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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, December 28, 2009**

**(Last Accepted: Monday, December 28, 2009)**

**Entity:** Center for Student Learning CS at Pennsbury

**Address:** 345 Lakeside Drive  
Levittown, PA 19054

**Phone:** (215) 269-7390

**Contact Name:** Thomas Reiley

# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Summary Data Part I

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

**Name of School:** Center for Student Learning CS at Pennsbury

**Date of Local Chartering School Board/PDE Approval:** Original 2/21/02 Renewal 11/16/07

**Length of Charter:** 5 years each    **Opening Date:** 9/4/02

**Grade Level:** 6-12    **Hours of Operation:** 8:00 a.m.-2:00 p.m. (MS) 11:00 a.m.- 4:30 p.m.(HS)

**Percentage of Certified Staff:** 100    **Total Instructional Staff:** 12

**Student/Teacher Ratio:** 15:1    **Student Waiting List:** 0

**Attendance Rate/Percentage:** 84.52

## Summary Data Part II

**Enrollment:** 149 students    **Per Pupil Subsidy:** \$ 15,918.49

### Student Profile

<b>American Indian/Alaskan Native:</b>	0
<b>Asian/Pacific Islander:</b>	2
<b>Black (Non-Hispanic):</b>	17
<b>Hispanic:</b>	4
<b>White (Non-Hispanic):</b>	117
<b>Multicultural:</b>	9

**Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:**  
46%

**Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:** 33

### Instructional Days and Hours

<b>Number of:</b>	<b>K (AM)</b>	<b>K (PM)</b>	<b>K (F.Time)</b>	<b>Elem.</b>	<b>Middle.</b>	<b>Sec.</b>	<b>Total</b>
Instructional Days	0	0	0	0	182	182	364
Instructional Hours	0	0	0	0	1092	1001	2093

## SECTION I. EXECUTIVE SUMMARY

### Educational Community

The Center for Student Learning Charter School at Pennsbury (CSL) was opened to students in 2002 as a State approved alternative education program. Throughout each year of operation, CSL has continued to grow in enrollment, facility, and educational programs. During this growth, CSL has always maintained a mission to serve at-risk students who would benefit from an alternative learning environment by focusing on providing a program centered on meeting students at their academic level and thus providing them with a learning environment that is more personal. CSL maintains an average class size of fifteen students. Students are required to successfully complete four credits in English, Mathematics, Social Studies and Science and must acquire two credits of both Physical/Health Education and Art. High school and middle school students are given opportunities to enhance their academic skills through small group and one-on-one instruction. Service learning and community service are also encouraged at the school.

At the conclusion of the 2008-2009 school year, the Center for Student Learning Charter School at Pennsbury was proud to announce that 17 students had successfully met the graduation requirements. All students reported that they will be continuing onto higher education. The school is proud of its individualized approach to education. Students often come from other districts with low assessment scores, but The Center for Student Learning is able to advance the students to a level where they will contribute positively to society upon graduation.

### Mission

A. The purpose of the Center for Student Learning Charter School at Pennsbury (CSL) is to provide a positive educational environment and optimal academic, emotional growth, social, vocational, and personal expression opportunities for students who require an alternative learning environment due to the need for a more individualized approach, unique learning needs, medical or behavioral restrictions; or who are experiencing difficulty with the traditional school program.

## **Vision**

B. The vision of the Board of Trustees is that the Center for Student Learning will provide a superior model for the education of students who are not experiencing success in the school environment. The targeted population for the Center for Student Learning is at-risk students who are having difficulty achieving success in the middle school or high school environment. Students who will benefit from the CSL program will exhibit any or all of the following characteristics: poor school attendance, multiple discipline referrals, multiple subject failures, and/or patterns of disruptive behavior. These characteristics may result from unique learning needs, environmental factors, and/or medical or behavioral restrictions. The founding coalition also envisions the middle school component of the CSL program as providing a pro-active approach to meeting the needs of middle school at-risk learners before they develop the characteristics listed above.

The philosophy of the Center for Student Learning program is to meet the needs of the individual student. Specific curricula, methodologies, and activities that are referenced in this application are intended to provide a representative description of appropriate curricula, methodologies, and activities. Other curricula, methodologies and activities may be used as appropriate when necessary to meet the need of the individual learner.

## **Shared Values**

### **Lifelong Learning is the pursuit of knowledge and a commitment to achievement of potential.**

- Each person should be encouraged to achieve his or her full potential and ability and to respect the achievements of others.
- Each person should be encouraged to develop critical thinking, creative imagination, interpersonal and vocational skills, and basic competencies in the various forms of disciplined inquiry.
- Each person should be equipped with the tools to critically examine world-views, especially those dominant in his or her background and school community.

### **Respect for Self and Others**

- Each person is unique and that uniqueness should be encouraged to develop self-respect and dignity.
- Each person has freedom of will, is responsible for his or her own conduct and will be encouraged to take responsibility for that conduct and to recognize the need for truthfulness and integrity.
- Each person should welcome opportunities for learning and allow others to learn.
- Each person differs in his or her readiness and ability to learn and has the right to be given access to available knowledge at a level appropriate to his or her developmental needs and interests.
- Each person has the right to learn in an environment free from harassment and discrimination.

- Each person should strive to work cooperatively and to resolve conflict peacefully while respecting differences and valuing the other person.

### **Respecting the Rules of the Learning Community**

- Each person should respect the rules and demonstrate appropriateness of behavior.

### **Strategies of conflict resolution will be used to combat coercion and confrontation.**

- We are a Bully Free School.
- We follow the Olweus Bullying Prevention Program.
- We utilize the services of NOVA, (Network of Victim Assistance) for multiple student and staff presentations.
- We will continue to implement the "Why Try" Behavior Support Focus Group program in school year 2009-2010.

## **Academic Standards**

CSL follows the Pennsylvania State academic standards to ensure that the curriculum is grade level appropriate and rigorous. We refer to the local districts' curriculum guides to ensure that we are keeping pace with sending districts. The curriculum is organized in such a way that all students in the alternative environment meet graduation requirements through the successful completion of four credits in all major subject areas.

## **Strengths and Challenges**

CSL's strategic planning team met on numerous occasions throughout the 2007-2008 school year. Each session entailed six hours of planning for a total of over thirty hours of full group meetings. During the planning process, there were numerous areas and issues discussed. A sub-committee of the planning team was developed to address the area of student assessment. During the 2008-2009 school year, this sub-committee will develop and implement procedures to identify student baselines to accommodate student performances. Many of these procedures will address CSL's areas of concern as listed below. The CSL team will continue to focus on the areas of concern throughout the 2008-2009 school year as well as the 2009-2010 school year.

### **Strengths:**

1. Diversity of population.
2. 100% highly qualified instructional staff
3. Alternative opportunities to succeed
4. Commitment and support from Board of Trustees
5. Small group instruction.
6. Technological resources
7. Staff connection and rapport with students
8. Supportive administration
9. Teacher/ student ratio
10. Fiscal soundness

### **Areas of Concern:**

1. Abundance of behaviorally challenged students
2. Facility limitations in terms of space (science labs, pull out programs, restroom accommodations)
3. Low parental involvement
4. Student attendance
5. Lack of local standardized assessments
6. Curriculum demand
7. Public relations (lack of understanding of sending schools regarding CSL mission)
8. Lack of reading specialist
9. Transient student population
10. Limited electives

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

### **Strategic Planning Process**

The Center for Student Learning Charter School at Pennsbury has approached the task of developing their strategic plan as an opportunity to complete a self-assessment to further develop a school vision that is consistent with the values and beliefs of their stakeholders.

The CSL administration identified a group of stakeholders that would be able to provide a view of CSL through a varying set of lenses and made it possible for these individuals to come together with the common goal of school improvement. It was explained to the strategic planning team that the development of a strategic plan is an ongoing process of assessment including data collection, the analysis of the data, the setting of goals and priorities, the development of an action plan, the monitoring of the plan and the evaluation of the impact on student achievement.

The strategic planning team met November 26, 2007, January 30, 2008, February 19, 2008, March 24, 2008 and April 11, 2008. Each of these strategic planning meetings assembled for six hours for an initial thirty hours of strategic planning. The strategic planning process at CSL was led by a former superintendent of the Pennsbury School District.

During the strategic planning process meetings, there were numerous areas and issues discussed. Some of these issues and areas for discussion included: CSL Belief Statements, Mission Statement, CSL Strengths and Weaknesses, External Analysis involving factors, assumptions and impacts. Meetings also included tasks to be completed as well as key talking points. The team addressed many strategic priorities and eventually agreed on five strategic priorities. The team was broken down into five groups focusing on the following strategies:

**Team #1 Facilities:** Will examine the various options for the improvement of the CSL facility and the issues it currently presents.

**Team #2 Enrollment and Attendance:** Will improve the enrollment process to ensure that the school and enrollee are made aware of all information from both sides and to ensure all information from enrollee is disclosed. We will create an attendance policy that will match Pennsylvania State and alternative education requirements as well as charter school law. We will sustain attendance by offering incentives to students as well as rewarding those students and classes with strong attendance.

**Team #3 Student Discipline:** Will redefine student discipline procedures and policies by researching effective discipline policies and developing strategies for implementation and consistent enforcement.

**Team #4 Staff Attraction / Retention:** Will form a committee with the purpose of evaluating the creation of a performance based incentive system for teachers and staff.

**Team #5 Student Assessment:** Will develop and implement procedures to identify and address student baselines to achieve optimum academic performances.

Each of the five teams compiled action plan steps for their team strategy. They were as follows:

**Team #1 Facilities, Action Plan:**

- a. Identified options for increasing physical instructional area.
- b. Identified benefits and detriments for each option presented.
- c. Determined the most beneficial alternative for procuring a property.
- d. Determined the most appropriate type of financing.
- e. Identified available properties within the Pennsbury School District.

**Team #2 Enrollment and Attendance, Action Plan:**

- a. Updated the enrollment process.
- b. Ensured communication with staff.
- c. Create a new CSL brochure.
- d. Develop community involvement programs.

**Team #3 Student Discipline, Action Plan:**

- a. Created a committee for the purpose of updating the code of conduct, outlining the disciplinary procedures, and create a positive discipline code.
- b. Code of Conduct will be updated to include a positive discipline code and discipline procedures.
- c. The Board and administration will make efforts to standardize the new procedures and ensure that all teachers, mentors, students, and parents have access to the policies.

**Team #4 Staff Attraction / Retention, Action Plan:**

- a. Created a committee to explore the performance based incentive systems.
- b. Create guidelines for assessments.

c. Researched how other school districts have implemented performance based incentive systems.

**Team #5 Student Assessment, Action Plan:**

- a. Standardize the procedures for the initial student enrollment process to include at least one math skill assessment.
- b. Implemented a standardized assessment and process for monitoring students' progress.
- c. Placed students in groups based upon the data collected through the standardized assessment and staff monitoring and maintain the ability to adjust placements when necessary.

With the completion of the strategic planning process, we stand firm that these strategies and action steps will be approved by the Center for Student Learning Charter School at Pennsbury's Board of Trustees in the 2009-2010 school year.

**Strategic Planning Committee**

<b>Name</b>	<b>Affiliation</b>	<b>Membership Category</b>	<b>Appointed By</b>
Amo, Jami	Mentor Teacher	Other	Executive Director / Thomas Reiley
Bauer, William	Paraprofessional	Other	Executive Director / Thomas Reiley
Bernhart, Rita	Teacher	Middle School Teacher	Executive Director / Thomas Reiley
Butt, Khris	Teacher	Middle School Teacher	Executive Director / Thomas Reiley
Clarke, Cheryl	Pupil Service Manager	Administrator	Executive Director / Thomas Reiley
Coleman, Linda	Parent	Parent	Board of Trustees
Demshick, Ruth	Paraprofessional	Other	Executive Director / Thomas Reiley
Dudley, Kyle	Teacher	Middle School Teacher	Executive Director / Thomas Reiley
Flick, James	Teacher	Secondary School Teacher	Executive Director / Thomas Reiley
Goldenberg, Rachel	Paraprofessional	Other	Executive Director / Thomas Reiley
Haywood, Sally	Community Representative	Community Representative	Board of Trustees
Hedde, Diane	Business Manager	Administrator	Executive Director / Thomas Reiley
Humienny, Heather	Board President	Board Member	Board of Trustees
Kuhn, Jeff	Teacher	Middle School Teacher	Executive Director / Thomas Reiley
LaChance, Peter	Business Representative	Business Representative	Board of Trustees

Lindbloom, Norma	Board Member	Board Member	Board of Trustees
MacPherson, Ron	Business Representative	Business Representative	Board of Trustees
Maxwell, Nicole	Paraprofessional	Other	Executive Director / Thomas Reiley
McDowell, Ryan	Teacher	Secondary School Teacher	Executive Director / Thomas Reiley
Noonan, Jill	Special Education Representative	Special Education Representative	Executive Director / Thomas Reiley
O'Rourke, Maegan	Teacher	Regular Education Teacher	Executive Director / Thomas Reiley
Ragland, Raymond	Assistant Principal	Administrator	Executive Director / Thomas Reiley
Reiley, Thomas	Executive Director	Administrator	Board of Trustees
Rizzo, James	Teacher	Regular Education Teacher	Executive Director / Thomas Reiley
Rumbelow, Jane	Support Staff	Other	Executive Director / Thomas Reiley
Sneeringer, Timothy	Teacher	Secondary School Teacher	Executive Director / Thomas Reiley
Sperling, Joel	School Counselor	Ed Specialist - School Counselor	Executive Director / Thomas Reiley
Truskowski, John	School Psychologist	Ed Specialist - School Psychologist	Executive Director / Thomas Reiley
Ulrich, Theresa	Teacher	Secondary School Teacher	Executive Director / Thomas Reiley
Whelan, Jack	Teacher	Secondary School Teacher	Executive Director / Thomas Reiley

## Goals, Strategies and Activities

### **Goal: Counseling**

**Description:** Adjust the counseling component to include classroom sessions.

### **Strategy: Increase Student Engagement with School**

**Description:** Facilitate student engagement in school thereby increasing student achievement and increasing the likelihood of graduation.

**Activity:** Implementing the Restorative Practice program, the Olweus Bullying program and the "Why Try" Behavior Support Focus Group program.

**Description:** Continue to implement the Restorative practice, the Olweus Bullying programs and the "Why Try" Behavior Support Focus Group program.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/24/2009 Finish: 6/18/2010	\$800.00

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	3	14
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
School delivery inservice	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Continuing to implement Restorative Practice and Olweus programs.	Research clearly states that Students that stay engaged in school that dropping out is highly unlikely. One reason why students do not become engaged in school is bullying. These programs are aimed at eliminating bullying from school.	<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> </ul>

**Educator Groups Which Will Participate in this Activity**

Role	Grade Level
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>School counselors</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> <li>High school (grades 9-12)</li> </ul>

Follow-up Activities	Evaluation Methods
<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>Creating lessons to meet varied student</li> </ul>	<ul style="list-style-type: none"> <li>Participant survey</li> <li>discipline reports (We will track the amount of reported bullying and analyze the data.)</li> </ul>

learning styles

**Status:** In Progress — Upcoming

<b>Date</b>	<b>Comment</b>
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7/23/2007	These programs were started last year and we will continue to perfect the delivery of them this year.
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## **Goal: FOUR-YEAR GRADUATION RATE (for districts and schools that graduate seniors)**

**Description:** Graduate rate will meet the 80% threshold and/or show year-to-year growth.

### **Strategy: Increase Student Engagement with School**

**Description:** Facilitate student engagement in school thereby increasing student achievement and increasing the likelihood of graduation.

### **Activity: Forming a Student Council**

**Description:** CSL has formed a student council in the middle school and the high school program.

#### **Person Responsible Timeline for Implementation Resources**

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Reiley, Thomas	Start: 8/21/2008	-
	Finish: 6/19/2009	

**Status:** Complete

<b>Date</b>	<b>Comment</b>
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7/23/2007	We formed a student council at the middle school level last year and will form one at the High School level this year.
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### **Activity: Implementing the Restorative Practice program, the Olweus Bullying program and the "Why Try" Behavior Support Focus Group program.**

**Description:** Continue to implement the Restorative practice, the Olweus Bullying programs and the "Why Try" Behavior Support Focus Group program.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/24/2009 Finish: 6/18/2010	\$800.00

### Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	3	14
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
School delivery inservice	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Continuing to implement Restorative Practice and Olweus programs.	Research clearly states that Students that stay engaged in school that dropping out is highly unlikely. One reason why students do not become engaged in school is bullying. These programs are aimed at eliminating bullying from school.	<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> </ul>

### Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>School counselors</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> <li>High school (grades 9-12)</li> </ul>

Follow-up Activities	Evaluation Methods
<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>Creating lessons to meet varied student learning styles</li> </ul>	<ul style="list-style-type: none"> <li>Participant survey</li> <li>discipline reports (We will track the amount of reported bullying and analyze the data.)</li> </ul>

**Status:** In Progress — Upcoming

**Date**      **Comment**

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7/23/2007 These programs were started last year and we will continue to perfect the delivery of them this year.

## **Goal: MATHEMATICS**

**Description:** At least 56% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

### **Strategy: PSSA Math Enhancement Time**

**Description:** Students who need extra math help will be given an extra period of math as part of a math enhancement program.

### **Activity: Dissemination and Analysis of Student Data**

**Description:** Teachers and administrators will meet once a month to analyze collected data and formulate plans to reach specific goals and benchmarks.

#### **Person Responsible Timeline for Implementation Resources**

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Reiley, Thomas	Start: 8/24/2009	\$1,000.00
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Activity: Student Schedule Modification**

**Description:** Administrators will modify student schedules as needed throughout the school year to assist with PSSA remediation

#### **Person Responsible Timeline for Implementation Resources**

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Reiley, Thomas	Start: 9/2/2009	\$900.00
	Finish: Ongoing	

**Status:** Complete

### **Activity: Teacher Inservice**

**Description:** Utilize the scheduled inservice days throughout the year for training opportunities for the teachers in the integration of technology into their daily lessons.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Reiley, Thomas	Start: 8/24/2009 Finish: 6/18/2010	\$4,600.00

#### **Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
		Not approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	

**Status:** In Progress — Upcoming

### **Strategy: Technology Integration**

**Description:** The staff will receive inservice training in the integration of technology into their lessons.

### **Activity: Software License**

**Description:** The cost of software license for students to utilize the programs.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Reiley, Thomas	Start: 1/1/2008 Finish: Ongoing	\$60,000.00

**Status:** Complete

### **Activity: Teacher Inservice**

**Description:** Utilize the scheduled inservice days throughout the year for training opportunities for the teachers in the integration of technology into their daily lessons.

Person Responsible	Timeline for Implementation	Resources
Reiley, Thomas	Start: 8/24/2009 Finish: 6/18/2010	\$4,600.00

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
		Not approved
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
	Research and Best Practices	Designed to Accomplish
Follow-up Activities	Evaluation Methods	

**Status:** In Progress — Upcoming

## **Goal: Purchase benchmark assessment tool**

**Description:** Purchase a benchmark assessment tool to provide teachers with data on individual students growth over time.

### **Strategy: PSSA Readiness**

**Description:** CSL will kick off a campaign of activities a week before the PSSA assessments are scheduled. These activities are geared toward helping students and parents prepare for the assessment.

### **Activity: Dissemination and Analysis of Student Data**

**Description:** Teachers and administrators will meet once a month to analyze collected data and formulate plans to reach specific goals and benchmarks.

**Person Responsible Timeline for Implementation Resources**

Reiley, Thomas	Start: 1/1/2008 Finish: Ongoing	-
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**Status:** In Progress — Upcoming

### **Activity: Teacher Inservice**

**Description:** Utilize the scheduled inservice days throughout the year for training opportunities for the teachers in the integration of technology into their daily lessons.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Reiley, Thomas	Start: 8/24/2009 Finish: 6/18/2010	\$4,600.00

**Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
		Not approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	

**Status:** In Progress — Upcoming

## **Goal: READING**

**Description:** At least 63% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

### **Strategy: PSSA Reading Enhancement Time**

**Description:** Students who score at basic or below basic in reading will be given an extra period of reading as part of a reading enhancement program.

### **Activity: Dissemination and Analysis of Student Data**

**Description:** Teachers and administrators will meet once a month to analyze collected data and formulate plans to reach specific goals and benchmarks.

**Person Responsible Timeline for Implementation Resources**

Reiley, Thomas	Start: 1/1/2008 Finish: Ongoing	-
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**Status:** In Progress — Upcoming

## Activity: Professional Development

**Description:** Teachers will attend conferences and workshops to enhanced delivery methods of instruction or increase content knowledge.

Person Responsible	Timeline for Implementation	Resources
Reiley, Thomas	Start: 8/24/2009 Finish: 6/18/2010	\$22,200.00

### Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	1	6

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
not yet chosen	<ul style="list-style-type: none"> <li>• School Entity</li> <li>• College</li> <li>• Intermediate Unit</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Content Knowledge and inhanement of delivery strategies		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</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>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Middle (grades 6-8)</li> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Civics and Government</li> <li>• Mathematics</li> <li>• History</li> <li>• Geography</li> </ul>

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with</li> </ul>	<ul style="list-style-type: none"> <li>• Participant survey</li> </ul>

- involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Peer-to-peer lesson discussions

**Status:** In Progress — Upcoming

### **Activity: Student Schedule Modification**

**Description:** Administrators will modify student schedules as needed throughout the school year to assist with PSSA remediation

#### **Person Responsible Timeline for Implementation Resources**

Reiley, Thomas	Start: 9/2/2009 Finish: Ongoing	\$900.00
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**Status:** Complete

### **Activity: Teacher Inservice**

**Description:** Utilize the scheduled inservice days throughout the year for training opportunities for the teachers in the integration of technology into their daily lessons.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Reiley, Thomas	Start: 8/24/2009 Finish: 6/18/2010	\$4,600.00

#### **Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
		Not approved
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
		Not approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	

**Status:** In Progress — Upcoming

## **Strategy: Technology Integration**

**Description:** The staff will receive inservice training in the integration of technology into their lessons.

### **Activity: Teacher Inservice**

**Description:** Utilize the scheduled inservice days throughout the year for training opportunities for the teachers in the integration of technology into their daily lessons.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Reiley, Thomas	Start: 8/24/2009 Finish: 6/18/2010	\$4,600.00

#### **Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
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<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
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Not approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
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<b>Follow-up Activities</b>	<b>Evaluation Methods</b>
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**Status:** In Progress — Upcoming

## **Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS**

**Description:** At least 95% of eligible students will participate in required state-wide assessments.

### **Strategy: Connecting with Parents**

**Description:** CSL will develop a Parent-Teacher Organization. Through the use of communication CSL will form a partnership with parents in order to facilitate student enthusiasm to perform well on the PSSA assessment. The utilization of teacher contact with parents, monthly newsletters, "Open House" days, and "Parent Visitation" days will forge this partnership.

### **Activity: Newsletters**

**Description:** Newsletters will be sent home with students monthly. Staff will meet to discuss content monthly.

**Person Responsible Timeline for Implementation Resources**

Reiley, Thomas	Start: 8/24/2009	\$2,050.00
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Strategy: PSSA Breakfast**

**Description:** CSL will provide students with a nourishing breakfast on the days of the PSSA assessments.

**Activity: Breakfast / Lunch**

**Description:** Breakfast will be supplied to all students participating in the MS PSSA assessment and Lunch will be supplied to the HS PSSA participants.

**Person Responsible Timeline for Implementation Resources**

Clarke, Cheryl	Start: 4/12/2010	\$465.00
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Strategy: PSSA Readiness**

**Description:** CSL will kick off a campaign of activities a week before the PSSA assessments are scheduled. These activities are geared toward helping students and parents prepare for the assessment.

**Activity: Forming a Student Council**

**Description:** CSL has formed a student council in the middle school and the high school program.

**Person Responsible Timeline for Implementation Resources**

Reiley, Thomas	Start: 8/21/2008	-
	Finish: 6/19/2009	

**Status:** Complete

**Date      Comment**

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7/23/2007 We formed a student council at the middle school level last year and will form one at the High School level this year.

### **Activity: PSSA Committee Planning**

**Description:** Brainstorming activities for student involvement to increase student achievement.

#### **Person Responsible Timeline for Implementation Resources**

Reiley, Thomas	Start: 8/24/2009 Finish: Ongoing	\$600.00
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**Status:** In Progress — Upcoming

### **Statement of Quality Assurance**

There is currently no data saved for this section.

### **Statement of Quality Assurance - Attachment**

- STATEMENT OF QUALITY ASSURANCE

## **SECTION III. QUALITY OF SCHOOL DESIGN**

### **Rigorous Instructional Program**

The curriculum committee developed the curriculum and aligned it to meet Pennsylvania's anchors and standards. It was written to not only teach the skills the students need to become competitive in the job market but also to allow scaffolded instruction within a differentiated teaching model. Professional development is used to afford our teachers the skills needed to implement the curriculum. As modifications are made to the standards and anchors, the curriculum committee enhances our curriculum to meet those changes. A complete curriculum guide can be found in the administration offices and individual curriculum guides can be found in the subject area classrooms.

Educators strive to meet the needs of all students. Teaching strategies such as Active Learning, Cooperative Learning, and Inquiry Based Learning are utilized while integrating technology. Active learning allows students to talk and listen, read, write, and reflect as they approach course content through problem-solving exercises, informal small groups, simulations, case studies, role playing, and other activities, all of which require students to apply what they are learning. Cooperative Learning is a systematic pedagogical strategy that encourages small groups of students to work together for the achievement of a common goal. Inquiry Based Learning creates an environment that promotes the "use of inquiry" in the classroom. Inquiry Based Learning provides an opportunity for students to complete exercises on their own, and to allow them to figure out thoughts, ideas, and concepts for themselves. After students have discovered these concepts they then share their knowledge with their classmates which afford a more in-depth study of the concepts. The teacher acts as the catalyst, directing students' interactions, activities, and discussion rather than being the bearer of all information. Our teachers ask open-ended questions then facilitate student-dominated discussions that require the students to think more

and to do more. Utilizing these different strategies affords the students the opportunity to use their own learning style when comprehending new materials and to stay actively engaged in the learning process.

The curriculum is designed to ensure that students are actively involved in the learning process and increasingly assume responsibility for their own learning. An important piece of curriculum development is to transform the content into varied and stimulating learning experiences that interest students and help them relate new content to prior knowledge and make connection between school experiences and real world issues. The curriculum is organized on an integrated basis, as often as possible, so that the connectedness of knowledge is clear to students.

The curriculum design focuses on outcomes, with multiple assessments of performance used to determine how well students perform with respect to these outcomes. Pennsylvania's standards and anchors are used to judge student skill performances. Individual Education Plan (IEP) goals and benchmarks are used to determine degrees of success for our Students with disabilities as well. Students that have tested at basic and below basic on the PSSA receive remediation in math, reading and writing. Assessments are given on a weekly basis to determine degrees of success and if reteaching of the skill is required. The emphasis of assessment is on recognizing and encouraging student higher order thinking, problem solving and insight, along with mastery of important information.

## **Rigorous Instructional Program - Attachments**

- Professional Development Plan
- Teacher Induction
- Professional Development Inservice Calendar

## **English Language Learners**

Currently the Center for Student Learning Charter School has no English Language Learners. If a student were to enroll in the school with these needs all state guidelines would be followed regarding evaluation and parent correspondence/input. In addition, appropriate instruction would be provided for the student.

At this point, an ELL report is not applicable.

There are currently no supporting documents selected for this section.

## **Graduation Requirements**

All students are required to earn passing grades in twenty four (24) credit units in grades 9-12 to meet the requirements for graduation. These 24 units must be so distributed as to enable the students to complete four (4) credits of each Language Arts, Math, Science, and Social Studies. In addition the students must complete two (2) credits in Physical Education/Health, two (2) credits in Arts/Humanities, and four (4) credits of electives.

All Students are required to complete a culminating project prior to graduation. A Graduation Project Handbook and Materials are provided to each student to instruct and guide them in completing this requirement for graduation. The Graduation Project must contain a written, an oral, a visual, and a technological component. The Graduation Project is presented to a panel of 2 or 3 staff members. The panel scores the project in each of four areas (research paper, presentation, technology integration/utilization and portfolio) by using a 4 point rubric.

All students shall demonstrate proficiency on either the Pennsylvania State System Assessment

(PSSA) in reading, writing and mathematics administered in grades 11 or with a comparable local assessment or courses provided by the Center for Student Learning Charter School and aligned with the academic standards and anchors.

Students with disabilities, who satisfactorily complete a Special Education Program developed by the Individual Educational Program (IEP) Team, shall be granted and issued a regular high school diploma. This would apply only if the Special Education Team has determined that this decision is in the best interest of the student with a disability. This shall be in accordance with Individuals with Disabilities Act.

## **Special Education**

The Center for Student Learning Charter School provides a free, appropriate public education to all of its students, including students with disabilities who need special education and related services. State and federal statutes and regulations guide the charter school in locating, assessing and planning for the needs of its exceptional students. Screening activities are conducted at each grade level to identify educational needs of its students.

There are 3 levels of the screening process:

Level 1: Screening at this level includes a review of a student's health records, report cards, overall classroom performance and review of standardized testing.

Level 2: At this level, there is screening in vision, hearing or motor development.

Level 3: Students who are experiencing academic or other difficulties are referred for this level.

Parents are always regarded as required and important members of this process.

If a student is identified through the above screening process as a student that needs more supports in order to be successful, a request is made to the Multi-disciplinary Team. This team includes the parents, teachers, principal, support staff and others who may assist in identifying the strengths and needs of the student. A permission to evaluate is sent to the parents and once received an evaluation begins. Through this evaluation, data is gathered on the students overall performance and it is determined if the student is eligible for Special Education services. A meeting is held (with the parents) to discuss the results and an IEP (if appropriate) is created. Also included in this meeting are explanations of the forms being presented (IEP, ER, NOREP, Procedural Safeguard Notice and any other appropriate forms).

Once it is determined what services and supports the student needs (through the IEP) it is put into place the day following the meeting. At the Center for Student Learning, all students are in a full inclusion program with pull outs only as needed. Related services are provided as well. These services include but are not limited to Speech Therapy, Art Therapy and Occupational Therapy. One on one support services are also provided. Most of the related services are provided through Bucks County Intermediate Unit #22.

Strategies that are used to support students with special needs are small class sizes and individualized instruction. Also included in the strategies are each student's individual accommodations and modifications as put forth in the IEP.

## **Special Education - Attachment**

- Special Education Procedures

## Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Jeff Kuhn	10	Inclusion Classroom	Center for Student Learning Charter School	8	The inclusion classroom includes students with Learning Support, Emotional Support and Autistic Support.
Jill Noonan	60	Pull out instruction or in class support of both teachers and students	Center for Student Learning Charter School	34	N/A
Rita Bernhart	10	Inclusion Classroom	Center for Student Learning Charter School	8	The inclusion classroom includes students with Learning Support, Emotional Support and Autistic Support.

## Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
N/A	N/A	N/A	N/A	0	N/A

## Special Education Program Profile - Chart III

Title	Location	FTE
Bill Bauer	Center for Student Learning Charter School	1
Kris Butt	Center for Student Learning Charter School	1
Nicole Maxwell	Center for Student Learning Charter School	1
Jami Amo	Center for Student Learning Charter School	1
Ruth Demshick	Center for Student Learning Charter School	1
Rachael Goldenberger	Center for Student Learning Charter School	1

## Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Bucks County Intermediate Unit #22	Speech Therapist	2 hours per week
Bucks County Intermediate Unit #22	One on one	32.5 hours per week
Center for Student Learning Charter School (Contracted)	School Psychologist	Approximately 10 hours per week
Bucks County Intermediate Unit #22	Captionist	27.5 hrs. per week

## SECTION IV. ACCOUNTABILITY

### Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
N/A	No	No	No	No	No	No

## Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	Yes	Yes	No	No	Yes	No

## Student Assessment

PSSA, curriculum based assessments and standardized test data are analyzed by our teachers, administrators and staff. Curriculum is then modified to address areas of deficiency.

Professional development is created based on discrepancies between student progress and instructional strategies. We utilize the continuous improvement model design to then create goals and objectives which are taught, tested, then analyzed. This model affords us the opportunity to build on student success while addressing students' needs.

State and federal statutes and regulations guide the charter school in locating, assessing and planning for the needs of its exceptional students. Screening activities are conducted at each grade level to identify educational needs of its students. There are 3 levels of the screening process:

Level 1: Screening at this level includes a review of a student's health records, report cards, overall classroom performance and review of standardized testing.

Level 2: At this level, there is screening in vision, hearing or motor development.

Level 3: Students who are experiencing academic or other difficulties are referred for this level.

Parents are always regarded as required and important members of this process.

If a student is identified through the above screening process as a student that needs more supports in order to be successful, a request is made to the Multi-disciplinary Team. This team includes the parents, teachers, principal, support staff and others who may assist in identifying the strengths and needs of the student. A permission to evaluate is sent to the parents and once received an evaluation begins. Through this evaluation, data is gathered on the students overall performance and it is determined if the student is eligible for Special Education services. A meeting is held (with the parents) to discuss the results and an IEP (if appropriate) is created. Also included in this meeting are explanations of the forms being presented (IEP, ER, NOREP, Procedural Safeguard Notice and any other appropriate forms).

Once it is determined what services and supports the student needs (through the IEP) it is put into place the day following the meeting. At the Center for Student Learning, all students are in a full inclusion program with pull outs only as needed. Related services are provided as well. These services include but are not limited to Speech Therapy, Art Therapy and Occupational Therapy. One on one support services are also provided. Most of the related services are provided through Bucks County Intermediate Unit #22.

If a student does not qualify for Special Education services, teachers continue to monitor their progress in the classroom through observation, grading systems and informal meetings with both the students and other related staff members and faculty.

Strategies that are used to support all students are small class sizes and individualized instruction. A point system is also in effect throughout each classroom, monitoring their participation, preparedness and task completion. Also included in the strategies are each student's individual accommodations and modifications as put forth in the IEP, if applicable.

## **Student Assessment - Attachment**

- Special Education Policy and Procedures

## **Teacher Evaluation**

The main features that drive CSL's teacher evaluations are: Teaching Methods Employed, Knowledge of Subject Matter, Classroom Management, and Rapport with Students. A pre-observation conference meeting takes place between the teacher and observer, to discuss expectations and plans. The Teacher is observed then a post-observation conference is held to discuss successes and areas of concern. If a teacher is in need of improvement a plan is developed and support systems are put into place. The Principal and Assistant Principal are responsible for facilitating evaluations and development plans. Evaluators attend workshops designed to ignite leadership skills and teach strategies. The IU 22 has been an avenue of resources to teach techniques and inform regarding special education issues. The instructional strategies that are unique to our school are: small group instruction with a 15-1 student ratio and differentiated instruction with a hands-on component.

## **Teacher Evaluation - Attachment**

- TEACHER EVALUATION

## **SECTION V. GOVERNANCE REQUIREMENTS**

### **Leadership Changes**

The Board of Trustees elected a new Vice President for the 2008-2009 school year.

### **Board of Trustees**

<u>Name of Trustee</u>	<u>Office (if any)</u>
Heather Humienny	President
Peter LaChance	Vice President
Daniel DiLorenzo	Treasurer
Thomas Gillette	Secretary
Sally Haywood	Member
Ronald MacPherson	Member
Norma Lindbloom	Member
Teresa Hinterberger	Member
Elaine Novet	Member

### **Professional Development (Governance)**

The members of the Board of Trustees for the Center for Student Learning Charter School at Pennsbury have the opportunity to attend conferences and workshops. Funds are budgeted to cover expenses. Conferences and workshops must be approved by the Board of Trustees.

Members of the Board of Trustees took part in the CSL strategic planning professional development sessions.

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

All decisions regarding the governance and management of the school are decided based on a Board of Trustees vote. The Board of Trustees meets twice a month to discuss items affecting the school. In order to make an informed decision regarding the school, the Board of Trustees requires research-based information, needs analyses data, and student affect analyses data before voting on any agenda item. A majority vote is needed to approve any item. In addition, any member of the Board of Trustees is available to staff members and parents via e-mail or telephone regarding any issue. The Board of Trustees has employed an Executive Director and an Administrative team to carry out the everyday operations and decision making, for The Center for Student Learning Charter School at Pennsbury, following the guidelines they have set forth.

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

- Board of Trustees Meeting Schedule 2008-2009

## **Community and Parent Engagement**

The Center for Student Learning Charter School at Pennsbury (CSL), with guidance and direction from the Board of Trustees, in school year 2008-2009, as well as 2009-2010 will continue to take a pro-active stance on parental involvement in their child's education. CSL employs a partnership model of accountability in its daily operation through the following avenues:

1. Welcoming parents into the school and into the classroom: Under the direction of the Board of Trustees, parents are encouraged to visit the school and to visit their child's classroom at any time. "Open House" and "Family Night" are planned activities that encourage whole family involvement and facilitate a genuine interest in the opportunities that exists for their child, in the CSL framework. Activities such as 8<sup>th</sup> grade and 12<sup>th</sup> grade graduation afford parents an opportunity to celebrate their student's achievements and successes. The Board always welcomes parents comments or concerns.
2. Parental Involvement in the Decision Making Process: The Board of Trustees endorses the involvement of family members as participants in committees that create the foundation for school decisions.
3. Collaborating With the Community: The Board of Trustees engages members from the community as participants in committees that create the foundation for school decisions.
4. Promote Volunteering: The Board of Trustees encourages family involvement as volunteers and applauds that involvement.
5. Open Communication between school and family: Communicate with families about school programs and student progress are directives of the Board of Trustees to the CSL staff. Teachers are expected to contact parents for both positive statements of support and concerns that the student is experiencing. Newsletters are to be sent home monthly, outlining what concepts and skills will be taught, study tips, upcoming special events or deadlines, and tips on child development and child rearing. Progress

reports are to be sent home quarterly. Teachers communicate with parents on a regular basis through e-mail and the student's academic planner. CSL employs a full-time certified school counselor to assist families and students with community resources, emotional needs, and psycho-social needs.

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

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

The Center for Student Learning will actively seek state grants, private grants, and community partnerships to supplement tuition revenue. The School will also pursue federal funding due to the high percentage of impoverished students enrolled. Student/parent fundraising has not been a source of revenue for the School nor is it expected to be so for the 2009 - 2010 school year.

CSL has applied for the Pennsylvania Department of Education's Grant for Disruptive Youth for the 2008 - 2009 school year and is in the process of applying for several other grants.

### **Fiscal Solvency Policies**

#### Fiscal Solvency Policies

All financial decisions and expenditures are approved by The Center for Student Learning Board of Trustees. The expenditure of funds will be controlled by the two-step process of budget appropriation and expenditure authorization. Expenditures require one-over-one approval, i.e., the cost center supervisor and his/her administrator. As part of their fiduciary responsibilities, every payment made from any School account need to be approved by the Board. Board meetings are held, on average, every two weeks. This allows the Board to keep a close oversight of all school activities, including financial.

The Board is apprised, at each meeting, of all Accounts Receivables, Cash Balances, and Accounts Payables. All payments are pre-approved by the Board, and each payment requires two Board signatures for all checking accounts. Counter withdrawals at all banking institutions holding deposits of the School prohibit any counter withdrawal from any party, whether an employee or Board member.

The General Fund Budget is prepared in conjunction with Board approval of all salaries and contracts for the school year. The Board approves all budget transfers with the General Fund Budget and any deficits are approved prior to expenditures. It has been the practice of the School and its Board to operate within constraints of the revenues and expenditures of each fiscal year. All General Fund Budgets for each fiscal year have been prepared with expenditures equaling revenues.

A line of credit has been established for up to \$100,000 in case a cash flow problem should arise or an unforeseen capital expenditure is necessary. Use of this line of credit requires Board action.

### **Accounting System**

The Center for Student Learning Charter School at Pennsbury has an accounting system that conforms with Generally Accepted Accounting Principles (GAAP) government accounting standards. The School's chart of accounts incorporates the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools.

The entity-wide financial statements are reported using the *economic resources measurement focus* and the *modified accrual basis of accounting*. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

All governmental fund types are accounted for using a *current financial resources measurement focus*. With this measurement focus, only current assets and current liabilities are generally included on the balance sheet. Operating statements of these present funds increase (revenue and other financing resources) and decrease (expenditures and other financing uses) in net current assets.

Governmental fund types are accounted for using the *modified accrual basis of accounting*. Revenues are recognized when they become both measurable and available to finance expenditures for the fiscal period. Available means collectible within the current period or soon enough thereafter to be used to pay liabilities of the current period. State revenue is recognized in the year to which it applies according to Pennsylvania statutes. Other revenue is considered available if collected within one year. Expenditures are recognized using the modified accrual basis of accounting when the related fund liability is incurred.

All proprietary fund types are accounted for using an *economic resources measurement focus*. With this measurement focus, all assets and liabilities are recorded, including capital assets and long-term debt and obligations. Furthermore, revenues are earned from the provision of goods or services and expenses are incurred to provide for these services. This includes the allocation of costs to the period in which the revenues were earned.

Proprietary fund types are accounted for using the *accrual basis of accounting*. In this basis, transactions are recorded when incurred regardless of when cash is collected or disbursed. Revenues are recognized when earned and become measurable, and expenses are recorded when incurred, if measurable.

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

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

- eSP Preliminary Stmt Rev, Exp & Fund Bal June 30, 2009

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

Audit Firm:

William J. Neumann, CPA  
57 Street Road, Suite H  
Southampton, PA 18966

At a subsequent date to the audit date, this Audit firm merged with another firm to create:

Adelman & Co., P.C.

3103 Philmont Ave.

Suite 314

Huntingdon Valley, PA 19006

Date of Last Audit: October 28, 2008

Auditor's Opinion

The auditor's Annual Report Summary for the 2007/2008 school year is attached. The audit for the 2008/2009 school year has yet to be completed.

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

- Independent Audit Report for fiscal year ending June 30, 2008

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

State Audit Report

The Center for Student Learning Charter School at Pennsbury underwent a state audit during the 2007/2008 school year which encompassed the years ended June 30, 2006, 2005 and 2004 and in certain areas extending beyond June 30, 2006.

The Performance Audit Report dated December 20, 2007 was received by the school in July 2008. As per the Auditor General's Independent Auditor's Report "The results of our tests indicated that, in all significant respects, the Center for Student Learning Charter School at Pennsbury was in compliance with applicable state laws, regulations, contracts, grant requirements, and administrative procedures falling within the scope of our audit".

There were no citations or follow-up actions issued by the state, as a result of this State Performance Audit Report. In fact, in a letter to the Center for Student Learning Charter School at Pennsbury dated November 25, 2008, the Secretary of Education for the Commonwealth of Pennsylvania, Geralk L. Zahorchak, D.Ed., stated that "the board of directors and the administrative staff of the Center for Student Learning Charter School at Pennsbury are to be congratulated for the accomplishments shown by the audit of your operations for the fiscal years ending June 30, 2006 and 2005, recently issued by the Department of the Auditor General."

The school has an annual audit of all financial records each fiscal year ending June 30 prepared by an independent auditor. To date, all audits conducted by an independent auditor have resulted in audit reports stating the School's financial statements are presented fairly and in accordance with Generally Accepted Accounting Principals (GAAP).

**SECTION VII. FACILITY RESPONSIBILITIES**

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

### Acquisition of Facilities, Furniture, Fixtures, and Equipment for year ending June 30, 2009

During the 2008/2009 school year, the School continued to rent classroom and office space on the property of the Pennsbury School District. In May of 2008, the School entered into an Agreement of Sale for an existing church and property at a cost of \$950,000. Closing on the building and property took place in April, 2009 with renovations starting immediately. A commercial loan in the amount of \$2.16 million was acquired to finance the property acquisition and renovation. The construction portion of the debt will be acquired over the course of both the 2008/2009 and the 2009/2010 school year. Approximately \$431,800 of cash was used for the acquisition of this property. The new school is expected to open September 2009, at which time the rented space on Pennsbury School District property will be vacated.

During the 2008/2009 fiscal year, \$3,155 of furniture was purchased for the School. The furniture consisted of student desks and chairs, and administrative file cabinets. All of these purchases were made through the COSTARS program at a significant cost savings.

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

### Future Facility Plans and Other Capital Needs

The Center for Student Learning Charter School at Pennsbury had its Charter renewed with The Pennsbury School District for the period beginning July 1, 2007 and ending on June 30, 2012. Currently, The Center for Student Learning Charter School at Pennsbury rents modular classrooms and administrative spaces on the Pennsbury High School campus, located within the Pennsbury School District, in Fairless Hills, PA. All space utilization at this space has been maximized and the school has accumulated a waiting list. In order to meet the needs of at-risk students in the home district and surrounding areas, a search was started for a larger facility within the boundaries of the Pennsbury School District.

In May of 2008, the School entered into an Agreement of Sale for an existing church and property at a cost of \$950,000. Closing on the building and property took place in April 2009 with renovations starting immediately. A commercial loan in the amount of \$2.16 million was acquired to finance the property acquisition and renovation. The construction/renovation portion of the debt will be acquired over the course of both the 2008/2009 and 2009/2010 school years. The new school is expected to open September 2009, at which time the rented space on Pennsbury School District property will be vacated.

The facility purchase and renovation will provide the School with additional classrooms, adequate office space and a gymnasium. Currently, in addition to the classroom and land rental fees being paid to the Pennsbury School District, the School's gym space is rented at the local YMCA at an annual cost of \$12,000 and the administrative modular offices are leased at an annual cost of \$15,625. The benefits of acquiring one facility to house all our instructional programs and administration are enormous to the future of the School and its work with at-risk students.

In the future, the newly purchased facility under renovation has incorporated plans for additional classrooms to be added on to the existing structure in the future if and when enrollment grows in

excess of the 180 student capacity of this new facility.

During the term of the current charter ending in June of 2012, the School plans to advance both its instructional and administrative technology. For the 2008/2009 school year, the School acquired Study Island , a web-based computer application for independent learning for selected students. Throughout the next charter, instructional technology will be acquired and integrated into all subject areas as an instructional tool. The School also plans on purchasing a Student Management System for Child Accounting and Administrative use. Currently all data bases are kept utilizing Access or Excel Software. All technology enhancements are expected to be budgeted through the general fund budgets and should require no special capital financing.

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

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

#### Health and Safety Requirements

The Center for Student Learning Charter School at Pennsbury is located on the property of the Pennsbury School District's High School. We coordinate all our fire drills with the Pennsbury High School and have conducted 10 fire drills during the 2008/2009 school year. In addition, we have conducted 3 fire drills independently of the Pennsbury School District.

The Center for Student Learning premises had a Fire Safety inspection conducted by the Falls Township Fire Marshall on November 09, 2007 resulting in full compliance with the fire codes.

The Bucks County Department of Health and Food Safety conducted two Food Safety Inspections, as required by PDE Division of Food and Nutrition, on October 24, 2008 and February 19, 2009. In both inspections, the School was found to be in compliance with County and State sanitation standards.

The School adopted a Wellness Policy to promote a healthy school environment where students will learn about and participate in positive dietary and lifestyle practices that can improve student achievement. (See attached Wellness policy and Wellness Policy Checklist).

During the school year 2008/2009, the School also conducted hearing, dental and sight screenings on all students.

Emergency Response Procedures have been adopted by The Center for Student Learning Charter School at Pennsbury outlining instructions for emergency situations. These emergency instructions include, but are not limited to instructions for: intruders, lockdown procedures, bomb threats, public demonstrations, medical emergencies, child abuse, assault/rape, suicidal behavior, death, kidnapping, and natural disasters.

Emergency and Terrorism Preparedness meetings have been held periodically over the last four years between the Falls Township Police Department and representatives from each of the area schools, including The Center for Student Learning, to be updated on terrorism and school safety. As a result, a policy has been established to notify school officials of security issues, terrorism issues, and issues affecting student safety. Each school was provided information on purchasing a 2-way radio, which all school purchased. That led the way for a policy to be established where police can notify school officials of Non-Emergency notices through e-mail and Emergency notices are sent via the 2-way radio system. Floorplans of each school was provided to the Police Department and Crisis Management teams were set up for each school.

### Maintenance of Health and Immunization Records for Students

All Health and Immunization records are reviewed by our Certified School Nurse. The Nurse keeps originals of all health and immunization records in locked files. Records are reviewed for compliance of required health and dental examinations and immunizations. The nurse notifies all parents of students requiring updated health and dental examinations through written notifications, and arranges for a physician and dentist to provide examinations to students in cases where parents do not provide evidence of a private examination. If a student transfers to another school, copies of all health and immunization records are kept on file.

### Attachments:

Wellness Policy

Wellness Policy Checklist

Request for Reimbursement and Report of School Health Services for 2007/2008\*

\*Request for Reimbursement and Report of School Health Services for 2008/2009 has not been completed as of the date of this report. The deadline for the 2008/2009 school year submission for reimbursement is September 30, 2009. This report is in process as of this date.

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

- Wellness Policy
- Wellness Policy Checklist
- 07-08 Request for Reimb Report of School Health Services

## Current School Insurance Coverage Policies and Programs

# SCHOOL INSURANCE COVERAGE POLICIES

2008-2009

Coverage Type	Insurance Carrier	Policy Number
<b>Package:</b> Includes Property, Equipment Breakdown, Crime, Gen'l Liability, Personal Property, Employee Benefits Liability, Sexual Misconduct, Sexual Abuse and Auto	Philadelphia Insurance Co.	PHPK330614
<b>Workers' Compensation</b>	Hartford Underwriters Ins. Co.	39WBG6570
<b>Umbrella</b>	Philadelphia Insurance Co.	PHUB245781
<b>Directors &amp; Officers</b>	RSUI	HP630212

### INSURANCE PROGRAMS

Health (Includes vision & Rx)	Keystone Healthplan East
Dental	United Concordia
Short Term Disability Insurance	Fort Dearborn Life Insurance Co.
Long Term Disability Insurance	Fort Dearborn Life Insurance Co.
Life Insurance	Fort Dearborn Life Insurance Co.
Retirement	Pennsylvania School Employees Retirement System

### STUDENT INSURANCE

Student Accident Insurance (Coverage for each student)	ACE American Insurance
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## **Current School Insurance Coverage Policies and Programs - Attachments**

- 2008-2009 Insurance Coverage and Policies
- 08-09 Insurance Accords

## **SECTION IX. ADMINISTRATIVE NEEDS**

### **Quality of Teaching and Other Staff**

The Center for Student Learning Charter School at Pennsbury employs twenty nine (29) staff members in the following areas:

2 full-time English teachers certified by the state of Pennsylvania

2 full-time Mathematics teachers certified by the state of Pennsylvania

3 full-time Science teachers certified by the state of Pennsylvania

2 full-time Social Studies teachers certified by the state of Pennsylvania

1 full-time Special Education teacher certified by the state of Pennsylvania

1 full-time Art teacher certified by the state of Pennsylvania

1 full-time Health/Physical Education academic teacher certified by the state of Pennsylvania

1 full-time Guidance Counselor certified by the state of Pennsylvania

5 full-time Paraprofessionals

1 part-time Paraprofessional

5 part-time Support Staff

1 full-time Support Staff

4 full-time Administrative Staff

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

- Staff ACS 2008-2009
- HQT ACS 2008-2009

# Student Enrollment

## **Student Enrollment and Admissions Policies and Procedures**

The Center for Student Learning Charter School at Pennsbury (CSL) has a rolling admissions policy. Students are enrolled in our program throughout the school year. All school-age residents of the Commonwealth of Pennsylvania are qualified for admission. Enrollment preference is given to students who reside within the granting charter district (Pennsbury School District) and siblings of students presently enrolled at CSL. CSL does not discriminate in its admission policies.

In the event that our enrollment exceeds 15 students per classroom, students are put on a wait list. The wait listed students are contacted on a first come, first served basis as openings occur throughout the year.

### **Enrollment Procedures**

1. Upon the initial intake, an appointment is scheduled for the prospective student and parents to meet with the Principal and/or Assistant Principal, Guidance Counselor, and Special Education Teacher (if applicable) to discuss the student's needs and expectations, the school's focus, and tour the campus.
2. The Pupil Services Manager at CSL completes the enrollment paperwork process which includes the following.
  - a. Parents/Guardians must provide the following documentation to complete the enrollment applications.
    1. Birth Certificate
    2. Immunization Records
    3. Proof of Residency (utility bill at current residence)
    4. Child's Social Security Number
    5. IEP / ER or any other pertinent Special Education Records
  - b. Charter School Student Enrollment Notification Form
  - c. Student Registration Form
  - d. Emergency / Health Services Card
  - e. Affirmation of Prior Discipline
  - f. Medical History Form with applicable questionnaires
  - g. Code of Conduct Verification
  - h. Photo Permission Slip
  - i. Internet Usage Agreement
  - j. YMCA Participation Agreement
  - k. Free & Reduced Lunch Application
  - l. Home Language Survey
3. Transportation is requested through the Home School District.
4. Charter School Enrollment notification is mailed to the Home School District.
5. Health/Academic Records are requested from the Home School District.
6. PA Secure ID is assigned to student.
7. Applications are processed and student is added to the CSL database.

### **Enrollment History 2008-2009**

Center for Student Learning

2008/2009 Monthly  
Enrollment &  
Withdraws

Number of Students Enrolled

Grade	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
6	4	5	7	7	7	9	9	9	9	9
7	9	10	12	12	11	9	9	10	10	10
8A	17	16	17	17	18	13	13	15	16	16
8B						14	14	16	17	17
9	13	14	15	15	14	16	17	18	18	18
10	19	21	21	21	22	30	30	31	30	30
11	28	29	28	28	29	30	29	29	29	29
12	19	18	17	17	16	17	20	20	20	20
Totals	109	113	117	117	117	138	141	148	149	149

Total New Enrollments 65

Number of Student Withdraws

Grade	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
6	0	0	0	0	0	0	0	1	0	0
7	0	0	0	0	0	1	0	0	0	0
8A	0	1	0	0	0	0	0	0	0	0
8B	0	0	0	0	0	0	0	0	0	0
9	0	0	1	0	1	2	0	0	0	0
10	0	0	1	0	1	1	1	2	1	0
11	1	1	2	0	1	2	0	1	0	0
12	1	0	1	0	1	0	0	0	0	0
Totals	2	2	5	0	4	6	1	4	1	0

Total Withdraws 25

-

**Status of Withdrawn Students**

Bristol Township School District	8
Pennsbury School District	6
Neshaminy School District	2

## **Status of Withdrawn Students**

Wissahickon School District	1
Philadelphia School	2
Pursuit of GED	6
Total	25

## **Enrollment Trends**

The current enrollment trend is on an increase.

The school year started with 109 students and increased to a total enrollment of 149. The maximum enrollment per classroom is 15 students. We opened two sections of 8th grade, two sections of 10th, and two sections of 11th grade to handle the demands of our increasing wait list. We have contacted all of the students we had on our wait list for enrollment in the next school year. Currently, we are not carrying any students on our wait list. Our 6th grade class continues to remain small. The enrollment in the 6<sup>th</sup> grade usually increases over the year as the students begin to struggle in the traditional classrooms of the large school districts.

Our retention rate is approximately 90% of our currently enrolled students. Students choose to continue their education at CSL because they like the individualized attention and the small learning environment.

The withdraw rate is higher in the upper grades (10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup>). Most of the students who chose to leave CSL, returned to their home school districts, pursued their GED, or chose a career in the military. We have had no expulsions in the 2008-2009 school year.

There are currently no supporting documents selected for this section.

## **Transportation**

### **Transportation Program**

Transportation to the Center for Student Learning Charter School at Pennsbury (CSL) is provided by the student's home school district. CSL does not provide transportation for our students.

If transportation is not provided by the home district to their own schools, they are not required to transport CSL students. In that event, transportation is the responsibility of the student and their family.

Special Education students are also provided transportation through their home school district.

The pupil services office at CSL acts as the liaison between the home school district and the student to assure accurate and timely scheduling.

## **Food Service Program**

### **Food Service Program**

The Center for Student Learning Charter School at Pennsbury (CSL) currently provides a hot lunch program to our high school students, and a hot breakfast and lunch program to our middle

school students. Breakfast is served at 8:00 A.M. during the middle school's homeroom period. Lunch is served at 11:50 A.M. to both the middle and high school students. The school is located on the property of Pennsbury High School East Campus and we contract our lunch program through the Pennsbury School District's dining service. Lunch orders are phoned in to the cafeteria in the morning for the scheduled day. Breakfast orders are phoned in one day in advance to insure timely delivery to our designated classrooms.

CSL does participate in the Free and Reduced Lunch Program and Severe Needs Breakfast Program and is in compliance with all PDE Division of Food and Nutrition inspections, guidelines and reports.

## **Student Conduct**

### Student Conduct

The Center for Student Learning Charter School's (CSL) 'Code of Conduct/Discipline Policy' complies with all the policies and procedures outlined in Chapter 12 of the Public School Code. The CSL Code of Conduct is reviewed and distributed to all new students at the time of enrollment. Furthermore, the CSL Code of Conduct is redistributed and reviewed with all returning students at the start of every new school year.

**See the attached CSL Code of Conduct/Discipline Policy.**

CSL has integrated non-academic support systems into the daily schedules to aid in the success of all students. In addition, parents/guardians receive documentation outlining their parental rights in regards to due process.

Suspension incidents are now being tracked for classroom suspensions as well as administrative suspensions.

31 students were involved in 52 suspension incidents and 0 students were expelled.

## **Student Conduct - Attachment**

- Student Conduct

## **Signature Page**

## Assurance for the Operation of Charter School Services and Programs

**School Year: 2008**

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

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

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

\_\_\_\_\_  
**Board President**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Chief Executive Officer**  
**2008 - 2009 Annual Report for Pennsylvania Charter Schools**

\_\_\_\_\_  
**Date**

**Verify that all DATA reports to PDE are complete**

**YES** \_\_\_\_\_ **NO** \_\_\_\_\_

## **Assurance for Compliance with the Public Official & Employee Ethics Act**

The original Public Official and Employee Ethics Act (the "Ethics Act") was amended and reenacted in 1989 by Act 9 of 1989 and in 1998 by Act 93 of 1998. (See Act 9 of 1989, 65 P.S. §401, et seq. and Act 93 of 1998, Chapter 11, 65 Pa.c.s. §1101 et seq.) The Act provides that public office is a public trust and that any effort to realize personal financial gain through public office is a violation of that trust. The Act was passed to strengthen the faith and confidence of the people of the Commonwealth in their government. The Act established the State Ethics Commission to administer and enforce the provisions of the Act and to provide guidance regarding the standards established by the Act.

The Center for Student Learning CS at Pennsbury assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the "Ethics Act") and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the "Ethics Act" is available on the Ethics Commission's website at: <http://www.ethics.state.pa.us/ethics/site/>

**The assurance must be signed by the Chief Executive Officer and Board of Trustees President of the charter school.**

There is currently no contact information saved.

### **Signature Page - Attachments**

- Signature Page
- Assurance for Operation