
Pennsylvania Department of Education



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

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

Charter School: Tuscarora Blended Learning CS

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SECTION I. EXECUTIVE SUMMARY

Organization Description

The TBLCS serves students throughout central Pennsylvania. Most of the students come from districts that are small, poor, and rural. The 2006-2007 overall population of the TBLCS was over 220 students. In 2007, 62 students graduated from the Tuscarora Blended Learning Charter School. The mission of the Tuscarora Blended Learning Charter School is to enhance and expand traditional educational opportunities by offerings students, through a blended classroom, a comprehensive education program that prepares them for their future in this new century. The term “blended classroom” is used to mean the delivery of instruction through a variety of learning methods: traditional, distance learning, correspondence, experiential, virtual and other ways in which learning is proven to take place.

The Tuscarora Blended Learning Charter School has created a regional blended school that offers a comprehensive educational program, setting the standards for today’s educational environment. This innovative program, developed through collective expertise, with consideration for parental choice, actively engages the learner through individualized programming as appropriate instruction, thus enhancing student achievement. All activity focuses on the student and the learning style of that student. The curriculum of the student centers on authentic, meaningful activities which engages and encourages active learning.

In our mission statement, the TBLCS believes that learning takes place through several different methods; traditional, distance learning, correspondence, experiential, and virtual. The TBLCS students are able to return to their local districts for classes that are best suited to be taught in a traditional classroom. In addition this experience gives

the students social skills that they would be unable to obtain without a close tie to the local school districts and their students.

Teaching a student through a blended curriculum is by far the greatest strength of the TBLCS. To engage students in meaningful, interactive work that is individualized for every student is not only the greatest strength but is also its greatest challenge. To properly placed students at their correct level and then design an individual educational plan for each student requires a great deal of time and patience on behalf of both the students and the TBLCS staff. TBLCS is convinced that this is the future of education for all students.

Core Purpose

Mission

The mission of the Tuscarora Blended Learning Charter School is to enhance and expand traditional educational opportunities by offering students, through a blended classroom, a comprehensive education program that prepares them for their futures in this new century. The term "blended classroom" is used to mean the delivery of instruction through a variety of learning methods, traditional, distance learning, correspondence, experiential, eLearning, and other ways in which learning is proven to take place.

Vision

The vision of the Tuscarora Blended Learning Charter School is to create a regional charter school that offers a comprehensive education program, setting the standard for today's educational environment. This innovative program, developed through collective expertise, with consideration for parental choice, actively engages the learner in individualized, appropriate instruction thus enhancing student achievement.

Shared Values

The Tuscarora Blended Learning Charter School has identified several major shared values including the importance of individualized education plans for every student, the critical importance of real world experience in every student's education, the importance of learning, creation of lifelong learners, and project based education focusing on student interests. We are a research based school and our values reflect the values of progressive educators over the last hundred years based on principles originally developed and clarified by John Dewey.

The Tuscarora Blended Learning Charter School developed these shared values with major input from teachers, parents and our students in a cooperative setting.

Academic Standards

The Tuscarora Blended Learning Charter School addresses the Pennsylvania content standards by developing and creating curriculum based on five learning goals for each student. These goals are organized to meet the developmental and academic needs of students, on an individual level that promotes self-confidence and life-long learning.

High school graduates must know how to reason, problem-solve and be cooperative members of the community. At the TBLCS, there is no canon of information that all students must know. In a world where information doubles every couple of years, the most important thing a student needs to know is how to learn.

There are five basic Learning Goal areas:

- Empirical Reasoning
- Quantitative Reasoning
- Communication

- Social Reasoning
- Personal Qualities

Each area focuses on an aspect of reasoning or community behavior.

1. How do I prove it? - Empirical Reasoning

This goal is to think like a scientist: to use empirical evidence and a logical process to make decisions and to evaluate hypotheses. It does not reflect specific science content material, but instead can incorporate ideas from physics to sociology to art theory.

- What idea do I want to test? (essential question)
- What has other research shown?
- What is my hypothesis? How can I test it?
- What information (data) do I need to collect?
- How will I collect the information?
- What will I use as a control in my research?
- How good is my information?
- What are the results of my research?
- What error do I have?
- What conclusions can I draw from my research?
- How will I present my results?

2. How do I measure, compare or represent it? - Quantitative Reasoning

This goal is to think like a mathematician: to understand numbers, to analyze uncertainty, to comprehend the properties of shapes, and to study how things change over time.

- How can I use numbers to evaluate my hypothesis?
- What numerical information can I collect about this?
- Can I estimate this quantity?
- How can I represent this information as a formula or diagram?
- How can I interpret this formula or graph?

- How can I measure its shape or structure?
- What trends do I see? How does this change over time?
- What predictions can I make?
- Can I show a correlation?

3. How do I take in and express ideas? - Communication

This goal is to be a great communicator: to understand your audience, to write, read, speak and listen well, to use technology and artistic expression to communicate, and to be exposed to another language.

- How can I write about it?
- What is the main idea I want to get across (thesis)?
- Who is my audience?
- What can I read about it?
- Who can I listen to about it?
- How can I speak about it?
- How can technology help me to express it?
- How can I express it creatively?
- How can I express it in another language?

4. What are other people's perspectives on this? - Social Reasoning

This goal is to think like an historian or anthropologist: to see diverse perspectives, to understand social issues, to explore ethics, and to look at issues historically.

- How do diverse communities view this?
- How does this issue affect different communities?
- Who cares about this? To whom is it important?
- What is the history of this? How has this issue changed over time?
- Who benefits and who is harmed through this issue?
- What do people believe about this?

- What social systems are in place around this?
- What are the ethical questions behind this?
- What do I think should be done about this?
- What can I do?

5. What do I bring to this process? - Personal Qualities

This goal is to be the best you can be: to demonstrate respect, responsibility, organization, leadership, time management, and to reflect on your abilities and strive for improvement.

- How can I demonstrate respect?
- How can I empathize more with others?
- How can I strengthen my health and well-being?
- How can I communicate honestly about this?
- How can I be responsible for this?
- How can I persevere at this?
- How can I better organize my work?
- How can I better manage my time?
- How can I be more self-aware?
- How can I take on more of a leadership role?
- How can I work cooperatively with others?
- How can I enhance my community through this?

Student's Role:

The student is expected to reflect on his or her strengths and gaps and seek new challenges. A student works on the Learning Goals through projects around his or her passion. The student is expected to do significant, deep work around each Learning Goal prior to the end of 10th grade (the Gateway exhibition) and before the end of 12th grade (graduation). The student should keep an updated transcript that gives an overview of the work he or she has done in each area.

Advisor's/Teacher's Role:

The advisor looks at the big picture of each student's work and learning. The advisor makes sure that the student is being challenged to do academically rigorous project work that incorporates the Learning Goals.

The advisor helps the student find a balance between working on areas where the student is most passionate and motivated, and areas that may be challenging or frustrating. The advisor helps explain the Learning Goals to students, parents and mentors and helps the Learning Plan team create well-rounded Learning Plans.

Parent's Role:

The parent gives feedback on the student's strengths and needs at the Learning Plan meeting. The parent also helps the team create well-rounded Learning Plans. The parent talks about the student's behavior, goals and interests, giving the advisor greater insight into how to support the student.

Principal's Role:

The principal provides ongoing support and training for advisors to increase their understanding and use of Learning Goals in projects and assessments. The principal fosters a sense of high expectations for academic vigor in students' projects and Learning Plans.

Strengths and Challenges

The primary strengths of the Tuscarora Blended Learning Charter School are related to student motivation and related achievement improvements. A majority of our students enroll in our school because of academic performance or behavioral issues they faced in their previous schools. We address these issues directly in two significant ways seeking to develop an educational plan related to individual student interests and addressing student personal responsibility for learning as the sole path to becoming a lifelong learner.

Our weaknesses are in areas related to delivering basic skills quickly to older students who come to us lacking these skills. We are constantly seeking new alternatives to deliver this type of instruction within the progressive model we know is critical to student motivation and consequent academic success. Without motivation of a personal nature success just does not occur.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

The Strategic Planning Process utilized by our Charter School was an inclusive and dynamic one. We invited group of parents and students to review our mission and vision statements in the context of their experience at TBLCS. With their input we then had retreat for all staff with the specific mission of reviewing the year's performance including AYP data and placing it in the context of our mission. Main aspects of our overall strategic plan were then addressed in an informal and formal process. A draft strategic plan was developed and discussed with our board of directors. Only after all these tasks were accomplished did the identified formal strategic planning committee begin actually formalizing the plan.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Christie Holderman	TBLCS	Administrator	Meredith Hendershot
Dawn Shields	TBLCS	Ed Specialist - Instructional Technology	Meredith Hendershot
Harry Tomlin	TBLCS	Secondary School Teacher	Meredith Hendershot
Meredith Hendershot	TBLCS	Administrator	Meredith Hendershot
Tony Payne	TBLCS	Administrator	Meredith Hendershot

Goals, Strategies and Activities

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

The Tuscarora Blended Learning Charter School addresses the Pennsylvania content standards by developing and creating curriculum based on five learning goals for each student. These goals are organized to meet the developmental and academic needs of students, on an individual level that promotes self-confidence and life-long learning.

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Principal's Role:

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English Language Learners

Our mission is to provide students with limited knowledge of English language instruction and academic support until they acquire the level of English proficiency necessary to participate fully in grade level classes. We also seek to facilitate their instruction to Anglo culture and cultivate appreciation of their cultural background within the local school community.

Overview of K-12 ESL Program:

The K-12 English as a Second Language (ESL) Program will provide initial assessments and instruction for students who are learning English when they enroll in the LEA public schools. Instruction will be provided to English Language Learner (ELL) students with limited English proficiency until they are proficient enough to participate fully in grade-level classes. The program also facilitates the students' introduction to Anglo schools and culture. Students will generally receive between two and eight hours of instruction a week, depending on proficiency and grade level. Instruction will be conducted in English and students will generally be grouped when close in age and proficiency.

Graduation Requirements

The high school diploma awarded by Tuscarora Blended Learning Charter School represents a high standard of quality in curriculum content, instruction, and student learning, and should be maintained as a document that reflects substantial effort by the student and the school district in preparation for the world of work or higher education.

Individual programs are established for students. It shall be the joint responsibility of each school, student, and parent to give careful attention to the educational and career goals of the student.

Study course requirements stated are definitive. An individual school may not impose course requirements beyond those stated as a condition of graduation from high school. It should be noted, however, that successful completion of the International Baccalaureate Program fulfills the graduation requirements for a Pennsylvania Public Schools diploma.

The principal may waive a given requirement if, in the principal's judgment, it is determined to be in the best educational interest of the student.

The rigorous nature of the TBLCS academic program is fostered through a unique and personalized assessment program. Student Advisors continuously monitor the progress of their students based on specific learning goals individual to each student established at the beginning of the academic year. These goals are detailed in student learning plans and reviewed quarterly in a formal narrative which addresses progress for each of the five learning goals. In addition to the quarterly, formal narratives Student Advisors monitor student performance and accomplishment of established project based learning objectives.

TBLCS has a system of formal gateways which are assessment steps each student must achieve before moving on to higher level learning stages within the school. These formal assessments measure student ability and achievement of learning goals which will enable students to move to the next level within the school's academic program. The first assessment occurs after fifth grade. A second formal assessment and demonstration of skills occurs upon completion of 8th grade and the final and most critical assessment is the transition from tenth grade to the upper level experiential learning and college preparatory program in which all students must participate.

A high school diploma from Tuscarora Blended Learning Charter School certifies that a student has completed a graduation project as defined by the Tuscarora Blended Learning Charter School and fulfilled all graduation requirements in one or a combination of the following blended learning techniques:

- Traditional Learning
- Experiential Learning
- Online/Distance Learning.

A student's course of study is not reflected in a differentiated diploma, but rather in the student's transcript. Every student diploma will state, "This diploma is reflective of the student's course of study as recorded on an official transcript."

Special Education

The Tuscarora Blended Learning Charter School has a unique approach to provision of special education services. We believe one on one instruction is most effective for all students and stress this belief in our special education services. Also our unique approach focusing on student interests is a perfect fit for our special education students. Our regular ed and special ed teachers work closely to meet iep needs. All teachers basically do IEPs for all students the major difference for our special ed students involves details of formal reporting and monitoring which is more structured for the special ed student.

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
holly feese	1.0	learning/emotional support	tblcs	24	n/a
kathleen durst	1.0	learning/emotional support	tblcs	15	n/a
tara ulrich	1.0	learning/emotional support	tblcs	20	n/a
zach smith	1.0	learning/emotional support	tblcs	15	n/a

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
IU 11	.05	vision support	tblcs	2	n/a
phil wilson	.05	school psychologist	tblcs	18	n/a
IU 11	.05	occupational	tblcs	4	n/a
IU 11	.05	physical therapy	tblcs	4	n/a

Special Education Program Profile - Chart III

Title	Location	FTE
n/a	n/a	n/a

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
n/a	n/a	n/a

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
pssa	No	No	No	Yes	Yes	Yes
pasa	No	No	No	Yes	Yes	Yes
local	No	Yes	Yes	Yes	Yes	Yes

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
pssa	Yes	No	Yes	No	No	Yes	No
pasa	Yes	No	Yes	No	No	Yes	No
local	Yes	Yes	Yes	Yes	Yes	Yes	No

Student Assessment

As a relatively new charter school we have relied on state assessments to monitor student progress. We also believe that additional standardized testing should be kept to the minimum possible due to its research based harmful impact on student motivation, behavior, and learning. We are using multiple individualized assessments including woodcock johnson and compass learning assessments to individualize instruction for all students.

In the 07/08 school year we plan to use several assessment tools specifically to identify student math weaknesses. Math was an area we have identified based on PSSA results which requires the most immediate and pressing remediation for a significant number of our students.

Teacher Evaluation

The Tuscarora Blended Learning Charter School evaluates teachers twice yearly but also provides ongoing support and assistance for all teachers. Evaluations are based on formal observations and informal ongoing evaluation by the principal. Our principal, dean of students and special ed supervisor all have advanced training in teacher evaluation and are either certified as principals or completing such certification.

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

There were no significant leadership changes in the school this year

Board of Trustees

Name of Trustee	Office (if any)
Dr Julia M Cigola	president
Dr. Ken Albaugh	member
Ralph Scott	Secretary
Janet Miller	recording secretary
James Estep	assistant treasurer
Lisa Watson	Treasurer
Richard Daubert	executive director
M. Anthony Payne	CEO
Jill Adams	member
Dr. Tracy Hinish	member
James Foster	Vice President
Sandi Dinardi	member
Grant Stiffler	member

Dr. Merrill Arnold	member
James Himes	solicitor

Professional Development (Governance)

The Tuscarora Blended Learning Charter School has the unique distinction of having superintendents of chartering school districts and IU # 11 cabinet members as the Board of Trustees for the school. Therefore, professional development is conducted via the home school districts at their local governance meetings.

Coordination of the Governance and Management of the School

The Board of Trustees governs and manages the TBLCS through monthly meetings and special sessions if required. The daily operations of the school are handled by the administrative staff and the CEO. The Board of Trustees' has an excellent working relationship with the chartering schools of the TBLCS. One of the unique designs of the TBLCS is that the board is comprised of the superintendents from the chartering school districts, along with the cabinet members of the Tuscarora Intermediate Unit #11. Monthly contact and communication is certain.

Community and Parent Engagement

On-going efforts for parents and community partnerships continue to grow as the TBLCS grows. The establishment of the PTO has been a great accomplishment, along with the planning of school-wide gatherings. We believe that parental involvement is the key to create life-long learners.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

No fund raisers were performed nor are any planned.

Fiscal Solvency Policies

Currently TBLCS has a management agreement with the Tuscarora Intermediate Unit under which we are an umbrella organization therefore falling under their fiscal solvency system.

Accounting System

A computerized fund accounting system is maintained that is in compliance with PDE's Chart of Accounts. The software vendor is Central Susquehanna IU #16, which provides software and support service to many Pennsylvania LEA's. All reporting will be in conformity with GAAP.

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Fiscal Information

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

Young, Oakes Brown and Company PC
Year Ended June 30, 2006

"In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and major fund information of the TBLCS, Inc. as of June 30, 2006, and the respective changes in financial position for the year then ended in conformity with accounting principles generally accepted in the United States of America."

Citations and follow-up actions for any State Audit Report

no citations and follow-up actions required

SECTION VII. FACILITY RESPONSIBILITIES

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

The Tuscarora Blended Learning Charter School relocated at the beginning of the school year to a renovated building approved by our board of directors in the 05/06 school year. The facility is located at 101 south 5th street Huntingdon Pa. The building consists of six classrooms office space for administrators, a work area for advisors and a large 2500 sq ft community room auditorium. Furnishings acquired were standard in nature of every effort was made to use furnishings and equipment already acquired by the TBLCS. The building was designed with up to date standards in areas of HVAC, data wiring and health and safety codes.

Future Facility Plans and Other Capital Needs

The school has no major facility plans at this point based on completion of our relocation efforts.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

Upon entrance into the TBLCS, all health records and immunizations forms are mandatory documents that each student must have completed. These records are kept separately from the general files and updated regularly. These health forms are part of the checklist that must be completed in order for students to comply with the state requirements. We conduct fire drills in accordance with the state fire code.

We have hired a part-time LPN and RN. We do all health screenings in accordance with state and federal law. We have instituted quarterly mailings and developed brochures to increase parent and student awareness.

Current School Insurance Coverage Policies and Programs

Professional liability policy effective 1/1/07 to 1/1/08

Workers compensation policy effective 8/05/06 to 8/05/07 being renewed for new year

General liability insurance is applied for based on the new location for the charter school classroom

Health insurance is provided for all teachers through BlueCross BlueShield.

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

As we continue to grow as a school, TBLCS was able to hire a full-time speech therapist and created a new position entitled Dean of Students. At this time, we have 1 Principal, 1 Dean of Student and 1 administrative assistant employed by the TIU #11 serving the Tuscarora Blended Learning Charter School. In addition, we have 4 full-time special education teachers, 1 ½ time technology coordinator, 1.5 math teacher, 1 science, 2 social studies, 3 English teachers, 1 speech and language professional, and 1 elementary teacher. During the school year, we lost and replaced one social studies teacher. All current teachers are returning for the 2007-2008 school year. We have also have a part-time RN and part-time LPN that serves as an administrative assistant.

Student Enrollment

The Tuscarora Blended Learning Charter School (TBLCS) will have three enrollment periods throughout the course of the year. Students may enroll during the months of July/August, October, and January.

Procedures for student enrollment:

At the end of each enrollment period all students who have enrolled during that month will be required to attend a “Student Induction/Orientation” day. Several day and evening options will be offered early in the next month following the close of the enrollment period to accommodate the newly enrolled students and parents. The comprehensive Student Induction/Orientation will address:

- operation of computer
- use of on-line courses (blended schools, AA, etc)
- attendance
- work expectations
- course enrollment
- submission of assignments
- school communications
- Assignment of equipment and signing of responsibility document

Students will not be issued any TBLCS equipment until completion of this induction/orientation process. A comprehension assessment will be included at the end of the day. All students must pass or repeat the process. TBLCS equipment will only be provided to students who have successfully completed the induction orientation/session.

The enrollment for June 2007 was as follows: K = 5, 1st grade = 6, 2nd grade = 3, 3rd grade = 2, 4th grade = 1, 5th grade = 9, 6th grade = 12, 7th grade = 16, 8th grade = 25, 9th grade = 31, 10th grade = 56, 11th grade = 61, 12th grade = 89.

In December 2005, our enrollment was 227. We grew to 331 by the end of the year. When students left, they transferred back to the school district in which they resided.

We have ended the current enrollment period with 126 students re-enrolling and 67 new students for a total of 193.

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.

Due to the nature of the Tuscarora Blended Learning Charter School and the mobility of students in this geographical area, schools easily transferred in and out of the school. We believe that part of the reason of the turnover is due to the “novelty” of the school and what we have to offer students. Some parents and students have a mistaken perception of the TBLCS; once becoming a student realizing the rigor, responsibility and academic expectations may be more intense than their previous school districts, they return to a traditional environment.

We tend to see higher enrollments right before and/or after a graded marking period in the chartering school districts. Students seem to think that the academic work here is “easier” and “they don’t have to go to school”, which is false. Once spending several weeks with us, they realize this is not a place for them to hide or escape going to school.

Our goal is to create the true perception of the TBLCS and communicate it so that expectations are clear and concise from the beginning. We have created enrollment periods, interviews and student/parent orientation to help accomplish this goal.

Transportation

TBLCS contracts through local district transportation providers/parents in order to accommodate, both special and regular education students.

Food Service Program

TBLCS does not operate a food service program for students due to the nature of our combined experiential and virtual classroom activities.

Student Conduct

According to our discipline policy and in accordance with Chapter 12 of the Public School Code, the TBLCS believes that all students deserve and have the rights to a free and public education. "Education is a statutory right, and students must be afforded all appropriate elements of due process if they are to be excluded from school. A formal hearing is required in all expulsion actions. Due process requirements are to be observed with regard to the formal hearings".

No students were suspended for disciplinary reasons in the 06/07 school year.

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report Summary Data 2007 - 2008

Name of School: Tuscarora Blended Learning CS

Date of Local Chartering School Board/PDE Approval: july 07

Length of Charter: 5 years **Opening Date:** 9/1/04

Grade Level: k-12 **Hours of Operation:** 8

Percentage of Certified Staff: 100% **Total Instructional Staff:** 15

Student/ Teacher Ratio: 260-15 **Student Waiting List:** 0

Attendance Rate/Percentage: 90

Enrollment: 215 **Per Pupil Subsidy:** varies on pde 262

Student Profile

American Indian/Alaskan Native: 1
Asian/Pacific Islander: 3
Black (Non-Hispanic): 2
Hispanic: 4
White (Non-Hispanic): 224
Multicultural: 1

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 32%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 62

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	183	183	183	183	183
Instructional Hours	0	0	990	990	990	990	990

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2007

The Tuscarora Blended Learning CS within Tuscarora IU 11 assures that the charter school will comply with the requirements of 22 PA Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

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

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

Board President

Date

Chief Executive Officer

Date

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Verify that all DATA reports to PDE are complete

YES _____ **NO** _____

SIGNATURE PAGE

Identify the charter school's Chief Executive Officer.

Name M. Anthony Payne

Title CEO

Phone 814-643-7112

Fax 814-643-7116

E-mail tpayne@tblcs.org

Signature of the Chief Executive Officer and Date

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

Name Dr. Julia Cigola

Title Board President

Phone 814-643-7112

Fax 814-643-7116

E-mail jcigola@tiu11.org

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name Cheistie Holderman

Title Dean of Students

Phone 814-643-7112

Fax 814-643-7116

E-mail cholderman@tblcs.org

Signature of the Special Education Contact Person and Date