Pennsylvania Leadership CS

Charter School Plan

07/01/2018 - 06/30/2021
Charter School Profile

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

Federal Accountability Designation: none
Schoolwide Status: Yes
CEO: James Hanak
Date of Local Chartering School Board/PDE Approval: 6/30/2012
Length of Charter: 5 years
Opening Date: 9/7/2004
Grade Level: K-12
Hours of Operation: 8 a.m.-4 p.m.
Percentage of Certified Staff: 97.00 %
Total Instructional Staff: 178
Student/Teacher Ratio: 14:1
Student Waiting List: 0
Attendance Rate/Percentage: 97.90 %
Enrollment: 2594
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: 544

Student Profile

<table>
<thead>
<tr>
<th>Group</th>
<th>Student Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaskan Native</td>
<td>7.00</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>108.00</td>
</tr>
<tr>
<td>Black (Non-Hispanic)</td>
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</tr>
<tr>
<td>Hispanic</td>
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<tr>
<td>White (Non-Hispanic)</td>
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<tr>
<td>Multicultural</td>
<td>103.00</td>
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Instructional Days and Hours

<table>
<thead>
<tr>
<th>Number Of</th>
<th>K (AM)</th>
<th>K (PM)</th>
<th>K (FT)</th>
<th>Elementary</th>
<th>Middle</th>
<th>Secondary</th>
</tr>
</thead>
</table>
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 assess measurable progress. The Academic Leadership Team meets weekly. School administrators meet quarterly to develop school priorities and to engage in schoolwide planning. We also utilize Instructional Coaches as well as Data & Information Specialists to review student achievement data, teacher effectiveness, and areas of need for professional development.

We have utilized a Parent Feedback Committee to develop a user-interface (PALCSchool) that was more intuitive, streamlined, and focused on the experience of the end-user. Our current Stakeholder Engagement initiative includes division-specific parent advisory councils, family engagement conferences, virtual back-to-school nights, and parent-teacher conferences. There are also Title parent leadership meetings for review of parent-school compact, parent and family engagement policies, as well as comprehensive and school-level planning. Meetings are held bi-weekly, monthly, or quarterly. Monthly division Parent Advisory Meetings are held by principals and coaches and supported by the Federal Program Coordinator.

The Pennsylvania Leadership Charter School also utilizes a Google Plus Parent Chat Board and in-person parent coffees for feedback and suggestions, as well as program quality and end-of-year parent surveys.

A Technology Steering Committee meets weekly to set development priorities and guide modifications to the existing platform. This Technology Steering Committee is comprised of the Director of Information Technology, Director of Academics, Director of Student Services, and the Academic Leadership Team.

A Retention Committee meets monthly to analyze enrollment and retention trends and suggest ways to engage and connect with students and families.

Schedule of Comprehensive and School Level Planning (Annual Workflow)

September - Assurances and Core Foundations

October - Needs Assessment / Data Analysis

November - Charter School Profile (SPP and PA Future Ready Dashboard)

December - Needs Assessment - Analyze Systems
January - Review Systemic Challenges - Set Goals

February - Build School Level Plan - Develop Strategies

March - Build School Level Plan - Review/Edit Implementation Steps

April - Teacher PD and Parent EOY Surveys - Align results with School Level Plan

May - Communicate Plan with Staff

Renewal Year of PHASE TWO:

August 2020 - Review/revise Charter School Plan

September 2020 - Present Plan to Board of Trustees

October 2020 - Post Plan for 28 day Public Review

November 30, 2020- Due Date for Submission of Plan for 2021 -2023

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 multi-tiered curriculum incorporates differentiated teaching within a strong academic environment. PALCS’s teachers are encouraged to design and develop their own lessons, additional resources and alternative learning methodologies 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 2900 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

<table>
<thead>
<tr>
<th>Name</th>
<th>Office</th>
<th>Address</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thomas Curyto</td>
<td>Member</td>
<td>797 Tree Lane West Chester, PA 19380</td>
<td>610-701-3333</td>
<td><a href="mailto:tcuryto@palcs.org">tcuryto@palcs.org</a></td>
</tr>
<tr>
<td>Brian Shuffler</td>
<td>Treasurer</td>
<td>1508 Paoli PIke, West Chester, PA 19380</td>
<td>610-701-3333</td>
<td><a href="mailto:bshuffler@palcs.org">bshuffler@palcs.org</a></td>
</tr>
<tr>
<td>Carolyn Welsh</td>
<td>Member</td>
<td>43 Blue Stone Drive, Chadds Ford, PA 19317</td>
<td>610-701-3333</td>
<td><a href="mailto:cwelsh@palcs.org">cwelsh@palcs.org</a></td>
</tr>
<tr>
<td>John Wingerter</td>
<td>President</td>
<td>1346 Mark Drive, West Chester, PA 19380</td>
<td>610-701-3333</td>
<td><a href="mailto:jwingarter@palcs.org">jwingarter@palcs.org</a></td>
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</table>

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 PSBA professional development opportunities throughout the year. 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 meets bi-monthly to review finances, legal matters, and governance issues. Reports are submitted to the Board from all departments within PALCS (Finance, Human Resources, Information Technology, Communications, Academics, Student Services, etc.). The Board of Directors approves annual reports that are submitted to the Pennsylvania Department of Education. The Board also participates in schoolwide audits (Special Education, Federal Programs, etc.). In June 2017, Board members met with representatives from the Pennsylvania Department Education as part of a site/monitoring visit.
Student Enrollment
As a public cyber charter school, admission to Pennsylvania Leadership Charter School is open to any student of school age who legally resides within the Commonwealth of Pennsylvania.

Enrollment Policy

Any child of school age who is a resident of Pennsylvania is entitled to a public education. The Pennsylvania Department of Education defines “school age” as the period of a child’s life from the earliest admission age to a school district’s kindergarten program until graduation from high school or the end of the term in which a student reaches the age of 21 years, whichever comes first.

Kindergarten students are accepted based on requirements of their local district. This is usually 5 years of age by a certain date in the late summer or early fall of the current school year. Please check with your local school district for Kindergarten age eligibility dates.

In addition to meeting the residency and age requirements, the enrollment documents described below must be provided to the school.

To begin the enrollment process, a parent/guardian must complete an enrollment application. You can complete the application online at www.palcs.org or request that an application be mailed to you.

Parents/guardians are required to submit the following documentation for each child enrolling:

- **Proof of age**
  
  Any of the following constitutes acceptable documentation: birth certificate, baptismal certificate, notarized statement from the parents or another relative indicating the date of birth, a valid passport.

- **(2) Proofs of Pennsylvania Residence**
  
  Any of the following constitutes acceptable documentation: a deed, a lease, current utility bill, property tax bill, vehicle registration, driver’s license.

- **Proof That Immunizations are Up-to-Date**
  
  Any of the following constitutes acceptable documentation: child’s immunization record, a written statement from the former school district or from a medical office that the required immunizations have been administered.

- **Parent Registration Statement**
A sworn statement attesting to whether the student has been or is suspended or expelled for offenses involving drugs, alcohol, weapons or violence on school property.

PALCS requests that the following documents also be submitted upon application:

- Most recent report card or interim grades
- High school transcript
- Special Education documents or 504 Plan
- Attendance records
- Proof of internet service in the home
- Court-issued custodial documentation if applicable

PALCS requires parents/guardians and enrolling students to attend an in-person orientation. These orientations are held in the West Chester and Pittsburgh offices. Please consult our public website, www.palcs.org to see a schedule of Orientation Windows and corresponding School Start dates.

Upon receiving your student’s application, our Admissions Department will contact you to review needed documentation and schedule an appointment for your Orientation. Orientations are held daily throughout the school year.

Registration Procedures

Applications for student enrollment must be submitted by a deadline that will be established and made known by PALCS.

If more students submit applications than can be accommodated by the school’s capacity (class, grade, or building), students must be selected on a random basis from a pool of qualified applicants meeting the established eligibility criteria and submitting an application by the deadline established by PALCS. Before the lottery, qualified students will be separated by grade, and a specified date will be made known to all applicants and their families. A drawing of names will then be held by grade until all open slots in each grade level are filled. A waiting list will be maintained in order drawn by lot, if needed, for the admission of students at a grade level should space become available during the school year.

Students whose applications are received after the deadline will be placed on the waiting list in the order that their applications are received. Students are permitted to withdraw from the charter school at any time upon written notice by the child’s parent/legal guardian and upon evidence of arrangements at an admitting school. The district of residence will be notified by the school when a student withdraws.

Students, who have been expelled from school because their behavior reflected concerns for their
personal safety or for the safety of others, will be reviewed individually and enrollment decisions will be made in full compliance with Pennsylvania law and with the State Board of Education regulations.

Immunization Records

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 parent’s responsibility to notify PALCS nurses when new immunizations have been administered to their child.

Children in **ALL** grades (K-12) need the following immunizations for attendance:

- 4 doses tetanus, diphtheria, and acellular pertussis (usually given as DTaP or DTP or DT or TD)
  - 1 dose must be given on or after the child’s 4th birthday
- 4 doses Polio
- 4th dose on after 4th birthday and at least 6 months after previous dose given
- 2 doses measles, mumps, and rubella (usually given as the combined MMR)
  - both doses must be administered after the child’s 1st birthday
- 3 doses hepatitis B (properly spaced)
- 2 doses varicella (chicken pox) or proof of having had the disease

Children in 7th Grade through 12th Grade: **ADDITIONAL** immunization requirements for attendance:

- 1 dose tetanus, diphtheria, acellular pertussis (Tdap, Adacel, Boostrix)
- 2 doses meningococcal conjugate vaccine (MCV, Menactra or Menveo)
  - First dose is given between 11-15 years of age; a second dose is required at age 16 or before entry into 12th grade
  - Exception: If the first dose was given at 16 years of age or older, only one dose is required.

There are three exemptions to the school laws for immunization, all of which require adequate documentation.

**Medical Reasons** - 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 Beliefs - exemptions must be submitted in writing, signed by a parent/guardian.

Philosophical/Strong Moral or Ethical Conviction - exemptions must be 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, attendance at facilities or school activities may be prohibited according to the PA Department of Health recommendations.

NEW REGULATIONS!! The Pennsylvania Department of Health has changed the law to require all returning/continuing students to have the mandated vaccines as of August 1, 2017. Students who do not have all the required vaccines, including incoming 12th Grade students and students entering Grade 7, will NOT be permitted to access their classes until PALCS receives an updated immunization record.

New families now have 5 days from date of enrollment to provide proof of immunizations. Access to classes will be cut off if the 5 days have passed without providing proof of immunizations.

Screenings (height, weight, vision, hearing) are required every year; if an issue is identified, it can be referred for follow-up.

Families can either have screenings done on their own at a clinic or with a family doctor; or, through PALCS, which offers screenings at least once a year.

Physical Examinations are required for students in grades 6 and 11.

Dental Examinations are required for students in grades 3 and 7.

Parent Communication
Communications to parents regarding registration procedures, dates, and when applicable, a description of the lottery process.

No files have been uploaded.

Registration Policy
Registration Policy

No file has been uploaded.

Intent to Enroll Form
Intent to Enroll Form (English and all other languages)

No file has been uploaded.
## Student Enrollment History

### Enrollment History—Part I

<table>
<thead>
<tr>
<th>School Year</th>
<th>Number of Students at the Beginning of the School Year</th>
<th>Number of Students at the End of the School Year</th>
<th>Number of Students Expelled</th>
<th>Reasons Students Withdrew During the Year</th>
<th>Number of Students Retained</th>
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<td>2428</td>
<td>2500</td>
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### Enrollment History—Part 2—Enrollment by Grade by School Year

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<th>2</th>
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<th>5</th>
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<td>105</td>
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<td>93</td>
<td>117</td>
<td>123</td>
<td>191</td>
<td>207</td>
<td>276</td>
<td>317</td>
<td>323</td>
<td>335</td>
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<tr>
<td>2015</td>
<td>74</td>
<td>97</td>
<td>107</td>
<td>110</td>
<td>86</td>
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<td>267</td>
<td>241</td>
<td>324</td>
<td>300</td>
<td>311</td>
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Stakeholder Involvement

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<tr>
<th>Name</th>
<th>Role</th>
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<tr>
<td>Mark Allen</td>
<td>Administrator</td>
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<tr>
<td>Colleen Canfield</td>
<td>Academic Recovery Liaison</td>
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<tr>
<td>Tracy Clark</td>
<td>Community Representative</td>
</tr>
<tr>
<td>Kathryn Constable</td>
<td>High School Teacher - Regular Education</td>
</tr>
<tr>
<td>Tammy Dunleavy</td>
<td>Parent</td>
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<tr>
<td>Michelle Efthimiadou</td>
<td>High School Teacher - Special Education</td>
</tr>
<tr>
<td>Caitlyn Hardgrove</td>
<td>Student</td>
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<tr>
<td>Dr. J. Christopher Hardin</td>
<td>Building Principal</td>
</tr>
<tr>
<td>Valerie Harris</td>
<td>Administrator</td>
</tr>
<tr>
<td>Dr. Angela Hoover</td>
<td>Building Principal</td>
</tr>
<tr>
<td>Ms. Karla Johnson</td>
<td>Building Principal</td>
</tr>
<tr>
<td>Christine Keller</td>
<td>Academic Recovery Liaison</td>
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<tr>
<td>Riley Kennis</td>
<td>Student</td>
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<tr>
<td>Courtney Kofeldt</td>
<td>Instructional Technology Director/Specialist</td>
</tr>
<tr>
<td>Michael Logue</td>
<td>High School Teacher - Regular Education</td>
</tr>
<tr>
<td>Shavaun McGinty</td>
<td>Ed Specialist - School Counselor</td>
</tr>
<tr>
<td>Michael Meiswich</td>
<td>Community Representative</td>
</tr>
<tr>
<td>Rick Merrell</td>
<td>Business Representative</td>
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<tr>
<td>Sheri Palivoda</td>
<td>Middle School Teacher - Regular Education</td>
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<tr>
<td>Megan Pfaff</td>
<td>Elementary School Teacher - Regular Education</td>
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<tr>
<td>Kevin Reigner</td>
<td>Instructional Coach/Mentor Librarian</td>
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<tr>
<td>Kim Rowland</td>
<td>Business Representative</td>
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<tr>
<td>Jennifer Rudzinski</td>
<td>Instructional Coach/Mentor Librarian</td>
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<td>Jennifer Schelling</td>
<td>Elementary School Teacher - Regular Education</td>
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<tr>
<td>Daniel Slusser</td>
<td>Middle School Teacher - Regular Education</td>
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<tr>
<td>Christopher Stiles</td>
<td>Building Principal</td>
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<tr>
<td>Sharon White</td>
<td>Parent</td>
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# Core Foundations

## Standards

### Mapping and Alignment

**Elementary Education-Primary Level**

<table>
<thead>
<tr>
<th>Standards</th>
<th>Mapping</th>
<th>Alignment</th>
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<tbody>
<tr>
<td>Arts and Humanities</td>
<td>Developing</td>
<td>Developing</td>
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<td>Career Education and Work</td>
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<tr>
<td>Civics and Government</td>
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<tr>
<td>PA Core Standards: English Language Arts</td>
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</tr>
<tr>
<td>PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects</td>
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<tr>
<td>PA Core Standards: Mathematics</td>
<td>Developing</td>
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<tr>
<td>Economics</td>
<td>Developing</td>
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<tr>
<td>Environment and Ecology</td>
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<tr>
<td>Family and Consumer Sciences</td>
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<tr>
<td>Geography</td>
<td>Developing</td>
<td>Developing</td>
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<tr>
<td>Health, Safety and Physical Education</td>
<td>Developing</td>
<td>Developing</td>
</tr>
<tr>
<td>History</td>
<td>Developing</td>
<td>Developing</td>
</tr>
<tr>
<td>Science and Technology and Engineering Education</td>
<td>Developing</td>
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<td>Alternate Academic Content Standards for Math</td>
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<td>Early Childhood Education: Infant-Toddler→Second Grade</td>
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<td>Interpersonal Skills</td>
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<td>School Climate</td>
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</table>

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

Family and Consumer Science are not included as part of the elementary standards for the primary level.

**Elementary Education-Intermediate Level**

<table>
<thead>
<tr>
<th>Standards</th>
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<tr>
<td>Arts and Humanities</td>
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<td>Career Education and Work</td>
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<td>Civics and Government</td>
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<tr>
<td>PA Core Standards: English Language Arts</td>
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<tr>
<td>Standards</td>
<td>Mapping</td>
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<tr>
<td>PA Core Standards: Literacy in History/Social Studies, Science and</td>
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<td>PA Core Standards: Mathematics</td>
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<td>Economics</td>
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<tr>
<td>Environment and Ecology</td>
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</tr>
<tr>
<td>Family and Consumer Sciences</td>
<td>Non Existent</td>
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<tr>
<td>Geography</td>
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<tr>
<td>Health, Safety and Physical Education</td>
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<tr>
<td>Science and Technology and Engineering Education</td>
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<tr>
<td>Alternate Academic Content Standards for Reading</td>
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</tr>
<tr>
<td>School Climate</td>
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</tbody>
</table>

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

Family and Consumer Science are not included as part of the elementary standards for the intermediate level.

**Middle Level**

<table>
<thead>
<tr>
<th>Standards</th>
<th>Mapping</th>
<th>Alignment</th>
</tr>
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<tbody>
<tr>
<td>Arts and Humanities</td>
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<tr>
<td>Career Education and Work</td>
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<tr>
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</tr>
<tr>
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Explanation for standard areas checked "Needs Improvement" or "Non Existent":

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High School Level

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</table>

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

This narrative is empty.

Adaptations

Elementary Education-Primary Level

Checked answers
None.

Unchecked answers
None.

Elementary Education-Intermediate Level

Checked answers
Middle Level

Checked answers

None.

Unchecked answers

None.

High School Level

Checked answers

None.

Unchecked answers

None.

Explanation for any standards checked:

This narrative is empty.

Curriculum

Planned Instruction

Elementary Education-Primary Level

<table>
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<tr>
<th>Curriculum Characteristics</th>
<th>Status</th>
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<tbody>
<tr>
<td>Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.</td>
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</table>

Processes used to ensure Accomplishment:

The faculty participates in weekly professional development training as well as annual (August) professional development conference and teacher in-service days (minimum two per year). The faculty is encouraged to attend outside professional development workshops, and funds are provided for this training. Certain faculty members attend school and Title funded education conferences. Specifically, the faculty receives training in curriculum development and standards
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Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

*This narrative is empty.*

**Elementary Education-Intermediate Level**

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### Middle Level

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Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

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### High School Level

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Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

*This narrative is empty.*

**Modification and Accommodations**

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

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 is designed by their special education teacher. Instruction is implemented by special education resource teachers, Life Skills teachers, and regular education teachers.

**Instruction**

**Instructional Strategies**

*Checked Answers*

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

Regular Lesson Plan Review

Checked Answers
• Administrators
• Building Supervisors
• Department Supervisors
• Instructional Coaches

Unchecked Answers
• Not Reviewed

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

Through our Teacher Evaluation of Professional Practice (TEPP) evaluation process, teachers are informally and formally evaluated by administrators through observations and walkthroughs (which are drop-ins in the cyber environment). Teachers in Years 1-3 are formally evaluated two times per year and teachers with 4 or more years are formally evaluated at least one time per year. The clinical observation and differentiated modes of evaluation. Those who are not meeting goals through the year are placed on Professional Practice Improvement 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.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

This narrative is empty.

Responsiveness to Student Needs

Elementary Education-Primary Level

<table>
<thead>
<tr>
<th>Instructional Practices</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structured grouping practices are used to meet student needs.</td>
<td>Full Implementation</td>
</tr>
<tr>
<td>Flexible instructional time or other schedule-related practices are used to meet student needs.</td>
<td>Full Implementation</td>
</tr>
<tr>
<td>Differentiated instruction is used to meet student needs.</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
</tbody>
</table>
If necessary, provide further explanation. (Required explanation if column selected was

*This narrative is empty.

**Elementary Education-Intermediate Level**

<table>
<thead>
<tr>
<th>Instructional Practices</th>
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<tbody>
<tr>
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**Middle Level**

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This narrative is empty.

Recruitment

Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

All teachers at Pennsylvania Leadership Charter School are appropriately state certified and/or meet charter school requirements to teach 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 hire reading specialists, math interventionists, and resource teachers to meet the needs of our diverse learners.

Assessments

Local Graduation Requirements

<table>
<thead>
<tr>
<th>Course Completion</th>
<th>SY 21/22</th>
<th>SY 22/23</th>
<th>SY 23/24</th>
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<tbody>
<tr>
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</tr>
<tr>
<td>Mathematics</td>
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<tr>
<td>Social Studies</td>
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</tr>
<tr>
<td>Music, Art, Family &amp; Consumer Sciences, Career and Technical Education</td>
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<td>6.00</td>
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Local Assessments

<table>
<thead>
<tr>
<th>Standards</th>
<th>WA</th>
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<th>DA</th>
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<tr>
<td>Family and Consumer Sciences</td>
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<td>Science and Technology and Engineering Education</td>
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</tbody>
</table>

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: Checked answers

- 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.

Unchecked answers
- Not Applicable. Our LEA does not offer High School courses.

Methods and Measures
Summative Assessments

<table>
<thead>
<tr>
<th>Summative Assessments</th>
<th>EEP</th>
<th>EEI</th>
<th>ML</th>
<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSSAs, Keystone Exams, Final Exams</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>Mid-Term Exams</td>
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Benchmark Assessments

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>MAP Testing, DIBELS, Achieve, IRI,</td>
<td>X</td>
<td>X</td>
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Formative Assessments

<table>
<thead>
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<th>EEP</th>
<th>EEI</th>
<th>ML</th>
<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exit Ticket, Checks for Understanding, Portfolios, Nearpod, Quizlets, Kahoot, Zoom, etc.</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</table>

Diagnostic Assessments

<table>
<thead>
<tr>
<th>Diagnostic Assessments</th>
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<tbody>
<tr>
<td>DIBELS, Achieve: Level Set, Elementary Math (McGraw Hill)</td>
<td>X</td>
<td>X</td>
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</table>

Validation of Implemented Assessments

<table>
<thead>
<tr>
<th>Validation Methods</th>
<th>EEP</th>
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<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>External Review</td>
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<tr>
<td>Intermediate Unit Review</td>
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<tr>
<td>LEA Administration Review</td>
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<tr>
<td>Building Supervisor Review</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Department Supervisor Review</td>
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<tr>
<td>Professional Learning Community Review</td>
<td></td>
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<tr>
<td>Instructional Coach Review</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Teacher Peer Review</td>
<td></td>
<td>X</td>
<td>X</td>
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</tbody>
</table>

Provide brief explanation of your process for reviewing assessments.

Principals review and approve all assessment instruments on an ongoing basis as well as through the TEPP teacher evaluation process. Content area committees, Instructional Coaches and Data Specialists conduct peer review of lessons. Instructional Coaches and Data Specialists 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
If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

In addition to MAP assessments that are administered in partnership with NWEA twice each year (grades K-8), as well as assessments within the EdInsight data management tool, PALCS develops and administers formative and summative assessments, entry level course assessments, Study Island benchmark tests (Science). These assessments are reviewed annually. At the elementary level, curriculum diagnostic assessments are used for math, reading, and writing.

**Collection and Dissemination**

Describe your system to collect, analyze and disseminate assessment data efficiently and effectively for use by LEA leaders and instructional teams.

NWEA provides MAP reports for individualized student performance. Standardized Assessment data, PVAAS data, DIBELS report information, and other benchmark data is uploaded to EdInsight. EdInsight 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**

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

At the elementary level (K-5), students who do not demonstrate proficiency are placed into a "PALCS Eagles" reading and math intervention program designed to focus on target skills and strategies for the students to achieve grade level proficiency. Students in Grades 1 & 2 utilize the Barton Reading Program to target skills in need of development. Additionally, students in K-2 use DIBELS Reading and Math Diagnostic to determine eligibility to receive additional support from the Elementary Reading Specialist. Beginning in 2018-2019, a full-time Math Interventionist will serve students in grades K-5, and an additional Reading Specialist will serve students in grades 3-5.

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. Beginning in 2018-2019, a "SOAR Academy" in middle and high school will focus intensive supports and interventions on under-performing, academically at-risk students. An additional initiative in middle school will target students who are not on track to graduate high school within four years.
At all levels a 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**

<table>
<thead>
<tr>
<th>Assessment Data Uses</th>
<th>EEP</th>
<th>EEI</th>
<th>ML</th>
<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>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.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Instructional practices modified or adapted to increase student mastery.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Provide brief explanation of the process for incorporating selected strategies.

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. Additionally, students are grouped by tiered levels for direct instruction in Math and tiered levels for posted Math assignments. For elementary Reading, students are grouped heterogeneously for direct instruction and tiered levels for posted assignments. 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 at the elementary and middle school levels. We utilize the Edinsight f as our data management and analysis system.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

*This narrative is empty.*

**Distribution of Summative Assessment Results**

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

Provide brief explanation of the process for incorporating selected strategies.

PALCS maintains an active public website (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. The PALCSchool technology platform has been re-designed in the spring of 2017 to focus more clearly on critical messages to families, need-to-know information, schoolwide and division-level announcements, and general information. In addition to our one-call system of announcements, the school will explore Push Notifications with varied settings chosen by individual families.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

N/A - All strategies were selected.

Safe and Supportive Schools

Programs, Strategies and Actions}

<table>
<thead>
<tr>
<th>Programs, Strategies and Actions</th>
<th>EEP</th>
<th>EEI</th>
<th>ML</th>
<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>School-wide Positive Behavioral Programs</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Conflict Resolution or Dispute Management</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
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<tr>
<td>Peer Helper Programs</td>
<td></td>
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<tr>
<td>Safety and Violence Prevention Curricula</td>
<td></td>
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<tr>
<td>Student Codes of Conduct</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>Comprehensive School Safety and Violence Prevention Plans</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>Purchase of Security-related Technology</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Student, Staff and Visitor Identification Systems</td>
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<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Placement of School Resource Officers</td>
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</table>
**Student Assistance Program Teams and Training**

<table>
<thead>
<tr>
<th>Counseling Services Available for all Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internet Web-based System for the Management of Student Discipline</td>
</tr>
</tbody>
</table>

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**

<table>
<thead>
<tr>
<th>Developmental Services</th>
<th>EEP</th>
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<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Counseling</td>
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<td>X</td>
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<tr>
<td>Attendance Monitoring</td>
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<tr>
<td>Behavior Management Programs</td>
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<tr>
<td>Bullying Prevention</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>Career Awareness</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Career Development/Planning</td>
<td>X</td>
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<tr>
<td>Coaching/Mentoring</td>
<td></td>
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<tr>
<td>Compliance with Health Requirements – i.e., Immunization</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Emergency and Disaster Preparedness</td>
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<tr>
<td>Guidance Curriculum</td>
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<td>X</td>
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<tr>
<td>Health and Wellness Curriculum</td>
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<td>Health Screenings</td>
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<td>Individual Student Planning</td>
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<tr>
<td>Nutrition</td>
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<td>RTII/MTSS</td>
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<td>Wellness/Health Appraisal</td>
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<tr>
<td>Mental Health Support Group</td>
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</table>

Explanation of developmental services:

Each student follows an individualized program of instruction that attempts to meet students where they are in their academic and social development and build from there.

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 done by our Attendance Office (part of Student Services) in collaboration with the Guidance department and division principals. 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.

In addition to the career awareness lessons that are a part of the guidance curriculum, as of the
2018-2019 school year, we will offer a Career Awareness course for students in grades K-5 and a Career Exploration course for students in grades 6-8. Students in grades 9-12 will engage in graduation portfolio courses designed to support students in the development of their individual post secondary career and college plans. We will utilize the Naviance college and career exploration platform to assist in these initiatives.

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.

PALCS has a robust MtSS program. During the 17-18 school year we piloted a virtual anxiety/stress management group with our 9th grade students. We will build upon this model in 18-19 and beyond in an effort to provide preventive mental health support to our students. Given the size of the counselor caseloads, this likely will necessitate hiring additional staff.

**Screening, Evaluating and Programming for Gifted Students**

Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)

We do not have a process for identifying gifted children. We do offer enrichment programs for students who are working above level, as identified by their teachers/parents/guidance counselors. However, we have no specific gifted special education program.

Describe your entity’s process for locating students who are thought to be gifted and may be in need of specially designed instruction (screening).

*This narrative is empty.*

Describe your entity’s procedures for determining eligibility (through multiple criteria) and need (based on academic strength) for potentially mentally gifted students (evaluation).

*This narrative is empty.*

Describe the gifted programs* being offered that provide opportunities for acceleration, enrichment or both. *The word "programs" refers to the continuum of services, not one particular option.

*This narrative is empty.*

### Diagnostic, Intervention and Referral Services

<table>
<thead>
<tr>
<th>Diagnostic, Intervention and Referral Services</th>
<th>EEP</th>
<th>EEI</th>
<th>ML</th>
<th>HS</th>
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</thead>
<tbody>
<tr>
<td>Accommodations and Modifications</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Administration of Medication</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</tbody>
</table>
Explaination 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 are not able to 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.
Managing Chronic Health Problems | X | X | X | X | X
Managing IEP and 504 Plans | X | X | X | X | X
Referral to Community Agencies | X | X | X | X | X
Staff Development | X | X | X | X | X
Strengthening Relationships Between School Personnel, Parents and Communities | X | X | X | X | X
System Support | X | X | X | X | X
Truancy Coordination

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 challenges 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, virtual conferencing, and written methods. PALCS provides 504 plans and IEPs for students who qualify for those services. Guidance counselors, 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.) services are provided for students who have an IEP or 504 Plan. 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.

In order to align with ESSA initiatives, our 2018-2021 school level focus is to improve our student/family support for at-risk students. A community
liaison, social worker, and home visitor are new positions designed to pivotally impact student success.

**Communication of Educational Opportunities**

<table>
<thead>
<tr>
<th>Communication of Educational Opportunities</th>
<th>EEP</th>
<th>EEI</th>
<th>ML</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Course Planning Guides</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Directing Public to the PDE &amp; Test-related Websites</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Individual Meetings</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Letters to Parents/Guardians</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Local Media Reports</td>
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<tr>
<td>Website</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>Meetings with Community, Families and Board of Directors</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Mass Phone Calls/Emails/Letters</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Newsletters</td>
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<td>X</td>
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<tr>
<td>Press Releases</td>
<td>X</td>
<td>X</td>
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<tr>
<td>School Calendar</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Student Handbook</td>
<td>X</td>
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**Communication of Student Health Needs**

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

**Health and Safety**

<table>
<thead>
<tr>
<th>Health and Safety</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are all students required to be fully immunized in accordance with the requirements of the Commonwealth of Pennsylvania and the</td>
<td>Yes</td>
</tr>
<tr>
<td>Requirements of local jurisdictions in order to be admitted to the Charter School?</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Is a certified school nurse on the Charter School staff?</td>
<td>Yes</td>
</tr>
<tr>
<td>Are physical health records and dental records kept according to requirements of the State of Pennsylvania?</td>
<td>Yes</td>
</tr>
<tr>
<td>Does the Charter School comply with all regulations concerning the dispensation of medicines?</td>
<td>Yes</td>
</tr>
<tr>
<td>May Charter School students possess any prescription or non-prescription medication?</td>
<td>No</td>
</tr>
<tr>
<td>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?</td>
<td>Yes</td>
</tr>
<tr>
<td>Is the Charter School in compliance with all pertinent code and license requirements related to Fire Prevention and Fire Drill procedures?</td>
<td>Yes</td>
</tr>
<tr>
<td>Are Fire Drill procedures posted in each classroom and are Fire Drills held at least once a month?</td>
<td>Yes</td>
</tr>
<tr>
<td>Does the Charter School participate in the Federal Free and Reduced Lunch Program?</td>
<td>NA</td>
</tr>
<tr>
<td>Are all students eligible to participate in Federal Breakfast and Lunch programs?</td>
<td>NA</td>
</tr>
<tr>
<td>Are all claims and reports associated with Federal Breakfast and Lunch programs submitted as required?</td>
<td>NA</td>
</tr>
</tbody>
</table>

Description of the responsibilities of the Charter School nurse(s)

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**

Describe unique features of the Charter School meal program

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

**Safety and Security**

Describe the essential Charter School policies, procedures, and practices that are implemented to provide security and safety for Charter School students, staff, and visitors:

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 emergency response training from our local police department. The School maintains Memoranda of Understanding (MOUs) with each local police department where school facilities are located.
Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students

Wellness Policy
The school wellness policy
No file has been uploaded.

Health Reimbursement Policy
The school policy regarding Health Reimbursement
No file has been uploaded.

Current School Insurance Coverage Policies and Programs

Current Insurance Accord
The school’s current Insurance Accord
No file has been uploaded.

Certificate of Liability
The school’s Certificate of Liability
No file has been uploaded.

Insurance Coverage Details
Description of the details of the school’s insurance coverage and/or copies of pertinent insurance policies
No files have been uploaded.

Transportation
Describe the charter school’s transportation program. Include in the discussion whether the charter school, the school district, or a private company operates the transportation program. Also, include a description of transportation accommodations for special education students and suggestions for improvement to the program: Describe the requirements students must meet in order to be eligible for free transportation.

As a cyber charter school, we do not have transportation, however, in accordance with McKinney Vento, we proactively contact any students who have been identified as homeless to determine whether or not they need transportation to standardized testing, field trips or other school sponsored events. If a family is in need of transportation, the homeless liaison works with the family to arrange the family’s preferred mode of transportation, i.e. local cab company, bus, etc.

Free Transportation Eligibility Requirements
The requirements students must meet in order to be eligible for free transportation (optional if described in the narrative)

*No file has been uploaded.*

**Student Conduct**

<table>
<thead>
<tr>
<th>Charter School’s Code of Student Conduct</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are the expectations of students, parents, school staff members, and the Board of Trustees delineated by the Code of Student Conduct?</td>
<td>Yes</td>
</tr>
<tr>
<td>Are the rules of conduct explained in student friendly-language?</td>
<td>Yes</td>
</tr>
<tr>
<td>Are the consequences of violations of rules of conduct explained in student-friendly language?</td>
<td>Yes</td>
</tr>
<tr>
<td>Does the Code of Student Conduct apply on school grounds during the school day as well as immediately before and after school hours?</td>
<td>Yes</td>
</tr>
<tr>
<td>Does the Code of Student Conduct apply on school grounds at any other time when a school group is using the school?</td>
<td>Yes</td>
</tr>
<tr>
<td>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?</td>
<td>Yes</td>
</tr>
<tr>
<td>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?</td>
<td>Yes</td>
</tr>
<tr>
<td>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?</td>
<td>Yes</td>
</tr>
<tr>
<td>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?</td>
<td>Yes</td>
</tr>
<tr>
<td>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?</td>
<td>Yes</td>
</tr>
<tr>
<td>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?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

If necessary, provide further explanation.

*This narrative is empty.*

**Code of Student Conduct**

The school’s Code of Student Conduct

*No file has been uploaded.*
**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*
- Monthly

**Collaboration for Interventions**

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

We are a Schoolwide Title I school, so our interventions apply to all students. We provide an MtSS program for students. We house student data in one system -- EdInsight -- 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**

Describe the Board of Trustees’ efforts in promoting opportunities for community and parent engagement in school activities.

The Board of Trustees supports all of our community and parent engagement efforts, which include an active and involved Student Services department. Annually parents and staff members attend a FamilyInvolvement conference. We maintain an active Google+ community. We have established various parent committees, such as Parent Leadership, Parent Advisory Councils, and PTOs. We conduct ongoing parent trainings based on parent surveys, such as technology skill training, learning in the digital age, and academic, social, and emotional supports. Examples include: Middle School has a parent advisory council and a "Middle School Connect" program. Our Elementary School hosts "Reading with the Principal" and "Lunch with the Principal", "Got Science" and "Book Buddies." High School hosts a mid-year Open House. K-12 Parent-teacher conferences are held formally twice a year and informally on an as-needed basis throughout the school year. 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

As a cyber school we partner with our local intermediate unit to arrange/provide early intervention. As a cyber school we do not provide child care or after school programs. Under ESSA, and aligned to PA Future Ready initiatives, we are reviewing options for youth workforce development programs. Tutoring is provided through outside agencies in addition to our Homeowrk Help program.

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 us, as we are a cyber school. For students who enroll in the PALCS Kindergarten after receiving Early Intervention Service, PALCS issues a Prior Written Notice and Reevaluation Request for Consent Form at Orientation, or when first notified of the Early Intervention services previously delivered to the child. While the reevaluation is taking place, comparable services are provided. If the child qualifies for school-age services, an IEP is implemented.
Materials and Resources

Description of Materials and Resources

Elementary Education - Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

We utilize Canvas as our learning management system and provide an ADA compliant school portal which ensures accessibility for all students and teachers. We use up to date materials and resources (Reflex, iRead, Study Island, Achieve, Nearpod, NWEA MAP, Exact Path, Pearson, Discovery Education, and HMH). We also provide for students who need the support of an alternative format, such as Dragon Speak, iPads, and hard-copy textbooks.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Elementary Education - Intermediate Level

<table>
<thead>
<tr>
<th>Material and Resources Characteristics</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills</td>
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Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

*This narrative is empty.*

**Middle Level**

<table>
<thead>
<tr>
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<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills</td>
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</tr>
<tr>
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</tbody>
</table>

Provide explanation for processes used to ensure Accomplishment.

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Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

*This narrative is empty.*

**High School Level**

<table>
<thead>
<tr>
<th>Material and Resources Characteristics</th>
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</thead>
<tbody>
<tr>
<td>Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills</td>
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Provide explanation for processes used to ensure Accomplishment.

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Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

*This narrative is empty.*

**SAS Incorporation**

**Elementary Education-Primary Level**

<table>
<thead>
<tr>
<th>Standards</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Humanities</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>Career Education and Work</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Civics and Government</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>PA Core Standards: English Language Arts</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>PA Core Standards: Mathematics</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>Economics</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>Environment and Ecology</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>Family and Consumer Sciences</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Geography</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>Health, Safety and Physical Education</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>History</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
</tbody>
</table>
### Elementary Education-Intermediate Level

<table>
<thead>
<tr>
<th>Standards</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Humanities</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>Career Education and Work</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Civics and Government</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>PA Core Standards: English Language Arts</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>Subject</td>
<td>Implementation</td>
</tr>
<tr>
<td>---------</td>
<td>----------------</td>
</tr>
<tr>
<td>PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>PA Core Standards: Mathematics</td>
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</tr>
<tr>
<td>Economics</td>
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<tr>
<td>Environment and Ecology</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>Family and Consumer Sciences</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Geography</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>Health, Safety and Physical Education</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>History</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>Science and Technology and Engineering Education</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>Alternate Academic Content Standards for Math</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>Alternate Academic Content Standards for Reading</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>American School Counselor Association for Students</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>English Language Proficiency</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>Interpersonal Skills</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
</tbody>
</table>
School Climate

Further explanation for columns selected "
The items in column "NA" do not apply to Elementary school students.

**Middle Level**

<table>
<thead>
<tr>
<th>Standards</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Humanities</td>
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<td>PA Core Standards: English Language Arts</td>
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</tr>
<tr>
<td>PA Core Standards: Literacy in History/Social Studies, Science and</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>Technical Subjects</td>
<td></td>
</tr>
<tr>
<td>PA Core Standards: Mathematics</td>
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<td>Standards</td>
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</tr>
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<td>-------------------------------------------------------</td>
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<td>School Climate</td>
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</tr>
<tr>
<td>World Language</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
</tbody>
</table>

Further explanation for columns selected "

The items in column "NA" do not apply to Middle school students.

**High School Level**

<table>
<thead>
<tr>
<th>Standards</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Humanities</td>
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<tr>
<td>English Language Proficiency</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>Interpersonal Skills</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>School Climate</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
<tr>
<td>World Language</td>
<td>Implemented in 50% or more of district classrooms</td>
</tr>
</tbody>
</table>

Further explanation for columns selected "

*This narrative is empty.*

**Fiscal Solvency Policies**

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

*Our policies and procedures established to ensure and monitor fiscal solvency include:*

- **Cash Management Policy, Allowability of Cost, Procurement, Conflict of Interest, and Travel Reimbursement Policy**

**Cash Management Policy**

**Purpose**

This policy provides guidance regarding interest earned on federal funds that are advanced to The Pennsylvania Leadership Charter School or reimbursed to the school.

**Guidelines**

The Pennsylvania Leadership Charter School will comply with applicable methods and procedures for payment that minimize the time between the transfer of funds and disbursement by the School, in accordance with the Cash Management Improvement Act at 31
CFR Part 205. Generally, the School receives payment from the Pennsylvania Department of Education and those funds are immediately disbursed. However, if the School receives an advance in federal grant funds, the School will remit interest earned on the advanced payment to the federal agency, consistent with CF§ 200.305(b)(9).

According to guidance from the U.S. Department of Education, when calculating the interest earned on Department grant funds, regardless of the date of obligation, interest is calculated from the date that the federal funds are drawn from the G5 system until the date on which those funds are disbursed by the LEA. Interest would not accrue if the LEA uses nonfederal funds to pay the vendor and/or employees prior to the funds being drawn down from the G5 system, commonly known as reimbursement.

Payment Methods
Reimbursements:
The Accounting Manager or Supervisor of Federal Programs will request reimbursement for actual expenditures incurred under the federal grants on a monthly or quarterly basis. Reimbursement requests must be signed by the Supervisor of Federal Programs and Director of Academics. Detailed invoices, payroll reports, and benefit reports are included as backup with each reimbursement request. Reimbursement requests will be submitted to the appropriate party at the Pennsylvania Department of Education for processing. All reimbursements are based on actual disbursements, not on obligations. Reimbursements of actual expenditures do not require interest calculations.

Consistent with state and federal requirements, The Pennsylvania Leadership Charter School will maintain source documentation supporting the federal expenditures (invoices, time sheets, payroll stubs, etc.), and will make such documentation available for the Pennsylvania Department of Education to review upon request.

Advances:
If The Pennsylvania Leadership Charter School receives advance payments of sub-grant funds, the School will strive to expend the federal funds on allowable expenditures as expeditiously as possible. Federal advance payments will be held in interest-bearing accounts unless an allowable exception applies. The School will begin to calculate interest earned on cash balances once funds are deposited into the School’s account. Interest will be calculated consistent with any applicable state forms.

If the school receives interest from federal funds, the total federal grant cash balances will be calculated on cash balances per grant applying the School’s actual/average interest rate. The School, through its Accounting Manager, will remit interest earned on grant funds annually to the U.S. Department of Health and Human Services Payment Management System (regardless of the federal awarding agency for the grant). The Pennsylvania Leadership Charter School may retain up to $500.00 of interest earned per year.

Allowability of Costs Policy

Purpose
This policy provides guidance to ensure the consistent treatment of grant-related costs and to
facilitate an understanding of allowable costs for federal grant awards. The Board of Directors delegates the CEO, or designee, and Accounting Manager to determine how The Pennsylvania Leadership Charter School will spend its grant funds by following the guidelines below.

**Guidelines**

Expenditures must be aligned with approved budget items. Any changes or variations from the state-approved budget and grant application need prior approval from the state. Employees must consult federal, State, and The Pennsylvania Leadership Charter School requirements before spending federal funds. When determining how The Pennsylvania Leadership Charter School will spend its grant funds, the Supervisor of Federal Programs will review each proposed cost to determine whether it is an allowable use of federal grant funds before obligating and spending those funds on the proposed good or service. All costs supported by federal education funds must meet the standards outlined in EDGAR, 2 C.F.R. Part 3474 and 2 C.F.R. Part 200, Subpart E, which are provided in the bulleted list below. The Supervisor of Federal Programs and The Pennsylvania Leadership Charter School Business Accounting Office must consider these factors when making an allowability determination (additional helpful questions to ask when making allowability determinations are located later in this policy):

- The cost should be necessary and reasonable for the performance of the federal award.

- School staff must consider these elements when determining the reasonableness of a cost. A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision to incur the cost was made. For example, reasonable means that sound business practices were followed, and purchases were comparable to market prices.

- When determining the reasonableness of a cost, consideration must be given to:
  - Whether the cost is a type generally recognized as ordinary and necessary for the operation of the School or the proper and efficient performance of the federal award.
  - The restraints or requirements imposed by factors, such as sound business practices; arm’s length bargaining; federal, state and other laws and regulations; and terms and conditions of the federal award.
  - Market prices for comparable goods or services for the geographic area.
  - Whether the individuals concerned acted with prudence in the circumstances considering their responsibilities to the School, its employees, its students, the public at large, and the federal government.
  - Whether the School significantly deviates from its established practices and policies regarding the incurrence of costs, which may unjustifiably increase the federal award’s costs. 2 C.F.R. §200.404.
When determining whether a cost is necessary, consideration may be given to:

- Whether the cost is needed for the proper and efficient performance of the grant program.
- Whether the cost is identified in the approved budget or application.
- Whether there is an educational benefit associated with the cost.
- Whether the cost aligns with identified needs based on results and findings from a needs assessment.
- Whether the cost addresses program goals and objectives and is based on program data.
- Allocable to the federal award.

A cost is allocable to the federal award if the goods or services involved are chargeable or assignable to the federal award in accordance with the relative benefit received. This means that the federal grant program derived from a benefit in proportion to the funds charged to the program. 2 C.F.R. §200.405. For example, if 50% of a teacher’s salary is paid with grant funds, then that teacher must spend at least 50% of his or her time on the grant program.

Consistent with policies and procedures that apply uniformly to both federally-financed and other activities of the School.

Conform to any limitations or exclusions set forth as cost principles in Part 200 or in the terms and conditions of the federal award.

A cost cannot be assigned to a federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been assigned as an indirect cost under another award.

All expenditures must be properly documented.

Consistent treatment.

Some federal program statutes require the non-federal entity to contribute a certain amount of non-federal resources to be eligible for the federal program.

The term “applicable credits” refers to those receipts or reduction of expenditures that operate to offset or reduce expense items allocable to the federal award. Typical examples of such transactions are purchase discounts; rebates or allowances; recoveries or indemnities on losses; and adjustments of overpayments or erroneous charges. To the extent that such credits accruing to or received by the state related to the federal award, they shall be credited to the federal award, either as a cost reduction or a cash refund, as appropriate. 2 C.F.R. §200.406.

Adequately documented.
• Be determined in accordance with generally accepted accounting principles (GAAP), unless provided otherwise in Part 200.

• Not included as a match or cost-share, unless the specific federal program authorizes federal costs to be treated as such.

• Be the net of all applicable credits.

Part 200’s cost guidelines must be considered when federal grants are expended. As provided above, federal rules require state- and School-level requirements and policies regarding expenditures to be followed as well. For example, State and/or School policies relating to travel or equipment may be narrower than the federal rules, and the stricter State and/or School policies must be followed. Further, certain types of incentives are allowable under federal law but are not allowable under Pennsylvania State law.

Selected Items of Cost
Part 200 examines the allowability of 55 specific cost items (commonly referred to as Selected Items of Cost) at 2 C.F.R. §200.420-200.475. These cost items are listed in the chart below along with the citation where it is discussed whether the item is allowable. Please do not assume that an item is allowable because it is specifically listed in the regulation as it may be unallowable despite its inclusion in the selected items of cost section. The expenditure may be unallowable for a number of reasons, including the express language of the regulation states the item is unallowable; the terms and conditions of the grant deem the item unallowable, or State/local restrictions dictate that the item is unallowable. The item may also be unallowable because it does not meet one of the cost principles, such as being reasonable because it is considered too expensive. If an item is unallowable for any of these reasons, federal funds cannot be used to purchase it.

School personnel responsible for spending federal grant funds and for determining allowability must be familiar with the Part 200 selected items of cost section. The School must follow these rules when charging these specific expenditures to a federal grant. When applicable, School staff must check costs against the selected items of cost requirements to ensure the cost is allowable. In addition, State, School and program-specific rules may deem a cost as unallowable and School personnel must follow those non-federal rules as well.

The selected item of cost addressed in Part 200 includes the following (in alphabetical order):

<table>
<thead>
<tr>
<th>Item of Cost</th>
<th>Citation of Allowability Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertising and public relations costs</td>
<td>2 C.F.R. § 200.421</td>
</tr>
<tr>
<td>Advisory councils</td>
<td>2 C.F.R. § 200.422</td>
</tr>
<tr>
<td>Alcoholic beverages</td>
<td>2 C.F.R. § 200.423</td>
</tr>
<tr>
<td>Alumni/ae activities</td>
<td>2 C.F.R. § 200.424</td>
</tr>
<tr>
<td>Audit services</td>
<td>2 C.F.R. § 200.425</td>
</tr>
</tbody>
</table>
Bad debts 2 C.F.R. § 200.426
Bonding costs 2 C.F.R. § 200.427
Collection of improper payments 2 C.F.R. § 200.428
Commencement and convocation costs 2 C.F.R. § 200.429
Compensation – personal services 2 C.F.R. § 200.430
Compensation – fringe benefits 2 C.F.R. § 200.431
Conferences 2 C.F.R. § 200.432
Contingency provisions 2 C.F.R. § 200.433
Contributions and donations 2 C.F.R. § 200.434
Defense and prosecution of criminal and civil proceedings, claims, appeals, and patent infringements 2 C.F.R. § 200.435
Depreciation 2 C.F.R. § 200.436
Employee health and welfare costs 2 C.F.R. § 200.437
Entertainment costs 2 C.F.R. § 200.438
Equipment and other capital expenditures 2 C.F.R. § 200.439
Exchange rates 2 C.F.R. § 200.440
Fines, penalties, damages, and other settlements 2 C.F.R. § 200.441
Fundraising and investment management costs 2 C.F.R. § 200.442
Gains and losses on disposition of depreciable assets 2 C.F.R. § 200.443
General costs of government 2 C.F.R. § 200.444
Goods and services for personal use 2 C.F.R. § 200.445
Idle facilities and idle capacity 2 C.F.R. § 200.446
Insurance and indemnification 2 C.F.R. § 200.447
Intellectual property 2 C.F.R. § 200.448
Interest 2 C.F.R. § 200.449
Lobbying 2 C.F.R. § 200.450
Losses on other awards or contracts 2 C.F.R. § 200.451
Maintenance and repair costs 2 C.F.R. § 200.452
Materials and supplies costs, including costs of computing devices 2 C.F.R. § 200.453
Memberships, subscriptions, and professional activity costs 2 C.F.R. § 200.454
Organization costs 2 C.F.R. § 200.455
Participant support costs 2 C.F.R. § 200.456
Plant and security costs 2 C.F.R. § 200.457
Pre-award costs 2 C.F.R. § 200.458
Professional services costs 2 C.F.R. § 200.459
Proposal costs  2 C.F.R. § 200.460
Publication and printing costs  2 C.F.R. § 200.461
Rearrangement and reconversion costs  2 C.F.R. § 200.462
Recruiting costs  2 C.F.R. § 200.463
Relocation costs of employees  2 C.F.R. § 200.464
Rental costs of real property and equipment  2 C.F.R. § 200.465
Scholarship and student aid costs  2 C.F.R. § 200.466
Selling and marketing costs  2 C.F.R. § 200.467
Specialized service facilities  2 C.F.R. § 200.468
Student activity costs  2 C.F.R. § 200.469
Taxes (including Value Added Tax)  2 C.F.R. § 200.470
Termination costs  2 C.F.R. § 200.471
Training and education costs  2 C.F.R. § 200.472
Transportation costs  2 C.F.R. § 200.473
Travel costs  2 C.F.R. § 200.474
Trustees  2 C.F.R. § 200.475

Likewise, it is possible for the State and/or School to put additional requirements on a specific item of cost. Under such circumstances, the stricter requirements must be met for a cost to be allowable. Accordingly, employees must consult federal, State, and School requirements when spending federal funds. For example, Pennsylvania’s travel rules are more restrictive than federal rules, which mean the Pennsylvania policies must be followed.

In order for a cost to be allowable, the expenditure must also be allowable under the applicable program statute -- e.g., Title I of the Elementary and Secondary Education Act (ESEA), or the Carl D. Perkins Career and Technical Education Act (Perkins) – along with accompanying program regulations, non-regulatory guidance and grant award notifications.

Helpful Questions for Determining Whether a Cost is Allowable

In addition to the cost principles and standards described above, the Supervisor of Federal Programs and The Pennsylvania Leadership Charter School Business Accounting Office can refer to this section for a useful framework when performing an allowability analysis. In order to determine whether federal funds may be used to purchase a specific cost, it is helpful to ask the following questions:

1. Is the proposed cost allowable under the relevant program?
2. Is the proposed cost consistent with an approved program plan and budget?
3. Is the proposed cost consistent with program specific fiscal rules?
a. For example, the School may be required to use federal funds only to supplement the amount of funds available from nonfederal (and possibly other federal) sources.

4. Is the proposed cost consistent with EDGAR?

5. Is the proposed cost consistent with specific conditions imposed on the grant (if applicable)?

As a practical matter, the Supervisor of Federal Programs and The Pennsylvania Leadership Charter School Business Accounting Office should also consider whether the proposed cost is consistent with the underlying needs of the program. For example, program funds must benefit the appropriate population of students for which they are allocated. This means that, for instance, funds allocated under Title III of the Elementary and Secondary Education Act (ESEA) governing language instruction programs for limited English proficient (LEP) students must only be spent on LEP students and cannot be used to benefit non-LEP students.

Also, funds should be targeted to address areas of weakness, as necessary. To make this determination, the Supervisor of Federal Programs and The Pennsylvania Leadership Charter School Business Accounting Office should review data when making purchases to ensure that federal funds to be spent in certain areas meet these areas of concern.

**Procurement Policy**

**Purpose**

This policy provides guidance to ensure the consistent, efficient, and cost-effective treatment of grant-related costs pertaining to the procurement of goods and services. The Board of Directors delegates the CEO, or designee, and Accounting Manager to determine how The Pennsylvania Leadership Charter School will procure goods and services by following the guidelines and procedures below.

**Guidelines**

The Supervisor of Federal Programs is responsible for initiating purchases of goods and/or services that are outlined in federal grants and that fall under the classification of allowable costs. The Supervisor of Federal Programs will work with School purchasing agents and the Business Accounting Office to follow correct procedures.

All contracts must be signed by the CEO. Purchase Orders for goods and services related to federal funds must be signed by the Supervisor of Federal Programs as well as the Director of Academics. Contracts and purchase orders are then processed through The Pennsylvania Leadership Charter School’s Business Accounting Office. The final determination on any proposed purchase where budgetary or other conditions may result in denial rests with the CEO.
**Purchase Methods**

All purchases require a purchase order. Purchase Orders are dated, numbered, and coded according to cost center (department or division) as well as sub-account code (supplies, curriculum books and periodicals, travel, building rental, professional development, etc.). Purchase orders are submitted to Accounts Payable and kept on file with backup documentation, including copies of invoices and checks generated by the School. Purchase Order documentation is also kept electronically through a General Ledger entry.

All Purchase Orders include the name/address/contact information of the vendor; a description of services to be performed or goods to be purchased; the shipping location where goods are to be sent; and estimated date of delivery.

All Purchase Orders must be signed by the purchase initiator and approved by the appropriate Director (Academics, Student Services, Information Technology, Marketing, Human Resources, and Office Administration). Purchase Orders for Federally-funded programs and services must also be signed by the Supervisor of Federal Programs; these Purchase Orders will accompany the Federal Purchase Order generated by the Federal Programs department.

**Purchases up to $3,000 (Micro-Purchases)**

Micro-purchases are initiated by the appropriate department or division in accordance with a Board-approved budget. These purchases are approved in advance by a Supervisor or Director-level administrator. All purchases must be reasonable and cost-effective for the goods or services to be provided.

**Purchases between $3,000 and $150,000 (Small Purchase Procedures)**

Small purchase procedures are also initiated by the appropriate department or division in accordance with a Board-approved budget. These purchases are approved in advance by a Supervisor or Director-level administrator. All purchases must be reasonable and cost-effective for the goods or services to be provided.

Note: purchases of $5,000 or more require pre-approval by the CEO, in addition to the approvals outlined above.

**Purchases Over $150,000**

**Sealed Bids**

For purchases over $150,000, sealed bids are publicly solicited, and a firm fixed price contract (lump sum or unit price) is awarded to the responsible bidder whose bid, conforming with all the material terms and conditions of the invitation for bids, is the lowest or most cost-effective in price. Generally, a minimum of three (3) bids is required.

The sealed bid method is the preferred method for procuring construction if the following conditions apply:
• A complete, adequate, and realistic specification or purchase description is available;
• Two or more responsible bidders are willing and able to compete effectively for the
  business; and
• The procurement lends itself to a firm fixed price contract and the selection of the
  successful bidder can be made principally on the basis of price.

If sealed bids are used, the following requirements apply:
• Bids must be solicited from an adequate number of known suppliers, providing them
  sufficient response time prior to the date set for opening the bids;
• The invitation for bids, which will include any specifications and pertinent attachments,
  must define the items or services in order for the bidder to properly respond;
• All bids will be opened at the time and place prescribed in the invitation for bids;
• A firm fixed price contract award must be made in writing to the lowest or most cost-
  effective responsive and responsible bidder.

Where specified in bidding documents, factors such as discounts, transportation cost, and life
cycle costs must be considered in determining which bid is lowest. Payment discounts will only
be used to determine the low bid when prior experience indicates that such discounts are
usually taken advantage of. Any or all bids may be rejected if there is a sound documented
reason.

**Competitive Proposals**

The technique of competitive proposals is normally conducted with more than one source
submitting an offer, and either a fixed price or cost-reimbursement type contract is awarded.
It is generally used when conditions are not appropriate for the use of sealed bids. If this
method is used, the following requirements apply:
• Requests for proposals must be publicized and identify all evaluation factors and their
  relative importance. Any response to publicized requests for proposals must be considered to
  the maximum extent practicable;
• Proposals must be solicited from an adequate number of qualified sources; and,
• Contracts must be awarded to the responsible firm whose proposal is most
  advantageous to the program, with price and other factors considered.

The Pennsylvania Leadership Charter School will conduct an evaluation of all competitive
proposals, using the following factors in consideration of contract awards:
• The relative cost of the project (goods or services);
• The reliability and business reputation of the vendor;
• The timeline for completion of the project or delivery of goods;
• The quality of the goods or services to be provided.

**Contract/Price Analysis**

The School performs a cost or price analysis in connection with every procurement action in excess of $150,000, including contract modifications. 2 C.F.R. § 200.323(a). A cost analysis generally means evaluating the separate cost elements that make up the total price, while a price analysis means evaluating the total prices, without looking at the individual cost elements. The method and degree of analysis is dependent on the facts surrounding the particular procurement situation; however, the relevant department or division must come to an independent estimate, in consultation with the CEO or designee, prior to receiving bids or proposals.

**Purchase Cards**

Credit cards are only used with proper documentation, including signed Purchase Orders. Credit card use is authorized by: (a) the Supervisor of Federal Programs; (b) the Director of Office Administration; and/or (c) the CEO.

**Full/Open Competition**

All procurement transactions must be conducted in a manner providing full and open competition consistent with 2 C.F.R. § 200.319. In order to ensure objective contractor performance and eliminate unfair competitive advantage, contractors that develop or draft specifications, requirements, statements of work, or invitations for bids or requests for proposals must be excluded from competing for such procurements. Some of the situations considered to be restrictive of competition include, but are not limited to:

• Placing unreasonable requirements on firms in order for them to qualify to do business;
• Requiring unnecessary experience and excessive bonding;
• Noncompetitive pricing practices between firms or between affiliated companies;
• Noncompetitive contracts to consultants that are on retainer contracts;
• Organizational conflicts of interest;
• Specifying only a "brand name" product instead of allowing "an equal" product to be offered and describing the performance or other relevant requirements of the procurement; and
Any arbitrary action in the procurement process.

Geographical Preferences Prohibited

The School must conduct procurements in a manner that prohibits the use of statutorily or administratively imposed state, local, or tribal geographical preferences in the evaluation of bids or proposals, except in those cases where applicable Federal statutes expressly mandate or encourage geographical preference. When contracting for architectural and engineering (A/E) services geographic location may be a selection criterion provided its application leaves an appropriate number of qualified firms, given the nature and size of the project, to compete for the contract.

Solicitation Language

The School must ensure that all solicitations incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description must not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product or service to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. Detailed product specifications should be avoided if at all possible.

When it is impractical or uneconomical to make a clear and accurate description of the technical requirements, a "brand name or equivalent" description may be used as a means to define the performance or other salient requirements of the procurement. The specific features of the named brand which must be met by offers must be clearly stated, and identify all requirements which the offerors must fulfill and all other factors to be used in evaluating bids or proposals. 2 C.F.R. Federal Procurement System Standards.

Avoiding Acquisition of Unnecessary or Duplicative Items

The School must avoid the acquisition of unnecessary or duplicative items. Additionally, consideration is given to consolidating or breaking out procurements to obtain a more economical purchase. And, where appropriate, an analysis must be made of leases versus purchase alternatives, and another other appropriate analysis to determine the most economical approach.

Use of Intergovernmental Agreements

To foster greater economy and efficiency, the School may enter into state and local intergovernmental agreements where appropriate for procurement or use of common or shared goods and services.
Use of Federal Excess Surplus Property

The School may consider the use of federal excess and surplus property in lieu of purchasing new equipment and property whenever such use is feasible and reduces project costs.

Debarment and Suspension

The School awards contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

The School may not subcontract with or award subgrants to any person or company who is debarred or suspended. For all contracts over $25,000, the School verifies that the vendor with whom the School intends to do business with is not excluded or disqualified. 2 C.F.R. Pati 200, Appendix II(I) and 2 C.F.R. §§ 180.220 and 180.300.

Maintenance of Procurement Records

The School must maintain records sufficient to detail the history of all procurements. These records will include, but are not necessarily limited to the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, the basis for the contract price (including a cost or price analysis), and verification that the contractor is not suspended or disbarred.

Time and Materials Contracts

The School may use a time and materials contract only (1) after a determination that no other contract is suitable; and (2) if the contract includes a ceiling price that the contractor exceeds at its own risk. Time and materials contract means a contract whose cost to the School is the sum of: the actual costs of materials, and direct labor hours charged at fixed hourly rates that reflect wages, general and administrative expenses, and profit.

Since this formula generates an open-ended contract price, a time-and-materials contract provides no positive profit incentive to the contractor for cost control or labor efficiency. Therefore, each contract must set a ceiling price that the contractor exceeds at its own risk. Further, the School must assert a high degree of oversight in order to obtain reasonable assurance that the contractor is using efficient methods and effective cost controls.

Settlements of Issues Arising Out of Procurements

The School alone is responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the School of any contractual
responsibilities under its contracts. Violations of law will be referred to the local, state, or federal authority having proper jurisdiction.

**Protest Procedures to Resolve Dispute**

The School maintains review procedures to handle and resolve disputes relating to procurements and, in all instances, discloses information regarding the protest to the awarding agency. Review procedures involve the School's Business Accounting office, the CEO, the School attorney, and the Board of Directors. Disputes will be acknowledged in writing and a time frame will be provided for addressing and resolving disputes.

**Conflict of Interest Policy**

**Purpose**

This policy provides guidance to ensure that The Pennsylvania Leadership Charter School remains free of any conflict of interest, or potential conflict of interest, when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer, director, or trustee of the School. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest pertaining to nonprofit and charitable corporations.

**Definitions**

- **Interested Person**
  - Any director, principal officer, or member of a committee with Board-delegated powers who has a direct or indirect financial interest, as defined below, is an interested person.
- **Financial Interest**
  - A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
    - An ownership or investment interest in any entity with which the School has a transaction or arrangement; or
    - A compensation arrangement with the School or with any entity or an individual with which the School has a transaction arrangement; or
    - A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the School is negotiating a transaction or arrangement.
- **Compensation**
Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature.

Guidelines

In accordance with 2 C.F.R. §200.18(c)(l), The Pennsylvania Leadership Charter School maintains the following standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award, and administration of contracts. No employee, officer, or agent of the School may participate in the selection, award, or administration of a contract supported by a federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.

The officers, employees, and agents of the School may neither solicit or accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts, unless the gift is an unsolicited item of nominal value ($250.00 or less).

Duty to Disclose: In connection with any actual or possible conflicts of interest, an interested person must disclose the existence and nature of his or her financial interest to the directors and members of committees with Board-delegated powers considering the proposed transaction or arrangement.

Determining Whether a Conflict of Interest Exists: After disclosure of the financial interest, the interested person shall leave the Board or committee meeting while the financial interest is discussed and voted upon. The remaining Board or committee members shall decide if a conflict of interest exists.

Procedures for Addressing the Conflict of Interest: The chairperson of the Board shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement. After exercising due diligence, the Board or committee shall determine whether the School can obtain desired results with reasonable efforts in a more advantageous transaction or arrangement, from a person or entity that would not give rise to a conflict of interest. If a more advantageous transaction or arrangement is not reasonably attainable under the circumstances that would not give rise to a conflict of interest, the Board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the School's best interest and for its own benefit and whether the transaction or arrangement is fair and reasonable to the School, and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.

Violations of the Conflict of Interest Policy: If a Board or committee has reasonable cause to believe that a member has failed to disclose actual or potential conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose. If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the Board or committee...
determines that the member has, in fact, failed to disclose an actual or potential conflict of interest, it shall take appropriate disciplinary and corrective action.

Records of Proceedings: The minutes of the Board and all committees with Board -delegated powers shall contain: (a) the names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board’s or committee’s decision as to whether a conflict of interest in fact existed; and, (b) the names of the persons who were present for discussions and votes relating to the transaction or arrangement, and a record of any votes taken in connection therewith.

Compensation Committees: A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the School for services is precluded from voting on matters pertaining to that member’s compensation. Compensation shall not include payments to directors or members of committees for attendance at meetings.

**Periodic Reviews**

To ensure that The Pennsylvania Leadership Charter School operates in a manner consistent with the charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects: (a) whether compensation arrangements and benefits are reasonable and are the result of arm’s-length bargaining; and (b) whether partnership and joint venture arrangements and arrangements with management service organizations conform to written policies, are properly recorded, reflect reasonable payment for goods and services, further the School’s charitable purposes and do not result in inurement or impermissible private benefit.

**Travel/Meal Reimbursement Policy**

**MEAL REIMBURSEMENT**

Employees traveling for PALCS functions in which an overnight stay is not incurred will be reimbursed for meal expenses within the following guidelines at the accompanying daily rates:

- If an employee is away from their permanent work location and actively engaged in a work-related function for 6 or more hours, but less than 12 hours and the approved work function is over 15 miles away from their permanent work location the employee will be reimbursed for up to $20 for meals with valid, original receipts.

- If an employee is away from their permanent work location and actively engaged in a work-related function for 12 hours (or longer) and the approved work function is over 15 miles away from their permanent work location the employee will be reimbursed for up to $40 for meals with valid, original receipts.
Employees traveling for PALCS functions in which an overnight stay is incurred will be reimbursed for meal expenses within the following guidelines:

- If an employee begins their travel to the required travel destination or has arrived at the required travel destination by 1:00 PM or earlier on the same day as the overnight stay, the employee reimbursed for up to $40 for meals with valid, original receipts.

- If an employee begins their travel to the required travel destination or has arrived at the required travel destination by 1:01 PM or later on the same day as the overnight stay, the employee will be reimbursed for up to $20 for meals with valid, original receipts.

Travel time to and from the travel destination may be included as “work time” when determining eligibility requirements for reimbursement and should be determined from the employee’s permanent work location to the required travel destination when the travel time occurs directly between the two destinations. If an employee is traveling directly from their permanent residence directly to the required travel destination and/or from the required travel destination to their permanent residence, the employee may include the travel time as “work time” when determining eligibility requirements for reimbursement.

Meals include food, non-alcoholic drinks, and snacks. Taxes and tips incurred are included in the reimbursement amounts outlined in this policy and maximum daily reimbursement amounts cannot be carried over into the next working day (maximum reimbursement rates are per day). PALCS employees administering standardized testing are exempt from the mileage requirement for meal reimbursement as outlined in this policy.

All reimbursement requests must be accompanied by a detailed and original receipt that includes eligible reimbursement expenses incurred by the employee requesting reimbursement. Do not combine receipts or reimbursement requests with other employees. It is the employee’s responsibility to obtain receipts for reimbursement that only include reimbursable items in accordance with this policy.

It is the Supervisor’s responsibility to approve reimbursement in accordance with the guidelines within this policy.

**Accounting Systems**

Explain what accounting system the charter school uses.

Please note that the charter school is required to have a system that integrates with the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools and the Annual Financial Report utilizing Generally Accepted Accounting Principles (GAAP) for budgeting, accounting and reporting.
Cash Management Policy

Purpose
This policy provides guidance regarding interest earned on federal funds that are advanced to The Pennsylvania Leadership Charter School or reimbursed to the school.

Guidelines
The Pennsylvania Leadership Charter School will comply with applicable methods and procedures for payment that minimize the time between the transfer of funds and disbursement by the School, in accordance with the Cash Management Improvement Act at 31 CFR Part 205. Generally, the School receives payment from the Pennsylvania Department of Education and those funds are immediately disbursed. However, if the School receives an advance in federal grant funds, the School will remit interest earned on the advanced payment to the federal agency, consistent with CF§ 200.305(b)(9).

According to guidance from the U.S. Department of Education, when calculating the interest earned on Department grant funds, regardless of the date of obligation, interested is calculated from the date that the federal funds are drawn from the G5 system until the date on which those funds are disbursed by the LEA. Interest would not accrue if the LEA uses nonfederal funds to pay the vendor and/or employees prior to the funds being drawn down from the G5 system, commonly known as reimbursement.

Payment Methods
Reimbursements:
The Accounting Manager or Supervisor of Federal Programs will request reimbursement for actual expenditures incurred under the federal grants on a monthly or quarterly basis. Reimbursement requests must be signed by the Supervisor of Federal Programs and Director of Academics. Detailed invoices, payroll reports, and benefit reports are included as backup with each reimbursement request.

Reimbursement requests will be submitted to the appropriate party at the Pennsylvania Department of Education for processing. All reimbursements are based on actual disbursements, not on obligations. Reimbursements of actual expenditures do not require interest calculations.

Consistent with state and federal requirements, The Pennsylvania Leadership Charter School will maintain source documentation supporting the federal expenditures (invoices, time sheets, payroll stubs, etc.), and will make such documentation available for the Pennsylvania Department of Education to review upon request.

Advances:
If The Pennsylvania Leadership Charter School receives advance payments of sub-grant funds, the School will strive to expend the federal funds on allowable expenditures as expeditiously as possible. Federal advance payments will be held in interest-bearing accounts unless an allowable exception applies. The School will begin to calculate interest earned on cash balances once funds are deposited into the School’s account. Interest will be calculated consistent with any applicable state forms.

If the school receives interest from federal funds, the total federal grant cash balances will be
calculated on cash balances per grant applying the School’s actual/average interest rate. The School, through its Accounting Manager, will remit interest earned on grant funds annually to the U.S. Department of Health and Human Services Payment Management System (regardless of the federal awarding agency for the grant). The Pennsylvania Leadership Charter School may retain up to $500.00 of interest earned per year.

**Allowability of Costs Policy**

**Purpose**
This policy provides guidance to ensure the consistent treatment of grant-related costs and to facilitate an understanding of allowable costs for federal grant awards. The Board of Directors delegates the CEO, or designee, and Accounting Manager to determine how The Pennsylvania Leadership Charter School will spend its grant funds by following the guidelines below.

**Guidelines**

Expenditures must be aligned with approved budget items. Any changes or variations from the state-approved budget and grant application need prior approval from the state. Employees must consult federal, State, and The Pennsylvania Leadership Charter School requirements before spending federal funds. When determining how The Pennsylvania Leadership Charter School will spend its grant funds, the Supervisor of Federal Programs will review each proposed cost to determine whether it is an allowable use of federal grant funds before obligating and spending those funds on the proposed good or service. All costs supported by federal education funds must meet the standards outlined in EDGAR, 2 C.F.R. Part 3474 and 2 C.F.R. Part 200, Subpart E, which are provided in the bulleted list below. The Supervisor of Federal Programs and The Pennsylvania Leadership Charter School Business Accounting Office must consider these factors when making an allowability determination (additional helpful questions to ask when making allowability determinations are located later in this policy):

- The cost should be necessary and reasonable for the performance of the federal award.
  - School staff must consider these elements when determining the reasonableness of a cost. A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision to incur the cost was made. For example, reasonable means that sound business practices were followed, and purchases were comparable to market prices.
  - When determining the reasonableness of a cost, consideration must be given to:
    - Whether the cost is a type generally recognized as ordinary and necessary for the operation of the School or the proper and efficient performance of the federal award.
The restraints or requirements imposed by factors, such as sound business practices; arm’s length bargaining; federal, state and other laws and regulations; and terms and conditions of the federal award.

Market prices for comparable goods or services for the geographic area.

Whether the individuals concerned acted with prudence in the circumstances considering their responsibilities to the School, its employees, its students, the public at large, and the federal government.

Whether the School significantly deviates from its established practices and policies regarding the incurrence of costs, which may unjustifiably increase the federal award’s costs. 2 C.F.R. §200.404.

When determining whether a cost is necessary, consideration may be given to:

- Whether the cost is needed for the proper and efficient performance of the grant program.
- Whether the cost is identified in the approved budget or application.
- Whether there is an educational benefit associated with the cost.
- Whether the cost aligns with identified needs based on results and findings from a needs assessment.
- Whether the cost addresses program goals and objectives and is based on program data.

Allocable to the federal award.

A cost is allocable to the federal award if the goods or services involved are chargeable or assignable to the federal award in accordance with the relative benefit received. This means that the federal grant program derived from a benefit in proportion to the funds charged to the program. 2 C.F.R. §200.405. For example, if 50% of a teacher’s salary is paid with grant funds, then that teacher must spend at least 50% of his or her time on the grant program.

Consistent with policies and procedures that apply uniformly to both federally-financed and other activities of the School.

Conform to any limitations or exclusions set forth as cost principles in Part 200 or in the terms and conditions of the federal award.

A cost cannot be assigned to a federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been assigned as an indirect cost under another award.

All expenditures must be properly documented.
• Consistent treatment.

• Some federal program statutes require the non-federal entity to contribute a certain amount of non-federal resources to be eligible for the federal program.

• The term “applicable credits” refers to those receipts or reduction of expenditures that operate to offset or reduce expense items allocable to the federal award. Typical examples of such transactions are purchase discounts; rebates or allowances; recoveries or indemnities on losses; and adjustments of overpayments or erroneous charges. To the extent that such credits accruing to or received by the state related to the federal award, they shall be credited to the federal award, either as a cost reduction or a cash refund, as appropriate. 2 C.F.R. §200.406.

• Adequately documented.

• Be determined in accordance with generally accepted accounting principles (GAAP), unless provided otherwise in Part 200.

• Not included as a match or cost-share, unless the specific federal program authorizes federal costs to be treated as such.

• Be the net of all applicable credits.

Part 200’s cost guidelines must be considered when federal grants are expended. As provided above, federal rules require state- and School-level requirements and policies regarding expenditures to be followed as well. For example, State and/or School policies relating to travel or equipment may be narrower than the federal rules, and the stricter State and/or School policies must be followed. Further, certain types of incentives are allowable under federal law but are not allowable under Pennsylvania State law.

Selected Items of Cost
Part 200 examines the allowability of 55 specific cost items (commonly referred to as Selected Items of Cost) at 2 C.F.R. §200.420-200.475. These cost items are listed in the chart below along with the citation where it is discussed whether the item is allowable. Please do not assume that an item is allowable because it is specifically listed in the regulation as it may be unallowable despite its inclusion in the selected items of cost section. The expenditure may be unallowable for a number of reasons, including the express language of the regulation states the item is unallowable; the terms and conditions of the grant deem the item unallowable, or State/local restrictions dictate that the item is unallowable. The item may also be unallowable because it does not meet one of the cost principles, such as being reasonable because it is considered too expensive. If an item is unallowable for any of these reasons, federal funds cannot be used to purchase it.

School personnel responsible for spending federal grant funds and for determining allowability must be familiar with the Part 200 selected items of cost section. The School must follow these rules when charging these specific expenditures to a federal grant. When applicable, School staff must check costs against the selected items of cost requirements to ensure the cost is allowable.
In addition, State, School and program-specific rules may deem a cost as unallowable and School personnel must follow those non-federal rules as well.
The selected item of cost addressed in Part 200 includes the following (in alphabetical order):

<table>
<thead>
<tr>
<th>Item of Cost</th>
<th>Citation of Allowability Rule</th>
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</thead>
<tbody>
<tr>
<td>Advertising and public relations costs</td>
<td>2 C.F.R. § 200.421</td>
</tr>
<tr>
<td>Advisory councils</td>
<td>2 C.F.R. § 200.422</td>
</tr>
<tr>
<td>Alcoholic beverages</td>
<td>2 C.F.R. § 200.423</td>
</tr>
<tr>
<td>Alumni/ae activities</td>
<td>2 C.F.R. § 200.424</td>
</tr>
<tr>
<td>Audit services</td>
<td>2 C.F.R. § 200.425</td>
</tr>
<tr>
<td>Bad debts</td>
<td>2 C.F.R. § 200.426</td>
</tr>
<tr>
<td>Bonding costs</td>
<td>2 C.F.R. § 200.427</td>
</tr>
<tr>
<td>Collection of improper payments</td>
<td>2 C.F.R. § 200.428</td>
</tr>
<tr>
<td>Commencement and convocation costs</td>
<td>2 C.F.R. § 200.429</td>
</tr>
<tr>
<td>Compensation – personal services</td>
<td>2 C.F.R. § 200.430</td>
</tr>
<tr>
<td>Compensation – fringe benefits</td>
<td>2 C.F.R. § 200.431</td>
</tr>
<tr>
<td>Conferences</td>
<td>2 C.F.R. § 200.432</td>
</tr>
<tr>
<td>Contingency provisions</td>
<td>2 C.F.R. § 200.433</td>
</tr>
<tr>
<td>Contributions and donations</td>
<td>2 C.F.R. § 200.434</td>
</tr>
<tr>
<td>Defense and prosecution of criminal and civil proceedings, claims, appeals, and patent infringements</td>
<td>2 C.F.R. § 200.435</td>
</tr>
<tr>
<td>Depreciation</td>
<td>2 C.F.R. § 200.436</td>
</tr>
<tr>
<td>Employee health and welfare costs</td>
<td>2 C.F.R. § 200.437</td>
</tr>
<tr>
<td>Entertainment costs</td>
<td>2 C.F.R. § 200.438</td>
</tr>
<tr>
<td>Equipment and other capital expenditures</td>
<td>2 C.F.R. § 200.439</td>
</tr>
<tr>
<td>Exchange rates</td>
<td>2 C.F.R. § 200.440</td>
</tr>
<tr>
<td>Fines, penalties, damages, and other settlements</td>
<td>2 C.F.R. § 200.441</td>
</tr>
<tr>
<td>Fundraising and investment management costs</td>
<td>2 C.F.R. § 200.442</td>
</tr>
<tr>
<td>Gains and losses on disposition of depreciable assets</td>
<td>2 C.F.R. § 200.443</td>
</tr>
<tr>
<td>General costs of government</td>
<td>2 C.F.R. § 200.444</td>
</tr>
<tr>
<td>Goods and services for personal use</td>
<td>2 C.F.R. § 200.445</td>
</tr>
<tr>
<td>Idle facilities and idle capacity</td>
<td>2 C.F.R. § 200.446</td>
</tr>
<tr>
<td>Insurance and indemnification</td>
<td>2 C.F.R. § 200.447</td>
</tr>
<tr>
<td>Intellectual property</td>
<td>2 C.F.R. § 200.448</td>
</tr>
<tr>
<td>Interest</td>
<td>2 C.F.R. § 200.449</td>
</tr>
</tbody>
</table>
Likewise, it is possible for the State and/or School to put additional requirements on a specific item of cost. Under such circumstances, the stricter requirements must be met for a cost to be allowable. Accordingly, employees must consult federal, State, and School requirements when spending federal funds. For example, Pennsylvania’s travel rules are more restrictive than federal rules, which mean the Pennsylvania policies must be followed.

In order for a cost to be allowable, the expenditure must also be allowable under the applicable program statute -- e.g., Title I of the Elementary and Secondary Education Act (ESEA), or the Carl D. Perkins Career and Technical Education Act (Perkins) – along with accompanying program regulations, non-regulatory guidance and grant award notifications.
Helpful Questions for Determining Whether a Cost is Allowable

In addition to the cost principles and standards described above, the Supervisor of Federal Programs and The Pennsylvania Leadership Charter School Business Accounting Office can refer to this section for a useful framework when performing an allowability analysis. In order to determine whether federal funds may be used to purchase a specific cost, it is helpful to ask the following questions:

1. Is the proposed cost allowable under the relevant program?
2. Is the proposed cost consistent with an approved program plan and budget?
3. Is the proposed cost consistent with program specific fiscal rules?

For example, the School may be required to use federal funds only to supplement the amount of funds available from nonfederal (and possibly other federal) sources.

4. Is the proposed cost consistent with EDGAR?
5. Is the proposed cost consistent with specific conditions imposed on the grant (if applicable)?

As a practical matter, the Supervisor of Federal Programs and The Pennsylvania Leadership Charter School Business Accounting Office should also consider whether the proposed cost is consistent with the underlying needs of the program. For example, program funds must benefit the appropriate population of students for which they are allocated. This means that, for instance, funds allocated under Title III of the Elementary and Secondary Education Act (ESEA) governing language instruction programs for limited English proficient (LEP) students must only be spent on LEP students and cannot be used to benefit non-LEP students.

Also, funds should be targeted to address areas of weakness, as necessary. To make this determination, the Supervisor of Federal Programs and The Pennsylvania Leadership Charter School Business Accounting Office should review data when making purchases to ensure that federal funds to be spent in certain areas meet these areas of concern.

**Procurement Policy**

**Purpose**

This policy provides guidance to ensure the consistent, efficient, and cost-effective treatment of grant-related costs pertaining to the procurement of goods and services. The Board of Directors delegates the CEO, or designee, and Accounting Manager to determine how The Pennsylvania Leadership Charter School will procure goods and services by following the guidelines and procedures below.
Guidelines

The Supervisor of Federal Programs is responsible for initiating purchases of goods and/or services that are outlined in federal grants and that fall under the classification of allowable costs. The Supervisor of Federal Programs will work with School purchasing agents and the Business Accounting Office to follow correct procedures.

All contracts must be signed by the CEO. Purchase Orders for goods and services related to federal funds must be signed by the Supervisor of Federal Programs as well as the Director of Academics. Contracts and purchase orders are then processed through The Pennsylvania Leadership Charter School's Business Accounting Office. The final determination on any proposed purchase where budgetary or other conditions may result in denial rests with the CEO.

Purchase Methods

All purchases require a purchase order. Purchase Orders are dated, numbered, and coded according to cost center (department or division) as well as sub-account code (supplies, curriculum books and periodicals, travel, building rental, professional development, etc.). Purchase orders are submitted to Accounts Payable and kept on file with backup documentation, including copies of invoices and checks generated by the School. Purchase Order documentation is also kept electronically through a General Ledger entry.

All Purchase Orders include the name/address/contact information of the vendor; a description of services to be performed or goods to be purchased; the shipping location where goods are to be sent; and estimated date of delivery.

All Purchase Orders must be signed by the purchase initiator and approved by the appropriate Director (Academics, Student Services, Information Technology, Marketing, Human Resources, and Office Administration). Purchase Orders for Federally-funded programs and services must also be signed by the Supervisor of Federal Programs; these Purchase Orders will accompany the Federal Purchase Order generated by the Federal Programs department.

Purchases up to $3,000 (Micro-Purchases)

Micro-purchases are initiated by the appropriate department or division in accordance with a Board-approved budget. These purchases are approved in advance by a Supervisor or Director-level administrator. All purchases must be reasonable and cost-effective for the goods or services to be provided.

Purchases between $3,000 and $150,000 (Small Purchase Procedures)

Small purchase procedures are also initiated by the appropriate department or division in accordance with a Board-approved budget. These purchases are approved in advance by a Supervisor or Director-level administrator. All purchases must be reasonable and cost-effective for the goods or services to be provided.
Note: purchases of $5,000 or more require pre-approval by the CEO, in addition to the approvals outlined above.

**Purchases Over $150,000**

**Sealed Bids**

For purchases over $150,000, sealed bids are publicly solicited, and a firm fixed price contract (lump sum or unit price) is awarded to the responsible bidder whose bid, conforming with all the material terms and conditions of the invitation for bids, is the lowest or most cost-effective in price. Generally, a minimum of three (3) bids is required.

The sealed bid method is the preferred method for procuring construction if the following conditions apply:

- A complete, adequate, and realistic specification or purchase description is available;
- Two or more responsible bidders are willing and able to compete effectively for the business; and
- The procurement lends itself to a firm fixed price contract and the selection of the successful bidder can be made principally on the basis of price.

If sealed bids are used, the following requirements apply:

- Bids must be solicited from an adequate number of known suppliers, providing them sufficient response time prior to the date set for opening the bids;
- The invitation for bids, which will include any specifications and pertinent attachments, must define the items or services in order for the bidder to properly respond;
- All bids will be opened at the time and place prescribed in the invitation for bids;
- A firm fixed price contract award must be made in writing to the lowest or most cost-effective responsive and responsible bidder.

Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs must be considered in determining which bid is lowest. Payment discounts will only be used to determine the low bid when prior experience indicates that such discounts are usually taken advantage of. Any or all bids may be rejected if there is a sound documented reason.

**Competitive Proposals**

The technique of competitive proposals is normally conducted with more than one source submitting an offer, and either a fixed price or cost-reimbursement type contract is
awarded. It is generally used when conditions are not appropriate for the use of sealed bids. If this method is used, the following requirements apply:

- Requests for proposals must be publicized and identify all evaluation factors and their relative importance. Any response to publicized requests for proposals must be considered to the maximum extent practicable;
- Proposals must be solicited from an adequate number of qualified sources; and,
- Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered.

The Pennsylvania Leadership Charter School will conduct an evaluation of all competitive proposals, using the following factors in consideration of contract awards:

- The relative cost of the project (goods or services);
- The reliability and business reputation of the vendor;
- The timeline for completion of the project or delivery of goods;
- The quality of the goods or services to be provided.

**Contract/Price Analysis**

The School performs a cost or price analysis in connection with every procurement action in excess of $150,000, including contract modifications. 2 C.F.R. § 200.323(a). A cost analysis generally means evaluating the separate cost elements that make up the total price, while a price analysis means evaluating the total prices, without looking at the individual cost elements. The method and degree of analysis is dependent on the facts surrounding the particular procurement situation; however, the relevant department or division must come to an independent estimate, in consultation with the CEO or designee, prior to receiving bids or proposals.

**Purchase Cards**

Credit cards are only used with proper documentation n, including signed Purchase Orders. Credit card use is authorized by: (a) the Supervisor of Federal I Programs; (b) the Director of Office Administration; and/or (c) the CEO.

**Full/Open Competition**

All procurement transactions must be conducted in a manner providing full and open competition consistent with 2 C.F.R. § 200.319. In order to ensure objective contractor performance and eliminate unfair competitive advantage, contractors that develop or draft specifications, requirements, statements of work, or invitations for bids or requests for
proposals must be excluded from competing for such procurements. Some of the situations considered to be restrictive of competition include, but are not limited to:

- Placing unreasonable requirements on firms in order for them to qualify to do business;
- Requiring unnecessary experience and excessive bonding;
- Noncompetitive pricing practices between firms or between affiliated companies;
- Noncompetitive contracts to consultants that are on retainer contracts;
- Organizational conflicts of interest;
- Specifying only a "brand name" product instead of allowing "an equal" product to be offered and describing the performance or other relevant requirements of the procurement; and
- Any arbitrary action in the procurement process.

**Geographical Preferences Prohibited**

The School must conduct procurements in a manner that prohibits the use of statutorily or administratively imposed state, local, or tribal geographical preferences in the evaluation of bids or proposals, except in those cases where applicable Federal statutes expressly mandate or encourage geographical preference. When contracting for architectural and engineering (A/E) services geographic location may be a selection criterion provided its application leaves an appropriate number of qualified firms, given the nature and size of the project, to compete for the contract.

**Solicitation Language**

The School must ensure that all solicitations incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description must not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product or service to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. Detailed product specifications should be avoided if at all possible.

When it is impractical or uneconomical to make a clear and accurate description of the technical requirements, a "brand name or equivalent" description may be used as a means to define the performance or other salient requirements of the procurement. The specific features of the named brand which must be met by offers must be clearly stated, and identify all requirements which the offerors must fulfill and all other factors to be used in evaluating bids or proposals. 2 C.F.R. Federal Procurement System Standards.
Avoiding Acquisition of Unnecessary or Duplicative Items

The School must avoid the acquisition of unnecessary or duplicative items. Additionally, consideration is given to consolidating or breaking out procurements to obtain a more economical purchase. And, where appropriate, an analysis must be made of leases versus purchase alternatives, and another other appropriate analysis to determine the most economical approach.

Use of Intergovernmental Agreements

To foster greater economy and efficiency, the School may enter into state and local intergovernmental agreements where appropriate for procurement or use of common or shared goods and services.

Use of Federal Excess Surplus Property

The School may consider the use of federal excess and surplus property in lieu of purchasing new equipment and property whenever such use is feasible and reduces project costs.

Debarment and Suspension

The School awards contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

The School may not subcontract with or award subgrants to any person or company who is debarred or suspended. For all contracts over $25,000, the School verifies that the vendor with whom the School intends to do business with is not excluded or disqualified. 2 C.F.R. Pati 200, Appendix II(l) and 2 C.F.R. §§ 180.220 and 180.300.

Maintenance of Procurement Records

The School must maintain records sufficient to detail the history of all procurements. These records will include, but are not necessarily limited to the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, the basis for the contract price (including a cost or price analysis), and verification that the contractor is not suspended or disbarred.

Time and Materials Contracts

The School may use a time and materials contract only (1) after a determination that no other contract is suitable; and (2) if the contract includes a ceiling price that the contractor exceeds at its own risk. Time and materials contract means a contract whose cost to the School is the sum of: the actual costs of materials, and direct labor hours charged at fixed hourly rates that reflect wages, general and administrative expenses, and profit.
Since this formula generates an open-ended contract price, a time-and-materials contract provides no positive profit incentive to the contractor for cost control or labor efficiency. Therefore, each contract must set a ceiling price that the contractor exceeds at its own risk. Further, the School must assert a high degree of oversight in order to obtain reasonable assurance that the contractor is using efficient methods and effective cost controls.

**Settlements of Issues Arising Out of Procurements**

The School alone is responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the School of any contractual responsibilities under its contracts. Violations of law will be referred to the local, state, or federal authority having proper jurisdiction.

**Protest Procedures to Resolve Dispute**

The School maintains review procedures to handle and resolve disputes relating to procurements and, in all instances, discloses information regarding the protest to the awarding agency. Review procedures involve the School's Business Accounting office, the CEO, the School attorney, and the Board of Directors. Disputes will be acknowledged in writing and a time frame will be provided for addressing and resolving disputes.

**Professional Education**

**Characteristics**

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

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<thead>
<tr>
<th>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.</th>
<th>EEP</th>
<th>EEI</th>
<th>ML</th>
<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Provides leaders with the ability to access and use appropriate data to inform decision making.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Instructs the leader in managing resources for effective results.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

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

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 growth and program initiatives.

Professional Development is ongoing, targeted, and driven by teacher needs. A Professional Development Needs Assessment is conducted each spring. We set aside three hours every Thursday for professional development and an hour Tuesday mornings for Tech Tuesdays, which offers skill development in educational technologies. Thursdays may 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 teacher needs, as presented in surveys and identified through the teacher evaluation process and 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

Provide brief explanation for strategies not selected and how you plan to address their incorporation.
PALCS does not offer a gifted education program for students at any level.

**Educator Discipline Act 126, 71**

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

<table>
<thead>
<tr>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The LEA has conducted the required training on:</td>
</tr>
<tr>
<td>8/23/2016 1.5 Hour Training</td>
</tr>
<tr>
<td>8/22/2017 3.0 Hour Training Online</td>
</tr>
<tr>
<td>The LEA plans to conduct the required training on approximately:</td>
</tr>
<tr>
<td>8/24/2018 1.0 Hour Training, 3.0 Training Online</td>
</tr>
<tr>
<td>8/23/2019 1.0 Hour Training, 3.0 Training Online</td>
</tr>
<tr>
<td>8/24/2020 1.0 Hour Training, 3.0 Training Online</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The LEA has conducted the training on:</td>
</tr>
<tr>
<td>8/24/2016 2 Hour Training</td>
</tr>
<tr>
<td>2/2/2018 2 Hour Training</td>
</tr>
<tr>
<td>4/27/2018 2 Hour Training</td>
</tr>
<tr>
<td>The LEA plans to conduct the training on approximately:</td>
</tr>
<tr>
<td>8/28/2018 4 Hour Training</td>
</tr>
<tr>
<td>10/26/2018 4 Hour Training</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The LEA plans to conduct the training on approximately:</td>
</tr>
<tr>
<td>8/24/2018 4 hours</td>
</tr>
</tbody>
</table>

**Strategies Ensuring Fidelity**

*Checked answers*

- 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.
• Clear expectations in terms of teacher practice are identified for staff implementation.
• An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
• Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
• The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).

Unchecked answers
• The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
• Administrators participate fully in all professional development sessions targeted for their faculties.
• Professional Education is evaluated to show its impact on teaching practices and student learning.

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

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. We are targeting the development of customized individualized PD to provide broader options for teacher growth. Schoolwide PD to measure the impact on student learning is the base goal for the upcoming years.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

Current needs in our professional development implementation are:
1. Creating a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
2. Evaluating all professional development activities to show their impact on teaching practices and student learning.

We will work to improve our process of professional development implementation for the above two items as explained below:

• (1.) Faculty members are carefully selected by the division principal to provide professional development. The criteria selection includes: a) presenter’s current graduate coursework aligned to best practices and the current comprehensive plan; b) presenter’s attendance at a national or state conference in which new knowledge was gained that will benefit all faculty and is aligned to the current comprehensive plan.
• (2.) All professional development activities require teachers to apply learned content and to
demonstrate implementation of strategies into their current instructional practice.

• (2.) To improve our diligence with data-analysis of assessments, we have established data
teams led by our data specialists. The data specialists hold Professional Development sessions with
faculty to conduct ongoing data review (progress monitoring). These procedures allow us to assess
the impact of professional development on student learning.

Induction Program

Checked answers

• 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.

Unchecked answers

None.

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

1. 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.
2. 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.

3. Principals utilize our teacher 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.

4. Department chairs conduct peer reviews on curriculum, instruction, and assessment, specific to content-area.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

*This narrative is empty.*

**Needs of Inductees**

*Checked answers*

- 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).

Unchecked answers
None.

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

1. 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.

2. 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.

3. 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.

4. Instructional Coaches conduct peer reviews on curriculum, instruction, and assessment, specific to content-area.

Provide a brief explanation for strategies not selected and your plan to address their incorporation.

This narrative is empty.

Mentor Characteristics

Checked answers

• 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.
Unchecked answers

None.

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

1. 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.

2. 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. Qualities and characteristics conducive to effective mentoring are observed by the Supervisor of Teacher Induction and Mentoring. One-on-one support sessions are provided on an as-needed basis.

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

This narrative is empty.

**Induction Program Timeline**

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

If necessary, provide further explanation.
**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.

Unchecking answers
None.
Assurances

Brick and Mortar Charter Schools

No policies or procedures have been identified.

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.
Federal Programs

Coordination of Programs

Technical Assistance

The LEA provides guidance, technical assistance, and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of schoolwide program and requirements.

Describe the technical assistance provided. Explain why it was considered high quality technical assistance.

Teacher surveys, parent surveys, and test data were used as a basis for reform. Data from PSSA/Keystone, DIBELS and report cards indicated a need for more students to achieve at a proficient level in reading and math. Teacher surveys indicated a need for on-going professional development in differentiation. New scientifically research-based programs, that would meet the needs of all students, were also a major priority. Parent meetings and surveys brought to the forefront a need for better communication and more involvement with the school. Technical assistance was offered to administrators in various forms. Support included navigating the new online tool, analyzing building and district level data and assistance with developing the comprehensive plans of schools. A Professional Development Coordinator, in collaboration with principals, the Supervisor of Curriculum, Instructional coaches, and Data Specialists, will create an extensive professional plan for the 2018-2019 school year and beyond.

<table>
<thead>
<tr>
<th>Provider</th>
<th>Meeting Date</th>
<th>Type of Assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Leadership Team Meetings</td>
<td>1/3/2017</td>
<td>Every Tuesday the Academic Leadership Team provides support to review tools, monitor progress, and create comp plan; CP Team meets monthly.</td>
</tr>
<tr>
<td>Comprehensive Planning Team</td>
<td>10/20/2017</td>
<td>Team meets to review the plan and progress toward goals</td>
</tr>
<tr>
<td>Data Specialists</td>
<td>10/2/2017</td>
<td>Data Analysis, Data Warehouse Management, Teacher support for data-driven instructional decisions - ongoing basis; Data specialists attend Academic Leadership Team Meetings for updates and to provide analysis of needs to accurately formulate Comp Plans monthly or upon request.</td>
</tr>
<tr>
<td>Instructional Coaches</td>
<td>12/7/2017</td>
<td>Monthly meetings to collaborate coaching initiatives to increase student achievement and to validate effectiveness of professional development</td>
</tr>
<tr>
<td>Parent Advisory Councils / Title I Parent Leadership Meetings</td>
<td>10/4/2017</td>
<td>Annual Title I Parent Meetings (October 2017, Mar/Apr/May 2018); Monthly meetings with parent groups to represent variety of student groups review policies, guidelines, and plans, and contribute to survey data analysis.</td>
</tr>
<tr>
<td>Committee</td>
<td>Date</td>
<td>Description</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-----------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Parent Committees</td>
<td>3/14/2018</td>
<td>Monthly PTO-type gatherings to plan and discuss needs, resources, support events, etc.</td>
</tr>
<tr>
<td>Parent Webinars</td>
<td>9/7/2017</td>
<td>First Month of each school year: Onboarding of parents to LMS and Tech Tuesday Tips - assistance provided by Ed Tech Supervisor and Ed Tech Coaches (daily) based on expressed need</td>
</tr>
<tr>
<td>Retention Committee</td>
<td>4/26/2018</td>
<td>The team reviews data and current trends of school success and student retention. They provide input as to our needs and steps for implementing positive change.</td>
</tr>
<tr>
<td>Safety Committee Meeting</td>
<td>1/23/2018</td>
<td>Committee assures safety plans are reviewed, updated, and recommendations for next steps are determined. This committee meets periodically throughout the year.</td>
</tr>
<tr>
<td>Technology Steering Committee</td>
<td>11/8/2017</td>
<td>Every Wednesday - Program Development items are reviewed weekly with IT, Academics, and Student Services representatives</td>
</tr>
</tbody>
</table>

**Consolidation of Funds**

Please indicate if your school/charter is consolidating state, local, and federal funds. (Your school/charter must keep on file an approval letter from your Regional Coordinator).

No, the school does not intend to consolidate the funds.
Needs Assessment

Charter School Accomplishments

Accomplishment #1:
Seventh grade students showed significant evidence of meeting the Standard for PA Academic Growth in Math over a 3 year period 2014-2017 (PVAAS).

Accomplishment #2:
Eighth grade students showed significant evidence of meeting the Standard for PA Academic Growth in Science for the 2016-2017 school year and over a 3 year period 2014-2017 (PVAAS).

Accomplishment #3:
Seventh grade students in quartile 1 (well below) for Math showed evidence that the group did meet the Standard for PA Academic Growth in 2016-2017 (PVAAS).

Accomplishment #4:
Eighth grade students in quartiles 1 - 4 (well below, below, average, and above average) for Science showed evidence that the group did meet the Standard for PA Academic Growth in 2016-2017 (PVAAS).

Accomplishment #5:
In the Keystone area of Literature there is evidence that students in quartile 3 (average) met the Standard for PA Academic Growth in 2016-2017 (PVAAS).

Accomplishment #6:
Students in fifth grade who completed the MAP Reading assessment met the projected growth from Fall 2016 to Winter 2017 (NWEA)

Accomplishment #7:
Students in ninth grade who complete the MAP Math assessment exceeded the projected growth from Fall 2016 to Winter 2017 (NWEA)

Charter School Concerns

Concern #1:
We see an increase in the number of students who struggle with mental health issues, specifically anxiety and depression. From 2016-17 to 17-18, there has been a 131% increase in the number of identified
students experiencing anxiety and a 123% increase in the number of identified students experiencing depression. We have had a 14% increase in the number of students in placement and a 26.6% increase in the number of 504 plans.

**Concern #2:**
Parent Survey perceptive data indicates a need to improve parent engagement and resources.

**Concern #3:**
We offer the minimal opportunity for students to participate in CTE programs. 1.5% of our current high school students participate in CTE programs.

**Concern #4:**
We have seen nearly a 100% increase in the number of identified homeless students in our K-12 population. Last year we identified 43 students and this year 76 students were identified.

**Concern #5:**
Data shows an increase in chronic absenteeism. In the past year, 7.5% of our student absences meet the criteria of chronic or severely chronic.

**Concern #6:**
There is significant evidence that students in fourth, fifth, sixth, and eighth-grade math, as well as, Keystone Algebra I fell behind for the 2016-2017 school year and over a 3 year period 2014-2017 (PVAAS).

**Concern #7:**
There is significant evidence that students in fourth and eighth grade ELA, fell behind for the 2016-2017 school year and over a 3 year period 2014-2017 (PVAAS).

**Concern #8:**
There is some evidence that students in sixth ELA and Keystone Literature fell behind for the 2016-2017 school year (PVAAS).

**Concern #9:**
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 2016-2017 and over a 3 year period 2014-2017 (PVAAS).

**Concern #10:**
Students in fourth, seventh and eighth grade who completed the MAP Math assessment fell well below meeting the projected growth from Fall 2016 to Winter 2017 (NWEA).
Concern #11:
Students in third, sixth, seventh and eighth grade who completed the MAP Reading assessment fell well below meeting the projected growth from Fall 2016 to Winter 2017 (NWEA)

Prioritized Systemic Challenges

Systemic Challenge #1 (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:
We see an increase in the number of students who struggle with mental health issues, specifically anxiety and depression. From 2016-17 to 17-18, there has been a 131% increase in the number of identified students experiencing anxiety and a 123% increase in the number of identified students experiencing depression. We have had a 14% increase in the number of students in placement and a 26.6% increase in the number of 504 plans.

Parent Survey perceptive data indicates a need to improve parent engagement and resources.

We have seen nearly a 100% increase in the number of identified homeless students in our K-12 population. Last year we identified 43 students and this year 76 students were identified.

Data shows an increase in chronic absenteeism. In the past year, 7.5% of our student absences meet the criteria of chronic or severely chronic.

Systemic Challenge #2 (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:
We see an increase in the number of students who struggle with mental health issues, specifically anxiety and depression. From 2016-17 to 17-18, there has been a 131% increase in the number of identified students experiencing anxiety and a 123% increase in the number of identified students experiencing depression. We have had a 14% increase in the number of students in placement and a 26.6% increase in the number of 504 plans.
Parent Survey perceptive data indicates a need to improve parent engagement and resources.

We offer the minimal opportunity for students to participate in CTE programs. 1.5% of our current high school students participate in CTE programs.

We have seen nearly a 100% increase in the number of identified homeless students in our K-12 population. Last year we identified 43 students and this year 76 students were identified.

Data shows an increase in chronic absenteeism. In the past year, 7.5% of our student absences meet the criteria of chronic or severely chronic.

**Systemic Challenge #3 (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:**

There is significant evidence that students in fourth, fifth, sixth, and eighth-grade math, as well as, Keystone Algebra I fell behind for the 2016-2017 school year and over a 3 year period 2014-2017 (PVAAS).

There is significant evidence that students in fourth and eighth grade ELA, fell behind for the 2016-2017 school year and over a 3 year period 2014-2017 (PVAAS).

There is some evidence that students in sixth ELA and Keystone Literature fell behind for the 2016-2017 school year (PVAAS).

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 2016-2017 and over a 3 year period 2014-2017 (PVAAS).
Students in fourth, seventh and eighth grade who completed the MAP Math assessment fell well below meeting the projected growth from Fall 2016 to Winter 2017 (NWEA)

Students in third, sixth, seventh and eighth grade who completed the MAP Reading assessment fell well below meeting the projected growth from Fall 2016 to Winter 2017 (NWEA)

**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:**

There is significant evidence that students in fourth, fifth, sixth, and eighth-grade math, as well as, Keystone Algebra I fell behind for the 2016-2017 school year and over a 3 year period 2014-2017 (PVAAS).

There is significant evidence that students in fourth and eighth grade ELA, fell behind for the 2016-2017 school year and over a 3 year period 2014-2017 (PVAAS).

There is some evidence that students in sixth ELA and Keystone Literature fell behind for the 2016-2017 school year (PVAAS).

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 2016-2017 and over a 3 year period 2014-2017 (PVAAS).

Students in fourth, seventh and eighth grade who completed the MAP Math assessment fell well below meeting the projected growth from Fall 2016 to Winter 2017 (NWEA)

Students in third, sixth, seventh and eighth grade who completed the MAP Reading assessment fell well below meeting the projected growth from Fall 2016 to Winter 2017 (NWEA)
**Systemic Challenge #5 (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:**

We offer the minimal opportunity for students to participate in CTE programs. 1.5% of our current high school students participate in CTE programs.

There is significant evidence that students in fourth, fifth, sixth, and eighth-grade math, as well as, Keystone Algebra I fell behind for the 2016-2017 school year and over a 3 year period 2014-2017 (PVAAS).

There is significant evidence that students in fourth and eighth grade ELA, fell behind for the 2016-2017 school year and over a 3 year period 2014-2017 (PVAAS).

There is some evidence that students in sixth ELA and Keystone Literature fell behind for the 2016-2017 school year (PVAAS).

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 2016-2017 and over a 3 year period 2014-2017 (PVAAS).

Students in fourth, seventh and eighth grade who completed the MAP Math assessment fell well below meeting the projected growth from Fall 2016 to Winter 2017 (NWEA)

Students in third, sixth, seventh and eighth grade who completed the MAP Reading assessment fell well below meeting the projected growth from Fall 2016 to Winter 2017 (NWEA)
Charter School Level Plan

Action Plans

Goal #1: 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: Surveys and perceptual data

Specific Targets: A decrease in the percentage of chronic absenteeism and students with mental health issues that impact student success.

Strategies:

Systems of Support for Struggling Students

Description:

Early intervention is key in supporting struggling learners. Strengthening the Bridge to Student Success program by adding at-risk indicators to the teacher dashboards, adding flag alerts for at-risk students to our online application and making more effective use of our Academic Advisors will help support struggling students. In addition, the LEA plans to extend the types of support we offer to students to include a social worker/home and school visitor, 504 Coordinator, and an elementary level SAP team and additional attendance staff to oversee truancy prevention initiatives. Finally, the LEA will provide a review of mandated reporting protocols annually to all staff and full mandated reporter training for new staff.

SAS Alignment: Safe and Supportive Schools

SAS: Safe and Supportive Schools: Student Safety in the Digital Age

Description:
It is imperative that students are educated about how to be safe in the online learning environment. The LEA will provide training for students and families on how to be responsible digital citizens which will include education on how to be informed social media users. The LEA will revise the onboarding courses for new and returning students as well as pilot a student led virtual help desk as a resource for those students who may need help in navigating the Canvas learning management platform.

**SAS Alignment:** Safe and Supportive Schools

**School Climate Change**

**Description:**

A school climate that is focused on building relationships, providing excellent customer service, and establishing a culture of expectation will help improve student retention and strengthen active student engagement in school sponsored events. The LEA will provide cultural sensitivity training for faculty and staff to foster awareness on the need to alter one's communication style when interacting with people from different cultures and help all members of the school to feel acknowledged and respected.

**SAS Alignment:** Safe and Supportive Schools

**Implementation Steps:**

**Teach students to become responsible digital citizens.**

**Description:**

The LEA will teach and encourage students to be responsible and accountable when using the internet and engaging in digital communities. The 2018-2019 school year will focus on digital safety. Through Tech Tuesday "tips" and micro-lessons embedded in PALCSchool courses, students will have the opportunity to earn badges based on their proficiency in achieving digital milestones, with a focus on digital safety and responsible use of the internet. The 2019-2020 school year will focus on use of social media. PALCSchool will explore and beta test the use of limited social media platforms (Twitter, etc.) to see if they increase student engagement. Training on the safe and effective use of social media will be embedded in the PALCSchool lobby, principal pages, homerooms, and resources for students and parents. Evidence that the implementation step has been implemented will be in the form of digital badges and certificates to show successful completion.

**Start Date:** 7/9/2018  **End Date:** 6/11/2021
Program Area(s): Educational Technology

Supported Strategies:

- SAS: Safe and Supportive Schools: Student Safety in the Digital Age

Revise Student on-boarding for new and returning students.

Description:

Revise the current student onboarding courses for new and returning students, to include an emphasis on students' digital footprint, internet safety, and effective navigation of the online learning environment. New course development and student engagement in the online course will be evident through course completion and the earning of digital badges.

Start Date: 7/9/2018   End Date: 9/7/2018

Program Area(s): Educational Technology

Supported Strategies:

- SAS: Safe and Supportive Schools: Student Safety in the Digital Age

Focus on success in an online learning environment.

Description:

We will focus efforts and resources to ensure that students and parents are comfortable navigating in the Canvas learning management platform. In the 2018-2019 school year, education technology coaches will hold virtual help desk sessions for newly enrolling families who need additional support acclimating to the online learning environment. We will expand this initiative in the 2019-2020 school year to include student peer mentors who will hold virtual online support sessions for any student, new or currently enrolled, who needs help navigating Canvas. We envision that more students will seek help from their peers than from an adult.

Success in this step will be the existence of a student-led virtual helpdesk room.

Start Date: 7/9/2018   End Date: 6/12/2020
Program Area(s): Professional Education, Teacher Induction, Educational Technology

Supported Strategies:

- SAS: Safe and Supportive Schools: Student Safety in the Digital Age

Strengthen active student engagement in field trips and community-building activities.

Description:

The LEA will focus efforts on building a strong sense of school community to engage the student population. For the 2018-2019 school year, the middle and high school will publish extended stay trip opportunities (domestic and abroad) that are scheduled a year to two years in advance so families can budget their time and money accordingly. For the 2019-2020 school year, we will have a four-to-six year schedule of extended stay trips posted. Each division (elementary, middle, and high school) will plan excursion and virtual field trips throughout the state of Pennsylvania. The first virtual field trip(s) will be developed and filmed in 2018-2019. The Educational Technology Steering committee will continue to design enhancements to the PALCschool lobby to notify students and parents of school sponsored trips and activities. The LEA will reinstate the role of regional area volunteer coordinators around the state to help increase the number of activities offered to families living in each region. Evidence of this step will be the schedule of events posted in the PALCschool lobby; attendance sign-in sheets will be used to document participation.

Start Date: 7/9/2018    End Date: 6/11/2021

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- School Climate Change

Improve student retention.

Description:
The LEA will focus efforts on reducing the number of students who withdraw from our school. Academic Advisors and other identified staff, as well as parent volunteers, will serve as family ambassadors for newly enrolling families in order to help them acclimate to the online learning format and to welcome them to the school community. Family ambassadors will contact new families during their first weeks of enrollment in the school to offer assistance with any challenges the family may be experiencing as they adjust to our online format; they will follow-up periodically throughout the school year. Educational technology coaches will also virtual help desk sessions for families who may be struggling with navigating the PALCSchool platform. Proactively equipping families with the information they need to feel confident in navigating technology will likely prevent families from feeling frustrated and therefore withdrawing. A series of parenting resource links will be embedded in the PALCSchool lobby under Resources. A comparison of enrollment data to historical enrollment trends will show a reduction in the number of students who withdraw.

**Start Date:** 7/9/2018    **End Date:** 6/11/2021

**Program Area(s):** Professional Education, Student Services

**Supported Strategies:**

- School Climate Change

*Create awareness among the members of our school community of inherent cultural bias.*

**Description:**

Given our diverse student population, teachers, students and staff will likely benefit from education about cultural diversity.

We will raise awareness about cultural diversity among all staff in order to improve communication with our families. During the 2019-2020 school year, teachers will receive sensitivity training on techniques to engage students from cultures which differ from their own such as minority racial populations, homeless students, impoverished students and students from rural areas. We will utilize Hoonuit curriculum as well as hiring outside professionals to train our teachers and staff on strategies to better connect with students from diverse backgrounds. Professional development will address how to alter one's language, demeanor, and pedagogical approach when engaging with students from different cultures. Training will specifically address how teachers can best communicate written and verbal feedback to students and during parent-teacher conferences.
Evidence that this step has been implemented will be having professional development scheduled.

**Start Date:** 7/8/2019    **End Date:** 6/11/2021

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

**Supported Strategies:**

- School Climate Change

**Strengthen the Bridge to Student Success program**

**Description:**

Since we are a school of choice, many students who enroll with us have experienced significant adversity prior to enrolling. These students need targeted academic assistance. We will embed fields in our online application which will flag families who may be at risk in our environment. Identifying at-risk students upon or before enrollment will allow us to begin early intervention with students who are at risk. In the 2018-2019 school year, we will conduct a review of the role of our Academic Advisors to ensure they are being utilized effectively. We will meet with the team of advisors to elicit their perception of how they may be most effective. We will also create and distribute a survey to the parents and students who have been a part of the BSS program to get their feedback on what worked and what could be improved upon. Additionally, Agentis will further develop the teacher and supervisor dashboards to highlight students who are at risk for failure or truancy. Given our growing population, we plan to hire additional staff to help support the Bridge to Student Success program by having a team of personnel to work as ambassadors with families from the time of enrollment.

**Start Date:** 7/9/2018    **End Date:** 6/11/2021

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

**Supported Strategies:**

- Systems of Support for Struggling Students
- SAS: Safe and Supportive Schools: Student Safety in the Digital Age
Support the emotional and physical safety of all students - truancy prevention.

Description:

Since we are a school of choice, many of our students have experienced significant adversity prior to enrolling. These students need targeted social and emotional assistance. We will develop a differentiated orientation process for students who have a history of excessive absences. We will explore hiring a home and school visitor to connect with students who have excessive absences and are not engaging in their course work. The Attendance Office may also be expanded to include a staff member who is dedicated to SAIPs and truancy prevention. We also plan to explore hiring a community resource liaison to connect families to community resources in their area and build out the parent/student resource tab in PALCSchool. Evidence that this implementation step will be reduced absenteeism.

Start Date: 7/9/2018   End Date: 6/11/2021

Program Area(s): Professional Education, Student Services, Educational Technology

Supported Strategies:

- Systems of Support for Struggling Students

Student Assistance Program

Description:

Our existing Student Assistance Program will be further developed in the 2018-2019 school year to include a team that is devoted to students in the elementary grade level. We will also further develop the online warehouse of mental health and community resources available to families.

Start Date: 9/4/2018   End Date: 6/28/2021

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Systems of Support for Struggling Students
Support the emotional and physical safety of all students - mental health support

Description:

Since we are a school of choice, many of our students have experienced significant adversity prior to enrolling with us. These students need targeted emotional and social support.

We will hire a 504 Coordinator in the 2018-2019 school year to ensure that students with a 504 plan are monitored closely and receive the appropriate accommodations to be able to access their curriculum.

The homeless and/or community resource liaison will work with staff to coordinate food and clothing drives to help support our homeless students and their families. By the 2019-2020 school year, we will have a dedicated space to store supplies for our homeless families.

An anxiety and stress management support group was piloted among our 9th grade students in the 2017-2018 school year. We will extend this initiative to 10th graders in the 2018-2019 school year and to 8th graders in 2019-2020 in order to provide students who struggle with anxiety with coping strategies in a supportive environment.

Evidence that this step has been implemented will be the signed parental and student consent forms for the students who are participating in the groups, having a 504 Coordinator on staff and a supply of food or clothing that is kept in a dedicated space for homeless families.

Start Date: 7/9/2018   End Date: 6/8/2020

Program Area(s): Professional Education, Student Services

Supported Strategies:

• Systems of Support for Struggling Students

Create a culture of expectation through customer service training

Description:
The LEA will focus efforts and resources on creating a culture of expectations among all members of our school community. Each member of the school community will receive training in customer service and meeting the expectations of students, parents, and community stakeholders. Parents and students will training in positive relationship-building and effective communication through the onboarding course.

Start Date: 7/9/2018   End Date: 6/11/2021

Program Area(s): Professional Education, Teacher Induction, Student Services

Supported Strategies:

- School Climate Change

Support the emotional and physical safety of all students - mental health - training.

Description:

The LEA will focus efforts and resources on ensuring that all staff is educated on identifying students who may be in an unsafe environment. We will provide a three-hour mandated reporter training for all new staff and will provide a review of mandated reporter training to all returning staff annually. We will ensure that all staff update their mandated reporter certifications every five years. Additionally, we will hire outside professionals to train staff on the QPR suicide prevention model. We plan to purchase curriculum and ensure that our health, safety and physical education staff are trained in child exploitation prevention.

Start Date: 7/9/2018   End Date: 6/11/2021

Program Area(s): Professional Education

Supported Strategies:

- School Climate Change
**Goal #2:** 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.

**Indicators of Effectiveness:**

- **Type:** Annual
- **Data Source:** EdInsight, Instructional Coaches, Curriculum Coordinator, Hardware update, Canvas (LMS) Integration, Paycom (HCMS)
- **Specific Targets:** PSSA, Keystone, PVAAS, PSAT

**Strategies:**

*Preparation for Post-Secondary Student Success in College and Careers*

**Description:**

In light of ESSA and Future Ready PA mandates, the LEA will allocate resources to ensure all students are prepared for post secondary success in college and careers. This will include strengthening the curriculum for English Learners by providing professional development that helps teachers generate lesson plans specific to each students' language proficiency levels. The use of Google translate will help foster communication with English learners and their families. Additionally, the AP course offerings will be expanded by sending staff to AP institutes and hiring an AP Coordinator. The LEA will develop a robust Career and Technical Education program across all grade levels by the creating graduation portfolio courses at each of the high school grade levels and career portfolio courses at the elementary and middle school levels. The Naviance and Fuel Ed programs will be used to support this initiative.

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

*Parent Engagement Initiative to expand resources and channels of communication*

**Description:**

The LEA will devote fiscal and human resources to support parent engagement. Stakeholder engagement in strategic planning will be improved by holding monthly parent leadership meetings and establishing a parent
advisory counsel at the elementary, middle and high school levels. Parent feedback will be elicited via mid and end of the year surveys to help guide the school’s professional development and strategic planning decisions. The LEA will improve the community culture between the school and families by hosting parent coffees, and inviting parents to join the Google+ forum, inviting parents to the family involvement conferences. The Technology Steering Committee will incorporate results of parent feedback surveys to suggest enhancements to the parent resource tab in the PALCSchool lobby.

**SAS Alignment:** Safe and Supportive Schools, Materials & Resources

**Implementation Steps:**

*Strengthen curriculum, resources and enhance the present program for English Learners*

**Description:**

The LEA will strengthen curriculum, resources and enhance the present program for English Learners through tutoring opportunities, curriculum resources (and additional resources to strengthen English proficiency). Curriculum writing for ESL course re-design will begin the summer of 2018 to meet new ESSA requirements. Training and professional development will be provided to help teachers generate lesson plans specific to language proficiency levels. EL reclassification will include teacher input. Google Translate will be used to reduce language barriers.

**Start Date:** 7/9/2018  **End Date:** 6/11/2021

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

**Supported Strategies:**

- Preparation for Post-Secondary Student Success in College and Careers

*Increase graduation rate*

**Description:**

The LEA will work to increase graduation rate by developing an Over-age program for students in danger of aging-out before graduation; developing a SOAR Academy with intensive supports for struggling high school learners, and focusing on early identification of at-risk students. The LEA will add supports
for at-risk students at or near the time of enrollment to increase the chance of success for each student. Career-related courses that focus on goal-setting and college attainment will reinforce the overarching goal of high school graduation.

Start Date: 7/9/2018   End Date: 6/11/2021

Program Area(s): Professional Education

Supported Strategies:

• Preparation for Post-Secondary Student Success in College and Careers

Expand AP Course Offerings

Description:

The LEA will expand AP course offerings by hiring an AP Coordinator, sending staff to AP training institutes, and ultimately increasing AP offerings throughout the curriculum.

Start Date: 7/9/2018   End Date: 6/11/2021

Program Area(s): Professional Education

Supported Strategies:

• Preparation for Post-Secondary Student Success in College and Careers

Develop a robust K-12 Career and Technical Education (CTE) Program: Reorganization of the Professional Studies Program

Description:

The LEA will develop a robust K-12 Career and Technical Education (CTE) program, by reorganizing and extending student participation in the Professional Studies Program. The Professional Studies Program will offer custom career-related certificates to students through Fuel Ed.
Start Date: 7/9/2018   End Date: 6/11/2021

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

• Preparation for Post-Secondary Student Success in College and Careers

**Develop a robust K-12 Career and Technical Education (CTE) Program: Expansion of Vocational Technical and Dual Enrollment**

Description:

The LEA will continue to develop a robust K-12 Career and Technical Education (CTE) Program by expanding vocational-technical and dual enrollment opportunities. The LEA will explore additional dual-enrollment opportunities and will continue to explore vocational technical options. The school will connect with technical schools and community colleges located throughout the state. The school will explore mentorships and CTE mini-grants through labor and industry. Dual-enrollment opportunities will be expanded.

Start Date: 7/9/2018   End Date: 6/11/2021

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

• Preparation for Post-Secondary Student Success in College and Careers

**Develop a robust K-12 Career and Technical Education (CTE) Program: Development of Career Portfolios, Use of Career Development and Curriculum Tool**

Description:
The LEA will focus on career awareness and exploration education at every grade level (K-12). Based on recommendations from the PDE, we are implementing a graduation portfolio requirement in high school on career and post-secondary readiness and establishing courses in grades K-5 for Career Awareness and in grades 6-8 for Career Exploration. Creating K-8 Career Portfolios and High School Graduation Portfolios in each of grades 9, 10, 11, and 12, embedding Benchmark Tracking and adopting a new Career Development Tool, including a stronger CEW standards-aligned curriculum, are key components of this implementation step.

Establishing a systemic approach to deliver instruction and engage students in evidence-worthy activity and benchmark tracking align with Future Ready PA initiative and ESSA. Portfolio Course creation, portfolio completion, and an embedded system to track benchmarks is evidence of implementation, as is the creation of the portfolio requirements and online courses. The LEA will purchase the Naviance and FuelEd programs to support career education and college preparation.

**Start Date:** 7/9/2018  
**End Date:** 6/11/2021

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

**Supported Strategies:**

- Preparation for Post-Secondary Student Success in College and Careers

*Improve stakeholder engagement in strategic planning*

**Description:**

The LEA will improve stakeholder engagement by expanding opportunities to include stakeholders at various levels of strategic planning, with a focus on ongoing review of the Comprehensive and School Level Plans, the Parent and Family Engagement Policy, and the Parent-School Compact.

**Start Date:** 7/9/2018  
**End Date:** 6/11/2021

**Program Area(s):** Professional Education, Student Services

**Supported Strategies:**

- Parent Engagement Initiative to expand resources and channels of communication
Improve the community culture between school and families

Description:

Guest speakers such as Motivational Speaker Manley Feinberg ("Reaching Your Next Summit/Maintaining Momentum") will invigorate the staff and inspire teachers to establish lasting connections with students and families. The school will continue to collaborate with parents through parent leadership meetings, a parent advisory council at each division, parent coffees, family involvement conference(s), a Google+ chat board, and ongoing parent feedback, including an annual survey. The school will continue to research and articulate parent resources, which will be housed in a special Resources tab in the PALCSchool Lobby, and empower parents to lead informational and interactive sessions for other parents. In addition, the LEA plans to extend the support we currently offer to parents and families to include a community resource liaison. The overarching goal will be to strengthen the community culture between school and families.

Start Date: 7/9/2018    End Date: 6/11/2021

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology

Supported Strategies:

- Parent Engagement Initiative to expand resources and channels of communication

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

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA/Keystone Scores; PVAAS Data

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

*Interactive data warehouse to analyze student growth and achievement*

**Description:**

Use of a data management tool to house multiple point of data to create a holistic view of student development and achievement. The data management tool selected by the school is EdInsight, which has been researched and vetted by our data specialists, principals, academic leadership team, and IT department. Having a warehouse of student data that can be accessed by teachers, specialists, and school administrators will provide the framework for ensuring school-wide use of data that is focused on school improvement and the academic growth of all students.

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction

*Comprehensive MtSS intervention program to target math and reading proficiencies*

**Description:**

Use of elementary and middle school math and reading interventionists to provide support for struggling math learners and developing readers, in order to increase math and reading proficiencies. Implementation of a robust summer school program that includes an Extended Year Program (EYP) for credit recovery and an Extended School Year (ESY) for identified students. Creation of an at-risk academy for students in danger of aging out of the educational system before graduating high school. Creation of a SOAR Academy for academically underperforming students in middle and high school. A menu of online educational technology programs to offer tiered support for students.

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction

**Implementation Steps:**

*Input multiple points of data to EdInsight data management tool*

**Description:**

The Data & Intervention Specialists will determine data points to be collected, including PA state standardized assessments, local assessments, growth
measures, and key identified measures of academic growth and development. Over a three-year period, this data will be enhanced with teacher performance data. Data specialists will determine who will input data and with what frequency data will be added. Professional development will be provided for all teachers and academic administration on the effective use of the EdInsight tool and data analysis, as well as how data can be used effectively to inform and guide instructional strategies.

Start Date: 7/9/2018     End Date: 6/11/2021

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

Supported Strategies:

• Interactive data warehouse to analyze student growth and achievement

*Incorporate analytics such as PowerSchool components to refine data points.*

Description:

The Technology Steering Committee and Academic Leadership Team will determine which *already-built* functionality components will be integrated into the PALCSchool platform from educational software companies such as PowerSchool, vs. components that will be built by the PALCS development team, Agentis. Data & Intervention Specialists and principals will determine how analytics will be use to identify gaps in required teacher metrics, at-risk indicators for students, and populations of students in need of remediation, in order to guide and refine instructional intervention strategies. Training for teachers will focus on how to use analytical tools to interpret data and isolate performance trends.

Start Date: 7/9/2018     End Date: 6/11/2021

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

Supported Strategies:

• Interactive data warehouse to analyze student growth and achievement
**Use PVAAS data to set annual targets for student growth and achievement.**

**Description:**

Data & Intervention Specialists, with support from the Intermediate Unit, will provide ongoing analysis of current student achievement, historic trends, and gaps in learning among subgroups. All teachers and Academic Leadership Team members will be trained in how to read PVAAS data and set annual targets for student growth and achievement.

**Start Date:** 7/9/2018    **End Date:** 6/11/2021

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

**Supported Strategies:**

- Interactive data warehouse to analyze student growth and achievement

**Monitor student growth and achievement data.**

**Description:**

Data & Intervention Specialists will provide monthly updates to the Academic Leadership Team on remediation strategies based on student achievement data, including gaps in learning among student subgroups. Data & Intervention Specialists, Instructional Coaches, the Curriculum Supervisor, and principals will develop and offer strategies for differentiated instruction and lesson remediation.

**Start Date:** 7/9/2018    **End Date:** 6/11/2021

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

**Supported Strategies:**

- Interactive data warehouse to analyze student growth and achievement

**Utilize reading specialists to provide K-5 support for developing readers.**
Description:

Hire a Grade 3-5 Reading Specialist to complement the current K-2 Reading Specialist and the Grade 6-8 Reading Specialist. Develop a PALCS Eagles program in elementary school to support developing readers through Barton Reading, iRead, and Headsprout. Develop a Voyages Through Reading program in middle school.

Start Date: 7/9/2018   End Date: 6/11/2021

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

Supported Strategies:

- Comprehensive MtSS intervention program to target math and reading proficiencies

Utilize a math interventionist to provide K-8 support for struggling math students.

Description:

Hire a Grade K-5 Math Interventionist to complement the current Grade 6-8 Math Interventionist. Develop a PALCS Eagles program in elementary school, using Reflex Math, to provide support for struggling math students. Utilize TransMath in middle school to provide support for struggling math students.

Start Date: 7/9/2018   End Date: 6/11/2021

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

Supported Strategies:

- Comprehensive MtSS intervention program to target math and reading proficiencies

Implement a robust summer school program

Description:
Develop an Extended Year Program (EYP) for credit recovery to allow students to fulfill academic requirements for promotion. Develop an Extended School Year (ESY) for identified students who need extra time to complete their academic requirements for the school year.

**Start Date:** 7/9/2018     **End Date:** 6/11/2021

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

**Supported Strategies:**

- Comprehensive MtSS intervention program to target math and reading proficiencies

---

*Create an at-risk academy for over-age students*

**Description:**

Hire a program coordinator and two teachers to develop and launch an academy for students in danger of aging out of the educational program before graduating from high school. The academy will focus on intensive supports, streamlined instruction, and daily interaction to promote school success.

**Start Date:** 7/9/2018     **End Date:** 6/11/2021

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

**Supported Strategies:**

- Comprehensive MtSS intervention program to target math and reading proficiencies

---

*Create a SOAR Academy to provide enhanced support for academically under-performing high school students.*

**Description:**

Hire a complement of core subject area teachers to develop a SOAR Academy to provide enhanced, intensive support for Tier 3 students, including increased live (real time) lessons, daily interaction, and multi-pronged support.
**Start Date:** 7/9/2018  **End Date:** 6/11/2021

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

**Supported Strategies:**

- Comprehensive MtSS intervention program to target math and reading proficiencies

*Integrate online educational technology programs to provide tiered support for students.*

**Description:**

Research, vet, and purchase effective online educational technology programs designed to provide supplemental support to enhance student academic success.

**Start Date:** 7/9/2018  **End Date:** 6/11/2021

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

**Supported Strategies:**

- Comprehensive MtSS intervention program to target math and reading proficiencies

**Goal #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

**Indicators of Effectiveness:**

**Type:** Annual

**Data Source:** Use of PA-ETEP for clinical and differentiated modes of evaluation and data analysis to assess the effectiveness of the instructional program
Specific Targets: Teacher performance evaluations and formative and summative assessment outcomes will be indicative of student growth.

**Strategies:**

*Best practices in online instruction and use of educational technology.*

**Description:**

The LEA will hire a Curriculum Supervisor, a member of the Academic Leadership Team, to review all curriculum, oversee a five-year curriculum review cycle, and identify gaps in horizontal as well as vertical alignment. Instructional Coaches will work with the Curriculum Supervisor and principals to offer professional development that will ensure all teachers develop fully realized curriculum maps for all courses. Professional development and individual coaching will ensure a consistent lesson design, including designing lessons to meet the needs of diverse learners, and that teachers develop pedagogy and utilize resources for effective teaching methodologies. A key goal for all teachers and academic administrators will be to engage students in the learning process. All courses and curriculum maps will be aligned to the PDE Standards Aligned System (SAS). A key focus will be language and literacy acquisition. Educational technology coaches will work collaboratively with all divisions, and grade-level teams will support cross-collaboration.

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

**Continuous professional development of teaching professionals.**

**Description:**

The LEA will focus on sustained and continuous professional development of educators. This will include addressing staff turnover/teacher retention, a restructured teacher induction program, an expansion of new teacher training, adding a professional development coordinator role to facilitate school-wide professional development, a supported educational assistance program that includes an Instructional Coach certificate and online educator endorsement, use of a robust PA-ETEP teacher and supervisor evaluation framework to ensure consistent feedback and collaborative action research, and the development of professional portfolios for all teachers.

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

**Hire a Curriculum Supervisor**

**Description:**

A Curriculum Supervisor will be hired as a key position on the Academic Leadership Team. The Curriculum Supervisor will oversee a five-year curriculum review cycle and will work to ensure that all PALCS curriculum is vertically as well as horizontally aligned. The Curriculum Supervisor will identify gaps and will work with Instructional Coaches and teachers to address deficiencies.

**Start Date:** 7/9/2018    **End Date:** 6/11/2021

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

**Supported Strategies:**

- Best practices in online instruction and use of educational technology.

**Provide professional development to ensure teachers develop fully realized curriculum maps.**

**Description:**

The Curriculum Supervisor and Instructional Coaches will work with principals to design and offer professional development that will ensure all teachers develop fully realized curriculum maps for all courses.

**Start Date:** 7/9/2018    **End Date:** 6/11/2021

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

**Supported Strategies:**

- Best practices in online instruction and use of educational technology.
Provide individual coaching and professional development to ensure consistent and effective lesson design.

Description:

Professional development and individual coaching will ensure a consistent lesson design, including designing lessons to meet the needs of diverse learners, and that teachers develop pedagogy and utilize resources for effective teaching methodologies. A key goal for all teachers and academic administrators will be to engage students in the learning process.

Start Date: 7/9/2018   End Date: 6/11/2021

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

Supported Strategies:

- Best practices in online instruction and use of educational technology.

Develop targeted professional development for all teaching staff on language and literacy acquisition.

Description:

A key goal of targeted professional development will be differentiated strategies to support and enhance language and literacy acquisition.

Start Date: 7/9/2018   End Date: 6/11/2021

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

Supported Strategies:

- Best practices in online instruction and use of educational technology.

Ensure that all courses and curriculum maps are aligned to the PDE Standards Aligned System (SAS)

Description:
Through continuous professional development, coaching, and course audits, Instructional Coaches will work with the Curriculum Supervisor, principals, and inter-disciplinary teams to ensure that all courses and curriculum maps are aligned to the PDE Standards Aligned System (SAS).

**Start Date: 7/9/2018    End Date: 6/11/2021**

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

**Supported Strategies:**

- Best practices in online instruction and use of educational technology.

*Utilize Ed Tech Coaches to introduce supplemental online learning tools.*

**Description:**

Educational Technology Coaches will work with all divisions to develop supplemental tools to enhance the learning experience. This includes the research, vetting, and implementation of online teaching supports and supplemental programs to reinforce key instructional concepts.

**Start Date: 7/9/2018    End Date: 6/11/2021**

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

**Supported Strategies:**

- Best practices in online instruction and use of educational technology.

*Create grade-level teams to support cross-collaboration.*

**Description:**

Each division will utilize grade-level teams to support cross-collaboration through inter-disciplinary projects, analysis of student workload, and a more holistic, whole-student approach to each student's educational development. At the high school level, this structure will be supported by subject-specific department chairs.
**Start Date:** 7/9/2018    **End Date:** 6/11/2021

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

**Supported Strategies:**

- Best practices in online instruction and use of educational technology.

**Address staff turnover/teacher retention**

**Description:**

The LEA will restructure teacher induction to provide a focus on targeted support for new online teachers, utilizing Instructional and Ed Tech Coaches and Mentors. Principals will work to build cohesive professional teams. The LEA, via administrative leadership and human resources, will work to create and maintain a positive school culture.

**Start Date:** 7/9/2018    **End Date:** 6/11/2021

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

**Supported Strategies:**

- Continuous professional development of teaching professionals.

**Expand new teacher training.**

**Description:**

The LEA will devote a full week in August to new teacher training and will employ Instructional Coaches, Data Specialists, Ed Tech Coaches, and other ten-month employees for extra weeks to provide staff training.

**Start Date:** 7/9/2018    **End Date:** 6/11/2021

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

**Supported Strategies:**
Continuous professional development of teaching professionals.

**Engage a professional development coordinator**

**Description:**

The LEA will create a supplemental position of professional development coordinator to facilitate school-wide planning and professional development. This will include Act 48 provider information, and utilization of Chester County Intermediate Unit (CCIU) resources.

**Start Date:** 7/9/2018     **End Date:** 6/11/2021

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

**Supported Strategies:**

- Continuous professional development of teaching professionals.

**Expand the teacher educational assistance program.**

**Description:**

The LEA will expand its robust educational assistance program with conference offerings, an Instructional Coach certificate, a STEM certificate, and an online educator endorsement opportunity.

**Start Date:** 7/9/2018     **End Date:** 6/11/2021

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

**Supported Strategies:**

- Continuous professional development of teaching professionals.

**Use PA-ETEP to ensure consistent feedback and teacher effectiveness.**
Description:
The LEA will utilize a robust PA-ETEP teacher and supervisor evaluation framework to ensure consistent feedback and collaborative action research, and the development of professional portfolios for all teachers.

Start Date: 7/9/2018  End Date: 6/11/2021

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

Supported Strategies:

• Continuous professional development of teaching professionals.

Focus on individualized professional growth of all educators.

Description:
The LEA will focus on the individualized professional growth of all educators, including offering online courses specific to related content areas, micro-credentialing in specific content areas and skill sets (with a badge system), and the development of a professional portfolio.

Start Date: 7/9/2018  End Date: 6/11/2021

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

Supported Strategies:

• Continuous professional development of teaching professionals.
Appendix: Professional Development Implementation

Step Details

<table>
<thead>
<tr>
<th>LEA Goals Addressed:</th>
<th>Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.</th>
<th>Strategy #1: School Climate Change</th>
</tr>
</thead>
</table>

<table>
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<th>End</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/8/2019</td>
<td>6/11/2021</td>
<td>Create awareness among the members of our school community of inherent cultural bias.</td>
<td>Given our diverse student population, teachers, students and staff will likely benefit from education about cultural diversity. We will raise awareness about cultural diversity among all staff in order to improve communication with our families. During the 2019-2020 school year, teachers will receive sensitivity training on techniques to engage students from cultures which differ from their own such as minority racial populations, homeless students, impoverished students and students from rural areas. We will utilize Hoonuit curriculum as well as hiring outside professionals to train our teachers and staff on strategies to better connect with students from diverse backgrounds. Professional development will address how to alter one’s language, demeanor, and pedagogical approach when engaging with students from different cultures. Training will specifically address how teachers can best communicate written and verbal feedback to students and during parent-teacher conferences.</td>
</tr>
</tbody>
</table>

Evidence that this step has been implemented will be having professional development scheduled.
<table>
<thead>
<tr>
<th>Person Responsible</th>
<th>SH</th>
<th>S</th>
<th>EP</th>
<th>Provider</th>
<th>Type</th>
<th>App.</th>
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<td>Hoonuit</td>
<td>Non-profit Organization</td>
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</table>

**Knowledge**

Strategies to engage students and families from different cultures.

**Supportive Research**

SAS

**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.
  - Empowers educators to work effectively with parents and community partners.

- **For school and district administrators, and other educators seeking leadership roles:**
  - Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

**Training Format**

- School Whole Group Presentation
- Live Webinar

**Participant Roles**

- Classroom teachers
- Principals / Asst. Principals
- Supt / Ast Supts / CEO / Ex
- Dir
- School counselors
- New Staff

**Grade Levels**

- Elementary - Primary (preK - grade 1)
- Elementary - Intermediate (grades 2-5)
- Middle (grades 6-8)
- High (grades 9-12)

**Follow-up Activities**

- Team development and

**Evaluation Methods**

Classroom observation focusing on
sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
  Peer-to-peer lesson discussion
  Lesson modeling with mentoring
  Journaling and reflecting

factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
  Participant survey
  Review of participant lesson plans

<table>
<thead>
<tr>
<th>LEA Goals Addressed:</th>
<th>Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.</th>
<th>Strategy #1: School Climate Change</th>
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<tbody>
<tr>
<td>Start</td>
<td>End</td>
<td>Title</td>
</tr>
<tr>
<td>7/9/2018</td>
<td>6/11/2021</td>
<td>Create a culture of expectation through customer service training</td>
</tr>
</tbody>
</table>

Description
The LEA will focus efforts and resources on creating a culture of expectations among all members of our school community. Each member of the school community will receive training in customer service and meeting the expectations of students, parents, and community stakeholders. Parents and students will training in positive relationship-building and effective communication through the onboarding course.

<table>
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<td>Academic Leadership Team members</td>
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<td>6</td>
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<tr>
<td>For Profit Company</td>
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Knowledge
- Effective Communication Skills

Supportive
- Coaching Standards
**Research**

**Designed to Accomplish**

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.
- Empowers 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.
- 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**

- Series of Workshops
- School Whole Group Presentation
- Online-Asynchronous
- Professional Learning Communities

**Participant Roles**

<table>
<thead>
<tr>
<th>Classroom teachers</th>
<th>Principals / Asst. Principals</th>
<th>Supt / Ast Supts / CEO / Ex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dir</td>
<td>School counselors</td>
<td>Paraprofessional</td>
</tr>
<tr>
<td></td>
<td>New Staff</td>
<td>Related Service Personnel</td>
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</table>

**Grade Levels**

- Elementary - Primary (preK - grade 1)
- Elementary - Intermediate (grades 2-5)
- Middle (grades 6-8)
- High (grades 9-12)

**Follow-up Activities**

- Team development and sharing of content-area lesson

**Evaluation Methods**

- Classroom observation focusing on factors such as planning and preparation,
implementation outcomes, with involvement of administrator and/or peers
Joint planning period activities
Journaling and reflecting

knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
Participant survey

<table>
<thead>
<tr>
<th>LEA Goals Addressed: Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.</th>
<th>Strategy #1: School Climate Change</th>
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<tbody>
<tr>
<td>Start</td>
<td>7/9/2018</td>
</tr>
<tr>
<td>End</td>
<td>6/11/2021</td>
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<tr>
<td>Title</td>
<td>Support the emotional and physical safety of all students - mental health - training.</td>
</tr>
<tr>
<td>Description</td>
<td>The LEA will focus efforts and resources on ensuring that all staff is educated on identifying students who may be in an unsafe environment. We will provide a three-hour mandated reporter training for all new staff and will provide a review of mandated reporter training to all returning staff annually. We will ensure that all staff update their mandated reporter certifications every five years. Additionally, we will hire outside professionals to train staff on the QPR suicide prevention model. We plan to purchase curriculum and ensure that our health, safety and physical education staff are trained in child exploitation prevention.</td>
</tr>
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<td>Person Responsible</td>
<td>Supervisor of Guidance; Principals</td>
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<td>SH</td>
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<td>S</td>
<td>2</td>
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<tr>
<td>EP</td>
<td>250</td>
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<tr>
<td>Provider</td>
<td>Mental Health First Aid; QPR Suicide Prevention</td>
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<tr>
<td>App.</td>
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</table>

Knowledge
Tools to support students who are at risk for self harm and/or struggle with mental health issues.

Supportive Research
SAS - Safe and Supportive Schools

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.
- Empowers educators to work effectively with parents and community partners.

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

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

### Training Format

<table>
<thead>
<tr>
<th>School Whole Group Presentation</th>
<th>Department Focused Presentation</th>
</tr>
</thead>
</table>

### Participant Roles

- Classroom teachers
- Principals / Asst. Principals
- New Staff
- Other educational specialists
- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Peer-to-peer lesson discussion
- Joint planning period activities

### Grade Levels

- Elementary - Primary (preK - grade 1)
- Elementary - Intermediate (grades 2-5)
- Middle (grades 6-8)
- High (grades 9-12)

### Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Participant survey

### LEA Goals Addressed:

Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the overall vision.

### Strategy #1: Preparation for Post-Secondary Student Success in College and Careers
with the school’s goals for student growth and continuous school improvement.

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
<th>Title</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>7/9/2018</td>
<td>6/11/2021</td>
<td>Strengthen curriculum, resources and enhance the present program for English Learners</td>
<td>The LEA will strengthen curriculum, resources and enhance the present program for English Learners through tutoring opportunities, curriculum resources (and additional resources to strengthen English proficiency). Curriculum writing for ESL course re-design will begin the summer of 2018 to meet new ESSA requirements. Training and professional development will be provided to help teachers generate lesson plans specific to language proficiency levels. EL reclassification will include teacher input. Google Translate will be used to reduce language barriers.</td>
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<tr>
<th>Person Responsible</th>
<th>Provider</th>
<th>Type</th>
<th>App.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL Program Coordinator and Teacher, Principals, Federal Programs Coordinator</td>
<td>ASCD</td>
<td>Non-profit Organization</td>
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</tr>
</tbody>
</table>

Knowledge: Differentiation strategies for English learners

Supportive Research: PDE, Future Ready PA, ASCD

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.
- Empowers educators to work effectively with parents and community partners.

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

- 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
roles: academic standards. 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
- Online-Asynchronous
- Professional Learning Communities
- Offsite Conferences

Participant Roles
- Classroom teachers
- Principals / Asst. Principals
- School counselors
- New Staff
- Other educational specialists

Grade Levels
- Elementary - Primary (preK - grade 1)
- Elementary - Intermediate (grades 2-5)
- Middle (grades 6-8)
- High (grades 9-12)

Follow-up Activities
- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussion
- Lesson modeling with mentoring

Evaluation Methods
- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans

LEA Goals Addressed: Ensure that the organizational structure, processes, materials, equipment, and human resources are aligned with the academic standards. Strategy #1: Preparation for Post-Secondary
and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.

Student Success in College and Careers

<table>
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<tr>
<th>Start</th>
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<tbody>
<tr>
<td>7/9/2018</td>
<td>6/11/2021</td>
<td>Develop a robust K-12 Career and Technical Education (CTE) Program: Development of Career Portfolios, Use of Career Development and CurriculumTool</td>
<td>The LEA will focus on career awareness and exploration education at every grade level (K-12). Based on recommendations from the PDE, we are implementing a graduation portfolio requirement in high school on career and post-secondary readiness and establishing courses in grades K-5 for Career Awareness and in grades 6-8 for Career Exploration. Creating K-8 Career Portfolios and High School Graduation Portfolios in each of grades 9, 10, 11, and 12, embedding Benchmark Tracking and adopting a new Career Development Tool, including a stronger CEW standards-aligned curriculum, are key components of this implementation step. Establishing a systemic approach to deliver instruction and engage students in evidence-worthy activity and benchmark tracking align with Future Ready PA initiative and ESSA. Portfolio Course creation, portfolio completion, and an embedded system to track benchmarks is evidence of implementation, as is the creation of the portfolio requirements and online courses. The LEA will purchase the Naviance and FuelEd programs to support career education and college preparation.</td>
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<tr>
<th>Person Responsible</th>
<th>Provider</th>
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<th>App.</th>
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<tr>
<td>Principals, Teachers, Counselors</td>
<td>Principals, Guidance Counselors, Teachers</td>
<td>School Entity</td>
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Knowledge

Career and technical readiness initiative. Mike Thompson speaker, presenter; Teacher training/PD on Careers, PA Future REady, options for certificates and two-year advancements
**Supportive Research**
Real-world relevance; PDE career and technical readiness initiative.

**Designed to Accomplish**
For classroom teachers, school counselors and education specialists:
Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:
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
- Series of Workshops
- Department Focused Presentation
- Online-Synchronous
- Professional Learning Communities

**Participant Roles**
- Classroom teachers
- Principals / Asst. Principals
- School counselors
- Other educational specialists
- Parents

**Grade Levels**
- Elementary - Primary (preK - grade 1)
- Elementary - Intermediate (grades 2-5)
- Middle (grades 6-8)
- High (grades 9-12)

**Follow-up Activities**
- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles

**Evaluation Methods**
- Participant survey
- Review of participant lesson plans
- Review of written reports summarizing instructional activity
- Portfolio
Joint planning period activities

**LEA Goals Addressed:**
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.

<table>
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<td>7/9/2018</td>
<td>6/11/2021</td>
<td>Improve the community culture between school and families</td>
<td>Guest speakers such as Motivational Speaker Manley Feinberg (&quot;Reaching Your Next Summit/Maintaining Momentum&quot;) will invigorate the staff and inspire teachers to establish lasting connections with students and families. The school will continue to collaborate with parents through parent leadership meetings, a parent advisory council at each division, parent coffees, family involvement conference(s), a Google+ chat board, and ongoing parent feedback, including an annual survey. The school will continue to research and articulate parent resources, which will be housed in a special Resources tab in the PALC School Lobby, and empower parents to lead informational and interactive sessions for other parents. In addition, the LEA plans to extend the support we currently offer to parents and families to include a community resource liaison. The overarching goal will be to strengthen the community culture between school and families.</td>
</tr>
</tbody>
</table>

**Person Responsible**
Principals, Federal Program Coordinator, Parent Network Coordinator

<table>
<thead>
<tr>
<th>SH</th>
<th>S</th>
<th>EP</th>
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</thead>
<tbody>
<tr>
<td>1.5</td>
<td>1</td>
<td>300</td>
</tr>
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</table>

**Provider**
Manley

**Type**
For Profit Company

**App.**
No

**Knowledge**
Overcoming obstacles, maintaining momentum in the profession

**Supportive**
Unified mission and vision
**Research**

**Designed to Accomplish**

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.
- Empowers educators to work effectively with parents and community partners.

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

- 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**

<table>
<thead>
<tr>
<th>Training Format</th>
<th>School</th>
<th>Whole Group Presentation</th>
</tr>
</thead>
</table>

**Participant Roles**

- Classroom teachers
- Principals / Asst. Principals
- Supt / Ast Supts / CEO / Ex Dir
- School counselors
- New Staff
- Other educational specialists
- Related Service Personnel

**Grade Levels**

- Elementary - Primary (preK - grade 1)
- Elementary - Intermediate (grades 2-5)
- Middle (grades 6-8)
- High (grades 9-12)

**Follow-up Activities**

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Joint planning period activities
- Journaling and reflecting

**Evaluation Methods**

- Participant survey
- Review of written reports summarizing instructional activity
### LEA Goals Addressed:
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

### Strategy #1: Interactive data warehouse to analyze student growth and achievement

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/9/2018</td>
<td>6/11/2021</td>
<td>Input multiple points of data to EdInsight data management tool</td>
<td>The Data &amp; Intervention Specialists will determine data points to be collected, including PA state standardized assessments, local assessments, growth measures, and key identified measures of academic growth and development. Over a three-year period, this data will be enhanced with teacher performance data. Data specialists will determine who will input data and with what frequency data will be added. Professional development will be provided for all teachers and academic administration on the effective use of the EdInsight tool and data analysis, as well as how data can be used effectively to inform and guide instructional strategies.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Person Responsible</th>
<th>SH</th>
<th>S</th>
<th>EP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data &amp; Intervention Specialists, Principals, Instructional Coaches, Curriculum Supervisor</td>
<td>2</td>
<td>9</td>
<td>180</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Provider</th>
<th>Type</th>
<th>App.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data &amp; Intervention Specialists</td>
<td>School</td>
<td>Yes</td>
</tr>
</tbody>
</table>

#### Knowledge
- Use of data management tool
- How to input data
- How to interpret data
- How to cross-reference multiple points of data

#### Supportive Research
- Use of data to inform decision-making
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.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Instructs the leader in managing resources for effective results.

Training Format

- Series of Workshops
- School Whole Group Presentation
- Live Webinar
- Department Focused Presentation
- Online-Synchronous
- Professional Learning Communities

Participant Roles

- Classroom teachers
- Principals / Asst. Principals
- Supt / Ast Supts / CEO / Ex Dir

Grade Levels

- Elementary - Primary (preK - grade 1)
- Elementary - Intermediate (grades 2-5)
- Middle (grades 6-8)
- High (grades 9-12)

Follow-up Activities

- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Lesson modeling with

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
mentoring
Joint planning period activities

Student PSSA data
Standardized student assessment data other than the PSSA
Classroom student assessment data
Review of participant lesson plans

LEA Goals Addressed:
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

Strategy #1: Best practices in online instruction and use of educational technology.

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/9/2018</td>
<td>6/11/2021</td>
<td>Provide professional development to ensure teachers develop fully realized curriculum maps.</td>
<td>The Curriculum Supervisor and Instructional Coaches will work with principals to design and offer professional development that will ensure all teachers develop fully realized curriculum maps for all courses.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Person Responsible</th>
<th>SH</th>
<th>S</th>
<th>EP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Supervisor, Instructional Coaches, Principals</td>
<td>2</td>
<td>21</td>
<td>180</td>
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</table>

<table>
<thead>
<tr>
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<th>Type</th>
<th>App.</th>
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</thead>
<tbody>
<tr>
<td>Instructional Coaches</td>
<td>School Entity</td>
<td>Yes</td>
</tr>
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</table>

Knowledge
Scope and Sequence
Standards and Benchmarks

Supportive Research
PDE SAS
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.

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.
- 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
- Series of Workshops
- Department Focused Presentation
- Online-Synchronous
- Online-Asynchronous
- Professional Learning Communities

Participant Roles

- Classroom teachers
- Principals / Asst. Principals
- Supt / Ast Supts / CEO / Ex Dir
- Other educational specialists

Grade Levels

- Elementary - Primary (preK - grade 1)
- Elementary - Intermediate (grades 2-5)
- Middle (grades 6-8)
- High (grades 9-12)

Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and
### LEA Goals Addressed:

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

### Strategy #1: Best practices in online instruction and use of educational technology.

**Start** 7/9/2018  
**End** 6/11/2021  
**Title** Provide individual coaching and professional development to ensure consistent and effective lesson design.

**Description**  
Professional development and individual coaching will ensure a consistent lesson design, including designing lessons to meet the needs of diverse learners, and that teachers develop pedagogy and utilize resources for effective teaching methodologies. A key goal for all teachers and academic administrators will be to engage students in the learning process.

<table>
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<tr>
<th>Person Responsible</th>
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<th>S</th>
<th>EP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Coaches, Curriculum Supervisor, Principals</td>
<td>1.0</td>
<td>11</td>
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</table>

<table>
<thead>
<tr>
<th>Provider</th>
<th>Type</th>
<th>App.</th>
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</thead>
<tbody>
<tr>
<td>Instructional Coaches, Supervisor of Curriculum</td>
<td>Association</td>
<td>Yes</td>
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</tbody>
</table>

**Knowledge**  
Differentiation of Instruction and Assessment design for diverse learners (ASCD schoolwide PD 2018-19) -- 2  
Four-Hour Sessions for 180 Staff
Effective Lesson Design and Assessment Practice in an Online Environment (in-house PD 2018-2021) - 9 One-Hour Sessions for 180 Staff

iNACOL

Supportive Research
ASCD
ITSE

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.

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

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

Training Format
LEA Whole Group Presentation
Series of Workshops
Online-Asynchronous
Professional Learning Communities

Participant Roles

- Classroom teachers
- Principals / Asst. Principals
- Supt / Ast Supts / CEO / Ex Dir
- Other educational specialists

Grade Levels

- Elementary - Primary (preK - grade 1)
- Elementary - Intermediate (grades 2-5)
- Middle (grades 6-8)
- High (grades 9-12)

Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussion
- Lesson modeling with mentoring
- Joint planning period activities

Evaluation Methods

- 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
- Review of written reports summarizing instructional activity

LEA Goals Addressed:

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.

Strategy #1: Best practices in online instruction and use of educational technology.
<table>
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<tr>
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<th>End</th>
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<th>Person Responsible</th>
<th>Provider</th>
<th>Type</th>
<th>App.</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/9/2018</td>
<td>6/11/2021</td>
<td>Develop targeted professional development for all teaching staff on language and literacy acquisition.</td>
<td>A key goal of targeted professional development will be differentiated strategies to support and enhance language and literacy acquisition.</td>
<td>SH S EP</td>
<td>ASCD, Instructional Coaches, Supervisor of Curriculum</td>
<td>School Entity</td>
<td>Yes</td>
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</table>

**Knowledge**

- Differentiation

**Supportive Research**

- ASCD
- PDE

**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.

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

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

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<thead>
<tr>
<th>Training Format</th>
<th>Participant Roles</th>
<th>Grade Levels</th>
<th>Evaluation Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEA Whole Group Presentation</td>
<td>Classroom teachers</td>
<td>Elementary - Primary (preK - grade 1)</td>
<td>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</td>
</tr>
<tr>
<td>Series of Workshops</td>
<td>Principals / Asst. Principals</td>
<td>Elementary - Intermediate (grades 2-5)</td>
<td>Student PSSA data</td>
</tr>
<tr>
<td>Department Focused Presentation</td>
<td>Supt / Ast Supts / CEO / Ex Dir</td>
<td>Middle (grades 6-8)</td>
<td>Standardized student assessment data other than the PSSA</td>
</tr>
<tr>
<td>Online-Asynchronous</td>
<td>Other educational specialists</td>
<td>High (grades 9-12)</td>
<td>Classroom student assessment data</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Follow-up Activities</th>
<th>LEA Goals Addressed:</th>
<th>Strategy #1: Best practices in online instruction and use of educational technology.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</td>
<td>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</td>
<td></td>
</tr>
<tr>
<td>Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson modeling with mentoring Joint planning period activities</td>
<td></td>
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across all classrooms and aligns with the Pennsylvania Framework for Teaching

<table>
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<tr>
<th>Start</th>
<th>End</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/9/2018</td>
<td>6/11/2021</td>
<td>Ensure that all courses and curriculum maps are aligned to the PDE Standards Aligned System (SAS)</td>
<td>Through continuous professional development, coaching, and course audits, Instructional Coaches will work with the Curriculum Supervisor, principals, and inter-disciplinary teams to ensure that all courses and curriculum maps are aligned to the PDE Standards Aligned System (SAS).</td>
</tr>
</tbody>
</table>

**Person Responsible**
Instructional Coaches, Supervisor of Curriculum, Principals

**Provider**
PDE

**Type**
PDE

**App.**
Yes

**Knowledge**
PDE Standards Aligned System (SAS)

**Supportive Research**
Standards and Benchmarks

**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.
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- Empowers educators to work effectively with parents and community partners.

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

<table>
<thead>
<tr>
<th>Training Format</th>
<th>Online-Asynchronous</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Participant Roles</strong></td>
<td>Classroom teachers</td>
</tr>
</tbody>
</table>
| **Grade Levels**      | Elementary - Primary (preK - grade 1)  
                        Elementary - Intermediate (grades 2-5)  
                        Middle (grades 6-8)  
                        High (grades 9-12)  |
| **Follow-up Activities** | Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers  
                        Analysis of student work, with administrator and/or peers  
                        Creating lessons to meet varied student learning styles  
                        Joint planning period activities  |
| **Evaluation Methods** | 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  
                        Review of written reports summarizing instructional activity |
Charter School Level Affirmations

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 or 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 7/30/2018**

*Board President*

**Affirmed by James Hanak on 7/30/2018**

*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 7/30/2018

Board President

Affirmed by James Hanak on 7/30/2018

Superintendent/Chief Executive Officer