
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: Fell CS
Address: 777 Main St
Simpson, PA 18407

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2011 - 2012

Name of School: Fell CS

Date of Local Chartering School Board/PDE Approval: 05/02/2002 (original) 8/21/08 (second charter)

Length of Charter: 5 years each renewal **Opening Date:** 09/16/2002

Grade Level: K -8 under second charter **Hours of Operation:** 7:45am-3:30pm

Percentage of Certified Staff: 92% **Total Instructional Staff:** 15

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

Attendance Rate/Percentage: 94%

Summary Data Part II

Enrollment: 127 **Per Pupil Subsidy:** Average between all districts is \$7,400.00 for 10-11 for Regular Ed. students.

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	0
Black (Non-Hispanic):	3
Hispanic:	2
White (Non-Hispanic):	119
Multicultural:	3

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
93%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 21

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	192	192	192	n/a	192
Instructional Hours	0	0	1337	1337	1337	n/a	1337

SECTION I. EXECUTIVE SUMMARY

Educational Community

The mission of the Fell Charter School is to enhance the educational vision as well as opening portals of opportunities for all students parents, educators, and community followers by offering a world-class, classical education enhanced by the latest technology. We provide exciting and creative opportunities such as (but not limited to) learning through hands-on experiences, Socratic dialogue, group and individual projects all in addition to traditional "book knowledge." Innovative teaching techniques using computer technology and adaptive software, along with the traditional "blackboard learning" further strengthen our students knowledge base. Fell Charter School uses a wide variety of assessments and measurements to empower all students to demonstrate their understanding/mastery of concepts and skills. Students are given a personalized learning plan (PSAP: Personalized Student Achievement Plan) which encourages them to excel, by having an active role, in conjunction with their parents and teachers in planning and implementing their learning/mastery process. Through a shared vision of what a world-class education looks like and produces and through organized autonomy, we believe that our school better achieves our goals and objectives by providing smaller class sizes, a smaller overall campus, a stronger voice for the faculty and the community in the school's structure and curriculum. We know that it takes an entire community of dedicated learners and supporters to reach and exceed the goals of our school. We gratefully welcome and actively encourage the involvement of our constituents in our world-class model of education. The highest priority of our charter school is to provide opportunities for all children to learn. In addition, we must provide these opportunities with a dedicated and excellent staff in a safe academic environment. Every student, faculty member, board of trustee member and community member has gifts to offer, and

through our partnership with Mosaica Education, Inc., a world class leader in educational management/partnerships, we bring these gifts to the forefront of learning. We support and require active parent/guardian participation in their child's academic performance. There are many planned opportunities for parents/guardians to play a more active role in their child's education; such as (but not limited to) PSAP involvement, Paragon® Night performances, volunteer activities in the classrooms, monthly parent meeting with varying topics, field trips, local history/careers, family reading events, guest lecturers and presenters, and day to day homework assignments, Field Day, and Discover Day to name a few. Our charter school is more than just a learning environment; our goal is to provide the world with responsible, accountable, morally sound, appreciative of diversity, well-educated, global citizens, who will contribute productively to the world. We believe this the foundation for a life well lived. The overall objective of the Fell Charter School is to empower our students to learn by fostering their development as independent, global, critical thinkers. Our students are set up and supported to succeed by teaching them the tools as well as the content knowledge necessary to actively participate as citizens in our increasingly global culture. Fell Charter School promotes educational reform by offering an additional choice in public education unique to the Carbondale Area School District, Fell Township and surrounding school districts {currently eight school districts feed into Fell Charter school}. The founders of Fell Charter School made a commitment to improve the quality of education, life and well being for the community(ies) we serve. To further our commitment, our Board of Trustees working in conjunction with our administration and Mosaica Education, Inc. strive to provide world-class, quality education and supportive services for all our students. Fell Charter School provides a positive learning and teaching environment to promote collaboration of the entire school organization with the focus on the students, parents/guardians, community members, and their needs. Our school facilitates the learning process within the development of a positive value system, a two time state awarded Character Education Program: recognizing the inherent value of each human being and his or her gifts and by striving to actualize the positive potential in each member of our community. Our entire educational program is a student-centered, personalized, approach to learning which combines constructivism (as well as other methods) with academically rich content. Constructivism teaching practices are defined as: teachers value student's points of view, teachers structure lessons to challenge students' current suppositions, they recognize that students must see relevance in the curriculum and to their life, they plan lessons around big ideas, and they assess student learning in the context of daily classroom investigations. In addition, drawing from the Core Knowledge Foundation's advocacy of content-rich curricula, Fell Charter School encourages cultural literacy and critical thinking skills required to succeed in mainstream contemporary culture. Our school's curriculum prepares students to solve problems both individually and collaboratively, using critical thinking skills cultivated through comparative interdisciplinary studies. Our curricula is presented in such a way that students examine problems from many points of view, express ideas in a philosophical as well as realistic points of view, research past historical problems for keys to solving future issues and delve deeper into the nuances that set these problems in motion. Access to computer technology utilized as an authentic learning tool in the classroom(s) enables our students to address unprecedented global challenges and global opportunities facing them in the 21st Century. Our current socio-economic status has truly suffered (again this year) in this recession. Our families have again lost jobs, we have had more students on free and reduced lunches (over 90 percent) and we have struggled to help these families survive. This year we lost a major employer (again) in this area: Marion Community Hospital. The economic down turn is seriously effecting our families, therefore our students. We have really reached out to the families with fund-raisers, donations and more opportunities for them to be at school with events in the evening. When were first established as a school, the local school district was not at all fond us; and some of the local community members with strong ties to the host school district were not fond of us. Thankfully over the last ten years we have become a staple in the community and are seen as a vital and contributing factor to the local educationl scene. We are confident in the coming years this postive community perspective will grow. This past year we began investigating and utilizing at a minimum level, the Common Core and how to effectively incorporate those standards into our program of study. Use of Data Days and Data Walls have

been also effective for tracking student progress and/or challenges. The PACC will be utilized at a much higher and effective level in this coming year.

Mission

Fell Charter School is specifically designed to enhance the educational vision of all students, parents, educators, and community followers by offering a classical, character-based education supported by some of the latest technology. We provide proven, research-based learning opportunities such as creative hands-on experiences, Socratic discussion, individual, group and class projects, community service options and traditional "book knowledge." We use varied, research-based assessments (and innovative instructional strategies) to enable all students to demonstrate their understanding of concepts and skills, regardless of their level of ability. We provide each student with a Personalized Student Achievement Plan (PSAP), a unique, individualized learning plan designed for him/her, thus encouraging individual, intrinsic competition to excel. Tutoring and other supportive services are offered and available to students. In addition, our Board of Trustees work with the community to empower all those who wish to participate in furthering the education of our students, to become part of our learning community. We endeavour to be a leader in the community in global, world-class educational offerings. (re-approved thru the last charter renewal process).

Vision

Fell Charter School's comprehensive, educational program has been designed to provide the global society of today and tomorrow with responsible, morally sound, well-educated citizens. (Jeffersonian Theory). We strive to offer a world-class, public (free) education to any student/family who desires to be a part of the Fell Charter School community. For this past year we worked diligently to obtain funding for our vision, by trying to secure finances to build a new building. We were able to secure a 6.48 million dollar loan from the USDA to build a new school facility. We will move into our newly constructed building in August 2013, the site is on our former property in Simpson, PA.

Shared Values

At Fell Charter School:

We believe that each student and faculty member has a gift to offer to the world of education.

We believe that smaller class sizes and an overall smaller campus ensures personal attention to students as well as a safer learning environment for our school community.

We believe that through our partnership with Mosaica Education, Inc., we enhance the gifts of our students and teachers and create an research-based environment that is rich in innovation, creativity and a passion for learning.

We believe that parental/guardian support is crucial to the success attained in every child's performance. Therefore parents/guardians are welcome and expected to have an active role in their child's education.

We believe that through carefully designed professional development opportunities, we provide the tools necessary to our staff to offer our world-class educational program.

(re-approved through this last charter renewal process).

Academic Standards

Fell Charter School is committed to using the PA State Assessments for monitoring and reporting of student progress. We administer the PSSA's along with the administration twice a year of the Iowa Tests of Basic Skills (providing baseline data and follow up data for decision making). Use of the standards for student achievement will help to guide academic, curricular and professional development initiatives of the school. Communication of these assessment tools to teachers and parents/guardians is also a key component of our process. In addition, our PSAP's (Personalized Student Achievement Plans) are another key (and unique) feature of our school's academic achievement plan for students. We have monthly Data Days where we review all the data on each student (PSSA's DIBELS, ITBS, classroom assessments, etc.) and we make decisions for students success on all of the data. This may be for SAT referrals, tutoring referrals, RTI referrals, Special Ed referral, etc.

Our morning program is designed to front-load ELA and Math so to tap into the "freshness" of the day and provide extended learning time. We have a push in and pull out program in Special Ed for our identified students we have lunch time tutoring for struggling students who cannot stay after school, we have an after school tutoring and enhancement program and we meet as needed with parents to offer suggestions for assistance and to obtain information on how we can better help their child. We went through our Special Ed Compliance Monitoring with the state in Spring 2011. A final visit is due Fall 2012.

We have a Student Assistance Team in place for struggling students who may not need Special Education, we have a tutoring program after school that runs three times per year (6 to 8 weeks at a time). And we also do tutoring in the morning (15 minute increments) for students who just need a push or who needed help with homework the night before and no one was home to help.

This past year we worked on integrating at a basic level the PACC. This coming year we will integrate the PACC at a proficient level with all teachers and support staff.

Strengths and Challenges

Some key **strengths** of our program:

- Full-day Kindergarten
- Highly qualified and trained teachers
- Involved and committed Board of Trustees
- Mosaica Education, Inc., a world class leader in educational partnerships curriculum and professional development/training
- Integrated Paragon® programs in the afternoon, including social science, literature, philosophy, drama, music, art, science, history, math, geography, language and hands-on study of "great ideas" in world cultures.
- Spanish instruction for all students beginning in kindergarten
- Extended learning day
- Extended learning year
- Professional Development activities designed to address student achievement
- Active parent/guardian participation
- Dedicated and supportive staff focused on student achievement
- Active student body: community service, teacher assistants, etc.
- Individualized learning program for each student (PSAP)
- Paragon® Nights which involve the entire school and community
- On-going relationships with local colleges and universities
- Well developed and on-going relationship with our local Intermediate Unit (19)

- Community involvement in our school; D.A.R.E, local business supports and presentations
- A renewed charter (August 2008)
- A focus on K thru 8 education, beginning Fall 2008, due to financial constraints and other local issues.
- Recipient of the Center for Leadership and Ethics Award for character development in students (one of the keystones of our charter) for 2009 and 2010.

Some key **challenge** areas (works in progress as well):

- A challenge for a dedicated library facility. {We currently have a wonderful relationship with the Lackawanna County Book Mobile for service to our students every two weeks.} We have individual classroom libraries as well.
- A challenge for continuous and on-going updating of technology to remain cutting-edge.
- A significant challenge: for a better, more amicable professional relationship with our host school district. Currently we have very professional and communicative relationships with all other school districts which support Fell Charter School.
- A significant challenge: it would be professionally helpful if issues or questions from the host school district could be resolved first at the local level through administrative meetings, discussion and an open, effective, working relationship, rather than immediately involving teams of lawyers (from the host school district). From a public relations/community stand point, it would be most beneficial if we (FCS and CASD) are all working toward the education of all students and not interested in spending tax payer money on anything other than the support of students. This type of effective, working relationship will also help to continue to increase our perceived value to this and other communities that support us and are served by FCS.
- A challenge to bolster our enrollment to approx. 225 students.
- We need a newer facility.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

FELL CHARTER SCHOOL: Strategic Plan for Learning and Success

Each year we review our Strategic Plan with the faculty, staff and board members (we do this as a team). We include our management partner as well: Mosaica Education, Inc. (MEI) as part of the discussion team.

When we began the Strategic Planning Process for Fell Charter School, we decided to involve as many school and community members as possible. Our goal was/is to have input from the following : faculty, staff, administration, School Board members, parents/guardians, students, community members and MEI who are supportive of and interested in learning more about our local Charter School. Our Strategic Plan is comprised of looking at the past successes (since our creation, eleven years ago) as well as challenges, two charter renewals, evaluating current research-based strategies in the school, looking at best practices based on current research and planning effectively for the next several years to ensure that our school remains committed to the PA standards of achievement for success as well as ensuring that our students in grades K through 8 are receiving a high quality, world-class education from our faculty and staff. This year we incorporated a brief overview of the Common Core and we received 6.48 million dollars from the USDA to build a new school building.

By involving so many people in our process, we believe that our Strategic Plan for Learning and

Success at Fell Charter School is slowly helping to increase our enrollment, increase student attendance, enhance our ability to continue to search for and retain high quality faculty and staff and increase the desire on the part of the local community (and the sending school districts) to become more involved in our process of educating global student/citizens. We also believe that this process has helped us better educate the community on what a charter school is, and what it is not. We have a great deal to offer to the communities we serve, and they as well, offer a great deal to us in planning and moving forward with our world-class education.

The actual process that we used to meet the design needs of Fell Charter Strategic Plan was meeting on a monthly basis as a full Planning Committee with specific goals and objectives assigned, working during the off weeks in our subcommittees, developing plans, doing research and collecting data, then spending time at the full monthly meetings providing reports back, refining our Plan and sharing resources. At each meeting we tried to move the vision of our school forward with a process of collaboration, dedication and a desire to stay cutting edge in the field of Charter Public Education in Pennsylvania.

Our planning process has created a shared vision and effective plan for Fell Charter School. In addition, our planning process for development of the Strategic Plan was enhanced by our on-going self-reflection through our Annual Report each year, twice through our Charter Renewal processes for adopting a charter for the third five years, yearly Parent Satisfaction Surveys, Student Surveys and Faculty/Staff Surveys, effective professional development and on-going faculty and board growth opportunities. Each year we also look at our charter in a proactive way to ensure that we are meeting (or exceeding) each requirement.

We are constantly reflecting on best practices and how to become more valuable to the community around us.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Allegrucci, Eileen	Fell Charter	Middle School Teacher	Principal/Board
Bennett, Kevin	Fell Charter	Ed Specialist - School Counselor	Principal and School Board
Diehl, Edward	Fell Charter School Board President	Board Member	Board
Dudley-McDonald, Wendy	Fell Charter	Board Member	Board
Gorel, Rachele	Fell Charter	Board Member	Board
Johnson, Emily	Fell Charter	Elementary School Teacher	Principal/Board
Kelsch, Michelle	Fell Charter	Board Member	Board
Lyons, Sarah	Fell Charter	Special Education Teacher	Principal/Board
Pennington, Brent	Howard Gardner Charter School	Community Representative	Board
Siggins, Emma	Fell Charter	Parent	Principal/Board
Skorupa, Edward	Independent Contractor	Community Representative	School Board
Slotsky, Boris	Mosaica Education Inc.	Business Representative	School Board.
Steckert-Gravine,	Fell Charter School	Administrator	Administator

Susan			
Verrastro, Ashley	Special Ed Teacher	Special Education Teacher	Board
Walsh, Mary Jo	Principal/CAO	Administrator	School Board
Workman, Emily	Fell Charter PE Teacher	Elementary School Teacher	Principal/Board
Yates, Sue	Mosaica Education, Inc	Other	Board

Goals, Strategies and Activities

Goal: MATHEMATICS

Description: We will continue to strive to meet AYP goals for all students to be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

Strategy: After School Tutoring

Description: After school tutoring has been offered to students in grades k through 8 for the 11-12 school year based on those students who did not meet the minimum expectations on the 2010/2011 PSSA's, lower scores on the IOWA's, teacher recommendations and/or parent requests and info collected from Data Days.

After school tutoring focuses on the student's area of need(s), as well as addressing any additional foundational work that might be needed, ie: organizational/execute functioning, social skills.

In addition, students transferring to FCS may need the use of after school tutoring to get caught up or as a brief refresher.

All students who are in need will be addressed.

Activity: Winter Tutoring every year.

Description: Students with basic and below basic skills will participate in after school tutoring to gain proficiency in grade level math skills. Every year.

Person Responsible	Timeline for Implementation	Resources
Steckert-Gravine, Susan	Start: 2/2/2012 Finish: Ongoing	\$2,400.00

Status: In Progress — Upcoming

Date	Comment
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7/28/2010 Offered every year. See previous notes on how students are placed.

Strategy: Learning Support

Description: Special education teachers (learning support) use both pull out and push in strategies with our students, working hand in hand with our classroom teachers. A co-teaching model is what our teachers have been trained for.

Activity: Co-Teaching Special Education related

Description: Learning support teachers will co-teach with content area teachers and special teachers when necessary to help meet the need of all students in the least restrictive environment, based on their IEP.

Person Responsible Timeline for Implementation Resources

Walsh, Mary Jo	Start: 8/15/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: READING

Description: At least 81% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

Strategy: After School Tutoring

Description: After school tutoring will be and has been offered to students in grades k through 8 for the 11-12 school year based on those students who did not meet the minimum expectations on the 2010/2011 PSSA's.

Also may be based on teacher recommendation or parent/guardian request.
Any student in need will be addressed.

Activity: Fall Tutoring every year

Description: Students with basic and below basic skills will participate in after school tutoring to gain proficiency in grade level reading skills.

Person Responsible Timeline for Implementation Resources

Steckert-Gravine, Susan	Start: 9/29/2011	\$2,400.00
	Finish: 11/18/2011	

Status: Complete

Activity: Spring Tutoring every year.

Description: Students with basic and below basic skills will participate in after school tutoring to gain proficiency in grade level reading skills. Every year.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
Steckert-Gravine, Susan	Start: 4/19/2011 Finish: Ongoing	\$2,400.00

Status: No Longer Occurring

<u>Date</u>	<u>Comment</u>
7/28/2010	Spring tutoring is occurring, this was a duplicate listing.

Strategy: Personalized Student Achievement Plans

Description: For each student enrolled in the FCS he/she receives quarterly, a personalized learning plan custom tailored to his/her needs. These plans are prepared and discussed with parents, students, staff, administration and anyone else who will assist in the student meeting his/her potential. These plans are reviewed and updated every 5 and 10 weeks, or as needed. PSAP's also are updated after Data Day meetings if necessary.

Activity: Personalized Student Achievement Plan

Description: Initial Personalized Plan is sent home with background data, teacher input, parent input, and individualized goals for each student in all areas. It is updated every ten weeks. Progress is monitored; goals adjusted as needed. Involves all teachers.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
Walsh, Mary Jo	Start: 8/22/2011 Finish: Ongoing	-

Status: In Progress — Upcoming

Strategy: Standardized Testing

Description: The original charter agreement states that Fell Charter School (FCS) "will administer the ITBS within 45 days of entry into Fell Charter School and, on an annual basis, within 30 days of the end of the school year." The agreement goes on to state that "we will expect

annual increases of at least 5 percentiles in average composite ITBS scores until scores exceed national averages."

Fell Charter School currently implements the PSSA(s) in 3rd through 8th grades.

Activity: Fall ITBS Testing every year

Description: ITBS Form B is administered to all students to establish baseline data in all areas.

Person Responsible	Timeline for Implementation	Resources
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Steckert-Gravine, Susan	Start: 8/22/2011 Finish: Ongoing	-
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Status: Complete

Date	Comment
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9/27/2007	Fall testing is complete. We are awaiting results from Riverside Publishing.
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Activity: Spring ITBS Testing every year

Description: ITBS Form A is administered to all students. Results are compared to baseline data from the Fall to measure growth in all areas. Every year. All grades.

Person Responsible	Timeline for Implementation	Resources
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Walsh, Mary Jo	Start: 2/19/2011 Finish: Ongoing	-
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Status: In Progress — Upcoming

Date	Comment
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7/28/2010	Done every year. Data used in student decision making.
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Goal: STUDENT ATTENDANCE (we do not graduate seniors)

Description: Student attendance will meet a 93% threshold and/or show growth toward better and more consistent school attendance.

Strategy: Co-Teaching Model

Description: The overall plan of the Co-Teaching model at the Fell Charter School (FCS) became effective Fall 2007; to develop and implement better student/teacher access to learning in the classroom, developing and implementing effective teaching strategies, and improving student achievement through the use of research-based, effective co-teaching models.

Our team of educators work together to develop, plan, implement and evaluate co-teaching in grades kindergarten through eight at FCS.

Administration and staff evaluate and refine our plan every ten weeks within the first half of the school year and two times over the remaining part of the year (or as needed). As any issues arise of significant importance we adjust the plans/models as necessary with the team(s). The Intermediate Unit (IU) staff members have also been available for additional training (if necessary) or to assist in resolving any differences of philosophy/teaching strategies.

Activity: Professional Sharing/Peer Review

Description: Once a month at a faculty meeting, a teacher plus his/her co-teacher present a lesson to their peers. Peers review, discuss, and borrow ideas or help the co-teachers adjust their challenging areas. These presentations may be a lesson that has already been presented to the students, or it may be one they are planning on presenting.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/26/2008 Finish: 6/10/2009	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	10	25
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Fell Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Peer review will help teachers see lessons in front of them, they may gain ideas, be able to ask questions of peers, review areas in need, share resources and build trust and comradere. This is a great way to reduce stress for them as well.	Materials provided to us from the lcoal IU has been most helpful.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based

assessment skills and the skills needed to analyze and use data in instructional decision-making.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Kindergarten Early Learning Standards • Mathematics • History • Geography

Follow-up Activities

Evaluation Methods

- | | |
|--|---|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Classroom student assessment data |
|--|---|

- administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Journaling and reflecting
- Review of participant lesson plans
- Review of written reports summarizing instructional activity
- observation of techn (observing in the classroom once support/suggestions have been given)

Status: Complete

Date Comment

7/28/2010 This strategy has been working very well. Teachers enjoy presenting and they enjoy learning from their peers. This has been very successful for everyone involved.

Statement of Quality Assurance

Charter school has met AYP.

There are currently no supporting documents selected for this section.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

The partnership that has been created between Mosaica Education, Inc. and Fell Charter School has created portals of opportunities to better prepare students to be informed, responsible world citizens who experience and learn from life through their educational endeavors, with a purpose. Mosaica's world-class, educational model cultivates creative, intuitive, critical and analytical thinkers. Fell/Mosaica students enjoy a world-class curriculum, centered on mastery of essential skills and balanced with the rich tenets of a classical education, use of constructivism, Socratic discussion, and researched-based instructional methodologies and effective professional development opportunities.

The Paragon Curriculum (R) looks to the past to prepare students for the future, instilling in students a solid understanding of the history of ideas, literacy, the arts, mathematics, scientific studies, social, political, and philosophical theories, heroes and heroines, some of the greatest thinkers to date and ideas that have culminated in our contemporary culture-climate. The Paragon Curriculum(R) is aligned to the Pennsylvania Standards.

By studying the great ideas of human genius that transcend time and place, FCS/Mosaica students cultivate multicultural perspectives and global awareness. The programs of FCS, teach students to work collaboratively on complex questions relevant to their own experiences and features technology as a support tool for inquiry and research.

The Fell Charter School's entire educational program is a student-centered, personalized, approach to learning which combines constructivism (as well as other methods) with academically rich content. Constructivism teaching practices are defined as: teachers value student's points of view, teachers structure lessons to challenge students' current suppositions, they recognize that students must see relevance in the curriculum and to their life, they plan lessons around big ideas, and they assess student learning in the context of daily classroom investigations. In addition, drawing from the Core Knowledge Foundation's advocacy of content-rich curricula, Fell Charter School encourages cultural literacy and critical thinking skills required to succeed in mainstream contemporary culture. Our school's curriculum prepares students to solve problems both individually and collaboratively, using critical thinking skills cultivated through comparative interdisciplinary studies. Our curricula is presented in such a way that students examine problems from many points of view, express ideas in a philosophical as well as realistic points of view, research past historical problems for keys to solving future issues and delve deeper into the nuances that set these problems in motion. Access to computer technology utilized as an authentic learning tool in the classroom(s) enables our students to address unprecedented global challenges and global opportunities facing them in the 21st Century.

Fell Charter School uses the Mosaica model of instructional grouping for students who are performing above or below an expected grade level. Students who are performing above grade level are advanced if their performance warrants. Conversely, any student performing below one grade level is provided a return to the foundational information missed/mis-understood.

Our school uses the following pillars to support our programs: a focus on student achievement, on-going professional development for our faculty, the use of integrated technology, an extended school year and school day, parental/guardian/family involvement, a secure environment, tapping into community support, use of local student teachers from the surrounding colleges/universities, professors from those colleges/universities and the use of the Paragon curriculum.

Our teachers use some if not all of the following methods/strategies in the classroom(s) to accelerate as well as engage our students more fully: use of the essential question(s) displayed in the rooms, student work used in the classrooms and the hallways, effective pacing of the classes, effective use of supplies and resources, differentiated instruction, effective co-teaching models for instruction, integration of technology, use of team building strategies, formative and summative assessments, performance assessments, PSAP's, alignments to state standards (PSSA's, Iowa's), use of cooperative learning, use of graphic organizers, use of role plays, activation of prior knowledge, personal-connection journaling, and Socratic discussion, all in our effort to reach each student.

Additionally our pre-service program is designed each year to meet the changing and developing needs in our school. Pre-service (summer) is specifically designed to engage teachers and staff in research-based models of instruction, behavior management and offer time to planning and preparation before school starts. Working together over the summer affords additional opportunities to cultivate peer relationships and strengthen effective practices of sharing, co-teaching, etc.

Rigorous Instructional Program - Attachments

- Professional Development Approval Letter
- Teacher Induction Approval Letter

English Language Learners

The multi-cultural program has been designed to give English Language Learners the opportunity to reach their highest potential. The program enables students to transition more smoothly into the American culture, as well as the local culture.

Students and parents/guardians are required to attend and participate in the school's ESL orientation before enrollment. At the orientation, the students and parents/guardians receive an overview of the curriculum, screening process for placement, entry/exit criteria, and meet the school staff. The tool that the school uses to assess the ELL is the IDEA Proficiency Test Level I and II Oral English. This assessment takes place before entry, every nine weeks, and before exiting.

The instructional program is extremely rigorous. The students are highly engaged in lessons pertaining to growth; Grammar Exercises, Basic English as a Second Language, Math, Paragon (Science and Social Studies), Direct Instruction for Corrective Reading for Communication and A+ for technology. The students are exposed to a rigorous curriculum in physical education, music, and Spanish. The school's curriculum is aligned to Pennsylvania State Standards. Therefore, the ELL will receive the allotted time for service instruction.

For the 2011-12 school year Fell Charter School had no ELL enrolled.

English Language Learners - Attachment

- ELL Report

Graduation Requirements

Does not apply to Fell Charter School at this time. We are currently (2009-2010) grades Kindergarten through eight.

Special Education

The following is information pertaining to the special education program and services offered by the Fell Charter School and the local Intermediate Unit (19).

Personalized Student Achievement Plans: are developed collaboratively by each teacher with the parent/guardian (and student when appropriate), for each student. These plans customize the learning for the FCS student. Each plan addresses the particular strengths and areas in need of growth/challenge. Plans are updated every ten weeks. These plans, along with other communications are **Progress Reports** for parents/guardians. The PSPA's are also forwarded to other schools if a student disenrolls at FCS and transfers to another school. These plans are very helpful to sending school districts for planning of a student's placement and schedule.

Student Assistance Team: the SAT is comprised of various grade level teachers, a Curriculum/Program Facilitator, Special Education Teacher(s), N.E.I.U specialist and the Principal (others professionals and/or parents/guardians are invited as needed). The purpose of this innovative and pro-active team is to address goals to maximize the individual student's successes in the classroom, while at the same time offering techniques to be used in the classroom to reach a student who may be in need of additional attention at this time. This team also serves as a screening process for students who may/may not be in need of special education services.

Request for additional testing: on occasion it may become necessary for a teacher, Student Assistance Team, parent/guardian or other educational professional to request testing, provided by a specialist from the N.E.I.U. No testing will be done without parents/guardians written

permission on a designated form provided from the school. Our purpose in testing is to gather additional data to more completely understand the needs of a student for better educational placement, decision-making and/or planning.

Report Cards: are distributed four times during the school year, at the end of each quarter. Final report cards are sent home with students on the last day of school. If a student is absent on the last day, report cards are mailed to the home address.

Testing: FCS uses various methods for testing student's knowledge levels. In addition FCS utilizes the Iowa Tests of Basic Skills, The PSSA (PA System of School Assessment) and other research-based tests as needed (also under the direction or recommendation of the N.E.I.U's specialists). For 12-13 IOWA's will be used in K thru 2 only.

Additional Information relating to the **Special Education Department:**

**The Fell Charter School (FCS) has developed policies and procedures in concurrence with the federal and state regulations and guidelines to ensure a free and appropriate education in the least restrictive environment to all school-age children, including those with disabilities.*

Screening Process: When students experience difficulties in school, teams will meet to develop interventions to help students be successful in regular education. At elementary and middle levels, the Student Assistance Team (SAT) accomplishes this work.

If a student continues to experience difficulties even with regular education interventions, the student may be referred for a multidisciplinary evaluation by the multidisciplinary team, which includes the student's parents/guardians.

Evaluation Process: Parent/Guardian permission is necessary before any evaluation can take place. The parent/guardian is notified in writing of the types of assessments that will be given and the proposed date(s) of the evaluation.

An evaluation team reviews all pertinent data and compiles a report called an Evaluation Report (ER) which states whether a disability or disabilities exist and if the student is in need of special education. Parents/Guardians are members of the evaluation team and will be asked to provide relevant information.

The entire evaluation process must be completed within 60 calendar days from the date the FCS receives signed parent permission on the "Permission to Evaluate" form. A copy of the ER will be given to the parents/guardians and a summary of the report will be communicated to them in their home language.

If a student is found to be eligible for special education, the parents/guardians will be invited to an Individualized Education Plan (IEP) meeting. Students eligible for special education must meet one or more of the criteria established by State Standards and regulations for the following categories:

- Autism
- Deaf-blindness
- Deafness
- Emotional Disturbance
- Hearing Impairment
- Mental Retardation
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech and Language Impairment

- Traumatic Brain Injury
- Visual Impairment including blindness

A reevaluation is conducted at least every three years unless a student is disabled due to mental retardation, in which case reevaluations are conducted every two years.

Individual Education Program Process: The IEP is developed by a team, which includes some members of the evaluation team as well as the parent(s)/guardians, the special education teacher(s), a school administrator, the regular education teacher(s) and sometimes the student. The IEP includes a description of the programs and services necessary to assist an eligible student. Information that is contained in the ER is used to write the IEP.

The student's program is reviewed every year at an IEP meeting or more frequently at the request of an IEP team member, which includes the parent(s)/guardians.

The IEP team will write annual goals that can be measured and are designed to meet the needs of the student. The IEP team will determine special education services and programs. The annual goals will be evaluated on a regular schedule and parents/guardians will be notified of progress of these goals in writing.

Once the IEP has been developed, the parent will receive a Notice of Recommended Educational Placement (NOREP). The NOREP details the educational program recommended by the FCS. A parent/guardian must approve the NOREP in writing before implementation of the student's first special education placement.

The location and level of placement are determined at the IEP meeting and are based upon the least restrictive environment where the student can successfully achieve his/her goals. The Least Restrictive Environment would include providing special education services and programs provided outside the general education classroom only when supports and services can not be provided successfully within general education classroom.

FCS considers a full continuum of services when determining an appropriate program for every student with a disability.

The following links are also provided to parents/guradians:

- [PA Department of Education — Special Education Link](#)
- [PA Department of Education — Notice of Parent's Rights Link](#)
- [PaTTAN \(Pennsylvania Training and Technical Assistance Network\) Homepage](#)
- [PaTTAN - Individuals with Disabilities Education Improvement Act \(IDEA 2004\)](#)
- [PaTTAN — Chapter 711: Charter School Compliance with IDEA](#)
- [Parent's Procedural Safeguards Notice](#)

Special Education - Attachment

- Special Education Policies and Procedures Attachment

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
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Ashley Verrastro	1.00	Learning Support	Fell Charter School	11	Provided support for students in grades 1-4 for the first half of hte year. Moved to second grade in January 2009.
Lauryn Filipkoski	1.00	Learning Support	Fell Charter School	10	Provided support for students in grades 1-4 for the seond half of the year, beginning January 2009. Previous to that she was the second grade teacher.

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Northeast Intermediate Unit 19	0.60	Speech	Fell Charter School	3	Speech/Language teacher for 2008-09 School Year provided by IU was Cathy Wzorek
Northeast Intermediate Unit 19	0.20	Occupational Therapy	Fell Charter School	1	OT teacher provided by IU
Northeast Intermediate Unit 19	0.20	Physical Therapy	Fell Charter School	1	PT Teacher provided by IU was Sara Evans

Special Education Program Profile - Chart III

Title Location	FTE
N/A Fell Charter School	0

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Northeast Intermediate Unit 19	Speech Therapist	1 day/week
Northeast Intermediate Unit 19	Occupational Therapist	1 day/week
Northeast Intermediate Unit 19	Physical Therapist	1 day/week
Northeast Intermediate Unit 19	School Psychologist	1 day/week and as needed
Mosaica Education Inc.	Director of Special Education Services	as needed

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA	No	No	No	Yes	Yes	Yes
Iowa Test of Basic Skills (ITBS)	Yes	Yes	Yes	Yes	Yes	Yes

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	Yes	Yes	No	No	No	No
Iowa Test of Basic Skills	Yes	Yes	Yes	No	No	No	No
PASA	No	No	No	No	No	No	No

Student Assessment

Fell Charter School has successfully met AYP each consecutive year of existence. However, for the last few years, it had been met with the use of the Confidence interval, PPI and Safe Harbour Provision. The decrease in performance on the PSSA is predominantly due to the high rate of transient student population and the fact that students come to us from eight surrounding school districts. However when the data is disaggregated by the number of years the students have attended Fell Charter School, it shows that students who stay with FCS perform well above the state targets. This continues to be true.

The same correlation exists on the disaggregated data from the ITBS. The longer a student attends Fell Charter School, the stronger he or she performs on the test.

Fell Charter School continues to aim to reach and exceed state targets by using the data to target students who would benefit from extra support such as participation in the after school tutoring programs, in the development of Personalized Student Achievement Plans (PSAP's) for each student addressing additional needs, and to provide the faculty with ongoing Professional Development training to ensure the state standards are mastered at the appropriate grade level by providing reinforcement in the development of lesson plans, the implementation of effective teaching strategies and managing a successful classroom.

A significant amount of time was spent this year, collaborating on standards, anchors and benchmark assessments and the PACC. We focused specifically in the area of Math (having re-aligned our curriculum to the state more closely). We also look at the standards in general more closely. Last year we did the same process to focus on Reading/ELA.

Student Assessment - Attachments

- Disaggregated Scores from ITBS
- Fell 2009 PSSA Results
- Disaggregated PSSA Scores
- 2010 Fell Charter School Report Card
- 2010-2011 ITBS Results
- PSSA 2010-2011 Results by Grade

Teacher Evaluation

A). Fell Charter School teachers are evaluated on a regular basis. Informal and formal observations are made by the Principal/CAO, and by the Regional Vice President (of Mosiaca Education), a certified educational professional, assigned to Fell Charter School. On-going, formal and informal observation of our staff creates an atmosphere of support and growth for everyone. Observations are also used as another way to team build, and motivation for teachers to want to continue to excel. In addition, on-going observations assist faculty in improving their own performance, use of strategies and working more closely with

administration. Teachers have the opportunity to earn financial bonuses for their professional performance and progressive student achievement. Our focus on teacher evaluation is one way we keep our eyes focused on our main goal of student achievement. We therefore expect the following as the absolute minimum for teachers at our school:

- In-depth knowledge of subject matter
- Strong instructional skills
- Effective use and design of assessments and assessment skills
- Focus on student achievement
- On-going parent/guradian satisfaction thru sruveys and communication
- Effective classroom management and use of behavioral services/opportunities
- Professionalism
- Service to our school
- On-going attendnace and participation in professional development
- On-going review and use of the state standards and anchors
- Formal documentation of the use of the standards in the lesson plans (beginning 2008-2009 school year)
- Motivation to learn the Mosaic Models (including Paragon)

In addition, Fell Charter School uses the Mosaica Model of the IPDP (Individualized Professional Development Plan) to evaluate teachers, track teacher prograss and ensure professional growth. The IPDP is done as a pre-conference, post-conference and on-going meeting tool between the Principal and the teacher. It's contents are shared with the RVP if necessary.

B). Fell Charter School teachers are evaluated on a regular basis. Informal and formal observations are made made by the Principal/CAO, and by the Regional Vice President (of Mosiaca Education), a certified educational professional, assigned to Fell Charter School.

C).The Principal/CAO is required to attend Mosaica Leadership Training (MLI) and is provided with checklists, rubrics and other forms to monitor staff performance. In addition, the Principal/CAO regularly attends PATTAN training in the areas of Special Education and instrucional techniques and trainings offered by the local IU #19.

All of the above are thoughtful and purposefully dedicated decisions toward our mission of providing outstanding learning opportunities for all of our students, by properly educating our staff and providing them with the tools they need to effectively do their jobs.

Student achievement is our focus, and these are a few of the ways we ensure success for all, each day.

Teacher Evaluation - Attachments

- Copy of Instructional Evaluation
- Copy of Individualized Professional Development Plan

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

There has been no leadership changes to our Board of Trustees.

Mrs. Sue Yates is our Mosaica RVP.

In addition, Mary Jo Walsh accepted the opportunity to remain Principal/CAO. Mary Jo Walsh has been with FCS since August 1, 2006.

Board of Trustees

<u>Name of Trustee</u>	<u>Office (if any)</u>
Edward Skorupa	President
Rachele Gorel	Secretary
Michele Kelsch	Policy Member
Edward Diehl	Member
Wendy M Dudley	Member

Professional Development (Governance)

The Board of Trustees has on-going communication and training with Mosaica Education, Inc. All Board meetings are published, agendas developed and minutes taken. These are available for the general public. The new board members brought on during a school year or before also receive board training.

Coordination of the Governance and Management of the School

The Fell Charter School Board of Trustees adhere to the tenants of the original and now second charter. They are organized into a group of founding and new members who have roles and responsibilities on the board. We have maintained the same president over the tenure of the school. A new Vice President was appointed last year, as the former VP stepped down. The board meets monthly in both executive sessions as well as public session. Minutes of the previous meeting are made available, an agenda for the current meeting is presented, financials are provided and any other information that is to be discussed at the meeting. The principal/CAO is a sitting member, non-voting member of the board. At each meeting Mosaica Education Inc. provides documentation that is pertinent to the meeting, as well as an MEI employee (in most cases it is the principal/CAO, finance staff and/or Regional Vice President). The board has training for new members as they are added. The board along with MEI ensures that ethics forms are passed out at each July meeting, collected at the August meeting and retained at the school as required. All board members have email in order to receive any urgent materials. The board works very well together in support of the school.

Coordination of the Governance and Management of the School - Attachment

- 2009-10 Board Meeting Dates

Community and Parent Engagement

The school board works very diligently each year to promote the school and our students in the local and surrounding communities. This is all done with the additional help of many involved parents/guardians. The administration puts out a newsletter each week detailing what is or has been going on in the school, forecasting future events, inviting parents/guardians/family to events, showcasing our student's achievements and talents. The newsletter also has a spot (added this

year) for questions for parents/guardians, students, anyone who wants to ask the principal a question. The question is answered in detail on the back page. In addition, we host a Paragon Night each month which showcases a curriculum area of study that the students have been working on for the last few weeks (usually done by grade). The students perform, the school has an open house, parents/community members may tour the classrooms and speak with teachers informally and see the great work that is on display in the classrooms. The members of the community are free to learn more about the school and our program(s). In addition our Board secretary works very closely with the local newspapers ensuring that our events are publicized. The principal/CAO works closely with the local papers and other media outlets to ensure that ads are appropriately placed, that events are showcased and she makes sure that pictures of our students or staff are sent in a timely fashion. The board and the principal/CAO has also invited many organizations to visit the school and participate in programs for our students. The following is a random sample of such organizations: D.A.R.E, Red Cross Blood Drive, Public Library Bookmobile, VFW, local fire departments, local EMS, State Police, local doctor, local dentist, University of Scranton students, Officer Phil Assembly, local pre-schools, Head Start Program, parent volunteers, Winter and Spring musicals, talent show, Parent work sessions on Saturdays, Carbondale Public Library and local colleges and university representatives. Homework is encouraged to be done at times as a family, for families to work on a project together or for families to come in and be part of the student presentations. Parents/guardians also donate and/or make the costumes for the plays/musicals/etc. This past year, FCS held its second full school involved musical, it was another huge success for the school. Parents/family members also chaperone trips (with proper clearances on file), they help serve lunches and they offer an extra set of hands/eyes at many of our school events.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

Small, classroom fund raising activities were conducted this 2010-2011 school year. Most classes held fund raisers for their class trips: ie; Pizza sales, donut sales, t-shirts, book sales, etc. Our Student Leadership club also did fund raisers for trips as well. The Home and School Association also sold plants at the holidays. The HSA also has plans to provide for fund raising activities again this coming school year.

Fiscal Solvency Policies

The majority of financial resources raised for school purposes are dedicated to the charter school's operations with 90% of the revenue derived from the Local Educational Agencies. The respective Local Educational Agencies are billed monthly for the students attending Fell Charter School. Under Act 22 of the School Code per pupil revenues if valid are guaranteed. If payment from an LEA is not received in a timely fashion, then the PDE is sent a reconciliation form with the amount of funds at issue, and the funds due to Fell Charter School are sent directly to the charter school from the PDE. This along with monthly billing to the Local Educational Agencies promotes a positive, yet tight cash flow for the Fell Charter School.

Monthly school board executive sessions are held after the public board meetings to discuss any issues concerning the operations of the Fell Charter School. These meetings, as well as our monthly board meeting provides for a tremendous amount of Board oversight concerning the financial operations. In addition, the Fell Charter School has a contracted management agreement with Mosaica Education, Inc. to maintain and oversee their financial operations. The management company utilizes set policies and procedures concerning fiscal management, including budget preparation and monitoring, of the charter school's financial resources. The

management company also utilizes prescribed accounting policies and principals.

We also utilized an account firm out of the area to audit the school each year. The last school year's audit, as well as previous ones have been clean.

Accounting System

SAGE is the general purpose accounting system which does general ledger reports, balance sheet, income statement, accounts receivable, accounts payable and cash management modules. ADP is the payroll system used. SAGE has a chart of accounts which complies with the PA Public School Code requirements. It also prepares the necessary report requirements. SAGE is a flexible accounting package which meets all of the Generally Accepted Accounting Principals (GAAP).

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachments

- 2009-2010 Balance Sheet
- 2009-2010 Income Statement

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

Audit firm: Mailie, Falconiero & Company, P.O. Box 680 Oaks, PA 19456
Last Audit: June 30, 2011, final meeting is set for September to review.
The audit was passed without issue.

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

- 2009 Audit Mailie, Falconiero & Company

Citations and follow-up actions for any State Audit Report

Fell Charter School was audited for approx. three weeks during October, by three state-assigned auditors, during the 2007-2008 school year. Fell Charter School successfully passed the audit. As of the summer of 2010 we were under state audit again, completed successfully.

SECTION VII. FACILITY RESPONSIBILITIES

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

We moved to a temporary, former catholic school this year. Our new school will be built by August 2013. We have continued our contract agreement with DELL computers. This contract

for services is for laptop computers, service, etc. We have purchased day to day items such as, but not limited to: light bulbs, cleaning supplies, etc. We are now making lease payments to the Diocese of Scranton.

Future Facility Plans and Other Capital Needs

- We are currently working on a USDA loan that will allow us to build a brand new school building on the current property. We anticipate final completion of the new building by August 2013. Amount of loan is 6.48 million dollars.
- FCS will also continue to make capital purchases of computers or other needs as they arise, with Board approval.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

Fell Charter School employs a full time school nurse for each of the school days. She conducts all required health screenings, assures proper immunizations of current and enrolling students, as well as maintenance and documentation of all records. When student's transfer to another school, she prepares the records to be sent. Immunizations are kept in the student medical files, housed separately from the student files. School Health Services is attended to each year. The 2009-10 Reimbursement and Report of School Health Services will be filed online in August 2011 through the SHARRS system.

The school conducts monthly fire drills. Lock down drills, severe weather drills, evacuation drills, safety drills, and modified lock down drills as done as well during the school year.

This school year, the Fell Charter School administration and staff worked with the Carbondale Police Department, due to our move. We re-vamped the emergency plan with the CPD.

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

- Wellness Policy
- 2008-2009 Health Reimbursement for School Year

Current School Insurance Coverage Policies and Programs

Blue Cross of NEPA/Highmark Blue Shield — Medical Benefits, Prescriptions, and Vision.

First Priority Health BC/BS Association— Medical Benefits, Prescriptions, and Vision .

Hanover — Business Owner's Insurance, Umbrella Policy, and Workers Compensation.

Met Life — Dental Insurance, Life Insurance, AD&D Coverage, and LTD.

Current School Insurance Coverage Policies and Programs - Attachment

- 2010 Declaration Pages

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

Fell Charter School had 22 staff positions during the 2011-12 school year.

Faculty and Staff Members

Mary Jo Walsh	Principal	Return	Full Year
Susan Gravine	Program Facilitator	Return	Full Year
Kevin Bennett	Behavior Specialist	Return	Full Year
Brent Pennington	Admin. Assistant	Return	left May 2012
Barbara Richards	Cafeteria Mgr.	Return	Full Year
Susan Flynn	Nurse	Return	Full Year
Patrick Shimo	Maintenance	Return	Full Year
Sabrina Durst	Kindergarten	Return	Full Year
Amy Evans	First Grade	Return	Full Year
Emily Johnson	Second Grade	Retrun	Full Year
Kaitlin Gaffney	Third Grade	Retrun, left	September 2012
Jill McGurgan	Fourth Grade	Return	Full Year
Jeff Swartwood	Fifth Grade	Return	Full Year
Eileen Allegrucci	Science	Return	Full Year
Ashley Grove	Paragon(Social Studies/History)	Return	Full Year
Kaitlin Muha	Music	Return	Full Year
Emily Workman	Physical Education	Retrun	Full Year
Mina Ardestani	Artist in Residence	Return	Full year
Tara McNulty	Special Education	Return	Left December 2011

Sarah Lyons Special Education Return Full Year

Donna Melvin Title 1/6/7/8 Math Return Full Year

Lauryn Filipkoski Special Education New Full Year

Ashley Verrastro Special Education New started Septebmer 2011

PLEASE NOTE: Since submission of the Elementary and Secondary Professional Personnel Report and use of form PDE-414 was replaced with PIMS, the related PIMS templates are attached in place of the ESPP documentation.

Quality of Teaching and Other Staff - Attachments

- PIMS Staff Assignment Template
- PIMS Staff Template

Student Enrollment

A.) Fell Charter School follows all state laws concerning student enrollment in public charter schools. Any student may enroll as long as the maximum class size has not been reached in the grade level in which the student wishes to enroll. Enrollment documentation is completed and forwarded to the local school districts to verify enrollment.

- Full day Kindergarten is offered at Fell Charter School. Any student who has reached the age of 5 by September 1 of that school year is allowed to enroll as long as the maximum class size has not been reached.

Current enrollment	Not returning	No response	Re-enrolled for next year*		
K	19	1		18	
1	12	0		12	
2	16	0		16	
3	8	0		8	
4	15	1		14	
5	12	0		12	
6	16	3		13	
7	13	1		12	
8	16	N/A	N/A	N/A	N/A
Total	127	6*	0	105	94%

- Numbers of students who were required to leave the school (expulsions, other), and the numbers who left voluntarily: No student was expelled this year.
- * does not include the 8th grade students who are moving on to high school.

B.) 94% of the students at Fell Charter School have chosen to re-enroll for the 2012-13 school year. Many of the students who are not returning will be attending a district closer to their residence or have relocated.

Student Enrollment - Attachments

- Admissions Policy: See pages 5-6 in FCS Handbook
- 2009-2010 Enrollment Summary

Transportation

Students are transported from their homes to Fell Charter School by their home school district's transportation system. In some instances the home district uses their own buses. In other cases, the home district contracts with local bus companies/drivers to provide the services. Special education students are also transported by their home school district by bus, van or car contract. Due to the move this year, one district stopped providing transportation due to us being beyond the 10 mile radius. When we move back to Simpson, this district will start transporting again.

Food Service Program

Fell Charter School contracts with Preferred Meals Systems. Prepackaged meals are purchased from Preferred Meals and warmed/cooked on site.

Fell Charter School participates in the National School Lunch Program for Free and Reduced Lunches.

Student Conduct

Admissions Policy: Fell Charter School's Board of Trustees understand the importance of establishing fair and equitable criteria for student admission and shall fully comply with the PA Charter School Law regarding admissions policies and procedures, as well as any other applicable state or federal guidelines. Fell Charter School is non-sectarian in all respects, does not discriminate against any student on the basis of race, ethnicity, national origin, gender, sexual orientation or disability. Admissions criteria do not consider intellectual or athletic ability.

Fell Charter School held informational sessions for parents/guardians for students in grades Kindergarten through grade 8 during the month of March. The event was publicized, in addition, each year we host an Open House in August as we come back to school. Each month via our Paragon Night, we have hold an Open House as well.

Any child who under state law is eligible for admission to a public school is qualified for admission to Fell Charter School. This admission policy will be made available to the public.

Attendance: Regular attendance is one of the most important factors for a successful education. Attendance in class has a stronger impact on academic progress than any other factor. From an educational standpoint, the process of determining, grading, observing and evaluating a student's performance must include a review of such items as self-discipline, group interaction, and class participation which are not captured or reflected in paper-and-pencil tests. Accordingly, the Fell Charter School expects and requires that students maintain regular attendance in school.

Expectations of Student Behavior and Responsibilities:

***this area is not all inclusive and is to be used as a guide.**

FCS Pride Rules:

- Put downs are prohibited.
- Respect and trust toward one another.
- Insist upon your personal best.
- Discuss and listen actively.
- Expect and give truth and honesty.

The Fell Charter School has established these **PRIDE** rules to provide an atmosphere throughout the school in which students feel safe, secure, and happy. Creating this atmosphere will give students the maximum opportunity to learn.

Discipline policy/practices beliefs: Discipline is a process that developed over time and with well-programmed education helps students develop self-control, good character, effective judgments, orderliness, efficiency of time and practices. Good discipline is simply good, self-control. Additionally all students have rights. Among these are the right to the best education possible, in a safe, orderly and conducive, learning environment. FCS's School Board and administration will follow PA state regulations (Chapter 12) with regard to suspensions and expulsions. Part of our discipline process is knowing when your rights are impacting on those around you. Students should remember that actions generally determine how those around you treat and respond to you. Your character is defined by your patterns of behavior, therefore maintaining a good character is paramount to being treated with respect and trust from those around you.

Classroom Expectations and Conduct:

- * Come to each class on time each day ready to work, learn and participate.
- * Ask for help when necessary.

- * Question appropriately.
- * Bring all necessary materials with you to each class.
- * Raise your hand to be acknowledged to actively participate in class.
- * Follow instructions, abide by the classroom rules, practices and procedures.
- * Respect the rights and property of others.
- * Do not slander a fellow student, staff, faculty or guest.
- * Do not infringe on the rights of other students to receive an education.
- * Follow socially accepted practices of engagement with others.
- * Accept responsibility as well as praise for your actions.
- * Complete all assignments as proscribed.
- * Follow reasonable requests of faculty and staff.
- * Never confront a teacher in front of the class, calling that teacher's authority into question.
- * Have an open mind, and a willingness to learn new ideas.

Behavior Rewards/Acknowledgements:

1. Student of the Month — students who portray the PRIDE rules during the month.
2. 200 Club — students earn a red ticket for achieving specific goals or are “caught being good!”. Red tickets are redeemed for lunches with other students, the Behavior Intervention Specialist (BIS), principal and other staff.

Discipline Infractions: infractions may include some or all of the following. This list should be perceived as fluid, as the environment grows and changes. Additional terms may be added at the discretion of the Principal/CAO.

Activation of the fire alarm system: Students may be fined under the PA penal code of false activation of the system.

Defiance: willful failure or refusal to follow given instructions/directions.

Disrespect: willful failure or refusal to lessen the integrity, authority or public opinion of an individual.

Physical Assault: purposely causing harm or injury to another. In addition to a school consequence(s), students involved in an assault may be subject to law enforcement consequences, or be responsible for the cost to repair any FCS damages.

- Inappropriate public displays of affectionate behavior: overt public displays between students that may cause embarrassment, or negative reactions from others.
- Profanity, obscenity, inappropriate language: visual or verbal ideas, language or drawings, etc. that are deemed socially inappropriate. Or any of the above that interrupt the learning of individuals, or cause threats or embarrassment or harassment.
- Threats/harassment: willful behaviors/actions that torment or threaten another person for any reason. This includes, but is not limited to expressions, drawings, visual images, signs and other intended action. {Section 703 of Title VII of the Civil Rights Act of 1964, Section 5 (a) of PHRC Act, Title IX of the 1972 Education Amendment...as well as an additional state or Federal mandates subsequent to the publishing of this Handbook}.
- Fraud: providing false information about an individual.
- Theft: taking of property that belongs to others or other entities. In addition to school consequence(s), legal consequences may also be applied.
- Destruction of school property: behavior or actions that damages or destroys property of FCS. The full cost of replacement will be paid by the student/family.
- Drugs/Alcohol: any illegal/controlled substance. These should not be on, near or around school property or persons. The FCS Board of Trustees follows the controlled substance schedules I through V of Section 202 of the Controlled Substances Act (21 U.S.C. 812) and as further defined by regulation at 21 CFR 1300.11 through 1300.15.
- Possession: having on person or property
- Apparent intoxication/drug use: if in the professional opinion of the principal or his/her designee as student appears to be under the influence (based on a preponderance of the evidence), the student will be sent home, after a call to a parent/guardian, or if necessary local law enforcement.
- Special situation(s) regarding a student addict, a student who has been arrested for possession or convicted of possession: if difficult or harmful publicity is affecting a student(s) or disrupting his/her ability to remain with his/her peer group at FCS, the principal and the board will discuss the situation with the parents/guardians. If it is mutually concluded that the student would be better educated in another school setting, every effort will be made by the FCS to ensure the safety, effective learning environment and transition for our student(s).

Immediate Classroom Behavior Consequences: All classroom teachers will follow all of the steps in his/her individual classroom plan to try to modify disruptive behaviors. All classroom teachers will refer a student to the principal or BIS if disruptive behaviors continue.

Students who curse at or use vulgar language on a teacher will be immediately suspended from school for one day with a mandated parent/guardian meeting in order to return.

Subsequent Classroom/other Behavior Consequences/Options:

A. Student Conference with Principal and/or Behavioral Intervention Specialist (BIS)

The Principal and/or BIS and student will discuss the behavior leading to the referral as well as choices the student could have made or will make if he/she is faced with a similar situation in the future. Parent/guardian will be notified by written notice of referral. The student will prepare a written apology with Principal and/or BIS. This apology must be delivered to and accepted by the classroom teacher before the student may return to class. A conversation will also take place about effective strategies to eliminate such behaviors in the future, with the classroom teacher(s).

B After-School Detention

After-School Detentions take place on one afternoon a week from 3:30-4:30pm for all grades. Parents/guardians will be informed at least 3 days prior to the detention to allow adequate time for transportation arrangements.

Detentions may be given to students for repeat minor infractions of consequences. Detentions may also be given to first time offenses such as but not limited to inappropriate language, refusal to cooperate/participate in class, and disrespectful behavior. Teachers will provide documentation regarding the infraction.

Students are limited to two consecutive detentions. Parents/guardians will be notified by written notice of referral of a third detention. A third consecutive detention is an automatic one day In-School Suspension (ISS).

C. In-School Suspension (ISS)

For ISS, students will be provided with school work from the classroom teacher(s) and kept separated from their class for the entire school day (7:45am—3:30pm).

ISS may also be given for minor infractions as minimal/accidental property destruction, physical aggression (verbal or physical), or other threatening behaviors.

Students are limited to two consecutive In-School Suspensions. A third ISS will result in a one day Out-of School Suspension (OSS).

D. One day Out-of-School Suspension (OSS)

This may be a student's last consequence before facing a 3-Day Suspension or possible Discipline Board Hearing. Parents/guardians will be notified by written notice of referral and a conference will be scheduled with the CAO, BIS, classroom teacher and parent/guardian before a student may return to classes.

5. 3 to 5 Day Out-of-School Suspension (OSS)/Discipline Board Hearing

Students who receive a 3-Day OSS have exhausted all phases of the classroom and other consequence process. Students will be suspended from school for three days, for major issues that disrupt the learning environment of the student or others, impact the teaching ability of the instructor, detract from others opportunities to learn, cause harm to self or others or destroy school property. In addition the Principal may use administrative discretion for other issues not listed here. Prior to returning to school, the student and his/her parents/guardians will meet with the Principal/BIS or Discipline Board to discuss further action/possible expulsion. This Discipline Board will consist of the Principal/CAO, BIS, two classroom teachers (not currently teaching the suspended student) and one other full time staff member.

The following (but not limited to) may at the professional discretion of the Principal, (with supporting documentation) may move a student before the Discipline Board or the Board of Trustees for additional/other consequences:

- **Threats to a FCS staff member or student, theft, extortion, arson, possession of weapons or simulated weapons, drugs, and/or tobacco, alcohol.**
- **Any student who brings onto or is in possession of any weapon on any school property or a school-sponsored activity will receive expulsion for a period of no less than one year, or at the recommendation of the Discipline Board or Board of Trustees.**
- **The severity of and circumstances surrounding an infraction as well as the disciplinary history of the student may necessitate deviation/acceleration of the consequence process. Immediate action by school officials and notification of law enforcement authorities may occur if warranted.**
- **Establishing the level of an infraction and assigning appropriate consequences is at the discretion of the administration and/or the Board of Trustees.**

Definition of Terms:

Referral — A written report given to the Principal/CAO or designee after a teacher has completed all of the steps in his/her classroom discipline plan. The classroom discipline plan will not be followed in the case of severe infractions. The teacher will make an immediate office referral.

Severe Infraction — Includes but is not limited to verbal abuse of a teacher, foul language, fighting, harassment and racial slurs. Local authorities may be contacted by the Principal.

ISS — The student will be assigned to a campus location other than his/her regular classroom to complete the ISS. The student will complete any work assigned by the classroom teacher as well as assignments that may be given by the Principal.

Expulsion — Student will no longer be permitted to attend Fell Charter School, for an identified period of time. Students who have exhausted the discipline process at FCS may be moved

before the School Board for possible expulsion from the school. Expulsion may take several forms, based on the situation. Parents/Guardians will be notified of a date and time for the hearing before the Board. Parents/Guardians will be issued written documentation stating the reason the student is going before the Board, what the official process is and how the parents/guardians may choose to be represented at the hearing. All information will be sent to the home address via certified mail. The FCS solicitor will guide all expulsion hearings according to the laws of the PA Commonwealth .

There were no students expelled this school year.

And we are honored to twice have received the Center for Leadership and Ethics Award as a PA School of Character.

Student Conduct - Attachment

- FCS Student Handbook 2010 Update

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2012

The Fell CS within Northeastern Educational IU 19 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
2011 - 2012 Annual Report for Pennsylvania Charter Schools

Date

Verify that all DATA reports to PDE are complete

YES _____ NO _____

Assurance for Compliance with the Public Official & Employee Ethics Act

The original Public Official and Employee Ethics Act (the "Ethics Act") was amended and reenacted in 1989 by Act 9 of 1989 and in 1998 by Act 93 of 1998. (See Act 9 of 1989, 65 P.S. §401, *et seq.* and Act 93 of 1998, Chapter 11, 65 Pa.c.s. §1101 *et seq.*) The Act provides that public office is a public trust and that any effort to realize personal financial gain through public office is a violation of that trust. The Act was passed to strengthen the faith and confidence of the people of the Commonwealth in their government. The Act established the State Ethics Commission to administer and enforce the provisions of the Act and to provide guidance regarding the standards established by the Act.

The Fell 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: Mary Jo Walsh **Title:** Principal/CAP
Phone: 570-282-5199 **Fax:** 570-282-0930
E-mail: mjwalsh@fellcharter.org

Signature of the Chief Executive Officer and Date

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

Name: Ed Skorupa **Title:** School Board President
Phone: 570-282-5199 **Fax:** 570-282-0930
E-mail: mjwalsh@fellcharter.org

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: John Jaquith **Title:** Director of Special Services
Phone: 570-282-5199 **Fax:** 570-282-0930
E-mail: jjaquith@mosaicaeducation.com

Signature of the Special Education Contact Person and Date

Signature Page - Attachments

- Act 48 letter
- FCS Wellenss Policy
- Special Educ.

- Act 48
- 2009-10 Board Meeting Dates
- 2009-2010 Balance Sheet
- 2009-2010 Enrollment Summary
- 2009-2010 Income Statement
- 2010 Annual Report Signature Page
- 2010 Declaration Pages
- 2010 Parent Satisfaction Surveys
- FCS Student Handbook 2010 Update
- PIMS Staff Assignment Template
- PIMS Staff Template