Pennsylvania Department of Education

Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Charter Annual Report

Wednesday, September 14, 2011
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CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report
Summary Data
2010 - 2011

Name of School: Bear Creek Community CS

Date of Local Chartering School Board/PDE Approval: March 11, 2009

Length of Charter: 5 Years **Opening Date:** September 29, 2004

Grade Level: K - 8 **Hours of Operation:** 7:45 a.m. - 3:45 p.m.

Percentage of Certified Staff: 97.4% **Total Instructional Staff:** 45

Student/Teacher Ratio: 25:1 grs 2 - 8, 20:1 Kindergarten and gr 1 **Student Waiting List:** 125

Attendance Rate/Percentage: 94.4%

Summary Data Part II

Enrollment: 420 **Per Pupil Subsidy:** $9,700.34 annual average of 12 school districts, reg and special ed

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	3
Black (Non-Hispanic):	37
Hispanic:	7
White (Non-Hispanic):	373
Multicultural:	0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 37%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 48

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	185	185	185	0	185
Instructional Hours	0	0	6	6	6.25	0	6.25

SECTION I. EXECUTIVE SUMMARY

Educational Community

The 2010 - 2011 school year was Bear Creek's seventh year of operation. It continues to increase in student enrollment to our charter maximums in Kindergarten through grade 7 with 11 open seats in grade 8.

August/School Year	*Enrollment*	*Grades*
2004 - 2005	***96***	***K-6***
2005 - 2006	***252***	***K-7***
2006 - 2007	***344***	***K-8***
2007 - 2008	***373***	***K-8***
2008 - 2009	***405***	***K-8***
2009 - 2010	***419***	***K-8***

2010 - 2011	*420*	*K-8*

Bear Creek continues to draw from 12 sending school districts across 3 counties.

The features that make the charter school unique and innovative include: the integrated social studies curriculum, reading and math instruction at each student's instructional level, the focus on environmental education, use of effective teaching strategies, hands-on experiential learning, data-driven instruction, integrated use of technology, and the high level of parent involvement.

Mission

The mission of the Bear Creek Community Charter School is to embrace a diverse student body and inspire student success through an innovative curriculum, the cultivation of environmental stewardship, and by holding students, family, school, and community accountable for results.

Vision

The vision of the Bear Creek Community Charter School is to prepare our students to become productive members of society through the embracement of diversity, environmental stewardship, and awareness of global interrelationships between species.

Shared Values

The following guiding principles support the mission of Bear Creek Community Charter School:

- **All children have the right to an education; any infringement on that right will not be tolerated.**
- **A safe and nurturing environment is essential to student achievement.**
- **Children should be inspired to achieve their best as individuals and be recognized as unique learners.**
- **Setting rigorous standards of academic achievement while nurturing an appreciation for art, history, humanity, and knowledge will lead students to be thoughtful contributors to society.**
- **Children must be taught their inherent and necessary responsibility to coexist with the environment and encouraged to permeate humanity with this knowledge.**
- **Education is powerful when students, families, school, and the community are involved and held accountable; a reciprocal relationship will result in a lasting, global impact.**

- **Our children will develop a life-long enthusiasm for learning that will result from a daily exposure to content rich materials and programs derived from research-based teaching methods that engage children at all levels.**
- **Our students will rise to the challenges of academic excellence through the spirit of cooperation fostered in our daily environment, and they will build true self-esteem and exemplary character with the guidance of our leadership, faculty, administrators, and staff.**
- **We believe our teachers are the key to student achievement and as such, will be given ongoing professional development and support. The professional growth of teachers is fundamental to the continuous process of student achievement and school improvement.**

Academic Standards

The Bear Creek Community Charter School assesses student achievement towards proficiency in the Pennsylvania Academic Standards in Reading, Mathematics, Writing, and Science with the PSSA grades 3 - 8.

Additionally:

All students grades 3 - 8 participate in a fall, mid-year, and end of year 4 Sight benchmark assessments.

All students grades K - 8 participate in a fall Cognitive Abilities Assessment (Cog-AT).

Strengths and Challenges

Strengths of our program:

- **Reading, math, social studies, and science taught in extended time blocks to cultivate skills essential to academic growth**
- **Reading and math instruction at each student's instructional level in those subject areas**
- **Full-day kindergarten**
- **Paraprofessional support to aide in small group reading instructor grs. K - 4**
- **1:5 ratio of computers to students. Technology applications, including CD ROMS and Internet sites woven into the fabric of the curriculum, as well as offering explicit technology instruction for our middle school age students. Our classroom computers and strategic application of technology develop genuine computer literacy and allow students to experience the value of the computer as an integrated learning tool across the curriculum.**
- **Inter-disciplinary social studies programs, including social science, literature, philosophy, drama, music, art, science, history, math, and geography developed through the hands-on study of "great ideas" in world culture**
- **Bear Creek Nights/Open House and Title 1 Family Nights are held throughout school year with enthusiastic attendance by parents and community members**
- **Foreign language instruction for all students beginning in kindergarten**

- **Environmental Education instruction for all students beginning in kindergarten.**
- **Extended learning day and calendar**
- **Increased time and participation of identified students into the regular education classroom (LRE) with paraprofessional support and professional development for staff**
- **Explicit phonics instruction, in conjunction with content-rich classic and multi-cultural literature in the morning session of core subjects**
- **100% teachers certified in their assigned area of instruction - 97.4% considered HQT by NCLB**
- **Significant improvement in test results in PSSA and ITBS over the 2004-2005 start-up school year**
- **Active PTO and high level of parental involvement at home and at school**

Challenges:

- **Public library access met with limited success therefore library access was shifted to coincide with our after-school tutoring program to maximize staff resources.**
- **Staffing challenges for Spanish were overcome with an emergency certified Spanish teacher who as of May 2010 has become fully certified.**
- **Ever increasing student enrollment with significant space constraints**

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

To develop the School Improvement Plan of the BCCCS, the Leadership Team (composed of administrators, teachers, parents, and students) met in 2006, 2008, 2010 and 2011. The results of these meetings are infused in our strategic planning and Charter Annual Report documents.

- **Mission Statement**
- **Vision**
- **Contents**
- **School Profile**
- **Climate**
- **Data: Where Are We Now?**
- **Design: Academics - Primary (K, 1, 2)**

- **Design: Academics - Intermediate (3, 4, 5)**
- **Design: Academics - Middle (6, 7, 8)**
- **Design: Personnel**
- **Delivery: Technology**
- **Delivery: Facility/Operations**
- **Delivery: Extra Curricular**
- **Parent, Community, Board Involvement**
- **Documentation: Assessments/Evaluations**

This strategic plan document was reviewed in the January 2008 by the Board of Trustees off-site planning sessions as well as the faculty in February 2008 and by administration in February 2009 and is used for planning our future charter reauthorization needs. The goal analysis determined that the documentation was appropriately established and almost all goals were met. Goals not attained were woven back into the action plan for remediation in the upcoming 2009 - 2010 school year.

2010 - 2011 Strategic planning has been on-going planning and is conducted by the Administration, faculty, and Board of Trustees, both on site and off site. As a result of these detailed analysis, we will be instituting additional initiatives in curriculum planning, assessment, and the use of instructional time during the 2011 - 2012 school year.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Amber Tolbert	Teacher	Elementary School Teacher	Principal
Bailey Musial	Bus Mentor/Student Leader	Other	Principal
Bob Hawkins	Board Member	Board Member	Board
Brian Dugas	Assistant Principal	Administrator	Administrators
David Blazjewski	Board Member	Board Member	Board
Gina Colarossi	Special Education Coordinator	Administrator	Board
Jennifer Hall	Volunteer Advisory Committee	Parent	Board
Jennifer Smith	Fifth Grade Teacher	Elementary School Teacher	Teachers
Jim Smith	Chief Executive Officer	Administrator	Administrators
Joan Richie	Kindergarten Teacher	Elementary School	Teachers

		Teacher	
Kim Popple	Business Representative	Business Representative	Board
Margaret S. Foster	Chief Academic Officer/Principal	Administrator	Administrators
Mikayla Dove	Bus Mentor/Student Leader	Other	Principal
Paula Longo	Environmental Initiatives Coordinator	Other	Administration
Peter Austin	Board Member	Board Member	Board
Scott Sherwood	Business Representative	Business Representative	Board
Sue Barry	Community Representative	Community Representative	Board
Sue Dove	Volunteer Advisory Committee	Parent	Board
Susan Stoddard	Parent	Parent	Board
Tina Voytko	School Nurse	Ed Specialist - School Nurse	Ed. Specialists
Wendy Lutchko	Community Representative	Community Representative	Board

Goals, Strategies and Activities

Goal: Distinctive student achievement in mathematics

Description: BCCCS will meet or exceed state AYP targets.

Strategy: 80% of our students will score proficient or advanced on the grade level appropriate PSSA

Description: Math PSSA

Activity: Align curriculum to PA Mathematics Assessment Anchors

Description: The teachers will be provided the most current mathematics assessment anchors and the staff development time to align their curriculum maps to the anchors.

Person Responsible	Timeline for Implementation	Resources
Margaret S. Foster	Start: 8/19/2009 Finish: 7/31/2012	$3,500.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	6	20

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
BCCCS in-house staff development	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Mathematics assessment anchors in alignment with local curriculum	Big Ideas in Math instruction connects to the PA Assessment Anchors and eligible content. Connection of these instructional strategies to the local curriculum are critical to the achievement of this goal.	*For classroom teachers, school counselors and education specialists:* • Enhances the educator's content knowledge in the area of the educator's certification or assignment. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. *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.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers • Principals / asst. principals	• Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5)	• Mathematics

Follow-up Activities	Evaluation Methods
• Team development	• Classroom observation focusing on factors such as planning

and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers

and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Classroom student assessment data

Status: In Progress — Upcoming

Activity: Implement curriculum based benchmarks to track student progress toward proficiency of PA Mathematics Standards

Description: The teachers will be provided staff development time to implement curriculum based benchmarks and tracking system in excel format. All staff will report and meet with the CAO on student progress toward attainment of benchmarks three times a year.

Person Responsible	Timeline for Implementation	Resources
Margaret S. Foster	Start: 8/18/2009 Finish: 7/31/2012	$11,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	4	20

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
In-house	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
The teachers will administer curriculum based assessments that accompany the mathematics series, then meet individually with the Principal to analyze the data and design instructional interventions to meet all students needs.	Best practices in differentiated instruction as well as data driven decision making support this activity.	*For classroom teachers, school counselors and education specialists:* • 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.

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

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers • Principals / asst. principals • Other educational specialists	• Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5)	• Mathematics

Follow-up Activities	Evaluation Methods
• 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	• Student PSSA data • Standardized student assessment data other than the PSSA

Status: In Progress — Upcoming

Goal: Distinctive student achievement in reading

Description: BCCCS will meet or exceed state AYP targets.

Strategy: 78% of our students will score proficient or advanced on the grade level appropriate PSSA

Description: Reading PSSA

Activity: Align curriculum to PA Reading Assessment Anchors

Description: The teachers will be provided the most current reading assessment anchors and the staff development time to align their curriculum maps to the anchors.

Person Responsible	Timeline for Implementation	Resources
Margaret S. Foster	Start: 8/19/2010 Finish: 7/31/2012	$3,500.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	4	20

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
In-house staff development	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Reading assessment anchors in alignment with local curriculum	Connections of the PA Assessment Anchors and eligible content are crucial to the development of reading skills and as well as to the local curriculum and are critical to the achievement of this goal.	*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.

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

- Provides leaders with the ability to access and use appropriate data to inform decision-making.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers • Principals / asst. principals	• Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5)	• Reading, Writing, Speaking & Listening

Follow-up Activities	Evaluation Methods
• 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	• Student PSSA data

Status: In Progress — Upcoming

Activity: Implement curriculum based benchmarks to track student progress toward proficiency of PA Reading Standards

Description: The teachers will be provided staff development time to implement curriculum based benchmarks and tracking system in excel format. All staff will report and meet with the CAO on student progress toward attainment of benchmarks three times a year.

Person Responsible	Timeline for Implementation	Resources
Margaret S. Foster	Start: 8/18/2009 Finish: Ongoing	$11,000.00

Status: In Progress — Upcoming

Goal: Parent Involvement

Description: Research has demonstrated that parents are essential partners in a student's success in school. Empahsis is placed on parental involvement in student learning and behavior monitoring.

Strategy: 90% attendance at Parent Teacher Conferences

Description: Parent Teacher Conferences are scheduled after the first and second marking periods to inform parents of their students progress. Additionally, at the mid-point of each of the 4 marking periods, progress reports are generated and mailed home for parent information.

Activity: BCCCS will schedule two parent teacher conferences each school year

Description: Conferences were scheduled November 2010 and February 2011. In order to recieve their child's first report card, parents were required to attend the November 2010 conference, 91% were in attendance.

Person Responsible	Timeline for Implementation	Resources
Margaret S. Foster	Start: 8/25/2009 Finish: Ongoing	-

Status: In Progress — Upcoming

Strategy: Parent Satisfaction Survey

Description: Each spring we conduct an independent survey of parental satisfaction with the educational processes and procedures of our school. These survey's are analyzed by the Board of Trustees, Administration, and Staff to adjust programming as needed.

Activity: BCCCS will survey parents annually

Description: Overall parental satisfaction rating reported in the spring 2011 survey that 97% of the parents responding would recommend Bear Creek Community Charter School to others. This is up 2% over the spring 2010 survey.

Person Responsible	Timeline for Implementation	Resources

Jim Smith	Start: 8/25/2009 Finish: Ongoing	$5,600.00

Status: In Progress — Upcoming

Strategy: Parent Volunteerism

Description: To enhance our parent involvement, BCCCS creates opportunities for parent to volunteer their time and talent to support student learning.

Activity: Parent volunteer committee

Description: A committee of parents and staff members will plan and coordinate volunteer activities. This committee meets monthly and has developed a tracking system to record and verify parental volunteer hours. At the conclusion of the 2010 - 2011 school year, over 4000 volunteer hours have been logged in support of Bear Creek Community Charter School.

Person Responsible	Timeline for Implementation	Resources
Brian Dugas	Start: 8/25/2009 Finish: Ongoing	$1,000.00

Status: In Progress — Upcoming

Activity: Volunteer training

Description: In conjunction with the PTO, volunteer training will be conducted by school staff. Additionally, job descriptions for Volunteer Classroom Assistants have been developed so that the role and expectation of the volunteer is clearly established.

Person Responsible	Timeline for Implementation	Resources
Brian Dugas	Start: 8/25/2009 Finish: Ongoing	$3,500.00

Status: In Progress — Upcoming

Goal: Promote environmental stewardship school-wide in support of school mission statement

Description: Bear Creek Community Charter School will continue to focus on environmental

themes in support of the School's mission of cultivating environmental stewardship, emphasizing eco-friendly strategies among all stakeholder groups.

Strategy: Eco-friendly staff development

Description: Staff development designed to help teachers bring 'green' learning into the classroom

Activity: Provide staff with eco-friendly professional development opportunities, designed to help teachers bring "green learning" into the classroom and school operations.

Description: The Environmental Initiatives Coordinator will collaborate with classroom teachers to integrate activities with an environment/ecology theme into student activities that will enhance student learning and provide an appreciation for "green living".

Person Responsible	Timeline for Implementation	Resources
Paula Longo	Start: 9/8/2009 Finish: 7/31/2012	$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
1.00	5	20

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
staff development sponsored by our on-site faculty environmental education coordinator	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
		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.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers	• Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5)	• Environment and Ecology

Follow-up Activities	Evaluation Methods
• Peer-to-peer lesson discussions • Lesson modeling with mentoring	• Participant survey • Review of participant lesson plans

Status: In Progress — Upcoming

Strategy: Enhance community connections supportive of the school's environmental mission.

Description: Bear Creek Community Charter School will continue to collaborate with parents, government, and third party resources to support the school's educational focus of environmental stewardship.

Activity: Carry out field trips and community outreach.

Description: Bear Creek Community Charter School will provide meaningful opportunities for hands-on learning by travelling off campus to participate in environmental outreach activities such as Earth Day along the Susquehanna River, participate in activities at the Bear Creek Nature Center, and participate in water-quality activities at local acid mine water drainage sites with the Eastern Pennsylvania Coalition of Abandoned Mine Reclamation.

Person Responsible	Timeline for Implementation	Resources
Paula Longo	Start: 8/25/2009 Finish: Ongoing	$11,400.00

Status: In Progress — Upcoming

Activity: Host guests to speak relating to environmental issues

Description: Bear Creek Community Charter School will coordinate visitors to the school who will speak to students and provide meaningful discussion relating to environmental concerns facing our society. Speakers may include representatives of local and state government (Luzerne County Recycling, Pennsylvania Department of Environmental Protection) or other community partners who are champion environmental stewardship (Natural Lands Trust, Eastern Pennsylvania Coalition of Abandoned Mine Reclamation).

Person Responsible	Timeline for Implementation	Resources
Paula Longo	Start: 8/25/2009 Finish: Ongoing	$3,000.00

Status: In Progress — Upcoming

Strategy: The students will increase their awareness of environmental support strategies

Description: Through education, exploration, and hands-on activities, our students awareness and support of env. ed. initiatives will increase as measured by their participation in the following activities.

Activity: Env. Ed. class will be presented weekly to all students K - 8 as a 45 - 50 minute special.

Description: The part time position of Environment Education teacher was adjusted and expanded to full-time status during the 2009 - 2010 school year. The extension of this initiative into the 2010 -2011 school year included initiatives such as Upcycling, PA Green Flag program, classroom energy audits, and a collaboration with Hillside Farms.

Person Responsible	Timeline for Implementation	Resources
Paula Longo	Start: 8/25/2008 Finish: Ongoing	$90,000.00

Status: In Progress — Upcoming

Activity: Initiate the Green Flag Schools program

Description: Bear Creek Community Charter School will begin to implement the Green Flag Schools program, which is a catalyst to make schools healthier places to work and learn. The program will help advance the school's environmental behaviors and become a positive example for others. The project will focus on four key areas: reduce, reuse, recycle; integrated pest management; indoor air quality; and non-toxic products. Whenever possible, students and staff will be active and collaborative partners in the program's implementation.

Person Responsible	Timeline for Implementation	Resources
Paula Longo	Start: 8/25/2010 Finish: Ongoing	$2,000.00

Status: In Progress — Upcoming

Activity: Provide creative, hands-on learning activities with an environmental focus for students

Description: Bear Creek Community Charter School will provide hands-on learning opportunities for students focusing on environmental themes. This will include World Water Monitoring Day activities, maintenance and development of the Children's Garden, Environmental Education Club for middle school students, and interconnection of the environmental themes into the school wide positive behavior support system at the middle school level.

Person Responsible	Timeline for Implementation	Resources
Paula Longo	Start: 8/25/2009 Finish: Ongoing	$8,000.00

Status: In Progress — Upcoming

Goal: Student Attendance

Description: Bear Creek Community Charter School believes that student attendance is directly connected to a safe and nurturing enviornment which is essential to student achievement.

Strategy: Student attendance

Description:

Activity: Student attendance policy will be monitored and implemented fully

Description: Student attendance is reported daily directly from the classroom into our integrated student information system. Individual student attendance rates are reported to the parents quarterly via report cards as well as personalized phone calls and letters when student absences reach 5, 7, and 10 day absence thresholds.

Person Responsible	Timeline for Implementation	Resources

Brian Dugas	Start: 8/25/2009 Finish: Ongoing	-

Status: In Progress — Upcoming

Activity: Student attendance will meet or exceed 90%

Description: 2010 - 2011 student attendance rate is 94.4%. Use of incentives and positive recognitions for perfect attendance will be utilized to increase this rate to the goal.

Person Responsible	Timeline for Implementation	Resources
Brian Dugas	Start: 8/25/2008 Finish: Ongoing	$1,000.00

Status: In Progress — Upcoming

Statement of Quality Assurance

Charter school has met AYP.

Statement of Quality Assurance - Attachments

- 2010 PSSA - AYP report
- 2009 PSSA Summary Report

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

Some of the key pillars of Bear Creek Community Charter School's educational program include:

- Extended day and year
- Full-day Kindergarten
- Small school and small class size
- Rigorous curriculum devoted to basics
- Integrated Social Studies Curriculum
- No tracking by ability

- Extensive use and integration of technology

- Character Education including the implementation of a SWPBSS as well as the Olweus Bully Prevention Program

- High degree of accountability by staff and administration

- Extensive parent and community involvement

- Enriching after-school experience based on furthering academic and social development.

Overview of the Core Curriculum:

In Bear Creek Community Charter School's elementary school program, we use the following: *Reading Street* and *enVision Math* curriculum by Pearson Education; *Science Anytime* published by Harcourt Brace, and the Social studies/humanities curriculum supported by *Social Studies* published by Houghton Mifflin grades K - 5. In our grades 6 - 8 middle school, we use *Middle School Math* published by Holt, *Physical Science, Earth Science, and Life Science* published by McDougal Littell/Houghton Mifflin, *Geography Alive and History Alive* published by Teachers Curriculum Institute and *Elements of Language* published by Holt.

The above curricula and texts align with the nationally recognized ASCD Learning Standards. Written planned courses for each subject area and grade level are available for review which align with the Pennsylvania Academic Standards.

<u>Core Curriculum Description</u>

Reading: Bear Creek Community Charter School will offer content-rich classic and multicultural literature in conjunction with explicit phonics instruction to develop reading skills in K-2 when children are making the transition from learning to read to reading to learn. The scope and sequence of basic reading involves mastery of "tool skills" in three areas. The skill areas gain in difficulty and spiral through the primary grades K-2.

Reading Streets and the tier 2 interventions in *My Sidewalks* by Pearson Education included leveled books within the classroom library that feature the blend of phonics and sight word practice essential for beginning readers. Beginning at grade 1, Bear Creek Community Charter School students will use a research-based spelling program that introduces them to spelling patterns and to high frequency, high-utility words they use most often in their reading and writing. The spelling program will develop phonetic awareness and features computer based extensions to engage students further in spelling and proofreading practice.

The literature program uses a balanced literacy approach which addresses reading skills and strategies at the individual student level. The balanced literacy program employs an integrated interpretive reading and discussion program that covers all disciplines across the curriculum. Interpretive activities enables students to become more aware of their reactions as they read, develop sensitivity to language, value their own curiosity about a text, and explore new ideas through writing. Through the literature curriculum, students practice many reading and thinking skills: recalling and organizing details from the story, drawing inferences, analyzing character, setting, and plot as well as determine the main idea of a passage or the text as a whole. Literary selections will often connect with science and social studies content.

Phonics: Bear Creek Community Charter School addresses phonics instruction in grades K-2 via the *Reading Streets, My Sidewalks and Wilson Reading Programs.* Phonemes are the smallest components of sound in language. As Bear Creek Community Charter School students learn their letter formations, they simultaneously acquire the phonemic rules that govern the spelling and pronunciation of the English language. Bear Creek Community Charter School is a strong proponent of teaching students the correct spelling at the initial encounter; saving time and frustration in having to relearn rules after "inventive" spelling patterns have taken root.

Writing: Students will write for a variety of purposes and projects. Some are daily writing assignments such as in journals; some are short-term assignments, involving very few drafts such as letter writing and project proposals. Still other writing assignments will be longer term and will be assignments based on a theme of World Culture in a historical context. Each type of writing is distinct from the others and involves discrete sub-skills in reading, writing, thinking, and listening.

Long-term thematic writing assignments are either narrative or expository in nature. Expository research assignments usually focus on a body of knowledge in one of the subject matter areas such as literature, social studies, science, mathematics, etc. Narrative material are organized around models of literary genre such as fables, folk tales, historical fiction, modern fiction, science fiction, poetry, fantasy, adventure, and mystery. Students use elements of style unique to each genre as models for their own writing.

Mathematics: Bear Creek Community Charter School teaches mathematics as a discrete subject with curriculum and planned courses explicitly connected to the Pennsylvania Academic Standards. The elementary grades curriculum is supported with the *enVision Math* textbook series published by Pearson Education which supports differentiated instruction, connection to the Pennsylvania Assessment Anchors, and offers remediation and enrichment activities. The middle level grades are supported with the *Middle School Math, levels 1, 2, 3, and Algebra I* textbook series published by Holt. This series also supports differentiated instruction, connection to the Pennsylvania Academic Standards, and offers remediation and enrichment activities. Our middle school students are offered the opportunity to choose Pre-Algebra in 7th grade and Algebra I in 8th grade to further accelerate their mathematic development in preparation for the rigours of high school.

Science: Bear Creek Community Charter School's science program engages students in the wonder and exploration of science skills and content through hands-on activities that engage the students in the natural environment of our school setting. All grade levels have a written curriculum that directly connects to the Pennsylvania Academic Standards for Science and Technology as well as Environment and Ecology. Our textbook series *Science Anytime* in the elementary grades as well as *Earth Science, Life Science, and Physical Science* supports a diverse population of learners as well as scientific exploration. Furthermore, Bear Creek Community Charter School expands our science instruction with the addition of an Environmental Education Coordinator that has the further responsibility of environmental studies which is woven into our school culture as a "special" class that all students participate in one day a week.

Bear Creek Community Charter School also focuses on environmental themes, with specific concentrations on local environmental issues. Our students particpate in annual Earth Day activities and learning experiences via our partnership with the Bear Creek Nature Center. Our Environmental Education Coordinator, in conjunction with the staff of the Bear Creek Nature Camp, design and implement extended learning activities at the nature camp that further enrich our students comprehension of the environment which we are a part.

Our community is part of what is known as the valley. The valley was created partly because of the mining industry and partly because it follows the Susquehanna River, which meanders through the Wyoming Valley. The Susquehanna River empties into the Chesapeake Bay watershed. Rather than rely exclusively on textbooks and classroom activities, Bear Creek Community Charter School particapates in field trips, community earth day activities, and nature studies of our community environment. Our students visit museums, conduct field research, and visit research facilities. Working with naturalists and researchers enhances the students' appreciation and respect for our ecosystem.

Additionally, Bear Creek Community Charter School is fortunate to be the steward of a public water supply. In accordance with the Department of Environmental Protection, monthly water testing is mandated. The students of Bear Creek Community Charter School will observe monthly testing and each class will receive a copy of the testing results. The results will be monitored in each classroom for ongoing projects.

The students will also be stewards to the Bear Creek Community Charter School Nature Trail. Students maintain a "butterfly garden," participate in routine maintenance of the trail which included the construction of a bridge over the stream by a student as his Eagle Scout project, and actively engage in ecological studies of insect and wildlife that use the trail as their natural habitat.

Foreign Language: Spanish instruction at all levels will further enable students to understand parts of speech and other linguistic principles as well as develop an awareness and appreciation of other cultures and societies. Instruction will start in kindergarten and build toward proficiency with each successive grade level.

English Language Learners: Students are screened as they enroll in Bear Creek Community Charter School for English proficiency. Students found to be in need of ELL services will be supported in their acquisition of written and oral skills in their native language as well as augment their learning in English.

History and Social Studies: Social studies represent the integrated study of the social sciences and humanities to promote civic competence and intellectual capital. Bear Creek Community Charter School believes that this development begins in Kindergarten with the development of school as the students new community. This fundamental belief that school is a community is infused throughout the social studies curriculum as it spirals through the grade levels toward 8th grade. The study of social and community aspects grows from the classroom community, to working collaboratively with others, how our school community is a representation of our local communities racial, cultural, and economical diversity. As the students mature, the explorations expand to the study of our region of northeastern Pennsylvania, to our state, our nation, and our world. Middle school students particpate in a local, regional and state National History Day project which allows for individual exploration of social concepts which interest the individual.

Technology Instruction: Computers are used as a tool to not only support student learning but to also enrich and remediate students in their acquisitive of knowledge. Bear Creek Community Charter School provides access to instructional technology with 5 computers in each elementary classroom, 4 computers in each middle level classroom and a 25 station computer classroom in middle school. Computers are used to support education in the elementary grades with programs such as *Study Island, Discovery-United Video Streaming, Star Fall, Accelerated Reader,* and many other internet based remediation programs. In middle school, each student participates in a computer class daily in our lab. Students learn basic Keyboarding skills, the use and application of the Microsoft Word, Excel, Power Point, and Publisher. Middle school students are taught that technology is a tool to produce quality work therefore computer skills are woven throughout the six core subjects offered in our middle school.

Character Education

Character education is implicitly built across all curriculum's. It is our goal to build character by "doing," rather than by "saying." Students are taught personal responsibility by constructing their own knowledge and by doing hands-on activities. Sharing, cooperation, and respect are taught through team activities, a demand for classroom participation, and exploring content together. Additionally, Bear Creek Community Charter School has implemented a School Wide Positive Behavior Support System which establishes a consistent and clear set of behavioral expectations as well as supports to explicitly instruct students in positive, pro-social behavior. This system also reinforces the appropriate behavior with age appropriate rewards and recognitions.

Rigorous Instructional Program - Attachments

- Teacher Induction
- Professional Development Plan Approval

English Language Learners

Bear Creek Community Charter School will administer a Language Assessment Battery to all students who are not native English language speakers. Those students identified as LEP (Limited English Proficient), will encounter a focused first-year immersion program, building English vocabulary and cultivating understanding of U.S. customs and culture as a special extension of their morning core program. This program will utilize total immersion to help students speak in the target language in a meaningful, communicative way quickly, rather than relegating them to a group of non-native speakers with an alternative program. The younger students are, the greater their natural facility for foreign language acquisition—especially if that language serves their needs and is not an artificial pursuit. Using the target language for real communication as soon as possible in their educational formation is vital to their long-term success in achieving mastery in written and spoken English. Such students will participate fully in the hands-on, interdisciplinary afternoon sessions.

The immersion program will engage all students in the traditional core program in English. Non-English speaking and LEP students will be included in all curricular and extra-curricular activities regardless of their English proficiency. Bear Creek Community Charter School will make available special bilingual versions of the language arts curriculum to parents for supplementary work at home and for use in after-school tutorial programs. Parents with limited English proficiency will receive literature and notices translated in their dominant language. The Charter School will celebrate the linguistic and cultural diversity of its student body and will encourage families to keep alive their children's proficiency in their native language as they become fluent in English at school. Additional instruction using the *Reading Street, My Sidewalks* curriculum by Pearson Education as well as *Study Island* tutorial program will be an advantage for LEP and Bilingual students enrolled at Bear Creek Community Charter School. *Study Island* contains an individualized instruction program designed for LEP and Bilingual students.

Fluency in a second language will be considered a strong asset when hiring teaching, professional, and support staff members. In addition, the Charter School will work with the local-school district, local Health and Human Services, and community and educational organizations to provide assistance to our LEP students and their families.

Bear Creek Community Charter School currently does not have an ELL program in operation since there are no ESL/bilingual students currently enrolled in the school. However, if and when the school receives its first ESL student, the plan will be implemented.

English Language Learners - Attachments

- ELL/LEP ACS 2010 - 2011
- ELL/LEP ACS 2009 - 2010

Graduation Requirements

The Bear Creek Community Charter School operates a Kindergarten through grade eight program therefor graduation requirements do not apply.

Special Education

Bear Creek Community Charter School follows all federal and state guidelines issued by the Pennsylvania Department of Education. When children enroll at Bear Creek Community Charter Schools with existing IEPs, an established process of evaluation and implementation is immediately initiated. Existing IEPs will be implemented or revised based on student need with a NOREP initiated on the first day of enrollment with a follow up IEP meeting within 30 days of the students enrollment at Bear Creek Community Charter School. IEPs will be developed, revised and implemented only in accordance with IDEA and Pennsylvania law and regulations. Child Find educational placement decisions will be initiated by the Special Needs staff at Bear Creek Community Charter School. Our process will ensure that parents are members of the decision-making team. All identified students will be educated in the least restrictive environment.

It is our goal to use an inclusion model for the location and program of each identified student. Two procedures will be utilized to address and meet the needs of special needs students. The first step, initial identification, will be facilitated through the formal application and a subsequent review of all incoming students by the school on-site Special Education Coordinator. Throughout the year, further identification will occur through the joint efforts of teachers, the parents, and the Academic Support Team. A privately contracted school psychologist supports the team services for identification, annuals, triennials, and assistance with all state required reports.We will utilize the contracted service of the IU to provide occupational therapy and hearing therapy services for students that qualify. Bear Creek Community Charter School will fully comply with federal laws and regulations governing children with disabilities, such as the Individuals with Disabilities Education Act (IDEA), as follows:

1. Bear Creek Community Charter School is responsible for providing a free appropriate public education (FAPE) to children with disabilities enrolled in that charter school that have been determined by an Individualized Education Program (IEP) to require special designed instruction.

2. Bear Creek Community Charter School will ensure that children who are suspected of having disabilities are properly evaluated by a multidisciplinary team, which

is acceptable to the PA Department of Education, and that children who have already been identified are re-evaluated by the multidisciplinary team at established intervals required by IDEA.

3. When a multidisciplinary team determines that a special education student requires specially designed instruction, Bear Creek Community Charter School will ensure that the IEP is fully implemented in accordance with IDEA, and reviewed annually.

4. Bear Creek Community Charter School will maintain the confidentiality of personally identifiable information regarding children with disabilities as required by the Family Educational Rights and Privacy Act (FERPA).

5. Bear Creek Community Charter School will ensure that children with disabilities and their parents are guaranteed procedural safeguards as required by law, which may include: access to records, appointment of surrogate parents, notice, opportunity for mediation of disputes, and the right to a due process hearing.

6. Bear Creek Community Charter School will ensure that children with disabilities, who may be suspended and/or expelled from school, are afforded all due process rights under state and federal law. Whenever children with disabilities are subject to disciplinary action, Bear Creek Community Charter School is solely responsible for providing educational services during that period of exclusion from school.

7. Bear Creek Community Charter School will fully comply with the requirements of the American with Disabilities Act (ADA), the Individual with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act.

Special Education - Attachment

- Special Education Policy

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Moriah Bechtold	1.0	Learning Support	BCCCS	21	learning support students, itinerant
Bridget McFarland	1.0	Learning Support	BCCCS	24	part time learning support students, itinerant students
Kara Rogers	0.5	Gifted	BCCCS	11	Part time gifted support

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
LIU18	1.0	Emotional Support	Light House Academy	1	student enrolled10/14/2010 - 3/2/2011
New Story - LPS	1.0	Emotional Support	Wyoming, PA	1	student enrolled 3/3/2011 - 6/15/2011

Special Education Program Profile - Chart III

Title	Location	FTE
Speech Therapist	BCCCS	0.3
Special Education Coordinator	BCCCS	1.0

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Private Contractor	School Psychologist	16 hours
LIU # 18	Occupational Therapist	7 hours
LIU # 18	Hearing Therapist	0.5 hour
Wyoming Valley Children's Assn	Speech/Language Pathologist	7 hours

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA	No	No	No	Yes	Yes	Yes
Cognative Abilities Assessment - CogAt	Yes	Yes	Yes	Yes	Yes	Yes
PASA	No	No	No	No	No	No
4 Sight	No	No	No	Yes	Yes	Yes
DIBELS	Yes	Yes	Yes	Yes	Yes	Yes
DRA	Yes	Yes	Yes	Yes	Yes	Yes

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	Yes	Yes	No	No	No	No
PASA	No	No	Yes	No	No	No	No
Cognative Abilities Test - CogAT	Yes	Yes	Yes	No	No	No	No

DRA	Yes Yes Yes No No No No
PSSA - M: Mathematics	Yes No Yes No No No No

Student Assessment

Bear Creek Community Charter School's pupil performance standards, including any standards related to graduation requirements, shall be at a minimum, those of Wilkes-Barre Area school District.

Evaluation and Progress Reporting

Our use of technology in class has the advantage of allowing frequent and convenient monitoring of individual student achievement, entire classes, and the school as a whole. Thus, our most frequent assessment will be the weekly reports of student performance generated by curriculum based assessments and quarterly benchmarking assessments. Bear Creek Community Charter School will use quarterly report cards and will host teacher-parent conferences at least twice per year.

Bear Creek Community Charter School has a no social promotion policy. This means BCCCS will use various assessments to determine the appropriate grade level of a student. Specific performance goals will be established once baseline data is available. The various assessments include: 4 Sight Math and Reading benchmarking administered three times a year: *Study Island*, the computer tutorial software program; Diagnostic Indicators of Basic Early Literacy Skills (DIBELS); Diagnostic Reading Assessment (DRA) and the PSSA assessments. The *Study Island* software will enable staff to custom-tailor curriculum materials to each student's needs, and to monitor his or her progress. The program will generate instructional assignments to promote proficiency in areas of weakness.

Bear Creek Community Charter School will participate in the state-mandated PSSA assessments for all grades, as required. The BCCCS curricula are aligned to state assessments and state standards . Our goal is to achieve systematic improvement in PSSA assessments.

Cognative Abilities Assessment (CogAT) was added to our assessment program during the 2009 - 2010 school year to develop a base line intellegence score for students in a group setting. This data is critical in the early intervention of support services as well as providing enrichment services for students.

Other assessments will include the following:

Criterion-referenced tests in Reading/Language Arts, Mathematics, Science, and Social Studies—specifically for detailed information about how well a student has performed on each of the educational goals of the curriculum. While norm-referenced tests ascertain the rank of students, criterion-referenced tests determine "...what test takers can do and what they know, not how they compare to others."

Student Assessment - Attachments

- PSSA - AYP report 2010
- PSSA Summary Report 2009
- CogAt Summary Oct 2009
- Spring ITBS 2009
- Spring ITBS 2009
- AYP scores 2008
- Science PSSA 2008

Teacher Evaluation

Bear Creek Community Charter School will adopt an instructional staff performance evaluation plan modeled after the PDE 426/428 format. The purpose of the performance appraisals is to:

- Clarify job responsibilities and performance expectations
- Identify strengths as well as areas that need improvement
- Set goals for improvement
- Provide a regular system of feedback
- Reinforce best practices and correct sub-standard practices
- Motivate staff to perform at a higher level
- Validate reasons for merit increases, bonuses and other employment decisions
- Document personnel actions
- Document staff accomplishments
- Assist in human resource strategic planning (e.g. training needs)

Instructional Staff performance evaluations will be conducted by BCCCS's administrators, namely the CAO. The following steps outline the process of staff performance evaluations:

1. Upon hiring, instructional staff will receive blank copies of the Instructional Staff Evaluation and Classroom Observation Record forms.

2. Prior to the beginning of each school year, instructional staff members and their supervisor will identify goals for the upcoming school year. Goals are based on at least two or more of the indicators outlined in the Instructional Staff Evaluation.

3. Throughout the year, supervisors will record observations in various instructional settings using informal observation notes and/or the Classroom Observation Record.

4. Staff supervisors will arrange a classroom observation and schedule a performance review on new hires as early as possible or within 90 days of their date of hire.

5. Instructional staff will be observed formally at least twice during the school year and have at least one formal Evaluation meeting scheduled per school year.

6. Supervisors will complete an Instructional Staff Evaluation form using data gathered throughout the evaluation period, including-prior performance appraisal documentation, informal observation notes, Classroom Observation Records, critical incident logs, work samples, portfolios, accident reports, disciplinary notices, parent correspondence, parent and student survey results, and attendance records.

7. Supervisors will schedule a final Evaluation meeting to review and assess the staff member's performance and develop future goals and/or action plans to help staff meet new objectives.

The administrators at Bear Creek Community Charter School will be evaluated by the school's Board of Trustees.

Teacher Evaluation - Attachments

- Teacher Evaluation
- Parent Satisfaction Survey 2010 - 2011 school year

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

The Board of Trustees consists of eight members and as of June 2011 has begun the process of adding an additional member which would bring the total number of voting Trustees to nine.

Board of Trustees

Name of Trustee	Office (if any)
David M. Blazejewski	President
James F. Smith	Secretary (non-voting)
Susan H. Barry	member
Kimberly P. Popple	member
Wendy Lutchko	Vice President

Peter R. Austin	member
Robert Hawkins	Treasurer
Scott Sherwood	member
Frank Butry	member

Professional Development (Governance)

The Board of Trustees continues to develop as volunteer members of the school's governing body. This includes in-depth dialogue on topics of importance that are interwoven into the Board's regular meeting schedule, which includes two meetings each month, year round.

During the 2010 - 2011 school year, the Board of Trustees has undertaken a comprehensive review of the school's curriculum and assessment processes at all grades and is committeed to providing the necessary resources to support the curriculum and to provide a high quality educatioinal experience for our students.

The Board of Trustees utilizes independent research along with school leadership, legal counsel and third-party professionals as resources, and often engages in comprehensive and meaningful dialogue as a means to develop their knowledge of topics of significant importance to the school.

Coordination of the Governance and Management of the School

The Chief Academic Officer and Chief Executive Officer hold the primary responsibilities associated with the daily operation of the school. The CEO reports directly to the Board of Trustees. These individuals provide the Board of Trustees with weekly status reports via electronic mail. They also provide a comprehensive report to the Board of Trustees monthly, answering questions, receiving approvals, etc. The Board of Trustees maintain consistent and thorough oversight of school governance without being directly involved in the day-to-day operation of the school. The CAO and CEO often collaborate with the school's solicitor on issues of importance, and meet regularly with various committees, which are chaired by members of the Board.

The Board of Trustees maintains an open relationship with the Superintendent of the Wilkes-Barre Area School District, the school's chartering entity. The President of the Board of Trustees and the Chief Academic Officer meet at least once each year with the Superintendent to discuss issues related to the operation of the charter school. The Wilkes-Barre Area School District has granted two separate amendments to the school's charter, as requested by the Board of Trustees. The district also cooperates with the school in regards to transportation and PIAA extra-curricular activities. The school administration collaborates with representatives of at least twelve surrounding school districts on a regular basis in the areas of enrollment & transfer, transportation, and tuition processing. The school administration has maintained a positive working relationship with the many divisions within the Pennsylvania Department of Education.

Coordination of the Governance and Management of the School - Attachments

- 2010 - 2011 Board Calendar
- 2009 - 2010 Board Calendar
- 08 - 09 Board Calendar
- 07 - 08 Board Calendar
- 06 - 07 Board Calendar

Community and Parent Engagement

At the beginning of each school year, Bear Creek Community Charter School conducts a parent/student orientation, at which time school staff reviews school policies, academic design, and parent and community involvement opportunities. The school also hosted a parent workshop during the Fall of 2010 focusing on bully prevention as well as two additional parent workshops conducted Spring 2011 which focused on assisting students with homework in reading and mathematics.

The school hosts at least two parent-teacher conferences throughout the school year, and individual one-on-one conferences with parents on an as-needed basis. These conferences provide parents with an opportunity to learn about their children's progress along with new refinements in school curriculum and programming. These conferences also provide the forum for school staff to explore possibilities for parent participation in the educational program.

Parents are invited to participate during Bear Creek Nights, where students are afford the opportunity to "showcase" what they have learned at school. This is often done using hands-on, interactive activities that involve parents and the community who come to the School to participate in these programs.

Parents are provided diverse opportunities to contribute to the school in meaningful ways through advisory committees, in-school and independent volunteer opportunities and participation in the school's PTO.

Bear Creek Community Charter School's Volunteer Advisory Committee meets monthly with school administration and has developed and trained Volunteer Classroom Assistants in the Fall of 2010. These parent volunteers are scheduled in classrooms to provide support for student academic progress. Additionally, the Volunteer Advisory Committee has identified and fulfilled a plethroa of volunteer opportunities within the school. This volunteer support is driven by the feedback from parent survey's as well as school needs and as of June 2011 over 4000 volunteer hours have been logged by parents to support our school.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

The school's Parent Teacher Organization conducted many fundraising activities during the school year in support of student activities such as field trips, assemblies and other supporting programming. Some of the major fundraising activities of the school PTO included book fairs, holiday candy sales, and doughnut sales.

In addition, the Bear Creek Community Charter School, in collaboration with the Bear Creek Foundation, participated in the Educational Improvement Tax Credit Program through the Pennsylvania Department of Community and Economic Development. This program allowed the School and Foundation to solicit private funding to support Bear Creek Community Charter School's innovative environmental education programs focusing on water quality, ecosystems and interactions, and renewable and non-renewable resources.

Fiscal Solvency Policies

The School continues to implement policies and procedures supporting fiscal responsibility. In June 2011, the Board approved a new depository for all school accounts. The new relationship will improve financial controls and efficiency by providing specific collateralized security for all investments beyond the $250,000.00 FDIC and NCUA insurability limit, a bonded courier service and electronic check processing. Bear Creek Community Charter School employs a Certified Public Accountant with significant financial audit and accounting experience in the position of School Accountant.

The Board continues to follow the conservative and fiscally-responsible investment strategy that both ensures short-term cash flow as well as provides for fund growth through investments targeting facility modernization and enhanced educational programming.

Accounting System

Bear Creek Community Charter School utilizes Fund Accounting Software designed specifically for Pennsylvania Public Schools and maintained by the Central Susquehanna Intermediate Unit (CSIU)

The CSIU Fund Accounting application is a comprehensive package offering tools for all-inclusive tracking, storing and reporting of Fund Accounting data, accounts receivable and payable, purchase orders and budget preparation. Major features and characteristics include: adopts standard PA account code format; compatible with accepted accounting principles (GAAP) and the requirements of Handbook II including full accrual accounting; allows line-item budgeting; allows access to multiple years of financial data and provides work ahead capabilities; provides controls for encumbrance and invoice payment activity; enables automatic updating of receipt and expenditure accounts from other financial and personnel applications; provides transfer functions to assist with the beginning of new fiscal year; and includes budget transfer and check reconciliation capabilities, among others.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachments

- June 30, 2011 Preliminary statement of Revenue and Expenditures
- June 30, 2010 Prelim Statement of Revenue and Expenditures
- June 30, 2009 Preliminary Statement of Revenues and Expenditures
- June 30, 2008 Revenue, Expenditures and Fund Balance

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

Bear Creek Community Charter School's Board of Trustees has engaged the audit firm Murphy, Dougherty & Company to complete the school's independent financial audit for the 2009 - 2010 school year. A copy of the most recent independent audit for period ending June 30, 2009 is being provided with this Annual Report. The independent audit for period ending June 30, 2010 was presented to the Board of Trustees in September 2010.

It is the opinion of the independent audit firm that the financial statements for period ending June 30, 2010 present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of Bear Creek Community Charter School as of June 30, 2010, and the respective changes in financial position and the respective budgetary comparison for the General Fund thereof for the year then ended in conformity with accounting principles generally accepted in the United States.

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

- Audit Report June 30, 2010
- Audit Report June 30, 2009

Citations and follow-up actions for any State Audit Report

Bear Creek Community Charter School underwent a Consolidated Review of Federal Programs by the Pennsylvania Department of Education. An issue was raised regarding the Highly Qualified Status of two employees. As of January 12, 2011, the Pennsylvania Department of Education issued correspondence acknowledging Bear Creek Community Charter School is in "complete compliance with current statute, regulations and guidance released by the United States Department of Education."

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SECTION VII. FACILITY RESPONSIBILITIES

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

During the fiscal year 2010-2011, Bear Creek Community Charter School continued to invest in the design and construction of a new school facility, which include capital expenditures associated with land acquisition, engineering, and facility design.

The School purchased a quantity of Promethean Student Response Systems and related software for use in grades 5 through 8, updgraded the computer network to Windows 7, and upgraded software to Microsoft Office 2010.

The school also purchased and began installation of equipment associated with a closed circuit video surveillance system.

Future Facility Plans and Other Capital Needs

The Bear Creek Community Charter School's Board of Trustees approved a Development Agreement outlining a collaborative relationship with Bear Creek Township and the Bear Creek Foundation to acquire additional land for the construction of a modern school campus which will serve the expanding needs of our student population as well as the community. This process continues, with a ruling in favor of the Township/School/Foundation by the Honorable Judge Joseph Van Jura of the Luzerne County Court of Common Pleas. The matter is currently on appeal with the Commonwealth Court.

The Board of Trustees has engaged a professional engineering firm that has completed a land development plan and related cost estimates. The Board has also engaged a professional engineering firm to complete a traffic study related to the proposed development project and is in the process of obtaining the appropriate highway occupancy permits through the Pennsylvania Department of Transportation.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

The school conducts monthly fire evacuation drills as required by Pennsylvania School Code as well as annual weather emergency drills in conjunction with Luzerne County Emergency Management Agency.

The school administers a Parent Emergency Notification System to notify parents via cell phone and e-mail in the event of inclement weather or a school-related emergency.

Bear Creek Community Charter School has been in communication with the Pennsylvania State Police regarding a Risk Vulnerability Assessment in conjunction with the Safe Schools program.

The school has implemented and maintains electronic security measures including access control, internal and external surveillance camera's and internet content filtering.

Bear Creek Community Charter School has created a Safety Committee which meets monthly to review student accidents as well as to create an Emergency Operations Manual. Training was conducted with the faculty and staff in the following procedures:

• Fire Drill - both primary and secondary exits

• Shelter in place

• Lock Down

• Off-site evacuation

The school nurse is responsible for the maintenance of student health and immunization records and audits them annually.

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

- BCCCS Wellness Policy
- Request for Reimbursement for School Health Services July 2011

Current School Insurance Coverage Policies and Programs

Bear Creek Community Charter School maintains the following insurance:

General liability, educator's legal liability, property, business auto, and hired and non-owned auto insurance coverage through The Hartford Fire Insurance Company, along with an umbrella policy.

Workers' compensation insurance through Twin City Fire Insurance Company.

Student accident insurance through AIG Life Insurance Company.

Employee medical benefits are offered through Blue Cross of Northeastern Pennsylvania.

Employee dental benefits are offered through United Concordia.

Employee vision coverage is offered through Davis Vision.

Short term disability, long term disability, and accidental death and dismemberment insurance is offered through The Hartford as is term life insurance.

Current School Insurance Coverage Policies and Programs - Attachments

- Insurance Declarations 2010 - 2011
- Insurance Declarations 2009 - 2010
- Insurance Declarations 2008 - 2009

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

During the 2010 - 2011 school year the Bear Creek Community Charter School employeed 32 professional certificated staff plus a non-certificated Chief Executive Officer.

Administrative staff which include:

- Chief Executive Officer
- Chief Academic Officer/Principal
- Assistant Principal
- Special Education Coordinator
- Guidance Counselor
- Intervention Specialist
- Nurse

Support staff which include:

- 6 part time Title 1 Para Professionals
- 3 part time Special Education Para Professionals
- 2 part time Classroom aides

Of these professional employees, the guidance counselor was a new position and 1 teacher was hired to replace a teacher that resigned.

Quality of Teaching and Other Staff - Attachments

- PDE 414 - 2010 - 2011
- PDE 414 - 2009 - 2010
- PDE 414 - 2008 - 2009
- PDE 414 - 2007 - 2008

Student Enrollment

Admissions Policy

Nondiscriminatory Admissions Criteria:

Bear Creek Community Charter School shall fully comply with the provisions of the PA Charter School law with regard to admission policies and procedures, as well as all other applicable state and federal provisions. Bear Creek Community Charter School will be nonsectarian in all respects. Bear Creek has an open enrollment policy. All students residing in the Commonwealth of Pennsylvania who are eligible for enrollment in grades K — 8 are qualified for admission at BCCCS. The school shall not discriminate against any student, employee, or other person on the basis of race, ethnicity, national origin, gender, sexual orientation, or disability. Admission criteria will not consider intellectual or athletic ability, aptitude, disability, race, creed, national origin, religion, or ancestry.

Bear Creek Community Charter School will give admissions preference in the following order to these categories of students:

1. Returning students

2. Siblings of currently enrolled students

3. Students residing in the school district in which the charter school is located

4. Students residing outside the school district in which the charter school is located

Withdrawal

Students may withdraw from Bear Creek Community Charter School at any time. Administrators will request that parents complete a brief withdrawal form and a questionnaire about the reasons for the student's withdrawal. Upon receipt of a release of school records from the new school, the student's records will be sent to the child's new school. BCCCS will keep a copy of the release for school records request on file as documentation of the transfer of the student to his or her new school. Whenever possible, the CAO, or a designated staff person, will conduct an "exit interview" with the family.

Admissions Procedures & Application Process

Bear Creek Community Charter School's application procedures will be clearly written with our application policies and guidelines incorporated into the application form. Applications will also be available in Spanish. The application will describe the project based, environmental and technology foci, and highlight the school's parent involvement components. The deadline for submission of applications for enrollment will be established each fall. Admission packets will require the following:

1. Admission packets include: name, address, emergency contact, relevant health and safety information/forms, application for free or reduced meals, forms for transportation (if applicable) and all other information/forms required by the PA charter school law and requirements of the local school district

2. A deadline for submission of the application will be clearly stated

3. Applications will be closely monitored to ensure that the applicant pool reflects the demographic makeup of the community served

If more students submit applications by the closure date than can be accommodated by the school's enrollment capacity, a lottery will be held to enroll students.

B. Describe the timetable to be used for admitting students, including a plan for the admission lottery for students from both within and outside the district.

Lotteries

During the initial recruitment / enrollment phase, Bear Creek Community Charter School strove to achieve diversity in the potential lottery pool by creating a database to allow the school to continually monitor the demographics of the applicant pool and to highlight any racial, ethic, or gender balance issues or problems early on. If the applicant pool is unbalanced or appears biased, additional recruitment efforts in poorly represented

communities will help round out the pool prior to a lottery. Probability dictates that a diverse applicant pool will likely lead to the desired diversity in the pool selected by lottery.

If the number of applications exceeds the number of seats available in a grade, the school will accept students by a random selection process. The school will grant enrollment preference to returning students, to siblings of students already enrolled in the school, and to students residing in the district. The school will maintain a waiting list of the remaining applicants. The school will notify applicant families within one week of the close of enrollment as to whether their children have been accepted. The following regulations will guide BCCCS's lottery process:

If applications exceed the school's capacity a lottery is held

The admissions lottery policies and processes will be clearly written and reflect state laws regarding random selection

Admission lotteries will be witnessed and occur in a public setting

A neutral party will conduct the lottery on behalf of the school

When the name of one child is drawn, the remaining children from that family will also be admitted.

A waiting list will be maintained in order drawn by lot, if needed, for the admission of students at a grade level should space become available during the school year.

Parents of suspended and expelled students would need to file an application for admissions, as all other parents of potential students would need to do. Suspended or expelled students whose behavior reflected concerns for their personal safety or for the safety of others will be reviewed individually and enrollment decisions will be made in full compliance with Pennsylvania law and with State Board of Education regulations.

Waiting Lists

After all available spaces are filled; waiting lists will be maintained for each grade. There will be complete student files for each student on the waiting list. When a space becomes available in a grade, the parent of the first student on the waiting list will be contacted and given a set period of time in which they can accept the position. If the space is declined, the next person on the list will be contacted.

Once the parent has accepted the position for their child:

The appropriate Request for Transfer form will be immediately sent to the school of origin.

A transportation request will be sent to the appropriate department, if applicable.

Qualifying parents will complete the application for free or reduced lunches.

The parent is given a copy of the BCCCS's Code of Conduct, and asked to return their signed verification and agreement before the student enters the school.

Emergency cards are completed prior to the student's attendance.

The parent is given a copy of the absentee/tardy policies of the school as well as other office procedures (i.e. visiting the school, drop off and pick up sites, classroom protocol, etc.).

Initial student enrollment 2004- 2005 - 96 students

2005 - 2006 = 256 students

2006 - 2007 = 350 students

2007 - 2008 = 390 students with a waiting list grades K - 7

2008 - 2009 = 405 students with a waiting list grades K - 4, 6 and 7

2009 - 2010 = 419 students with a waiting list grades K - 7

2010 - 2011 = 420 students with a waiting list grades K - 7

Student Enrollment - Attachments

- Admissions Policy 2010 - 2011
- Student Admission Policy 2009 - 2010
- Student Admission Policy 2008 - 2009
- Student Admission Policy 2007 - 2008
- Student Admission Policy 2006 - 2007

Transportation

Transportation for all students (including special education students) is provided in two forms:

1. The sending school district provides transportation if Bear Creek Community Charter School is within a 10 mile radius of the school district borders.
2. The parent transports the child if the district where they reside is outside the 10 mile boundary radius.

Food Service Program

Bear Creek Community Charter School has experienced substantial growth in participation in the food service program, particularly the breakfast component. Free and reduced school meals applications are processed through the online COMPASS system, and the Direct Certification is processed electronically through COMPASS as well.

The NutriKids point-of-sale system has been functional for three school years.

The school has incorporated comprehensive material regarding the food service program, school meals, and nutritional information into a handy Parents Guide as well as adding it to the school's web site, making information easily available to most parents.

During the 2010-2011 school year, Bear Creek Community Charter School converted to a new food service vendor in an effort to provide more quality school meal choices to students and to reduce operational costs.

Student Conduct

Bear Creek Community Charter School has adopted a comprehensive behavior management system and discipline plan. Creating a school culture and an environment conducive to learning is paramount to the Bear Creek Community Charter School. The *2010 - 2011 Student/Parent Handbook* is a crucial tool in achieving the desired culture and environment at Bear Creek Community Charter School. The *Handbook* delineates the rights and responsibilities of all the members of the school community—students, parents, teachers, administrators, and trustees—to ensure school integrity and to foster an environment conducive to learning.

The *2010 - 2011 Student/Parent Handbook* is distributed to parents and students at the beginning of each school year. The parent, student, and teacher are required to sign the acknowledgment page, stating that the parent understands the *2010 - 2011 Student/Parent Handbook* with the child, and that the teacher shares responsibility with the parent to ensure a safe, secure school for learning.

Also during the 2010 - 2011 school year, Bear Creek Community Charter School implemented the Olweus Bully Prevention Program which includes student, parent, and staff survey's of bully behavior. These survey's are followed by explicit instruction on bully prevention techniques weekly with tracking and monitoring of bully incidents daily.

Student Conduct - Attachments

- Discipline policy 2010 - 2011
- Discipline policy 2009 - 2010
- Discipline policy 2008 - 2009
- Discipline policy 2007 - 2008
- Discipline policy 2006 - 2007

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2011

The Bear Creek Community CS within Luzerne IU 18 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 Bear Creek Community 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: Jim Smith **Title:** Chief Executive Officer
Phone: 570-820-4070 **Fax:** 570-970-1448
E-mail: jim.smith@bearcreekschool.com

_____ _____
Signature of the Chief Executive Officer and Date

Identify the charter school's President of the Board of Trustees.
Name: David M. Blazejewski **Title:** President - Board of Trustees
Phone: 570-829-2920 **Fax:** 570-970-1448
E-mail: trustees@bearcreekschool.com

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

Identify the charter school's Special Education Contact Person.
Name: Margaret S. Foster **Title:** Special Education Contact
Phone: 570-820-4070 **Fax:** 570-270-6149
E-mail: margaret.foster@bearcreekschool.com

_____ _____
Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- 2011 Signature Page