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: Montessori Regional CS
Address: 2910 Sterrettania Rd
Erie, PA 16506

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report
Summary Data
2009 - 2010

Name of School: Montessori Regional CS

Date of Local Chartering School Board/PDE Approval: February 20,2004/November 2009

Length of Charter: Six Years **Opening Date:** September 1, 2004

Grade Level: Kindergarten-6th **Hours of Operation:** 8:00-3:30

Percentage of Certified Staff: 95% **Total Instructional Staff:** 21

Student/Teacher Ratio: 12:1 **Student Waiting List:** 42

Attendance Rate/Percentage: 94%

Summary Data Part II

Enrollment: 198 as of 6/4/2009 **Per Pupil Subsidy:** $8,171 average for non-IEP and $16,023 ave. for IEP students

Student Profile

American Indian/Alaskan Native:	3
Asian/Pacific Islander:	6
Black (Non-Hispanic):	11
Hispanic:	7
White (Non-Hispanic):	222
Multicultural:	10

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 63.7%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 30

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	173	173	0	0	346
Instructional Hours	0	0	881	912	0	0	1793

SECTION I. EXECUTIVE SUMMARY

Educational Community

The Montessori Regional Charter School (MRCS) is the only public school located in Erie County and Northwestern Pennsylvania that provides children in kindergarten through sixth grade an authentic Montessori Education. The Montessori Regional Charter School provided a tuition free public Montessori education to 258 children during the 2009 -2010 School Year.

The mission of the Montessori Regional Charter School is to provide a superior Montessori program of study that will develop lifelong learners. The children will be prepared academically, emotionally, and socially by creating a love of learning through meaningful and fulfilling educational experiences.

True to the Montessori Method, MRCS utilizes multi-aged, inclusive classrooms. After Kindergarten, the children are grouped in classrooms spanning 3 age ranges; 6 years to 9 years old and 9 years to 12 years old.

The specific educational goals for the children that attend MRCS are:

1. Each student will demonstrate the ability to be an independent learner who shares in the responsibility of acquiring knowledge.
• Ability to plan learning goals on a daily/weekly basis with the teacher
• Ability to achieve learning goals on a timely basis
2. Each student will have the opportunity to reach their individual maximum learning potential.
• Ability to acquire skills and knowledge at a pace based on the student's individual intellectual abilities and maturational level - minimum expectations would be set, which match or exceed expectations in traditional school settings, but potential progress would be unlimited
3. Each child will be educationally challenged according to their unique needs and abilities using the Montessori Method.
4. Each child will be presented with all state requirements for education, and will progress towards meeting these standards while following the requirements of the Montessori Method.
5. The children will have an age appropriate mastery of the Montessori curriculum.
• The ability to work independently
• The ability to work with others
• Proficient use of Montessori materials in all areas
• Demonstration of acquired skills and knowledge through use and mastery of materials and frequent assessment by the teacher
6. Each child will demonstrate mastery of the necessary tools and skills (such as reading, writing, mathematics, etc.) in order to be able to pursue knowledge.
• Demonstrated proficiency at each level before advancement.
• Materials are sequenced; once a student demonstrates proficiency they advance and receive a lesson on the next set of materials.
• Demonstrated proficiency through standardized tests
7. Each child will learn to think independently, develop research questions, and use all appropriate available technology, including Montessori manipulatives, interpersonal resources, as well as print and electronic reference materials to research the answers to their questions. He or she will develop an understanding of how to find information through the use of various media and references.
• Ability to find and use reference materials: printed and multi-media
• Ability to use a library
• Ability to use a computer - including word-processing, CD-ROM, Internet

Each child in a Montessori classroom works at an individualized pace based on his or her educational readiness. A child who is ready to read or multiply fractions is given developmentally appropriate challenges, without the artificial limits of chronological age, or what the other children in the room are able to do. A child, who is not developmentally ready for these tasks will not be rushed through, again based on this same philosophy. The individualized education plan is something most educators associate with students receiving special education services. MRCS is committed to provide individualized education for all of our students.

Teachers individualized instruction for students and children with special needs are educated in accordance with their educational needs and with all state and federal laws and statutes. Special education students are educated in an inclusive classroom environment whenever educationally possible, in full accordance with PDE and Federal regulations. MRCS employs a Special Education staff to provide special education instruction, through support to the Montessori classroom teachers and/or to provide individualized instruction as needed.

Montessori classroom are distinctly different from traditional public education. Montessori classrooms are staffed with a head teacher and a teaching assistant in order to provide ample support for individualized instruction. Specific Montessori materials, such as binomial cubes, pink towers, bead frames, and movable alphabets are all utilized as appropriate on a daily basis and are essential to a Montessori education and curriculum. Although papers and pencils are used, the traditional worksheets and practice sheets have been replaced with the various Montessori materials that reinforce concepts.

Workstations replace desks in a Montessori classroom. Children are, and are expected to be, self directed, independent learners. Dr. Maria Montessori, a physician in Italy at the turn of the 20th Century, believed that children learn best by doing. In a Montessori school, this goal is accomplished through active pursuit of many different, integrated learning experiences: physical, social, emotional, and cognitive. The child centered approach keeps motivation high and consequently expectations very high.
The guiding principles of the Montessori Regional Charter School:
• To encourage independence and self reliance
• To honor, respect, and value individual differences
• A commitment to multi-age, multi-ability, and multi-cultural classroom environments
• To provide safe, prepared environments, filled with developmentally appropriate, tactile materials
• To maintain a highly qualified staff and administration
• To recognize parents role in our educational process
• To be a resource for our community as a center for Montessori training, observation, and awareness.

Mission

The mission of the Montessori Regional Charter School is to provide a superior Montessori program of study that will develop lifelong learners. The children will be prepared academically, emotionally, and socially by creating a love of learning through meaningful and fulfilling educational experiences.

Vision

The vision of MRCS is to provide a superior Montessori program of study that will develop lifelong learners. Our children will be prepared academically, emotionally, and socially by creating a love of learning through meaningful and fulfilling educational experiences. By using a carefully prepared

curriculum and concrete learning materials developed by Maria Montessori, our students are stimulated into logical thought and discovery.

Shared Values

The guiding principles of the Montessori Regional Charter School:

- To encourage independence and self reliance
- To honor, respect, and value individual differences
- A commitment to multi-age, multi-ability, and multi-cultural classroom environments
- To provide safe, prepared environments, filled with developmentally appropriate, tactile materials
- To maintain a highly qualified staff and administration
- To recognize parents role in our educational process
- To be a resource for our community as a center for Montessori training, observation, and awareness.

Academic Standards

Act 22 states that a charter school "shall be accountable to the parents, the public and the Commonwealth." (24 P.S. §1715-A (2)) MRCS differentiates three areas of accountability with annual measurable goals: performance, regulatory, and market accountability.

Performance accountability encompasses the achievement of measurable goals and objectives that reflect the mission of the school as established in the charter.
• During the 2009 -2010 School Year, as required by the PDE, students participated in the PSSA testing.
• Progress reports were completed and reviewed by parents during the school year at parent-teacher conferences
• All children were evaluated daily on an individual basis using an individualized lesson plan created jointly between the student and the teacher.
• All children are evaluated based on their achievement of goals set at the beginning of the year and progress made toward completion of required skill sets per the student evaluation forms.

Measurable Goals and Objective	*Strategies and Interventions*	*Performance Indicator*	*Results and Progress*
95% participation in PSSA testing as required by the PDE	*Give tests early during the testing weeks. Assure absent students have adequate time to make-up the test*	*Student participation in the PSSA test*	*100% participation for grades 3, 4, 5 and 6*
The student body will score at or above goal on the PSSA test as set forth by the PDE	*Students are taught using the Montessori Method and Montessori materials*	*For Grades 3, 4, 5 and 6 in 09-10:* *63% proficient or above in reading* *56% proficient or above in math*	*Actual Results per 2009 -10 Adequate Yearly Progress Data File Report:* *Reading: 63% proficient or above* *Math: 56% proficient or above*
Increase in individual student scores for those students not achieving at proficient or advanced on the PSSA	*Students weak in math and/or reading skills are given additional intensive one-on-one or small group math and/or reading instruction* *Aligning Montessori*	*Using the 08-09 PSSA scores as a base, students use their Title I time to determine areas or weaknesses or strength*	*MRCS continues to meet AYP as score requirements continue to rise toward 100%*

	based curriculum to PDE Standards and Anchors		
Provide prepared Montessori environments (classrooms) to maximize learning for all levels	*Over $25,000 from the general fund was used in 08-09 to update classrooms with traditional Montessori materials and provide state of the art equipment to other departments including, physical education, the library, art, French and the nurse's office. Maintain the Montessori curriculum and provide a flexible, safe, non-competitive environment*	*PSSA testing, parent-teacher conferences two times yearly, one written evaluation sent to parents, self-directed learning and self-evaluation by using student work plans to set and track progress toward goals*	*Student performance will increase due to students being able to work and progress individually and to function at their highest level*
Provide a balanced traditional Montessori curriculum to 100% of students	*Academic work will follow the traditional Montessori Albums to provide a sequential, integrated hands-on program in all subject areas* *Montessori Curriculum Alignment Project (MCAP)*	*PSSA testing, parent-teacher conferences two times yearly, one written evaluation sent to parents, self-directed learning and self-evaluation by using student work plans to set and track progress toward goals, including, Progress Reports and PSSA scores*	*Student performance will increase due to student being actively engaged in interesting presentations in all subject areas*
Plan for each child's continued learning	*Using the Montessori curriculum ensure a strong foundation in math, language and cultures — develop abstract thinking, problem-solving and creativity* *Montessori Curriculum Alignment Project (MCAP)*	*PSSA testing, parent-teacher conferences two times yearly, one written evaluation sent to parents, self-directed learning and self-evaluation by using student work plans to set and track progress toward goals including, Progress Reports and PSSA scores*	*Student performance will increase due to individual learning programs that focus on the student's needs*
100% of the students in the 6-9 and 9-12 will participate in assigned independent projects	*A) 9-12 Students will create a science or social studies display* *B) 6-9 Students will write, illustrate and publish a book*	*Documentation of satisfactory completion of project*	*A) The completed projects were displayed for the public at the Annual Science Fair* *B) Parents attended an "Author's Tea" where each student presented his/her book*
Establish a baseline record of attendance and absences to decrease absenteeism	*Track daily attendance from each classroom*	*Improved attendance as habitual absences are observed and solutions are offered*	*Student performance met or exceeded goals set at the beginning of the year*

90% attendance rate as calculated by ADM	*Track daily attendance from each classroom*	*Increased attendance or fewer absences*	*MRCS had over a 90% attendance rate*

Regulatory accountability and business management encompass submission of all required annual financial reports, annual audits and other reports to the PDE and other agencies, which confirm the school's compliance with existing and applicable rules and regulations.

Measurable Goals and Objective	Strategies and Interventions	Performance Indicator	Results and Progress
PA Charter Schools Annual reports to PDE and sponsoring districts due August 1, 2010	Accumulate information needed for the report throughout the school year	Completion by due date	Reports filed accurately and timely
Local, state and federal audits	Accumulate information needed for the report throughout the school year	Completion by due date	Audits performed accurately and timely
Completion of Act 48 requirements by the due date for 100% of PA certified teachers	Make available on-site professional development courses, as well as, participation in other Act 48 qualifying courses	Completion by due date	100% of PA Certified teachers completed Act 48 requirements
Annual Financial Report due October 2009	Accumulate information needed for the report throughout the school year <TD style="BORDER-BOTTOM: windowtext 1pt solid; PADDING-BOTTOM: 0in; BACKGROUND-COLOR: transparent; BORDER-TOP-COLOR: #ece9d8; PADDING-LEFT: 5.4pt; WIDTH: 108.3pt; PADDIN		

Strengths and Challenges

The vision of MRCS is to provide a superior Montessori program of study that will develop lifelong learners. Our children will be prepared academically, emotionally, and socially by creating a love of learning through meaningful and fulfilling educational experiences. By using a carefully prepared curriculum and concrete learning materials developed by Maria Montessori, our students are stimulated into logical thought and discovery.

The Montessori curriculum is organized to move from concrete to abstract in a series of studies that tie separate curriculum areas together to complement one another in an integrated approach to learning. To facilitate this approach, the Montessori classrooms are composed of multi-aged groupings of students as follows:

Kindergarten 5 and 6 years

Elementary I 6 years to 9 years

Elementary II 9 years to 12 years

The classrooms are also physically organized into these curriculum areas - Language Arts (reading, literature studies, grammar, writing spelling and Handwriting), Mathematics and Geometry, Geography, History, Biology, Botany, and Science.

The Montessori materials are tools that lead the child to logical thought and discovery. They are arranged on low open shelves from most simple to most complex, and most concrete to most abstract. The Montessori lessons employ the Montessori materials to introduce concrete experiences and direct interaction as they isolate and teach one concept. As the child masters each concept and is developmentally ready, the materials move into abstraction and more difficult concept.

Lessons are presented to students in small groups of three to four students (occasionally the whole group will receive a lesson together) by teachers using the Montessori materials and methods of presentation. Impressionistic stories, moving from the whole to the parts and using accurate "Scientific" language are integral to each lesson. Learning occurs through self and teacher initiated experiences by manipulating materials and interacting with others. Emphasis is put on the child as a whole with his physical, emotional, social, aesthetic, and cognitive needs and interests inseparable and equally important.

Beginning in 2007-08 MRCS has begun the process of aligning the Montessori based curriculum with the Pennsylvania Department of Education (PDE) Academic Standards. The Montessori Curriculum Alignment Project (MCAP) is the three year project designed to improve PSSA scores through the outcome based Montessori education model. In 2008-09 phase two was completed. In 2009-10 phase three was completed.

In addition to the Montessori curriculum, MRCS is affiliated with LEA Region Earth Force program. Earth Force combines elements of civic involvement, environmental education, and service learning to encourage young students to become active citizens and improve the environment and their communities now and in the future. This philosophy is compatible with Montessori’s cosmic approach to education. Each classroom is required to participate in a project following the Earth Force Model.

There are several strategies we use to improve performance of children struggling to meet the standards. Our multi-age groupings within the classroom offer opportunity for students to review and practice with materials needed for review. Peer-teaching, small-group, and individual instruction are available within the classroom or outside of the classroom as needed.

The Special Education Department pushes-in or pulls-out individuals and groups of students for intensive education and remedial work including Mathematics and Literacy daily.

Weekly, the Title One program pulled-out identified students scheduled to take the PSSA Test and conducted Test Prep and extensive work with multiplication and division computation and memorization of basic facts. Kindergarten through 2nd year students were offered extra practice with the Dolch Sight Words and Reading aloud using phonics based reading material.

Children with IEP's were monitored for compliance with the stated goals on the IEP. Where necessary, Montessori materials are adapted for use. For example, a large version of the Stamp Game was built using 1 inch cubes instead of flat pieces and a Small Bead frame was enlarged from 1/4 inch beads to 1 inch beads for those children with poor fine motor skills. This enabled them to use these basic math materials to meet their IEP goals. The Montessori teaching clock and money materials were also used for meeting IEP goals for students in the 6-9 classes and 9-12 classes.

MRCS has followed the Montessori scope and sequence and used the Traditional Albums (teaching manuals) in each subject area for each level. In 2009-10 MRCS completed aligning the PA State Standards with our Montessori curriculum. Each subject area for each level are now aligned with the PA State Standards. The next phase of the MCAP Project is the evaluation phase, which will allow MRCS to review the results of the curriculum to meet the proficiency levels required. MRCS will acquire any necessary materials and add them to the curriculum in the appropriate sequence. Additional materials will be re-formatted to be compatible with the Montessori materials. Also, the scores from the PSSA exam will be used to monitor student performance and act as a catalyst to identify areas of the Montessori curriculum needing additional resources. This is a major project, using a majority of the 11 scheduled in-service days to complete.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Assessment is an indispensable part of any educational process. Presuming it is intelligently designed and carefully conducted; a system of assessment can both measure the effectiveness of an educational program and reveal growth and difficulties experienced by individual students. MRCS is committed to the continued assessment and evaluation of the students, teachers, administration, curriculum and Board of Trustees.

MRCS is committed to highest quality education for all students. This quality education will be achieved by, but not limited to, the following:

• assuring all professionals and paraprofessionals meet highly qualified standards as set forth by NCLB
• hiring a professional charter school board consultant. This consultant was renewed with trainings of the Board of Trustees through the 2009-10 school year.
• other training for all employees as needed
• aligning the Montessori curriculum with the State standards
• providing students with the resources to meet and exceed state standards on the PSSA tests.
• training for CEO in the area of Public School Superintendent
• Montessori Curriculum Alignment Project (MCAP)

All aspects of the school are reviewed annually to ensure growth along a continuum of excellence, resulting in continued improvement.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Anthony Pirrello	Montessori Regional Charter School	Administrator	Board of Trustees
Ken Gamble	MRCS Board of Trustees	Board Member	Board of Trustees
Margo Wolfe	MRCS Board of Trustees	Board Member	Board of Trustees

Mike Towner	MRCS Board of Trustees	Board Member	Board of Trustees

Goals, Strategies and Activities

Goal: MATHEMATICS

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

Strategy: PSSA

Description: The student body will score at or above goal on the PSSA test as set forth by the PDE

Activity: PSSA

Description: Participation in PSSA testing

Person Responsible	Timeline for Implementation	Resources
Anthony Pirrello	Start: 9/1/2008 Finish: Ongoing	-

Status: In Progress — Upcoming

Goal: Under-achieving on PSSA

Description: 5% increase in individual student scores for those students not achieving at proficient or advanced on the PSSA

Strategy: Instruction

Description: Using the PSSA scores as a base, students use their Title I time to determine areas or weaknesses or strength

Activity: Instruction

Description: Students weak in math and/or reading skills are given additional intensive one-on-one or small group math and/or reading instruction

Person Responsible Timeline for Implementation Resources

Anthony Pirrello	Start: 9/1/2008 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

Τηε ϖισιον οφ ΜΡΧΣ ισ το προϖιδε α συπεριορ Μοντεσσορι προγραμ οφ στυδψ τ ηατ ωιλλ δεϖελοπ λιφελονγ λεαρνερσ. Ουρ χηιλδρεν ωιλλ βε πρεπαρεδ αχαδεμιχ αλλψ, εμοτιοναλλψ, ανδ σοχιαλλψ βψ χρεατινγ α λοϖε οφ λεαρνινγ τηρουγη μεα νινγφυλ ανδ φυλφιλλινγ εδυχατιοναλ εξπεριενχεσ. Βψ υσινγ α χαρεφυλλψ πρεπα ρεδ χυρριχυλυμ ανδ χονχρετε λεαρνινγ ματεριαλσ δεϖελοπεδ βψ Μαρια Μοντεσ σορι, ουρ στυδεντσ αρε στιμυλατεδ ιντο λογιχαλ τηουγητ ανδ δισχοϖερψ.

Τηε Μοντεσσορι χυρριχυλυμ ισ οργανιζεδ το μοϖε φρομ χονχρετε το αβστραχτ ι ν α σεριεσ οφ στυδιεσ τηατ τιε σεπαρατε χυρριχυλυμ αρεασ τογετηερ το χομπλε μεντ ονε ανοτηερ ιν αν ιντεγρατεδ απ προαχη το λεαρνινγ. Το φαχιλιτατε τηισ απ προαχη, τηε Μοντεσσορι χλασσροομσ αρε χομποσεδ οφ μυλτι–αγεδ γρουπινγσ ο φ στυδεντσ ασ φολλοωσ:

Κινδεργαρτεν 5 ανδ 6 ψεαρσ

Ελεμενταρψ Ι 6 ψεαρσ το 9 ψεαρσ

Ελεμενταρψ ΙΙ 9 ψεαρσ το 12 ψεαρσ

Τηε χλασσροομσ αρε αλσο πηψσιχαλλψ οργανιζεδ ιντο τηεσε χυρριχυλυμ αρεα σ – Λανγυαγε Αρτσ (ρεαδινγ, λιτερατυρε στυδιεσ, γραμμαρ, ωριτινγ σπελλινγ ανδ Ηανδωριτινγ), Ματηεματιχσ ανδ Γεομετρψ, Γεογραπηψ, Ηιστορψ, Βιολογψ, Βοτ ανψ, ανδ Σχιενχε.

Τηε Μοντεσσορι ματεριαλσ αρε τοολσ τηατ λεαδ τηε χηιλδ το λογιχαλ τηουγητ ανδ δισχοϖερψ. Τηεψ αρε αρρανγεδ ον λοω οπεν σηελϖεσ φρομ μοστ σιμπλε το μοστ χομπλεξ, ανδ μοστ χονχρετε το μοστ αβστραχτ. Τηε Μοντεσσορι λεσσονσ ε μπλοψ τηε Μοντεσσορι ματεριαλσ το ιντροδυχε χονχρετε εξπεριενχεσ ανδ διρεχ τ ιντεραχτιον ασ τηεψ ισολατε ανδ τεαχη ονε χονχεπτ. Ασ τηε χηιλδ μαστερσ εα

χη χονχεπτ ανδ ισ δεϖελοπμενταλλψ ρεαδψ, τηε ματεριαλσ μοϖε ιντο αβστραχτ ιον ανδ μορε διφφιχυλτ χονχεπτ.

Λεσσονσ αρε πρεσεντεδ το στυδεντσ ιν σμαλλ γρουπσ οφ τηρεε το φουρ στυδεντ σ (οχχασιοναλλψ τηε ωηολε γρουπ ωιλλ ρεχειϖε α λεσσον τογετηερ) βψ τεαχηερ σ υσινγ τηε Μοντεσσορι ματεριαλσ ανδ μετηοδσ οφ πρεσεντατιον. Ιμπρεσσιονισ τιχ στοριεσ, μοϖινγ φρομ τηε ωηολε το τηε παρτσ ανδ υσινγ αχχυρατε ∀Σχιεντιφ ιχ∀ λανγυαγε αρε ιντεγραλ το εαχη λεσσον. Λεαρνινγ οχχυρσ τηρουγη σελφ ανδ τεαχηερ ινιτιατεδ εξπεριενχεσ βψ μανιπυλατινγ ματεριαλσ ανδ ιντεραχτινγ ωιτη οτηερσ. Εμπηασισ ισ πυτ ον τηε χηιλδ ασ α ωηολε ωιτη ηισ πηψσιχαλ, εμοτιον αλ, σοχιαλ, αεστηετιχ, ανδ χογνιτιϖε νεεδσ ανδ ιντερεστσ ινσεπαραβλε ανδ εθυ αλλψ ιμπορταντ.

Βεγιννινγ ιν 2007–08 ΜΡΧΣ ηασ βεγυν τηε προχεσσ οφ αλιγνινγ τηε Μοντεσσορι βασεδ χυρριχυλυμ ωιτη τηε Πεννσψλϖανια Δεπαρτμεντ οφ Εδυχατιον (ΠΔΕ) Αχ αδεμιχ Στανδαρδσ. Τηε Μοντεσσορι Χυρριχυλυμ Αλιγνμεντ Προφεχτ (ΜΧΑΠ) ισ τηε τηρεε ψεαρ προφεχτ δεσιγνεδ το ιμπροϖε ΠΣΣΑ σχορεσ τηρουγη τηε ουτχομ ε βασεδ Μοντεσσορι εδυχατιον μοδελ. Ιν 2008–09 πηασε τωο ωασ χομπλετεδ. Ιν 2009–10 πηασε τηρεε ωασ χομπλετεδ.

Ιν αδδιτιον το τηε Μοντεσσορι χυρριχυλυμ, ΜΡΧΣ ισ αφφιλιατεδ ωιτη ΛΕΑ Ρεγιο ν Εαρτη Φορχε προγραμ. Εαρτη Φορχε χομβινεσ ελεμεντσ οφ χιϖιχ ινϖολϖεμεντ , ενϖιρονμενταλ εδυχατιον, ανδ σερϖιχε λεαρνινγ το ενχουραγε ψουνγ στυδεντσ το βεχομε αχτιϖε χιτιζενσ ανδ ιμπροϖε τηε ενϖιρονμεντ ανδ τηειρ χομμυνιτιεσ νοω ανδ ιν τηε φυτυρε. Τηισ πηιλοσοπηψ ισ χομπατιβλε ωιτη Μοντεσσορι□σ χο σμιχ αππροαχη το εδυχατιον. Εαχη χλασσροομ ισ ρεθυιρεδ το παρτιχιπατε ιν α προφεχτ φολλοωινγ τηε Εαρτη Φορχε Μοδελ.

Τηερε αρε σεϖεραλ στρατεγιεσ ωε υσε το ιμπροϖε περφορμανχε οφ χηιλδρεν στρ υγγλινγ το μεετ τηε στανδαρδσ. Ουρ μυλτι–αγε γρουπινγσ ωιτηιν τηε χλασσροομ οφφερ οπportυνιτψ φορ στυδεντσ το ρεϖιεω ανδ πραχτιχε ωιτη ματεριαλσ νεεδεδ φορ ρεϖιεω. Πεερ–τεαχηινγ, σμαλλ–γρουπ, ανδ ινδιϖιδυαλ ινστρυχτιον αρε αϖ αιλαβλε ωιτηιν τηε χλασσροομ ορ ουτσιδε οφ τηε χλασσροομ ασ νεεδεδ.

Τηε Σπεχιαλ Εδυχατιον Δεπαρτμεντ πυσηεσ–ιν ορ πυλλσ–ουτ ινδιϖιδυαλσ ανδ γ ρουπσ οφ στυδεντσ φορ ιντενσιϖε εδυχατιον ανδ ρεμεδιαλ ωορκ ινχλυδινγ Ματη εματιχσ ανδ Λιτεραχψ δαιλψ.

Ωεεκλψ, τηε Τιτλε Ονε προγραμ πυλλεδ–ουτ ιδεντιφιεδ στυδεντσ σχηεδυλεδ το τ ακε τηε ΠΣΣΑ Τεστ ανδ χονδυχτεδ Τεστ Πρεπ ανδ εξτενσιϖε ωορκ ωιτη μυλτιπλι χατιον ανδ διϖισιον χομπυτατιον ανδ μεμοριζατιον οφ βασιχ φαχτσ. Κινδεργαρτ εν τηρουγη 2νδ ψεαρ στυδεντσ ωερε οφφερεδ εξτρα πραχτιχε ωιτη τηε Δολχη Σιγητ Ωορδσ ανδ Ρεαδινγ αλουδ υσινγ πηονιχσ βασεδ ρεαδινγ ματεριαλ.

Χηιλδρεν ωιτη ΙΕΠσ ωερε μονιτορεδ φορ χομπλιανχε ωιτη τηε στατεδ γοαλσ ον τηε ΙΕΠ. Ωηερε νεχεσσαρψ, Μοντεσσορι ματεριαλσ αρε αδαπτεδ φορ υσε. Φορ εξαμπλε, α λαργε ϖερσιον οφ τηε Σταμπ Γαμε ωασ βυιλτ υσινγ 1 ινχη χυβεσ ινστε αδ οφ φλατ πιεχεσ ανδ α Σμαλλ Βεαδ φραμε ωασ ενλαργεδ φρομ 1/4 ινχη βεαδσ το 1 ινχη βεαδσ φορ τηοσε χηιλδρεν ωιτη ποορ φινε μοτορ σκιλλσ. Τηισ εναβλεδ τηεμ το υσε τηεσε βασιχ ματη ματεριαλσ το μεετ τηειρ ΙΕΠ γοαλσ. Τηε Μοντεσσο ρι τεαχηινγ χλοχκ ανδ μονεψ ματεριαλσ ωερε αλσο υσεδ φορ μεετινγ ΙΕΠ γοαλσ φορ στυδεντσ ιν τηε 6–9 χλασσεσ ανδ 9–12 χλασσεσ.

ΜΡΧΣ ηασ φολλοωεδ τηε Μοντεσσορι σχοπε ανδ σεθυενχε ανδ υσεδ τηε Τραδιτιοναλ Αλβυμσ (τεαχηινγ μανυαλσ) ιν εαχ η συβφεχτ αρεα φορ εαχη λεϖελ. Ιν 2009–10 ΜΡΧΣ χομπλετεδ αλιγνινγ τηε ΠΑ Στατε Στανδαρδσ ωιτη ουρ Μοντεσσορι χ υρριχυλυμ. Εαχη συβφεχτ αρεα φορ εαχη λεϖελ αρε νοω αλιγνεδ ωιτη τηε ΠΑ Στατε Στανδαρδσ. Τηε νεξτ πηασε οφ τηε ΜΧΑΠ Προφεχτ ισ τηε εϖαλυατιον πηασε, ωηιχη ωιλλ αλλοω ΜΡΧΣ το ρεϖιεω τηε ρεσυλτσ οφ τηε χυρριχυλυμ το μεετ τ ηε προφιχιενχψ λεϖελσ ρεθυιρεδ. ΜΡΧΣ ωιλλ αχθυιρε ανψ νεχεσσαρψ ματεριαλσ ανδ αδδ τηεμ το τηε χυρριχυλυμ ιν τηε αππροπριατε σεθυενχε. Αδδιτιοναλ ματεριαλσ ωιλλ βε ρε–φορματτεδ το βε χομπατιβλε ωιτη τηε Μοντεσσορι ματεριαλσ. Αλσο, τηε σχορεσ φρομ τηε ΠΣΣΑ εξαμ ωιλλ βε υσεδ το μονιτορ στυδεντ περφορμανχε ανδ αχτ ασ α χαταλψστ το ιδεντιφ ψ αρεασ οφ τηε Μοντεσσορι χυρριχυλυμ νεεδινγ αδδιτιοναλ ρεσουρχεσ. Τηισ ισ α μαφορ προφεχτ, υσινγ α μαφοριτψ οφ τηε 11 σχηεδυλεδ ιν–σερϖιχε δαψσ το χομπλετε.

Rigorous Instructional Program - Attachments

- Induction Plan
- Letter for Approval of 2008 Professional Education Plan
- 2008 Professional Development Plan
- Induction Plan Approval Letter

English Language Learners

For the 2009-2010 School Year, MRCS did not have any students who qualified for an ELL program. When the school does have ELL students, they will be fully included in regular education classrooms and the small group activities which will enable ELL students opportunities for English immersion. A teacher certified in ELL was hired in the position of teacher for the 2009-10 school year

When language-minority children do become a part of our school, the initial instructional priority will be developing the children's oral proficiency in English. Although print materials may be used to support the development of English phonology, vocabulary, and syntax, formal reading instruction will be postponed until an adequate level of oral proficiency in English has been achieved.

English Language Learners - Attachment

- ELL Report 2009-10

Graduation Requirements

MRCS strives to ensure that the transition for students completing 6th grade and entering "traditional" educational settings is positive. MRCS has taken the additional steps of aligning the Montessori outcome based curriculum to the standards based requirements of the PDE through our MCAP project. For the 2010-2011 school year MRCS will be implementing a computerized assessment program designed to record and measure student performance on the completed curriculum.

Special Education

Montessori environments are adaptable to the needs of many special needs children due to the emphasis placed on multi-sensory presentation, the multitude of hands-on work, individualized tasks and "self-pacing" of the lessons. These are the hallmarks of

Montessori which research studies have shown repeatedly to be the most effective methods for students with identified learning challenges.

Frequently children with special needs require additional time to repeat and review the concepts of lessons. The multi-sensory materials serve to reinforce the concepts both tactilely and visually. The need for repetition is provided through un-timed lessons until the child demonstrates a mastery of the material.

Every effort was made to be responsive to the needs of the students without interrupting their natural participation as regular members of a class. Montessori curriculum and materials are adapted when necessary to facilitate participation with reasonable expectations. Disability type or severity of disability did not preclude involvement.

Support services, such as occupational therapy, physical therapy and speech therapy are also provided. Assistive technology and special materials were available in the classrooms, as needed. Peer tutoring and modeling contributed greatly to the successful integration of a diverse population of students.

A Building Level Support Team held weekly meetings to discuss progress, needs, strategies, concerns and successes throughout the school. Teachers could request a discussion of a particular student or a general classroom or school-wide concern.

Chart of Instructional Programs:

Chart 1:

TEACHER	FTE	SUPPORT	LOCATION	#OF STUDENTS
Special Education Teacher	1.00	Consultative/ Learning Support	MRCS	20
Special Education Teacher	1.00	Consultative/ Learning Support	MRCS	10

Chart 2:

CONTRACTED SERVICE		TITLE/SERVICE	AMOUNT OF TIME/WEEK
Psychologist	1.00	Psy.	.40
Speech Therapist	1.00	Speech Services	.60

Chart 3:

TITLE	LOCATION	FTE
Coordinator of Special Education	MRCS	1.00
Chief Executive Officer	MRCS	.25

Administrative Assistant/ Secretary	MRCS	.25

Chart 4:

INTERMEDIATE UNIT	TITLE/SERVICE	AMOUNT OF TIME/WEEK
IU 5	Physical Therapist	.10
IU 5	Occupational Therapist	.05
IU 5	Special Education Supervision	.10
IU 5	Special Education Technical Assistance by the IU 5 Director of SPED	as needed by request

Special Education - Attachments

- 2008 Special Education Policies and Procedures
- Penn Data Dec 2009
- Penn Data June 2010

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Kelly Zimmerman	1.00	Consultative/Learning Support	MRCS	12	n/a
Maria Potocki	1.00	Consultative/Learning Support	MRCS	10	n/a

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Northwest Tri-County IU 5	.25	various	MRCS	4	MRCS contracts with the IU for certain services pertaining to IEP's
Psychologist	.40	Psychological Services	MRCS	11	Number of students varies based on testing and referrals
Speech Therapist	.60	Speech Services	MRCS	18	MRCS subcontracts with a certified Speech Therapist

Special Education Program Profile - Chart III

Title	Location	FTE
Coordinator of Special Education/Teacher	MRCS	1.00
Administrative Assistant/Special Education Secretary	MRCS	.25
CEO	MRCS	.25

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
IU 5	Physical Therapist	.10
IU 5	Occupational Therapist	.15
IU 5	Special Education Supervision	.10
IU 5	Special Education Technical Assistance by the Director of Special Education	as needed by request

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA	No	No	No	Yes	Yes	Yes
PASA	No	No	No	Yes	Yes	Yes
Three-period Lesson Procedure	Yes	Yes	Yes	Yes	Yes	Yes

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	No	No	No	No	No	No
PASA	Yes	No	No	No	No	No	No
Three- Period Lesson Procedure	Yes	No	No	No	No	No	No

Student Assessment

The Montessori Teaching Learning Cycle is used to present lessons and measure student

progress at MRCS. The lessons are presented using the *Three-Period Lesson Procedure* as shown below: the first period being the Introduction phase; the second period being the Practice and Learning phase; and the third period being the Time of Mastery and Assessment phase.

Observation is used during the second period to determine when the student moves to the third period. Students have individual goals set annually. Each student's progress is recorded three times throughout the school year on a lengthy evaluation report using a /, ? or ? to indicate which period of learning has occurred for each skill/goal. When a student is identified as not achieving measurable goals, that student is afforded additional resources, including one-on-one classroom attention, intensive reading and/or math tutorial through Title I funding and peer-to-peer review to assist them in achieving those goals. Each student also compiles a comprehensive portfolio which is reviewed by their teacher with samples of their work to further illustrate progress throughout the school year.

Student Assessment - Attachment

- Link to AYP Results

Teacher Evaluation

For the 2009-2010 School Year all of the Head Teachers were evaluated using a Danielson evaluation model. Head Teacher evaluations are focused on key areas that will promote a successful Montessori classroom. The areas include environment, classroom leadership, professionalism, administrative responsibilities, communication and partnerships with parents. The environment is included on a Head Teacher evaluation because the prepared environment is paramount in achieving success in a Montessori classroom.

All of the Head Teachers and Special Education Teachers are evaluated by the CEO. It is the responsibility of the Head Teacher to evaluate their assistant. If needed, the CEO is available to facilitate the evaluation process.

For the 2009-2010 School Year the CEO supervised and assisted the Special Education Teachers with additional support provided by the Intermediate Unit. The CEO and the other two members of the Special Education staff attended several trainings to remain informed about laws pertaining to special education services. Special Education Teachers are evaluated by the CEO, taking into account any feedback provided by the IU Supervisor.

Supportive services in Occupational Therapy, Speech Therapy, Physical Therapy and Psychology were contracted services received.

Teacher Evaluation - Attachment

- 2008 Teacher Evaluation Plan

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

In August 2006 the board hired a qualified candidate with advanced degrees in Education and Educational Leadership. The qualified candidate now has an advanced degree in Superintendency.

The President of the Board of Trustees for the 2009-2010 School Year changed from the previous year. The President is elected annually for a one-year term.

Board of Trustees

Name of Trustee	Office (if any)
Mary Slusarz	
Charlie Witchcoff	
Laurie Bischof	Secretary
Ken Gamble	Vice-President
Gwendolyn Cooley	
Mike Towner	Treasurer
Tania Bogotovia	
Margo Wolfe	President
Randy Donn	

Professional Development (Governance)

All members are versed in the Sunshine Law and have completed a Statement of Financial Interests. The school solicitor guides the board regarding compliance with applicable state law. The Board attended an all day retreat in August and December 2008, presented by Brain Carpenter of the National Charter School Institute, focusing on characteristics and practices of a successful board. MRCS has entered a board governance development program with Dr. Brian Carpenter for the 2009-2010 school year.

Coordination of the Governance and Management of the School

The Board of Trustees meets the second Wednesday of every month. The CEO participates in various committees of the board, including but not limited to the Executive Committee, the Human Resource Committee and the Finance Committee. This allows for continual interaction and feedback between the school administration and the Board of Trustees. In addition, the Board of Trustees President and Treasurer reviewed cash flow on a weekly basis and were the signors for the checking account. Checks are approved and signed monthly.

The Board of Trustees continues to build a relationship with the two granting school districts' Board of School Directors. The relationship with the Erie School District has progressed so that during the 2006-2007 School Year, tuition payments continue to be made directly to MRCS. During the 2008-2009 School Year, MRCS continued to maintain membership in the PA School Board Association (PSBA) with the support and through the generosity of the Millcreek Township School District. Also, representatives from MRCS attended many PDE sponsored training programs. This allowed for the continued growth of the relationship between the charter school and the PDE.

At the May Board meeting the Trustees passed a new set of governance policies designed to reflect the Carver Policy Governance Model.

Coordination of the Governance and Management of the School - Attachment

- Board of Trustees Schedule 2009-10

Community and Parent Engagement

The Board of Trustees promoted many different opportunities for parents and the community to become engaged in school activities. An Internet web page was maintained at www.mrcserie.org to further disseminate information to families and the community. This website carried announcements, the newsletter, information concerning the school's mission, curriculum, measurable goals and objectives, a school calendar, highlights from the board of trustees, student performance on state tests and other general information.

The board recognizes the importance of community involvement, and by partnering with several organizations in the community, the program was strengthened. LEA Earth Force, a national organization that promotes environmental stewardship by training and educating teachers and students, was one of our partners. LEA Earth Force enriched the curriculum during the school year by providing many educational activities. MRCS allowed students from Gannon University and Edinboro University access to the classrooms in order to increase the understanding of Montessori methods.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

The fund-raising aspects of the school were primarily accomplished by the PTO through a variety of activities including an art auction, jazz night, and cookie sale. Total funds raised totaled over $3,000. Fundraising activities for the 2010-2011 School Year will include the previous fundraisers, as well as, additional activities to be determined by the PTO.

Fiscal Solvency Policies

The board has undertaken the challenge to oversee and to ensure that there are adequate resources for the continued operation of the school and that the resources are utilized effectively and efficiently. The CEO consistently reviews the financial reports to ensure the fiscal solvency of the organization. Monthly, the board reviews financial statements and itemized reports at the board meetings as presented by the Treasurer. The Treasurer also reviews monthly bank reconciliations and estimated cash flow projections.

In preparing the budget, the finance committee reviewed the prior year's actual expenditures to ensure that all anticipated revenues and expenses were included in the current budget and that there was an adequate unreserved fund balance surplus for any unforeseen cash flow needs. The Estimated Ending Unreserved Fund Balance for the 2010-2011 Budget passed June 23, 2010, is $140,434.

All budgets and financial records will be audited by a Certified Public Accountant by October 31 (in accordance with generally accepted auditing standards) and a report provided to feeder school districts and the PDE.

Accounting System

MRCS uses QuickBooks Pro to keep all budgeting and accounting records. This information is backed-up daily. The PDE was consulted in the initial set-up of the chart of accounts and continues to be consulted as new accounts are added. Also, MRCS contracted with a local CPA firm, Felix & Gloekler, P.C. for annual audits and other consulting work.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachments

- Revenue and Expenditures (2) 2009-10
- Revenue and Expenditures 2009-10
- MRCS Disclaimer

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

The 2008-2009 audit was dated June 30, 2009, and was completed by Felix & Gloekler, P.C., a local CPA firm. The firm's opinion was that the financial statements presented fairly, in all material aspects, the respective financial position of the governmental activities, general fund and the aggregate remaining fund information of MRCS as of June 30, 2009. The current year's audit is expected to be completed by the end of October 2010. A report will be issued at that time.

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

- Audit Report 2008-09

Citations and follow-up actions for any State Audit Report

MRCS has no citations or follow-up actions for any State Audit Reports.

SECTION VII. FACILITY RESPONSIBILITIES

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

On June 28, 2006, MRCS purchased the building located at 2910 Sterrettania Road, Erie, PA that was previously being leased. This purchase ensured a future location for the charter school, as well as, positively affecting cash flow.

In addition, MRCS leased a second location at the former St. Andrew School building (606 Raspberry Street, Erie, PA) for the 2009-2010 school year to accommodate the increased enrollment and strategic planning needs. However, the use of this building is currently tied up in court.

Future Facility Plans and Other Capital Needs

As the charter school continues to grow per the charter application, the needs for additional physical space increases. The current location as it stands today will not meet our long term needs. The Board of Trustees is in the process of evaluating the renovation options. Renovations would be scheduled to begin after the renewal of the charter. Other capital needs were included in the 2009-2010 Budget.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

MRCS complied with all health and safety requirements including holding one fire drill per month. As previously mentioned, to ensure the safety of all who are at the school, MRCS used grant funds to purchase a keyless access security system.

The school employs a certified school nurse for approximately 16 hours per week who monitors and ensures that all health and immunization requirements are met for each student, maintains all health records, and performs vision, hearing and height/weight testing. In addition, MRCS has contracted with a local dentist and doctor who are available to fulfill required commitments.

MRCS will submit the Request for Reimbursement and Report of School Health Services to the Department of Health within the required 90 day deadline.

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

- MRCS Wellness Policy 2009-10

Current School Insurance Coverage Policies and Programs

Health insurance is provided by UPMC, dental insurance is provided by Delta Dental and other employee insurances including LTD, STD, vision and life insurance are provided by Met Life all through the Manufacturer's Association Insurance Plan. Liability and Directors and Officers insurance is provided by Selective Insurance and workman's compensation insurance is provided by the State Workers Insurance Fund both through the Loesel-Schaaf Insurance Agency, Inc.

Current School Insurance Coverage Policies and Programs - Attachments

- D&O Policy
- Employee Health Ins. 2009-10
- General Liability 2009-10
- SWIF 2009-10

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

There are currently 41 full and part-time positions available at the Montessori Regional Charter School comprised of the following: 13 head teachers, 11 teaching assistants, 3 special education teachers, 4 "specials" teachers (art, music, physical education and French/library), a Title I teacher, a Peace Room Coordinator, a Building Manager, a maintenance man, a CEO, a Business Manager, HR/Office Manger, two administrative assistants, and one receptionist. There are contracted employees in the following areas: one speech therapist, one IT coordinator, one nurse and one psychologist.

It is likely that turnover will continue primarily in the part-time positions including the teaching assistants and the "specials" teachers. These are teachers who hold the appropriate certifications and many would like to be full time teachers.

At MRCS, the strong sense of community that is prevalent in many Montessori schools plays a major role in retaining staff. A competitive pay scale and benefits package with other public schools also helps. MRCS is committed to proper staffing and materials for

the classrooms when determining
the budget.

The ultimate goal is to have all head teachers both certified in Montessori and holding a valid Pennsylvania teaching certificate in their individual instructional areas. MRCS met the charter school requirement of having over 75% of our teachers certified in their instructional area.

Professional Development

ΜΡΧΣ ισ χομμιττεδ το ονγοινγ προφεσσιοναλ δεϖελοπμεντ φορ σταφφ μεμβερσ. Προφεσσιοναλσ ηαϖε παρτιχιπατεδ ιν προγραμσ δεσιγνεδ το φυλφιλλ Αχτ 48 Χρ εδιτσ ανδ ενηανχε τηειρ προφεσσιοναλ γροωτη τηρουγη προγραμσ σπονσορεδ β ψ Γαννον Υνιϖερσιτψ, Εαρτη Φορχε, ΝΙΕ, τηε Νορτηωεστ Τρι–Χουντψ ΙΥ #5, ΠΑ ΣΒΟ ανδ ΠΔΕ σπονσορεδ ωορκσηοπσ. ΜΡΧΣ προϖιδεδ τραινινγσ ανδ προφεσσιο ναλ γροωτη οππορτυνιτιεσ ον τηε φολλοωινγ τοπιχσ:

- 1/10 5/10 Γαννον Υνιϖερσιτψ Προφεσσιοναλ Δεϖελοπμεντ Χλασσ
- 3/24/10 3/28/10 Αμεριχαν Μοντεσσορι Σοχιετψ Νατιοναλ Χονφερενχε
- 8/09 5/10 Μοντεσσορι Χυρριχυλυμ Αλιγνμεντ Προφεχτ (ΜΧΑΠ)
- 8/21/07 Χυρριχυλυμ Αλιγνμεντ Χαπιτολ ΙΥ 15
- 3/20/2006 Αβυσε/σπεχιαλ εδυχατιον/ΠΣΣΑ
- 10/17/2005 Τεαχηερ το τεαχηερ Ματη φρομ 3 το 12
- 9/12/2005 Εϖαλυατιον ανδ τεστινγ
- 8/12/2005 Ιντροδυχτιον το Μοντεσσορι

Τηρεε τεαχηερσ αττενδεδ ΧΜΤΕ/ΝΨ φορ Μοντεσσορι Τραινινγ το ατταιν ΑΜΣ τε αχηινγ χρεδεντιαλσ. Τηε τεαχηερσ χομπλετεδ τηειρ Μοντεσσορι τραινινγ ατ ΧΜ ΤΕ ιν 2010 ανδ ωιλλ ρεχειϖε τηειρ χρεδεντιαλσ ιν τηε σπρινγ οφ 2011. Φιϖε σταφ φ μεμβερσ ανδ τηε ΧΕΟ αττενδεδ τηε αννυαλ Αμεριχαν Μοντεσσορι Σοχιετψ αν νυαλ χονφερενχε ιν Μαρχη 2010 ιν Βοστον, Μασσ. 15 ινστρυχτιοναλ περσοννελ τοοκ τηε Γαννον Υνιϖερσιτψ– ΜΡΧΣ Προφεσσιοναλ Δεϖελοπμεντ Χλασσ. Ιν αδ διτιον, τηε ΧΕΟ Αττενδεδ τηε Πεννσψλϖανια Χοαλιτιον οφ Χηαρτερ Σχηοολσ Ω εστερν ΠΑ Χονφερενχε ιν Μαψ 2010. Τηε ΧΕΟ αττενδεδ τηε Νατιοναλ Χηαρτερ Σχηοολ Χονφερενχε ιν ϑυνε 2010.

Teacher Induction

All teachers at the Montessori Regional Charter School are “Highly Qualified” instructors even though the Pennsylvania Charter School law requires only 75%. In addition, all new teachers at MRCS are required to be PA State certified and attend Montessori Training leading to their certification through the American Montessori Society.

For the 2009-2010 School Year, orienting new teachers and assistants to the Montessori Regional Charter School is focused on helping teachers and assistants who had not completed their Montessori training to become more familiar with the Montessori Method of classroom instruction. At every grade level, MRCS utilizes experienced Montessori-certified teachers to mentor their fellow colleagues. Also, they will be observed by the curriculum coordinator. Montessori schools stress the importance of community, thus, Montessori teachers are encouraged to build communities that are strong and responsive to the needs of every member.

In Montessori education the teacher starts a "three period lesson" by giving the student all the information they need; showing them and sharing their knowledge with them to get them started before they explore on their own (See Section V, 3.a). Similarly, the MRCS Induction Plan is our “period one” of the three-period lesson for new teachers. Knowledgeable teachers are presenting this lesson to their colleagues in an effort to give them what they need to progress towards being more independent and self-sufficient.

Quality of Teaching and Other Staff - Attachments

- PDE 414 2009-10
- Staff Profile (1) 2009-10
- Staff Profile (2) 2009-10

Student Enrollment

Enrollment Procedures and Policies

Students wishing to enroll in MRCS were required to complete the PDE Enrollment Notification Form and submit a copy of their birth certificate along with proof of residency. Enrollment for the 2009-2010 School Year began in February 2008 during the two weeks of "Open Enrollment." All completed enrollment forms from "Open Enrollment" were accumulated and organized by grade. Per the charter application, founding families were enrolled first. Next, children residing in the chartering school districts were enrolled. Finally, remaining students were enrolled.

This year, there were more applications than spots available in all grades. The Board of Trustees conducted a lottery. Any subsequent enrollment forms received after the "Open Enrollment" period were placed on the waiting list in the order received. As spots became available, the next student on the waiting list was notified.

The Board of Trustees passed a motion that a child needed to be five by September 1 in order to enroll in Kindergarten.

The following is an enrollment history:

	Initially Enrolled	**Withdrew**	**Added**
Kindergarten	67	6	0
1st Grade	59	4	0
2nd Grade	34	1	0
3rd Grade	26	1	0
4th Grade	31	1	0
5th Grade	22	0	0
6th Grade	21	0	0

There were 246 students at the end of the 2009-2010 School Year. Of that number, 21 graduated and 271 are enrolled for the 2010-2011 School Year. There were no students who were required to leave.

Enrollment Trends

Of the 246 students enrolled at the end of the school year, 21 were 6th graders who will move to other schools. Of the remaining 225 students, 212 will be returning to MRCS. That is a 94% retention rate. This trend is due to many factors including the community atmosphere, the quality of the staff and the Montessori Method of education.

There are currently no supporting documents selected for this section.

Transportation

The students' home districts, per charter school law, provided transportation for those students wishing to be bussed.

Food Service Program

For the 2009-2010 School Year, MRCS had no formal food service program. The children brought a lunch from home and ate in the classrooms true to the Montessori Method. MRCS does not participate in the Free and Reduced Lunch Program.

Student Conduct

Student Conduct

Code of Conduct:

The "Discipline at the Montessori Regional Charter School" is the guiding document regarding the students' expected code of conduct. The underlying premise of the code of conduct is one of discipline, not punishment. This discipline code was updated in February 2008.

Disciplining children begins with recognizing helpful and positive behaviors and providing an engaging and challenging learning environment. Within this model, children know what they have done that is not helpful but is hurtful and are taught better ways of behaving/responding; the children's dignity is left fully intact. The overarching goal of our discipline model is to assist children in developing an internalized sense of responsibility and feelings of worth (Funk & Fay, 1995).

Although the learning environment at the school reduces many common causes for behavior difficulties, it is recognized that not all students are able to achieve these expectations for behavior. The teachers work as a team and make referrals to the Building Level Support Team to discuss any persistent behavioral problems that disrupt the learning of the student or the other students in the school. The teachers determine ways to assist the student who is experiencing these problems; adapting the environment when the child is having difficulties within it. Parents are asked to support the teachers in their efforts with the student. If behavior presents a continued problem, the student, parents, and teacher meet to discuss options that may include evaluation by the school psychologist. Every effort is made to avoid out of school suspensions because it is the belief that in most cases the behavior in the school environment must be addressed in that environment.

When excessive behaviors create a physically and/or emotionally dangerous situation for our students and teachers, suspensions are sometimes unavoidable. The parent is properly notified in writing when a suspension is given. In addition, teachers and administrators keep parents aware of the child's behavior after the suspension by various means including phone calls, emails, notes and daily behavior charts.

Number of suspensions:

Ten students were suspended during the 2009-2010 School Year. No students were expelled.

Student Conduct - Attachment

- 2008 Discipline Policy

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2010

The Montessori Regional CS within Northwest Tri-County IU 5 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 **Date**

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

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

Identify the charter school's Chief Executive Officer.
Name: Anthony J. Pirrello **Title:** Chief Executive Officer
Phone: 814-833-7771 **Fax:** 814-833-1838
E-mail: apirrello@mrcserie.org

_____ _____
Signature of the Chief Executive Officer and Date

Identify the charter school's President of the Board of Trustees.
Name: Margo Wolfe **Title:** President
Phone: 814-833-7771 **Fax:** 814-833-1838
E-mail: n/a

_____ _____
Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.
Name: Kelly Fisher **Title:** Administrator of Student Services
Phone: 814-833-7771 **Fax:** 814-833-1838
E-mail: kfisher@mrcserie.org

_____ _____
Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- Signature Page 2009-10