
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333

Charter Annual Report **Tuesday, October 09, 2007**

Charter School: Graystone Academy CS
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SECTION I. EXECUTIVE SUMMARY

Organization Description

Graystone Academy is located in South Coatesville, PA. We are a public school with no tuition that parents choose for their children. We currently enroll children in grades K-10 and have approximately 450 students. We have students enrolled from the school districts of Coatesville,

Downingtown, Octorara, Twin Valley, and West Chester. We have a longer school day and a 200 day school year.

Core Purpose

Mission

Graystone Academy will open portals of opportunity to students through excellence in public education. Through our world class curriculum, we set students up to succeed by providing them the tools and the content knowledge necessary to participate as full citizens in our mainstream, and increasingly global culture.

Our students will learn through their mastery of skills and their multicultural journey through time with the innovative Curriculum, that whatever they can dream, they can achieve with the right combination of purpose, passion, and proficiency.

The school will serve as a community pillar for life-long learning, pride, and self actualization. Looking to the past to prepare students for the future, Graystone Academy will combine the beneficial rigors of a classical education with the latest technology and the best teaching and learning practices world-wide.

Vision

Graystone Academy students will be empowered to take responsibility for their own learning and development. The school will facilitate the learning process within an environment that encourages high ethical and academic standards.

Shared Values

We share the belief that all students can and will learn with the right guidance. The teachers and staff of Graystone Academy will use any resources available to improve the performance in academic and citizenship endeavors.

Academic Standards

During the 2006 school year, Graystone Academy's curricular programs were reviewed by a Site Selection Committee from the Coatesville Area School District (CASD). A preliminary report by CASD indicates that the school meets the Chapter 4 guidelines for curriculum. In addition, a state monitor for the Title I program also reviewed the curricular and instructional programs for the school. In every area monitored, the school met its curriculum requirements.

The Chief Academic Officer oversees the development and implementation of all of curricular programs. All curricular Scope and Sequence for each major content area has been reviewed for compliance.

Strengths and Challenges

The strength of Graystone Academy is in its dedicated staff. Teachers who truly want to see students excel are the standard in our school. We also have strong parent involvement in our "Paragon Nights" - the times that we share our curriculum through student performance.

The challenges that we face are with the school curriculum and improvement in PSSA test scores. We are replacing our Math and Social Studies programs and we are excited about using standards based, student centered materials. We have also been notified that we are to receive a Science grant in 07/08 for new curricular materials. Our PSSA scores indicate improvement but we need to continue to show growth and we believe that the addition of these programs to our 4Sight and DIBBELS screening will help us meet the needs of our students.

Our ESL population continues to grow. It will be a challenge to maintain our inclusive philosophy with limited staff but we are determined to provide the most appropriate services.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Though Graystone Academy Charter School (GACS) is not in "School Improvement" or "Corrective Action", it has elected to utilize the PDE School Improvement Plan, "Getting Results." The school is adopting this model to:

- * Enable administrators and staff, as well as parent, Board and community representatives, to engage in the systematic organization, interpretation and analysis of student achievement and other relevant data.
- * Select measurable goals based on review of the data.
- * Utilize the data to inform instruction by selecting research-based, high-leverage strategies to improve students' achievement.
- * Develop an on-going monitoring plan that allows for mid-course corrections.
- * Develop a differentiated and job-embedded professional development program to improve the quality of teaching.
- * Align the school's resources and goals to maximize results.
- * Develop a viable Comprehensive Student Assistance Program (CSAP) that utilizes a three-tier model to provide intervention strategies for struggling students.

Graystone will utilize the Getting Results *Criteria Review Rubric* to assess the School Improvement Plan. In addition, the school will invite the Chester County Intermediate Unit (CCIU) to provide input in the review of the plan, though it is not required by PDE.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Anne Humphrey	Principal	Administrator	Administration
Bob Metzger	parent/community partner	Community Representative	Administration
Chris Stiles	teacher - Social Studies	Secondary School Teacher	Administration
Dawn Fetterman	special education teacher	Special Education Representative	Administration
John DiEugenio	School Board Member	Board Member	Administration
Karen Stokes	kindergarten teacher	Elementary School Teacher	Administration
Kristen Bishop	Assistant CAO	Administrator	Administration
Nancy Cooper	4/5/6 teacher	Elementary School Teacher	Administration
Randy Benedict	Assistant CAO	Administrator	Administration

Goals, Strategies and Activities

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

The signature curriculum for GACS is the Paragon. Paragon is a humanities program that integrates all major content areas. It is a projects-based curriculum that requires students and classes to develop multi-disciplinary projects every five weeks. At the end of each Paragon unit, the school utilizes a Paragon Night to enable parents to visit the school to review Paragon projects or performances. Over 80% of parents have attended at least one Paragon Night, which enables the school to significantly increase parental involvement.

Staff members have developed a Scope and Sequence for each content area to ensure alignment of the curriculum with Pennsylvania standards and anchor assessment standards. Lesson plans are monitored closely to guarantee that they reflect PA and national standards.

Graystone utilized two Curriculum Committees. The committees selected curriculum products for Math and Social Studies that are: aligned with standards; embed research-based instructional strategies; incorporated multiple methods of assessments; are hands-on and inquiry-based; embed technology and utilize appropriate resources and materials.

The addition of a Reading Specialist enhanced our efforts to incorporate literacy across all content areas.

During the 2006 school year, Graystone Academy's curricular programs were reviewed by a Site Selection Committee from the Coatesville Area School District (CASD). A preliminary report by CASD indicates that the school meets the Chapter 4 guidelines for curriculum. In addition, a state monitor for the Title I program also reviewed the curricular and instructional programs for the school. In every area monitored, the school met its curriculum requirements.

The Chief Academic Officer oversees the development and implementation of all of curricular programs. All curricular Scope and Sequence for each major content area has been reviewed for compliance.

GACS uses the following instructional supports to meet the developmental and academic needs of our students:

- * More Instructional Time for Key Subjects - Current research indicates that there is a need for extended blocks of time for

literacy and mathematics. As a result, GACS has significantly increased the literacy and math instructional blocks.

- * Flexible Grouping - At Graystone, classes are formed heterogeneously, as current research indicates. During reading and math, flexible groups are utilized to provide enrichment and acceleration instruction to students at their grade and skill levels.

- * Direct Instruction - DI is used for some of the most challenged learners in a pull-out and push-in model.

- * Enrichment Instruction - Students who are above grade average are provided a customized enrichment program in addition to the regular curricular programs. We also established a Talent Development Class composed of students in grades 3/4/5 identified through recommendation of parent and teachers as well as test scores and grades.

GACS is committed to providing students an interactive program that promotes problem solving and critical thinking. To accomplish this, GACS teachers use the following:

- * Manipulatives and Hands-on Materials - Teachers utilized manipulatives to help students gain concrete knowledge of the concepts being taught.

- * Math Games - Structured math games were utilized as part of the SRA math program to enable concrete understanding of math concepts.

- * Science Fair and Science Labs - Students engaged in science labs to provide an inquiry-based approach to learning science concepts.

Students were required to submit a science fair project to demonstrate their understanding of science concepts learned.

- * Technology - With a ratio of about 1 computer per three students in each classroom, students had ready access to computer technology.

This enabled students to access approved websites such as Discovery.com and Math.com to increase their achievement. Ready access to computers also allowed students to produce high-quality reports, projects and PowerPoint presentations.

- * Study Island - This computer-based program provided individual and class tutorials and progress reports. These progress reports enabled teachers to provide individualized instructional strategies for students.

GACS uses multiple data sources, such as standardized assessments, curriculum-based assessments, portfolios and teacher observations to identify students who are performing significantly below grade level. The following instructional strategies will be implemented during the 2006-2007 school year to address the individual needs of these students:

- * The use of a Reading Specialist to provide PD, in-class coaching and a system for

collecting student data on an on-going basis;

- * A newly developed Extended Day Program that utilizes PDE approved programs to provide extra enrichment and acceleration in literacy and math;
- * The use of the 4Sight Benchmark Assessment Program to monitor students' progress towards attainment of PA standards;
- * The use of running records to enable staff to examine student data on a regular basis;
- * A schedule that allows for increased instructional time for literacy and math;
- * Additional reading and math tutorial services, including Classroom Plus;
- * The use of instructional aides in the primary grades;
- * The continuation of Study Island and other computer-based instructional websites;
- * The development of an Individualized Assistance Plan , which are student learning plans for each student; and
- * Comprehensive Student Assistance Program (CSAP)

GACS teachers have been provided professional development on the following strategies to engage students actively in the learning process:

- * Cooperative Learning - Teachers received professional development (PD) on how to establish cooperate groups to facilitate problem solving and inquiry-based learning.
- * Differentiated Instruction - Teachers received PD from the CCIU on how to develop high-interest instructional activities to meet the individual levels of students.
- * Flexible Grouping - During the reading and math blocks, teachers placed students in flexible groups to address students with similar needs in reading and math. These groups were adjusted every ten weeks based on the progress of students after assessment.

Rigorous Instructional Program - Attachments

- Rigorous Instructional Program
- Rigorous Instructional Program

English Language Learners

GACS's ELL population grew from ten students in 2006 to thirty three students in 2007. Though GACS does not receive Title III funds for the ESL program, a full-time teacher has been allotted for the program using the school's regular operating budget. In addition, the school is committed to securing any resources necessary to effectively educate our ELL students.

The following is a brief description of the program:

- * A draft of the ESL Policy was submitted to the Board of Directors for final approval at the August Board Meeting.
- * A new committee is being formed, since there has been a turn-over of all of the previous members, including the ESL teacher. It will be the role of this committee to provide oversight of ESL activities; and to help link the school with the necessary community resources.
- * All parents/guardians enrolling in GACS must complete a Home Survey.
- * Interpretation services are provided for those parents/guardians in need of assistance to complete the Home Survey.
- * The Woodcock-Munoz Language survey is administered to assess the language proficiency of students whose Primary Home Language is Other Than English (PHLOTE).
- * Once a student is identified for the ESL program, the Woodcock-Munoz, as well as other indicators of achievement (i.e. teacher-based observations, curriculum assessments, etc.) are used to determine the student's level

and progress.

- * Teachers are provided professional development on effective practices for educating ELL students. Accordingly, teacher teams are expected to develop Individual Academic Plans (IAPs) that document the appropriate accommodations needed to help individual students achieve depending on the student's ESL level.

- * The ESL teacher uses a combination of push-in and pull-out to provide services to ELL students. The goal of the school is provide services in a mostly push-in model.

- * Every attempt has been made to send key correspondence to families in the home language. Bilingual teachers attend parent workshops and conferences to ensure that all parents are able to take advantage of these opportunities.

Teacher teams and the ESL teacher work together to determine if a student is ready progress a level; or to exit the program according to the exit criteria. The Stanford English Language Proficiency (SELP) assessment, along with other indicators of progress, is used to determine exit readiness. The IAP is revised to monitor progress of any student who exits the ESL program.

- * ELL students will have equal access to extra-curricular activities, materials, resources and materials.

- * ELL students will be administered the PSSA assessment according to PDE guidelines.

- * ELL students who are struggling will go through the Comprehensive Student Assistance Program (CSAP), 3-tier model. This will ensure that students are given the appropriate interventions, including a special education evaluation if it is warranted per CSAP.

- * One of the functions of the ESL Committee will be to develop evaluation criteria according to PDE regulations. Committee members, as well as IU personnel will be utilize to help provide an objective evaluation of the program.

English Language Learners - Attachment

- English Language Learners

Graduation Requirements

Graystone Academy is an elementary charter school (K — 10) and graduation requirements are not applicable at this time.

Special Education

GACS is committed to providing quality educational services for all students enrolled. The delivery of special education services is aligned with the school's mission and goals. This includes access to and participation in the general curriculum. The program for special education in our school is largely defined by IDEA, which guarantees a "free and appropriate public education" to children with disabilities and mandates that, "to the maximum extent appropriate", they be educated with their non-disabled peers in the "least restrictive environment". Graystone

has a comprehensive pre-referral process where the Instructional Support Team (IST) meets with teachers to make recommendations for strategies/accommodations in the regular education classroom. When children are successful with the interventions, their progress is monitored in the regular education classroom. For children who do not meet success with the intervention in the regular education classroom, additional multidisciplinary evaluations are completed. If the evaluations indicate that the student is eligible for special education and requires specially designed instruction, a team of staff members meets with the parents to develop an IEP to set educational goals and specify services. What constitutes an appropriate program for an individual student is determined on a case-by-case basis following comprehensive evaluations based on the requirements of IDEA and Pennsylvania Chapter 14 of the school code. Once the IEP is developed for a student, GACS provides the services outlined in the document.

- On-site monitoring of compliance by the Director of Special Services for Mosaica Education
- Consultation with administrative and instructional staff to provide special education technical support
- Consultation to support design and implementation of the special education programs in the least restrictive environment
- Specialized professional development and administrative support based on identified needs
- Close monitoring of the service delivery system including data collection, records review and tracking
- Respond to all corrective action, complaint investigations and due process action in an effective and timely manner
- Random sampling of evaluations for clinical support and over-site
- On-going consultation with PDE Advisor, PaTTAN and Chester County Intermediate Unit

Special Education - Attachment

- Special Education

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Dawn Fetterman	1.00	Learning Support	Graystone Academy	16	none
Jacqueline Renninger	1.00	Learning Support	Graystone Academy	14	none

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
PTS	no	speech/language therapy	Graystone Academy	33	none
PTS	no	Occupational Therapy/Physical Therapy	Graystone Academy	4	none
Chester County Intermediate Unit	no	Psychologist	Graystone Academy	0	none

Special Education Program Profile - Chart III

Title	Location	FTE
Special Education Aide	Graystone Academy	1.0

Social Worker	Graystone Academy	.60
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Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Chester County Intermediate Unit	School Psychologist	.20
PTS	Speech/Language Therapy	.60
PTS	Occupational Therapy	.25

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA	No	No	No	Yes	Yes	Yes
Terra Nova/Local Assessment	Yes	Yes	Yes	Yes	Yes	Yes

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	Yes	Yes	No	No	No	No
Terra Nova/Local Assessment	Yes	Yes	Yes	Yes	Yes	No	No

Student Assessment

GACS will kick off a week-long professional development series designed to engage all staff members in the school improvement process on August 6, 2007. Though the school is not in School Improvement or Corrective Action, GACS has chosen to adopt the "Getting Results" School Improvement Plan (SIP) framework to ensure students are meeting their academic targets. The primary focus of the PD will be to engage in the process of school improvement through curriculum-based Basic Skills Test and implementation. The school will use the Getting Results Framework to analyze outcome, demographic and process data to develop high-leverage strategies to support students and staff. GACS will also engage student, parent, Board and community representatives in this process as well.

The school team decided to adopt the Terra Nova in 2006. GACS felt that the Terra Nova assessment was more aligned with the local and state standards that teachers are expected to instruct. Our 2007 results have not been received as of August 1, 2007. During the School Improvement process, the PSSA data will be analyzed with the Terra Nova results to determine any trends and common areas of need.

The school implements the Comprehensive Student Assistance Program (CSAP) to provide interventions to individual students, as well as groups of students. Students are identified using varied measures, including results from the Terra Nova and PSSA assessments, DIBBELS, 4Sight, informal reading inventories, curriculum-based assessments and teacher observations. CSAP is a three-tier process that initially provides interventions for struggling students at the classroom level. At this level, teachers can use a pre-referral checklist to determine strategies that might meet the students' needs. Teachers can also perform observations of the students as a means of gathering information and data to inform the selection of effective strategies. If Tier I interventions are not successful, students are reviewed at the Tier II level, which is the grade group team. Shared common planning time will enable each team to meet around student work and progress. At this level, the team can suggest a wider array of interventions. In cases where the students continue to struggle, the student is sent to Tier III for review. Tier III is the school-

wide team consisting of the principal, the counselor, the nurse (who is the SAP coordinator), the social worker, the psychologist, a special education teacher and a classroom teacher. At this level, the students and their families can be referred for a host of interventions that can include linkages to community social service agencies. It is at Tier III where appropriate recommendations can be made for a special education referral.

Parents and guardians are invited to participate at each level of the CSAP process. Of course, parents and guardians will continue to have the right to request a special education referral according to Chapter 12 guidelines, at any point in this process.

GACS also implemented an Extended Day Program for the 2006-2007 school year that included Saturday school. The school is designed to provide accelerated instruction for struggling students, and enrichment for above average students.

Students and classes will continue to develop projects and performances every five weeks as part of the Paragon Curriculum. Last school year, students began individual portfolios with the focus on writing samples. The portfolio assessments will be continued for the next school year.

Teacher Evaluation

GACS will use the data from the PSSA and Terra Nova to develop more effective and high-leverage instructional strategies. To monitor the implementation of these strategies in the classroom, the school purchased the Charlotte Danielson Teacher Observation Framework as an observation tool. There is a four-tier approach to formal teacher observation that includes: 1) pre-observation conferences; 2) formal observations; 3) post-observation conferences; and (4) a Professional Growth Plan that will be developed jointly by the teacher and the administrator.

A Program Improvement Plan must be developed by the teacher and administrator in cases of Unsatisfactory Observation Reports. Tenured teachers will go through the formal observation system outlined above at least twice during the school year. Temporary Professional Employees will be formally observed at least four times (twice during each rating period).

For the 2006-2007, school year, an evaluation form was developed that is more closely aligned with the Teacher Observation Framework. The school will also award bonus pay based on student progress.

Informal observations and walk-throughs will be done routinely to assess the quality of the instructional program on an on-going basis.

The CEO, Dr. Linda Portlock, the principal, Rosemaria McNeil-Sampson (through November) and Anne Humphrey (December - June) are the administrators responsible for evaluating staff.

The Chief Executive Officer (CEO) has received formal training evaluating staff on an on-going basis through Mosaica Leadership Training. The principal (Mrs. Sampson - through November) has served as a building principal for over ten years. Both the CEO and the principal (Mrs. Sampson) are formal Central Office Administrators who have provided professional development to school administrators. Mrs. Humphrey, who was hired as the Principal in December, has over 10 years experience as a school administrator. Mrs. Sampson has received over 60 hours of training from ETS on the Teacher Observation Framework. Mrs. Humphrey has also received approximately 20 hours of training from ETS on the Framework including training directly from Charlotte Danielson.

Teacher Evaluation - Attachments

- Teacher Evaluation
- Teacher Evaluation

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

The President of the Board of Trustees, Michael Buracker, served through May before resigning. He was a founding member of Graystone Academy's Board of Trustees. He was followed in office by Steven Kelly who had previously been Board Secretary. He resigned in July. Bill Bush became Acting President in July, Ann Marroney was elected Secretary, and Jerry

Calone continues in the role of Treasurer. During the year, there were 5 appointments to the Board and 4 resignations.

Throughout the school year, Dr. Linda Portlock remained CEO of Graystone. Mrs. Rosemaria McNeil-Sampson served as Principal through November when she left to become a building leader in a public school district. Mrs. Anne Humphrey took over the position of Principal in December.

The Board of Trustees and the Administrators of Graystone have remained strong in their vision of academic achievement and success for our students.

Board of Trustees

Name of Trustee	Office (if any)
Bill Bush	
Ann Marroney	
Jerry Calone	
Steve Kelly	
Karen Woodall	
Grover S. Koon	

Professional Development (Governance)

Public Board Meetings are publicized in the newspaper, listed at exterior entrances and posted on the school's website. Minutes and Agendas are provided at all Public Meetings. Executive Sessions of the board are publicly announced. Board training and development is provided through the school's solicitors, Latsha, Davis, Yohe and McKenna, and through the school's management company, Mosaica Education Inc. Board members also attend workshops sponsored by the PA Coalition of Charter Schools.

Coordination of the Governance and Management of the School

The board president and the CEO meet regularly to discuss issues that affect the operations of the school. The board president has assigned board members to chair various subcommittees such as education, facility and finance. The CEO provides monthly reports to the board as part of the public board meeting.

The board of trustees and the CEO has cultivated a relationship with the Coastesville Area School District's Board. Presentations about the school and it's progress has been shared with the School District's Board Members and the public.

Coordination of the Governance and Management of the School - Attachment

- Coordination of the Governance and Management of School

Community and Parent Engagement

Part of the School Board Agenda is a PTO report that provides the Board of Trustees with upcoming events and fundraising activities sponsored by the Parent Organization. A member of the PTO attends all school board meetings. This year the board sponsored a Founders Day Ceremony. Board members are in attendance at Paragon Nights, Open Houses and other Evening Events.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

Graystone Academy has continued its successful fundraising program. The Dutch Mills Bulbs and After School program are the primary revenue sources that will be repeated next year.

Fiscal Solvency Policies

The Graystone Academy Board of Directors adopts an annual budget. This document is the cornerstone for fiscal reporting and accountability. The budget is reviewed using an year to date and percentage variance. Budget and general expense monitoring is preformed monthly by the board and more frequently by key administrators. Graystone utilizes a segregation of duties as purchasing is directed by the business manager, invoices are approved by the CEO, and monthly bank statements are reconciled by a third party accounting firm.

Accounting System

Graystone Academy Charter School outsources its accounting services to Charter School Choice. They maintain a chart of accounts based on the Pennsylvania State Chart of Accounts for PA Public Schools, and all PDE reports are filed in this format. Quick Books Accounting Software is used to classify, capture and report income and expenditures.

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Preliminary Statements of Revenues

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

Graystone Academy has engaged with Mallie Falconiero & Company to perform the annual audit for fiscal year 2005/2006 and 2006/2007. They also preformed the 2004-2005 audit.

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

- Audit Firm

Citations and follow-up actions for any State Audit Report

No findings were cited.

SECTION VII. FACILITY RESPONSIBILITIES

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

Graystone Academy Foundation is currently engaged in negotiations to purchase the facilities that it currently leases from Mittal Steel. Over the past year, the Foundation has looked at several locations to purchase land to build a new school building. After much research, the Foundation determined that the purchase of the existing facilities would be the best avenue to pursue.

Major purchases of equipment include the purchase of classroom furniture. A small number of laptop and desktop computers were purchased for teachers and administrators.

Future Facility Plans and Other Capital Needs

As stated above, Graystone Academy Foundation is currently in negotiation for the purchase of the current facility. The board is pursuing various financial institutions to seek funding for the purchase of the facility. No major renovations were necessary this year after creating the High School space in the summer of 2006.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

Fire drills were held once a month. In October 2006, a Fire Prevention night was held in the Parking Lot for students and their families. Several divisions of local fire companies participated by bringing vehicles and equipment to the school and setting up booths to talk about Fire Safety.

Emergency Response plan has been developed for the school. It is discussed and shared with all professional and non-professional staff. A copy of the Response Plan is also presented to the South Coatesville Police Department and the Chester County Emergency Response Department.

The school nurses did a complete audit of Health Files this school year to ensure that complete and accurate health and immunization records were maintained. A telephone and letter campaign was used to encourage parents to submit updated immunization records.

Request for Reimbursement and the Report of School Health Services will be submitted online to the Pennsylvania Department of Health in August as per due date set by the Division of School Health.

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

- Compliance with Health and Safety
- Compliance with Health and Safety

Current School Insurance Coverage Policies and Programs

School insurance consists of several plans managed through Hilb, Rogal, & Hamilton Co. of Philadelphia, LLC.

Insurance	Carrier
Commercial Package (Property, General Liability, Legal Liability, Employee Benefits, Educators Professional Liability, Equipment and Automobile)	Great American
Worker's Compensation	Companion Property & Casualty
Umbrella Policy — Primary	North River
Umbrella Policy — Extended	RSUI Indemnity
Directors & Officers Liability	Great American
Crime	Hartford
Student Accident	People's Benefit
Medical & Dental	Aetna
Life Insurance	Sun Life

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

The professional staff for the 2006/2007 school year consisted of 24 classroom teachers, 5.5 specialty teachers (Physical Education, Art, Music, Spanish and Computer Technology), 1

Guidance Counselor, 1 Social Worker, 2 Special Education Teachers, , 5.5 Classroom Aides, 1 Reading Teacher, and 1 School Nurse. A total of 21 returned from the 2005-2006 school year staff. Three teachers left during the 2005-2006 school year. These positions were immediately filled with qualified replacements.

There were several factors that impacted staff retention. The increase in fuel prices forced some teacher to seek employment closer to their homes. Another factor in staff turnover was certification status. Some teachers went back to school to seek their certification in their specialty; other teachers were not retained for this year because their certifications were not in the appropriate certification area.

Quality of Teaching and Other Staff - Attachments

- Quality of Teaching and Other Staff
- Quality of Teaching and Other Staff

Student Enrollment

Admissions

All charter schools shall comply fully with the state's Charter School Law regarding admission policies and procedures, as well as all other applicable state and federal provisions. The charter school will be nonsectarian in all respects. The school shall not discriminate against any student, employee, or other person on the basis of race, ethnicity, national origin, gender, sexual orientation, or disability. Admission criteria will not consider intellectual or athletic ability, aptitude, disability, race, creed, national origin, religion, or ancestry.

Generally, the charter school will give preference in the following order to these categories of students:

1. Returning students
2. Siblings of currently enrolled students
3. Students residing in the school district in which the charter school is located
4. Students residing outside the school district in which the charter school is located
5. Other preferences may be permitted by the chartering authority on an individual school basis and only if consistent with the law

Admissions Procedures/Application Process

Any child who is qualified under state law for admission to a public school is qualified for admission to the charter school. Each school will establish a relatively easy application process, translated into several foreign languages to maximize applicant numbers. The application will include a general description of the charter school and more particularly, describe the *Paragon Curriculum* and highlight the school's parent involvement components. The charter school will conduct tours on a monthly basis and hold two open houses during the school year for prospective parents. It is suggested that the school set the deadline for submission of applications to the school in early April.

¼ Admission packets include: name, address, emergency contact, relevant health and safety information/forms, application for free or reduced meals, forms for transportation (if applicable) and all other information/forms required by the state charter school law and local school districts

¼ A deadline for submission of the application is clearly stated

¼ Applications are closely monitored to ensure that the applicant pool reflects the demographic makeup of the community served

Lotteries

If the number of applications exceeds the number of seats available in a grade, the school will accept students by a random selection process. The school will grant enrollment preference to returning students, to siblings of students already enrolled in the school, and to students residing in the district. The school will maintain a waiting list of the remaining applicants. The school will

notify applicant families by the end of April whether their children have been accepted. Lotteries give the school very little control over the makeup of the student body. In order to achieve diversity it will be helpful to create a database to allow the school to continually monitor the demographics of the applicant pool to highlight any racial, ethnic, or gender balance issues or problems early. If the applicant pool is unbalanced or appears biased, additional recruitment efforts in poorly represented communities can help round out the pool prior to a lottery. Probability dictates that a diverse applicant pool will likely lead to the desired diversity in the pool selected by lottery.

¼ If applications exceed the school's capacity a lottery is held

¼ The admissions lottery policies and processes are written and reflect state laws regarding random selection and no preference

¼ Admission lotteries are witnessed and usually occur in a public setting

¼ A neutral party will conduct the lottery on behalf of the school

Waiting Lists

After all available spaces are filled waiting lists will be maintained for each grade. There should be complete student files for each student on the waiting list. When a space becomes available in a grade, the parent of the first student on the waiting list will be contacted and given a set period of time in which they can accept the position (usually one week). If the space is declined the next person on the list will be contacted.

Once the parent has accepted the position for their child:

¼ **The appropriate Request for Transfer form should be immediately sent to the school of origin.**

¼ **A transportation request should be sent to the appropriate department, if applicable.**

¼ **Qualifying parents should complete the application for free or reduced lunches.**

¼ **Parents that need before and/or after school care should be informed about the availability of space in the OASIS Program, if applicable. If space is available and the parent desires to enroll, all forms for the program must be completed in order to complete enrollment.**

¼ **The parent is given a copy of the school's code of conduct and asked to return their signed verification and agreement before the student enters the school.**

¼ **Emergency cards are completed prior to the student's attendance.**

¼ **The parent is given a copy of the absentee/tardy policies of the school as well as any other office procedures (i.e. Visiting the school, drop off and pick up sites, classroom protocol, etc.).**

Full Enrollment

Every effort should be made by the office administrative staff to maintain full enrollment of the charter school.

The administrative assistant is to generate a weekly report that lists the current enrollment by class. The data should include current attendance information to assure that the figures include only students that are regularly attending and eliminates the "no-shows" from the numbers.

If a school is under-enrolled, efforts to increase enrollment will be made by working the waiting list, planning marketing events, open houses, parent orientations and enrollment meetings.

For the 2006/2007, school year, 551 students re-enrolled at GACS. While 101 students left the program, 79 students enrolled during this time period.

The reasons for a high re-enrollment were the following:

§ **Parents and students like the extended day and extended year**

§ **A high level of building security**

§ **A strong curriculum with an emphasis in language arts and humanities**

- § **The After-School Program**
- § **The commitment and dedication of staff**
- § **The location and the physical appearance of the building**
- § **Open-door policy to visit the school**

This past year, we have found that students have left for a variety of reasons. The major reason for students leaving the school is a result of families moving out of the local area. Following that factor, another reason is that the parents have opted to return to their home districts because of our longer school day and longer school year. In the secondary grades, the majority of the students leave because they wish to play competitive sports and after school clubs.

Transportation

Transportation is currently provided by the student's home school district. Districts which currently transport students to Graystone Academy are outsourcing their transportation with bus companies such as Krapf School Bus Company located in Glenmore, PA. There are currently no special education students requiring accommodations in their transportation. Krapf is currently equipped to handle special transportation needs with wheelchair assessable vans.

Food Service Program

The charter school contracted with Great Valley School District to deliver Bulk Meals. A serving staff, employed by Graystone Academy, served meals to the students in the cafeteria. Graystone Academy participates in the Free and Reduced Lunch Program. The program had a 70% free and reduced rate. The school provides both lunch and breakfast to students. Breakfast participation averages 52% and lunch participation averages 70%. The lunch program was accompanied by a federal snack program, administered by the Pennsylvania Department of Food & Nutrition, which served all students an afternoon snack in the form of a fresh fruit or vegetable. Produce was purchased from Kegel's Produce in Lancaster, PA and was delivered fresh to the school several times each week.

Student Conduct

The school's discipline procedures are provided to parents and students through the code-of-conduct. Parents and students are asked to sign a notice indicating that they have read the code-of-conduct and will abide by the rules of the school.

GACS emphasizes proactive discipline practice and student self monitoring (school safeties, student government). There are school-wide student incentive programs and individual incentive awards to students who follow the school and classroom rules. These programs are proving to be effective in gradually reducing the number of students who are suspended and proactively inhibiting the possibility of other the need for expulsion.

Rules and regulations apply to school grounds and premises before, during and after school hours; off school grounds at any school function or event; traveling to and from school or school function; on the bus or at bus stops; and at any time or place which may affect an educational function identified with the school.

The school does not discriminate on the basis of race, gender, economic status, medical/handicapping condition, national origin, or any other personal characteristics in implementing its disciplinary policies. Chapter 12 guidelines are followed strictly when implementing disciplinary actions involving Special Education students.

The principal and CEO analyze and track disciplinary data to ensure that consequences reflect the code-of-conduct. At each step, parents and guardians are involved to help remediate the situation. The school has a "time-out" room where they continue there regular instructional

program, as well as speak with the time-out specialist about their problems and conduct. Above all, GACS utilizes a comprehensive rewards system to emphasize student self-monitoring.

Student Conduct - Attachment

- Student Conduct

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report Summary Data 2007 - 2008

Name of School: Graystone Academy CS

Date of Local Chartering School Board/PDE Approval: August 2006

Length of Charter: 5 years **Opening Date:** August 2002

Grade Level: K-10 **Hours of Operation:** 7:45-3:30

Percentage of Certified Staff: 98% **Total Instructional Staff:** 39

Student/ Teacher Ratio: 25:1 **Student Waiting List:** none

Attendance Rate/Percentage: 94%

Enrollment: 550 **Per Pupil Subsidy:** \$8,000

Student Profile

American Indian/Alaskan Native: 2
Asian/Pacific Islander: 2
Black (Non-Hispanic): 326
Hispanic: 82
White (Non-Hispanic): 138
Multicultural: 0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 70%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 69

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	200	200	200	200	800
Instructional Hours	0	0	1200	1200	1400	1400	5900

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2007

The Graystone Academy 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 Linda Portlock

Title CEO

Phone 610-383-4311

Fax 610-383-7898

E-mail lportlock@graystoneacademy.org

Signature of the Chief Executive Officer and Date

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

Name Steve Kelly

Title Board President

Phone 610-873-6662

Fax 610-383-7898

E-mail yyzrush@fast.net

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name Dawn Fetterman

Title Special Education Teacher

Phone 610-383-4311

Fax 610-383-7898

E-mail dfetterman@graystoneacademy.org

Signature of the Special Education Contact Person and Date