
Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Charter Annual Report
Monday, February 14, 2011
(Last Accepted: Monday, February 14, 2011)

Entity: Renaissance Academy CS
Address: 40 Pine Crest St
Phoenixville, PA 19460-0904

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2009 - 2010

Name of School: Renaissance Academy CS

Date of Local Chartering School Board/PDE Approval: 1999 / 2005 / 2010

Length of Charter: 5 years **Opening Date:** August 18, 2000

Grade Level: K-12 **Hours of Operation:** 7:40-4:00 (Inst Day 8:00-3:30)

Percentage of Certified Staff: 97% **Total Instructional Staff:** 79

Student/Teacher Ratio: 1:25 **Student Waiting List:** 250

Attendance Rate/Percentage: 97%

Summary Data Part II

Enrollment: 924 Per Pupil Subsidy: Reg Ed: 10,169.76/ SES: 22,349.57

Student Profile

American Indian/Alaskan Native:	3
Asian/Pacific Islander:	49
Black (Non-Hispanic):	228
Hispanic:	29
White (Non-Hispanic):	545
Multicultural:	70

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 26.8%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 117

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	179	179	179	179	736
Instructional Hours	0	0	5:30	6:20	6:31	6:39	4743.52

SECTION I. EXECUTIVE SUMMARY

Educational Community

The Renaissance Academy Charter School is a parent-founded K-12 public school, established in September 2000 under the auspices of Act 22, a law created by the General Assembly of the Commonwealth of Pennsylvania in 1997. As required by charter law, Renaissance Academy was granted a charter by its local school district, opening first as a K-8 public charter school located on the campus of a small private college in Phoenixville, PA. Since that time, Renaissance Academy has grown into a K-12 public charter school, drawing students from 18 surrounding school districts covering 5 major counties in central Pennsylvania. The Charter has been renewed twice by the authorizer and is currently holding a valid Charter through 2015.

Renaissance Academy is an excellent example of the spirit of the charter law. It was created through a grass-roots educational reform effort by parents in response to the community's express need to improve the quality of education for the children in Phoenixville and other surrounding districts. Thus, the crux of the mission for Renaissance Academy was borne out of an intense desire to give parents and students a viable school of choice in their community that would prepare a diverse cross-section of children for lifelong success as students, workers and citizens through quality liberal arts, college preparatory program.

To that end, we have realized the goals set forth by our founders, reaching significant milestones that underscore our success in fulfilling the mission and vision set forth in our charter, so much so that the Phoenixville School District unanimously approved our charter renewal application in the Spring of 2005 as well as the Fall of 2010. The district's actions affirmed that we indeed have

created a school where high standards, instructional creativity, technological sophistication, faculty motivation and student, teacher and parent accountability are the norm. Through these successful innovations, Renaissance Academy has shown that it is achieving significant and lasting gains in student academic performance while serving the diverse needs of all students.

Consistent with its mission, Renaissance Academy is dedicated to providing a “World Class Education” for all of its students. Students attending Renaissance Academy reside in eighteen surrounding school districts, including those located in Philadelphia, Montgomery, Chester and Delaware Counties. Our students come from a variety of socioeconomic levels and from varied ethnic backgrounds, which makes our school a true microcosm of American society. Our demographics indicate that we are the most diverse school in our area, with a demographic breakdown representative of Caucasian, Hispanic, African American, and Asian/Pacific students. We also have a Special Education population of 8%, and a Free/Reduced Lunch level of approximately 25%. Our average daily attendance rate is 95.5% which is high for schools that have middle and high school students, and an annual mobility of 5.0 percent.

Renaissance Academy has grown significantly into an educational institution that is characterized by a community of lifelong learners - not only by our students, but with our faculty and staff as well. Our overall design is at the root of our success, its foundation grounded in proven practices derived from the very best elements found in the comprehensive school reform paramatta and effective schools research. This program can best be defined by the following practices; 1) a research-based curriculum; 2) proven instructional methodologies; 3) an array of assessment tools that regularly inform teachers and students of their progress in teaching and learning respectively; 4) a school management plan focused on continuous improvement; 5) the establishment of essential core values that guide interactions between students, parents and teachers; 6) unparalleled professional development opportunities for our staff; 7) meaningful parental involvement; and 8) school management strategies that align the school's budget, curriculum, technology and professional development with a coordinated school-wide plan that enhances student achievement.

Our programmatic highlights of our program include: 1) Full day Kindergarten; 2) Longer Day/Longer Year; 3) Spanish as a Second Language K-12; and 4) Special area subjects, starting in Kindergarten, which include Art, Music, Dance, Physical Education & Drama. Our students receive two of these Fine Arts classes each day in Grades K through 8 and are open to elective classes of a more specific nature in 9-12.

For our high school students, dual college credit courses are offered through a partnership with a several local universities, with courses either taught on site by college professors or by our own faculty within our high school curriculum. Renaissance also offers an online partnership to provide multiple STEM course offerings. This is currently delivered through PROVOST Systems.

We are very proud to report a 100% college acceptance rate and an average 95% college attendance rate over our 6 years of graduating seniors.

High School students are held to rigorous graduation requirements which out-pace those of every district from which students come. These include 4 years for: English, Math, Laboratory Science, Social Science and 3 years for World Language.

Mission

The mission of the Renaissance Academy-Edison Charter School is to prepare a diverse cross-section of children for success as students, workers, and citizens by providing them with a high quality liberal arts, college preparatory education through creation of a school in which high standards, creativity, technological sophistication, high motivation, and accountability are the

norm. The school aims to achieve lasting gains in students' academic performance while serving the diverse needs of all student.

Vision

The Vision of Renaissance Academy is:

The ***Renaissance Student*** arrives:

- Accountable for his/her own behavior and academic performance.
- Motivated, with high expectations for themselves.
- With respect for self, others and the environment.

The ***Renaissance Student*** experiences:

- A world-class, academically focused liberal arts education.
- An environment where young people work independently and collaboratively as they learn to set and achieve goals.
- The values of Wisdom, Justice, Courage, Compassion, Hope, Respect, Responsibility, and Integrity.

The ***Renaissance Graduate*** ventures forth:

- With the social and academic knowledge to thrive in a global community.
- As a life-long learner.

Shared Values

From the beginnings of our kindergarten program to the requirements for our high school graduates the educational program at Renaissance Academy directly correlates with our mission to prepare students for success in college and in our global society as life long learners. These essential skills such as working in teams, conflict resolution amongst peers, the use of a second spoken language and the use of technology are woven in to the K-12 curriculum for all students.

Along with the skills needed to be successful in life, Renaissance Academy prides itself on exposing students to a myriad of experiences, communities and cultures that will better equip students psychologically and with tolerance. Among these are opportunities to experience Fine Art integration in two structured classes each day, travel which includes over-seas opportunities, and community service requirements which take our students outside of their comfort and geographical zones.

At the base of these life-skills and global awareness opportunities is a grounded core education which allows for students to advance beyond their age or grade, working toward their own academic potential. Beginning with 1st Grade Students are leveled for Reading classes and in 2nd Grade - 4th leveling for math takes place as well. When students enter 5th grade they meet with departmentalized specialists.

Middle School students who are able, enter in high levels of math to promote early Algebra and biology skills. As students enter high school schedules are developed to maximize a students' four years. There is no 'free time' or 'study hall' only credit earning potential. These developments allow for our extensive Dual Credit program as well as early college entry for our able students.

Academic Standards

The Pennsylvania content standards form the basis for instruction while using the various core academic and special area curricula resources to drive these standards. All initial school curricula were selected based upon extensive research by EdisonLearning (Start-up EMO), Success for All Reading, University of Chicago Mathematics, Delta Science and Social Studies Alive! Each curricula is further mapped and aligned by the Renaissance Academy staff and leadership team to identify and ensure alignment with the Pennsylvania content standards / anchors. Areas of weakness are identified and programs are looked at for needed supplements, reinforcements or additions.

The curriculum departments are continually undergoing further examinations of these standards relevant to their content areas. This project is a step in the process of updating instruction to reflect changes in state and federal guidelines and requirements. This project is being supplemented by support through the PDE SAS Tool in the coming year.

As the program is further developed the strategic planning team will further integrate the "21st Century Skills" of curriculum mapping. A revision plan for curriculum mapping was developed during the 2009-2010 School Year and will be noted in Strategic Planning and Goal Setting.

Strengths and Challenges

As a school in its 10th year we have much to look upon as great points of pride, while we also can admittedly see the areas in which we strive to improve.

Some of our earlier operational challenges included:

Opposition: 1) The opposition by the Authorizing Board was dealt with by being as prepared as the school could be and by following the application guidelines and requirements to the tee. As such, our application was written to the letter of the law and the Authorizing Board had no legal basis for denying the application. If they had denied it, the decision would have been overturned in the State appeal process. 2) The opposition by the community was handled by educating the community. The founding coalition educated the community in the basic points of the charter law. In addition, there was a teacher's strike taking place in the district during our application & approval process. Many community members, who were frustrated with the strike, saw a positive aspect in the nonunion Charter School and became supporters of the school, helping to fuel the charter movement in the community. 3) The PSEA lawsuit was unfounded & was quickly dropped. In the meantime, the Founding Charter Board stood their ground and proved that the chargers were unfounded. Basically the Board was charged with being a "puppet Board" for the EMO that was hired, when the Board was in fact very strong & independent.

Finding Space: There were several unsuccessful attempts to acquire space within the boundaries of the Phoenixville Area School District. This was resolved by pure diligence. The Founding Board and the EMO did not stop at the first, second, or third unsuccessful attempt at finding a site. The site that finally was acquired was a lease situation on the campus of a college in the community, creating a win-win situation for both parties. With a newly accredited Education Major, and with a campus full of old Post WWII Army buildings to renovate, Valley Forge Christian College welcomed both the “onsite educational laboratory” and the financial flow from leasing several of the buildings to the fledgling school.

The complexity of the construction project was overcome by creating a team of representatives from the College, the EMO and the Charter School. The complexity & volume of curriculum & equipment deliveries were overcome through strict procedures established by the EMO and the hiring of committed leadership staff to keep everything in order.

At this time our current facility is tight on space and does not allow us to fully realize the strength of our program. We are involved in a multi-year construction project which will result in a larger space for instruction and growth in the coming years.

Current strengths in our program include:

A consistently rigorous program from kindergarten through 12th grade. Kinders are at a full-academic day (7 1/2 hours) ensuring that they will be active readers and on grade level by the end of this first year in school. The day for grades 1st-4th consists of 90 minutes of reading and 60 minutes of math. Once in 5th-8th grade students receive 85-90 minutes of math and reading daily. In the high school all classes are no less than 60 minutes.

All students are given ample opportunities to experience the Arts, along with their core academic curriculum. This includes dramatic, performing and visual Arts. As a Kennedy Center recognized school of the arts we feel our students are truly getting a quality art education in their core school day.

An effort to meet the needs of a diverse population is also paramount to our commitment to our customers.

This includes a higher graduation credit requirement than any area high school, with the provisions in place to earn approximately 18-24 college credits before a student achieves their high school graduation. Our graduates are expected to apply and receive acceptance to at least one four year college or university, thus solidifying their chance to make the choice to attend school after their graduation.

The culture of the school encourages students at every grade level to plan on, and pursue a college career. Our youngest students are aware of and take an active part in encouraging and motivating the older students and one-another. This group initiative gives a truly familial feel to the academic program and process.

Areas of concentration for growth for the 2010-2011 School Year:

As Renaissance enters its 11th year of operation our staff is both excited with the anticipated school year and focused on the continual growth that we aim to achieve. With the growth of our Special Education subgroup we have found a need to renew our emphasis on meeting the needs of this group of diverse learners. Our current Family And Student Support Team (FASST) is an integral part of the child-find process at Renaissance. We are also adding support personnel as needed to better monitor, implement and improve upon our RTI model, in congruence with newly anticipated SPED regulations.

We are stricken by some of the early PSSA results in the outstanding range as well as ranges needing improvement. As we work toward more consistent results we will begin a new

partnership with school improvement parterres: CfBT USA. We expect that this new team will further work to create a solid and high achieving culture at Renaissance.

As a Charter school we also face an ongoing fluidity of our student population. We welcome students from approximately 18 school districts in the state, everyone of which prepares their students in a different and unique way. This ever-changing, diverse population presents a challenge for the staff at Renaissance as they strive to teach, and deliver their curriculum to every student in a manner most meaningful for them. This requires constat differentiation for our teachers and demanding self-reflection. As an institution our administration has placed a high sense of importance on Professional Development around the area of differentiation and varied assessment techniques.

In an effort to better prepare our new students for the expectations and daily routines at Renaissance we have incorporated several levels os orientation. Kindergarten students begin the year with a modified schedule for approximately five (3) days.

Lower School Students (1st-6th) will be welcomed back with a fun and informative orientation day in mid-August.

Upper School Students (7th-12th) new to the school begin with a two-day orientation called 'Knight School' approximately one (1) week before school begins.

Both of these programs will allow for students to be given a 'sneak-peek' of the academic and social environment of Renaissance. Part of the program includes team building, parent involvement and building of school culture.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

In May of 2005, Renaissance Academy held its first Strategic Planning retreat and developed our 5 year strategic plan. At that retreat we evaluated the following data:

- . • Enrollment and Waitlist History
- . • 5 Year Financial Statement Forecast
- . • Historical Student Turnover Data
- . • Roundtable Discussion Data
- . • Staff Survey and Exit Interview Data

Based on evaluations of the data, it was determined that the school's challenges are as follows:

1. Teacher consistency and discipline
2. Facility size
3. Communication — internal and external
4. Parent, community
5. Community image / awareness and perception
6. Length of school day

7. Expectations sometimes unclear
 8. Expectations sometimes unreasonable
 9. Teacher retention
 10. Student retention
 11. Staff retention
 12. Use of technology
 13. VPN
 14. Lack of shared vision
 15. Diversity
 16. Size
 17. Parent support / connectedness
 18. Variety of course offerings
 19. Tracks for the variety of learning levels
 20. Parent expectations
 21. extra-curricula activities
 22. Systemize
-

Our 2007 Retreat yielded the following updates and plans:

Renaissance Academy Strategic Plan — Update from June 2007

Measurable Goals for Areas of Improvement 2007-2008

Increase Parent/Student Connectedness

a) "Drive for 75"

b) Establish a baseline of attendance at extra curricular school functions — expectation to be added to Event Request

c) Ex: Increase SLC attendance, Increase parent info night

2) Expectations/Testing/Communication & Retention:

a) Increase Student Retention

(1) 05-06 53/884.7 = 5.99%

(2) 06-07 68/911.8 = 7.45%

b) Increase Teacher Retention and satisfaction (evidenced through feedback from staff and ongoing survey — admin will solicit input more frequently [i.e. we don't wait for Harris Poll feedback] at Gina's direction)

(1) increased: lost quite a few last year through the year, but only one this year (throughout the year)

(2) look at total picture after the summer

3) Increase student motivation

a) Track attendance at events — each home base to have sticker charts

b) School attendance — measure and provide positive incentives

c) Sports attendance & eligibility

d) Clubs attendance

e) Forming of Small Learning Community HB

f) Gina and Andrew have appointed an US Coordinator for Character Ed — training will take place in June 07.

4) Decrease discipline referrals and increase positive retribution opps

a) Look at how many repeat offenders we have now and decrease the number of repeat offenses.

b) Ex: less than 5% of the school with over 10 infractions

5) Improve technology

a) Tech survey was positive

b) Additional hardware ordered

(1) SmartBoards

(2) 4th lab cart

(3) LCD projectors

c) Increased PD time needed — Edison helping Todd to plan a year long PD plan for tech for 07-08 at Gina's request / direction.

6) Formalize systems

a) Increase number of events/systems that are documented

b) Currently at 50% - would like to see this at 75%

c) Approval based on documentation — additional communication required

7) Shared vision — Building Lifelong Learners

a) Track the stories of our alumni to see if we are accomplishing that— Gina to assign a person to be responsible for this.

8) Facilities

a) Short Term: Admin is handling

b) Long Term: Board is handling

9) Best practices

a) Look at our own best practices inside the school

b) Teams to do observations of other teams

c) Create "Best Practices" binder for academic objectives & include resources for lesson plans.

d) June & July 07 — Admin has directed CCs in updating / creating scope and sequence

10) 21st Century schools

a) Twice a year evaluate ourselves using the 21st Century Skills rubric that we used at last year's retreat.

b) Stakeholders to evaluate will vary each time (?)

In May of 2008 the Yearly Strategic Planning Retreat Yielded:

Notes from Retreat Sunday May 11th

Discussion Topic: Looking back

Andi/Gina

Where are we today?

COMMITMENT

We are setting Goals — need more follow through (SLCs)		Possibly someone like Claire, Tracey, Laura H-M, Michelle Boyd have already established procedures & can possibly define for others.
TREHAB	ISS - Check on value of pulling kids out of class Random timing Consequences not consistent	Back to Andrew to rework

Counseling issues that some of the kids have may not be able to address by our school staff. We may need to look at outsourcing (may need to be more proactive) - (see below — we also need PD for the staff to handle it in the class)	In class component	Faye / Tracey
Current 9 th / 10 th grades are not connected (unlike 12 th) not sure why...	Build activities around them & getting them involved —may need outside sources. Group of students staff member to schedule activities in the different communities	Linda Key Club or NHS or some other group of kids
Need a formalized system to track parent & student attendance at all events (frequently needed for grants, but also helpful for us to use as a tracking device)		Kristie
Student Attendance	Round table discussions to ID	Tim Hammond, Jen Meyer
Email Contact		SIS (Chene)
Video for handbook	Re-think this idea	Possibly someone else to take it over.
Consistent use and follow through of age appropriate rewards	*** End of quarter rewards (kids perspective): dress down days are not a reward. EOQ was not effective since MANY students were using it as a day off & those that were not eligible were ... we need to figure out a happy medium. Academic component? BUG Bringing up grades.	STUDENT COUNCIL to assist in planning? 2 tier system? Brittiney

Achievement

Honors assembly — focus on bubble kids		Karen Malarkey
Some teachers are still using the HB time as work time. Need to reduce MS to 5 HB per grade level.		Andrew
	MS to switch to HS schedule	Kristie/Andrew
Busses — late — transfers. Starting the day late & off	MS to switch to HS schedule	Kristie/Andrew

schedule ... not their fault.	Follow up with late busses	Suzanne
Time missed because of announcements.	MS to switch to HS schedule	Kristie/Andrew

Pride

Website — we would like to see it become more dynamic	Update pictures	Chuck/Chene/Linda
Still have students who are here for an unconnected reason (parents make them come)	Connect this with the 9 th / 10 th grade connectedness	Claire? Linda Kids task
Would like to see more opportunity to have kids interact outside of their scheduled classes	MS	Linda Group of kids
Want to expand on Student Orientation — make it better, more comprehensive — more follow through after the initial orientation day/meeting		Andrew
Include kids to help figure it out		Jay Rumph, Rasheed McCray, Naseer Gibbs, Darias
Empower kids during HB time		

In the Spring of 2010 the Renaissance Academy chose to take a broad step toward school improvement by entering into a new partnership. The school has also been approved to beginning the accreditation process with MSA. Along with this the school's strategic planing has taken on the following areas:

School Improvement and Planning Committees

1. LS/US Induction for new students (5):
 - a. K. Hawk
 - b. C. Keller
 - c. J. Fassnacht
 - d. L. Fleck
 - e. R. Kirschen

2. Student Motivation/Achievement/Celebrating Success
(3)

- a. P. Schroeder
- b. M. Laurento
- c. M. Thomas

3. Staff Morale/Capacity Building (12):

- a. C. Keller
- b. E. Gibson
- c. D. Kelly
- d. S. Smith
- e. L. Meyer
- f. D. Romanello
- g. C. Wilson
- h. K. Wheelles
- i. A. Blanton
- j. A. Pumphrey
- k. S. Appel
- l. J. Comito

4. RTI (13)

- a. J. Walter
- b. F. Conquest
- c. G. Buli
- d. A. Maory (also on the curriculum bucket)
- e. L. Fleck
- f. J. Palmer
- g. A. Campisi
- h. K. Nagle
- i. H. Rinker
- j. S. Hijikata
- k. D. Allager
- l. S. Glass
- m. C. Pagano

5. Healthy Lunch/Food Choice at School (11)

- a. D. Rufo
- b. C. Keller

- c. E. Gibson
- d. G. Hoy
- e. J. Zinn
- f. J. Lynch
- g. B. Nord
- h. I. Gethard
- i. A. Garthwaite
- j. K. Zvorsky
- k. H. Rinker

6. Technology Planning: (9)

- a. D. Rufo
- b. G. Buli
- c. D. Romanello
- d. J. Lass
- e. K. Williams
- f. I. Gethard
- g. M. Savignano
- h. K. Weinrich
- i. T. Tucci

7. Intermingling of US/LS (1)

- a. L. Paynter

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Adrian Smith	Staff Member	Secondary School Teacher	Principal
Amy Gelband	Professional	Ed Specialist - School Psychologist	Board
Andi Fanelli McGunnigle	School Founder	Parent	Board
Andrew Maoury	School Memeber	Administrator	Principal
Angie Garthwaite	Staff Member	Middle School Teacher	Principal
Carol Schaffer	Community Member of sending district	Community Representative	Board
Charter Annual Report Admin	school	Other	principal

David Cosme	Staff Member	Elementary School Teacher	Principal
Diane Hope	Community Member	Business Representative	Board
Eileen Gibson	School	Regular Education Teacher	Principal
Faye Conquest	School	Ed Specialist - School Counselor	Principal
Geoff Cross	Business	Business Representative	Board
Gibson, Eileen	School	Elementary School Teacher	Principal
Gina Guarino Buli	School Member	Administrator	Board
Jenn Zinn	Staff Member	Other	Principal
Joe Comito	Staff Member	Parent	Principal
Jon Walter	Staff Member	Special Education Teacher	Principal
Karen Malarkey	Staff Member	Secondary School Teacher	Principal
Keller, Charles	school	Elementary School Teacher	principal
Kristie Hawk	School Memeber	Administrator	Principapl
Laura Meyer	School	Elementary School Teacher	Principal
Lisa Fleck	School	Ed Specialist - School Counselor	Principal
Lora Horsey-Miller	Staff Member	Middle School Teacher	Principal
Martha Stephens	School Founderess	Board Member	School Board
Michael Zinno	School Based	Community Representative	Academy Director
Michelle Boyd	School	Secondary School Teacher	Principal
Peggy Lagarde	School	Other	Principal
Rufo, Dan	School	Elementary School Teacher	Board
Shari Benowitz	Staff Member	Elementary School Teacher	Principal
Suzanne Glass	School Member		Principal
Todd Krock	School Member	Other	Principal
Tracey Behrens	School	Secondary School Teacher	Principal

Goals, Strategies and Activities

Goal: Basic Computer Skills and application

Description: All students will acquire basic computer skills, starting in Kindergarten, to allow them to use tehcnology comfortably, confidently, and creatively.
Students will know when to access or apply a program to a certain task.

Strategy: Increase use of technology

Description: Increase use of existing software and hardware

Activity: Professional Development

Description: Local technology manager will give professional development on Type to Learn3 Software.

Person Responsible	Timeline for Implementation	Resources
Todd Krock	Start: 10/6/2008 Finish: 10/9/2008	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	24	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Renaissance Academy	<ul style="list-style-type: none"> School Entity Individual 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Accessing the program. Setup of class lists. Preferred usage. Integration ideas into the classroom.		<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> Classroom teachers Other educational specialists 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) High school (grades 9-12)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement 	<ul style="list-style-type: none"> Review of participant lesson plans

of administrator and/or
peers

Status: Complete

Goal: Communication

Description: Increased communication must be worked toward

Strategy: Public awarenees

Description: Increase public awareness through verbal, visual, and electronic communications.

Activity: Flyers

Description: Create flyers and signs that promote the use of "The Common" and Infinite Campus. Also technology staff will be available during school hours as well as student learning contract conferences's to ducate the public. "The Common" is the name given to our local intranet. The intranet contains systems that allow online access to grades, homework, calendar, and message boards.

Person Responsible Timeline for Implementation Resources

Todd Krock	Start: 9/1/2008 Finish: 6/23/2009	\$3,000.00
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Status: Not Started — Overdue

Goal: FOUR-YEAR GRADUATION RATE (for districts and schools that graduate seniors)

Description: Graduate rate will meet an 80% threshold and/or show growth. Current rates are 90% and higher. We wil maintain this expectation of our HS Grads.

Strategy: Maintain Grad Rate of 90% or higher

Description: Move to four year cohort model

Activity: Better monitoring of truancy / att at HS level

Description:

Person Responsible	Timeline for Implementation	Resources
Charter Annual Report Admin	Start: 1/1/2009 Finish: Ongoing	-

Status: In Progress — Upcoming

Goal: MATHEMATICS

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

Strategy: Focus on Subgroup (SPED)

Description:

Activity: Team Teaching Model - PD provided

Description:

Person Responsible	Timeline for Implementation	Resources
Charter Annual Report Admin	Start: 7/22/2007 Finish: 12/31/9999	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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1.00	3	45
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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- School Entity
- Intermediate Unit
- Company

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Child-find understanding LRE Definitions		<i>For classroom teachers, school counselors and education</i>
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specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none">• Classroom teachers• Principals / asst. principals• School counselors	<ul style="list-style-type: none">• Early childhood (preK-grade 3)• Middle (grades 6-8)• Elementary (grades 2-5)• High school (grades 9-12)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none">• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers• Analysis of student work, with administrator and/or peers• Creating lessons to meet varied student learning styles• Peer-to-peer lesson	<ul style="list-style-type: none">• Student PSSA data• Participant survey

discussions

Status: Not Started — Overdue

Activity: Tutor Load adjusted

Description: LS tutors will work with reg ed teachers during math
US will incorporate tutoring from start of school year

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
Charter Annual Report Admin	Start: 1/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Strategy: Maintain school-wide math achievement - to exceed state min.

Description: RA has exceeded this state min. We will continue to exceed and strive for a higher level of prof.

Tutoring in place for 3-11th graders
SAP (student Assistance Period) for 7th-8th graders
Study Skills - specific to Title One and Sped Subgroups to work on better study skills opportunities

Activity: MS Student Asst Period

Description:

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
Charter Annual Report Admin	Start: 1/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: SAP 7-8th

Description:

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
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Charter Annual Report Admin Start: 1/1/2009 -
Finish: Ongoing

Status: Not Started — Overdue

Activity: Tutoring program

Description:

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
Charter Annual Report Admin	Start: 1/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: US Tutoring program

Description: college level tutors hired
monitored by SAD

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
Charter Annual Report Admin	Start: 1/1/2009 Finish: Ongoing	-

Status: Complete

Goal: READING

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

Strategy: School wide min. of 80% prof

Description: Tutoring in place for 3-11th graders
SAP (student Assistance Period) for 7th-8th graders
Study Skills - specific to Title One and Sped Subgroups to work on better study skills opportunities
use of montly Benchmarks to drive classroom inst.

Activity: Focus on intentional grade grouping at LExile level

Description:

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
Charter Annual Report Admin	Start: 1/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Incorporation of Reading Spec Program

Description: Read 180 program - grades 5-10

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
Charter Annual Report Admin	Start: 1/1/2008 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: SAP 7-8th

Description:

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
Charter Annual Report Admin	Start: 1/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Small grouping for classes 1-6 grades

Description:

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
Charter Annual Report Admin	Start: 1/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Study Skills

Description:

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
Charter Annual Report Admin	Start: 1/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Tutoring 3rd-11th

Description:

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
Charter Annual Report Admin	Start: 1/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS

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

Strategy: Parent Knowledge

Description: Use of common system to plan and schedule parent meetings
Use of Connect-ed to remind of conf. times

Activity: make use of SLC time to educate parents

Description: Quarterly meetings will incorporate pssa parent education

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
Charter Annual Report Admin	Start: 7/24/2007	-

Finish: 12/31/9999

Status: Not Started — Overdue

Goal: Technology to enhance personal productivity

Description: Staff and administration will use technology tools to enhance personal productivity and school wide learning.

Strategy: Engaging learning environment

Description: Create an engaging learning environment that will differentiate instruction to the various learners by using visual and auditory modes of learning.

Activity: Acquire LCD

Description: Acquire LCD projectors with mount (\$1300/unit) and projection screen (\$50/unit). 60 rooms are expected to be modified.

Person Responsible Timeline for Implementation Resources

Todd Krock	Start: 1/1/2009 Finish: Ongoing	\$80,000.00
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Status: Complete

Activity: SMART Boards

Description: Acquire SMART Boards to be installed in all classrooms. The SMART boards with installation (\$3500/unit). Expecting to install in 60 classrooms.

Person Responsible Timeline for Implementation Resources

Todd Krock	Start: 1/1/2009 Finish: Ongoing	-
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Status: Not Started — Overdue

Strategy: NCLB state standards

Description: To promote student through the use of digital media that helps the school meet the needs of No Child Left Behind and correlates to state standards.

Activity: United streaming

Description: Purchase a subscription to Discovery Education's Unitedstreaming digital resource. This is a yearly fee.

Person Responsible Timeline for Implementation Resources

Todd Krock	Start: 1/1/2009 Finish: Ongoing	\$1,000.00
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Status: Not Started — Overdue

Strategy: Visual Tools

Description: To improve student achievement by integrating visual tools into lessons across the curriculum.

Activity: Library of media

Description: Obtain and catalog a library of DVD,VHS, and digital files for teachers to use in conjunction with classroom activities and lessons.

Person Responsible Timeline for Implementation Resources

Todd Krock	Start: 1/1/2009 Finish: Ongoing	\$1,800.00
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Status: In Progress — Upcoming

Statement of Quality Assurance

Charter school has met AYP.

There are currently no supporting documents selected for this section.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

K-5

Mathematics
Reading
Science
Social Science

Everyday Mathematics / Prentice Hall
Success For All / Scholastic / Foundations/ Wilson
Delta
History Alive

World Language
Writing

Amigos
Step-up To Writing / Language!

6-8

Mathematics
Reading
Science
Social Science
Writing

Prentice Hall- Course I, II, Pre-Algebra, Algebra & Geometry
Elements of Literature & Novel exploration
Science Plus
Social Studies Alive
Step-up To Writing / Elements of Language

9-12

Mathematics
English Literature
Science
Social Science
Writing

Prentice Hall — Algebra, Geometry, Pre-Calculus, Calculus, Trigonometry and Statistics
Elements of Literature, Elements of Language & Novel exploration
Modern Chemistry, Chemistry in the Community, Biology-The Dynamics of Life, Conceptual Physical Science Explorations and Ocean & Weather Studies / Physical Science
We the People, Economics: Principals in Practice, Modern World History
Step-up To Writing / Write Source 2000 / Elements of Language

Note: Approximately 1/3 of our HS students are instructed in Dual Credit Math (Pre-Calculus & Calculus), Foreign Language (French), Social Science, and Marine Science. These curricula are specified by the university providing the instruction. The institutions with which we have partnerships are: Immaculata University, Alvernia University & Valley Forge Christian College.

We also have approximately 15 students who qualify each year for additional credit through the CCIU Teacher Academy and Allied Health intern programs.

Our STEM courses are taught through cyber-education and a partnership with Provost Academy. These include: forensics, business mathematics and advanced calculus.

How is your school using the Pennsylvania content standards to form curriculum?

The Pennsylvania content standards form the basis for instruction while using the various core academic and special area curricula resources to drive these standards. All curricula were selected based upon extensive research by EdisonLearning, Inc. during the school's formation; Success for All Reading, University of Chicago Mathematics, Delta Science and Social Studies Alive!. Each curricula is further mapped by the Renaissance Academy staff and leadership team to identify and ensure alignment with the Pennsylvania content standards / anchors. Areas of weakness are identified and programs are looked at for needed supplements, reinforcements or additions.

The curriculum departments are currently undergoing an extensive re-examination of these standards relevant to their content areas. This project is a step in the process of updating instruction to reflect changes in state guidelines and requirements. The project involves teams of teachers and Curriculum Coordinators working vertically in all grade levels. The school PD Calendar is organized to allow for this work to be collaboratively developed.

How is the curriculum organized to meet the developmental and academic needs of students?

Instruction in Reading and Mathematics in grades K-8, the two most crucial curricular areas for ensuring student success across all areas, is scheduled for ninety minutes each day. In the Success for All Reading program, students are instructed at their tested reading level every day, rather than at their grade level.

Students are generally instructed in mathematics on grade level with differentiated practices, with a number of talented students in the fifth through eighth grade being instructed above grade level. A core emphasis on differentiated instruction is adhered to and is key for delivering instruction to this varied group of learners. Mathematics instruction takes place for 60 minutes daily k-5, and for 90 minutes daily in grades 6-8.

The science and social studies curricula are hands-on exploratory / inquiry based courses with age appropriate investigations and themes which incorporate heterogenous groupings.

In grades 9-12 students are given opportunities to take classes at grade level, as well as on advanced levels dependant upon subject area, student ability, teacher recommendation and parent input. All classes are 63 minutes at the High School level. Honor Level classes are taught at all high school grade levels. Advanced Placement classes are offered taught for grades 10-12. College level /dual credit courses are taught to students in grades 10-12, delivered through partnerships with several universities and colleges: Immaculata University, Alvernia University & Valley Forge Christian College.

Responsible Inclusion is practiced throughout the K-12 program and student needs are met in a variety of ways.

How does the charter school promote in-depth and inquiry-based teaching and learning?

The charter school ensures in-depth and inquiry-based teaching and learning by providing ninety minutes instructional periods in math and reading k-8, in science and social science 6-8, and by providing longer-than-traditional high school class meeting times as well.

These longer classes (minimum of 63 minutes) allow for in depth explorations, labs and discussions at the high school level.

Data driven inquiry based curricula resources drive staff facilitation of class meetings. Teachers are trained in the delivery of each curriculum area and are mentor, observed, and coached by building based curriculum coordinators — teachers who have demonstrated excellence and participated in further training in a specific subject area, as well as national level coordinators from EdisonLearning Inc.

What strategies does the school use to accelerate academic skill development, content knowledge and learning strategies of students who enroll performing significantly below standards in literacy and mathematics skills?

Multiple programs are in place to ensure that all students are instructed at their appropriate level of learning while aspiring to help every student attain grade level proficiency

Students enrolling with Renaissance Academy are tested within a reasonable period of time (usually within few days of their arrival) on the Scholastic Reading Inventory to determine reading level. Mathematics assessments are also administered to identify needs and areas of weakness for each student. This testing is performed at all grades levels K-12. Students are also assessed in the regular classroom to determine their mathematics levels. These assessments are used to determine placement in the regular education program.

Students who are performing significantly below grade level in the K-5 reading program are provided with 20 minutes of tutoring on a daily basis to accelerate academic skill development. The Renaissance Academy also provides multi-level classes of Wilson Reading and Foundations! for students in need of additional phonemic development.

Students identified as weak in the area of mathematics are placed in a classroom where extra support staff assist the teacher and work with students to reinforce understanding of basic mathematic principles and procedures.

Students who are performing significantly below grade level in the 6-12 reading or math programs are provided a variety of interventions as well. These may include: mandatory tutoring within the school day, placement in remedial classes, peer tutoring within the high school structure & Saturday school instruction as recommended.

Assessments of these skills and growth factors in carefully monitored through a quarter SRI assessment, monthly BenchMark testing and ongoing classroom assessments.

What types of teaching strategies are used to actively engage students in the learning process?

The staff of the Renaissance Academy utilizes a variety of teaching strategies to actively engage all students in the learning process. Included, but not limited to, in these are:

- Cooperative Learning
- Graphic Organizers
- Small Group Instruction
- Signaling
- Think/Pair/Share
- Choral Response
- Mapping
- Demonstration
- Reciprocal Questioning
- Partner Drills
- Use of Concrete Material
- Socratic Questioning

Rigorous Instructional Program - Attachments

- Act 48 Teacher PD Plan - approved
- Teacher Induction Plan - approved

English Language Learners

Renaissance Academy Edison Charter School ELL Procedures

Renaissance Academy Edison Charter School will define an English language learner (ELL) as a student who:

- was not born in the United States or whose native language is a language other than English and comes from an environment where a language other than English is dominant, or
- is a Native American or Alaskan Native or who is a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on such an individual's level of English language proficiency, or
- is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant, or
- has sufficient difficulty speaking, reading, writing or understanding the English language and whose difficulties may deny such an individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

The use of the Home Language Survey will be the first step in identifying students as English language learners. A Home Language Survey will be completed for each student currently enrolled in Renaissance Academy Edison Charter School. As part of the registration packet, parents will fill out, sign and date the survey. A copy of the survey will be given to the ELL coordinator. The original survey will be filed in the student's permanent record file. The following will then occur:

- If the student's first language is not English but speaks English and English is spoken at home then an informal assessment will be conducted by the ELL team. A survey with a narrative from the homeroom teacher and ELL teacher and a writing sample from the student will be used to assess English language proficiency. A formal assessment will be conducted if the informal assessment does not indicate English language proficiency.
- Any other combination of non-English responses to the survey questions will have the ELL team conducting a formal assessment of the student for a level of English language proficiency.

The ELL team will use the Stanford English Language Proficiency Test (SELPT) for assessing the level of English language proficiency of the students identified by the Home Language Survey. Skills in reading, writing and oral English language are assessed by the IPT. Students will be placed in the ELL program as beginning, intermediate and advanced English language learners according to the scores achieved in the assessment. Students will be tested again at the years end to show growth in English language proficiency or sooner if deemed necessary by the ELL teacher. To exit the program the student will need to show that they have attained English language proficiency by scoring accordingly on the SELPT and shows evidence of meeting the goals of the ELL program as documented by the ELL teacher.

Upon identification of a student to the ELL program, parents will be notified by letter of the need for support and instruction in English language learning. The letter will include a description of the program, program goals, grading procedures and name of the ELL teacher assigned to their child. In addition to the letter a separate form will be sent in the student's native language asking if communications with parents needs to be written in a language other than English. This information will be noted in student's file for future reference. Additional information regarding the ELL program, goals and objectives, exit criteria, content area classes for ELL students, participation in extra-curricular activities, homework, attendance and behavioral policies will be explained to parents at an ELL orientation meeting.

The goals of the Renaissance Academy Edison Charter School ELL program are to assist the English language learner in using English:

- to communicate in social settings
- to achieve academically in all content areas
- to interact socially and culturally in appropriate ways

ELL students will be placed in appropriate grade level classes. They will receive instruction in all content areas, as do other students in the class. The ELL student will receive additional supplementary support and instruction from the ELL teacher during Language Arts class and during necessary content area classes. The ELL teacher will assist the classroom teacher in identifying and implementing teaching strategies that will help the ELL student achieve academic success in the classroom. While students are in the ELL program, grades will be given on a pass/fail basis with a narrative from the homeroom and ELL teacher describing academic and English language proficiency progress.

The ELL program will come under the direction of ELL Program Specialist. She will be responsible for the assurance of the implementation of the program and that proper procedures are being followed. The Specialist will hold a meeting with the Leadership team to explain the procedures for the distribution of the Home Language Survey to parents and then to ELL team. She will also be responsible for conducting a faculty meeting to share information regarding the informal teacher survey, working with ELL teacher in the classroom and providing cultural information about ELL to staff to prevent culture clashes between school and students. ELL teaching resource materials will be obtained by the coordinator and kept in his/her office for reference for both program and non-program teachers. The ELL Program Specialist will be responsible for providing information regarding professional development relative to the needs of ELL learners.

The English language learner will have equal access to participate in all academic and extracurricular activities offered by Renaissance Academy Edison Charter School. No student will be denied acceptance into a club, group or activity due to enrollment in the ELL program. The Renaissance Academy Edison Charter School mission states, "A World Class Education For All Children." In our learning environment, diversity is honored and celebrated. The English language learner has a unique opportunity to offer first hand knowledge of a different culture. They can become the teachers in the classroom. Their participation is not only welcomed but also necessary for the betterment of our students, school and community.

Program Goals and Objectives

Renaissance Academy Edison Charter School has developed the following goals and objectives for the ELL program.

Goal 1: To promote meaningful participation and success in the educational program.

Goal 2: To provide the opportunity to all students to be proficient in at least 2 languages, one of which will be English.

Goal 3: To provide full access to the curriculum by all students.

Renaissance Academy Edison Charter School bases its curriculum on the inclusion model. English language learners will be part of the regular classroom for all content area classes including Language Arts. The ELL student will be provided an ELL teacher, who is PA certified, who will support the student in content area and who will provide supplemental instruction during language arts. Continuous contacts between the ELL teacher and classroom teacher will provide close monitoring of the ELL student. Immediate action will take place for any students who are falling behind or who are not progressing academically.

The success of the ELL program will be measured by: students increasing scores within their level of the program; students testing to the next level of the program; and students testing out of the program as evidenced by end of the year English proficiency testing. Success will also be measured by an increase in academic scores on a content area standardized test.

Identification of ELL students and Orientation Procedures for ELL students and Parents

The English to Speakers of Other Languages (ELL) program at Renaissance Academy Edison Charter School will be based on the inclusion model of learning. Students identified as English Language Learners (ELL) through the Home Language Survey, informal and formal testing will be provided with an ELL teacher to support their learning of the English language through supplemental instruction during the Language Arts curriculum in their regular classroom. This support to the ELL will continue until the student becomes proficient in the English language as determined by both formal and informal measures.

Renaissance Academy Edison Charter School will hire Pennsylvania Instruction level I or II certified teacher(s) experienced in ELL to support and instruct the ELL in the classroom. By September 2004, the ELL teacher(s) will be required to have ELL Special Program Certification provided by the state of Pennsylvania. Renaissance Academy Edison Charter School will provide funding resources for the assessment, staffing and professional development of both program and non-program staff of the ELL program.

ELL students will not be excluded from any core curricular or extra-curricular activities at Renaissance Academy.

Students will be placed in a classroom and receive instruction in all core curricular content areas. ELL students will be expected to participate in the PSSA and school wide standardized assessments.

Renaissance Academy Edison Charter School will assess the ELL program on a yearly basis. Program success will be shown with ELL students meeting the goals of the ELL program: to use English to communicate in social settings, to use English to achieve academically in all content areas and to use English in socially and culturally appropriate ways. We will specifically look at ELL student progress through the levels of the program, number of students who test out of the program, academic achievement of each student and participation in school activities by ELL students.

Renaissance Academy Edison Charter School will provide an orientation to parents as well as to ELL students upon entering the school. The orientation will include basic school information, a description of the ELL education program, what content classes the student will attend, what special programs are available, homework and attendance policies and district-wide assessment practices and procedures.

The philosophy of "Responsible Inclusion" that is implemented at Renaissance Academy will extend to the ELL students. Classroom instruction and activities will be made available to ELL students along with their English-speaking peers. Through the assessment process, the ELL teacher will determine the proficiency level of each ELL student. Designated Language Arts instruction will then be supplemented for each ELL student by an ELL teacher in the classroom. Support for other subjects will also be made available to each ELL student as needed.

Renaissance Academy will have institutional policies and procedures that are linguistically and culturally sensitive to the needs of ELL students and their communities. Special programs for ELL students will ultimately include the following:

- assigning homework buddies
- creating web pages where class assignments and student produced work are posted
- one-on-one tutoring or mentoring by community members
- planning group/cooperative-learning activities that encourage student discussions in English
- providing students with choices of spoken activities, such as oral presentations, choral readings, and recorded presentations to demonstrate mastery of a learning objective
- incorporating writing activities with peer process
- incorporating opportunities for un-graded writing, such as journals for students to write about topics of their own interest.

Parents will be notified of these opportunities during orientation.

The school's policy regarding homework for ELL students will be the same as for other students. Each teacher will have their own guidelines for completing assignments. Parents will also be informed of the policy procedures for homework through the student handbook.

Attendance policies will be the same for ELL students as for English-speaking students.

The Student Handbook will clearly state the school's policy and expectations.

The Parent / Student Handbook will be translated in the language of the parents' choice upon their request.

Renaissance Academy's policy on ELL participation in school-wide assessments and the PSSA will be as follows: if the ELL student has reached FES status (Fluent English Speaking), he will be eligible to take the PSSA and other standardized tests. If the student's proficiency level is LES (Limited English Speaking), the ELL has a "one time" exemption for the first year while in the ELL program. After the first year, the ELL student will be required to take standardized tests. Parents will have this explained to them during orientation, translated in the language they prefer.

Expectations regarding student behavior will be communicated to students and parents in the language they prefer. The same expectations will apply to ELL students as to English-speaking students. The Student Handbook clearly defines expectations around student behavior. The parents of ELL students will have a copy of the Student Handbook in the language they prefer.

Identification and Placement

Screening Procedures

The Home Language Survey is the first step in identifying students as English language learners. Parents fill out, sign and date the survey.

Entry Criteria

Students will be placed in the ELL program based on their Stanford English Language Proficiency Scores.

Exit Criteria

To exit the program the student will need to show that they have attained English language proficiency by scoring accordingly on the SELPT and by evidence of meeting the goals of the ELL program as documented by the ELL teacher. Students will exit the program when they reach FEP status based on test scores, teacher feedback, portfolio assessment and ELL team recommendation.

Student Learning Contracts (SLCs) must be reviewed to be sure the student has been making/maintaining progress in the content areas. In addition, spring standardized tests; in-class assessments and narratives by the teacher will be used to assess the ELL students achievement levels.

Once a student exits the program, s/he will be monitored for one year. During that year, the ELL teacher will maintain bi-weekly contact with the classroom teacher(s) to monitor the student's progress.

Assessment Process

Renaissance Academy Edison Charter School's policy regarding large-scale assessments and the PSSA is that all students are tested to provide benchmarks for academic progress. If the ELL student has reached

FES or FEP status, he will be eligible to take the PSSA and other standardized tests. If the student's proficiency level is LES or LEP, the ELL has a "one time" exemption for the first year while in the ELL program. After the first year, the ELL student will be required to take standardized tests. If a student's proficiency level is NES (non-English speaking), he will be exempt from large-scale assessments until his proficiency level reaches LES or LEP.

Instructional Program

Renaissance Academy Charter School will implement an English to Speakers of Other Languages (ELL) program.

ELL planned instruction will be aligned to the Pennsylvania Academic Standards. ELL and classroom teachers will use the Standards, Edison Curriculum and ELL resources when creating lessons and planning instruction in order to meet the goals and objectives of the program.

Classroom teachers will use the Pennsylvania Academic Standards, aligned with the Edison Curriculum, when planning instruction. ELL students are best served by good teaching practices: a print-rich environment, repetition, and ample time for practice of new learning, and monitoring and adjusting instruction. Teachers will adapt content area instruction for ELL students by using different modalities of learning, i.e., visual, aural and kinesthetic activities and Gardner's multiple intelligences. Teachers will not "water down" content area instruction for ELL students; teachers will teach the grade-level standards at the student's level of English.

Renaissance Academy Edison Charter School's philosophy outlines a curriculum based on inclusion whenever possible. Therefore, student instructional services will be delivered in the student's regular classroom.

In 6th, 7th and 8th grade, a student may not take a foreign language if it is his native language; he must choose another language or an independent study course.

Students will receive the following amounts of instruction time, based on their proficiency level:

- Non-English speaking: 3 hours per day
- Beginner: 2 hours per day
- Intermediate: 1.5 hours per day
- Advanced: 1 hour per day

Once a student exits the program, s/he will be monitored for one year. During that year, the ELL teacher will maintain bi-weekly contact with the classroom teacher to monitor the student's progress. The classroom teacher will complete the Content Area Survey at the beginning and the end of the year. At the end of the year, the student will be reassessed using the

Student Participation in Related and Extracurricular Activities.

The following assurances and precautions will be put in place so that ELL students have equal access to all aspects of academic and extracurricular programs at Renaissance Academy Edison Charter School. All teachers, administrators and other staff will be trained to tailor instructional and other services to meet the needs of the ELL student. The school will create an environment that welcomes and encourages parents of ELL students. The parents will be informed that they are the primary teachers of their children at home, as well as in partnership with Renaissance Academy. All ELL students will have access to special instructional programs that support the second language development necessary to participate in the full range of instructional services offered to the majority students. The core curriculum will be designed for all students across the board, including those aspects that promote data sharing, the valuing and development of both first and second languages and cultures among all students and the higher order thinking skills required for learning across the curriculum. ELL students will have access to the instructional programs and related services that identify conduct and support programs for special populations at Renaissance Academy. Such programs may include but not be limited to special education programs. Since Renaissance Academy Edison Charter has a policy of "inclusion", tracking and gifted programs are not designed as part of the curriculum; however, ELL students will have full access to any curricular or extra-curricular activities that are based on the enhancement of a talent or skill. Programs for students with handicapping conditions or disabilities and programs designed for students with low levels of literacy or mathematical skills will be made available to the ELL students as well. All teaching strategies and instructional practices will be developmentally appropriate, attuned to the students' language proficiencies and will be culturally supportive and relevant. Non-classroom services and support services such as counseling, academic guidance and transportation will also be made available. ELL students will also have equal access to computer's, computer classes and other technologically advanced instructional systems.

Renaissance Academy will have institutional policies and procedures that are linguistically and culturally sensitive to the needs of ELL students and their communities. Renaissance Academy will also offer regular non-stereotypical opportunities for native English-speaking students and the ELL students to share and value one another's languages and cultures.

Activities for the ELL will include:

- designing programs and activities that extend student communication beyond the classroom, such as assigning homework buddies and creating Web pages where class assignments and student-produced work are posted
- collaborating with school staff to ensure that ELL students are encouraged and welcome to participate in their choice of extracurricular activities
- assisting with the development of support programs for ELL students such as one-on-one tutoring or mentoring by community members
- planning group/cooperative learning activities that encourage student discussions in English
- providing students with choices of spoken activities, such as oral presentations, choral readings, and recorded presentations, to demonstrate mastery of a learning objective
- incorporating writing activities with peer revision process
- incorporating opportunities for ungraded writing, such as journals for students to write about topics of their own interest.

Pupil Personnel Services

Counseling services for the ELL students at Renaissance Academy Edison Charter students will:

- be designed specifically to meet the diverse needs of learners whose first language is not English
- support the needs of the ELL student in the length of time needed to learn English for both social and academic purposes
- have a program that breaks down cultural barriers between ELL and English-speaking peers through activities that create a sense of community
- provide opportunities for positive interaction among all students regardless of linguistic and cultural background
- be staffed by counselors appropriately trained to work with linguistically and culturally diverse students

Special Education for ELL students would be instruction designed for students who require some degree of modification in their educational programs because of intellectual, emotional, sensory, or physical impairments. Effective IEPs for exceptional ELL students would account for all of the students' basic educational needs, including the need for English-as-a-second-language (ESL) instruction. ELL students enrolled in special education would require what is most appropriately labeled Special Education-ELL (SE-ELL), which indicates that the services to be provided account for both a particular student's disability needs and the students second language status. Modifications would possibly include special curricular materials, specialized teaching strategies or behavior management techniques. All special students, regardless of the type or degree of disability, would share certain rights and needs, including:

- the right to an Individualized Educational Program (IEP) specializing the student's unique needs and the special education and related services the student is to receive
- the need to have cognitive, linguistic, academic, and social/emotional characteristics considered and appropriate environmental modifications or adaptations made.

Staff Development Related to Program

Staff development of ELL teachers at Renaissance Academy Edison Charter School will include enrollment in a certification program to be completed by 2004. Staff development of non-program teaching staff will involve participation in a series of in-service workshops teaching second language acquisition, the adaptation/modification of classroom instruction, appropriate assessment practices and cultural information. These staff development formats could take the form of, but not limited, the following:

- Single workshops
- Conferences
- Workshop series
- Summer Institutes
- University coursework
- Peer coaching

- Action research
- Self-directed learning

Community Involvement

• **Program Planning** - Planning will be done by the ELL staff teachers-in-training, administrative staff and non-program teaching staff. All information disseminated to the students and their parents will be provided in a language or mode preferred by the parent.

• **Communication with Students' Homes** - All information disseminated to the students and their parents will be provided in a language or mode preferred by the parents. Renaissance Academy Edison Charter will hire translators as needed to translate written and oral communication between the school and the students' home. Renaissance Academy Edison Charter School will provide an orientation to parents as well as to the students. The orientation will include basic school information, a description of the ELL education program, what content classes the student will attend, what special programs are available, homework and attendance policies and district-wide assessment practices and procedures. Expectations for participation and behavior will also be made clear to all involved.

• **Program Advisory Committee** — A committee comprised of administrative staff, ELL teaching staff, non-program teaching staff and parents of ELL students will meet as needed to determine that the needs are being met of the ELL students and their families. Part of the committee's responsibilities will be to implement a "support family" for each ELL family. These families will be appointed on a volunteer basis based on knowledge of language and physical proximity to the home of the ELL family home. The "support family" will assist the ELL family with community school orientation as the need arises.

• **Complaint Resolution Process** - Complaints with the implementation of the ELL program at Renaissance Academy Edison Charter School will be discussed during the meeting of the Program Advisory Committee.

Program Evaluation Procedures

Individual student progress will be evaluated on a continuous basis with the ELL teacher and classroom teacher providing individual learning plan changes to ensure academic success for the ELL. Renaissance Academy Edison Charter School will evaluate the ELL program as a whole on a yearly basis. A yearly review of student standardized test scores, English proficiency test scores, student portfolios, and teacher narratives regarding observations will be reviewed to note student progress in the program.

A standardized form will be kept in the student's permanent record file noting date, level and English proficiency score upon entering the program, progress made during the year, number of hours devoted to ELL student, and academic standardized test scores. This will allow a quick overview of the effectiveness of the ELL program. A narrative regarding the attainment of the program objectives by each student will also be part of the data collection and review process.

A yearly survey of ELL students, parents and teachers will ask for information regarding their thoughts on the program. This will help us refine the program goals and objectives to better fit the needs of the ELL.

The ELL Program Specialist will work with administration to oversee the implementation of the ELL program. They will be responsible for overseeing the identification process of the ELL, instructional program, data collection and program review.

English Language Learners - Attachments

- LEP System ACS 2008-2009
- ELL Report for LEA - submitted
- ELL Report for LEA 2007-2008

Graduation Requirements

217. High School Graduation Requirements

The Board will acknowledge each student's successful completion of the instructional program appropriate to the student's interests and needs by awarding a diploma at graduation ceremonies.

The Board shall adopt the graduation requirements students must achieve, which shall include course completion and grades, completion of a culminating project, results from district and state assessments and alternative assessments if deemed appropriate.

A requirement for graduation shall be the completion of work and studies representing the instructional program assigned to grades nine (9) through twelve (12).

The Board requires that each candidate for graduation, who was educated at Renaissance Academy for four years, shall have earned at least thirty-four (22.5) credits, while meeting the requirements below, to receive a diploma and be involved in the commencement ceremony.

Course Requirements:

English 4 Credits

Mathematics 4 Credits

Science 4 Credits

Social Science 4 Credits

World Language 3 Credits

Arts / Humanities 1.5 Credits

Physical Education 1.25 Credits

Health .50 Credits

Commencement Project ..50 Credits

The Board requires that each candidate for graduation, who transfers into admissions of Renaissance Academy, after the pupil's freshman year, will earn all credits attainable while at Renaissance, in an effort to meet the above graduation requirements.

The fourth year of high school shall not be required if the pupil has been accepted by an accredited institution of higher learning and has completed all requirements for graduation.

No pupil who has completed graduation requirements may be denied a diploma as a disciplinary measure. A pupil may be denied participation in the graduation ceremony when personal conduct warrants. This exclusion will be considered as school suspension.

The Chief Education Officer or designee shall be responsible for planning, delegating and executing the responsibilities of graduation ceremonies that appropriately recognize this important achievement.

These responsibilities shall include:

**Careful recording of the pupils' progress towards meeting the requirements of graduation, as determined by the Board and State Regulations,
Pupil counseling concerning graduation requirements,
Timely warnings to pupils who are not fulfilling graduation requirements,
Preparation of diplomas for graduating pupils; and
Graduation ceremonies which signify this important achievement.**

Early College Admissions / Attendance

Pupils requesting participation in an early college admissions program must submit a written request or application consented to by their parent or guardian, through their high school

counselor, and Academy Director who shall confer with the pupil and parent prior to recommending the request for approval by the high school CEO and the School Board.

Pupils who request permission for early admissions / attendance application must be in at least the 11th grade, be achieving an average of “B” in their high school level classes, and have been in attendance at Renaissance Academy for one (1) complete semester.

The pupil must maintain a “C” average in his/her freshman year college work and must be considered a full-time pupil before Renaissance Academy will approve a request for a Renaissance Academy diploma. Credits presented for the diploma must include all courses mandated by the State Board of Education, Edison Schools Inc. and Renaissance Academy; which have not been completed prior to college entrance.

To graduate as an honor student, the pupil shall have a culmination honor GPA of 3.5 on a 4.0 Scale, Deans List or Honor Average as determined by the college. To be valedictorian or a commencement speaker, the student shall be a full-time member of the home school.

It shall be the obligation of the pupil to maintain communication with the home school before leaving for college in September and between semesters to finalize details of graduation and for information concerning student activities.

Part-time College Attendance

Students currently enrolled in the Collegiate Academy (11th &

12th Grade) may arrange college level courses, subject to restrictions noted above concerning pre-approval, continuing communication between the school district and college officials; must maintain a C average in college level classes, and must conform with the State Board of Education curriculum regulations for dual high school and college enrollment.

Courses arranged by Renaissance Academy will be subject to the same admissions criteria as noted above. Pre-approved college courses may be substituted for graduation requirements imposed by the school district.

High School Graduate with Distinction

Students who attain a score at the advanced level of proficiency on any State assessed discipline administered in grade 10, 11 or 12 shall be granted a Pennsylvania Certificate of Distinction for that discipline. Students with disabilities, who meet the required proficiency level on State assessments with appropriate accommodations, shall be granted a Pennsylvania Certificate of Distinction.

It shall be Renaissance Academy Policy that every student who is eligible, per State Standards, to re-take the state assessment, will use that opportunity to re-take one, or more of the assessments, in the fall of their senior year.

Special Education

Special Education

Special Edison Support / Responsible Inclusion at The Renaissance Academy

The primary arrangement to provide varying intensities of specialized instruction is **responsible inclusion** in general education classrooms. **Special Edison Support (SES)** refers to all the activities of the special education staff that promote progress for the special students.

The purpose of Special Edison Support is to ensure planned, appropriately focused, effective

instruction for disabled students' special educational needs. While SES is conceived with special needs students in mind, it is not restricted to them. Actually, much that makes up exemplary special education is of great value to many youngsters—including high achievers. In large measure, "special" education is a highly honed version of sound educational practices, applied with greater-than-usual consistency. As such, it is an integral part of the overall instructional development in Edison schools.

Differentiating instruction is a basic theme of professional development; all Edison teachers are expected to *increasingly differentiate instruction so that it is effective with a wide variety of learners*.

Special Edison Support is just that—a support to students and teachers, promoting practices that are more intentional and responsive to students' differing needs.

Responsible Inclusion

Edison partnership schools are committed to *responsible inclusion*, educating our students with disabilities within our general education "houses," with ongoing instructional support from SES teachers and related service providers. To do this responsibly, requires:

- " sufficient Special Edison Support staff;
- " SES staff deployed so as to actually support classroom instruction; and
- " classroom, house and school-wide instructional development—refining and strengthening Edison's powerful curricula, technology, and teaching talent.

Responsible inclusion does not mean that all students *must* be fully included in all Edison general education classrooms. For a few children, it may not be responsible to require that they operate full-time in the general classroom environment, even with supports and adaptations.

But, there are many resources to fully exploit before determining that a more "restrictive" arrangement is truly needed by an individual student. It is important to allow the new Edison structure, curriculum and community the chance to come together; it is also important to attempt alternative strategies. There are real strengths inherent in the Edison house structure, the Family and Student Support Team (FASST), the basic curriculum, intensives, technology, the arts/physical education programs, and the flexible tools provided to the SES staff. All these

can be brought to bear in crafting effective supports for special students.

Therefore, before an Edison school arranges either "pull-out" or "self-contained" arrangements for a particular special student, it is necessary to:

1. Allow supported, responsible inclusion a full trial period;
2. Provide professional development, increase resources, try alternative strategies, and
3. Ensure that the LRE for each individual student is adhered to.

Staffing Special Edison Support (SES)

As a member of the leadership team, the SES Coordinator is involved in all early school-wide preparations, as well as early determination of further SES staffing requirements. SES staffing overall must be sufficient to the needs. The issue of sufficiency can be complex, because it relates to state laws, what is on IEPs, how special students are grouped/dispersed in the school, and particular strengths and training of the staff. Therefore, the staffing guidelines below will be tailored somewhat to each situation.

Scheduling Special Edison Support Teachers

SES teachers, including the SES Coordinator, arrange schedules to allow maximum time with students and teachers in classrooms. They are expected to teach one scheduled class every day (usually Wilson Reading or Success for All). It is important that SES teachers not be tied down for more than one scheduled class (45-90 minutes), since they must provide dependable and tangible support in general education classrooms throughout the day. Their work with colleagues and with special students is characterized by regularity, flexibility, and focus.

REGULARITY

SES teachers establish regular schedules and communication, so that classroom instruction makes good use of their preparation and participation and so that work with students and teachers builds over time.

FLEXIBILITY

SES teachers readily shift, so that times/places/activities best suit student priorities—both priorities evident early on and those that emerge over time. They reshape their schedule to be where students and teachers benefit most from their support.

FOCUS

SES teachers focus on:

1. providing intensified instruction directly to students with special needs.
2. providing adaptations and accommodations in general education classrooms.
3. propelling instructional development and differentiation within the school.

Maintaining focus means avoiding these traps:

- " NOT being used as all-purpose subs or on-duty crisis managers;
- " NOT being tied down for more than one 45 or 90-minute scheduled block per day;
- " NOT getting sidetracked by paperwork.

Note - Depending on school size and IEP caseload, secretarial support may be required.

Special Edison Support: What it Looks Like

The SES staff has three major areas of work: students' academic/social learning needs, instructional support to teachers, and school-wide instructional development. Since they work not only with students, but also with teachers and largely in their colleagues' classrooms, they must tread a careful professional path.

COLLABORATIVE EXCHANGES

Responsible inclusion requires focused and regular exchanges between general and special Edison staff. These include:

- " **Leadership meetings:** The SES Coordinator is a member of the Leadership Team. One aspect of that role is to regularly focus the Leadership team on issues relating to

responsible inclusion.

" **House meetings:** SES staff meet *regularly* with all house teams, preplanning the agenda to focus on specific aspects of SES/responsible inclusion.

" **Teacher collaborations:** These develop from information exchanges into coordinated planning, using the "Planning Pyramid" framework.

" **SES team meetings:** Special Edison Support staff meet regularly to coordinate, exchange information, and plan ways of increasing the effectiveness of instruction for special students.

PULL-ASIDES

Pull-*asides* are very different from traditional pull-*out*/resource-room arrangements. Pull-*asides* are a collaborative way of targeting particular students' needs. They occur within the classroom or in a separate space with one child, a twosome, or a small group. The time frame varies according to the purpose. For example, a pull-aside can be daily for half an hour over two weeks; or all afternoon for three Wednesdays; or before school every day; or pretty much in any other timeframe that best suits the purpose. Pull-*asides* are conducted not only by SES teachers, but also by classroom teachers who pull-aside a special group while their SES colleague teaches the remaining class.

Pull-*asides* are planned. They have a few simple—and important—parameters. They:

1. ...have pre-set time limits (The duration is determined before they start.)
2. ...are jointly determined (SES and classroom teacher agree upon the focus/purpose.)
3. ...involve formal debriefing for classroom carryover (SES and classroom teacher follow up with materials, methods, adaptations)
4. ...include check-backs (regular revisiting of progress with classroom carry-over).

CO-TEACHING

Co-teaching can be undertaken for a month, a quarter, or all year. There are six different ways to co-teach, each with its strengths/drawbacks. As general and special Edison colleagues embark on co-teaching, they are provided guidelines for understanding these distinct variations.

TRACKING CONTACT/TRACKING PROGRESS

SES has many things to keep track of: contacts, IEP meetings, outcomes, grades, infractions, positive behaviors, methods tried, progress, etc. Three particular systems have become part of the Edison system:

" **Special Students Contact Sheets:** all SES staff provide weekly copies to the principal.

" **Database:** for student annual/triennials, with basic identifying information

" **CBM Progress in Reading (weekly or biweekly):** SES staff track special students' reading progress, across reading classes.

Behavior Management: A School-wide, Not a Special Edison, Challenge

Ongoing development of an Edison school's learning environment, including managing students' "problem" behavior, is not predominantly the province of the SES staff, but rather is basic to the overall school enterprise. There are many Edison support structures to activate, chief among these are the house teams, Edison's Learning Environment follow-through, the Family and Student Support Team (FASST), and the school's discipline plans. Solutions that "work" over time are academy-wide and school-wide (e.g., clarity, consistency, insistent caring, and an increasingly effective instructional program).

Related Service Providers

Edison schools hire related service providers, contracting with the local district, a regional body, or private clinicians. Related services staff provide therapies and assessment for students currently on IEPs, as well as assessment of students in the referral pipeline. The percent of time required for related services is determined by students' IEPs, in addition to the mandated requirements of annual and triennial reassessments, and the number of referrals made for initial special education evaluation.

Related service providers include at least the part-time (and sometimes full-time) services of a school psychologist (not a clinical psychologist) and a speech-language therapist. Some students' IEPs also specify counseling or social work, occupational therapy or physical therapy. In addition, some students require a closer staff-to-student ratio, for example, a 1-to-1 aide for

an autistic youngster or a bathroom aide for a child with cerebral palsy. Further, some students require more specialized staff—for example, itinerant personnel for a blind child.

To the extent possible, the related services staff is involved in the development of the Edison school. They meet regularly with the SES Coordinator and are encouraged to work in classrooms, confer with teachers and house teams, as well as participating actively on the SES Team.

Individuals with Disabilities Act (IDEA)

All Edison schools are fully accountable to federal and states laws/regulations governing special education, including teacher certification, provision of related services, IEP development, record-keeping, and all due process requirements (*including restrictions on suspensions of students with IEPs and required due process procedures prior to any anticipated expulsions*).

Section 504

Some students with disabilities do not require special education, but are still eligible for accommodations /access /supports under section 504 of the Rehabilitation Act of 1973 and under the Americans with Disabilities Act (ADA). Each Edison school has a *504 Committee*, headed by a general education teacher and a set of written procedures for 504 referrals and follow-through. In addition, information about the school's 504 procedures are included in staff, student and parent handbooks.

How Design Supports Students with Disabilities at The Renaissance Academy Edison Charter School

Some of the most potent aspects of school design are also aspects of your special education program. These can, *and should*, be described to parents, to local, regional, and state education agencies, to the media, and to interested others as powerful, planned supports to our students with special education needs.

S U C C E S S F O R A L L

" Research-based primary/elementary reading program

- " Regrouping for reading, to ensure appropriate instructional groups

- " Small reading groups

- " Phonics, direct instruction, and explicit structure

- " Paired reading and cooperative learning teams

- " Focused tutoring for students in greater need

UNIVERSITY OF CHICAGO SCHOOL MATHEMATICS PROJECT

- " Research-based primary/elementary math

- " Concept-based, structured math program w/games & activities.

WILSON READING PROGRAM

- " Intensive, Orton-Gillingham based, remedial support program for older very low readers.

(Originally designed for students with dyslexia.)

HOUSE AND ACADEMY ORGANIZATION

- " Family focus of houses

- " Multi-grade teaching

- " "Belonging" for several years

- " House teacher teams / professional development teams

- " House-level and Academy-level planning for pro-social skills

PARTNERSHIPS WITH FAMILIES

- " Family and Student Support Team (FASST)

- " Parent Advisory Councils

- " After-school program

TECHNOLOGY

- " Computers at home

- " Computers at school

- " An nationwide electronic community on *The Common*

MORE TIME FOR TRADITIONALLY NONACADEMIC AREAS

- " Visual arts, music, physical fitness, character education, etc.

EXTENDED TIME FOR LEARNING

" Longer school day and year

SUPPORT FOR TEACHERS

" Daily planning and teacher collaboration time

" Ongoing professional development, at the house and school level.

Special Education - Attachment

- Special Education at Renaissance

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Sarah Pilacik	1.0	Learning	Upper School	9	none
Christina Pagano	1.0	Learning	Upper School	15	none
Allison Campisi	1.0	Learning	Upper School	7	none
Jennifer Palmer	1.0	Learning	Lower School	21	none
Jonathan Walter	1.0	Learning	Lower School	20	none
Darlene Alleger	1.0	Learning	Lower School	13	none
Deirdre Yeager	1.0	Learning	Upper School	4	none

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	None

Special Education Program Profile - Chart III

Title	Location	FTE
Paraprofessional (Susan Hijikata)	Upper/Lower School	1.0
Paraprofessional (Vicki Longstaff)	Upper School	1.0
Paraprofessional (Jeannette Comito)	Lower School	0.5
Paraprofessional (Anne Kereceman)	Lower School	1.0
Paraprofessional (Diane Romanello)	Lower School	1.0
Paraprofessional (Christa Thompson)	Lower School	1.0

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or	Title/Service	Amount of Time Per
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Individual		Week
Therapy Source (Nicole Voigt)	Speech Therapist	25 hours
PTS (Janine Lewis)	Occupational Therapy	4 hours
PTS (Beth Werkheiser)	Physical Therapy	8 hours
PTS (Mary Kay Volpone)	Occupational Therapy	12 hours
Therapy Source (Deborah Rocco)	Speech Therapist	25 hours
CCIU (Barbara Bradley)	Hearing Support	30 minutes/month

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA	No	No	No	Yes	Yes	Yes
Terra Nova	No	No	Yes	No	No	No
EdisonLearning Benchmark	No	No	Yes	Yes	Yes	Yes

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	Yes	Yes	No	No	Yes	No
Terra Nova	No	No	No	Yes	Yes	No	No
Benchmark - local assessment	Yes	Yes	Yes	No	Yes	Yes	No
PSSA - retake as needed	No	No	No	No	No	No	Yes

Student Assessment

The Renaissance Academy spends an extensive amount of professional development, administrative, and class time in constant reflection regarding Student Achievement. Attached you will find documents which show detailed analysis of:

1. Monthly Benchmark Scores in Reading and Math

these are arranged by subject area and by anchor/skill/strand

each teacher is responsible for monthly analysis, reflection and planning for a comprehensive embedding plan

students track their growth as well and are well aware of their threshold of standing on state standards

2. Terra Nova data

by school

by students

reflection of year-to-year progress

3. PSSA Data - Prelim report (became available June 2010)

school-wide data - prelim analysis

AYP document - Met for 2003 through 2009

Student Assessment - Attachments

- Edison School's Benchmark System Explanation
- Student Perf on PSSA
- AP Scores
- AYP Summary Doc - shows all years having met AYP
- Yearly Benchmark tracking by skill /anchor
- Terra Nova - analysis graphs
- Reflection notes on Terra Nova Testing
- Prelim PSSA breakdown by School
- AYP Report
- 2008 Student Breakdown
- 2008
- Thresholds met by grade level and cohort
- Skill Tracker - end of 0809
- 2010-2011 Goals

Teacher Evaluation

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

- Self Directed Goals / Assessment based on Lead Team decided upon yearly goals and standards
- Lead Teacher and Curriculum Coordinator Observational tools
- Administration's observations / pre- & post- observations meeting notes
- Professional Portfolio
- End of Year Summative evaluations, self-reflections & portfolios

b.) List entities/individuals who are responsible for teacher and staff evaluation.

Administration - all of whom have Principal Certification Credentials
Lead Teaching Staff - One per House Team
Curriculum Coordinators - Subject Area Leaders

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

Professional Development is an integral part of the Renaissance Academy's success for all staff, students and administrators. Professional Development begins with summer training for all new staff. This summer training incorporates curriculum & content instruction.

As the school year begins PD is delivered through daily team meetings, monthly in-service for all staff, and bimonthly leadership development for school leaders. Trainings are delivered by in-house professionals, educators and out-sourced professionals. These include, but are not limited to: Edison Schools Personnel, IU staff members, Contracted Speech, Language & OT Therapists, Certified School Psychologist and CYF representatives.

Special Education needs are met through meetings of the SPED teachers themselves, as well as developmental improvements, provided through the SPED team, for the regular education teachers.

Topics of Professional Development are driven by school need and student specific needs as identified through ongoing assessment and data analysis. Areas of PD include:

- Technology
- Achievement
- Curriculum
- Special Edison / Family and Student Support
- Student Achievement
- House Team Development

Teacher Performance Appraisal

(K—12)

When teachers choose to teach at the Renaissance Academy, they also choose to accept accountability for student performance and to be active participants in a school transformation process aimed at implementing the school's design. This process requires teachers to commit themselves to continuous improvement and to establish a learning environment that is conducive to the school's goals. Accordingly, the teacher and professional staff performance appraisal process in Edison partnership schools is designed to encourage and support professional growth and promote greater accountability in education.

The teacher appraisal process consists of the following components:

- Observation of the teacher by the principal, academy director, lead teacher and/or peers.
- A professional growth plan.
- A professional portfolio.
- A self-appraisal based on school performance standards and guidelines.
- A summative assessment by the principal or the teacher's immediate supervisor.

The performance appraisal process for teachers and professional staff is closely based on Edison's school performance standards and guidelines. The school performance standards and guidelines provide clear descriptions of expected behaviors and program implementation at a *beginning, developing, proficient, and exemplary* level of performance. Principals, academy directors, and lead teachers are required to use the performance standards and guidelines to assess, document, and report on performance relative to Edison's school design.

The school performance standards and guidelines also serve as a guide for lead teachers, academy directors, and principals to use when observing and appraising teachers in classrooms and other settings.

Edison has developed school performance standards in five key areas—but individual teachers and professional staff are evaluated in only three of them. These three areas, and the relevant standards and guidelines within each one, are listed below.

Curriculum and Instruction

- standards and guidelines for each area of the curriculum
- standards and guidelines for building the learning environment

Family and Community

- standards and guidelines related to staff outreach to families and the community

Technology

- standards and guidelines for Technology as a Second Language (TSL)
- standards and guidelines for curriculum integration

Meeting Professional Expectations

The teacher performance appraisal process is phased in over a period of three years, allowing teachers the time to become fully acquainted with the school program. Teachers and professional staff will be expected to demonstrate *beginning* or *developing* levels of performance by the end of their first year in an Edison school. A summary performance rating of “meets professional expectations” in year one indicates that the teacher understands and applies the beginning level of program requirements as detailed in the school performance standards and guidelines. In order to meet professional expectations in year two, teachers will be expected to advance from *beginning* to *developing* and/or from *developing* to *proficient* performance levels in most performance areas. By the end of year three, teacher performance is expected to be at the *proficient* or *exemplary* level in most performance areas in order to achieve a summary rating of “meets professional expectations.”

Components of the Performance Appraisal Process

Below, we describe in detail the individual components of Edison’s performance appraisal process for teachers and professional staff.

Observations in Professional Settings

Teachers and professional staff are observed in action informally and formally by the principal, academy director, and/or lead teacher. Informal observation is continual and unscheduled and will be referred to as “ongoing observation” by partnership schools. Principals, academy directors, and/or lead teachers are expected to record throughout the course of the year their impressions and evaluations of each teacher’s style and effectiveness. The principal, academy director, and/or

lead teacher will look for clearly articulated characteristics that address the school performance standards and guidelines. These routine observations will contribute greatly to the summative assessment of each teacher's or professional staff member's work.

Formal observations can be extremely helpful to both teacher and supervisor, and will take place

once or twice a year. The number of these sessions will depend upon the size of the school, the frequency of ongoing observations, the particular needs of the teacher, and the concerns of the supervisor.

These formal observations give the supervisor an additional opportunity to assess both the teacher's strengths and the areas in need of improvement, and will enable the supervisor to guide the teacher's professional growth. Because partnership teachers work as teams and individually, the supervisor and the teacher may choose the setting for the formal observation. Before the formal observation session begins, the supervisor and the teacher will discuss the expectations and the context for the observation, using a completed Pre-Observation Conference Agenda form to guide their discussion.

After the observation session, the supervisor and the teacher will discuss the observed lesson and the teacher's effectiveness in meeting the school performance standards related to the lesson. The supervisor then will write a narrative report summarizing his or her observations, using the report form for classroom observations. The teacher will include a copy of the observation report in his or her Professional Portfolio and the principal will keep the original report in a confidential file.

Checklist for Observations in Professional Settings

- o The observations are both formal (scheduled in advance) and informal (ongoing).
- o Formal observations are scheduled and include discussions before and after the observation.
- o Informal observations are ongoing and take place in the context of a professional environment in which overall teaching performance is reflected in day-to-day performance and in contacts with peers, students, parents, and others.
- o Observations by one's mentor teacher or peer may be included in the professional portfolio.

Professional Growth Plan

Edison's school performance standards call for every teacher or professional staff member to complete a Professional Growth Plan each year. Teachers/professional staff use the school performance standards and guidelines to help organize and focus their professional development around the Strands of Instruction:

Strand One: Maximizing Time

Strand Two: Use of Resources

Strand Three: Grouping for learning

Strand Four: Differentiated Instruction

Strand Five: Use of Technology

The Professional Growth Plan will include specific professional-development goals derived from the school performance standards and guidelines (What do I want to do?), a plan for achieving goals (How do I intend to proceed, and with whom will I work?), and a *self-appraisal*—evidence of and reflection on progress (How did I do?). During the start-up year of a partnership school, the house team works together to complete the Professional Growth Plan for the team. In the second year and beyond, teachers complete their own individual Professional Growth Plans, but at least one goal is developed in concert with the house team. After the start-up year, Professional Growth Plans must also be aligned with school improvement efforts. During the start-up year special-subject teachers and professional program staff also work collaboratively with their colleagues and/or with the school organizational unit to which they are most closely attached to develop group Professional Growth Plans. After the start-up year, special-subject teachers and program staff complete professional growth plans individually, but align at least one professional growth goal with another school organizational unit, and will also align professional growth goals with school wide student achievement plans as appropriate. Professional Growth Plans are approved by the principal or their designed and are part of the summative evaluation.

Checklist for Professional Growth Plans:

- o Developed annually; specific to teacher and house team needs; in the start-up year, house teams develop plans jointly; in year two and beyond, planning occurs individually with at least one goal developed in concert with the house team, and plan is aligned with school wide improvement efforts.
- o In the start-up year, special-subject teachers and program staff also develop a Professional Growth Plan in collaboration with house teams, lead teachers, colleagues, and/or other organizational units consistent with school organization.
- o Address short-term and long-term goals as they relate to the school performance standards and focus areas identified by the house team and/or supervisor.
- o Assessed yearly in self-appraisal and summative evaluation.
- o Approved by principal, designee, and/or lead teacher.
- o Support the school's student achievement plan.

The Professional Portfolio

Each partnership teacher and professional program staff member is expected to collect evidence for a Professional Portfolio that will demonstrate effective work in the classroom, in the school, and in the Community. For example, a Professional Portfolio might include a sample a curriculum unit, a video of a successful lesson, a survey created to assess parent s' reactions to home-school communications, or work generated as part of a team. The portfolio should be used not

only to record and track important professional development experiences such as significant interactions with colleagues, action research, or professional seminars, but also to analyze progress with students over the year. Professional Portfolios are intended to be working documents that reflect accomplishments achieved throughout the year, and are updated and enhanced at regular intervals. The Professional Portfolio also is an integral part of each

teacher's summative evaluation. Professional Portfolios should be organized around the seven strands of instruction. Professional Portfolios should reflect a great deal of self-analysis and self-evaluation. For example, a portfolio might contain a short essay accompanying student test results in which the teacher analyzes his or her own performance in relation to the students' performance. What did the teacher do particularly well? What went wrong, and what was the effect? What factors were out of the teacher's control, and why? Can the teacher pinpoint trends in student performance that might relate to particular teaching methods and strategies? This type of exercise is an important professional-development tool because it encourages a sound and structured analysis of one's practice. It also encourages teachers to make connections between classroom activities and their students' summative evaluation. Finally, it gives teachers the opportunity to give their impression of overall student achievement. Each item in the Professional Portfolio should be accompanied by a brief narrative discussing why the item was included, what school performance or student academic standard it supports, and what is strong, good, or noteworthy about it. The Professional Portfolio should be submitted to the principal or designee by May 1st of each year, and will be returned upon the completion of the summative assessment.

Checklist of Items to Include as Evidence of Accomplishing Goals in Professional Portfolios

- o Observation reports from formal observations
- o Lesson plan(s)
- o Self-appraisal based on school performance standards and guidelines.
- o Professional Growth Plan.
- o Evidence of student achievement
- o Student work with anecdotal /analytical descriptions
- o Evidence of customer satisfaction
- o Evidence of contributing to Edison systems growth
- o Peer observations
- o Personal reflections
- o Other indicators of professional accomplishments

Self-Appraisal

Teachers and professional staff in Edison partnership schools have a responsibility to ensure a school program of the highest quality, to continually improve as professionals, and to improve the implementation of Edison's school design. Within this context, each professional staff member must complete a self-appraisal two or three times a year using the school performance standards and guidelines.

The purpose of the self-appraisal is to help professional staff identify goals that need to be addressed in the Professional Growth Plan as well as professional - development goals that may be common to their house teams. The self-appraisal process is based on the same rubric format supervisors use for observations.

Checklist for Self-Assessment

- o Based on school performance standards and guidelines (rubrics).
- o All teachers and professional program staff assess personal progress in achieving standards for the Learning Environment (Instruction, Character Education, and Classroom Management).
- o In the start-up year, Primary and Elementary Academy teachers assess personal progress in achieving standards for reading (Early Learning/Roots/Wings) and math; Junior Academy teachers also assess personal progress in achieving standards for core subjects.
- o Beyond the first year, Primary and Elementary Academy teachers assess personal progress in achieving performance standards in core subject areas, building the learning environment, technology, and family and community outreach; Junior Academy teachers assess personal progress in the same area.
- o Special-subject teachers and professional program staff assess personal progress in meeting performance standards in their respective subjects or programs, in building the learning environment, and in reading if applicable.
- o Initial self-appraisal is to be completed by the end of the first quarter.
- o Final self-appraisal is to be completed by May 1st of each year.
- o Considered an integral part of the summary evaluation.
- o Used to generate Professional Growth Plan.

Summative Evaluation

Each year the principal or designee will draw upon information gathered from observations, student performance data, and the teacher's Professional Portfolios to produce a summative evaluation of each teacher. The summative evaluation also includes a summary performance rating that will serve as a basis for performance adjustments in pay and as the official record documenting the teacher's overall performance. The summary performance rating is based on the principal's or designee's assessment of the teacher's demonstration of progress toward aforementioned school performance standards, and takes into account the teacher's self-appraisal and professional accomplishments as documented in the Professional Portfolio.

The summary performance ratings are:

Does Not Meet Performance Expectations—Teacher has not demonstrated professional practices consistent with the school performance standards and guidelines.

Meets Professional Expectations—Teacher has demonstrated appropriate progress in meeting school performance standards. In year one, teachers will be expected to demonstrate beginning or

developing levels of performance. To meet professional expectations in year two, teachers will be expected to advance from beginning to developing and/or from developing to proficient performance levels in most performance areas. By the end of year three, teacher performance is expected to be at the proficient or exemplary level in most performance areas.

Exceeds Professional Expectations— Teacher has demonstrated appropriate progress in meeting school performance standards, and has documented in the Professional Portfolio significant accomplishments related to student achievements, customer satisfaction, and Edison system growth. As noted in the portfolio section of this document, teachers should not only provide evidence of student achievement and student test results, but also, and more importantly, personal reflections on the factors that may contribute to student performance. Within the context of student performance accountability, the teacher accepts responsibility for evaluating students' performance data, identifying areas in need of improvement, and developing teaching strategies and professional growth plans directed toward improving teaching and learning. Edison's Student Achievement Training Module is designed to assist teachers in linking student results directly to their teaching methods and strategies.

Clearly Exceeds Professional Expectations—Teacher is performing at the exemplary level in most school performance areas, and has documented in the professional portfolio significant accomplishments related to student achievement, customer satisfaction, and Edison system growth. The summative evaluation should be documented on the Summative Evaluation Form, which is designed to serve the following purposes:

- to summarize teacher progress toward standards in each of the identified school performance areas from information gathered during formal and ongoing observations made by the principal, designee, and/or lead teacher;
- to establish a summary performance rating that serves as a basis for adjustments in compensation and advancement in Edison's Career Level Program;
- to promote a dialogue around a teacher's professional practice; to promote accomplishments relative to student achievement, customer satisfaction, and Edison system growth; to promote growth toward standards; and
- to direct the development of the Professional Growth Plan of the teacher for the following year.

Lead Teacher Summative Evaluation Supplement

The summative evaluation of lead teachers includes a supplement designed to assess their performance relative to the additional responsibilities associated with the position. The summary performance rating of the lead teacher takes into account the extent to which the lead teacher fulfills the job responsibilities of the lead teacher position. As a member of a teaching team, the lead teacher is responsible for communicating knowledge to students in an interesting, stimulating, and effective manner. He or she will use a variety of instructional methodologies and curriculum resources to present material to students. The lead teacher will work as a team member, sharing common planning, professional development, curriculum design,

and teaching responsibilities. Lead teachers will administer different forms of student assessments, communicate with parents and other team members about student progress, and plan for further instruction. They will work to integrate technology into their teaching and professional activities. In addition to regular teaching responsibilities, the lead teacher is also responsible for the organizational management of a teaching team. Lead teachers are expected to play a significant supporting role in the professional development of their teammates. In addition, they have the responsibility for directing the development of new curriculum and facilitating communication between parents and other team members.

Senior Teacher Summative Evaluation Supplement

The summative evaluation of senior teachers includes a supplement designed to assess their performance relative to the additional responsibilities associated with the position. The summary rating of the senior teacher takes into account the extent to which the senior teacher fulfills the job responsibilities of the position. As one of the more experienced teachers on the team, the senior teacher works closely with the lead teacher in coordinating the day-to-day management of the teachers and students in the house. Senior teachers use their expertise to play a supportive role in the mentoring and professional development of their teammates. In addition, they have the responsibility for directing the development of new curriculum in their area of expertise and work with the lead teacher to facilitate communication between parents and other team members.

Senior teachers serve as a curriculum coordinators in specific areas. As a curriculum coordinator, the senior teacher will participate in additional training and assume responsibilities for curricular support for the building staff. This person will become a leader and resource in the identified area.

Checklist for the Summative Evaluation:

- o Is based on year-long observations, teacher's Professional Portfolio, and progress toward achieving standards in each area (teacher meets beginning, developing, proficient, exemplary levels of performance or performance is unsatisfactory).
- o Provides a brief narrative summary evaluation based on year-long performance.
- o Provides a summary description of the contents of the Professional Portfolio.
- o Provides a summary rating of a teacher's performance, which is used to make decisions regarding contract renewal and eligibility for salary increases.

Teacher Evaluation - Attachments

- Evaluation Proceedure
- Example Eval
- Example Observation
- PD Rotations 2009-2010

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

The role of Principal /CAO remains, ten-year employee of The Renaissance Academy, Gina Guarino Buli.

Academy Director / Vice-Principal Roles are as follows: K-6: Kristie Hawk; 7-12: Andrew Maoury - these have not changed from last year.

A second year in the Dean of Students position was held by Robert Devers, a newly hired employee of Renaissance.

David Cosme, a 10 year employee of the school was named Director of Student Achievement.

Our School Operations Manager is Carol Schaeffer.

The School Board of Directors experienced no resignations this year.

Board of Trustees

<u>Name of Trustee</u>	<u>Office (if any)</u>
Chuck Crabb	Vice-President
Geoff Cross	none
Peg Cuthbert	Secretary
Linda	Kerper
Martha Stephens	President
Britta	Schasberger
Sharon	Allison

Professional Development (Governance)

RA School Board routinely reviews qualifying standards including the Sunshine Law and PO Act. New members are orientated by current board president.

Coordination of the Governance and Management of the School

The Charter board governs the school primarily through delegation of policy, decisions, and overall management of the school, to the administration team hired by the Board. Most administrative positions are chosen following a series of interviews with Principal Guarino Buli and designees, and then sent to Board of Directors for final interviews and final decision. The Board of Directors has also ongoing and very regular interaction with EdisonLearning Company, our contracted school management firm that is involved in the day to day management of the school. During the past school year the Board president regularly communicated (phone, email) with the Edison Regional Manager, who also attends all Board meetings.

At the conclusion of the current school year the School Board of Directors elected to enter into a new partnership with a School Improvement Partner, CfBT. This agreement took effect June 30, 2010.

The Board of Directors recognizes the chartering authority of Phoenixville Area School District as a critical component to our success, and in so doing maintains regular communication with the Board of Directors for the school district by:

- 1) Regular interaction between Principal Guarino Buli and Superintendent of schools as needed
- 2) Interacting with PASD Board liaison to the charter school
- 3) Board members attend PASD board meetings to answer questions whenever charter school issues are on chartering district's meeting agendas
- 4) Board of Directors makes all meeting minutes available to PASD board members via website
- 5) PASD board members are invited to a "back to school" breakfast at the charter school annually, and are given an open invitation to any and all significant activities throughout the school year
- 6) Renaissance Board Members consult with PASD Board on any matters pertaining to changes in program, or any other issues that are governed by the original charter, in order to gain their input for any impacting changes

Coordination of the Governance and Management of the School - Attachment

- Board Meeting Dates 2010_2011

Community and Parent Engagement

The Board of Trustees encourages community and parent engagement at all times. Partnership with local area businesses, as well as interested parties of EdisonLearning have always been welcome in the school.

Through the Commencement Project the Board of Trustees seeks outside agencies and mentors to become involved in school life on a regular basis.

Partnership with the following is ongoing:

Immaculata University

Alveria University

Valley Forge Christian College

Commence Bank

Phillies Baseball

Wendy's Restaurant

Chester County Intermediate Unit Teacher Academy

Spring Ford Area School District — Dance Department & Allied Health Programs

The "IN CROWD" — professional comedy troupe

PA Ballet cooperative

Mother's House

PAL of Norristown

Weed And Seed of Norristown

Invisible Children

Costa Rica Red Cross

At the start of the 2007-2008 School Year a Parent Volunteer Coordinator was assigned to our school. This role ensures that all parents are part of the community, monitors for proper clearances, and authorization and encourages parent involvement.

Five bi-monthly meetings were held

A "recognition' breakfast

School Clean-up Day

And multiple other student activity which incorporated volunteers.

The school Family Support Organization also works with parents, teachers and community to support activities that encourage engagement and support. The upcoming school year will incorporate this organization in supporting classroom parents to all grade levels.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

The RA ECS's Family Support Organization (FSO) planned and executed several activities raising several thousand dollars for benefit of Renaissance students and staff.

As a school a committee for Fundraising has been created, along with a consultant focused on raising funds toward the capitol constructions campaign. This will involve community events, funding opportunities etc.

Fiscal Solvency Policies

Allowances for non-anticipated expenses or events are incorporated within the local budget at time of development.

The school's budget, which is adopted in accordance with the Commonwealth's prescribed timeline, serves as the guidance for financial decision making throughout the year. The Business Manager and CAO carefully monitor expenditures and revenues to ensure that they remain within in the budget.

Financial reports are provided on a monthly basis to the school board and reviewed financial statements are prepared by our auditors Rainer & Co. on a quarterly basis.

Accounting System

Renaissance Academy uses the Peach Tree for Non Profits accounting system. The Peach Tree chart of accounts was set up based on the PA state chart of Accounts. We have reviewed the PA State Chart of Accounts and concluded that our chart of accounts contains sufficient detail to meet state requirements.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachments

- Preliminary Statement of Revenues June 30 2009
- Preliminary Statement of Expenditures June 30 2009

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

The last audit for year ended June 30, 2009 was dated February 5, 2010 by Rainer & Company of Newtown Square, Pennsylvania. The report, included as Attachment I, states Renaissance Academy Charter School was "in conformity with U.S. generally accepted accounting principals." A current audit for year ending June 30, 2010 is scheduled to begin on August 3, 2010 and will also be performed by Rainer & Company.

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

- June 30, 2009 Audited Financial Statements

Citations and follow-up actions for any State Audit Report

No state financial audits were performed in School Year 2009-2010. In School Year 2010-2011 Renaissance's 3 year cycle audit will be performed on Title 1 Federal Grant funds.

SECTION VII. FACILITY RESPONSIBILITIES

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

The Charter is in year 10 of a 15 year lease with Valley Forge Christian College. Rent payments are made through a Trustee, Bank of New York, on behalf of the Charter.

Additional technology and curriculum are purchased early in order to replace outdated items and to provide expansion materials for the growth that we have experienced.

Future Facility Plans and Other Capital Needs

Current Facility is rented and minimal lease-hold improvements are made on a yearly basis.

Expansion of technology is made yearly according to the pre-approved technology plan.

Long-term facility needs are being addressed through a Special Projects Steering Committee and are part of our Multi-year Strategic Plan. These plans include the recent acquisition of a property in the Phoenixville Area School District Boundary. Plans for construction or relocating are not yet finalized and are expected to be developed over the next 2-7 years.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

- Renaissance Academy complies with all regulations regarding the above and maintains a log of fire drills conducted on a monthly basis, provide maps of the buildings marked with fire exit routes for each classroom and staff area, have provided CPR training yearly for the staff. In addition, we have provided staff training in a Crisis Responses Plan developed in concert with the local police and fire departments.

Fire Drills:

October 21
November 18
December 15
January 30
February 20

March 31
April 24
May 19
June 9

Code Red Drill conducted in cooperation with local law enforcement

March 2010

Health records and immunization records are kept on file in the office of the school nurse.

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

- State Approved Wellness Policy
- Evidence of Submission for Request for Reimbursement and Report of School Health Services
- HealthReimb 0809
- FY09 School Health Report and Voucher

Current School Insurance Coverage Policies and Programs

The Renaissance Academy Charter School has the following insurance coverage with Alliant Insurance Services, Inc.

- property and crime insurance
- general and automobile liability
- educators legal liability
- excess liability
- directors & officers liability
- employment practices liability

The Renaissance Academy Charter School has the following insurance coverage with The Hartford:

- workers compensation and employers liability

The Renaissance Academy Charter School provides the following employee benefits:

- All full-time salaried Charter school employees are offered medical, dental & vision insurance with coverage in kind to that provided by the Phoenixville school district. All employees receive life insurance and may add additional coverage at their cost. — This information is housed in H/R at the Renaissance Academy Charter School.

Current School Insurance Coverage Policies and Programs - Attachments

- Business Insurance Summary
- Employee Benefit Guide Summary

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

During the course of the school year there were few changes in staffing.

- one staff member resigned for a permanent teaching position elsewhere
- 5 staff members took FMLA for maternity leaves

Staff turnover and retention has improved greatly over the past several years. This component has been a major piece in our strategic planning. As a community we have commuted ourselves to improved staff morale and support to better build capacity within the school. We pride ourselves on professionally developing our staff and including all staff in the decision-making process. We feel that this has worked to foster a better atmosphere of collaborating and connection to the school.

For the 2010-2011 School year the following new staff will join

HS Science / Cyber STEM - expanded position

Kinder-aide - took full time position elsewhere

Two staff members have chosen not to return due to maternity. These positions were filled permanently by their long-term subs.

Quality of Teaching and Other Staff - Attachments

- FY10 PDE 414
- FY10 LEA Staff Profile ACS
- FY09 Course Enrollment and Instructor ACS
- FY09 HQT ACS

Student Enrollment

The following is the language in our state approved Charter School Application:

Describe the admission methods you will use to select students.

If the number of students seeking admission to The Renaissance Academy Charter School exceeds the school's capacity, students will be selected on the basis of an open lottery. An admissions lottery must be conducted each subsequent year for the entering kindergarten class and for any new grade level(s) added to the school. In addition, spaces in existing grades will be filled by lottery in subsequent years. The lottery may be conducted by using specialized computer software or publicly at a scheduled event. Following are the lottery procedures:

· All students who apply will have equal chance for admission. A drawing will be held and each child will have his or her name entered.

· A sibling preference will apply to families seeking to enroll more than one child in the school. An applicant for admission to kindergarten or any newly established grade who is a sibling of a student or students currently enrolled at the school will be placed in the next available space either in the school or on the waiting list. A sibling is defined as a child who has at least one parent or legal guardian in common with another child.

· The lottery drawing will rotate through the grade levels, beginning with the lowest grade. The first student will be selected from the school's lowest grade; the next student will be selected from the next lowest grade, and so on through every grade level. The process then will repeat until all spaces have been filled.

· The charter school will give preference in enrollment to a child of a parent who has actively participated in the development of the charter school.

The waiting list will be developed in accordance with the above procedures.

Explain how these policies further the mission of the school in a non-discriminatory fashion.

The school's mission of preparing a diverse cross-section of students will be furthered by our school's adoption of the following policies:

Equity and Access

The school will be open to students and their families through an application process that ensures equity and access for all. The school seeks to enroll in each school students who reflect the diversity of the surrounding community. The school is a public school, open to all children. It will not require entrance exams, nor will students be selected on the basis of ability. Student selection will be an open and carefully monitored process.

Informed Choice

We at The Renaissance Academy-Edison Charter School believe that students and families should have as much information as possible about our school before the due date for submitting student registration forms. Brochures, pamphlets, and fliers will be readily available for interested families and, when possible, printed in Spanish or other languages as well as English. Informational meetings for interested families will be scheduled and advertised in the school community.

Responsiveness to Families

All parents and students will be notified about selection according to an agreed-upon time line.

See attached Kindergarten Enrollment Policy

See attached Student Enrollment 2009-20102 which details the number of students who were enrolled, and who withdrew during the school year. This attachment also details the reason given for their withdrawal.

Expulsion

Two (2) students were expelled from the Renaissance Academy during the 2009-2010 school year.

Student Enrollment - Attachments

- Kindergarten Enrollment Policy
- Student Application for entry
- Brochure for new students
- End of Year Student Movement 2010

Transportation

As per the state mandated rulings on transportation to Charter schools:

A student who is resided in a district within ten (10) miles of the Phoenixville Area School District receives bus transportation from their Home District.

Students not within that area are transported by private means: parent transport, carpooling, student drivers etc.

Challenges to this process occur when

1. an emergent closing, or opening occur
 2. a half day is scheduled
 3. home districts do not have the means to support discipline issues on the bus
-

The Renaissance Academy aims to work collaboratively with all districts regarding bus transportation. We appreciate those districts that are willing to communicate, meet and work steadily with us.

A yearly 'welcome Breakfast' is held for all bus drivers and their supervisors. The goals of this include: establishing relationships and equipped bus staff in the language and expectations of the classroom teacher.

Students requiring transportation accommodations according to an IEP or 504 Plan are accommodated by their home district in most circumstances. The accommodation is funded by the charter school.

Food Service Program

Renaissance Academy participates fully in the Free and Reduced Lunch Program, with approximately 28% of students eligible to participate in that program.

The school holds two contracts for the provision of lunch, one through Aladdin Foods (grades 7-12) and the other through Preferred Meal Services (K-6). Both providers follow the recommendations of the National School Lunch Program and the school approved wellness policy, for dietary and nutritional needs. The RA policy follows:

LUNCH POLICY

Student Badges

All Renaissance Academy students must have an I. D. badge. Badges are used for the lunch cafeteria program and for borrowing books from the library. Students will be issued I.D. badges when they enter the Renaissance Academy. They will be re-issued new badges every autumn. If a student loses his/her badge *for any reason, the* replacement cost will be \$1.00 the first time, \$2.00 the second time, \$3.00 the third time, etc.

Student badges are for the exclusive use of the student to whom they are issued. Students cannot use other students' badges. If a student uses another student's badge, disciplinary action will be taken.

-

Lunch

All lunches **must** be prepaid. Payments may be made in cash, check, or money order, payable to Renaissance Academy. For your own protection we recommend check or money order only. The Renaissance Academy will **not** be responsible for lost cash. Returned checks will be charged a \$15.00 fee per check. After 2 returned checks, you will be required to pay for lunch with cash or a money order. Payments must be received by lunch personnel prior to the student eating lunch. You may use the envelope provided by Renaissance Academy or your own. Please address personal envelopes "Lunch Money" on the outside and please make sure that the **student's name** is on the check or money order. **If a student's account is PAST DUE, they will not be served lunch until the account is paid in full, however, crackers and milk will be provided.**

Free or Reduced Lunch

Reduced and free lunch applications are available. Applications will be distributed at the beginning of the year to all students. They are also available, at any time, by contacting The Lunch Lady, Laurie Broccoliere, at the office (610-983-4080 ext. 1038). **All free and reduced lunch information is kept strictly confidential.**

Student Responsibility

Students purchasing a base lunch must show their badge at the check in station after receiving their tray. **All a la carte items must be paid for *in cash*** at the end of the line. If a student violates this rule, disciplinary action will be taken. The badges will register the price of one "base" lunch only. Milk will be served as the 'base' beverage with lunch. A non-dairy beverage will be substituted for students who are not able to drink milk **and who bring in a note from a doctor.**

Parent Responsibility

Parents need to ensure that there is enough money in their child's account to cover the cost of meals. *Account Status Letters* will be sent home with students on a monthly basis. It is the parent's responsibility to insure that prepayment is made by reviewing the *Account Status Letters* and submitting enough money to cover your child's lunches. The school recommends prepaying monthly on a regular basis. If there is not enough money in the account to cover the entire cost of the meal, lunches *will be charged to the students account. Full payment will be expected upon receipt of the next Account Status Letter.* If, after *Account Status Letters* have been MAILED home and no payment is made for a negative balance, the student will not be allowed to use the lunch program and will be given crackers and milk only. It is the parent's responsibility to pay all back balances, all returned check fees, and pre-pay lunches prior to the student being able to reenter the lunch program.

No refunds will be given for the unused portion of your child's lunch balance. Balances will be carried over for the following year. If your child does not return to the Renaissance Academy, the money will be forfeited, so please plan accordingly when making payments.

Cafeteria Expectations

- Students will follow the Code of Conduct when entering the cafeteria.
- Once seated, students will stay in their seats and raise their hands to get help or discard of their trash.
- Students will not share, trade or throw food.
- Students will use inside voices and good manners when talking and eating.
- Students will keep hands, feet, and objects to themselves.

Students not adhering to lunchtime expectations will be assigned consequences for their actions. Elementary students' consequences are as follows:

1st Offense — Warning letter will be sent with child.

2nd Offense — Eat lunch at a separate desk by themselves for one day.

3rd Offense — Eat lunch at a separate desk by themselves for one week.

4th Offense — Eat lunch at a separate desk by themselves for the remainder of the year.

Student Conduct

From the Student/Parent Handbook:

Section Four — Student Discipline

SCHOOL WIDE DISCIPLINE POLICY — GENERAL INFORMATION

Renaissance Academy places a strong emphasis on establishing a safe and orderly learning environment. Through the collective work of teachers, parents and administrators, students learn that problems are solved through open discussion, acceptance of the opinions of others, and through personal responsibility. Core values, which are wisdom,

justice, courage, compassion, hope, respect, responsibility and integrity, are to be reflected in the school's Code of Conduct, modeled in all interactions among members of the school community and taught directly to students. Building strong character is fundamental to creating a positive learning environment and a hallmark of our school.

Discipline at Renaissance Academy is understood as positive efforts to teach and reinforce the expected behaviors and help young people learn that they are responsible for their actions. While it may be necessary on occasion to impose appropriate consequences should a student choose to behave in a manner that violates school policies, discipline consistently emphasizes prevention and is based on a system of behavior supports designed to minimize anti-social behaviors.

Renaissance Academy's discipline model includes:

- 1) That all students know and demonstrate expected student behavior, and show respect for, and obey persons in authority.*
- 2) Direct teaching of the Code of Conduct.*
- 3) Consistent use of positive incentives to reinforce expected student behaviors.*
- 4) A school wide effort on prevention of student discipline problems.*
- 5) A focus on preventing off school discipline issues from entering the school building.*
- 6) Student acquisition of skills in conflict resolution and problem solving and increased positive attitude, self-discipline and socially acceptable behaviors.*
- 7) Early identification and resolution of discipline problems.*
- 8) Communicating to students, teachers, parents and the community that unacceptable behavior will not be tolerated.*

Establishing a safe and orderly learning environment requires all members of the school community; teachers, support staff, students, and parents, model behaviors that show respect for each other and persons in authority.

Renaissance Academy believes all members of the school community have responsibility to model the behaviors listed below:

Student Responsibilities:

Students are expected to:

- Act in a responsible manner while exhibiting respect toward others.*
- Accept responsibility for their behavior.*
- Cooperate with the school staff in maintaining safety, order and a disciplined environment.*
- Follow established school and classroom codes of conduct and rules, including safety and school bus rules.*
- Attend all classes regularly and on time.*
- Adhere to the uniform policy.*
- Respect the rights and property of others.*

Teacher and Staff Responsibilities:

Teachers and staff model behaviors consistent with Renaissance Academy's Core Values and with policies and school performance standards. All staff supports a successful learning environment by modeling the following behaviors:

- Promote mutual respect between adults and students.*

- *Meet professional responsibilities associated with their respective positions.*
- *Develop and use cooperative discipline strategies and positive incentives for reinforcing the expected behaviors.*
- *Promote a sense of pride and community by contributing to an open and friendly environment, by supporting celebratory clubs and activities, maintaining spirit building routines and traditions and by promoting service in the school community.*
- *Establish and maintain strong home to school communication, including but not limited to prompt communication of any serious infraction of the Code of Conduct.*

Parent and Guardian Responsibilities:

Parents and guardians of students are expected to participate in their student's education in the following ways:

- *Communicate routinely and as necessary with his or her student's teacher.*
- *Keep informed about school policies and his or her student's academic expectations, including homework.*
- *Ensure that his or her student attends regularly, arrives on time, and is prepared for school.*
- *Alert the school to specific problems or difficulties that may impede the student's learning or well being.*
- *Attend the quarterly Student Learning Conference to meet with his or her student's teacher and to set goals for their student.*
- *Promote positive, respectful relationships between parents / guardians, students & staff.*

DISCIPLINARY ACTION

The following is not intended to be inclusive of all acts of misconduct. *Any disruption of the educational process will be treated as a violation of the Renaissance Academy Discipline Policy. Repeated instances of any misbehavior listed increases the severity of the consequence at the discretion of the administrator handling the situation. Disciplinary actions are progressive and continuation of infractions, even at lower levels, will result in increased punishments and eventually a school board hearing. Students must understand that administrators have the authority to assign and enforce other disciplinary measures warranted by situations not specified herein. Note the following regarding the Administrative Disciplinary Actions:*

- *No student will be allowed to serve more than four (4) office detentions in a school year (refer to office detention procedures).*

- *Each infraction committed after four (4) detentions have been assigned will result in a suspension or possible alternative placement.*
- *Suspensions are assigned in progressive increments: one (1) day, three (3) day, five (5) day, and ten (10) day.*
- *After a three (3) day suspension is assigned, the student and parent/guardian must meet with the Dean of Students or Academy Director before the student is allowed to restart classes and will be placed on Behavior Probation.*
- *After a five (5) day suspension is assigned, the student and parent/guardian must meet with a disciplinary committee which may consist of the Dean of Students, Academy Director, Principal, and Board of School Director(s) or designee before the student is allowed to restart classes and will be placed on Behavior Probation.*
- *After a ten (10) day suspension is assigned, the student and parent/guardian must meet with the Board of School Directors for an expulsion hearing (refer to Board Policy on Suspension and Expulsion).*

The following levels and disciplinary consequences are to be used as a guideline. All discipline guidelines center around upholding the mission of the Code of Conduct. Additional and /or alternative requirements may be assigned. Alternatives include, but are not limited to, special assignment, behavioral contracts, community service, conflict mediation, parent conference, or counseling.

Level I - Infractions that impede orderly classroom procedures or interferes with the orderly operation of the school. These misbehaviors are first addressed by any staff member of the school, but may sometimes require the intervention of an administrator. The typical actions involving a Level I infraction are: 1) Student offense 2) Teacher or staff member warns, corrects the behavior, and/or assigns a teacher detention (lunch, Homebase, before or after school, etc.) 3) Infraction is documented in the House notes 4) Parents/Guardians are notified by the teacher or staff member if an office detention is assigned. In the event that multiple Level I infractions occur or the same behavior is repeated, the student may be referred to administration for further consequences.				
Examples of Offenses	First Offense	Next Offense	Next Offense	Next Offense
<ul style="list-style-type: none"> - Littering - Gum Chewing - Hallway misconduct - Misuse/ abuse of school property (minor) - Agenda violation (out of class w/o agenda) - Removal of food from cafeteria - Disruptive behavior in cafeteria (minor) -Sharing Lockers - Violation of Code of Conduct - Offensive language (minor) - Public display of affection (minor) 	Warning or teacher detention	Teacher detention	Office Detention (maximum of four (4) for the school year)	Suspension track
Possession of electronic devices (MP3, cell phones, PSP, etc)	One day confiscation	Week confiscation and	Confiscation for the remainder of	

		parent must pick-up	the year and insubordination write up	
Parking in a non-designated area or without permit or unsafe vehicular use (minor)	\$20 fine	\$40 fine- loss of parking privileges for one (1) week	\$60 fine- loss of parking privileges for one (1) month	\$100 fine- permanent loss of parking privileges
Dress Code Violation- Refer to the Dress Code section on pages 54-56 for complete information	Uniform violation issued (2); student fixes the problem or is picked up by parent/guardian	Office Detention (maximum of four (4) for the school year); student fixes problem or is picked up by parent	Suspension track	
Tardy to class (less than five minutes late) - Refer to Attendance section on pages 17-20 for complete information	Verbal warning (first three overall)	Alternative Placement (maximum of four (4)); parent meeting and contract development	Suspension track	
Misuse of computers: <ul style="list-style-type: none"> - Touching/ turning on a computer without permission - Refusing to share - Banging on the computer, keyboard, or any sort of rough treatment - Eating or drinking around a computer - Touching another person's computer without permission - Printing without permission or printing more than one copy - Taking CD-ROMs without teacher permission - Brining in unauthorized software and using on the school computer without permission - Touching a teacher's laptop or office computer - Trying to access another student's log-in - Sharing a password or log-in - Logging in as someone else - Unplugging or minor altering of the computer 	Warning or teacher detention	Office detention; loss of computer privileges for a week.	Suspension track; loss of computer privileges for the year.	
<p>Level II- Infractions of a more serious nature that impede orderly classroom procedures or interferes with the orderly operation of the school. These misbehaviors are assigned detentions (based on discipline record) and may be issued by a teacher, staff member, or administrator. The typical actions involving a Level II infraction are: 1) Student offense 2) Possible referral to an administrator 3) Consequence assigned 4) Parents/Guardians are notified. Based on the discipline record, the student may not be eligible for detention and will face immediate suspension.</p>				
Examples of Offenses	First Offense	Next Offense	Next Offense	Next Offense
<ul style="list-style-type: none"> - Continuation of Level I Offenses - Public display of affection (major) - Non-Compliance - Lying/ dishonesty in school - Leaving class without 	Office Detention (maximum of four (4) for the school year); parents/guardians notified	Suspension track		

permission - Missing an assigned teacher detention - Use of another student's ID or agenda -Physical Altercation (minor) rough housing -Accessing another Student's Locker w/o permission - Indecent exposure (minor- such as unbuttoning pants in public to fix clothing)				
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Level III- Serious infractions that pose a danger or risk to the student, others, or the learning environment. These infractions will be handled directly by administration and will result in suspensions. The typical actions involving a Level III infraction are: 1) Student offense 2) Immediate referral to an administrator 3) Suspension assigned 4) Parents/Guardians are notified 5) Meeting with administration before returning to school for any suspension over one day and placed on Behavior Probation.

Examples of Offenses	First Offense	Next Offense	Next Offense	Next Offense
<ul style="list-style-type: none"> - Continuation of Level II behaviors - Ethnic/ racial slur (minor) - Obscene language, gestures, profanity, indecent exposure (major) - Verbal altercation that disrupts the learning environment - Not attending an assigned office detention - Gambling - Minor physical contact with another student (push/ shove) - Refusal to give name to a staff member or lying when questioned (such as during an investigation) - Disrespect and insubordination to a staff member, including foul and abusive language (minor) - Instigating a fight (without committing any physical contact) - Harassment or threatening another student (minor) - Disorderly conduct (minor) 	One (1) day suspension; parents/ guardians notified	Three (3) day suspension; parents/ guardians notified; meeting with Dean or AD; placed on Behavior Probation	Five (5) day suspension; parents/ guardians notified; meeting with a disciplinary committee; placed on Behavior Probation	Ten (10) day suspension; parents/ guardians notified; expulsion hearing with Board of School Directors
<ul style="list-style-type: none"> - Unexcused absence or unauthorized leaving of school grounds 	Alternative Placement (maximum of four (4)); parent meeting and contract development	Suspension track		
<ul style="list-style-type: none"> - Petty Theft 	Financial restitution; One (1) day suspension; parents/ guardians notified	Three (3) day suspension; parents/ guardians notified; meeting with Dean or AD; placed on Behavior Probation	Five (5) day suspension; parents/ guardians notified; meeting with a disciplinary committee; placed on Behavior Probation	Ten (10) day suspension; parents/ guardians notified; expulsion hearing with Board of School Directors
<ul style="list-style-type: none"> - Using school technology to intentionally create or access restricted websites or documents, including but not limited to pornography, rude and obscene, or terrorist in nature 	One (1) day suspension; loss of computer privileges for one month	Ten (10) day suspension; parents/ guardians notified; expulsion hearing with Board of School Directors; loss of computer		

		privileges for a year		
<p>Level IV- Serious infractions that pose a danger or risk to the student, others, or the learning environment and are of a nature that their commission represents a violation of the law and are subject to civil and/or criminal penalties. These infractions will be handled directly by administration and will result in suspension. The typical actions involving a Level IV infraction are: 1) Student offense 2) Immediate referral to an administrator 3) Suspension assigned 4) Police or proper authorities are contacted and citations issued 5) Parents/Guardians are notified 6) Meeting with administration before returning to school for any suspension over one day.</p>				
Examples of Offenses		First Offense	Next Offense	
<ul style="list-style-type: none"> - Trespassing on school grounds without permission - Obscene language, gestures/ profanity (severe) - False fire alarm - Possession/ use of tobacco products, matches, or lighter - Fighting - Harassment (sexual or racial) or threatening another student (major) - Use of firecrackers or pyrotechnics - Unsafe vehicular use (major) - Disorderly conduct (major) 		Three (3) day minimum suspension; parents/guardians contacted; appropriate authorities contacted; placed on Behavior Probation	Ten (10) day suspension; parents/guardians contacted; appropriate authorities contacted; expulsion hearing with Board of School Directors	
<ul style="list-style-type: none"> - Vandalism 		Three (3) day minimum suspension; parents/guardians contacted; appropriate authorities contacted; financial restitution; placed on Behavior Probation	Ten (10) day suspension; parents/guardians contacted; appropriate authorities contacted; expulsion hearing with Board of School Directors	
<p>Level V- Immediate infractions worthy of expulsion that pose a danger or risk to the student, others, or the learning environment and are of a nature that their commission represents a violation of the law and are subject to civil and/or criminal penalties. These infractions will be handled directly by administration and will result in an immediate expulsion hearing with the Board of School Directors. The typical actions involving a Level V infraction are: 1) Student offense 2) Immediate referral to an administrator 3) Suspension assigned 4) Police or proper authorities are contacted and citations issued 5) Parents/ Guardians are notified 6) Meeting with Board of School Directors to determine eligibility to return to Renaissance Academy.</p>				
Examples of Offenses			First Offense	
<ul style="list-style-type: none"> - Major fight or mob assault - Violation of school substance abuse policy - Major theft - Arson/ attempted arson - Terrorist or bomb threat - Extortion - Threatening a staff member - Possession of weapons or any object intended to cause harm or fear - Accessing or altering restricted computer network databases - Physical contact with staff - Disrespect and insubordination towards a staff member, including foul and abusive language (major) 			Ten (10) day suspension; parents/guardians contacted; appropriate authorities contacted; expulsion hearing with Board of School Directors	

Common Disciplinary Consequences Explained

-  *Temporary removal from activity- This is the temporary removal of a student from an activity to a designated area or classroom.*
-  *Teacher Detention- Any teacher or staff member may assign one of the two types of detentions for infractions of their classroom/school rules.*
 -  *Lunch Detention- a staff member may assign a lunch detention that is served with the teacher during the student's lunch period. The student must report on time as outlined on page 14. Lunch detentions override any other lunch activities.*
 -  *After School Detention- a staff member may assign an after school detention that is served with the teacher for a length of time determined by the teacher. No transportation will be provided.*
 -  *Office Detention- An administrator or teacher may assign a detention that will be served after school from 3:40-5:30 PM. Multiple day detentions may be assigned.*
 -  *Community Service- When Community Service is assigned a set number of hours will be completed by the student. Completion of the community service hours will be reported to the Dean of Students.*
 -  *Alternative Placement- When a student is assigned a day of Alternative Placement the following guidelines apply:*
 -  *Students reports to main office at 8:00am*
 -  *While in the placement the student will follow the schedule of the class with whom he or she is spending the day.*
 -  *All work assigned must be completed by the end of the day and turned into their teachers. Failure to complete all work may result in suspension.*
 -  *Alternative placement may be replaced with Out of School Suspension if the student misbehaves.*
 -  *Out of School suspension — While a student is suspended out of school they may not be on school grounds or participate in any school events. The student is responsible for any missed class work or homework missed due to suspension.*
 -  *A student may not participate in any school events (field trips, dances, athletics, dress down, etc) if they have any un-served detentions or community service hours.*
 -  *Behavior Probation- See proceeding section.*
 -  *Detention- See proceeding section.*

BEHAVIOR PROBATION

The philosophy of Behavior Probation at Renaissance Academy is to help students:

- *Better self-monitor their school behavior.*
- *Feel the success of ten consecutive days of positive class experiences.*
- *Re-focus their academic expectations after having received administrative consequences.*

What does a student on Behavior Probation (BP) do?

- *Before a student is placed on BP, he or she will be given a formal letter which outlines the student's responsibility and expectations while on BP. The same letter is mailed to the student's home.*
- *On the first day of their BP assignment, a student will be given a BP sheet to carry with him or her.*
- *At the conclusion of each class, the sheet must be signed by each teacher indicating a "problem free" class period.*
- *At the end of the day, the student must take the sheet home for a parent signature.*
- *At the end of ten consecutive days of obtaining teacher and parent signatures, the student must return the BP Sheet to the Dean of Students and will be removed from the BP program.*
- *If a student on BP misbehaves, he or she will be given ONE WARNING to re-focus.*
- *After one warning, further disruptions (during that class period), or not obtaining a teacher or parent signature, will result in an administrative referral which could result in an out of school suspension up to a maximum period of ten days pending a school board disciplinary hearing.*

When are students placed on BP?

- *After eight 100% chart move downs (Junior Academy only). A phone call home is made at the 3rd, 4th, 7th, and 8th move down (detention is assigned after the 4th move down).*
- *Repeated behavior infractions.*
- *Immediately upon return from a three or five day out of school suspension and/or at the discretion of an administrator.*
- *When after a teacher calls for a parent meeting and the student still has not improved his or her behavior.*
- *When the student is not upholding his or her goals as identified and established through the FASST process (see FASST page 29).*

Students on BP are responsible for:

- *Getting the BP sheet signed at the conclusion of each class period.*
- *Keeping the BP sheet in a safe place for ten consecutive days.*
- *Sharing the BP sheet with their parent each night to obtain a signature.*

- *Turning in a completed BP sheet to their lead teacher at the conclusion of the ten day period.*

Students who are placed on Behavior Probation are no longer eligible for 100% club privileges (see positive incentive system) for the present quarter and may not be allowed to participate in any extra curricular activities (field trips, school dances, etc...).

If a student needs to be placed on BP for a 2nd time in a school year due to an additional eight move downs (Junior Academy only), losing the BP sheet during the ten day period, or not obtaining a teacher or parent/ guardian signature, the following steps will be taken:

- *The student will be assigned an out of school suspension up to a maximum period of ten days pending a school board disciplinary hearing.*
- *Before the student is admitted back into school, a parent meeting with the student, his or her parents/ guardians his or her teachers, and an administrator will take place.*

If a student needs to be placed on BP for a 3^d time in a school year due to an additional eight move downs (Junior Academy only), losing the BP sheet during the ten day period, or not obtaining a teacher or parent/ guardian signature, the following steps will be taken:

- *He or she will be sent home for the remainder of the day.*
- *He or she will automatically be assigned a ten day out of school suspension pending a school board disciplinary hearing for possible expulsion.*

AFTER SCHOOL DETENTION

*Detentions may be assigned by any staff member or administrator as charted on pages **35-39**. Note the following guidelines and rules:*

- *Detentions are scheduled for Wednesdays and Thursdays.*
- *Detention lists for the upcoming week are posted outside the Dean of Student's office by 12:00 PM on Tuesday of each week.*
- *The staff is required to give a student 48 hours notice before assigning a detention.*
- *Students who are assigned a detention are not allowed to serve lunch detentions in lieu of after school detentions. The possibility exists for serving an after school detention in the morning from 6:45-8:00 AM with prior approval from the administration.*
- *Detention begins promptly at **3:40PM**. Any student who arrives after 3:40PM without an excuse note from a teacher will not be allowed in and will be assigned an out of school suspension.*
- *Detentions end at 5:30PM.*

- *Students must arrive with homework or materials to read and study for class. No pleasure reading, games, cards, or other non-academic material is allowed.*
- *Students must be silent and awake during the entire detention period.*
- *No gum, food, or drinks are allowed.*
- *No electronic devices are allowed.*
- *No students will be allowed to have a bathroom pass.*
- *A student may receive one warning for inappropriate behavior and have the opportunity to fix the behavior.*
- *If a student is dismissed from detention or leaves before the period is over, he or she will be assigned an out of school suspension.*
- *Failure to attend a detention will result in a suspension. If you are absent from school that day, the detention must be served at the next available detention.*
- *Students must be picked up by 5:45. Upper school students must wait outside and will not be allowed back in the building after 5:45.*
- *Transportation to and from detention is the responsibility of the family. SEPTA bussing is available 1.2 miles from the school on Rt. 23 in front of T.D. Alfredo's restaurant. Complete bus schedules may be found at www.septa.org.*

The best way to avoid any conflicts with transportation is to abide by the rules and not allow yourself to be put into a situation to be assigned a detention.

ALTERNATIVE PLACEMENT (DISCIPLINE)

Placing a student in an alternative setting during the school day is one form of a consequence that the school may use to help correct student behavior.

- *Students who are issued alternative placement are to report to their assigned location at the designated time.*
- *Locations for alternative placement may be the cafeteria, Dean's office, alternative classroom, etc.*
- *Students are to collect their work for the day from their teachers' before their designated time.*
- *Students will work on school their school work, perform community service activities, meet with either the counselor, Dean, or Academy Director to discuss their behavior during the course of the day.*
- *Students are to follow the directions of the staff member overseeing the alternative placement. Students who are uncooperative or misbehaving will be given one clear warning and an opportunity to correct the behavior. If the misbehavior continues, the student will be sent home for the remainder of the day and will be issued further consequences.*

SUSPENSION

It is the belief of Renaissance Academy that suspensions are a last-step resort when prior interventions, counseling, and/or consequences have not successfully rehabilitated a student. Some infractions, by law, require immediate suspensions; other suspensions are assigned due to progressive steps or the severity of the infraction.

- *Students who are suspended from school may not attend any school function during the time that they are suspended. If a suspension ends on a Friday, students may not participate in any school function or come on to school grounds until Monday morning.*
- *Students will be required to seek out their teachers and arrange to make-up missed work while out on suspension. It is the student's responsibility to make this happen and to arrange a time to meet with the teachers that fit into their work schedule.*
- *Students who receive a multiple day suspension can request work to be sent to the office by 3:00PM the day after the suspension is assigned. Teachers need to be able to have time to gather and collect work and assignments for the student. Any work assigned to go home for a student must be completed before the student returns to school. If the work is not completed, the student will work privately in an alternative placement before he or she is allowed to return to class. It is the utmost importance that assigned work is completed before a suspension is over to reduce extra time missed from class.*
- *When a multiple day suspension is assigned, the student and parent/guardian must meet with an administrator before the student is allowed to return to classes. This meeting will be arranged when the administrator contacts home to inform the parent/ guardian of the suspension.*
- *A parent/ guardian may wish to appeal a suspension when it is assigned and have an informal hearing with the administrative team. The following chain of command is to be addressed when making this appeal:
Dean → Academy Director → Principal → School Board*
- *Students who are given a multiple day suspension for the first time and have committed an infraction that did not pose immediate physical harm or have legal implications may be offered an opportunity to reduce their suspension days. For these students, the following steps will be taken:*
 - *Student meets with an administrator after the investigation is complete and the suspension has been assigned.*
 - *The student is given a reflection sheet and goal setting sheet to complete while at home. The student must dutifully fill out each paper.*

- *The student collects and completes all assigned school work (teachers will have 24 hours to send work to the office for a friend or family member to take home for the student)*
- *The student seeks out the phone number of the staff member of student who he or she has wronged and makes an apology.*
- *The student returns to school with a parent to have a reflection meeting. At this meeting, the student's attendance and discipline record will be reviewed, as well as pertinent school rules and policies. The student may be allowed to go to class and return to normal school routines if the following is met:*
 - *The student has taken accountability for his or her actions*
 - *Made the necessary apologies*
 - *Completed all assigned school work*
 - *Set goals for better behavior*
 - *Completed the reflection sheet*
 - *Can articulate a plan of action to avoid repeating the improper behavior.*

CHEATING

Cheating is defined as the giving and / or receiving of outside help on anything (including homework) that has been determined by the teacher to be an individual effort.

*Any student who is caught cheating will automatically receive a zero on the assignment and may receive a failing grade for the marking period. Students will be required to re-do the assignment to complete the original learning objective; grading, if any, for the assignment will be determined by the teacher and Academy Director. **Students who do not complete the assignment will receive a failing mark for the marking period.***

All cheating incidents must result in parental contact by the classroom teacher. Subsequent offenses will result in failure for the marking period; grades not to exceed: MS=59%, HS=64% and further disciplinary action.

Plagiarism is a violation against academic ethics. Examples of plagiarism are: stealing, borrowing, buying or copying someone else's work. (eg: homework, lab reports, take-home tests, research papers, copyrighted materials, published books, internet websites etc.). Plagiarism is considered cheating and the above rules apply.

Additional Consequences — *School administrators are authorized to issue Commonwealth of PA non-traffic Citations and collect the fines, if appropriate, file them with the appropriate District Justice for the expressed purpose of criminally prosecuting violations of the school Code of Conduct and the aforementioned school expectations.*

"Disorderly Conduct" is defined as: the intent to cause public inconvenience, annoyance or alarm, or recklessly creating a risk thereof, a person:

- 1. Engages in fighting, threaten of violent or tumultuous behavior;*
- 2. Makes unreasonable noise;*
- 3. Uses obscene language or makes an obscene gesture, or*
- 4. Creates a hazardous or physically offensive condition by any act which serves no legitimate purpose.*

Non-Traffic Citations of this nature will also be issued for:

- 1. Use of tobacco*
- 2. Possession of smoking materials*
- 3. Selling smoking materials on school grounds*

Specific Junior Academy Discipline Procedures

100% Club

The 100% Club is a school-wide (Grade K-8) system which is designed to reward students that are consistently making positive behavior choices.

Any poor choices in the classroom may result in a student being moved down on the classroom 100% club chart. First move is to 90%, if poor choices continue the student is moved to 80%. If at this point the student's poor choices continue they will be moved to 70%. During class making good choices allows the student to move back up the 100% chart. If at the end of the class the student has not moved back up to 100% they receive a mark "down." "Downs" are tracked electronically on a quarterly basis.

- *Student reaches 70% during class*
Student removed from classroom
Sent to homeroom teacher
Student makes a phone call home
Student receives an after school detention
Student fills out a "think it through" form
Student returns to class ready to work and make good choices
- *Student is sent out of class after returning from their homeroom*
Sent to Lead Teacher
Write the Code of Conduct or do teacher provided class work
Referred to administration for action

Consequences:

3 "downs"

Teacher calls home and the student is not invited to end of quarter party

4 "downs"

Detention assigned and phone call home
7 "downs"

Phone call home to inform parent of the amount of "downs" and informed about the pending behavior probation

8 "downs"

Student placed on behavior probation and a letter sent home

Junior Academy Rewards:

Mid Quarter Dress Down

If a student has no "downs" for the first half of the quarter and was not suspended, he/she may dress down for the day. Dates correspond to progress report distribution each quarter. (See dress down guidelines)

End of Quarter Dress Down

If a student has no "downs" for the second half of the quarter and was not suspended, he/she may dress down for the day. Dates correspond to SLC distribution each quarter. (See dress down guidelines)

End of Quarter 100% club party

A student is invited to an end of the quarter party if they received no more than two "downs" in the quarter nor was suspended. Parties are planned with student input and interest in mind. These celebrations will be announced each quarter and permission slips (when applicable) will be sent home. For dates of celebrations, see school Activity Calendar.

Senior / Collegiate Academy Rewards:

Mid Quarter Dress Down

Students who have all grades of 80% or better, with no administrative behavioral infractions, will be invited to dress down at mid-quarter. Dates correspond to progress report distribution each quarter. (See dress down guidelines)

End of Quarter Dress Down

Students who have all grades of 80% or better, and no administrative behavioral infractions will be invited to dress down at the end of the quarter. Dates correspond to SLC distribution each quarter. (See dress down guidelines)

End of Quarter Celebration

Students who have made the Honor Roll, and have no administrative behavioral infractions will be invited to participate in an End of Quarter celebration. Celebrations are planned with student input and interest in mind in conjunction with Student Council Officers. These celebrations will be announced on a quarterly basis by the home base teachers. Students can expect to receive notification if they are eligible to attend.

Renaissance Academy High School Privilege & Incentive System:

In an effort to provide Renaissance Academy High School students with certain privileges, the following opportunities will be made available:

Privilege Cards

- 1. Privilege Cards will be issued to junior and senior students at the start of the quarter in which they have become "Privileged."*
- 2. Privilege Cards must be carried by the student at all times and must be shown upon request. Failure to carry the card while trying to use a Privilege will result in loss of Privileges.*
- 3. Privilege Stickers are NOT transferable. If this rule is violated, the student owning the Privilege Card will lose Privilege.*
- 4. Lost Privilege Cards may not be replaced and a student will be required to wait until the next marking period review.*
- 5. A parent or guardian must sign the privilege request form in the presence of a school administrator. If the parent is unable to come to the school for this purpose, a signed and notarized privilege request form will be accepted or a direct phone call from the parent is made to the Academy Director when the signed form is turned into the school.*

How students receive privileges:

Grades:

- 2.0 GPA with no grades below a 73% during the previous marking period*

Attendance Requirements:

- No unexcused absences from school or class.*
- No more than three (3) latenesses to any class or homebase.*
- Absences not exceeding 10% of total days possible.*

Behavior Requirements:

- *No administrative referrals or unacceptable behavior.*
- *No un-served detentions.*

Freshmen and Sophomores are not eligible for Privileges.

Receipt of Privilege

- *Members of the National Honor Society will automatically have Privileges as of the first day of school. A NHS member will forfeit their Privileges if they do not meet NHS requirements to maintain membership or if they do not meet the behavior requirements.*
- *Students who do not meet the requirements at the time that their classmates receive Privileges may be eligible at the end of the next marking period.*
- *A student must be enrolled at Renaissance Academy for at least one full semester before the privilege of **Delayed Arrival/Early Departure** will be awarded.*

Loss of Privileges

- *The administration reserves the right to rescind privileges for academic, attendance and/or disciplinary reasons, for excessive tardiness, for unexcused absences, and/or violation of parking / driving rules.*
- *The student's attendance may be required at school programs that are scheduled during a student's unassigned period. If this is the case, students will receive ample warning and will be expected to attend.*
- *The assigned privilege status of any student may be withdrawn at any time by parent request.*

What are the Privileges?

Collegiate Academy Lunch

This Privilege will be automatically given to any student who carries a Privilege Card:

Students will be allowed to leave the campus for lunch period, provided that they have on file a Parental Release form with the signatures of parent and an administrator. These forms are available in the main office or through a school administrator.

If the student meets the requirements and obtains the necessary signatures, he or she may leave the campus for the lunch period only.

Students will not be allowed to order out to lunch, nor are they allowed to pick up or bring outside food for students who have not earned their privileges. Students who do this will lose their own privileges.

It is the expectation that students will adhere to all Renaissance Academy rules and regulations while off campus.
If a student fails to report on time for their next class, this privilege will be revoked.

It will be the student's responsibility to physically sign himself /herself in and out of school for off campus lunch. Students may also leave the cafeteria without a signed agenda, but may not be in an unsupervised room. They are welcome to use the lobby, picnic tables, and library, provided that they clean up after themselves.

CONFISCATION OF STUDENT POSSESSIONS

*In keeping with the Renaissance Academy's commitment to creating and maintaining a positive environment, there may be an occasion when an inappropriate item may be confiscated from a student. **Examples of such items would be, but are not limited to, cell phones, pagers, CD players, MP3 players, walkmans, headphones, smoking materials, weapons or non-uniform clothing items.** On the first offense, all LEGAL confiscated items will be turned into the Dean of Students and may be returned to the student at the end of the day. The second offense for confiscation will result in the item being confiscated for one week, at which time a PARENT OR GUARDIAN can pick it up. Any student having any items confiscated three times or more risks losing all retained items until the end of the year. If any item is confiscated from a student for the remainder of the year, the parent or guardian will be notified by telephone. These rules apply to items that are borrowed or loaned to another student and that student has the item confiscated. It is strongly encouraged that students do not loan out personal items of value to other students.*

ALL CELL PHONES AND OTHER ELECTRONIC EQUIPMENT MUST BE STORED IN THE STUDENT'S LOCKER AND REMAIN THERE DURING THE SCHOOL DAY UNLESS OTHERWISE SPECIFIED. *CD/ MP3 players may be used on the bus to and from school and in the cafeteria. While in a locker, please ensure that all electronics are turned OFF. The school is in no way responsible for any lost, stolen, or damaged items. It is highly recommended that these items are left at home to avoid theft, damage or loss.*

It is the student's responsibility to secure the item after the appropriate period of confiscation has elapsed. Any items remaining after the close of the school year may be given to charity or disposed of. Any illegal items (such as smoking materials, weapons, etc.) that are brought to school and confiscated will not be returned. The school will not be responsible for the loss or damage of any items confiscated.

RENAISSANCE ACADEMY BUS DISCIPLINE POLICY

The State of Pennsylvania and the Renaissance Academy have deemed that transportation to and from school is a privilege afforded by the student's sending school district - not a right. Therefore, any student who consistently chooses inappropriate behavior risks having this privilege revoked.

Students are expected to follow all safety rules while riding the bus. It is important to remember that any time the driver must remove his/her eyes from the road to address those students who are breaking the rules, the entire bus is placed in jeopardy. Therefore we expect the students to:

- 1. remain in their seats, feet and body facing forward,*
- 2. talk in quiet voices,*
- 3. obey the bus driver,*
- 4. speak in respectful voices,*
- 5. keep feet out of the aisles,*
- 6. refrain from eating or drinking on the bus, and*
- 7. keep hands to themselves and inside the bus.*

If any student should choose not to follow the rules, he/she risks being referred for disciplinary action by the bus driver. The first write-up will result in a warning. Subsequent referrals for bus infractions will result in the following:

- 2nd referral — 1 day bus suspension*
- 3rd referral — 3 day bus suspension*
- 4th referral — 5 day bus suspension*
- 5th referral — 10 day bus suspension / referral to the Renaissance Academy School Board for possible removal of bus privileges.*

Please make sure that you and your student are aware of safe bus riding procedures and practices to ensure that all students have a safe and pleasant trip to and from school each day.

2009-2010 Uniform Guidelines

TOPS-

- *Each Academy will be assigned a different color top:*
 - *Junior Academy (7-8)- Blue*
 - *Senior Academy (9-10)- Maroon*
 - *Collegiate Academy (11-12)- Black*
- *All tops must be appropriately sized. No extra long, baggy, or tight tops are allowed.*
- *All tops must have the new Renaissance Academy logo in khaki color or white and match the color swatches available from Land's End (the old logo is acceptable for the 2007-2008 school year only).*
- *The following are the only permitted tops:*
 - *Long or short sleeved polo shirts*
 - *Non-hooded sweatshirts, vests, or sweaters*
- *No low cut shirts or tops are allowed.*
- *Turtlenecks, T-shirts, long sleeves, or other garments underneath uniform tops must be of a solid color free of logos and designs and preferably either white, black or matching the school shirt.*
- *Shirts must be tucked or rest naturally at the top of the belt line. Rolling or tying the shirt at or above the top of the belt line is unacceptable.*
- *Jackets, headgear, and bandana/scarf head-coverings may be worn to and from school but must be removed before entering the buildings. At no time may a jacket or hat be worn in the school building or cafeteria and students are prohibited from carrying these items with them to and from class.*
- ***Note- Classroom temperatures vary! Students are encouraged to purchase a uniform embroidered sweatshirt or sweater.***

BOTTOMS-

- *Must be solid tan khaki (stone colored or white is not permitted).*
- *No logos or embellishments- small manufacturer's name label is acceptable.*
- *Must be woven cotton, cotton blend, or corduroy. No sweatpants or stretchy material.*
- *No cargo pants, pants with extra pockets, or extra large pockets. Only four pockets in the traditional locations are allowed (one on each upper thigh, and two in rear).*
- *Shorts, skorts, and skirts may be worn but be no more than three inches above the knees.*
- *Capri pants of woven cotton, cotton blend, or corduroy are allowed.*

- *Long pants must cover ankle-high shoes but not be long enough to drag along the floor.*
- *All pants must be sized appropriately and worn at the waist.*
- **SHOES-**
 - *Heels and soles are to be no more than 2" high.*
 - *Clogs, leather sandals with a back heel strap, and boots are acceptable.*
 - *Flip-flops, sport sandals, and other beach type footwear are not acceptable.*
 - *Students who wear non-sneakers to school must have a pair of non-scuffing sneakers to wear on gym days.*
 - *No lights, wheels, or other "gadgets" may be on shoes.*

OTHER-

- *No hats, bandanas, visors, caps, or other head coverings are acceptable.*
- *No sunglasses or other accouterments are allowed during the school day.*
- *No bags other than the size of a purse (approximately the size of a 8 ½" x 11" sheet of paper) may be in the hallways or classrooms during the school days.*
- *Computer/ laptop bags are acceptable with prior administrative approval.*

SPIRIT WEAR/ DRESS DOWN DAYS

- *Sport teams and school organizations may wear team apparel on pre-approved days.*
- *Seniors may petition the administration to schedule "senior only" spirit days.*
- *On dress down days, students may wear non-uniform apparel. The following rules still apply:*
 - *No headgear of any kind.*
 - *No hoodies or jackets; however, knit sweaters are acceptable.*
 - *No images, writing, or jewelry of any kind depicting drugs, alcohol, foul language, sexual innuendos, or other inappropriate topics.*
 - *Skirt/ short length is no shorter than 3" above the knee.*
 - *No excessively tight or loose clothing is allowed.*
- ***The school staff reserves the right to decide if an article of clothing is inappropriate for school.*** *All teachers, staff, and administrators will use the above guidelines to issue Uniform Violations.*
- *Students who receive more than two Uniform Violations per quarter will receive a detention and follow the disciplinary track.*
- *All students will be expected to be in proper dress before entering the school building at the beginning of the day. Students will not be allowed into the school or cafeteria if they are not in proper uniform.*
- *If the uniform infraction cannot be rectified, the student will be required to report to his or her counselor to call home and get the appropriate clothing or to be picked up for the remainder of the day.*

- *Students will not be allowed into class if they do not have the proper uniform. Students who are not in proper uniform will be given one opportunity to fix the violation, if they do not, they will receive a Uniform Violation and report to the Dean of Students for disciplinary action. Students who are repeatedly given a verbal warning or reminder will be given a Uniform Violation.*
- *At no time is a student allowed to unbuckle his or her pants in public to tuck in his or her shirt. This will be considered indecent exposure and will result in the appropriate disciplinary actions.*
- *If a student chooses to Dress Down on a non-dress down day, he or she will lose the opportunity to dress down for the remainder of the quarter or a period of time to be determined by the administration.*

Uniforms may be ordered or logos embroidered by the following companies:

PREFERRED PROVIDERS OF UNIFORM OPTIONS:

LAND'S END

1-800-469-2222

email: landsend.com/school Logo #- 0733178K

Renaissance Academy Preferred School #9000-5883-5

Suzanne Oelmann

206 Splitrail Circle

Jeffersonville, PA 19403

610-631-5107

Frank Jones Sporting Goods

1735 Markley Street

Bridge Street

Norristown, PA 19401

610-275-5373

Springford Apparel

20 East

Spring City, PA 19475

610-948-5241

*Students deemed out of uniform by the teaching staff will be given an opportunity to fix or change their clothing, or receive a UNIFORM VIOLATION. This should not be a repetitive situation and if so, students will be referred to the Dean of Students. Notice: **Two** such infractions during a single quarter will result in an after school detention assigned by the Dean. **If a student chooses to DRESS DOWN on a non-dress down day, they will lose all dress down privileges for the current quarter.***

At the end of each school year the Family Support Organization (FSO) will conduct a "uniform exchange" day. Parents can donate and purchase used uniforms at this time.

Incidents By Student Grades k-12
Suspensions: 210 Students involved in 289 Suspensions
Total School: 2 Students Expelled

Student Conduct - Attachments

- Locker Search
- Search and Seizure
- Drug Use
- Searches
- Terroristic
- Weapons
- Prelimn

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2010

The Renaissance Academy CS within Chester County IU 24 assures that the charter school will comply with the requirements of 22 Pa. Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

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

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

Board President

Date

Chief Executive Officer
2009 - 2010 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 Renaissance Academy CS 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.

Identify the charter school's Chief Executive Officer.

Name: Gina Guarino Buli **Title:** Mrs.
Phone: 610 983 4080 **Fax:** 610 983 4096
E-mail: gina.guarinobuli@rak12.org

Signature of the Chief Executive Officer and Date

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

Name: Martha Stephens **Title:** Mrs.
Phone: 610 983 4080 **Fax:** 610 983 4096
E-mail: gina.guarinobuli@rak12.org

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Sarah Pilacik **Title:** Ms.
Phone: 610 983 4080 **Fax:** 610 983 4096
E-mail: sarah.pilacik@rak12.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- Sig Page 2009-2010