
Pennsylvania Department of Education



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

Charter Annual Report

Tuesday, May 07, 2013

(Last Accepted: Friday, May 25, 2012)

Entity: Center for Student Learning CS at Pennsbury

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CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2012 - 2013

Name of School: Center for Student Learning CS at Pennsbury

Date of Local Chartering School Board/PDE Approval: Original 2/21/02-Renewal 11/16/07-
Renewal 11/17/11

Length of Charter: 5 years each **Opening Date:** 9/4/02

Grade Level: 6-12 **Hours of Operation:** 8:00AM - 2:15PM (MS) 10:15AM - 4:30PM (HS)

Percentage of Certified Staff: 100 **Total Instructional Staff:** 19

Student/Teacher Ratio: 8:1 **Student Waiting List:** 0

Attendance Rate/Percentage: 87.57

Summary Data Part II

Enrollment: 170 students **Per Pupil Subsidy:** 16,438.30

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	1
Black (Non-Hispanic):	35
Hispanic:	10
White (Non-Hispanic):	122
Multicultural:	2

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
61%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 50

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	0	0	181	181	363
Instructional Hours	0	0	0	0	1040.75	1040.75	2081.5

SECTION I. EXECUTIVE SUMMARY

Educational Community

The Center for Student Learning Charter School at Pennsbury (CSL) was opened to students in 2002 as a State approved alternative education for disruptive youth program. Throughout each year of operation, CSL has continued to grow in student enrollment, faculty, and educational programs. CSL is located in Tullytown Borough and continues to serve students from surrounding districts, including Bensalem, Bristol Borough, Bristol Township, Council Rock, Morrisville, Neshaminy, Pennsbury and Philadelphia.

CSL has always maintained a mission to serve at-risk students who benefit from the alternative learning environment, small group instruction and the learning environment by focusing on providing a program centered on meeting students at their academic level and thus providing them with a learning environment that is more personal. CSL maintains an average class size of fifteen students. Students are required to successfully complete four credits in English, Mathematics, Social Studies and Science and must acquire two credits of both Physical/Health Education and Art. High school and middle school students are given opportunities to enhance their academic skills through small group and one-on-one instruction. Community service is also encouraged at the school.

The Center for Student Learning Charter School at Pennsbury held their tenth commencement ceremony on Thursday, June 14, 2012. This year's graduating class included 27 students. The graduate facts include the following breakdown: 74% continuing onto post-secondary education, 7% entering the military, 19% entering the workforce. The school is proud of its individualized approach to education. Students enter from other districts with chronic truancy,

low standard assessment scores, and a lack of academic success. The Center for Student Learning is able to advance the students to a level where they will contribute positively to society upon graduation.

Mission

The purpose of the Center for Student Learning Charter School at Pennsbury (CSL) is to provide a safe and positive educational atmosphere, foster an optimal academic opportunity, cultivate emotional, social, and vocational growth, and present a forum for personal expression for at-risk students who would benefit from an alternative learning environment.

Vision

The vision of the Board of Trustees is that the Center for Student Learning will provide a superior model for the education of students who are not experiencing success in the school environment. The targeted population for the Center for Student Learning is at-risk students who are having difficulty achieving success in the middle school or high school environment. Students who will benefit from the CSL program will exhibit any or all of the following characteristics: poor school attendance, multiple discipline referrals, multiple subject failures, and/or patterns of disruptive behavior. These characteristics may result from unique learning needs, environmental factors, and/or medical or behavioral restrictions. The founding coalition also envisions the middle school component of the CSL program as providing a pro-active approach to meeting the needs of middle school at-risk learners before they develop the characteristics listed above.

The philosophy of the Center for Student Learning program is to meet the needs of the individual student. Specific curricula, methodologies, and activities that are referenced in this application are intended to provide a representative description of appropriate curricula, methodologies, and activities. Other curricula, methodologies and activities may be used as appropriate when necessary to meet the need of the individual learner.

Shared Values

· Lifelong Learning is the pursuit of knowledge and a commitment to achievement of potential.

- Each person should be encouraged to achieve his or her full potential and ability and to respect the achievements of others.
- Each person should be encouraged to develop critical thinking, creative imagination, interpersonal and vocational skills, and basic competencies in the various forms of disciplined inquiry.
- Each person should be equipped with the tools to critically examine world-views, especially those dominant in his or her background and school community.

· Respect for Self and Others

- Each person is unique and that uniqueness should be encouraged to develop self-respect and dignity.
- Each person has freedom of will, is responsible for his or her own conduct and will be encouraged to take responsibility for that conduct and to recognize the need for truthfulness and integrity.

- Each person should welcome opportunities for learning and allow others to learn.
- Each person differs in his or her readiness and ability to learn and has the right to be given access to available knowledge at a level appropriate to his or her developmental needs and interests.
- Each person has the right to learn in an environment free from harassment and discrimination.
- Each person should strive to work cooperatively and to resolve conflict peacefully while respecting differences and valuing the other person.

· **Respecting the Rules of the Learning Community**

- Each person should respect the rules and demonstrate appropriateness of behavior.
- We have created a 'Life Skills' elective course, revolving around PA Community Responsibility anchors, in order to help prepare students for issues they will face in everyday life.

· **Strategies of Conflict Resolution will be used to combat coercion and confrontation.**

- We are a Bully Free School.
- We utilize the services of NOVA, (Network of Victim Assistance) for student and staff presentations.
- We will utilize our certified Counselors to mediate small group sessions.
- We have created a 'Life Skills' elective course, revolving around PA Community Responsibility anchors, in order to help prepare students for issues they will face in everyday life.
- We will continue to integrate the Restorative Practices approach to discipline.
- We are working with the Bucks County Intermediate Unit to develop a School Wide Positive Behavior Support System.

We are developing age appropriate behavior expectations, through the use of a matrix, for both the middle school and high school.

Academic Standards

CSL follows the Pennsylvania State academic standards to ensure that the curriculum is grade level appropriate and rigorous. We refer to the local districts' curriculum guides to ensure that we are keeping pace with sending districts. The curriculum is organized in such a way that all students in the alternative environment meet graduation requirements through the successful completion of four credits in all major subject areas. We are continuously revising our curricula based on the PA Standard Aligned System and recognition of our students' proficiency.

Strengths and Challenges

Strengths:

- Increased focus on co-teaching in the content areas
- Increased spending, training, and utilization of educational technology
- Low student / teacher ratio
- Revision of the Student Code of Conduct
- Full-time Supervisor of Special Education
- Increase in special education staffing

Areas of Concern:

- Behaviorally challenged students
- Facility limitations in terms of space (pull out programs)
- Low parental involvement
- Student attendance
- Demand for appropriately integrated curriculum
- Limited electives

Focal Points for 2012-2013:

- Updating and revising curricula
- Continued focus on the Student Code of Conduct
- The dissemination and utilization of student assessment data (behavioral and academic)
- Improving overall communications
- Restorative Practices for addressing school climate and culture
- Special Education co-teaching in the content areas

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

The Center for Student Learning Charter School at Pennsbury has evolved over the past several years, as far as strategic planning and developing school vision that is consistent with the values and beliefs of our stakeholders.

On an annual basis, the CSL administration identifies a group of stakeholders that is able to provide a view of CSL through various perspectives and make it possible for these individuals to come together with the common goal of school improvement. Strategic planning is an ongoing process of assessment including data collection, the analysis of the data, the setting of goals and priorities, the development of an action plan, the monitoring of the plan and the evaluation of the impact on student achievement.

The strategic planning team began the ongoing process during the 2007-2008 school year. Over the following four years, our priorities have continued to evolve either because of new challenges or because of the improvement of our past weaknesses.

Team #1 Enrollment and Attendance: We will improve the enrollment process to ensure that the school and enrollee are made aware of all information from both sides and to ensure all information from enrollee is disclosed. We will create an attendance policy that will match Pennsylvania State and alternative education requirements as well as charter school law. We will sustain attendance by offering incentives to students as well as rewarding those students and classes with strong attendance. In addition, we will develop better communications and relationships with our sending districts to increase the enrollment of students who will benefit from our environment.

Team #2 Student Discipline: We will redefine student discipline procedures and policies by researching effective discipline policies and developing strategies for implementation and consistent enforcement. We will utilize our Management Assistant and incorporate a resource room program to better assist the management in the classrooms, providing the best possible environment for our students to learn.

Team #3 Staff Attraction / Retention: We will form a committee with the purpose of evaluating the creation of a performance based incentive system for teachers and staff. In addition, it was determined that when hiring new staff members it is crucial to fully disclose all aspects of the school and the needs of the students that we will educate.

Team #4 Student Assessment: We will develop and implement procedures to identify and address student baselines to achieve optimum academic performances. We will integrate new strategies and tools to determine the individual student's areas of concern before state standardized assessments are presented.

Each of the four teams compiled action plan steps for their team strategy. They were as follows:

Team #1 Enrollment and Attendance, Action Plan:

Our enrollment grew to over 170 students in 2011-2012. Our enrollment process is now being revised to be certain that students are provided with the appropriate placement. A new website and brochure were created to assist in improving our public relations and enrollment.

Team #2 Student Discipline, Action Plan:

Discipline Committee will continue to focus on the Student Code of Conduct and will present suggested changes to the Board of Trustees for approval.

Team #3 Staff Attraction / Retention, Action Plan:

- Created a committee to explore the performance based incentive systems.
- Create guidelines for assessments.
- Developed guidelines for improved teacher evaluation and supervision.

Team #4 Student Assessment, Action Plan:

- Utilize standardized assessments to monitor student academic and behavioral progress.
- Incorporate student needs assessments to provide appropriate remediation.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Bernhart, Rita	Teacher	Middle School Teacher	Executive Director / Thomas Reiley
Butt, Khris	Teacher	Middle School Teacher	Executive Director / Thomas Reiley
Clarke, Cheryl	Pupil Service Manager	Administrator	Executive Director / Thomas Reiley
Cliver, Joseph	Parent	Parent	Board of Trustees
Culnan, Eric	Teacher Mentor	Other	Executive Director / Thomas Reiley

DeTample, Kimberly	Teacher Mentor	Other	Executive Director / Thomas Reiley
Erhard, Shawna	Teacher	Middle School Teacher	Executive Director / Thomas Reiley
Fine, Jen	Management Assistant	Special Education Teacher	Reiley, Executive Director
Gerity, Elizabeth	Teacher Mentor	Other	Executive Director / Thomas Reiley
Goldenberg, Rachel	Paraprofessional	Other	Executive Director / Thomas Reiley
Haywood, Sally	Community Representative	Community Representative	Board of Trustees
Hedde, Diane	Business Manager	Administrator	Executive Director / Thomas Reiley
Humienny, Heather	Board President	Board Member	Board of Trustees
Kuhn, Jeff	Teacher	Middle School Teacher	Executive Director / Thomas Reiley
Kutzler, Amber	Teacher	Secondary School Teacher	Executive Director / Thomas Reiley
LaChance, Peter	Business Representative	Business Representative	Board of Trustees
Leventhal, Jen	School Psychologist	Ed Specialist - School Psychologist	Executive Director / Thomas Reiley
Lindbloom, Norma	Community Representative	Community Representative	Board of Trustees
Macary, Putt	Teacher Mentor	Other	Executive Director / Thomas Reiley
Manning, Nicole	Guidance	Middle School Teacher	Executive Director / Thomas Reiley
McDowell, Ryan	Teacher	Secondary School Teacher	Executive Director / Thomas Reiley
Parisi, Alison	Teacher	Regular Education Teacher	Executive Director / Thomas Reiley
Reiley, Thomas	Executive Director	Administrator	Board of Trustees
Rizzo, James	Teacher	Regular Education Teacher	Executive Director / Thomas Reiley
Rumbelow, Jane	Support Staff	Other	Executive Director / Thomas Reiley
Scott, Michelle	Parent	Parent	Board of Trustees
Shope, Bridget	Teacher	Secondary School Teacher	Executive Director / Thomas Reiley
Sperling, Joel	School Counselor	Ed Specialist - School Counselor	Executive Director / Thomas Reiley
Whelan, Jack	Teacher	Secondary School Teacher	Executive Director / Thomas Reiley
Zahor, Jennifer	Teacher	Special Education Teacher	Executive Director / Thomas Reiley

Goals, Strategies and Activities

Goal: Counseling

Description: Adjust the counseling component to include daily classroom sessions.

Strategy: Increase Student Engagement with School

Description: Facilitate student engagement in school thereby increasing student achievement and increasing the likelihood of graduation.

Activity: Dissemination and Analysis of Student Data (Academic, Attendance and Behavior)

Description: Teachers and administrators will meet once a month to analyze collected data and formulate plans to reach specific goals and benchmarks.

Person Responsible Timeline for Implementation Resources

Zahor, Jennifer	Start: 9/4/2012 Finish: Ongoing	-
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Status: In Progress — Upcoming

Date Comment

11/8/2012	Initial data is being collected and disseminated to the instructional staff. Mathematics data has been distributed to the teachers. Language Arts data is currently being collected.
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Activity: Implementing the Restorative Practice (RP) program and the Olweus Bullying program.

Description: Continue to train staff on RP and implement the school wide RP. Further implement the Olweus Bullying program.

Person Responsible	Timeline for Implementation	Resources
Reiley, Thomas	Start: 9/11/2012 Finish: 6/18/2013	\$800.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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6.00	2	18
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

School delivery inservice	<ul style="list-style-type: none"> • School Entity • Company 	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Continuing to implement Restorative Practice and Olweus programs.	Research clearly states that for students who stay engaged in school, dropping out is highly unlikely. One reason why students do not become engaged in school is bullying. These programs are aimed at eliminating bullying from school.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. • Instructs the leader in <u>managing resources</u> for effective results.
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Educator Groups Which Will Participate in this Activity

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

Follow-up Activities	Evaluation Methods
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<ul style="list-style-type: none"> • Team development and sharing of 	<ul style="list-style-type: none"> • Participant survey • discipline reports (We will track the amount of reported
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- content-area lesson implementation outcomes, with involvement of administrator and/or peers
 - Creating lessons to meet varied student learning styles
- bullying and analyze the data.)

Status: In Progress — Upcoming

Date	Comment
7/23/2007	These programs were started last year and we will continue to perfect the delivery of them this year.
11/8/2012	Initial training was provided to the staff. Future inservice days will also focus on all aspects of RP.

Activity: Maintaining a Student Council

Description: CSL will maintain a student council in the middle school and the high school program.

Person Responsible Timeline for Implementation Resources

Shope, Bridget	Start: 9/4/2012	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date	Comment
11/8/2012	The 2012-2013 student council has been formed and meets on a weekly basis.

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

Description: Graduate rate will meet the 80% threshold and/or show year-to-year growth.

Strategy: Increase Student Engagement with School

Description: Facilitate student engagement in school thereby increasing student achievement and increasing the likelihood of graduation.

Activity: Dissemination and Analysis of Student Data (Academic, Attendance and Behavior)

Description: Teachers and administrators will meet once a month to analyze collected data and formulate plans to reach specific goals and benchmarks.

Person Responsible Timeline for Implementation Resources

Zahor, Jennifer Start: 9/4/2012 -
 Finish: Ongoing

Status: In Progress — Upcoming

Date	Comment
11/8/2012	Initial data is being collected and disseminated to the instructional staff. Mathematics data has been distributed to the teachers. Language Arts data is currently being collected.

Activity: Implementing the Restorative Practice (RP) program and the Olweus Bullying program.

Description: Continue to train staff on RP and implement the school wide RP. Further implement the Olweus Bullying program.

Person Responsible	Timeline for Implementation	Resources
Reiley, Thomas	Start: 9/11/2012 Finish: 6/18/2013	\$800.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	2	18
Organization or Institution Name	Type of Provider	Provider’s Department of Education Approval Status
School delivery inservice	<ul style="list-style-type: none"> School Entity Company 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Continuing to implement Restorative Practice and Olweus programs.	Research clearly states that for students who stay engaged in school, dropping out is highly unlikely. One reason why students do not become engaged in school is bullying. These programs are aimed at eliminating bullying from school.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator’s <u>teaching skills</u> based on research on effective

practice, with attention given to interventions for struggling students.

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

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

- 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

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

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Creating lessons to meet varied student learning styles 	<ul style="list-style-type: none"> • Participant survey • discipline reports (We will track the amount of reported bullying and analyze the data.)

Status: In Progress — Upcoming

Date	Comment
7/23/2007	These programs were started last year and we will continue to perfect the delivery of them this year.

11/8/2012 Initial training was provided to the staff. Future inservice days will also focus on all aspects of RP.

Activity: Maintaining a Student Council

Description: CSL will maintain a student council in the middle school and the high school program.

Person Responsible Timeline for Implementation Resources

Shope, Bridget	Start: 9/4/2012	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

11/8/2012 The 2012-2013 student council has been formed and meets on a weekly basis.

Goal: MATHEMATICS

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

Strategy: Math Assistance

Description: CSL will utilize co-teaching within the regular program to address math enhancement.

Activity: Dissemination and Analysis of Student Data (Academic, Attendance and Behavior)

Description: Teachers and administrators will meet once a month to analyze collected data and formulate plans to reach specific goals and benchmarks.

Person Responsible Timeline for Implementation Resources

Zahor, Jennifer	Start: 9/4/2012	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

11/8/2012 Initial data is being collected and disseminated to the instructional staff. Mathematics data has been distributed to the teachers. Language Arts data is currently being collected.

Activity: Student Schedule Modification

Description: Administrators will modify student schedules as needed throughout the school year to assist with PSSA remediation

Person Responsible Timeline for Implementation Resources

Sperling, Joel	Start: 9/4/2012 Finish: Ongoing	\$900.00
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Status: In Progress — Upcoming

Date	Comment
7/29/2010	This occurs throughout the school year.

Activity: Teacher Inservice

Description: Utilize the scheduled inservice days throughout the year for training opportunities for the teachers in the integration of technology into their daily lessons.

Person Responsible	Timeline for Implementation	Resources
Reiley, Thomas	Start: 8/29/2012 Finish: 8/30/2012	\$4,600.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
		Not approved
Organization or Institution Name	Type of Provider	Provider’s Department of Education Approval Status
	Research and Best Practices	Designed to Accomplish
Follow-up Activities	Evaluation Methods	

Status: Complete

Date	Comment
11/8/2012	Inservice days focusing on technology integration were utilized prior to the start of the 2012-2013 school year.

11/8/2012 Mini-inservice programs will continue to be presented over the school year.

Strategy: Technology Integration

Description: The staff will receive inservice training in the integration of technology into their lessons.

Activity: Software License

Description: The cost of software license for students to utilize education programs.

Person Responsible Timeline for Implementation Resources

Reiley, Thomas	Start: 8/22/2012 Finish: Ongoing	\$60,000.00
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Status: Complete

Date Comment

11/8/2012 Software was purchased. Additional software will be considered on an individual basis.

Activity: Teacher Inservice

Description: Utilize the scheduled inservice days throughout the year for training opportunities for the teachers in the integration of technology into their daily lessons.

Person Responsible Timeline for Implementation Resources

Reiley, Thomas	Start: 8/29/2012 Finish: 8/30/2012	\$4,600.00
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Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Follow-up Activities	Evaluation Methods
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Status: Complete

Date Comment

11/8/2012 Inservice days focusing on technology integration were utilized prior to the start of the 2012-2013 school year.

11/8/2012 Mini-inservice programs will continue to be presented over the school year.

Goal: READING

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

Strategy: Reading Assistance

Description: CSL will focus on special education co-teaching within the regular classroom setting.

Activity: Dissemination and Analysis of Student Data (Academic, Attendance and Behavior)

Description: Teachers and administrators will meet once a month to analyze collected data and formulate plans to reach specific goals and benchmarks.

Person Responsible Timeline for Implementation Resources

Zahor, Jennifer	Start: 9/4/2012 Finish: Ongoing	-
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Status: In Progress — Upcoming

Date Comment

11/8/2012	Initial data is being collected and disseminated to the instructional staff. Mathematics data has been distributed to the teachers. Language Arts data is currently being collected.
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Activity: Professional Development

Description: Teachers will attend conferences and workshops to enhanced delivery methods of instruction or increase content knowledge.

Person Responsible	Timeline for Implementation	Resources
Reiley, Thomas	Start: 8/22/2012 Finish: 6/20/2013	\$22,200.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	10	18
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
N/A (various training sessions on different topics)	<ul style="list-style-type: none"> • School Entity • College • Intermediate Unit 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Content Knowledge and enhancement of delivery strategies		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • 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. • Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides the knowledge and skills to <u>think and plan strategically</u>, 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 <u>access and use appropriate</u>
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- 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

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Middle (grades 6-8) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Civics and Government • Mathematics • History • Geography

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • 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 • Peer-to-peer lesson discussions 	<ul style="list-style-type: none"> • Participant survey

Status: In Progress — Upcoming

Activity: Student Schedule Modification

Description: Administrators will modify student schedules as needed throughout the school year to assist with PSSA remediation

Person Responsible Timeline for Implementation Resources

Spierling, Joel	Start: 9/4/2012 Finish: Ongoing	\$900.00
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Status: In Progress — Upcoming

Date	Comment
7/29/2010	This occurs throughout the school year.

Activity: Teacher Inservice

Description: Utilize the scheduled inservice days throughout the year for training opportunities for the teachers in the integration of technology into their daily lessons.

Person Responsible	Timeline for Implementation	Resources
Reiley, Thomas	Start: 8/29/2012 Finish: 8/30/2012	\$4,600.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Follow-up Activities	Evaluation Methods
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Status: Complete

Date	Comment
11/8/2012	Inservice days focusing on technology integration were utilized prior to the start of the 2012-2013 school year.
11/8/2012	Mini-inservice programs will continue to be presented over the school year.

Strategy: Technology Integration

Description: The staff will receive inservice training in the integration of technology into their lessons.

Activity: Teacher Inservice

Description: Utilize the scheduled inservice days throughout the year for training opportunities for the teachers in the integration of technology into their daily lessons.

Person Responsible	Timeline for Implementation	Resources
Reiley, Thomas	Start: 8/29/2012 Finish: 8/30/2012	\$4,600.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
		Not approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Follow-up Activities	Evaluation Methods	

Status: Complete

Date	Comment
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11/8/2012	Inservice days focusing on technology integration were utilized prior to the start of the 2012-2013 school year.
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11/8/2012	Mini-inservice programs will continue to be presented over the school year.
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Goal: School-Wide Benchmark Assessments

Description: Research and purchase a benchmark assessment tool to provide teachers with data on individual students growth over time.

Strategy: PSSA Readiness / Keystone Assessment Readiness

Description: CSL will kick off a campaign of activities a week before the assessments are scheduled. These activities are geared toward helping students and parents prepare for the assessment.

Activity: Dissemination and Analysis of Student Data (Academic, Attendance and Behavior)

Description: Teachers and administrators will meet once a month to analyze collected data and formulate plans to reach specific goals and benchmarks.

Person Responsible Timeline for Implementation Resources

Zahor, Jennifer	Start: 9/4/2012	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date	Comment
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11/8/2012	Initial data is being collected and disseminated to the instructional staff. Mathematics
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data has been distributed to the teachers. Language Arts date is currently being collected.

Activity: Teacher Inservice

Description: Utilize the scheduled inservice days throughout the year for training opportunities for the teachers in the integration of technology into their daily lessons.

Person Responsible	Timeline for Implementation	Resources
Reiley, Thomas	Start: 8/29/2012 Finish: 8/30/2012	\$4,600.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
		Not approved
Organization or Institution Name	Type of Provider	Provider’s Department of Education Approval Status
		Not approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Follow-up Activities	Evaluation Methods	

Status: Complete

Date	Comment
11/8/2012	Inservice days focusing on technology integration were utilized prior to the start of the 2012-2013 school year.
11/8/2012	Mini-inservice programs will continue to be presented over the school year.

Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS

Description: At least 95% of eligible students will participate in required state-wide assessments.

Strategy: Connecting with Parents

Description: CSL will develop a Parent-Teacher Association. Through the use of communication CSL will form a partnership with parents in order to facilitate student enthusiasm to perform well on the State assessments. The utilization of teacher contact with parents, monthly newsletters, school website, “Open House”, and parent visitations will forge this partnership.

Activity: Dissemination and Analysis of Student Data (Academic, Attendance and Behavior)

Description: Teachers and administrators will meet once a month to analyze collected data and formulate plans to reach specific goals and benchmarks.

Person Responsible Timeline for Implementation Resources

Zahor, Jennifer	Start: 9/4/2012	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

11/8/2012	Initial data is being collected and disseminated to the instructional staff. Mathematics data has been distributed to the teachers. Language Arts data is currently being collected.
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Activity: Maintaining a Student Council

Description: CSL will maintain a student council in the middle school and the high school program.

Person Responsible Timeline for Implementation Resources

Shope, Bridget	Start: 9/4/2012	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

11/8/2012	The 2012-2013 student council has been formed and meets on a weekly basis.
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Activity: Newsletters

Description: Newsletters will be sent home with students monthly. Staff will meet to discuss content monthly.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/1/2010	\$2,050.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: PSSA Readiness / Keystone Assessment Readiness

Description: CSL will kick off a campaign of activities a week before the assessments are scheduled. These activities are geared toward helping students and parents prepare for the assessment.

Activity: State Assessment Planning

Description: Faculty meetings will be used as brainstorming sessions increase student buy-in and ultimately student achievement on State assessments.

Person Responsible Timeline for Implementation Resources

Reiley, Thomas	Start: 9/4/2012 Finish: Ongoing	\$600.00
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Status: In Progress — Upcoming

Strategy: State Assessment Breakfast Program

Description: CSL will provide students with a nourishing breakfast on the days of the State assessments.

Activity: Breakfast

Description: Breakfast will be supplied to all students participating in the State assessments.

Person Responsible Timeline for Implementation Resources

Clarke, Cheryl	Start: 9/4/2012 Finish: Ongoing	\$465.00
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Status: In Progress — Upcoming

Statement of Quality Assurance

Charter school has met AYP.

There are currently no supporting documents selected for this section.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

The curriculum committee developed the curriculum and aligned it to meet Pennsylvania's anchors and standards. It was written to not only teach the skills the students need to become competitive in the job market but also to allow scaffolding of instruction within a differentiated teaching model. Professional development is used to offer our teachers the skills needed to implement the curriculum. As modifications are made to the standards and anchors, the curriculum committee enhances our curriculum to meet those changes. Most recently, we have integrated a backwards-design approach to the curriculum in each subject area. A complete curriculum guide can be found in the administration offices and individual curriculum guides can be found in the subject area classrooms.

Educators strive to meet the needs of all students. Teaching strategies such as Active Learning, Cooperative Learning, and Inquiry Based Learning are utilized while integrating technology. Active learning allows students to talk and listen, read, write, and reflect as they approach course content through problem-solving exercises, informal small groups, simulations, case studies, role playing, and other activities, all of which require students to apply what they are learning. Cooperative Learning is a systematic pedagogical strategy that encourages small groups of students to work together for the achievement of a common goal. Inquiry Based Learning creates an environment that promotes the "use of inquiry" in the classroom. Inquiry Based Learning provides an opportunity for students to complete exercises on their own, and to allow them to figure out thoughts, ideas, and concepts for themselves. After students have discovered these concepts they then share their knowledge with their classmates which afford a more in-depth study of the concepts. The teacher acts as the catalyst, directing students' interactions, activities, and discussion rather than being the bearer of all information. Our teachers ask open-ended questions then facilitate student-dominated discussions that require the students to think more and to do more. Utilizing these different strategies affords the students the opportunity to use their own learning style when comprehending new materials and to stay actively engaged in the learning process.

The curriculum is designed to ensure that students are actively involved in the learning process and increasingly assume responsibility for their own learning. An important piece of curriculum development is to transform the content into varied and stimulating learning experiences that interest students and help them relate new content to prior knowledge and make connection between school experiences and

real world issues. The curriculum is organized on an integrated basis, as often as possible, so that the connectedness of knowledge is clear to students.

The curriculum design focuses on outcomes, with multiple assessments of performance used to determine how well students perform with respect to these outcomes. Pennsylvania's standards and anchors are used to judge student skill performances. Individual Education Plan (IEP) goals and benchmarks are used to determine degrees of success for our Students with disabilities as well. Students that have tested at basic and below basic on the PSSA receive remediation in math, reading and writing. Assessments are given on a weekly basis to determine degrees of success and if re-teaching of the skill is required. The emphasis of assessment is on recognizing and encouraging student higher order thinking, problem solving and insight, along with mastery of important information.

Rigorous Instructional Program - Attachments

- Professional Development Plan
- Teacher Induction
- Professional Development Inservice Calendar 2012-2013

English Language Learners

Currently the Center for Student Learning Charter School has no English Language Learners. If a student were to enroll in the school with these needs all state guidelines would be followed regarding evaluation and parent correspondence/input. In addition, appropriate instruction would be provided for the student.

At this point, an ELL report is not applicable.

There are currently no supporting documents selected for this section.

Graduation Requirements

All students are required to earn passing grades in twenty four (24) credit units in grades 9-12 to meet the requirements for graduation. These 24 units must be so distributed as to enable the students to complete four (4) credits of each Language Arts, Math, Science, and Social Studies. In addition the students must complete two (2) credits in Physical Education/Health, two (2) credits in Arts/Humanities, and four (4) credits of electives.

All Students are required to complete a culminating project prior to graduation. A Graduation Project Handbook and Materials are provided to each student to instruct and guide them in completing this requirement for graduation. The Graduation Project must contain a written, an oral, a visual, and a technological component. The Graduation Project is presented to a panel of three staff members. The panel scores the project by reviewing the students' portfolio and presentation, using a rubric rating six categories (Understanding, Form, Preparedness, Content, Process, and Organization) with a maximum score of three points in each. The student must receive an average score of twelve for an acceptable evaluation.

All students shall demonstrate proficiency on either the Pennsylvania State System Assessment (PSSA) in reading, writing and mathematics administered in grades 11 or with an approved local assessment or courses provided by the Center for Student Learning Charter School and aligned with the academic standards and anchors.

Students with disabilities, who satisfactorily complete a Special Education Program developed by the Individual Educational Program (IEP) Team, shall be granted and issued a regular high school diploma. This would apply only if the Special Education Team has determined that this decision is in the best interest of the student with a disability. This shall be in accordance with Individuals with Disabilities Act.

Special Education

The Center for Student Learning Charter School provides a free, appropriate public education to all of its students, including students with disabilities who need special education and related services. State and federal statutes and regulations guide the charter school in locating, assessing and planning for the needs of its exceptional students. Screening activities are conducted at each grade level to identify educational needs of its students.

There are 4 levels of the screening process:

Level 1: Screening at this level includes a review of a student's health records, report cards, overall classroom performance and review of standardized testing.

Level 2: At this level, there is screening in vision, hearing or motor development.

Level 3: Students who are experiencing academic or other difficulties are referred for this level for a referral to the SAP (Student Assistance Program) team.

Level 4: Students who are experiencing academic or other difficulties who continue to have needs not addressed by the SAP team or other interventions can be referred to this level for an evaluation.

Parents are always regarded as required and important members of this process. The parents of a student can at any time request an evaluation.

If a student is identified through the above screening process as a student that needs more supports in order to be successful, a request is made to the Multi-disciplinary Team. This team includes the parents, teachers, principal, support staff and others who may assist in identifying the strengths and needs of the student. A permission to evaluate is sent to the parents and once received an evaluation begins. Through this evaluation, data is gathered on the students overall performance and it is determined if the student is eligible for Special Education services. A meeting is held (with the parents) to discuss the results and an IEP (if appropriate) is created. Also included in this meeting are explanations of the forms being presented (IEP, ER, NOREP, Procedural Safeguard Notice and any other appropriate forms).

Once it is determined what services and supports the student needs (through the IEP) it is put into place the day following the meeting. At the Center for Student Learning, all students are in a full inclusion program with pull outs only as needed. Related services are provided as well. These services include but are not limited to Speech Therapy, Art Therapy and Occupational Therapy. One on one support services are also provided. Most of the related services are provided through Bucks County Intermediate Unit #22.

Strategies that are used to support students with special needs are small class sizes and individualized instruction. Also included in the strategies are each student's individual accommodations and modifications as put forth in the IEP.

Special Education - Attachment

- Special Education Procedures

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Khris Butt	1.0	Reading Specialist/Pull out instruction or in class support of both	Center for Student Learning Charter School	5	Supports all students in the inclusion classroom and holds small group pull out sessions.
Jennifer Zahor	1.0	Pull out instruction or in class support of both teachers and students	Center for Student Learning Charter School	47	N/A
Jeff Kuhn	.01	Inclusion Classroom	Center for Student Learning Charter School	6	The inclusion classroom includes students with Learning Support, Emotional Support and Autistic Support.
Rita Bernhart	.01	Inclusion Classroom	Center for Student Learning Charter School	6	The inclusion classroom includes students with Learning Support, Emotional Support and Autistic Support.

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
N/A	N/A	N/A	N/A	0	N/A

Special Education Program Profile - Chart III

Title	Location	FTE
Paraprofessionals	Center for Student Learning Charter School	4.0
Psycholoist	Center for Student Learning Charter School	.5
Guidance Counselor	Center for Student Learning Charter School	1.0

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Bucks County Intermediate Unit #22	Speech Therapist	2 hours per week

Contracted with CSL	Certified School Psychologist	Approximately 10 hours per week
Bucks County Intermediate Unit #22	Occupational Therapist	2 hours per month
Bucks County Intermediate Unit #22	Behaviorist	as needed

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
N/A	No	No	No	No	No	No

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	Yes	Yes	No	No	Yes	No
Keystone Assessments	No	No	No	No	Yes	Yes	Yes
ForeSight Assessments	Yes						

Student Assessment

PSSA, curriculum based assessments and standardized test data are analyzed by our teachers, administrators and staff. Curriculum is then modified to address areas of deficiency. Professional development is created based on discrepancies between student progress and instructional strategies. We utilize the continuous improvement model design to then create goals and objectives which are taught, tested, then analyzed. This model affords us the opportunity to build on student success while addressing students' needs.

State and federal statutes and regulations guide the charter school in locating, assessing and planning for the needs of its exceptional students. Screening activities are conducted at each grade level, upon enrollment and beginning each year, to identify educational needs of its students. There are 3 levels of the screening process:

Level 1: Screening at this level includes a review of a student's health records, report cards, overall classroom performance and review of standardized testing.

Level 2: At this level, there is screening in vision, hearing and motor development.

Level 3: Students who are experiencing academic or other difficulties are referred for this level.

Parents are always regarded as required and important members of this process.

If a student is identified, through the above screening process, as a student that needs more supports in order to be successful, a request is made to the Multi-disciplinary Team. This team includes the parents, teachers, principal, support staff and others who may assist in identifying the strengths and needs of the student. A permission to evaluate is sent to the parents and once received an evaluation begins. Through this evaluation, data is gathered on the students overall performance and it is determined if the student is eligible for Special Education services. A meeting is held (with the parents) to discuss the results and an IEP (if appropriate) is created. Also included in this meeting are explanations of the forms being presented (IEP, ER, NOREP, Procedural Safeguard Notice and any other appropriate forms).

Once it is determined what services and supports the student needs (through the IEP) it is put into place the day following the meeting. At the Center for Student Learning, all students are in a full inclusion program with pull outs only as needed. Related services are provided as well. These services include but are not limited to Speech Therapy, Art Therapy and Occupational Therapy. One on one support services are also provided. Most of the related services are provided through Bucks County Intermediate Unit #22.

If a student does not qualify for Special Education services, teachers continue to monitor their progress in the classroom through observation, grading systems and informal meetings with both the students and other related staff members and faculty.

Strategies that are used to support all students are small class sizes and individualized instruction. A point system is also in effect throughout each classroom, monitoring their participation, preparedness and task completion. Also included in the strategies are each student's individual accommodations and modifications as put forth in the IEP, if applicable.

In addition, when our PSSA or PSSA-M scores are received, we review and revise our courses that are offered and the curriculum that is presented. If students do not demonstrate mastery on certain subject areas or material we focus on development of those areas for the next school year, as well as remediation for those students who did not score proficient.

Student Assessment - Attachment

- Special Education Policy and Procedures

Teacher Evaluation

The Center for Student Learning Charter School at Pennsbury utilizes the PDE426 and PDE 426 assessment forms.

In addition to the PDE standard assessment forms, the CSL's teachers receive evaluations in the following areas: Teaching Methods Employed, Knowledge of Subject Matter, Classroom Management, and Rapport with Students. Informal and formal observations are equally as important in maintaining our teachers' success. Through the formal process, a pre-observation conference meeting takes place between the teacher and observer, to discuss expectations and plans. The Teacher is observed, then a post-observation conference is held to discuss successes and areas of concern. If a teacher is in need of improvement, a plan is developed and support systems are put into place. The Principal and Assistant Principal are responsible for facilitating evaluations and development plans. Evaluators attend workshops designed to ignite leadership skills and teach strategies. The BCIU #22 has been an avenue of resources to teach techniques and inform regarding special education issues. The instructional strategies that are unique to our school are: small group instruction with a 15:1 student ratio and differentiated instruction with a hands-on component.

Teacher Evaluation - Attachment

- TEACHER EVALUATION

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

At the start of the 2011-2012 school year, a new President of the Board of Trustees was elected to office. In addition the vice-principal exited. The position was not filled. The position of Supervisor of Special Education was created and filled for the 2012-2013 school year.

Board of Trustees

<u>Name of Trustee</u>	<u>Office (if any)</u>
Heather Humienny	President
Thomas Gillette	Vice President
Elaine Novet	Secretary
Daniel DiLorenzo	Treasurer
Mike Wolverton	Member
Norma Lindbloom	Member
Teresa Hinterberger	Member
Sally Haywood	Member
Peter LaChance	Member

Professional Development (Governance)

The members of the Board of Trustees and Administrative staff, for the Center for Student Learning Charter School at Pennsbury have the opportunity to attend conferences and workshops. Funds are budgeted to cover expenses. Conferences and workshops must be approved by the Board of Trustees. Members of the Board of Trustees are active participants of the CSL strategic planning professional development sessions. The Administration took part in various leadership conferences throughout the year.

Coordination of the Governance and Management of the School

All decisions regarding the governance and management of the school are decided based on a Board of Trustees vote. The Board of Trustees meets twice a month to discuss items affecting the school. In order to make an informed decision regarding the school, the Board of Trustees requires research-based information, needs analyses data, and student affect analyses data before voting on any agenda item. A majority vote is needed to approve any item. In addition, any member of the Board of Trustees is available to staff members and parents via e-mail or telephone regarding any issue. The Board of Trustees has employed an Executive Director and an Administrative team to carry out the everyday operations and decision making, for The Center for Student Learning Charter School at Pennsbury, following the guidelines they have set forth. Recently, the Board of Trustees has integrated individual staff meetings toward the end of the school year in order to

better assess the classroom environment and school needs. If a staff member leaves their CSL employment, an exit interview is scheduled with the BOT members for similar assessment.

Coordination of the Governance and Management of the School - Attachment

- 2011-2012 Board of Trustees Meetings

Community and Parent Engagement

The Center for Student Learning Charter School at Pennsbury (CSL), with guidance and direction from the Board of Trustees continued to take a pro-active stance on parental involvement in their child's education. CSL employs a partnership model of accountability in its daily operation through the following avenues:

1. Welcoming parents into the school and into the classroom: Under the direction of the Board of Trustees, parents are encouraged to visit the school and to visit their child's classroom at any time. "Open House" and "Back to School Night" are planned activities that encourage whole family involvement and facilitate a genuine interest in the opportunities that exists for their child, in the CSL framework. Activities such as 8th grade and 12th grade graduation offer parents an opportunity to celebrate their student's achievements and successes. The Board always welcomes parents' comments or concerns.
2. Parental Involvement in the Decision Making Process: The Board of Trustees endorses the involvement of family members as participants in committees that create the foundation for school decisions and welcome families to serve as the 'Public' at Board of Trustees meetings.
3. Collaborating with the Community: The Board of Trustees engages members from the community as participants in committees that create the foundation for school decisions. We collaborated with projects such as Adopt-A-Highway, Support of the USO and American Red Cross, the Ronald McDonald House, and other community partnerships.
4. Promote Volunteering: The Board of Trustees encourages family involvement as volunteers and applauds that involvement. The Parent-Teacher Organization continues to take on new roles and

developed various activities for the students for purposes of fund raising and to increase time spent with families.

5. Open Communication between School and Family: Communication with families about school programs and student progress are directives of the Board of Trustees to the CSL staff. Teachers are expected to contact parents for both positive statements of support as well as concerns of issues that the student may be experiencing. Newsletters are to be sent home monthly, outlining what concepts and skills will be taught, study tips, upcoming special events or deadlines, and tips on child development and child rearing. Progress reports are to be sent home quarterly. Teachers communicate with parents on a regular basis through e-mail and the student's academic planner. CSL employs two full-time and one part-time certified school counselor to assist families and students with community resources, emotional needs, and psycho-social needs.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

The Center for Student Learning will actively seek state grants, private grants, and community partnerships to supplement tuition revenue. The School will also continue to apply for federal funding due to the high percentage of impoverished students enrolled.

The School is currently investigating a contract with a media marketing company to advertise on school premises to generate advertising revenue. In addition, a private donation is being pursued to fund e-readers for students' use in the classrooms.

Fiscal Solvency Policies

Fiscal Solvency Policies

All financial decisions and expenditures are approved by The Center for Student Learning Board of Trustees. The School's Finance Policy gives authority and responsibility to the Board of Trustees to approve the budget, bids and authorization of expenditures.

The expenditure of funds will be controlled by the two-step process of budget appropriation and expenditure authorization. Expenditures require one-over-one approval, i.e., the cost center supervisor and his/her administrator. As part of their fiduciary responsibilities, every payment made from any School account needs to be approved by the Board. Board meetings are held, on average, every three weeks. This allows the Board to keep close oversight of all school activities, including financial.

The Board is apprised, at each meeting, of all Accounts Receivables, Cash Balances, and Accounts Payable. All payments are pre-approved by the Board, and each payment requires two Board signatures for all checking accounts. Counter withdrawals at all banking institutions holding deposits of the School prohibit any counter withdrawal from any party, whether an employee or Board member.

The General Fund Budget is prepared in conjunction with Board approval of all salaries and contracts for the upcoming school year. The Budget is organized and planned to ensure adequate understanding of the financial needs associated with program implementation, support and development per the Budget Planning Policy. The Budget Preparation Policy recognizes the Board's obligation to the taxpayers to approve only those expenses reasonably required to provide an educational program suitable to the needs and goals of the Center for Student Learning Charter School and its students.

It is the policy of the Board of Trustees, through its Purchases Budgeted Policy, that when funds are available, all purchases contemplated within the current budget, and not subject to bid, be made in a manner that ensures the best interests of the Center for Student Learning Charter School at Pennsbury. All purchases that are within budgetary limits and were originally contemplated within the budget may be made upon authorization of the Executive Director unless the contemplated purchase is for more than \$5,000, in which case prior approval is required from the Board.

A line of credit has been established for up to \$100,000 in case a cash flow problem should arise or an unforeseen capital expenditure is necessary. Use of this line of credit requires Board action.

Accounting System

The Center for Student Learning Charter School at Pennsbury has an accounting system that conforms with Generally Accepted Accounting Principles (GAAP) government accounting standards. The School's chart of accounts incorporates the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools.

The entity-wide financial statements are reported using the *economic resources measurement focus* and the *modified accrual basis of accounting*. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

All governmental fund types are accounted for using a *current financial resources measurement focus*. With this measurement focus, only current assets and current liabilities are generally included on the balance sheet. Operating statements of these present funds increase (revenue and other financing resources) and decrease (expenditures and other financing uses) in net current assets.

Governmental fund types are accounted for using the *modified accrual basis of accounting*. Revenues are recognized when they become both measurable and available to finance expenditures for the fiscal period. "Available" means collectible within the current period or soon enough thereafter to be used to pay liabilities of the current period. State revenue is recognized in the year to which it applies according to Pennsylvania statutes. Other revenue is considered available if collected within one year. Expenditures are recognized using the modified accrual basis of accounting when the related fund liability is incurred.

All proprietary fund types are accounted for using an *economic resources measurement focus*. With this measurement focus, all assets and liabilities are recorded, including capital assets and long-term debt and obligations. Furthermore, revenues are earned from the provision of goods or services and expenses are incurred to provide for these services. This includes the allocation of costs to the period in which the revenues were earned.

Proprietary fund types are accounted for using the *accrual basis of accounting*. In this basis, transactions are recorded when incurred regardless of when cash is collected or disbursed. Revenues are recognized when earned and become measurable, and expenses are recorded when incurred, if measurable.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- eSP Prelim Rev, Exp & Fund Bal as of June 30, 2012 w signature

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

Audit Firm:

Adelman & Co., P.C.

3103 Philmont Ave.

Suite 314

Huntingdon Valley, PA 19006

Date of Last Audit: October 28, 2011

Auditor's Opinion

The auditor's Annual Report Summary for the fiscal year ended June 30, 2011 is attached. The audit for the 2011/2012 school year has yet to be completed.

Audit Findings:

None

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

- Audited Financial Statements Fiscal Yr. ended June 30, 2011

Citations and follow-up actions for any State Audit Report

State Audit Report

A State audit was not conducted during the 2011/2012 school year.

The Center for Student Learning Charter School at Pennsbury underwent a State audit during the 2007/2008 school year which encompassed the years ended June 30, 2006, 2005 and 2004 and in certain areas extending beyond June 30, 2006.

The Performance Audit Report dated December 20, 2007 was received by the school in July 2008. As per the Auditor General's Independent Auditor's Report "The results of our tests indicated that, in all significant respects, the Center for Student Learning Charter School at Pennsbury was in compliance with applicable state laws, regulations, contracts, grant requirements, and administrative procedures falling within the scope of our audit".

There were no citations or follow-up actions issued by the state, as a result of this State Performance Audit Report. In fact, in a letter to the Center for Student Learning Charter School at Pennsbury dated November 25, 2008, the Secretary of Education for the Commonwealth of Pennsylvania, Geralk L. Zahorchak, D.Ed., stated that "the board of directors and the administrative staff of the Center for Student Learning Charter School at Pennsbury are to be congratulated for the accomplishments shown by the audit of your operations for the fiscal years ending June 30, 2006 and 2005, recently issued by the Department of the Auditor General."

The school has an annual audit of all financial records each fiscal year ending June 30 prepared by an independent auditor. To date, all audits conducted by an independent auditor have resulted in audit reports stating the School's financial statements are presented fairly and in accordance with Generally Accepted Accounting Principals (GAAP).

SECTION VII. FACILITY RESPONSIBILITIES

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

Acquisition of Facilities, Furniture, Fixtures, and Equipment for the year ending June 30, 2012.

The School made substantial improvements in educational technology during the 2011-2012 school year. The purchase of two addition laptop carts, complete with 20 student laptops and a printer each, enabled increased mobile technology which could be shared in multiple curriculum classroom settings. A fund-raising initiative was conducted for Nook e-readers to be purchased for the High School Language Arts curriculum at a cost of \$3,352, which was fully funded by private donations. In addition, laptops were provided to all instructional staff. Overall, \$43,094 was spent for instructional technology during the 2011-2012 school year.

Administrative technology was also improved. All Administration computer workstations were upgraded with new computer towers and monitors at a cost of \$5,520.

Instructional furniture purchases totalled \$8,881 for the 2011-2012 school year. Included in these purchases were book carts for all classrooms. This enabled the textbooks of any curriculum to be transported to any classroom, enabling all classrooms to be multi-purpose. Additional student desks were purchased for increased

enrollment. Lastly, picnic tables were purchased enabling students to enjoy lunch outside during pleasant weather days and enabling instructional areas outside the confines of the classroom when weather permits.

Lawn maintenance equipment was also purchased in the amount of \$848.

Future Facility Plans and Other Capital Needs

Future Facility Plans and Other Capital Needs

In May of 2008, the School entered into an Agreement of Sale for an existing church and property at a cost of \$950,000. Closing on the building and property took place in April 2009 with renovations starting immediately. A commercial loan in the amount of \$2.16 million was acquired to finance the property acquisition and renovation. The construction/renovation portion of the debt was acquired over the course of both the 2008/2009 and 2009/2010 school years. The new school was opened in September 2009. The terms of the commercial loans require refinancing by March 1, 2015, at which time the principal balance will be \$1.9 million. The School has committed \$400,000 of the General Fund Balance towards the reduction in the principal balance to be refinanced.

In the future, the newly renovated facility has incorporated plans for additional classrooms to be added on to the existing structure if and when enrollment grows in excess of the 180 student capacity of this new facility and enrollment is sustainable. Any expansion of the existing facility in the future will require additional long-term financing.

The condition of the school is such that no additional major renovations are planned through June 2013.

During the term of the current charter ending in June of 2017, the School plans to advance both its instructional and administrative technology. Throughout the next charter, instructional technology will be acquired and integrated more and more into all subject areas as an instructional tool. All technology enhancements are expected to be budgeted through the general fund budget and should require no special financing.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

Health and Safety Requirements

The Center for Student Learning Charter School at Pennsbury conducted 10 fire drills during the 2011/2012 school year. The Borough of Tullytown Fire Marshal was present for the drill conducted on June 1, 2012. It was determined that we are in compliance with all the fire drill safety procedures.

The Center for Student Learning premises at 345 Lakeside Drive, Levittown, PA had a Fire Safety inspection conducted by the Borough of Tullytown Fire Marshal on September 15, 2009 resulting in full compliance with the fire codes. All fire extinguishers are inspected annually, with the most recent inspection taking place on September 8, 2011. The school has a fire alarm system that is monitored 24 hours per day by a security service.

The Bucks County Department of Health and Food Safety conducted two Food Facility Inspections, as required by PDE Division of Food and Nutrition, on October 3, 2011 and April 17, 2012. In both inspections, the School was found to be in compliance with County and State sanitation standards.

In addition, the Bucks County Department of Health, Division of Environmental Sanitation, conducted a School Building Inspection on December 21, 2011 and was also found to be in compliance with all County and State sanitation standards.

The School has adopted a Wellness Policy to promote a healthy school environment where students will learn about and participate in positive dietary and lifestyle practices that can improve student achievement. (See attached Wellness policy and Wellness Policy Checklist).

During the 2011/2012 school year, CSL conducted hearing, dental and sight screenings on all students.

Emergency Response Procedures have been adopted by The Center for Student Learning Charter School at Pennsbury outlining instructions for emergency situations. These emergency instructions include, but are not limited to instructions for: intruders, lockdown procedures, bomb threats, public demonstrations, medical emergencies, child abuse, assault/rape, suicidal behavior, death, kidnapping, and natural disasters. A code yellow drill was held on June 12, 2012.

Maintenance of Health and Immunization Records for Students

All Health and Immunization records are reviewed by our Certified School Nurse. The Nurse keeps originals of all health and immunization records in locked files. Records are reviewed for compliance of required health and dental examinations and immunizations. The nurse notifies all parents of students requiring updated health and dental examinations through written notifications, and arranges for a physician and dentist to provide examinations to students in cases where parents do not provide evidence of a private examination. If a student transfers to another school, copies of all health and immunization records are kept on file.

Attachments:

Wellness Policy

Wellness Policy Checklist

Request for Reimbursement and Report of School Health Services for 2010/2011*

*Request for Reimbursement and Report of School Health Services for 2011/2012 has not been completed as of the date of this report. The deadline for the 2011/2012 school year submission for reimbursement is September 30, 2012. This report is in process as of this date.

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

- Wellness Policy
- 2010-2011 Reimbursement Request Report School Health Services
- Wellness Policy Checklist

Current School Insurance Coverage Policies and Programs

SCHOOL INSURANCE COVERAGE POLICIES

2011-2012

Coverage Type	Insurance Carrier	Policy Number
Package: Includes: Property Equipment Breakdown Crime and Fidelity General Liability including Sexual Abuse/Molestation Educators Professional Inland Marine	Great American Insurance Group	PAC1898685
Automobile	Great American Insurance Group	CAP1898686
Workers' Compensation & Employer's Liability	Technology Insurance Co.	TWC3285159
Umbrella	Great American Insurance Group	UMB1898687
Directors & Officers and Wrongful Employment Practices includes Limited Professional Liability Endorsement	Great American Insurance Co.	EPP1097585

INSURANCE PROGRAMS

Health (Includes vision & Rx)	Keystone Healthplan East
Dental	United Concordia
Short Term Disability Insurance	Fort Dearborn Life Insurance Co.
Long Term Disability Insurance	Fort Dearborn Life Insurance Co.
Life Insurance	Fort Dearborn Life Insurance Co.
Retirement	Pennsylvania School Employees Retirement System

STUDENT INSURANCE

Student Accident Insurance (Coverage for each student)	ACE American Insurance
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Current School Insurance Coverage Policies and Programs - Attachment

- Certificates of Insurance 2011-2012

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

The Center for Student Learning Charter School at Pennsbury employs twenty two (22) certified staff members across the middle and high school programs. Two certified staff members from the prior school year did not return for this year.

All required PIMS Staff templates have been successfully uploaded throughout the 2011-2012 school year.

Quality of Teaching and Other Staff - Attachment

- PDE-414 2011-2012

Student Enrollment

Student Enrollment and Admissions Policies and Procedures

The Center for Student Learning Charter School at Pennsbury (CSL) has a rolling admissions policy. Students are enrolled in our program throughout the school year. All school-age residents of the Commonwealth of Pennsylvania are qualified for admission. Enrollment preference is given to students who reside within the granting charter district (Pennsbury School District) and siblings of students presently enrolled at CSL. CSL does not discriminate in its admission policies.

In the event that our enrollment exceeds 15 students per classroom, students are put on a wait list. The wait listed students are contacted on a first come, first served basis as openings occur throughout the year.

Enrollment Procedures

1. Upon the initial intake, an appointment is scheduled for the prospective student and parents to meet with the Principal and/or Assistant Principal, Guidance Counselor, and Special Education Teacher (if applicable) to discuss the student's needs and expectations, the school's focus, and tour the campus.

2. The Pupil Services Manager at CSL completes the enrollment paperwork process which includes the following.

a. Parents/Guardians must provide the following documentation to complete the enrollment applications.

1. Birth Certificate
2. Immunization Records

- 3. Proof of Residency (utility bill at current residence)
- 4. Child's Social Security Number
- 5. IEP / ER or any other pertinent Special Education Records

- 6. High School Students are required to bring Transcripts
- b. Charter School Student Enrollment Notification Form
- c. Student Registration Form
- d. Emergency / Health Services Card
- e. Affirmation of Prior Discipline
- f. Medical History Form with applicable questionnaires
- g. Code of Conduct Verification
- h. Photo Permission Slip
- i. Internet Usage Agreement
- j. Free & Reduced Lunch Application
- k. Home Language Survey

- 3. Transportation is requested through the Home School District.
- 4. Charter School Enrollment notification is mailed to the Home School District.
- 5. Health/Academic Records are requested from the Home School District.
- 6. PA Secure ID is assigned to student.
- 7. Applications are processed and student is added to the CSL database.

Enrollment History 2011-2012

Center for Student Learning

2011/2012 Monthly
Enrollment &
Withdraws

Number of Students Enrolled

Grade	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
6	2	2	3	3	3	3	4	4	4	4
7	11	12	11	11	12	12	12	12	13	13
8	18	17	17	17	15	15	15	17	18	18
9	23	26	25	26	26	26	32	32	33	33
10	29	34	33	35	35	34	34	34	36	36
11	38	38	40	40	40	41	41	41	41	41
12	28	27	27	27	28	26	27	26	25	25
Totals	149	156	156	159	159	157	165	166	170	170

Total New Enrollments 57

Number of Student Withdraws

Center for Student Learning

Grade	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
6	0	0	0	0	0	0	0	0	0	0
7	0	0	1	0	0	0	0	0	0	0
8	0	1	1	0	2	2	1	0	0	0
9	1	1	2	0	0	0	0	0	0	0
10	2	1	1	0	2	3	3	0	0	0
11	0	1	0	1	1	3	0	0	0	0
12	1	2	0	2	0	4	0	1	1	0
Totals	4	6	5	3	5	12	4	1	1	0

Total Withdraws 41

Status of Withdrawn Students

Bensalm	1
Bristol Township School District	10
Pennsbury School District	8
Neshaminy School District	3
Morrisville High School	6
Bristol Borough District	2
Philadelphia District	2
Cyber School	1
Early Graduates	4
Pursuit of GED	0
Drop Outs	4
Total	41

Enrollment Trends

The current enrollment trend is on an increase.

The school year started with 149 students and increased to a total enrollment of 170 students. We have enrolled a total of 57 new students and withdrew 41 students. The maximum enrollment per classroom is 15 students. To handle the number of enrollments in each grade, we started the school year with one combined section of 6/7th Grade, one section of 8th grade, two sections of 9th grade, three sections of 10th and 11th grade and two sections of 12th grade. Each year our sections will change depending on the demands of our increasing enrollment and wait list. We currently have contacted all of the students we had on our wait list for enrollment in the 2012-2013 school year. We will be increasing our 12th grade to three sections and decreasing our 10th to two sections to accommodate our enrollment needs. We currently have zero students on our waitlist for the upcoming year.

Our retention rate is approximately 95% of our currently enrolled students. Students choose to continue their education at CSL because they like the individualized attention and the small learning environment.

The withdraw rate is higher in the upper grades (10th, 11th and 12th). The students that have chosen to leave CSL have returned to their home school districts, moved from the area, pursued their GED's, or Graduated early from our program.

We have had no expulsions in the 2011-2012 school year.

There are currently no supporting documents selected for this section.

Transportation

Transportation Program

Transportation to the Center for Student Learning Charter School at Pennsbury (CSL) is provided by the student's home school district. CSL does not provide transportation for our students.

If transportation is not provided by the home district to their own schools, they are not required to transport CSL students. In that event, transportation is the responsibility of the student and their family.

Special Education students are also provided transportation through their home school district .

The pupil services office at CSL acts as the liaison between the home school district and the student to assure accurate and timely scheduling throughout the year.

Food Service Program

Food Service Program

The Center for Student Learning Charter School at Pennsbury (CSL) currently provides a hot lunch program to our high school students, and a hot breakfast and lunch program to our middle school students. Breakfast is served at 8:00 A.M. during the middle school's homeroom period. Lunch is served at 11:30 A.M. to both the middle and high school students. We contract our lunch program through the Pennsbury School District's dining service. Our meals are prepared at Pennsbury's Walt Disney Elementary School and delivered to our school. Lunch orders are phoned in to the cafeteria in the morning for the scheduled day. Breakfast orders are phoned in one day in advance to insure timely delivery to our designated classrooms.

CSL does participate in the Free and Reduced Lunch Program and Severe Needs Breakfast Program. The Pennsylvania Department of Education is required to do an administrative review on schools which participate in the National School Lunch Program. A CRE (Coordinated Review Effort) review was performed on October 27, 2009. At the conclusion of the review, CSL was found to be in satisfactory compliance with all PDE Division of Food and Nutrition inspections, guidelines and reports.

In addition, CSL does participate in the required Direct Certification Program for all of our enrolled students through COMPASS (Commonwealth of Pennsylvania Access to Social Services). Our enrollment is uploaded and check three times throughout the school year and any new families that are determined to be eligible for the Free and Reduced Lunch Program are notified.

Student Conduct

The Center for Student Learning Charter School's (CSL) 'Code of Conduct/Discipline Policy' complies with all the policies and procedures outlined in Chapter 12 of the Public School Code. The CSL Code of Conduct is reviewed and distributed to all new students at the time of enrollment. Furthermore, the CSL Code of Conduct is redistributed and reviewed with all returning students at the start of every new school year.

See the attached CSL Code of Conduct/Discipline Policy.

CSL has integrated non-academic support systems into the daily schedules to aid in the success of all students. In addition, parents/guardians receive documentation outlining their parental rights in regards to due process.

Throughout the 2011-2012 SY, CSL administration developed a Disciplinary Action Report and a Truancy File that directly correlates information to what is needed for state reporting. All required PIMS Student and Discipline Domain templates have been successfully uploaded throughout the 2011-2012 school year. The data assist us in providing the students with interventions in order to better manage student behavior in the school.

Student Conduct - Attachment

- Student Conduct

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2013

The Center for Student Learning CS at Pennsbury within Bucks County IU 22 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
2012 - 2013 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 Center for Student Learning CS at Pennsbury 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: Thomas Reiley **Title:** Executive Director
Phone: 215.269.7390 **Fax:** 215.269.7395
E-mail: treiley@cslcharter.org

Signature of the Chief Executive Officer and Date

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

Name: Heather Humienny **Title:** President
Phone: 215.269.7390 **Fax:** 215.269.7395
E-mail: hhumienny@cslcharter.org

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Jennifer Zahor **Title:** Supervisor of Special Education
Phone: 215.269.7390 **Fax:** 215.269.7395
E-mail: jzahor@cslcharter.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- Signature Page 11-12