
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: Tacony Academy Charter School
Address: 1330 Rhawn Street
Philadelphia, PA 19111

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2009 - 2010

Name of School: Tacony Academy Charter School

Date of Local Chartering School Board/PDE Approval: August 8, 2009

Length of Charter: 3 years **Opening Date:** September 9, 2009

Grade Level: K-4 **Hours of Operation:** 8:30-3:30

Percentage of Certified Staff: 90% **Total Instructional Staff:** 19

Student/Teacher Ratio: 25:1 **Student Waiting List:** 269

Attendance Rate/Percentage: 87.9%

Second Site Address, Phone Number and Site Director:
n/a

Summary Data Part II

Enrollment: 378 Per Pupil Subsidy: 8,000+

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	13
Black (Non-Hispanic):	137
Hispanic:	93
White (Non-Hispanic):	128
Multicultural:	7

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
87%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 39

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	184	184	0	0	368
Instructional Hours	0	0	1,288	1,288	0	0	2576

SECTION I. EXECUTIVE SUMMARY

Educational Community

The school proposes to serve the students and families residing in the Tacony neighborhood of Philadelphia. Specifically, the children attending the following severely over enrolled schools, Hamilton Disston, Spruance Elementary, and Ethan Allen will be targeted to attend Tacony Academy Charter School. The children living in Tacony are daily impacted by an unemployment rate of 9.8% which is higher than the current national average. Over 66.5% of these children live a life below the poverty line. As many as 25% of Tacony's children live in homes where English is not the primary language. This neighborhood's children were affected by over 600 hundred violent crimes in 2006.

The Tacony Academy Charter School is designed to attract students whose families desire a heightened attention to smaller class sizes, and a non-traditional calendar that builds in significant opportunities for early identification of at risk students, remediation and enrichment.

This school is pledged to develop every one of its students into inventive thinkers and problem solvers. This mission to serve students in Kindergarten through the twelfth grade is also designed to raise the graduation rate in Tacony. Currently only 47% of Tacony's adults have a high school diploma. Accordingly, the school's mission extends to nurturing a love, respect, and appreciation for life long learning. The school will keep its building open well beyond traditional school hours to enable neighborhood residents to take advantage of many learning and cultural opportunities that will increase the current educational level in the Tacony community.

Mission

Mission Statement:

The Mission of the Tacony Academy Charter School (TACS) is to enhance, support and promote creative and critical thinking as well as the problem solving skills of school-age learners in the making of original inventions as amazing solutions to puzzling problems while mastering State and national standards.

Vision

The Vision

The aim of the school is to provide each Kindergarten through the twelfth grade student the opportunity to learn about the art of invention and applied science through a curriculum that emphasizes the creative process, critical thinking and inquiry as well as problem solving. Instruction that enhances a young learner's natural inventive thought process will address the many challenges of providing city children with a world class public education. Our students will be encouraged to think through problems, analyze, ask questions, and support their decisions both orally and in written form. The school plans to provide a unique opportunity for all students to apply the inventive thought process or higher order thinking through all of the academic disciplines. Improving higher order thinking abilities will in turn ensure that students in grades K-12 will meet or exceed national standards in language arts (including writing), mathematics, science, and technology. The founders plan to accomplish these goals through research-based practices including an intensive balanced literacy approach to reading and writing, year-round schooling, and involving the community through rich and substantive partnerships. These partnerships will include Neumann College, families, local and national business and industry, community organizations, and other groups and individuals committed to quality education in the Tacony community.

Shared Values

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Academic Standards

Academic Standards

Objectives:

- A. Students select a problem to be solved and create project/invention ideas at school as individuals or in teams of two with classroom instruction and guidance from teachers.
- B. Students receive support from local inventor mentors at school.
- C. Students create their invention or innovation with teacher support.
- D. Students submit entry of invention/innovation to the Invention Convention.

II. To apply critical and creative thinking skills in the form of an invention or innovation.

Specific higher level thinking skills include comprehension of information, research, analysis, application, synthesis, evaluation and communication.

Objectives:

- A. Students will **analyze, apply, synthesize and evaluate** their work throughout the invention/innovation process.
- B. Students create and utilize an Inventor's Logbook to **write technically, record** all activities, and **analyze and synthesize** ideas regarding their invention or innovation.
- D. Students must **communicate** their work to their teachers, mentors and The Invention Convention audience.

III. To bring creative ideas to reality through the invention process.

Objectives:

- A. Students create their invention or innovation with teacher support.
- B. Students submit entry of invention/innovation to the Invention Convention.
- C. Judges (trained volunteer inventors, educators, artists, engineers, etc) will review and judge student entries.
- D. Students will exhibit inventions in small groups at local educational and business meetings and events.
- E. Selected Students will showcase their invention/innovation during community events and before the board of trustees.

IV. To support the academic content standards set forth by the Pennsylvania Department of Education and the requirements of the No Child Left Behind Act.

Objectives:

- A. Students will utilize the Young Inventors Program integrate all core curriculum areas of language arts, math, science and social studies.
- B. Students will connect the invention/innovation process to related real-life careers and professionals (mentors).
- C. The high level of instruction and learning will result in student mastery of State and national standards.
- D. A comprehensive program evaluation will be conducted to measure both process and outcome objectives/program components of the Young Inventors Program Curriculum.
- E. A Young Inventors Program Advisory Committee made up of inventors, educators, and business people will meet three times annually for program guidance.

High School Students will also participate in the Junior Science and Humanities Symposia Program. " The Junior Science and Humanities Symposia (JSHS) Program promotes original

research and experimentation in the sciences, engineering, and mathematics at the high school level and publicly recognizes students for outstanding achievement. By connecting talented students, their teachers, and research professionals at affiliated symposia and by rewarding research excellence, JSHS aims to widen the pool of trained talent prepared to conduct research and development vital to our nation.”

Strengths and Challenges

Tacony Academy’s programming goal includes explicit instruction in reading, math and science. Research based instructional strategies such as, project based learning, cooperative learning, and team teaching will be used to remediate and enhance student learning. Results from frequently administered standardized assessments will monitor student achievement and drive instruction. Daily tutoring, homework help, physical activities, recreational and cultural opportunities support the growth and development of the whole child.

The aim of the Tacony Academy is to provide each student at risk of academic failure an opportunity to continue learning evenng beyond the school day. The Administrator from each school partner will first use report card grades, the PSSA and other standardized assessments to identify at risk learners to recruit for the after school program. Secondly, reviewing our students’ absentee rates and behavior records will ensures every at risk student is identified .Additionally the school staff will work together to determine our students interests, social service needs and family dynamics to support increased student learning and achievement during the after school hours. Meetings will be held with families as needed to explain the academic and social benefits of student participation and family involvement.

The unique design allows the school to achieve economy of scale by jointly contracting services from Philadelphia’s largest culture and science institutions; This is crucial since both schools serve large concentrations of low income students.

Our challenges that we are working to develop plans for include:

- flexible grouping for math and reading
- technology to support learning
- field trips to conctect learning
- authentic assessments

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

There is currently no saved text for this narrative.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Cruis, Stacey	First Philadelphia Paradigm-Tacony Academy Charter	Administrator	Stacey Cruise Executive Director

Goals, Strategies and Activities

There are currently no activities selected for this plan report.

Statement of Quality Assurance

Charter school has met AYP.

Statement of Quality Assurance - Attachment

- AYP Data

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

The administration and staff of Tacony Academy Charter School are aware of the diverse socio-economic backgrounds of the children in the community of Tacony. Additionally the founders have considered the various levels of academic achievement these children will have. Most importantly, since these children attend critically over crowded low performing schools with limited resources a specific educational program is needed.

The founders are committed to providing:

- Flexible class sizes to create the best instructional setting
- Technology in order to support learning
- An expressive arts program-including music, art, dance, physical education, world language and
- Field trips and assemblies
- Remediation to support low achieving students
- Enrichment for high achieving and gifted students

At Tacony Academy Charter (TACS) inventive thinking/problem solving activities will infuse all aspects of the school day. The instructional program will reflect the most effective research-based strategies. In addition, TACS longer school year will reduce the loss of skills students typically experience during the summer and will allow for additional enrichment and remediation activities.

The founders recognize that this ambitious program will require highly qualified and dedicated teachers. The school intends to recruit a cadre of teachers who bring substantial expertise and experience in teaching. The school will then provide all teachers with training in a

variety of innovative and proven variety of ways to identify those at risk so that early intervention can reduce future remediation needs.

A longer school year and other activities are among the critical factors that will allow this school to serve its students in a superior way. Extra time in school provide opportunities for students to address areas needing improvement and will allow students to participate in enrichment activities that are not always available during a traditional school year. Instead of being limited to after school or summer programs, TACS students will participate in special seminars at school, work in smaller groups on specific, concentrated projects, and participate in competitions, visit museums and other cultural centers in the neighborhood and around the city.

Another critical factor is the involvement of the community. The founders propose that the school be located in Tacony a diverse community where many families are searching for viable educational options for their children. By involving individuals and groups in the neighborhood in activities and programs, the students will be reinforced in their love of reading and learning. Better academic performance will lead to enhanced life chances and better economic and career opportunities for students and their families, thus improving conditions in the community. Part of the school's vision is to partner with other organizations and agencies to provide additional educational and cultural opportunities for families and community members to develop or enhance skills that improve their employability, thus contributing to the economic viability of the neighborhood, community, and the city as a whole.

Rigorous Instructional Program - Attachment

- Young Inventors Program

English Language Learners

Tacony Academy is in process of developing a policy and procedure for educating English Language learners. We will used the standards mandated by PDE and the research included in the support document

English Language Learners - Attachment

- English Lanuage Learners at Tacony Academy Charter School

Graduation Requirements

Tacony Academy students will meet the reuirements for graduation as mandated by thee state of Pennsylvania in addition our:

High School Students will also participate in the Junior Science and Humanities Symposia Program. " The Junior Science and Humanities Symposia (JSHS) Program promotes original research and experimentation in the sciences, engineering, and mathematics at the high school level and publicly recognizes students for outstanding achievement. By connecting talented students, their teachers, and research professionals at affiliated symposia and by rewarding research excellence, JSHS aims to widen the pool of trained talent prepared to conduct research and development vital to our nation."

Special Education

Both during the academic sessions and inter-sessions, TACS will utilize an inclusion model for identified special needs students as appropriate and to the degree possible. The charter school plans on establishing a Student Achievement Committee whose primary responsibility is the design and implementation of individual learning plans that will support all students in their progress towards their academic goals and objectives. In the case of students with special needs, the Committee, as directed by the special education teacher, will identify strategies to address special learning needs on an individual basis. Speech therapy and occupational therapy will be provided on a contract basis to students with needs in those areas. The school will engage the services of a psychologist to provide appropriate and effective diagnosis and interventions for students with emotional, behavioral, or other special learning needs. TACS year-round schedule represents a key asset in delivering services to students with special needs. The small breaks between academic sessions mean that skill erosion will be drastically reduced, a tremendous benefit to students at the developing level. More significant for students with special academic needs are remediation, enrichment and additional time that can be focused on students' Individualized Education Program (IEP) goals. In addition to providing services for English as a Second Language (ESL), TACS will recruit community volunteers with expertise in the various languages spoken in this richly diverse community. These volunteers will assist in acclimating the students whose first language is not English.

When TACS secures a location for the school, it will ensure that the design easily accommodates students with special physical and environmental needs. Adaptive physical education programs will be designed for students with such needs. Similar adaptations and accommodations will be made to the charter school's technological resources, thereby accommodating visually and hearing impaired students as well as those with challenges.

Special Education - Attachment

- Special Education Policy from the Faculty Handbook

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Anne Young	1.00	Learning Support	Tacony Academy	20	The teacher works with several small groups providing reading and math support. Additionally, Ms Young is the Special Education Coordinator
Patricia Darby	1.00	Learning Support	Tacony Academy	32	Mrs. Darby provides reading and math support to groups of children during the day.

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Therapy Solutions	.20	Physical Therapy	Tacony Academy	4	n/a
Therapy Source	.25	Occupational Therapy	Tacony Academy	6	n/a

Special Education Program Profile - Chart III

Title	Location	FTE
School Psychologist	Tacony Academy	.25
Speech Therapist	Tacony Academy	.25

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Therapy Solutions	Physical Therapy	3 hours
Therapy Source	Occupational Therapy	5 hours

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

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

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
N/a	No						

Student Assessment

In order to measure student achievement and progress, a formal, comprehensive monitoring plan of pre, post, and periodic interim program testing, coupled with annual standardized testing, will track student performance using an array of test measures appropriate to subject and grade. A Student Achievement Committee will be established at TACS. This committee will be comprised of the Director of Curriculum, a counselor, a special education teacher, two veteran teachers and other staff as needed. Although its chief purpose is to design and implement individual learning plans for TACS's students, it will also assume the responsibility of analyzing and interpreting performance data. Lodging these functions with the Student Achievement Committee will facilitate the development or modification of programs to ensure that the mission and goals are met through the educational program. Test results will be recorded and submitted monthly to the Chief Executive Officer (CEO) for review and analysis in consultation with classroom teachers and subject matter specialists. Academic assessment will encompass specific knowledge and application in reading and the related language arts, mathematics, science, social studies, and fine arts. Assessment data will be used for program planning, instructional decision-making, and the identification of individual student needs.

TACS will use School District of Philadelphia and Pennsylvania Department of Education benchmarks and standards at each grade level and in each discipline, as well as national benchmarks in specific content areas, as guides for measuring the success of the

educational program. Additionally, the school will use portfolios, teacher assessments, and input from professional advisors, community liaisons, and families to determine the level of performance in academic, social and cultural areas. The school will develop rubrics based on its stated mission, vision, goals and objectives and will evaluate its performance using these rubrics. The evaluation will be conducted by a team of administrators, teachers, and members of the Board of Trustees.

Student Assessment - Attachment

- dddd

Teacher Evaluation

Staff development is regarded as an important investment at TACS. As noted above, the school will work hard to draw its faculty from a pool of applicants with dual certification in reading or with additional credits in reading instruction. Moreover, the school will encourage teachers to obtain such certification and/or attain certification in a specialized key reading program such as the Wilson Method, the Orton-Gillingham Method, or Reading Recovery. The schedule sets aside every Wednesday afternoon for staff development. That weekly staff development time will be used in different ways, depending on the needs of the teachers and of the school. For example, part of the first level of training will be for teachers to observe public and private school teachers in the Greater Philadelphia area who are already utilizing the specialized reading methods. An ongoing goal will be for more and more staff to earn a certificate in one of these specialties.

TACS will construct a staff development and teacher induction plan that complies with Commonwealth requirements. The plan will include ample opportunities for approved Act 48 professional development activities that will enhance the learning environment for both students and teachers. The staff development plan will be designed to support teachers by supplementing and improving their skills in ways that are consistent with the goals and mission of the school. In addition to Wednesday afternoons, time for professional development is built into inter-sessions. Teachers will be encouraged and supported to attend workshops and other continuing education programs, particularly those addressing reading and literacy skills.

Each teacher will develop an individual professional plan that outlines goals, objectives, activities, and assessment. Resources for addressing weaknesses in individual performance include peer mentoring, team teaching, providing teachers with strategies for classroom management, evaluation, and effective communication. Teachers' individual professional plans will highlight the information and skills necessary to fulfill their respective roles in realizing the mission, vision and program of the school.

Teacher Evaluation - Attachment

- Teacher Observation Fprm

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

During the 2009-2010 school year no administrative changes were made in the school leadership.

In January of 2010 the following changes were made to the Board of Trustees

A new Board President was elected- Dr. Rebecca Mitchell

Three new Board members were added: Charles Tarloski, Joseph Baur and Linda Saldana.

The School Reform Commission of the School District of Philadelphia mandated the above changes as a requirement of the charter.

Board of Trustees

<u>Name of Trustee</u>	<u>Office (if any)</u>
Dr. Rebecca Mitchell	President
John MacDonald	Vice President
Barbara Saunders	Secretary
Anita Kaiser	Treasurer
Sharon Dennison	member
Charkes Tarlaski	member
Joseph Bauer	member
Lindea Saldana	member

Professional Development (Governance)

The TACS will meet all requirements of the School District of Philadelphia. A Board of Trustees will establish and govern all operations of the school, overseeing the administration, which handles the day-to-day operations and acts as facilitator among students, parents, staff, the community, and the Board.

The Board will consist of seven to nine voting members, including representation from the founding group, parents of currently-enrolled students, and community and business leaders. One TACS teacher and one TACS student will be non-voting members. An affirmative vote of a majority of the members of the trustees of the charter school, duly recorded, showing how each member voted, shall be used in order to take action on the following subjects: Budgeting, adopting curriculum and policies, hiring and firing school staff and administration, contract development and partnerships.

Coordination of the Governance and Management of the School

There is currently no saved text for this narrative.

Coordination of the Governance and Management of the School - Attachment

- Tacony Academy Board Meeting Schedule for 2010-2011

Community and Parent Engagement

Parents, students and teachers will have multiple opportunities for involvement in decision-making. For example, parents will have input into Tacony Academy Charter activities through the Parent Advisory Council. The by-laws also provide for parent membership on the Board of Trustees. The by-laws further provide for one teacher and one fifth-grade student to be non-voting members of the Board.

The Parent Advisory Council will meet once a month with the CAO. The CAO will update the Council on school operation and governance. Through the Council and other means, parents will be invited and encouraged to participate in established activities as well as to propose activities that are consistent with the school's mission and goals. A process for such proposals will be developed by the Board of Trustees and included in the Parent Advisory Council's structure.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

No major fund-raising activities were performed or planned for the next school.

Fiscal Solvency Policies

The Charter School maintains fiscal solvency in many ways. The first is by use of QuickBooks for the accounting software which is loaded with the State Chart of Accounts and allows the Business Manager to generate Profit & Loss statements, Balance Sheets and Check Disbursement runs. The system also allows for Grant Tracking through the use of class codes so Profit & Loss statements by Grant can be produced at any time. All accounting transactions are driven by paper form initially, forms are in place for all transactions including but not limited to purchase orders, check requests, payroll processing, new employee paperwork etc. All forms are signed by the CEO and the Controller. The CEO and Controller maintain routine conversation regarding possible changes to the budget. Financials are presented to the CEO and Board President in advance of the Board Meeting after review in the Business Office. Once reviewed and agreed upon they are disbursed to the full Board and presented at the Board meetings.

Accounting System

The Charter School uses QuickBooks for the accounting software which is loaded with the State Chart of Accounts and allows the Business Manager to generate Profit & Loss statements, Balance Sheets and Check Disbursement runs. The system also allows for Grant Tracking through the use of class codes so Profit & Loss statements by Grant can be produced at any time. GAAP reporting is used as is required by the Independent Audit.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachments

- Revenues for Tacony Academy
- Expenditures for Tacony Academy

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

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

- Support Documentation for financial section

Citations and follow-up actions for any State Audit Report

The Charter School is in its first year, therefore there is no audit report from 2008-09 to attach. The school has engaged the firm, Zelenkofske Axelrod for the 2009-10 audit. The firm is located in Jamison PA, with offices in Harrisburg and has extensive knowledge of government and charter schools. The audit will be completed in the Fall of 2010 and submitted to the authorizer at that time.

SECTION VII. FACILITY RESPONSIBILITIES

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

The Charter School leases the building it resides in from Jewish Employment Vocational Services, and has a two year lease with option for a third. After that point, the school will build a new campus in the Tacony section of Philadelphia, and the financing will hopefully be made possible by tax exempt bonds. This new building will allow the school to house its full enrollment of 1075 students, grades K-12.

The school entered into a capital lease for its furniture and equipment, and computers and related technology. The capital lease is with Fleetway. In future years as the budget expands, the school will not need to enter into capital leases and will be able to purchase the equipment outright.

Future Facility Plans and Other Capital Needs

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SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

Tacony Academy has a full time certified school nurse. The school nurse monitors compliance in regards of the following requirements: immunizations, physicals, medications, hearing, obesity check, scoliosis, eye and dental screening. To meet the needs of students a partnership for services was developed with the Ronald McDonald Dental Van and Eye Logic.

Fire drills are held on a regular basis. Our students have participated in a fire safety and prevention assemblies, bike safety workshops and swimming and water safety classes.

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

- Board Approved Wellness Policy

Current School Insurance Coverage Policies and Programs

The Charter School maintains coverage limits as requested by the local district, School District of Philadelphia, including but not limited to, umbrella, educator's legal liability, worker's compensation, treasurer's bond, board of directors insurance etc. The school's broker is Boardman-Hamilton located in Philadelphia PA with The Hartford providing the insurance.

The medical and dental standards are set by the local district, School District of Philadelphia, which Eastern matches. The broker for these is EBA Consults located in Merchantville NJ. Medical is provided by Keystone and Independence Blue Cross, dental is provided by United Concordia, and life/short term disability is provided by The Prudential.

Current School Insurance Coverage Policies and Programs - Attachment

- Acorn Certificate

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

Tacony will recruit teachers with a strong commitment and/or background in literacy and reading education. All prospective teachers who are considered for employment will be fully aware of the school's mission and goals and be able to articulate them to students, parents, and others in the community. A mix of experienced and new teachers will allow for a staff that is well versed both in traditional and innovative methods for achieving literacy goals. Staff will be chosen for their skills in working cooperatively with other staff, parents, students, and community members; utilizing non-traditional methods of achieving goals, understanding the unique needs of the community, and assuming full responsibility for classroom management.

To attain the desired 1:12 teacher/student ratio in the classroom for the initial year of operation, Tacony will have five classroom teachers per grade level, plus one full-time special education teacher, three and a half specialty teachers (art, music, physical education), a full-time guidance counselor and nine paraprofessional staff (eight classroom aides and a site assistant). As grade levels are added, the number of teachers will be adjusted accordingly. Additionally, the school will employ a full-time nurse.

Staff will commit to continuous professional development and will demonstrate their professionalism in their behavior, conduct, dress, and demeanor. Every teacher will have a personal development plan whose goals are aligned with the school's goals and which will be reviewed by administrators.

Staff evaluation will consist of formal and informal observations, consideration of student performance as measured by standardized and other test scores, and review of their progress towards achievement of personal and school-wide goals. This evaluation will be one component in determining yearly salary increases, as well as performance-based bonuses.

Every teacher will be employed on a one-year contract. Contracts may not be renewed in cases of unsatisfactory performance.

Quality of Teaching and Other Staff - Attachment

- PDE 414

Student Enrollment

Widespread, city-wide publicity and recruitment for the school, plus the lottery for randomly selecting students in the event of over-subscription, ensure that students will be admitted without regard for sex, race, ethnicity, religion, income, or disability. Any student meeting the admission criteria as listed above will be considered without prejudice. Preference will be given to siblings of currently-enrolled students.

Student Enrollment - Attachment

- Admission Policy

Transportation

School bus transportation is offered to all students in first through fourth grades.

Food Service Program

Tacony Academy contracts with Dowling Food Service for breakfast and lunch services. The school identifies students who qualify for Free and Reduced lunch.

Student Conduct

Even at the kindergarten level, students know that their behavior has an impact on the overall classroom environment. All students at will understand what is expected of them, and they and their parents will be asked to sign a COMPACT that outlines specific behavior guidelines and procedures. This COMPACT will be developed by a committee of the Board of Trustees and representatives of the school's staff. Covered by this COMPACT are issues involving conflict resolution between students, teachers, and other members of the community, as well as guidelines for good school citizenship.

Punctuality and regular attendance are keys to school success and will be included in the code of conduct compact. Chronic unexcused tardiness and absences will be reviewed, and appropriate interventions will be implemented. Students will be required to wear the school uniform.

Obviously, the classroom teacher is the primary manager of his or her own classroom. Teachers will develop rules and expectations for their respective rooms that are in concert with the overall school code. Depending on grade level, students may participate in creating those rules. If a student's behavior violates the code of conduct and is negatively affecting the educational environment, the classroom teacher has the initial responsibility for modifying that behavior, with minimum disruption to the rest of the class. If this strategy is unsuccessful, the student will be referred to school administrators for further intervention. In most cases, parents will be contacted and involved in working with the student and the school to improve the situation.

For the most severe violations, suspension and/or expulsion may be necessary after exhausting all other reasonable and appropriate remediation. Tacony will adopt policies and procedures regarding suspensions and will expel students consistent with the provisions of Act 26. All due process requirements will be followed, as appropriate, for all regular and special education students. The Board of Trustees will review all expulsions and requests for reinstatement and will base their decision on the severity of the offense, the potential for continued hazard to members of the school community, and other factors.

Student Conduct - Attachment

- Student Code of Conduct for Tacony Academy

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2010

The Tacony Academy Charter School within Philadelphia IU 26 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 Tacony Academy Charter School 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: Stacey Cruise **Title:** Acting
Phone: 215-742-5100 **Fax:** 215-743-9187
E-mail: scruise@firstphiladelphiacharter.org.com

Signature of the Chief Executive Officer and Date

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

Name: Dr. Rebecca Mitchell **Title:** Board President
Phone: 215-742-5100 **Fax:** xxxx
E-mail: xxxxx

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Ann E. Young **Title:** Special Education Coordinator
Phone: 215-742-5100 **Fax:** 215-743-9187
E-mail: ayoung@taconyacademy.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- Signature Page