FIRST SEMESTER HIGHLIGHTS

STUDENTS RESTORATIVELY RECONNECTING WITH HOME SCHOOLS THROUGH TRANSITION MEETINGS

Feasterville campus Program Coordinator, Barbara Dell’Orefice, is proud of the work that is done before her students transition from Buxmont Academy back to their home schools. Students are given the opportunity to participate in transition meetings before they return. During these meetings, in which Buxmont staff, families, and home school staff are invited to participate, students use a restorative process to reflect on previous behavior, the work they have done while at Buxmont Academy, and their plans moving forward. This process allows for all participants to understand the accountability, ownership, and responsibility undertaken by the student with a commitment to excel academically, socially, and behaviorally in the future.

“Every meeting that I participated in with Buxmont staff was a positive experience and truly gave the student a sense of their ability in achieving the goals that were identified through the self-reflection process.”

During a recent transition meeting for a student from Philadelphia Academy Charter School, the student’s mother and a representative from the home school gained a lot from the experience. While recently speaking about the transition meeting, Director of Specialized Services, Jeneen Venditti, Director of Specialized Services at Philadelphia Academy Charter School, describes the process: “The Buxmont team assists the student in a thorough self-reflection process in order to learn where the student stands regarding their knowledge on the choices they made and whether they are willing and able to make improvements in their effort. Every meeting that I participated in with Buxmont staff was a positive experience and truly gave the student a sense of their ability in achieving the goals that were identified through the self-reflection process.”

The ownership and accountability that are present in these meetings continue to be evident post-transition. The mother of the student described her son’s behavior post-transition: “He is exceeding expectations in the classroom. He is taking responsibility for actions at home and at school. He is taking charge of what he should be doing and not relying on his parents to intervene on his part when he makes mistakes. He has weeded out the ‘friends’ that were only using him for the wrong reasons.”

LEARN MORE

To learn more about our academic and counseling programs, or to inquire about our admissions process, contact Harry Keyser, Student Success Coordinator, at 267-810-3020 or hkeyser@csfbuxmont.org.
RESOLVING PEER CONFLICT THROUGH SPORTS

During the fall semester, Sellersville campus teachers, Tim Plover (Health and Physical Education) and Andrew Walters (Math), identified a need for additional opportunities for students enrolled in our Aggression Replacement Training® (ART) course to practice pro-social and teamwork skills. When they discovered that most of the students in the course enjoyed playing basketball, their vision became clear.

Tim and Andrew began to regularly engage the students in basketball games as a way for them to practice these skills. Tim states, “Using sports was a strategy we used to help our group learn how to deal with peer conflict resolution.” Before each game, the teachers used restorative practices and held a circle to discuss norms and expectations for the games. Thanks to the engagement in the game and the proactive circles, the students showed tremendous improvement in their abilities to work together as a team to achieve their goals. The games also developed the relationships that the students had with each other, as well as their relationships with their teachers.

Thanks to the engagement in the game and the proactive circles, the students showed tremendous improvement in their abilities to work together as a team to achieve their goals.

These improvements carried over to the classroom. “This method translated in ART group working and co-existing in the classroom together,” states Tim. The students, some of whom had previously shown many struggles with peer interaction and conflict resolution, were having a better time in their classes stemming from the skills they practiced through sport.

Tim and Andrew continue this work. Oftentimes, playing sports is seen as a reward for students who are doing well in school. In Tim’s and Andrew’s view, they see sports as an opportunity to help the students most in need. After their initial group, they continue to use basketball as well as football to help students learn to work together, making the classroom a more enjoyable place to be. Their school even set up a flag football game during Thanksgiving celebrations with the Feasterville campus.

Tim and Andrew explain that when they select students to participate in their sports activities, they ask themselves: “Who can benefit the most?” Students are often picked according to the potential growth involved with the activity, not just the students with the best grades, though students must also have good grades and attendance in order to be invited.
Ever since Beth Manton was in kindergarten, she wanted to be a nurse. The Woodlyn campus senior, who is also enrolled in Delaware County Technical High School in the School of Health and Biosciences, has studied Biomedical Technology and Laboratory Sciences for the past few years in preparation for her future career. Last year, Beth earned 3rd place in the HOSA (Health Occupations Students of America) Creative Problem Solving competition.

Woodlyn campus Program Coordinator, Lisa Cofield, has worked with Beth since she enrolled at Buxmont Academy. “Beth is a very caring person. She is a gifted, talented, humble, and selfless young lady who strives for success. She is not afraid of trying different things and embraces challenges. “

Beth continues her path of trying different things and embracing challenges as she applies for admission to college. She has already been accepted into nursing programs at Neumann University and Lees-McRae College in North Carolina and is waiting on decisions from Cabrini, Widener, and Jefferson before she decides where she will continue her education. Beth recognizes the obstacles that she has overcome to get to this point: “I was always battling something within myself. However, I knew a lot of people believed in me. And their belief in me gave me faith and I started to believe in myself. I started opening up more to people and actually asking for help when I needed it. I put in the work, plus more, that I knew I needed to accomplish my goal.”

Woodlyn Teacher, Jeanne Herestofa, has no shortage of amazing things to say when she speaks about Beth. “Beth is a career goal driven student and a leader of our school community. She strives to do well and when her sights are set, she achieves it. Dr. Seuss sums Beth up: ‘You have brains in your head. You have feet in your shoes. You can steer yourself in any direction you choose.’ We are excited to see the places Beth will go!

No matter which school Beth decides to attend, she knows nursing is what she wants to do. “Since I was in kindergarten I wanted to be a nurse. I don’t know why I chose it when I was little, but I continue to choose that path because I want to work where I am doing something bigger than myself, a greater cause.”

STAFF SPOTLIGHT

MARVIN LEONTUS:
Paying It Forward During the Winter Holidays

Before the holidays, CSF/Buxmont Support Staff Member, Marvin Leontus, organized an activity for staff and students at Feasterville campus to send care packages to our troops overseas.

Marvin is a veteran and knows how much of a difference the care packages make to troops: “I was deployed 2013-2014. I, and many others, unfortunately missed the major holidays you would normally spend with family. Having been on the receiving end of care packages while being in Afghanistan, it reminds us that there are people out there that care and appreciate the sacrifices we make day-in and day-out. With that, why not return the favor knowing how much it means to a soldier who is overseas away from family and friends?”

Students and staff created cards, posters, and letters; they also collected goods to send in the packages. Marvin had more than the troops in mind when beginning this project. “I thought of coming up with this project because our students sometimes feel as though they are surrounded by negativity to where they may feel as if they have no purpose. My goals for having them engage with this project were to have them feel good about what they’re doing, something to feel proud about, and using that to push more towards being a better person and having a purpose.”
CONGRATULATIONS TO THE FIRST MEMBERS OF OUR
CLASS OF 2022!

FIRST SEMESTER HIGHLIGHTS

CONGRATS GRADS 2022

2022

Graduation Celebration

2022