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# Pennsylvania Department of Education

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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:** New Day Charter School  
**Address:** 101 South Fifth Street  
Huntingdon, PA 16652

# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Summary Data Part I

### Charter School Annual Report Summary Data 2009 - 2010

**Name of School:** New Day Charter School

**Date of Local Chartering School Board/PDE Approval:** July 07

**Length of Charter:** 5 years    **Opening Date:** 9/1/04

**Grade Level:** K-12    **Hours of Operation:** 7.5

**Percentage of Certified Staff:** 100%    **Total Instructional Staff:** 15

**Student/Teacher Ratio:** 190-15    **Student Waiting List:** 0

**Attendance Rate/Percentage:** 95

## Summary Data Part II

**Enrollment:** 190 **Per Pupil Subsidy:** varies on pde 262

### Student Profile

<b>American Indian/Alaskan Native:</b>	2
<b>Asian/Pacific Islander:</b>	0
<b>Black (Non-Hispanic):</b>	3
<b>Hispanic:</b>	3
<b>White (Non-Hispanic):</b>	182
<b>Multicultural:</b>	0

**Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:**  
67.5%

**Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:** 55

### Instructional Days and Hours

<b>Number of:</b>	<b>K (AM)</b>	<b>K (PM)</b>	<b>K (F.Time)</b>	<b>Elem.</b>	<b>Middle.</b>	<b>Sec.</b>	<b>Total</b>
Instructional Days	0	0	183	183	183	183	183
Instructional Hours	0	0	990	990	990	990	990

## SECTION I. EXECUTIVE SUMMARY

### Educational Community

Tuscarora Blended Learning Charter School is a grade 7-12 Pennsylvania Department of Education approved regional charter school. Our school is located in Huntingdon, a small rural community in Huntingdon County. Huntingdon County has a reported population of 45,395. The main employers of our area are J.C. Blair Memorial Hospital, state prison system, manufacturers, school districts and service industries. Raystown Lake is the largest tourist industry located in the area. The unemployment rate for Huntingdon County is approximately 12%. The median household income, as reported in 2009, is \$41,568. This is 82% of the state median household income. The per capita income is \$15,379. Persons below the poverty level is 13.5%. Public and

community facilities such as schools, libraries, community centers, parks and public services, are the assets of our community.

TBLCS serves approximate 185 students across of the state of Pennsylvania. Parents choose to send their children to our school for various reasons. Although the majority of our students come from our chartering school districts: Juniata Valley, Huntingdon Area, Southern Huntingdon, Forbes Road, Central Fulton, Southern Fulton, Juniata County and Mount Union Area, we also serve students in areas such as York, Dover, Harrisburg and Philadelphia.

Charter schools are new, innovative public schools that are accountable for student results through the Pennsylvania Department of Education. The schools are designed to deliver programs tailored to educational excellence and the needs of the community they serve. Our charter school gives families an opportunity to pick the school most suitable for their child's educational well-being. Teachers choose to create and work at schools where they directly shape the best working and learning environment for their students and themselves. Likewise, charter sponsors, which are our local school districts, choose to authorize schools that are likely to best serve the needs of the students in a particular community.

We believe our charter school serves a unique population of students who are searching for non-traditional learning experiences while in a safe and secure learning environment. Each charter school creates its own unique culture. Our school offers a bully-free, safe learning environment which focuses on the individual needs of the

student. Our small school offers a caring and nurturing environment while promoting academic excellence.

## **Mission**

The mission of the TBLCS is to enhance and expand traditional educational opportunities by offering students, through a blended classroom, a comprehensive education program that prepares them for their futures in this new century. The term "blended classroom" is used to mean the delivery of instruction through a variety of learning methods: traditional, distance learning, correspondence, experiential, eLearning, and other ways in which learning is proven to take place. It will provide an alternative education to those students who are having difficulty in the regular classroom and/or who would benefit from an individualized educational program.

## **Vision**

The vision of the TBLCS is to create a regional blended school that offers a comprehensive education program, setting the standard for today's educational environment. This innovative program, developed through collective expertise, with consideration for parental choice, actively engages the learner in individualized, appropriate instruction thus enhancing student achievement.

## **Shared Values**

The TBLCS has identified several major shared values including the importance of individualized education plans for every student, the critical importance of real world experience in every student's education, the importance of learning, creating of lifelong learners, and project-based education focusing on student interests. We are a research-based school with values that reflect the values of progressive educators over the last hundred years based on principles originally developed and clarified by John Dewey.

TBLCS developed these shared values with major input from teachers, parents and our students in a cooperative setting.

## **Academic Standards**

The Pennsylvania (PA) Academic Standards described in Chapter 4, section 4.11 and 4.12 contain the knowledge and skills which students are expected to demonstrate before graduating from high school. These standards are organized into content areas and provide benchmarks for student achievement.

The school is utilizing the Chapter 4 benchmarks for grades 3 through 8 and grade 11 for the Reading and Mathematics Standards. These benchmarks provide a framework for both teaching and learning. Additionally, the PSSA Writing Assessments at grades 5, 8, and 11 provide the school with benchmark data that will be used to improve necessary skills needed for our students to become effective writers. Finally, the PSSA Science Assessment at grades 4, 8 and 11 are used to provide a strong framework for aligning science curriculum and assessments. In order to further support instruction, the school will begin to use the Pennsylvania 4Sight Benchmark Assessments created by the Success for All Foundation. The Pennsylvania 4Sight Benchmark Assessments are valid, reliable and aligned to the PSSA and provide an estimate of

student performance on the PSSA, as well as PA Academic Standards and Assessment Anchor level data to guide classroom instruction and professional development efforts.

The administration of TBLCS recognizes its need to address more strongly the Pennsylvania Academic Standards. The philosophy of the school is to ensure all students receive a comprehensive education that includes core content curriculum, character education, community service and project-based learning. TBLCS demands high academic performance. It supports the PDE initiative of a standards-aligned system of learning. It is the goal of the school to create an educational program that encompasses all six elements of a standards-aligned system.

<b>Clear Standards</b>	Clear, high standards that establish what all students need to know and be able to accomplish.
<b>Fair Assessments</b>	Fair assessments aligned to the standards.
<b>Curriculum Framework</b>	A framework specifying Big Ideas, Concepts, and Competencies in each subject area/at each grade level.
<b>Instruction</b>	Aligned instruction--aligning instruction with standards involves identifying strategies that are best suited to help students achieve the expected performance.
<b>Materials and Resources</b>	Materials that address the standards.
<b>Interventions</b>	A safety net/intervention system that insures all students meet standards.

**Graduation Requirements**

Graduation from TBLCS will be based on the achievement in the four years represented by grades nine, ten, eleven, and twelve. Graduation requirements follow the State Mandated requirements including a graduation project and additional requirements established by the TBLCS Board of Trustees. In order to earn a diploma from the Tuscarora Blended Learning Charter School, students must complete/achieve the following four objectives:

- 1) Successful completion of 24 credits, with a minimum distribution in the following specified content areas:

**Class of 2010**

<i>English</i>	<i>4 credits</i>	
<i>Mathematics</i>	<i>3 credits</i>	
<i>Science</i>	<i>3 credits</i>	
<i>Social Studies</i>	<i>3 credits</i>	
<i>Health &amp; Safety</i>	<i>.5 credit</i>	
<i>Physical Education</i>	<i>2 credits</i>	
<i>Driver Education</i>	<i>.5 credit</i>	
<i>Family &amp; Consumer Science</i>	<i>.5 credit</i>	
<i>Electives</i>	<i>7.5 credits</i>	
		<i>Technology Applications (embedded in courses required for graduation)</i>
<i>Total</i>	<i>24 credits</i>	

**\*\*SENIORS MUST COMPLETE THE REQUIRED 24 CREDITS IN ORDER TO PARTICIPATE IN THE COMMENCEMENT PROGRAM**

- 2) Demonstration of proficiency on the PSSA Reading, Math, & Writing exams or the review of the student’s academic progress by the administration and teacher of the student.
- 3) Satisfactory completion of a Graduation Portfolio
- 4) Adherence to the school’s attendance policy

## 5) Completion of Graduation Project

\*No student will receive a social or early promotion to the next grade without approval from the principal. A student's age shall not determine the grade level of a student.

Additional academic requirements are as follows:

It is mandatory for all students in grades 7-12 to design and deliver researched-based presentations each of the four marking periods. These presentations are designed to enhance higher order thinking skills, develop public speaking skills, incorporate technology skills, and create independent study skills in areas of student interests. All selected topics must be relevant to core content, career preparation and/or post-secondary plans. Presentation grades will be determined by the teachers and may be credited to one core content area. This grade will represent a minimum of 10 percent and a maximum of 25 percent of the content marking period grade. This determination will be made during the teacher/student project proposal meeting. All projects are to be an extended comprehensive learning opportunity that demonstrate a strong commitment to the topic, show in-depth research, a rigid timeline, and marked progress throughout the marking period.

It is mandatory that every student complete community service projects as designated for each grade level. All projects must be approved in advance by the principal or dean of students.

Community Service Requirements by Grade Level:

Grade 7	10 hours
Grade 8	10 hours
Grade 9	15 hours
Grade 10	20 hours
Grade 11	20 hours
Grade 12	30 hours

Students who fail to show progress or demonstrate proficiency will receive tutorial support by content teachers and/or appropriate special education teacher. Progress will be determined by the 4Sight and classroom-based formal and informal assessments. Students who are not demonstrating progress due to truancy and/or lack academic commitment will be required to attend either after school and/or Saturday remedial sessions.

## Strengths and Challenges

Tuscarora Blended Learning Charter School is proud of its many accomplishments. We recognize that the uniqueness of our student population presents many challenges yet we celebrate in the fact that our students take pride in attending our school. The TBLCS administration acknowledges our students who have successfully completed courses through dual enrollment with local colleges and universities, our students who have graduated and entered into the Armed Forces, and our students who have successfully entered into the work force during this time of economic turmoil. Our charter school provides a choice for students who struggle to find success in the traditional public school system. We recognize that through the choice of charter school, students receive a non-traditional education through diverse learning opportunities. Additionally, we celebrate in the diversity of our school population.

TBLCS administration also recognize our weaknesses. Our 2008-2009 scores placed the charter school in School Improvement I for the 2009-2010 school year. We recognize the importance of establishing a standards-aligned system of learning in our schools. This includes ensuring that our students are taught through a rigorous standards-aligned curriculum. TBLCS teachers have worked diligently to use assessment data to determine instruction needs of students. A strong emphasis was placed on the increase of direct instruction which included assessing students, flexible grouping, and remediation. The teachers and administration are pleased with the positive change in our school climate and culture over the past two years. This may be attributed to students become actively involved in a learning environment that promotes a sense of community, safety and security.

TBLCS continues to struggle to meet the graduation requirements as set forth for making Adequate Yearly Progress. Our 2009-2010 data indicates that we have met the NCLB graduation requirement this year. However, we recognize that we must continue to employ innovative and creative strategies to keep our students actively involved in school. We recognize the need to create an environment that serves as a catalyst to prepare our students for opportunities to enter higher education institutions, join the workforce, military, and/or be a productive member of our society.

TBLCS enrolls a high number of already at-risk students that plan to drop out upon reaching the age of 17. The majority of our students are from low-socioeconomic families and experience challenging environmental issues. This has a direct impact on student performance, engagement in academic tasks, and school attendance. The administration is attempting to address the charter school weaknesses through the adoption of a more rigorous curriculum, utilizing assessments to support instruction, increasing the teacher's day to incorporate more face-to-face instructional time, adoption of evidenced based effective instructional practices and the establishment of stronger learning communities.

The administration recognizes the need to provide our students with equitable opportunities afforded to students who come from higher socio-economic backgrounds and better environmental situations. We are committed to changing the lives of our students and to providing our students with equitable, rewarding, and academically sound learning experiences.

## **SECTION II. STRATEGIC IMPROVEMENT PLANNING**

### **Strategic Planning Process**

TBLCS has been engaged in working through the Strategic Planning Process throughout the 2009-2010 school year. The administration, including the business manager, dean of students, CEO, guidance counselor, teachers and principal have been analyzing academic performance data, reviewing our curriculum, instructional practices, instructional resources and financial resources to determine if most effective practices are in place. The administration works very closely with its Board of Trustees, which is comprised of the superintendents of our chartering districts, and the executive director of our local intermediate unit to ensure adequate funding is committed to the academic programs and services necessary to provide our students with the necessary resources needed to deliver a comprehensive educational experience for our diverse population of students.

It is the goal of Tuscarora Blended Learning Charter School administration to increase parent and community involvement. We recognize the importance of community and parental support in our school and will commit to high levels of involvement beginning in the 2010-2011 school year.

Planning meetings will be scheduled for the last Thursday of each month beginning August 2010. Dates are as follows: August 26, September 30, October 28, January 27, February 24, March 31, April 28 and May 26. Meetings will be held at the New Day Charter School in Huntingdon, PA. Invitations will be extended to teachers, students, administration, staff, parents and the members of the board.

Meeting announcements will be sent via email and posted on the [www.newdaycs.org](http://www.newdaycs.org) website.

The principal, dean of students, director of technology, and board secretary will be responsible for meeting announcements, meeting activities and minutes of the strategic planning process. Preagendas will be sent out via email one week prior to each meeting. Participants will be invited to add items to the agenda during this time.

## Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Beeler, Jamie	Teacher Induction Mentor/Professional Development Committee	Secondary School Teacher	Peers
Cigola, Julia	New Day Charter School	Administrator	School Board of Directors
Fleck, Steve	Business	Business Representative	School Board of Directors
Morrissey, Dina	Professional Development Committee	Special Education Teacher	Peers
Rivello, Beatrice	New Day Charter School	Parent	School Board of Directors
Smith, Daryl	New Day Charter School	Administrator	Peers
Storm, Janet	New Day Charter School	Administrator	Peers
Yoder, Thomas	Community Member	Community Representative	School Board of Directors

## Goals, Strategies and Activities

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

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

#### **Strategy: Increase Student Services in Grades 7-12**

**Description:** TBLCS hired a guidance counselor in April 2009. The guidance counselor will begin to establish student services with local mental health agencies and a school SAP team.

#### **Activity: SAP Program**

**Description:** Student Assistance Program to be implemented during the 2010-2011 school year.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/3/2010 Finish: 10/29/2010	\$1,500.00

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
5.00	3	5
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
	<ul style="list-style-type: none"> <li>Intermediate Unit</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Teachers will develop an understanding of the student assistance program.	SAP has been instituted in educational entities for 25 years. Research shows the effectiveness of student assistance programs in working with students with at-risk behaviors which directly impact student learning and success.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> <li>Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides the knowledge and skills to <u>think and plan strategically</u>,</li> </ul>
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ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

**Educator Groups Which Will Participate in this Activity**

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Role	Grade Level
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Middle (grades 6-8)</li> <li>• High school (grades 9-12)</li> </ul>

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> </ul>	<ul style="list-style-type: none"> <li>• Participant survey</li> <li>• lower drop out rate (TBLCS will monitor effectiveness through drop out rates.)</li> </ul>

**Status:** Not Started — Overdue

**Strategy:** To increase the graduation rate of TBLCS students

**Description:** PSSA data indicates that TBLCS is significantly under the percentage set for graduation rate to make AYP. It is evident that more direct contact needs to be established with

students in grades 9-12 to instill a commitment to the school and to education. Climate surveys will be administered to provide data on school environment.

**Activity: Establish student representative committee to increase student involvement**

**Description:** This committee will serve as a vehicle to improve student involvement and participation in the school. Students will be nominated to serve on the committee headed up by our dean of students. The committee's main function will be to find supportive means to keep students actively involved in school and make them feel part of TBLCs.

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 9/3/2010 Finish: Ongoing	\$500.00
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**Status:** In Progress — Upcoming

**Date Comment**

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7/9/2010 The committee was not created as stated in 2009. Dean of students and guidance counselor will actively begin committees at the onset of the 2010 school year.

**Goal: MATHEMATICS**

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

**Strategy: Develop curriculum aligned with Pennsylvania Academic Standards**

**Description:** TBLCs will align curriculum, instruction and assessments using the standards-aligned system created by PDE to insure that students receive a rigorous curriculum.

**Activity: Adopt a formal assessment aligned with PA Academic Standards/Eligible Content**

**Description:** TBLCs administration recognizes that effective assessment drives instruction. Purchase 4Sight Assessments for grades 7-12.

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 8/14/2009 Finish: 1/14/2011	\$2,500.00
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**Status:** In Progress — Overdue

**Date**      **Comment**

7/9/2010 4Sight Assessment will be purchased in summer of 2010. Administration of assessments begins September 2010.

**Activity: Design curriculum pathways, curriculum scope and sequence, aligned with PA Standards**

**Description:** PSSA data indicates that students are not receiving direct instruction that correlates with the PA Academic Standards. TBLCS will begin to utilize the Standards Aligned System of Curriculum established by PDE.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 7/7/2009 Finish: 3/15/2010	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
7.00	3	18

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
TBLCS and TIU 11	<ul style="list-style-type: none"> <li>• School Entity</li> <li>• Intermediate Unit</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Teachers will gain an understand of what content should be taught, what scope and sequence should be followed, and what requirements are expected for all students K-12. Additionally, the teachers will develop an understanding of a standards aligned system of curriculum and instruction.	Refer to PDESAS.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• Provides educators with a variety of classroom-based</li> </ul>
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assessment skills and the skills needed to analyze and use data in instructional decision-making.

- Empowers educators to work effectively with parents and community partners.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

**Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Arts &amp; Humanities</li> <li>• Civics and Government</li> <li>• Environment and Ecology</li> <li>• Health, Safety and Physical Education</li> <li>• World Languages</li> <li>• Mathematics</li> <li>• History</li> <li>• Career Education and Work</li> <li>• Economics</li> <li>• Family and Consumer</li> </ul>

- Sciences
- Geography

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Lesson modeling with mentoring</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Review of participant lesson plans</li> <li>• Review of written reports summarizing instructional activity</li> <li>• Portfolio</li> </ul>

**Status:** In Progress — Overdue

Date	Comment
7/9/2010	Teachers will receive professional development through TIU11 on the PDE Standards-aligned Systems.
7/9/2010	Teachers will receive professional development in the 2010 school year.

### **Strategy: Increase math proficiency levels of all students**

**Description:** PSSA scores indicate that our students are significantly below grade level in mathematics. The low score may be attributed to the low reading levels of our students and the demographic composition of our student population. The 2009-2010 school year focused on increasing direct instruction. TBLCS staff will increase instructional minutes in both English and Math to provide more in-depth opportunities for student learning and remediation.

### **Activity: Adopt a formal assessment aligned with PA Academic Standards/Eligible Content**

**Description:** TBLCS administration recognizes that effective assessment drives instruction. Purchase 4Sight Assessments for grades 7-12.

#### **Person Responsible Timeline for Implementation Resources**

None Selected	Start: 8/14/2009 Finish: 1/14/2011	\$2,500.00
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**Status:** In Progress — Overdue

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**Date**    **Comment**

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7/9/2010 4Sight Assessment will be purchased in summer of 2010. Administration of assessments begins September 2010.

## **Goal: READING**

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

### **Strategy: Develop curriculum aligned with Pennsylvania Academic Standards**

**Description:** TBLCS will align curriculum, instruction and assessments using the standards-aligned system created by PDE to insure that students receive a rigorous curriculum.

### **Activity: Adopt a formal assessment aligned with PA Academic Standards/Eligible Content**

**Description:** TBLCS administration recognizes that effective assessment drives instruction. Purchase 4Sight Assessments for grades 7-12.

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**Person Responsible**    **Timeline for Implementation**    **Resources**

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None Selected	Start: 8/14/2009 Finish: 1/14/2011	\$2,500.00
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**Status:** In Progress — Overdue

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**Date**    **Comment**

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7/9/2010 4Sight Assessment will be purchased in summer of 2010. Administration of assessments begins September 2010.

### **Activity: Design curriculum pathways, curriculum scope and sequence, aligned with PA Standards**

**Description:** PSSA data indicates that students are not receiving direct instruction that correlates with the PA Academic Standards. TBLCS will begin to utilize the Standards Aligned System of Curriculum established by PDE.

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<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
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None Selected

Start: 7/7/2009  
Finish: 3/15/2010

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**Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
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7.00	3	18
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<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
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TBLCS and TIU 11	<ul style="list-style-type: none"><li>• School Entity</li><li>• Intermediate Unit</li></ul>	Approved
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<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
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Teachers will gain an understand of what content should be taught, what scope and sequence should be followed, and what requirements are expected for all students K-12. Additionally, the teachers will develop an understanding of a standards aligned system of curriculum and instruction.

Refer to PDESAS.

*For classroom teachers, school counselors and education specialists:*

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling

students are aligned to each other as well as to Pennsylvania's academic standards.

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

### **Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Arts &amp; Humanities</li> <li>• Civics and Government</li> <li>• Environment and Ecology</li> <li>• Health, Safety and Physical Education</li> <li>• World Languages</li> <li>• Mathematics</li> <li>• History</li> <li>• Career Education and Work</li> <li>• Economics</li> <li>• Family and Consumer Sciences</li> <li>• Geography</li> </ul>

### **Follow-up Activities**

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Lesson modeling with mentoring

### **Evaluation Methods**

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Review of participant lesson plans
- Review of written reports summarizing instructional activity
- Portfolio

**Status:** In Progress — Overdue

**Date**      **Comment**

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7/9/2010 Teachers will receive professional development through TIU11 on the PDE Standards-aligned Systems.

---

7/9/2010 Teachers will receive professional development in the 2010 school year.

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### **Strategy: Increase direct instruction for students**

**Description:** TBLCS has modified the instructional program to include more on-site time for students. The preliminary 2009-2010 PSSA data indicates that students have shown significant gains in both math and reading assessments. Increased direct instruction has shown to have direct impact on positive student achievement.

### **Activity: Adopt a formal assessment aligned with PA Academic Standards/Eligible Content**

**Description:** TBLCS administration recognizes that effective assessment drives instruction. Purchase 4Sight Assessments for grades 7-12.

#### **Person Responsible    Timeline for Implementation    Resources**

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None Selected	Start: 8/14/2009 Finish: 1/14/2011	\$2,500.00
---------------	---------------------------------------	------------

**Status:** In Progress — Overdue

**Date**      **Comment**

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7/9/2010 4Sight Assessment will be purchased in summer of 2010. Administration of assessments begins September 2010.

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### **Statement of Quality Assurance**

Charter school has not met AYP.

Charter school has created a School Improvement Plan.

Charter school has submitted and reviewed its School Improvement Plan with the Intermediate Unit designee.

#### **Intermediate Unit designee met with and when meeting occurred:**

TBLCS met with the School Improvement Team from TIU11 on December 12, 2009 for approval on plan. Present: M. Anthony Payne, CEO, Daryl Smith, Principal, Janet Storm, Dean of Students, Tracy Hinish, Asst. Director, IU11, Richard Daubert, Ex. Dir., TIU11, Linda Dell, Non-Pub Supervisor/Curriculum, TIU11, Bob Shinsky, Curriculum, TIU11.

## Statement of Quality Assurance - Attachment

- Professional Education Assurance Report

### SECTION III. QUALITY OF SCHOOL DESIGN

#### Rigorous Instructional Program

Tuscarora Blended Learning Charter School is in the process of adopting Chapter 4 Standards into a more rigorous curriculum as stated under the Academic Standards section of this plan. Under the Pennsylvania Accountability System, TBLCS recognizes all schools will need a rigorous instructional program to meet the academic targets. During an intense summer of designing curriculum pathways, aligning curriculum scope and sequence, and gathering evidence based resources, we are prepared to implement a more rigorous program in grades K-12.

- What curriculum does your charter school utilize?

TBLCS has designed curriculum pathways to meet the Chapter 4 content standards. These pathways are presented under the Academic Standards section of the Charter School Report. The teachers have selected content courses based on the review of the Chapter 4 standards, review of published textbooks aligned with PA Academic Standards, and other course providers. TBLCS will begin to use the PDESAS program starting the 2010 school year. The goal is to insure that our curriculum and instruction meet the requirements of a strong standards-aligned system.

- Do you have documentation that shows that your curriculum meets the Chapter 4 content standards and all requirements?

Documentation can be found in the Academic Standards section of this plan. The curriculum can be requested at the school office.

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

The curriculum is organized through the use of a scope and sequence to ensure that the academic needs of all students will be met. This includes the development of accommodations and modifications necessary to meet the diverse learning needs of our student population.

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

Students engage in quarterly inquiry-based learning projects to promote higher order thinking skills and develop in-depth and inquiry-based learning. Teachers are actively involved in the development of the curriculum to ensure understanding of expectations for teaching and assessing student knowledge.

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

TBLCS utilizes multiple strategies to accelerate academic skill development, content knowledge and learning strategies. Assessments will be delivered to each enrolled student to ensure accurate instructional levels and areas of non-proficiency. Lessons will be designed to address remediation needs of each student. Our students are actively involved with dual enrollment with local colleges and universities. Additionally, students may enroll in online academic certificated programs through outside providers.

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

Teachers will become more actively involved with direct instruction of students. Teachers meet in small groups and with individual students to ensure that all students are actively involved in the learning process.

New teachers will complete teacher induction through the Tuscarora Intermediate Unit Teacher Induction Plan. All new teachers and teachers who have not completed the induction program will be assigned teacher mentors to support them through the process. Beginning in the 2010 school year, all new teachers will be required to meet bi-weekly with their mentors.

A rigid schedule of professional development activities will be provided to the teachers of TBLCS. This includes 3 mandatory and 10 optional professional development days throughout the school year. These days have been dedicated to enhancing teacher skills in effective direct instruction, educating special education students, IEP implementation, and increasing overall academic performance through effective instruction and assessments.

Teachers are evaluated using the PDE 426 and PDE 428 Evaluation Forms.

## **Rigorous Instructional Program - Attachments**

- Teacher Induction Plan Certificate
- Professional Ed Plan Certificate

## **English Language Learners**

Our mission is to provide students with limited knowledge of English language instruction and academic support until they acquire the level of English proficiency necessary to participate fully in grade level classes. We also seek to facilitate their instruction to Anglo culture and cultivate appreciation of their cultural background within the local school community.

## Overview of K-12 ESL Program:

The K-12 English as a Second Language (ESL) Program will provide initial assessments and instruction for students who are learning English when they enroll in the LEA public schools. Instruction will be provided to English Language Learner (ELL) students with limited English proficiency until they are proficient enough to participate fully in grade-level classes. Students will generally receive between two and eight hours of instruction a week, depending on proficiency and grade level. Instruction will be conducted in English and students will generally be grouped when close in age and proficiency. Presently, TBLCS does not have any ELL students.

## English Language Learners - Attachment

- LEP 2009-2010

## Graduation Requirements

### TBLCS Graduation Requirements

In order to earn a diploma from the Tuscarora Blended Learning Charter School, students must complete/achieve the following four objectives:

- 1) Successful completion of 24 credits, with a minimum distribution in the following specified content areas:

#### **Class of 2010**

<i>English</i>	<i>4 credits</i>	
<i>Mathematics</i>	<i>3 credits</i>	
<i>Science</i>	<i>3 credits</i>	
<i>Social Studies</i>	<i>3 credits</i>	
<i>Health &amp; Safety</i>	<i>.5 credit</i>	
<i>Physical Education</i>	<i>2 credits</i>	
<i>Driver Education</i>	<i>.5 credit</i>	
<i>Family &amp; Consumer Science</i>	<i>.5 credit</i>	
<i>Electives</i>	<i>7.5 credits</i>	
	<i>Technology Applications</i>	<i>(embedded in courses required for graduation)</i>
<i>Total</i>	<i>24 credits</i>	

**\*\*SENIORS MUST COMPLETE THE REQUIRED 24 CREDITS IN ORDER TO PARTICIPATE IN THE COMMENCEMENT PROGRAM**

- 2) Demonstration of proficiency on the PSSA Reading, Math, & Writing exams
- 3) Satisfactory completion of a Graduation Portfolio

- 4) Adherence to the school's attendance policy
  - 5) Completion of Graduation Project
- \*No student will receive a social or early promotion to the next grade without approval from the principal. A student's age should not determine the grade level of a student.

## Special Education

The Tuscarora Blended Learning Charter School has a high population of special education students. Approximately 34% of the student enrollment is identified as special education, most of whom were already identified prior to enrollment with TBLCS. TLBCS faces the same challenges as traditional schools in meeting the diverse needs of its population. We believe that our low student/teacher ratio supports the success of providing individualized instructional program for all its students. Regular education teachers in cooperation with special education teachers are responsible for following the mandates set forth by the IEPs of each student. Accommodations and modifications, as well as specially designed instruction, supports the majority of our identified students as well as students who are not identified as in need of special education. Teachers will receive ongoing professional development in meeting the needs of the diverse learners as well as IDEA mandates.

### Special Education - Attachment

- Special Education Policies and Procedures 2009

### Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Dina Morrissey	1.0	Itinerant	TBLCS	18	n/a
Samantha Bonniger	1.0	Itinerant	TBLCS	25	n/a
Kimberly Fiscus`	1.0	Itinerant	TBLCS	15	n/a

### Special Education Program Profile - Chart II

There is currently no data saved for this section.

### Special Education Program Profile - Chart III

Title	Location	FTE
Psychologist	TBLCS	n/a
Occupational Therapist	TBLCS	n/a
Vision Therapist	TBLCS	n/a
Speech Therapist	TBLCS	n/a

### Special Education Program Profile - Chart IV

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

<b>Individual</b>		<b>Week</b>
Edward Crosby	Certified School Psychologist	5 per year
TIU11	Vision Therapy	1
Pride	Occupational Therapy	2
Therapy Sources, Inc.	Speech	8

## **SECTION IV. ACCOUNTABILITY**

### **Student Assessment - Primary**

<b>Test/Classification</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
PASA	No	No	No	Yes	No	No
PSSA	No	No	No	Yes	Yes	Yes
BASI	No	No	No	Yes	Yes	Yes

### **Student Assessment - Secondary**

<b>Test/Classification</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
pssa (12 for basic/below basic)	Yes	Yes	Yes	No	No	Yes	Yes
pasa (as determined by IEP)	Yes	No	Yes	No	No	Yes	No
BASI	Yes	Yes	Yes	Yes	Yes	Yes	Yes

### **Student Assessment**

a.) Using the most recent PSSA/PASA data, any locally developed tests and other data that reflects improved academic performance, describe how the evidence indicates significant improvement or continued strong student performance. Include in the discussion: The 2008-2009 Reading and Math PSSA Results for the Pennsylvania School Report indicates low performance levels in the areas of math and reading. TBLCS fell into the School Improvement due to insufficient growth in the area of reading, math and graduation rate. However, all scores indicate that TBLCS has been struggling to make AYP and has depended on safe harbor, PPI, or confidence interval calculations to make the grade. The preliminary 2009-2010 scores indicate that growth has occurred in reading, math and graduation rate. This is attributed to the increased about of direct instruction and the development of a sense of community in our schools.

How these results influence development of new or revised annual measurable goals and targets.

- If locally developed tests are used, discuss how they are used and what impact they have on the curriculum, student improvement, and decision making.

TBLCS will adopt the 4Sight for the 2010-2011 school year. Administration notes that the practice of annual assessments is a necessity in order to provide instruction and remediation necessary to increase student achievement. The assessment that was piloted for the 2009-2010 failed to provide sufficient data to support student growth.

- Please describe features of the student achievement plan and note the usage of teacher observations, surveys, portfolios or other local instruments to measure student progress.

TBLCS administration and teachers recognize that major changes are needed in the design, implementation, and delivery of instruction for our students. We recognize the need to create and adopt rigorous curriculum and administer assessments to determine our strengths and weaknesses in curriculum, instruction, and assessment. The administration also recognizes the need to utilize teacher evaluations and observations in a more meaningful and productive manner to ensure that the highest qualified teachers are instructing our students. Teachers must create student portfolios in grades 7 through 12 for the 2010-2011 school year. These portfolios must contain authentic student work with authentic teacher feedback. The portfolios will become a collection of working documents that will support the instruction and remediation a student receives throughout the school year. Additionally, teachers are responsible for grading students on letter and percentage grades instead of narrative reports that do not reflect the actual academic performance of the student throughout the school year.

b.) Describe the strategies and interventions that are in place to ensure that students who are at-risk of failure, or those not making reasonable progress, are being addressed. What opportunities are they afforded in order to help them succeed? Provide clear evidence that demonstrates how those strategies are proving to be effective in terms of improved academic performance.

TBLCS teachers and students develop individualized learning plans during the initial enrollment phase. Each teacher must review student transcripts from sending districts to assist in the development of an appropriate learning plan. The review of transcripts will provide data for the teacher to effectively create a learning plan that addresses the diverse needs of each individual. In addition to the review of the transcript, all teachers must review student IEPs and work with the special education teacher to ensure that all goals, objectives, and services are appropriate and are being met.

TBLCS is presently reviewing online tutorial programs that will provide remedial support to struggling students in their home environment. The selected program will provide an option for a 'live' tutor for the student when frustration or confusion occurs with learning a new skill. Additionally, TBLCS will review Study Island, Aventa Learning, and Blendedschools.net for additional instructional support.

With the design of our charter school, students are responsible for independent learning. However, it is evident that more time must be invested in working with students face-to-face. Teacher instructional days and hours are increased beginning in the 2010-2011 school year to meet the instructional needs of our students. Furthermore, the administration and teachers will continue to develop, adopt, and implement a rigorous curriculum designed to meet the academic and instructional needs of all our students hence leading to making AYP. The teachers will receive professional development on standards-aligned systems and will be encouraged through evaluation to use learned skills in everyday teaching/learning practices.

## **Student Assessment - Attachment**

- 2009 TBLCS PAAYP

## **Teacher Evaluation**

The Tuscarora Blended Learning Charter School CEO and principal consider the effective teacher evaluations a key to success in educating students. Level I teachers are evaluated twice a year while Level II teachers are evaluated once per year. The principal uses ongoing informal observations as a means of staying abreast of instructional and assessment practices. Teachers who do receive unsatisfactory evaluations are immediately placed into a Teacher Improvement Plan. This plan outlines areas of weaknesses and changes that must be made to be removed from an unsatisfactory status. The administration recognizes that effective teachers provide effective instruction. The present principal has received professional development through Pennsylvania State University in supervision and evaluation of teachers. The principal holds her Letter of Eligibility and demonstrates competency in supervision and evaluation of teachers.

TBLCS has selected to use the PDE 426 and PDE 428 Evaluation Forms. Alternative evaluations are under discussion due to the uniqueness of the charter school instructional delivery.

## Teacher Evaluation - Attachments

- PDE 426 Evaluation Form
- PDE 428 Level II Teacher Evaluation Form
- Teacher Improvement Plan (TEP)

## SECTION V. GOVERNANCE REQUIREMENTS

### Leadership Changes

The following leadership changes occurred during the 2009-2010 school year. Changes occurred due to the retirement of M. Anthony Payne, CEO. Dr. Julia Cigola resigned as Board president and remained as a board member. As a result of Dr. Cigola's resignation as president, James Foster moved from vice president to president of the board. Dr. Cigola will replace M. Anthony Payne as CEO beginning 7/1/10. All changes in the Board of Trustees occurred during regular monthly meetings of the TBLCS Board of Trustees.

### Board of Trustees

Name of Trustee	Office (if any)
Dr Julia M Cigola	member
Dr. Ken Albaugh	member
Fred Foster	member
Grant Stiffler	member
James Estep	member
James Foster	Vice President
Kevin McKenna	350 Eagle View Suite 100
Jill Adams	Treasurer
M. Anthony Payne	CEO
Ralph Scott	Secretary
Richard Daubert	member
Hope Harman	Board Secretary

## **Professional Development (Governance)**

The Board of Trustees of the Tuscarora Blended Learning Charter School all serve in the capacity of superintendent and/or intermediate unit director. All members of the board possess full understanding and following the governance of the school to include the Sunshine Law and the Public Officials Act. All TBLCS professional development opportunities are afforded to the board by invitation.

## **Coordination of the Governance and Management of the School**

The Board of Trustees follows all governance in the conducting of board meetings. All members serve as voting members. The Board of Trustees serves in a unique capacity in regard to representing the charter school on the board. Each trustee is the superintendent of a charter district and/or serves in the capacity of director of the intermediate unit.

## **Coordination of the Governance and Management of the School - Attachment**

- 2010-2011 Board Meetings

## **Community and Parent Engagement**

Tuscarora Blended Learning Charter School will take an active approach to promote opportunities for the community and parent engagement in school activities. The parent/community advisory committee will represent social service agencies, businesses, industry, institutions of higher learning, community members, and parents. It is the hope of the administration and board that strong relationships will develop that will enhance our experiential learning program, our school program, and our community outreach program.

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

### **Major fund-raising activities**

Tuscarora Blended Learning Charter School encourages fund-raising opportunities to be performed at the school. Although none of the fund-raisers are considered major, TBLCS staff and students held three for the 2009 school year. They included t-shirt/sweatshirt sales to support an educational field trip to Pittsburgh, candy sales to support the yearbook, and candle sales to support the senior high school prom.

TBLCS will continue to support fundraising activities for the 2010-2011 school year. They will include label and cartridge collections, tee shirt sales, candy sales, and other small activities to support the year book.

### **Fiscal Solvency Policies**

Prior to the 08-09 school year, TBLCS contracted for all business processes and services from the Tuscarora Intermediate Unit. Relevant policies and procedures of the TIU were applied in the financial management of TBLCS funds.

During the 2009-2010 school year, TBLCS business programs were transitioned from the TIU to TBLCS such as the purchasing function, coding and approval of vendor invoices, budget preparation, and monitoring cash inflows and outflows.

The TBLCS Board adopted policies on bonding, student activity funds, and auditing. It is planned that all business processes and services will be transitioned from the TIU to TBLCS through time. As the transition continues, policies will be prepared and submitted to the Board for approval. All financial policies will have as an overarching principle, current and future fiscal responsibility as a means to sustain the operation of the school.

## **Accounting System**

A computerized fund accounting system is maintained that is in compliance with PDE's Chart of Accounts. The software vendor is Central Susquehanna IU #16, which provides software and support services to many Pennsylvania LEA's. All reporting will be in conformity with GAAP.

Software modules include:

1. Fund accounting for purchase order processing, accounts payable and accounts receivable processing, transaction analysis, check writing, and reporting in detail or summary formats.
2. Payroll for maintaining employee time, salaries, and benefits.
3. A personnel module to track employee use of benefits, certification status, and other human resources/personnel needs.
4. A security module is used to permit access to only those sections within a given module for which employees are assigned. This feature allows the separation of responsibilities required to achieve overall fiscal integrity.

## **Preliminary Statements of Revenues, Expenditures & Fund Balances**

### **Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment**

- Revenues-Expenditures-Fund Balance 2009-2010

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

The most recent financial audit of TBLCS is for the year ended June 30, 2009. The audit was conducted by Young, Oakes Brown and Company PC.

The opinion of the auditor is: "the TBLCS financial statements present fairly, in all material respects, the respective financial position of the governmental activities and major fund information of the TBLCS, Inc. as of June 30, 2009, and the respective changes in financial position for the year then ended in conformity with accounting principles generally accepted in the United States of America."

The school year 2008-2009 is the most recently completed audit period for which such information is available. The 2009-2010 audit engagement letter has been executed and the expected completion date of the audit is October 31, 2010.

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

- Audited Financial Statement (2009-2010)

## **Citations and follow-up actions for any State Audit Report**

TBLCS has never undergone a state audit.

## **SECTION VII. FACILITY RESPONSIBILITIES**

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

TBLCS established two satellite sites to accommodate students in remote areas. One satellite was located in Orbisonia and the other site was located in Mifflintown, PA. Both sites eliminated the need for students to be transported to the Huntingdon area site. As a regional charter school, it is challenging to meet the instructional needs of students dispersed across the state. TBLCS works to be fiscally creative in serving our students.

The Tuscarora Blended Learning Charter School purchased laptop computers and peripherals for student use. The purchase of tables, chairs, fax machine, printer, copier and other such items were needed to insure that each site provided an optimum teaching and learning environment including a total wireless infrastructure.

### **Future Facility Plans and Other Capital Needs**

TBLCS anticipates minor construction modifications to the Huntingdon site for the 2010-2011 school year. These minor modifications are necessary to support the design of individual classrooms. All renovations and/or minor construction projects will be done to enhance the learning and teaching environment in the schools. TBLCS will consider the need to search for alternative sites based upon annual student enrollment. The present facility does not provide optimum classroom space and/or accommodate the needs of the school based upon floor plan and size.

The administration will examine options with the Board of Trustees as more data is accumulated to aid in decision-making.

## **SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES**

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

TBLCS requires that all students follow the required immunization guidelines set by the Pennsylvania Department of Health. TBLCS has one registered school nurse who serves as a consultant with our staff licensed practice nurse. We ensure that all health and student records are maintained with the utmost security and confidentiality.

As a regional charter school, our teachers meet with students in public facilities, our TBLCS building in Huntingdon, and leased buildings in surrounding areas. Fire drills are conducted at the TBLCS site as required by law.

TBLCS is in the active process of creating a Pandemic Plan during the 2010-2011 school year. We recognize that our situation is unique due to the fact that we are a regional school, yet will make every effort to ensure that plans are in place to accommodate the academic and health needs of our students and staff.

TBLCS completes the required Health Report and submits as required.

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

- Health Report 2010
- Wellness Policy 2009-2010

### **Current School Insurance Coverage Policies and Programs**

Package Policy (4/5/2010 to 4/5/2011) including:

Commercial Property Coverage

Commercial Inland Marine Coverage

Commercial General Liability Coverage

Sexual Misconduct and Molestation Liability Coverage

Commercial Auto Coverage

Terrorism Risk Insurance Act of 2002 and 2005 Coverage

Employee Dishonesty Coverage

Workers Compensation Policy (8/06/20010 to 8/06/2011)

Professional /Officers & Directors and EPL (7/3/2010 to 7/3/2011)

Fidelity Bond on Business Manager (2/23/2010 to 2/23/2011)

Health, Dental, and Vision insurance is provided for all teachers through Highmark Blue Cross and Blue Shield.

## **Current School Insurance Coverage Policies and Programs - Attachment**

- NDCS Accord Report 2009-2010

## **SECTION IX. ADMINISTRATIVE NEEDS**

### **Quality of Teaching and Other Staff**

TBLCS hires all PDE certificated professional employees. All teachers hold active certificates, clearances and necessary requirements for professional employees. All special education teachers hold proper certifications. TBLCS does not utilize the 25% non-certificated allowance. Please refer to PDE 414.

### **Quality of Teaching and Other Staff - Attachment**

- PDE 414 2009-2010

### **Student Enrollment**

The Tuscarora Blended Learning Charter School holds open enrollment throughout the year. TBLCS administration recognizes and abides by open enrollment as a public school and adheres to the 'no cap' rule.

- If Kindergarten or First Grade is offered, provide a description of the admission policy with age requirements.

TBLCS is a K-12 regional charter school. We do offer kindergarten and first grade programs. We follow the district of residence admission policy for age requirements. This allows for students to meet the requirements of their school of residence if leaving the charter school to return to the school of residence.

As of July 1, 2010, Tuscarora Blended Learning Charter School eliminated the elementary program, grades K-6. TBLCS will continue with grades 7-12 program.

- Provide an enrollment history for the past year, by grade level, including the number of students initially enrolled, number dropped, and number added. For students who transferred out, indicate the school(s) to which they transferred, if known.

At the beginning of the 2009-2010 school year TBLCS enrolled 212 Students. During the school year (2) went to correctional facilities, (2) transferred to non-public schools, 37 transferred back to their residential school district, and 27 were drop outs or were dropped for attendance. There were 287 students active at the end of the 2008-2009 school year. A total of 344 students enrolled at some point during the 2008-2009 school.

- Provide the number of students who completed this school year who are currently enrolled to return in September.

Presently TBLCS has 158 returning students from the 2008-2009 school year. We are presently in a new enrollment period and will expect several more students to reenroll.

- Provide numbers of students who were required to leave the school (expulsions, other), and the numbers who left voluntarily.

TBLCS did not have any expulsions during the 2008-2009 school year.

Also discuss any trends in enrollment including student turnover and retention data. Drawing upon exit interviews and other sources, explain why students choose to, or not to, return to the school. If the school is under-or over-enrolled based on the charter, provide an explanation.

TBLCS expects to see trends in enrollment throughout the school year. Student turnover is expected due to the novelty of a charter school. Many students are curious and believe that the charter school will be an easier option than the traditional public school. Some students follow a friend or family member here. Students soon realize that the same challenges they encountered in the traditional public school system become a factor in the charter school system. This includes high expectations for academic performance, attendance, meeting with teachers, participating in state testing, and adhering to the policies set forth by our Board of Trustees. Students who return to their schools of residence and/or drop out recognize that TBLCS is a public school and the accountability is equitable to that of the traditional public school. In fact, the charter school presents more of a challenge for non-motivated students due to the fact that students are expected to work independently.

The following attachments may optionally be included with this section:

- Student enrollment and admissions policies and procedures

## **Student Enrollment - Attachment**

- 2010 Student Enrollment for Charter School Annual Report

## **Transportation**

TBLCS is chartered by eight school districts. Each district provides transportation for TBLCS enrolled students who are residents within its district to the TBLCS facility located in Huntingdon, PA.

Students who are enrolled in TBLCS but are not residents of one of the eight chartering districts are transported to TBLCS by TBLCS-contracted transportation providers. Clearances, insurances, and route contracts are required by TBLCS for such providers.

In some instances, a parent may transport a student to TBLCS and in such a case the parent is reimbursed at the approved mileage rate.

Students who have driving privileges and choose to do so may transport themselves to TBLCS as needed.

When required, small vans are used to transport special education students if indicated by their Individual Education Plans. To date, no specific vehicle modification has been indicated for transporting a special education student. Should that situation arise, arrangements would be made through the Intermediate Unit to accommodate whatever requirement would be needed.

## **Food Service Program**

Tuscarora Blended Learning Charter School is a regional charter school. Our students do not attend our facilities on a regular basis. During the 2009-2010 school year, TBLCS did not participate in the food service program. However, TBLCS is communicating with a local school district to contract services for the 2010-2011 school year.

## **Student Conduct**

Tuscarora Blended Learning Charter School's Board of Trustees is the governance over all student conduct affairs. TBLCS takes pride in its non-discriminatory environment and welcomes all students regardless of race, ethnicity, gender, disability, physical or mental handicap, marital status, pregnancy, teen parenthood, or any other category which may fall under a discriminatory nature.

The Board of Trustees have adopted mandatory policies that address the rights and responsibilities of our students regarding, but not limited to, the following:

Freedom of Expression, discipline, attendance, truancy, diversity, special education, and corporal punishment.

Corporal Punishment to include:

(a) Corporal punishment is defined as physically punishing a student for an infraction of the discipline policy. Use of corporal punishment is prohibited.

(b) Teachers and school authorities may use reasonable force under the following circumstances:

- (1) To quell a disturbance.
- (2) To obtain possession of weapons or other dangerous objects.
- (3) For the purpose of self-defense.
- (4) For the protection of persons or property.

All discipline policies have been reviewed by our solicitor and adopted by our Board of Trustees.

## **Student Conduct - Attachment**

- Student Discipline Policy

## **Signature Page**

## Assurance for the Operation of Charter School Services and Programs

School Year: 2010

The New Day Charter School within Tuscarora IU 11 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 New Day Charter School assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the "Ethics Act") and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the "Ethics Act" is available on the Ethics Commission's website at: <http://www.ethics.state.pa.us/ethics/site/>

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

*Identify the charter school's Chief Executive Officer.*

**Name:** Dr. Julia Cigola   **Title:** CEO  
**Phone:** 814-643-7112   **Fax:** 814-643-7116  
**E-mail:** jcigola@tblcs.org

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*Signature of the Chief Executive Officer and Date*

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

**Name:** James Foster   **Title:** President  
**Phone:** 814-643-7112   **Fax:** 814-643-7116  
**E-mail:** jfoster@tiu11.org

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

*Identify the charter school's Special Education Contact Person.*

**Name:** Daryl I. Smith   **Title:** Principal  
**Phone:** 814-643-7112   **Fax:** 814-643-7116  
**E-mail:** dsmith@tblcs.org

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*Signature of the Special Education Contact Person and Date*

### **Signature Page - Attachment**

- Professional Education Assurance Report