Pennsylvania Department of Education

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

Charter Annual Report

Monday, February 14, 2011
(Last Accepted: Monday, February 14, 2011)

Entity: Erin Dudley Forbes CS
Address: 225 Barnsley Rd.
Oxford, PA 19363

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report
Summary Data
2009 - 2010

Name of School: Erin Dudley Forbes CS

Date of Local Chartering School Board/PDE Approval: 2/27/2001

Length of Charter: 2 Renewal Periods/2013 **Opening Date:** August, 2001

Grade Level: K-6 **Hours of Operation:** 8:00am~3:10pm

Percentage of Certified Staff: 100% **Total Instructional Staff:** 8

Student/Teacher Ratio: 15:1 **Student Waiting List:** No

Attendance Rate/Percentage: 96%

Second Site Address, Phone Number and Site Director:
N/A

Summary Data Part II

Enrollment: 76 **Per Pupil Subsidy:** 7,375.27

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	0
Black (Non-Hispanic):	28
Hispanic:	22
White (Non-Hispanic):	34
Multicultural:	0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 48.6%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 12

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	182	182	0	0	182
Instructional Hours	0	0	990	990	0	0	990

SECTION I. EXECUTIVE SUMMARY

Educational Community

Erin Dudley Forbes Charter School, founded by Lenetta Raysha Lee in February 2001, is located in the rolling hills of rural Southern Chester County. The economic status of this community is considered low economic. The local industry includes Herr's Food & Tasty cake Baking Company. Erin Dudley Forbes Charter School (EDFCS) is the first Charter School in this region. EDFCS is currently a kindergarten through sixth grade elementary school approximately 21% are ESL, 25% Special Education and 32% Low Income. Our initial enrollment for the 2009/2010 academic school year was 80 To date we have approximately 19% African American, 25% Hispanic, and 56% White American. We continue to celebrate our diverse student body and staff. We stand firm, and will continue to promote “children who learn together learn to live together."

Our leadership over time has continued to show we are an effective school. The Chief Academic Officer has been the same since the school was founded. To date we have had two Head Teachers, one for two years and the other for three. Dr. Lee was awarded a Citation from the House of Representatives of the Commonwealth of Pennsylvania for her achievements in the field of academics, for the school achieving AYP for two consecutive years, and for Dr. Lee's steadfast dedication to community and education over many years. In addition, Dr. Lee spoke at the Annual National Charter School Conference in Washington, DC in June, 2009 on Response To Intervention RTI.

Our charter's **renewal**, granted by the Oxford Area School District, for the second time, in December 2008, will continue to allow us time to learn,grow and achieve goals developed from our annual strategic planning. The renewal continues to increase individual attention for each student and ongoing/continuous professional development in specific areas, such as English as a Second Language (ESL), curriculum, writing, reading, behavioral techniques, leadership and Special Education. To date, we have demonstrated our strengths and needs overtime and we have improved greatly in the areas listed above.

Our **mission** is to provide the very best early childhood education possible K-6. We will build on what our learners already know prior knowledge. Our academic focus or foundation is children's literature. We use culturally relevant children's literature to teach all subjects. Moreover, time is given to our learners to experience reading and writing as academic tools. Our desire is to heavily involve our parents and community in their role as our learners' primary educators. We plan to always create a supportive learning environment for all invested parties.

We continue to celebrate our existence and survival over time. We have maintained a 13:1 class ratio. We have maintained a 95% and higher student attendance rate. We have a dental preventive program and two times per year, our Health Specialist hosts a health seminar for all staff, student body, parents and the community.

In 2006 EDFCS obtained a science grant, Science It's Elementary, (SIE) initiated by the Pennsylvania Department of Education. All teachers, Kindergarten through sixth grade, and academic leader were professionally development on science standards and pedagogy. Initially, EDFCS had to assemble a team of five and attend a strategic planning seminar. The Science seminar introduced inquiry based science curriculum and a strategic plan.

Our **core beliefs** include: all students can learn based on their ability, each parent is the child's first teacher, a conducive learning environment is essential to all academic success, and qualified educators are the key ingredient to academic and social success. Our mission includes being the very best early childhood education center while using culturally relevant children's literature for liberation while embracing and mastering literacy across the curriculum for a lifetime. We firmly believe that all children are talented and we must start where each unique child is culturally, academically, and socially. In January 2006 we adopted the following core beliefs:

- ☐ Use researched based interventions
- ☐ Monitor student progress
- ☐ Use data to form decisions
- ☐ Use assessment for three purposes screening, diagnostics, progress monitoring, and interventions
- ☐ We can effectively teach all children
- ☐ Intervene early

☐Use a multi tier model (RTI)

☐Use problem solving techniques

Our goal, in adopting the core beliefs above, is to continue to provide a quality elementary education while creating protective factors, such as reducing behavioral factors, providing research based parental education, and building strong community partnerships. In 2009 we will adopted the theme "Personalized Education for the Whole Family and Child". The aim was for all staff to be mindful of their role as certified educators. Shearson Lehman states, when speaking about being effective "To excel is continually to perform. Not for a moment or moments, nor for a day or days, but to perform day after day and to make that uncommon performance look commonplace." We believe to achieve our goals as a school, which includes making AYP yearly, we must perform in an ongoing and continuous cycle. We believe this is the key to a successful school, thus [successful] teachers, staff, parents, and learners.

We continued to focus on the following for each school year:

Work with a sense of integrity
Be sincere, authentic, and genuine
Be available and accessible
Follow through
Follow up
Treat each conversation like it matters
Listen in a generous way
Be competent
Be real

Each focal point listed above is stressed throughout the school year.

What students will know and be able to do by the time they leave the school… When our students exit EDFCS, they will be self-disciplined, community and family oriented, problem solvers, and critical thinkers. The long term goal is for all students to know and be able to achieve any task at hand. We desire for our students to become community activists and lifelong learners.

The aspects that make the charter school unique and innovative

The **aspects** that make us **different** include:

Small Class Size

Parental Involvement on three levels

Direct Instruction

Academic After School Program

Direct Link to Higher Education-Lincoln University

Professional Development

Peer Tutorial Program

Ongoing and Continuous Professional Development

Individualized Education

Personalized Education

Diverse Staff and Student Body

Parental and Community Involvement

Uniforms

Character Development

Whole Group for 181 Days (Direct Instruction on Self Discipline/Safety)

Progress Monitoring

ESL Curriculum

Dedicated and committed educators

Weekly Progress Monitoring

Response To Intervention (RTI)

Hands-on/ Inquiry-based Science Curriculum

Our **core beliefs** and values of the **community** are similar. Our Charter School offers learners and parents an alternative and diverse educational program with goals of improving social skills, commitment to community, and academics. Our aim is to utilize innovative teaching practices and to create a portfolio of options from which parents can choose.

EDFCS's program strengths continue to include a diverse climate that respects all cultures, dedicated and active educators, an evolving curriculum (based on PA standards), an active ESL curriculum, and ongoing, special education services and continuous professional development. Our areas of improvement include parental involvement, increased standardized test scores, curriculum review, and increased professional development in specific areas, adaptation and writing of policy, implementation of a zero tolerance with specific outcomes for specific behaviors. Most indicators mentioned above have been mentioned often because we desire to continue to improve.

Parental involvement has increased as shown by parent volunteer hours which are calculated and recorded on quarterly report cards.

While planning, we designed a new discipline plan, (See Attachment) and we use a language program every morning school-wide to increase student grammar awareness.

Our learners must master content language, text, to improve academically across the curriculum. Across all grade levels, K-6, we desire to increase our PSSA scores in writing, reading and math.

To master the PSSA in writing, reading and math we use a systemic approach to visualizing and strategically planning, holist, for the entire school including all invested parties. We have achieved AYP consecutively.

An organized collection of parts, is how we view our system or Institution, highly integrated, to accomplish an overall goal to produce certain outcomes. A highly effective system is continuously monitored.

Our systemic approach emphasizes viewing our school as a group of elements with interrelated parts. A school district or building is a system with a common purpose or function. A school system enrolls students, educates them, and then graduates the students or sends them to the next educational institution. Most educational systems function at least at an adequate level, so not much attention is placed on system dysfunction. Instead, administrators attempt to address deficiencies in the parts or elements of the organization. Organizations that work systemically begin by looking for the connections between the various parts of the system and taking steps to ensure better coordination of organizational function systems thinking aims to integrate the various parts of the system in a way that maximizes organizational effectiveness. We believe that in a nine year period we have been very successful across the board. One area of improvement is our writing, reading, and math PSSA scores. In 2004/2005 we made AYP,in 2005/2006 we did not,however, we make AYP again 2006/2007.

For EDFCS the systemic model affords us to view our PSSA scores in a different way. There are four vital components of systems thinking: philosophy or mission, processes, implementation, and leadership. Each is a key component in creating and maintaining an effective school. Our mission or philosophy has been the same since our initial application to obtain a charter.

The mission is displayed in each classroom and discussed at the onset of each school year during professional development. In 2006 we added a new component to our original mission after earning the Science; It's Elementary grant.

While establishing and maintaining a systemic approach it is significant to view and focus on three components of the school simultaneously, thus connected and interrelated: budget, staff development, and goals or targets.

BUDGET STAFF DEVELOPMENT GOALS/TARGETS

Salaries PSSA/AYP PSSA scores

Supplies Critical Thinking

The ultimate goal of systemic thinking is to maximize student learning, achieve satisfactory PSSA scores according to NCLB, increase parental involvement on three levels, increase community involvement, and alignment of curriculum and spending, and budget.

At EDFCS we are excited about the possibilities, and our accomplishments will display how our system is functioning. When a goal is not accomplished, we will observe the entire system.

The ultimate goal is to build a system of education that stresses the greatest good -a way to teach and achieve everlasting peace and happiness. A system that emphasizes critical thinking skills as opposed to what to think. Moreover, in this case, the educators and staff must be involved in their students' lives. Modeling is vital and a key component, and educators must be versed in their children's culture.

Mission

Our **mission** is to provide the very best early childhood education possible K-6. We will build on what our learners already know prior knowledge. Our academic focus or foundation is children's literature. We use culturally relevant children's literature to teach all subjects. Moreover, time is given to our learners to experience reading and writing as academic tools. Our desire is to heavily involve our parents and community in their role as our learners' primary educators. We plan to always create a supportive learning environment for all invested parties.

In the the fall of 2007 we adopted a science mission required by the Science Its Elementary grant. EDFCS will use explicit instruction, critical thinking, hands on experiences, and culturally relevant children's literature to provide standard based inquiry centered science to all students. EDFCS will provide opportunities for all students to enjoy, understand, learn and use science in their academic and social processes. EDFCS will provide all teachers with the opportunity for ongoing and continuous professional development.

Vision

Vision, "Changing Society One Child at a Time."

The vision for EDFCS is to continue to be a charter school; this entails maintaining the concepts stated in the original charter. At EDFCS we desire to maintain small class sizes and high parental and community involvement. We also desire to establish more classes in each grade level. After a series of Leadership training and being challenged to create a shorter vision in words, we adopted the following vision "Changing Society One Child at a Time."

We desire to be a community school where a set of partnerships between the school and community resources come together to create a safe place for learners and parents as well as staff and educators. This integrated approach can lead to improved learners both socially and academically, and raised consciousness on the part of parents and community. EDFCS in turn becomes the center of the community and open to everyone. Moreover, we desire to protect our

role as a community school which emphasizes today's challenges for all schools and educators: cultural disconnect, disengaged students, poverty, too much unstructured time, unaddressed health needs, transience, school violence and unsafe school environments, and overburdened and schools that do not have many resources. Along these lines we are interested over time in establishing and maintaining a small charter school that advocates the following:

A core instructional program with qualified educators, a challenging curriculum, and high academic and social standards for all learners.

Motivated students at school and in community

Mutual respect and effective collaboration among all invested parties.

Community support and engagement

Basic health needs recognized and addressed for all learners and parents

A school climate that is safe, supportive, and respectful.

Our guiding principles for today and the future include developing disciplined learners and parents, academic rigor and critical thinking, community engagement, family involvement, and growing educators.

Shared Values

Our **SHARED VALUES** include: all students can learn based on their ability, each parent is the child's first teacher, a conducive learning environment is essential to all academic success, and qualified educators are the key ingredient to academic and social success. Our mission includes being the very best early childhood education center while using culturally relevant children's literature for liberation while embracing and mastering literacy across the curriculum for a lifetime. We firmly believe that all children are talented, and we must start where each unique child is culturally, academically, and socially. In January, 2006 we adopted the following core beliefs an we continue to embrace:

- ☐ Use researched based interventions

- ☐ Monitor student progress

- ☐ Use data to form decisions

- ☐ Use assessment for three purposes screening, diagnostics, progress monitoring, and interventions

- ☐ We can effectively teach all children

- ☐ Intervene early

- ☐ Use a multi-tier model (RTI) RTI is a comprehensive multi-tier intervention strategy utilized to enable early identification and intervention for all students at academic or behavioral risk. RTI also serves as an alternative for the identification of students with learning disabilities.

Use problem solving techniques

Our goal, in adopting the core beliefs above, is to continue to provide a quality elementary education while creating protective factors, such as reducing behavioral factors, providing researched based parental education, and building strong community partnerships.

Academic Standards

At EDFCS to master the Pennsylvania academic standards for student achievement we believe a systemic approach to visualizing and strategically planning, holist, is paramount. We believe that in order to achieve academically and across the board and including all invested parties, we must develop a highly effective system which emphasizes viewing our school as a group of elements with interrelated parts, and at the core are the academic standards. Schools that work systemically begin by looking at the connections of organizational function systems to integrate parts of the system that maximizes organizational effectiveness.

Our school utilizes Saxon math, Wright Group Balanced Reading and Writing Program, and Inquiry-based Science Curriculum (Foss and ASC) and Horizons Corrective Reading Program.

Teacher lesson plan books are evidence that we are meeting the chapter 4 content standards. Our educators are required to submit lesson plans at the onset of each month around a theme cycle and PA Standards across the curriculum. The Chief Academic Officer checks all lesson plans for strengths and areas of need monthly, and adjustments are made accordingly. The curriculum is organized utilizing a spiraling effect where most standards and anchors are taught K-6. The concept is to use critical thinking, Bloom's Taxonomy, across the curriculum and grade levels.

For the 2008/2009 school year as we moved closer to a PA standards based elementary school all educators including nurse were required to indicate standard taught on all lesson plans We continued to professionally develop around this goal throughout the school year.

For the past three years we adopted Study Island. Study Island is a web based differentiated program based on PA anchors. The program self paced and teacher guided. Study Island has assisted us with PSSA preparation. Moreover, Study Island is a resource to sharpen students skills in math, reading, writing, and science. Study Island identifies students' areas of need and creates practice activities based on that specific need. Study Island has assisted us in viewing the PA standards as well improving pedagogy.

As we continue to work toward becoming a standards based school we also desire to promote the following in terms academic standards:

Students learn when they are actively engaged in instructional tasks.
The more content taught the greater potential fr student learning.
While using direct instruction, explicit, students achieve more in class.
In order for students to become more knowledgable they must be exposed to to critical forms of knowledge: declarative, procedural, conditional.
Sameness and scaffolding are essential in promoting students' utilizing problem-solving techniques to access knowledge.

Strengths and Challenges

EDFCS's program strengths includes a diverse climate that respects all cultures, dedicated and active educators, an evolving curriculum (based on PA standards), an active ESL curriculum, and ongoing and continuous professional development. Our areas of improvement include parental involvement, increased standardized test scores, curriculum review, increased professional development in specific areas, adaptation and writing of policy, structured academic after school program, develop zero tolerance with specific outcomes for specific behaviors. Most indicators mentioned above have been mentioned overtime because we desire to continue to improve in these areas.

Our learners must master content language, text, to improve academically across the curriculum. Across all grade levels, K-6, we desire to increase our PSSA scores.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Our strategic planning process has been the same process for the past nine years. The process begins at the end of the year and continues throughout the school year. Our strategic planning process is a continuous cycle. Initially, Board members, teachers and staff are asked to list strengths and areas of need for the school. These lists are then discussed at length. In addition, parents complete a questionnaire mid-year, and those results are also used to develop the strategic plan for overall program improvement. A list of desired outcomes based on staff, parent and student academic and social activities are maintained by the CAO throughout the school year as well. All of this information is compiled and the strategic planning begins.

In addition, throughout the summer, as reports/data arrive on-site, (San Diego Quick Reading Assessement,Terra Nova, PSSA, RTI Academic and Behavioral, Summer School, Behavior Referrals and WIDA) the data is reviewed by the CAO. At the onset of the school year all staff are required to view the data, data retreat, make necessary notes for individual student success or program improvement. This is our data retreat process.

Progress Monitoring/RTI is collected throughout the school year for academic improvement from marking period to marking period. The last marking period assessment is used to see where each learner is academically. The results are used to select students for a two week summer school program. For summer school pre and post tests are used to show gains and progress. The pre and post test results are shared with the new classroom teacher indicating a place to begin instruction or intervention.

Report cards/narratives are reviewed each marking period as well. In addition, the teacher reviews the child's report with the child, observing strengths and areas of need, as the first intervention for the new marking period. Again, the fourth marking period report card and narrative is used by the next grade level teacher along with reading card to observe where his/her students were at the end of the previous year. Interventions and strategies are clear at the very onset of the new academic year.

We review targets and annual goals on an ongoing basis throughout the school year. We adjust curriculum, instruction and scheduling accordingly to continue to improve as a school.

Several years ago we devised ELL and Special Education cards to track progress and display strategies used each marking period. The cards are used by the classroom teacher at the onset

of each marking period; the teacher is expected to review ELL and or IEP strengths and needs as reported by the appropriate assessment. The teacher is also required to indicate new strengths and areas of need on the form as observed during the course of the marking period. The ELL and SPED card is passed on to the new teacher for the next year.

Strategic design requires strategic direction and strategic alignment as well as strategic maintenance. With sound strategic planning, the academic leader has many roles authentic, visionary, culture, quality and service. The authentic leader defines purpose while the visionary focuses on the vision. The culture leader develops ownership school-wide and the quality leader builds capacity. The service leader serves and ensures support.

More specifically, at EDFCS our strategic process begins at the close of the previous school year with professional development of staff. All staff are required to draft a list of areas of strengths and areas of needs based on the school year. In addition, each board member is required to complete the same form. The strengths and areas of need are compiled and discussed with Chief Academic Officer (CAO), and then throughout the new school year. During the course of the school year the CAO keeps a record of areas of strengths and areas of needs so as not to make the same mistakes in the future and to sharpen events and projects. As assessments, WIDA, Terra Nova and PSSA arrive at school the CAO, reviews and codes the result of each in terms of individual areas of strengths and needs. Fourth marking period narratives and report cards are reviewed as well as fourth marking period Progress Monitoring. Students who are in Tier three of our Response to Intervention model are recommended for summer school. Summer school is held for two weeks from nine o'clock until noon. The first day of summer school is spent administering the San Diego Reading Assessment as a pre test and Concepts about Print (CAP) are used with the younger students. At the close of summer session the students are administered a post test.

We continue to believe it is necessary to monitor closely the system we have created. The goal is to monitor areas of need and work to fix immediately.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Beverly MacKenna	Erin Dudley Forbes Charter School	Parent	Lenetta Raysha Lee
Carmen Russell	Community	Community Representative	Lenetta Raysha Lee
Dawn Delucca	Erin Dudley Forbes Charter School	Elementary School Teacher	Lenetta Raysha Lee
Eric Paulson	Community	Ed Specialist - Instructional Technology	Lenetta Raysha Lee
Erin Harper	Erin Dudley Forbes Charter School	Elementary School Teacher	Lenetta Raysha Lee
Hernandez, Brenda	Erin Dudley Forbes Charter School	Board Member	Dr. Lenetta Raysha Lee, CAO
Howard H. Brown, Esq	Erin Dudley Forbes Charter School	Business Representative	Lenetta Raysha Lee
Kayci Stephens	ErinDudley Forbes Charter School	Elementary School Teacher	Lenetta Raysha Lee
Lenetta Raysha Lee	Erin Dudley Forbes Charter School	Administrator	Self

Mary Faush	Erin Dudley forbes Charter School	Special Education Representative	Lenetta Raysha Lee
Natasha Sapp	Erin Dudley Forbes Charter School	Elementary School Teacher	Lenetta Raysha Lee
Renee Taylor Howard	Erin Dudley Forbes Charter School	Business Representative	Lenetta Raysha Lee
Wendy Smith	Erin Dudley Forbes Charter School	Ed Specialist - School Nurse	Lenetta Raysha Lee

Goals, Strategies and Activities

Goal: 2008~2009 Reading Strategies

Description: Each learner will be taught using direct instruction one Reading Strategie once a week.

Strategy: Teach using direct instruction reading strategies to all learners.

Description:

Activity: direct instruction to teaching reading strategies

Description:

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 1/1/2009 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

Our school continues to utilize Saxon Math, Wright Group, Balanced Reading & Writing Program, and Scott Foresmen Inquiry-based Science Curriculum (FOSS and ASC) and Horizons Corrective Reading Program. Our lesson plan/lesson books are evidence that displays we are meeting the chapter 4 content standards. Our educators are required to complete their lesson plans monthly around a theme cycle and PA standards across the curriculum. The CAO checks all lesson plans at the onset of the month. The curriculum is organized utilizing a spiral effect where most standards are taught K-6, on different levels, Blooms Taxonomy, using an array of critical thinking in each grade level.

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

The goal is to promote in-depth and inquiry-based teaching by allowing and giving time to our learners to seek truth, information or knowledge from school design to direct instruction and hands on activities. We desire our learners to convert information and data, problem solve and role play, about self and curriculum into useful knowledge, lifelong learning. We will continue to perfect in-depth and inquiry-based instruction as we continue to grow through strategic planning and consistently observing our infrastructure and curriculum. We are excited about the opportunity to teach our learners and parents how to seek knowledge. This is the beauty of charter schools. We believe inquiry-based teaching will also assist us in achieving higher PSSA scores. Our opportunity to be a part of Governor Rendell's Science: It's Elementary initiative will continue to assist us in understanding and implementing inquiry-based education across the curriculum. Inquiry-based learning across the curriculum should reflect real reading and writing integrated into history, technology, math and science. Inquiry-based learning allows us to present to our students and parents learning and understanding processes that include exploring, raising questions, and making discoveries to change the world. We are very interested in showing our learners and parents that curiosity is a fundamental trait which can be useful in obtaining new learning. This process fosters corrective feedback while students are exploring, investigating, and learning. Their personal experiences, prior knowledge, also becomes a valuable part of their learning and a scaffolding effect occurs where new knowledge is built on old experiences. This process of exploring leads to asking questions, making discoveries and essentially making change. Again, we believe the inquiry learning philosophy school-wide will assist us in mastering the PSSA's.

The 2008/2009 school year will be our third year as a "Science: It's Elementary" school. The inquiry based program has transformed how teachers teach in terms of the inquiry method and everyone has benefitted. Students

learn science by doing and thinking about science and sensitive methods. This concept has carried over to over disciplines as well.

The charter school's strategy is to accelerate academic and social development. Again, we use progress monitoring and response to intervention, RTI, as strategies to accelerate skills or learning. Additionally, we continue to promote small class size, peer tutoring, after school help, summer school, and individualized instruction. We will also use the Pennsylvania Value-Added Assessment System, PVAAS, to report a realistic measurement of our school's progress and growth over time based on reading, math and writing PSSA scores. PVAAS is a statistical analysis of existing assessment data where the schools estimated gain is compared to a statewide growth standard. While PSSA shows us where a student is, PVAAS tells us where a student is going. EDFCS' goal is to utilize PVAAS data as a continuous plan for improvement at a variety of levels. We especially like that a student's progress is based on each individual's starting point. This is an essential part of our mission, philosophy. PVAAS provides an answer by considering three factors: comparing scores from different years, estimation of true levels of understanding of a cohort of students, and setting a growth standard.

Direct instruction, peer tutoring, integrated technology, one-on-one instruction, small group instruction, graphic organizers, visual aids, and assisted technology are implemented.

We use the Pennsylvania Content Standards to create and revise curriculum and to teach all subjects. For the past two years we have focused on the Pennsylvania assessment anchors. We review the Pennsylvania standards and anchors on an ongoing continuous cycle throughout the school year. Language Arts is taught in the morning and the traditional content areas are taught in the afternoon. Students are taught, in the morning, using a five block schedule, each given equal time, reading, writing, word wall, (phonics) sustained silent reading, and math. Students are taught concepts and skills and are given ample time to use the skills taught. In the afternoon students learn and master the text, language, using graphic organizers and culturally relevant children's literature to assist in bringing the subject alive. Each learner will continue to read five to seven minutes in each content area class. The intent is to assist our learners in mastering content language, text.

We use a direct teaching style along with reading, writing, and poetry workshops once a week. The educational program at EDFCS emphasizes theme cycles, reading, writing and computing across the curriculum, PCRP II, integration of history, science and health into reading and writing lessons, computer literacy and cooperative learning. Each program is research-based which states children learn by doing, and socializing with a balanced approach. We incorporated Progress Monitoring in Special Education and regular education, school-wide. Progress monitoring is very successful for our learners

and educators. Our training in Progress Monitoring continues to benefit our learners.

The assessment anchors for third grade remind us to teach vocabulary, applying word recognition skills, drawing conclusions and inferences, retelling, differentiating fact and opinion, distinguishing between significant and non-significant information in text, figurative language, and text organization. Using direct instruction, we teach purposes and types of text, literary elements and devices in stories.

In January 2006 we implemented Response to Intervention, RTI, which includes critical questions to consider while teaching and learning. What are the important skills/strategies students need to learn? What do they already know? How do I teach what they don't know? How do I know if they are learning and making progress? How do I collect the best data in the shortest amount of time to allow me to monitor progress over time? And how do I use assessment to plan instruction? This method of inquiry assists our PM efforts as well. We continue to perfect our RTI model as a response to instruction. Our primary goal is to make sure our instruction is effective to improve student achievement. When a student is not making progress, researched-based interventions based on need are used to improve student academic progress.

Additional researched-based strategies that we have implemented include response cards, guided notes, and time trials. Response cards are used to elicit responses from all students simultaneously. The objective is for the students to demonstrate that they grasp an understand of the instruction. Guided notes are teacher made graphic organizers, providing a structured format for students to take notes while actively listening. Time trials are short systematic repeated practices in a specific area of literacy. The goal is fluency.

Rigorous Instructional Program - Attachments

- Professional Development Approval Letter
- Professional Development Plan
- Teacher Induction Letter

- School-Wide Activities
- Discipline Plan
- Discipline Policies
- IDEA Dispiline Policies
- ESL
- Public Law
- SPED

English Language Learners

At Erin Dudley Forbes Charter School, we are committed to all learners. The intent is to provide the very best education for all children. According to the law, and our humanistic nature, we intend to work very hard with our ELL's to increase their Basic Interpersonal Language Skills, Cognitive Academic Language, as well as social and cultural aspects of living in America. To identify ELL's we use the home language survey, the IPT language proficiency test and WIDA. Once identified we create and maintain a safe and conducive learning environment. We decorate our school, school climate, and individual classrooms to make each reflective of all ethnic groups. We purchase materials and children's literature reflective of all ethnic groups. Teachers are required to use an ELL checklist quarterly to review strengths and areas of need of individual students. The checklist, based on formal and informal assessments,is used to monitor and report the strengths and needs of all Phlotes and ELL's. We administer the WIDA test mid year. All assessment results are used to develop curriculum and assessment tools as well as teaching strategies. The data is observed by all teachers and CAO at the beginning of the year data retreat. Students are placed in tiers according to the WIDA results to initiate interventions at the onset of the school year. Moreover, the CAO is certification in English as a Second Language.

English Language Learners - Attachments

- ELL Report
- ELL Report

Graduation Requirements

EDFCS is a Kindergarten through sixth grade elementary school, thus there are no graduation requirements.

Special Education

A major component of the school design is how the charter school addresses programming for special needs students. Special education refers to those instructional and related services that are provided to students with disabilities in accordance with an Individualized Education Program (IEP). The charter school may provide special education services or contract out to the chartering, the Intermediate Unit, or another outside agency.

School personnel may consider any unique circumstances on a case-by-case basis when deciding whether a change in placement would be appropriate for a particular child for a violation of a school code of student conduct. School personnel is permitted to remove a child with a disability who violates a school code of conduct from their current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 school days (to the extent such alternatives are applied to children without disabilities). A child with a disability, who is removed from his or her current placement, whether or not the behavior is determined to be a manifestation of the child's disability, will continue to receive educational services. These services allow a child to continue to participate in the general curriculum, although provided in another setting and progress toward meeting IEP goals. In addition, a child will receive, as appropriate, a functional behavioral assessment, behavioral intervention services, and modifications designed to address the behavior violation so that it does not recur. Within 10 school days of any decision to change the placement of a child with a disability, the local educational agency, the parent, and relevant members of the IEP Team will review all relevant information in the student's file, including the child's IEP, teacher observations, and any relevant information provided by the parents…This will determine if the conduct in question was caused by or had a direct and substantial relationship to the child's disability, or was the direct result of the local educational agency's failure to implement the IEP. If the LEA, parent and relevant members of the IEP team determine that the conduct was a manifestation of the child's disability, the IEP team will conduct a functional behavioral assessment and implement a behavioral intervention plan for the child. On the other hand, if a behavioral intervention plan has been developed, the team will review the existing plan and modify it as necessary to address the behavior. If the behavior is a manifestation of the child's disability, the child is returned to the placement from which he or she was removed, unless the parent and LEA agree otherwise. A change in placement of a child with a disability to an appropriate interim alternative educational setting would occur for the same amount of time that a child without a disability would be subject to discipline, but not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability. These removals are subject to cases where a child carries or possesses a weapon to or at school, on school premises, or to or at a school function under jurisdiction of a state educational agency (SEA) or LEA; knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of an SEA or LEA; or has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an SEA or LEA. Under paragraph 2 of the first subsection (g) of section 930 of title 18, United States Code, a weapon has the meaning given the term "dangerous weapon." According to the Controlled Substances Act, a controlled substance includes illegal drugs, but does not include a substance that is legally possessed or used under the supervision of a licensed health care professional, or that is legally possessed or used under any other authority under the Act or any other provision of Federal law. A Serious Bodily Injury is defined in USC 1365(g) to mean a bodily injury that involves a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ or faculty.

No later that the date in which the disciplinary action decision is made, the local educational agency will notify the parents of that decision, and of all procedural safeguards accorded under this section. The interim alternative educational setting will be determined by the IEP Team. If the parent of a child with a disability disagrees with any placement or manifestation determined decision, or a local educational agency believes that the child should maintain their current placement because it would be substantially likely to result in injury to the child or others, they may be requesting a hearing. A hearing officer will hear, and make a determination regarding an appeal. The hearing officer may return the student to the placement from which the child was removed or order a change in placement. A placement change to an appropriate interim alternative educational setting would be not more than 45 school days, if the hearing officer

determines that maintaining the current placement of such child is substantially likely to result in injury to the child or others.

When an appeal has been requested by either the parent of the LEA, the child will remain in the interim alternative educational setting pending the decision of the hearing officer, or until the expiration of the time period of the disciplinary removal, whichever occurs first, unless the parent and the SEA or LEA agree otherwise. The SEA or LEA will arrange for an expedited hearing, which will occur within 20 school days of the date the hearing is requested, and will result in a determination within 10 school days after the hearing.

A child who has not been determined to be eligible for special education and related services and who has engaged in behavior that violates a code of student conduct, is protected if the local educational agency had knowledge that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred. A student that is “not yet identified” is a child with a disability if, before the behavior that precipitated the disciplinary action if a request is made for an occurred, the child’s parent had expressed concern in writing to school personnel of the appropriate educational agency, or has requested an evaluation of the child. The “not yet identified” student is also a child with a disability if the child’s teacher expressed concern that the child is in need of special education and related services, or if the teacher or other personnel has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other supervisory personnel of the LEA. An LEA will not be deemed to have knowledge that the student is a child with a disability if the parent has not allowed an evaluation of the child, has refused services, or the child has been evaluated and it was determined that the child was not a child with a disability. If a local educational agency does not have knowledge that a child is a child with a disability prior to taking disciplinary measures against the child, the child may be subjected to disciplinary measures applied to children without disabilities who engage in comparable behaviors. If a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures under this subsection, the evaluation will be conducted in an expedited manner. If the child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by the agency and information provided by the parents, the agency will provide special education and related services in accordance with this part. Pending the results of the evaluation, the child will remain in the educational placement by school authorities.

An agency is not prohibited from reporting a crime committed by a child with a disability to appropriate authorities. Likewise state law enforcement and judicial authorities are not prohibited from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability. An agency reporting a crime committed by a child with a disability will ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom the agency reports the crime.

In terms of instructional strategies we use:

- Study Guides
- Graphic Organizers
- Individualized Instruction
- Adapted Instruction

- Inclusion
- Pull-outs
- Writing Workshop
- Reading Workshop
- Poetry Workshop
- Progress Monitoring
- Embedded Support
- In-class Support
- External Support
- Lease Restrictive Environment (LRE)
- Modify Materials
- Tap Prior Knowledge
- Direct Instruction
- 5 Blocks Instructional Framework
- Scaffolding
- Response To Intervention (RTI)

EDFCS SPECIAL EDUCATION SERVICES

§300.110: Child Find Procedures
The 2004, Amendments to the Individuals with Disabilities Education Act (IDEA) states that charter schools must have a process of identifying, locating and evaluating all children with disabilities. This process, which is known as child find, requires that Erin Dudley Forbes Charter identify all students who (1) have disabilities and need special education and related services as a result or (2) are suspected of having disabilities and being in need of special education and related services.

Erin Dudley Forbes Charter School (EDFCS) is committed to providing a quality education to all of our students. The EDFCS staff will be trained annually on child find procedures and indicators of identifying students who may benefit from special education and related services.

CHILD FIND POLICY & PROCEDURE CHECKLIST

Listed below are some of the steps that Erin Dudley Forbes Charter School employs in the process of identifying, locating and evaluating all children with disabilities.

Erin Dudley Forbes Charter School will ensure that all children with disabilities at the Erin Dudley Forbes Charter School, including children with disabilities who are (1) homeless or (2) wards of the State, and who are in need of special education and related services are identified, located and evaluated.

PROCEDURES

§300.111 CHILD FIND

Erin Dudley Forbes Charter School will identify, locate, and evaluate all children with disabilities within their school in need of special education and related services.

This must include:

a) Children who are homeless;

b) Children who are highly mobile, including migrant children;

.

Erin Dudley Forbes Charter School will identify, locate and evaluate all children with disabilities within their school who are in need of special education and related services.

This includes:

2) Children who are suspected of being a child with a disability and in need of special education, even though:
a) They are advancing from grade to grade
b) Highly mobile children, including migrant children.

3) Erin Dudley Forbes Charter School will maintain a record of children who are receiving special education and related services.

1) Erin Dudley Forbes Charter School shall establish, implement and disseminate written procedures for the identification and referral of all children with disabilities, birth through 21 years.

2) Erin Dudley Forbes Charter School will require all school-based staff to review the written procedures related to child identification and referral on an annual basis, and maintain documentation of the staff review.

3) Identification (screening for possible disabilities) shall be completed within 30 calendar days after:

a) Entry of each preschool or kindergarten student and any student enrolling without appropriate records or screening, evaluation, and progress in school; or

b) Parent notification of developmental or educational concerns

4) Screening procedures shall include vision and hearing status and consideration of the following areas:

a) Cognitive or academic;
b) Communication;
c) Motor;
d) Social or behavioral; and
e) Adaptive development.

5) For a student transferring into a school, Erin Dudley Forbes Charter School shall review enrollment data and educational performance in the prior school. If there is a history of special education for a student not currently eligible for special education or poor progress, the name of the student shall be submitted to the Response to Intervention for consideration of the need for a referral for a comprehensive individual psychoeducational evaluation or other Services.

6) If a concern about a student is identified through screening procedures or review of records, the parents of the student shall be notified of the concern within 10 school days and informed of Erin Dudley Forbes Charter School procedures to follow-up on the student's needs.

7) Erin Dudley Forbes Charter School shall maintain documentation of the identification procedures utilized, the dates of entry into school, notification by parents of a concern

and the dates of screening. The dates shall be maintained in the student's permanent records.

8) If the screening indicates a possible disability, the name of the student shall be submitted to IST/RTI for consideration of the need for a referral for a comprehensive individual psycho education evaluation or other services. A parent or a student may request an evaluation of the student.

9) If, after consultation with the parent, Erin Dudley Forbes Charter School determines that a full and individual evaluation is not warranted, Erin Dudley Forbes Charter School shall provide prior written notice and procedural safeguards notice to the parent in a timely manner.

Erin Dudley Forbes Charter School Special Education Services in accordance with the Individuals with Disabilities Improvement Education Act 2004 and the Pennsylvania Act 29, 1997 **is committed to providing appropriate services and supplementary aids to students with disabilities. However,** there is no federal mandate, which requires specific services or protections for gifted students in charter schools. While the Individuals with Disabilities Improvement, Education Act (IDEA; P.L. 105-117) will provide mandated education and procedural safeguards for students with disabilities, the PA Act 29, 1997, Charter School legislature does not include gifted services. That means, Erin Dudley Forbes Charter School does not provide services for students who have been identified as gifted.

LEGAL REF.: Individuals with Disabilities Improvement Education

Act (IDEIA) 2004, (IDEA; P.L. 105-117)

Please complete the following 4 charts reflecting the charter school's special education program profile:

List all current special education instructional programs **operated directly by the charter school**. List teacher, FTE*, type of class or support, e.g. learning support, emotional support, autistic support or other designation used by the charter school, location (building name), and current number of students on the teacher's roster. Use "other information" to explain unique circumstances.

Special Education - Attachment

- Special Education Policy and Procedures

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Mary Faush	1.0	Learning Support	EDFCS	7	Not Applicable
Karen King	.5	Speech and Language	EDFCS	9	Not Applicable
I.U	.5	Audiologist	EDFCS	1	Not Applicable
Melissa Griffith	.5	Occupational Therapy	EDFCS	3	Not Applicable
Not Applicable	NA	NA	NA	0	Not Applicable

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
PTS	.5	SPEECH AND LANGUAGE	EDFCS	9	Not Applicable
BETA 1	1.0	EVALUATIONS	EDFCS	6	Not Applicable
CCIU	.5	AUDIOLOGIST	EDFCS	1	Not Applicable
MG	.5	OCCUPATION THERAPY	EDFCS	3	Not Applicable

Special Education Program Profile - Chart III

Title	Location	FTE
Special Education Cordinator	EDFCS	1.0

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
N/A	N/A	N/A

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
Progress Monitoring	Yes	Yes	Yes	Yes	Yes	Yes
Terra Nova	No	No	Yes	No	No	No
PSSA Reading and Math	No	No	No	Yes	Yes	Yes
PSSA Writing	No	No	No	No	No	Yes
PSSA Science	No	No	No	No	Yes	No

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
Progress Monitoring	Yes	No	No	No	No	No	No
PSSA Reading and Math	Yes	No	No	No	No	No	No

Student Assessment

The 2005/06 school year PSSA results were as follows:

Third grade (7 Learners)

Reading	Math
5 below	2 below
1 basic	3 basic
1 proficient	2 proficient

Fourth Grade (9 Learners) 1 PASA)

Reading	Math
2 below	2 below
4 basic	5 proficient
2 proficient	2 advanced
1 advanced	

Fifth Grade (6 Learners)

Reading	Math
3 below	4 below
1 basic	2 absent
2 absent	

Sixth Grade (7 Learners)

Reading	Math
5 below	2 below
1 basic	3 basic
1 proficient	2 proficient

PSSA (2006/2007)

Third Grade 9 Students		Fourth Grade 8 Students		Fifth Grade 8 Students	
Reading	Math	Reading	Math	Reading	Math
3 Below Basic	1 Below Basic	4 Below Basic	2 Below Basic	1 Below Basic	2 Below Basic B

as 1 Basic	3 Basic	1 Basic	5 Basic	3 Proficient
3 Proficient	5 Proficient	1 Proficient	4 Proficient	2 Proficient
2 Advanced	2 Advanced		1 Advanced	3 Advanced

Sixth Grade 6 Students

Reading	Math
1 Below Basic	2 Below Basic
2 Basic	2 Basic
3 Proficient	1 Proficient
	1 Advanced

PSSA

Females 14 Students

Reading	Math	Writing
5 Below Basic	2 Below Basic	
3 Basic	2 Basic	
5 Proficient	7 Proficient	
1 Advanced	3 Advanced	

Males 17 Students

Reading	Math
4 Below Basic	5 Below Basic
8 Basic	2 Basic
4 Proficient	6 Proficient
1 Advanced	3 Advanced

Our recent PSSA scores show that our efforts to achieve AYP were effective. For the new school year we have to sharpen what we did last year and implement areas of need so that they become strengths. The whole idea is to continue to sharpen and lessen as much as possible areas of need, especially unnecessary areas of need that arise when the entire system is not observed. The results are a significant aspect of our strategic planning and professional development for the upcoming school year. The results heavily influence our pedagogy and professional development throughout the school year, restructuring. For example for this year we implemented Study Island and PSSA training during the second and third marking periods from 2:00 pm to 2:30 pm everyday. We also engaged our learners in morning sessions from 8:00 am to 8:30 am as well.

PSSA ELL 11 Students

Reading	Math
3 Below Basic	5 Below Basic
4 Basic	2 Basic
3 Proficient	1 Proficient

PSSA SPED 8 Students

Reading	Math
5 Below Basic	5 Below Basic
3 Basic	2 Basic
1 Advanced	1 Proficient

Our second graders are administrated the Terra Nova. We administer the Terra Nova full battery to observe where learners are across the curriculum after two full years of instruction at the charter school. We use the Terra Nova, full battery, as a tool to assess individual students' and whole class strengths and areas of need. In 2005/2006, nine second graders were administered the exam. The findings were used to educate pupil, parent, and educator. The data was also used to establish and implement ongoing and continuous professional development in specific areas. The Kindergarten, first, and second grade teachers are in-serviced specifically on the findings and we also professionally develop all teachers, school wide, based on the Terra Nova findings. Over the summer months the third grade teacher is expected to review and make notes on each learner as a place to begin instruction, and interventions at the onset of the school year. The findings are highlighted below:

STRENGTHS	**CHALLENGES**
Mastery	Extended Reading
Basic reading understanding	Reading/writing
Strategies	
Concepts about print	Estimation
Reading and writing strategies	Science Inquiry
Operation concepts	Measurement
Patterns	Geometry
Functions	Civics and
Government	
Algebra	
Problem Solving and reasoning	
Earth and space science	Physical and life
Science	
Economics	Data analysis
Historical and cultural perspectives	

The Terra Nova, 2006/2007 administered to the second graders showed...

TERRA NOVA Second Grade Only - 13 Students

3 Below Basic

List of areas of need from least to greatest

Problem Solving	
Physical Science	Editing Skills
Introduction To Print	Data, Statistics and Probably
Measurement	Science Inquiry
Earth and Space Science	Problem Solving and Reasoning
Writing Strategies	Science Inquiry
Computation and Estimation	Problem Solving and Reasoning
Life Science	Evaluation and Extended Meaning
Science and Technology	

The data shows that problem solving has diminished as an area of concern and the data also shows we have improved in math education. Our PSSA scores reflect this as well.

PROGRESS MONITORING Weekly Assessment Kindergarten Through Sixth Grade

Kindergarten	First Grade	Second Grade	Third Grade
1 Student in Tier 3	Reading	Reading	
	4 Students in Tier 3	3 Students in Tier 3	
	Writing	Writing	
	2 Students in Tier 3	1 Student in Tier 3	
	Math	Math	
	1 Student in Tier 3	1 Student in Tier 3	

We initiated Progress monitoring, PM, several years ago. PM is an ongoing process of collecting and analyzing data to determine student progress overtime. PM consists of seven steps to inform instructional decisions, establishing goals or targets, making data collection decisions, determining data collection tools and schedule, visual representation, evaluation of data, adjusting pedagogy, and communicating progress. Our targets or goals are based on grade leveled norms and benchmarks. We do PM once a week individually and in whole group. The data is collected in the classroom by the classroom teacher. We collect data in reading, writing, math, spelling, and phonics. We use graphs to demonstrate progress. All graphs are shared with students and parents during parent conferences. We evaluate the data at the close of each marking period. Learners who are not considered on grade level according to PM are elevated to tier two of the RTI process. Pedagogical decisions are discussed in weekly staff meetings and at the end of the year to plan strategically and to continue to create relevant goals for the upcoming school year. We use the results of PM, our local assessments, to tailor, adjust and confirm our curriculum and pedagogy in the appropriate subjects. We incorporate areas of need as annual goals/targets. Our local test, reading maze, comprehension, reading fluency, spelling and writing are viewed and shared with parents every marking period. We observe gains by observing and recording scores in August/September, January, and May/June. We use these assessments to inform us about learners who are making gains as well as those who are not. We monitor student academic progress; if a learner is not making gains we advance that child to the IST process and/or our tutorial program. We have found that our learners do well with these local tests compared to the standardized tests, thus these local tests also provide a balance when reporting what our learners have achieved overtime. One feature in terms of student progress plans is the use of a narrative, coupled with the traditional report card for each child's parent which indicates our findings.

WIDA ELL Assessment 20 Students Kindergarten Through Sixth Grade

First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
1 Developing	1 Developing	4 Bridging	3 Bridging	1 Developing
5 Expanding	1 Bridging			1 Expanding
	2 Bridging			1 Bridging
				Sixth Grade

At the onset of the school year, the first three days of professional development, the teachers review their new students data (in this case achievement) in English for our English Language Learners. Each teacher is expected to review the information, and to discuss with colleagues what the data shows and then make notes on the data. Checklists are used each marking period where the teacher must observe the data; again making notes and also adding strategies or areas of need. The ELL form is passed on to the next year teacher at the end of the school year.

Strategies in place to observe, kid watching, our learners who are in danger of failing include testing using the Observation Survey three times a year, Individual Reading Inventories, and running records. The information gathered from these forms of evaluation is used to teach, rewrite curriculum and share with parents and community. We host four parent conferences a year to discuss, on an ongoing basis, how our learners are performing and the parent's role in academic development. We use a traditional report card coupled with a detailed narrative to assist educators and parents in knowing a learner's needs and strengths. During self select time and before school, teachers work individually with learners on areas of need. Tutoring is provided to learners as well. During our academic after school program, learners complete homework and are tutored in specific areas. We have a very structured summer school program to assist learners who elevated to tier three of the RTI process. The summer school program focused on academic basics for two weeks. The results from these forms of evaluation drives our curriculum and assists us in identifying our strengths and needs in our school, holist, school curriculum, materials, and assessment as well as instructional techniques used. Eventually our evaluation of self evolves in to our strategic plan and professional development.

For the 2008/2009 school year we administered the Terra Nova to our second graders, WIDA to all ELLS kindergarten through sixth grade, PSSA 3, 4, 5, & 6 as well as PSSA science to our fourth graders .

TERRA NOVA

After much review and observation of the second grade Terra Nova scores the following areas of need:

Reading
Reading and Writing Strategies
Extended Reading
Evaluation when Reading

Math
Problem Solving
Data Analysis

History
Civics
Geography

Science
Inquiry
Technology
Life Science
Physical Science

Writing
Strategies
Editing

In addition specific students have been targeted for early intervention beginning with summer school. These same students will receive interventions, peer tutoring, and personalized instruction, immediately at the onset of the school year.

On the WIDA, after review and observation the following areas of need were targeted:

Kindergarten	**Grade One**	**Grade Two**	**Three**	**Grade**	**Grade Five**
Writing	Writing	Writing		Writing	Writing
Reading				Reading	
Comprehension					
Listening					
Speaking					

Strengths
Speaking
Oral Language
Listening

For the 2008/2009 academic school year, we assessed all learners kindergarten through sixth grade weekly using progress monitoring. Once a year we administer the terra nova to our second graders. Of course we administer the PSSA and PASA to designated grades and the WIDA to all limited English learners. Below are the results which we use for our continuous strategic planning process.

WIDA

Through the WIDA assessment, we learned that our students need reading and writing strategies. Our strengths continue to be in speaking and listening.

Our PSSA results show that we still lag behind in reading instruction.

Our math pedagogy continues to grow and our writing instruction has improved greatly.

The Terra Nova scores this year revealed three students who scored below average in most test areas. We will continue to monitor these learners to see their strengths and areas of need. We believe some of the issue is test taking skills. Each learner was invited to summer school to begin the process of observing again each individual students' areas of need.

2010

We progress monitor Kindergarten through sixth grade every Wednesday morning. We intervene, duration and location, individually depending on student's areas of need and strengths. The PM data informs the teacher who is understanding specific concepts and who is not. We use the PM data to perfect pedagogy and to intervene in a timely fashion.

All second graders are administered the Terra Nova. We use the terra Nova data to intervene in terms of PSSA and further testing if deemed necessary. Collectively we the data revealed writing, science and social studies as areas of need across the grade level.

all ESL learners are administered the WIDA Kindergarten through sixth grade. Our area of need across the grade levels is writing.

Our 3, 4, 5, & 6 graders are administered the PSSA. Our PSSA scores revealed the need for professional development in reading and writing standards and pedagogy. We continue to do well in math. We plan to focus on our Special Education students for better PSSA results and standardize IEP goals.

Student Assessment - Attachments

- RTI
- RTI
- Progress Monitoring
- Progress Monitoring
- RTI
- Progress Monitoring
- Progress Monitoring
- RTI
- RTI
- Progress Monitoring
- Progress Monitoring
- RTI
- Terra Nova
- RTI
- RTI
- RTI

Teacher Evaluation

The main features of the school's teacher evaluation plan include: personality, preparation, technique, and pupil reaction. Additionally, we observe the philosophy, relationship with administration, relationship with pupils and parents; classroom management and competence in terms of instruction. We also like to conduct walk through observations which include climate or environment of the classroom and organization of materials and literature.

Lenetta Raysha Lee Ph.D, CAO conducts walk through observations for organization and classroom climate.

The evaluator, each year, reviews all instruments used to evaluate staff and adjustments are made accordingly. Evaluators attend meetings in the areas of Annual Yearly Progress, Special Education, ESL, reading and writing, and even behavioral strategies to assist staff who may be struggling in any one of these areas.

Research suggests that one of the essential elements of instructional leadership is the interaction between Academic Leader and educators. With that thought in mind, the Academic leader conducted periodic walk-through to provide each with valuable information about the status of the school's instructional program. The Walk-through observation will be perfected on an ongoing and continuous process. More specifically, the Academic Leader during the walk-through observed organization in instructor and classroom, if students are engaged, what is on the walls, if interventions are being used, how and when, and if there is evidence of standards based instruction. The walk-through is followed up with a conversation between Academic Leader and educator. The conversation is around what was observed and what was not observed and how improvement in specific areas can be achieved.

We continued to achieve academic success, the goal is to improve teaching and learning, and to improve teaching and learning student learning must be the focal point. Thus, a sound teacher evaluation process is necessary. Some key elements include: representation of of content, activities and assignments, grouping of students, instructional materials and resources, and structure and planning. The CAO plans to conduct walk through evaluations as well to observe what students are learning. Moreover, the CAO will focus on academic feedback, grouping learners, teacher's knowledge of content and students, use of activities and materials, questioning, problem solving and thinking techniques.

Teacher Evaluation - Attachments

- Teacher Evaluation Plan
- Teacher Evaluation Plan
- Teacher Evaluation Plan

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

In 2004/2005 one board member resigned and we admitted three new members. Two of the new members are parents and one is a professional teacher/contractor.

In February 2006, one Board member resigned and an acting Board Chair was selected. Dr. Martin Drew suffered a stroke in the fall of 2006; as a result he has resigned from the board. Our hope and desire is that he returns once healthy.

For the 2007/2008 school year the last of the five founding Board members resigned. We are in the process of nominating and selecting new Board members for the 2008/2009 academic school year.

For the 2008/2009 school year one new board member was nominated.

For the 2009/2010 school year EDFCS nominated 4 new Board members. Each was chosen strategically occurring to expertise and affiliations.

Board of Trustees

Name of Trustee	Office (if any)
Gregory Roberts	Board Chair
Carmen Russell	Not Applicable
Christopher Brinton	Not Applicable
Brenda Hernanez	Board Chair
Arthur Hershey	Not Applicable
Daryl Poe	Not Applicable
Philip Leatherbury	Secretary
Charise Jackson	Not Applicable

Professional Development (Governance)

Various topics continue to be discussed on the different aspects of Charter Schools and public school education: the role of trustees including visitations to the school, attending community events and meetings, seeking and writing grants, interacting with the local school board, becoming visionaries and monitoring expectations periodically throughout the school year. The Board is advised of daily activities at the Charter School. The Sunshine law is always discussed at the onset of the school year and reviewed periodically. Whenever a Board member attends an information session, that Board member is expected to report to the CAO and the rest of the Board. The CAO also reports all information learned while attending information sessions throughout the school year.

Coordination of the Governance and Management of the School

Either the Board Chair or CAO, at very minimum, typically uses direct communication. At least once a year the CAO reports to the local Board of Directors. During the 2008/2009, the Charter for EDFCS was renewed for an additional five years, by the Oxford Area School District. The renewal process involved several meetings with the local school district.

Coordination of the Governance and Management of the School - Attachment

- Board of Trustees Meeting Schedule

Community and Parent Engagement

To date our Board of Directors continue to promote opportunities for community and parental engagement by attending school and community meetings, attending various school functions, fund raisers and open house, using sound bytes in daily conversation, periodic visitations to school, open board meetings for community, staff, parents and learners. Moreover, attendance at

community functions not directly related to the Charter School are also attended as deemed necessary.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

Annually- 5K Road Race, Annual Auction, Christmas Dinner, Pizza sales, (2) Annual Picture Day, and Scholastic Book Fair.

Our fund raisers have remained the same over a nine year period.

Fiscal Solvency Policies

For the past eight years, we budget based on our learners and depend on the tuition payment associated with each school district that represents our learners. Our fund raisers have assisted with unexpected expenditures.

Accounting System

For the past nine years, EDFCS utilizes Peachtree Accounting Software. Peachtree integrates the necessary accounts to be in compliance with the PA Sate Chart of Accounts and all reports follow the required guidelines to be in compliance.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachments

- Preliminary Statements of Revenues, Expenditures & Fund Balances
- Preliminary Statements of Revenues, Expenditure and Fund Balances
- 2010 Revenues and Expenditures Fund Balance
- Expedition + Fund 2010

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

Audit Firm — Woolard, Krajnik & Company, LLP — 50 West Welsh Pool Road, Exton, PA 19341

Date of Last Audit — Last audit completed was for the 08-09 School Year

Auditor’s opinion — unqualified opinion on the financial statements/compliance for the major federal and state awards program

Auditor’s findings — no reportable conditions were disclosed

The 2009/2010 audit began at the close of the school year, July 1, 2010 and be concluded early Fall 2010.

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

- Auditor's Annual Report Summary

Citations and follow-up actions for any State Audit Report

To date there are no citations or follow-up actions for the past school year according to last years audit.

SECTION VII. FACILITY RESPONSIBILITIES

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

For the past two years EDFCS has not purchased any furniture, fixtures, or equipment. Most items were donated.

EDFCS is a leased facility. For the 2006/2007 academic school year we purchased the following items: 1 Dell computer, 2 printers, 2 laptops, PSSA materials, Study Island, 20 student chairs, and 5 white boards.

For the 2007/2008 school year we purchased 1 Dell computer and Study Island.

For the 2008/2009 school year we purchased 10 Dell refurbished computers; One for each classroom.

Future Facility Plans and Other Capital Needs

During the 2007/2008 school year we renewed our current lease for three more years. We have engaged in a corporate capital and community fund to assist with building a community playground and library. To date there are no future plans for a new facility.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

EDFCS has a sound a fire prevention system installed and participates in the vendor's monitoring program. Fire and emergency drills are conducted throughout the year and learners and parents are informed about the safety standard requirements. We conduct emergency and fire drills monthly. Bus evacuation drills are conducted at the onset and again at the end of each year at the Oxford Area School District.

Our full time registered nurse obtains, verifies and maintains the necessary health and immunizations records for our learners.Our forms are kept in a locked file cabinet. In addition, our health and immunizations records are reviewed by our auditing firm yearly.

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

- Wellness Policy
- Request for Reimbursement

Current School Insurance Coverage Policies and Programs

Our current school insurance coverage policies and programs include:

Brown & Brown-Liability/Workman Compensation/Bonding

Aetna Health Insurance

United Concordia-Dental Insurance

Current School Insurance Coverage Policies and Programs - Attachment

- INSURANCE POLICY AND PROGRAMS 2008

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

2001-2002: 4 Teachers, 1 Head Teacher, 1 Nurse, 1 CAO

2002-2003: 4 Teachers, 1 Head Teacher, 1 Nurse, 1 CAO, & 1 SPED (5 staff returned)

2003-2004: 3 Teachers, 1 Head Teacher, 1 Nurse, 1 CAO, & 1 SPED (No Kindergarten

and 4 staff members returned)

2004-2005: 6 Teachers, 1 Head Teacher, 1 Nurse, 1 CAO, & 1 SPED (5 staff members

returned)

2005-2006: 6 Teachers, 1 Head Teacher, 1 Nurse, 1 CAO, & 1 SPED (8 staff members returned)

2006-2007: 7 Teachers, 1 Nurse, 1 CAO, & 1 SPED (7 staff members returning)

2007-2008: 7 Teachers, 1 Nurse, 1 CAO & 1 SPED (For the 2008/2009 school year all staff are returning.)

2008-2009: 6 Teachers, 1 Certified School Nurse, 1 CAO and 1 SPED Teacher (For the 2009-2010 school year two new teachers were hired second and sixth grades; each educator was certified.)

Quality of Teaching and Other Staff - Attachments

- ESPP Report
- 414 Certification Verification Form

Student Enrollment

As an open-enrollment charter school, we automatically enroll all geographically qualified learners. Once all available slots are filled, a waiting list is established. Since our waiting list has been limited we document the date when all applications are received and we admit according to the date of initial application. At EDFCS we offer a full day Kindergarten.

The grid below describes the trends in enrollment over time. We are under-enrolled due to a sewage issue, 2003/2004. We were unable to recruit a new class of kindergartners. As we continue to be innovative it is very important to maintain small class sizes. We desire to be small and smart.

Our Kindergarten age learners must be five years of age by August 31st.

Our initial enrollment for the 2006/2007 school year was 85. We had 8 students withdraw. Our enrollment at the end of the school year was 77.

No students were expelled.

Name	Withdrew	Grades Attended at EDFCS	Moved To	Didn't Return to EDFCS	Returned
Bennett, Andray		K	Delaware	2003-2004	
Diaz, Lecenia			Oxford	2003-2004	
Gonzalez, Christopher		K	Oxford	2003-2004	
Gray, Tyson		K	Coatesville	2003-2004	
Henderson, Carlessa		K & 1	Avon Grove	2003-2004	
Jones, Taja		K & 1	Oxford	2003-2004	
Morales, Sandra		1 & 2	Delaware	2003-2004	
Prigg, Antoine M.		1 & 2	Oxford	2003-2004	
Prigg, Bakari J.	3		Delaware	2003-2004	
Prigg, Dante Malik		K & 1	Oxford	2003-2004	
Sixtos, David		K & 1	Oxford	2003-2004	
Sixtos, Jonathan		1 & 2	Oxford	2003-2004	
Tyre, Leahmond		1 & 2	Oxford	2003-2004	
Wilson, Kelsey		K & 1	Oxford	2003-2004	
Beard, Brandon		K & 1	Avon Grove Charter School	2004-2005	
Blunt, Adam		K,1 & 2	George Fox	2004-2005	
Colon, Daishalys		K,1 & 2		2004-2005	
Franklin, Terrance		K,1 & 2	Oxford	2004-2005	
Henderson, Ayanna		K,1 & 2	Oxford	2004-2005	
Henderson, Natajah		K & 1 & part of 2nd grade	West Grove	2004-2005	
Henderson, Nichelle		K & 1	Oxford	2004-2005	
Jones, Floyd		K & 1	Delaware	2004-2005	Ja
Myers, Donald		2, 3, part of 4	Oxford	2004-2005	
Nowland, Sarah		2,3 & part of 4	Maryland	2004-2005	
Pearsall, Jada		K & 1	Oxford	2004-2005	
Prigg, Webster			Avon Grove Charter School	2004-2005	
Wilson, Dane		K & 1	Lancaster	2004-2005	
Woodward, Madeline E.		K & 1	Avon Grove Charter School	2004-2005	
Faber, Tanayia	15-Oct		Maryland	2005-2006	
Faber, Tainisha	15-Oct-05		Maryland	2005-2006	
Kamp, Kathleen	2-Jun	1	Oxford	2005-2006	
Lemus, Jesus	6/2/2005	3,4,5	Sacred Heart Catholic School	2005-2006	
Lemus, Manuel	6/2/2005	K, 1, 2	Sacred Heart Catholic School	2005-2006	
Rebollo, Rebecca	28-Jun	K	Octorara	2005-2006	
Speakman, Daelynne	22-Apr-05	3	Tennessee	2005-2006	
Estep, Rayshon	1/9/06	K, 1	Berwick Area School District	2005-2006	

Gillis,Kester	10/6/05	1	N/A	2005-2006
Zavala, Estephany	12/2/05	2	New Garden Elementary School	2005-2006

W/D Date	Name	School	District	Reason
Summer, 2006	Candelaria, Franchelis	Oxford	Exited	
Summer, 2006	Cruz, Randy	Oxford	Exited	
Summer, 2006	Deveaux, Daquan	Oxford		
Summer, 2006	Dyer, Brianna	Coatesville	Relocated	
Summer, 2006	Henderson, Terrance	Downingtown	Relocated	
Summer, 2006	Henderson, Tyvon	Downingtown	Relocated	
Summer, 2006	Perkins, Camile	Oxford	Exited	
Summer, 2006	Pina, Tania	Oxford		
Summer, 2006	Wells, Nicholas	Oxford		
Summer, 2006	Winkler, Nicholas	Downingtown	Exited	
Summer, 2006	Urrutia, Anna	Kennett	Relocated	

Withdrawn 2006/2007

Bria Rayfield	1st	Avon Grove C.S.
Danae Rayfield	3rd	Avon Grove C.S.
Elijiah Rayfield	Kindergarten	Avon Grove C.S.

Jasmine Austin	4th Grade	Avon Grove C.S.
Steven Austin	5th Grade	Avon Grove C.S.
Emmanuel Ponciano	Kindergarten	Avon Grove S.D.
Summer 2007		
Jimmy Baker	1st Grade	Oxford
Matthew Baker	Kindergarten	Oxford
Colin Popovsky	5th Grade	Octorara
Isabel Linares	2nd Grade	Oxford

6th Grade Exits

Tyler Fountain	
Ryan Peticca	Solanco S.D.
Angelo Popovsky	Octorara S.D.
Ashley Thompson	
Wilmary Quinones	

(K) JAVON Bryant~OASD(K)Hunner March~Maryland Joseph Rockwell

WITHDRAWS~2006/2007

(5) Nathaniel stewart~OASD

(6) Wilamary Quines~Out of state/MA

(2) Alexis Matos~Avon Grove SD

(K) Jonahs Svenson~N/A

(1) Deja Dean~OASD

(3) Wilson Velez~Out of state/MA

(K) David Wells~Maryland

(3) Devante Harris~Delaware

(K) Javon Bryant OASD

(K) Hanna Dickinson~Avon Grove Charter School

(2) Jarvis Bryant~OASD

(2) Tianna Stewart~OASD

WITHDRAWS 2007/2008

(3) Tyra Pipkin~North Carolina

(5) Giovanna Levasseur~Florida

(1) Traya Pipkin~North Carolina

(K) Jadan Lee~Georgia

(6) Paida Morido - Avon Grove

(3) Devante Harris - Delaware

(2) Deshawn Robbins - Delaware

(3) Rayshon Estep - upstate PA

(K) Michael Valentin-Laduke OASD

(K) Hunner March - Maryland

(5) Gabrielle Peticca - Delaware County

(1) Jeramiah Mendozza - OASD

(5) Jesus Mendozza - OASD

(6) LeAnna Perkins - OASD

(6) Joshua Smith - OASD

(6) Adam Blunt - OASD

(6) Jennifer Zavala - OASD

(6) Samuel Urrutia - OASD

(6) Miguel Torres - Avon Grove

(K) Aaron Combs - NY

(2) Collin Combs - NY

WITHDRAWALS - 2008/2009

(K) Ayanna Thomas - OASD
(K) Zachary Clifton - OASD
(K) Gavin Flanagan - OASD
(1) Lashanda Thomas - OASD
(3) Jessica Clifton - OASD
(4) Benjamin Higgins - OASD
(4) Marco (Antonio) Rios - OASD
(4) Ian Williams - OASD
(6) Victoria Angelo - Octorara S.D.
(6) Brandon Beard - OASD
(6) Harley Coleman - OASD
(6) Keyshawn Cooks - Kennett Consolidated S.D.
(6) Brianna Glenn - OASD
(6) Scott Higgins - OASD
(6) Philip Leatherbury - OASD
(6) Lakeya Milburn - OASD
(6) Jesenia Rios - OASD
(6) Langston Sheppard - William Penn S.D.

2009/2010

Six students withdrew five moved out of the local district.

14 students enrolled during the school year.

There are currently no supporting documents selected for this section.

Transportation

Most of our learners are transported from their homes to the local LEA, The Oxford Area School District, and placed on a bus to the charter school. Students attending our school from another district are transported by their home district, usually in small passenger vans. Our transportation program accommodates all learners and parents and has been in effect since 2001. Our Special Education students follow the same procedure.

Food Service Program

We have not participate in the FRL Program since 2001 because space is limited. Parents provide a healthy snack and lunch for their children daily. For the winter months parents are invited to bring in hot meals. Our educators and school nurse monitor snacks and lunches for healthy intake. If a child has an inappropriate snack or lunch, parents are contacted.

Student Conduct

We expect all learners and staff to be self-disciplined.

In each classroom, the underline discipline code is the same. When three infractions occur, the teacher takes action. If the problem persists, the CAO and parents are notified. Our educators also have individual programs that work in their classrooms.

At EDFCS our aim is to create a community of learners who are self-disciplined. Our learners are required to wear a uniform everyday. The uniform policy has assisted us in diminishing bullying and even fighting. We gather as a whole school for fifteen minutes twice a day for 182 days to discuss safety and discipline issues. This is a scripted program designed by the founder/CAO. Additionally, we implemented a Bullying program in 2001. For the 2005/2006 school year we outlined specific behaviors with specific consequences to continue to adopt and perfect a no tolerance action/policy toward specific behaviors considered undesirable at EDFCS. For the 2008/09 school year we will continue to discuss bullying and we will implement the program "Bully Proofing your School".

According to Chapter 12 of the Public School Code with respect to due process EDFCS will provide the necessary procedural guidelines to ensure that due process is honored throughout the disciplinary process.

For the 2009/2010 no students were expelled and 1 student was suspended.

Student Conduct - Attachments

- Discipline Policy
- Discipline Policy
- Discipline Policy

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2010

The Erin Dudley Forbes 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**

2009 - 2010 Annual Report for Pennsylvania Charter Schools

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 Erin Dudley Forbes 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: Dr. Lenetta Raysha Lee **Title:** CAO
Phone: 610-932-8998 **Fax:** 610-932-8798
E-mail: Erindudleyforbes@aol.com

_____ _____
Signature of the Chief Executive Officer and Date

Identify the charter school's President of the Board of Trustees.
Name: Brenda Hernandez **Title:** Board President
Phone: 610-932-8998 **Fax:** 610-932-8798
E-mail: Erindudleyforbes@aol.com

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

Identify the charter school's Special Education Contact Person.
Name: Mary Faush **Title:** Special Education Cordinator
Phone: 610-932-8998 **Fax:** 610-932-8798
E-mail: Erindudleyforbes

_____ _____
Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- Board Meeting Dates