
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: Vitalistic Therapeutic CS of the Lehigh Valley
Address: 902 Fourth Ave
Bethlehem, PA 18018

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2009 - 2010

Name of School: Vitalistic Therapeutic CS of the Lehigh Valley

Date of Local Chartering School Board/PDE Approval: 2/27/01; rechartered 4/28/10

Length of Charter: 5 years **Opening Date:** 3/1/01

Grade Level: K-3 **Hours of Operation:** 9 a.m.-2:30 p.m.

Percentage of Certified Staff: 100% **Total Instructional Staff:** 11

Student/Teacher Ratio: 4:1 **Student Waiting List:** 6

Attendance Rate/Percentage: elem. 87.47%

Summary Data Part II

Enrollment: 115 Per Pupil Subsidy: 6,755.35

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	1
Black (Non-Hispanic):	25
Hispanic:	71
White (Non-Hispanic):	18
Multicultural:	0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 94%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 47

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	222	224	224	224	0	0	894
Instructional Hours	777	784	1232	1232	0	0	4025

SECTION I. EXECUTIVE SUMMARY

Educational Community

Vitalistic Therapeutic Charter School of the Lehigh Valley (VTCSLV) serves children in kindergarten through third grade from an urban community. The majority of students come from socio-economically disadvantaged homes. 47% of our students receive Special Education services and 57% of our students receive mental health services through our facility.

VTCSLV is a model, proactive educational and therapeutic program dedicated to helping identified at-risk children develop to their fullest potential. Through the use of appropriate early intervention techniques and hands-on experiences, students become involved in their own learning process.

VTCSLV assists students in fostering a positive self-concept, which in turn guides the children in their independent choices throughout life. As a result of an educational experience at VTCSLV, students will be able to function in, and achieve at, age-appropriate levels in other school settings.

Our community offers a great variety of cultural experiences for our students. VTCSLV strives to provide students with first hand experiences in the arts and sciences with field trips to theatrical and musical presentations, science and art museums and learning centers.

Mission

Our mission is to provide positive learning experiences for children needing a highly individualized, unique program within a therapeutic setting.

Vision

VTCSLV provides a holistic approach to education, serving identified at-risk students from diverse demographic backgrounds that have experienced emotional and social trauma. The intensive program combines academics, character development and therapeutic interventions. VTCSLV makes a difference in the lives of its students by providing a place where children come to understand that they can accomplish their dreams and become whom they want to be. In short, VTCSLV is a school where children can experience the "joy of learning."

Shared Values

VTCSLV is a holistic program offering an educational curriculum supported by various expressive therapies and developmental services. Teachers use developmentally appropriate practice infused with therapeutic components throughout the day. A teacher and a mental health counselor work together in each classroom to ensure the dual focus of education and therapy. There are several shared values guiding the staff, including nurturance, enrichment and achievement.

Nurturance: Many at-risk students need the security of a nurturing environment to succeed academically and socially. The model of VTCSLV provides such an atmosphere. Each classroom has a student-adult ratio of no more than four students per adult. This allows adults to interact with students as necessary and to create a strong bond with each child. VTCSLV provides transportation for students to and from their home. This encourages greater parental participation in the child's education. Mental health counselors and aides ride the buses to resolve any issues while the children are on the bus. Finally, VTCSLV ensures that each student receives nutritious meals during the day with mental health workers supervising the dining room at breakfast and lunch.

Enrichment: Many of the students attending VTCSLV lead difficult lives. The staff attempts to open the world to them as much as possible and to instill joy into their lives. This is done in many ways. Assistant teachers are hired based not only on their professional credentials but also for the life experiences they can share with the children. Dance and music classes are held on a regular basis. The children go on local field trips and thus enjoy experiences that they might otherwise not have the opportunity to do so.

Achievement: Achievement is especially important for at-risk children to help them believe that they can succeed. To achieve this, VTCSLV has a student-adult ratio of no more than four students per adult in each classroom. The school operates year-round for a total of 228-230 days. Thus, students continue to progress year-round, both academically and emotionally.

Academic Standards

Academic standards describe the knowledge and skills that students will be expected to demonstrate. It is recognized that achievement of high academic standards in public education is dependent upon the quality of instruction in schools and student effort supported by the involvement of family and community.

As per Chapter 4, Section 21 (a-b) 22 PA Code, VTCSLV recognizes that it shall provide opportunities for individualized rates of learning and social and emotional development that reflect differing rates of development and learning styles of young children. Further, VTCSLV recognizes that curriculum and instruction in the primary program shall focus on introducing young children to formal education, developing an awareness of the self in relation to others and the environment, and developing skills of communication, thinking and learning.

VTCSLV utilizes a rigorous, standards-based curriculum as the foundation for academic instruction. In 2002-03, VTCSLV adopted the PA standards-based Scott Foresman reading series across all grades. In 2003-04, it implemented the Scott Foresman-Addison Wesley math program, also standards-based, across all grades. VTCSLV also initiated the Foresman science and social studies series that same year. Hence, PA standards serve as the cornerstone of all curricula.

This curriculum allows for differentiated instruction according to the ability, learning styles and interests of each child. For example, the reading program has leveled readers, including easy, on-going and challenge. By individualizing instruction in this manner, the teacher can work with students in such areas as phonemic awareness, fluency and guided comprehension to ensure secure skills in the reading area.

Pennsylvania State math standards are the foundation of the math curricula utilized at VTCSLV. The Scott Foresman-Addison Wesley program uses math standards to monitor student progress, make instruction decisions, evaluate student achievement and evaluate programs. Pennsylvania State standards, such as number sense and problem solving, are incorporated into every unit of the text. The math curricula focuses on three key areas: what is taught, how it is taught and what is tested. The math curricula are organized to keep these three components of instruction consistent. In addition, the program is set up to meet the needs of diverse learners, including basic, average and enrichment. Teachers are also provided with *Alternative Ways to Learn, Reaching All Learners* and *Learning Styles*. These components are essential to differentiated instruction to meet the academic needs of all students.

VTCSLV strives to provide in-depth and inquiry-based teaching and learning through a wide variety of ways. First, the science curriculum is rich in science inquiry standards, such as the ability to measure, observe, communicate, infer and experiment. Students are encouraged to ask questions out of curiosity. The science curriculum aligns with the structure of the content standards of the National Science Education Standards. All grade levels are divided into four units: Life Science, Physical Science, Earth Science and the Human Body.

In-depth and inquiry-based teaching and learning are also highly promoted through the following:

- the use of manipulatives and visual models

- an emphasis on connecting the concrete and abstract
- hands-on learning and kinesthetic modes
- guided problem solving.

Several teaching methods enhance the learning process with an emphasis on flexible groupings, modeling and positive reinforcement. They include the following:

•**Developmentally appropriate practice:** Certified teachers use developmentally appropriate practice to help students progress as rapidly as possible. This philosophical framework has two dimensions. It is age appropriate, addressing the normal sequence of growth for children at their particular stage of development. It is also individually appropriate, recognizing individual patterns of growth, unique interests, experiences and strengths of children from all cultures and backgrounds.

•**Experiential learning model:** The charter school uses a “learn-by-doing” process. Young children are doers; they explore the world around them to learn how things work, frequently asking the question, “What happens if ...?” Teachers encourage students to participate in learning by doing and higher order thinking. The activity comes first, and the learning comes from the thoughts and ideas created from the experiences. VTCSLV believes that it is important to recognize a child for what he knows instead of what he doesn’t know, to encourage a child to see what he has done, to ask questions, to take the initiative, to make decisions and to be responsible for the results.

•**Training:** Students are trained in appropriate attitudes and behaviors. A reward system instills responsibility in relation to the needs of others, ensuring a successful experience for all.

•**Integrated Therapeutic Education Classrooms:** VTCSLV recognizes that children must have a feeling of well-being to fully enter into the learning process. Thus, the teaching and counseling staff within each classroom uses an integrative approach to merge educational strategies and mental health interventions.

•**Mental Health Program:** The mental health program is a critical component of VTCSLV. Art, music and play therapies, as well as group and individual counseling, are part of a child’s ongoing schedule. Each student receives a psychiatric evaluation. Medication and therapy are prescribed and administered under contract by the psychiatric staff of Vitalistic Therapeutic Center. Young children who are disturbed by the many emotional situations with which they are confronted cannot be eager learners or participate fully in the learning experience until mental health issues are addressed.

•**Enrollment:** VTCSLV is committed to acquiring an in-depth understanding of how risk factors affect the capacity of each child to learn and to grow to his or her potential. Prior to the enrollment of each child, the family participates in an in-depth interview with a counselor to assist the staff in learning about the internal constructs and dynamics of the family.

•**Expressive Ancillary Therapies:** Expressive ancillary therapies are highly effective treatments for “at-risk” children with profound difficulties and negative life experiences. These occur with either an individual or very small group (3-5 students per clinician). Expressive ancillary therapies include:

• *Individual Play and Group Therapy*: Play therapy involves the child's identification of issues and feelings through the natural medium of play, including, but not limited to, toys, art, puppets and games. Children are encouraged to indulge themselves in creative play, role-playing and self-directed actions within a "safe environment." Although verbal therapy is often a part of play therapy, it is secondary to the child's freedom to act out and work through thoughts and emotions with the help of an understanding and reflective therapist. There is one group and one play therapist to provide these services.

• *Art Therapy*: A child is often better able to understand himself and thus be understood by others through a variety of expressive media such as paints, markers and play dough. Young children enjoy creating and naturally use their art to share their concerns when words are more difficult to use. VTCSLV provides individual and group art therapy.

• *Drama Therapy*: Drama therapy is the intentional use of creative drama and theatre processes to achieve the therapeutic goals of symptom relief, emotional and physical integration and personal growth. Drama used in a therapeutic way stimulates the development of problem solving skills. When presented with problems, children are encouraged to imagine, test options and learn consequences of actions and/or behaviors. Children frequently participate in drama activities during the summer program.

Strengths and Challenges

The strength of VTCSLV is based on a unique philosophy that if children feel more positive about themselves in their every day life, they will want to succeed in learning. There is evidence that this is taking place, based on the school's social and emotional testing program. While at school, many children seem to have happy days or hours and express how they love to come to school. The dancing, singing and recreation programs are very positive for them. Learning takes place in small groups and individually. This makes an enjoyable learning experience and students know they will consistently receive this very special attention each day. The challenge is to develop a sophisticated home-school program so that students will also like to go home. This is a challenge! We strive to increase parent involvement in the therapeutic and educational process.

VTCSLV has formed a positive and critical partnership with Vitalistic Therapeutic Center so that mental health services can be provided to the 58 children enrolled in the charter school that have a medical necessity for such care. This program provides the children support in weekly or bi-weekly individual and group counseling sessions. A counselor is in each classroom all day. Other important components include a psychiatrist who is available to monitor all children needing psychiatric care and a team of professionals who are always available for consult. Staff members know each student very well. The staff in the mental health program cares for these students each day, all day, including the breakfast and lunch periods and riding the buses to and from the students' homes. This increases contact and communication with caretakers and families as well.

VTSLV also addressed a number of student crisis situations. VTCSLV has empirical evidence that children do not make educational progress during these times and their school absenteeism increases. In school, children who are out of control are removed from class so other students are not affected by the negative behaviors and

do not lose any time with their teacher. Professional staff are always available to handle such situations outside of the classroom.

Relative to the academic program, students earned the highest scores in mathematics. Based on this, VTSLV continued a similar mathematics schedule this past year and anticipates positive scores again.

Based on test scores, VTSLV recognizes that it must stress writing and reading fluency and comprehension skills and find ways to enhance this part of the curriculum. Teachers increased the use of graphic organizers and other comprehension strategies such as SQ3R. Also, daily writing activities were added to boost student performance.

With the diverse and at-risk population served by VTCSLV, the staff recognizes that reading achievement presents the major challenge. The overall goal was to increase students' reading proficiency to meet state standards without having to utilize "Safe Harbor" as was done in 2005-06 to meet state standards. Our special education population in 2009-2010 has remained consistent with the previous year. As a result, realistically, progress may be limited. Verified by the extensive testing system in place at the school, good progress was made with both the regular and special education students.

In 2009-2010, the staff developed an Animals in Art display in the Galleries at the school. Teachers developed lessons to integrate the gallery display into the classroom.

In an effort to involve parents/guardians in the learning process, parents/guardians were given books to read to their children through Reading is Fundamental. VTCSLV recognizes that students achieve when the family places value on the importance of learning.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

VTCSLV recognizes PA Chapter 4 regulations that require charter schools to engage in strategic planning. As a regional charter school, VTCSLV has engaged in significant institutional planning throughout its history including the development of its original charter charter renewal and the completion of five annual reports. Members of the Board of Trustees, the chief executive officer, principal, teachers and staff, parents, community representatives, psychologists, and business people continue to assist in the development of VTCSLV and our Strategic Plan.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Ann Little	VTCSLV Staff	Ed Specialist - School Nurse	CEO
Cathie Ward. M.A., ATR	VTC	Ed Specialist - School Counselor	CEO
Diane Jensen, M.Ed.	VTSLV Staff: Rehabilitation	Elementary School Teacher	CEO

Jonathan St. George	Volunteer	Business Representative	CEO
Mary Ann Amato, M. Ed.	VTCSLV Staff: Reading Specialist	Elementary School Teacher	CEO
William Kulp	Volunteer	Business Representative	CEO

Goals, Strategies and Activities

Goal: 56% of Third Grade Students will achieve Proficient or above on PSSA Mathematics

Description: 21% of student achieved proficient or better on the PSSAs.

Strategy: Unique Math

Description: Students will have access to Unque Math - Diagnostic Online Math Assessment (DOMA) - a computer based program utilizing pre and post tests in each skill area. One to one or small group instruction for specific skill instruction is given after teacher analysis of data information revealing lack of proficiency in a specific skill.

Activity:

Description:

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2009	-
	Finish: Ongoing	

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

VTCSLV utilizes rigorous and standards-based curricula as the foundation for academic instruction that meets Chapter 4 content standards. In 2002-03, VTCSLV adopted the PA standards-based Scott Foresman reading series at all grade levels. In 2003-04, VTCSLV implemented the Scott Foresman-Addison Wesley mathematics program, also standards-based,

across all grades. VTCSLV also initiated the Foresman science and social studies series that same year. Thus, PA standards serve as the cornerstone of all curricula.

Pennsylvania mathematics standards are the foundation of the math curricula utilized at VTCSLV. The Scott Foresman-Addison Wesley program uses mathematics standards to monitor student progress, make instruction decisions, evaluate student achievement and evaluate programs. Pennsylvania standards, such as number sense and problem solving, are incorporated into every unit of the text. The Scott Foresman-Addison Wesley mathematics curriculum focuses on three key areas: what is taught, how it is taught and what is tested. The Scott Foresman-Addison Wesley mathematics curriculum is organized to keep these three components of instruction consistent. In addition, the program is set up to meet the needs of diverse learners, including activities at basic, average and enrichment levels. Teachers are also provided with *Alternative Ways to Learn, Reaching All Learners* and *Learning Styles* as part of the The Scott Foresman-Addison Wesley mathematics curriculum. In 2005-2006, Touch Math was piloted and found to be beneficial for students especially those performing below grade level in mathematics. In 2006-2007, this program was made available to all teachers. Using the mathematics curricula teachers provide differentiated instruction to meet the needs of all students.

The Scott-Foresman reading curriculum used by VTCSLV allows for differentiated instruction according to the ability, learning styles and interests of each child. The Scott-Foresman reading curriculum program provides leveled readers at the easy, on-going and challenging level to be used during Guided Reading instruction. During Guided Reading, the teacher can focus on such areas as phonemic awareness, fluency, high-frequency word recognition and guided comprehension to ensure secure skills in the reading area.

VTCSLV strives to provide in-depth and inquiry-based teaching and learning through a wide variety of ways. The Foresman science curriculum is rich in science inquiry standards, such as the ability to measure, observe, communicate, infer and experiment. Students are encouraged to ask questions out of curiosity. The science curriculum aligns with the structure of the content standards of the National Science Education Standards. All grade levels are divided into four units: Life Science, Physical Science, Earth Science and the Human Body.

In-depth and inquiry-based teaching and learning are also highly promoted through the following:

- Use of manipulatives and visual models
- Emphasis on connecting the concrete and abstract
- Hands-on learning and kinesthetic modes
- Guided problem solving.

VTCSLV is an educational, therapeutic program designed for children who have been identified as at-risk for academic failure because of emotional and social trauma. The program is highly individualized, providing students with the opportunity to learn at their own pace while developing socially and emotionally. The academic and social/emotional needs of each student are carefully considered when determining the composition of each classroom.

Children are placed in age-appropriate classes based on their emotional development and academic needs. The average classroom has 12 students with a teacher, mental health worker and an assistant teacher or aide. A teacher and a mental health counselor lead each classroom. The teacher is responsible for the educational component while the mental health worker facilitates *Second Step*, a violence prevention program that integrates social and emotional learning with academics. The mental health worker is also trained to deal with children when they

are out of control and emotionally distressed. An assistant teacher provides enrichment experiences. Each classroom is divided into two or three “tiers” depending upon the achievement level of the children. Tiers vary according to subject and are flexible. One-on-one learning situations are provided as necessary to accommodate each child’s learning style and academic needs.

During the 2009-2010 school year, VTCSLV had one full-time and two part-time kindergartens; two first grades; two second grades; one multi-grade class; and two third grades, one of which was a class-size reduction classroom for eight third-grade students who were identified as needing an intensive learning atmosphere.

Several teaching methods enhance the learning process with an emphasis on flexible groupings, modeling and positive reinforcement. They include the following:

-Developmentally appropriate practice: Certified teachers use developmentally appropriate practice to help students progress as rapidly as possible. This philosophical framework has two dimensions. It is age appropriate, addressing the normal sequence of growth for children at their particular stage of development. It is also individually appropriate, recognizing individual patterns of growth, unique interests, experiences and strengths of children from all cultures and backgrounds.

-Experiential learning model: The charter school uses a “learn-by-doing” process. Young children are doers; they explore the world around them to learn how things work, frequently asking the question, “What happens if ...?” Teachers encourage students to participate in learning by doing and thinking. The hands-on experience comes first, and the learning comes from the thoughts and ideas created through the experiences. VTCSLV believes that it is important to recognize a child for what he knows instead of what he doesn’t know, to encourage a child to see what he has done, to ask questions, to take initiative in learning, to make decisions and to be responsible for the results.

-Training: Students are trained in appropriate attitudes and behaviors. A reward system instills responsibility in relation to the needs of others, ensuring a successful experience for all.

-Integrated Therapeutic Education Classrooms: VTCSLV recognizes that children must have a feeling of well-being to fully enter into the learning process. Thus, the teaching and counseling staff within each classroom use an integrative approach to merge educational strategies and mental health interventions.

-Mental Health Program: The mental health program is a critical component of VTCSLV. Art, music and play therapies, as well as group and individual counseling, are part of a child’s ongoing schedule. Each student receives a psychiatric evaluation. Medication and therapy are prescribed and administered under contract by the psychiatric staff of Vitalistic Therapeutic Center. Young children who are disturbed by the many emotional situations with which they are confronted cannot be eager learners or participate maximally in the learning experience until mental health issues are addressed.

-Enrollment: VTCSLV is committed to acquiring an in-depth understanding of how risk factors affect the capacity of each child to learn and to grow to his or her potential. Prior to the enrollment of any child, the family participates in an in-depth interview with a counselor to assist the staff in learning about the internal constructs and dynamics of the family.

-Expressive Ancillary Therapies: Expressive ancillary therapies are highly effective treatments for “at-risk” children with profound difficulties and negative life experiences. These occur with

either an individual or very small group (3-5 students per clinician). Expressive ancillary therapies include:

-Individual Play and Group Therapy: Play therapy involves the child's identification of issues and feelings through the natural medium of play, including, but not limited to, toys, art, puppets and games. Children are encouraged to indulge themselves in creative play, role-playing and self-directed actions within a "safe environment." Although verbal therapy is often a part of play therapy, it is secondary to the child's freedom to act out and work through thoughts and emotions with the help of an understanding and reflective therapist. There is one group and one play therapist to provide these services.

-Art Therapy: A child is often better able to understand himself and thus be understood by others through a variety of expressive media such as paints, markers and play dough. Young children enjoy creating and use their art naturally to share their concerns when words might be more difficult to use. VTCSLV provides individual and group art therapy.

-Drama Therapy: Drama therapy is the intentional use of creative drama and theater processes to achieve the therapeutic goals of symptom relief, emotional and physical integration and personal growth. Drama used in a therapeutic way stimulates the development of problem solving skills. When presented with problems, children are encouraged to imagine, test options and learn consequences of actions and/or behaviors. Children frequently participate in drama activities during the summer program.

Because of the small class size at VTCSLV, a teacher frequently works one-on-one with students and thus is able to readily determine when a child is performing significantly below standards in literacy and mathematical skills. During the 2008-2009 school year, designated students were tested and assigned to the Title I achievement teacher as necessary. They received individual work each week from October 2008 through June 2009.

Rigorous Instructional Program - Attachments

- Professional Education Report Approval Letter
- Teacher Induction Report 2008 Approval Letter

English Language Learners

Students who are English Language Learners (ELL) are pulled out weekly by a certified in ELL teacher who instructs those students identified as ELL in a small group setting. During the 2004-05 school year, VTCSLV adopted the ELL curriculum, *ELL Avenues* (Hampton-Brown, 2004), an ELL reading literature program for grades 1 through 3, and continues to use it. One additional teacher received ELL certification during the 2009-2010 school year. VTCSLV is encouraging more currently employed teachers to work towards receiving ELL certification.

VTCSLV follows these procedures:

-VTCSLV administers the W-APT, WIDA-ACCESS Placement Test. This assessment tool, known as the "screener", is used by educators to measure the English language proficiency of new students who have not been previously assessed in another district. It can help to determine whether or not a child is in need of English language instructional services, and if so, at what level. Teachers who have had training in ELL provide this screening service.

-VTCSLV administers the WIDA ACCESS FOR ELLs English Language Proficiency Test each year to determine basic, intermediate or proficient levels.

-Annual progress is measured by the results of the WIDA.

-Students exit the program based on the criteria that the Pennsylvania Department of Education has determined.

English Language Learners - Attachment

- ELL Testing Student Roster Grades K-3 2009-10

Graduation Requirements

VTCSLV serves children in kindergarten through third grade. Therefore, this section is not applicable.

Special Education

Charter school students are referred by the classroom teacher to be screened to be eligible for Special Education Services according to Special Education regulations. This procedure which is included in the Policy and Procedure manual is as follows. When appropriate, the Special Education students remain in an integrated classroom setting which is the least restrictive learning environment. A number of our classroom teachers are certified in special education to assure that Special Education strategies are utilized with each student. Some students have the opportunity to have individual instruction with a special education teacher. Special services are provided as each student's Individual Education Plan dictates. The administration of the school reviews and submits all necessary documents to Penn-Data and to the state according to requirements.

Special Education - Attachment

- Special Education Policies and Procedures

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Bambi Weaver	1.0	Learning support/ Emotional Support	Vitalistic Therapeutic CS	14	Full Day Kindergarten
Josh Benedick	1.0	Learning support/Emotional Support	Vitalistic Therapeutic CS	25	AM and PM Kindergarten
Diane Jensen	1.0	Learning Support/Emotional Support	Vitalistic Therapeutic CS	12	First Grade- A
Mary Kordek	1.0	Learning Support/Emotional Support	Vitalistic Therapeutic CS	14	First Grade - B
Ellen Lubyli	1.0	Learning Support/Emotional Support	Vitalistic Therapeutic CS	13	Second Grade - A
Marie Santa Maria	1.0	Learning Support/Emotional Support	Vitalistic Therapeutic CS	12	Second Grade - B
Lori Follweiller	1.0	Learning Support/Emotional Support	Vitalistic Therapeutic CS	6	2nd grade Pull Out

Lisa Jones	1.0	Learning Support/Emotional Support	Vitalistic Therapeutic CS	7	Third Grade- A Pull Out
Susan Rostowski	1.0	Learning Support/Emotional Support	Vitalistic Therapeutic CS	13	Third Grade -B
MaryAnn Amato	0.5	Title I	Vitalistic Therapeutic CS	23	Title 1 Coordinator
Mary Ann Amato	0.5	Special Education	Vitalistic Therapeutic CS	23	Resource Room
Erica Capellini	0.6	Speech Therapy	Vitalistic Therapeutic CS	18	Speech Resource Room
Doreen Donlick	1.0	Emotional Support/ Learning Support-ELL	Vitalistic Therapeutic CS	34	ELL Resource Room

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
I.U. 20	0.1	Occupational Therapist	Vitalistic Therapeutic Charter School	1	Visits VTCSLV weekly

Special Education Program Profile - Chart III

Title	Location	FTE
Chief Executive Office	Vitalistic Therapeutic CS	1.0
Principal	Vitalistic Therapeutic CS	1.0
Coordinator of Special Educations Services	Vitalistic Therapeutic CS	.2
School Psychologist	Vitalistic Therapeutic CS	.1
Speech Therapist	Vitalistic Therapeutic CS	.6
Para-professional	Vitalistic Therapeutic CS	1.0
Para-professional	Vitalistic Therapeutic CS	1.0
Para-professional	Vitalistic Therapeutic CS	1.0
Para-professional	Vitalistic Therapeutic CS	1.0
Para-professional	Vitalistic Therapeutic CS	1.0
Para-professional	Vitalistic Therapeutic CS	1.0
Mental Health Worker	Vitalistic Therapeutic CS	1.0
Mental Health Worker	Vitalistic Therapeutic CS	1.0
Mental Health Worker	Vitalistic Therapeutic CS	1.0
Mental Health Worker	Vitalistic Therapeutic CS	1.0
Mental Health Worker	Vitalistic Therapeutic CS	1.0
Mental Health Worker	Vitalistic Therapeutic CS	1.0
Mental Health Worker	Vitalistic Therapeutic CS	1.0

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Erica Cappellini, MA	Speech Therapist	18 hours
Kellie Reiss	Occupational Therapist	1 hour
Janine Wargo, MS	School psychologist	contracted for evaluating students

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA	No	No	No	Yes	No	No
Brigance Diagnostic Comprehensive Inventory of Basic Skills	No	Yes	Yes	Yes	No	No
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	No	Yes	Yes	Yes	No	No

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
Not applicable to VTCSLV	No	No	No	No	No	No	No

Student Assessment

In previous years, two locally-chosen tests are used to measure student performance and provide on-going student progress measures. These include Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Brigance Diagnostic Comprehensive Inventory of Basic Skills. For the 2009-2010 school year, two additional assessments were added. The first new addition was Diagnostic Online Reading Assessment (DORA). DORA is a K-12 measure that provides objective, individualized assessment data across eight reading measures that together profile each student's reading abilities and prescribe individual learning paths. The second addition is Diagnostic Online Math Assessment (DOMA) Basic Math Skills. DOMA is based on NCTM standards, examines a student's numeric computation, fraction, and measurement skills and delivers detailed individualized reports (K-5). These tests were selected to provide consistent, on-going assessments to measure if students are meeting standards and making academic progress. These tests were given to a sample of students on a trial basis.

The results of these tests drive the development of annual measurable goals for student progress. The results of the DIBELS testing directly impact the annual reading goals. The results of the Brigance testing are utilized to set targets for reading, math and writing. All local assessment tools are reviewed and testing data is analyzed to set annual measurable goals as well as for instructional planning and delivery, curriculum selection and professional development training.

Test results indicate the academic strengths and weaknesses of students. Based on

an analysis of these results, VTCSLV is able to establish annual measurable goals that encourage further achievement and advancement and address weaknesses.

The student achievement plan includes teacher observations, curriculum-based assessments, samples of student work included in portfolios, local assessment tools including DIBELS (Dynamic Indicators of Basic Early Literacy Skills), Brigance, Online Math Assessment) and state assessments (PSSA). Report cards are distributed to parents/guardians four times a year in August, December, March and June. Progress is reported in the following academic subjects: reading, language, spelling, writing, mathematics, social studies, science, handwriting, music, art and physical education. In addition, progress is reported in social adjustment and work habits. The report card is goal oriented and formatted in a positive manner to encourage a child to succeed as well as to provide a true picture to parents/guardians as to how well their child is achieving. Quarterly reports, as part of Special Education Monitoring, are issued for special education students in accordance with the regulations set by the Pennsylvania State Department of Education. Individual Education Plans (IEP) goals are reported on to ensure that special education students are meeting their annual IEP goals and making academic gains.

Student Assessment - Attachments

- Curriculum/Teacher Made Tests Results Summary 2009-10
- First Grade Regular Education Brigance Scores 2009-10
- First Grade Special Education Brigance Scores 2009-10
- Second Grade Regular Education Briance Scores 2009-10
- Second Grade Special Education Brigance Scores 2009-10
- Third Grade Regular Education Brigance Scores 200910
- Third Grade Special Education Brigance Scores 2009-10
- First Grade Curriculum Based Assessments 08-09
- Dibels Summary 2009-10

Teacher Evaluation

All professional staff are supervised and evaluated by traditional standards, by categorically-appropriate personnel. Bachelor's level mental health counselors are supervised by master's level mental health professionals; teaching staff are supervised by a certified school principal, and so on. Staff are evaluated annually for both qualitative performance and work ethic.

The principal completes the annual evaluation of all teachers. Instructional I level teachers are evaluated twice a year using the *Semi-Annual Evaluation Form for Instructional I Teachers* (PDE 426). Instructional II level teachers are evaluated once a year using Form PDE-428, *Employee Evaluation Form for Instructional II Teachers*.

Ronald Delaco, M.Ed., is the principal and is responsible for teacher and staff evaluations.

The principal has attended workshops and seminars on Special Education topics, i.e., inclusion in the regular education classroom; writing IEP's.

Teacher Evaluation - Attachment

- Teacher Evaluation

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

Mr, Ronald Delaco was hired in December 2009 to serve as the principal of VTCSLV. No leadership changes have occurred during the past year on the Board of Trustees or in the school administration.

Board of Trustees

<u>Name of Trustee</u>	<u>Office (if any)</u>
Creed Hyatt	President
Joyce Thompson	Vice President
Elizabeth Kapo	Solicitor
Lois Dodson	Member
Jonathan St. George	Member
William Kulp III	Member
Walter Schumann	Member
Douglas Cappellini	Member

Professional Development (Governance)

Each board meeting includes professional development. During the 2009-2010 school year, the professional development presented to the Board of Trustees consisted of presentations given by various Therapeutic Specialists about the implementation of therapeutic services. The school's solicitor attends each board meeting. She attends to the obligations of the Sunshine Law and keeps the board abreast of changes in the law.

Coordination of the Governance and Management of the School

The board is involved in the larger projects of the school. Each board member has a specialty and acts as an advisor to the chief executive officer. Many projects require a "hands-on" approach, i.e., board members may review bids or seek counsel and advise the full board as to their opinion. Decision-making requires the full board and the presence of the chief executive officer.

Board members maintain a working relationship with the charter granting's Board of School Directors in an informal manner. Various members know members of the school boards and as well as other school officials.

Coordination of the Governance and Management of the School - Attachment

- 2009-10 Board Meeting Calendar

Community and Parent Engagement

During the 2008-2009 school year, the Board of Trustees instituted an Attendance Improvement Plan. On the first Friday of each month, the Principal honors those students with 100, 95, and 90 percent attendance for the past month in an Attendance Assembly. Parents are invited and encouraged to attend.

Board members approve the presentations made at graduation and invite parents and community members to attend the ceremony that takes place at a local park.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

VTCSLV, in partnership with Vitalistic Therapeutic Center, participated in the Annual Band Festival on May 4, 2010, which is a Lehigh Valley-wide activity. This year, the board expects to have raised approximately \$2,000 and VTCSLV will receive 50 percent of that sum. The school plans to participate in the Annual Band Festival in 2011.

Fiscal Solvency Policies

Monthly statements are provided by the public accounting firm, Campbell Rappold & Yurasits, LLP. These statements are reviewed by the Board of Trustees at their regularly scheduled meetings.

The school districts are prompt in their monthly payments. VTCSLV puts a small percentage in a money market each year for cash flow purposes. Also, there is a contingency fund for special education legal funds.

Accounting System

The audit for 2009-2010 has not been completed at this time. The audit for 2008-2009 has been attached.

The in-house staff of VTCSLV is responsible for all usual cash disbursements and receipts, under the supervision of the Chief Executive Officer. Specific individuals are responsible for specific accounts. The accounting system is maintained by a local professional accounting firm, Campbell Rappold & Yurasits, which has set up a PA State Chart of Accounts for Public Schools. A statement is issued each month.

The Board of Trustees adopts an annual budget. Accounting records are prepared monthly on the accrual basis of accounting in accordance with GAAP. Monthly financial reports are presented bi-monthly to the Board of Trustees noting budget to actual performance. A professional auditor with experience in public school accounting, France Anderson, Basile & Co., P.C., conducts the annual audit.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachments

- Financial Statements
Vitalistic Therapeutic Charter School of the Lehigh Valley
2007
- Revenues-Expenditures-Fund Balances 2007
- Prelim Doc Test
- Preliminary Statements of Revenues 2
- signature page

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

VTCSLV's audit firm is France Anderson, Basile & Co., P.C., 4777 Hamilton Blvd., Allentown, PA. The audit for the 2008-2009 school year was completed June 30, 2008 and is attached.

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

- Financial Statements 2009-10

Citations and follow-up actions for any State Audit Report

A state audit report was not received.

SECTION VII. FACILITY RESPONSIBILITIES

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

There were no substantial purchases made that would warrant noting in this last fiscal year 2009-2010.

Future Facility Plans and Other Capital Needs

VTCSLV has met with an architect to discuss plans to build an addition onto the school building, but no firm time-line has been established. This addition would full-fill the charter school's need for a gymnasium to increase student wellness and areas for small group instruction to improve student academic achievement.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

Safety Plans

As part of its safety plan, VTCSLV:

- holds monthly fire drills;
- holds annual fire safety in-service;
- contracts with fire alarm monitoring company
- inspects fire extinguishers monthly;
- has fire alarm system inspected annually;
- has emergency lighting, in particular in restrooms;
- posts emergency exit plans in each classroom and throughout the building;
- has illuminated exit signs and exits in each classroom;
- maintains clear pathways;
- maintains security for students with touch pads on doors, door telephone, and security code for staff to enter building;
- maintains security monitor and video;
- fences property;
- provides Crisis Intervention Prevention (CIP) training for mental health workers every two years;
- ensures that one-third of the school staff has CPR/First Aid Certification;
- holds bi-annual bus evacuations;
- assigns an aide to each bus/van;
- ensures that students use seat belts on buses;
- equips school vans with high back safety seats according to the Dept. of PA Child Passenger Protection Policy;
- provides bus safety program annually;
- has school buses inspected, including maintenance inspection, twice a year;
- undergoes Dept. of Agriculture inspection annually;
- undergoes bi-annual inspection by City of Bethlehem;
- provides emergency kits in each classroom;
- undergoes pest control inspections four times each year.

Crisis Plan

VTCSLV adopted the following crisis plan in March 2003:

•If the Lehigh Valley is placed on a “red” threat advisory by the U.S. government, VTCSLV will be closed. A red threat alert is defined by the federal government as a “severe condition” that reflects a severe risk of terrorist attacks.

•If there is a biological attack while school is in session, children who are normally transported by bus will be brought home by bus. If parents work outside the home, they should return to their home as quickly as possible. Parents should advise VTCSLV of an alternate location where children can be dropped off in the event that the parents are not at home. If parents transport their child to school, it is their responsibility to pick up their child immediately.

•If there is a chemical attack, VTCSLV will immediately go to “lockdown.” This means that no one may enter or leave the building. If a lockdown is ever necessary, teachers will remain with the students. Adequate food and water are stored at the school. Every effort will be made to contact parents by telephone.

•If VTCSLV must evacuate, students and staff will go to Holy Trinity Lutheran Church, 514 Third Avenue, Bethlehem, PA. VTCSLV entered into an agreement with Holy Trinity Lutheran Church for this use of its facility.

Health Services

VTCSLV requires that all students have up-to-date immunizations prior to enrollment. Parents must provide a record of medical examinations and immunizations. Parents must also arrange for tuberculosis screenings. VTCSLV provides:

- dental exams for those who do not have a private dentist;
- vision/hearing screening for all students;
- threshold hearing tests for students as necessary;

- annual height and weight checks;
- maintenance of medical and dental records
- Body Mass Index screening.

VTCSLV has a certified registered school nurse four hours per week.

During the 2007-08 school year, VTCSLV installed panic hardware on each classroom door leading outside to be in compliance with a new requirement of the local fire department.

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

- Health and Safety Requirments
- Health Services

Current School Insurance Coverage Policies and Programs

- Liability and Property Insurance: Selective Way Insurance Company
- Umbrella Insurance: Selective Way Insurance Company
- Director's and Officer's Liability Insurance: Selective Way Insurance Company
- Workers' Compensation: State Workers' Insurance Fund
- Student Accident Insurance: American Sentinel Insurance Company

Current School Insurance Coverage Policies and Programs - Attachments

- Commercial Umbrella Liability Insurance 2009-10
- Group Accident Policy 2009-2010
- Workers Compensation and Employers Liability Insurance 2009-10

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

Professional Staff

The total number of educational professional staff is seventeen including a Principal, two Kindergarten teachers, three First Grade teachers, three Second Grade teachers, two Third Grade teachers, one English Language Learner teacher, one part-time Speech Therapist, one Title I teacher, one nurse and one part-time Librarian.

Non-Professional Staff

VTCSLV provides eight bachelor level human service workers who qualify as Mental Health Workers in the Partial Hospitalization Program provided by the Charter School. The Mental Health Workers are led by a Doctoral level Mental Health Professional and three master level Mental Health Professionals. In addition, seven para-professionals serve as classroom aids.

Staff Turnover and Retention

Ten members of the Professional Staff were returning staff members. Two teachers were not retained and left obtain other employment. One teacher obtained an English Language Learner Certificate and became VTCSLV's ELL pull-out teacher. One teacher returned after working as a long-term substitute for another district and two new teachers were hired. In addition, VTCSLV hired a part-time Speech Therapist and a part-time Librarian.

It is not uncommon for VTCSLV's educational staff to leave our school as larger public schools offer higher salaries and more comprehensive benefits packages. Generally teachers remain employed by VTCSLV when their own children are young, but as college years approach for their children, monetary remuneration becomes of greater importance. Our retention of staff is quite favorable.

Quality of Teaching and Other Staff - Attachment

- Teacher Certification Verification 2009-2010

Student Enrollment

Enrollment Procedures: When a parent/guardian contacts VTCSLV about the charter school, the staff person taking the referral completes an Application for Enrollment. The staff person sets up an appointment for the parent/guardian and child to visit the school. Parents are asked to bring the child's birth certificate or other form of identification.

Procedure for Enrollment Appointment:

- The parent and clinical secretary complete all necessary forms, including the Charter School Student Enrollment Notification.
- The education professional meets with the parent/guardian in a private setting, explains the education and therapeutic program of VTCSLV and gives the parent/guardian and student a tour of the facility.
- The mental health professional meets with the parent/guardian in a private setting and completes the Psychosocial In-Take.
- While the parent/guardian is meeting with staff, the prospective student participates in a classroom and is observed by the psychiatrist. The psychiatrist then meets in private with the parent/guardian to discuss his/her findings. The psychiatrist completes the Initial Psychiatric Evaluation.
- The parent/guardian completes all necessary documentation so VTCSLV may request student/patient records as needed from other schools or mental health treatment centers.
- VTCSLV gives the parents an admission date once all health records are received.

Enrollment Policies: All children referred to VTCSLV are interviewed and assessed to determine if the school is appropriate for the child. If it is determined that VTCSLV would not be an appropriate setting, staff provide an appropriate referral to another institution or school. Students are evaluated in order of the date referred. However, VTCSLV reserves the right to select appropriate students as outlined in the school's

charter.

Age Requirements: Children may enroll in VTCSLV if they are five years of age by September 30 of the school year. Students are placed in an age-appropriate class each year. Classrooms are inclusive.

Enrollment Trends:

Number of students initially enrolled: 108

Number of students added: 19

Number of students transferred: 20

Number of students initially enrolled who completed the school year: 88

Since VTCSLV is a year round school, our new school year begins soon after graduation in June. Some parents choose to dis-enroll their children during the summer months of June, July and August and then re-enroll those students in September.

Number of students who completed this school year and are currently enrolled for the next school year 2009-2010: 114

There are currently no supporting documents selected for this section.

Transportation

VTCSofLV contracts with Vitalistic Therapeutic Center for transportation services. The Center owns and maintains their own buses. Each has a licensed CDL driver, plus an assistant. Students are picked up at their home, or daycare provider, as the parent indicates. VTCSofLV maintains that the presence of an assistant on the bus, who is familiar with the student, increases parent/guardian contact, as well as decrease behavioral issues. Home school districts of the student provide transportation as well, for students whose location is better serviced by their district.

Food Service Program

Food is provided under the auspices of the Pennsylvania Department of Education National School Lunch Program. VTCSLV provides breakfast and lunch to all students. A hot lunch is catered for the students through a contract with a community-certified school lunch provider, O'Brien's. VTCSLV participates in the Free and Reduced Lunch Program.

Student Conduct

Because of the nature of the students who attend VTCSLV, a great deal of consideration is given to discipline, including mental health policies and procedures. Although VTCSLV considers discipline on a case-by-case basis, VTCSLV recognizes the suspension and expulsion provisions of 1302-A of the PA School Code. VTCSLV recognizes the Individuals with Disabilities Education Act (P.L. 91-2309) and the Chief Executive Officer will comply with these regulations. VTCSLV

recognizes Section 512 of IDEA, amended Section 504 (1999), which allows schools to take the same disciplinary actions against students with disabilities as it would against students without disabilities in areas pertaining to the use of illegal drugs and alcohol.

VTCSLV follows the guidelines of PA Charter School regulations, Chapter 711, suspension and expulsion under procedural safeguards. (See Code 711.61.) Because VTCSLV serves at-risk children, each incident is evaluated on a case-by-case basis.

The Code of Conduct was revised and completed on October 28, 2005.

Student Conduct - Attachment

- Student Conduct

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2010

The Vitalistic Therapeutic CS of the Lehigh Valley within Colonial IU 20 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 Vitalistic Therapeutic CS of the Lehigh Valley 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: Nancy Egan **Title:** Acting CEO
Phone: 610-861-7570 **Fax:** 610-861-7337
E-mail: vtcs@vitalistic.org

Signature of the Chief Executive Officer and Date

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

Name: Creed Hyatt **Title:** Board President
Phone: 610-861-7570 **Fax:** 610-861-7337
E-mail: vtcs@vitalistic.org

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Ronald J. Delaco **Title:** Education Supervisor
Phone: 610-861-7570 **Fax:** 610-861-7337
E-mail: vtcs@vitalistic.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- Signature Pages 2009-2010