
Pennsylvania Department of Education



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

Charter Annual Report **Monday, November 10, 2008**

Charter School: People for People CS
Address: 800 N. Broad St
Philadelphia, PA 19130
Phone:
Contact Name:

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report Summary Data 2008 - 2009

Name of School: People for People CS

Date of Local Chartering School Board/PDE Approval: March 2000 (Original Charter) /
March 2005 (Renewal)

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

Grade Level: K-8 **Hours of Operation:** 8:30 a.m. to 3:00 p.m.

Percentage of Certified Staff: 72.9% **Total Instructional Staff:** 39

Student/ Teacher Ratio: 20:1 **Student Waiting List:** 385

Attendance Rate/Percentage: 91.48%

Enrollment: 544 **Per Pupil Subsidy:** \$7,708. 33 Regular / \$16,760.03 SPED

Student Profile

American Indian/Alaskan Native: 0%
Asian/Pacific Islander: 0%
Black (Non-Hispanic): 96.3%
Hispanic: 3.1%
White (Non-Hispanic): 0.4%
Multicultural: 0.2%

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 84.2%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 112

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	181	181	181	0	181
Instructional Hours	0	0	1026	1026	996	0	1026

SECTION I. EXECUTIVE SUMMARY

Organization Description

The People for People Charter School is a K-8 urban charter school in North Central Philadelphia. Founded in 2001, PFPCS will begin its eighth year of operation in September 2008.

PFPCS provides a rigorous academic program with an entrepreneurship theme to 540 students each year. Our student body is predominately African American (96.3%), almost entirely native English speakers (99.7%), and overwhelmingly from low-income families (over 84.2% of our

students qualify for free and reduced price lunch). We also serve a significant special needs population; 22.4% of our students have an Individualized Education Plan (IEP). In fall 2007, PFPCS received a Keystone Achievement Award from the Pennsylvania Department of Education in recognition of the outstanding academic achievements our students have made over the past two years -- PFPCS made AYP for two consecutive years in 2005-2007 and 2006-2007.

Core Purpose

Mission

The underlying purpose of The People For People Charter School is to equip students in grades K-8 with a challenging educational program in which the fundamentals of entrepreneurship will be a primary focus. Economic, community, and career education will be integrated into all subject areas throughout all grades. Students will acquire necessary knowledge, skills, and interests through a highly experiential program that will prepare them to take responsibility for their own lives and to participate in their communities.

Vision

PFPCS is located in North Central Philadelphia in an area characterized by pervasive poverty, which fosters a high crime rate, high unemployment figures, drug and alcohol abuse, poor housing conditions, closed businesses, and single-parent households. PFPCS was founded to serve as the educational arm of People for People, Inc. — a community development corporation devoted to breaking the vicious cycle of poverty in the lives of North Central Philadelphia residents by providing them with positive alternatives to gangs, drugs, welfare and crime. In founding the PFPCS, Rev. Herbert H. Lusk, II, envisioned a community school that would provide the educational component to a comprehensive community development strategy. The school would be a center of academic excellence and an incubator for young entrepreneurs and civic leaders.

Shared Values

PFPCS believes that the most effective and lasting answer to alleviating the above-mentioned community problems, turning around the neighborhood, and giving our students a better chance to succeed, is to provide a strong educational foundation infused with economic, career, social and community development skills. By the time our students graduate from the eighth grade they should:

- Demonstrate proficiency in all content areas — mathematics, language arts, social studies, science, arts, technology, health education, and foreign language.
- Understand basic economics and entrepreneurship.
- Have an understanding of the variety of careers available to them.
- Possess the knowledge, thinking skills, self-awareness, and interpersonal skills they need to participate responsibly in their homes, community, and in the marketplace.
- Be self-directed and motivated citizens who will help create a more positive environment.
- Be motivated to become life-long learners.

Academic Standards

The People for People Charter School's curriculum has been designed to provide all our students with instruction needed to attain the academic standards as put forth in section 4.12 of 22 Pa. Code.

Specifically, PFPCS provides students instruction needed to attain the elementary and middle school level standards in the following areas:

- **Reading, Writing, Speaking, and Listening:** Students will learn to read independently; read critically in all content areas; read, analyze, and interpret literature; produce different types of writing at a high quality level; demonstrate speaking and listening skills; understand the characteristics and function of the English language; and conduct research.
- **Mathematics:** Students will understand the following concepts: numbers, number systems, and number relationships; computation and estimation; measurement and estimation; mathematical reasoning and connections, mathematical problem solving and communication; statistics and data analysis; probability and predictions; algebra and functions; geometry; trigonometry; and concepts of calculus.
- **Science and Technology:** Students will study and understand the natural world and facts, principles, theories and laws in the areas of biology, chemistry, physics and earth sciences. In technology, students will study the application of science to enable societal development including food and fiber production, manufacturing, building, transportation and communication. Science and technology share the use of the senses, science processes, inquiry, investigation, analysis and problem solving strategies.
- **Environment and Ecology:** Students will understand the components of ecological systems and their interrelationships with social systems and technologies. These components incorporate the disciplines of resource management, agricultural diversity, government and the impact of human actions on natural systems. This interaction leads to the study of watersheds, threatened and endangered species, pest management and the development of laws and regulations.
- **History:** Students will study and understand the record of human experience including important events; interactions of culture, race and ideas; the nature of prejudice; change and continuity in political systems; effects of technology; importance of global-international perspectives; and the integration of geography, economics and civics studies on major developments in the history of the Commonwealth, the United States and the world.
- **Geography:** Students will study and understand relationships among people, places and environments, of geographic tools and methods, characteristics of place, concept of region and physical processes.
- **Civics and Government:** Students will study and understand United States constitutional democracy, its values and principles, study of the Constitution of the Commonwealth and government including the study of principles, operations and documents of government, the rights and responsibilities of citizenship, how governments work and international relations.
- **Economics:** Students will study and understand how individuals and societies choose to use resources to produce, distribute and consume goods and services. Students will also study and demonstrate knowledge of how economies work, economic reasoning and basic economic concepts, economic decision making, economic systems, the Commonwealth and the United States economy and international trade.
- **Humanities:** Students will study dance, theatre, music, visual arts, language and literature including forms of expression, historical and cultural context, critical and aesthetic judgment and production, performance or exhibition of work.
- **Career Education and Work:** Students will understand career options in relationship to individual interests, aptitudes and skills including the relationship between changes in society, technology, government and economy and their effect on individuals and careers. Students will develop knowledge and skill in job-seeking and job-retaining skills.
- **Health, Safety and Physical Education:** Students will study concepts and skills which affect personal, family and community health and safety, nutrition, physical fitness, movement concepts and strategies, safety in physical activity settings, and leadership and cooperation in physical activities.

- **Family and Consumer Science.** Students will understand the role of consumers as a foundation for managing available resources to provide for personal and family needs and to provide basic knowledge of child health and child care skills.

PFPCS assesses the attainment of these academic standards for the purpose of promotion and to develop strategies for assisting students to attain them. Assessment of these standards is accomplished in various ways including, but not limited to, state and local standardized tests (i.e., PSSA, TerraNova); benchmark assessments tied to curriculum (e.g., unit tests); student performances, presentations, and research products; and student portfolios. Students with disabilities at PFPCS may attain these standards by completion of their Individualized Education Programs under the Individuals with Disabilities Act. PFPCS provides assistance to those students having difficulty attaining these academic standards.

Strengths and Challenges

Strengths:

In October 2007, the People for People Charter School received a Keystone Achievement Award from the Pennsylvania Department of Education in recognition of the “outstanding academic achievements” our students have made over the past two school years. These coveted awards were given to public schools that have met Adequate Yearly Progress (AYP) targets for two consecutive years — 2005-2006 and 2006-2007. And, the award followed two years of significant reforms in curriculum, leadership, technology, and climate at PFPCS.

In 2007-2008, PFPCS worked add to the successes of the past two years and to introduce innovative programming to the school to assist in our strategy for raising student achievement. From a staff that was 100% compliant with Highly Qualified Teacher (HQT) guidelines under No Child Left Behind to continuing post a 95% student retention rate, 2007-2008 was year of many successes for the school.

But, two of the most notable strengths of the school in the past year were the implementation of the Promoting Excellence in Philadelphia Schools and the Science It's Elementary programs.

- **Promoting Excellence in Philadelphia Schools (PEPS)** — In 2007-08, PFPCS joined the School District of Philadelphia's inaugural group of schools implementing the national Teacher Advancement Program (TAP) through the Promoting Excellence in Philadelphia Schools (PEPS) program. Participating in PEPS is providing PFPCS with an unprecedented opportunity to improve the quality of our teachers in the classroom, which research has shown to be the single most important school-related factor in determining student performance. We have made a four-year commitment to implementing this program, which contains four basic elements:
 - **Multiple Career Paths** — TAP allows teachers to pursue a variety of positions throughout their careers — career, mentor, and master teacher — depending on their interests, abilities, and accomplishments. As they move up the ranks, their qualifications, roles and responsibilities increase — and so does their compensation. This allows teachers to advance without having to leave the classroom. When fully implemented, PFPCS will have two master teachers and five mentor teachers who will provide instructional leadership at the school.
 - **Ongoing Applied Professional Growth (OPAG)** — TAP restructures the school schedule to provide time during the regular school day for teachers to meet, learn, plan, mentor, and share with other teachers, so they can constantly improve the quality of their instruction, and, hence, increase their students' academic achievement. Teachers learn new instructional strategies and have

greater opportunity to collaborate, leading them to become more effective teachers. OPAG in TAP schools focuses on identified needs based on instructional issues that specific teachers face with specific students. Instead of trying to implement the latest fad in professional development, teachers use data to target these areas of need.

- **Instructionally Focused Accountability** — TAP has developed a comprehensive system for evaluating teachers and rewards them for how well they teach their students. Teachers are held accountable for meeting the TAP Teaching Skills, Knowledge and Responsibility Standards, as well as for the academic growth of their students as determined by value-added calculations.
- **Performance-Based Compensation** — TAP changes the current system by compensating teachers according to their roles and responsibilities, their performance in the classroom, and the performance of their students.

PEPS/TAP provides PFPCS with an opportunity to collaborate with the School District of Philadelphia and to be on the forefront of a national reform effort that was highlighted in *Time Magazine's* February 25, 2008 cover story, "How to Make Great Teachers."

- **Science: It's Elementary** — According to the Pennsylvania Department of Education, one in five American jobs require intensive math and science training, and every high-skill career demands employees with strong problem-solving and critical thinking skills. As such, PDE has declared that Pennsylvania's students must build a strong foundation in these skills beginning *at an early age* so they will be prepared to fill the needs of the high-skills 21st century economy. To achieve this goal, PDE launched the Science It's Elementary program in 2006-2007, and PFPCS became a proud member of the second cohort of participating schools in 2007-2008.

Science: It's Elementary provides inquiry-based science instruction in grades K through 6, intensive teacher training, coaching, professional development and fully stocked science kits so that every child in the classroom can experience hands-on learning.

Science will be fundamentally different in PFPCS and other Science It's Elementary schools:

- Teachers will have access to state-of-the-art, research-based curriculum.
- Students will spend their time *doing* — not just listening — by engaging in hands-on experiments throughout the school year.
- Teachers and administrators will receive proven, intensive training in how to transform their teaching to help students learn more.

Through participation in Science It's Elementary, PFPCS received invaluable professional development at no cost to the school, including sending a team to a five-day institute, during which we learned about inquiry-based elementary science education and created a three-year implementation plan for our school. And, each K-6 teacher in our school participated in 20-35 hours of paid professional development specific to science instruction in 2007-2008, in preparation for PFPCS implementing its new inquiry based science curriculum in 2008-2009.

PFPCS believes that Science It's Elementary will have long-term benefits in raising student achievement in science (as measured by the new science PSSA in 4th and 8th grades) and in developing students with the skills necessary to be professionally competitive in the 21st century.

Additional highlights for 2007-2008 included operating our 21st Century Community Learning Center after school program for the fourth consecutive year, serving students at-risk for academic failure; increasing our teacher certification rate by 12%; to successfully rolling out a Student

Information System (Rediker’s Administrator’s Plus) while meeting all PIMS reporting requirements; continuing to provide a first-class special education program; successfully serving our school’s first English Language Learner students; and continuing to partner with the Urban Family Council to implement both parent and student programming in violence prevention, drug and alcohol abuse prevention, and promoting positive behaviors. And, all of these activities were conducted with the school continuing to stay true to its educational mission of providing students with valuable entrepreneurship education.

Areas in Need of Improvement:

The People for People Charter School (PFPCS) has appealed the 2008 Adequate Yearly Progress (AYP) determination because we met all measurable targets, except IEP targets in Math and Reading (by 1.3 and 1.8 PPI points respectively). This small deviation falls within the statistical margin of error and, thus, should not be used to detrimentally impact our school’s record of raising student achievement by placing us in the “warning category.” But, while we await the determination of PDE on our appeal, PFPCS is aware that our reading and math scores fell well below the new 2008 targets of 63% and 56% proficiency respectively. As such, the school’s primary goal continues to be raising student achievement in these areas.

An additional area of opportunity includes making more effective using student data to inform decisions and track student progress in a regular manner. With the introduction of the 4Sight benchmarking assessments in 2008-2009 as well as the data-aligned PEPS/TAP teacher training, PFPCS will be better position to provide highly-responsive instruction based on student needs on the school, grade, class, and student levels.

Finally, while student attendance continues to exceed AYP targets and our school has had another year without any serious incidents of violence, the administration would like to see improvements in both student attendance and discipline, as they both have a substantial impact on student learning.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

The People for People Charter School has developed a group of administrators, board members, teachers, parents, and business community members who regularly convene to assess the strengths and weaknesses of our program and to analyze our internal and external needs. In 2005, this group met to develop our charter school renewal application, which serves as our five-year strategic plan. This plan includes the required components set forth in section 4.13 of Pa. Code 22. PFPCS conducts a continuous strategic planning process, whereby assessment of our program are made and revisions adopted as necessary in the format of our Charter School Annual Report and in other strategic documents as required (e.g., Title I School Wide Plan).

In accordance with section 4.13 of Pa. Code 22, beginning in 2007, any strategic plan or revisions to that plan will be made public prior to the approval by the school’s Board of Trustees. It will be made available for public inspection in the PFPCS front office and at the nearest public library (i.e. the Central Branch of the Free Library of Philadelphia at 1901 Vine Street, Philadelphia, PA 19103) until the next regularly scheduled board meeting or a minimum of 28 days, whichever comes first.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
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Andre C. Williams	People for People Charter School	Administrator	PFPCS Board of Trustees
Nancy Gallagher	People for People Charter School	Administrator	PFPCS DOO
Clarence Smith	People for People Charter School	Administrator	PFPCS DOO
Donovan West	People for People, Inc.	Community Representative	PFPCS Board of Trustees
Gloria Harley	People for People Charter School	Parent	PFPCS DOO
Herbert H. Lusk, II	People for People Charter School	Board Member	PFPCS Board of Trustees
Jacqueline Philipp	People for People Charter School	Ed Specialist - School Counselor	PFPCS DOO
Julia Poindexter	People for People Charter School	Ed Specialist - School Nurse	PFPCS DOO
Kate Hasecke	People for People Charter School	Elementary School Teacher	PFPCS DOO & Teachers
Kristi Tedeschi	People for People Charter School	Administrator	PFPCS DOO
Melanie Burke Reiser	OmniVest Management, LLC	Business Representative	PFPCS DOO
Nihmal Sukran	People for People Charter School	Ed Specialist - Instructional Technology	PFPCS DOO
Sydney Flores	Greater Exodous Baptist Church	Parent	PFPCS DOO
Jeana Grace	People for People Charter School	Administrator	PFPCS DOO
James Montgomery	People for People Charter School	Middle School Teacher	PFPCS DOO & Teachers
Meghan Musial	People for People Charter School	Other	PFPCS DOO & Teachers
Chris Pender	Urban Family Council	Community Representative	PFPCS DOO

Goals, Strategies and Activities

Goal: Discipline

Description: 10% annual decrease in both the total number of suspensions and the percentage of the student population involved in suspensions.

Strategy: Consistent Implementation of Discipline Policy

Description: PFPCS will develop and disseminate a discipline policy and Code of Conduct, which will be consistently implemented by all teachers and staff in all grades.

Activities:

Activity	Description
Attendance Plus	School Counselor and front-desk personnel will fully utilize Attendance Plus module of Rediker's Administrator's Plus Student Information System. This attendance management software will enable PFPCS to track absence and tardiness data, notify parents of attendance problems, and run reports for the

	purpose of data analysis. Will allow for more uniform parent notification (i.e. letters will be automatically generated when student exceeds set tardiness or absence limits) and for the school to identify and remedy any student issues before they become dire.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Activity	Description	
Dean of Students	Beginning in 2006-2007, PFPCS will employ a Dean of Students/Disciplinarian to provide a fair and consistent implementation of school's discipline policies. Continue to implement in 2008-2009 and beyond.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Activity	Description	
Discipline Plus	Disciplinarian will fully utilize Discipline Plus module of Rediker's Administrator's Plus Student Information System. This disciplinary management software will enable PFPCS to document and track disciplinary incidents, maintain related records, notify parents of infractions, and produce, reports, notices, forms, and other documents. Will allow for more uniform parent notification and ease in accessing records, in addition to allowing school to perform sophisticated and ongoing analysis of disciplinary issues.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$12,000.00

Activity	Description	
In School Suspension	An In School Suspension room staffed by trained personnel will be available as a consequence for disciplinary infractions to provide a consequence to behavioral issues while minimizing out of school time and interruption to learning.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Activity	Description
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Revised Code of Conduct	Dean of Students and Director of Operations will review Code of Conduct and Disciplinary Policies annually, make needed revisions, train staff on changes, and disseminate new policies to parents and students via the Student-Parent Handbook.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: Coordinated Interventions

Description: PFPCS' discipline goal is intricately linked with our academic achievement goals. Many of our students come to school with social, economic, health, and behavioral barriers to learning which manifest themselves in disciplinary issues. PFPCS will develop and implement a coordinated plan to mitigate these barriers with the intent of decreasing the rate of disciplinary issues while simultaneously increasing student achievement.

Activities:

Activity	Description	
Student Assistance Program (SAP)	In coordination with our Safe & Drug Free Schools programming, PFPCS will implement a systemic process using techniques to mobilize school resources to remove barriers to learning. Beginning in 2008-2009, PFPCS will form a SAP team comprised of administration, counselor, disciplinarian, nurse, special education coordinator, reading specialist, master teachers, and community representatives. Members will be trained to identify problems, determine whether or not the presenting problem lies within the responsibility of the school and to make recommendations to assist the student and the parent. When the problem lies beyond the scope of the school, the SAP team will assist the parent and student so they may access services within the community. SAP team will implement the PDE-identified 4-step SAP process: referral, team planning, intervention and resources, and support and follow-up.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: Integrative Classroom Education

Description: Dean of Students and School Counselor will provide curriculum-based lessons on behavior, ethics, and other life skills to students in grades K-8.

Activities:

Activity	Description	
Safe and Drug Free Schools	PFPCS will apply for Safe and Drug Free Schools funding to implement Urban Family Council anti-violence and choices and consequences program in 2007-2008 and on.	
Person Responsible	Timeline for Implementation	Resources
	Ongoing	\$0.00

Goal: MATHEMATICS

Description: At least 54% of all students will be proficient in Mathematics, as measured by the

annual state-wide PSSA assessments OR we will make continuous progress in raising student achievement to the extent that we make AYP through safe harbor or PPI.

Strategy: Monitoring Student Progress

Description: PFPCS will frequently assess students on math benchmarks throughout the year to ensure progress, identify students in need of intervention/support, and provide targeted instruction to meet student needs.

Activities:

Activity	Description	
4Sight Benchmarking	PFPCS will administer 4Sight math benchmarking assessment every six weeks and provide data to teachers within 48 hours. Data will be used to tailor instruction and provide needed interventions to students.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: Out of School Programming

Description: PFPCS will make use of out of school time to provide students who are struggling with math with needed supports and interventions

Activities:

Activity	Description	
21st Century CLC After School Program	21st CCLC After School Program will serve 120 students in grades 1-8 who are at risk for academic failure. Tutoring, homework assistance, mini-lessons, and computer-based instruction are some of the strategies that will be employed to raise student achievement in mathematics.	
Person Responsible	Timeline for Implementation	Resources
Andre Williams	Ongoing	\$0.00

Strategy: Promoting Effective Instruction

Description: Student achievement depends on high quality teaching. Invest time in monitoring instructional practices and providing for professional development as means of raising student achievement.

Activities:

Activity	Description	
PEPS Program	PEPS leadership team (administrator, master teachers, mentor teachers) will use cluster meetings to ensure effective lesson planning and that instruction is directly tied to student math achievement goals. 4 PEPS observations a year will provide teachers with ongoing feedback as to quality of their instruction as well as offer strategies for improvement. PEPS leadership team will model effective instruction during math lessons.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: Standards Based Curriculum

Description: PFPCS will select a mathematics curriculum explicitly aligned to PA Standards and Assessment Anchors. By having a content and instruction specific curriculum, PFPCS will have greater consistency in what is being taught in each grade and how.

Activities:

Activity	Description	
Professional Development in Core Curriculum	Contract with Next Step Associates to provide week-long professional development related to implementing the SDP Core Curriculum effectively.	
Person Responsible	Timeline for Implementation	Resources
	Start:8/21/2006 Finish: 8/25/2006	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4	5	40
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Next Step Associates	<ul style="list-style-type: none"> • Company 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Understanding of Core Curriculum format, ability to implement curriculum effectively, strategies for effective instruction.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area

<ul style="list-style-type: none"> Classroom teachers 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) 	<ul style="list-style-type: none"> Mathematics
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles 	<ul style="list-style-type: none"> Student PSSA data Standardized student assessment data other than the PSSA Review of participant lesson plans 	

Activity	Description	
School District of Philadelphia Core Curriculum	Beginning 2006-2007, PFPCS will implement the School District of Philadelphia's Core Curriculum for Mathematics.	
Person Responsible	Timeline for Implementation	Resources
Andre Williams	Ongoing	\$0.00

Strategy: Test Preparation Programs

Description: PFPCS will use test-preparation programs (web and paper-based) that are explicitly aligned to state (PSSA) and local (TerraNova) assessments, to prepare students specifically for the content and format of assessments.

Activities:

Activity	Description	
MaxSkill	Students in grades 1-8 will use the computer-based MaxSkill test preparation program (aligned to the PSSA and TerraNova) during the Computers special.	
Person Responsible	Timeline for Implementation	Resources
Andre Williams	Ongoing	\$0.00

Activity	Description	
Measuring Up	Students in grades 3-8 will use the paper-based Measuring Up PSSA Prep program both in school and for homework.	
Person Responsible	Timeline for Implementation	Resources

Andre Williams	Ongoing	\$0.00
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Activity	Description	
Study Island	PFPCS will purchase and implement Study Island, a web-based program aligned to the math PSSA, for use in school and in the 21st CCLC program. Students in grades 3-8 will participate.	
Person Responsible	Timeline for Implementation	Resources
Andre Williams	Ongoing	\$0.00

Goal: READING

Description: At least 63% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments OR we will make continuous progress in raising student achievement to the extent that we make AYP through safe harbor or PPI.

Strategy: Literacy Professionals

Description: PFPCS will engage literacy professionals to guide our school's reading improvement plans.

Activities:

Activity	Description	
Reading Specialist	PFPCS will employ a reading specialist. The reading specialist will help to coordinate literacy instruction at PFPCS, provide small-group instruction to students, and plan professional development related to reading, and administer the DIBELS assessment in K-3.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: Monitoring Student Progress

Description: PFPCS will frequently assess students on math benchmarks throughout the year to ensure progress, identify students in need of intervention/support, and provide targeted instruction to meet student needs.

Activities:

Activity	Description	
4Sight Benchmarking	PFPCS will administer 4Sight reading benchmarking assessment every six weeks and provide data to teachers within 48 hours. Data will be used to tailor instruction and provide interventions to students identified as requiring additional support.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: Out of School Programming

Description: PFPCS will make use of out of school time to provide students who are struggling with reading with needed supports and interventions

Activities:

Activity	Description	
21st Century CLC After School Program	21st CCLC After School Program will serve 120 students in grades 1-8 who are at risk for academic failure. 100 Book Challenge, tutoring, homework assistance, mini-lessons, and computer-based instruction are some of the strategies that will be employed to raise student achievement in reading.	
Person Responsible	Timeline for Implementation	Resources
Andre Williams	Ongoing	\$0.00

Strategy: Promoting Effective Instruction

Description: Student achievement depends on high quality teaching. Invest time in monitoring instructional practices and providing for professional development as means of raising student achievement.

Activities:

Activity	Description	
PEPS Program	PEPS leadership team (administrator, master teachers, mentor teachers) will use cluster meetings to ensure effective lesson planning and that instruction is directly tied to student reading achievement goals. 4 PEPS observations a year will provide teachers with ongoing feedback as to quality of their instruction as well as offer strategies for improvement. PEPS leadership team will model effective instruction during reading lessons.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: Standards Based Curriculum

Description: PFPCS will select a reading curriculum explicitly aligned to PA Standards and Assessment Anchors. By having a content and instruction specific curriculum, PFPCS will have greater consistency in what is being taught in each grade and how.

Activities:

Activity	Description	
Professional Development in Core Curriculum	Contract with Next Step Associates to provide week-long professional development related to implementing the SDP Core Curriculum effectively.	
Person Responsible	Timeline for Implementation	Resources
	Start: 8/21/2006 Finish: 8/25/2006	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School	Estimated Number of Participants Per Year

	Year	
4	5	40
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Next Step Associates	<ul style="list-style-type: none"> • Company 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Understanding of Core Curriculum format, ability to implement curriculum effectively, strategies for effective instruction.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Creating lessons to meet varied student learning styles 	<ul style="list-style-type: none"> • Student PSSA data • Standardized student assessment data other than the PSSA • Review of participant lesson plans 	

Activity	Description	
School District of Philadelphia Core Curriculum	Beginning 2006-2007, PFPCS will implement the School District of Philadelphia's Core Curriculum for Reading.	
Person Responsible	Timeline for Implementation	Resources
Andre Williams	Ongoing	\$0.00

Activity	Description	
StoryTown	In 2008-2009, PFPCS will implement Harcourt's new StoryTown curriculum, a research-based, high interest reading program that encourages differentiated instruction and extensive use of data to guide instruction.	
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Start:9/16/2008 Finish: N/A	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0	0	0
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
		Not approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Follow-up Activities	Evaluation Methods	

Strategy: Test Preparation Programs

Description: PFPCS will use test-preparation programs (web and paper-based) that are explicitly aligned to state (PSSA) and local (TerraNova) assessments, to prepare students specifically for the content and format of assessments.

Activities:

Activity	Description	
MaxSkill	Students in grades 1-8 will use the computer-based MaxSkill test preparation program (aligned to the PSSA and TerraNova) during the Computers special.	
Person Responsible	Timeline for Implementation	Resources
Andre Williams	Ongoing	\$0.00

Activity	Description	
Measuring Up	Students in grades 3-8 will use the paper-based Measuring Up PSSA Prep program both in school and for homework.	
Person Responsible	Timeline for Implementation	Resources
Andre Williams	Ongoing	\$0.00

Activity	Description	
Study Island	PFPCS will purchase and implement Study Island, a web-based program aligned to the reading PSSA, for use in school and in the 21st CCLC program. Students in grades 3-8 will participate.	
Person Responsible	Timeline for Implementation	Resources
Andre Williams	Ongoing	\$0.00

Goal: Science

Description: 5% annual increase in percentage of students overall (grades 2-8) and in each grade scoring above the national median on the Science Terra Nova.

Strategy: Science Specific Professional Development

Description: All PFPCS elementary teachers and middle school science teacher will participate in at least two full days of science professional development per year.

Activities:

Activity	Description	
Science It's Elementary	Teachers in grades K-6 will participate in professional development facilitated by PDE through our participation in Science It's Elementary Cohort 2.	
Person Responsible	Timeline for Implementation	Resources
	Start:9/3/2007 Finish: 6/1/2008	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4	8	19
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Pennsylvania Department of Education/Science It's Elementary	<ul style="list-style-type: none"> Association 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Best practices in science		<i>For classroom teachers, school</i>

<p>instruction. Understanding of science curriculum materials.</p>		<p><i>counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) 	<ul style="list-style-type: none"> • Science and Technology
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Creating lessons to meet varied student learning styles 	<ul style="list-style-type: none"> • Student PSSA data • Standardized student assessment data other than the PSSA • Review of participant lesson plans 	

Strategy: Standards Based Curriculum

Description: PFPCS will select a science curriculum explicitly aligned to PA Standards and Assessment Anchors. By having a content and instruction specific curriculum, PFPCS will have greater consistency in what is being taught in each grade and how.

Activities:

Activity	Description
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School District of Philadelphia Core Curriculum	Beginning 2006-2007, PFPCS will implement the School District of Philadelphia's Core Curriculum for Science.	
Person Responsible	Timeline for Implementation	Resources
Andre Williams	Ongoing	\$0.00

Activity	Description	
Science It's Elementary	Through participation in Science It's Elementary (Cohort 2), PFPCS will select and implement science modules to augment School District of Philadelphia Core Curriculum in grades K-6.	
Person Responsible	Timeline for Implementation	Resources
Andre Williams	Start:9/4/2007 Finish: 6/20/2008	\$0.00

Strategy: Test Preparation Programs

Description: PFPCS will use test-preparation programs (web and paper-based) that are explicitly aligned to state (PSSA) and local (TerraNova) assessments, to prepare students specifically for the content and format of assessments.

Activities:

Activity	Description	
Study Island	Beginning in 2007-2008, PFPCS will implement the science version of the web-based Study Island test preparation program to improve student content knowledge in science and prepare them for the addition of the Science PSSA to the assessment schedule.	
Person Responsible	Timeline for Implementation	Resources
Andre Williams	Ongoing	\$0.00

Statement of Quality Assurance

Charter school has met AYP.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

The PFPCS Curriculum

In 2007-2008 PFPCS again implemented the the School District of Philadelphia's Core Curriculum for Literacy, Mathematics, Science and Social Studies, which was adopted by PFPCS in 2006-2007. PFPCS was drawn to this curriculum because it is aligned with the Pennsylvania Academic Standards and because it was designed to provide teachers with clarity as to what constitutes teaching at the proficient level. Embedded in the curriculum — which is divided into content-specific, grade-level documents — is an identification of what proficient teaching “looks like” in daily practice and what student outcomes “look like” at proficient levels of performance.

The curriculum is designed to provide both rigorous content and a rigorous manner in which the content is to be delivered.

The Core Curriculum contains three components: (1) A Year at a Glance — provides a snapshot of the content to be covered during the year, (2) Planning and Scheduling Timeline — provides teachers with what they are to teach and connects the concepts and skills to the PA Content Performance Descriptions and Pa Academic Standards, and (3) Core Curriculum — describes standards-driven, instructional best-practices written to include the rich cultural heritage and diverse learning styles of Philadelphia students.

PFPCS adopted the School District of Philadelphia's Core Curriculum to ensure consistency in content and instruction in each grade level's classrooms as well as coordination between the content and instruction across grade levels. It was also selected, because the Planning and Scheduling Timelines provide links to PSSA and TerraNova preparation materials related to each concept. Copies of the Core Curriculum and the documentation that the curriculum meets the Chapter 4 Content Standards can be found both in the PFPCS administrative office and on the School District of Philadelphia's website.

At present, PFPCS is using its Houghton Mifflin K-8 curriculum materials in implementing the School District of Philadelphia's Core Curriculum, but will explore different curriculum materials as materials need to be replaced

In 2008-2009, PFPCS will implement Harcourt's new StoryTown reading program in grades K-6, and HEC Software, Inc.'s Reading Horizons phonics program in grades K-3, and new elementary science curricula in association with Science It's Elementary.

Specials/Electives: In addition to the Core Curriculum, PFPCS students participated in five special/elective classes on a rotating schedule. Theses included: Art, Entrepreneurship, Music, Physical Education and Health, and Study Island.

Entrepreneurship Education: The part of our curriculum that makes PFPCS stand apart from other schools as a truly innovative program is its emphasis on entrepreneurial skills and basic economics. Through active participation, students learn to be informed decision-makers as spenders, investors, borrowers, and managers of money. In 2007-2008, PFPCS again employed a full-time Entrepreneurship Coordinator. This coordinator was charged with developing a school-wide entrepreneurship education program; teaching an entrepreneurship "special" class on the five-day rotating schedule for all grades; providing staff with resources and professional development they require to effectively integrate our mission into all curricular areas; developing a new assessment rubric and assessing all students and forging partnerships with community organizations/businesses to provide students with a wide variety of engaging and project based learning opportunities related to entrepreneurship, economics, business, and personal finance.

In 2007-2008, the Entrepreneurship program was designed to not only teach students what an entrepreneur is, but to also teach them how to apply entrepreneurial skills in every setting. The program was designed around the "Three To(s)" of Entrepreneurship:

- To make a product or deliver a service (the selling of products or services)
- To help people by: (a) Hiring them and allowing them to have a meaningful life and (b) Giving customers the best product or service to make their life easier.
- To give back (to help our communities and to be good citizens)

Another very important aspect of entrepreneurship that is taught through the PFPCS entrepreneurship program is the value of integrity. With the scandals of Enron, MCI, and others, we felt it paramount to teach students that relationships should based upon trust and doing the

right thing. This concept was taught throughout the year and is one of the cornerstones of our entrepreneurship program.

In addition to the Entrepreneurship class, the school integrated entrepreneurship education on the classroom level and throughout the school, including:

- **SEED Program (Saving for Education, Entrepreneurship, and Down payment):** Through a grant acquired by People for People, Inc. 75 students — primarily in grades 5 and 6 — participated in this national program in 2004-2005 through 2007-2008. Through this program, students are provided \$1,000 bank accounts for their college education, which are held in trust until they graduate from high school. Participants are required to match their savings by \$1,000. To facilitate this program, students opened up savings accounts at our People for People Credit Union (PFPCU) and were taught the value of savings through a joint effort from PFPCU staff and entrepreneur class. Through fundraising efforts, the SEED program raised over \$1,000, which will be distributed evenly among each participant's SEED account.
- **Miscellaneous** — Additional entrepreneurial programs were implemented on a class by class basis, including visits from the People from People Credit Union, class sales, etc.

Strategies for Under-Performing Students

In the 2007-2008 academic year, PFPCS implemented several strategies for accelerating academic skill development for students who were performing significantly below standards in literacy and mathematics skills (as measured on the PSSA and Terra Nova tests). These included:

- **Study Island** — In 2007-2008, PFPCS again purchased and implemented Study Island, a web-based test preparation program explicitly aligned to the assessment anchors tested on the PSSA. Students in 3 through 8 participated — at their own pace — during school and in the after school program.
- **MaxSkill** — MaxSkill Training Software is a computer-based program aligned with the Terra Nova and PSSA . This provided students with the opportunity to use practice test questions, in which the questions are designed to be 15% more difficult than they are on the standardized tests.
- **Measuring Up** — Measuring Up is a supplemental series of student workbooks with instructional lessons customized to the Pennsylvania curriculum standards. The program has diagnostic/prescriptive approach, where students take practice tests to diagnose areas of weakness and to prescribe a prescriptive path to the workbooks for extra skill instruction, review, and practice. Not only does it provide standards-based instruction in reading and mathematics, but it also includes PSSA review and practice.
- **21st Century Community Learning Center** — In October 2004, PFPCS launched its 21st Century Community Learning Center, an after school program for 120 of the school's lowest performing students as measured by performance on reading and mathematics standardized assessments. 2007-2008 was the fourth year of this program. In addition to providing homework assistance and tutoring and providing students with more opportunities to use MaxSkill and Measuring Up programs, the after school program implemented the 100 Book Challenge, a systemic independent reading program for grades K-12. The 100 Book Challenge has students read a minimum of 15 to 30 minutes a day from grade-level libraries containing 240 real books each from a wide variety of genres, subject areas, and perspectives.

Teaching Methods

In order to accommodate the wide array of individual learning styles found among the student body of PFPCS, the charter school employs a variety of teaching strategies to engage students in the learning process:

- **Cooperative Learning** — Students work together to help each other learn as a means of acquiring skills or information. Students take on different roles: recorder, observer, editor, and researcher.
- **Team Teaching** — Teachers confer formally and informally with other classroom teachers, sharing expertise, experience, and resources in the instructional learning environment. Typically, two colleagues work collaboratively with their classes on a special objective/project.
- **Learning Centers** — Use of specialized stations to enhance student participation in a variety of subject areas. Some examples of stations include computers, writing centers, reading corners, listening stations, hands-on manipulatives, etc. These stations are used to augment existing programs in the classrooms and are excellent independent teaching tools for students who complete work early.
- **Peer Coaching** — Teachers pair proficient students with basic and below basic students within the classroom environment. This is also done on the school-level with the Buddy Read program, in which upper grade students are paired with lower grade students for reading lessons.
- **Project-Based Learning** — In this comprehensive approach to instruction, students participate in projects and practice an interdisciplinary array of skills from math, language art, fine arts, geography, science, and technology.
- **Thematic Units** — Provide a vehicle for organizing instruction around a central idea, topic, or focus. The work is kept in folders, which are easily accessible for students and parents to view. For example, to provide an inter-disciplinary learning opportunity, one kindergarten class has a weekly science theme. When they are practicing writing, the students write on this theme, rather than just free writing. So students concurrently develop language arts and science knowledge.
- **Computer-Based Instruction** — Students have the opportunity to learn at their own pace while receiving continuous feedback while using both the MaxSkill and Study Island test preparation programs.

Strategies for Actively Engaging Students in Learning Process

In addition to the core curriculum explained above and our entrepreneurial program, the PFPCS instructional staff members have implemented a variety of programs to make learning come alive for students — largely through hands-on learning. A sampling of some of our innovative programs from 2007-2008 follows:

- **Philadelphia Reads** — The second grade classes participate in the *Philadelphia Inquirer's* Philadelphia Reads programs. Every Monday after lunch, students go to the *Inquirer* offices, where they are paired with a reading coach for one-on-one reading instruction. Not only does it provide assistance in developing the students' reading skills, but it also provides students with a link to the outside community and gives them exposure to the workplace.
- **Field Trips** — Teachers in all grades put much effort into organizing field trips to complement the school curriculum, to expose students to new experiences, and to provide students with real-life applications to their studies.
- **Monthly Celebrations** — From Black History Month to the holidays, teachers in most grades plan

PFPCS' professional development plan approval letter from PDE (dated October 4, 2005) is attached to this report, which verifies that this plan was valid through the entire 2007-2008 school

year. PFPCS' induction plan approval letter from PDE (dated October 26, 2004) is also attached to this report, which verifies that this plan was valid through the entire 2007-2008 school year.

Rigorous Instructional Program - Attachments

- PFPCS Professional Development Plan Approval Letter
- PFPCS Induction Plan Approval Letter

English Language Learners

During the 2007-2008 school year, PFPCS served two English Language Learner (formerly LEP) students, for whom Persian was their native language (as identified during the Home Language Survey administered to all new enrollees). The school contracted with Dr. Lenetta Raysha Lee, an educational consultant specializing in the ELL programming, to conduct assessments for these students and to provide professional develop to the teachers who would be serving these students. While these two students moved out of the country at the close of the school year, PFPCS recognized that our success in providing expeditious service to these students stemmed from having a detailed ELL plan in place despite the fact that the school had not previously served any ELL students.

A copy of our ELL Plan is attached to this report document. This plan includes all elements of the BEC including statement of program goals, school enrollment procedures, definition of limited English proficiency, assessment procedures and policies, program entry and exit procedures, grading policies, and a listing of resources including agencies and interpreters. It also includes our educational theory and approach, program design, staffing procedures, procedures for communication with parents and community involvement, guidance on special education and the ELL, method of evaluation our ELL plan, and reporting requirements. The ELL Plan will be amended by the Board for the 2008-2009 school year to reflect the new exit guidelines, and this amended policy will be distributed to all instructional staff during the school's week-long pre-service in August 2008.

The purpose of our ELL plan is to increase the English language proficiency of eligible students so that they can attain the statewide academic standards and achieve academic success.

PFPCS is prepared to implement a variety of ESL program models, including pull-out, push-in, and sheltered. To determine which educational approach(es) will be used for individual students, multiple factors are considered. These factors include, but are not limited to, English language proficiency data, other evaluation data that may be available, previous school records, teacher recommendations, parent recommendations, ESL Coordinator input, and CSAP plans.

The PFPCS' ESL program is designed to provide a rich learning environment that is student-centered, developmentally-aligned, and research-based. The program is designed to:

1. Facilitate English language acquisition through communication skills of comprehension, listening, speaking, reading, and writing.
2. Ensure an effective and meaningful participation in regular education.
3. Facilitate the acculturation process in a complex society that is multicultural by exposing students to the customs, traditions, and expectations of their new environment.

A copy of the Accuracy Statement from PFPCS' submission of the LEP-LEA report is also attached.

English Language Learners - Attachments

- PFPCS ELL Plan 2007-2008

- PFPCS LEP-LEA Accuracy Statement Dated March 28, 2008

Graduation Requirements

PFPCS is a K-8 charter school, and, as such, this section is not applicable.

Special Education

PFPCS provides a first class special education program for students with special needs. In 2007-2008, PFPCS served 122 special education students, representing 22.4% of our student population.

PFPCS employs two main models for educating students with special needs: resource room and learning support. Students are placed in the Least Restrictive Environment based on their Individualized Education Program (IEP).

- **Resource Room** — The Resource Room program is designed to provide academic support to students who demonstrate special learning needs. Both push-in and pull-out services are provided. Push-in support occurs when the Special Education Teacher works in a regular education classroom, co-teaching with the regular education teacher. Assistance is provided to any child who may need help successfully meeting the goals of the lesson. Pull-out services are delivered to small groups in the Resource Room setting. Instruction is individualized to meet the needs of each student.
- **Learning Support Classes:** These classes are dedicated special education classes that are full-time “adapted” classes based on the “regular education” model. These are smaller classes (10 students typically) in which special education students are taught by a special education teacher for most of the day but join their peers for electives/specials, homeroom, and lunch.

A copy of PFPCS' discipline policies are attached to this report along with the December 2007 and July 2008 PennData Reports.

Special Education - Attachments

- PFPCS Special Education Policies and Procedures
- PFPCS PennData December 2007
- PFPCS PennData Report July 2008

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Jasmine Mazzola	1.0	Resource Room	PFPCS	21	Grades K-2
Joanne Gleeson	1.0	Resource Room	PFPCS	19	Grades 3-5
Jenny Hoffsmith	1.0	Part-time Learning Support	PFPCS	11	Grades 3-5
Nicole (Devlin) Desher	1.0	Resource Room	PFPCS	16	8th Grade
Maureen Hughes	1.0	Part-time Learning Support	PFPCS	10	Grades K-2; supported by FT

					Spec. Ed. paraprofessional
Stephanie Ruckel/Cynthia Snipes	1.0	Part-time Learning Support	PFPCS	10	Grades 6-8; Ms. Ruckel is HQT in all 4 core content areas; Ms. Snipes served as LT sub for latter half of year when Ms. Ruckel went on maternity leave
Justin Allegra	1.0	Resource Room	PFPCS	20	Grades 6-7

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
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Special Education Program Profile - Chart III

Title	Location	FTE
RaShawn McMillan, Special Education Teaching Assistant (paraprofessional)	PFPCS	1.0
Kristi Tedeschi, Special Education Coordinator	PFPCS	1.0
Lisa Redante, Special Education Administrative Support	PFPCS	0.1

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Pediatric Therapeutic Services	Speech Therapy	36 hours
Pediatric Therapeutic Services	Occupational Therapy	7 hours
B.E.T.A. One, Inc.	Psychological Services	5 hours

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA & PASA Math & Reading	No	No	No	Yes	Yes	Yes
PSSA Writing	No	No	No	No	No	Yes
Terra Nova Math	No	Yes	Yes	No	No	No
Terra Nova Reading	No	Yes	Yes	No	No	No
Terra Nova Language Use	No	Yes	Yes	No	No	No
Terra Nova Vocabulary	No	Yes	Yes	No	No	No
Terra Nova Word Analysis	No	Yes	Yes	No	No	No

Terra Nova Science	No	No	Yes	No	No	No
PSSA Science Test	No	No	No	No	Yes	No

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA & PASA Math & Reading	Yes	Yes	Yes	No	No	No	No
PSSA Writing	No	No	Yes	No	No	No	No
PSSA Science	No	No	Yes	No	No	No	No

Student Assessment

During the 2007-08 school year, the People for People Charter School tested all students in grades 1 through 8 in reading and in grades 2 through 8 in math, again mirroring the School District of Philadelphia’s testing protocol. PFPCS assessed students in grades 1 and 2 in the spring of 2007, in Language Use, Reading, Vocabulary, Word Analysis, Mathematics and Science (grade 2 only) using the TerraNova tests. A copy of our 1st and 2nd grade TerraNova assessment results are attached to this report. These scores indicate that 45.6% of our 1st grade students scored above the national median in reading. Among our 2nd grade students 34.4% scored above the national median in reading, 42.6% scored above the national median in math, and 36% scored above the national median in science. In both grades, our students were strongest in the language assessment and have the greatest room for improvement in the word analysis assessment.

As mentioned in our introduction, PFPCS’ preliminary 2008 AYP file stated that PFPCS did not make AYP in 2008. PFPCS is appealing the 2008 Annual Yearly Progress (AYP) determination because we met all measurable targets, except IEP targets in Math and Reading (by 1.3 and 1.8 PPI points respectively). This small deviation is within the statistical margin of error and, thus, should not be used to detrimentally impact our school’s record of raising student achievement by placing us in the “warning category.” A copy of our AYP data file, although preliminary and pending appeal, is attached to this report.

a.) Using the most recent PSSA/PASA data, any locally developed tests and other data that reflects improved academic performance, describe how the evidence indicates significant improvement or continued strong student performance.

Based on the preliminary AYP results for spring 2008, PFPCS has demonstrated significant growth in math and reading for students overall and in the black and economically disadvantaged subgroups through the Pennsylvania Performance Index (PPI). Overall, 41.9% of our students scored at or above proficiency in math and 33.1% at or above proficiency in reading. This represented a 2.3% reduction in the percentage of students performing below proficient on the math PSSA and a 4.8% decrease in the percentage performing below proficient on the reading. This indicates an improvement in student achievement, although at a smaller rate than in the past two years.

Data Driven Decision Making

As part of the participation in the Promoting Excellence in Philadelphia Schools program, PFPCS supported by the School District of Philadelphia PEPS/TAP facilitators will conduct a thorough analysis of all available assessment data and goal-setting for the upcoming year. This data is used as the basis for the year’s Ongoing Applied Professional Growth (OPAG) for teachers including pre-service, in-service, cluster meetings, and coaching. Rather than the school’s

professional development focusing on the latest educational fad, in 2008-2009 all OPAG will be explicitly respond to identified student needs supported by data.

The school uses the Dibels reading tests in grades K-2 in order to ensure that students are making sufficient progress in reading in the early grades. The school uses the results from the TerraNova and PSSA assessments from the year prior to identify students in need of support. These students are assigned to tutoring and computer learning support in the after school program, and are provided extra assistance by their teachers and, if appropriate, the special education staff.

Additionally, the Study Island PSSA test preparation program used at PFPCS enables the school to compile real-time grade, class, and student level data reports which can be used by teachers to target instruction. While the program has been used primarily for student practice in the past, the PEPS leadership team is working to develop a system of sharing these data reports with classroom teachers and developing instructional strategies based on student needs. Additionally, in 2008-2009 PFPCS will be implementing the 4Sight benchmark assessment, the school's first benchmarking program.. The students will test up to six times during the school year. The data will be instantly gathered and compiled by use of a scanner, allowing us to provide detailed data to teachers within 48 hours of testing. Teachers will use this data to check mastery and to determine Pennsylvania Standards areas that require additional instruction, emphasis and practice as well as to identify students requiring additional academic supports.

Data-driven decision making will be more fully implemented in 2008-09 as PFPCS moves into its second year of the PEPS program. The PEPS leadership team will be able to use the data from the benchmark assessments and other assessments to identify specific topics to be covered during weekly cluster meetings and monthly staff development and to determine in which areas individual teachers require peer mentoring.

b.) Describe the strategies and interventions that are in place to ensure that students who are at-risk of failure, or those not making reasonable progress, are being addressed. What opportunities are they afforded in order to help them succeed? Provide clear evidence that demonstrates how those strategies are proving to be effective in terms of improved academic performance.

In 2007-2008, students who were at-risk of failure based on their academic performance and performance on past reading and mathematics standardized tests, were invited and encouraged to participate in the academic support sessions in the school's 21st Century Community Learning Center after school program. In the 21st Century Center, students received tutoring and computer-assisted learning support and participated in the 100 Book Challenge.

Students in grades K-2 were further identified through the presence of very low DIBELS reading scores. Students with persistent academic achievement problems are referred to the Special Education Coordinator, who conducts a preliminary evaluation to determine whether the students should be considered for special education services.

Previous test score data, DIBELS scores, and teacher recommendations were also used to identify students who would receive additional instructional support through the school's Reading Specialist.

In 2008-2009, as mentioned above, the school will be using the 4Sight benchmarking system to monitor student data in regularly throughout the school year. This data will be used to develop strategies for supporting students at-risk for failure (i.e. specific professional development for teachers, lesson plans linked to specific assessment anchors, coaching teachers in certain instructional techniques) and to provide students with interventions (e.g. referral to the Reading

Specialist, enrollment in after school programming, specific test prep programming, etc.). When students are re-assessed six weeks later with the 4Sight, the school will be able to gage the effectiveness of the strategies and interventions and either continue with effective measures or experiment with different approaches for raising student achievement.

Student Assessment - Attachments

- PFPCS TerraNova Assessment Results Grades 1&2 Spring 2008
- PFPCS Preliminary AYP File Spring 2008

Teacher Evaluation

a.) List the main features of the school's teacher evaluation plan.

In joining the PEPS/TAP program, PFPCS' teacher evaluation plan changed in 2007-08. Teachers are now evaluated using the TAP's rubric, which focuses on the TAP Skills, Knowledge, and Responsibility Teaching Standards including Designing and Planning Instruction Standards (instructional plans, student work, assessment), the Learning Environment Standards (expectations, managing student behavior, environment, respectful culture), and Instruction Standards (standards and objectives, motivating students, presenting content, lesson structure and pacing, activities and materials, questioning, academic feedback, grouping students, teacher content knowledge, teacher knowledge of students, thinking, and problem solving). A full copy of the evaluation rubric is attached to this report.

Since PFPCS just began implementing TAP in 2007-2008, each teacher received one formal and one informal evaluation in 2007-2008. However, beginning 2008-09, teachers will receive four formal evaluations each year along with several informal observations. The formal evaluation (including a pre-conference and post-conference and a teacher self-assessment) uses the entire TAP Evaluation Rubric. Informal evaluations do not need to be pre-announced and can focus on a specific element(s) of the TAP Evaluation Rubric rather than the entire rubric.

b) List entities/individuals who are responsible for teacher and staff evaluation AND indicate whether those individuals have administrative certificates.

Under PEPS/TAP the PEPS administrator (Director of Operations Andre C. Williams), the two master teachers, and four mentor teachers were responsible for staff evaluation. It is not required under PEPS for the evaluators to hold administrative certificates as the idea behind PEPS is to have your teaching peers evaluating you. Presently, PFPCS' Master Teacher, Ms. Nancy Gallagher holds an administrative certificate (Principal K-12).

Additionally, if any teachers are interested in moving from Instructional I to Instructional II certificates, Ms. Gallagher will conduct the required evaluations using the PDE required forms. This PDE evaluation

c) Describe professional development for the evaluators, particularly in the areas of special education and instructional techniques that are unique to the mission of the charter school and support student success.

All PEPS/TAP evaluators have undergone extensive training in 2007-2008, provided by the School District of Philadelphia and the National Institute for Excellence in Teaching. In order to become a Certified TAP Evaluator, our PEPS administrator, master teachers, and mentor teachers were required to participate in a year-long training (including week-long training before and after the school year), complete an allotted number of classroom observation hours, and pass the TAP Certified Evaluator Performance Test.

Additionally, one of the school's Mentor Teachers, and consequently evaluator, is the school's Special Education Coordinator who is a certified special education teacher. By including her in the mentor team/evaluation team, the school ensures that special education expertise is integrated in the school's teacher evaluation plan. PFPCS' administrators also participate in PDE and PA Training and Technical Assistance Network (PaTTAN) trainings, especially in the area of special education.

Teacher Evaluation - Attachment

- TAP Teacher Evaluation Forms

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

There were no changes to the Board of Trustees in 2007-2008 nor to the chief executive officer position, which is held by Mr. Andre Williams, Director of Operations.

However, 2007-2008 did bring about exciting changes in the school's instructional leadership with the introduction of the Promoting Excellence in Philadelphia Schools (PEPS) program at PFPCS. This program creates positions for two Master Teachers and five mentor teachers. In addition to the Director of Operations, the Master Teachers and Mentor Teachers will provide curriculum development, lesson planning, professional development, and instructional mentoring to their teaching peers. Additionally, with Ms. Nancy Gallagher assuming one of the Master Teacher positions for 2007-2008 and 2008-2009, the school gains an experienced classroom teacher (19 years of teaching experience) who is also a Pennsylvania certified Principal K-12 (Administrative certificate).

Board of Trustees

Name of Trustee	Office (if any)
Rev. Herbert H. Lusk, II	Chairman
Deborah Ware	Trustee
Dr. Gregory Allen	Trustee
Denise Bowen	Trustee
Linda Chandler	Trustee
Sidney A. Harrell	Trustee
Bob Strain	Secretary

Professional Development (Governance)

On April 24, 2007, the PFPCS Board of Trustees participated in a governance training session facilitated by Ms. Melanie Burke Reiser of OmniVest Management, LLC. Ms. Reiser is an experienced charter school governance trainer, who has facilitated professional development for schools including the Philadelphia Electrical and Technology Charter High School, Independence Charter School, Souderton Collaborative Charter School, and the Philadelphia Montessori Charter School. The training provided Board members with a review of the legal obligations of the charter school Board including due diligence, Sunshine Law, Public Officials Act, Open Records Law, etc. Board members received a packet of training materials and copies of the above-stated legislation for their future reference. This training is reflected in the Board minutes from April 24, 2007.

Additionally, a representative from PFPCS's administration (Director of Operations) attended the governance training session at the Pennsylvania Coalition of Charter School's Annual Conference (April 27-29, 2008) along with the school's Director of Operations. Information from this training was shared with the Board.

The Board of Trustees and administration are in frequent contact with the school's counsel and management company regarding legal issues including the Ethics Act and Sunshine Law. Representatives from the school's management company attend board meetings as needed, publish Sunshine Notices, ensure completion of Statements of Financial Interest, assist in policy development, review documents, and provide updated information to the Board and administration.

Finally, as 2008-2009 is the 4th year of the school's five year charter and is beginning to think about the reauthorization process -- and given the recent developments in the Philadelphia charter school arena which have exposed instances of school's breaching the Ethics Act as well as July amendments to the charter school law -- Ms. Melanie Burke Reiser of OmniVest Management will again conduct a training session at the August or September 2008 Board meeting. This training will review the amendments to the charter school law, provide a refresher on the legal obligations of the Board (including Ethics Act), detail the renewal process for the School District of Philadelphia, and provide a primer on understanding AYP.

Coordination of the Governance and Management of the School

The Board of Directors functions primarily as a policy-making body, delegating day-to-day administration to the Director of Operations. The board exercises legal power and responsibility for the school. Its roles and responsibilities include: financial development and management, fiduciary oversight, and programmatic oversight. The board is responsible for: coordination of long-range planning and resource development; overseeing and evaluating the work of the principal; setting a framework for the budget process and authorizing the annual budget; approving large resource expenditures, significant changes in program or facility use, and expansion into new program areas; exercising final authority over personnel and faculty issues; and, serving as a court of last resort for resolving complaints.

An affirmative vote of a majority of the members of the board, duly recorded, showing how each member voted, is used in order to take action on the following subjects pertaining to school management: school calendar; adopting textbooks; appointing or dismissing school administrator or staff members; adopting the annual budget; purchasing or selling land; locating new buildings or changing location; creating or increasing indebtedness; adopting courses of study; designating depositories for school funds; entering into major contracts; fixing salaries or compensation of administrator, teachers, or other employees of the charter school; and, entering into contracts with and making appropriations to an intermediate unit or school district for the charter school's proportionate share of the cost of services provided or to be provided by the foregoing entities.

Under the leadership of the Board of Trustees and new PFPCS Director of Operations, PFPCS maintained a collaborative relationship with the school's charter authorizer, the School District of Philadelphia in 2007-2008. Representatives of PFPCS (e.g. Director of Operations, Special Education Coordinator, Master Teacher/Test Coordinator) attended meetings held by the School District of Philadelphia's Office of Charter Schools and by other District offices, including regular Data Group meetings and special education meetings. The school has a history of open communications with the District's Charter School Office and submit required reports and requests for information in a complete, thorough, and expeditious manner. Most notably in 2007-2008, PFPCS was one of the inaugural charter school participants in the School District of Philadelphia's PEPS pilot program (Promoting Excellence in Philadelphia Schools), which represents a four-year collaboration with the District on improving teacher quality and implementing an innovative performance pay system.

Finally, PFPCS' Director of Operations is a Regional Representative of the Pennsylvania Coalition of Charter Schools, an organization that continues to work with the School District of Philadelphia to improve communication between the charters and the District. Recent activities of the Coalition include participation on the District's important Charter School Task Force and an introductory meeting with the District's new Superintendent Dr. Arlene Ackerman.

A list of the Board of Trustees meetings for the 2008-2009 school year are attached as well as the proof of publication of the meetings as required by the Sunshine Act.

Coordination of the Governance and Management of the School - Attachments

- PFPCS 2008-2009 Board of Directors Meeting Schedule
- PFPCS Sunshine Notice for 2008-2009 Board of Directors Meetings

Community and Parent Engagement

As PFPCS was founded by a community economic development organization — People for People, Inc. — ensuring that the community plays an active role in the school's operation has always been of paramount importance to the Board of Trustees. In 2007-2008, community involvement enabled PFPCS to provide parent training, run after school clubs, provide health services to students, recruit highly qualified teachers, support our students with special needs, etc. A sampling of PFPCS' recent community partners follows below:

1. **After School Activities Partnership (ASAP)** — For the past four years, ASAP has provided after school club programming for our students. Ran chess club, Scrabble club, dance and movement club, and healthy cooking club as part of 21st Century Community Learning Center. In 2008-2009, PFPCS is looking to add an environmentally-themed club to its offerings through ASAP.
2. **Americhoice** — Provided assistance with the development and implementation of the PFPCS Wellness Policy.
3. **B.E.T.A. One, Inc.** — Dr. Robbin Alston has an ongoing relationship with People for People, Inc. in the special education program, conducting the psychological evaluations for student IEPs, providing professional development to PFPCS staff, and advising the special education program.
4. **Charter School Nurses Network** — PFPCS participates in this collaborative of charter school nurses for health programming and information sharing.
5. **Children's Hospital of Philadelphia** — Provided asthma education for students and parents.
6. **Children's Literacy Initiative** — Educational partner since 2005-2006, which provided a stronger literacy curriculum to early elementary grades as well as extensive professional development and one-on-one teacher coaching in literacy.
7. **FoodPlay** — Provided an on-site children's play about nutrition for students, which corresponded with USDA's new food pyramid.
8. **The Food Trust** — Supported PFPCS in the development of our Wellness Policy and provided nutrition curricula and professional development for teachers.
9. **Harrison Career Institute** — Nursing students served their practicum at PFPCS, providing scoliosis screening and BMI testing to our students.
10. **Junior Achievement** — Students participated in Exchange City program through the PFPCS Entrepreneurship Class.
11. **Pediatric Therapeutic Services** -- This long-term educational partner of PFPCS, continued to support the delivery of our special education programming, specifically related to speech therapy and occupational therapy.

12. **Pennsylvania Coalition of Charter Schools** — PFPCS participates in this state-wide association of charter schools. Our membership in this organization provides us with current information on charter school legislation and policy, as well as extensive opportunities for professional development and networking. PFPCS served on the Board in 2006-2007.
13. **People for People EARN Center** — Participants in this job-training and placement program, gained valuable work experience while working as volunteers in the charter school's administrative office, maintenance staff, and food service staff.
14. **People for People Credit Union** — Explains banking concepts to 1st, 2nd, and 3rd graders and provides each student in these grades with \$5 to start a savings account, allowing them to have a real-life application for the entrepreneurial education.
15. **Philadelphia College of Optometry** — Partners with school nurse to provide vision screening for students.
16. **Philadelphia Citizens for Children & Youth** — A children's advocacy organization — PCCY works with PFPCS staff to ensure that our parents/guardians are aware of medical insurance, health programs, and City services available to our students.
17. **Philadelphia Eye Institute** — Partnered with the school nurse to provide vision screening for students.
18. **Philadelphia Free Library** — Provided materials related to summer reading for inclusion in summer packets for 21st CCLC parents.
19. **Philadelphia Reads** — Students in 2nd grade participate in the Philadelphia Reads program each Monday, where they are partnered with volunteers from The Philadelphia Inquirer and Philadelphia Daily News to encourage reading and strengthen reading skills. One second grade classroom received \$1,000 in books from this program, and Philadelphia Reads helped the school celebrate Dr. Seuss's birthday.
20. **Project PA** — Project PA, through the Promoting Nutrition and Physical Activity through After School Programs grant program, assisted the 21st Century CCLC after school program in implementing a
21. **St. Christopher's Hospital for Children** — Provided the Ronald McDonald Dental Bus to provide free dental care to students, the Eagles Eye Bus to provide free vision care to students, and professional development to nursing staff on emergency issues in pediatric care.
22. **Salvation Army** — PFPCS has an ongoing partnership with the Salvation Army, whose facilities are used for physical education and after school programming.
23. **School District of Philadelphia** — In 2007-2008, PFCS joined the Promoting Excellence in Philadelphia Schools initiative with the district as part of a national movement in improving teacher quality. Also collaborated to provide student transportation, to implement to new curriculum, to provide professional development, etc.
24. **SEED Policy, Practice, & Research Initiative** — As one of 12 community partner sites nationally, many PFPCS students are provided with \$1,000 seed bank accounts for college education through the Saving for Education, Entrepreneurship, and Downpayment (SEED) program.
25. **Teach for America** — 2007-2008 was PFPCS' second year partnering with Teach for America, which helps PFPCS to recruit highly qualified and trained teachers for our classrooms.
26. **Temple University School of Dentistry** — Partnered with the school nurse to provide dental screening to students.
27. **Urban Family Council** — Provided educational services to students in grades 5-8, presenting lessons on choices and consequences and relationships. Also provided an 6-week Building Family Strengths Program for parents of students participating in the 21st Century Community Learning Center after school program.
28. **WOAR (Women Organized Against Rape)** — Provides three full-day of programming for students as follows: K-2 (good touch vs. bad touch), 3-5 ("Yes, you can say no!"), and 6-8 (sexual harassment).

Parent Engagement:

PFPCS engages parents in the school's activities in a variety of ways. First, a Back to School Night was held in September 2007, parent/teacher conferences were held in the first and second trimesters, and the school sent frequent written communication to parents to keep parents abreast of disciplinary problems, upcoming events, standardized testing, etc. A Parent Teacher Group meets monthly to discuss issues pertaining to the educational program and Title I programs, student life, and fundraising.

For the fourth year, our 21st Century Community Learning Center After School Program included a comprehensive family involvement program in 2007-2008 aimed at strengthening relationships between students and their families and encouraging parents to become more active participants in their child's education. The Urban Family Council facilitated this Building Family Strengths program, an 6-week series of workshops on topics including choices and consequences, anger management, self-esteem, the message kids receive in the media and in hip hop, the various roles a parent plays, etc.

Most importantly, the Board of Trustees includes a voting member who is a parent of a student enrolled in the charter school -- Ms. Denise Bowen. Additionally, Board meetings are open to the public and, in addition to posting meeting date and times in a local newspaper, the meeting dates and times are posted in the charter school's main office so that any parents interested in attending are made aware of upcoming meetings. Finally, when the school is required to develop a specialized board or task force, we make a concerted effort to recruit parent representatives. Currently parents sit on the Advisory Board of the 21st Century Community Learning Center as well as on the Health/Wellness Council which is implementing our Local Wellness Policy.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

In 2007-2008, the PFPCS Board of Trustees did not conduct any major fundraising activities. Smaller, student-driven fundraisers (i.e. pizza kit sales, dress down days, etc.) were conducted throughout the year, the proceeds of which went toward the Student Government-initiated student activities, including a carnival and a field day in spring 2008.

Additionally, PFPCS has a history of aggressively pursuing grant monies to support its educational program. In 2007-2008, PFPCS received \$107,000 to operate its 21st Century Community Learning Center after school program; \$5,200 in Safe and Drug Free Schools funding to support our Urban Family Council student programming; more than \$300,000 through the Promoting Excellence in Philadelphia Schools teacher improvement programming to cover the cost of the school's two new master teachers, classroom release time for our four mentor teachers, salary augmentations for these personnel and other school administrators and support staff, and performance pay for teachers and school personnel; and in-kind professional development and curriculum resources through the Science It's Elementary program.

For the 2008-2009 school year, PFPCS has successfully secured a funding commitment for 90% of the school's telecommunications and Internet services and technology infrastructure maintenance support from the Universal Service Fund's Schools and Libraries Program (formerly E-Rate). This funding is estimated to exceed \$46,000. And, while PFPCS will gradually assume the costs of the PEPS program during the course of the grant, the School District of Philadelphia (as an intermediary of the U.S. Department of Education) will fund 75% of the program costs in 2008-2009.

The school's future fundraising strategy will continue be to encourage student activities programming to be self-supporting through student-directed fundraising and to research and secure grant funding to support the school's major educational initiatives.

Fiscal Solvency Policies

PFPCS has a \$250,000 working capital line of credit with Sovereign Bank, which provides the school with a buffer in the event of unforeseen circumstances such as unscheduled repairs and maintenance, delay in receipt of federal funds, lower than anticipated student enrollment, etc. In 2007-2008, the school had \$25,000 available in this working capital line of credit.

Additionally, the school maintains an on-site Business Manager and an education management company — OmniVest Management, LLC — to provide back-office support and ongoing financial planning services. OmniVest Management prepares monthly financial packets which are shared with the school administration and are presented to the full Board of Trustees at the monthly, public Board meetings. These packets track actual revenues and expenditures versus the budget, to ensure that any abnormalities are recognized and addressed promptly.

Accounting System

PFPCS contracts with OmniVest Management, LLC to provide its back office and fiscal management services. OmniVest ensures that the general ledger structure and account classifications are in accordance with the Pennsylvania Department of Education guidelines. PFPCS also utilizes OmniVest Management, LLC's internal controls and procedures, which include annual and monthly budgeting, cash management, general ledger control, monthly financial reporting, and account reconciliation. The accounting software system used is QuickBooks Premier Accountant Edition 2007. This software is customized with the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools. The school is 100 percent compliant with the Pennsylvania State Chart of Accounts for PA Public Schools. All of the school's financial and budgetary reporting is prepared in accordance with the Generally Accepted Accounting Principles (GAAP) and the applicable standards set by the Government Accounting Standards Board (GASB).

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- PFPCS Preliminary Statements of Revenues, Expenditures, & Fund Balances for FY Ending June 30, 2008

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

The school's Board of Trustees has engaged the audit firm of Larson Allen Weishair and Co., LLP, located at 16 Sentry Park West, Suite 310, Blue Bell, PA. 19422, to conduct our audit for the fiscal year ended June 30, 2008. The audit report for fiscal year ended June 30, 2008 is expected to be completed in October 2008. PFPCS will provide PDE and the School District of Philadelphia with a copy of this audit report immediately upon its completion. A copy of the audit engagement letter is attached to this report.

To date, the most recent audit available is the audit for the fiscal year ending June 30, 2007. This audit was completed on November 16, 2008, and a copy of this document is attached to this report. The "Management's Discussion and Analysis" can be found on pages 3-5 of this document. A summary of audit results includes the following:

- The auditor's reports expressed an unqualified opinion on the financial statements.
- There was one significant deficiency disclosed relating to the audit of the financial statements and reported in the Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters on an Audit of Financial

Statements Performed in Accordance with Government Auditing Standards. The significant deficiency disclosed is considered a material weakness.

- There were no instances of noncompliance material to the financial statements.
- There were no significant deficiencies in internal control over major federal award programs (i.e. Title I — Improving Basic Programs), and the Independent Auditor's Report on compliance for the major federal award programs for PFPCS expresses an unqualified opinion on all major federal programs.
- PFPCS was determined to be a low-risk auditee.

Specifically, the disclosed material weakness related to Adjusting Journal Entries was as follows:

Criteria: Management is responsible for the accuracy and completeness of all financial records and related information. Their responsibilities include adjusting the financial statements to correct material misstatements. Management is responsible for controls over the period-end financial reporting process, including controls over procedures used to enter transaction totals into the general ledger: initiate, authorize, record, and process journal entries into the general ledger; and record recurring and nonrecurring adjustments to the financial statements.

Condition: During the performance of our audit engagement procedures, we noted management had not adjusted all account balances to reflect their appropriate year-end balance. This is a necessary step in ensuring that financial statements are fairly stated. The unrecorded amount was, in our judgment, material to the financial statements. Management subsequently recorded the amount. Since the School's control policies and procedures did not prevent or detect a material misstatement of the financial statements, we concluded there is a material weakness in the School's control policies and procedures required to be reported under professional standards.

Auditor's Recommendation: We recommend that the School work to adjust all account balances to reflect appropriate year-end balances. This process would ideally occur before the year end external audit.

Management Response: Management will evaluate the material audit adjustments for 2007 and will attempt to eliminate as many as possible for 2008.

For the 2007-2008 fiscal year, PFPCS' management company has worked with the school to remediate this issue primarily through process improvement and cost cutting programs.

Additionally, the audit for the fiscal year ending June 30, 2007 revealed that the school's financial statements have been presented on the basis that is a going concern, which contemplates the realization of assets and the satisfaction of liabilities in the course of operations. PFPCS showed a decrease in fund balance of \$358,824 and a decrease in net assets of \$302,824 for the fiscal year ending June 30, 2007. As of that date, PFPCS' government fund's current liabilities exceeded its current assets by \$686,434 and its entity-wide current liabilities exceeded its current assets by \$379,394. The school's management has taken steps to reduce expenditures in 2007-2008 through process improvements and cost cutting programs which were successful.

It is important to note that PFPCS took action to remedy the one instance of noncompliance found in the 2005-2006 audit. Specifically, that audit found that in a review of 40 employee files, four did not contain a current criminal history background check and/or child abuse clearance. PFPCS immediately appointed a new individual to maintain employee files and instituted a rigorous procedure for obtaining and maintaining proper documentation. When a similar audit was conducted in 2006-2007, the files contained all the proper documentation and there was no negative finding.

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

- PFPCS Audit Engagement Letter for Fiscal Year Ending June 30, 2008
- PFPCS Audit for Fiscal Year Ending June 30, 2007

Citations and follow-up actions for any State Audit Report

PFPCS did not undergo a state audit conducted by the Auditor General in 2005-2006, 2006-2007, or, to date, for 2007-2008. In 2007-2008, PFPCS forwarded our Financial Statements and Supplementary Information for the year ended June 30, 2007 to the Commonwealth of Pennsylvania's Office of Budget, Bureau of Audits. We understand that the Auditor General has the right to review expenditures and to audit the expenditures made from state appropriated moneys.

SECTION VII. FACILITY RESPONSIBILITIES

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

The school's modern and new facility is leased from OmniVest Management, LLC on a triple net basis. Furniture, fixtures, curriculum, computers and equipment are purchased from various vendors throughout the United States. Payment is usually on a 30-day basis. In 2007-2008, PFPCS did not make any major capital investments, just routine purchases of computers, fixtures, and equipment and minimal leasehold improvements.

Future Facility Plans and Other Capital Needs

For the fiscal year ended June 30, 2008 and thereafter, the school will utilize its modern school facility located at 800 North Broad Street. Approximately 540 students will be enrolled during these periods. The school has leased a three (3)-classroom/room building immediately adjacent to the main school building at 1421 Carlisle Street. This building will be used for additional administrative needs and for the staff. No capital expenditures are planned other than those which are to repair and maintain the existing facility and those which are to replace worn down classroom furniture, fixtures, and equipment which have all been budgeted in the school's Five-Year Business Plan.

One additional facility development that will affect the PFPCS in future years is the acquisition of a 12,000 square-foot property in 2007-2008 by our partner organization — People for People, Inc. This facility, located one-block away from the charter school, is undergoing a full renovation to transform the facility into a state-of-the-art community recreation center, including a modern gymnasium, athletic resources, dance studio, and computer labs. The PFPCS building does not include a gymnasium or significant capacity for indoor or outdoor physical activity, and, as such, the school is required to lease gymnasium time from the Salvation Army for the school's physical education programming. This represents a significant cost to the school, and, since the Salvation Army is located on the other side of a major thoroughfare (North Broad Street), the school must bus students to the site to ensure their safety. This results in an abbreviated gym period. When the PFP, Inc. recreation center is completed (estimated in August 2009), the school will negotiate a competitive lease for with the site to provide easy access to a significantly more suitable facility for physical education classes, recess during the school-day, and extracurricular athletic programming. This will assist the school in more effectively implementing the physical activity component of its Wellness Policy.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

Safety

In accordance with the Philadelphia Fire Prevention Code, (Chapter 7, Section F-708.1) for High Rise Buildings, fire drills are conducted at least 10 times per year for the charter school located on floors 2 through 6 (in accordance with The School District of Philadelphia Policy and Procedure Number 110.4 and Sections 703.1 & 2 of Chapter 7 of the Philadelphia Fire Prevention Code).

The school follows the foregoing fire evacuation procedures:

- There will be an “all clear” issued, via the public address system to advise persons in the fire drill exits to return their floor upon completion of the drill.
- The date and time of fire drill will always be announced in advance. Every student and employee of the school is instructed as follows: If you hear a fire alarm and there has been no prior notification, you must assume that there is a real fire emergency.
- All fire alarm drills are recorded in a log book with all of the relevant information; date, time of drill, the actual time for evacuation, and any other factors. The Philadelphia Fire Department inspects the log book annually.

In April 2008, PFPCS submitted the PDE-4101 form (Certification of Fulfillment of Fire Drill and School Bus Emergency Evacuation Drill Requirements) to PDE's Division of Subsidy Data and Administration, which attests to our completion of the required fire drills.

Health

The school employs a full-time Licensed Practical Nurse. A Certified School Nurse (CSN) visits the school every week from September through June and signs-off on all health records and advises the school nurse as needed. A medical doctor (MD) is available via on-call for consultations on an as needed basis.

Upon admission to the school, each student is required to submit a physical examination, proof of appropriate immunizations, and dental, audio, and visual screenings. Each student is given an individual file which contains the physical record, copy of immunization records, screening results, pupil medical history, emergency control form, any professional observations, progress notes, problem list with follow up, copy of any nursing care visits, medical administrative release forms, and doctors' prescriptions. Certificates of immunization are kept under separate cover. All student health information is kept in a secured health room in a locked file cabinet, available to the CSN and school nurse. Records are reviewed every month to maintain accuracy.

As part of PFPCS' last renewal process, an external audit company (Mitchell & Titus, LLP) was hired by the School District of Philadelphia to review the school's records and adherence to policies and procedures. As part of this audit, the auditor reviewed 25 student health files (pulled at random) to insure that both health records and immunization records were maintained appropriately; and no exceptions were found.

The Pennsylvania Department of Education's "Request for Reimbursement and Report of School Health Services" for 2007-2008 must be submitted by PFPCS to the Division of School Health in September 30, 2008. At the time of this report's submission, PFPCS had not submitted the 2007-2008 reimbursement form, but evidence of 2006-2007's report submission is attached to this report.

Finally, PFPCS is committed to providing a school environment that promotes and protects children’s health, well-being, and ability to learn by supporting healthy eating and physical activity. As such, Renaissance has developed and implemented a school Wellness Policy. A copy of the letter approving this policy as well as the policy itself are attached to this report.

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

- Request for Reimbursement and Report of School Health Services 2006-2007
- PFPCS Wellness Policy Approval Letter from PDE
- PFPCS Wellness Policy

Current School Insurance Coverage Policies and Programs

For the 2007-2008 school year, PFPCS procured insurance coverage through the insurance brokerage firm, Boardman-Hamilton Company, as follows:

Type of Insurance Coverage	Limit
Educator’s Legal Liability*	\$1,000,000/\$2,000,000
Commercial General Liability**	\$2,000,000
<ul style="list-style-type: none"> • Products-completed operations aggregate • Per Occurrence • Personal & advertising injury • Damage to rented premises (ea. occurrence) • Medical expense (any one person) 	<ul style="list-style-type: none"> • \$2,000,000 • \$1,000,000 • \$1,000,000 • \$300,000 • \$10,000
Automobile Liability	\$1,000,000
Excess Liability/Umbrella	\$5,000,000
Workers Compensation & Employers’ Liability	\$500,000
Fire Legal Liability	\$200,000

*Please note that our Educator’s legal liability coverage includes Directors & Officers Liability, Teachers Professional Liability Employment Practices & Benefits Liability — Claims Made.

**Please note that our Commercial General Liability includes Incidental Medical Malpractice and Limited Liability Coverage for Negligence related to Sexual Abuse and Molestation.

A copy of our 2007-08 ACORD Certificate of Liability Insurance is attached to this report.

Additionally, PFPCS provides its full-time employees and their families with personal health insurance in compliance with 24 P.S. § 17-1724A (d) (i.e. every employee of the school is provided with the same level of health care benefits as the employee would receive if he or she were an employee of the School District of Philadelphia). In 2007-2008, two medical insurance options were available to PFPCS employees a follows:

- **Independence Blue Cross Keystone Health Plan East HMO** — There is \$15 co-pay for primary care physicians and \$30 co-pay for specialists. There is a \$150 per day co-pay for in-patient hospital services for a maximum of 5 days and unlimited inpatient

hospital days. All services are directed by the employee's named primary care physician. There is a prescription card with a \$10 co-pay for generic drugs on the formulary list, \$30 co-pay for brand name drugs on the formulary list and a \$50 co-pay for any drug not on the formulary list. In addition, there is a \$100 vision benefit for glasses or contact lenses once every 24 months.

- Independence Blue Cross Personal Choice Plan** — There is a \$15 co-pay for primary care physicians and a \$30 co-pay for specialists. There is an in-patient hospital services co-pay of \$150 per day for up to a maximum of 5 days and unlimited hospital days. Should the employee desire to use out-of-network physicians, they have that option, subject to a \$500 deductible and 70% co-insurance. The prescription card is identical to that shown above with the Keystone plan. In addition, they have the same \$100 vision benefit for glasses and contact lenses once every 24 months.

Dental coverage was provided with United Concordia.

Current School Insurance Coverage Policies and Programs - Attachment

- PFPCS ACORD Certificate of Liability Insurance 2007-2008

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

At the start of the 2007-2008 school year, PFPCS' professional staff totaled 43 members (27 classroom teachers, 4 specialty teachers, 7 special education teachers, 1 special education coordinator, 1 school counselor, 1 school nurse, and 2 master teachers), 31 of whom returned from the 2006-2007 school year (a 72% retention rate for all professional staff). Of these 43 staff members, 41 were with the school for the entire 2007-2008 school year (including a teacher on maternity leave for the second half of the year) — a 4.7% turnover rate. Of the 44 professional staff members employed at the end of the 2007-2008 school year, we anticipate that 32 will return for the 2008-2009 school year — an anticipated 72.7% retention rate for next year.

The 72% retention rate between 2006-2007 and 2007-2008 and the anticipated retention rate of 72.7% between 2007-2008 and 2008-2009 is evidence that PFPCS' staff retention rate has stabilized to previous levels after the one year of low retention during the school's re-organizational year (i.e. between 2005-2006 and 2006-2007):

	% of Staff Returning From Previous Year
2008-2009	72.7% (projected)
2007-2008	72.0%
2006-2007	52.4%
2005-2006	75.6%
2004-2005	71.0%

The 28% of staff that were not returning members is attributable to the school's efforts to hire certified teachers (i.e. replacing uncertified teachers with certified teachers), the addition of new positions in the school (e.g. Master Teachers, Reading Specialist), and the transient nature of our young staff.

Additionally, our staff turnover rate of 4.7% during the school year was the lowest in five years (the staff turnover rate in 2006-2007 was 9.5%, in 2005-2006 was 12.2%; in 2004-2005 was 15%;

and in 2003-2004 was 19%). Our school leadership, more rigorous hiring practices, tuition assistance program for certified teachers, improved professional development (via PEPS, Science it's Elementary, etc.), and our efforts to close the gap between our salary scale and the School District of Philadelphia's have all contributed to our improved staff stability.

A copy of PFPCS' PDE-414 for 2007-2008 is attached to this report. Please note that the PIMS system replaced the ESPP form for 2007-2008, and, thus, PFPCS was not required to submit the ESPP this year.

Quality of Teaching and Other Staff - Attachment

- PFPCS PDE-414 2007-2008

Student Enrollment

a.) Describe the charter school's student enrollment procedures and policies, including the admissions policy. Describe how all policies and procedures comply with state law. Describe if a lottery was used, how students were placed on a waiting list and how those students were enrolled from the list.

In the admission of students, PFPCS complies with § 17-1723-A of the Charter School Law. Specifically, the charter school is open to all resident children in the Commonwealth of Pennsylvania. If more students apply to the charter school than the number of attendance slots available in a given year, then students are selected on a random basis (a lottery) from a pool of qualified applicants meeting the established eligibility criteria and submitting an application by the our deadline. However, preference is given in enrollment to a child of a parent who has actively participated in the development of the charter school and to siblings of students presently enrolled in the charter school. Also, first preference is given to students who reside within the School District of Philadelphia.

For the 2007-2008 school year, there were more applicants than available seats in the school. On May 11, 2007, the lottery for the 2007-2008 school year was conducted by Ms. Melanie Burke Reiser of OmniVest Management, LLC. All students who had applied by the stated deadline were eligible for the lottery, and the position of students on the waiting list was also determined by a random lottery. As seats opened in the school, enrollment was extended to the highest ranked student on the waiting list.

For the upcoming school year (2008-2009), the number of applicants again exceeded the number of available seats in the school, and, as such, a lottery was conducted on May 6, 2008 by Ms. Reiser of OmniVest Management, LLC.

A copy of PFPCS' Admissions Policy is attached to this report.

- **If Kindergarten or First Grade is offered, provide a description of the admission policy with age requirements.**

For 2007-2008, only students who would be 5 years-old by September 1, 2007 were considered for enrollment in the school.

- **Provide an enrollment history for the past year, by grade level, including the number of students initially enrolled, number dropped, and number added. For students who transferred out, indicate the school(s) to which they transferred, if known.**

	INITIAL ENROLLMENT	WITHDRAWAL	ADDED	YEAR-END ENROLLMENT
K	56	5	12	63
1	61	9	5	57
2	64	3	5	66
3	56	6	13	63
4	63	4	5	64
5	56	4	7	59
6	60	4	7	63
7	50	6	11	55
8	58	7	1	52
TOTAL	524	48	66	542

- **Provide the number of students who completed the 2007-2008 year who are currently enrolled to return in September.**

Of the 490 students in grades K-7 who were enrolled in the school at the close of the 2007-2008 school year, 463 (94.5%) are presently enrolled to return in September.

- **Provide numbers of students who were required to leave the school (expulsions, other), and the numbers who left voluntarily.**

Four students were required to leave the school in 2007-2008 (i.e. were expelled). The remaining 44 left voluntarily.

b.) Discuss any trends in enrollment including student turnover and retention data. Drawing upon exit interviews and other sources, explain why students choose to, or not to, return to the school. If the school is under-or over-enrolled based on the charter, provide an explanation.

PFPCS has a traditionally high student retention rate —95% of students who were enrolled at the close of the 2002-2003 school year enrolled in 2003-2004; 97.5% of students who completed the 2003-2004 year enrolled in 2004-2005; 97.8% of the students enrolled at the close of the 2004-2005 school year re-enrolled for the 2005-2006 school year; 98.5% of students who were enrolled at the close of the 2005-2006 reenrolled for the upcoming school year; and 94.7% of students enrolled at the close of the 2006-2007 school year reenrolled for 2007-2008. Our currently re-enrolled students for the upcoming school year is similarly high, with 94.4% scheduled to return in September 2008.

Additionally, a recent trend is a stabilization of our student population during the school year. PFPCS' student turnover rate for 2007-2008 was 9.2%, representing a decrease over the past two years which were 11.8% in 2006-2007 and 18.7% in 2005-2006.

Student Enrollment - Attachment

- PFPCS Admissions Policy

Transportation

The school owns and operates four (4) 72- passenger school buses and one (1) 28-passenger bus and contracts with the SDP for five (5) additional school buses. With the aid of the Philadelphia School District, PFPCS provides bus service to all students who qualify. Kindergarten students are not eligible for transportation, and parents must make other arrangements. Students in grades 6-8 who live outside the qualifying radius, receive free SEPTA transpasses.

Of the 122 students with disabilities served at PFPCS in 2007-2008, none required transportation as a related service in their IEPs. PFPCS understands that any student who receives special education services is entitled to transportation to and from school and to school related activities if his/her IEP Team (which includes the parents) determines that a specialized transportation is necessary as part of the child's free and appropriate public education (FAPE). If an IEP lists a specific type of transportation as a "related service" in a student's IEP, PFPCS will provide this service at the school's expense. When PFPCS' special education services were last audited by PDE's Bureau of Special Education, no fault was found with our transportation accommodations.

Finally, as an added feature of our transportation program, PFPCS uses our privately owned buses to provide door-to-door transportation to students participating in our 21st Century Community Learning Center After School Program, Summer School, and our Extended School Year program.

Food Service Program

PFPCS participates in the National School Lunch Program (NSLP), which provides free and reduced lunch, breakfast, and snack to our students. The percentage of students from low-income families whom are eligible for free and reduced lunch and participated in this program in 2007-2008 was 84.2%. All of our meals are prepared by an in-house food service staff consisting of a Food Service Manager and six food service staff members. Additionally, the school uses a six-week rotating menu, which increases the effectiveness in ordering food and supplies. It also allows the school to accurately identify the nutritional value of the meals served and keep in compliance with the nutritional regulations set forth by the NSLP. On May 10, 2007, the Pennsylvania Department of Education conducted a nutritional review of our lunch program (i.e. SMI Review), which found our food service program in compliance with the Department's strict nutritional guidelines. PFPCS did not have any corrective actions from this review.

Student Conduct

PFPCS believes that promoting a safe and secure school environment is a partnership in responsibility. As such, PFPCS is committed to respecting the rights of others. Rules governing discipline and conduct are written so that parents, students, teachers and administrators know what is required of students. Parents, teachers, staff, school administrators and the Board of Trustees are responsible for helping students develop self-discipline. By working together under clearly stated and consistently enforced regulations, we can administer firm and fair discipline practices.

BELIEFS

The following beliefs guided the development of the Student Code of Conduct:

- The school must be safe and secure for students and staff.
- Students have rights and responsibilities in the learning environment of the school.
- The school is for instruction and learning, and anything that distracts from that process must be dealt with by school officials.
- Students and their parents should be knowledgeable of school and classroom rules.
- Students have a responsibility to exercise self-control over their own behavior.

- The responsibility for discipline is shared among students, school personnel, the Board of Trustees and parents.
- Students who violate school and classroom rules must be afforded their rights to due process, which are procedurally, morally and legally fair and correct.
- Students who violate classroom rules should be assigned disciplinary measures with the purpose of correcting their behavior.
- Disciplinary measures should be progressive and preventative, unless the safety of students is an issue.
- Disciplinary measures should be firm, fair and consistent
- The disciplinary measures of the school should be a problem solving process and should focus on the causes of the infraction.
- The assigning of disciplinary measures should be commensurate with the circumstances.

EXPECTATIONS FOR STUDENT BEHAVIOR

We expect all students to:

Listen and follow directions — This means that students:

- Don't talk when others are talking
- Actively listen (age appropriate)
- Stay on task on classroom assignments
- Ask questions if they don't understand something

Come to school prepared to learn — This means that students:

- Do their homework every night
- Bring correct materials to school
- Come to school on time and stay for the entire day
- Are present 95% of the school year
- Wear their school uniform everyday
- Don't use electronic games, beepers or cell phones during school hours
- Take off all outer garments when inside the school building

Treat others as we would like to be treated — This means that students:

- Do not touch other students
- Do not touch things that belong to others unless given permission
- Do not curse or speak disrespectfully to adults and peers

Respect our environment — This means that students:

- Do not draw on or deface school property
- Clean up after themselves
- Only eat in designated areas
- Do not display items that contain vulgar or inappropriate language

Try our hardest — This means that students:

- Know that it's okay to make mistakes
- Ask others for help
- Complete every assignment to the best of their ability

DISCIPLINARY PROCESS

PFPCS' disciplinary process was developed with the assistance of its legal counsel to ensure compliance with Chapters 12 and 13 of the Public School Code. Specific attention has been given to ensuring due process for special education and regular education students facing suspension of 4-10 days or expulsion. Our due process procedures follow below:

Due Process for Informal Suspension Hearings

In suspensions of four to ten days at PFPCS, parents and students have the right to an informal hearing. The informal hearing is meant to encourage the student's parents/guardians to meet with the CEO or his designee to discuss ways by which future offenses can be avoided.

The steps below are followed to ensure due process:

- The student and the parent/guardian are notified in writing the reasons for the suspension.
- Parents are provided with sufficient notice of the time and place of the informal hearing.
- Students have the right to question any witnesses present at the hearing, and has the right to speak and produce witnesses on his/her own behalf.
- The informal hearing is held within the first 5 days of the suspension.

Due Process Expulsion Procedures

A Board decision is required to expel a student. Expulsion is exclusion from school for more than 10 days. All expulsions require a prior formal hearing. During the period prior to the hearing and decision of the Board of Trustees in an expulsion case, the student, unless on suspension, shall be placed in his normal class except; if it is determined after an informal hearing that a student's presence in his normal class would constitute a threat to the health, safety, morals, or welfare of others and if it not possible to hold a formal hearing within the period of a suspension, the student may be excluded from school for more than 10 school days, if the formal hearing is not unreasonably delayed.

The steps below are followed to ensure due process:

- Notification of the charges will be sent to the student's parents/guardian by certified mail.
- Parents will be provided with sufficient notice of the time and place of the hearing.
- The hearing will be held in private unless the student or parent requests a public hearing.
- The student will have the right to be represented by counsel.
- The student will have the right to be notified of the names of the witnesses against the student, and copies of the statements and affidavits, if any, of those witnesses.
- The student will have the right to request that any such witnesses appear in person and answer questions or be cross-examined.
- The student will have the right to testify and present witnesses on his own behalf.
- A record will be kept of the hearing, either by stenographer or by tape recorder.
- The proceeding will be held with all reasonable speed.
- In the event the student is dissatisfied with the results of the hearing, an appeal may be filed in accordance with the Local Agency Law to the Court of Common Pleas within thirty (30) days of receipt of the Adjudication. If it is alleged that a constitutional issue is involved, the student may be able to file a claim for relief in the Federal District Court. The student and their parents/guardian will be apprised of these rights.

Description of the Due Process Hearing

At the beginning of the hearing, a duly authorized committee of the Board, or a duly qualified hearing examiner, who need not be a member of the Board, but whose adjudication must be approved by the Board (herein called Hearing Officer) shall inform the student and the student's representative(s) that:

The School's and the student's representatives shall have the right to examine and cross-examine witnesses; the student has the privilege against self-incrimination, but that if the student does testify, he/she shall be subject to cross examination; the charter school has the burden of proving the charges by a preponderance of credible evidence; a transcript of the proceedings shall be maintained and made available to the student's representative upon request; and the hearing shall be private or open to the public, as determined by the student's representative.

The person conducting the hearing shall not have intimate knowledge of the details of the charges to assure an impartial, unbiased hearing of the case.

The Hearing Officer shall inform the parties that:

- The case will proceed by having the school present its evidence through witnesses and other evidence first;
- The school's witnesses shall be subject to cross-examination by the student's representative; and
- The student will then have the opportunity to present witnesses on his/her behalf, subject to cross-examination by the school's representative.

Following the conclusion of the testimony and the introduction of other evidence matters, the parties shall be afforded the opportunity to present oral arguments to the Hearing Officer indicating the reasons why the charges should be sustained or dismissed. The Hearing Officer shall then reach findings of fact upon the charges.

In the event that one or more of the charges is sustained, the Hearing Officer shall then entertain statements from the parties regarding the appropriate penalty outcome. In the event that the parent and/or the student, in an appropriate case, have been served with a copy of the student's past disciplinary anecdotal record in a timely fashion, for consideration at the hearing, such record may be considered by the Hearing Officer in determining an appropriate penalty. The incidents contained within the past anecdotal record shall be subject to proof to the extent that they are denied by the student, as expressed by the student's representative.

The Hearing Officer, upon the conclusion of the portion of the proceeding dealing with penalty determinations, shall make findings of fact and penalty recommendations, if any, to the person or body which designated him/her immediately upon the conclusion of the long-term suspension hearing.

The Board shall make its own findings of fact and penalty decision, by adopting those of the designated Hearing Officer, where applicable, in whole or in part, or by reaching independent findings of fact and penalty determinations. This process shall be concluded at an open public board meeting, reasonable notice of which shall be provided to the parent prior to the meeting.

The Board's decision (Adjudication) will be communicated to the parent within five days of the Board meeting.

DISCIPLINE OF SPECIAL EDUCATION STUDENTS

Please note that all students are expected to abide by the PFPCS Code of Conduct. And, in accordance with Pennsylvania law, all students at PFPCS (including special education students)

are protected by due process procedures regarding disciplinary exclusions. However, PFPCS first determines, when considering a disciplinary exclusion of any student, whether the student is an eligible student under 22 Pa. Code Section 14.1. If the student is an eligible student, then PFPCS determines whether the disciplinary exclusion being contemplated is a change in educational placement. If we determine that the disciplinary exclusion being contemplated does constitute a change in educational placement, PFPCS follows the requirements of 22 Pa. Code Chapters 14 and 342 and IDEA 2004, including requirements for manifestation determinations, functional behavior assessments, and positive behavior support plans.

b.) Provide the number of suspensions and expulsions by student. [Example: 12 students were involved in 21 suspension incidents and 1 student was expelled.]

In 2007-2008, 226 students were involved in 332 suspension incidents and four students were expelled. Per our charter with the School District of Philadelphia, we are attaching a list of the students who were expelled, which includes their grade levels and addresses.

Additionally, we are attaching a copy of the 2007-2008 Violence & Weapons, Suspension, Expulsion, and Truancy reports submitted to PDE through the safe schools reporting site.

Student Conduct - Attachments

- PFPCS Discipline Policies
- Listing of Student Expulsions 2007-2008
- PFPCS PDE 360 School Safety Report 2007-2008

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2008

The People for People CS within Philadelphia IU 26 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
2008 - 2009 Annual Report for Pennsylvania Charter Schools

Date

Verify that all DATA reports to PDE are complete

YES _____ **NO** _____

SIGNATURE PAGE

Identify the charter school's Chief Executive Officer.

Name Andre C. Williams

Title Director of Operations

Phone 215-763-7060

Fax 215-763-6210

E-mail acwilliams@pfpcs.org

Signature of the Chief Executive Officer and Date

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

Name Herbert H. Lusk, II

Title Chairman, Board of Trustees

Phone 215-235-2340

Fax 215-235-8345

E-mail hhl32@peopleforpeople.org

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name Kristi Tedeschi

Title Special Education Coordinator

Phone 215-763-7060

Fax 215-763-6210

E-mail kristilee44@aol.com

Signature of the Special Education Contact Person and Date

Signature Page

Signature Page - Attachment

- PFPCS Assurance for the Operation of Charter School Programs and Services & Annual Report Signature Sheet 2007-2008