includes critical questions to consider while teaching and learning. What are the important skills/strategies students need to learn? What do they already know? How do I teach what they don't know? How do I know if they are learning and making progress? How do I collect the best data in the shortest amount of time to allow me to monitor progress over time? And how do I use assessment to plan instruction? This method of inquiry assists our PM efforts as well.

Rigorous Instructional Program - Attachments

- Professional Development Approval Letter
- Professional Development Plan
- Teacher Induction Letter
- School-Wide Activities

English Language Learners

At Erin Dudley Forbes Charter School, we are committed to all learners. The intent is to provide the very best education for all children. According to the law, and our humanistic nature, we intend to work very hard with our ELL's to increase their Basic Interpersonal Language Skills, Cognitive Academic Language, as well as social and cultural aspects of living in America. To identify ELL's we use the home language survey, and also the IPT language proficiency test. We start with our environment. We decorate our school and individual classrooms to make each reflective of all ethnic groups. We purchase materials and children's literature reflective of all ethnic groups. Teachers are required to use an ESL checklist quarterly. This checklist is used to monitor and report the strengths and needs of all Phlotes based on formal and informal assessments. We utilize the PA state mandated Stanford English Language Proficiency Test at the close of the school year. The results are used to develop curriculum and assessment tools as well as teaching strategies. We currently have one teacher certified as an ESL Program

Specialist and last summer the CAO of our school also completed a course in ESL at Millersville University.

English Language Learners - Attachments

- ELL Report
- ELL Report

Graduation Requirements

EDFCS is a Kindergarten through sixth grade elementary school, thus no graduation requirements.

Special Education

A major component of the school design is how the charter school addresses programming for special needs students. Special education refers to those instructional and related services that are provided to students with disabilities in accordance with an Individualized Education Program (IEP). The charter school may provide special education services or contract out to the chartering, the Intermediate Unit, or another outside agency.

School personnel may consider any unique circumstances on a case-by-case basis when deciding whether a change in placement would be appropriate for a particular child for a violation of a school code of student conduct. School personnel is permitted to remove a child with a disability who violates a school code of conduct from their current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 school days (to the extent such alternatives are applied to children without disabilities). A child with a disability, who is removed from his or her current placement, whether or not the behavior is determined to be a manifestation of the child's disability, will continue to receive educational services. These services allow a child to continue to participate in the general curriculum, although provided in another setting and progress toward meeting IEP goals. In addition, a child will receive, as appropriate, a functional behavioral assessment, behavioral intervention services, and modifications designed to address the behavior violation so that it does not recur. Within 10 school days of any decision to change the placement of a child with a disability, the local educational agency, the parent, and relevant members of the IEP Team will review all relevant information in the student's file, including the child's IEP, teacher observations, and any relevant information provided by the parents. This will determine if the conduct in question was caused by or had a direct and substantial relationship to the child's disability, or was the direct result of the local educational agency's failure to implement the IEP. If the LEA, parent and relevant members of the IEP team determine that the conduct was a manifestation of the child's disability, the IEP team will conduct a functional behavioral assessment and implement a behavioral intervention plan for the child. On the other hand, if a behavioral intervention plan has been developed, the team will review the existing plan and modify it as necessary to address the behavior. If the behavior is a manifestation of the child's disability, the child is returned to the placement from which he or she was removed, unless the parent and LEA agree otherwise. A change in placement of a child with a disability to an appropriate interim alternative educational setting would occur for the same amount of time that a child without a disability would be subject to discipline, but not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability. These removals are subject to cases where a child carries or possesses a weapon to or at school, on school premises, or to or at a school function under jurisdiction of a state educational agency (SEA) or LEA; knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of an SEA or LEA; or has inflicted serious bodily injury upon another person while at school, on school premises, or at

a school function under the jurisdiction of an SEA or LEA. Under paragraph 2 of the first subsection (g) of section 930 of title 18, United States Code, a weapon has the meaning given the term "dangerous weapon." According to the Controlled Substances Act, a controlled substance includes illegal drugs, but does not include a substance that is legally possessed or used under the supervision of a licensed health care professional, or that is legally possessed or used under any other authority under the Act or any other provision of Federal law. A Serious Bodily Injury is defined in USC 1365(g) to mean a bodily injury that involves a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ or faculty.

No later than the date in which the disciplinary action decision is made, the local educational agency will notify the parents of that decision, and of all procedural safeguards accorded under this section. The interim alternative educational setting will be determined by the IEP Team. If the parent of a child with a disability disagrees with any placement or manifestation determined decision, or a local educational agency believes that the child should maintain their current placement because it would be substantially likely to result in injury to the child or others, they may be requesting a hearing. A hearing officer will hear, and make a determination regarding an appeal. The hearing officer may return the student to the placement from which the child was removed or order a change in placement. A placement change to an appropriate interim alternative educational setting would be not more than 45 school days, if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or others.

When an appeal has been requested by either the parent of the LEA, the child will remain in the interim alternative educational setting pending the decision of the hearing officer, or until the expiration of the time period of the disciplinary removal, whichever occurs first, unless the parent and the SEA or LEA agree otherwise. The SEA or LEA will arrange for an expedited hearing, which will occur within 20 school days of the date the hearing is requested, and will result in a determination within 10 school days after the hearing.

A child who has not been determined to be eligible for special education and related services and who has engaged in behavior that violates a code of student conduct, is protected if the local educational agency had knowledge that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred. A student that is "not yet identified" is a child with a disability if, before the behavior that precipitated the disciplinary action if a request is made for an occurred, the child's parent had expressed concern in writing to school personnel of the appropriate educational agency, or has requested an evaluation of the child. The "not yet identified" student is also a child with a disability if the child's teacher expressed concern that the child is in need of special education and related services, or if the teacher or other personnel has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other supervisory personnel of the LEA. An LEA will not be deemed to have knowledge that the student is a child with a disability if the parent has not allowed an evaluation of the child, has refused services, or the child has been evaluated and it was determined that the child was not a child with a disability. If a local educational agency does not have knowledge that a child is a child with a disability prior to taking disciplinary measures against the child, the child may be subjected to disciplinary measures applied to children without disabilities who engage in comparable behaviors. If a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures under this subsection, the evaluation will be conducted in an expedited manner. If the child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by the agency and information provided by the parents, the agency will provide special education and related services in accordance with this part. Pending the results of the evaluation, the child will remain in the educational placement by school authorities.

An agency is not permitted from reporting a crime committed by a child with a disability to appropriate authorities. Likewise state law enforcement and judicial authorities are not prohibited from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability. An agency reporting a crime committed by a child with a disability will ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom the agency reports the crime.

In terms of instructional strategies we use:

- Study Guides
- Graphic Organizers
- Individualized Instruction
- Adapted Instruction
- Inclusion
- Pull-out
- Writing Workshop
- Reading Workshop
- Poetry Workshop
- Progress Monitoring
- Embedded Support
- In-class Support
- External Support
- Least Restrictive Environment (LRE)
- Modify Materials
- Tap Prior Knowledge
- Direct Instruction
- 5 Blocks Instructional Framework
- Scaffolding
- Response To Intervention (RTI)

Please complete the following 4 charts reflecting the charter school’s special education program profile:

List all current special education instructional programs **operated directly by the charter school**. List teacher, FTE*, type of class or support, e.g. learning support, emotional support, autistic support or other designation used by the charter school, location (building name), and current number of students on the teacher’s roster. Use “other information” to explain unique circumstances.

Special Education - Attachment

- Special Education Policy and Procedures

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Mary Faush	1.0	Learning Support	EDFCS	12	Not Applicable
Julie Guerin	1.0	Speech and Language	EDFCS	8	Not Applicable
Kate Christian	1.0	Physical Therapy	EDFCS	2	Not Applicable
Sharlee Gratz	1.0	Occupational	EDFCS	4	Not Applicable

		Therapy			
Not Applicable	NA	NA	NA	0	Not Applicable

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
PTS	1.0	SPEECH AND LANGUAGE	EDFCS	8	Not Applicable
BETA 1	1.0	EVALUATIONS	EDFCS	7	Not Applicable
AUSTILL'S	1.0	PHYSICAL THERAPY	EDFCS	2	Not Applicable
THERAPY SOURCE	1.0	OCCUPATION THERAPY	EDFCS	12	Not Applicable

Special Education Program Profile - Chart III

Title	Location	FTE
Special Education Coordinator	EDFCS	1.0

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
ARIEL LAJARA	AIDE	40 HOURS

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
Progress Monitoring	Yes	Yes	Yes	Yes	Yes	Yes
Terra Nova	No	No	Yes	No	No	No
PSSA Reading and Math	No	No	No	Yes	Yes	Yes
PSSA Writing	No	No	No	No	No	Yes
PSSA Science	No	No	No	No	Yes	No

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
Progress Monitoring	Yes	No	No	No	No	No	No
PSSA Reading and Math	Yes	No	No	No	No	No	No

Student Assessment

The 2005/06 school year PSSA results were as follows:

Third grade (7 Learners)
Reading

Math

Fourth Grade (9 Learners) 1 PASA)
Reading Math

5 below
1 basic
1 proficient

2 below
3 basic
2 proficient

2 below
4 basic
2 proficient
1 advanced

2 below
5 proficient
2 advanced

Fifth Grade (6 Learners)

Reading	Math
3 below	4 below
1 basic	2 absent
2 absent	

Sixth Grade (7 Learners)

Reading	Math
5 below	2 below
1 basic	3 basic
1 proficient	2 proficient

PSSA (2006/2007)

Third Grade 9 Students
Grade 8 Students

Reading	Math
3 Below Basic	1 Below Basic
1 Basic	2 Below Basic
3 Proficient	1 Basic
2 Advanced	3 Proficient
	5 Proficient
	3 Advanced
	2 Advanced

Fourth Grade 8 Students

Reading	Math
4 Below Basic	2 Below Basic
3 Basic	1 Basic
1 Proficient	4 Proficient
	1 Advanced

Fifth

Reading
1 Below
5
2

Sixth Grade 6 Students

Reading	Math
1 Below Basic	2 Below Basic
2 Basic	2 Basic
3 Proficient	1 Proficient
	1 Advanced

PSSA

Females 14 Students

Reading	Math	Writing
5 Below Basic	2 Below Basic	
3 Basic	2 Basic	
5 Proficient	7 Proficient	
1 Advanced	3 Advanced	

Males 17 Students

Reading	Math
4 Below Basic	5 Below Basic
8 Basic	2 Basic

4 Proficient
1 Advanced

6 Proficient
3 Advanced

Our recent pssa scores show are efforts to achieve AYP were effective. For the new school year we have to sharpen what we did last year and implement areas of need so that they become strengths. The whole idea is to continue to sharpen and lessen as much as possible areas of need, especially unnecessary areas of need that arise when the entire system is not observed. The results are a significant aspect of our strategic planning and professional development for the upcoming school year. The results heavily influence our pedagogy and professional development throughout the school year, restructuring. For example for this year we implemented Study Island and PSSA training during the second and third marking periods from 2:00 pm to 2:30 pm everyday. We also engaged our learners in morning sessions from 8:00 am to 8:30 am as well.

PSSA ELL 11 Students

Reading	Math
3 Below Basic	5 Below Basic
4 Basic	2 Basic
3 Proficient	1 Proficient

PSSA SPED 8 Students

Reading	Math
5 Below Basic	5 Below Basic
3 Basic	2 Basic
1 Advanced	1 Proficient

Our second graders are administrated the Terra Nova. We administer the Terra Nova full battery to observe where learners are across the curriculum after two full years of instruction at the charter school. We use the Terra Nova, full battery, as a tool to assess individual students' and whole class strengths and areas of need. In 2005/2006, nine second graders were administered the exam. The findings were used to educate pupil, parent, and educator. The data was also used to establish and implement ongoing and continuous professional development in specific areas. The Kindergarten, first, and second grade teachers are in-serviced specifically on the findings and we also professional develop all teachers, school wide, based on the Terra Nova findings. Over the summer months the third grade teacher is expected to review and make notes on each learner as a place to begin instruction and interventions at the onset of the school year. The findings are highlight below.

STRENGTHS

CHALLENGES

Mastery
Basic reading understanding
Strategies
Concepts about print
Reading and writing strategies

Extended reading
Reading/writing
Estimation
Science Inquiry

Operation concepts	Measurement
Patterns	Geometry
Functions	Civics and
Government	
Algebra	Problem Solving and reasoning
Earth and space science	Physical and life
Science	
Economics	Data analysis
Historical and cultural perspectives	

The Terra Nova, 2006/2007 administered to the second graders showed...

TERRA NOVA Second Grade Only - 13 Students

3 Below Basic

List of areas of need from least to greatest

Problem Solving	Editing Skills
Physical Science	Data, Statistics and Probably
Introduction To Print	Science Inquiry
Measurement	Problem Solving and Reasoning
Earth and Space Science	Science Inquiry
Writing Strategies	Problem Solving and Reasoning
Computation and Estimation	Evaluation and Extended Meaning
Life Science	
Science and Technology	

The data shows that problem solving has diminished as an area of concern and the data also shows we have improved in math education. Our PSSA scores reflect this as well.

PROGRESS MONITORING Weekly Assessment Kindergarten Through Sixth Grade

Kindergarten	First Grade	Second Grade	Third Grade
1 Student in Tier 3	Reading	Reading	
	4 Students in Tier 3	3 Students in Tier 3	
	Writing	Writing	
	2 Students in Tier 3	1 Student in Tier 3	
	Math	Math	
	1 Student in Tier 3	1 Student in Tier 3	

We initiated Progress monitoring, PM, several years ago. PM is an ongoing process of collecting and analyzing data to determine student progress overtime. PM consists of seven steps to inform instructional decisions, establishing goals or targets, making data collection decisions,

determining data collection tools and schedule, visual representation, evaluation of data, adjusting pedagogy, and communicating progress. Our targets or goals are based on grade leveled norms and benchmarks. We do PM once a week individually and in whole group. The data is collected in the classroom by the classroom teacher. We collect data in reading, writing, math, spelling, and phonics. We use graphs to demonstrate progress. All graphs are shared with students and parents during parent conferences. We evaluate the data at the close of each marking period. Learners who are not considered on grade level according to PM are elevated to tier two of the RTI process. Pedagogical decisions are discuss in weekly staff meetings and at the end of the year to plan strategically and to continue to create relevant goals for the upcoming school year. We use the results of PM, our local assessments, to tailor, adjust and confirm our curriculum and pedagogy in the appropriate subjects. We incorporate areas of need as annual goals/targets. Our local test, reading maze, comprehension, reading fluency, spelling and writing are viewed and shared with parents every marking period. We observe gains by observing and recording scores in August/ September, January, and May/June. We use these assessments to inform us about learners who are making gains as well as those who are not. We monitor student academic progress; if a learner is not making gains we advance that child to the IST process and/or our tutorial program. We have found that our learners do well with these local tests compared to the standardized test thus these local tests also provide a balance when reporting what our learners have achieved overtime. One feature in terms of student progress plans is the use of a narrative, coupled with the traditional report card for each child's parent which indicates our findings.

WIDA ELL Assessment 20 Students Kindergarten Through Sixth Grade

First Grade Grade	Second Grade Sixth Grade	Third Grade	Fourth Grade	Fifth
1 Developing Developing	1 Developing 1 Bridging	4 Bridging	3 Bridging	1
5 Expanding	2 Bridging			1 Expanding 1 Bridging

At the onset of the school year, the first three days of professional development, the teachers review their new students data in this case achievement in English for our English Language Learners. Each teacher is expected to review the information discuss with colleagues what the data shows and make notes on the data. Checklist are used each marking period where the teacher must observe the data again making notes and also adding strategies or areas of need. The ELL form is passed on to the next year teacher at the end off the school year.

Strategies in place to observe, kid watching, our learners who are in danger of failing include testing using the Observation Survey three times a year, Individual Reading Inventories, and running records. The information gathered from these forms of evaluation is used to teach, rewrite curriculum and share with parents and community. We host four parent conferences a year to discuss, on an ongoing basis, how our learners are performing and the parent's role in academic development. We use a traditional report card coupled with a detailed narrative to assist educators and parents in knowing a learners needs and strengths. During self select time and before school, teachers work individually with learners on areas of need. Tutoring is provided to learners as well. During our academic after school program, learners complete homework and are tutored in specific areas. We have a very structured summer school program to assist learners who elevated to tier three of the RTI process. The summer school program focused on academic basics for two weeks. The results from these forms of evaluation drives our curriculum and assists us in identifying our strengths and needs in our school, holist, school curriculum,

materials, and assessment as well as instructional techniques used. Eventually our evaluation of self evolves in to our strategic plan and professional development.

Student Assessment - Attachments

- RTI
- RTI
- Progress Monitoring
- Progress Monitoring
- RTI
- Progress Monitoring
- Progress Monitoring
- RTI
- RTI
- Progress Monitoring
- Progress Monitoring
- RTI
- Terra Nova
- RTI
- RTI
- RTI

Teacher Evaluation

The main features of the school's teacher evaluation plan include: personality, preparation, technique, and pupil reaction. Additionally, we observe the philosophy, relationship with administration, relationship with pupils and parents; classroom management and competence in terms of instruction. We also like to conduct walk through observations which include climate or environment of the classroom and organization of materials and literature.

Lenetta Raysha Lee Ph.D, CAO conducts walk through observations for organization and classroom climate.

The evaluators, each year, review all instruments used to evaluate staff and adjustments are made accordingly. Evaluators attend meetings in the areas of Annually Yearly Progress, Special Education, ESL, reading and writing, and even behavioral strategies to assist staff who may be struggling in any one of these areas.

Teacher Evaluation - Attachments

- Teacher Evaluation Plan
- Teacher Evaluation Plan
- Teacher Evaluation Plan

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

In 2004/2005 one board member resigned and we admitted three new members. Two of the new members are parents and one is a professional teacher/contractor.

In February 2006, one Board member resigned and an acting Board Chair was selected. Dr. Martin Drew suffered a stroke in the fall of 2006; as a result he has resigned from the board. Our hope and desire is that he returns once healthy.

Board of Trustees

Name of Trustee	Office (if any)
Gregory Roberts	Board Chair
Carmen Russell	Not Applicable
Christopher Brinton	Not Applicable
Debi Saccucci	Secretary

Professional Development (Governance)

Various topics on the varied aspects of Charter Schools are discussed at length: the role of trustees including visitations to the school, attending community events and meetings, seeking and writing grants, interacting with the local school board, becoming visionaries and monitoring expectations periodically throughout the school year. The Board is advised of daily activities at the Charter School. The Sunshine law is always discussed at the onset of the school year and reviewed periodically. Whenever a Board member attends an information session, that Board member is expected to report to the CAO and the rest of the Board of Trustees. The CAO also reports all information learned while attending information sessions throughout the school year.

Coordination of the Governance and Management of the School

Either the Board Chair or CAO, at very minimum, typically uses direct communication. At least once a year the CAO reports to the local Board of Directors.

Coordination of the Governance and Management of the School - Attachment

- Board of Trustees Meeting Schedule

Community and Parent Engagement

The Board of Trustees promotes opportunities for community and parental engagement by attending school and community meetings, attending various school functions, fund raisers and open house, using sound bites in daily conversation, periodic visitations to school, open board meetings for community, staff, parents and learners. Moreover, attendance at community functions not directly related to the Charter School are also attended as deemed necessary.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

School year 2006/2007

Annually- 5K Road race, Annual Auction, Christmas Dinner, Pizza sales, Annual Picture Day, and Scholastic Book Fair.

Our fund raisers have remained the same over the six year period. We had much more assistance from the local community this year.

Fiscal Solvency Policies

We budget based on our learners and depend on the tuition payment associated with each school district that represents our learners. Our fund raisers have assisted with unexpected expenditures.

Accounting System

EDFCS utilizes Peachtree Accounting Software. Peachtree integrates the necessary accounts to be in compliance with the PA State Chart of Accounts and all reports follow the required guidelines to be in compliance.

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Preliminary Statements of Revenues, Expenditures & Fund Balances

Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit

Audit Firm — Woolard, Krajnik & Company, LLP — 50 West Welsh Pool Road, Exton, PA 19341

Date of Last Audit — Last audit completed was for the 05-06 School Year

Auditor's opinion — unqualified opinion on the financial statements/compliance for the major federal and state awards program

Auditor's findings — no reportable conditions were disclosed

The 2006/2007 audit will begin at the close of the school year.

Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit - Attachment

- Auditor's Annual Report Summary

Citations and follow-up actions for any State Audit Report

There were no citations or follow-up actions for the 2005/2006 school year listed in the annual audit.

SECTION VII. FACILITY RESPONSIBILITIES

Acquisition of Facilities, Furniture, Fixtures, and Equipment During the Last Fiscal Year

EDFCS is a leased facility. For the 2006/2007 academic school year we purchased the following items 1 Dell computer, 2 printers, 2 laptops, PSSA materials, Study Island, 20 student chairs, and 5 white boards.

Future Facility Plans and Other Capital Needs

EDFCS has one (1) year remaining on our current lease agreement for facility. We anticipate additional growth in the future and have included the lease of approved modular units to provide additional classrooms within our on-going strategic planning sessions.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students

EDFCS installed a fire prevention system and participates in the vendor's monitoring program. Fire and emergency drills were conducted throughout the year and learners and parents were informed about the safety standard requirements. We conduct emergency and fire drills monthly. Bus evacuation drills completed before May each year at the Oxford Area School.

Our full time registered nurse on staff obtains, verifies and maintains the necessary health and immunizations records for our learners. In addition, our health and immunizations records are reviewed by our auditing firm.

Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students - Attachments

- Wellness Policy
- Request for Reimbursement

Current School Insurance Coverage Policies and Programs

Brown & Brown-Liability/Workman Compensation/Bonding

Keystone Health Plan-Health Insurance

United Concordia-Dental Insurance

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

2001-2002: 4 Teachers, 1 Head Teacher, 1 Nurse, 1 CAO

2002-2003: 4 Teachers, 1 Head Teacher, 1 Nurse, 1 CAO, & 1 SPED (5 staff returned)

2003-2004: 3 Teachers, 1 Head Teacher, 1 Nurse, 1 CAO, & 1 SPED (No Kindergarten and 4 staff members returned)

2004-2005: 6 Teachers, 1 Head Teacher, 1 Nurse, 1 CAO, & 1 SPED (5 staff members returned)

2005-2006: 6 Teachers, 1 Head Teacher, 1 Nurse, 1 CAO, & 1 SPED (8 staff members returned)

2006-2007: 7 Teachers, 1 Nurse, 1 CAO, & 1 SPED (7 staff members returning)

Quality of Teaching and Other Staff - Attachments

- ESPP Report
- 414 Certification Verification Form

Student Enrollment

Name	Withdrew	Grades Attended at EDFCS	Moved To	Didn't Return to EDFCS	Returned
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As an open-enrollment charter school, we automatically enroll all geographic qualified learners. Once all available slots are filled, a waiting list is established. Since our waiting list has been limited we document the date when all applications are received and we admit according to the date of initial application. At EDFCS we offer a full day Kindergarten.

The grid below describes the trends in enrollment overtime. We are under-enrolled due to a sewage issue, 2003/2004. We were unable to recruit a new class of kindergartners. As we continue to be innovative it is very important to maintain small class sizes. We desire to be small and smart.

Our Kindergarten age learners must be five years of age by August 31st.

Our initial enrollment for the 2006/2007 school year was 85. We had 8 students withdraw. Our enrollment at the end of the school year was 77.

No students were expelled.

Bennett, Andray		K	Delaware	2003-2004	
Diaz, Lecenia			Oxford	2003-2004	
Gonzalez, Christopher		K	Oxford	2003-2004	
Gray, Tyson		K	Coatesville	2003-2004	
Henderson, Carlessa		K & 1	Avon Grove	2003-2004	
Jones, Taja		K & 1	Oxford	2003-2004	
Morales, Sandra		1 & 2	Delaware	2003-2004	
Prigg, Antoine M.		1 & 2	Oxford	2003-2004	
Prigg, Bakari J.	3		Delaware	2003-2004	
Prigg, Dante Malik		K & 1	Oxford	2003-2004	
Sixtos, David		K & 1	Oxford	2003-2004	
Sixtos, Jonathan		1 & 2	Oxford	2003-2004	
Tyre, Leahmond		1 & 2	Oxford	2003-2004	
Wilson, Kelsey		K & 1	Oxford	2003-2004	
Beard, Brandon		K & 1	Avon Grove Charter School	2004-2005	
Blunt, Adam		K,1 & 2	George Fox	2004-2005	
Colon, Daishalys		K,1 & 2		2004-2005	
Franklin, Terrance		K,1 & 2	Oxford	2004-2005	
Henderson, Ayanna		K,1 & 2	Oxford	2004-2005	
Henderson, Natajah		K & 1 & part of 2nd grade	West Grove	2004-2005	
Henderson, Nichelle		K & 1	Oxford	2004-2005	
Jones, Floyd		K & 1	Delaware	2004-2005	Jan-05
Myers, Donald		2, 3, part of 4	Oxford	2004-2005	
Nowland, Sarah		2,3 & part of 4	Maryland	2004-2005	
Pearsall, Jada		K & 1	Oxford	2004-2005	
Prigg, Webster			Avon Grove Charter School	2004-2005	
Wilson, Dane		K & 1	Lancaster	2004-2005	
Woodward, Madeline E.		K & 1	Avon Grove Charter School	2004-2005	
Faber, Tanayia	15-Oct		Maryland	2005-2006	
Faber, Tainisha	15-Oct-05		Maryland	2005-2006	
Kamp, Kathleen	2-Jun	1	Oxford	2005-2006	
Lemus, Jesus	6/2/2005	3,4,5	Sacred Heart Catholic School	2005-2006	
Lemus, Manuel	6/2/2005	K, 1, 2	Sacred Heart Catholic School	2005-2006	
Rebollo, Rebecca	28-Jun	K	Octorara	2005-2006	
Speakman, Daelynne	22-Apr-05	3	Tennessee	2005-2006	
Estep, Rayshon	1/9/06	K, 1	Berwick Area School District	2005-2006	
Gillis, Kester	10/6/05	1	N/A	2005-2006	
Zavala, Estephany	12/2/05	2	New Garden Elementary School	2005-2006	

W/D Date

Name

School District

Reason

Summer, 2006	Candelaria, Franchelis	Oxford	Exited
Summer, 2006	Cruz, Randy	Oxford	Exited
Summer, 2006	Deveaux, Daquan	Oxford	
Summer, 2006 Relocated	Dyer, Brianna	Coatesville	
Summer, 2006 Relocated	Henderson, Terrance	Downingtown	
Summer, 2006 Relocated	Henderson, Tyvon	Downingtown	
Summer, 2006	Perkins, Camile	Oxford	Exited
Summer, 2006	Pina, Tania	Oxford	
Summer, 2006	Wells, Nicholas	Oxford	
Summer, 2006	Winkler, Nicholas	Downingtown	Exited
Summer, 2006 Relocated	Urrutia, Anna	Kennett	

Withdrawn 2006/2007

Bria Rayfield	1st	Avon Grove C.S.
Danae Rayfield	3rd	Avon Grove C.S.
Elijah Rayfield	Kindergarten	Avon Grove C.S.
Jasmine Austin	4th Grade	Avon Grove C.S.
Steven Austin	5th Grade	Avon Grove C.S.
Emmanuel Ponciano	Kindergarten	Avon Grove S.D.

Summer 2007

Jimmy Baker

1st Grade

Oxford

Matthew Baker

Kindergarten

Oxford

Colin Popovsky

5th Grade

Octorara

Isabel Linares

2nd Grade

Oxford

6th Grade Exits

Tyler Fountain

Ryan Peticca

Solanco S.D.

Angelo Popovsky

Octorara S.D.

Ashley Thompson

Wilmary Quinones

Joseph Rockwell

Transportation

Since we relocated to our new facility, more learners are transported by bus to and from school. Our learners are transported from their homes to the local LEA, Oxford Area School District, and placed on a bus to the charter school. Students attending our school from another district are transported by their home district, usually small passenger vans. Our transportation program accommodates all learners and parents and has been in effect since 2001. Our Special Education students follow the same procedure.

Food Service Program

We do not participate in the FRL Program because our space is limited. Parents provide a healthy snack and lunch for their children daily. For the winter months parents are invited to bring in hot meals. Our educators and school nurse monitor snacks and lunches for healthy intake. If a child has an inappropriate snack or lunch, the parent is contacted.

Student Conduct

We expect all learners and staff to be self-disciplined.

In each classroom, the underline discipline code is the same. When three infractions occur, the teacher takes action. If the problem persists, the CAO, Head Teacher, and parents are notified. Our educators also have individual programs that work in their classrooms.

At EDFCS our aim is to create a community of learners who are self-disciplined. Our learners are required to wear a uniform everyday. The uniform policy has assisted us in diminishing bullying or even fighting. We gather as a whole school for fifteen minutes twice a day for 181 days to discuss safety and discipline issues. This is a scripted program designed by the founder/CAO. Additionally, we implemented a Bullying program in 2001. For the 2005/2006 school year we outlined specific behaviors with specific consequences to continue to adopt and perfect a no tolerance action/policy toward specific behaviors considered undesirable at EDFCS. For the 2006/07 school year we will continue to discuss bullying and we will implement the program Bully Proofing your School.

According to Chapter 12 of the Public School Code with respect to due process EDFCS will provide the necessary procedural guidelines to ensure that due process is honored throughout the disciplinary process.

No students were expelled and 1 student was suspended.

Student Conduct - Attachments

- Discipline Policy
- Discipline Policy
- Discipline Policy

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report Summary Data 2007 - 2008

Name of School: Erin Dudley Forbes CS

Date of Local Chartering School Board/PDE Approval: 2/27/2001

Length of Charter: 5 years **Opening Date:** August, 2001

Grade Level: K-6 **Hours of Operation:** 8:00am~3:10pm

Percentage of Certified Staff: 77.8% **Total Instructional Staff:** 9

Student/ Teacher Ratio: 13:1 **Student Waiting List:** Yes

Attendance Rate/Percentage: 98.1%

Enrollment: 77 **Per Pupil Subsidy:** 59545

Student Profile

American Indian/Alaskan Native: 0

Asian/Pacific Islander: 0

Black (Non-Hispanic): 21

Hispanic: 27

White (Non-Hispanic): 28

Multicultural: 0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 51.3%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 10

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	181	181	0	0	181
Instructional Hours	0	0	990	990	0	0	990

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2007

The Erin Dudley Forbes CS within Chester County IU 24 assures that the charter school will comply with the requirements of 22 PA Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

1. There are a full range of services, programs and alternative placements available for placement and implementation of the special education programs in the charter school.
2. The charter school has adopted a "child find" system to locate, identify and evaluate children who are thought to be a child with a disability eligible for special education residing within the charter school's jurisdiction. "Child find" data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for effectiveness. The charter school implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The charter school has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The charter school will comply with the PA Department of Education annual report requirements including special education information.
5. The charter school follows the state and federal guidelines for participation of students with disabilities in state and charter school-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The charter school assures the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

This assurance must be signed by the Board President and the Chief Executive Officer for the charter school to operate services and programs.

Board President

Date

Chief Executive Officer

Date

2007 - 2008 Annual Report for Pennsylvania Charter Schools

Verify that all DATA reports to PDE are complete

YES _____ **NO** _____

SIGNATURE PAGE

Identify the charter school's Chief Executive Officer.

Name Lenetta Raysha Lee

Title Dr.

Phone 610-932-8998

Fax 610-932-8798

E-mail Erindudleyforbes@aol.com

Signature of the Chief Executive Officer and Date

Identify the charter school's President of the Board of Trustees.

Name Gregory Roberts

Title Mr.

Phone 610-932-8998

Fax 610-932-8798

E-mail Erindudleyforbes@aol.com

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name Mary Faush

Title Mrs.

Phone 610-932-8998

Fax 610-932-8798

E-mail Erindudleyforbes@aol.com

Signature of the Special Education Contact Person and Date