

Pennsylvania Leadership CS

**Charter School Plan**

07/01/2017 - 06/30/2020

# Charter School Profile

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## Demographics

1332 Enterprise Dr  
West Chester, PA 19380  
(610)-701-3333

AYP Status:	Not Provided
CEO:	Dr. James Hanak
Date of Local Chartering School Board/PDE Approval:	6/30/2012
Length of Charter:	5 years
Opening Date:	9/4/2012
Grade Level:	K-12
Hours of Operation:	8 am -4 pm
Percentage of Certified Staff:	97.70 %
Total Instructional Staff:	165
Student/Teacher Ratio:	14:1
Student Waiting List:	0
Attendance Rate/Percentage:	96.20 %
Enrollment:	2424
Per Pupil Subsidy:	8500
Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:	49.00 %
Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:	415

## Student Profile

Group	Student Count
American Indian/Alaskan Native	7.00
Asian/Pacific Islander	108.00
Black (Non-Hispanic)	388.00
Hispanic	178.00
White (Non-Hispanic)	1640.00
Multicultural	103.00

## Instructional Days and Hours

Number Of	K (AM)	K (PM)	K (FT)	Elementary	Middle	Secondary
Instructional Days	0.00	0.00	180.00	180.00	180.00	180.00
Instructional Hours	0.00	0.00	990.00	990.00	990.00	990.00

## Planning Process

Our Academic Leadership Team, including principals and supervisors of Guidance, Special Education, Induction/Federal Programs, and Education Technology, meet regularly to review components of the plan and measurable progress. The Academic Leadership Team meets weekly. The School administrators meet at least quarterly, to develop school priorities and to engage in school wide planning. We also utilize Instructional Coaches as well as Data & Information Specialists.

## Mission Statement

The PA Leadership Charter School's purpose is to provide an academically challenging, knowledge-based curriculum, individually designed for each child's needs. PALCS will combine the benefits of a classical basics oriented education with the latest Internet/computer technology and the best teaching and learning education practices. By studying the lives and works of the great leaders in history, PALCS students will develop multi-cultural perspectives and a global awareness. PALCS will prepare students to be informed, responsible citizens with a global mentality who will succeed through mentoring leadership.

## Vision Statement

PALCS's vision is to provide parents with an option for public education that tailors an educational experience to the unique needs of their child and allows them to receive that experience via the World Wide Web. The PALCS's curriculum incorporates differentiated teaching within a strong academic environment. PALCS's teachers are encouraged to develop their own curriculum, additional resources and alternative learning styles to ensure that each student experiences the pedagogy that is most effective for him/her.

## Shared Values

PALCS's educational goal is to prepare students to be creative, intuitive and analytical leaders with a firm understanding of the forces, leaders and thinking that have shaped world cultures. The curriculum will prepare students to be problem solvers both individually and collaboratively using the problem solving skills developed through a comparative interdisciplinary study.

PALCS will teach competency in reading, writing, mathematics, history, science and the arts. PALCS will prepare students to be successful whether they continue formal education or enter immediately into the work force. The strong emphasis on computer skills will provide the tools to address the unique career and global opportunities facing them in the 21st Century. PALCS will evaluate each student twice annually to ensure that he/she is meeting state standards.

PALCS's objectives include higher standardized test scores, improvement in the quality of performance-based assessments, improved student attendance, high graduation rates and superior teacher training. Teachers will help design and receive regular teacher training. The final objectives are enhanced motivation, higher satisfaction and morale from students, teachers, parents and/or Home Facilitator and community.

Students who experience difficulty will be provided extra tools and tutoring to keep them current with their peers, coordinated by a guidance counselor. The continuous grading provides instantaneous feedback for parents on a student's performance. Regular e-mail communications between teacher, parent and/or Home Facilitator provides instructional activities to focus efforts and overcome deficiencies in performance.

The goal of PALCS is to nurture the natural curiosity of children, to instill the joy of learning and to motivate students to a lifelong fascination with their potential and their world.

Through regular online conferences, students will connect with their peers and interact in their core subjects and elective subjects.

## Educational Community

As a cyber school, our community is the state of Pennsylvania, which is just one of the ways our school is unique. Therefore, we pull students in grades K through 12 from a wide variety of schools within the Commonwealth, from varied backgrounds. Currently we serve more than 2400 students. Our student population mirrors the population of the state of Pennsylvania, with higher concentrations in urban areas such as Philadelphia and Pittsburgh, but also significant population clusters in suburban and rural areas. Due to the number of economically disadvantaged students enrolled in Pennsylvania Leadership Charter School, we qualify as a school-wide Title I school. Our students come to us from a variety of backgrounds -- traditional brick-and-mortar public schools, private schools, parochial schools, other charter schools, and home school environments.

## Board of Trustees

Name	Office	Address	Phone	Email
Thomas Curryto	Member	797 Tree Lane, West Chester, PA 19380	610-701-5670	tcurryto@palcs.org
Gary Dougherty	Vice President	40 Indian Run Road, Glenmoore, PA 19343	610-399-0740	gdougherty@palcs.org
William (Bill) Middleton	President	612 Beaumont Circle, West Chester, PA 19380	610-996-6039	bmiddleton@palcs.org
Brian Shuffler	Treasurer	1508 Paoli Pike, West Chester, PA 19380	610-696-6947	bshuffler@palcs.org
Carolyn Welsh	Member	43 Blue Stone Drive, Chadds Ford, PA 19317	610-388-0240	cwelsh@palcs.org

## Board of Trustees Professional Development

At bi-monthly meetings of the Board of Directors, board members are provided with ongoing training regarding the Sunshine Law and Public Officials Act, as well as Conflict of Interest and fiduciary policies. The Board of Directors is invited to participate in professional development offered at the start of each year to all-staff as part of a Back-to-School professional development conference. The Board of Directors receives ongoing legal advice from the school's solicitor.

## Governance and Management

The Board of Directors is responsible for all governance and management of the school. The Board hires and evaluates a chief executive officer who in turn establishes administrative and academic guidelines and priorities. The Board of Directors works closely with the PDE by submitting annual reports and participating in school wide audits (Special Education, Federal Programs, etc.)

## Student Enrollment

Pennsylvania Leadership Charter School accepts students of school age who legally reside anywhere in the state of Pennsylvania.

The Student Services departments in West Chester and Pittsburgh facilitate the enrollment of new students. The process begins with a parent or legal guardian filling out an Application of Intent. This form can be found on the PALCS website ([www.palcs.org](http://www.palcs.org)) and is also available at both offices. Once this form has been submitted, a Registration Packet can be downloaded from the school website or mailed out from either office. Registration can be completed online as well. If submitting a packet by mail, use the address that is closest to your residence. Students living closer to Philadelphia please mail to: PALCS, 1332 Enterprise Drive, West Chester, PA 19380-5970. Students living closer to Pittsburgh please mail to: PALCS, The Landings, 55 Alpha Drive West, Pittsburgh, PA 15238. The Admissions Office will notify Parents/legal guardians within two days of the receipt of the Registration Packet. All documentation must be submitted before an orientation is scheduled. The original or reissued birth certificate must be brought to orientation. In addition, please be prepared for vision screenings and academic testing by bringing student's eyeglasses or contact lenses. Orientations are done both individually and in small groups. Upon completion of the orientation, course selection is done with the Guidance Department. Lastly, the Student Services Department will notify the student & former school district of their enrollment at PALCS.

Kindergarten students are accepted based on the age requirements of their home school district. This is usually five years old by a certain date in the fall of the current school year; these dates are set by local school districts. According to the Pennsylvania Department of Education, school age is the period of a child's life from the earliest admission age to a school districts kindergarten program until graduation from high school or the end of the school term in which a student reaches the age of 21 years, whichever occurs first.

All students must comply with the requirements of the State Immunization Code (28 PA Code, Ch 23). Complete immunization records must be delivered to the school prior to a student's acceptance for enrollment. It is the parents' responsibility to notify PALCS nurses when new immunizations have been administered to their child. Children in all grades need the following immunizations to attend school: 4 doses Tetanus- 1 dose given after the 4th birthday (DTP, DTaP, DT, Td); 4 doses Diphtheria- 1 dose given after the 4th birthday (DTP, DTaP, DT, Td); 3 doses Polio (OPV, IPV); 3 doses Hepatitis B (properly spaced); 2 doses Measles, Mumps, Rubella, preferably as the combined MMR (both doses must be administered after the Child's 1st birthday); 2 doses Varicella (Chicken Pox) or proof of having had the disease. In addition, students entering 7th grade for the 2016-2017 school year require: 1 dose Tetanus, Diphtheria, Acellular Pertussis (Tdap, Adacel, Boostrix; 1 dose Meningococcal Conjugate Vaccine (MCV, Menactra). There are two exceptions to the immunization requirement, both of which require adequate documentation. Medical Exemptions- must be signed by a physician or physician's designee. Once the physician determines that the immunization is no longer detrimental to the health of the child, the child shall be immunized according to PA law.

Religious Exemptions- must be based on a religious belief or a strong moral or ethical conviction similar to a religious belief and submitted in writing, signed by a parent/guardian. Please Note: If a child is exempt from an immunization, in the event of an outbreak of that disease, students attending on-site facilities or school activities may be excluded according to the PA Department of Health recommendations.

## Student Enrollment History

### Enrollment History—Part I

School Year	Number of Students at the Beginning of the School Year	Number of Students at the End of the School Year	Number of Students Expelled	Reasons Students Withdrew During the Year	Number of Students Retained
2013	2428	2500	0	back to home district brick-and-mortar, cyber not a good fit, moved	317
2014	2444	2482	0	back to home district brick-and-mortar, cyber not a good fit, moved	281
2015	2419	2650	0	back to home district brick-and-mortar, cyber not a good fit, moved	223

### Enrollment History—Part 2—Enrollment by Grade by School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12
2013	86	105	85	93	117	123	191	207	276	317	323	335	242
2014	74	97	107	110	86	141	184	267	241	324	300	311	240
2015	57	83	98	112	135	117	219	252	296	344	320	346	271

## Planning Committee

Name	Role
Mark Allen	Administrator
Sarah Boccasini	Middle School Teacher - Regular Education
Kathryn Constable	High School Teacher - Regular Education
Ashley Ford	Elementary School Teacher - Regular Education
Valerie Harris	Administrator
Petrina Hewlett	Parent
Candee Jackson	Parent
Jamie Jenkins	Ed Specialist - Other
Shavaun McGinty	Ed Specialist - School Counselor
Rick Merrell	Business Representative
Megan Pfaff	Elementary School Teacher - Regular Education
Kevin Reigner	Middle School Teacher - Regular Education
Amanda Richardson	High School Teacher - Special Education
Brian Shuffler	Community Representative
Jeff Stone	Business Representative
Carolyn Welsh	Community Representative



# Core Foundations

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## Standards

### *Mapping and Alignment*

#### Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Accomplished
Career Education and Work	Developing	Accomplished
Civics and Government	Developing	Accomplished
PA Core Standards: English Language Arts	Developing	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Accomplished
PA Core Standards: Mathematics	Developing	Accomplished
Economics	Developing	Accomplished
Environment and Ecology	Developing	Accomplished
Family and Consumer Sciences	Developing	Accomplished
Geography	Developing	Accomplished
Health, Safety and Physical Education	Developing	Accomplished
History	Developing	Accomplished
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Accomplished
Alternate Academic Content Standards for Reading	Developing	Accomplished
American School Counselor Association for Students	Developing	Accomplished
Early Childhood Education: Infant-Toddler→Second Grade	Developing	Developing
English Language Proficiency	Developing	Accomplished
Interpersonal Skills	Developing	Accomplished
School Climate	Developing	Accomplished

**Elementary Education-Intermediate Level**

<b>Standards</b>	<b>Mapping</b>	<b>Alignment</b>
Arts and Humanities	Developing	Accomplished
Career Education and Work	Developing	Accomplished
Civics and Government	Developing	Accomplished
PA Core Standards: English Language Arts	Developing	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Accomplished
PA Core Standards: Mathematics	Developing	Accomplished
Economics	Developing	Accomplished
Environment and Ecology	Developing	Accomplished
Family and Consumer Sciences	Developing	Accomplished
Geography	Developing	Accomplished
Health, Safety and Physical Education	Developing	Accomplished
History	Developing	Accomplished
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Accomplished
Alternate Academic Content Standards for Reading	Developing	Accomplished
American School Counselor Association for Students	Developing	Accomplished
English Language Proficiency	Developing	Accomplished
Interpersonal Skills	Developing	Accomplished
School Climate	Developing	Accomplished

**Middle Level**

<b>Standards</b>	<b>Mapping</b>	<b>Alignment</b>
Arts and Humanities	Developing	Accomplished
Career Education and Work	Developing	Accomplished
Civics and Government	Developing	Accomplished
PA Core Standards: English Language Arts	Developing	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Accomplished
PA Core Standards: Mathematics	Developing	Accomplished
Economics	Developing	Accomplished
Environment and Ecology	Developing	Accomplished
Family and Consumer Sciences	Developing	Accomplished
Geography	Developing	Accomplished
Health, Safety and Physical Education	Developing	Accomplished
History	Developing	Accomplished
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Accomplished
Alternate Academic Content Standards for Reading	Developing	Accomplished
American School Counselor Association for Students	Developing	Accomplished
English Language Proficiency	Developing	Accomplished
Interpersonal Skills	Developing	Accomplished
School Climate	Developing	Accomplished
World Language	Developing	Accomplished

**High School Level**

<b>Standards</b>	<b>Mapping</b>	<b>Alignment</b>
Arts and Humanities	Developing	Accomplished
Career Education and Work	Developing	Accomplished
Civics and Government	Developing	Accomplished
PA Core Standards: English Language Arts	Developing	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Accomplished
PA Core Standards: Mathematics	Developing	Accomplished
Economics	Developing	Accomplished
Environment and Ecology	Developing	Accomplished
Family and Consumer Sciences	Developing	Accomplished
Geography	Developing	Accomplished
Health, Safety and Physical Education	Developing	Accomplished
History	Developing	Accomplished
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Accomplished
Alternate Academic Content Standards for Reading	Developing	Accomplished
American School Counselor Association for Students	Developing	Accomplished
English Language Proficiency	Developing	Accomplished
Interpersonal Skills	Developing	Accomplished
School Climate	Developing	Accomplished
World Language	Developing	Accomplished

## Curriculum

### *Planned Instruction*

#### Elementary Education-Primary Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

During 2015-2016, the faculty participated in professional development, training and implementation centered around vertical alignment of curriculum, standards alignment using the PDE SAS portal, curriculum mapping using our CMAP tool, lesson design and standards for online lessons.

#### Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

During 2015-2016, the faculty participated in professional development, training and implementation centered around vertical alignment of curriculum, standards alignment using the PDE SAS portal, curriculum mapping using our CMAP tool, lesson design and standards for online lessons.

**Middle Level**

<b>Curriculum Characteristics</b>	<b>Status</b>
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

During 2015-2016, the faculty participated in professional development, training and implementation centered around vertical alignment of curriculum, standards alignment using the PDE SAS portal, curriculum mapping using our CMAP tool, lesson design and standards for online lessons.

**High School Level**

<b>Curriculum Characteristics</b>	<b>Status</b>
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

During 2015-2016, the faculty participated in professional development, training and implementation centered around vertical alignment of curriculum, standards alignment using the PDE SAS portal, curriculum mapping using our CMAP tool, lesson design and standards for online lessons. We also developed and implemented common assessments.

## ***Modification and Accommodations***

Students at all mental and physical ability levels have equal access to a rigorous standards aligned curriculum. Planned, individualized instruction for students who need accommodations are designed by their special education teacher. Instruction is implemented by Special Education Resource Teachers, Life Skills Teachers, and Regular Education Teachers.

## **Instruction**

### ***Instructional Strategies***

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Peer evaluation/coaching
- Instructional Coaching

#### **Regular Lesson Plan Review**

- Administrators
- Building Supervisors
- Department Supervisors
- Instructional Coaches

Provide brief explanation of LEA's process for incorporating selected strategies.

Through our TDEPP evaluation process, teachers are formally and informally evaluated by administrators, through observations and walkthroughs (which are drop-ins in the cyber environment). They are evaluated annually on instructional ability. Those who are not meeting goals through the year are placed on action plans, and are given additional instruction from a mentor and an instructional coach.

In addition, Instructional Coaches provide feedback and strategies for developing quality lessons and coordinate peer review sessions of lessons in monthly department work time.

## *Responsiveness to Student Needs*

### **Elementary Education-Primary Level**

<b>Instructional Practices</b>	<b>Status</b>
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

### **Elementary Education-Intermediate Level**

<b>Instructional Practices</b>	<b>Status</b>
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

### **Middle Level**

<b>Instructional Practices</b>	<b>Status</b>
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms



## High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

## Recruitment

All teachers at Pennsylvania Leadership Charter School are highly qualified and certified in their content areas. Part of the hiring process is looking for teachers who can meet the diverse needs of students. Within our population of teachers, we have assigned roles such as Instructional Coach and Data & Intervention Specialists to focus on lesson design, data analysis and remediation, and differentiated instruction. We have hired reading specialists and math/reading interventionists to meet the needs of our diverse learners.

## Assessments

### Local Graduation Requirements

Course Completion	SY 17/18	SY 18/19	SY 19/20
Total Courses	21.00	21.00	21.00
English	4.00	4.00	4.00
Mathematics	3.00	3.00	3.00
Social Studies	3.50	3.50	3.50
Science	3.00	3.00	3.00
Physical Education	1.00	1.00	1.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	2.00	2.00	2.00
Electives	3.50	3.50	3.50
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

### Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X	X	X		X	
Career Education and Work		X				
Civics and Government		X	X			
PA Core Standards: English Language Arts		X		X		X
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X		X		X
PA Core Standards: Mathematics		X		X		X
Economics		X	X			
Environment and Ecology		X		X		
Family and Consumer Sciences		X				
Geography		X				
Health, Safety and Physical Education		X				
History		X	X	X	X	
Science and Technology and Engineering Education		X	X			
Alternate Academic Content Standards for Math		X				
Alternate Academic Content Standards for Reading		X				
World Language		X				

### Graduation Requirement Specifics

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology, as determined through any one or a combination of the following:

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.
- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is

required for any material changes to the assessment. Validated local assessments must meet the following standards:

- I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
  - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
  - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
  - IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
  - V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
  - VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.
- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.

## *Methods and Measures*

**Summative Assessments**

<b>Summative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
PSSAs, Keystone Exams, Common Assessments, Final Exams	X	X	X	X

**Benchmark Assessments**

<b>Benchmark Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
MAP Testing, DIBELS, Achieve	X	X	X	X

**Formative Assessments**

<b>Formative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Exit Ticket, Checks for Understanding, Portfolios, Nearpod, Quizlets, Kahoot, Zoom, etc.	X	X	X	X

**Diagnostic Assessments**

<b>Diagnostic Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
DIBELS, Achieve Level Set	X	X	X	X

***Validation of Implemented Assessments***

<b>Validation Methods</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
External Review				
Intermediate Unit Review				
LEA Administration Review				
Building Supervisor Review	X	X	X	X
Department Supervisor Review				
Professional Learning Community Review				
Instructional Coach Review	X	X	X	X
Teacher Peer Review	X	X	X	

Principals' review and approve all assessment instruments on an ongoing basis as well as through the TDEPP teacher evaluation process. Content area committees and Instructional Designers conduct peer review of lessons. Instructional Coaches provide informal evaluations of lessons and assessment to review and suggest revisions as needed to ensure assessments are varied and aligned to standards.

***Development and Validation of Local Assessments***

In addition to MAP assessments that are administered in partnership with NWEA twice each year, PALCS develops and administers Common Assessments (up to four times each year), Study Island benchmark tests (Science). These assessments are reviewed annually.

### ***Collection and Dissemination***

NWEA provides MAP reports for individualized student performance. Standardized Assessment data, PVAAS data, DIBELS report information, and other benchmark data is uploaded to Datablender. Datablender is an online tool that can organize data points from a variety of sources; the data points can be extrapolated by a number of different variables, including: grade level, achievement level, granular level of what benchmarks were hit and what were not achieved, etc. Principals, Data & Information Specialists, Instructional Coaches, and teachers regularly review this data for gaps in learning and areas that need re-teaching or remediation.

### ***Data Informed Instruction***

At the Elementary level (K-5), students who do not demonstrate proficiency are placed into a "PALCS Eagles" reading and math program designed to focus on target skills and strategies for the students to achieve grade level proficiency. In Middle School, assessments are used to determine which students will work individually with a math interventionist or reading specialist. "Sections" are also assigned to students for Math and Language Arts students who are performing below proficiency levels. In High School, the Data & Intervention Specialist meets with teachers and teacher teams to review assessment data and develop remediation programs at the department and individual class level.

### Assessment Data Uses

Assessment Data Uses	EEP	EEI	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.	X	X	X	X
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.	X	X	X	X
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.	X	X	X	X
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

At the Elementary level (K-5), students who do not demonstrate proficiency are placed into a "PALCS Eagles" reading and math program designed to focus on target skills and strategies for the students to achieve grade level proficiency. In Middle School, assessments are used to determine which students will work individually with a math interventionist or reading specialist. "Sections" are also assigned to students for Math and Language Arts students who are performing below proficiency levels. In High School, the Data & Intervention Specialist meets with teachers and teacher teams to review assessment data and develop remediation programs at the department and individual class level. Study Island is also used at all three levels.

### Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides	X	X	X	X
Directing Public to the PDE & other Test-related Websites				
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports				
Website	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

PALCS maintains an active public website ([www.palcs.org](http://www.palcs.org)) that includes frequent updates. PALCS also disseminates information to all current families in a variety of modalities (learning management system, announcements, parent newsletters, PALCSchool communiques, conferences, parent trainings, Board reports, etc.). PALCS also utilizes a Google+ community and a Parent Feedback Committee to strengthen ties with community stakeholders.

## Safe and Supportive Schools

### *Programs, Strategies and Actions*

<b>Programs, Strategies and Actions</b>	<b>EEP</b>	<b>EEl</b>	<b>ML</b>	<b>HS</b>
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs	X	X	X	X
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers				
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

Explanation of strategies not selected and how the LEA plans to address their incorporation:

We do not have school resource officers, because we are a cyber school.

### *Developmental Services*

<b>Developmental Services</b>	<b>EEP</b>	<b>EEl</b>	<b>ML</b>	<b>HS</b>
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning			X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X	X	X
Wellness/Health Appraisal	X	X	X	X

#### Explanation of developmental services:

In addition to our Guidance Counselors, who work directly with students to complete course scheduling, we have six Academic Advisors: one for Elementary, one for Middle School, and four for High School (one each for grades 9, 10, 11, and 12). Academic Advisors identify underperforming students, including those with truancy issues, to provide extra supports. Attendance monitoring is completed by our Attendance Office (part of Student Services), in collaboration with the Guidance department and division principals. Positive behavior modeling is incorporated into our curriculum and through teacher communication. PALCS celebrates anti-bullying month through a "Kindness Wall" and other programs. Our onboarding program for all students incorporates bullying prevention modules related to Cyber School and the online environment. Career awareness is built into curriculum starting at the earliest elementary level, and the Guidance department offers Career Cruising and other helpful information for students as they contemplate post-secondary school options. PALCS offers a two-year induction and mentoring program for new teachers, as well as Instructional Coaches at all levels (elementary, middle, and high school). A certified school nurse supervises all health and wellness procedures, including immunizations, which are required prior to orientation of new students. The school has a Crisis Intervention & Response Team (trained in A.L.I.C.E.) as well as a Safety Committee. Fire and emergency preparedness drills are conducted at all building locations. The Guidance department provides a robust curriculum including college readiness, career exploration, and a School of Professional Studies track. Health screenings are conducted during new student orientation as well as at least once throughout the school year. Each student follows an individualized program of instruction that attempts to meet students where they are in their academic development and build from there. PALCS has a robust RTII/MtSS program.



### *Diagnostic, Intervention and Referral Services*

<b>Diagnostic, Intervention and Referral Services</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework	X	X	X	X
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning	X	X	X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

Pennsylvania Leadership Charter School complies with all federal and state requirements regarding Child Find and determination of eligibility for 504 and/or special education services. Each level of schooling (elementary, middle, and high school) have regular education programs and interventions in place to provide supports and assistance to students demonstrating health-related (physical and/or mental), emotional, behavioral, or academic needs. If the students' needs cannot be met with regular education interventions and services, students are referred for an evaluation to the special education department. The multidisciplinary team, including a school psychologist, uses diagnostic and intervention data, along with additional cognitive, achievement, emotional/social/behavioral, and functional (speech, occupational therapy, physical therapy, vision services, hearing services, orientation and mobility services, etc.) assessments, to determine appropriate placement and possible supplementary aids and services.

### *Consultation and Coordination Services*

<b>Consultation and Coordination Services</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Alternative Education	X	X	X	X
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

Pennsylvania Leadership Charter School provides consultation, intervention, supports, aids, and coordination of services for students and families who face health-related (physical and/or mental), academic, emotional/behavioral/social that impact a student's full participation in and access to their curriculum and school programming.

Communication between the home and school is of the highest priority and is facilitated via email, telephone, messaging and written methods. PALCS provides 504 plans, as well as IEPs, for students who qualify for those services. Guidance, academic advisors, and special education staff are provided professional development, training, and resources to act as liaisons between families needing services and locating those services within their community. Case management for special education includes coordination with local agencies such as the Office of Vocational Rehabilitation, Office of Intellectual Disabilities, local Intermediate Units, as well as in home supports such as speech, occupational therapy, physical therapy, behavior intervention, tutoring, vision services, hearing services, transition services (job coaching, community-based instruction, vocational- technical schools, etc.), and counseling. PALCS facilitates the coordination of those services through the use of statewide contracted professional agencies. Truancy coordination is facilitated through Student Attendance Improvement Plans. In addition, home visits and additional supports such as tutoring, counseling, personal care assistants, and outside agency (Children and Youth, CASA, Child Guidance, etc.) involvement are provided for students who have an IEP. Referral for a special education evaluation for a habitually truant, or a newly enrolling truant regular education student, is also an option considered when a disability is suspected to be a contributing factor to truancy.

### *Communication of Educational Opportunities*

<b>Communication of Educational Opportunities</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Course Planning Guides	X	X	X	X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports				
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

### *Communication of Student Health Needs*

<b>Communication of Student Health Needs</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

### *Health and Safety*

<b>Health and Safety</b>	<b>Answer</b>
Are all students required to be fully immunized, in accordance with the requirements of the Commonwealth of Pennsylvania and the requirements of local jurisdictions in order to be admitted to the Charter School?	Yes
Is a certified school nurse on the Charter School staff?	Yes
Are physical health records and dental records kept according to requirements of the State of Pennsylvania?	Yes
Does the Charter School comply with all regulations concerning the dispensation of medicines?	Yes
May Charter School students possess any prescription or non-prescription medication?	No
Are students/parents required to turn over all prescription and non-prescription medication to a Charter School nurse with descriptions regarding dissemination provided according to a required Charter School format, and are the medications provided in the original containers with accurate content and dosage information on the labels?	Yes
Is the Charter School in compliance with all pertinent code and license requirements related to Fire Prevention and Fire Drill procedures?	Yes
Are Fire Drill procedures posted in each classroom and are Fire Drills held at least once a month?	Yes
Does the Charter School participate in the Federal Free and Reduced Lunch Program?	NA
Are all students eligible to participate in Federal Breakfast and Lunch programs?	NA
Are all claims and reports associated with Federal Breakfast and Lunch programs submitted as required?	NA

The charter school nurse(s) are responsible for maintaining all medical records, submitting required reports, and ensuring that we follow all state-required mandates.

### *Food Service Program*

We do not have a meal program as a cyber charter school.

### *Safety and Security*

PA Leadership Charter School maintains a Safety Committee that meets monthly. The committee plans security and fire drills and sees that they are conducted according to schedule. All external entrances are locked. Visitors must be signed in and escorted within the building. All faculty and staff have received crisis training from our local police department.

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

### **Wellness Policy**

The school wellness policy

*DOCX file uploaded.*

### **Health Reimbursement Policy**

The school policy regarding Health Reimbursement

*DOCX file uploaded.*

## ***Current School Insurance Coverage Policies and Programs***

### **Current Insurance Accord**

The school's current Insurance Accord

*PDF file uploaded.*

### **Certificate of Liability**

The school's Certificate of Liability

*PDF file uploaded.*

### **Insurance Coverage Details**

Description of the details of the school's insurance coverage and/or copies of pertinent insurance policies

#### **Files uploaded:**

- 20160712\_0030\_001225\_1.pdf

## ***Transportation***

As a cyber charter school, we do not have transportation

### *Student Conduct*

<b>Charter School's Code of Student Conduct</b>	<b>Answer</b>
Are the expectations of students, parents, school staff members, and the Board of Trustees delineated by the Code of Student Conduct?	Yes
Are the rules of conduct explained in student friendly-language?	Yes
Are the consequences of violations of rules of conduct explained in student-friendly language?	Yes
Does the Code of Student Conduct apply on school grounds during the school day as well as immediately before and after school hours?	Yes
Does the Code of Student Conduct apply on school grounds at any other time when a school group is using the school?	Yes
Does the Code of Student Conduct apply off school grounds and the immediate perimeter of the school building, including any school activity, function, or event?	Yes
Does the Code of Student Conduct apply during travel to and from school, including actions on any school bus, van, or any other public conveyance?	Yes
Does the Code of Student Conduct apply off school grounds where the misconduct may reasonably be expected to undermine the proper disciplinary authority of the school, the safety of students or staff, or cause disruption within the school?	Yes
Does the Code of Student Conduct require that students who are found in possession of illegal drugs, firearms, or other dangerous weapons, or those who commit acts of misconduct, which disrupt the school's educational process, be suspended immediately and face possible expulsion?	Yes
Does the Code of Student Conduct specify that If a student becomes aware that a fellow student is in possession of illegal substances, firearms, weapons or any items that could endanger his/her safety or the safety of others, that student has a duty to inform an adult such as a parent, teacher, counselor, director or staff member?	Yes
Do all disciplinary actions for misconduct include a conference between the teacher and/or administrator, student, and parents followed by written notification to the parent or guardian?	Yes

### *Frequency of Communication*

#### **Elementary Education - Primary Level**

- More than once a month

#### **Elementary Education - Intermediate Level**

- More than once a month

#### **Middle Level**

- More than once a month

#### **High School Level**

- More than once a month

### *Collaboration for Interventions*

We are a Schoolwide Title I school, so our interventions apply to all students. We provide at present an MtSS/RtII program for students. We house student data in one system -- Datablender -- that all who work with students can access. We have frequent grade level and teacher as well as teacher team meetings to discuss interventions and student progress. We utilize Data & Intervention Specialists to help extrapolate multiple data points to use in remediation. The Guidance department has bi-weekly meetings as well as ongoing meetings with division principals.

### *Community and Parent Engagement*

The Board of Trustees supports all of our community and parent engagement efforts, which include an active and involved Student Services department. In October 2016, parents and staff members attended a Family Involvement conference. We maintain an active Google+ community. We have established a Parent Feedback committee. We have conducted parent trainings. Our Middle School has a parent advisory council and a "Middle School Connect" program. Our Elementary School hosts "Lunch with the Principal" and "Book Buddies." We hold parent-teacher conferences. We host regional field trips and activities. School performances and concerts are open to the public. We host an annual Back-to-School Picnic and end-of-year Summer Send-off.

## Community Coordination

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

These community coordination plans do not apply to PALCS, as we are a cyber school.

## Preschool Agency Coordination

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

These plans do not apply to PALCS, as we are a cyber school.

## Materials and Resources

### Description of Materials and Resources

#### Elementary Education-Primary Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing



Teachers worked in CMAP to ensure curriculum is horizontally and vertically aligned. We use a combination of the most up to date materials and resources (Dreambox, Achieve, Pearson and HMH). We also utilize Canvas as our learning management system that ensures accessibility for students and teachers.

### Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

Teachers worked in CMAP to ensure curriculum is horizontally and vertically aligned. We use a combination of the most up to date materials and resources (Dreambox, Achieve, Study Island, Pearson and HMH). We also utilize Canvas as our learning management system which ensures accessibility for students and teachers.

### Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

Teachers worked in CMAP to ensure curriculum is horizontally and vertically aligned. We use a combination of the most up to date materials and resources (ALEKS, Achieve, Study Island, and HMH). We also utilize Canvas as our learning management system that ensures accessibility for students and teachers.

### High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

Teachers worked in CMAP to ensure curriculum is horizontally and vertically aligned. We use a combination of the most up to date materials and resources (ALEKS, Achieve, Study Island, Pearson and HMH). We also utilize Canvas as our learning management system that ensures accessibility for students and teachers.

### *SAS Incorporation*

#### Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Not Applicable
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms

Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Not Applicable
Early Childhood Education: Infant-Toddler&rarr;Second Grade	Not Applicable
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

**Elementary Education-Intermediate Level**

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Not Applicable
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms

Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

### Middle Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms

	classrooms
Economics	Not Applicable
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

**High School Level**

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms

Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms



## ***Fiscal Solvency Policies***

Describe policies and procedures that have been established to ensure and monitor fiscal solvency.

There have been no changes to our fiscal solvency policy. A copy of the policy is included below.

## ***Accounting Systems***

### **PALCS Accounting Manual**

#### **General Ledger Narrative**

PALCS utilizes QuickBooks Enterprise for recording all transactions. The Accounting Manager completes the month-end close duties. He is the only person authorized to make journal entries, void and delete transactions. The CPA firm audits his monthly close work on a yearly basis. Once all journal entries are complete, the income statement and balance sheet are reviewed and approved monthly by: Controller, CEO, and Board of Directors.

Journal entries are entered manually into QuickBooks. Backup records are printed off and kept in a file in the Accounting Manager office.

#### **Sub – Systems**

VSIMS is the billing tracking system. Billing and receipts are tracked there and entered into QuickBooks. QuickBooks should reconcile to VSIMS with revenue and account receivables. VSIMS uses computer algorithms to send correct bills to each school district based on individual student daily enrollment.

MSIS is the student tracking system. There are less accounting functions for this sub system. Student statuses could be checked and the Internet Service Provider reimbursement is calculated using data from this system. Accruals are made to the balance sheet when ISP liabilities are calculated and AP data is entered when payments need to be made.

Fixed Assets are tracked through excel. The accounting manager and CPA firm update the spreadsheet periodically.

The Payroll is tracked and paid using software from vender PAY USA. Paper timesheets are used to track hourly pay. That data is entered into a PAY USA portal. A consultant generates a GL entry based on reports from PAY USA. The accounting manager

reviews the entry. The yearly payroll total is reconciled by the accounting manager to the 941 quarterly tax forms and reviewed the CPA firm on an annual basis.

## **Business Planning**

A yearly budget is formulated using input from each department head / budget owner. It is made for organizational financial planning and cost control. It also satisfies a PDE requirement to have an annual budget as a charter school. The budget is updated internally by the accounting manager, for use as an internal rolling financial forecast for management planning purposes. There are inevitably changes to the annual budget as the year goes on, and the internal rolling forecasts are updated to reflect changes financially as they are known. Enrollments can be very unpredictable, which changes revenues through the year. It is hard to capture an accurate enrollment number when creating the annual budget, which makes it necessary to update internal rolling forecasts through the year

## **Cash Receipts**

### **I. Policy**

Any program conducting business as an entity of PALCS who receives funds from any source whatsoever including income from the sale of services and any other program or institutional source of activity must deposit the funds with the Business Office.

Under PALCS policies and State regulations, programs receiving payments on behalf of PALCS are responsible for ensuring that adequate control procedures are in place to secure the collection and proper receipt of monies. For purpose of this policy, the term monies include coins, currency, checks, and money orders.

The Business Office is the depository and custodian of all monies received for PALCS. All deposits must be transferred to the Business Office as soon as possible but no later than a calendar week as prescribed in the following procedures.

### **II. Procedure**

#### **A. Authorization to Collect Funds**

i. Due to the nature of the daily operations and location of various programs or because of inherent personnel limitations, all PALCS programs are authorized to collect funds.

B. In no case is money to be withheld from daily receipts to create a miscellaneous fund. All petty cash or change funds must be approved for a specific use through the Business Office.

C. Receipting Procedures

i. All authorized and approved receipting areas must issue a collection receipt for all cash received.

D. Receipts must be given to customers for checks and money orders received. No cash or credit cards will be accepted for payments. (No cash other than Petty Cash Box transactions)

i. Handling Coin, Cash, Money Order, and Check Information

E. Safeguarding revenue and receipts prior to deposit is the responsibility of the Program. All monies must be retained in a safe place until they are delivered to the Business Office in accordance with section c of this procedure.

F. For proper internal control, only authorized personnel may collect and handle the receipt and deposit of monies.

G. Checks and money orders, regardless of the Program, should be made payable to the PA Leadership Charter School. These instruments should not be made payable to programs, seminars, conferences, or any other such entities.

H. Procedures for Preparing Receipts to be sent to the Business Office

i. Any person delivering a deposit to the Cash Accountant in the Business Office should take adequate precautions for their personal security and safety. Cash should never be sent in US or unlocked inter-office mail. If the Cash Accountant is unavailable, the deposit should be delivered to one of the following individuals:

1. AP Accountant
2. AR Bookkeeper
3. Accounting Manager, if no one else is available from above
4. If no one is available, the deposits should not be left unattended in the Business Office. There will be someone in the business office during

ii. Any deposits that are scheduled for physical delivery to bank by business office personnel must be kept in a safe or locked cabinet.

1. To avoid the risk of loss or theft, programs that are authorized and approved as receipting areas should deposit funds in a timely fashion, generally within a week of receipt.
2. Funds for deposit must be kept under lock and key at all times.
- d. Return Items
  - i. If a check is returned by the bank, the program will be notified to obtain a replacement payment from the customer.
  - ii. Checks that are still not honored (returned unpaid a second time) will become a PALCS receivable and a request for invoice to that customer must be generated by the Program.

#### I. Preparing the deposit in the Business Office

- i. Deposits from the various Programs.
  1. The AR Bookkeeper will receive the deposits from the various programs and school districts.
  2. The AR Bookkeeper will record the receipts in a deposit tracking spreadsheet.
  3. All deposits are then forwarded to the Cash Accountant for processing as follow:
    - ii. Counts and verifies the deposit amount.
    - iii. Confirms the amount received on the Deposit
    - iiii. Deposits remotely into correct bank account
    - iiiii. A deposit report is sent back to the AR bookkeeper to match up with the tracking spreadsheet
- J. Deposits are received via wire transfers and ACH's
  - i. PALCS receives wire transfers and ACH's for numerous items. A few examples are money from the Pennsylvania Department of Education, and funds remitted by school districts for tuition
  - ii. The Cash Accountant is responsible monthly for the recording of all wire transfers. The Accounting Manager reviews the reconciliation monthly.
  - iii. Notification of wire transfers and ACH's are received by various methods. A detail report is obtained from the Pennsylvania Department of Education and notification of wires by school districts.

## K. Cash Receipt Review

- i. A detail review by the Accounting Manager is performed periodically to ensure that all revenue is posted to the correct program and account.
- ii. Any necessary adjustments are made via journal entry to ensure that all revenue is posted to the proper program and fund.

## **Procedure for Federal Interest Calculation**

PALCS is responsible to remit any interest income on all federal programs that exceed \$100. This calculation is completed quarterly by the GL Accountant and approved the Accounting Manager. Any interest income for the \$100 threshold is remitted to the US Department of Education

### Procedure to Calculate the Interest

- A. Pull quarterly Federal Grant data from QuickBooks or sub-ledger from Grant Administrator. This report will show all revenue and expenditures by program for each month. This report should be completed after the quarter end close date to obtain the correct quarter end balance.
- B. GL Accountant records its indirect restricted administrative fee at the end of the grant program. Therefore each month an indirect restricted administrative fee needs to be applied to the expenditures. This is calculated by taking the total expenditures per month less any indirect restricted administrative fee already recorded times the annual approved indirect cost rate provided by Pennsylvania Department of Education. Add this to expenditures to obtain the adjusted expenditures for the month.
- C. Take the beginning cash balance (the ending "cash" balance from last quarter) add the quarterly revenue less the adjusted expenditure balance to equal the ending cash balance for the grant for each of the years.
- D. Take the ending cash balance for the grant by year and multiply it by the monthly interest rate. This can be obtained from the monthly bank statement. There is currently no interest rate; therefore no calculation needs to be completed. This process will need to take place if grants are to be moved to an interest bearing account.

- E. Take each of the federal grants interest amounts and add them together. Any amount in total over \$100 for the year needs to be remitted to the US Department of Education.
- F. Write up a check request and attach the detail for the amount to be remitted to the US Department of Education and obtain the Accounting Manager approval.
- G. Send the check and letter that has includes the time period for which the interest was earned. In the subject line of the letter should read "Interest earned on Federal funds".
- H. The check and letter should be mailed to US Department of Education, P.O. Box 979053, St. Louis, MO 63197-9000
- I. The calculation needs to be completed quarterly and the check needs to be remitted no later than 45 days after quarter end.

### **Cash Disbursements**

#### **Control Objective**

To ensure that cash is disbursed only upon proper authorization of management, for valid business purposes, and that all disbursements are properly recorded.

#### **Procedure**

##### **Purchase Orders**

Purchase Orders (PO) are prepared by the Requisitioner and forwarded to the Business Office

- Requisitioner prepares PO identifying goods and services to be purchased.
- Requisitioner assigns QuickBooks GL cost center and account.
- PO is approved by the requisitioner supervisor. If PO is \$5,000 and over, the PO is also approved by the Department Director or CEO.

PO is forwarded to Purchaser & Accounting Manager for review. Purchaser assigns QuickBooks vendor name, dates and initials PO. (Note: Accounting Manager acts as interim purchaser in absence)

- Purchaser enters into purchasing tracking spreadsheet.
- Purchaser checks for compliance with quote/bid requirements. *Note – PO's needing quotes/bids are not valid until reviewed and approved by Accounting Manager after quote/bid requirements are checked. (Three Quotes \$10,200-\$18,899, Bids \$18900 and up)*
- PO is entered into tracking spreadsheet noting quote/bid requirements. A copy goes to the originator, purchasing, and accounts payable. Purchaser sends a copy to the vender and accounts payable creates a folder with the PO, waiting to be matched up with the invoice and proof of receipt.
- PO's are not required for routine monthly bills such as utilities, phone, expense vouchers and tuition reimbursements (approved by HR).
- PO's are electronic and numbered by the departments. A numbering system is suggested by accounting for use by each department, but each department can seek approval from Accounting Manager to use another numbering system.

Goods are received in the receiving department. Packages are logged and distributed to the originator. Receiving department signs the log.

### **AP - Invoice Processing**

- AP may not pay from a vendor statement they must have invoices.
- Cannot pay from PO unless receipt is documented by signature.
- Bookkeeper matches invoices to PO, verifying amount is within PO limits. (10% variance allowed). If variance greater than 10%, must obtain ordering department supervisor approval.
- Invoices are input into tracking spreadsheet and sent to purchaser to close on the purchasing end.
- Invoices are paid based on variable and unpredictable cash flow. Accounting Manager consults with AP to pay invoices based on several factors such as invoice aging, cash flow, vender and department urgency or need, etc.

Expense reports are reviewed by AP for accuracy, supporting receipts and signatures of person submitting request and their supervisor.

Tuition reimbursements – Tuition Reimbursement Form is submitted to HR for processing.

- HR reviews and validates tuition reimbursement eligibility and receipt documentation.
- HR submits a detail listing to Accounts Payable once approved.
- Once payments approved by Accounting Manager (Cash Flow, other factors), they are paid by check.

### **Checks**

- Checks are pre-numbered.
- AP checks have 2 signatures – Board President and CEO.
- Checks are cut every day. Payments are made when needed and when cash flow allows.
- Each check is approved prior to issuance either through signed and approved PO's, invoices, expense reports, check requests, or other employee reimbursement approvals. A check cannot be cut without a form of approval. The monthly check run is reviewed monthly by GL Accountant during bank reconciliation, which is then reviewed and approved by Accounting Manager.
- Check stub, related invoice and PO are stapled together and promptly filed.
- All unused check stock is kept locked.
- Checks may not be made out to CASH or BEARER.

### **Stop Pay / Voided Checks**

Stop Pay - Receive notification or request to void checks.

- Check bank to confirm that check has not cleared.
- Notify Accounting Manager for approval through email.
- AP processes void after approval.
- Approval email is stored with AP file paperwork.



Void Checks - Original check is defaced or wrong amount, etc.

- AP instructs Accounting Manager to void a check in QuickBooks.
- Check is stamped VOID over the signature lines.
- Voided check is filed in Void Check folder.
- AP reconciles void check file to QuickBooks and files in AP files.

### **Board Approval of Bills to Pay**

A summarized “Bills to Pay” report for the month is prepared and submitted to the Board for approval. It is included in the finance report by the Accounting Manager. The bills are approved to be paid as money becomes available.

The detailed “Bills to Pay” for the month are printed and available for Board review at the monthly BOD meetings.

### **Financial Reporting**

AP is integrated with the General Ledger in QuickBooks. Each transaction is automatically updated to the GL. At month end the Accounting Manager reviews the AP transactions and aging report. The data will be automatically updated in QuickBooks as AP functions through the month.

### **Bank Reconciliation**

- PALCS maintains a general account where all the disbursements related to AP go out.
- Payroll, several benefits related accounts, and federal programs use separate accounts.
- The bank account is reconciled each month by the GL Accountant, who does not have the ability to cut AP checks.

- The bank reconciliation is reviewed and approved by the Accounting Manager. As an additional layer of checks and balances, the Accounting Manager has ability to review all transactions but no ability to sign, approve or cut checks.

**Note: Controller can be used for Approval if Accounting Manager is not present. This is for anytime Accounting Manager is listed in the Accounting Manual.**

## Professional Education

### *Characteristics*

<b>Charter School's Professional Education Characteristics</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.	X	X	X	X
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.	X	X	X	X
Empowers educators to work effectively with parents and community partners.	X	X	X	X

<b>Charter School's Professional Education Characteristics</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	X
Instructs the leader in managing resources for effective results.	X	X	X	X

An initial professional development conference is scheduled for the start of each school year. This two-week orientation, training, and professional development program brings together teachers, instructional leaders, principals, and administrators to focus on professional development themes and program initiatives.

Professional Development is ongoing, targeted, and driven by teachers' needs. A Professional Development Needs Assessment is conducted in the spring, and then ongoing each marking period. We set aside three hours every Thursday for professional development. The Thursdays include:

- Curriculum Work Time: used for teachers to work in and with departments to develop assessments, research and share best practices, analyze data
- Initiative Development: used to address teachers' needs, as presented in surveys. Also used to train teachers on family & parent engagement, 21st Century Skills and emerging trends in education
- Grade Level Meetings: used to analyze data, make decisions about instruction, and develop plans for remediation and enrichment

### ***Educator Discipline Act 126, 71***

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

<b>Questions</b>
The LEA has conducted the required training on:
8/20/2014 1.5 Hour Training
4/30/2015 1.5 Hour Training
8/24/2016 1.0 Hour Training In-house plus 3.0 Hour Training Online
The LEA plans to conduct the required training on approximately:
8/30/2017 1.0 Hour Training
8/29/2018 1.0 Hour Training

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

<b>Questions</b>
The LEA has conducted the training on:
8/20/2014 0.5 Hour Training
4/30/2015 0.5 Hour Training
8/24/2016 0.5 Hour Training
The LEA plans to conduct the training on approximately:
8/30/2017 1.0 Hour Training
8/29/2018 1.5 Hour Training

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

<b>Questions</b>
The LEA plans to conduct the training on approximately:
3/17/2017 1.5 Hour Training
8/30/2017 1.5 Hour Training
8/29/2018 1.0 Hour Training

### *Strategies Ensuring Fidelity*

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).

We base our professional development plans for the year on surveys, needs assessments, and data. Our administrators are engaged, and frequently are presenting or designing our initiatives. We do have a system of teacher monitoring, in walkthrough/classroom observations.

Current needs in our professional development implementation are:

- Creating a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Providing ongoing support to teachers regarding implementation of every professional development initiative.
- Evaluating all professional development activities to show their impact on teaching practices and student learning.
- Creating clear expectations in terms of teacher practice for staff implementation of professional development.

- Creating an implementation evaluation, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- We will work to create all of these in our professional development plans going forward.

### *Induction Program*

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

Provide brief explanation of your process for ensuring these selected characteristics.

- Mentors conduct individualized, inductee needs-assessments three times a year for goal-setting purposes. Peer Partners gauge rate of assimilation and address needs through frequent observation.
- Supervisor of Teacher Induction provides a check-in system used by inductees to request assistance with specific skills and monitors inductee competencies through Induction seminar engagement and performance evidence.

- Principals utilize our Teacher Development and Evaluation process to formally evaluate inductee domain-aligned competencies. Struggling teachers are assigned performance intervention goals and work directly with the Supervisor of Teacher Induction for remediation.
- Department chairs conduct peer reviews on curriculum, instruction, and assessment, specific to content-area.

### *Needs of Inductees*

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Provide brief explanation of your process for ensuring these selected characteristics.

- Mentors conduct individualized, inductee needs-assessments three times a year for goal-setting purposes. Peer Partners gauge rate of assimilation and address needs through frequent observation.

- Supervisor of Teacher Induction provides a check-in system used by inductees to request assistance with specific skills and monitors inductee competencies through Induction seminar engagement and performance evidence.
- Principals utilize our Teacher Development and Evaluation process to formally evaluate inductee domain-aligned competencies. Struggling teachers are assigned performance intervention goals and work directly with the Supervisor of Teacher Induction for remediation.
- Department chairs conduct peer reviews on curriculum, instruction, and assessment, specific to content-area.

### *Mentor Characteristics*

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

Provide brief explanation of your process for ensuring these selected characteristics.

- Initially mentor characteristics are stated specifically in the job description and are a focus point during interview and mentor selection process. The school leadership team, including principals and supervisors, consider mentor qualities and experience when reviewing and giving final approval in the mentor selection process. Additionally a required peer recommendation provides insight to characteristics of mentor applicants.



- Mentor training program and monthly, collaborative, mentor meetings serve to strengthen mentor competencies. Mentors self-assess using a rubric-based tool to monitor growth and determine levels of proficiencies. The Supervisor of Teacher Induction and Mentoring observes qualities and characteristics conducive to effective mentoring. One-on-one support sessions are provided on an as-needed basis.

### *Induction Program Timeline*

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X					
Assessments			X			
Best Instructional Practices		X				
Safe and Supportive Schools	X					
Standards	X	X				
Curriculum		X				
Instruction		X				
Accommodations and Adaptations for diverse learners				X		
Data informed decision making			X			
Materials and Resources for Instruction					X	

### *Monitoring and Evaluating the Induction Program*

Identify the procedures for monitoring and evaluating the Induction program.

1. Monthly, session-specific, evaluation survey results for Induction seminars are collected and reviewed for data-driven decision-making.
2. An end-of-year assessment required of inductees to assess the impact and value of peer partners, mentors, and Induction seminar facilitation is conducted.
3. A summary narrative for reflection on areas of growth and advancement in practice – indicating and ranking areas of greatest impact within the overall program is required of inductees.
4. Supervisor of Teacher Induction reports to the Leadership Team an overview of the current program, noting any program changes for their consideration and approval.

5. Likewise, the Supervisor presents proposals for Induction Program revisions to leadership and the Induction Team initiates changes, as needed, for alignment with PDE Induction Guidelines.
6. The Director of Academics monitors the effectiveness of the Induction program as part of the academic leadership project management evaluation of the Supervisor of Teacher Induction and Mentoring.
7. Quality data reports indicate impact of the induction program through student and teacher growth and performance measures, teacher retention rate versus turn over rate, and end-of-year teacher evaluation ratings.

### *Recording Process*

Identify the recording process for inductee participation and program completion. (Check all that apply)

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

# Assurances

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## Cyber Charter Schools

The cyber charter school has verified the following Assurances:

- The school is accountable to the parents of its students, the public and the Commonwealth and that strategies have been developed and implemented that generate meaningful parent and community involvement (in compliance with §17-1715-A (2))
- The school does not unlawfully discriminate in admissions, hiring or operation (in compliance with §17-1715-A (3))
- The school is nonsectarian in all operations (in compliance with §17-1715-A (4))
- The school does not provide any religious instruction, nor are religious objects or symbols displayed on the premises (in compliance with §17-1715-A (5))
- The school does not advocate unlawful behavior (in compliance with §17-1715-A (6))
- The school participates in the Pennsylvania State Assessment System in the manner in which the school district in which the school is located is scheduled to participate (in compliance with §17-1715-A (8))
- The school will provide a minimum of 180 days of instruction or 900 hours per year of instruction at the elementary level, or 990 hours per year of instruction at the secondary level (in compliance with §17-1715-A (9))
- The school's Board of Trustees and contractors of the school meet the requirements of the "Public Works Contractors' Bond Law of 1967," all regulations related to the letting of contracts for the erection, construction and alteration of public buildings, the "Pennsylvania Prevailing Wage Act," and the "Steel Products Procurement Act." (in compliance with §17-1715-A (10))
- The school's administrators (CEO and all other employees who exercise management or operational oversight responsibilities) do not receive compensation from another charter school or from a company that provides management or other services to another charter school (in compliance with §17-1715-A (12))
- The school's Trustees do not serve on a local board of school directors of a school entity located in the member's district (in compliance with §17-1716-A (b))

- The school will select students on a random basis from a pool of qualified applicants when the number of attendance slots available is less than the number of applicants (in compliance with §17-1723-A (a))
- The school gives first preference to students who reside in the district or districts and will consider giving preference to a child of a parent who has actively participated in the development of the school and to siblings of students presently enrolled (in compliance with §17-1723-A (a))
- The school will only establish reasonable criteria to evaluate prospective students if the criteria are outlined in the school's charter (in compliance with §17-1723-A (b))
- The school does not discriminate in its admission policies or practices on the basis of athletic ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English language, or any other basis that would be illegal if used by a school district (in compliance with §17-1723-A (b))
- The school does not discriminate in its admission policies or practices on the basis of intellectual ability but does reserve the right to limit admission to a particular grade level or to targeted population groups composed of at-risk students or students with a special interest in academic areas such as mathematics, science or the Arts (in compliance with §17-1723-A (b))
- 75% of the professional staff members hold appropriate State certifications (in compliance with §17-1724-A (a))
- All professional staff members who do not hold appropriate State certification have provided evidence that they have demonstrated satisfactorily a combination of experience, achievement, and qualifications as defined in the charter school application in basic skills, general knowledge, professional knowledge and practice, and subject matter knowledge in the subject area in which an individual will teach (in compliance with §17-1724-A (b))
- There are no tuition charges for any resident or nonresident student (in compliance with §17-1725-A (a))
- All donations, gifts or contributions are given freely and voluntarily; i.e. the trustees and any other person affiliated in any way to the school will not demand or request, directly or indirectly, any gift, donation or contribution of any kind from any parent, teacher, employee or any other person affiliated with the school as a condition for employment or enrollment and/or continued attendance (in compliance with §17-1725-A (e))
- Discounts or payments waived are not extended to any school district for any student (in compliance with §17-1743-A (a))

- Funds are not provided to a school entity except as compensation for the provision of specific services (in compliance with §17-1743-A (a))
- The following will be made available upon request to each student's school district of residence: copy of the charter, copy of the cyber charter application, copy of all annual reports prepared by the cyber charter school, and a list of students enrolled in the cyber charter school from that school district (in compliance with §17-1743-A (c))
- The following will be made available to a parent or guardian upon request and prior the student's first day in the school: brief description of each of the student's courses of instruction, description of the lessons and activities offered on and offline, the manner in which attendance will be reported and work authenticated, and a list of all standardized tests the student will be required to take and the place where the tests will be administered (in compliance with §17-1743-A (d))
- The following will be made available to a parent or guardian upon request and prior the student's first day in the school: the school's address and contact information for the CEO and other school personnel including the student's teachers, meetings to be held between parents and professional staff members, the manner in which parents will be notified of meetings, and a list of any extracurricular activities provided by the school (in compliance with §17-1743-A (d))
- The following will be made available to a parent or guardian upon request and prior the student's first day in the school: a list of all student services to be provided and copies of policies related to computer security and privacy, truancy, absences, discipline, and withdrawal or expulsion of students (in compliance with §17-1743-A (d))
- The following will be made available to a parent or guardian upon request and prior the student's first day in the school: the school calendar, including but not limited to the time frame that will constitute a school year and a school week, holidays, and term breaks (in compliance with §17-1743-A (d))
- Each student will be provided with all instructional materials, all equipment including a computer, monitor, and printer, and will be provided with or reimbursed for all technology and services necessary for the on-line delivery of the curriculum and instruction (in compliance with §17-1743-A (e))
- Ongoing access to all records and facilities will be provided to PDE that the Department deems necessary (in compliance with §17-1743-A (g))
- The school adheres to the requirements of all 123 sections, chapters and acts listed in §17-1749-A (Provisions applicable to charter schools) of the Charter School Law (in compliance with §17-1749-A (a))

## Safe and Supportive Schools

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))

- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))
- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

# Needs Assessment

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## Charter School Accomplishments

### Accomplishment #1:

In Science/Biology, students met Annual Growth Expectations (74.33) in 2015-2016 (School Performance Profile).

### Accomplishment #2:

In Science/Biology, the district met the Criteria for Closing the Achievement Gap in 2015-2016 (School Performance Profile).

### Accomplishment #3:

The three-year Average Growth Measure for seventh grade Math shows moderate evidence that the district exceeded the Standard for PA Academic Growth in 2015-2016 (PVAAS).

### Accomplishment #4:

Eighth grade Science student performance showed significant evidence that the district exceeded the Standard for PA Academic Growth in 2015-2016 (PVAAS).

### Accomplishment #5:

Fourth Grade students who were identified as Below Basic in the 2015-2016 school year met the Standard for PA Academic Growth for Math and exceeded the Standard for PA Academic Growth for English/Language Arts (PVAAS).

### Accomplishment #6:

Fourth Grade students who were identified as Basic in the 2014-2015 school year, who had not met the Standard for PA Academic Growth in English/Language Arts, met the Standard for PA Academic Growth in English/Language Arts in 2015-2016 (PVAAS).

### Accomplishment #7:

Met the SAT/ACT College Ready Benchmark (78.41%) in 2015-2016 (School Performance Profile).

### Accomplishment #8:

The two lowest quintile groups for the Keystone Literature Exam met the Standard for PA Academic Growth in 2015-2016 (PVAAS).

### Accomplishment #9:

The lowest quintile group for the Keystone Algebra Exam met the Standard for PA Academic Growth in 2015-2016 (PVAAS).



**Accomplishment #10:**

Seventh grade students met the Standard for PA Academic Growth in Math in 2015-2016 (PVAAS).

**Charter School Concerns****Concern #1:**

In all three Keystone areas of Algebra 1, Literature, and Biology, there is significant evidence that students did not meet the Standard for PA Academic Growth in 2015-2016 (PVAAS).

**Concern #2:**

For all quintiles in Algebra I, there was moderate evidence that the group did not meet the Standard for PA Academic Growth in 2015-2016 (PVAAS).

**Concern #3:**

Eighth grade students in all of the quartiles for Math showed moderate evidence that the group did not meet the Standard for PA Academic Growth in 2015-2016 (PVAAS).

**Concern #4:**

Eighth grade students in all quartiles showed moderate evidence that the group did not meet the Standard for PA Academic Growth in 2015-2016 (PVAAS).

**Concern #5:**

Sixth grade Achievement Groups 2-5 showed moderate evidence that the group did not meet the Standard for PA Academic Growth in Math in 2015-2016 (PVAAS).

**Concern #6:**

Fourth grade Advanced students in 2014-2015 met the Standard for PA Academic Growth in Math and English/Language Arts; however, these students did not meet the Standard for PA Academic Growth in Math and English/Language Arts in 2015-2016 (PVAAS).

**Concern #7:**

Fourth grade Proficient students did not meet the Standard for PA Academic Growth for two consecutive school years: 2014-2015 and 2015-2016 (PVAAS).

**Concern #8:**

PSAT/Plan Participation was at 42.44 percent and therefore did not meet the Standard for Other Academic Indicators in 2015-2016 (School Performance Profile).

## Prioritized Systemic Challenges

**Systemic Challenge #1** (*Guiding Question #1*) Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

### Aligned Concerns:

Fourth grade Advanced students in 2014-2015 met the Standard for PA Academic Growth in Math and English/Language Arts; however, these students did not meet the Standard for PA Academic Growth in Math and English/Language Arts in 2015-2016 (PVAAS).

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Fourth grade Proficient students did not meet the Standard for PA Academic Growth for two consecutive school years: 2014-2015 and 2015-2016 (PVAAS).

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Sixth grade Achievement Groups 2-5 showed moderate evidence that the group did not meet the Standard for PA Academic Growth in Math in 2015-2016 (PVAAS).

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Eighth grade students in all of the quartiles for Math showed moderate evidence that the group did not meet the Standard for PA Academic Growth in 2015-2016 (PVAAS).

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Eighth grade students in all quartiles showed moderate evidence that the group did not meet the Standard for PA Academic Growth in 2015-2016 (PVAAS).

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In all three Keystone areas of Algebra 1, Literature, and Biology, there is significant evidence that students did not meet the Standard for PA Academic Growth in 2015-2016 (PVAAS).

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For all quintiles in Algebra I, there was moderate evidence that the group did not meet the Standard for PA Academic Growth in 2015-2016 (PVAAS).

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PSAT/Plan Participation was at 42.44 percent and therefore did not meet the Standard for Other Academic Indicators in 2015-2016 (School Performance Profile).

**Systemic Challenge #2** (*Guiding Question #2*) Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

**Aligned Concerns:**

Fourth grade Advanced students in 2014-2015 met the Standard for PA Academic Growth in Math and English/Language Arts; however, these students did not meet the Standard for PA Academic Growth in Math and English/Language Arts in 2015-2016 (PVAAS).

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Fourth grade Proficient students did not meet the Standard for PA Academic Growth for two consecutive school years: 2014-2015 and 2015-2016 (PVAAS).

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Sixth grade Achievement Groups 2-5 showed moderate evidence that the group did not meet the Standard for PA Academic Growth in Math in 2015-2016 (PVAAS).

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Eighth grade students in all of the quartiles for Math showed moderate evidence that the group did not meet the Standard for PA Academic Growth in 2015-2016 (PVAAS).

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Eighth grade students in all quartiles showed moderate evidence that the group did not meet the Standard for PA Academic Growth in 2015-2016 (PVAAS).

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In all three Keystone areas of Algebra 1, Literature, and Biology, there is significant evidence that students did not meet the Standard for PA Academic Growth in 2015-2016 (PVAAS).

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For all quintiles in Algebra I, there was moderate evidence that the group did not meet the Standard for PA Academic Growth in 2015-2016 (PVAAS).

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PSAT/Plan Participation was at 42.44 percent and therefore did not meet the Standard for Other Academic Indicators in 2015-2016 (School Performance Profile).

**Systemic Challenge #3** (*Guiding Question #3*) Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

**Aligned Concerns:**

Fourth grade Advanced students in 2014-2015 met the Standard for PA Academic Growth in Math and English/Language Arts; however, these students did not meet the Standard for PA Academic Growth in Math and English/Language Arts in 2015-2016 (PVAAS).

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Fourth grade Proficient students did not meet the Standard for PA Academic Growth for two consecutive school years: 2014-2015 and 2015-2016 (PVAAS).

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Sixth grade Achievement Groups 2-5 showed moderate evidence that the group did not meet the Standard for PA Academic Growth in Math in 2015-2016 (PVAAS).

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Eighth grade students in all of the quartiles for Math showed moderate evidence that the group did not meet the Standard for PA Academic Growth in 2015-2016 (PVAAS).

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Eighth grade students in all quartiles showed moderate evidence that the group did not meet the Standard for PA Academic Growth in 2015-2016 (PVAAS).

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In all three Keystone areas of Algebra 1, Literature, and Biology, there is significant evidence that students did not meet the Standard for PA Academic Growth in 2015-2016 (PVAAS).

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For all quintiles in Algebra I, there was moderate evidence that the group did not meet the Standard for PA Academic Growth in 2015-2016 (PVAAS).

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PSAT/Plan Participation was at 42.44 percent and therefore did not meet the Standard for Other Academic Indicators in 2015-2016 (School Performance Profile).

**Systemic Challenge #4** (*Guiding Question #4*) Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the

needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

**Aligned Concerns:**

Fourth grade Advanced students in 2014-2015 met the Standard for PA Academic Growth in Math and English/Language Arts; however, these students did not meet the Standard for PA Academic Growth in Math and English/Language Arts in 2015-2016 (PVAAS).

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Fourth grade Proficient students did not meet the Standard for PA Academic Growth for two consecutive school years: 2014-2015 and 2015-2016 (PVAAS).

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Sixth grade Achievement Groups 2-5 showed moderate evidence that the group did not meet the Standard for PA Academic Growth in Math in 2015-2016 (PVAAS).

---

Eighth grade students in all of the quartiles for Math showed moderate evidence that the group did not meet the Standard for PA Academic Growth in 2015-2016 (PVAAS).

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Eighth grade students in all quartiles showed moderate evidence that the group did not meet the Standard for PA Academic Growth in 2015-2016 (PVAAS).

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In all three Keystone areas of Algebra 1, Literature, and Biology, there is significant evidence that students did not meet the Standard for PA Academic Growth in 2015-2016 (PVAAS).

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For all quintiles in Algebra I, there was moderate evidence that the group did not meet the Standard for PA Academic Growth in 2015-2016 (PVAAS).

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PSAT/Plan Participation was at 42.44 percent and therefore did not meet the Standard for Other Academic Indicators in 2015-2016 (School Performance Profile).

**Systemic Challenge #5** (*Guiding Question #5*) - Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.

**Aligned Concerns:**

Fourth grade Advanced students in 2014-2015 met the Standard for PA Academic Growth in Math and English/Language Arts; however, these students did not meet the Standard for PA Academic Growth in Math and English/Language Arts in 2015-2016 (PVAAS).

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Fourth grade Proficient students did not meet the Standard for PA Academic Growth for two consecutive school years: 2014-2015 and 2015-2016 (PVAAS).

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Sixth grade Achievement Groups 2-5 showed moderate evidence that the group did not meet the Standard for PA Academic Growth in Math in 2015-2016 (PVAAS).

---

Eighth grade students in all of the quartiles for Math showed moderate evidence that the group did not meet the Standard for PA Academic Growth in 2015-2016 (PVAAS).

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Eighth grade students in all quartiles showed moderate evidence that the group did not meet the Standard for PA Academic Growth in 2015-2016 (PVAAS).

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In all three Keystone areas of Algebra 1, Literature, and Biology, there is significant evidence that students did not meet the Standard for PA Academic Growth in 2015-2016 (PVAAS).

---

For all quintiles in Algebra I, there was moderate evidence that the group did not meet the Standard for PA Academic Growth in 2015-2016 (PVAAS).

---

PSAT/Plan Participation was at 42.44 percent and therefore did not meet the Standard for Other Academic Indicators in 2015-2016 (School Performance Profile).

**Systemic Challenge #6** (*Guiding Question #6*) Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

**Aligned Concerns:**

Fourth grade Advanced students in 2014-2015 met the Standard for PA Academic Growth in Math and English/Language Arts; however, these students did not meet the Standard for PA Academic Growth in Math and English/Language Arts in 2015-2016 (PVAAS).

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Fourth grade Proficient students did not meet the Standard for PA Academic Growth for two consecutive school years: 2014-2015 and 2015-2016 (PVAAS).

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Sixth grade Achievement Groups 2-5 showed moderate evidence that the group did not meet the Standard for PA Academic Growth in Math in 2015-2016 (PVAAS).

---

Eighth grade students in all of the quartiles for Math showed moderate evidence that the group did not meet the Standard for PA Academic Growth in 2015-2016 (PVAAS).

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Eighth grade students in all quartiles showed moderate evidence that the group did not meet the Standard for PA Academic Growth in 2015-2016 (PVAAS).

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In all three Keystone areas of Algebra 1, Literature, and Biology, there is significant evidence that students did not meet the Standard for PA Academic Growth in 2015-2016 (PVAAS).

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For all quintiles in Algebra I, there was moderate evidence that the group did not meet the Standard for PA Academic Growth in 2015-2016 (PVAAS).

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PSAT/Plan Participation was at 42.44 percent and therefore did not meet the Standard for Other Academic Indicators in 2015-2016 (School Performance Profile).

# Charter School Level Plan

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## Action Plans

**Goal #1:** Establish a system within the school that fully ensures consistent implementation of standards aligned curricula across all classrooms for all students.

### Related Challenges:

- Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.
- Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching.
- Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

### Indicators of Effectiveness:

*Type:* Interim

*Data Source:* Curriculum maps that are measured against the PDE SAS portal

*Specific Targets:* 100% of content areas will have curriculum maps that are fully standards aligned; teachers will develop and utilize curriculum maps to create meaningful lessons and assessments that drive instruction.

*Type:* Annual

*Data Source:* Curriculum maps

*Specific Targets:* The school will report to families and the school community our progress toward achieving a fully standards aligned curriculum.



*Type:* Annual

*Data Source:* NWEA MAP Assessments, Achieve 3000, Study Island, and/or ALEKS

*Specific Targets:* 5% growth in Reading for students who remain with PALCS for an entire year.

5% growth in Math for students who remain with PALCS for an entire year

*Type:* Annual

*Data Source:* Guidelines for Instructional Staff

*Specific Targets:* 100% of teachers will be trained in the use of effective, research-based online instruction.

## **Strategies:**

### *Curriculum Mapping*

**Description:** Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the “single greatest factor in achieving improved test scores.”

The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes:  
<http://www.curriculummapping101.com/materials/curriculum-mapping-research> ;

The following link provides an overview of curriculum mapping:  
<http://webserver3.ascd.org/handbook/demo/mapping2.html>

Resource:<http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

**SAS Alignment:** Standards, Materials & Resources.

## ***Implementation Steps:***

### ***Establish Best Practices in Online Education/Train Teachers***

#### **Description:**

Guidelines for Instructional Staff to be completed by 11/30/16. Training to be provided to all teachers by 6/30/17.

**Start Date:** 9/6/2016      **End Date:** 6/30/2017

**Program Area(s):** Professional Education, Educational Technology

#### **Supported Strategies:**

- Curriculum Mapping

### ***Curriculum Mapping***

#### **Description:**

Using the CMAP or similar tool, in collaboration with the PDE SAS portal, teachers will be guided in the development of standards aligned curriculum for all content areas. This includes training on lesson design, lesson packaging, units, scope and sequence.

**Start Date:** 9/6/2016      **End Date:** 6/30/2017

**Program Area(s):** Professional Education, Teacher Induction, Educational Technology

#### **Supported Strategies:**

- Curriculum Mapping

## MAP and Other Assessments

### **Description:**

Local assessments (MAP, Achieve 3000, etc.) will be used at different points throughout the school year to determine baseline student achievement and growth.

**Start Date:** 9/6/2016      **End Date:** 6/30/2017

**Program Area(s):** Professional Education, Educational Technology

### **Supported Strategies:**

- Curriculum Mapping

**Goal #2:** Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

### **Related Challenges:**

- Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.
- Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.
- Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.
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### **Indicators of Effectiveness:**

*Type:* Interim

*Data Source:* Perception Surveys, TDEPP

*Specific Targets:* 75% of the school community will identify the principals and administration as strong instructional leaders who lead achievement growth and continuous improvement.

*Type:* Annual

*Data Source:* Datablender or other data management system

*Specific Targets:* Multiple reliable data sources will be used specifically to guide modifications to instruction to increase student achievement; as a result, there will be 5% growth in Math and 5% growth in Reading for students who remain with the school for an entire year.

## **Strategies:**

### *Curriculum Mapping*

#### **Description:**

Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the “single greatest factor in achieving improved test scores.”

The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes:  
<http://www.curriculummapping101.com/materials/curriculum-mapping-research> ;

The following link provides an overview of curriculum mapping:  
<http://webserver3.ascd.org/handbook/demo/mapping2.html>

Resource: <http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

**SAS Alignment:** Standards, Materials & Resources

### *Best Practices in Online Instruction*

#### **Description:**

The school will establish best practices in online instruction for each subject area/developmental level and train teachers in how to implement these in their courses.

**SAS Alignment:** Instruction, Standards, Assessment, Curriculum Framework, Materials & Resources

## ***Implementation Steps:***

### *Perception Surveys and TDEPP Evaluation*

#### **Description:**

Perception surveys will be distributed to stakeholders and teachers regarding the effectiveness of principals and administrators in promoting instructional priorities related to student achievement. TDEPP evaluations through informal and formal observations will be used to guide principals.

**Start Date:** 9/6/2016      **End Date:** 6/30/2017

**Program Area(s):** Professional Education, Teacher Induction,  
Educational Technology

#### **Supported Strategies:**

- Best Practices in Online Instruction

### *Data & Intervention*

#### **Description:**

PALCS will utilize Data & Intervention Specialists to help train staff in the input of multiple data points to Datablender (or other data management tool) and the extrapolation of data. Data will be used to refine instruction.

**Start Date:** 9/6/2016      **End Date:** 6/30/2017

**Program Area(s):** Professional Education, Teacher Induction,  
Educational Technology

#### **Supported Strategies:**

- Curriculum Mapping
- Best Practices in Online Instruction

**Goal #3:** Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

**Related Challenges:**

- Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.
- Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching
- Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.
- Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

**Indicators of Effectiveness:**

*Type:* Annual

*Data Source:* PSSA/Keystone Scores; PVAAS Data

*Specific Targets:* Performance data from standardized testing and PVAAS will show that students are meeting performance targets.

**Strategies:**

*Curriculum Mapping*

**Description:**

Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the “single greatest factor in achieving improved test scores.”

The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes:

<http://www.curriculummapping101.com/materials/curriculum-mapping-research> ;

The following link provides an overview of curriculum mapping:  
<http://webserver3.ascd.org/handbook/demo/mapping2.html>

Resource: <http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

**SAS Alignment:** Standards, Materials & Resources

### *Best Practices in Online Instruction*

**Description:**

The school will establish best practices in online instruction for each subject area/developmental level and train teachers in how to implement these in their courses.

**SAS Alignment:** Instruction, Standards, Assessment, Curriculum Framework, Materials & Resources.

### *Common Assessment within Grade/Subject*

**Description:**

WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data.

(Source: [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf?](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf?))

Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments.

(Sources: [http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher\\_Moderation.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf) and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.)

Resource: <http://effectivestrategies.wiki.caiu.org/Assessment>

**SAS Alignment:** Assessment, Instruction

## ***Implementation Steps:***

### *Schedule Regular Curriculum Work Time/Define Use of Time*

#### **Description:**

The professional development calendar/Content Area Specialist calendar will indicate this time. The CASs with the Curriculum Coordinator will monitor and report on the effectiveness and use of the curriculum work time to the Administrative Team.

**Start Date:** 8/28/2012      **End Date:** 6/6/2014

#### **Program Area(s):**

#### **Supported Strategies:**

- Common Assessment within Grade/Subject
- Curriculum Mapping

### *Provide Training on Learning Focused Maps and Unit Planning*

#### **Description:**

Through the use of informal observations, submission of unit plans to Curriculum Area Specialists, documented work time, TDEPP (teacher evaluation tool), we will be able to determine the engagement level of teachers in these initiatives.

**Start Date:** 8/28/2012      **End Date:** 6/6/2014

#### **Program Area(s):**

#### **Supported Strategies:**

- Curriculum Mapping



## *Establish Best Practices in Online Education/Train Teachers*

### **Description:**

Guidelines for Instructional Staff to be completed by 11/30/16. Training to be provided to all teachers by 6/30/17.

**Start Date:** 9/6/2016      **End Date:** 6/30/2017

**Program Area(s):** Professional Education, Educational Technology

### **Supported Strategies:**

- Best Practices in Online Instruction

## *Find and Utilize a Universal Screening Process/Diagnostic Tool*

### **Description:**

Administration and School Improvement Team will meet weekly to work on School Improvement initiatives including the high school RTI program. A coordinator of the high school RTI program will be appointed, and will establish a group of teachers to work on its creation. Administration will hire a middle and high school Reading Specialist. The Reading Specialist will develop courses for students at different need levels. Administration will hire an elementary literacy coach. Elementary Literacy Coach will work with the High School Literacy Coach to deliver professional development and provide support to teachers throughout the year.

Administration will hire high school math specialist. The math specialist will develop courses for students at different need levels. Educational Technology Coordinator will work with Elementary and Middle School RTI coordinators and the Coordinator of Federal Programs to research an appropriate Universal Screening process for the cyber program. This team will also work to establish funding for the purchase of this program.

**Start Date:** 8/28/2012      **End Date:** 6/6/2014

**Program Area(s):**

### **Supported Strategies:**

- Common Assessment within Grade/Subject

## *Develop and implement common assessments*

### **Description:**

Common assessments will be given for each corresponding unit in Learning Focused. Teachers will be monitored through informal evaluations, TDEPP (teacher evaluation tool) and curriculum area meetings. Teachers will monitor student achievement regularly and adjust instructional practices.

**Start Date:** 8/28/2012      **End Date:** 6/6/2014

**Program Area(s):** Professional Education

### **Supported Strategies:**

- Common Assessment within Grade/Subject
- Curriculum Mapping

## *Establish Process and Policy for Data Analysis*

### **Description:**

Common assessments will be given for each corresponding unit in Learning Focused. Teachers will be monitored through informal evaluations, TDEPP (teacher evaluation tool) and curriculum area meetings. Teachers will monitor student achievement regularly and adjust instructional practices.

**Start Date:** 8/28/2012      **End Date:** 6/6/2014

**Program Area(s):**

### **Supported Strategies:**

- Common Assessment within Grade/Subject
- Curriculum Mapping
- Best Practices in Online Instruction

# Appendix: Professional Development Implementation Step Details

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<b>LEA Goals Addressed:</b>	<p><b>Establish a system within the school that fully ensures consistent implementation of standards aligned curricula across all classrooms for all students.</b></p> <p><b>Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students</b></p>	<b>Strategy #1: Curriculum Mapping</b>
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Start	End	Title	Description				Type	App.
9/6/2016	6/30/2017	Establish Best Practices in Online Education/Train Teachers	Guidelines for Instructional Staff to be completed by 11/30/16. Training to be provided to all teachers by 6/30/17.					
	Person Responsible	SH	S	EP	Provider	Type	App.	
	Director of Academics	3.0	2	170	District provided; webinars, specialists	School Entity	Yes	

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Knowledge	Teachers will learn best practices in online education in order to now how to best engage students and impart knowledge.
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Supportive Research	We will base these items off of the iNACOL standards and specialists in educational technology. All teachers will read Alan November's Who Owns the Learning.
Designed to Accomplish	
	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For classroom teachers, school counselors and education specialists:	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
	Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
	Empower educators to work effectively with parents and community partners.
For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Live Webinar</p> <p>Online-Synchronous</p> <p>Online-Asynchronous</p>

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## Professional Learning Communities

## Offsite Conferences

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Participant Roles	Classroom teachers	Grade Levels	Elementary - Primary (preK - grade 1)
	Principals / Asst. Principals		Elementary - Intermediate (grades 2-5)
	School counselors		Middle (grades 6-8)
	New Staff		High (grades 9-12)
	Other educational specialists		
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
	Analysis of student work, with administrator and/or peers		Participant survey
	Creating lessons to meet varied student learning styles		Review of participant lesson plans
	Peer-to-peer lesson discussion		Review of written reports summarizing instructional activity
	Lesson modeling with mentoring		Portfolio

Joint planning period activities

Journaling and reflecting

**LEA Goals Addressed:** Establish a system within the school that fully ensures consistent implementation of standards aligned curricula across all classrooms for all students. **Strategy #1: Curriculum Mapping**

Start	End	Title	Description						
9/6/2016	6/30/2017	Curriculum Mapping	Using the CMAP or similar tool, in collaboration with the PDE SAS portal, teachers will be guided in the development of standards aligned curriculum for all content areas. This includes training on lesson design, lesson packaging, units, scope and sequence.						
		<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>		<b>Type</b>	<b>App.</b>
		Principals and Supervisor of Education Technology	3.0	10	170	Principals, Supervisor of Education Technology		School Entity	Yes

**Knowledge** Curriculum mapping, SAS

**Supportive** iNACOL, ISTE, PETE&C

## Research

### Designed to Accomplish

<p>For classroom teachers, school counselors and education specialists:</p>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empower educators to work effectively with parents and community partners.</p>
<p>For school and district administrators, and other educators seeking leadership roles:</p>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empower leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>

<b>Training Format</b>	Series of Workshops		
	Department Focused Presentation		
	Professional Learning Communities		
<b>Participant Roles</b>	Classroom teachers		Elementary - Primary (preK - grade 1)
	Principals / Asst. Principals		Elementary - Intermediate (grades 2-5)
	School counselors	Grade Levels	Middle (grades 6-8)
	Classified Personnel		High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers		Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
	Creating lessons to meet varied student learning styles	Evaluation Methods	Participant survey
	Peer-to-peer lesson discussion		Review of participant lesson plans
	Lesson modeling with mentoring		Review of written reports summarizing instructional activity
	Joint planning period activities		Portfolio



**LEA Goals Addressed:** Establish a system within the school that fully ensures consistent implementation of standards aligned curricula across all classrooms for all students. **Strategy #1: Curriculum Mapping**

Start	End	Title	Description
9/6/2016	6/30/2017	MAP and Other Assessments	Local assessments (MAP, Achieve 3000, etc.) will be used at different points throughout the school year to determine baseline student achievement and growth.
		<b>Person Responsible</b> Principals, Supervisor of Education Technology	<b>SH</b> 3.0 <b>S</b> 2 <b>EP</b> 170 <b>Provider</b> NWEA, Supervisor of Education Technology, Data & Intervention Specialists
			<b>Type</b> For Profit Company <b>App.</b> Yes

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### Knowledge

Assessments that identify gaps in learning for potential remediation.

### Supportive Research

Data analysis, aligning interventions with test results.

### Designed to Accomplish

**For classroom teachers,  
school counselors and  
education specialists:**

Enhances the educator's content knowledge in the area of the educator's certification or assignment.

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

Empowers educators to work effectively with parents and community partners.

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

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

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Instructs the leader in managing resources for effective results.

LEA Whole Group Presentation

Department Focused Presentation

**Training Format**

Professional Learning Communities

<b>Participant Roles</b>	Classroom teachers Principals / Asst.Principals New Staff	<b>Grade Levels</b>	Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Lesson modeling with mentoring Joint planning period activities	<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans

<b>LEA Goals Addressed:</b>	<b>Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.</b>	<b>Strategy #1: Best Practices in Online Instruction</b>
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Start	End	Title	Description	Provider	Type	App.
9/6/2016	6/30/2017	Perception Surveys and TDEPP Evaluation	Perception surveys will be distributed to stakeholders and teachers regarding the effectiveness of principals and administrators in promoting instructional priorities related to student achievement. TDEPP evaluations through informal and formal observations will be used to guide principals.	Supervisor of Induction, Mentoring & Federal Programs	School Entity	Yes
		<b>Person Responsible</b> Director of Academics, Supervisor of Education Technology				
		<b>SH</b> 3	<b>S</b> 2	<b>EP</b> 170		

**Knowledge** Danielson framework, evaluation of professional practice.

**Supportive Research** Charlotte Danielson.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

Enhances the educator's content knowledge in the area of the educator's certification or assignment.

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

Empowers educators to work effectively with parents and community partners.

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

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

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Instructs the leader in managing resources for effective results.

- Training Format**
- LEA Whole Group Presentation
  - School Whole Group Presentation
  - Department Focused Presentation

<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Other educational specialists</p>	<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p>	<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Review of participant lesson plans</p>

<b>LEA Goals Addressed:</b>	<p><b>Establish a system within the school that fully ensures consistent implementation of standards aligned curricula across all classrooms for all students.</b></p> <p><b>Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students</b></p>	<b>Strategy #1: Best Practices in Online Instruction</b>
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Start	End	Title	Description	Provider	Type	App.							
9/6/2016	6/30/2017	Establish Best Practices in Online Education/Train Teachers	Guidelines for Instructional Staff to be completed by 11/30/16. Training to be provided to all teachers by 6/30/17.	District provided; webinars, specialists	School Entity	Yes							
		<table border="0"> <tr> <td style="text-align: right;"><b>Person Responsible</b></td> <td style="text-align: right;"><b>SH</b></td> <td style="text-align: right;"><b>S</b></td> <td style="text-align: right;"><b>EP</b></td> </tr> <tr> <td>Director of Academics</td> <td style="text-align: right;">3.0</td> <td style="text-align: right;">2</td> <td style="text-align: right;">170</td> </tr> </table>	<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	Director of Academics	3.0	2	170			
<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>										
Director of Academics	3.0	2	170										

**Knowledge** Teachers will learn best practices in online education in order to now how to best engage students and impart knowledge.

**Supportive Research** We will base these items off of the iNACOL standards and specilists in educational technology. All teachers will read Alan November's *Who Owns the Learning*.

**Designed to Accomplish**

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

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

<b>Training Format</b>	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Live Webinar</p> <p>Online-Synchronous</p> <p>Online-Asynchronous</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>	
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>New Staff</p> <p>Other educational specialists</p>	<p><b>Grade Levels</b></p> <p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p>	<p><b>Evaluation Methods</b></p> <p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and</p>



Analysis of student work, with administrator and/or peers

Creating lessons to meet varied student learning styles

Peer-to-peer lesson discussion

Lesson modeling with mentoring

Joint planning period activities

Journaling and reflecting

professionalism.

Participant survey

Review of participant lesson plans

Review of written reports summarizing instructional activity

Portfolio

# Charter School Level Affirmations

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We affirm that this Charter School Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 49 and Article 711. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the Charter School offices and in the nearest public library until the next regularly scheduled meeting of the Board or for a minimum of 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members meet or exceed the Pennsylvania academic standards in each of the core subject areas.

**Affirmed by Bill Middleton on 7/28/2015**

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*President, Board of Trustees*

**Affirmed by James Hanak on 7/28/2016**

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*Superintendent/Chief Executive Officer*

## **Affirmation 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 Pennsylvania Leadership CS assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the “Ethics Act”) and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the “Ethics Act” is available on the Ethics Commission’s website at: <http://www.ethics.state.pa.us/>

**Affirmed by Bill Middleton on 7/28/2015**

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*President, Board of Trustees*

**Affirmed by James Hanak on 7/28/2016**

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*Superintendent/Chief Executive Officer*