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: Tuesday, May 29, 2012)

Entity: Evergreen Community CS
Address: Routes 390/191 at Grace Ave
Cresco, PA 18326

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report
Summary Data
2011 - 2012

Name of School: Evergreen Community CS

Date of Local Chartering School Board/PDE Approval: June 24, 2009

Length of Charter: June 30, 2014 **Opening Date:** September 5, 2006

Grade Level: 6-12 **Hours of Operation:** 7:15 - 3:15

Percentage of Certified Staff: 100% certified; all Highly Qualified **Total Instructional Staff:** 12

Student/Teacher Ratio: <15:1 **Student Waiting List:** 40

Attendance Rate/Percentage: 94.48%

Summary Data Part II

Enrollment: 83 **Per Pupil Subsidy:** $9,460.00 - $24,068.00 depending on District

Student Profile

American Indian/Alaskan Native:	2
Asian/Pacific Islander:	1
Black (Non-Hispanic):	12
Hispanic:	4
White (Non-Hispanic):	64
Multicultural:	0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: <8

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 7

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	0	178	178	178(12th-172)	178
Instructional Hours	0	0	0	1068	1068	1068 (12th-1032)	1068

SECTION I. EXECUTIVE SUMMARY

Educational Community

Evergreen Community Charter School served 83 students in grades six through twelve during its sixth year (2011-2012) as a Charter School. Since 1996, Evergreen had been licensed and approved as a Pennsylvania Private Academic School. The population is comprised of students from Pocono Mountain School District, East Stroudsburg School District, Stroudsburg School District, and Wallenpaupack School District.

Evergreen's success is directly linked to our size. This is truly a small community school existing within a region experiencing exponential growth. Working with groups of 8-15 pupils allows us the luxury of individualizing instruction and getting to know the unique attributes of each student. While our numbers do not allow statistical comparisons, we are confident that our curriculum, our teaching methods, our career planning, and our family communication skills provide a quality education for students who are seeking an option to the larger school setting.

Mission

The mission of Evergreen Community Charter School is to prepare young people for meaningful life experiences with respect to career decisions, interpersonal relations, and community involvement.

Vision

The vision of Evergreen Community Charter School focuses on providing a small, personalized and safe environment conducive to learning, where students are given the opportunity to make the most of their potentials. Our purpose is to integrate technology and the sense of community with a rigorous academic education to prepare students for post-secondary education in high tech fields as well as other liberal arts areas of study.

Shared Values

To achieve this mission, emphasis is placed on the integration of technical and academic applications through a cross-curricular Montessori approach. The Montessori method of education is a model which serves the needs of the child as a whole being by creating environments for learning which respect individual differences and emphasize social interaction. All levels of abilities are served as students live and learn in a natural, mixed-age group which is very much like the society they will live in as adults. The high level of academic achievement so common in the Montessori method is a natural outcome of experience in such a supportive environment. The education of the whole personality rather than the teaching of a specific body of knowledge lends itself to opportunities for community service, travel, and internships with local business partners. Evergreen Community Charter School is committed to the future. Our strength in environmental sciences, communications skills, mathematics, foreign language, theater, and travel gives us the confidence to expand our programs.

Academic Standards

Evergreen Community Charter School utilizes a broad based curriculum approved by PDE since 1997. This curriculum is updated on a yearly basis and covers grades 6-12. Academic standards established in Chapter 4 regulations are met in a cross-curricular fashion using various techniques including but not limited to: traditional instruction, group projects, classroom presentations, research, travel, and community service. The Planned Course Outlines are designed to provide a synopsis of topics covered during the 6th through 12th grades.

We are a "whole school" comprised of many, unique smaller parts. Each of our parts impact student success and academic achievement and no one part in isolation can be fully responsible for "producing" student achievement. A successful curriculum is enmeshed with and inseparable from school environment and culture. Student academic achievement is correlated with curricular quality but instructional methods must also be considered.
Research supported effective instructional methods are used by our teachers. They include but are not limited to: Montessori method, Experiential Learning, Mastery Learning, Direct Instruction, Civic Engagement and Inquiry-Based Instruction, Cooperative Learning, Differentiated Instruction, etc.
Each content area broadly satisfies its specific same-name State Standard but also satisfies elements within other standards. Each State Standard will be referenced by their associated published numbers.
All science courses meet standards: 1,2,3 &13. Portions of additional standards also met include; 4,9,10 & 11. Notable science programs include; biotechnology laboratory experiments in cooperation with and on location at East Stroudsburg University and Northampton Community College.
All mathematics courses meet standards; 1,2,3, 11 & 13. Mathematics success is strongly emphasized. High school students are not pushed ahead on a grade-level timetable. We believe the vast majority of students will be successful in geometry, algebra II and trigonometry if given sufficient time, practice, and encouragement to inocorporate mathematics skills into algebraic processes. Many of our students are engaged in individualized self paced courses with one-on-one attention. Through this process accelerated students are also supported to move at their own

pace.
All foreign language courses meet standards; 1, 3, & 7. Portions of additional standards also met include; 9, 11, & 13. Notable language techniques and practices include; group singing, authentic reading, cooking, acting, total physical response, peer mentoring, immersion, writing projects, cultural field trips and international travel and drawing cartoons.
All social studies courses meet standards; 1,3 6, 7, & 8. Portions of additional standards also met include; 2,4,5,9,11, & 13. Notable social studies techniques and practices include; barter market, making mummies and cuneiform, mapping, historical simulation, field trips, historical and biographical research, authentic reading, poetry, short stories, novels, historical research and field trips.
All language arts courses meet standards 1,2,3, 9 & 13. Portion of additional standards also met include; 7,8,10 & 11. Notable language arts techniques and practices include; authentic reading, dramatic works, puppet shows, field trips, writing, reading to preschool students, reading to the elderly, live theatre, reading aloud, short stories, plays, novels, poetry, writing and making presentations.

Standards addressed include:

Unifying Themes of Science
Inquiry and Design
Biological Sciences
Physical Science
Chemistry
Physics
Earth Sciences
Technology Education
Technological Devices
Science, Technology and Human Endeavors
Watersheds and Wetlands
Renewable and Nonrenewable Resources
Environmental Health
Agriculture and Society
Integrated Pest Management
Ecosystems and their Interactions
Threatened, Endangered and Extinct Species
Humans and the Environment
Environmental Laws and Regulations

Unifying Themes of English
Learning to Read Independently
Reading Critically in All Content Areas
Reading, Analyzing and Interpreting Literature
Types of Writing
Quality of Writing
Speaking and Listening
Characteristics and Function of the English Language
Research

Unifying Themes of Mathematics
Numbers, Number Systems and Number Relationships
Computation and Estimation
Measurement and Estimation
Mathematical Reasoning and Connections
Mathematical Problem Solving and Communication
Statistics and Data Analysis

Probability and Predictions
Algebra and Functions
Geometry
Trigonometry
Concepts of Calculus

Unifying Themes of History, Social Studies, and Economics
Historical Analysis and Skills Development
Pennsylvania History
United States History
World History
Basic Geographic Literacy
The Physical Characteristics of Places and Regions
The Human Characteristics of Places and Regions
The Interactions Between People and Places
Economic Systems
Markets and the Functions of Governments
Scarcity and Choice
Economic Interdependence
Work and Earnings
Principles and Documents of Government
Rights and Responsibilities of Citizenship
How Government Works
How International Relationships Function

Unifying Themes in Career Awareness and Preparation
Career Acquisition (Getting a Job)
Career Retention and Advancement
Entrepreneurship
Financial and Resource Management
Balancing Family, Work, and Community Responsibility

Unifying Themes of Health
Healthful Living
Food Science and Nutrition
Safety and Injury Prevention
Physical ActivityConcepts
Principles and Strategies of Movement

Unifying Themes of Art
Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts
Historical and Cultural Contexts
Critical Response
Aesthetic Response

Strengths and Challenges

Evergreen was recognized for achieving AYP for the past six academic years. Adequate Yearly Progress (AYP) in school attendance/graduation rate, achieving proficiency and taking the test will be met. Prior school history allows us to say with confidence that our student friendly school environment and culture makes it easy for healthy students to want to come to school. We will continue to work to improve our 96% attendance standard.

Every student of Evergreen Community Charter School takes the PSSA in appropriately delineated years. Our small size allows us the flexibility to delay the first day of testing if we have

a high number of absences. Students will know that each and everyone has a statistically significant impact on our overall result. Students want to attend successful schools. Our success is their success and like so many of our other programs the students will volunteer to help with the PSSA as if it was a school wide project by setting up the testing area and preparing snacks and drinks for all.

In both mathematics and reading we expect to perform at or above the respective 45% and 54% Proficient or Above target levels. We have had many low achieving students enter our school. Each is treated as an individual, needs are assessed and differentiated instruction is used to teach them in the same classroom with the regular population. In situations where the deficit is more than one grade level in mathematics they are placed on individualized programs and often taught one-on-one. We see results the first year but we see greater results the second year once the student feels like a member of the school community. In the second year we most often see improved behavior, greater willingness to do seatwork and homework, and most importantly an increased ability to tolerate frustration, overcome it and thereby come to the point of solving the problem or learning the concept. Students see other students struggle. They see students helping each other. They know when other students "get it" and they know we expect and will help them "get it" too.

The CTBS/Terra Nova standardized test has been given at our school every year since its inception. We will continue to give this test annually but we will begin to utilize it in a new way. "CTBS Terra Nova is reported to be positively and highly correlated with the PSSA" (Bown, Jonathan R., and Courtney L. Brown. "Predicting Mathematics CScores." PCTM Magazine Spr (2006): 4-8.). Since we administer the test annually we will use the results to assist us in identifying students in need of additional help in the reading, math and science. The test is reported to have "a statistically significant positive correlation of 0.682 ($p<0.001$)..." (Brown).

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Strategic Planning is essential for the long term development of Evergreen Community Charter School. The planning process is fluid and dependent upon input from various aspects of the learning community. In the past our planning has been based on "wish lists" developed by each department. These lists have been prioritized, presented to our Board and parents, and addressed as the funding becomes available. Much of our planning however is not financially driven. Our small size (staff of 12) allows us to meet regularly to discuss scheduling options, formulate additions to our curriculum, change or adapt currently offered units and themes, and incorporate field trips, guest speakers, community service and projects to our cross-curricular endeavors. This enables our students to experience an academic continuity across the core subject areas.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Baxter, Mary	ECCS Trustee	Board Member	Board of Trustees
Cohen, Daniel	Teacher at ECCS	Secondary School Teacher	Board of Trustees
Hill, Antoinette	ECCS Parent	Parent	Board of Trustees
Lopez, Frank	ECCS Trustee	Board Member	Board of Trustees
O'Keefe, Patricia	Teacher at ECCS	Secondary School Teacher	Board of Trustees
Perez, Danielle	Alumni from ECCS	Other	Board of Trustees

Price, Nancy	Teacher at ECCS	Secondary School Teacher	Board of Trustees
Shoesmith, Jill	Director of ECCS	Other	Board of Trustees
Yerkes, Kathy	Teacher at ECCS	Special Education Representative	Board of Trustees

Goals, Strategies and Activities

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

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

Strategy: Grad Rate

Description: The rate of graduation at ECCS is enhanced by our Career Program, Individualized learning, opportunities for peer mentoring, and dedicated teachers.

Activity: Grad Rate Act

Description: Seniors are enrolled in the Career Development and Senior Seminar programs. This program helps to identify career goals and motivates students to complete their senior year. Jill Shoesmith assumes final responsibility but will delegate staff to help achieve this goal.

Person Responsible	Timeline for Implementation	Resources
Shoesmith, Jill	Start: 1/1/2009 Finish: Ongoing	$15,000.00

Status: In Progress — Upcoming

Goal: Increase Parental Involvement

Description: Student success is directly related to parental involvement. Efforts will be put into increasing awareness with respect to current grades, activities, and school projects.

Strategy: Involvement

Description: Parents will be given up to date information regarding grade standing and current activities

Activity: InvolvementAct

Description: Parental involvement will be enhanced through new software which gives them access to daily grades and projects.

Person Responsible	Timeline for Implementation	Resources
Cohen, Daniel	Start: 9/5/2008 Finish: Ongoing	-

Status: In Progress — Upcoming

Date	Comment
7/22/2009	all student grades are available through engrade.com

Goal: MATHEMATICS

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

Strategy: MathStrat

Description: Students weak in Math skills are given an additional 20 minutes of one-on-one instruction three times per week.

Activity: MathStratAct

Description: Students weak in math skills are scheduled for one-on-one instruction/remediation during their directed study periods through out the week. Jill Shoesmith will assume final responsibility, but will delegate staff members to help achieve this goal.

Person Responsible	Timeline for Implementation	Resources
Shoesmith, Jill	Start: 1/1/2009 Finish: Ongoing	$15,000.00

Status: In Progress — Upcoming

Goal: READING

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

Strategy: ReadingStrat

Description: Students weak in Reading skills are given an additional 20 minutes of one-on-one instruction three times per week.

Activity: ReadingStratAct

Description: Students weak in reading skills are scheduled for one-on-one instruction/remediation during their directed study periods through out the week. Jill Shoesmith will assume final responsibility, but will delegate staff members to help achieve this goal.

Person Responsible	Timeline for Implementation	Resources
Shoesmith, Jill	Start: 1/1/2009 Finish: Ongoing	$15,000.00

Status: In Progress — Upcoming

Goal: STUDENT ATTENDANCE

Description: Student attendance will meet a 90% threshold and/or show growth.

Strategy: AttStrat

Description: Attendance expectations will be outlined in the student responsibility contract completed and signed by the student and parent each year. Absenteeism will be accounted for using phone calls and conferences, and certified letters, if necessary. Unexcused asbsences will be referred to the District Magistrate and forwarded to the District of Residence.

Activity: AttStratAct

Description: Students and parents will sign attendance contract at the beginning of the school year. Attendance manager will contact absentees to substantiate absences. Dr. notes will be required for 3> days. Parent conferences will be scheduled for concerns. Jill Shoesmith will assume final responsibility, but will delegate staff members to help achieve this goal.

Person Responsible	Timeline for Implementation	Resources
Shoesmith, Jill	Start: 1/1/2009 Finish: Ongoing	$10,000.00

Status: In Progress — Upcoming

Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS

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

Strategy: ParticStrat

Description: Families will be notified well in advance prior to testing. School will remain flexible in providing additional opportunities to make up the testing for any absentees.

Activity: ParticStratAct

Description: Weekly newsletter will announce upcoming testing dates. Phone calls will be placed to all parents one week prior to testing. Make-up opportunities will be scheduled after school for any students who missed the testing. Jill Shoesmith will assume final responsibility, but will delegate staff members to help achieve this goal.

Person Responsible	Timeline for Implementation	Resources
Shoesmith, Jill	Start: 1/1/2009 Finish: Ongoing	$3,000.00

Status: In Progress — Upcoming

Statement of Quality Assurance

Charter school has met AYP.

Statement of Quality Assurance - Attachment

- Evergreen has not been assigned this label

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

Attached is our approval letters for Professional Development and Teacher Induction

Our curriculum is similar to former Governor Rendell's Project 720. We are a small school and we provide a rigorous college/work preparatory curriculum which meets the Pennsylvania State Standards. Graduation requirements include; successful completion of four units in mathematics, science, language arts and social studies, at least two units in foreign language, and completion of a senior project. Student achievement must be the strongest measure of quality curriculum. A successful curriculum is enmeshed with and inseparable from school environment and culture

and must be conveyed through a wide spectrum of instructional techniques. We are a “whole school” and these are our methods.

Educational research reports an achievement gap of two standard deviations between students experiencing individualized-instruction, one-on-one with the teacher and lower achieving students receiving grouped-instruction. [1] Individualized instruction is known to be costly and labor-intensive and yet educators must find ways to closely approximate individualized-instruction achievement results. Educators striving to surpass No Child Left behind (NCLB) mandates must institute proven instructional methods which continuously self-monitor student achievement for method efficacy.

Evergreen Community Charter School subscribes to the Montessori educational philosophy which is implemented in our small school with emphasis on small class-size. Teachers are free to explore methods which are aligned with our educational goals and philosophy and NCLB mandates. The various research supported instructional methods selected and utilized by our teachers are those combinations which they find to be compatible with their respective content areas and student dynamics. Examples of methods used may include: experiential learning, mastery learning, direct instruction, civic engagement, and inquiry-based learning.

The Montessori approach to education “emphasis[es] independence, life-long learning, cooperation over competition, understanding over memorization, and self-direction and understanding.” Research designed to investigate the effects of a “Montessori education into adulthood” identified the instructional philosophy “[as] a key positive factor in the participants’ academic, personal and social development and [as] an important factor in their current identity.”[2] The Montessori approach emphasizes an experiential approach to learning. Research investigating the “effectiveness of experiential learning in promoting student understanding and achievement” concluded that “experiential learning produced higher achievement at all levels of thought for learners of all ability levels.”[3]

The New York Networks for School Renewal (NYNSR) as of 1999 operated 140 small public schools. The NYNSR schools proportionately enrolled more African American, Latino and impoverished students than the average city school. They reported improved attendance and parent satisfaction, higher graduation rates than the city average and less than one-half the drop-out rate of the city’s large schools. [4]“Research and policy analysts most concerned with “community” tend to recommend the smallest schools for everyone; those concerned with student outcomes advise small schools for some communities; and those concerned with inputs recommend larger sizes.”[5] Those words clearly tell us U.S. government educational experts recognize the superiority of small schools.

Mastery learning is well suited for content areas which are clearly scaffolded such as foreign languages and mathematics. Content is divided into small elements which are taught with “their own objectives and assessments.” Assuring learning for all students requires allowing adequate time for formative assessment, re-teaching, reinforcement and summative assessment. Students exhibiting mastery on the formative assessment are given enrichment activities while the re-teaching & reinforcement sequence is provided to those not yet exhibiting mastery. [6] “Mastery learning has a positive effect on achievement at all levels and for all subjects and results in positive affective outcomes for students and teachers.”[7]

Two forms of civic engagement, student government and community service were analyzed for their relationship with secondary and post-secondary educational progress.

“Civically-engaged high school students tend to make greater academic progress and are more likely to graduate from college that their peers several years later."[8]

Inquiry Based instruction is an instructional technique with a constructivist approach. The technique emphasizes students using process skills to collect data, analyze it for patterns and draw conclusions. The teacher acts as a facilitator assisting students in their inquiry process but not providing "the answer." An analysis of secondary Earth Science inquiry-based instruction students revealed they performed significantly better than students receiving traditional lecture-based instruction. [9]

These are a few of the research-supported, effective teaching and learning methods commonly used at Evergreen Community Charter School. For example, Algebra I classes have followed a master learning format since 2003. Since its institution students have been successfully prepared for the challenges in Geometry, Algebra II and Trigonometry. As the Evergreen CCS student population grows it will be essential that we incorporate the efficiencies that technology can offer into our mastery learning and other programs to assure continued student success.

The National Education Commission on Time and Learning recommends that the school day is organized in a way so that "students spend at least five and one-half hours learning core academic subject [and that schools should] seize the promise of new technologies to increase productivity, enhance student achievement and expand learning time. "[10] Evergreen Community Charter School has complied with that instructional time recommendation since 1997. To do more will require a significant investment in instructional technology, student computers, and student remediation, enrichment and productivity software programs.

1Fletcher, J. D. Individualized Systems of Instruction. ED355917. Office of the Assistant Secretary of Defense for Force Managementand Personnel (DOD). Alexandria, VA: Institute for Defense Analysis, 1992. <http;//www.eric.ed.gov>.

2Glenn, Christopher M. The Longitudinal Assessment Study (LAS): Eighteen Year Follow-Up. Final Report. ED478792. 2003. <http://www.eric.ed.gov>.

3McDavitt, David S. Teaching for Understanding: Attaining Higher Order Learning and Increased Achievement Through Experiential Instruction. ED374093. 1994. <http;//www.eric.ed.gov>.

4 New York City's Small Public Schools:Opportunities for Achievement. ED430767. New York City Board of Education. 1999. <http;//www.eric.ed.gov>.

5 Howley, Craig, Marty Strange, and Robert Bickel. Research About School Size and School Performance in Impoverished Communities. ERIC Digest. ED448968. Office of Educational Research and Improvement (ED). Charleston,WV: ERIC/CRESS, 2000. <http;//www.eric.ed.gov>.

6 Carroll, John B., Benjamin Bloom, and Madeline Hunter. "Mastery Learning." 13 Mar. 2007 <http;//www.humbolt.edu/~tha1/mastery.html>.

7Anderson, Stephen A. Synthesis of Research on Mastery Learning. ED382567. <http://www.eric.ed.gov>.

8 Davila, Alberto, and Marie T. Mora. Civic Engagement and High School Academic Progress: an Analysis Using NELS Data.CIRCLE Working Paper 52. ED495238. University of Maryland School of Public Policy. College Park, MD: Center for Information and Research on Civic Learning and Engagement, 2007. <http://www.eric.ed.gov>.

9 Chang, Chun-Yen, and Song-Ling Mao. The Effects of an Inquiry-Based Instructional Method OnEarth Science Students' Achievement. ED418858. 1998. <www.eric.ed.gov>.

10 Prisoners of Time. ED366115. National Education Commission on Time and Learning. Washington: Superintendent of Documents. U.S. Government Printing Office, 1994. <http://www.eric.ed.gov>.

Rigorous Instructional Program - Attachments

- Section III. Professional Development Plan Approval
- Section III. Induction Plan Approval

English Language Learners

In accordance with Title 22, Chapter 4 Section 4.26 of the curriculum regulations, Evergreen Community Charter School is committed to providing a program for every child who is limited English proficient (LEP) or an English language learner (ELL). This commitment includes providing a program designed to facilitate achievement in English proficiency and the academic standards under SS 4.12. Programs shall include, when appropriate, bilingual-bicultural or English as a second language (ESL) instruction as needed.

The Evergreen Community Charter School's ESL Program goals are to ensure that all children become proficient in the use of the English language, including the use of English in order to be functional in academic content, are successful socially and culturally within a public school setting, and move towards proficiency in academic standards.
Numerous communication strategies that already are in place will be utilized for orienting children and parents about the ESL program. They include evening collaboration sessions, open door policy, and individual learning program conferences. Evergreen will provide interpretation and translations services to parents in the language or mode that the parents prefer. Peer mentors will be paired with ELL students. Mentors will be oriented and supervised.
During the academic year 2011-2012 Evergreen did not have any ESL students.

In compliance with federal law, we will ask each parent/guardian to complete a Home Language Survey which includes answering the following three questions:
What was the first language that your child learned to speak?
What language does your child speak most often?
What language is spoken most often at home?
In the event that one or more of the three survey items are answered other than English, the following assessment process will be implemented immediately:
a.) observation of child's use of the English language b.) completion of an appropriate standardized test to determine the child's level of English proficiency
c.) a review of the child's portfolio, including work samples and project work.

A licensed teacher with ESL training will compile assessment data and determine the child's level of English proficiency. Entry and exit criteria for being classified as an ELL will be identified. The ESL program is based on sound educational and language learning theory, ensures appropriately-prepared personnel provide instruction and sufficient resources, and includes periodic evaluations. A licensed teacher with appropriate ESL training is on staff to provide the level of ESL daily instruction required, based on the child's level of English proficiency. Children with no English proficiency will receive three hours of ESL programmming per day; children with Beginning English proficiency will receive 2-3 hours of ESL programming per day; children with Intermediate English proficiency will receive one and one/half hours of ESL programming per day; and children with Advanced English proficiency will receive one hour of ESL programming. General education teachers, in collaboration with the ESL teacher, will adapt instruction to meet

each child's ESL needs, including content-rich instruction, simplified language load, and intense vocabulary development instruction. Finally, the ESL teacher will support the child's academic and social performance within content areas.

All children attending Evergreen who are classified as ELLs are entitled to equal access to related and extracurricular activities. Evergreen faculty and staff will give these children the same opportunities to access school activities as children attending Evergreen who are proficient in English. All children attending Evergreen including those identified as ELLs will receive pupil personnel services such as counseling, special education, and other related services. Language as a barrier to learning will not be a determining factor in referring a child for special education services under the Individuals with Disabilities Act of 1997 (IDEA-R). Thus, prior to a child, who already is classified as an ELL, being referred for special education services, s/he will be given sufficient time in the ESL program for his/her learning curve to be identified.

A licensed teacher who is qualified to instruct in the area of ESL/ Bilingual programming will provide ESL instruction at Evergreen. As needed, staff development opportunities will be identified and provided as part of our weekly program development sessions. ESL resources from surrounding school districts and the Colonial-Northhampton IU 20 will be accessed as needed. All non-program staff will be provided with substantial and ongoing training related to the education of children classified as ELLs. Strategic persons from the community at large will be identified and invited to participate in ESL program development.

Effective communication with the child's family members will be maintained, including communication with family members, who will be used as an interpreter and where to find other interpreters (as children never will be used as interpreters for an adult conversation), who will be used as a translator and where to find other translators, how to contract for such services, and who in the school is responsible for engaging the services. In developing resources, location, availability, and arrangements necessary to access each resource will be considered. An ESL representative will be included in the school's curriculum committee membership.

Where applicable by law, parents and children will be informed of the due process rights afforded them by federal and state regulations. All due process rights will be honored at the school. Interpretation and translation services in the parents' preferred language/mode will be provided. Procedures to review additional complaints from parents are as follows:

1. The many mechanisms for ongoing dialogue will be the first step for parents/guardians to discuss grievance issues with their child's teaching team.

2. If the parent/guardian is dissatisfied with the outcome of these attempts, they should notify the school director, who will schedule a meeting with the homebase teacher and the parents/guardian. This meeting will be scheduled within seven working days from the time of notification; the meeting time will be convenient for everyone involved.

3. If the parent/guardian remains dissatisfied with the outcome of the previous meeting, they should notify a member of the Board of Trustees. This meeting will be scheduled within one month from the time of notification; the meeting time will be convenient for everyone involved.

The progress and success rate of children who exit the ESL program will be monitored, measured, and evaluated to ensure that the program's goals are met efficiently and effectively. Achievement data and exit data on individual children will be used to determine progress success.

English Language Learners - Attachment

- Section III

No ELL Students for 2011-12

Graduation Requirements

Students graduating from Evergreen Community Charter School must successfully complete 24 credits. These credits must include four years of English, Mathematics, Social Studies, and Science.

The requirement for graduation shall be the completion of work and studies representing the instructional program assigned to grades 9 through 12. Students in the 8th grade who complete academic courses shall receive graduation credit for those courses. Accurate recording of each student's achievement of academic standards shall be maintained, as required by law and State Board regulations. Students shall be informed of graduation requirements they are expected to complete. Periodic warnings shall be issued to students in danger of not fulfilling graduation requirements. A list of all candidates for the award of a diploma shall be submitted to the Board for its approval. A list of all graduating students shall be submitted to the Board for information and release to the public.

Students who are tutored for graduation credit must meet the requirements listed below: 1. Students who have never taken a given course must be tutored for forty-five (45) hours by an instructor certified by the Pennsylvania Department of Education to teach that particular course. The tutor must be preapproved by the district. 2. Students who have taken a given course but who have failed that course must be tutored for thirty (36) hours by an instructor certified by the Pennsylvania Department of Education to teach that particular course, fee to be paid by the parent/guardian at no expense to the Charter School. The tutor must be preapproved by the Board of Trustees.

Graduation requirements for the Class of 2012 included documentation that each graduate has tested proficient in the PSSA Reading and Math. To achieve this requirement, initiatives which focus on improved achievement were put into place during 2007-2008. At the high school level, these initiatives included:
1.) Creation of an after-school remediation program to help students who are deficient in Math and/or Reading skills which includes small-group tutoring

2.) Extensive teacher training that includes differentiated instruction techniques designed to teach various types of "learners"

3.) An after school tutoring program offers help in English, Social Studies, Science and Math for students seeking additional support in their current courses

Evergreen recognizes that some students with disabilities may not fully meet graduation outcomes. Therefore, an Individual Education Program will be developed for each disabled student which identifies the accommodations, modifications, and/or new outcomes which will be used to certify graduation. Students who successfully meet Individual Education Program standards will be graduated.

Special Education

Fortunately, the majority of students with special needs who enroll at Evergreen have previously been identified at their sending districts. The attached Child Find policy outlines the identification procedures we employ for students who have not been identified.

Our instructional strategies for special education are driven by the IEP. Each year, the goals,

objectives and program modifications are evaluated and altered as necessary. During the 2011-2012 academic year Evergreen had seven IEP students and five IEP Gifted students. We currently have one full-time certified special education teacher and one reading specialist on staff whose responsibilities include; evaluating instructional practices in the classes, providing an adapted curriculum, and directing instruction. The special education teacher also serves as a mentor to all teachers. The special education teacher meets regularly with the subject teachers to facilitate the on-going learning process for students with IEP's. The information shared at the meetings allows for a smoother transition for students in their specific areas of need. This framework is used as the first step towards determining if a formal evaluation is necessary.
The strategies used for the identified students vary and may include one-on-one instruction and modified requirements. Most often, these strategies are employed within the regular classroom. Students having greater needs will receive more assistance and support in and out of the regular classroom.

The services contracted by Evergreen are determined by the goals of the IEP and its related services basesd on recommendations made in the Evaluation Report. We are in contact with the Colonial-Northhampton IU 20 for assistance and additional services.

Special Education - Attachment

- Section III. Special Education

Child Find

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Kathy Yerkes	1.0	Learning Support	Evergreen	12	8 IEP, 6 GIEP
Susan Swanson	1.0	Reading Specialist	Evergreen	6	8 IEP

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Not Applicable	N/A	N/A	N/A	0	N/A

Special Education Program Profile - Chart III

Title	Location	FTE
School Psychologist, (for initial student evaluations) Valerie Rodriquez	Evergreen - contracted on an as needed basis	0.01
Special Education Supervisor, Kathy Yerkes	Evergreen	1.00
Reading Specialist, Susan Swanson	Evergreen	1.00

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Not Applicable	N/A	0

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
Not Applicable (Evergreen incld. Grades 6-12)	No	No	No	No	No	No

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
Terra Nova CTBS	Yes	Yes	Yes	Yes	Yes	Yes	No
PSSA	Yes	Yes	Yes	No	No	Yes	No

Student Assessment

Evergreen received the PDE Achievement Recognition Award for meeting AYP for five consecutive years 2006-07, 2007-08, 2008-09, 2009-10, and 2010-11. The preliminary individual reports show similar progress for the 2011-2012 year. Each year, Evergreen also administers the Terra Nova CTBS test to all students in grades 6-11. The results of this instrument are used to determine if in fact the academic programs are enabling our students to achieve at or above recognized grade level. (attached Aggregate Scores from Terra Nova2011-12) When received, the results of this year's testing will be closely reviewed by our teachers to determine if a school-wide pattern exists and develop appropriate action plans. In addition this data will be used as rationale for determining turtoring schedules and directed study periods to help strengthen basic skills. To insure that our parents continue to play a vital role in their child's education, the results of these tests will be personally discussed and explained.

Student Assessment - Attachment

- Section IV. Student Assessment

Terra Nova Results 2011-12

Teacher Evaluation

Evergreen's teacher evaluation process takes place on both an informal and formal context. Again, our size (twelve staff members) allows free discussion among teachers and administration. Every morning during our preparation for the day, teachers share strategies and ideas for improving the school climate and academic progress. These discussions include; classroom management, recordkeeping, cross-curricular projects, community service, field trips, textbook review, sharing of instructional supplies and a/v equipment, technology,and teaching methods which seem to work for various students. New teachers are mentored by all and soon find support through conversation and example. Professional Development for the evaluators is provided by our special education teacher, Kathy Yerkes with input from the IU #20.
On a more formal basis, Evergreen utilizes peer reviews/observation in addition to classroom observations scheduled by the Director. Uniquely, the Director also serves as the in-house substitute and has a handle on what is going on in each classroom. What we are trying to develop in all of our teachers is a classroom that utilizes a variety of teaching methods to cover

the gamut of learning styles. Mutual respect between the teachers and students is achieved when projects and assignments are designed to spark interest and are completed to an individual's best of ability.

Teacher Evaluation - Attachment

- Section IV. Teacher Evaluation Form

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

During the 2011-2012 school year, Evergreen has maintained the existing slate of Board of Trustees, officers, and administration. All of our Trustees whose terms were expiring have been renominated and are returning. Two additional members were added. The slate of officers for the 2011-2012 year include:

Joanne Storer, President

Christopher Kinsley, Vice President

Lucinda Haab, Secretary/Treasurer

Board of Trustees

Name of Trustee	Office (if any)
Joanne Storer	President
Christopher Kinsley, Sr.	Vice-President
Lucinda Haab	Secretary/Treasurer
Holly Corcoran	Trustee
Andalisa Lopez	Trustee
Mary Baxter	Trustee
Frank Lopez	Trustee
Henry Bockelman	PMSD Liason (non-voting)
Timothy Haggerty	Trustee
Brett Reigel	Trustee

Professional Development (Governance)

Professional Development for the Board of Trustees has been provided by the Secretary/Treasurer, Lucinda Haab. Notice is given regarding opportunities for addtional training in the form of classes, conferences, webinars, and written materials. Our liason Board member from Pocono Mountain School District also provides experience and expertise to assist at every monthly meeting. Trustee binders and jump drives have been prepared and include pertenent materials to aid in the goverance of the Charter School.

Coordination of the Governance and Management of the School

Evergreen Community Charter School's Board of Trustees meet monthly to conduct business related to the school and its operation. In addition, the Finance Committee from the Board of Trustees meets regularly with the Director and other staff members to prepare the monthly financial statement which is submitted to Pocono Mountain School District.
Pocono Mountain School District is the granting entity for Evergreen Community Charter School. The charter documents prepared by Evergreen were approved in April 2006 for a three year period. On June 24, 2009 the charter was renewed for a five year period (2009-2014). In addition, the Board members from Pocono Mountain and Evergreen entered into a resolution (attached) which specifically outline the expectations from both parties.
Pocono Mountain Board of Directors has provided a non-voting liason who gives much appreciated input to our meetings. This liason has helped to cut red tape and open resources to the Charter school.
Evergreen's Director, Jill Shoesmith, also reports a positive working relationship with representatives from PDE.

Coordination of the Governance and Management of the School - Attachments

- Section V. Charter Renewal

Evergreen Charter Renewal 2009-2014

- Section. V.

Scheduled Board Meetings 2011-12

- Section V. Final Charter Resolution

Community and Parent Engagement

Evergreen Community Charter School has cultivated a beneficial relationship with several of the non-profit organizations throughout our region. We work closely with the Barrett Friendly Library, the Barrett Township Volunteer Fire Company, Barrett Township Historical Society, our neighboring senior resident housing center (The Oaks), a nearby daycare facility (Countryside Daycare), the local Food Pantry (CAME), and the National Park Service's Historical Millbrook Village. Students and staff volunteer for all of these institutions. The school also offers the use of the facility for storage and programing. We share reading programs and creative writing to both the seniors and children. In return we can always depend on our neighbors to help when we have furniture to move or projects to complete. This sense of community is vital to our mission and the education of our students.
The Board of Trustees provides minutes of each meeting for public view and makes every effort to publicize upcoming events with our local and regional newspapers.
Parents at Evergreen are not required to commit to any sort of fundraising endeavor. However, throughout the academic year there are several opportunities to meet with staff and other parents in formal and informal settings. We schedule at least two formal conferences during the year and additional conferences are available upon request. All of our student grades are now available to parents online. Our parents hold pot-luck dinners, star-gazing evenings, and attend our school plays. We also try to organize a Family Ski Trip to Canada or Vermont every year. As a small school, it is easy for parents to connect and pursue activities outside of the school context. Of our current Board of Trustees we have four members who are parents of alumni, two who are parents of a current students, one alumni, and two members from the community.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

Evergreen Community Charter School did not engage in Fund-Raising activities for the 2011-2012 year and has no plans to do so during the 2012-2013 year.

Fiscal Solvency Policies

The Evergreen Community Charter School's Board of Trustees maintains an agreement with the Evergreen Community School Foundation to offset any financial emergencies. The Foundation is supported by contributors and Friends of the School. Beginning in 2007-2008 the Foundation established an undesignated fund balance in the amount of $50,000 to ensure emergencies, shortfalls and delays in receivng monies. This amount was increased to $60,000 for the 2008-2009 academic year and will remain at that figure. In addition, the Charter School continues to maintain a line of credit for $250,000 with the local Pennstar Bank to be used for operational expenses if for any reason the State Budget is not passed and funding is not available from the sending districts.

Accounting System

Evergreen Community Charter School complies with GAAP and utilizes the accrual method of accounting. Under the modified accrual basis, Evergreen budgets and records income in the period income is earned and budgets and records expenses in the period expenses are incurred. Evergreen capitalizes fixed assets, when appropriate, in compliance with GAAP. Reporting systems follow the same GAAP methods.
Evergreen completes payroll and associated state and federal payroll related tax reporting. Accounting practices integrate with the Pennsylvania State Chart of Accounts. The accounting software, QuickBooks, allows Evergreen to create and change the account structure as PDE modifies the chart of accounts.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachments

- Section IV.
Revenues and Expenses 2011-12
- Section IV.
Revenues and Expenses 2011-12

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

The firm of Dale Kirk and Company was appointed by Evergreen's Board of Trustees for the period of 2010-11 and 2011-12. They have agreed to complete a school wide audit each year by August 30th. Attached is the Audit of 2010-2011. The results of the Audit for 2011-2012 will be forwarded to PDE as soon as it is completed.

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

- Section VI.

Audit Report 2010-2011

Citations and follow-up actions for any State Audit Report

During the summer of 2010, Evergreen hosted several members from the State Auditor General's office for our first State Audit. The final report has not yet been released, however we continue to work on improving safety and accountablility in all areas. At the reccomendation of the Audit Evergreen no longer applies for Lease Reimbursement even though we have been assured that we comply with the regulations.

SECTION VII. FACILITY RESPONSIBILITIES

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

Evergreen's procurement practice policies and procedures provide for fair and equitable treatment of all persons or firms involved, assures that supplies, services and construction are procured efficiently, effectively and at the most favorable prices available to us, promotes competion in contracting, provides safeguards for maintaining a procurement system of quality and integrity and, assures that our purchasing actions were in full compliance applicable to federal, state, and local laws.

Upon approval of our charter, the assets from the established private academic Evergreen Community School were transferred to Evergreen Community School Foundation. The Foundation then leases all of the equipment, fixtures, and entire facility to the charter school. Fortunately, the classroom settings were adequate and no additional equipment was required to open.

In March of 2008 we received the first phase of the Charter School Implementation Grant Monies ($299,696). Using this funding our technology was upgraded, a new science lab was started, the south section of our walkway was enclosed, and classroom furniture and equipment were purchased.

During the summer of 2008,we received the second phase of implementation monies (an addtional $293,000) This money will be used to complete the lab, enclose the remaining outside walkway, roof repair, rennovate for additional classrooms, construct a base for an observatory dome donated to Evergreen by East Stroudsburg University, and continue to upgrade our technology and software applications.

At the end of the summer of 2009 approximately $75,000 remained from the implementation monies which will be used to rennovate an existing portion of the facility for a cooking classroom. Permits and construction will take place in the summer of 2010. This area is now complete and used for classroom instruction.

During the academic 2009-10 year, Evergreen received a Federal grant from the Small, Rural School Achievement Program in the amount of $18,366.00 to be used for innovative classroom activities. We have been approved for a solar demonstration project which will include student research, design, and supervision of solar panel installation. This project was completed in the fall of 2010. We have been awarded an additional $18,000 for the second phase of the solar project to be completed by the summer of 2012.

During the 2011-12 school year, Evergreen received the REAP grant in the amount of $19,643.00. This funding will be used to update technology for our students and staff members.

Future Facility Plans and Other Capital Needs

Evergreen Community Charter School has upgraded in terms of equipment and space. The facility is more than adequate for our current and future plans. The Board of Trustees has entered into a long term lease with the building's owner, Evergreen Community School Foundation, and has no intention of moving from this site. Classroom renovations continue during the summer months to insure safety and the best possible environment for learning.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

Evergreen Community Charter School complies with all health and safety requirements. Fire drills are conducted on a monthly basis. The school's certified nurse, Eileen Featherman, maintains all required health records including immunization records. The Reimbursement and Report of School Health Services report was completed and submitted on July 30, 2012. For further verification of filing please contact the Division of School Health at (717) 787-2390 or see attached file..
Evergreen does not participate in the National School Lunch or School Breakfast Program and is therefore not required to develop and implement a Local Wellness Policy, but feels compelled to do so. The staff and parents at Evergreen work closely to insure healthy eating habits and physical fitness. Soda and sugar-high drinks are not permitted at the school. Fruit is available for snacks before and after school. All physical education classes focus on lifetime activities rather than varsity sport programs. Every year our families organize a three day ski trip to Vermont or Canada to pursue healthy outdoor recreation. In addition, all students in grades 6-12 are given the opportunity to spend 30 minutes each day outside in the fresh air.

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

- Section VIII.

School Health Report 2011-12

- Health Report Corrections 2011-12
- Wellness Plan

Current School Insurance Coverage Policies and Programs

Medical Insurance:

Blue Cross First Priority Health Plan, GroupNumber 051467000

Dental Insurance:

Delta Dental (05/01/2012) Group Number 974441021 Chamber Choice of NEPA, United Concordia (07/01/2011 - 04/30/2012) Group Number NCC-001524

Lansdowne Insurance:

General Liability, Policy Number CL3553184

Commercial Property Policy Number CPPF5422992734

Worker's Comp, Policy Number TWC3227162

Business Auti Coverage, Policy Number 70APR245876

Property Coverage, Policy Number 83SBAVZ8379DV

Commercial Application, Policy Number CIM5422992734

Current School Insurance Coverage Policies and Programs - Attachments

- Section VIII.

Insurance Summary 2011-12
Premiums and Numbers

- Section VIII. Health Insurance 2011-2012
- Section VIII. Business Auto 2011-2012
- Section VIII. Bond 2011-12
- Section VIII. Commercial Property 2011-12
- Section VIII. Dental 2012
- Section VIII. General Liability 2011-12
- Section VIII. Computer Policy 2011-12
- Section VIII. Workers Comp 2011-12
- Section VIII. Charter Property and Liability 2011-12

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

During the 2011-2012 academic year, Evergreen Community Charter School employed eleven full-time teachers and one part-time teacher. Two new teachers were added to the ten returning faculty.

Attached is the 2011-12 PDE-414 and letters indicating that Evergreen Community Charter School's Professional Development and Induction Plans have been submitted and accepted by PDE.

Quality of Teaching and Other Staff - Attachments

- Section IX. Professional Development Plan Approval Letter
- Section IX. Induction Plan

Approval Letter

- Sectiton IX.

PDE-414 2011-12

Student Enrollment

Evergreen Community Charter School is dedicated to small class sizes and slow, managed growth. In 2011-2012 our school grew from 80 to 83 students. We will never exceed grade sizes larger than 15 students per grade (6th -12th).

Our Class of 2012 had a 100% graduation rate (ten students) As of July 22, 2012 Evergreen expects to have 67 returning students and 22 new students for a total of 89 students.

The admissions application process to Evergreen Community Charter School will be open to any interested student, entering grades 6-12, residing in Pennsylvania, regardless of gender, race, national origin, or disability. Students must demonstrate a commitment to learning through a "C" average in core subjects (includes modified curriculum) and a record of excused attendance not to exceed 15 day absent. The district of residence will be responsible for reimbursement costs. The approving District where the Charter school is located is Pocono Mountain School District. Applications for the upcoming academic year will be accepted annually from May 1st through June 1st.

If at any time the number of applicants in a particular grade exceeds the available positions for the grade, preference will be given to siblings. A lottery will be conducted for all other applicants to determine which are accepted for matriculation. The lottery will be conducted during the last week of June each year. All names will be drawn from a bag randomly. The next two names following the successful applicants will be designated as the "waiting list". These student (in order of their draw) will be given first choice to attend Evergreen if for any reason a student leaves that particular grade during the first two marking periods. Parents of all applicants are personally contacted by phone to give them the results of the lottery. Acceptance to Evergreen's invitation for enrollment must be completed within one week of the lottery. At this time parents complete PDE's enrollment form, a release of records form, emergency contact form, transportation form, and an ESL Primary Language Survey. Completed and signed forms are maintained in the student's file.

All prospective students who are not enrolled will be required to amend their applications for the following year. The lottery will be held every year to insure equal opportunity for selection.

Student Enrollment - Attachments

- Section IX. Admission

Board Approved Policy

- Section IX. Enrollment 2011-12
- Section IX. Application 2011-2012

Transportation

Each summer, Districts with students attending Evergreen Community Charter School are notified in writing in order to facilitate transportation arrangements. In August, each District notifies Evergreen and the parents as to which bus each student would be riding with anticipated arrival and departure times. Throughout the year, all changes in address or driving situations are communicated with the corresponding district's transportation office. In the event that no student will be riding a particular bus on any given day, Evergreen contacts the transportation office to cancel the bus. Prior to making any changes to a student's established pick-up status, the parents must inform both Evergreen and the transportation office in writing.

Following current IEPs, all students attending Evergreen traveled on regularly scheduled school busses to and from school during the 2011-2012 academic year. Special transportation related services were not deemed necessary by the IEP for students to access a free and appropriate public education at Evergreen Community Charter School.

Evergreen maintains two buses(84 passenger and 72passenger) and two Suburbans for field trip transportation and physical education activities. The school hires a licensed operator on a per diem basis as well as Jill Shoesmith who is a certified, licensed school bus operator.

Food Service Program

Evergreen Community Charter School does not have a full food service program. Evergreen Community Charter School does not participate in the Free and Reduced Lunch Program. Students bring their own lunches or make arrangements to order lunch through a local Deli.

Student Conduct

At the beginning of each academic year Evergreen students and parents are required to sign the Responsibility Code (attached file). This document details behavioral expectations, dress code, attendance, and financial responsibilities. The Responsibility Code is a policy developed and revised by the Board of Trustees.
Suspension and expulsion is in compliance with Chapter 12 and is a result of a hearing in front of the Evergreen Board of Trustees. Each case will be viewed individually and will include student, parental, teacher, and administrative input.

During the 2011-2012 school year there were two incidents involving insubordination. On both occasions the student was suspended for three days.

Student Conduct - Attachment

- Section X.

Student Responsibility 2011-2012

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2012

The Evergreen Community CS within Colonial IU 20 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**

2011 - 2012 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 Evergreen Community CS assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the "Ethics Act") and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the "Ethics Act" is available on the Ethics Commission's website at: http://www.ethics.state.pa.us/ethics/site/

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

Identify the charter school's Chief Executive Officer.
Name: Jill Shoesmith **Title:** Director
Phone: 570-595-6355 **Fax:** 570-595-6038
E-mail: evergrn@ptd.net

_____ _____
Signature of the Chief Executive Officer and Date

Identify the charter school's President of the Board of Trustees.
Name: Joanne Storer **Title:** President
Phone: 570-595-6355 **Fax:** 570-595-6038
E-mail: evergrn@ptd.net

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

Identify the charter school's Special Education Contact Person.
Name: Kathy Yerkes **Title:** Dept Chair
Phone: 570-595-6355 **Fax:** 570-595-6038
E-mail: kyerkes@gmail.com

_____ _____
Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- Section X.

2011-12 Signature Page