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: Monday, February 14, 2011)

Entity: Chester Co Family Academy CS
Address: 323 E Gay St
West Chester, PA 19380

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report
Summary Data
2010 - 2011

Name of School: Chester Co Family Academy CS

Date of Local Chartering School Board/PDE Approval: August 2005

Length of Charter: 5 years **Opening Date:** August 27, 1997

Grade Level: K-2 **Hours of Operation:** 08:15 to 16:00

Percentage of Certified Staff: 100% **Total Instructional Staff:** 6

Student/Teacher Ratio: 10 to 1 **Student Waiting List:** 0

Attendance Rate/Percentage: 95.3

Summary Data Part II

Enrollment: 60 **Per Pupil Subsidy:** West Chester SD, Coatesville SD, Downingtown SD

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	1
Black (Non-Hispanic):	26
Hispanic:	29
White (Non-Hispanic):	2
Multicultural:	2

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 90

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 16

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	197	197	0	0	197
Instructional Hours	0	0	1280:30	1280:30	0	0	1280:30

SECTION I. EXECUTIVE SUMMARY

Educational Community

Chester County Family Academy is a transition program, a "school without walls", located in downtown West Chester, Pa. Classrooms are in the last four storefronts of the Cambridge Square Shopping Center at 323 East Gay Street and from this mid-town location, young learners are able to access community learning sites that reflect the diverse aspects of a small city.

CCFA served 57 primary age students, grades K-2, from 8:15am to 4:00pm, 11 months, yearly. CCFA is an experiential educational program for families who faced financial challenges. These challenges impacted students in many ways, to include issues concerning: clothing, housing, food, transportation, noise, phone access, technology access, family stability and experiences connected with shelters, violence, addictions and incarceration.

CCFA has a current percentage of students from low-income families, of 91%. The percentage of low-income students has remained higher than 85%, every year, since the school was founded in 1997. CCFA's enrollment compliance with PA State law: Non-Discriminatory Policy. Admission to the Chester County Family will be open to all children in the Commonwealth of PA, who qualify to attend a public charter school. Many of our students reside in West Chester, Downingtown, and Coatesville Area School Districts. The Academy is open to all eligible students on a space available basis and will not discriminate in its admissions policies. CCFA age requirements of 5 years of age by September first of the year attending kindergarten class, reflects the policy in place in our chartering school district, West Chester Area School District.

CCFA served students through a holistic approach that focused on physical, emotional and academic growth. The program is science based with linkages to the community. Learning takes place at the school site and in community learning sites throughout the borough of West Chester and Chester County.

CCFA is supported by more than 25, actively involved community partners in its "Community Partner Program", to include: Reading Assist of Delaware, Retired Senior Volunteers, West Chester Friends School, Goshen Friends School, the WC Juvenile Police, Chester County Health Department, the West Chester YMCA, Traditional Okinawa Karate Institute, West Chester Children's Library, West Chester University Dept. Of Kinesiology , Westtown School, ConKerr Cancer , Boys and Girls Scouts of America, Barclay Friends, West Chester Rotary Club, Fulton Bank , Chester County Senior Center, Operation Warm and the Coatesville YMCA.

Mission

MISSION OF THE CHESTER COUNTY FAMILY ACADEMY

The future of our world is linked to the imagination and natural development of our most precious resource, children. We celebrate hearts-on(emotional), heads-on(academic), hands-on(experiential) learning that is hands-on science focused and delivered through the arts. Fueled by imagination, innovation and integration, learners are involved in planning, producing and pondering, all that they do. As workers, they care about others (empathy), tell the truth (honesty) and always, always, always (persistence) make things beautiful (good), each self-fulfilling day.

MISSION GOALS

A. To support the refinement & connection of content with stages of physical, mental & character development.

B. To support the knowledge & understanding that all children are complete & develop naturally enveloped with attention, honesty & beauty.

C. To support the continuation & evolution of man through work that is relevant & self-fulfilling.

D. To fuel imagination education through experiences of time, play & space. (possible worlds)

E. To fuel innovation education through experiences of materials, learning styles & multiple intelligences. (changing worlds)

F. To fuel integration and connections through experiences of community place, purpose & talents. (real world)

CHARTER SCHOOL COMMUNITY GOALS & SUCCESS FACTORS

A. To focus on the child & family providing educational success at school, home, in the community & in the world.

B. To connect the child, family and staff with active community partners.

C. To enhance the hands-on (experiential), heads-on (academic), hearts-on (emotional) program offerings.

Vision

Vision of Chester County Family Academy

Expanding the choice of parents providing a community based "private school style" educational program for primary age students (K-2) whose families are struggling with the socioeconomic challenges in our communities.

We recognize the parent as a child's first teacher and home as a child's first learning environment. We actively partner with parents and provide an educational process that supports a safe and active learning environment. Through our North Star Educational Delivery Model, our students are nurtured and affirmed to achieve at their highest potential. We support authentic individuals, joyful explorers, self-directed producers, complex thinkers, and responsive innovators. Chester County Family Academy builds a foundation for a lifetime of learning through community focus, continuity and learning partnerships.

Shared Values:

- The unique and innovative aspects of Chester County Family Academy.
- "School Without Walls"- daily use of the community as classrooms.
- "Shared Action Process"-continuous planning, producing and pondering.
- "Seamless Assessment Model"-cyclical informed assessment.
- "Operating Value process"-institutionally shared and learning supported.
- "Experiential Learning Process"-hands-on, hearts-on, heads-on production.
- "Extended learning Plan"- extended 11 month school year (June to Aug), and extended day (8:15-4:00)
- "Every Lesson a Learning Plan"- experiential components of hands (actions/tools), hearts (imagining/joyful) and heads (literacy, real world connection) learning).
- "Parent/School Connect program"-continuous mutual outreach.
- "Science Education Through the Arts"-holistic theme learning.
- "North Star Delivery Model"-seamless model of thematic, continuous learning.

Chart of Vision/Mission Goals

Vision/Mission Goal Chart			

Goal 1. 95% all actions are child focused.	**1 Strategies: Student is: topic/core of all meetings; petty cash fund child focused; school funding child focus; physical environ. child focus; clothing & health needs for child; phone l**	**1. Measured by staff log bks; plan books, phone log review of child/ parent focus; see child schedule; parent handbk. Review; focus; school policies; parent survery; parent notes & monthly phone call sheets; home visit sheets**	**1 95% child focus in all staff meetings & in all school activities, plans and procedures.** **MET GOAL**
Goal 2. 95% child working on theme skills/tasks focus for the child.	**2. Strategies: Use of "NS Resource Plan Bks" for each** **7 wk. learning module; theme supply boxes; theme homework; theme centers; theme**	**2. Measured by class schedules; class observation and review of: Resource Plan Bks, topic assessments, topic homework, topic class displays,**	**2. 95% class time with student "on theme task"** **MET GOAL**

	computer sites; theme guests; theme "tools"; use of classroom reimbursement money for child friendly purchases …	**budget vs actual of $ spent, teacher supply request list, yearly purchase list**	
Goal 3. 25% family focused learning support & parenting support	**3. Strategies:** **Redid parent handbook; focused on signed homework with parent involved piece;** **Monthly phone calls; home & school visits; head of school "homework with parents"; copies of "testing sheets" shared; response to family challenges…**	**3. Measured by: parent surveys; staff to parent** **letters, monthly; CEO to parent newsletters; signed nightly homework records; outreach agency partner lists; parent sign-in sheets; visitors policy; home visit sheets; family sign-in sheets**	**3. 50% increase in parent learning and "challenge" support — most successful year with great family connecting** **EXCEEDED GOAL**
Goal 4. 3 new actively involved community partnerships	**4. New partners:** **"Girl Scout" project; grant success; strip mall outreach & connection; board outreach with new members;** **new projects such as the "Senior Center Connect Program"…**	**4. Measured by partner "contracts"; yearly partner lists; staff/partner class logs (wkly); partner "off site" schedules for school afternoons**	**4. 10% new partners** **MET GOAL**
Goal 5 "Private school	**5. Strategies: Arts focus/lessons expanded; music all through day; performances in the community to include mini-concerts; Suzuki violin lessons expanded for first and second graders.**	**5 Measured by: expansion of arts program; daily special programs schedule; expanded list; expanded numbers of students having violin lessons; staff**	**5 20% increase of characteristics of "private schools"**

style" education list expansion to 30 characteristics.	**6 Strategies: Recruit**	**arts training & use of arts in classroom see theme bks.**	**EXCEEDED GOAL — expanded artistic, technology and performance**

Goal 6. Expand educational choice for parents by 25%	**new K class; public relation effort; community talks; all staff & student flyers & brochure outreach; posters in town; uniform recognition; CCFA parenting resource site; human service parent outreach "on site shopping" ; news coverage, town performances …**	**6. Measured by: % new students, yearly; speaking engagements in community; school recognitions; parent visitor increases**	**areas** **6 25% expansion of parents (new K class & some new first/second graders)**

Shared Values

CCFA'S SCHOOL PLEDGE/VALUES: "At the Chester County Family Academy, we care about others (empathy), we tell the truth (honesty) and we always, always, always (persistence), make things beautiful (philosophic good).

CORE VALUES FOUND IN ALL ASPECTS OF THE "NORTH STAR EXPERIENCE":

1. Our CCFA pledge centers on empathy, honesty, persistence toward the human "good".

   Core knowing:

   *successful education, supports a child's natural, unfolding self.

   *successful education, brings understanding through environmental interaction.

   *successful education, provides joyful work through shared human talents.

2. Our CCFA pledge places the welfare of the young child at the core of all that we do.

   Core knowing: Preventing problems saves time & resources, fixing problems is expensive.

3. Our CCFA pledge is central to every action of the "North Star Experience".

   Core knowing: Resources are unlimited in a world of balance and harmony.

SHARED VALUES: EMPATHY, HONESTY, PERSISTENCE & BEAUTY

Empathy "…care about others…" from CCFA school pledge

Caring about others includes: doing kind things for a friend, respecting the "spaces" of others, listening while others talk, keeping hands and feet to yourself, using positive word & solutions, using words to express anger, putting yourself "in the shoes" of the another person, using touch to connect with a person, watching non-verbal signals for understanding, remembering how you felt in a situation, helping others do the work, letting others express their feelings…

Honesty "... tell the truth..." from CCFA school pledge

Telling the truth includes : telling the story/event as it really happened, responding to classroom/school rules and routines with honest responsibility, adjusting to new situations with honesty, having open communication with honesty, cooperating to "work things out" with truthful words, honest words to ask for help or tell what you need, communicating with openness when you speak...

Persistence "...Try, try, try our best..." from CCFA school pledge

Trying your best includes: continuing to “work” until the job is done, participate with the group until the lesson is over, remain at the table until the activity is complete, complete the activity you begin, finish the game you are playing, talk until the idea is communicated, stop building when your construction is complete, keep writing until the story is told . . .

Beauty/Harmony “...to make things beautiful.” from CCFA school pledge

Making things beautiful includes: organized and lovely for everyone includes: a place for everything and everything in its’ place, displaying the talents/work of everyone, surrounding yourself with color and light, speaking quietly, working peacefully, using the property of others with care, moving calmly, surrounding yourself with music and poetic words, maintaining clean work spaces, keeping things off the floor, returning items to containers, making eye contact when speaking/shaking hands, using manners, learning with smiles...

SHARED CORE BELIEFS OF THE CHESTER COUNTY FAMILY ACADEMY:

1. Every child learns, grows and develops in a natural, unfolding process.

   (Each individual develops at his/her own, individual rate, naturally.)

2. Every child is a reservoir of potentialities, learning through environmental interaction.

   (Each individual comes to an understanding of the world through experiences.)

3. Every child has many ways of knowing, learning and producing.

   (Each individual has multiple intelligences and multiple ways of sharing talents.)

4. Every child & society benefits from an early, holistic educational program supporting life-long learning and joyful living.

   (Each individual gets the best return on investment from spending dollars/resources proactively for young children.)

5. Educational resources are unlimited in a world of peaceful harmony and shared partnerships.

   (Everyone benefits from the sharing of talents with others that are the result of peaceful interactions.)

Academic Standards

Academic Standards:

CCFA provides a rigorous curriculum emphasizing math, science and reading in all grades. CCFA integrates positive values into every aspect of the school day, helping students learn to deal with problems proactively and become more confident. An atmosphere of “personal best” will prevail, with students encouraged to reach for excellence, within their potential. For students with limited English proficiency, we offer an ELL program to help bring students up to necessary standards in reading and speaking English.

As a free public school funded by school taxes, Chester County Family Academy abides by all regulations for charter school established by the Pennsylvania Department of Education. CCFA strives to exceed the learning needs of our students and provides curriculum that is aligned with "The Pennsylvania Academic Standards" and national “Common Core Standards” for elementary education. We monitor our students’ achievement using Multiple-Intelligence Thematic Assessments, student portfolios, and individualized learning assessments and standardized achievement tests.

Measurable Academic Standards/Goals with Results			

Goal 7 20% increase (to 5 days a week) in science success of "hands-on" tools	**7 wk. learning module; theme supply boxes; theme homework; theme centers; theme computer sites; theme guests; theme "tools"; use of classroom reimbursement money for child friendly purchases …**	**7 Measured by: # of science "tools" in class theme boxes; portfolio records; staff resource/plan book notes; class observations; assessment sheets**	**7 20% hands-on success & discovery lessons** **SUCCESS! 1 day a week increase in science "discovery" lessons noted in classrooms**
Goal 8 **10% increase in scientific discovery/experimenting skill (1 experiment per week)**	**Goal 8 Strategies: Shared science resource bks; experiment notes; discovery approach during staff meetings; materials for experiments in theme boxes… classroom surprises such as glass "rooting box"…**	**8Measured by:staff resource/plan notes; multiple-intelligence assessment forms; student portfolios; class observations; curriculum outline followed**	**8** **10% increase** **Increased success!**
Goal 9. 10% increase in computation skills	**9. Call for daily computing time; computer computing exercise practice;** **written sheets @ lunch for edible "surprise"; math partner computing dice…**	**9. Measured by:** **Lunch-time "you can do it" sheets;** **staff assessments; speed add/subtract papers; all school screening sheets**	**9. 15% increase noted for K** **EXCEEDED goal!**
Goal 10 **10 % increase in math concepts understanding**	**10 Strategies: small**	**10 Measured by "all school" screening assessments; question centers; teacher MI performance**	**10 % for Second Graders and First Grades** **10** **20% increase in K**

*increase conceptual math in small group activities to 5 activities a week in every classroom	group, teacher mini-discovery lessons; open-ended" lessons with many correct answers; discovery math centers; theme box counters; find out" problems…	assessments	5% increase in grade 1 10% increase in grade 2
Goal 11 Increase conceptual understanding of numerals by 20%	11 Strategies: reference materials like charts in classrooms; thematic number lines every 7 wks; hundreds' charts everywhere; number literacy items; student games/materials made, used and given at mini-staff workshops …	11 Measured by: multiple-intelligence performance assessments; portfolio items staff resource/plan books; classroom items checklists	11 20% increase *MET goal!
Goal 12 Increase use of math "tools" by 15%	12 Strategies: hands-on math discovery tables; math center work; materials corner; theme math display area; whole group "circle time" activities; changing theme counters (every 7 weeks); varieties of math tool options for grade level …	12 Measured by staff Resource/plan books; classroom observation notes; $ spent on "hands-on" math supplies for 2011-12 13 Formal "all school" testing by "floating aide"; classroom assessments	12 20% increase EXCEEDED goal — created math centers in each classroom & purchased new materials for all classes
Goal 13 Increase word reading skills by 10% for every child.	13 Strategies: continuously sharing "word lists" & testing results with al staff & parents; daily word card student partner review; lists hanging from ceiling for use; games with words; computer time with words …	14 Measured by: Teacher resource/plan books; classroom observations; class schedules; staff reading materials requests	13 10% increase Responsive support from classroom aides Success!

Goal 14 100% **15 minutes of oral reading at least 3 or 4 days a week**	**14 Strategies:**	**15Measured by Formal writing assessment 4x year; OT mini-workshops;**	**14** **75% met in all classes**

	partner reading as a part of each day; reading to other classes; small group reading with aide; student authored book presentations; time with tutor; teacher modeling …	weekly notes; writing assessment checklists; assessment of daily journals	Some success, only!
Goal 15 10 % increase in formal writing lessons, structured writing process			15
	15 Strategies; slant boards; pencil grips of all kinds; No More Tears book for staff; staff OT mini workshops; varieties of writing tools; theme writing options; variety of writing grips; numbers of "writing tools" to written with … etc.	16 Measured by using: scoring sequence by North Star; in class assessments	10% increase Success!
Goal 16 Writing 10% increase in writing for pleasure		17 Measured by success in listening activities; classroom listening checklists; observations	
	16 Strategies: student authored books; notes for "real" people; student notes to each other; story telling book and dictation exercises...etc.		16. 15% increase in all classrooms Exceeded goal!
Goal 17 10 % increase in formal listening lessons		18 Measured by performances & MI assessments; (every 7 wks.)	
	17 Strategies: class listening games; ear phones for all computers; rhyming word games; "whisper down the lane" game at transition times…		17 10 % increase Success!
Goal 18 Develop memory skills by memorizing at least 1 age appropriate items each 7 weeks for learning modules		19 Measured by student observations; student performances; MI assessments	
	18 Strategies: every 7 wks: theme poems learned; theme sayings; theme		18 100 % Success!

Goal 19 **Be able to speak to be heard and understood for** **1 minute before a**	**jokes; school pledge, daily; all**	**20Measured by observation; classroom and community**	**Yes, at least 7 items for each learning module topic**

classroom group. Goal 20 100% To be able to use non-verbal communication. *sign at least a dozen words, use signals for bathroom and other needs and communicate non-verbally in school performances. Goal 21 100% Music concepts, skills and "tools" used throughout each theme learning module and music being played throughout the day in all classrooms. Goal 22 100% To be artistically performing and communicating about each thematic topic. (all during 7 weeks of "study") Goal 23 100% To communicate what you know through theater/acting performances during the module topic.	school "catch phrases"; memory games; choral speaking; chants … 19 Strategies: class microphone time; reciting stools; group performances; group plays; community outreach situations; older students to younger students activities… 20 Strategies: learning to sign; teacher signals to students; student to student signaling in classrooms; silent plays; mime activities 21 Strategies; musical instrument purchases; rhythm activities for exercise; community performances; class to class and "on the street" performances; audience participation opportunities… 22 Strategies: theme art displays changed every 7 weeks; community art displays; visits to WC art galleries;	performances 21Measured by classroom visits; staff NS Resource Plan Books 22 Measured by portfolio examples; classroom visits and individual student MI assessment performance scores 23 Measured by teacher theme books; number of performances; audience responses; class notes to parents 24Measured by activity check-lists; WCU records; karate & dance instructor input and MI assessments	19 75 % success for K 80% for 1,2 grade 20 80% K class can do signing 75% CCFA students use non-verbal signing for school needs 90% students can use non-verbal communication in performances 21 80% success school-wide success Room to improve! 22 80% response for the year Room to improve!

Goal 24 100% **Daily formal and informal**	**crafts centers; gift making**	**25 Measured by Wellness Plan output & reference; schedule**	**23 60% response** **Outstanding items made by students!**

exercising for all students.	**centers/activities …**	**of activities; WCU, swimming lesson and karate feedback**	**Room to improve!**
Goal 25 100%	**23 Strategies: 1 project each week of topic learning; performances for CCFA partners & other classrooms, new theme acting out …**		**24 100% daily exercise for all!** **Success!**
Full participation in NS health/nutrition program.	**24 Strategies: new topical balls, streamers etc. physical education items; "move" every 20 minutes in classrooms; adaptive PE at the university weekly, dancing lessons, 10 minute formal exercise break; karate lessons …**	**26 Measured by MI Assessments;behavior scores on Prog. Reports, observation & check sheets**	**25 80 % participation participation by all staff and students to be improved**
Goal 26 100%	**25 Strategies: Lenape Dental Health items; dental training; using food library at lunch; cooking lessons; health lessons included in theme activities menu input and hot lunch/breakfast learning; healthy parties etc. …**	**27 Measured by Progress reports; classroom behavior charts; staff ratings — CEO support needed**	**Great health/nutrition activities formally and informally being developed at CCFA — new materials purchased in 2011-12.** **Room for improvement!**
Every learner will honor fellow students and be a socially caring citizen.		**28 Measured by classroom checklists; class observations; staff peer assessments**	**26 85% success rate**
Goal 27 100% **Every learner will honor the school values of caring, honesty, persistence toward a beautiful (violence free) classroom.**	**26 Strategies: all school pledge; shared values; simple class rules;**		**Some room for improvement!** **27 75 % success rate**

Goal 28 100% **To create a beautiful**	**class “catch phrases” for behavior; simple**	**29 80% Measurements included wherever applicable in the text of report**	**Room for improvement — dealing with honesty issues all**

space for learning. **GOAL 29** **Added standards/goals in text to clarify student growth *see academic statistics in data report**	**"food" rewards; "top/look/listen" game…** **27 Strategies: empathetic responses child to child; behavior reports; bus reports; progress reports; rewards for caring; classroom helping; chores completion; assistance to staff by children …** **28Strategies: all classroom "tools" labeled; a place for everything; helper lists; assigned responsibilities; honoring others; display areas in abundance; changing rooms every 7 weeks for new topic …** **29 100% Strategies listed in text where appropriate**		**year!** **28 80% success** **29 100% or less success and statistics presented in text of this report where applicable**

Strengths and Challenges

Students at CCFA arrive with significant learning challenges in literacy and mathematics that are the result of challenges in low income situations. With small classes, two educators in every classroom, highly qualified (100% PA certified teachers), experienced staff, extended days (8:15am to 4:00pm), extended year (11 months) and thematic cycles of repetitive learning. We are finding and filling in the gaps, providing basic learning experiences for primary age children and "catching up" in order for our young learners (K-2) to take advantage of all the opportunities in the "larger school districts" where they will return at the end of our three (3) year transition program at Chester County Family Academy.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Strategic Planning Process

CCFA's PROCESS OF OPERATI0NS:

PLANNING, PRODUCING & PONDERING, all that we do, for young learners.

Developing and implementing process for collecting and analyzing data driven resources.

CCFA TEAMS OF OPERATIONS FOR 2011-2012:

Administrative team: CEO & Full Time Staff & Administrative Assistant

Business Team: CEO, Administrative Assistant & Business Manager

Board of Directors: Coordination of the governance and management of the school.

ASESSMENTS:

CCFA Family Connection Assessment: home visits, performance attendance, community "sightings" & students' response sheets.

CCFA Parent Connection Assessment: parent phone call information, signed homework, surveys & request sheets.

CCFA Student Assessment every 7 weeks: "work packets", work samples, progress reports, and parent note & parent feed-back forms.

CCFA Teacher Assessment data: observation check lists, tutor testing scores, administrative mini-workshops, professional development, staff articles & reports.

CCFA Strategic planning process to involve the entire school in the planning, producing and pondering all that happens at CCFA.

At Chester County Family Academy, we are improving our school program, continuously, through strategic planning. During 2011-12 school year, we met as a team, set targets and assessed how well they were met. We used the whole school plus additional members to do a strategic plan and produce results. We will be using the 2011-12 results toward improvements in 2012-13.

Our school year begins on August 13, 2011 and we are ready to begin implementing our 2012-13 plan.

STRATEGIC PLANNING PROCESS AT CCFA

We used a North Star "Planning, Producing, Pondering Process" for our strategic plan.

*Used our "North Star Process of Operation" all during the 2011-12 school year.

1. Planning all that we do in relation to what is best for a young child

2. Producing, actively "doing", taking actions for the education of young children

3. Pondering, assessing & "thinking all that we do for young children

Strategic Planning at CCFA involves:

*all adults at CCFA modeled the Planning, Producing & Pondering Process for students, each other

*a team/group effort planned, produced and pondered all that happened in 2011-12

*2011-12 implemented the task of writing all CCFA "operational processes", tied to operating principles, for all aspects of the school program

By the end of 2012-13 - completing the goal above

Strategic Planning, Producing and Pondering in 2011-12:

1. teacher/administration team (Tuesdays at 7:30 am) meetings, weekly

2. “all staff”/administration team (Thursdays at 7:30 am) meetings, weekly

3. team meetings vary in format to include sessions included topics involving:

    - current educational newspaper & magazine articles, pedagogy,

    - developmental information, educational research, educational strategy & "best

    - practices, problem-solving activities, brainstorming sessions, team building exercises . . . etc. in relationship to the CCFA school vision, mission, goals and dreams for young learners.

Operate as a “North Star Team”

*team focus, the young learner

*team financial support, individualized support with “petty cash”; staff educational library;

- money for graduate classes; planning

- time for student needs & assessment options

*focus is all inclusive and provides information and strategies and support in “all directions”- everyone has equal value and all talents are used toward the “greater good”

*the young child is in the center, the focal point of every decision of the "North Star Team" —

child focus

*consensus is the goal of the North Star Team when deciding strategic issues & goals

*NS Team use two morning sessions to: initiate ideas, develop plans, discuss challenges, respond to concerns,

- brainstorm options, share & plan strategies, to hear "experts", discuss articles, provide feedback, monitor progress and
- ponder what is happening . . . etc.

STRATEGIC GOAL PLANNING, PRODUCING, PONDERING SUCCESS

1. PLANNING STRATEGY How our 2011-12 strategic planning happened

- daily (suggestion box, before school sharing/changes …)
- weekly (staff meetings, information sheets …)
- monthly (parent calls, board meetings, shared student checklists …)

In 2011-12 the North Star PLANNING of the strategic plan implementation included:

centering style of planning implementation with the classroom teacher; sharing teaching approaches with peers; team brainstorming of results; administration oversight through teacher North Star Resource Books/These books, parent phone log and thematic planning books.

In 2011-12, North Star theme PLANNING framework for strategic plan cohesiveness and "all school support" allowed for sharing of materials, multiple-intelligence assessments and gave a "team approach" to all that we did.

In 2011-12, North Star PLANNING for assessment driven goal success was executed with efficiency and success by everyone, every day: (What are we doing, today? How will we do it? Did we do it? How can we do it better? etc.)

In 2011-12, North Star Teacher Plans were executed with a rubric that was designed to be individualized to teacher needs — the style in which the teacher works best:

Pre-Planning — planning before a learning module begins

In-Process Planning — planning all during the module

Reflective/Pondering Planning — written planning when lessons completed

2. PRODUCING STRATEGY

In 2011-12, we produced a joyful, lively exchange of experiences that gave students an understanding of the earth within a context of communication, science, citizenship, verification (math) and performance goals and skills.

In 2011-12, we were produced a program “without walls” by using the entire community of West Chester as our classroom. (swimming at YMCA, studio karate, “Science in Park”; weekly art gallery lessons, WCU physical education lessons, storefront learning lessons, neighborhood performances, shop visits for science/earth learning, special community singing events, community “clean the earth” days, …etc.)

In 2011-12, we expanded our partnerships to support the production items crafted and shared with families of our learners. Our sharing table was most successful and materials were enhanced and improved through the generosity of our community friends.

In 2011-12, we continued to be one of the first six chartered schools in the state and the first Charter School in Pennsylvania to have our charter renewed — we have been producing since 1997.

3. PONDERING STRATEGY

In 2011-12, pondering focus was centered on learning about the earth through continuous assessment (every 7 weeks) that is shared school-wide, with parents and with our students. Our focus, change based on authentic assessments and response to results.

In 2011-12, our pondering involved the strategic team to verify perceptions and focus on the possibilities of setting higher standards within the reach of every child.

In 2011-12, our pondering focused on a “team approach” , peer review and sharing of assessment and strategies for students from the group. Responses, changes, decisions and approaches were team oriented. Team membership was our staff focus.

STRATEGIC PLANNING, PRODUCING, PONDERING/REPORTING ON STANDARDS/GOALS

To use learning “problems” or “concerns” as opportunities, “North Star Change Agents” for continuous program improvement to provide authentic learning in all areas at CCFA

1. principle: “challenges of strategic planning/reporting are used as “change agents” for improvement

2. use of adult and student imagination to find answers in strategic planning/reporting through creative change

3. the group can solve ANY difficulty in strategic planning/reporting for the benefit of everyone

4. decisions are “other”, child focused, in any CCFA strategic plan/report

5. the team is more powerful than the individual in CCFA strategic planning/reporting

6. shared values support all decisions, strategic planning/reporting at CCFA

To expand “North Star Family School Choice” and “North Star Educational Family Ownership” for all our CCFA families.

To expand “North Star Private School Style” factors for primary school experiences.

To expand the role of the “North Star Process of Operation” with students.

We are using the three P’s as a cycle of learning & strategic planning, producing and pondering focus all during our CCFA school year.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Andersen, Lorraine	Founder & CEO	Administrator	Board - all school participation
Beam, Jean	Business Manager	Business Representative	CEO - all school participation
Flynn, Susan	Staff	Elementary School Teacher	CEO - all school participation
Haley, Reverend Doris	Prison Chaplain	Community Representative	CEO - board participation
Jacobs, Amy	Staff	Regular Education Teacher	CEO - all school participation
Jenkins, Veronica	Administrative Assistant	Other	CEO - all school participation
Murillo, Ana	Parent advocate/Classroom Assistant	Other	CEO - all school participation
Pearson, Dr. Michael	West Chester University Partner	Board Member	CEO - board participation
Riess, Nicole	Staff	Elementary School Teacher	CEO - all school participation
Stabb, Rachel	Parent Advocate/Classroom Assistant	Other	CEO - all school participation
Stonewall, Shaniece	Parent Advocate & Classroom Assistant	Other	CEO - all school participation

Goals, Strategies and Activities

Goal: HEALTH: JOYFUL LEARNERS WITH HEALTHY BODIES

Description: Joyful, young athletes will fully participate in food healthy, exercise healthy and heart healthy joyful learning activities about theme science content ("Living On My Earth") all during the school year. Level of success: 100% participation

Strategy: healthy bodies & joyful learners

Description: Karate lessons @ the karate studio
Swimming lessons @ the YMCA

Adaptive physical education lessons at West Chester University
Daily kindergarten "Time in the West Chester Parks"
Daily travel (Jogging, running, marching...) to community learning sites
Porch movement activities
"Rain walks" with the Head of School
Exercise homework for students/families
Classroom "movement breaks" - every 1/2 hour or more
***ALL OUR HEALTH EXPERIENCES ARE THEME RELATED!

Activity: daily exercise & formal lessons

Description: health and awareness

Person Responsible	Timeline for Implementation	Resources
Andersen, Lorraine	Start: 8/11/2007 Finish: Ongoing	-

Status: Not Started — Overdue

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

Curriculum Design/Standards:

The operating principal of our curriculum is to provide the learner with the ability to experience his/her world as a wonder of possibilities where a young child can joyfully explore for truth and connect to the beauty of life.

Key Features

- Student at core of the entire plan for producing and pondering learning.
- Active, engaged students, joyfully ”working “ toward an understanding of the science.
- In depth learning through “big ideas” (concepts), experiences (tools) and skills (standards).

- Yearly theme fully integrated in every aspect of day throughout each 7 week learning modules.
- Science focus- "science learning delivered through the arts".

Curriculum flow

Three year cycle of learning, integrated theme-based curriculum spanning the three years of learning for our Kindergarten through 2nd grade students.

First Year-*Where on Earth is it?*

1. Study of the natural features on the earth.
2. Study of the man-made changes to the earth.
3. Study of the regions of the earth.

Second Year- *Who is living on the earth?*

1. Study of the outside of the human body.
2. Study of the inside of the human body.
3. Study of human cultures and children around the world.

Third Year- *What's that in the air?*

1. Study of the natural features of the air.
2. Study of things in the air.
3. Study of earth beyond the earth's air.

Communication/Literacy:

Chester County Family Academy employed the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) for measuring emerging literacy development. DIBELS operates out of the University of Oregon's Center on Teaching and Learning. A description of the DIBELS program excerpted from their web site reveals: The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. They are designed to be short(one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills. (Originally retrieved July 9, 2006 from the DIBELS web site at

http://dibels.uoregon.edu/dibelsinfo.php)

Reading Assist:

Through our Volunteer Tutor Program, volunteers are placed in CCFA to work with children, individually, or in small groups (2-3 students). Tutors use Orton Gillingham-based intervention program that provides an explicit, structured, sequential and cumulative approach to both reading and spelling. This is a very powerful process that is proven to produce results. Multisensory structured language lessons activate the visual, auditory, kinesthetic, and tactile pathways through simultaneous engagement to support mastery of sound symbol correspondence and decoding skills. All instruction provided through RAI tutoring programs reflect best practices which are consistent with instructional guidelines as indicated by the report of the o National Reading Panel. Instruction is tailored to the individual child and delivered one to one in a mutually agreed upon setting.

A to Z Reading:

Reading A-Z is among the family of Learning A-Z websites providing affordable, online curriculum resources.

Reading A-Z now has more than 170,000 members and has won a number of educational awards for its innovation in reading instruction. Among the awards are a Parents' Choice Recommended Award, a Global Learning Initiative Award, and a Teachers' Choice Award.

Because it is delivered over the Internet, Reading A-Z is a constantly changing program. Each month, Reading A-Z adds new books, lesson plans, and other resources, thus continually expanding its wealth of materials.

The website has more than 2,500 downloadable books (including English, Spanish, and French versions) and thousands of teaching and learning materials.

In addition to the K-6 market, Reading A-Z materials have found widespread use at a range of grade levels in special education and special needs, remedial reading, ESL, and ELL.

Wilson Language Fundations:

Fundations makes learning to read fun while laying the groundwork for life-long literacy. It thoroughly teaches the foundational skills of the Common Core State Standards, and supports the reading standards, writing standards, and standards for language.

Fundations' research-based approach and extensive program materials allow K-3 teachers to confidently present a carefully structured reading and spelling curriculum using engaging, multisensory techniques.

It is implemented as a phonics and spelling supplement or the word study block to the core literacy program.

Reference www.wilsonlanguage.com for additional information.

Mathematics Foundations:

Theme base math curriculum aligned with the foundations of *Everyday Mathematics* which is a comprehensive Pre-K through 6th grade mathematics curriculum developed by the University of Chicago School Mathematics Project.

Rigorous Instructional Program - Attachments

- A to Z Reading
- Wilson Language Fundations

English Language Learners

The mission of the English Language Learners (ELL) program at Chester County Family Academy is to provide support and instruction in English to Non- and Limited-English Proficient students, which will enable them to become successful in the mainstream classroom, the school environment and the community at large. Students are identified through the implementation of Chester County Family Academy School's Home Language Survey, teacher recommendations and students' completion of the WAPT assessment. The scores from the WAPT, teacher recommendations, and home surveys are used for determining student's ELL needs. The WIDA Language Proficiency Test is provided to determine the level of the student's English proficiency level. Supplemental instruction is provided in the least restrictive environment. Depending on the student's English proficiency level, individual instruction can be given in the English Language Learners (ELL) classroom on an individual or small group basis, itinerant support in a co-taught regular education classroom, or on a consult basis providing supports as needed. The student may be eligible to receive adapted assignment and/or modified tests. Identified students will receive quality instruction, using scientifically based curriculum in the following: Listening, Speaking, Reading, Writing, and Critical Thinking. CCFA makes every attempt to inform parents and guardians of ELL students of all school matters by providing school translators to translate oral and written school information. The ELL teacher will hold regularly scheduled meetings and an annual meeting with parents to introduce and update parents on the program, their rights and responsibilities, and other pertinent information. Parents are provided with progress reports every 7 weeks to update student's progress in their individual academic programs. Parents are also encouraged to participate in their students' education by providing support and input into the program. The ELL teacher will be responsible for monitoring the ELL student. Monitoring will consist of the following measures of student progress: grades, standardized test scores, student performance and teacher observations.

English Language Learners - Attachment

- Archived Contextual and Perception Survey Report

Graduation Requirements

Not applicable

Special Education

CHILDFIND

It is the policy of Chester County Family Academy that all students with disabilities, regardless of the severity of their disability, who are in need of special education and related services, are identified, located and evaluated. This responsibility is required by a Federal law called the Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C. 1200 et. Seq. (" IDEIA 2004"). Chapter 711 of Title 22 of the Pennsylvania Code requires the publication of a notice to parents sufficient to inform parents of children applying to or already enrolled in Chester County Family Academy of (1) available special education services and programs, (2) how to request those services and programs, and of (3) systematic screening activities that lead to the identification, location and evaluation of children with disabilities enrolled in Chester County Family Academy. The purpose of this Annual Notice is to comply with the school's obligations under Chapter 711 of Title 22 of the Pennsylvania Code. This Annual Notice is made available both in the school's Parent-Student Handbook and on the school's website.

QUALIFYING FOR SPECIAL EDUCATION AND RELATED SERVICES

Under the Federal IDEIA2004, there are two steps for a student to qualify for special education and related services. The first step is a finding that the student has one or more of the following disabilities that interfere with his or her educational performance: (1) autism or pervasive developmental disorder, (2) deaf-blindness, (3) deafness, (4) serious emotional disturbance, (5) hearing impairment, (6) mental retardation, (7) multiple disabilities, (8) orthopedic impairment, (9) other health impairment (includes ADD, ADHD, epilepsy, etc., (10) specific learning disability, (11) speech or language impairment, (12) traumatic brain injury, and (13), visual impairment including blindness. IDEIA 2004 provides legal definitions of the above-listed disabilities, which may differ from those terms used in medical or clinical practice or daily language. The second step in determining eligibility for special education and related services is a finding by the school's multi-disciplinary team (MDT) that the student with one or more of these disabilities is in need of specially designed instruction.

WHAT PARENTS CAN DO IF THEY THINK THEIR CHILD MAY QUALIFY FOR SPECIAL EDUCATION

Parents who think their child is eligible for special education may request at any time, that school conduct a multi-disciplinary evaluation. Some potential signs of a student having a qualifying disability include experiencing continued patterns of having difficulty in reading, writing, or solving math problems, difficulties controlling emotions (such as anxiety and depression) and/or

behaviors. Requests for a multi-disciplinary evaluation must be made in writing to any school official or teacher. If a parent makes an oral request for a multi-disciplinary evaluation, the school shall provide the parent with a form for that purpose.

CHESTER COUNTY FAMILY ACADEMY'S SYSTEMATIC SCREENING AND REFERRAL PROCESSES

Through our systematic screening and referral processes, CCFA identifies and refers for evaluations students who are thought to be eligible for special education services. These screenings and referral processes include initial (after acceptance) academic placement assessments, standardized reading and mathematic assessments, speech and language assessments, occupational therapy assessments, curriculum based formative assessments, classroom performance, behavior rating scales, teacher observations, work samples, vision, hearing and dental screenings.

Chester County Family Academy regularly assesses the current achievement and performance of the child, designs, school-based interventions, and assesses the effectiveness of interventions. The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation is not to be considered an evaluation for eligibility for special education and related services. If a concern can be addressed without special education services, or if the concern is the result of limited English proficiency or the lack of appropriate instruction, a recommendation may be made for interventions other than a multi-disciplinary team evaluation.

Parents have the right to request a multi-disciplinary team evaluation at any time, regardless of the outcome of the screening process. Moreover, screening or pre-referral intervention activities may not serve as a bar to the right of a parent to request an evaluation, at any time, including prior to or during the conduct of screening or pre-referral intervention activities.

If parents need additional information regarding the purpose, time and location of screening activities, they should call or write the school director.

EVALUATION

When a student is referred for a multi-disciplinary team evaluation, CCFA must obtain written consent from a parent before the evaluation can be conducted. Parental consent for an evaluation shall not be construed as consent for their child to receive special education and /or related services. In certain circumstances, a surrogate parent may be appointed. A surrogate parent must be appointed when no parent can be identified: a public agency, after reasonable

efforts, cannot locate a parent; the child is a ward of the State under the laws of Pennsylvania, or the child is an unaccompanied homeless youth. The surrogate parent may represent the child in all matters relating to the identification, evaluation, and educational placement of the child. Reasonable efforts must be made to ensure the assignment of surrogate parents not be more than 30 days after it is determined that the child needs a surrogate parent.

Under IDEIA 2004, an evaluation involves the use of a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent that may assist in determining whether the child is a child with a disability and assist in determining the content of the child's IEP. This process is conducted by a Multi-Disciplinary Team (MDT) which includes a teacher, other qualified professionals who work with the child, the parents and other members as required by law. The multi-disciplinary team evaluation process must be conducted in accordance with specific timelines and must include protection-in-evaluation procedures. For example, tests and procedures used as part of the Multi-Disciplinary Evaluation may not be racially or culturally biased. CCFA does not use any single measure or assessment s a sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child. Technically sound instruments are used to assess the relative contribution of cognitive and behavioral factors in addition to physical or developmental factors.

The MDE process results in a written report called an Evaluation Report (ER). This report makes recommendations about a student's eligibility for special education based on the presence of a disability and the need for specially designed instruction. If the student's Multi-Disciplinary Team determines that the student is eligible for special education and related services, then the student's IEP Team writes a detailed plan for supporting the student in his/her area(s) of need over the coming year so that he/she can be successful in school — and later in life.

PROGRAMS AND SERVICES FOR CHILDREN WITH DISABILITIES

The Chester County Family Academy, in conjunction with the parents, determines the type and intensity of special education and related services that a particular child needs based exclusively on the unique program of special education and related services that the school develops for that child. This program is called an Individual Education Plan — the IEP- and is different for each student. An IEP Team consists of educators, parents, and other persons with special expertise or familiarity with the child. The participants in the IEP Team are dictated by IDEIA (2004).

The parents of the child have the right to be notified of and to be offered participation in all meetings of their child's IEP team. The IEP is revised as often as circumstances warrant but reviewed at least annually. The law requires that the program and placement of the child, as described in the IEP, be reasonably calculated to ensure meaningful educational benefit to the student. In accordance with IDEIA (2004), there may be situations in which the school may hold an IEP team meeting if the parents refuse or fail to attend the IEP team meeting.

IEP's generally contain: (1) a statement of present levels of academic achievement and functional performance; (2) a statement of measurable annual goals established for the child; (3) a statement of how the child's progress toward meeting the annual goals will be measured and when periodic reports will be provided; (4) a statement of the special education and related services and supplementary aids and services and a statement of the program modifications or supports for school personnel that will be provided, if any; (5) an explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in activities; (6) a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and school assessments; and (7) the projected date for the beginning of the services and modifications and anticipated frequency, location and duration of those services or modifications.

Special education services are provided according to the educational needs of the child, not the category of disability. Types of service that may be available, depending upon the child's disability and needs include, but are not limited to: (1) learning support; (2) life skills support; (3) emotional support; (4) deaf or hearing impaired support; (5) blind or visually impaired support; (6) physical support; (7) autistic support; and (8) multiple-disabilities support.

Related services are designed to enable the child to participate in or access his or her program of special education. Examples of related services that a child may require include but are not limited to: speech and language therapy, transportation, occupational therapy, physical therapy, school nursing services, audiologist services, counseling, or training.

Chester County Family Academy ensures that children with disabilities are educated to the maximum extent possible in the regular education environment or "least restrictive environment". To the maximum extent appropriate, students with disabilities are educated with students who are not disabled. Special classes, separate schooling or other removal of students with disabilities from the general education environment occurs only when the nature or severity of the disability is such that education in general education classes, even with the use of supplementary aids and services, cannot be achieved satisfactorily. Programs and services available to students with disabilities, might include: (1) regular class placement with supplementary aides and services provided as needed in that environment; (2) regular class placement for most of the school day with itinerant service by a special education teacher either in or out of the regular classroom; (3) regular class placement for most of the school day with instruction provided by a special education teacher in a resource room; (4) part-time special education class placement in a regular public school or alternative setting; (5) special education class placement or special education services provided outside the regular class for most or all of the school day, either in a regular public school or alternative setting, such as an approved private school or other private facility licensed to serve children with disabilities.

Some students may also be eligible for extended school year services if determined needed by their IEP teams in accordance with Chapter 711 regulations contained in Title 22 of the PA Code.

SECTION 504 PLANS

Under Section 504 of the Federal Rehabilitation Act of 1973, some school age children with disabilities who do not meet the eligibility criteria outlined above might nevertheless be eligible for special protections and for adaptations and accommodations in instruction, facilities, and activities. Children are entitled to such protections, adaptations, and accommodations if they have a mental or physical disability that substantially limits or prohibits participation in or access to an aspect of the school program and other wise qualify under the applicable laws.

Chester County Family Academy will ensure that qualified handicapped students have equal opportunity to participate in the school program and activities to the maximum extent appropriate for each individual student. In compliance with applicable state and federal laws, CCFA provides to each qualifying protected handicapped student without discrimination or cost to the family, those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities and to the extent required by the laws.

These services and protections for "protected handicapped students" may be distinct from those applicable to eligible or thought to be eligible students. Chester County Family Academy or the parent may initiate an evaluation if they believe a student is a protected handicapped student. For further information on the evaluation procedures and provisions of services to protected handicapped students, parents should contact the school's Director.

POLICIES AND PROCEDURES REGARDING STUDENT EDUCATION RECORDS AND THE RIGHTS OF PARENTS AND STUDENTS UNDER FEDERAL LAW CONCERNING CONFIDENTIALITY

Chester County Family Academy (CCFA) protects the confidentiality of personally identifiable information regarding its exceptional and protected handicapped students in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA) and other disability Federal and state laws.

Educational records mean those records that are directly related to the student that are maintained by CCFA.

For all students, CCFA requires educational records that include, but are not limited to:

- Personally Identifiable Information — confidential information that includes, but is not limited to, the student's name, name of parents and other family members, the address of the student or the student's family and other information or personal characteristics that would make the student's identity easily identifiable.

CCFA must obtain parent or student consent before disclosing identifiable information to anyone not entitled to it under law. Consent means the parent has been fully informed regarding the actual required consent, in their native language or normal mode of communication. They understand and agree in writing to the activity and they understand that consent is mandatory before CCFA may disclose identifiable information to anyone not entitled to it under law and may be revoked at any time.

Parents have the right to inspect and review the student's educational record. CCFA will comply with a request to inspect and review educational records without unnecessary delay regarding an IEP or any due process hearing, but in no case more than thirty days after the request has been made. Parents have the right to require copies of the records. While CCFA cannot charge a fee to search for the records, it may charge a copying fee as long as it does not effectively prevent the parents from exercising their right to inspect and review the records. Parents have the right to appoint a representative to inspect and review their child's records. If any educational record contains information on more than one child, parents have the right only to inspect and review information relating to their child.

If parents think information in an education record is inaccurate, misleading, or violates the privacy or other rights of their child, they may request amendment of the record. CCFA will decide whether or not to amend the record and will notify the parent in writing of the election. If CCFA refuses to amend the record, it will inform the parents of their right to a hearing to challenge the disputed information.

CCFA will inform the parent when generally identifiable information is no longer needed to provide educational services to a child. Such information must be destroyed at the request of the parents. Moreover, a permanent record of student's name, address and phone number, his or her grades, attendance records, classes attended, grade level completed and year completed, must be maintained without time limitations. "Destruction" of records means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.

CCFA will provide, upon request, a listing of the types and locations of educational records maintained, the school officials responsible for these records, and the school personnel authorized to see personally identifiable information. Such personnel receive training and instruction regarding confidentiality. CFFA keeps a record or those obtaining access to educational records, including: the

name of the party, the date access was given; and the purpose for which the party is authorized to use the records.

CCFA will provide a copy of its confidentiality policy upon request. Complaints may be filed with the Family and Educational Rights and Privacy Act Office, U.S. Department of Education, in Washington, D.C.

Special Education - Attachment

- Child Find Policy

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Heather Simmonds	1	learning support	CCFA	11	itinerant
Kate Daley	1	emotional support	CCFA	11	itinerant

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Therapy Source, Inc.	1	Speech and Language	CCFA	5	Itinerant Services

Special Education Program Profile - Chart III

Title	Location	FTE
Special Education Supervisor	CCFA	1.0

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Kate Daley	Special Education itinerary	
Heather Simmonds	Special Education itinerary	

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

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

SLOSSON Word Reading Tests	Yes Yes Yes No No No
Wide Range Achievement Tests	Yes Yes Yes No No No
Multiple Intelligence Assessments	Yes Yes Yes No No No

Student Assessment - Secondary

There is currently no data saved for this section.

Student Assessment

Not applicable for K to 2

Student Assessment - Attachment

- CCFA School Overview

Teacher Evaluation

TEACHER EVALUATION
Main features of our CCFA teacher evaluation plan:
*principle: Teachers need to have a time sensitive, job related, child focused educational assessment and plan for continuous learning that mirrors the values and flow of the CCFA program and continues their "highly qualified" status continuation.
*key assessment program features for staff:
1. Contains three forms of direct assessment: Skills, Teaching Performance, Peer Review
2. Multiple ways of time sensitive assessment (multiple intelligence)
3. Simplicity and instant feedback
*innovation features of teacher evaluation:

Responsive to the needs of children -reflecting child focus of CCFA mission
Needs input from different sources -variety of sources of assessment Includes the description of the person's job- business connection Mirrors the student assessment plan - CCFA multiple ways of assessing
Simple to administer/take and easy to understand -charter school "simplification" Time sensitive, style varieties and educational in content - mirrors CCFA "outlook" Ongoing - to be used as a way to "make changes" and provide continuous feedback/dialogue

Individuals take part in workshops, PATTAN training, college level work (active act 48 participants) and from different "educational experiences" expertise individuals "in the field" and are supported at CCFA with materials, articles, books, in house sharing and discussions, special topic workshops (ex: Attorney on School/Personnel Law) and CCFA partners (Children Youth and Families of Chester County, Board member who is Pa. Spec. Education, Chair Conference Leader, Head of our Education Consulting Service, Abuse Counselors etc.).

Teacher Evaluation - Attachment

- Archived Contextual and Perception Survey Report

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

No changes for 2011-2012

Board of Trustees

Name of Trustee	Office (if any)
Dr. Carla Messikomer	President
Pastor Doris Haley	V.President
Dr. Bonnie Socket	Secretary
Mr. Joseph Panaro	Treasure
Lorraine Andersen	Founder/CEO
Dr. Michael Pearson	Member
Sheriff Bunny Welsh	Member
Dr. Steven J. Reto	Member

Professional Development (Governance)

Board members actively engage in professional development in support of CCFA.

Coordination of the Governance and Management of the School

Board of Trustees Meeting coordination, governance and management of school

Chester County Family Academy's CEO is a member of the Board of Trustees and is required to report on State of School Report and monthly financial reports. The CCFA Board meets monthly; board members visit the school on a regular basis and are invited to attend special school events. Board members are continuously brainstorming and bringing positive ideas for school improvement and support our vision, mission and goals with excellent attendance at Board meetings during the 2011-2012.

The Board Members continue to oversee school's finances, operations, approved polices and share his/her time and talents in support of the vision and mission of CCFA. Many of our Board members are active, visible members of the WCASD community.

Board of Trustees Working Relationship with the Charter granting's Board of School Directors

The CCFA Treasurer is the main point of contact for maintaining and engaging regularly with the charter granting's Board of School Directors.

Coordination of the Governance and Management of the School - Attachments

- Archived Contextual and Perception Survey Report
- CCFA Board of Trustees Meeting Dates and Locations

Community and Parent Engagement

CCFA is supported by more than 25, actively involved community partners in its "Community Partner Program", to include: Reading Assist of Delaware, Retired Senior Volunteers, West Chester Friends School, Goshen Friends School, the WC Juvenile Police, Chester County Health Department, the West Chester YMCA, Traditional Okinawa Karate Institute, West Chester Children's Library, West Chester University Dept. Of Kinesiology , Westtown School, ConKerr Cancer , Boys and Girls Scouts of America, Barclay Friends, West Chester Rotary Club, Fulton Bank , Chester County Senior Center, Operation Warm and the Coatesville YMCA.

The families of our students are provided the following collaborations and communications:

- Provided "renter's rights" & being a ''good renter" information to parents Provided "timely'' information about current West Chester jobs to parents Provided "parent training'' opportunities/classes" at CCFA through Healthy Start Provided information about English classes in the county to parents

- Provide furniture/household support for families leaving shelters or moving

- Provide “job opportunity" information (up to date) for families

- Provide "parenting support'' for families & expand "Parent Connect Program

- Home visits for connecting with family needs.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

Major Fund Raising:

The 2011-2012 academic year, two successful secured funds for class trips were awarded.

- ConKerr Cancer organization provided busing and admission to the Academy of Natural Science Museum in Philadelphia. Busing and admission to the museum for 58 students and 10 adults were paid in full by Cindy and Gavin Kerr.
- Richard and Anne Gates provided a whole school trip to Westtown School for Adventure Day. Each student (60) received a new yellow shirt with the Westtown Logo.

Donation Table: On tables located in the front of CCFA there is a sharing donation table. Items of donation included books, clothing, and household items for our children and families.

Throughout the school year donations in kindness have been made to classrooms including art supplies, socks, hats, book bags, calculators and paper.

In the future we hope to continue these activities while we implement further fundraisers and continue to write grants.

Fiscal Solvency Policies

The policies for maintaining fiscal solvency of CCFA are aligned with the fiscal oversight and procedures prescribed by the by-laws of CCFA.

Oversight of CCFA fiscal solvency is provided through regular monthly board meeting reviews of the budget and annual audits of our statement of accounts.

The Treasurer is responsible for maintaining an accurate accounting of the financial transactions of the Corporation and shall insure that a true and accurate accounting is presented to and made available to the Board. The Treasurer must be a Trustee, and at the discretion of the Board, may be required to be bonded.

The Treasurer shall receive all funds including loca4 state and federal funds and privately donated funds. The Treasurer shall also make payments out of the same on proper orders approved by the Board of Trustees, signed by the President. The Treasurer may pay out such funds on orders which have been properly signed without the approval of the Board first having been secured for the payment of amounts owing under any contracts which shall previously have been approved by the Board, and by which prompt payment the school will receive a discount or other advantage.

Accounting System

CCFA uses a cash basis method of accounting. Income is not counted until cash (or a check) is actually received, and expenses are not counted until they are actually paid. Financial accounting software is used to automate the recording and reporting of accounts in alignment with the annual budget.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Revenies-Expenditures

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

Accounting firm that performed CCFA audit report for 2011-2012:
Maillie, Falconiero & Company, LLP
www.maillie.com
POBox 3068
West Chester, PA 19381-3068
610-696-4353
Fax: 610-430-8811

Date of last audit report:
October 15, 2012

Auditor's opinion and findings:
The auditor examined our financial statements and represented the accuracy of CCFA statements of financial position, activities, cashflows and functional expenses totals.
The auditor concluded that the information is fairly stated in all material respects in relation to the financial statements as a whole.

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

- Independent Auditors' Report 2011-2012

Citations and follow-up actions for any State Audit Report

The Pennsylvania Department of Education submitted a request on January 13, 2011 to begin the process of conducting an audit of CCFA through its Bureau of Special Education in accordance with its administrative procedures that provide ongoing monitoring of program implementation, including evaluation of the appropriateness, effectiveness, and accountability of special education services and programs.

The monitoring activities by the Bureau of Special Education were conducted onsite at CCFA during the week of March 14, 2011. The onsite review team gathered information regarding the charter school's application of state and federal special eduation mandates.

Upon completion of the audit monitoring review process, a report was presented to CCFA administration identifying the areas of noncompliance. The areas of noncompliance identified were the following:

FSA - Positive Behavior Support

Standard: LEA complies with the positive behavoir support policy requirements

FSA - Child Find

Standard: LEA demonstrates compliance with annual public notice requirements

FSA - Parent Training

Standard: Parent opportunities for training and information sharing address the special knowledge, skills and abilities needed to serve the unique needs of children with disabilities

FSA - Public School Enrollment

Standard: The LEA's percentage of children with disabilities served in special education is comparable ot state data

The BSE Adviser, PaTTAN staff, and CCFA staff developed a BSE approved plan to verify completion of non-compliance cites and improvement plans.

CCFA staff and administration completed the neccessary tasks, procedures, policy and documentation requriements to establish full compliance with identified cites and improvement plans. Confirmation of full compliance was received from PDE Bureau of Special Education in May 2012.

SECTION VII. FACILITY RESPONSIBILITIES

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

New acquisitions of facilities, furniture, fixtures, and equipment for 2011-2012 academic year include the following:

- Bench for seating area in lobby
- Two busines line phones for front office and back office
- Eight computers
- Two file cabinets

Future Facility Plans and Other Capital Needs

Future Facility Plans and Other Capital Needs:

At this time we lease space from Spring Hill realty for the 2011-2012 school year.

We have a search committee that is looking for a new future site to relocate to which has greater amount of square footage and better amenities for supporting our school mission.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

POLICY STATEMENT
Our kindergarten, first and second grade, primary Charter School provides an extended year, extended day, transition program centered on the health of every member of its' school community. One third of our classroom resources, time and

curriculum is involved with the health, physical development and wellness of our students in order for optimum learning to take place!

WELLNESS GOALS

We promote a healthy, fully integrated, physical education and nutritional education program for the wellness of students, staff and families.

1. Healthy Physical Education Goals

Student Goal

CCFA provides the space, materials and professional instructors that give primary age learners active physical activities throughout the week!

* These include: professional swimming lessons, karate lessons, dancing lessons, musical movement lessons, singing lessons, drumming lessons, a wide variety of "hands-on" learning lessons, adaptive physical educational lessons at West Chester University, as well as, age appropriate playground activities in West Chester Parks.

Staff Goal

CCFA provides staff with materials, professional support/training and opportunities to be actively involved modeling physical activities for young learners, daily!

*These include: Staff dancing at the dance studio, doing karate at the karate studio, drumming and taking part in musical movement lessons, singing voice classes and leading walks/jogs to and from "classroom learning" sites and a bright, healthy classroom environment with choices of learning "tools" and variety of learning spaces.

Parent Goal

CCFA provides parents with opportunities to be advocates for all physical education and active learning lessons, to promote and use healthy living habits children in the home and to take part in physical and nutrition community events!

*These includes: parents providing physical activity materials (bathing suits, towels, sneakers, weather related clothing for daily, outdoor time etc.) for school, invitations to walk in community parades/events, enroll students in camp sports teams, attend parent nutrition/health fairs, visiting CCFA community lesson sites, being part of the "audience" at special performances, actively participating in school activities all during our eleven month school year,

2. Healthy Nutritional Education Goals

Student Goal

CCFA provides primary age students with focused food learning, a healthy breakfast, lunch & snack, and practice using healthy living habits and nutritious, thematic cooking experiences!

*These include: Formal food lessons related to theme, food menu that is continuously refined and culturally connected, on site "mobile dental clinic", daily teeth brushing, healthy snacks "healthy places" and "hands-on" cooking chemistry lessons.

Staff Goal

CCFA staff provides nutritional learning as an integral part of each theme, models of healthy nutritional habits in their lives and orchestrates an exemplary food program!

*These include: food information/learning as a part of every classroom theme, breakfast/lunch food storybook readings, using the more than 250 books in our food library, modeling "best practices" in nutritional habits & teaching and orchestrating an exemplary food program

Parent Goal

CCFA provides parents with access to health services, the latest in nutritional health information and "child/parent" food materials and experiences related to school themes!

*These include: opportunities to bring nutritious items to school events, completing food/physical skill check-lists, answering monthly phone call health questions, completing parent surveys concerning nutrition/food information, reading student-made food books at home and attending parenting classes & open house at school.

NUTRITION GUIDELINES

*Our Federal Food Program is monitored and contracted with the Chester County Intermediate Unit through the Head Start Program.

*Our staff is fully trained in all food service guidelines the Director of Food runs an outstanding program including all the latest Federal and State Guidelines to include continuous improvement directly relating to the needs our more than 85'% low income school population.

*All students, staff and have ongoing input health, physical education and nutrition at CCFA.

*At CCFA, we use the "Food Pyramid", USDA dietary guidelines and the guidelines of the National School Food Program.

*All local, state and Federal health requirements are enforces at CCFA.

*All emergency plans, fire safety/plans & "emergency situation drills" are ongoing.

*Staff are all participating in out of school physical health programs.

WELLNESS POLICY IMPLEMENTATION AND MONITORING

The CEO of Chester County Family Academy with the full support of the CCFA Board, school health personnel and the Director of the CCIU Food Program, monitors school programs and curriculum to insure compliance with this policy and state and federal health and safety laws.

Procedures are in place at CCFA to continuously improve and carry out our policy:

*continuous training & program refinement with the CCIU Food Program Director

*designated CCFA staff are responsible for specific wellness tasks

*ongoing staff & parent input concerning food and physical education topics (wellness) and classroom theme learning in place all during our academic year.

*having a simple, rated monitoring plan with clear, simple measurements

*staff training that involves every staff member with a simple, "hands-on" health/wellness component at each, weekly staff meeting

*providing a school "staff library" with health & wellness

GOALS AND MEASURABLE OUTCOME

1. To have one third of our classroom resources, time and curriculum involved with health, physical development and wellness.

*Measured by:

Classroom observation "active, hands-on" lessons all during day Review of part-time professional wellness/health staff salaries & schedule. Monitor the costs of materials, expenditures of wellness related items.

To have a curriculum that has a health, physical wellness component with every topic/theme.

*Measured by:

Weekly staff execution of "kitchen chemistry" cooking lessons Staff theme/plans execution of theme related wellness activity lists. Adherence to all Federal Lunch Program standards.

3. To promote well-fed bodies & active learning are requirements for joyful, optimum learning for young students.

*Measured by:

Observation of healthy items as rewards, snacks, celebrations etc. Attendance rates & menu at breakfast, lunch and snack.

Multiple- intelligence assessment scores of achievement.

4. To involve students in a healthy, fully integrated, physical education and nutritional education program.
*Measured by:
Class observation of a variety of "work spaces", movement every 20 minutes, ...
Multiple-intelligence assessments with wellness items & related scores
'% of classroom instruction that is active and "hands-on" throughout the day

5. To involve staffing a healthy, fully integrated, physical/nutritional education program.
*Measured by:
A review of teacher plan-books & student portfolios
Instructional time/activities related to wellness at weekly staff meetings
Cost of fitness, wellness tools and materials

To involve parents/families a healthy, fully integrated, physical education nutritional education program.
*Measured by:
Observation & interaction on parent notes & at parent meetings
Monthly phone call parent inquiry questions that relate to wellness issues. Monitoring of food items at school events, parent surprises for students etc.

7. To provide professional swimming, dancing, musical, sportsman and coaches who joyfully work with our CCFA students.
*Measured by:
Staffing & classroom schedule records.
Observations of professional class lessons and school performances. Progress notations & scores on individual wellness items

8. To provide staff with materials, professional support/training and opportunities to be actively involved in nutritional, physical activities.
*Measured by:
Observation of staff in special lessons (dance, drumming, etc.) Classroom expenditures on wellness related materials and science
Lists of classroom & kitchen "tools" & active activity items used

9. Promote parent/family advocates for nutrition and physical fitness.
*Measured by:
Family participation with CCFA support to take part in community events, physical ed. teams, "runs", use of parks etc.
CCFA providing fruits, vegetables...with county "greening project"
Student/parent cooking adventures (at home) on holiday breaks

10. Provide for dental health, knowing that a healthy smile means a healthy body and mind free of pain and able to learn in school.
*Measured by: Smiles!
Mobile dental unit records (2x yr.) and sealant program records School screenings & daily tooth brushing process for every classroom Total cost of dental supplies and use of the "dental learning kit"

As one of the first six, Charter Schools in Pennsylvania, we have been developing our hands-on (body), hearts-on (emotional spirit) and heads-on (intellectual) program for students whose families are dealing with the challenges of limited financial resources since we received our charter in 1997. As a result of writing this policy, we were able to codify and simplify our program that has, from the beginning, bad an essential, active wellness component.

A healthy child, well fed, rested and free of pain (dental or otherwise) child is a young learner who is READY TO LEARN!

WE FULLY SUPPORT THIS INITIATIVE THAT WILL BE HAVING AN IMPACT IN SCHOOLS. WE HOPE TO SEE IT EXPANDED TO ADDRESS "HEALTH/WELLNESS" OF ALL STAFF THAT INTERACT WITH CHILDREN!

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

- Compliance with Health and Safety

Current School Insurance Coverage Policies and Programs

Blue Cross/Blue Shield PPO - Health insurance provided to employees

Business Insurance and Workers Compensation Insurance (see attachment)

Current School Insurance Coverage Policies and Programs - Attachment

- CCFA Insurance and Workers Compensation Insurance

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

Quality of teaching and other staff

**full time staff at CCFA

Staff at CCFA is:
*Multi-racial (Black/White/Hispanic)
*Multi-lingual (English/Spanish)
*Multi-age (21years to 72 years)

CEO is founder and continuous Head of School since 1997
3 full time, Pa. Certified Teachers 100% certified
3 full time, teaching assistants
2 full time, administrative assistant
4 part time support staff (ELL, Special Ed, Speech Language, Occupational Therapist)
1 part time school psychologist
6 part time "special lessons" professional instructors
1 part time nurse

Staff retention:
Teaching staff all returned from 2011-2012 school year.
Teaching assistants all returned 2011-2012 school year.
Administrative assistant —returned for 2011-2012 school year.

Quality of Teaching and Other Staff - Attachment

- PDE-414 VerificationForm CCFA-2011-2012

Student Enrollment

Student Enrollment

CCFA's student enrollment procedures and admissions policy:
To be eligible for admission, each student must provide:

1. Proof of eligible resident or non-resident status (utility bill, phone bill, etc)
2. Proof minimum age of five years, as of Sept. I (birth certificate) of the entering year
3. Completed Charter School Enrollment Form
4. CCFA Parent Contract and Curriculum
5. Permission sheet to include: karate lessons, swimming lessons, photograph permission, eye screenings, hearing screenings, release of information...
6. Current Physical and Shot Record
7. Information to include: name, date of birth, grade level, parent names, addresses, and telephone numbers of parents/guardians, names of siblings, emergency contact names
8. Signature of parent & date to verifying that the information is correct and that the parents/guardians are choosing Chester County Family Academy for his/her child.
9. Special Education Information Rights and Privileges
10. Behavioral Guidelines & Policy
11. Copy of Parent Handbook

Process and selection information:

*Status of student eligibility rests ultimately with Admissions Committee of the board on an as needed basis. Review of information by the CEO with the assistance of the Administration Assistant will fill spaces during "posted/notified" registration month at CCFA. (Usually March of each year)
*Parents have 14 calendar days after the dated notification to return enrollment papers or in the case of full enrollment, to sign waiting list application.
*If no form is returned with ten days, the CCFA will make 3 attempts to contact the family before the 14-day deadline.
*If no forms are returned by the two week deadline, the child's admission space or waiting-list order will be given to the next eligible candidate.
*Students will be admitted to fill each of four classrooms at CCFA and after March enrollment and the (14) day period - seats will be filled on a first come, first serve basis
*Free and reduced Federal Food Program eligibility form
*If during the registration month, students exceed the allotted vacancies at CCFA, a lottery system will be used that conforms to the Charter School Law in Pa.
*Siblings will be given preference at CCFA and students from the West Chester Area School District the chartering school district.

CCFA's Use of Lottery Situation at CCFA
***to date, we have never had the need to use a lottery systemsince our school has not be over-enrolled.
Enrollment is completed with a one month enrollment each spring through the process stated above.
*Lottery operation if needed would be:

1. pool of applicants will be sorted according to admissions preferences provided for by statute and grade level.

2. Within each grade level, applications will be sorted according to the following categories, arranged in order of admissions preference (a. returning resident student b. non-resident student returning c. sibling of returning resident and sibling of returning non-resident student d. new resident applicant e new non-resident applicant for space available consideration
3. The Admissions Committee will reserve spaces for students in categories a and b - any remaining spaces will be allocated by holding a drawing of names by category in admissions preference order starting with category c in the youngest grade level and working upward
4. After all grade levels have been completed; names that remain will be placed by preference category, in drawing order, on the school's waiting list.

TRENDS IN ENROLLMENT
We have had a steady flow of families and students at CCFA - issues that involve our enrollment:

Positive issues in 2011-2012:

1. Steady referrals of our new students from past and present families in the school
2. Referrals from our partnering agencies
3. Use of flyers and promotions by staff and students
4. Use of our "Food Gift Certificate Program" during June each year is used to enhance parent's involvement in enrollment and fill those remaining seats before school begins in August. (Not used this year)
5. Marketing strategies to low income families has been most successful to include: supermarket notices, flyers to housing areas, phone calling to parents, brochures at all "family locations' in the borough of West Chester, Laundromat signs & flyers, door-to door information in key borough sites.
6. Some from Head Start Class in West Chester enroll every year
7. Student referrals from the Hispanic Community are increasing
8. Male students are increasing - we have had an even split in past years
9. Helping our low income families who are struggling with housing issues in West Chester. Our families have a long history in the town and are VERY UPSET when they have to leave to live in another community or state. Issues of challenge include rent, availability of space for young families, job situations, changing family dynamics and transportation. (Still an issue for the 2011-12 school year)
10. Location in the borough is wonderful for our families who can come to school and can enjoy the benefits of a neighboring school and the special lessons and use of so many borough resources.
11. Charter Schools are about CHOICE and families "exercise their power" using their "feet" to come and go. This is a powerful tool for empowerment of parents and to have them as active partners in the process of education.

There are currently no supporting documents selected for this section.

Transportation

BUSING AT CCFA RELATES TO ATTENDANCE

*School began in Aug in 2011-12:

--To give students a longer school year for learning

--To allow parents to have less "child care, worries, and expenses"

--To support working families and give children a safe, summer learning period

--To cut the time when a child "loses what was learned"

*With "shorter summer break" & work packets to complete, students return and require a very short, almost "no", review time. They return and shake hands, sign-in and the transition from the very end of June is simple, easy and best for learning!

Plans for 2011-2012

*Co-ordination of transportation from neighboring districts at CCFA without “change" from

our early schedule to "all district" busing schedule that is different - hard for families -will have

ONE schedule for this 2011-12 school year.

*West Chester Area School District Transportation is the model for how a district can efficiently work with a charter school to provide young learners with a safe and carefully executed ride to and from school. With a "no change" in times, routes this year (11-12), we plan to see a rise in attendance during this early start to the year.

*We are proud of all the ways that we have solved challenges and continue to be responsive to the needs of students/families for transportation.

*Our school could not survive without the cooperation and care provided through busing: from the districts.

- **We are grateful-to all our transportation departments. We could not exist without the supportive transportation our young learners in order to have an extended day (8:15- 4:00) and extended year (11 months) for learning.

*Our vision/mission depends on the busing of students for the benefit of families who, often, do not have other means of transportation.

*Students are dropped safely at the "top of our stairs" and where an adult shakes each child's and the process continues at the school door, by the administrative assistant's desk and by the teacher as the young learner enters the classroom to sign in for the day. With eye contact, welcoming words and physical "shaking of hands", every child is recognized and gently supported

by caring adults to include the bus driver. Learning takes place from the time a student leaves his/her home.

*Busing and busing issues are a big challenge for our families and students and are a key factor in attendance at CCFA Without this service, our students could not attend CCFA

CHALLENGES OF 2011-12 BUSING

*See CHALLENGES (above)

*Long bus rides from Coatesville (early pickups and very late drop off times).

*Behavior of students-very improved in 2011-12

*Parents not at bus stops (am and pm) -we have met this challenge with the cooperative our the transportation departments -our young learners must have adult supervision

*Changes in bus drivers -we appreciate every caring bus driver and each new driver or substitute driver has so much to learn etc. We continue to provide "surprises" and small thank you gestures to support these adults as they care for and support our CCFA students.

*If a bus is very late, very early or did not arrive then our students miss school since there is no alternative way to get a child to school in many of our CCFA families -this directly effects our attendance rate and is a challenge.

STRATEGIES THAT WORKED 2011-2012

*Helped to keep bus driver & parent "in touch" - talking to each other etc.

*Helped to promote knowledge about "school law" and absenteeism.

*Used a '"bus dispatcher number" this year-great supportive information and used.

*School nurse, behavior specialist, teaching assistants and teachers all involved in 2011-12.

*Provided NEW WARM WINTER COATS for every child (mittens, scarves etc.)

*Simplified & expanded the policy for sending home sick children during 2011-12.

**Adherence to a "no return for 24 hours" once child picked up at school for illness.

CHALLENGES IN 2011-12

*Supporting drivers and keeping families/drivers "in touch"

*Supporting behavior of students with rewards & parent communication

*Supporting "citizenship" & positive behavior on all buses (seating charts)

*Supporting dispatcher contact (sharing numbers/meeting opportunities)

*Ongoing boasting/thanking drivers for work well done with surprises of all kinds

*Ongoing boasting/thanking Transportation Departments for work well done

*Ongoing relationship building with Krapf Busing

Food Service Program

Chester County Family Academy participates in the National School Lunch Program that is a federally assisted meal program operating in over 100,000 public and non-profit private schools and residential child care institutions.

At Chester County Family Academy 100% of our student population for academic year 2011-2012 were eligible for free meals students and participated through the National School Lunch Program.

It provides nutritionally balanced food for our students with free breakfast, lunches and snacks to our students each school day.

The Food and Nutrition Service administers the program at the Federal level. At the State level, the National School Lunch Program is usually administered by State education agencies, which operate the program through agreements with school food authorities.

Generally, public or nonprofit private schools of high school grade or under and public or nonprofit private residential child care institutions may participate in the school lunch program. School districts and independent schools that choose to take part in the lunch program get cash subsidies and USDA foods from the U.S. Department of Agriculture (USDA) for each meal they serve. In return, they must serve lunches that meet Federal requirements, and they must offer free or reduced price lunches to eligible children. School food authorities can also be reimbursed for snacks served to children through age 18 in afterschool educational or enrichment programs.

The Healthy, Hunger-Free Kids Act of 2010 directed USDA to update the NSLP's meal pattern and nutrition standards based on the latest Dietary Guidelines for Americans. The new meal pattern goes into effect at the beginning of SY 2012-13, and increases the availability of fruits, vegetables, and whole grains in the school menu. New dietary specifications set specific calorie limits to ensure age-appropriate meals for grades K-5, 6-8, and 9-12. Other meal enhancements include gradual reductions in the sodium content of the meals (sodium targets must be reached by SY 2014-15, SY 2017-18 and SY 2022-23). While school lunches must meet Federal meal requirements, decisions about what specific foods to serve and how they are prepared are made by local school food authorities.

States select entitlement foods for their schools from a list of various foods purchased by USDA and offered through the school lunch program. Bonus foods are offered only as they become available through agricultural surplus. The variety of both entitlement and bonus USDA foods schools can get from USDA depends on quantities available and market prices. A very successful project between USDA and the

Department of Defense (DoD) has helped provide schools with fresh produce purchased through DoD. USDA has also worked with schools to help promote connections with local small farmers who may be able to provide fresh produce.

Student Conduct

Student Behavior and Discipline Policy

Chester County Family Academy aligns its policies and procedures in compliance with the policy as described in 22 Pa. Code Chapter 12.

The following list of files represent the documentation for student behavior and discipline policies:

- CCFA Behavior Management.pdf
- CCFA Discipline Policy.pdf
- CCFA Restraint Policy.pdf

For Academic Year 2011-2012, there were 0 students involved in 0 suspension incidents and 0 students expelled.

Student responsibilities.

(a) Student responsibilities include regular school attendance, conscientious effort in classroom work and homework, and conformance to school rules and regulations. Most of all, students are responsible to share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living.

(b) No student has the right to interfere with the education of fellow students. It is the responsibility of each student to respect the rights of teachers, students, administrators and all others who are involved in the educational process.

(c) Students should express their ideas and opinions in a respectful manner.

(d) It is the responsibility of the students to conform to the following:

(1) Be aware of all rules and regulations for student behavior and conduct themselves in accordance with them. Students should assume that, until a rule is waived, altered or repealed in writing, it is in effect.

(2) Volunteer information in matters relating to the health, safety and welfare of the school community and the protection of school property.

(3) Dress and groom to meet standards of safety and health, and not to cause substantial disruption to the educational processes.

(4) Assist the school staff in operating a safe school for the students enrolled therein.

(5) Comply with Commonwealth and local laws.

(6) Exercise proper care when using public facilities and equipment.

(7) Attend school daily and be on time at all classes and other school functions.

(8) Make up work when absent from school.

(9) Pursue and attempt to complete satisfactorily the courses of study prescribed by local school authorities.

(10) Report accurately in student media.

(11) Not use obscene language in student media or on school premises.

Hearings.

(a) *General*. Education is a statutory right, and students shall be afforded due process if they are to be excluded from school. In a case involving a possible expulsion, the student is entitled to a formal hearing.

(b) *Formal hearings*. A formal hearing is required in all expulsion actions. This hearing may be held before the governing board or an authorized committee of the board, or a qualified hearing examiner appointed by the board. When a committee of the board or a hearing examiner conducts the hearing, a majority vote of the entire governing board is required to expel a student. The following due process requirements shall be observed with regard to the formal hearing:

(1) Notification of the charges shall be sent to the student's parents or guardians by certified mail.

(2) At least 3 days' notice of the time and place of the hearing shall be given. A copy of the expulsion policy, notice that legal counsel may represent the student and hearing procedures shall be included with the hearing notice. A student may request the rescheduling of the hearing when the student demonstrates good cause for an extension.

(3) The hearing shall be held in private unless the student or parent requests a public hearing.

(4) The student may be represented by counsel, at the expense of the parents or guardians, and may have a parent or guardian attend the hearing.

(5) The student has the right to be presented with the names of witnesses against the student, and copies of the statements and affidavits of those witnesses.

(6) The student has the right to request that the witnesses appear in person and answer questions or be cross-examined.

(7) The student has the right to testify and present witnesses on his own behalf.

(8) A written or audio record shall be kept of the hearing. The student is entitled, at the student's expense, to a copy. A copy shall be provided at no cost to a student who is indigent.

(9) The proceeding shall be held within 15 school days of the notification of charges, unless mutually agreed to by both parties. A hearing may be delayed for any of the following reasons, in which case the hearing shall be held as soon as reasonably possible:

(i) Laboratory reports are needed from law enforcement agencies.

(ii) Evaluations or other court or administrative proceedings are pending due to a student invoking his rights under the Individuals With Disabilities Education Act (20 U.S.C.A. § § 1400—1482).

(iii) In cases in juvenile or criminal court involving sexual assault or serious bodily injury, delay is necessary due to the condition or best interests of the victim.

(10) Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.

(c) *Informal hearings*. The purpose of the informal hearing is to enable the student to meet with the appropriate school official to explain the circumstances surrounding the event for which the student is being suspended or to show why the student should not be suspended.

(1) The informal hearing is held to bring forth all relevant information regarding the event for which the student may be suspended and for students, their parents or guardians and school officials to discuss ways by which future offenses might be avoided.

(2) The following due process requirements shall be observed in regard to the informal hearing:

(i) Notification of the reasons for the suspension shall be given in writing to the parents or guardians and to the student.

(ii) Sufficient notice of the time and place of the informal hearing shall be given.

(iii) A student has the right to question any witnesses present at the hearing.

(iv) A student has the right to speak and produce witnesses on his own behalf.

(v) The school entity shall offer to hold the informal hearing within the first 5 days of the suspension.

Student Conduct - Attachments

- Archived Contextual and Perception Survey Report
- Behavior Mangement Policy
- Discipline Policy
- Restraint Policy

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2011

The Chester Co Family Academy CS within Chester County IU 24 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 Chester Co Family Academy 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: Susan Flynn **Title:** Chief Executive Officer
Phone: 610-696-5910 **Fax:** 610-696-6323
E-mail: ceo@chestercountyfamilyacademy.org

_____ _____
Signature of the Chief Executive Officer and Date

Identify the charter school's President of the Board of Trustees.
Name: Carla Messikomer **Title:** President of the Board of Trustees
Phone: 610-696-5910 **Fax:** 610-696-6323
E-mail: board@chestercountyfamilyacademy.org

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

Identify the charter school's Special Education Contact Person.
Name: Nicole Riess **Title:** Special Education
Phone: 610-696-5910 **Fax:** 610-696-6323
E-mail: riess@chestercountyfamilyacademy.org

_____ _____
Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- Annual Report Signature Page