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# Pennsylvania Department of Education

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

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

**Charter School:** Fell CS  
**Address:** 777 Main St  
Simpson, PA 18407  
**Phone:**  
**Contact Name:**

## CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

### Charter School Annual Report Summary Data 2008 - 2009

**Name of School:** Fell CS

**Date of Local Chartering School Board/PDE Approval:** 05/02/2002 (original) 8/21/08  
(second charter)

**Length of Charter:** 5 years, currently in second charter thru 2013 **Opening Date:**  
09/16/2002

**Grade Level:** K -8 under second charter **Hours of Operation:** 7:45am-3:30pm

**Percentage of Certified Staff:** 86% **Total Instructional Staff:** 17 under second charter

**Student/ Teacher Ratio:** 11:1 under second charter **Student Waiting List:** 5 under  
second charter

**Attendance Rate/Percentage:** 90%, same under second charter

**Enrollment:** 200 under second charter **Per Pupil Subsidy:** \$7,056.00 for 07-08 for  
Regular Ed. students.

#### Student Profile

**American Indian/Alaskan Native:** 0  
**Asian/Pacific Islander:** 11  
**Black (Non-Hispanic):** 17  
**Hispanic:** 8  
**White (Non-Hispanic):** 162  
**Multicultural:** 2

**Percentage of Students from Low Income Families Eligible for a Free or Reduced  
Lunch:** 63% under second charter

**Provide the Total Unduplicated Number of Students Receiving Special Services  
(Excluding Gifted) as of Previous December:** 35 under second charter

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	200	200	200	n/a	200
Instructional Hours	0	0	1468	1468	1468	n/a	1468

## SECTION I. EXECUTIVE SUMMARY

### Organization Description

The mission of the Fell Charter School is to enhance the educational vision as well as opening portals of opportunities for all students parents, educators, and community followers by offering a

world-class, classical education enhanced by the latest technology. We provide exciting and creative opportunities such as (but not limited to) learning through hands-on experiences, Socratic dialogue, group and individual project all in addition to traditional “book knowledge.” Innovative teaching techniques using computer technology and adaptive software, along with the traditional “blackboard learning” will further strengthen our students knowledge base. Fell Charter School uses a wide variety of assessments and measurements to empower all students to demonstrate their understanding/mastery of concepts and skills. Students are given a personalized learning plan (PSAP: Personalized Student Achievement Plan) which encourages them to excel, by having an active role, in conjunction with their parents and teachers in planning and implementing their learning/mastery process. Through a shared vision of what a world-class education looks like and produces and through organized autonomy, we believe that our school better achieves our goals and objectives by providing smaller class sizes, a smaller overall campus, a stronger voice for the faculty and the community in the school’s structure and curriculum. We know that it takes an entire community of dedicated learners and supporters to reach and exceed the goals of our school. We gratefully welcome and actively encourage the involvement of our constituents in our world-class model of education. The highest priority of our charter school is to provide opportunities for all children to learn. In addition, we must provide these opportunities with a dedicated and excellent staff in a safe and enhanced academic facility. Every student, faculty member, board of trustee member and community member has gifts to offer, and through our partnership with Mosaica Education, Inc., we bring these gifts to the forefront of learning. We support and require active parent/guardian participation in their child’s academic performance. There are many planned opportunities for parents/guardians to play a more active role in their child’s education; such as (but not limited to) PSAP involvement, Paragon® Night performances, volunteer activities in the classrooms, field trips, local history/careers, family reading events, and day to day homework assignments. Our charter school is more than just a learning environment; our goal is to provide the world with responsible, accountable, morally sound, appreciative of diversity, well-educated, global citizens, who will contribute productively to the world. We believe this the foundation for a life well lived. The overall objective of the Fell Charter School is to empower our students to learn by fostering their development as independent, critical thinkers. Our students are set up and supported to succeed by teaching them the tools as well as the content knowledge necessary to actively participate as citizens in our increasingly global culture. Fell Charter School promotes educational reform by offering an additional choice in public education unique to the Carbondale Area School District, Fell Township and surrounding school districts {currently eight school districts feed into Fell Charter school}. The founders of Fell Charter School made a commitment to improve the quality of education, life and well being for the community(ies) we serve. To further our commitment, our Board of Trustees working in conjunction with our administration and Mosaica Education, Inc. strive to provide world-class, quality education and supportive services for all our students. Fell Charter School provides a positive learning and teaching environment to promote collaboration of the entire school organization with the focus on the students, parents/guardians, community members, and their needs. Our school facilitates the learning process within the development of a positive value system, recognizing the inherent value of each human being and his or her gifts and by striving to actualize the positive potential in each member of our community. Our entire educational program is a student-centered, personalized, approach to learning which combines constructivism (as well as other methods) with academically rich content. Constructivism teaching practices are defined as: teachers value student’s points of view, teachers structure lessons to challenge students’ current suppositions, they recognize that students must see relevance in the curriculum and to their life, they plan lessons around big ideas, and they assess student learning in the context of daily classroom investigations. In addition, drawing from the Core Knowledge Foundation’s advocacy of content-rich curricula, Fell Charter School encourages cultural literacy and critical thinking skills required to succeed in mainstream contemporary culture. Our school’s curriculum prepares students to solve problems both individually and collaboratively, using critical thinking skills cultivated through comparative interdisciplinary studies. Our curricula is presented in such a way that students examine problems from many points of view, express ideas in a philosophical as well as realistic points of view, research past historical problems for keys to solving future issues and delve deeper into the nuances that set these problems in motion.

Extensive access to computer technology utilized as an authentic learning tool in the classroom(s) enables our students to address unprecedented global challenges and global opportunities facing them in the 21st Century.

## **Core Purpose**

### **Mission**

Fell Charter School is designed to enhance the educational vision of all students, parents, educators, and community followers by offering a classical, character-based education supported by the latest technology. We provide proven, research-based learning opportunities such as creative hands-on experiences, individual, group and class projects, community service options and traditional "book knowledge." We use varied, research-based assessments to enable all students to demonstrate their understanding of concepts and skills, regardless of their level of ability. We provide each student with a Personalized Student Achievement Plan (PSAP), a unique, individualized learning plan designed for him/her, thus encouraging individual, intrinsic competition to excel. In addition, our Board of Trustees work with the community to empower all those who wish to participate in furthering the education of our students, to become part of our learning community.

### **Vision**

Fell Charter School's comprehensive, educational program has been designed to provide the global society of today and tomorrow with responsible, morally sound, well-educated citizens. (Jeffersonian Theory). We strive to offer a world-class, public (free) education to any student who desires to be a part of the Fell Charter School.

### **Shared Values**

We believe that each student and faculty member has a gift to offer to the world of education.

We believe that smaller class sizes and an overall smaller campus ensures personal attention to students as well as a safer learning environment for our school community.

We believe that through our partnership with Mosaica Education, Inc., we enhance the gifts of our students and teachers and create a research-based environment that is rich in innovation, creativity and a passion for learning.

We believe that parental/guardian support is crucial to the success attained in every child's performance. Therefore parents/guardians are welcome and expected to have an active role in their child's education.

We believe that through carefully designed professional development opportunities, we provide the tools necessary to our staff to offer our world-class educational program.

### **Academic Standards**

Fell Charter School is committed to using the PA State Assessments for monitoring and reporting of student progress. We administer the PSSA's along with the administration of the Iowa Tests of Basic Skills (providing baseline data). Use of the standards for student achievement will help to guide academic, curricular and professional development initiatives of the school. Communication of these assessment tools to teachers and parents/guardians is also a key component of our process. In addition, our PSAP's (Personalized Student Achievement Plans) are another key (and unique) feature of our school's academic achievement plan for students.

### **Strengths and Challenges**

Some key **strengths** of our program:

- Full-day Kindergarten
- Highly qualified and trained teachers
- Involved and committed Board of Trustees
- Mosaica Education, Inc. curriculum and professional development/training
- Integrated Paragon® programs in the afternoon, including social science, literature, philosophy, drama, music, art, science, history, math, geography, and hands-on study of “great ideas” in world cultures.
- Spanish instruction for all students beginning in kindergarten
- One hour extended day
- Twenty day extended learning year
- Active parent/guardian participation
- Dedicated and supportive staff focused on student achievement
- Active student body: community service, teacher assistants, etc.
- Individualized learning program for each student (PSAP)
- Paragon® Nights which involve the entire school and community
- On-going relationships with local colleges and universities
- Well developed and on-going relationship with our local Intermediate Unit (19)
- Community involvement in our school; D.A.R.E, local business supports and presentations
- A renewed charter (August 2008)
- A focus on K thru 8 education, beginning Fall 2008, due to financial constraints and other local issues.

Some key **challenge** areas (works in progress as well):

- A challenge for a more modern and sizeable facility for instruction, storage and opportunity for future growth.
- A challenge for a dedicated library facility. {We currently have a wonderful relationship with the Lackawanna County Book Mobile for service to our students every two weeks.}
- A challenge for continuous and on-going updating of technology to remain cutting-edge.
- A significant challenge for a better, more amicable professional relationship with our host school district. Currently we have very professional and communicative relationships with all other school districts which support Fell Charter School.
- A significant challenge for a less litigation from our host school district. It would be professionally helpful if issues or questions from the host school district could be resolved first at the local level through administrative meetings, discussion and an open, effective, working relationship, rather than immediately involving teams of lawyers (from the host school district). It is fair, from our perspective, to state that working together would also send a message to the community that we are all working toward the education of all students and not interested in spending tax payer money on anything other than the support of students. This type of effective, working relationship will also help to continue to increase our perceived value to this and other communities that support us and are served by FCS.
- A challenge to bolster our enrollment to approx. 225 students.

## **SECTION II. STRATEGIC IMPROVEMENT PLANNING**

### **Strategic Planning Process**

FELL CHARTER SCHOOL: Strategic Plan for Learning and Success

Each year we review our Strategic Plan.

When we began the Strategic Planning process for Fell Charter School, we decided to involve as many school and community members as possible. Our goal was/is to have input from the following : faculty, staff, administration, School Board members, parents/guardians, students and community members who are supportive of and interested in learning more about our school. Our Strategic Plan is comprised of looking at the past successes (since our creation, six years ago) as well as challenges, evaluating current research-based strategies in the school and planning effectively for the next several years to ensure that our school remains committed to the PA standards for success as well as ensuring that our students are receiving a high quality, world-class education from our faculty and staff.

By involving so many people in our process, we believe that our Strategic Plan for Learning and Success at Fell Charter School has helped to increase our enrollment, now K through 8, increase student attendance, enhance our ability to continue to search for high quality faculty and staff and increase the desire on the part of the local community (and the sending school districts) to become more involved in our process of educating global student/citizens. We have a great deal to offer to the communities we serve, and they as well, offer a great deal to us in planning and moving forward with our world-class education.

The actual process that we used to meet the design needs of Fell Charter Strategic Planning was meeting on a monthly basis as a full Planning Committee with specific goals and objectives assigned, working during the off weeks in our subcommittees, developing plans, doing research and collecting data, then spending time at the full monthly meetings providing reports back, refining our Plan and sharing resources. At each meeting we tried to move the vision of our school forward with a process of collaboration, dedication and a desire to stay cutting edge in the field of Charter Public Education. Additionally, at each point we worked closely with (through our Principal/CAO and assigned Regional Vice President) our management company, Mosaica Education, Inc.

Our planning process has created a shared vision and effective plan for Fell Charter School. In addition, our planning process for development of the Strategic Plan was enhanced by our on-going self-reflection through our Annual Report each year, our Charter Renewal process for adopting a charter for second next five years, effective professional development and on-going faculty and board growth opportunities.

**Strategic Planning Committee**

<b>Name</b>	<b>Affiliation</b>	<b>Membership Category</b>	<b>Appointed By</b>
Boris Slootsky	Mosaica Education Inc.	Business Representative	Mosaica Education Inc.
Donna Johnson	Fell Charter	Elementary School Teacher	Principal/Board
Edward Skorupa	Fell Charter Board President	Board Member	Board President
John Tomsy	Fell Charter	Board Member	Board
Kevin Bennett	Fell Charter	Ed Specialist - School Counselor	Ed Specialists
Kory Coyne	Fell Charter	Elementary School Teacher	Principal/Board

Linda Phelps	Fell Charter	Board Member	Board
Louis Erste	Mosaica Education Inc.	Business Representative	Board
Mary Jo Walsh	Fell Charter School/MEI	Administrator	Administator
Megan O'Rourke	Fell Charter	Special Education Representative	Principal/Board
Michelle Kelsch	Fell Charter	Board Member	Board
Rachele Gorel	Fell Charter	Board Member	Board
Susan Steckert	Fell Charter School	Administrator	Administator

**Goals, Strategies and Activities**

**Goal: STUDENT ATTENDANCE (any school that does not graduate seniors)**

*Description:* Student attendance will meet a 87% threshold and/or show growth toward better and more consistent school attendance.

**Strategy: Co-Teaching Model**

*Description:* The overall plan of the Co-Teaching model at the Fell Charter School (FCS) effective Fall 2007 will be to develop and implement better student/teacher access to learning in the classroom, developing and implementing effective teaching strategies, and improving student achievement through the use of effective co-teaching models.

Our team of educators will work together to develop, plan, implement and evaluate co-teaching in grades one through eleven at FCS (Fall 2007 through Spring 2008 {first year}) and grades K thru 8 beginning fall 2008-2009 school year.

Administration and staff will evaluate and refine our plan every ten weeks within the first school year of implementation and two times per year each year after. As any issues arise of significant importance we will adjust the plans/models as necessary with the team(s). The Intermediate Unit (IU) staff members will be available for additional training (if necessary) or to assist in resolving any differences of philosophy/teaching strategies.

*Activities:*

Activity	Description	
Professional Sharing/Peer Review	Once a month at a faculty meeting, a teacher plus his/her co-teacher will present a lesson to their peers. Peers will review, discuss, and borrow ideas or help the co-teachers adjust their challenging areas. These presentations may be a lesson that has already been presented to the students, or it may be one they are planning on presenting.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Mary Jo Walsh	Start:9/10/2008 Finish: 6/10/2009	\$0.00
<b>Professional Development Activity Information</b>		
<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
1	10	25
<b>Organization or Institution</b>	<b>Type of Provider</b>	<b>Provider's Department of</b>

Name		Education Approval Status
Fell Charter School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>Peer review will help teachers see lessons in front of them, they may gain ideas, be able to ask questions of peers, review areas in need, share resources and build trust and comradere. This is a great way to reduce stress for them as well.</p>	<p>Materials provided to us from the lcoal IU has been most helpful.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>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.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</li> <li>Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> <li>Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> </ul>
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>School counselors</li> <li>Other educational</li> </ul>	<ul style="list-style-type: none"> <li>Early childhood (preK-grade 3)</li> <li>Middle (grades 6-8)</li> <li>Elementary</li> </ul>	<ul style="list-style-type: none"> <li>Reading, Writing, Speaking &amp; Listening</li> <li>Science and Technology</li> <li>Arts &amp; Humanities</li> <li>Civics and Government</li> </ul>

specialists	(grades 2-5)	<ul style="list-style-type: none"> <li>• Environment and Ecology</li> <li>• Health, Safety and Physical Education</li> <li>• World Languages</li> <li>• Kindergarten Early Learning Standards</li> <li>• Mathematics</li> <li>• History</li> <li>• Geography</li> </ul>
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> <li>• Lesson modeling with mentoring</li> <li>• Journaling and reflecting</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Classroom student assessment data</li> <li>• Review of participant lesson plans</li> <li>• Review of written reports summarizing instructional activity</li> <li>• observation of techn (observing in the classroom once support/suggestions have been given)</li> </ul>	

**Statement of Quality Assurance**

Charter school has met AYP.

**SECTION III. QUALITY OF SCHOOL DESIGN**

**Rigorous Instructional Program**

The partnership that has been created between Mosaica Education, Inc. and Fell Charter School has created portals of opportunities to better prepare students to be informed, responsible world citizens who experience and learn from life through their educational endeavors, with a purpose. Mosaica’s world-class, educational model cultivates creative, intuitive, critical and analytical thinkers. Fell/Mosaica students enjoy a world-class curriculum, centered on mastery of essential skills and balanced with the rich tenets of a classical education, use of constructivism, Socratic discussion, and researched-based instructional methodologies and effective professional development opportunities.

The Paragon Curriculum looks to the past to prepare students for the future, instilling in students a solid understanding of the history of ideas, literacy, the arts, mathematics, scientific studies, social, political, and philosophical theories, heroes and heroines, some of the greatest thinkers to

date and ideas that have culminated in our contemporary culture-climate. The Paragon Curriculum is aligned to the Pennsylvania Standards.

By studying the great ideas of human genius that transcend time and place, FCS/Mosaica students cultivate multicultural perspectives and global awareness. The programs of FCS, teach students to work collaboratively on complex questions relevant to their own experiences and features the latest technology as a support tool for inquiry and research.

The Fell Charter School's entire educational program is a student-centered, personalized, approach to learning which combines constructivism (as well as other methods) with academically rich content. Constructivism teaching practices are defined as: teachers value student's points of view, teachers structure lessons to challenge students' current suppositions, they recognize that students must see relevance in the curriculum and to their life, they plan lessons around big ideas, and they assess student learning in the context of daily classroom investigations. In addition, drawing from the Core Knowledge Foundation's advocacy of content-rich curricula, Fell Charter School encourages cultural literacy and critical thinking skills required to succeed in mainstream contemporary culture. Our school's curriculum prepares students to solve problems both individually and collaboratively, using critical thinking skills cultivated through comparative interdisciplinary studies. Our curricula is presented in such a way that students examine problems from many points of view, express ideas in a philosophical as well as realistic points of view, research past historical problems for keys to solving future issues and delve deeper into the nuances that set these problems in motion. Access to computer technology utilized as an authentic learning tool in the classroom(s) enables our students to address unprecedented global challenges and global opportunities facing them in the 21<sup>st</sup> Century.

Fell Charter School uses the Mosaica model of instructional grouping for students who are performing above or below an expected grade level. Students who are performing above grade level are advanced if their performance warrants. Conversely, any student performing below one grade level is provided a return to the foundational information missed/mis-understood.

Our school uses the following pillars to support our programs: a focus on student achievement, on-going professional development for our faculty, the use of integrated technology, an extended school year and school day, parental/guardian/family involvement, a secure environment, tapping into community support, use of local student teachers from the surrounding colleges/universities, professors from those colleges/universities and the use of the Paragon curriculum.

Our teachers use some if not all of the following methods/strategies in the classroom(s) to accelerate as well as engage our students more fully: use of the essential question(s) displayed in the rooms, student work used in the classrooms and the hallways, effective pacing of the classes, effective use of supplies and resources, differentiated instruction, effective co-teaching models for instruction, integration of technology, use of team building strategies, formative and summative assessments, performance assessments, PSAP's, alignments to state standards (PSSA's, Iowa's), use of cooperative learning, use of graphic organizers, use of role plays, activation of prior knowledge, personal-connection journaling, and Socratic discussion, all in our effort to reach each student.

Additionally our pre-service program is designed each year to meet the changing and developing needs in our school.

### **Rigorous Instructional Program - Attachments**

- Professional Development Approval Letter
- Teacher Induction Approval Letter

### **English Language Learners**

The multi-cultural program has been designed to give English Language Learners the opportunity to reach their highest potential. The program enables students to transition more smoothly into the American culture, as well as the local culture.

Students and parents/guardians are required to attend and participate in the school's ESL orientation before enrollment. At the orientation, the students and parents/guardians receive an overview of the curriculum, screening process for placement, entry/exit criteria, and meet the school staff. The tool that the school uses to assess the ELL is the IDEA Proficiency Test Level I and II Oral English. This assessment takes place before entry, every nine weeks, and before exiting.

The instructional program is extremely rigorous. The students are highly engaged in lessons pertaining to growth; Grammar Exercises, Basic English as a Second Language, Math, Paragon (Science and Social Studies), Direct Instruction for Corrective Reading for Communication and A+ for technology. The students are exposed to a rigorous curriculum in physical education, music, and Spanish. The school's curriculum is aligned to Pennsylvania State Standards. Therefore, the ELL will receive the allotted time for service instruction.

For the 2007-2008 school year Fell Charter School had no ELL enrolled.

### **English Language Learners - Attachment**

- ELL Report

### **Graduation Requirements**

Does not apply to Fell Charter School at this time. We are currently (2007-2008) grades Kindergarten through eleven. In addition, beginning the 2008-2009 school year, the FCS will operate as a K through eight school.

### **Special Education**

The following is information pertaining to the special education program and services offered by the Fell Charter School and the local Intermediate Unit.

**Personalized Student Achievement Plans:** are developed collaboratively by each teacher with the parent/guardian (and student when appropriate), for each student. These plans customize the learning for the FCS student. Each plan addresses the particular strengths and areas in need of growth/challenge. Plans are updated every ten weeks. These plans along with other communications are **Progress Reports** for parents/guardians. The PSPA's are also forwarded to other schools if a student disenrolls at FCS and transfers to another school. These plans are very helpful to sending school districts for planning of a student's placement and schedule.

**Student Assistance Team:** the SAT is comprised of various grade level teachers, a Program Facilitator, Special Education Teacher(s), N.E.I.U specialist and the Principal (others professionals and/or parents/guardians are invited as needed). The purpose of this innovative and pro-active team is to address goals to maximize the individual student's successes in the classroom, while at the same time offering techniques to be used in the classroom to reach a student who may be in need of additional attention at this time. This team also serves as a screening process for students who may/may not be in need of special education services.

**Request for additional testing:** on occasion it may become necessary for a teacher, Student Assistance Team, parent/guardian or other educational professional to request testing, provided by a specialist from the N.E.I.U. No testing will be done without parents/guardians written permission on a designated form provided from the school. Our purpose in testing is to gather

additional data to more completely understand the needs of a student for better educational placement, decision-making and/or planning.

**Report Cards:** are distributed four times during the school year, at the end of each quarter. Final report cards are sent home with students on the last day of school. If a student is absent on the last day, report cards are mailed to the home address.

**Testing:** FCS uses various methods for testing student's knowledge levels. In addition FCS utilizes the Iowa Tests of Basic Skills, The PSSA (PA System of School Assessment) and other research-based tests as needed (also under the direction or recommendation of the N.E.I.U's specialists).

Additional Information relating to the **Special Education Department:**

*\*The Fell Charter School (FCS) has developed policies and procedures in concurrence with the federal and state regulations and guidelines to ensure a free and appropriate education in the least restrictive environment to all school-age children, including those with disabilities.*

**Screening Process:** When students experience difficulties in school, teams will meet to develop interventions to help students be successful in regular education. At elementary and middle levels, the Student Assistance Team (SAT) accomplishes this work.

If a student continues to experience difficulties even with regular education interventions, the student may be referred for a multidisciplinary evaluation by the multidisciplinary team, which includes the student's parents/guardians.

**Evaluation Process:** Parent/Guardian permission is necessary before any evaluation can take place. The parent/guardian is notified in writing of the types of assessments that will be given and the proposed date(s) of the evaluation.

An evaluation team reviews all pertinent data and compiles a report called an Evaluation Report (ER) which states whether a disability or disabilities exist and if the student is in need of special education. Parents/Guardians are members of the evaluation team and will be asked to provide relevant information.

The entire evaluation process must be completed within 60 calendar days from the date the FCS receives signed parent permission on the "Permission to Evaluate" form. A copy of the ER will be given to the parents/guardians and a summary of the report will be communicated to them in their home language.

If a student is found to be eligible for special education, the parents/guardians will be invited to an Individualized Education Plan (IEP) meeting. Students eligible for special education must meet one or more of the criteria established by State Standards and regulations for the following categories:

- Autism
- Deaf-blindness
- Deafness
- Emotional Disturbance
- Hearing Impairment
- Mental Retardation
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech and Language Impairment

- Traumatic Brain Injury
- Visual Impairment including blindness

A reevaluation is conducted at least every three years unless a student is disabled due to mental retardation, in which case reevaluations are conducted every two years.

**Individual Education Program Process:** The IEP is developed by a team, which includes some members of the evaluation team as well as the parent(s)/guardians, the special education teacher(s), a school administrator, the regular education teacher(s) and sometimes the student. The IEP includes a description of the programs and services necessary to assist an eligible student. Information that is contained in the ER is used to write the IEP.

The student's program is reviewed every year at an IEP meeting or more frequently at the request of an IEP team member, which includes the parent(s)/guardians.

The IEP team will write annual goals that can be measured and are designed to meet the needs of the student. The IEP team will determine special education services and programs. The annual goals will be evaluated on a regular schedule and parents/guardians will be notified of progress of these goals in writing.

Once the IEP has been developed, the parent will receive a Notice of Recommended Educational Placement (NOREP). The NOREP details the educational program recommended by the FCS. A parent/guardian must approve the NOREP in writing before implementation of the student's first special education placement.

The location and level of placement are determined at the IEP meeting and are based upon the least restrictive environment where the student can successfully achieve his/her goals. The Least Restrictive Environment would include providing special education services and programs provided outside the general education classroom only when supports and services can not be provided successfully within general education classroom.

FCS considers a full continuum of services when determining an appropriate program for every student with a disability.

The following links are also provided to parents/guradians:

- [PA Department of Education — Special Education Link](#)
- [PA Department of Education — Notice of Parent's Rights Link](#)
- [PaTTAN \(Pennsylvania Training and Technical Assistance Network\) Homepage](#)
- [PaTTAN - Individuals with Disabilities Education Improvement Act \(IDEA 2004\)](#)
- [PaTTAN — Chapter 711: Charter School Compliance with IDEA](#)
- [Parent's Procedural Safeguards Notice](#)

**Special Education - Attachment**

- Special Education Policies and Procedures Attachment

**Special Education Program Profile - Chart I**

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Megan O'Rourke	1.00	Learning Support	Fell Charter School	17	Provided support for students in grades 1-6
Maria Smirne	1.00	Learning Support	Fell Charter	17	Provided support

			School		for students in grades 7-11
Romie Reichel	1.00	Learning Support	Fell Charter School	11	provided services to grades 1 thru 6, hired half way thru the year. * numbers were readjusted after the arrival of the third learning support teacher, RR to evenly distribute student enrollment.

**Special Education Program Profile - Chart II**

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Northeast Intermediate Unit 19	0.60	Speech	Fell Charter School	17	Speech/Language teacher for 2007-08 School Year provided by IU was Cathy Wzorek
Northeast Intermediate Unit 19	0.20	Occupational Therapy	Fell Charter School	2	OT teacher provided by IU
Northeast Intermediate Unit 19	0.20	Physical Therapy	Fell Charter School	2	PT Teacher provided by IU was Sara Evans

**Special Education Program Profile - Chart III**

Title	Location	FTE
N/A	Fell Charter School	0

**Special Education Program Profile - Chart IV**

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Northeast Intermediate Unit 19	Speech Therapist	.60
Northeast Intermediate Unit 19	Occupational Therapist	1 day/week
Northeast Intermediate Unit 19	Physical Therapist	1 day/week
Northeast Intermediate Unit 19	School Psychologist	1 day/week and as needed
Mosaica Education Inc.	Director of Special Education Services	as needed

**SECTION IV. ACCOUNTABILITY**

**Student Assessment - Primary**

Test/Classification	K	1	2	3	4	5
PSSA	No	No	No	Yes	Yes	Yes
Iowa Test of Basic Skills (ITBS)	Yes	Yes	Yes	Yes	Yes	Yes

**Student Assessment - Secondary**

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	Yes	Yes	No	No	No	No
Iowa Test of Basic Skills	Yes	Yes	Yes	No	No	No	No

**Student Assessment**

Fell Charter School has successfully met AYP each consecutive year of existence. However, for the previous two years, it had been met with the use of the Confidence interval and PPI and this year was met with Safe Harbour Provision. The decrease in performance on the PSSA is predominantly due to the high rate of transient student population and the fact that students come to us from eight surrounding school districts. However when the data is disaggregated by the number of years the students have attended Fell Charter School, it shows that students who stay with FCS perform well above the state targets.

The same correlation exists on the disaggregated data from the ITBS. The longer a student attends Fell Charter School, the stronger he or she performs on the test.

Fell Charter School continues to aim to reach and exceed state targets by using the data to target students who would benefit from extra support such as participation in the after school tutoring programs, in the development of Personalized Student Achievement Plans (PSAP's) for each student addressing additional needs, and to provide the faculty with ongoing Professional Development training to ensure the state standards are mastered at the appropriate grade level by providing reinforcement in the development of lesson plans, the implementation of effective teaching strategies and managing a successful classroom.

A significant amount of time was spent this year, collaborating with our IU on standards, anchors and benchmark assessments. We focused specifically in the area of Math (having re-aligned our curriculum to the state more closely). We also look at the standards in general more closely.

**Student Assessment - Attachments**

- Disaggregated Scores from ITBS
- Disaggregated PSSA Scores
- Fall 2006 ITBS Results for Grades 7-10
- Fall 2006 ITBS Results for Grades K-6
- Spring 2007 ITBS Results for Grades 7-10
- Spring 2007 ITBS Results for Grades K-6

**Teacher Evaluation**

A). Fell Charter School teachers are evaluated on a regular basis. Informal and formal observations are made by the Principal/CAO, and by the Regional Vice President (of Mosiaca Education), a certified educational professional, assigned to Fell Charter School. On-going, formal and informal observation of our staff creates an atmosphere of support and growth for everyone. Observations are also used as another way to team build, and motivation for teachers to want to continue to excel. In addition, on-going observations assist faculty in improving their own performance. Teachers have the opportunity to earn financial bonuses for

their professional performance and progressive student achievement. Our focus on teacher evaluation is one way we keep our eyes focused on our main goal of student achievement. We therefore expect the following as the absolute minimum for teachers at our school:

- In-depth knowledge of subject matter
- Strong instructional skills
- Effective use and design of assessments and assessment skills
- Focus on student achievement
- On-going parent/guradian satisfaction
- Effective classroom management and use of behavioral services/opportunities
- Professionalism
- Service to our school
- On-going attendnace and participation in professional development
- On-going review and practice with the state standards and anchors
- Formal documentation of useof the standards in the lesson plans (beginning 2008-2009 school year)
- Motivation to learn the Mosaic Models (including Paragon)

In addition, Fell Charter School uses the Mosaica Model of the IPDP (Individualized Professoioal Development Plan) to evaluate teachers, track teacher proggess and ensure professional growth. The IPDP is done as a pre-conference, post-conference and on-going meeting tool between the Principal and the teacher. It's contents are shared with the RVP if necessary.

B). Fell Charter School teachers are evaluated on a regular basis. Informal and formal observations are made made by the Principal/CAO, and by the Regional Vice President (of Mosiaca Education), a certifed educational professional, assigned to Fell Charter School.

C).The Principal/CAO is required to attend Mosaica Leadership Training (MLI) and is provided with checklists, rubrics and other forms to monitor staff performance. In addition, the Principal/CAO regularly attends PATTAN training in the areas of Special Education and instrucitonal techniques and trainings offered by the local IU #19.

All of the above are thoughtful and purposefully dedicated decisions toward our mission of providing outstanding learning opportunities for all of our students, by properly educating our staff and providing them with the tools they need to effectively do their jobs.

### **Teacher Evaluation - Attachments**

- Copy of Instructional Evaluation
- Copy of Individualized Professional Development Plan

## **SECTION V. GOVERNANCE REQUIREMENTS**

### **Leadership Changes**

There have been no leadership changes to our Board of Trustess, our president and vice preident have remained the same (Edward Skorupa and John Tomsy respectively) as has a third member of the board, Rachele Gorel, secretary. We have however added one new Board member; Linda phelps, 2008-2009 schol year. Michele Kelsch, was added in November 2006. The new Board member is a a parent of one student in our building and has taken on leadership and volunteer roles in the school and in the local community, all in support of this charter school. The addition of the board member was a conscious effort over many months to recruit, educate and bring on board a new member, with new ideas and offerings to our school. This endeavour has been very successful. We will look to add one more board member over the course of the 2008-2009.

Mr. Louis Erste, COO was also appointed by MEI as RVP beginning the 2008 forward school year(s).

In addition, Mary Jo Walsh accepted the opportunity to remain Principal/CAO. Mary Jo Walsh has been with FCS since August 1, 2006.

**Board of Trustees**

Name of Trustee	Office (if any)
Edward Skorupa	President
John Tomsy	Vice President
Rachele Gorel	Secretary
Linda Phelps	Finance Member
Michele Kelsch	Policy Member

**Professional Development (Governance)**

The Board of Trustees has on-going communication and training with Mosaica Education, Inc. All Board meetings are published, agendas developed and minutes taken. These are available for the general public. The new board member brought on this year also received board training.

**Coordination of the Governance and Management of the School**

The Fell Charter School Board of Trustees adhere to the tenants of the original and now second charter. They are organized into a group of founding and new members who have roles and responsibilities on the board. We have maintained the same president over the tenure of the school, as well as the vice president and the secretary. The board meets monthly in both executive sessions as well as public session. Minutes of the previous meeting are made available, an agenda for the current meeting is presented, financials are provided and any other information that is to be discussed at the meeting. The Board also met this past year for second charter renewal business, in public meetings which incorporated sub-committees of parent and community volunteers to assist in the development of the final renewal document and discussions at public meetings about the on-going (now settled) appeal of the original appeal. The principal/CAO is a sitting member, non-voting member of the board. At each meeting Mosaica Education Inc. provides documentation that is pertinent to the meeting, as well as an MEI employee (in most cases it is the principal/CAO, finance staff or Regional Vice President). At each meeting last school year, the Business Manager of the the Carbondale Area School District attended the meetings, this year attendance was one meeting. The relationship with Carbondale ASD is still very poor. The relationship has been further strained by the charter appeal process and continuous litigation directed at FCS. It is the professional hope of the FCS that effective, productive, working relationships could be created, for the mutual benefit of both schools.

**Coordination of the Governance and Management of the School - Attachment**

- Board of Trustees Meeting Schedule

**Community and Parent Engagement**

The board works very diligently to promote the school and our students in the community. This is all done with the help of many involved parents/guardians. The administration puts out a newsletter each week detailing what is or has been going on in the school, forecasting future events, inviting parents/guardians/family to events, showcasing our student's achievements and talents. In addition, we host a Paragon Night each month which showcases a curriculum area of study that the students have been working on for the last few weeks. The students perform, the

school is open, parents/community members may tour the classrooms and speak with teachers informally and see the great work that is on display in the classrooms. The members of the community are free to learn more about the school and our program(s). In addition our Board secretary works very closely with the local newspapers ensuring that our events are publicized. The principal/CAO works closely with the local papers and other media outlets to ensure that ads are appropriately placed, that events are showcased and she makes sure that pictures of our students or staff are sent in a timely fashion. The board and the principal/CAO has also invited many organizations to visit the school and participate in programs for our students. The following is a random sample of such organizations: D.A.R.E, Public Library Bookmobile, VFW, local fire departments, local EMS, State Police, local doctor, local dentist, Officer Phil Assembly, local pre-schools, Head Start Program, parent volunteers, Winter and Spring musicals, talent show, Parent work sessions on Saturdays, Carbondale Public Library and local colleges and university representatives. Homework is encouraged to be done at times as a family, for families to work on a project together or for families to come in and be part of the student presentations. Parents/guardians also donate and/or make the costumes for the plays/musicals/etc. This past year, FCS had its first ever full school involved musical: Godspell, it was a huge success for the school. Parents/family members also chaperone trips (with proper clearances on file), they help serve lunches and they offer an extra set of hands/eyes at many of our school events.

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

### **Major fund-raising activities**

Small, classroom fund raising activities were conducted this 2007-2008 school year. Most classes held fund raisers for their class trips: ie; Pizza sales, donut sales, etc. Our ski club also did fund raisers for their trips as well. The Home and School Association also sold candles at the holidays. The HSA also has plans to provide for fund raising activities again this coming school year.

### **Fiscal Solvency Policies**

The majority of financial resources raised for school purposes are dedicated to the charter school's operations with 90% of the revenue derived from the Local Educational Agencies. The respective Local Educational Agencies are billed monthly for the students attending Fell Charter School. Under Act 22 of the School Code per pupil revenues if valid are guaranteed. If payment from an LEA is not received in a timely fashion, then the PDE is sent a reconciliation form with the amount of funds at issue, and the funds due to Fell Charter School are sent directly to the charter school from the PDE. This along with monthly billing to the Local Educational Agencies promotes a positive, yet tight cash flow for the Fell Charter School.

Monthly school board executive sessions are held prior to the public board meetings to discuss any issues concerning the operations of the Fell Charter School. These meetings, as well as our monthly board meeting provides for a tremendous amount of Board oversight concerning the financial operations. In addition, the Fell Charter School has a contracted management agreement with Mosaica Education, Inc. to maintain and oversee their financial operations. The management company utilizes set policies and procedures concerning fiscal management, including budget preparation and monitoring, of the charter school's financial resources. The management company also utilizes prescribed accounting policies and principals.

In the 2007-2008 school year, we had a state audit done. Three state auditors spent approx. 3 weeks reviewing our records here on site. We passed successfully.

### **Accounting System**

SAGE is the general purpose accounting system which does general ledger reports, balance sheet, income statement, accounts receivable, accounts payable and cash management

modules. ADP is the payroll system used. SAGE has a chart of accounts which complies with the PA Public School Code requirements. It also prepares the necessary report requirements. SAGE is a flexible accounting package which meets all of the Generally Accepted Accounting Principals (GAAP).

Additionally, as noted in the previous section, Fell Charter School successfully passed a state audit during the 2007-2008 school year.

### **Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment**

- Revenues, Expenditures & Fund Balances

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

Audit firm: Mailie, Falconiero & Company, P.O. Box 680 Oaks, PA 19456

Last Audit: June 30, 2007, final meeting is set for July 28, 2008 to review.

Result of the audit is pending as of this date. 2006-07 Auditor's Report is attached since 2007-08 report is not yet available.

During the 2007-2008 school year, Fell Charter School successfully passed a state audit. Three state auditors spent approx. three weeks on site reviewing all records.

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

- Auditor's Annual Report

### **Citations and follow-up actions for any State Audit Report**

Fell Charter School was audited for approx. three weeks during October, by three auditors, during the 2007-2008 school year. Fell Charter School successfully passed the audit.

## **SECTION VII. FACILITY RESPONSIBILITIES**

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

There have been no new facilities acquired this school year. We had been in litigation this past school year with the host school district over the ownership of another building, in December 2007 we found out that the judge ruled in favor of the Carbondale ASD. We will not continue to pursue this litigation.

We had to do some smaller repairs to our school roof, estimated at \$3200.00.

We have continued our contract agreement with DELL computers. This contract for services is for lap top computers, service, etc.

We have purchased day to day items such as, but not limited to: light bulbs, cleaning supplies, etc. We also have continued the contract service provider for cleaning which became effective January 2007 through present. We just signed a new contract for an additional 18 months.

With Access money we purchased 2 lap tops for the special education department.

We purchased a small shed >\$1000.00 for storage of small equipment.

### **Future Facility Plans and Other Capital Needs**

- The Board of Trustees is still investigating the opportunity to purchase land and/or build a newer facility.

- Fell Charter School Board of Trustees are also once again looking at the possibility of painting the exterior of our current building and doing service on this current site to make sure it remains suitable for our needs until or if a new location is determined.
- FCS will also continue to make capital purchases of computers or other needs as they arise, with Board approval.

## **SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES**

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

Fell Charter School employs a full time school nurse for each of the school days. She conducts all required health screenings, assures proper immunizations of current and enrolling students, as well as maintenance and documentation of all records. When the student's transfer to another school, she prepares the records. Immunizations are kept in Power School (tracking system used by this school) as well as in the student medical files, housed separately from the student files. A copy of the 2006-07 Reimbursement and Report of School Health Services is attached. The 2007-08 Reimbursement and Report of School Health Services will be filed online in August 2008 through the SHARRS system.

The school conducts monthly fire drills. Lock down drills, evacuation drills, safety drills, and modified lock down drills as done as well during the school year.

Once again this school year, the Fell Charter School administration and staff continued to work with the Dunmore State Police. We did a walk throughs for safety hazards, we shared our plans with the DSP, they created file on Fell Charter School, in the event of an emergency and this partnership continues through the 2008-2009 school year. We have already met with the DSP and re-vamped the emergency profile for the school. This step is done each year as part of a on-going review.

Additionally, the DPS offered a training to our staff at pre-service August 2007 and again at the end of the school year, May 2008, both on school violence. The DSP will also be a part of the pre-service this August 2008, on de-escalation of students/staff.

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

- Wellness Policy
- Copy of 2005-06 Reimbursement and Report of School Health Services

### **Current School Insurance Coverage Policies and Programs**

Blue Cross of NEPA/Highmark Blue Shield — Medical Benefits, Prescriptions, and Vision.

First Priority Health BC/BS Association— Medical Benefits, Prescriptions, and Vision.

The Hartford — Business Owner's Insurance, Umbrella Policy, and Workers Compensation.

Met Life — Dental Insurance.

Unum Provident — Life Insurance, AD&D Coverage, and LTD.

### **Current School Insurance Coverage Policies and Programs - Attachment**

- Hartford Insurance Policy Declarations Page

## SECTION IX. ADMINISTRATIVE NEEDS

### Quality of Teaching and Other Staff

Fell Charter School had 25 staff members during the 2007-08 school year. Fifteen staff members returned from the 2006-07 school year. Two staff members were added due to the creation of new positions within the school. Seven staff members replaced staff members who did not return. Of those who did not return: 4 accepted positions closer to home in their district, 1 was not offered a position to return, and 1 pursued a career other than education.

#### Faculty and Staff Members

Mary Jo Walsh	Principal	Return	Full Year
Susan Steckert	Program Facilitator	Return	Full Year
Kevin Bennett	Behavior Specialist	Return	Full Year
Treena Bischak	Secretary	Return	Full Year
Linda Stephens	Secretary	Return	Full Year
Michale Dadig	Cafeteria Mgr.	New	Full Year
Linda Gigliotti	Nurse	Return	Full Year
Mandy Gretz	Second Grade	Return	Full Year
Sophie Majmudar	Instructional Aid	Return	Full Year
Robin Straham	Instructional Aid	Return	Full Year
Amy Evans	First Grade	Return	Full Year
Donna Johnson	Kindergarten	Return	Full Year
Donna Melvin	First Grade	Return	Full Year
Jennifer Robinson	Second Grade	Return	Full Year
Jeff Swartwood	Sixth Grade	Return	Full Year
Tara McLane	Third Grade	Return	Full Year
Patricia Montagna	Fourth Grade	Return	Full Year
Jill McGurgan	Fourth Grade	Return	Full Year
Meghan Casselbury	Fifth Grade	Return	Full Year
Leah Cochran	Seventh Grade	Replacement	1/2 Year
Colleen Lavelle	Seventh Grade	Replacement	1/2 Year
Jennifer Burke	HS/Science	Replacement	Full Year
Stephanie Murphy	HS/English	Replacement	Full Year
Kristen De Maranville	HS/Math	Replacement	1/4 Year
Renee Stevens	HS/Math	Replacement	3/4 Year
Ashley Grove	Paragon(Social Studies/History)	Return	Full Year
Steven Martino	Music	Replacement	1/4 Year
Michael Deane	Music	Replacement	3/4 Year
Kory Coyne	Physical Education	Replacement	Full Year
Carl Yaklic	Maintenance	Return	1/2 Year
Patrick Shimo	Maintenance	Replacement	1/2 Year
Sabrina Durst	Literacy Coach	New Position	1/2 Year
Maria Smirne	Learning Support	Replacement	Full
Year			
Megan O'Rourke	Learning Support	Replacement	Full Year
Romie Reichel	Learning Support	New Position	1/2 Year

Staff turnover has been average this year. We know that not having our charter granted until after school started this year, due to appeals, made teachers rightfully worried about them having positions. Some choose to move to a more secure environment. Retention plans, team building activities and common meetings times were utilized this year in an attempt to reduce stress, classroom isolation and transitions out of Fell Charter.

PLEASE NOTE: Since submission of the Elementary and Secondary Professional Personnel

Report and use of form PDE-414 was replaced with PIMS, the related PIMS templates are attached in place of the ESPP documentation.

**Quality of Teaching and Other Staff - Attachments**

- Staff Template submitted to PIMS for the June 30, 2008 collection
- Staff Assignment Template submitted to PIMS for the June 30, 2008 collection

**Student Enrollment**

A.) Fell Charter School follows all state laws concerning student enrollment in public charter schools. Any student may enroll as long as the maximum class size has not been reached in the grade level in which the student wishes to enroll. Enrollment documentation is completed and forwarded to the local school districts to verify enrollment.

- Full day Kindergarten is offered at Fell Charter School. Any student who has reached the age of 5 by September 1 of that school year is allowed to enroll as long as the maximum class size has not been reached.
- Number of students who completed the 2006-2007 year who are currently enrolled to return in September.

	Current enrollment	Not returning	No response	Re-enrolled for next year*	
K	32	1		31	97%
1	30	1		29	97%
2	26			26	100%
3	40	3		36	90%
4	28	1		27	96%
5	23			23	100%
6	14			14	100%
7	22	1		21	95%
8	17			17	100%
9	18			18	100%
10	16			16	100%
<b>Total</b>	<b>266</b>	<b>7</b>	<b>0</b>	<b>258</b>	<b>97%</b>

- Numbers of students who were required to leave the school (expulsions, other), and the numbers who left voluntarily. One student was expelled this year.

B.) 97% of the students at Fell Charter School have chosen to re-enroll for the 2007-08 school year. Many of the students who are not returning will be attending a district closer to their residence or have relocated.

### **Student Enrollment - Attachment**

- Admissions Policy: See pages 5-6 in FCS Handbook

### **Transportation**

Students are transported from their homes to Fell Charter School by their home school district's transportation system. In some instances the home district uses their own buses. In other cases, the home district contracts with local bus companies/drivers to provide the services. Special education students are also transported by their home school district by bus, van or car contract.

### **Food Service Program**

Fell Charter School contracts with Preferred Meals Systems. Prepackaged meals are purchased from Preferred Meals and cooked on site.

Fell Charter School participates in the National School Lunch Program for Free and Reduced Lunches.

### **Student Conduct**

**Admissions Policy:** Fell Charter School's Board of Trustees understand the importance of establishing fair and equitable criteria for student admission and shall fully comply with the PA Charter School Law regarding admissions policies and procedures, as well as any other applicable state or federal guidelines. Fell Charter School is non-sectarian in all respects, does not discriminate against any student on the basis of race, ethnicity, national origin, gender, sexual orientation or disability. Admissions criteria do not consider intellectual or athletic ability.

Fell Charter School held informational sessions for parents/guardians for students in grades Kindergarten through grade 8\* during the month of March. The event will be publicized.  
\*the Board of Trustees voted to make the FCS K through 8 for the 2008-2009 school year.

Any child who under state law is eligible for admission to a public school is qualified for admission to Fell Charter School. This admission policy will be made available to the public.

**Attendance:** Regular attendance is one of the most important factors for a successful education. Attendance in class has a stronger impact on academic progress than any other factor. From an educational standpoint, the process of determining, grading, observing and evaluating a student's performance must include a review of such items as self-discipline, group interaction, and class participation which are not captured or reflected in paper-and-pencil tests. Accordingly, the Fell Charter School expects and requires that students maintain regular attendance in school.

### **Expectations of Student Behavior and Responsibilities:**

**\*this area is not all inclusive and is to be used as a guide.**

### **FCS Pride Rules:**

Put downs are prohibited.

Respect and trust toward one another.

Insist upon your personal best.

Discuss and listen actively.

Expect and give truth and honesty.

The Fell Charter School has established these **PRIDE** rules to provide an atmosphere throughout the school in which students feel safe, secure, and happy. Creating this atmosphere will give students the maximum opportunity to learn.

**Discipline policy/practices beliefs:** Discipline is a process that developed over time and with well-programmed education helps students develop self-control, good character, effective judgments, orderliness, efficiency of time and practices. Good discipline is simply good, self-control. Additionally all students have rights. Among these are the right to the best education possible, in a safe, orderly and conducive, learning environment. FCS's School Board and administration will follow PA state regulations (Chapter 12) with regard to suspensions and expulsions. Part of our discipline process is knowing when your rights are impacting on those around you. Students should remember that actions generally determine how those around you treat and respond to you. Your character is defined by your patterns of behavior, therefore maintaining a good character is paramount to being treated with respect and trust from those around you.

**Classroom Expectations and Conduct:**

- \* Come to each class on time each day ready to work, learn and participate.
- \* Ask for help when necessary.
- \* Question appropriately.
- \* Bring all necessary materials with you to each class.
- \* Raise your hand to be acknowledged to actively participate in class.
- \* Follow instructions, abide by the classroom rules, practices and procedures.
- \* Respect the rights and property of others.
- \* Do not slander a fellow student, staff, faculty or guest.
- \* Do not infringe on the rights of other students to receive an education.
- \* Follow socially accepted practices of engagement with others.
- \* Accept responsibility as well as praise for your actions.
- \* Complete all assignments as proscribed.
- \* Follow reasonable requests of faculty and staff.

- \* Never confront a teacher in front of the class, calling that teacher's authority into question.
- \* Have an open mind, and a willingness to learn new ideas.

**Behavior Rewards/Acknowledgements:**

1. Student of the Month — students who portray the PRIDE rules during the month.
2. 200 Club — students earn a red ticket for achieving specific goals or are “caught being good!”. Red tickets are redeemed for lunches with other students, the Behavior Intervention Specialist (BIS), principal and other staff.

Discipline Infractions: infractions may include some or all of the following. This list should be perceived as fluid, as the environment grows and changes. Additional terms may be added at the discretion of the Principal/CAO.

Activation of the fire alarm system: Students may be fined under the PA penal code of false activation of the system.

Defiance: willful failure or refusal to follow given instructions/directions.

Disrespect: willful failure or refusal to lessen the integrity, authority or public opinion of an individual.

Physical Assault: purposely causing harm or injury to another. In addition to a school consequence(s), students involved in an assault may be subject to law enforcement consequences, or be responsible for the cost to repair any FCS damages.

Inappropriate public displays of affectionate behavior: overt public displays between students that may cause embarrassment, or negative reactions from others.

Profanity, obscenity, inappropriate language: visual or verbal ideas, language or drawings, etc. that are deemed socially inappropriate. Or any of the above that interrupt the learning of individuals, or cause threats or embarrassment or harassment.

Threats/harassment: willful behaviors/actions that torment or threaten another person for any reason. This includes, but is not limited to expressions, drawings, visual images, signs and other intended action. {Section 703 of Title VII of the Civil Rights Act of 1964, Section 5 (a) of PHRC Act, Title IX of the 1972 Education Amendment...as well as an additional state or Federal mandates subsequent to the publishing of this Handbook}.

Fraud: providing false information about an individual.

Theft: taking of property that belongs to others or other entities. In addition to school consequence(s), legal consequences may also be applied.

Destruction of school property: behavior or actions that damages or destroys property of FCS. The full cost of replacement will be paid by the student/family.

Drugs/Alcohol: any illegal/controlled substance. These should not be on, near or around school property or persons. The FCS Board of Trustees follows the controlled substance

schedules I through V of Section 202 of the Controlled Substances Act (21 U.S.C. 812) and as further defined by regulation at 21 CFR 1300.11 through 1300.15.

Possession: having on person or property

Apparent intoxication/drug use: if in the professional opinion of the principal or his/her designee as student appears to be under the influence (based on a preponderance of the evidence), the student will be sent home, after a call to a parent/guardian, or if necessary local law enforcement.

Special situation(s) regarding a student addict, a student who has been arrested for possession or convicted of possession: if difficult or harmful publicity is affecting a student(s) or disrupting his/her ability to remain with his/her peer group at FCS, the principal and the board will discuss the situation with the parents/guardians. If it is mutually concluded that the student would be better educated in another school setting, every effort will be made by the FCS to ensure the safety, effective learning environment and transition for our student(s).

Immediate Classroom Behavior Consequences: All classroom teachers will follow all of the steps in his/her individual classroom plan to try to modify disruptive behaviors. All classroom teacher will refer a student to the principal or BIS if disruptive behaviors continue.

Students who curse at or use vulgar language on a teacher will be immediately suspended from school for one day with a mandated parent/guardian meeting in order to return.

#### **Subsequent Classroom/other Behavior Consequences/Options:**

##### **A. Student Conference with Principal and/or Behavioral Intervention Specialist (BIS)**

The Principal and/or BIS and student will discuss the behavior leading to the referral as well as choices the student could have made or will make if he/she is faced with a similar situation in the future. Parent/guardian will be notified by written notice of referral. The student will prepare a written apology with Principal and/or BIS. This apology must be delivered to and accepted by the classroom teacher before the student may return to class. A conversation will also take place about effective strategies to eliminate such behaviors in the future, with the classroom teacher(s).

##### **B After-School Detention**

After-School Detentions take place on one afternoon a week from 3:30-4:30pm for grades K through 6 and from 7:00 am. To 7:40 a.m. for grades 7 through 11. Parents/guardians will be informed at least 3 days prior to the detention to allow adequate time for transportation arrangements.

Detentions may be given to students for repeat minor infractions of consequences. Detentions may also be given to first time offenses such as but not limited to inappropriate language, refusal to cooperate/participate in class, and disrespectful behavior. Teachers will provide documentation regarding the infraction.

Students are limited to two consecutive detentions. Parents/guardians will be notified by written notice of referral of a third detention. A third consecutive detention is an automatic one day In-School Suspension (ISS).

### **C. In-School Suspension (ISS)**

For ISS, students will be provided with school work from the classroom teacher(s) and kept separated from their class for the entire school day (7:45am—3:30pm).

ISS may also be given for minor infractions as minimal/accidental property destruction, physical aggression (verbal or physical), or other threatening behaviors.

Students are limited to two consecutive In-School Suspensions. A third ISS will result in a one day Out-of School Suspension (OSS).

### **D. One day Out-of-School Suspension (OSS)**

This may be a student's last consequence before facing a 3-Day Suspension or possible Discipline Board Hearing. Parents/guardians will be notified by written notice of referral and a conference will be scheduled with the CAO, BIS, classroom teacher and parent/guardian before a student may return to classes.

### **5. 3 to 5 Day Out-of-School Suspension (OSS)/Discipline Board Hearing**

Students who receive a 3-Day OSS have exhausted all phases of the classroom and other consequence process. Students will be suspended from school for three days, for major issues that disrupt the learning environment of the student or others, impact the teaching ability of the instructor, detract from others opportunities to learn, cause harm to self or others or destroy school property. In addition the Principal may use administrative discretion for other issues not listed here. Prior to returning to school, the student and his/her parents/guardians will meet with the Principal/BIS or Discipline Board to discuss further action/possible expulsion. This Discipline Board will consist of the Principal/CAO, BIS, two classroom teachers (not currently teaching the suspended student) and one other full time staff member.

The following (but not limited to) may at the professional discretion of the Principal, (with supporting documentation) may move a student before the Discipline Board or the Board of Trustees for additional/other consequences:

- **Threats to a FCS staff member or student, theft, extortion, arson, possession of weapons or simulated weapons, drugs, and/or tobacco, alcohol.**
- **Any student who brings onto or is in possession of any weapon on any school property or a school-sponsored activity will receive expulsion for a period of no less than one year, or at the recommendation of the Discipline Board or Board of Trustees.**
- **The severity of and circumstances surrounding an infraction as well as the disciplinary history of the student may necessitate deviation/acceleration of the consequence process. Immediate action by school officials and notification of law enforcement authorities may occur if warranted.**

- **Establishing the level of an infraction and assigning appropriate consequences is at the discretion of the administration and/or the Board of Trustees.**

Definition of Terms:

**Referral** — A written report given to the Principal/CAO or designee after a teacher has completed all of the steps in his/her classroom discipline plan. The classroom discipline plan will not be followed in the case of severe infractions. The teacher will make an immediate office referral.

**Severe Infraction** — Includes but is not limited to verbal abuse of a teacher, foul language, fighting, harassment and racial slurs. Local authorities may be contacted by the Principal.

**ISS** — The student will be assigned to a campus location other than his/her regular classroom to complete the ISS. The student will complete any work assigned by the classroom teacher as well as assignments that may given by the Principal.

**Expulsion** — Student will no longer be permitted to attend Fell Charter School, for an identified period of time. Students who have exhausted the discipline process at FCS may be moved before the School Board for possible expulsion from the school. Expulsion may take several forms, based on the situation. Parents/Guardians will be notified of a date and time for the hearing before the Board. Parents/Guardians will be issued written documentation stating the reason the student is going before the Board, what the official process is and how the parents/guardians may choose to be represented at the hearing. All information will be sent to the home address via certified mail. The FCS solicitor will guide all expulsion hearings according to the laws of the PA Commonwealth .

There was one student expulsion this school year.  
Fifty students were involved in 86 out of school suspensions.

### **Student Conduct - Attachment**

- Discipline Policies: See pages 17-23

**ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS**

**School Year: 2008**

The Fell CS within Northeastern Educational IU 19 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**  
**2008 - 2009 Annual Report for Pennsylvania Charter Schools**

**Verify that all DATA reports to PDE are complete**      **YES** \_\_\_\_\_ **NO** \_\_\_\_\_

**SIGNATURE PAGE**

*Identify the charter school's Chief Executive Officer.*

**Name** Mary Jo Walsh

**Title** Principal/CAO

**Phone** 570-282-5199

**Fax** 570-282-0930

**E-mail** mjwalsh@Fellcharter.org

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*Signature of the Chief Executive Officer and Date*

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

**Name** Edward Skorupa

**Title** President

**Phone** 570-280-5663

**Fax** 570-282-0930

**E-mail** mjwalsh@Fellcharter.org

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*Signature of the President of the Board of Trustees and Date*

*Identify the charter school's Special Education Contact Person.*

**Name** John Jaquith

**Title** Regional Director

**Phone** 269-598-1183

**Fax** 810-694-4724

**E-mail** jjaquith@mosaicaeducation.com

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*Signature of the Special Education Contact Person and Date*

**Signature Page**

**Signature Page - Attachments**

- Staff 2008
- Staff assignments
- Board meetings
- Act 48
- Act 48 letter
- Rev/Expend

- ITBS disagg.
- PSSA disagg.
- ESPP status
- F' ITBS 7 thru 10
- F' ITBS K thru 7
- FCS Handbook
- FCS Wellenss Policy
- 2007 AFR
- Insurance Declarations Pages
- Induction Plan letter
- Induction Plan Approval
- Induct/staff perform.
- LEA Summary
- Professional Growth
- Special Educ.
- S' ITBS 7 thru 10
- S ITBS K thru 6