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: Souderton CS Collaborative
Address: 110 E Broad St
Souderton, PA 18964

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report
Summary Data
2011 - 2012

Name of School: Souderton CS Collaborative

Date of Local Chartering School Board/PDE Approval: 1/19/2000, 5/27/2004, 12/23/2009

Length of Charter: 5 years **Opening Date:** 9/6/2000

Grade Level: K-8 **Hours of Operation:** 8:40AM-3:10PM

Percentage of Certified Staff: 100% **Total Instructional Staff:** 14 Fulltime 1 Parttime

Student/Teacher Ratio: 12:1 **Student Waiting List:** 210

Attendance Rate/Percentage: 96%

Summary Data Part II

Enrollment: 177 **Per Pupil Subsidy:** SASD Regular Ed = $9648 / Special Ed = $21814

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	19
Black (Non-Hispanic):	11
Hispanic:	5
White (Non-Hispanic):	137
Multicultural:	5

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 10.1%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 29

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	181	181	na	181	543
Instructional Hours	0	0	978	978	na	1068.5	3024.5

SECTION I. EXECUTIVE SUMMARY

Educational Community

The Souderton Charter School Collaborative was chartered in 2000 and completed its eleventh year. In December of 2009, SCSC was granted its third five-year charter by the Souderton Area School District Board of Directors. SCSC is located at 110 E. Broad Street, Souderton, PA 18964, in the heart of the borough of Souderton. SCSC served 177 students in grades kindergarten through grade eight during the 2011-12 school year. The general education population is comprised of a diverse group of children that is representative of the surrounding community. The special education population (16%) is comprised of children with a variety of disabilities.

SCSC operated with two administrators performing the roles of educational and organizational/financial leader. SCSC employed fourteen full-time certified teachers and one part-time certified teachers in the areas of elementary, special, English, mathematics, science, and reading education. In addition, three paraprofessionals were employed to work with students in our inclusive, team-teaching model of education.

SCSC's present Board consists of six members of which four are parents, one a community member and one an educator.

Mission

The goal of SCSC is that students leave performing at a proficient or higher level in all academic areas. The overall mission of the SCSC is to create an environment that will foster both learning and a commitment to life long learning, a learning center in which students, professional staff, parents, and community members are engaged in both their own learning and the learning of others. In this learning environment all children will be valued and each child's unique qualities will be appreciated and developed. As a concrete expression of this philosophy, home base for all children will be the general education classroom and everyone involved with the learning center, children and adults alike, will have an individualized education plan or individualized learning plan (IEP/ILP).

Ultimately, the goal of SCSC continues to be that all of us learn how to learn and to work cooperatively with one another, thus, becoming members of society who are confident not only in our abilities to adapt to a changing future, but in our abilities to guide and direct our future.

Vision

1. School becomes a learning community in which parents, students, teachers and community members advance their own and each other's learning goals and competencies.

Learning prospers when the child sees that everyone continues to learn and increase his/her skills. Having the school as a locus for adult learning, having teachers and students participate in the joint learning tasks, and having the children aid others, creates a community in which continual learning becomes an over-arching goal. The school will, in cooperation with other local educational institutions, will be an active center for adult education as well, training parents and volunteers to act more effectively in facilitating children’s learning, training student teachers, and offering training in the school’s methods to teachers in other schools in the district. The school will become a resource for all parents, teachers and community members who want to learn more about innovative teaching and learning methods.

2. Active engagement in real life and interesting experiences.

These experiences will be designed to engage the child's interest and curiosity. Under the facilitation of the teacher, that interest will create a need for knowledge. That need will, in turn, motivate learning basic skills; language, mathematical, and social. Children will learn these skills through their application to “real life” experiences and their embodiment in competencies that the child perceives as useful.

3. Active child participation in decision making about experiences of interest to the child.

The learning environment will be designed to encourage the child to ask questions. The teacher's role is to help the child find the answers and to suggest new questions. The teacher functions as a coach, for both the students and the parents, volunteers and aids that also working in the classroom or other learning sites. The premise of the educational method is that learning demands a real dialogue between teacher and child, child and child, and among adults. To create this dialogue, the child must be active in asking questions.

4. Children with diverse abilities participate fully as members of an inclusive school community.

The learning environment will create active roles for children with diverse skills and levels of abilities and learning styles. This will be done by creating experiences that engage the widest range of skills and cognitive abilities, by empowering children to aid each other in the learning

process, and by including parents and community members in the learning environment.

5. Substantive parent and community involvement viewed as crucial to providing a superb education.

We wish to create an environment for learning that has no boundaries and that flows with no discontinuities into the community at large. We will have a diverse group of people come into the school to aid learning and import experience for learning. Also, we will have the children go out into the community to gather experience.

6. School becomes visible in the community through using opportunities for community service as learning experiences.

There should be no arbitrary distinction between work and learning activities. Having the children participate in the activities that sustain the community gives them the opportunity to have a "real life" impact on their own environment. It also prepares them for participating in a broader range of activities that sustain the community and environment later in life.

7. Parents, to the extent of their abilities and energies, will be involved actively in the educational process.

No one person or organization should do all of the work of educating a child. Parents should be aware of the school's methods so that they can make the home a supportive environment or engage community resources to continue their children's education outside of school. The school should be aware of the parents' valuable insights into the child. Both school and parents must collaborate to develop an accurate picture of the child's needs, competencies and aspirations for the future.

8. Education must involve understanding social systems.

If children are to become active participants in their communities and understand the social systems that influence their lives, they must understand the social systems that organize their society. For young children this may be as simple as learning how milk gets from a cow to their school lunch counter. Understanding social systems is as important as learning how physiological and ecological systems function.

9. Learning is not an individual or a selfish process.

Children and adults should appreciate and understand the role of cooperation in the learning process, in order to advance their individual strengths and talents. Just as they have the responsibility for sustaining their communities, they have a similar responsibility to actively facilitate each other’s learning.

10. **Students need to be prepared to perform at world class standards in all areas of academics.**

Children will receive instruction that reflects all current educational initiatives. SCSC will incorporate cutting edge technological and instructional strategies to prepare learners to lead into the future.

Shared Values

Our faculty continues to identify inclusive education as our school's core shared value and its greatest strength. This core belief shapes the learning and community environment for all of our children, their families and the staff. We help the children build relationships and resolve conflicts through our school-wide culture and build ideas of tolerance for all people. This belief extends to the academic environment and meeting the educational goals of identified children within the regular education classroom.

SCSC strives to meet the social and academic needs of every individual child. In August our families meet with their child's teaching team to discuss goals and to develop an Individual Learning Plan (ILP) for the upcoming year. In September all children are placed in math and reading groups as determined by their academic needs. Rather than follow a chronological formula for instructing children, our children receive instruction at the level where they will achieve optimal results.

In addition, SCSC shares the following values:

1. We believe in high expectations for all.
2. We believe that children learn differently.
3. We believe in the value of diversity.
4. We believe that education is the responsibility of home and school.
5. We believe in active learning through hands-on experiences that promote inquiry and discussion.
6. We believe inclusive education is the right of every student.
7. We believe collaborative relationships are vital to the growth of schools.
8. We believe in accountability.

Academic Standards

The Souderton Charter School Collaborative accepts the current and future academic standards as they appear in Chapter 4,4.12 of the 22 PA. Our curriculum is updated using the Pennsylvania content standards. Each year, our teachers meet in professional development sessions to align the curriculum and ensure that there are no gaps nor repetitions in content. Our curriculum is organized into project units that unify the subject areas.

Based on PSSA results and curriculum overview and alignment, the following plan is used to develop a quality curriculum for all students:

- Assign standards to specific grade levels
- Develop cross-grade curriculum maps for subject areas
- Outline essential understandings and understandings for each standard
- Create meaningful objectives and goals for units and means of assessing student proficiency
- Modify or alter these goals and objectives for students with IEPs

Instructional Practices:

- Team-teaching to ensure that instruction is individualized and effective
- On-going assessment of skills to ensure that students are consistently on the road to proficiency
- Employment of the workshop model of instruction that enables students to have guided and independent practice

- Instruction will be differentiated and experiential to fully engage students in their learning

Assessment Practices:

Assessment is on-going at SCSC. Teachers keep anecdotal and cumulative information on all students to create a comprehensive picture of students' strengths and weaknesses. A mixture of tools is used by our teachers to assess student progress. In instances where students fail to make sufficient progress, the RTI (response to intervention/instruction) process is initiated and a formal time-line is created with specific goals. Standardized testing is given in all grades and an analysis of these results are used for creating class configurations and providing staffing support.

Students are assessed using the following tools:

1. Quantitative Reading Inventories (QRI)
2. Quarterly open-ended math prompts
3. Comprehensive math tests
4. Teacher-made tests
5. Standardized tests
6. Student self-evaluations
7. Teacher anecdotal records
8. Teacher/Student conferences
9. Journals
10. Project Folders
11. Writing folders
12. Portfolios
13. Rubrics

Student Achievement Analysis:
Every student at SCSC will be assessed on his/her overall progress quarterly to ensure that proficiency standards are met and plans are developed for any student who fails to meet these standards.

In September, every student's independent and instructional reading levels are determined using QRI's, dibels, phonemic checklists and sight word lists. In addition, student spelling and vocabulary skills are evaluated using developmental skills checklists. Student writing is evaluated in September and May using State developed rubrics and quarterly prompts are given to ensure that all students leave 8th grade with the ability to write narrative, expository, persuasive and informational texts.

For math, students' math abilities are evaluated at the beginning of the year and students are placed in developmentally appropriate math groups. In grades K-2, flexible groupings are created based on units studied. In grades 3-8, students' abilities are evaluated using a series of math maintenance activities in addition to unit tests. All students are given a comprehensive math test at the conclusion of the school year and a summer plan is developed for students who fail to achieve a level of mastery of the year's content.

Every student at SCSC is engaged in inquiry and project based student for science and social studies. These units are designed using the Understanding By Design curriculum model developed by Grant Wiggins and Jay McTighe. Through this backward design model, essential understandings and questions are designed from which all instruction, activities and tasks flow. Students' learning is evaluated using rubrics and checklists and formal tests or assessments may also be given to determine each student's level of understanding. In grades K-2, students complete four units; in grades 3-5, students complete six units; in grades 6-8, a minimum of ten units are completed. In addition, all students in grades 6-8 complete an

independent year-long study on a self-selected topic. In May, each student does a one hour presentation and demonstration of his/her unit and these units are assessed by self, peers and teachers.

Three times a year, parent, teacher and student conferences are held for students' progress to be shared with families. There is time to show student work, discuss future goals and evaluate current progress. In addition, each May families are invited to Portfolio Night to come and discuss their children's work over the year.

Strengths and Challenges

In January of 2012, SCSC was named as a PA Don Eichhorn Schools: “Schools to Watch” (PA STW) as part of a recognition program developed by the National Forum to Accelerate Middle-Grades Reform. SCSC was the first charter school in Pennsylvania to receive this prestigious distinction. SCSC was selected by state leaders for its academic excellence, its responsiveness to the needs and interests of young adolescents, and its commitment to helping all students achieve at high levels. In addition each school has strong leadership, teachers who work together to improve curriculum and instruction, and a commitment to assessment and accountability to bring about continuous improvement.

Dr. John Harrison, Past President of the National Forum stated, “We congratulate these schools for being places that do great things for all of their students. These schools demonstrate that high-performing middle grades schools are places that focus on academic growth and achievement. They are also places that recognize the importance of meeting the needs of all of their students and ensure that every child has access to a rigorous, high-quality education.”

We have successfully met AYP in all areas since the school's opening. We will continue to monitor the progress of our special education and other sub-groups of students to ensure their success along with the general education population. The data we have gathered indicate that implementation of intensive decoding and phonological awareness program has had significant impact on these groups of students.

2012 PSSA Test Results Average Scores (Grades 3-8)

Grade	Math	Reading	Science	Writing
3rd	1530	1440		
4th	1700	1590	1675	
5th	1600	1410		1420
6th	1750	1620		
7th	1640	1610		
8th	1520	1650	1420	1550

Reading: In 2012 PSSA reading testing, 96% of all students scored at the proficient level or higher (96% in 2011). These scores continue to surpass AYP requirements.

Math: In 2012 PSSA math testing, 100% of all students scored at the proficient level or higher (99% in 2011). These scores continue to surpass AYP requirements.

2012 Terra Nova Reading Test Results (Grades 1-2)

Reading: In 2012 Terra Nova reading testing for Grade 1, 94% of all students scored at or above the 50th percentile. In 2012 Terra Nova reading testing for Grade 2, 91% of all students scored at or above the 50th percentile. We attribute these high scores to the continued use of a strong decoding and phonemic awareness scope and sequence in grades 1-2 and earlier reading intervention for students who are not making progress. These interventions have taken the form of focused reading instruction with our reading teacher, more one-on-one reading support and whole class reading comprehension strategies.

2012 Comprehensive Singapore Math Test Results (Grades 1-2)

Math: In 2012, the comprehensive Singapore math test for Grade 1 was administered and 100% of all students scored at or above 50%. In 2012, the comprehensive Singapore math test for Grade 2 was administered and 100% of all students scored at or above 50%. We attribute these scores to the continued standardization of the math text (Singapore Math) and scope and sequence of our math program in grades K-8. Singapore Math will continue to be our guide for instruction next year.

This up-coming year, we will focus our professional development sessions on 1) effectively accessing the curriculum for children identified with attention and focus challenges 2) school-wide curricular development of collaborative learning processes 3) using positive language with children using techniques from Responsive Classroom program 4) identifying best practices throughout the region for possible implementation at SCSC. The goal for this effort is to create easier transitions for students between our multi-age classrooms and between our elementary and middle school programs.

2011 PSSA Test Results Average Scores (Grades 3-8)

Grade	Math	Reading	Science	Writing
3rd	1460	1500		
4th	1661	1420	1520	
5th	1700	1590		1753
6th	1710	1580		
7th	1600	1610		
8th	1700	1830	1510	1820

Reading: In 2011 PSSA reading testing, 96% of all students scored at the proficient level or higher (93% in 2010). These scores continue to surpass AYP requirements.

Math: In 2011 PSSA math testing, 99% of all students scored at the proficient level or higher (98% in 2010). These scores continue to surpass AYP requirements.

2011 Terra Nova Reading Test Results (Grades 1-2)

Reading: In 2011 Terra Nova reading testing for Grade 1, 100% of all students scored at or above the 50th percentile. In 2011 Terra Nova reading testing for Grade 2, 94% of all students scored at or above the 50th percentile. We attribute these high scores to the continued use of a strong decoding and phonemic awareness scope and sequence in grades 1-2 and earlier reading intervention for students who are not making progress. These interventions have taken the form of focused reading instruction with our reading teacher, more one-on-one reading support and whole class reading comprehension strategies.

2011 Comprehensive Singapore Math Test Results (Grades 1-2)

Math: In 2011, the comprehensive Singapore math test for Grade 1 was administered and 100% of all students scored at or above 50%. In 2011, the comprehensive Singapore math test for Grade 2 was administered and 100% of all students scored at or above 50%. We attribute these scores to the continued standardization of the math text (Singapore Math) and scope and sequence of our math program in grades K-8. Singapore Math will continue to be our guide for instruction next year.

This up-coming year, we will focus our professional development sessions on 1) effectively accessing the curriculum for identified and at-risk children 2) school-wide curricular development in planning projects in science and social studies 3) creating world class writers and 4) identifying best practices throughout the region for possible implementation at SCSC. The goal for this effort is to create easier transitions for students between our multi-age classrooms and between our elementary and middle school programs.

2010 PSSA Test Results Average Scores (Grades 3-8)

Grade	Math	Reading	Science	Writing
3rd	1340	1430		
4th	1740	1600	1680	
5th	1620	1430		1510
6th	1630	1430		
7th	1760	1610		
8th	1750	1790	1540	1490

Reading: In 2010 PSSA reading testing, 93% of all students scored at the proficient level or higher (95% in 2009). These scores continue to surpass AYP requirements.

Math: In 2010 PSSA math testing, 98% of all students scored at the proficient level or higher (97% in 2009). These scores continue to surpass AYP requirements.

2010 Terra Nova Reading Test Results (Grades 1-2)

Reading: In 2010 Terra Nova reading testing, 100% of all students scored at or above the 50th percentile (97% in 2009). We attribute these high scores to the continued use of a strong decoding and phonemic awareness scope and sequence in grades 1-2 and earlier reading intervention for students who are not making progress. These interventions have taken the form of focused reading instruction with our reading teacher, more one-on-one reading support and whole class reading comprehension strategies.

2010 Comprehensive Singapore Math Test Results (Grades 1-2)

Math: In 2010, the comprehensive Singapore math test was administered and 97% of all students scored at or above 75% (100% in 2009). We attribute these scores to the continued standardization of the math text (Singapore Math) and scope and sequence of our math program in grades K-8. Singapore Math will continue to be our guide for instruction next year.

2009 PSSA Test Results Average Scores (Grades 3-8)

Grade	**Math**	**Reading**
3rd	1440	1500
4th	1660	1460
5th	1550	1420
6th	1610	1510
7th	1700	1720
8th	1600	1860

Reading: In 2009 PSSA reading testing, 95% of all students scored at the proficient level or higher (92% in 2008). These scores continue to surpass AYP requirements.

Math: In 2009 PSSA math testing, 97% of all students scored at the proficient level or higher (93% in 2008). These scores continue to surpass AYP requirements.

2009 Terra Nova Reading Test Results (Grades 1-2)

Reading: In 2009 Terra Nova reading testing, 97% of all students scored at or above the 50th percentile (100% in 2008). We attribute these high scores to the continued use of a strong decoding and phonemic awareness scope and sequence in grades 1-2 and earlier reading intervention for students who are not making progress. These interventions have taken the form

of focused reading instruction with our reading teacher, more one-on-one reading support and whole class reading comprehension strategies.

2009 Comprehensive Singapore Math Test Results (Grades 1-2)

Math: In 2009, the comprehensive Singapore math test was administered and 100% of all students scored at or above 75% (85% in 2008). We attribute these scores to the continued standardization of the math text (Singapore Math) and scope and sequence of our math program in grades K-8. Singapore Math will continue to be our guide for instruction next year.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Strategic Planning Process

In Fall of 2011, strategic planning began again to prepare for the next round of chartering, to evaluate the original charter and mission and to plan for education over the next five years. The initial meeting was framed by the question: "How will this Improve Student Learning?" Our process was to look back, evaluate our present so we can plan for the future. Our conversation was framed by discussing the essentials, what works, what do we need to recommit to, how do parent partnerships impact student learning, what is our vision of the SCSC child and what evidence supports the work and success we have had? We met again in late 2011 and then a selected leadership group met throughout the Spring of 2012.

The School's strategic planning process began in April, 2007 with SCSC administration's attendance at Pattan preview training at its Norristown Office. In May 2007, the planning team met to view the technology and assign the various tasks. In July 2007, Wendy Ormsby and Jennifer Arevalo, SCSC administrators, began to input the information for the Annual Report into the e-strategic plan. On July 17th, Dr. Dale Baker came to SCSC to review the document thus produced and offered editing and main body suggestions as well as guidance in completing the newer sections of the document. For the remainder of July, the strategic Annual Report was reviewed, refined and finalized for submission on August 1st, 2007.

Each school year, the Annual Report is reviewed, refined and finalized for submission in August.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Arevalo, Jennifer	SCSC	Administrator	SCSC Board
Bowers, J. Elise	SCSC	Parent	SCSC Board
Cook, Julie	SCSC	Middle School Teacher	SCSC Faculty and SCSC Board
Keller, Karen	SCSC	Parent	SCSC Board
Kern, Lisa	SCSC	Board Member	SCSC Board
Kilmetz, Jessica	Mariana Bracetti Academcy	Community Representative	SCSC Board of Trustees
Mandracchia,	SCSC	Middle School Teacher	SCSC Faculty and SCSC

Paula			Board
Ormsby, Wendy	SCSC	Administrator	SCSC Board
Penny, John	Business member	Business Representative	SCSC Board
Prontnicki, Margaret	SCSC	Ed Specialist - School Nurse	SCSC Ed Specialists and SCSC Board
Rehak, Natalie, PhD	School Psychologist	Ed Specialist - School Psychologist	SCSC Ed Specialists and SCSC Board
Rindone, Janis	SCSC	Special Education Representative	SCSC Board
Tobias, Julie	Business member	Business Representative	SCSC Board
Urbach, Carina	Community	Community Representative	SCSC Board

Goals, Strategies and Activities

Goal: MATHEMATICS

Description: At least 5% above the state PSSA annual performance indicator will be the criteria of all students to be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

Strategy: Monthly Math Maintenance

Description: Monthly math maintenance exercises were woven into the weekly instructional day of students in grades 3-8. In the event of students who fail to make adequate gains, daily math maintenance exercises were completed, tracked and analyzed. Instruction was altered as a result of this data.

Activity: Math maintenance assessments will be given, assessed and data tracked in grades 2-8

Description: Math Maintenance assessments were given this year and will continue during the 2009-2010 school year.

Person Responsible	Timeline for Implementation	Resources
Ormsby, Wendy	Start: 9/15/2008 Finish: Ongoing	-

Status: In Progress — Upcoming

Goal: READING

Description: At least 5% above the state PSSA annual performance indicator will be the criteria of all students to be proficient in Reading, as measured by the annual state-wide PSSA assessments.

Strategy: Monthly Reading Assessments

Description: Teachers used a variety of reading assessment tools on every student a minimum of three times a year. In the event of students who fail to make adequate progress, reading assessments were increased and the instructional team met to discuss the need for further interventions.

Activity: Monthly reading assessments will be given, assessed and data tracked in grades K-8

Description: Monthly reading assessments are given to students and data is analyzed in grades K-8.

Person Responsible	Timeline for Implementation	Resources
Ormsby, Wendy	Start: 9/8/2008 Finish: Ongoing	-

Status: In Progress — Upcoming

Activity: Teacher training session on reading assessments will be given

Description: Teachers will be trained on how to utilize reading assessments effectively to measure students reading and his/her progress.

Person Responsible	Timeline for Implementation	Resources
Ormsby, Wendy	Start: 1/1/2009 Finish: Ongoing	-

Status: In Progress — Upcoming

Date	Comment
8/28/2009	Ms. Arevalo held teacher training session on reading assessments during the 2008-09 school year.

Goal: Science

Description: At least 5% above the state PSSA annual performance indicator will be the criteria of all students to be proficient in Science, as measured by the annual state-wide PSSA assessments and/or field tests.

Strategy: Increase hands-on science activities using the scientific method

Description: Students in grades K-5 participate in 2+ Science It's Elementary units of study. In grades 6-8, hands-on and inquiry based instruction is woven into all science curricular units.

Activity: Science Its Elementary Program Adopted

Description: Program adopted September 2007.

Person Responsible	Timeline for Implementation	Resources
Ormsby, Wendy	Start: 9/17/2007 Finish: Ongoing	-

Status: Complete

Strategy: Participation in PDE's Science It's Elementary Program

Description: Grades K-5 participated in this program. The units that were not yet provided by SIE will be implemented in the upcoming year.

Activity: Full participation of our elementary students in SIE - grades K-5

Description: Full participation in SIE will continue during the 2009-2010 school year.

Person Responsible	Timeline for Implementation	Resources
Ormsby, Wendy	Start: 8/29/2007 Finish: Ongoing	-

Status: Complete

Date	Comment
8/28/2009	Grades K-5 participated (and will continue to participate, if funded) in the SIE program during the 2008-09 school year.

Goal: STUDENT ATTENDANCE (any school that does not graduate seniors)

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

Strategy: Track Daily Attendance

Description: Attendance is tracked and recorded daily. Families are notified if and when absences exceed 10% of the completed school year.

Activity: Track daily attendance and follow-up with families when necessary

Description: Attendance is tracked daily and family follow-up letters were developed and utilized throughout the year.

Person Responsible	Timeline for Implementation	Resources
Ormsby, Wendy	Start: 9/2/2008 Finish: Ongoing	-

Status: In Progress — Upcoming

Date	Comment
8/28/2009	A formal process was created and utilized to inform families and rectify problems in attendance.

Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS

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

Strategy: Inclusion of PSSA Dates in School Calendar

Description: All testing windows for PSSA math, reading, writing and science are included in the annual calendar and distributed to all families.

Activity: Track participation during PSSA's and schedule make-up days to ensure 100% participation

Description: 100% of students in grades 3-8 participated in all PSSA tests for the 2008-2009 school year.

Person Responsible	Timeline for Implementation	Resources
Ormsby, Wendy	Start: 2/2/2009 Finish: Ongoing	-

Status: In Progress — Upcoming

Date	Comment
8/28/2009	SCSC had 100% participation in PSSA testing.

Goal: Technology

Description: Utilize technology to increase and improve learning, communication and collaboration.

Strategy: Curricular use of technology

Description: Utilize technology in meaningful instruction to increase student learning.

Activity: Digital collaboration

Description: Utilize technology to increase digital collaboration between teachers, parents and students.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 7/29/2011 Finish: Ongoing	-

Status: In Progress — Upcoming

Date	Comment
7/19/2012	This year, our VLE was used to promote collaboration among teachers and students in all grades with a greater focus in grades 6-8.

Activity: Enhancing experiential learning via technology

Description: Utilize technology to provide student access to a broader array of information and learning experiences.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 7/29/2011 Finish: Ongoing	-

Status: In Progress — Upcoming

Date	Comment
7/19/2012	At the beginning of the upcoming school year, every class will have an Elmo, projector and laptop to use for instruction.

Strategy: Design new communication strategies

Description: Develop class and school website communication mechanism.

Activity: Develop school and classroom website

Description: Class and school website communication including: - homework - field work - parent volunteer opportunities - class calendar - school newsletter - curriculum related documents updated on an as needed basis.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 7/29/2011 Finish: Ongoing	-

Status: In Progress — Upcoming

Date	Comment
7/19/2012	This year, we implemented a Virtual Learning Environment (VLE), Junior Jotter, throughout the school. Homework was posted each day. Learning extensions and curriculum related documents were made available. This upcoming year, we plan to utilize a school-wide platform, School Jotter, to communicate with parents and the community, post school calendars and activities.

Strategy: Improve student proficiency at use of digital media.

Description: In K-T1, 100% of students will be exposed to computers weekly and will gain fundamental skills of using a mouse to complete tasks. In 1-2, 100% of students will use computers to learn basic research skills with teacher direction. In 3-5, 100% of students will learn the skills of word processing and build upon research skills learned in earlier grades by accessing search engines and information houses weekly with teacher monitoring In 6-8, 100% of students will utilize computers in their daily life to word process, on-line educational programs and independent research. By graduation from 8th grade, 100% of students will view the use of computers as an effective tool for researching and communicating as well as understand its limitations.

Activity: Student computer proficiency activity

Description: In K-T1, 100% of students will be exposed to computers weekly and will gain fundamental skills of using a mouse to complete tasks. In 1-2, 100% of students will use computers to learn basic research skills with teacher direction. In 3-5, 100% of students will learn the skills of word processing and build upon research skills learned in earlier grades by accessing search engines and information houses weekly with teacher monitoring In 6-8, 100% of students will utilize computers in their daily life to word process, on-line educational programs and independent research. By graduation from 8th grade, 100% of students will view the use of computers as an effective tool for researching and communicating as well as understand its limitations.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 7/29/2011 Finish: Ongoing	-

Status: In Progress — Upcoming

Date	Comment
7/19/2012	All students in grades 1-8 are exposed to computers weekly and taught skills included in our technology curriculum.

Strategy: Increase the number of computers in the school

Description: Computer labs were created in each of the learning areas. Students have opportunity to utilize computers daily for their writing, researching and learning needs.

Activity: Establish a mini-computer lab in the intermediate, middle school and elementary wings

Description: Computer labs were established and maintained from 9/08

Person Responsible	Timeline for Implementation	Resources
Ormsby, Wendy	Start: 9/2/2008 Finish: Ongoing	-

Status: Complete

Date	Comment
8/28/2009	Mini-computer labs are completed and being utilized on a daily or weekly basis in the middle school, intermediate and elementary wings.

Goal: Writing

Description: At least 5% above the state PSSA annual performance indicator will be the criteria of all students to be proficient in Writing, as measured by the annual state-wide PSSA assessments.

Strategy: Develop Grade Level Samples of Proficient Student Writing in grades K-8

Description: Advanced, Proficient and Basic writing samples were gathered for narrative, expository and informational pieces in grades 3-8. Narrative and informational pieces were gathered for grades K-2.

Activity: Establish Monthly Writing Benchmarks for All Grades

Description: Begun in October 2008 and completed in December 2008.

Person Responsible	Timeline for Implementation	Resources
Ormsby, Wendy	Start: 12/18/2008 Finish: 12/18/2008	-

Status: Complete

Date	Comment
8/28/2009	Monthly writing benchmarks were established at all grade levels.

Activity: Teacher training will be provided related to writing benchmarks

Description: Teachers will be trained on how to utilize writing benchmarks to ensure rigor and consistency across grades.

Person Responsible	Timeline for Implementation	Resources
Ormsby, Wendy	Start: 7/22/2011 Finish: Ongoing	-

Status: In Progress — Upcoming

Date	Comment
8/28/2009	The professional development sessions provided teacher training related to writing benchmarks.

Statement of Quality Assurance

Charter school has met AYP.

There are currently no supporting documents selected for this section.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

Our curriculum is delivered through the workshop model and the project approach. The following list provides a description of the programs and strategies we use to ensure that all students' academic needs are met. The programs we have selected are aligned with the mission of the school, which is focused on individualizing instruction and Pennsylvania State Standards - Chapter 4.

Language Arts

100 Book Challenge is a comprehensive reading program that allows students to spend at least thirty minutes of in-school reading at their independent level while providing the structure for teachers to individualize the instructional reading needs of each child through conferencing and small group work. Books are sent home every night so students read a total of at least 45 minutes each day.

Instruction**:** Dependent on the level of the reader, students are learning the variety of skills needed to be a fluent reader.

- In the earliest years, students learn sights words and basic decoding skills to navigate the written world. Phono-Graphix's decoding scope is used to bolster the decoding and phonemic awareness instruction in our primary grades.
- As students move towards becoming fluent readers, they are exposed to the skills needed to decode multi-syllable words, to understand more complex story structures, to acquire new vocabulary and to comprehend different genre.
- In the upper grades, students acquire a written vocabulary and learn the more complex elements of story like foreshadowing, literacy devices and text analysis.

Conferencing is the mechanism for teachers to place, assess and instruct students' reading. The goal of the conference is also to increase student understanding of the skills needed to be a successful and lifetime reader. Additionally, students should gain insight into themselves as learners by understanding their strengths and weaknesses as well as the work they need to continue to improve and "move through the levels". By maintaining constant information on students, teachers are able to create an individual plan for reading improvement. Depending on student needs and level of books being read, teachers differentiate instruction. By knowing each student's strengths and weaknesses, teachers can create one-on-one or flexible grouping conferences where students are practicing particular skills.

Making Meaning: This reading comprehension program uses read-aloud books, carefully chosen to target nine specific comprehension strategies. Students develop social skills within their homebase community as they listen to and discuss literature in pairs and as a class. The program is collaborative, interactive, and helps to create a classroom community of readers.

Nine Comprehension Strategies:

1. Retelling 2. Using Schema/Making Connections 3. Visualizing 4. Determining Important Ideas 5. Understanding Text Structures 6. Summarizing 7. Making Inferences 8. Synthesizing 9. Wondering/Questioning

Spelling: Words our Way Spelling, Modern Curriculum Press Spelling and Sitton Spelling programs are used in the different grade levels.

- Developing Spellers: (K-2) Teachers use developmental scales to determine the level of each speller. Periodically, the students' level is analyzed and appropriate spelling lists are created.
- Fluent Spellers: (3-5) Teachers integrate vocabulary into their spelling program. Lists of words are determined by the needs of the class but often is a hybrid of conventional spelling lists (drawn from different spelling series) and word lists from student writing or project work. Grammar conventions are woven into the overall program.
- Middle School Spellers: (6-8) Spelling is integrated into a larger grammar/vocabulary program. Students should have mastered conventional spelling in accordance with their reading level. Students should self correct their spelling using strategies like "try three", using dictionaries and spell check devices.

Vocabulary**:**

Grades 2-5 Through the 100 Book Challenge vocabulary lists, Making Meaning, Latin root work and project work, students in grades 2-5 receive vocabulary instruction. The emphasis is on placing vocabulary learning in a context of what students are studying. Teachers are familiar with the idea of Tier 1, 2 and 3 words and interweave these types of words throughout the school day.

Grades 6-8: In the middle school years, vocabulary becomes a dividing line. The acquisition of words needs to be more discreetly taught than in the early years. Reading achievement can be clearly measured by the depth and breadth of known vocabulary. In our middle school program, **GET A CLUE** computer program is utilized for vocabulary practice. This vocabulary tutorial enables the teacher to provide individualized work, as students are placed into different levels according to their present level of knowledge. Students are then able to work at their own pace as they complete units. In grades 7 and 8, the reading specialist focuses on vocabulary/spelling related to the students' course of study to scaffold his/her learning experience in science and social studies.

Writing: The workshop model is employed in grades K-8. All students are given a pre and post-writing prompt, which is scored using Pennsylvania State Rubric. Writing is incorporated into each school day in a variety of ways such as through journaling, writer's responses and writing prompts.

Grades K-1: Student instruction is often in small groups or one-on-one configurations with an emphasis on building ease, basic skill development and tapping creativity. The goal is to teach all children how to write so they are prepared in the upper grades to write for purpose, audience and meaning.

Grades 2-5: Student instruction occurs within the workshop model with students assuming responsibility for setting writing goals, for creating and editing pieces and for developing into competent writers. Teachers expose students to the variety of writing types: expository, narrative and persuasive, along with letter writing, poetry and journals. Writing is woven into the school day versus relegated to a prescribed time of the day.

Grades 6-8: Student instruction occurs within the language arts block in a deliberated manner. The emphasis of the writing instruction is on preparing students for high school requirements. By the end of this level, students possess the skills and confidence to write for differing audiences and purposes in nonfiction and fiction genres. Students employ the necessary mechanics and grammar, sentence structure and formatting to create effective pieces. They have had numerous writing experiences that allow them to write with originality and voice.

Math

Singapore Math is the series and scope and sequence used in all grades. It was selected after a thorough investigation of current US texts and deemed superior in both its content and rigor. The workbooks and texts are used as a guide for pacing and activities; however SCSC is not text based and instruction by the teachers involves both an uncovering of the mathematical concepts and a building of foundational skills needed to be competent mathematicians.

Each fall students are assessed and placed into appropriate ability groups using Singapore Math placement tests. This configuration allows for students to receive instruction at a level that is based upon ability and not chronological age. This strategy has been highly successful as demonstrated by our PSSA scores for the last three years.

Grades K-1**:** Student instruction is often given in small groups that are fluid and flexible. The goal of the primary years is to build a solid mathematical foundation where students learn through both a mental and a hands-on approach.

Grades 2-5**:** Student instruction is given in small and large group formats. These groups are fluid and flexible and change with the concepts being taught. The goal of the intermediate years is to help transition student understanding of math concepts from the concrete to the more abstract. Students will have opportunities to think about math and its impact on their lives.

Grades 6-8**:** Student instruction is given in large groups and small group or independent projects are woven into the program. The emphasis of the math program is on preparing students for high school requirements. Students possess a strong understanding of math concepts and necessary algorithms to perform increasingly abstract mathematical problems.

Science and Social Studies Curricular Overview

Science It's Elementary (SIE) was brought to our K-6 classrooms in 2007 and although SIE is not funded, because of its success this model of instruction for science will continue at SCSC. Our science curriculum and the learning of our students was enriched by the hands-on units and the teacher development offered by Access through the Pennsylvania Department of Education. In grades K-5 the Project Approach and Understanding By Design (backward design model) is used to meet Pennsylvania State Standards in Science, History, Economics, Geography and Civics and Government. In order to balance these state requirements with our multi-age, mission driven school, teachers create a curriculum that reflects the students' interests while ensuring alignment with these outside forces. In 2008, our teachers adopted our science and social studies curricula (K-8) which allows for students to work in two-year cycles in the physical, life, earth sciences, history, economics, geography, civics and government. This school year, we continued to use professional development time to integrate our science and social studies curriculum to complete our school-wide curricula which creates a consistent learning experience for all of our students.

Project Approach Overview

Purposes**:** Create a process for acquiring information/knowledge
Give opportunities for children to exercise choice in what they study
Allow for different learning styles to be utilized
Develop habits of learning
Provide time to wonder and discover

Goals**:** Showcase what has been learned
Help children meet standards and make connections
Encourage self-knowledge of skills

Aid children in creating meaningful questions
Teach children effective research skills and project management skills

Understanding By Design

Purpose**:** Using a "backward design model" for curricular planning, students' learning is framed through BIG ideas:

Focus on essential understandings and questions
Help children make connections
Develop habits of mind and work
Aid children in creating meaningful questions
Teach children effective research skills and project management skills

Do you have documentation that shows that your curriculum meets the Chapter 4 content standards and all requirements?

At the conclusion of each school year, the SCSC faculty analyzes the topics, content and skills that the students have received in Grades K-8 to determine what gaps and repetitions exist and plan accordingly for the upcoming year. This process of reflecting back and planning forward allows for a more dynamic curriculum by allowing teachers to respond to student interests and teach and discuss current events and/or topics that emerge throughout the year. Rather than having a textbook or scope and sequence that dictates the course of instruction, we have developed a system of checks and balances that encourages professional freedom and creativity and ensures appropriate coverage of state and national standards. In addition, the task of cross-referencing the content and skills we have covered with state standards is completed yearly.

How is the curriculum organized to meet the developmental and academic needs of students?

At SCSC, the academic needs of students are at the center of our decision making process. Once students' needs are assessed, we look at how to modify or enrich our curriculum to ensure that all of our students are making progress and achieving at a world-class level. A framing belief is that the interest of students must be considered alongside curriculum to maximize student achievement.

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

In depth and inquiry based teaching form the core of teaching and learning at SCSC. Our Project Approach involves learning experiences that are long-term, in depth investigations of a theme or topic that engage students through authentic research and fieldwork. This approach to learning allows for the development of learning experiences that engage students' curiosity and motivate them by taking them outside of the school. Teachers plan and teach in teams using topics, essential questions and learning goals. The students are required to be active participants in their own learning as they choose sub-topics of personal interest to research and present.

This year, students continued to participate in inquiry based learning through field work in state parks, cities, museums and cultural centers. In grades 6-8, students took weekly trips to explore nearby locales associated with interdisciplinary learning. We also incorporated technological experiences to increase real world learning opportunities. Students took virtual field trips during literacy, science, and historical studies. The use of streaming video in our primary grades to view the Iditarod was a highlight of inquiry based technological learning. This experience brought to life events happening thousands of miles away. Fieldwork continues to be an area of distinction and innovation for our school.

What strategies does the school use to accelerate academic skill development, content knowledge and learning strategies of students performing significantly below standards in literacy and mathematics skills?

Children who enter SCSC are assessed using standardized testing, developmental scales and classroom observations. The first weeks of school are devoted to placing children in appropriate groupings for mathematics and reading. Our current staff includes three certified special education teachers and each of our classes has two teaching adults to assist the children. Two adults allow for children to receive remediation during the course of real-time instruction rather than at some point in the future. Our goal is to meet the needs of the children, whenever possible, in the regular education environment. When children are still failing to make progress with this model, our special education team and the Director of Education meet to discuss the next step of action.

Each school year, the Director of Education, the special education teachers, and members of the faculty identify students who are not making sufficient academic or social progress. Our RTI process focuses on creating "action plans" and collecting documentation that are used to measure and monitor the efficacy of strategies being used. Our goal is that the RTI process continues to have a direct impact on student learning by providing children with timely and effective intervention strategies.

What types of teaching strategies are used to actively engage students in the learning process?

An instructional pedagogy that facilitates student learning requires an experiential approach to learning. The following teaching strategies are part of our charter and employed at SCSC:

a. **Individualized learning** involves identifying a child's interests and affinities or strength and weaknesses throughout the year. This individualized learning plan (ILP) is used as a frame when guiding children to choose topics for project work, when self-reflecting on portfolios and when setting daily or weekly goals.

b. Opportunities for **real-life learning** are sought to expose children to the connections between the school and the outside world. At SCSC we seize opportunities in the running of our day that are appropriate for children to be either involved in through actual work or to be part of the problem-solving process.

c. **Responsive assistance** involves the continual adjustment of the level and amount of help provided to the child in relation to his/her level of performance and perceived need. Assistance is offered at points in the zone of proximal development at which performance requires assistance. The means of assisting performance is modeling, contingency managing, feeding back, instructing, questioning, and cognitive structuring.

d. **Problem-based learning** has its roots in learning by doing. Learning is structured around problems/projects that stimulate students' interest because of their relevance to the real world and permit the mobilization of basic science, social, and math and language skills around the problems set by the projects. These projects are worked on in the school and in the community.

e. **Whole language** programs have a strong emphasis on reading for meaning. The role of the teacher is that of keeping language whole for children by focusing on the meaningfulness of language and including all aspects i.e. speaking, listening, reading, and writing. SCSC's whole language learning environment is organized around themes (e.g., electrical storms) and choices.

Rigorous Instructional Program - Attachments

- Professional Development Approval Letter
- Induction Plan Approval Letter

English Language Learners

Upon entry to SCSC, we ask each parent/guardian to complete a **Home Language Survey**, which includes answering the following three questions:

1. What was the first language that your child(ren) learned to speak?_____

2. What language does your child(ren) speak most often? _____

3. What language is spoken most often at home? _____

This year, we enrolled three students who speak English as a second language. In past years and in accordance with federal law, eligible students were screened three times during the year using Ballard and Tigh IPT 2004 IDEA Reading and Writing I, II and III (IPT R/W I, II and III) to ensure language development benchmarks were maintained. Test results showed that students met chronological benchmarks. In addition, the WIDA battery of tests were completed in previous years and the results for the WIDA tests were received. One student was placed on a monitoring status and two need ELL services which will be provided by our ESL certified teacher.

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

English Language Learners - Attachment

- ELL ACS 2011-12

Graduation Requirements

SCSC currently instructs and serves children in grades K-8.

Special Education

The attached Child Find policy outlines the identification procedures we employ. Charter schools are not required by law to provide a gifted education program, however, through our assessment and placements procedures highlighted earlier, children who excel in the major academic areas are provided with accelerated instruction.

Our instructional strategies for special education students are driven by the IEP. Each year, the goals, objectives and program modifications are evaluated and altered as necessary. This year's special education staff included four certified special education teachers, one speech pathologist and one reading specialist whose responsibilities are to evaluate the instructional practices in the

multi-age classes and provide an adapted curriculum and direct instruction. An additional responsibility of these teachers is to serve as a mentor and model to the lead teachers in each of the classes. The special education teachers meet regularly with each other and once a week with the child's teaching team to facilitate the on-going learning process for students with IEPs. The reading specialist meets weekly with any regular education teacher who has students that receive remedial reading instruction. The information shared at the meetings allows for a smoother transition for students in their specific areas of need. This meeting/dialogue framework is used as part of our Instructional Support Team to monitor children who are not making adequate progress. This serves as the first step towards determining if a formal evaluation is necessary.

The strategies used for these identified children vary and may include one-to-one, small group and modified requirements. The variety of strategies might include direct phonics instruction, kinesthetic approaches to learning math facts or using actual school experiences and transition to work experiences. Whenever possible, these strategies are employed within the regular education classroom. Those children having greater needs will receive more assistance and support in and out of the regular education classroom.

The services contracted by SCSC are determined by the goals of the IEP and its related services based on recommendations made in the Evaluation Report (ER). Presently we contract with a certified speech therapist, and a certified school psychologist. We are in contact with PATTAN and the Montgomery County IU as additional services are required.

Special Education - Attachments

- Special Education Child Find Policy
- Special Education Confidentiality Policy

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Janis Rindone	1.0	Learning support	SCSC	1	Special Education Coordinator
Melissa Martinez	1.0	Learning support	SCSC	7	Middle School Special Education Teacher
Jane Janesky	1.0	Learning support	SCSC	4	Elementary Special Education Teacher
Terry Rakszawski	.6	Reading specialist	SCSC	2	Intermediate Special Education Teacher
Kristen Pawling	.5	Speech therapist	SCSC	15	Speech Therapist

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
N/A	0	N/A	N/A	0	N/A

Special Education Program Profile - Chart III

Title	Location	FTE
Stephanie Sienkiewicz	SCSC	1.0

Karen Keller	SCSC	1.0
Allison Beard	SCSC	1.0

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Natalie Rehak, PhD	School Psychologist	60/yr
Kristen Pawling	Speech & Language Therapist	14
Lorine Forman	Occupational Therapist	1.5

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
Terra Nova Reading and Lang. Arts	No	Yes	Yes	No	No	No
Singapore Math Comprehensive Test	No	Yes	Yes	Yes	Yes	Yes
PSSA Reading	No	No	No	Yes	Yes	Yes
PSSA Math	No	No	No	Yes	Yes	Yes

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA Reading	Yes	Yes	Yes	No	No	No	No
PSSA Math	Yes	Yes	Yes	No	No	No	No
Singapore Math Comprehensive	Yes	Yes	Yes	No	No	No	No

Student Assessment

PSSA results indicate that Reading and Mathematics are areas of growth and strength. In 2012 PSSA reading, 96% of students scored at or above the proficient level. In 2012 PSSA math, 100% of students scored at or above the proficient level. In grades 1 and 2, Terra Nova standardized reading assessments indicate there was a decrease in levels of achievement for reading. In grade 1, 94% of students and in grade 2, 91% of students scored at/or above the 50th percentile on the Terra Nova reading and language arts test. In grade 1, 100% of students and in grade 2, 100% of students scored 75% or above on the Singapore math comprehensive test.

In 2012 PSSA Writing in grades 5 and 8, 94% of students scored at or above the proficient level. Writing will continue to be a focus for the 2011-12 school year. We will continue to develop and implement writing rubrics and a progressive curriculum that guides our instruction and creates benchmarks for adequate student progress. Our writing goal for the upcoming year will be to enhance our monitoring system and seek out professional development opportunities.

In 2012 PSSA Science in grades 4 and 8, 97% of students scored at or above the proficient level. Science instruction has been aided by our participation in the Science: It's Elementary program which brings state aligned, hands on science curriculum to the students

Ongoing assessments are used to ensure student progress. These assessments are not locally developed tests but rather are guides to inform our instruction as it relates to children in need of remedial or extension support.

The PSSA, Terra Nova testing and local assessments are used as performance indicators for measuring our academic program. At the beginning of the school year test results are analyzed in relation to areas of strength and weakness. The areas of weakness then become a focus for improvement in the daily practice of our teachers. If there are school-wide weaknesses, these become topics for weekly program development sessions and outside consultation is sought. Thorough inspection is made for students identified with special needs so that our certified special education teachers are able to model and create adaptive instruction to ensure academic progress for these children.

Testing is used as a performance indicator for our annual measurable goals and to ensure accountability to the public. However, their impact on curriculum is minimal compared to on-going assessments such as detailed developmental checklists and/or pre and post assessments in all academic areas.

All of our students have portfolios that are shared at the year-end conferences with parents/guardians. In the intermediate grades, children are involved in sharing self-selected pieces of their portfolios with their parents/guardians. In addition, teachers share observations and checklists with parents/guardians to demonstrate student progress.

Year to year test scores are evaluated for each child to provide evidence that these strategies are proving effective. We continued utilizing a comprehensive math tests and quarterly open-ended prompts in grades K-8 that highlighted individual areas of strength and weakness for each student in math and provided an overall picture of mastery in each of the grade levels. We continued utilizing quantitative reading inventories a minimum of three times a year to assess reading progress of students. For writing, students were given pre and post writing prompts which were assessed using Pa. writing rubrics to assess grade level writing achievement.

In surveying the 2012 PSSA scores for our students with IEPs (non-speech IEPs), these students averaged 1490 in math and 1450 in reading. In disaggregating the data to compare it to AYP standards, 100% of these students were proficient/advanced in math and 75% were proficient/advanced in reading. This year, all subgroups met AYP. We were pleased with the PSSA results for children who have IEPs in both reading and math. These results indicate that intervention strategies were successful.

For the upcoming school year, these assessments along with anecdotal information were utilized to determine those children who were not making significant progress. These children received one-to-one or small group remediation in addition to their classroom instruction. This year, there was a focus on improving reading and math PSSA scores of students who fell or scored below the proficient level. Smaller intervention groups were created in their daily language arts period, before and after school which enabled the lead teacher to provide more focused interventions and remediation.

Across the school, our intervention process consists of three tiers of intervention. First, data is collected and interventions are suggested and implemented. Second, if no progress is evident, a formal Action Plan is developed and implemented and the student’s teaching team meets monthly to review progress and make changes to the plan. Finally, psycho-educational testing may be

requested if it is the team's belief that the child may qualify for special education services. In addition, SCSC developed a protocol for all special education meetings. The protocol's aim is to begin by highlighting the strengths of the student and to frame the weaknesses as points needing remediation rather than deficits. We made a conscious effort to consider the language we use around learning differences to ensure that the families leave the meetings with a sense of hopefulness.

Student Assessment - Attachment

- Local Assessment Data 2011-12

Teacher Evaluation

Teacher Evaluation

a) The number one criterion for learning is feedback. The main feature of the SCSC teacher evaluation process is 360-degree feedback. These evaluations are ongoing, with final assessment completed at the end of the year to represent the culmination of observations by colleagues, supervisors and parents. This year, parent feedback was collected online via Survey Monkey. This yielded a much higher participation rate than in previous years. An example of questions in the survey is attached. The feedback is synthesized and summarized for each faculty member by school leadership. This year, each faculty member reflected on the feedback and composed a reflective synthesis of their strengths and weaknesses. This synthesis is the foundation for identifying goals for the upcoming year.

Every year the SCSC Board of Trustees approves a salary raise schedule that includes a base/cost-of-living raise and a merit bonus. There are three areas on which a teacher may receive a merit bonus: parent communication, instructional excellence and contributions to the school outside of the classroom.

b) The Director of Education/Principal and Director of Organizational Development are ultimately responsible for teacher and staff evaluations. All faculty members, school leadership and parents are stakeholders in the evaluation process. While different weight is given to each of these groups, together they provide a full picture of a teacher's performance.

c) In November of 2010, Ms. Arevalo and Ms. Ormsby attended a conference at Harvard University specifically created for charter school leaders. Part of the four-day workshop included strategic succession planning, creating board relations focused on school improvement, nurturing a learning organization and using case studies to provide leaders with a balcony view of their organization.

Ms. Arevalo continued as part of a principal network through the Department of Education (NISL - Principals as Inspired Leaders), using this network to assist her in both the daily and strategic planning of SCSC. Prior to coming to SCSC, she worked as a literacy consultant, working with numerous schools to initiate and grow the literacy programs within these schools. Her experience of working with both teachers and administrators has given her a unique perspective on how to make programs and faculties work together efficiently and effectively.

Ms. Ormsby co-authored the SCSC charter application and was a SCSC core-founding member. Therefore, she was intimately knowledgeable about the school's vision, mission, and standards. Prior to becoming the Director of Organizational Development, she was a business consultant for Johnson and Johnson in the area of organizational culture, collaboration and process re-design. This experience makes her uniquely qualified to collaborate with faculty on areas related to

communication, team-building and professional growth. She continues as a Board Member of the Pennsylvania Coalition of Charter Schools.

Ms. Arevalo and Ms. Ormsby provide day-to-day leadership to the School to ensure that staff evaluations and the requirements of special education instruction are being met. They headed a Professional Development Team on the RTI process and were involved weekly in RTI teams in both the elementary and middle schools.

Evaluation at SCSC is shared by the entire faculty and the school community as highlighted above. The leadership assumes final responsibility for all evaluations.

Teacher Evaluation - Attachments

- Teacher Eval. Plan

Performance Review & Salary Increase Policy

- Teacher Eval. Plan

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

Lisa Kern was re-elected to the position of president, Board of Trustees. Carina Urbach was re-elected to the position of vice-president, Board of Trustees. Elise Bowers was re-elected to the position of secretary and Pattie Guttenplan will continue in the position of treasurer. The Board of Trustees is comprised of six members.

There were no changes in the administrative leadership. Jennifer Arevalo continues to serve as CEO/Director of Education/Principal and Wendy Ormsby continues to serve as Director Organizational Development. They serve as co-directors of the school.

Board of Trustees

Name of Trustee	Office (if any)
Lisa Kern	President
Kim Buchanan	na
Pattie Guttenplan	Treasurer
Elise Bowers	Secretary
John Penny	na
Carina Urbach	Vice-president

Professional Development (Governance)

Each new board member receives a thorough orientation training session and packet including the Sunshine Law, the school's bylaws and previous minutes of board meetings. SCSC's legal counsel is consulted whenever a question arises regarding interpretation of the Sunshine Law to ensure strict adherence is maintained both in the spirit and letter of the law. When board training is offered throughout the state, frequently board members will attend the training. The Pennsylvania Coalition for Public Charter Schools is available for training and consultation.

Coordination of the Governance and Management of the School

SCSC's Board of Trustees coordinates the governance and management of the school utilizing numerous structures. First and foremost, governance and management occur at bi-monthly board meetings (every other month). Other opportunities facilitate quality governance and this includes the work of a multidisciplinary human relations team, attendance by board members at monthly evening collaboration sessions in the role of Trustee, participation in school events, volunteering a minimum of four hours/month (as required in our by-laws), the review and adoption of school policies and the co-authorship, adoption and continual revision of the SCSC Personnel and School Handbooks. Finally, the working relationship between the board president, vice-president, the Director of Education/CEO and the Director of Organizational Development serves to coordinate the governance and management of the school. All of these working practices insure that school activities are in full alignment with the mission as stated in our charter and all state/federal regulations.

The SCSC Board of Trustees and administrative leadership continued to maintain a positive working relationship with leadership of the Souderton Area School District (SASD). Ms. Arevalo contacted numerous SASD educational leaders to discuss issues and seek their input. Ms. Ormsby, SCSC Director of Organizational Development, consulted with SASD leadership on issues related to business, policy and procedural management.

Coordination of the Governance and Management of the School - Attachment

- Board Meeting Schedule

Community and Parent Engagement

SCSC continues to have an ***open-door policy*** for families at all times. Families are asked to volunteer four hours per month to the school and the majority of families with children in the school volunteered 40+ hours during the year. The parent population was surveyed so jobs could be matched to fit individual interest and time availability. Family involvement saves a significant amount of money and improves the instructional environment.

The volunteering effort is spread out across a wide range of tasks and saves the school tens of thousands of dollars each year.

1) Weekend workdays are held the first Saturday of each month from 9:00AM to 12:00PM. Parents and family members who attend workdays participate in small and large building projects and other tasks throughout the school. It is estimated that work accomplished during this unique program saves the school $30,000-$50,000 each year.

2) The entire platform of information technology needs of the school are provided to the school on a volunteer basis. The maintenance of the 50+ computers, the desktop software and the networking environment are directed by a parent who has more than thirty years of professional experience with computer hardware, software and networking. This year, 134 hours of I.T. volunteer effort were documented saving the school at least $13,400.

Further, parent engagement improves instruction when parents help out in the classroom by working one on one with a student or assisting a teacher. It is not uncommon to find a parent in the classroom on any given day.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

During this school year, the following fund-raising activities were held: Annual Giving Campaign, Service Auction and Scholastic Book Fairs. These fund-raising activities raised over $60,000 for the school; they are targeted for specific wish-list items that are identified by the faculty and defray the cost of student field work.

Fiscal Solvency Policies

The SCSC Board of Trustees maintains a $160,000 unreserved designated fund balance. Since opening in 2000, there were no instances when funds were unavailable. It is the policy of the Souderton Charter School Collaborative Board of Trustees to maintain fiscal solvency by establishing a reserve fund balance to cover unanticipated costs and future hiring needs. This policy shall be reviewed and modified annually following completion of each year's audit, or at other times, if deemed necessary.

Documented volunteer service saves the school $30,000-$50,000 each year. These services include management of the school information technology infrastructure and maintenance of the school building throughout the school at Saturday Workdays. Fund balances are maintained to cover the future need for an increase in the PSERS employer contribution rate and for hiring information technology and building maintenance professionals.

Accounting System

SCSC complies with GAAP and utilizes the accrual method of accounting. Under the modified accrual basis, SCSC budgets and records income in the period income is earned and budgets and records expenses in the period expenses are incurred. SCSC capitalizes fixed assets, when appropriate, in compliance with GAAP. Reporting systems follow the same GAAP methods.

SCSC utilizes the services of Pay USA, located in King of Prussia, Pennsylvania. to complete payroll activities and associated state and federal payroll related tax reporting. Accounting practices integrate with the Pennsylvania State Chart of Accounts. The accounting software, QuickBooks, allows SCSC to create and change the account structure as PDE modifies the chart of accounts. SCSC was 100% compliant with the Pennsylvania State Chart of Accounts, which allows SCSC staff to produce PDE reports quickly.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Preliminary Profit and Loss 2011-12

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

Baum, Smith and Clemens (located in Lansdale, Pennsylvania) is contracted to audit SCSC's financial records each year. Last year's audit was completed in August 2011. SCSC received an unqualified opinion. The 2010-2011 audit report is attached. Baum, Smith and Clemens is currently conducting an audit for the 2011-12 school year. An unqualified audit is anticipated and the findings will be reported at the October 2012 board meeting.

The Pennsylvania state Auditor General's Office conducted a comprehensive charter school audit during the summer and fall of 2010. The SCSC Board and administrative team met with the auditors in January of 2011 to review the findings. The final report was received in the spring of 2012 and is attached.

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

- Audit 2010-11
- Auditor General's Report 2012

Citations and follow-up actions for any State Audit Report

In spring 2011, SCSC reviewed its special education action plan with a representative of the Pennsylvania's Bureau of Special Education. The corrective action plan was reviewed and the Special Education Audit was closed.

In summer 2010, SCSC was audited by PDE's Auditor General's Office. The auditor's report was received in the fall of 2011. In the auditor's report, SCSC was cited for one item: a middle school teacher was not highly qualified in one instructional area. This item has been resolved - said teacher took the Praxis exam and has received appropriate certification. She is highly qualified and certified appropriately to teach in all areas in which she teaches.

SECTION VII. FACILITY RESPONSIBILITIES

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

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

During the 2011-12 school year, SCSC purchased computers, furniture and projection equipment for classrooms in the school to facilitate learning. Total cost was approximately $30,000.

Future Facility Plans and Other Capital Needs

For the fifth year, SCSC leased an additional 2400 of square feet in a building adjacent to the existing school. Kindergarten, photography and after school care were provided in this space. The lease for both buildings runs through 2015. The budget covers all expenses related to this additional space.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

SCSC complies with all health and safety requirements. Fire drills are conducted once each month. The school's certified school nurse maintains all required health records including immunization records. See Attachment for the Request for Reimbursement and Report of School Health Services for the 2010-11 school year. The Request for Reimbursement for the 2011-12 school year will be completed in September of 2012, as required by PDE and included in next year's Annual Report.

It is understood that the Child Nutrition and WIC Reauthorization Act was signed as Public Law 108-265 on June 30, 2004. The law contains several provisions that impact the School Nutrition Programs. Section 204, Local Wellness Policy, requires all Local Education Agencies (LEA's) that participate in the National School Lunch or School Breakfast Program to develop and implement a Local Wellness Policy by July 1, 2006.

When learning of this requirement, Ms. Ormsby contacted Vonda Fekete, M.S., R.D., L.D.N. from the Pennsylvania Department of Education, Division of Food and Nutrition. Ms. Fekete confirmed that SCSC was not required to develop a full Wellness Policy because SCSC does not participate in the National School Lunch or School Breakfast Program nor does SCSC provide lunch.

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

- SCSC Wellness Policy
- Health Reimbursement

Current School Insurance Coverage Policies and Programs

Medical Insurance: Independence Blue Cross, PPO 3

Dental Insurance: United Concordia, Concordia Flex, Group Number 254113000

General Liability, Educators Legal: Twin City Fire Insurance Co., Policy 01UUNGD3521

Property: Twin City Fire Insurance Co., Policy 01UUNGD3521

Commercial Application: Twin City Fire Insurance Co., Policy 01UUNGD3521

Business Auto, Non-owned Auto: Twin City Fire Insurance Co., Policy 01UUNGD3521

Worker's Compensation Package: Technology Insurance Company, Policy WWC3014280

Umbrella Policy: Hartford Casualty, Policy 01RHUGD3478

Current School Insurance Coverage Policies and Programs - Attachments

- Dental Insurance Summary
- Health Insurance
- Insurance Summary

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

During the 2011-12 school year, SCSC employed fourteen full-time certified teachers and one part-time certified educator.

The turnover patterns of SCSC's faculty do not present any concerns to the school's leadership. Staffing trends are shown below.

Name	Area of Certification	2012-13 School Year	2011-12 School Year	2010-11 School Year
Wendy Morell	Elem	Yes	Yes	Yes
Julie Cook	Secondary, English Middle level Civics	Yes	Yes	Yes
Paula Mandracchia	Secondary, Science/Elem	Yes	Yes	Yes
Janis Rindone	Special Education	Yes	Yes	Yes
Jeannine Dunn	Middle level Mathematics & Science	Yes	Yes	Yes
Melissa Martinez	Special Education	Yes	Yes	Yes
A. Reiko Finamore	Elem	Yes	Yes	Yes
Dawn Farrell	Elem	Yes	Yes	Yes
Amy Farabaugh	Elem Special Education	Yes	No	No
Terry Rakszawski	Reading Specialist	Yes	Yes	Yes
Sara Rinelli	Elem	Yes	Yes	No
Jane	Special Education	Yes	Yes	Yes

Janesky				
Kristen Pawling	Speech Pathologist	Yes	Yes	Yes
Kellie Martinjuk	Elem	Yes	Yes	Yes
Kelly Veneziale	Elem	Yes	Yes	Yes
Adrienne Koch	Secondary English	Yes	Yes	No
Claire Emery Nikki Wiseman	Elem Elem	Yes Yes	Yes No	Yes No

Administrative and other specialists

Name	Area of Certification	2012-13School Year	2011-12 School Year	2010-11School Year
Jennifer Arevalo	Principal/CEO	Yes	Yes	Yes
Wendy Ormsby Director Organizational Development		Yes	Yes	Yes
Natalie Rehak	School Psychologist	Yes	Yes	Yes
Margaret Lynn Prontnicki	School Nurse	Yes	Yes	Yes

Attached are the LEA Staff Profile ACS for 2011-12 and PDE 414 for 2011-12.

Quality of Teaching and Other Staff - Attachments

- PDE-414 - Verification Form
- LEA Staff Profile ACS 2011-12

Student Enrollment

Student Enrollment

a) After advertising in local newspapers, an open enrollment period for the upcoming school year occurred in January and February of this year. At that time, interested parents completed a brief enrollment form. Given that applications exceeded openings, an impartial lottery process was used to select children, first from within the SASD, then, if openings still existed, from without the SASD. One lottery participant selected tickets to fill openings and determine the wait list by grade

level. Parents of children selected were contacted by phone in order to finalize enrollment. As needed, to fill other open slots, parents of children on the wait list were contacted by phone in the order in which they appeared. Before entering school in September, parents will complete PDE's Enrollment Form and an enrollment packet consisting of a formal enrollment form, release of records, emergency contact information, transportation form, and an ESL Primary Language Survey. All completed and signed forms were maintained in the child's file.

SCSC Enrollment Policy

All of SCSC's enrollment and admissions policies comply with Act 22 in that children are given equal access within the constraints of the law. The following are SCSC's related policies: Whereas, it is the desire of the Board of Trustees of the Souderton Charter School Collaborative to define priorities in the Enrollment Policy in accordance with Pennsylvania Charter School Law.

Now, therefore, be it resolved by the Board of Trustees and it is hereby resolved by the authority of the same as follows:

At the conclusion of the open enrollment period or when an attendance slot becomes available, priority will be given to:

1. Children of founding members of the Souderton Charter School Collaborative whom have sustained involvement through the time of the open enrollment period or sustained involvement through the time when an attendance slot becomes available.

2. Siblings of currently enrolled students residing in the Souderton Area School District.

3. Siblings of currently enrolled students residing outside of the Souderton Area School District.

4. The children of residents of the Souderton Area School District.

5. The children of residents of Pennsylvania applicants living outside the Souderton Area School District.

Admissions Policy Updated 2011-12 School Year

For admissions into kindergarten at the Souderton Charter School Collaborative, the child must meet the resident school district's age requirement for entry to kindergarten. If the District's policy includes a process for early admission, SCSC will follow this process.

For a child entering the Souderton Charter School Collaborative from another public, private, or home school program, the child will be screened academically by SCSC. The results of the academic screening will determine the child's grade placement and may or may not indicate eligibility for the subsequent grade level of the last successfully completed grade at his/her prior school. Every early admission decision is reserved for SCSC faculty and is final.

2011-12 Enrollment by Grade Level:

Grade	Number of Children Enrolled	Notes

Kindergarten/T1	23	One child withdrew, one child filled this opening
Grade 1	19	One child withdrew, one child filled this opening
Grade 2	23	One child withdrew, one child filled this opening
Grade 3	18	No change in enrollment
Grade 4	21	One child withdrew
Grade 5	20	Two children withdrew, one child filled one opening
Grade 6	19	No change in enrollment
Grade 7	16	One child withdrew
Grade 8	13	No change in enrollment
Secondary Ungraded	1	No change in enrollment

Of the 170 students who completed their year with us, 13 eighth graders graduated and one secondary ungraded student graduated. Three students left voluntarily with families either moving, transitioning to local schools or seeking another educational model.

The reasons children withdrew are as follows:

1. Two children withdrew to return to their host school district.

2. One child is seeking something different educationally: either homeschooling or private.

SCSC has completed the enrollment process for new families for the 2012-2013 school year. 24 new families will be joining SCSC for the upcoming school year.

There are currently no supporting documents selected for this section.

Transportation

Each summer, all home districts are notified in writing of the children from their district who will be attending SCSC for the purpose of making transportation arrangements for the upcoming school year. In August, each District notifies SCSC in writing as to which bus each child would be riding with anticipated arrival and departure times. Throughout the year, all transportation changes (e.g., address changes) are communicated either by phone or in writing with the corresponding district's transportation office. In the event that no children will be riding a bus on any given day, the district's transportation office is contacted to cancel the bus. Prior to making any changes to a child's established pick-up status (e.g., ride home with a peer, to be picked up by parent), the parent puts in writing the request.

In May of 2010, at the request of Souderton Borough leadership, SCSC moved its dismissal/bus pickup to Front Street. The change went smoothly this year and will continue next year.

To ensure all children returned home safely at the end of the school day, several procedures exist. Every day, a revised transportation list of bus and parent pick-up arrangements is created and distributed to SCSC employees who supervise departure. The designated individual dismisses those children who are picked up by a parent or designee. Throughout the year, the same people dismiss those children picked up by a parent as a safety measure (i.e., become acquainted with parents). Each week at least two additional employees supervise and document

dismissal of those children riding buses. One person organizes and documents each child's dismissal to a bus on the daily transportation list and the other person remains outside to monitor safe student travel to and entry onto the buses. In summary, we continue to experience a relatively "flawless" transportation program and do not anticipate making any significant changes at this time.

In alignment with current IEPs, most children attending SCSC traveled on regularly-scheduled school buses to/from school during the current school year. This year, special transportation related services were deemed necessary by the IEP teams in order for children to access a free and appropriate public education and appropriate transportation was provided.

Food Service Program

At this time, there is no Food Services Program at SCSC. SCSC does not participate in the FRL program. All children and employees bring a "bag" lunch to school every day. If a child comes to school without a lunch, we attempt to contact the parent and request lunch be sent to school. If follow up does not occur (this only occurs rarely), we provide the child with nutrition. For each such occurrence, a follow-up note is sent home reminding the parents of the need to send a healthy lunch to school for their child every day. Healthy Lunch Contest was continued this year in grades K-5 which is monitored by the school nurse and PE teacher. SCSC monitors the abilities of families to provide lunch for their children. Due to the sensitivity of this issue, school leadership completes this monitoring informally. Lunches have been provided throughout the year on an as needed basis.

SCSC continues to offer children and employees the option of purchasing a drink (e.g., whole milk, skim milk, apple juice); drink orders were placed with Rosenberger's Dairies.

Student Conduct

Student Conduct

a) The underlying premise of our code of conduct continues to be that of discipline, not punishment. Disciplining children begins with recognizing helpful and positive behaviors and ensuring an engaging and challenging learning environment. Using the conflict resolution tools that the children have learned through the peace table and emergency council meeting, they are able to identify the problem, tell how it made them feel, generate solutions and learn how to listen to another's perspective. This model of conflict resolution is utilized in all grade levels and is ingrained in our school culture.

The overarching goal of our discipline model is to assist children in developing an internalized sense of responsibility and feelings of self worth by creating and nurturing a community of learners. Several factors continue to guide interactions between adults and children: discipline values/principles and consequences. Values and principles are the basis for all decisions regarding the treatment of discipline "problems." Consequences for negative behavior could be characterized as logical, natural, realistic, and palatable both to persons delivering and receiving the consequence.

Within a school community of learners, everyone has rights and responsibilities. Discipline issues were characterized further into offenses of a minor and major nature, in relation to identified SCSC rights and responsibilities as stated in the school handbook. Minor offenses were responded to within the regular learning environment (e.g., I CARE principles, stop rule, emergency council meetings). Major offenses resulted in a progressive series of consequences (i.e., problem behavior report, behavior conference with teacher, CEO and parents).

SCSC complies with state regulations, especially those concerning due process. SCSC adheres to specific timelines related to suspension of children identified with IEPS. See Attachment for a copy of SCSC Discipline Policy as stated in the school handbook.

b) There were was one out of school suspension and zero expulsions during the 2011-12 school year.

Student Conduct - Attachment

- Discipline Policy

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2012

The Souderton CS Collaborative within Montgomery County IU 23 assures that the charter school will comply with the requirements of 22 Pa. Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

1. There are a full range of services, programs and alternative placements available for placement and implementation of the special education programs in the charter school.
2. The charter school has adopted a “child find” system to locate, identify and evaluate children who are thought to be a child with a disability eligible for special education residing within the charter school’s jurisdiction. “Child find” data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for effectiveness. The charter school implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The charter school has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The charter school will comply with the PA Department of Education annual report requirements including special education information.
5. The charter school follows the state and federal guidelines for participation of students with disabilities in state and charter school-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The charter school assures the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

This assurance must be signed by the Board President and the Chief Executive Officer for the charter school to operate services and programs.

_____ _____

Board President **Date**

_____ _____

Chief Executive Officer **Date**

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Verify that all DATA reports to PDE are complete **YES** _____ **NO** _____

Assurance for Compliance with the Public Official & Employee Ethics Act

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

The Souderton CS Collaborative 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: Jennifer Arevalo **Title:** CEO/Principal/Director of Education
Phone: 215-721-4560 **Fax:** 215-721-4071
E-mail: jennifera@scsc4kids.org

_____ _____
Signature of the Chief Executive Officer and Date

Identify the charter school's President of the Board of Trustees.
Name: Lisa Kern **Title:** President
Phone: 215-721-4560 **Fax:** 215-721-4071
E-mail: AsilNrek@aol.com

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

Identify the charter school's Special Education Contact Person.
Name: Wendy Ormsby **Title:** Director Organizational Development
Phone: 215-721-4560 **Fax:** 215-721-4071
E-mail: wendyo@scsc4kids.org

_____ _____
Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- Assurances 2011-12