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: Dr Robert Ketterer CS Inc. Address: 1133 Village Way Latrobe, PA 15650-1764 Phone: (724) 537-9110

Contact Name: Eric Guldin

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2009 - 2010

Name of School: Dr Robert Ketterer CS Inc.

Date of Local Chartering School Board/PDE Approval: February 19, 1998, renewals in 2001

and 2006

Length of Charter: 10 years **Opening Date:** 8/27/98

Grade Level: 1 - 12 Hours of Operation: 7:50 AM - 2:20 PM

Percentage of Certified Staff: 100 Total Instructional Staff: 31

Student/Teacher Ratio: 8:1 Student Waiting List: 3

Attendance Rate/Percentage: elementary 92%; secondary 91%

Summary Data Part II

Enrollment: 352 Per Pupil Subsidy: 13,000

Student Profile

American Indian/Alaskan Native: 1
Asian/Pacific Islander: 1
Black (Non-Hispanic): 109
Hispanic: 10
White (Non-Hispanic): 327
Multicultural: 26

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 85.1%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 122

Instructional Days and Hours

Number of:	K (AM) K (PM)) K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	0	180	180	180	540
Instructional Hours	0	0	0	900	996	996	2892

SECTION I. EXECUTIVE SUMMARY

Educational Community

In any environment, no matter how ideal, the education of our youth is a daunting task. The process of educating youth becomes even more difficult when it involves children for whom other issues stand in the way of education - issues such as disruptive behavior, incorrigibility, academic obstacles or peer pressure.

Chartered by Greater Latrobe School District in 1998 and renewed in 2001 and 2006, Dr. Robert Ketterer Charter School (RKCS) provides educational services to approximately 474 disruptive students in grades 1 through 12. Of the total number of students, 64 are youth from Greater Latrobe and surrounding school districts who are having academic and behavioral issues and whose parents referred them to the charter school as an education alternative. Sixty-six are youth in the Partial Hospitalization Program whose parents and school districts have referred them to RKCS. The remaining 344 students are youth who have been adjudicated through the court system and placed in day treatment or residential programs at Adelphoi Village, a private provider for troubled youth. For these students, the average length of stay at Adelphoi Village is between six and nine months. As a result, most of these students are only enrolled at RKCS for a portion of the school year.

Mission

Dr. Robert Ketterer Charter School will work collaboratively with home, school and community to provide a safe, nurturing, supportive school environment with outcome-based treatment and high

quality differentiated instruction in order for disruptive students to gain academically, behaviorally and socially to become contributing members of our society.

Vision

Dr. Robert Ketterer Charter School will be a professional learning community focused on improving all aspects of student progress. We will provide an optimum structured learning environment for our students by delivering individualized holistic treatment interventions, a standards aligned system curriculum, effective differentiated instruction, and a comprehensive curriculum. This curriculum will include both teacher-delivered and "cyber" courses. Emphasis will be placed on frequently measuring student performance and using assessment data to monitor and adapt treatment and instruction in order to maximize student progress. Multidisciplinary teams, which will include parents, schools, outside service providers, county officials, and other relevant stakeholders will regularly collaborate to monitor student progress. Supervisors and administrators will implement collaborative leadership processes which demonstrate that all employees are valued. This leadership style will emphasize strong professional development programs, shared decision-making, group goal-setting, and accountability through outcome-based evaluation.

Shared Values

- using data to drive critical decisions including decisions related to the development of treatment plans and classroom instruction
- 2. standards based curriculum and instruction
- 3. standard aligned systems in math, science and language arts
- 4. effectively meeting the individual, unique needs of our students
- 5. a holistic approach to treatment
- 6. parent involvement
- 7. providing a safe and nurturing environment
- 8. community involvement
- collaboration with clients and other stakeholders (i.e. school districts, communities, agencies, families)
- 10. building a "professional learning community"
- 11. demonstrating that we value our employees through a collaborative leadership style that emphasizes strong professional development programs, shared decision-making, and group goal-setting
- 12. accountability through evidence-based evaluation
- 13. financial stability
- 14. preparing students for success after high school through the provision of effective vocational, career education, and work-related curricula
- 15. each student is a valued individual with unique physical, social, emotional, and intellectual needs
- 16. the commitment to continuous improvement is expected of all stakeholders of the school system to achieve the goal of enabling all students to realize their potential in a rapidly changing and diverse global society.

Academic Standards

Dr. Robert Ketterer Charter School's curriculum correlates directly with the PA academic standards and anchors. The classroom lessons and assessment are developed to measure these standards.

Students who are enrolled for at least one semester at RKCS will increase their level of proficiency in meeting the academic standards in reading, mathematics and writing as measured by periodic benchmark assessments and the annual state-wide PSSA assessment. In addition, students will make academic progress in all other content areas as measured by the local assessment system.

Standards Aligned systems will be created for all academic content areas beginning with math and English during the 2009-2010 school year, Biology during the 2010-2011 school year and additional content areas in future years.

All staff will have intensive training in differentiated instructional practices to meet the needs of all students.

Strengths and Challenges

Dr. Robert Ketterer Charter School's strength lies in the fact that alternative education students are provided a safe, nurturing classroom environment where emphasis is placed on developing positive relationships with teachers and peers. Students are taught curriculum based upon the PA state standards and anchors. The weakness is that students arrive at various times through out the year and it becomes difficult to build a cohesive classroom of students. In addition, many of the students have been transient through the educational system and their records lack completeness. As a result many of the students enter the charter school functioning below their current grade placement.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

- a. The CEO facilitated the strategic planning process.
- b. The facilitator attended a strategic planning workshop series along with a couple of faculty representatives.
- c. This core team met with school administrators and faculty members to organize the materials and activities.
- d. A steering committee was developed to create the plan.
- e. A plan was submitted to the Board of Trustees for their review.
- f. Action plans are monitored monthly along with a year end review.
- g. Data teams were developed to analyze data and make recommendations for curricula changes.
- h. The actions plans were evaluated at the conclusion of the school year.
- i. priority goals are established at the conclusion of the school year for the next year

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Beth Butala	Guidance Counselor	Ed Specialist - School Counselor	Teacher
Blair Kucinsk	i CEO Adelphoi USA	Business Representative	Board

Dinsmore, Anita	RKCS Board of Trustee President	Board Member	Board
Eric Guldin	Chief Executive Officer/Principal	Administrator	Board
Katherine Smith	Executive Administrative Assistant to CEO	Other	CEO
Nicole Myers	Assistant Principal/Supervisor of Special Education Services	Special Education Representative	CEO
Pierce, Brooke	Assistant Principal/ Supervisor of Curriculum and Instruction	Administrator	CEO
Tara Achtziger	Assistant Principal/Supervisor of Federal Programs	Administrator	CEO

Goals, Strategies and Activities

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

Description: Graduate rate will meet an 80% threshold and/or show growth.

Strategy: Intervention

Description: Identify students who are at risk of not graduating and provide them with opportunities for credit recovery or remediation.

Activity: Activity A-Intervention

Description: Develop a plan that may include increased remediation, counseling, parental involvement, career planning, etc.

Person Responsible Timeline for Implementation Resources

Beth Butala Start: 9/30/2009 \$15,000.00

Finish: 9/30/2012

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

It is our overall belief that all students can be motivated to learn through the use of content matter that is relevant to their lives and through increased opportunities for individualized attention.

Dr. Robert Ketterer Charter School provides instruction in the following subject areas: *English, Mathematics, Social Studies, Science, Health/Wellness, Physical Education, Consumer Education and /Humanities.* Instruction in these areas is conducted with respect to state mandated class length and with respect to the minimum graduation requirements as they are outlined in the Charter School Act (Act 22) and all applicable school codes and regulations. Dr. Robert Ketterer Charter School's curriculum for each subject is based on the Pennsylvania Standards.

A student's readiness to progress from one grade level to the next is gauged by that student's achievement/completion of the appropriate performance standards. In addition, each senior is required to successfully complete a senior project.

Report cards are provided for each student on a quarterly basis, and any student who completes his/her senior year at the charter school receives a Dr. Robert Ketterer Charter School diploma. Diplomas are granted in accordance with requirements set forth by the Pennsylvania Department of Education:

English 4 credits

Mathematics 3 credits

Science 3 credits

Social Studies 3 credits

Arts/Humanities 2 credits

Health/Physical Education 2 credits

Electives 6 credits

23 total credits

Each student at the charter school participates in a web-based remedial program which focuses on the PA standards, anchors and eligible content. Within the context of this program, students take benchmark assessments. Based upon the results of these assessments, on-going remedial programs are developed. Students also participate in Title I math and/or language arts classes to remediate skills that are below standard. To engage students in the learning process, teachers utilize a variety of instructional strategies including small/large groups, authentic assessments, teaching reading strategies across all content areas, differentiated grouping and alternative assessments.

Rigorous Instructional Program - Attachments

- Induction Plan
- Professional Education Plan
- Professional Education Report

English Language Learners

English Language Learners

- I. Program Goals and Objectives
- a. Identified ELL student will develop English language skills.
- b. Identified ELL student will participate in the educational program at Dr. Robert Ketterer Charter School with supportive services from Greater Latrobe School District.
- II. Student and Parent Orientation Procedures
- a. CEO sends an initial letter to parents/guardians upon student entry.
- b. Teachers meet with student to review the school handbook.
- III. Identification and Placement
- a. Charter school secretaries send Home Language Surveys to the parents/guardians of students upon arrival.
- b. Secretaries alert CEO to any survey that returns with documentation of a language other than English.
- c. CEO alerts Greater Latrobe School District of identified student who needs assessed.
- d. Greater Latrobe School District ESL coordinator assesses student and develops a plan of action.
- IV. Instructional Program

- a. Greater Latrobe ESL teacher provides Dr. Robert Ketterer Charter School Special Education Coordinators with instructional materials to teach the identified student based upon the number of required hours. For non-English speaking student 2-3 hours; beginner 2 hours; intermediate 1 to 1 ½ hours; advanced 1 hour.
- b. Identified student will participate in the regular education program with adaptations as deemed necessary.
- c. In the middle school level, ESL replaces language arts/English instruction. At the secondary level, ESL replaces English classes required for graduation.
- d. Identified student will utilize Successmaker software program during Title I class period to increase English acquisition skills.
- e. Based upon the Successmaker assessment results, the English program will be modified.
- f. Identified student will be assessed at the conclusion of every quarter using Successmaker software in order to document progress.
- g. At the conclusion of the school year, the identified student will complete the BASI post-test.
- h. Based upon the results of the post-test, recommendations will be established for the up-coming school year.
- i. The identified student will be transitioned from the ELL program when his grade equivalency is within one year of his current grade placement.
- V. Pupil Personnel Services
- a. Identified student will be eligible for special education services if he meets the criteria identified by the charter school.
- b. Identified student will receive counseling services from the guidance counselor.
- VI. Staff Development
- a. Content area teachers and administrators participate in professional development that identifies the needs and recommended teaching strategies for ELL students.
- VII. Community Involvement
- a. The ELL teacher contacts the parents/guardians of identified student once/quarter to update them on the progress of child.
- b. The charter school provides for translation and interpretation services.
- c. The CEO addresses any complaints regarding the ELL Program.
- VIII. Program Evaluation Procedures
- a. The CEO and Board of Trustees review information and compare goals for the ELL Program on a yearly basis.

b. If the review indicates that the program has deficiencies, then modifications are made and implemented.

There are currently no supporting documents selected for this section.

Graduation Requirements

Any student who completes his/her senior year at Dr. Robert Ketterer Charter School receives a Dr. Robert Ketterer Charter School diploma. Diplomas are granted in accordance with requirements set forth by the Pennsylvania Department of Education:



In addition to achieving credits, seniors are required to successfully complete a senior project which consists of a written research paper and an oral presentation.

DR. ROBERT KETTERER CHARTER SCHOOL GRADUATION PLAN

Instruction is conducted with respect to state mandated class length and with respect to the minimum graduation requirements as they are outlined in the Charter School Act (Act 22) and all

applicable school codes and regulations. Dr. Robert Ketterer Charter School's curriculum for each subject is based on the Pennsylvania Standards.

A student's readiness to progress from one grade level to the next is gauged by that student's achievement/completion of the appropriate performance standards. A student will earn at least 5 credits to be seated as a sophomore, 10 credits to be seated as a junior and 16 credits to be seated as a senior.

Report cards are provided for each student on a quarterly basis and any student who completes his/her senior year at Dr. Robert Ketterer Charter School receives a charter school diploma. Diplomas are granted in accordance with requirements set forth by the Pennsylvania Department of Education. Dr. Robert Ketterer Charter School will accept credit from an accredited school of higher education in order for a student to meet the credit requirements and to graduate with his/her class.

A student must accumulate a total of 23 credits in the following areas:

English 4 credits

Mathematics 3 credits

Science 3 credits

Social Studies 3 credits

Arts/Humanities 2 credits

Health/Physical Education 2 credit

Electives 6 credits

Furthermore, the student must have earned at least a portion of a credit in the fields of Consumer Math and Environmental Science.

Each senior at the charter school is required to successfully complete a senior project. The Senior Project is a compilation of skills mastered throughout all levels of education. It is established to showcase academic excellence in an area where the student's interest lies. This may lead to an in-depth, positive, leisure time activity, a post-secondary education, or a career interest. Establishing a personal interest in the project is the key to a successful graduation project. Each senior will be issued a faculty advisor to assist him/her in the completion of this task. The final project includes a written research paper and an oral presentation to an assessment team.

In addition to earning the specified credits and completing a senior project, the student must also either earn a score of Advanced or Proficient on the eleventh grade PSSA math and reading assessments or successfully complete the local assessment established by Dr. Robert Ketterer Charter School.

DR. ROBERT KETTERER CHARTER SCHOOL

LOCAL ASSESSMENT PLAN

For a Dr. Robert Ketterer Charter School senior who has not earned a score of advanced or proficient on the eleventh grade PSSA math and reading tests or has not taken the eleventh grade PSSA math and reading tests, he/she will be required to successfully complete the local assessment established by the charter school This assessment includes a student portfolio which includes the following sections:

- 1. Reading artifacts demonstrating proficiency based upon the assessment anchors that are incorporated on the PSSA. In addition, a performance task will be assessed using the PA Reading Rubric.
- 2. Math artifacts demonstrating proficiency based upon the assessment anchors that are integrated on the PSSA. Also included will be an open ended question that will be assessed using the PA Mathematics Rubric.
- Writing satisfactory completion of a written research project assessed using the PA Writing Rubric. A student may use his/her written senior project.

Special Education

Dr. Robert Ketterer Charter School provides special education services to all eligible students. The charter school currently has four special education coordinators and director of special education services who oversee the special education process and monitor and support. In addition, Dr. Robert Ketterer Charter School employs a part-time psychologist and contracts with the Westmoreland Intermediate Unit to provide speech and other other related services.

Special Education - Attachments

- Special Education
- Special Education Packet 2009-2010

Special Education Program Profile - Chart I

Teacher	FTE Type of class or support	Location	# of Students	Other Information
April Stefaniak	1.0 itinerant	Scatena	79	none
Kristin Nunez	1.0 itinerant	Scatena & Middle Creek	79	none
Rebecca Mitchell	1.0 itinerant	Annex & Middle Creek	56	none
Heather Hill	1.0 itinerant	Tito	51	none

Special Education Program Profile - Chart II

Organization	n FTI	E Type of class or suppor	t Location	n # of Students	S Other Information
N/A	0	N/A	N/A	0	N/A

Special Education Program Profile - Chart III

Title Location			
Special Education	Supervisor Scatena.	Annex, Middle Creek	& Tito 1

Special Education Program Profile - Chart IV

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

Westmoreland Intermediate Unit	speech	2 hours
Dr. Erwin Levin	psychologica	l 10 hours

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA	No	No	No	Yes	Yes	Yes
BASI	No	Yes	Yes	Yes	Yes	Yes
DIBELS	No	Yes	Yes	Yes	Yes	Yes
PASA	No	No	No	Yes	Yes	Yes

Student Assessment - Secondary

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

Student Assessment

a.) Since the majority of the charter school students are adjudicated, their PSSA scores are not attributed to the school. Only the students who are parent placed into the Latrobe Alternative Education Program have PSSA scores that are attributed to Dr. Robert Ketterer Charter School. Using the confidence interval, the charter school met both the reading and math thresholds.

The charter school utilized the *Basic Achievement Survey Inventory* to assess student ability levels in mathematics and language arts. This computer-based assessment measures grade equivalency in the following areas: vocabulary, reading comprehension, spelling, language mechanics, math computation and math application. Each student who enters the charter school is given a pretest. Upon release from the charter school, the student receives a posttest. However, unexpected terminations and absences affect whether or not a student takes the post test. The following results were achieved by students who took both a pre and post test. Median Vocabulary, Reading Comprehension, Spelling and Language Mechanics achievement rose for students who took the BASI test; vocabulary rose 3.3 GE, comprehension rose 3.8 GE, spelling increased 3.9 GE and language mechanics increased 5.3 GE. In addition students increased in the areas of Math Computation and Math Application 1.3 GE and 5.4 GE respectively.

b.)
These results indicate that students who enroll at Dr. Robert Ketterer Charter School demonstrate gains in their educational abilities. The math and English curriculum continue to undergo revisions using the PA academic standards as the focus. Beginning 09-10 academic year, a standards aligned system will be implemented in math and English to improve student acheivement. Assessments are developed to measure the standards. In addition, students participated in Study Island which is an on-line program geared toward assessing and remediating the standards and anchors. The Collins Writing Program also emphasizes writing strategies and language mechanics. The goal is to begin using assessment data to make decisions regarding student learning. Students who continue to struggle are given more individualized attention either through Title I or after school tutoring.

Student Assessment - Attachment

• Student Data 2009-2010

Teacher Evaluation

Dr. Robert Ketterer Charter School's evaluation plan includes informal and formal observations, individualized goals and differentiated levels of supervision.

The immediate Assistant Principal evaluates the teaching staff; this would either be Brooke Pierce, Nicole Myers or Tara Achtziger. They may then seek the input and observations of the Chief Executive Officer/Principal, Eric Guldin. The Chief Executive Officer/Principal, in turn, evaluates Assistant Principal's. Lastly, the Board of Trustees evaluates the Chief Executive Officer/Principal's performance. The charter school also contracts with Dr. Blair Kucinski and Dr. Glenn Smartschan to provide consultation.

All evaluators are familiar with the school's goals, teaching philosophies, standards and procedures. More specifically, the Assistant Principal's and the Chief Executive Officer/Principal are trained in child management, effective teaching strategies, classroom assessment techniques and a variety of observation techniques by means of in- service trainings, outside workshops and required charter school trainings.

The following school administrators are responsible for conducting teacher evaluations: Mr. Eric Guldin, Chief Executive Officer/Principal

Mrs. Brooke Pierce, Assistant Principal Mrs. Nicole Myers, Assistant Principal Mrs. Tara Achtziger, Assistant Principal

Mr. Guldin holds Masters of Education in School Administration and Supervision, K-12 PA principal certification, and certified in elementary education. Mrs. Myers has a Masters in Special Education and K-12 principal certification. Mrs. Achtziger holds Masters of Education in School Administration and Supervision, K-12 PA principal certification, and certified in early childhood education. Mrs. Pierce holds Master of Education in School Administration, Supervision and Curriculum and Instruction, K-12 PA principal certification, and certified in elementary education. Through the education courses and various professional development opportunities, the evaluators are trained in the areas of instructional techniques and special education.

Teacher Evaluation - Attachments

- Teacher Evaluation System
- Teacher Evaluation 2009-2010

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

There have not been any resignations or additions to the Dr. Robert Ketterer Charter School Board during the 2009-2010 school year. The Board has one open position remaining which it is actively pursuing to fill.

There have been no leadership changes in the school administration.

Board of Trustees

Name of Trustee	Office (if any)
Mrs. Anita Dinsmore	President
Mrs. Donna Springel	Vice-President
Mr. Robert Marshall	Secretary
Mr. Patrick McManus	Treasurer
Ms. Nancy Hubert	
Father Philip Kanfush	
Dr. Veronica Ent	
Dr. Louis Byham	

Professional Development (Governance)

Through monthly reports, the Chief Executive Officer/Principal keeps the Board of Trustees informed of applicable changes in state legislation and policy. All board members have carefully reviewed the Sunshine Law and all meetings are held in accordance. The Dr. Robert Ketterer Charter School solicitor is contacted in order to provide insight regarding legal due diligence.

Coordination of the Governance and Management of the School

Members of the Board of Trustees seek first to understand the needs of the school, its students, and staff members. They request input, data and information actively prior to making crucial decisions regarding governance.

Through charter school supervisors and administrators, Greater Latrobe's Board of Directors, or its delegates are kept informed of our progress and any major programmatic changes. Members of the Greater Latrobe School Board are aware that they have a standing invitation to visit Dr. Robert Ketterer Charter School at any time and, likewise, have been invited to major school events, such as Open House and Commencement.

Coordination of the Governance and Management of the School - Attachment

• Board Meeting Dates 2010-2011

Community and Parent Engagement

The Board of Trustees promotes involvement in community organizations such as Rotary and the Latrobe Chamber of Commerce. Parents are also invited to an bi-annual open house and Title I presentations during which students' projects are highlighted and further dialogue with staff is promoted. The Board also promotes the charter school's participation in charity events and service learning projects throughout the school year.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

Our current fund raising efforts are limited to diligence in acquiring both State and Federal grants which we are eligible.

Fiscal Solvency Policies

Dr. Robert Ketterer Charter School maintains an operating margin of approximately 3% and 60 to 90 days of cash on hand. In addition, access to a \$200,000.00 line of credit is also readily available.

Accounting System

An automated accounting system is utilized and incorporates the required Pennsylvania State Chart of Accounts for recording and reporting purposes. The system has individual modules for general ledger, accounts receivable and accounts payable to record financial activity, which integrates this information into the preparation of the financial statements. The preparation of the financial statements are reviewed by appropriate internal accounting personnel for the compliance of GAAP and for variance analysis related to the comparison of budget, actual and prior year totals on a monthly basis.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachments

- Statement of Rev, Exp, Fund Bal. 2009-2010
- Statement of Rev. Exp. Fund Balance Signature Pages 2009-2010

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

Dr. Robert Ketterer Charter School utilizes the services of Horner, Wible & Terek, PC CPA's to audit the school's financial records. September 25, 2009 is the date of the last audit. It was a clean audit with an unqualified opinion. This was approved by the Dr. Robert Ketterer Charter School Board of Trustees.

There are currently no supporting documents selected for this section.

Citations and follow-up actions for any State Audit Report

The Dr. Robert Ketterer Charter School did not receive a state audit report during the 2009-2010 school year. A state audit was conducted during the 2006-2007 school year. It was determined that Dr. Robert Ketter Charter School was not permitted to enter into an agreement for services with Adelphoi Village. It was also cited that failure to obtain all Financial Interest Statements for board members. Each of these situations have been rectified.

SECTION VII. FACILITY RESPONSIBILITIES

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

Dr. Robert Ketterer Charter School primarily plans the acquisition of such items through identified Federal and State funding. These items are placed into the budget for purchasing. In addition, Title I and Alternative Education monies were used to purchase various technology items.

Future Facility Plans and Other Capital Needs

Throughout the 08-09 school year, plans were developed for the expansion of the Scatena Center. This project has been put on hold pending grant opportunities for charter school expansion but the architecture has been paid and we are shovel ready.

The modular building that was constructed in the summer of 2004 lease is extended annually. We are no longer in a long term lease agreement. We continue to look into alternative funding streams so that we may eliminate the modular units and build a permanent structure for Latrobe Alternative Education and Westmoreland Day Treatment programs.

During the 2009-2010 summer months, the charter school will be installing new classroom locks and handles, proximity cards for all employees to enter the buildings, construct a new parking lot, and install a new Voip phone system.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

Fire drills are completed on a monthly basis in each building. The drills are recorded and kept in a binder in the main office. Health and immunization records are kept by the school nurse and forwarded to school districts upon request.

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

- Student Wellness Policy
- Health Reimbursement 2009-2010
- Health Reimbursement 2009-2010 Page 2

Current School Insurance Coverage Policies and Programs

General Professional Liability, Directors and Officers (Simpson & McCrady)

Workers Compensation (Highmark Casualty Insurance)

Bonding (Eric)

Medical (Highmark Blue Cross/Blue Shield)

Dental (United Concordia)

Vision (Vision Benefits of America)

Life (Fort Dearborn Life)

Long Term Disability (Reliance)

Current School Insurance Coverage Policies and Programs - Attachment

RKCS 2009-2010 Liability Insurance Policy

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

Dr. Robert Ketterer Charter School consists of one Chief Executive Officer/Principal, three Assistant Principals, one Guidance Counselor, 31 highly qualified teachers, one part-time school psychologist and one part-time school nurse. All staff members were returning from the previous year.

Quality of Teaching and Other Staff - Attachment

• PDE 414-2009-2010

Student Enrollment

A student adjudicated to an Adelphoi Village program within the Greater Latrobe School District will automatically be considered disruptive as a result of his/her adjudicated status.

Enrollment of any non-adjudicated student depends upon documentation and confirmation from the home school district that the student has exhibited *two or more* of the following behaviors:

- 1. Disregard for school authority, including persistent violation of school policy and rules.
- 2. Display or use of controlled substances on school property or during school-affiliated activities.
- 3. Violent or threatening behavior on school property or during school-affiliated activities.
- 4. Possession of a weapon on school property or during school-affiliated activities.
- 5. Commission of a criminal act on school property or during school-affiliated activities.
- Misconduct that would merit suspension or expulsion under school policy.
- 7. Habitual truancy.

Every non-adjudicated student is subject to a Referral Team Meeting. Those present at the meeting must include, but will not be limited to, the following individuals: the proposed student, a parent or legal guardian, an administrative representative from the home school district, and a charter school administrative representative. These meetings are held in order to assess the

appropriateness of the charter school environment for each student and to outline student and parent responsibilities.

<u>Grade</u>	Total Enrollment for 2009-2010				
1	1				
2	0				
3	5				
4	3				
5	6				
6	10				
7	29				
8	64				
9	100				
10	110				
11	90				
12	56				

In all Dr. Robert Ketterer Charter School serviced 474 students during the course of the school year. At the conclusion of the school year, 3 local students remained on the waiting list for the parent placed and Partial programs due to maximum capacity in each program. Because the majority of the students are court adjudicated, it becomes difficult to list where the student enrolled after withdrawing from Dr. Robert Ketterer Charter School.

Due to the same reasons, it is unknown at this time who will return to Dr. Robert Ketterer Charter School to begin the 2009-2010 school year. The roster gets confirmed in August.

Student Enrollment - Attachment

• Enrollment Procedures

Transportation

Of the adjudicated students who attend Dr. Robert Ketterer Charter School, 25% are transported by Derry Area School District, 17% are transported by Greater Latrobe School District, 17% of the students are transported by Adelphoi Village and 42% of the students live on campus and

walk to school. The students in Latrobe Alternative Education and Partial are all transported by their home school districts. All WDT students who reside within the 10 mile radius of the school are transported by their home districts. The remaining WDT students are transported by Adelphoi Village.

Some of the buses have aids while others have Adelphoi Village counselors riding the buses with the students. In all other instances, the RKCS students have the ability to ride the bus to and from school with no accommodations.

Food Service Program

Dr. Robert Ketterer Charter School Food Service is contracted through Adelphoi, Inc. Breakfast is provided for students in all buildings except for Tito Center and lunch is provided for ALL students. The charter school does participate in the Free and Reduced Lunch Program.

Student Conduct

a.) The purpose of the charter school's educational program is to spark the interest and positive attitudes in students who have had negative experiences in education. Our alternative approach to dealing with these students provides an environment in which the students are able to succeed. This builds the student's self-confidence, which will stimulate personal effort.

Students are frequently praised for appropriate behavior. For inappropriate behavior, the students use problem-solving techniques to devise and learn alternative responses to situations. It is the student's goal to then carry out this plan. During evaluations everyone is encouraged to take ownership for behaviors teachers and/or peers held them accountable for. By not accepting responsibility, the student may not earn free time until ownership is taken.

All positive, appropriate choices, including the choice to be responsible for mistakes, are rewarded by the opportunity to earn free time, privileges, and continued involvement in the program. Nonetheless, all serious violations are acted upon in accordance with the disciplinary guidelines and in compliance with the PA School Code.

Violations occurring on school busses are subject to the same policies as if they happened on school grounds. The bus driver should ordinarily handle the initial disciplinary response for student misconduct. The driver may utilize disciplinary measures to correct the problem including conferring with the student, changing the student's seat, or other measures approved by the building administrator.

Where the bus driver's action have failed to correct the student misconduct or where the misconduct is so serious as to warrant immediate intervention, the bus driver shall complete a School Bus Incident Report and submit the report to the building administrator for further action.

- 1. First School Bus Incident Report Submission: Student's bus privileges shall be suspended for three days.
- 2. Second School Bus Incident Report Submission: Student's bus privileges shall be suspended for five days.
- 3. Third School Bus Incident Report Submission: Student's bus privileges shall be suspended for the remainder of the school year.

Parents or guardians shall be notified prior to suspension of bus transportation privileges. Students serving bus transportation suspensions are not excused from attending school.

Students involved in acts of vandalism may be referred to the police for criminal prosecution. Students will be required to pay for repairs or replacement of objects or facilities. Vandalism may include misuse of technology. All financial obligations must be fulfilled before final report cards are distributed. In an effort to create a safe atmosphere conducive to learning, the administration will not tolerate serious offenses or repeated violations of the discipline code.

Any student who is found to be:

in possession of or under the influence of drugs (including look-alike drugs) or alcohol;

in possession of a weapon;

responsible for committing acts of vandalism or theft;

repeatedly violating the discipline code;

will be subject to serious consequences for those violations in addition to the normal suspension or detention or other consequences assigned. Those additional consequences may include, but are not limited to:

exclusion form extra-curricular events for the remainder of the school year;

revocation of the right to attend the Prom, other dances, or school functions or activities;

revocation of the right to attend the graduation ceremony.

The Pennsylvania State Police will be contacted when incidents of fighting or disorderly conduct occur. Legal action will be the responsibility of the parents/guardians of the students involved.

The term "Weapon" shall include, but not limited to, any knife, cutting tool, needle, nunchaku (nun-chuck stick), firearm, shotgun, rifle, explosive weapon or device, smoke bomb, "look-alike weapon" and any other tool, instrument, or implement capable of inflicting serious bodily injury.

"Weapon" shall also include anything readily capable of lethal use and possessed under circumstances not manifestly appropriate for lawful uses that it may have. The term includes a firearm, which is not loaded or lacks a clip or other component to render it immediately operable and components, which can readily be assembled into a weapon.

"Look-alike weapon" shall also include toys or models or any item having the appearance of any of the weapons in the above definition.

Students in possession may be referred to the police for criminal prosecution may be expelled from the school. Public Law 103-282 in effect requires a one-year mandatory expulsion for students who bring weapons to school.

If a person inadvertently takes a weapon into a school building, onto school property, or onto a school bus or conveyance, and upon discovery of the weapon immediately surrenders it to the bus driver, a teacher, or any employee of the school district, the following guidelines should be followed:

The school employee to whom the weapon was surrendered will promptly report the incident to the appropriate school administrator.

The school administrator shall conduct an investigation as promptly as convenient. If the administrator is satisfied that the possession of the weapon was an innocent or inadvertent, the matter will end. In that event, the administrator will request a parent or guardian of the person surrendering the weapon to come to the school to retrieve it.

If the administrator's investigation finds that the possession of the weapon was not innocent or inadvertent, the case will be handled as other weapon cases under this policy.

The administrator is authorized to proceed with the following actions:

Immediate Action: The staff member or administrator will confiscate the weapon, and the student will be escorted to the office. The staff member will write an anecdotal report of the incident and submit it to the administrator by the end of the school day.

Investigation: The administrator or designee will request that the student voluntarily relinquish all weapons. Where reasonable cause exists, the student's personal property may be searched in the presence of adult witnesses.

Notification of Parents: The parents or guardians will be contacted as soon as possible, and the description of the weapon will be given. The parent will be informed that school authorities are required to report the infraction to the police.

Notification of Police: The police will be notified.

Confidentiality: Information will be limited to those staff members who are procedurally involved.

Disposition of Weapon: The weapon will be turned over to the police if the police are involved in the case. If the police are not involved, the Chief Administrative Officer may retain the weapon.

If the facts make a prima facie showing that this weapons policy has been violated, the following steps will be taken:

The administrator or the administrator's designee will immediately schedule an informal hearing with the student, the student's parents or guardians.

Based on the factual situation concerning the violation of the weapons policy, the CEO or the CEO's designee may request a formal School Board hearing to determine if the student will be expelled from school.

The student may also be subject to criminal prosecution as determined by any law enforcement agency, which would have jurisdiction in the matter.

The Board prohibits the use, possession, or distribution of alcohol or other drugs during those hours when the School District administrators and employees have the right to exercise in loco parentis powers over the student in accordance with the Public School Code of 1949, including but not limited to, school hours, at any school-sponsored event and during the time required in going from their homes to school and from school to their homes. The Board further prohibits the use, possession, or distribution of alcohol or other drugs on school property at any time. The

Board further prohibits students from being present at school or school sponsored events during the times described in this paragraph where they are under the influence of alcohol or other drugs.

Any student who violates this code will be subject to the following disciplinary actions:

For the first violation of this policy, the school district shall institute criminal charges before the District Magistrate. A student may also receive a three-day suspension.

For a second or subsequent violation of this policy, the School District shall institute criminal charges before the District Magistrate. A student may also receive a suspension up to 10 days.

Students that are involved in incidents of fighting (including threats of harm), possession of weapons or dangerous items, and incidents of drug and alcohol possession/use may face charges as well as disciplinary action that may include expulsion.

b.) Eighteen students were involved in 2 in-school and 18 out-of-school suspensions. There were no expulsions from school.

Student Conduct - Attachment

• Discipline Policies

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2010

The Dr Robert Ketterer CS Inc. within Westmoreland IU 7 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.
- The charter school has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and nonacademic 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 S	chools	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 Dr Robert Ketterer CS Inc. 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: Eric Guldin Title: Chief Executive Officer

Phone: 724 537-9110 Fax: 724 537-9114

E-mail: ericg@ketterercharter.org

Signature of the Chief Executive Officer and Date

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

Name: Anita Dinsmore Title: Board President Phone: 724 832-4858 Fax: 724 850-2972

E-mail: adinsmore@comcast.net

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Nicole Myers Title: Assistant Principal Phone: 724 537-9110 Fax: 724 537-9114

E-mail: nicolem@ketterercharter.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

• Signature Pages 2009-2010