
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: Montessori Regional CS
Address: 2910 Sterrettania Rd
Erie, PA 16506

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2011 - 2012

Name of School: Montessori Regional CS

Date of Local Chartering School Board/PDE Approval: February 20,2004/November 2009

Length of Charter: Eight Years **Opening Date:** September 1, 2004

Grade Level: Kindergarten-6th **Hours of Operation:** 8:00-3:30

Percentage of Certified Staff: 96% **Total Instructional Staff:** 24

Student/Teacher Ratio: 12:1 **Student Waiting List:** 42

Attendance Rate/Percentage: 94%

Second Site Address, Phone Number and Site Director:

MRCS - North Campus
606 Raspberry Street
Erie, PA 16502
(Students in 4th-6th)
Anthony Pirrello is the site director

Summary Data Part II

Enrollment: 293 as of 6/9/2012 **Per Pupil Subsidy:** \$8,502.06 average for non-IEP and \$15,458.62 avg. for IEP students

Student Profile

American Indian/Alaskan Native:	2
Asian/Pacific Islander:	6
Black (Non-Hispanic):	7
Hispanic:	8
White (Non-Hispanic):	229
Multicultural:	10

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
45%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 33

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	180	180	0	0	360
Instructional Hours	0	0	900	943	0	0	1843

SECTION I. EXECUTIVE SUMMARY

Educational Community

The Montessori Regional Charter School (MRCS) is the only public school located in Erie County and Northwestern Pennsylvania that provides children in kindergarten through sixth grade a public Montessori Education. The Montessori Regional Charter School provided a tuition free public Montessori education to approximately 300 children during the 2011 -2012 School Year.

The mission of the Montessori Regional Charter School is to provide a superior Montessori program of study that will develop lifelong learners. The children will be prepared academically, emotionally, and socially by creating a love of learning through meaningful and fulfilling educational experiences.

True to the Montessori Method, MRCS utilizes multi-aged, inclusive classrooms. After Kindergarten, the children are grouped in classrooms spanning 3 age ranges; 6 years to 9 years old and 9 years to 12 years old.

The specific educational goals for the children that attend MRCS are:

1. Each student will demonstrate the ability to be an independent learner who shares in the responsibility of acquiring knowledge.
 - Ability to plan learning goals on a daily/weekly basis with the teacher
 - Ability to achieve learning goals on a timely basis

2. Each student will have the opportunity to reach their individual maximum learning potential.
 - Ability to acquire skills and knowledge at a pace based on the student's individual intellectual abilities and maturational level - minimum expectations would be set, which match or exceed expectations in traditional school settings, but potential progress would be unlimited

3. Each child will be educationally challenged according to their unique needs and abilities using the Montessori Method.

4. Each child will be presented with all state requirements for education, and will progress towards meeting these standards while following the requirements of the Montessori Method.

5. The children will have an age appropriate mastery of the Montessori curriculum.
 - The ability to work independently
 - The ability to work with others
 - Proficient use of Montessori materials in all areas
 - Demonstration of acquired skills and knowledge through use and mastery of materials and frequent assessment by the teacher

6. Each child will demonstrate mastery of the necessary tools and skills (such as reading, writing, mathematics, etc.) in order to be able to pursue knowledge.
 - Demonstrated proficiency at each level before advancement.
 - Materials are sequenced; once a student demonstrates proficiency they advance and receive a lesson on the next set of materials.
 - Demonstrated proficiency through standardized tests

7. Each child will learn to think independently, develop research questions, and use all appropriate available technology, including Montessori manipulatives, interpersonal resources, as well as print and electronic reference materials to research the answers to their questions. He or she will develop an understanding of how to find information through the use of various media and references.
 - Ability to find and use reference materials: printed and multi-media
 - Ability to use a library
 - Ability to use a computer - including word-processing, CD-ROM, Internet

Each child in a Montessori classroom works at an individualized pace based on his or her educational readiness. A child who is ready to read or multiply fractions is given developmentally appropriate challenges, without the artificial limits of chronological age, or what the other children in the room are able to do. A child, who is not developmentally

ready for these tasks will not be rushed through, again based on this same philosophy. The individualized education plan is something most educators associate with students receiving special education services. MRCS is committed to provide individualized education for all of our students.

Teachers individualized instruction for students and children with special needs are educated in accordance with their educational needs and with all state and federal laws and statutes. Special education students are educated in an inclusive classroom environment whenever educationally possible, in full accordance with PDE and Federal regulations. MRCS employs a Special Education staff to provide special education instruction, through support to the Montessori classroom teachers and/or to provide individualized instruction as needed.

Montessori classrooms are distinctly different from traditional public education. Montessori classrooms are staffed with a head teacher and a teaching assistant in order to provide ample support for individualized instruction. Specific Montessori materials, such as binomial cubes, pink towers, bead frames, and movable alphabets are all utilized as appropriate on a daily basis and are essential to a Montessori education and curriculum. Although papers and pencils are used, the traditional worksheets and practice sheets have been replaced with the various Montessori materials that reinforce concepts.

Workstations replace desks in a Montessori classroom. Children are, and are expected to be, self directed, independent learners. Dr. Maria Montessori, a physician in Italy at the turn of the 20th Century, believed that children learn best by doing. In a Montessori school, this goal is accomplished through active pursuit of many different, integrated learning experiences: physical, social, emotional, and cognitive. The child centered approach keeps motivation high and consequently expectations very high.

Mission

The mission of the Montessori Regional Charter School is to provide a superior Montessori program of study that will develop lifelong learners. The children will be prepared academically, emotionally, and socially by creating a love of learning through meaningful and fulfilling educational experiences.

Vision

The vision of MRCS is to provide a superior Montessori program of study that will develop lifelong learners. Our children will be prepared academically, emotionally, and socially by creating a love of learning through meaningful and fulfilling educational experiences. By using a carefully prepared curriculum and concrete learning materials developed by Maria Montessori, our students are stimulated into logical thought and discovery. It is the intent of the MRCS Teachers, Administration and Board of Trustees to drive and develop the organization to become the premier educational agency in the area.

Shared Values

The guiding principles of the Montessori Regional Charter School:

- To encourage independence and self reliance
- To honor, respect, and value individual differences
- A committment to multiage, multi-ability, and multicultural classrooms
- To provide safe, prepared environments, filled with developmentally appropriate, tactile materials
- To maintain a highly qualified teaching staff and administration
- To recognize parents role in our educational process
- To be a resource for our community as a center for Montessori training, observation, and awareness.

Academic Standards

Act 22 states that a charter school "shall be accountable to the parents, the public and the Commonwealth." (24 P.S. §1715-A (2)) MRCS differentiates three areas of accountability with annual measurable goals: performance, regulatory, and market accountability.

Performance accountability encompasses the achievement of measurable goals and objectives that reflect the mission of the school as established in the charter.

- During the 2011-2012 School Year, as required by the PDE, students participated in the PSSA testing.
- Progress reports were completed and reviewed by parents during the school year at parent-teacher conferences
- All children were evaluated daily on an individual basis using an individualized lesson plan created jointly between the student and the teacher.
- All children are evaluated based on their achievement of goals set at the beginning of the year and progress made toward completion of required skill sets per the student evaluation forms.

<u>Measurable Goals and Objective</u>	<u>Strategies and Interventions</u>	<u>Performance Indicator</u>	<u>Results and Progress</u>
95% participation in PSSA testing as required by the PDE	Give tests early during the testing weeks. Assure absent students have adequate time to make-up the test	Student participation in the PSSA test	100% participation for grades 3, 4, 5 and 6
MRCS will make AYP through the proscribed methods as set forth by the PDE	Students are taught using the Montessori Method and Montessori materials	For Grades 3, 4, 5 and 6 in 11-12: Made AYP in Reading Made AYP in Math	Results per 2011-12 Adequate Yearly Progress Data File Report: Reading: Made AYP Math: Made AYP
Increase in individual student scores for those students not achieving at proficient or advanced on the PSSA	Students weak in math and/or reading skills are given additional intensive one-on-one or small group math and/or reading instruction Aligning Montessori based curriculum to PDE Standards and Anchors New computer based tools: AIMSweb and MAP	Using new computerized tools (AIMSweb and MAP) to determine student areas of weaknesses and strengths	MRCS continues to meet AYP per the PDE.
Provide prepared Montessori environments (classrooms) to maximize learning for all levels	Classrooms are outfitted with Montessori materials and provide state of the art equipment to other departments including, physical education, the library, art, language and the nurse's office. Maintain the Montessori curriculum and provide a	PSSA testing, parent-teacher conferences two times yearly, one written evaluation sent to parents, self-directed learning and self-evaluation by using student work plans to set and track progress toward goals	Student performance will increase due to students being able to work and progress individually and to function at their highest level

	<i>flexible, safe, non-competitive environment</i>		
<i>Provide a balanced Montessori curriculum to 100% of students</i>	<i>Academic work will follow the traditional Montessori Albums to provide a sequential, integrated hands-on program in all subject areas</i> <i>Montessori Curriculum Alignment Project (MCAP)</i> <i>Curriculum Assessment and Alignment Team (CAAT)</i>	<i>PSSA testing, parent-teacher conferences two times yearly, one written evaluation sent to parents, self-directed learning and self-evaluation by using student work plans to set and track progress toward goals, including, Progress Reports, AIMSweb Reports and PSSA scores</i>	<i>Student performance will increase due to student being actively engaged in interesting presentations in all subject areas</i>
<i>Plan for each child's continued learning</i>	<i>Using the Montessori curriculum ensure a strong foundation in math, language and cultures — develop abstract thinking, problem-solving and creativity</i> <i>Montessori Curriculum Alignment Project (MCAP)</i> <i>Curriculum Assessment and Alignment Team (CAAT)</i>	<i>PSSA testing, parent-teacher conferences two times yearly, one written evaluation sent to parents, self-directed learning and self-evaluation by using student work plans to set and track progress toward goals including, Progress Reports, AIMSweb Reports and PSSA scores</i>	<i>Student performance will increase due to individual learning programs that focus on the student's needs</i>
<i>100% of the students in the 6-9 and 9-12 will participate in assigned independent projects</i>	<i>A) 9-12 Students will create a science or social studies display</i> <i>B) 6-9 Students will write, illustrate and publish a book</i>	<i>Documentation of satisfactory completion of project</i>	<i>A) The completed projects were displayed for the public at the Annual Science Fair</i> <i>B) Parents attended an "Author's Tea" where each student presented his/her book</i>
<i>Establish a baseline record of attendance and absences to decrease absenteeism</i>	<i>Track daily attendance from each classroom</i>	<i>Improved attendance as habitual absences are observed and solutions are offered</i>	<i>Student performance met or exceeded goals set at the beginning of the year</i>
<i>90% attendance rate as calculated by ADM</i>	<i>Track daily attendance from each classroom</i>	<i>Increased attendance or fewer absences</i>	<i>MRCS had over a 90% attendance rate</i>

Regulatory accountability and business management encompass submission of all required annual financial reports, annual audits and other reports to the PDE and other agencies, which confirm the school's compliance with existing and applicable rules and regulations.

<u>Measurable Goals and Objective</u>	<u>Strategies and Interventions</u>	<u>Performance Indicator</u>	<u>Results and Progress</u>
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PA Charter Schools Annual reports to PDE and sponsoring districts due August 1, 2012	Accumulate information needed for the report throughout the school year	Completion by due date	Reports filed accurately and timely
Local, state and federal audits	Accumulate information needed for the report throughout the school year	Completion by due date	Audits performed accurately and timely
Completion of Act 48 requirements by the due date for 100% of PA certified teachers	Make available on-site professional development courses, as well as, participation in other Act 48 qualifying courses	Completion by due date	100% of PA Certified teachers completed Act 48 requirements
Annual Financial Report due October 2011	Accumulate information needed for the report throughout the school year	Completion by due date	Submitted on time

Strengths and Challenges

The vision of MRCS is to provide a superior Montessori program of study that will develop lifelong learners. Our children will be prepared academically, emotionally, and socially by creating a love of learning through meaningful and fulfilling educational experiences. By using a carefully prepared curriculum and concrete learning materials developed by Maria Montessori, our students are stimulated into logical thought and discovery.

The Montessori curriculum is organized to move from concrete to abstract in a series of studies that tie separate curriculum areas together to complement one another in an integrated approach to learning. To facilitate this approach, the Montessori classrooms are composed of multi-aged groupings of students as follows:

Kindergarten 5 and 6 years

Elementary I 6 years to 9 years

Elementary II 9 years to 12 years

The classrooms are also physically organized into these curriculum areas - Language Arts (reading, literature studies, grammar, writing spelling and handwriting), Mathematics and Geometry, Geography, History, Biology, Botany, and Science.

The Montessori materials are tools that lead the child to logical thought and discovery. They are arranged on low open shelves from most simple to most complex, and most concrete to most abstract. The Montessori lessons employ the Montessori materials to introduce concrete experiences and direct interaction as they isolate and teach one concept. As

the child masters each concept and is developmentally ready, the materials move into abstraction and more difficult concept.

Lessons are presented to students in small groups of three to four students (occasionally the whole group will receive a lesson together) by teachers using the Montessori materials and methods of presentation. Impressionistic stories, moving from the whole to the parts and using accurate "Scientific" language are integral to each lesson. Learning occurs through self and teacher initiated experiences by manipulating materials and interacting with others. Emphasis is put on the child as a whole with his physical, emotional, social, aesthetic, and cognitive needs and interests inseparable and equally important.

In 2007-08 MRCS has began the process of aligning the Montessori based curriculum with the Pennsylvania Department of Education (PDE) Academic Standards. The Montessori Curriculum Alignment Project (MCAP) was a three year project designed to improve PSSA scores through the outcome based Montessori education model. In 2008-09 phase two was completed. In 2009-10 phase three was completed. This project led to a 20 point improvement in both Reading and Math PSSA scores and continued the string of making AYP.

For 2011-12 MRCS began a second curriculum project, designed to improve our PSSA scores while improving the quality of the Montessori Curriculum. The CAAT - Curriculum Assessment and Alignment Team - was developed by the CEO to research external curriculum opportunities designed to align with Montessori and the PA State Standards. The Curriculum and Research Analyst was also partnered with the CAAT and CEO in this project. The CAAT met over the course of the 2011-12 school year, submitted recommendations to the administration and will measure the results in the 2012-13 school year.

In addition to the Montessori curriculum, MRCS is affiliated with LEA Region Earth Force program. Earth Force combines elements of civic involvement, environmental education, and service learning to encourage young students to become active citizens and improve the environment and their communities now and in the future. This philosophy is compatible with Montessori's cosmic approach to education. Each classroom is required to participate in a project following the Earth Force Model.

There are several strategies we use to improve performance of children struggling to meet the standards. Our multi-age groupings within the classroom offer opportunity for students to review and practice with materials needed for review. Peer-teaching, small-group, and individual instruction are available within the classroom or outside of the classroom as needed.

The Special Education Department pushes-in or pulls-out individuals and groups of students for intensive education and remedial work including Mathematics and Literacy daily.

Weekly, the Title One program pulled-out identified students scheduled to take the PSSA Test and conducted Test Prep and extensive work with multiplication and division computation and memorization of basic facts. Kindergarten through 2nd year students were offered extra practice with the Dolch Sight Words and Reading aloud using phonics based reading material.

Children with IEP's were monitored for compliance with the stated goals on the IEP. Where necessary, Montessori materials are adapted for use. For example, a large version of the Stamp Game was built using 1 inch cubes instead of flat pieces and a Small Bead frame was enlarged from 1/4 inch beads to 1 inch beads for those children with poor fine motor skills. This enabled them to use these basic math materials to meet their IEP goals. The Montessori teaching clock and money materials were also used for meeting IEP goals for students in the 6-9 classes and 9-12 classes.

MRCS has followed the Montessori scope and sequence and used the Traditional Albums (teaching manuals) in each subject area for each level. In 2009-10 MRCS completed aligning the PA State Standards with our Montessori curriculum. Each subject area for each level are now aligned with the PA State Standards. The next phase of the MCAP Project is the evaluation phase, which will allow MRCS to review the results of the curriculum to meet the proficiency levels required. MRCS will acquire any necessary materials and add them to the curriculum in the appropriate sequence. Additional materials will be re-formatted to be compatible with the Montessori materials. Also, the scores from the PSSA exam will be used to monitor student performance and act as a catalyst to identify areas of the Montessori curriculum needing additional resources.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Assessment is an indispensable part of any educational process. Presuming it is intelligently designed and carefully conducted; a system of assessment can both measure the effectiveness of an educational program and reveal growth and difficulties experienced by individual students. MRCS is committed to the continued assessment and evaluation of the students, teachers, administration, curriculum and Board of Trustees.

MRCS is committed to highest quality education for all students. This quality education will be achieved by, but not limited to, the following:

- assuring all professionals and paraprofessionals meet highly qualified standards as set forth by NCLB
- dedicated to continuous Board training on the Carver Policy governance Model.
- other training for all employees as needed (ASCD, CMTE)
- aligning the Montessori curriculum with the State standards
- providing students with the resources to meet and exceed state standards on the PSSA tests.
- Montessori Curriculum Alignment Project (MCAP)

All aspects of the school are reviewed annually to ensure growth along a continuum of excellence, resulting in continued improvement.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Anthony Pirrello	CEO, Montessori Regional Charter School	Administrator	Board of Trustees
Chrostowski, Christine	MRCS Director of Student Services	Administrator	CEO

Jane Binder	HR/Office Manager	Other	Administration
Schodt, Cheryl	MRCS Research and Curriculum Analyst	Other	CEO

Goals, Strategies and Activities

Goal: MATHEMATICS

Description: Students will make AYP in Mathematics.

Strategy: PSSA

Description: MRCS will make AYP as defined by the PDE.

Activity: PSSA

Description: Participation in PSSA testing

Person Responsible Timeline for Implementation Resources

Anthony Pirrello	Start: 9/1/2008 Finish: Ongoing	-
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Status: In Progress — Upcoming

Goal: Under-achieving on PSSA

Description: 5% increase in individual student scores for those students not achieving at proficient or advanced on the PSSA

Strategy: Instruction

Description: Using the PSSA scores as a base, students use their Title I time to determine areas or weaknesses or strength

Activity: Instruction

Description: Students weak in math and/or reading skills are given additional intensive one-on-one or small group math and/or reading instruction

Person Responsible Timeline for Implementation Resources

Anthony Pirrello	Start: 9/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Statement of Quality Assurance

Charter school has met AYP.

There are currently no supporting documents selected for this section.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

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Beginning in 2007-08 MRCS has begun the process of aligning the Montessori based curriculum with the Pennsylvania Department of Education (PDE) Academic Standards. The Montessori Curriculum Alignment Project (MCAP) is the three year project designed to improve PSSA scores through the outcome based

Montessori education model. In 2008-09 phase two was completed. In 2009-10 phase three was completed. The results of the project were a 20 point gain in Math and Reading scores on the PSSA without diluting the quality of the Montessori Instruction.

For 2011-12 MRCS began a second curriculum project, designed to improve our PSSA scores while improving the quality of the Montessori Curriculum. The CAAT - Curriculum Assessment and Alignment Team - was developed by the CEO to research curriculum opportunities designed to align with Montessori and the PA State Standards. The Curriculum and Research Analyst was also partnered with the CAAT and CEO in this project. The CAAT met over the course of the 2011-12 school year, submitted recommendations to the administration and will measure the results in the 2012-13 school year.

In addition to the Montessori curriculum, MRCS is affiliated with LEA Region Earth Force program. Earth Force combines elements of civic involvement, environmental education, and service learning to encourage young students to become active citizens and improve the environment and their communities now and in the future. This philosophy is compatible with Montessori's cosmic approach to education. Each classroom is required to participate in a project following the Earth Force Model.

There are several strategies we use to improve performance of children struggling to meet the standards. Our multi-age groupings within the classroom offer opportunity for students to review and practice with materials needed for review. Peer-teaching, small-group, and individual instruction are available within the classroom or outside of the classroom as needed.

The Special Education Department pushes-in or pulls-out individuals and groups of students for intensive education and remedial work including Mathematics and Literacy daily.

Weekly, the Title One program pulled-out identified students scheduled to take the PSSA Test and conducted Test Prep and extensive work with multiplication and division computation and memorization of basic facts. Kindergarten through 2nd year students were offered extra practice with the Dolch Sight Words and Reading aloud using phonics based reading materials.

Children with IEP's were monitored for compliance with the stated goals on the IEP. Where necessary, Montessori materials are adapted for use. For example, a large version of the Stamp Game was built using 1 inch cubes instead of flat pieces and a Small Bead frame was enlarged from 1/4 inch beads to 1 inch beads for those children with poor fine motor skills. This enabled them to use these basic math materials to meet their IEP goals. The Montessori teaching clock and money materials were also used for meeting IEP goals for students in the 6-9 classes and 9-12 classes.

MRCS has followed the Montessori scope and sequence and used the Traditional Albums (teaching manuals) in each subject area for each level. In 2009-10 MRCS completed aligning the PA State Standards with our Montessori curriculum. Each subject area for each level are now aligned with the PA State Standards. The next phase of the MCAP Project is the evaluation phase, which will allow MRCS to review the results of the curriculum to meet the proficiency levels required. MRCS will acquire any necessary materials and add them to the curriculum in the appropriate sequence. Additional materials will be re-formatted to be compatible with the Montessori materials. Also, the scores from the PSSA exam will be used to monitor student performance and act as a catalyst to identify areas of the Montessori curriculum needing additional resources. This was a major project, using a majority of the 11 scheduled in-service days to complete.

Rigorous Instructional Program - Attachments

- Induction Plan
- Professional Development Plan
- Letter for Approval of 2008 Professional Education Plan
- Induction Plan Approval Letter

English Language Learners

For the 2011-2012 School Year, MRCS had two students who qualified for an ELL program. The students were fully included in a regular education classroom and small group activities which enabled the ELL students' opportunity for English immersion. MRCS contracted services through the Northwest Tri-County Intermediate Unit to provide services to these students.

When language-minority children become a part of our school, the initial instructional priority is developing the children's oral proficiency in English. Although print materials may be used to support the development of English phonology, vocabulary, and syntax, formal reading instruction will be postponed until an adequate level of oral proficiency in English has been achieved.

English Language Learners - Attachment

- 2011-2012 ELL Report

Graduation Requirements

MRCS strives to ensure that the transition for students completing 6th grade and entering "traditional" educational settings is positive. MRCS has taken the additional steps of aligning the Montessori outcome based curriculum to the standards based requirements of the PDE through our MCAP project. For the 2011-2012 school year MRCS completed its' implementation of a computerized assessment program designed to record and measure student performance on the completed curriculum. These standardized reports are now part of the student's permanent record and will be available for assistance in student placement.

Special Education

Montessori environments are adaptable to the needs of many special needs children due to the emphasis placed on multi-sensory presentation, the multitude of hands-on work, individualized tasks and "self-pacing" of the lessons. These are the hallmarks of Montessori which research studies have shown repeatedly to be the most effective methods for students with identified learning challenges.

Frequently children with special needs require additional time to repeat and review the concepts of lessons. The multi-sensory materials serve to reinforce the concepts both tactilely and visually. The need for repetition is provided through un-timed lessons until the child demonstrates a mastery of the material.

Every effort was made to be responsive to the needs of the students without interrupting their natural participation as regular members of a class. Montessori curriculum and materials are adapted when necessary to facilitate participation with reasonable expectations. Disability type or severity of disability did not preclude involvement.

Support services, such as occupational therapy, physical therapy and speech therapy are also provided. Assistive technology and special materials were available in the classrooms, as needed. Peer tutoring and modeling contributed greatly to the successful integration of a diverse population of students.

A Building Level Support Team held weekly meetings to discuss progress, needs, strategies, concerns and successes throughout the school. Teachers could request a discussion of a particular student or a general classroom or school-wide concern.

Chart of Instructional Programs:

Chart 1:

TEACHER	FTE	SUPPORT	LOCATION	#OF STUDENTS
Special Education Teacher	1.00	Consultative/ Learning Support	MRCS	12
Special Education Teacher	1.00	Consultative/ Learning Support	MRCS	11

Chart 2:

CONTRACTED SERVICE	FTE	TITLE/SERVICE	AMOUNT OF TIME/WEEK
Psychologist	1.00	Psy.	.40
Speech Therapist	1.00	Speech Services	.50

Chart 3:

TITLE	LOCATION	FTE
Coordinator of Special Education	MRCS	1.00
Chief Executive Officer	MRCS	.25

Chart 4:

INTERMEDIATE UNIT	TITLE/SERVICE	AMOUNT OF TIME/WEEK
IU 5	Occupational Therapist	.05
IU 5	Special Education Technical Assistance by the IU 5 Director of SPED	as needed by request

Special Education - Attachments

- Special Ed Policies and Procedures
- Penn Data Report June 30
- Penn Data Report mid-year

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
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Kelly Zimmerman	1.00	Consultative/Learning Support	MRCS	18	n/a
Marci Musgrove	1.00	Consultative/Learning Support	MRCS	14	n/a

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Northwest Tri-County IU 5	.25	various	MRCS	2	MRCS contracts with the IU for certain services pertaining to IEP's
Speech Therapist	.60	Speech Services	MRCS	14	MRCS contracts with the IU for a certified Speech Therapist

Special Education Program Profile - Chart III

Title	Location	FTE
Administrator of Student Services	MRCS	1.00
CEO	MRCS	.25

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
IU 5	Occupational Therapist	.05
IU 5	Special Education Technical Assistance by the Director of Special Education	as needed by request
IU 5	Speech	.60

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA	No	No	No	Yes	Yes	Yes
Three-period Lesson Procedure	Yes	Yes	Yes	Yes	Yes	Yes
AIMSweb	Yes	Yes	Yes	Yes	Yes	Yes
MAP	No	No	Yes	Yes	Yes	Yes

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	No	No	No	No	No	No
Three- Period Lesson Procedure	Yes	No	No	No	No	No	No

AIMSweb	Yes	No	No	No	No	No	No
MAP	Yes	No	No	No	No	No	No

Student Assessment



The Montessori Teaching Learning Cycle is used to present lessons and measure student progress at MRCS. The lessons are presented using the *Three-Period Lesson Procedure* as described here: the first period being the Introduction phase; the second period being the Practice and Learning phase; and the third period being the Time of Mastery and Assessment phase.

Observation is used during the second period to determine when the student moves to the third period. Students have individual goals set annually. Each student's progress is recorded three times throughout the school year on a lengthy evaluation report using traditional Montessori symbols to indicate which period of learning has occurred for each skill/goal. When a student is identified as not achieving measurable goals, that student is afforded additional resources, including one-on-one classroom attention, intensive reading and/or math tutorial through Title I funding and peer-to-peer review to assist them in achieving those goals. Each student also compiles a comprehensive portfolio which is reviewed by their teacher with samples of their work to further illustrate progress throughout the school year.

With the addition of AIMSweb and MAP, teachers reviewed their results and created individual student action plans. These plans were used in the student's Montessori Work Plans, allowing the students to focus on areas of instruction within the Montessori Curriculum.

Student Assessment - Attachments

- [Link to AYP Results](#)
- [AYP Results](#)

Teacher Evaluation

Beginning in the 2009-10 School Year all of the Head Teachers were evaluated using a Danielson evaluation model. Head Teacher evaluations are focused on key areas that will promote a successful Montessori classroom. These areas include environment, classroom leadership, professionalism, administrative responsibilities,

communication and partnerships with parents. The environment is included on a Head Teacher evaluation because the prepared environment is paramount in achieving success in a Montessori classroom. MRCS looks forward to the new PDE evaluation tools which are currently in design and scheduled for implementation in 2013-14.

All of the Head Teachers and Special Education Teachers are evaluated by the CEO. It is the responsibility of the Head Teacher to evaluate their assistant. If needed, the CEO is available to facilitate the evaluation process.

For the 2011-2012 School Year the Director of Student Services supervised and assisted the Special Education Teachers. The Director of Student Services and the other members of the Special Education staff attended several trainings to remain informed about laws pertaining to special education services. Special Education Teachers are evaluated by the Director of Student Services.

Supportive services in Occupational Therapy and Speech Therapy were contracted.

Teacher Evaluation - Attachment

- Teacher Evaluation Plan

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

There have been no changes in leadership at MRCS in 2011-12.

In August 2006 the Board of Trustees hired a qualified candidate who has earned advanced degrees in both Education and Educational Leadership to direct the day-to-day operations of MRCS. This qualified candidate has now earned an advanced degree in Superintendency.

The President of the Board of Trustees for the 2011-2012 School Year transitioned from the previous year. The Board President is elected annually for a one-year term.

Board of Trustees

<u>Name of Trustee</u>	<u>Office (if any)</u>
Janice Totleben	
Craig Palmer	Vice President
Joseph Lombardo	
Mike Jenkins	Treasurer
Janice Whiteman	Secretary
Michael Towner	President
A.J. Grack	

Professional Development (Governance)

All members of the MRCS Board of Trustees have the following training and professional development:

- **New Board Member Orientation - January**
- **30/30/30 Model for Board Development - Monthly**

In addition, all members are versed in the Sunshine Law and have completed a Statement of Financial Interests.

The school solicitor guides the board regarding compliance with applicable state law. As a result of the all day board retreats in August and December 2008 presented by Dr. Brian Carpenter of the National Charter School Institute designed to focus on characteristics and practices of a successful board, MRCS has moved to a Policy Governance Model based on the Carver Institute. MRCS has successfully completed the contract with Dr. Carpenter.

In continuing Professional Development, in June 2012 the CEO and Solicitor attended the International Policy Governance Conference in Detroit, MI.

Coordination of the Governance and Management of the School

The Board of Trustees meets the second Wednesday of every month. The CEO participates in various committees of the board, including but not limited to the Executive Committee and the Financial Oversight Committee. This allows for continual interaction and feedback between the school administration and the Board of Trustees. In addition, the Board of Trustees President and Treasurer review cash flow on a monthly basis. Accounts payable check runs are approved at the monthly Board meetings.

In May 2012 a modern system was implemented to improve payments. MRCS now runs checks twice a month, with a monthly review by the Financial Oversight Committee and the full Board of Trustees.

At the May 2010 board meeting, the Trustees passed a new set of governance policies designed to reflect the Carver Policy Governance Model.

Despite the best efforts of MRCS to build a relationship with the two granting school districts' Board of School Directors, the relationship has been difficult. This is evidenced by the litigious history, beginning with the charter's inception.

The Erie City School District continued its relationship of directly making tuition payments to MRCS through the 2011-2012 School Year. However, the district has had a difficult time making their payments on time, resulting in disruption to our cash flow and requiring MRCS to notify the PDE.

In addition, both the City of Erie and Millcreek Township School Districts took MRCS to Erie County Common Pleas Court over a planned expansion. On February 14, 2011, after

a two year legal battle, the Erie County Common Pleas Court ruled in favor of MRCS. This ruling made it possible for MRCS to open it's second location (North Campus) during the 2011-2012 school year. The school districts appealed the decision. That court decision is expected in August 2012.

Coordination of the Governance and Management of the School - Attachment

- Board of Trustees Schedule 2011-2012

Community and Parent Engagement

The Board of Trustees promotes many different opportunities for parents and the community to become engaged in school activities. An Internet web page is maintained at www.mrcserie.org to further disseminate information to families and the community. This website carries announcements, the newsletter, information concerning the school's mission, curriculum, measurable goals and objectives, a school calendar, highlights and meeting minutes from the board of trustees, student performance on state tests and other general information.

The board recognizes the importance of community involvement, and by partnering with several organizations in the community, the program was strengthened. LEA Earth Force, a national organization that promotes environmental stewardship by training and educating teachers and students, is one of our partners. LEA Earth Force enriched the curriculum during the school year by providing many educational activities. MRCS granted students from both Gannon University and Edinboro University access to the classrooms in order to increase the understanding of Montessori methods.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

The fund-raising activities of the school were directed and organized by the PTO through a variety of activities including an art auction, Easter candy sale, and flower bulb sale. The PTO raised over \$7,000 for the 2011-2012 school year. Fundraising activities for the 2012-2013 School Year will include the previous fundraisers, as well as, additional activities to be determined by the PTO.

Fiscal Solvency Policies

The board has undertaken the challenge to oversee and to ensure that there are adequate resources for the continued operation of the school and that the resources are utilized effectively and efficiently. The CEO consistently reviews the financial reports to ensure the fiscal solvency of the organization. Monthly, the board reviews financial statements and itemized reports at the board meetings as presented by the Treasurer.

In preparing the budget, the finance committee reviewed the prior year's actual expenditures to ensure that all anticipated revenues and expenses were included in the current budget and that there was an adequate unreserved fund balance surplus for any unforeseen cash flow needs. The Estimated Ending Unreserved Fund Balance for the 2012-2013 Budget passed June 20, 2012 is \$0. This is due to the beginning of our expansion and the anticipated decrease in PDE 363 reimbursements. As the MRCS expansion continues to progress, the annual unreserved fund balance will increase.

All budgets and financial records will be audited by a Certified Public Accounting Firm by October 31st (in accordance with generally accepted auditing standards) and a report (Annual Financial Report) provided to the Pennsylvania Department of Education.

Accounting System

MRCS uses QuickBooks Pro to keep all of its budgeting and accounting records. The financial information is backed-up daily. The PDE was consulted in the initial set-up of the chart of accounts and continues to be consulted as new accounts are added. Also, MRCS contracts with a local CPA firm, Felix & Gloekler, P.C. for annual audits and other consulting work.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachments

- Preliminary Stmt. of Revenues & Expenditures 6-30-12
- MRCS Disclaimer

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

The 2010-2011 audit was dated June 30, 2011, and was completed by Felix & Gloekler, P.C., a local CPA firm. The firm's opinion was that the financial statements presented fairly, in all material aspects, the respective financial position of the governmental activities, general fund and the aggregate remaining fund information of MRCS as of June 30, 2011. The current year's audit is expected to be completed by the end of October 2012. A report will be issued at that time.

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

- MRCS Audit Report 2010-2011

Citations and follow-up actions for any State Audit Report

MRCS was audited by the Pennsylvania Auditor General's Office for the first time in January of 2009. The Auditor General's Office issued its audit report in January of 2010. After performing the audit, the only finding was that the Memorandum of Understanding between MRCS and the local municipality (Millcreek Township Police Department) had not been updated. The MOU should be reviewed and updated every two years. As a result of the finding MRCS reviewed and updated the MOU with an officer from Millcreek Township; signatures were then acquired from the appropriate representatives.

MRCS was again audited by the Pennsylvania Auditor General's Office in January of 2011. The report stated MRCS needed to amend the process for reporting truanancies. MRCS made the appropriate adjustments and now sends the reports as directed.

SECTION VII. FACILITY RESPONSIBILITIES

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

On June 28, 2006, MRCS purchased the building located at 2910 Sterrettania Road, Erie, PA which was previously being leased by the school. This purchase ensured a future location for the charter school.

In addition, MRCS leased a second location at the former St. Andrew School building (606 Raspberry Street, Erie, PA) for the 2009-2010 school year to accommodate increased enrollment and strategic planning needs. However, the use of this facility for educational purposes was impeded by a lengthy court case. A legal decision was made in February of 2011 in Erie County Court that enabled MRCS to open the second location in time for the 2011-2012 school year. MRCS houses the 4th through 6th grade units (9 -12 yr olds) at this location.

Future Facility Plans and Other Capital Needs

As the charter school continues to grow per the charter application, the need for additional physical space increases. The current location, at 2910 Sterrettania Road, as it stands today will not meet the organizations' long term needs. Due to a steady increase in enrollment and a consistent wait list MRCS opened a second campus in the fall of 2011. The 4th-6th grade (9-12 yr old) classrooms were moved to the leased facility located at 606 Raspberry Street.

Renovations will be conducted at the Sterrettania Road location to ensure a more efficient use of the space available. MRCS opened an additional Kindergarten classroom and an additional 1st-3rd grade (6-9 yr old) classroom at this location in the 2011-2012 school year to accommodate the increased enrollment numbers.

MRCS plans to open an additional 4th-6th grade (9-12 yr old) classroom every other school year, starting in the 2012-2013 school year, until the school has a total of eight 4th-6th grade classrooms. This is necessary to accommodate the increased enrollment numbers in both the Kindergarten and 1st-3rd grade classrooms. The new 6-9 classroom will be grown organically - one grade level will be added each year until all grade levels are achieved. The 9-12 classrooms will have multi-age classrooms as they are created.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

MRCS complied with all health and safety requirements including holding one fire drill per month as required by PDE, to ensure the safety of all who are at the school. MRCS also undergoes an annual inspection by the Erie County Department of Health. MRCS utilizes a keyless access security system to ensure that no unauthorized personnel / visitors are in the building.

The school employed a certified school nurse for approximately 25 hours per week during the 2011-2012 school year. The nurse monitors and ensures that all health and immunization requirements are met for each student, maintains all health records, and performs vision, hearing and height/weight testing. In addition, MRCS has contracted with a local dentist and doctor who are available to fulfill required commitments.

MRCS will submit the Request for Reimbursement and Report of School Health Services to the Department of Health by the annual September 30th deadline.

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

- Wellness Policy

Current School Insurance Coverage Policies and Programs

Health insurance is provided by UPMC, dental insurance is provided by Delta Dental of Northwestern Pennsylvania and other employee insurances including LTD, STD, vision and life insurance are provided by Met Life all through the Manufacturer's Association Insurance Plan.

Commercial Liability Insurance is provided by Philadelphia Insurance, Directors and Officers insurance is provided by Cincinnati Insurance and Worker's Compensation insurance is provided by Eastern Alliance all through the Loesel-Schaaf Insurance Agency, Inc.

Current School Insurance Coverage Policies and Programs - Attachments

- Insurance - Directors & Officers
- Insurance - Health
- Insurance - Liability
- Insurance - Worker's Compensation

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

There are currently 53 full and part-time positions available at Montessori Regional Charter School comprised of the following: 16 head teachers, 13 teaching assistants, 2 special education teachers, an administrator of student services, 4 “specials” teachers (art, music, physical education and language), 2 Title I teachers, 2 Peace Room Coordinators, 1 Building Manager, 3 maintenance staff members, a CEO, a Business Manager, 1 Director of Operations, 1 Curriculum and Research Analyst, 1 IT coordinator, 1 part time school nurse, 1 administrative assistants, and 3 receptionists. There are contracted employees in the following areas: speech therapist, OT, ESL.

It is likely that turnover will continue primarily in the part-time teaching assistant positions. These are teachers who hold the appropriate certifications and many would like to become full time teachers.

At MRCS, the strong sense of community that is prevalent in many Montessori schools plays a major role in staff retention. MRCS also offers a pay scale and benefits package that is competitive with other area public schools. MRCS is committed to proper staffing and materials for the classrooms when determining the budget.

The ultimate goal is to have all head teachers both certified in Montessori and holding a valid Pennsylvania teaching certificate in their individual instructional areas. MRCS has met the charter school requirement of having over 75% of our teachers certified in their instructional area.

Professional Development

MRCS is committed to ongoing professional development for staff members. Professionals have participated in programs designed to fulfill Act 48 Credits and enhance their professional growth through programs sponsored by Gannon University, Earth Force, NIE, the Northwest Tri-County IU #5, PASBO and PDE sponsored workshops. MRCS provided training and professional growth opportunities on the following topics:

- 02/2011-05/2011 — Gannon University Professional Development Class
- 03/23/2011- 03/27/2011 — American Montessori Society National Conference
- 1/10 — 5/10 Gannon University Professional Development Class
- 3/24/10 — 3/28/10 American Montessori Society National Conference
- 8/09 — 5/10 Montessori Curriculum Alignment Project (MCAP)

- 8/21/07 Curriculum Alignment — Capitol IU 15
- 3/20/2006 Abuse/special education/PSSA
- 10/17/2005 Teacher to teacher Math from 3 to 12
- 9/12/2005 Evaluation and testing
- 8/12/2005 Introduction to Montessori

Eight teachers attended CMTE/NY for Montessori Training in order to attain their AMS teaching credentials this school year. Five of these teachers completed their Montessori training at CMTE in 2012 and received their credentials in the spring of 2012. Three staff members will complete their training in the Spring of 2013. The CEO and Curriculum Coordinator/Research Analyst attended the American Montessori Society annual conference in February 2012 in San Francisco, California. Eleven instructional personnel took the Gannon University- MRCS Professional Development Class. In addition, the CEO, accompanied by some of the administrative staff attended the National Charter School Conference in June 2011 in Atlanta, Georgia.

Teacher Induction

All teachers at the Montessori Regional Charter School are “Highly Qualified” instructors even though the Pennsylvania Charter School law requires only 75%. In addition, all new teachers at MRCS are required to be PA State certified and attend Montessori Training leading to their certification through the American Montessori Society.

For the 2011-2012 School Year, orienting new teachers and assistants to the Montessori Regional Charter School focused on helping teachers and assistants who had not completed their Montessori training to become more familiar with the Montessori Method of classroom instruction. At every grade level, MRCS utilizes experienced Montessori-certified teachers to mentor their fellow colleagues. Also, they are observed by both the CEO and their fellow head teachers, in order to share instructional methods. Montessori schools stress the importance of community, thus, Montessori teachers are encouraged to build communities that are strong and responsive to the needs of every member. In addition, the Center for Montessori Teacher Education (CMTE) observed, reviewed and assessed each new teacher three times as part of their accreditation process.

In Montessori education the teacher starts a "three period lesson" by giving the student all the information they need; showing them and sharing their knowledge with them to get them started before they explore on their own (See Section V, 3.a). Similarly, the MRCS Induction Plan is our “period one” of the three-period lesson for new teachers. Knowledgeable teachers are presenting this lesson to their colleagues in an

effort to give them what they need to progress towards being more independent and self-sufficient.

Quality of Teaching and Other Staff - Attachments

- PDE-414 (2011-2012)
- Staff Profile (2011-2012)

Student Enrollment

Enrollment Procedures and Policies

Students wishing to enroll in MRCS are required to complete the PDE Enrollment Notification Form and submit a copy of their birth certificate along with proof of residency. Enrollment for the 2011-2012 School Year began the first week of January 2011. The time frame for "Open Enrollment" runs from January until the Lottery is held annually in March. All completed enrollment forms from "Open Enrollment" are accumulated and organized by grade. Per the charter application, founding families are enrolled first. Next, children residing in the chartering school districts are enrolled. Finally, remaining students residing in other districts are enrolled.

This year, there were more applications than spots available in every grade, thus the Board of Trustees conducted a lottery. Subsequent enrollment forms received after the "Open Enrollment" period were placed on the waiting list in the order they were received. As spots became available, the next student on the waiting list was notified.

The Board of Trustees has passed a motion that a child needs to be five by September 1 in order to enroll in Kindergarten for that school year.

The following is an enrollment history:

	Initially Enrolled	Withdrew	Added
Kindergarten	84	2	2
1 st Grade	56	5	1
2 nd Grade	53	3	0
3 rd Grade	44	4	0
4 th Grade	25	1	0
5 th Grade	21	0	0
6 th Grade	23	1	0

There were 293 students at the end of the 2011-2012 School Year. Of that number, 22 graduated and 262 are enrolled for the 2012-2013 School Year. There were no students who were required to leave.

Enrollment Trends

Of the 293 students enrolled at the end of the school year, 22 were 6th graders who will move on to other schools. Of the remaining 271 students, 262 will be returning to MRCS. That is a 96% retention rate. This trend is due to many factors including the community atmosphere, the quality of the staff, and the Montessori Method of education.

There are currently no supporting documents selected for this section.

Transportation

The students' resident districts, per charter school law, provided transportation for those students wishing to utilize bus transportation services.

Food Service Program

For the 2011-2012 School Year, MRCS did not operate a traditional school food service program. The children brought a lunch from home and ate in their classrooms true to the Montessori Method. Each day MRCS offered an alternative to the home-packed lunch from various vendors in the local community. MRCS does not participate in the Free and Reduced Lunch Program, as we do not have a functioning kitchen. However, if our students' families would qualify for free and/or reduced lunches we offer them lunches through the above mentioned program at the reduced rate.

Student Conduct

Student Conduct

Code of Conduct:

The “Discipline at the Montessori Regional Charter School” is the guiding document regarding the students’ expected code of conduct. The underlying premise of the code of conduct is one of discipline, not punishment. This discipline code was updated in February 2008.

Disciplining children begins with recognizing helpful and positive behaviors and providing an engaging and challenging learning environment. Within this model, children know what they have done that is not helpful but is hurtful and are taught better ways of behaving/responding; the children's dignity is left fully intact. The overarching goal of our discipline model is to assist children in developing an internalized sense of responsibility and feelings of worth (Funk & Fay, 1995).

Although the learning environment at the school reduces many common causes for behavior difficulties, it is recognized that not all students are able to achieve these expectations for behavior. The teachers work as a team and make referrals to the Building Level Support Team to discuss any persistent behavioral problems that disrupt the learning of the student or the other students in the school. The teachers determine ways to assist the student who is experiencing these problems; adapting the environment when the child is having difficulties within it. Parents are asked to support the teachers in their efforts with the student. If behavior presents a continued problem, the student, parents, and teacher meet to discuss options that may include evaluation by the school psychologist. Every effort is made to avoid out of school suspensions because it is the belief that in most cases the behavior in the school environment must be addressed in that environment.

When excessive behaviors create a physically and/or emotionally dangerous situation for our students and teachers, suspensions are sometimes unavoidable. The parent is properly notified in writing when a suspension is given. In addition, teachers and administrators keep parents aware of the child's behavior after the suspension by various means including phone calls, emails, notes and daily behavior charts.

As part of our review process, a committee has been formed to study and review our positive behavior plan.

Number of suspensions:

Twenty students were suspended during the 2011-2012 School Year. No students were expelled.

Student Conduct - Attachment

- Discipline Policy

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2012

The Montessori Regional CS within Northwest Tri-County IU 5 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 Montessori Regional 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: Anthony J. Pirrello **Title:** Chief Executive Officer
Phone: 814-833-7771 **Fax:** 814-833-1838
E-mail: apirrello@mrcserie.org

Signature of the Chief Executive Officer and Date

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

Name: Michael Towner **Title:** President
Phone: 814-833-7771 **Fax:** 814-833-1838
E-mail: n/a

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Christine Chrostowski **Title:** Administrator of Student Services
Phone: 814-833-7771 **Fax:** 814-833-1838
E-mail: cchrostowski@mrcserie.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- Signature Page