



Pennsylvania Virtual CS

Charter School Plan

07/01/2018 - 06/30/2021

Charter School Profile

Demographics

630 Park Avenue
King of Prussia, PA 19406
(610)275-8500

Federal Accountability Designation:	none
Schoolwide Status:	Yes
CEO:	John Chandler
Date of Local Chartering School Board/PDE Approval:	7/27/2011
Length of Charter:	5 years
Opening Date:	7/1/2001
Grade Level:	K-12
Hours of Operation:	8:00AM- 5:00PM
Percentage of Certified Staff:	99.00 %
Total Instructional Staff:	101
Student/Teacher Ratio:	22:1
Student Waiting List:	0
Attendance Rate/Percentage:	97.00 %
Enrollment:	2240
Per Pupil Subsidy:	RI: \$9,762 SpEd: \$22,783
Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:	60.30 %
Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:	368

Student Profile

Group	Student Count
American Indian/Alaskan Native	10.00
Asian/Pacific Islander	66.00
Black (Non-Hispanic)	415.00
Hispanic	153.00
White (Non-Hispanic)	1631.00
Multicultural	90.00

Instructional Days and Hours

Number Of	K (AM)	K (PM)	K (FT)	Elementary	Middle	Secondary
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Instructional Days	0.00	0.00	185.00	185.00	185.00	185.00
Instructional Hours	0.00	0.00	900.00	900.00	990.00	990.00

Planning Process

The Pennsylvania Virtual Charter School continues to pride itself on being an open and participatory organization. The Comprehensive Plan planning process began with a survey of teachers and principals to determine the perceived needs of the school. The survey questions used were, based on the Guiding Questions provided in the Systems Analysis section of the On-Line Comprehensive Planning Guide. Responses to that survey helped to highlight areas of strengths and opportunities for growth within PA Virtual Charter School.

A committee (Comprehensive Plan Planning Committee) comprised of teachers, staff, families, local business representatives, community members, administrators, and Board Members was empaneled for the express purpose of providing input and help guide creation of the cyber charter school's Comprehensive Plan. This committee met during a two-day summit, to further explore the findings of the survey and assist in guiding the strategic focus of the Comprehensive Plan. The committee was able to also address educational leadership best practices using supplemental professional resources including the PDE MILE Guide, PDE Framework for Leadership, PDE PA School Performance Profile, and outside research from the Center for Educational Leadership.

The Comprehensive Plan was developed in part from this two-day summit of the Comprehensive Plan Planning Committee. As part of the on-going data exploration following this summit, the administration of PA Virtual Charter School also determined the need for an overarching document which would create further cohesion between the cyber school's charter, charter renewal, annual report, and other internal and external governing documents.

PA Virtual Charter School will continue to make the implementation and exploration of best-practices an ongoing process with administrators, teachers, and staff overseeing all aspects of the future planning and implementation. This group will meet in a committee format regularly throughout the school year. Communication will include email, postings on our learning management system, and automated calls.

Mission Statement

To provide all Pennsylvania students, enrolled at the cyber school, with an excellent education grounded in high academic standards, which will support students in achieving their full academic and social potential.

Vision Statement

PA Virtual will serve as an example of how a school's parents, students, and teachers can help students reach their goal of achieving an excellent education through the effective use of technology. In concept, design, and delivery, the school will be a national model of innovation and excellence in creating a 21st century learning environment which prepares students to be responsible and participatory citizens in a 21st century society.

Shared Values

The core philosophy of the PA Virtual Charter School is that all young people can achieve academic excellence if they are provided rigorous instruction, high standards, informed guidance, and individual attention. Our school community values open communications, conversation, consistency, and keeping children first. PA Virtual cherishes honesty and openness, group contributions and shared recognition.

1. At the heart of the cyber school's core philosophy is the belief that all young people can achieve academic success if they are provided with rigorous instruction, high standards, informed guidance, and individual attention.
2. Numerous studies have demonstrated that when parents become active and informed partners in their children's education, test scores rise, drop-out rates and apathy decline, and the active pursuit of learning becomes a compelling focus for each family. Therefore, the absolute necessity of parental engagement and partnership in the education of their children is at the core of the cyber school's philosophy.
3. The PA Virtual community believes the content and the quality and rigor of the curriculum matters and these directly affect students' academic performance and achievement. Consequently, PA Virtual partners with K12, Inc. to ensure continuity and consistency in the curriculum provided to students.
4. Technology can be leveraged to be a powerful tool to support and deliver an effective 21st century education.
5. PA Virtual believes that the partnership among certified instructional staff, skilled family support professionals, other school personnel, and engaged parent partners is essential in designing and implementing effective teaching and learning that results in academic and social growth for each student.

Educational Community

The Pennsylvania Virtual Charter School (PA Virtual), a public school in Pennsylvania, opened its doors on September 4, 2001. The cyber school's original charter was granted by the Norristown Area School

District. The Pennsylvania Department of Education renewed the school's charter in May 2006 and again in July 2011 for another five years covering the period from July 1, 2011 to June 30, 2016. The cyber school's current charter was submitted and is awaiting approval. Pennsylvania Virtual Charter School is a pioneering choice in public education. At the heart of its educational program is the "Diamond Model of Partnership." This partnership is a dynamic 4-pronged collaborative relationship between a parent (Learning Coach), a highly-qualified PA-certified teacher(s), a family support coordinator, and K12, Inc. (www.k12.com), the school's primary curriculum provider.

PA Virtual provides a personalized education for over 2,200 students in Kindergarten through twelfth grades. These students come from diverse ethnic, racial, and socio-economic backgrounds from across Pennsylvania.

PA Virtual employs 101 teachers across the Elementary (grades K-4), Middle (grades 5-8), and High School (grades 9-12) programs. These programs are each led by an Elementary School Principal, Middle School Principal and a High School Principal. In addition, each Principal collaborates and counts on the assistance of an Assistant Principal. In conjunction with the parent, our highly-qualified, PA-certified teachers identify a student's learning objectives, develop a student's Personal Learning Plan (PLP), and ensure the implementation of the goals and objectives of a student's PLP. The teacher also develops and directs synchronous and asynchronous instruction, authenticates learning and monitors and assesses a student's academic performance and achievement. In addition to a highly-qualified, PA-certified teacher, a family support coordinator (FSC) is assigned to each family. The FSCs' primary focus is to develop programs which foster social development, record and monitor attendance, and assist the family with non-instructional matters.

K12 serves as the primary curriculum provider but other curricula are used when the K12 curriculum does not meet the educational and instructional needs of a student. The design and delivery of curriculum, scope and sequence for each subject, and each lesson promote and ensure student mastery and retention of the concepts encountered and learned.

The school uses the Blackboard Learning Management System (www.blackboard.com) and Blackboard Collaborate to connect students, parents, and Learning Coaches to synchronous and asynchronous instruction, assessments, and co-curricular learning experiences. In addition to academic instruction, the school leverages technology and various forms of social media to build community, connecting students and PA Virtual families to each other, their teachers and family support coordinators, and school staff. Each student who enrolls in Pennsylvania Virtual Charter School receives a computer system from the school—including a laptop computer, printer, ink and other necessary hardware—and a stipend for Internet connection.

PA Virtual is the only virtual charter school in Pennsylvania to assign Family Support Coordinators to each family to provide consistent individualized support throughout the school year. Family Support Coordinators work with cyber school parents and students to participate in service learning projects throughout the school year. One component of the Family Support Coordinators role is to assist with

bringing currently enrolled families, prospective families, staff and other members of the PA Virtual community together for socialization and educational outings throughout the year.

The ultimate aim of PA Virtual is to provide students with a rich and rigorous learning environment, which motivates them to become fully engaged in the learning process. Our goal is for students to build a solid base of knowledge in all core subjects, build on these basic skills and proficiencies to develop their analytical and communications skills, and then utilize and apply their acquired knowledge in their daily lives. Our school believes this type of learning environment will ultimately create life-long learners. In addition, our goal is to develop students' competencies and skills necessary for responsible citizenship as a result of their participation in educational activities which promote a sense of community and service.

Board of Trustees

Name	Office	Address	Phone	Email
Sophia Lewis	Secretary	4563 Tackawanna Street, Philadelphia, PA 19124	215.535.6965	sophialewis7@hotmail.com
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Victor Valentine, Sr	Treasurer	35 North 57th Street, Philadelphia, PA 19139	215.317.7279	valentinev023p@pavcs.us
Dr. John Thomas Whetstone, III	Member	708 Sarasota Arch, Chesapeake, VA 23322	757.482.2893	tomwhetstone2@gmail.com

Board of Trustees Professional Development

The Board of Trustees (BOT) is knowledgeable of and adheres to the Sunshine Law requirements for public notification of meetings, parameters for Executive Sessions, public meetings, quorum rules, and posting of minutes. The dates, times and place of the Board Meetings are listed on the school calendar which is posted on the school's website and every parent receives a copy of this calendar. Meetings are

also advertised in newspapers in the Eastern and Western geographic regions of the Commonwealth.

Reminders of upcoming Board meetings are posted on the PA Virtual website and for the internal school community on Blackboard. The presence of legal counsel at Board meetings and review of Board materials ensures compliance with the Sunshine Law and Public Officials Act. The annual Statement of Financial Interest forms is completed by all Board members and specific employees as required by the Ethics Act.

All Board members receive ongoing training provided by the school's CEO, legal counsel, and various members of the Executive Leadership Team. This training relates to cyber school governance and includes, but is not limited to, the Sunshine Law and the Public Officials Act. In addition, the Board of Trustees holds two-day long Board retreats in April and October of each year. The retreats give the Board members an opportunity to assess the progress of school goals/foci to performance targets as identified in the school's Comprehensive Plan. Secondly, the retreats provide the Board with an opportunity to receive on-going professional development.

Recent Board retreat topics have included reviewing major Federal laws and regulations, including:

- the Individuals with Disabilities Education Improvement Act of 2004 (IDEA)
- Section 504 of the Rehabilitation Act of 1973
- 29 U.S.C. §794, Americans with Disabilities Act (ADA)
- The Family Educational Rights and Privacy Act (FERPA)
- 20 U.S.C. § 1232g
- Every Student Succeeds Act (ESSA)
- Collective bargaining and labor relations

Education regarding Federal oversight agencies including:

- USDOE (United States Department of Education)
- OSEP (Office of Special Education and Rehabilitative Services)
- OCR (Office for Civil Rights)

Review of Pennsylvania State specific laws including:

- Title 22 of the Pennsylvania Code Chapter 711 (students with disabilities)
- Title 22 Pennsylvania Code Chapter 12 (sections regarding discipline of regular education students)

- Public School Code of 1949, 24 P.S. § 17-1723-A and 24 P.S. § 17-1729-A(5), no discrimination in admissions
- Safe Schools Act and Safe Schools Act Reporting
- Child Welfare Laws

Other topics have included review of:

- specific PA legislative cases relating to the governance of charter and cyber-charter schools
- labor laws and employment laws
- anti-bullying and harassment issues
- charter renewal and compliance regulations
- trends in Special Education
- best-practices designed to maximize student and faculty success and growth

Governance and Management

The PA Virtual Board of Trustees operates in accordance with the Pennsylvania Nonprofit Corporations Law, 15 Pa. C.S. §§ 5101 et. seq. and the Pennsylvania Sunshine Act, 65 Pa. C.S. §§ 701 et. seq. The Board provides oversight for PA Virtual and acts in trust for the taxpayers of the Commonwealth of Pennsylvania. The role of the Board of Trustees is to (1) develop policies to ensure the School operates in compliance with applicable local, state, and federal laws; (2) set goals for and monitor student achievement; (3) provide fiduciary oversight of the School's administration and accounting of public funds; and (4) administer and monitor all contracts.

The Board meets bi-monthly to receive reports from the school's administrative staff, approve policies, take action on personnel matters, review and approve financial reports and contracts, approve invoices for payment, and take action on other items which require the approval of the Board. In compliance with the Sunshine Law, Board meetings are advertised in a local newspaper, the School's Academic Calendar, the PA Virtual website, and Blackboard. Board meetings are open to the public and members of the PA Virtual community are encouraged to attend. The minutes of Board meetings are available on the PA Virtual website on the *About Us: Accountability and School Charter* page (<http://www.pavcsk12.org/about-us/accountability-and-school-charter/>).

The Board utilizes committees as it deems necessary and appropriate. Items that the Board determines are best handled in a committee are referred to the appropriate standing or ad hoc committee. Once a

committee has met and completed their charge, the item is referred to the full Board with a recommendation to approve or not approve the action.

The entire Board receives a Board Report prior to each meeting. The report contains the meeting agenda, minutes of the prior meeting, reports from the Executive and Senior Leadership, and executive summaries of action items. The Board is fully knowledgeable of the day to day operations of the school through the reports submitted by the Executive and Senior Leadership Teams. The Executive Leadership Team includes the Chief Executive Officer, Chief Academic Officer, Chief Financial Officer, and Executive Director of Human Resources, Marketing, and Enrollment. The Senior Leadership Team includes the Director of Operations, Director of Enrollment, Program Principals, Director and Assistant Director of Special Education, Registrar, Director of Student Support and Director of Informational Technology. In the interim period between Board meetings, the CEO and the Board President meet for weekly update calls.

The Board works with and ensures that PA Virtual complies with all PDE policies and procedures by reviewing and ensuring the timely submission of all required reports to PDE, reading and addressing the comments and recommendations from any PDE visits to the school. Additionally, the Board President reviews and signs all documents which require the president's signature.

Student Enrollment

PA Virtual Charter School enrolls students according to Act 22, Act 88, the Pennsylvania School Code and subsequent Basic Education Circulars that outline the requirements for enrolling students in a cyber charter school. The Board of Trustees of PA Virtual recognizes that all resident children in Pennsylvania qualify for admission to PA Virtual. As such, in accordance with all applicable federal, state and local statutes, the Board has approved the enrollment policies and procedures outlined below:

- Students enrolling in PA Virtual must meet the state regulated age and residency requirements.
- As a cyber charter school, PA Virtual shall not discriminate in its admission policies or practices on the basis of intellectual ability, or 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.
- As a cyber charter school, PA Virtual may limit admission to a particular grade level, a targeted population group composed of at-risk students, or areas of concentration of the school such as mathematics, science or the arts.
- If more students apply to PA Virtual than the number of attendance slots available in the school, then 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 PA Virtual. However, PA Virtual may give preference in enrollment to a child of a parent who has actively participated in the development of the cyber charter school and to siblings of students presently enrolled in PA Virtual.

- Children from across the Commonwealth of Pennsylvania may enroll on a space available basis, and the student’s district of residence shall permit the student to attend PA Virtual.
 - PA Virtual will utilize an open enrollment plan to encourage all parents to consider enrolling their children. Any child who is qualified under the laws of Pennsylvania for admission to a public school is qualified for admission to PA Virtual.
 - Applications for student slots must be submitted by a deadline that will be established and made known by PA Virtual. If more students submit applications than can be accommodated by the school’s capacity—class, grade, etc., a lottery will be held to enroll students on a specified date that will be made known to all applicants and their families. All students whose enrollment forms were filed by the enrollment deadline will be separated by grade. Priority for available spaces shall be:
 1. Students whose parents actively participated in the development of PA Virtual.
 2. Students who have at least one sibling currently enrolled in PA Virtual.
 3. Students who do not fall into statements 1 or 2.
 - The lottery will be conducted at a public board meeting and will be presided over by the President of the Board of Trustees or another member of the Board of Trustees designated for that purpose.
 - A waiting list will be maintained in the 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.
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- Students are allowed to withdraw from PA Virtual at any time, upon written notice by the child’s parent or guardian and upon evidence of arrangements at another school. The district of residence will be notified by PA Virtual when a student withdraws.
 - No tests will be administered to students in order to determine eligibility for admission.
 - Students who have been expelled from another school because their behavior reflected concerns for their personal safety, or for the safety of others, will be reviewed individually and decisions will be made in full compliance with Pennsylvania law and with the State Board of Education regulations.

Admissions Procedures

Kindergarten eligibility is based on the student’s home district’s age requirements. Most often, students 5 years of age prior to September 1 are eligible for the kindergarten program and students 6 years of age before September 1 are eligible for first grade. School age students up through age 21 are eligible for enrollment. The purpose of the PA Virtual enrollment process is to provide support and information to prospective students and their families during enrollment. Throughout the enrollment process and during a mandatory enrollment conference, families are provided with information regarding the School and programs. The enrollment representatives guide prospective families through the enrollment

process in order to ensure the PA Virtual Onboarding Team, Principals and Guidance Counselors have the information necessary for appropriate instructional placement and academic success.

PA Virtual Charter School's admission procedures are as follows:

1. Applicant completes and submits a request for more information. An enrollment representative contacts the family via phone and provides information about the School, the Academic Programs and the role of the parent in virtual learning. If the family meets the state's eligibility criteria to enroll, an email is sent to the family after the call with the link to the online enrollment form and requests that the parent/guardian submits copies of the following documents:
 - Proof of Age (Birth Certificate, Notarized copy of the Birth Certificate, Baptismal Certificate, Copy of the record of the baptism – notarized or duly certified and showing the date of birth; notarized statement from the parents or another relative indicating the date of birth; a valid passport; a prior school record indicating the date of birth.)
 - Proof of Immunizations
 - Proof of Residence (Driver's License or Government Issued Photo ID is preferred, other acceptable documents include: Entire Mortgage Statement, Lease Agreement, recent Home Utility Bill, etc.)

Documents not required for admission but collected to assist families:

- Parent/Guardian Photo ID
- Child's most recent Report Card with attendance and discipline record
- Transcripts (grades 9-12), if applicable
- Home School Affidavit, if applicable
- Special Education documents, if applicable
- 504 Plan, if applicable
- Custody documents, if applicable

Applicants who received prior special education services can submit copies of their special education documentation. (PA Virtual will not require special education records as a precondition to enrollment and will not delay a student's admission for lack of this information. 24 P.S. 13-1301-13-1306; Pa. Code 11.11(b); and 22 Pa. Code 711.7.)

1. Once all required documents are collected and verified (as outlined by the Pennsylvania Department of Education), an Enrollment Representative will contact each family to conduct the Enrollment Conference. He/She will discuss any academic questions, explain each academic program and confirm the official enrollment and withdrawal date.

All enrollment forms are reviewed and verified:

- Release of Student Records

- Release of Information
- Family Educational Rights and Privacy Act
- Agreement for Use of Instructional Property
- Parental Registration Statement
- Home Language Survey
- Charter School Enrollment Notification Form
- Intent to Enroll Form
- Parent/Guardian is provided with an official enrollment date/anticipated date of attendance and an official withdrawal date from current school (if applicable)
- Parent/Guardian is contacted by the Onboarding Team with details regarding the new family orientation, login instructions and attendance procedures
- Registration Policy

Parent Communication

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

Files uploaded:

- Student Document Checklist.pdf
- Release of Records.pdf
- Charter School Enrollment Notification Form.pdf
- Enrollment Application.pdf

Registration Policy

Registration Policy

PDF file uploaded.

Intent to Enroll Form

Intent to Enroll Form (English and all other languages)

PDF file uploaded.

Student Enrollment History

Enrollment History—Part I

School Year	Number of Students at the Beginning of	Number of Students at the End of the School Year	Number of Students Expelled	Reasons Students Withdrew During the	Number of Students Retained
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	the School Year			Year	
2015	2429	2465	0	After accounting for our graduates, there are a variety of reasons as to why students withdrew. Similar to previous years, there is not one specific reason that drives families to withdraw their students. As in previous years, the more prevalent reasons for families choosing to withdraw include: family decided to move out of state; lack of time to dedicate to program, desire greater opportunities for socialization, other family circumstances, decision to homeschool child(ren).	76

				<p>We find that many of our families do not provide specific reasons for choosing another option. The remaining families withdrew for various reasons including students remanded to the District of Residence for truancy. The rate of students that are remanded back to the resident district for truancy ranges between 5% and 10%.</p>	
2016	2186	2479	0	<p>After accounting for our graduates, there are a variety of reasons as to why students withdrew. Similar to previous years, there is not one specific</p>	27

				<p>reason that drives families to withdraw their students. As in previous years, the more prevalent reasons for families choosing to withdraw include: family decided to move out of state; lack of time to dedicate to program, desire greater opportunities for socialization, other family circumstances, decision to homeschool child(ren). We find that many of our families do not provide specific reasons for choosing another option. The remaining families withdrew for various reasons including</p>	
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				students remanded to the District of Residence for truancy. The rate of students that are remanded back to the resident district for truancy ranges between 5% and 10%.	
2017	2305	2149	0	After accounting for our graduates, there are a variety of reasons as to why students withdrew. Similar to previous years, there is not one specific reason that drives families to withdraw their students. As in previous years, the more prevalent reasons for families choosing to withdraw include: family decided to move out of	167

				<p>state; lack of time to dedicate to program, desire greater opportunities for socialization, other family circumstances, decision to homeschool child(ren). We find that many of our families do not provide specific reasons for choosing another option. The remaining families withdrew for various reasons including students remanded to the District of Residence for truancy. The rate of students that are remanded back to the resident district for truancy ranges between 5% and 10%.</p>	
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Enrollment History—Part 2—Enrollment by Grade by School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12
2015	116	100	127	148	178	196	183	246	243	276	237	226	204
2016	126	116	109	126	156	187	199	206	236	253	265	210	176
2017	85	130	130	124	131	152	212	224	196	270	236	244	165

Stakeholder Involvement

Name	Role
Melissa Alcaro	High School Teacher - Regular Education
Vicki Andrews-Gilmore	Administrator
Jen Brodhag	Parent
Kimberly Casarella	Ed Specialist - Other
John Chandler	Administrator
Cheryl Clothier	Administrator
Jessica Dorneman	Ed Specialist - Other
Chris Gilligan	Building Principal
Lisa Graham	Administrator
Becky Halberg	Parent
Kelly Hilf	Middle School Teacher - Regular Education
Rob Karney	Middle School Teacher - Regular Education
Lisa Krystofolski	High School Teacher - Special Education
Sophia Lewis	Board Member
Andrea Lucas	High School Teacher - Regular Education
Bernadette Mathis	Ed Specialist - School Counselor
Kevin McKenna	Business Representative
Mary Ellen Moore	Elementary School Teacher - Regular Education
Diana Perney	Building Principal
Kathryn Pomon	Administrator
Christine Reilly	Community Representative
Bill Rosen	Business Representative
Brenda Sachleben	Board Member
Bonnie Schaefer	Board Member
Steve Schutt	Administrator
Christy Shive	Community Representative
Lisa Steen	Elementary School Teacher - Regular Education
Rick Verga	Building Principal

Maureen Weinberger	Administrator
Casey Wenick	High School Teacher - Regular Education
Cindy Willits	Middle School Teacher - Regular Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

N/A

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Developing	Developing
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies,	Accomplished	Accomplished

Science and Technical Subjects		
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Developing	Developing
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Developing	Developing
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Accomplished	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished

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

N/A

Middle Level

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

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

Currently we have allotted in the budget to hire a certified Spanish/Latin teacher to allow students beginning in the middle years grades to begin to explore world languages.

High School Level

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

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

N/A

Adaptations

Elementary Education-Primary Level

Checked answers

None.

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

None.

Unchecked answers

None.

Middle Level

Checked answers

- Career Education and Work

Unchecked answers

None.

High School Level

Checked answers

- Career Education and Work
- PA Core Standards: Mathematics
- Science and Technology and Engineering Education

Unchecked answers

None.

Explanation for any standards checked:

Career Education and Work

PA Virtual has improved in the area of career education and work as it relates to middle and high school students. All students beginning in 7th grade are enrolled in the Naviance electronic platform. Naviance is a web based application that offers a number of features that enable students to create and monitor college and career plans.

Mathematics

Students enrolled in high school Algebra I are now given the option to either enroll in a yearlong Algebra I course or a semester block course depending on their needs. The yearlong course and semester course both include the same content, but the pacing is adapted for the student, depending on the course selected.

Science Technology and Engineering Education

Students who are enrolled in AP courses are provided with more robust laboratory hands-on kits. In addition, students enrolled in AP science courses are provided with the official AP College Board preparatory book.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

The curriculum framework provides a scope and sequence for each subject area. Embedded in the scope and sequence are the units along with the lessons. The lesson outlines include an overview and the objectives for each unit followed specifically by the lesson content. Though a curriculum/scope and sequence suggest the time allotment to complete the lesson, with the changes in the summative assessments such as the PSSA some work needs to be done around a more structured pacing guide for synchronous instruction. The tools used to monitor student academic performance are the online school provided assessments, Edmentum diagnostic assessment, DIBELS, teacher feedback provided via personalized learning plans, progress reports and report cards.

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

N/A

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

The curriculum framework provides a scope and sequence for each subject area. Embedded in the scope and sequence are the units along with the lessons. The lesson outlines include an overview and the objectives for each unit followed specifically by the lesson. Though a curriculum/scope and sequence suggest the time allotment to complete the lesson, with the

changes in the summative assessments such as the PSSA some work needs to be done around a more structured pacing guide for synchronous instruction. The assessment indicators in the online school, Edmentum, DIBELS and teacher feedback on the personalized learning plans, progress reports and report cards shows each individual level of mastery.

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

N/A

Middle Level

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

Processes used to ensure Accomplishment:

The curriculum framework provides a scope and sequence for each subject area. Embedded in the scope and sequence are the units along with the lessons. The lesson outlines include an overview and the objectives for each unit followed specifically by the lesson. Though a curriculum/scope and sequence suggest the time allotment to complete the lesson, with the changes in the summative assessments such as the PSSA some work needs to be done around a more structured pacing guide for synchronous instruction. The tools used to monitor student academic performance are the online school provided assessments, Edmentum diagnostic assessment, DIBELS, teacher feedback provided via personalized learning plans, progress reports and report cards.

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

N/A

High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing

The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

The curriculum framework provides a scope and sequence for each subject area. Embedded in the scope and sequence are the units along with the lessons. The lesson outlines include an overview and the objectives for each unit followed specifically by the lesson. Though a curriculum/scope and sequence suggest the time allotment to complete the lesson, with the changes in the summative assessments such as the PSSA some work needs to be done around a more structured pacing guide for synchronous instruction. The tools used to monitor student academic performance are the online school provided assessments, Edmentum diagnostic assessment, DIBELS, teacher feedback provided via personalized learning plans, progress reports and report cards.

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

N/A

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.

All students are provided with a Personalized Learning Plan (PLP), which includes their academic goals for each school year. Included in the student's plan is how their academic success will be monitored and barriers will be removed. We understand that every student enters our school at different levels and because of this we have a stringent Rtii, SAP program that uses the Distributive Team Approach (DTM) by getting all areas of instructional and non-instructional staffing involved in the lives of our students and how the school will progress monitor their challenges and successes. Beginning in August each student in grades K-8 completes Edmentum Diagnostic, which is an individualized online assessment which we use as our benchmark four times per year. In conjunction with this adaptive tool, teacher-made assessments, DIBELS, and mastery of the curriculum, we, in collaboration with the student's parents, offer students at all mental and physical ability levels access and mastery of the curriculum. We are a full inclusion model where all students participate and have access to all programs.

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
- Not Reviewed

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

All PA Virtual Charter School teachers receive two formal observations per year, the first occurring prior to mid-year during the months of December and January and the second occurring prior to the end of the year during the months of May and June. Informal walkthroughs occur for each teacher at a minimum of 8 times throughout the school year. Teachers are also expected, in collaboration with their principal, to submit their goals for the upcoming school year. We currently use an adapted version of the Danielson Framework.

Walkthroughs

Virtual instructional walkthroughs continue to improve and evolve, as they were introduced during the 2012-2013 SY, as strategy to provide teachers with instructional feedback, as well as, a mechanism to map out the targeted professional learning needed and the efficacy of interventions and enrichment being used to improve student achievement.

Instructional Evaluations

Two annual instructional evaluations are conducted twice per year per academic program. These "building walkthroughs" are conducted by central office administrators with the intent of assessing the leadership and pedagogy within the program and the resulting level of student achievement, as well as, the systems that have been put in place to monitor, lesson planning, data meetings, common planning time, classroom delivery of instruction and effective leadership.

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

All strategies suggested are used by PA Virtual Charter School

Responsiveness to Student Needs

Elementary Education-Primary Level

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

If necessary, provide further explanation. (Required explanation if column selected was

PA Virtual Charter School currently and will continue to fully implement the instructional practices outlined in this comprehensive plan.

Elementary Education-Intermediate Level

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

If necessary, provide further explanation. (Required explanation if column selected was

PA Virtual Charter School currently and will continue to fully implement the instructional practices outlined in this comprehensive plan.

Middle Level

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

If necessary, provide further explanation. (Required explanation if column selected was

PA Virtual Charter School currently and will continue to fully implement the instructional practices outlined in this comprehensive plan.

High School Level

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

If necessary, provide further explanation. (Required explanation if column selected was

PA Virtual Charter School currently and will continue to fully implement the instructional practices outlined in this comprehensive plan.

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.

Position Approval/Posting:

- The Principal or Academic Supervisor submits a PA Virtual Position Personnel Requisition Form (REQ) to their Executive Leadership Team (ELT) Supervisor for his/her approval.
- The ELT Supervisor confers with the CFO that the budget has allotted for this personnel position then approves the REQ.
- The CEO reviews the request to ensure the position details are within the standard practice and provides a signature.
- The HR department reviews the REQ form.

With all approvals in place, the Human Resources department posts the position. Currently, the process PA Virtual Charter uses to recruit teachers includes an Internal posting, posting on the PA Virtual Website (all positions), posting on the PA Virtual Intranet, PA Reap (Statewide Education Site), PA Educator (Statewide Education Site) and various other job boards. In an attempt to assign the most effective and highly qualified teachers, we seek PA certified teachers who are knowledgeable in their certified core content area in addition to possessing a technology skill set, such as Word, PowerPoint, Excel and their learning management experience such as Blackboard. We also seek teachers who can provide evidence that they are accustomed to using data to inform their practice to impact student achievement. The application window is open for, at the minimum, ten (10) business days.

Interview/Selection Process:

The Hiring Manager (the individual making the request) reviews the applicants, for that specific

position, and the application materials using the school's current applicant tracking system. After comparing the requirements with candidate experience and background, the Hiring Manager identifies candidates to be sent a questionnaire and informs the human resources representative. The human resources representative sends the questionnaire to the chosen candidates. Once the questionnaires are returned, the Hiring Manager reviews the questionnaires and selects individuals for the phone screen. The Hiring Manager and the human resources representative conduct the phone screens. The Hiring Manager then identifies candidates for face-to-face interviews. This last stage may consist of a project analyzing student data, the delivery of a lesson and/or a mini-project as well as a list of questions designed to gather information about a candidate's experience, interest, and background. The face-to-face interview team is comprised of a diverse group of members of the school community in order to offer varying perspectives.

Although there are multiple levels in the interview process, this process is designed to ensure that the candidates most closely matched to the skill set of the position vacancy move forward through the process. During the interview, the Hiring Manager ensures that the teacher candidate has experience working with diverse groups of students, is qualified and certified to teach the subject(s), uses data to drive instruction, is experienced with differentiating instruction and maintains a philosophy of education that moves each child forward. All face-to-face interview team members rate the candidates using a standard rating rubric after each interview. The candidate with the highest combined scores is recommended as the candidate to fill the position. When the final candidate is selected, the HR department will begin checking references. HR checks at least two references for the final candidate(s). Two prior supervisor references are preferred. Once references are completed and reviewed by the Hiring Manager, the chosen candidate is documented on a Personnel Action Form (PAF). An offer will be made to the chosen candidate assuming the required pre-employment documents are on file, clear and valid.

Assessments

Local Graduation Requirements

Course Completion	SY 18/19	SY 19/20	SY 20/21
Total Courses	21.00	21.00	21.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	3.00	3.00	3.00
Science	3.00	3.00	3.00
Physical Education	1.00	1.00	1.00
Health	0.50	0.50	0.50
Music, Art, Family & Consumer Sciences, Career and Technical Education	2.00	2.00	2.00
Electives	3.50	3.50	3.50
Minimum % Grade Required for Credit	65.00	65.00	65.00

(Numerical Answer)			
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Local Assessments

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

Graduation Requirement Specifics

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

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSA - Math and English Language Arts	X			
PSSA- Math, English and Lanaguage Arts and Science		X	X	
Keystone: Algebra I, Biology and English				X
Final Exams and Graduation Projects				X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Edmentum: Math and English Language Arts		X	X	
DIBELS	X			
Classroom Diagnostic Test				X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
DIBELS Progress monitoring	X			
Edmentum Exact Path		X	X	
Exit Tickets	X	X	X	X
Discussion Boards	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Edmentum: Math and English Language Arts		X	X	
DIBELS	X			
Classroom Diagnostic Test				X

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

The external review for the validation of implemented assessments is conducted by the learning coach who has read only access to all of the the assignments and assessments that are given to students. The LEA administration also has read only access to the assessments that are provided to students. Teachers share assessments during common planning time in an effort to ensure they are differentiating instruction for all students. During the month of August faculty including teachers and LEA administration have an opportunity to discuss instruments that are being used to assess student achievement and instructional practices.

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.

N/A

Collection and Dissemination

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

The assessment data from the DIBELS, Edmentum and Classroom Diagnostic is captured immediately in real time because it is a web based system. These assessments are taken three times per year, with growth/progress monitoring happening on a monthly basis. The assessment data results are compiled into the school's SIS (student information system). Parents, students, principals and teachers can readily see this information. The LEA administration, principals and teachers utilize this information to drive instruction and interventions. This data drives weekly data meetings used to discuss students' academic progress.

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.

Assessments are used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher by first identifying their areas of need. Once the areas of need/s are identified, this information is incorporated into the personalized learning plan (PLP). The PLP is used to document the students ongoing academic growth, with the intent to ensure the student can meet proficiency level or higher in the outlined areas of need. The assessment also helps determine whether the student will need progress monitoring every two, four, or six weeks, aside from his/her typical assessments. Students are provided

with extended instruction during skills classes, intervention strategies and enrichment opportunities based on their targeted areas of need.

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

All teachers are responsible for ensuring that the assessment anchors, standards, differentiation strategies are incorporated into their weekly lesson plans, as well as, their unit plans. Principals are responsible for providing feedback on lesson plans. In addition, these strategies must be evident during instructional walkthroughs. Teachers are also responsible for documenting this evidence in personalized learning plans.

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

All strategies have been incorporated.

Distribution of Summative Assessment Results

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

Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

As a virtual school, PA Virtual uses a large number of modes to communicate with students and their families. The learning management system, BlackBoard, utilized by the cyber school has a wide variety of features that allow us to automatic alerts to students and their families regarding summative assessments. We also use a system, testing Nirvana, which provides students and families with the information regarding where testing will take place, who will be their testing proctor and other pertinent information. The academic calendar is created and distributed in the month of May prior to the upcoming school year, where all summative assessment dates are provided.

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

All strategies have been incorporated.

Safe and Supportive Schools

Programs, Strategies and Actions

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

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

School Resource Officers are sworn [law enforcement officers](#) who are responsible for providing security and crime prevention services in the American school environment. PA Virtual Charter School does not facilitate teaching and learning in a building.

Developmental Services

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

Explanation of developmental services:

PA Virtual supports all students with developmental services through comprehensive K-12 Guidance, Student Assistance Program, Family Support, Parent Ambassador and Pupil Health programming. Age appropriate career awareness and development topics are introduced at the elementary level and expanded upon each year. Policies and procedures addressing the health, safety and well-being of students are implemented and shared school-wide to ensure all students have a safe and comfortable learning environment.

With the implementation of Distributive Team Meetings at all grade levels, staff members with various areas of specialization meet weekly to enhance cross-departmental collaboration to support the “whole child.” Through these meetings, developmentally appropriate supports are established to support individual needs. These supports could include a referral to the Guidance team, RTII, support from the Parent Ambassador Program, increased academic supports, outreach from the Pupil Health Department and/or a referral to the Student Assistance Program (SAP).

Trained and certified SAP members support students in Kindergarten through 6th grade, and 7th through 12th grade. These teams collaborate to identify barriers to students’ education, and provide supports and resources for students and their families. Through this process, the SAP teams assist with removing identified barriers and enhancing the academic, social and

emotional growth of the students.

Schoolwide health initiatives are reviewed annually. PA Virtual uses Blackboard and school email to communicate information and announce assemblies regarding the health initiatives each year. Furthermore, PA Virtual offers statewide free annual screenings for height & weight, BMI, near & far vision, hearing and scoliosis to all current students to support wellness and health appraisal.

Diagnostic, Intervention and Referral Services

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

Explanation of diagnostic, intervention and referral services:

PA Virtual Charter School is a virtual school, with the capability of interacting with our students in real time via internet platforms and applications. A parent or guardian is required to accompany students to school outings, where they are expected to administer medicine to students as needed instead of PA Virtual staff. An exception to this would be our assessment testing sites, when parents do not remain in the same room as the students while testing occurs. For this reason, we have created a Medicine Administration policy:

- It is the general policy of PA Virtual that students are not permitted to possess or self-administer medications at testing sites or outings and that whenever possible all medications are to be administered at home or by the parent. PA Virtual understands, however, that for students with some diagnoses, it may be necessary for them to carry and self-administer emergency medications. Self-administration of medication refers to situations in which students carry their own medication on their person and administer that medication to themselves during the school day as ordered by their physician and authorized by their parent and the School.

- Students who may need emergency medications due to serious medical conditions (i.e., life threatening allergies, asthma, diabetes, seizures) must supply the School Nurse with an Emergency Action Plan and Authorization to Carry and Self Administer Emergency Medication form* signed by a parent and physician at least seven days prior to the need. The School Nurse will alert the appropriate PA Virtual personnel of the Action Plan and Authorization Form and forward a copy to the appropriate personnel. The following requirements must be met for the self-administration of emergency medication:
 - A student must demonstrate responsible behavior and the capability for self-administration.
 - The student must verify with the School Nurse his/her ability to administer the medication and that he/she has permission to do so.
 - The student is restricted from making the medication available to other students.
 - The School requires a written statement from a doctor or other prescribing medical professional indicating the drug, the dose, the timing of the dose, and the diagnosis/reason the medication is required.
 - A written request is required from the student's parent/guardian that the School complies with the doctor's orders.
- The School reserves the right to require the doctor to provide a statement justifying the continued use of the medication beyond a certain time period.
- The School Nurse is charged with the final determination of which medications fall under the category of emergency medication and for developing procedures to carry out this policy.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEl	ML	HS
Alternative Education	X	X	X	X
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X

Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

The SAP team identifies barriers to education and connects families with internal and external resources in order to remove these barriers and ultimately enhance the academic, social and emotional growth of the students. These resources include school resources such as IEP and 504 plans, attendance monitoring and guidance support, and external resources such as connecting families with resources in the local community to address mental health, financial, and community needs.

PA Virtual also complies with the Child Find laws of the Individuals with Disabilities Act (IDEA). Child Find laws mandate that schools seek to identify students who experience atypical limitations to academic progress and refer them accordingly for further assessment of abilities and performance. PA Virtual has an established process in place with clear timelines for identification, referral, evaluation and follow-up for these children. Additionally, processes for parent requests for evaluations have been implemented to include dissemination of the state form in conjunction with a meeting of the student's academic team with the parent to identify action steps.

Communication of Educational Opportunities

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

Communication of Student Health Needs

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

Health and Safety

Health and Safety	Answer
Are all students required to be fully immunized in accordance with the requirements of the Commonwealth of Pennsylvania and the requirements of local jurisdictions in order to be admitted to the Charter School?	Yes
Is a certified school nurse on the Charter School staff?	Yes
Are physical health records and dental records kept according to requirements of the State of Pennsylvania?	Yes
Does the Charter School comply with all regulations concerning the dispensation of medicines?	Yes
May Charter School students possess any prescription or non-prescription medication?	NA
Are students/parents required to turn over all prescription and non-prescription medication to a Charter School nurse with descriptions regarding dissemination provided according to a required Charter School format, and are the medications provided in the original containers with accurate content and dosage information on the labels?	Yes
Is the Charter School in compliance with all pertinent code and license requirements related to Fire Prevention and Fire Drill procedures?	Yes
Are Fire Drill procedures posted in each classroom and are Fire Drills held at least once a month?	NA
Does the Charter School participate in the Federal Free and Reduced Lunch Program?	NA
Are all students eligible to participate in Federal Breakfast and Lunch programs?	NA
Are all claims and reports associated with Federal Breakfast and Lunch programs submitted as required?	NA

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

In accordance with the PA School Code, our Pupil Health Department has the challenge of ensuring that all of our students are compliant with their annual health screenings and immunizations. They travel to over 30-50 locations across the state throughout the year to meet with our families and provide free screenings. In addition, they provide assemblies for our PA VIRTUAL community via Blackboard Collaborate™ on topics such as Dental Health Month.

PA Virtual's Pupil Health Department employs one full time and six pool certified school nurses across the state. It aligns itself with the school goals and mission as well as the PA Department of Health beliefs: "Children must be healthy to be educated and educated to be healthy." In addition, the Pupil Health Department trains the PA Virtual staff to be prepared for medical emergencies that may occur at school functions. Our Family Support Coordinators are given CPR training by our nurses, and all staff participates in various sessions every year regarding medical emergency procedures.

The updated Department of Health vaccination requirements went into effect on 8/1/17 for all children enrolled in schools within the commonwealth. Pa Virtual is 100% compliant with the new immunization regulations with both our returning and new student populations. Previously, the immunization regulations allowed a child to be provisionally admitted to school with one dose of each required antigen as set out in PA Code: §23.83 (relating to immunization requirements) for 8 months before facing exclusion, which has now been reduced to 5 days. The new regulations also specify the spacing requirements of the vaccinations as well as the proper strands of vaccinations physicians need to utilize. A detailed breakdown of the immunization requirements can be found [here](#). Pa Virtual's school nurses began to address these changes in March of 2017 by completing an audit of all student health files. From there we worked with the student health database provider, SNAP, to assist with the update of their system which would properly track the updated regulations and the compliancy of students. We then provided families announcements, flyers and letters with specific details of what their student's needed prior to the start of the 17-18 SY. We followed up with phone calls and assisted families in finding a physician or setting up an appointment with their physician if needed. To address the volume of new student applications we receive for the upcoming school year, we hired a part-time registered nurse to work with our potential new families. The RN audited the health files of the 900 applications PA Virtual received. She educated the families on the new regulations, provided a detailed letter informing the families of exactly what their child needed to be compliant. She also works with the families to assist with setting up a physician's appointment or if they are new to the state, she works with families to ensure the students have medical insurance. The Pupil Health team at PA Virtual demonstrated extensive effort and support to ensure student health and safety are foundational components to student success.

Food Service Program

Describe unique features of the Charter School meal program

N/A

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 Virtual has the following programs, procedures and Board approved policies in place: Crisis Manual, Anti-Bullying Policy, Health and Wellness Policy, Pandemic Flu Policy, Memorandum of Understanding with local police authorities, Dropout Prevention committee, Homeless Policy, Mandated Reporting Policy, and Parenting supports, and Student Assistance Program.

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

Wellness Policy

The school wellness policy

PDF file uploaded.

Health Reimbursement Policy

The school policy regarding Health Reimbursement

PDF file uploaded.

Current School Insurance Coverage Policies and Programs

Current Insurance Accord

The school's current Insurance Accord

DOCX file uploaded.

Certificate of Liability

The school's Certificate of Liability

PDF file uploaded.

Insurance Coverage Details

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

Files uploaded:

- School Insurance Coverage_080513.docx
- Certificate of Liability Insurance.pdf

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.

N/A

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

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

If necessary, provide further explanation.

PA Virtual Charter School's Code of Conduct is a comprehensive manual shared with parents and students, and it is posted on the main screen into the student, parent and staff user accounts upon login and entry into the Blackboard system. While student do participate in face-to-face activities, such as outings, students do not attend a facility which constitutes "school grounds." However, the Code of Conduct includes the Anti-Bullying policy, and the Acceptable Use and Internet Safety Policies which clearly addresses processes and procedures for students to follow if they are feeling uncomfortable or unsafe with online interactions and/or involved with, or exposed to, inappropriate use of the school issued equipment. It also includes the procedures in the event a student possess an illegal weapon and/or drugs during an outing including testing.

Code of Student Conduct

The school's Code of Student Conduct

PDF file 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

- More than once a month

Collaboration for Interventions

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

In accordance with the School Mission and the Diamond Model of Partnership, PA Virtual has established weekly Distributive Team Meetings at all grade levels to enhance cross-departmental collaboration to support the "whole child." Additionally, through RtII meetings, 504 planning, IEP meetings, and regularly scheduled conference calls, differing student needs and academic progress are addressed several times a month.

Community and Parent Engagement

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

PARENT AMBASSADOR MENTOR PROGRAM

This program pairs new Learning Coaches with another parent for yearlong mentoring by phone and e-mail. Parent Ambassadors offer tips and encouragement to families they mentor.

VOLUNTEER OPPORTUNITIES FOR PARENTS

Our Parent Ambassadors

offer a parent perspective and voice at PA Virtual. They serve on school committees as parent representatives and are invited to participate in various professional development opportunities. They assist their fellow families by providing mentoring for new Learning Coaches. Volunteers contribute 2-4 hours per month.

BANK STREET COLLEGE PARTNERSHIP

Bank Street College, in collaboration with our school, has created a unique professional development opportunity where PA Virtual Charter School parents can enroll and take several courses in Bank Street College's online program. This program is designed to increase parents' understanding of educational content, theory, and application to directly enhance instruction and achievement at home with students.

PARENT LEARNING SESSIONS

Live Parent Learning Sessions are presented weekly to parents via Blackboard Collaborate. These sessions are recorded and the links are posted on Blackboard to be viewed at the parent's convenience. Sessions are conducted by Parent Ambassador Program. They contain valuable information for Learning Coaches. These sessions afford the parents the ability to learn more about their role as a Learning Coach, communication tips for partners in a cyber-charter school, developing an effective learning environment and organizational tips. There are also sessions for parents to help with dealing with winter blues, developing resiliency, and schooling multiple students. Parent Learning Sessions are meant to help support the parents in the important role they have in educating their child(ren).

COMMUNICATION WITH PENNSYLVANIA VIRTUAL CHARTER SCHOOL

Pennsylvania Virtual Charter School supplies every parent with a school issued-e-mail account. Pennsylvania Virtual Charter School staff will communicate important information to this email account. The Learning Coach must agree to utilize this account to communicate with Pennsylvania Virtual Charter School staff.

BUILDING SCHOOL COMMUNITY

Every family is assigned a Family Support Coordinator based geographic area. FSCs provide consistent one-on-one support throughout the school year. FSCs are our families' first point of contact regarding concerns. Additionally, in conjunction with parents, FSCs plan monthly, geographically convenient outings, which provide great opportunities for socialization, education, and fun for all Pennsylvania Virtual Charter School families. There are 11 Family Support Coordinators throughout the state of Pennsylvania, ensuring that each family has a Pennsylvania Virtual Charter School point of contact in their area.

GROUP OUTINGS AND ACTIVITIES

One of the major myths about cyber schools is that the children are not exposed to social interaction. At Pennsylvania Virtual Charter School, we take great pride in bringing the School community together through community service days and other social and educational outings each year. Some of the activities and outings may include:

- Local athletic events
- Museums
- Theater events (ballets, plays)
- Environmental studies
- Community or regional attractions

- Local zoo
- History tours
- Wildlife reserves
- State and local parks
- Libraries
- Aquariums
- Educational events in partnership with teachers intended to highlight curriculum areas

Each FSC provides regional educational outings for students to attend along with school-wide outings. Attendance is strongly encouraged. Parents, Learning Coaches or a parent-designated adult must accompany and remain with their children during an outing.

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

School-Wide Service Learning Projects

Pennsylvania Virtual Charter School is committed to instilling a sense of partnership and providing opportunities for civic responsibility for our students. This sense of responsibility and spirit of collaboration extends into our local and statewide communities with ten (10) Family Support Coordinators geographically assigned to students and families throughout the commonwealth. Every family is assigned a Family Support Coordinator based geographic area. FSCs provide consistent one-on-one support throughout the school year. FSCs are our families' first point of contact regarding concerns. Additionally in conjunction with parents, FSCs plan monthly, geographically convenient outings and service learning opportunities which provide great opportunities for socialization, education, and fun for all Pennsylvania Virtual Charter School families.

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.

Not Applicable

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

The K12 Inc. curriculum used by PA Virtual Charter School is aligned and supportive of academic standards, as well as, is leveled to address various levels of mastery. As a virtual school that supplies both students and teachers with laptops and internet, we have a robust supply of high quality aligned instructional materials and resources available and we are developing on how to ensure we are maximizing these resources with fidelity.

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

N/A

Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and	Developing

resources available	
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

The K12 Inc. curriculum used by PA Virtual Charter School is aligned and supportive of academic standards, as well as, is leveled to address various levels of mastery. As a virtual school that supplies both students and teachers with laptops and internet, we have a robust supply of high quality aligned instructional materials and resources available and we are developing on how to ensure we are maximizing these resources with fidelity.

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

N/A

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

The K12 Inc. curriculum used by PA Virtual Charter School is aligned and supportive of academic standards, as well as, is leveled to address various levels of mastery. As a virtual school that supplies both students and teachers with laptops and internet, we have a robust supply of high quality aligned instructional materials and resources available and we are developing on how to ensure we are maximizing these resources with fidelity.

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

N/A

High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and	Developing

resources available	
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

The K12 Inc. curriculum used by PA Virtual Charter School is aligned and supportive of academic standards, as well as, is leveled to address various levels of mastery. As a virtual school that supplies both students and teachers with laptops and internet, we have a robust supply of high quality aligned instructional materials and resources available and we are developing on how to ensure we are maximizing these resources with fidelity.

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

N/A

SAS Incorporation

Elementary Education-Primary Level

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

	district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
Early Childhood Education: Infant-Toddler→Second Grade	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in

	50% or more of district classrooms
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Further explanation for columns selected "

N/A

Elementary Education-Intermediate Level

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

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

Further explanation for columns selected "

N/A

Middle Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms

	classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of

	district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

N/A

High School Level

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

	50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms

School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

N/A

Fiscal Solvency Policies

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

The annual budget, as required by state regulation and approved by the Board of Trustees, is the vehicle used to maintain fiscal solvency. The budget is prepared in accordance with GAAP and contains a reserve provision in order to maintain fiscal solvency.

From a financial monitoring perspective, school management provides the school's Board of Trustees (BOT) monthly financial reports. The monthly financial reporting package, provided to the BOT is comprehensive in scope and is geared towards ensuring that the Board of Trustees of the school is able to exercise their fiduciary responsibility. The board reports include the typical complement of financial statements, i.e. Balance Sheet, Income Statement, Aged Payable Statement, as well as an executive summary which summarizes financial activity in scripted form. Also included, is an Actual to Budget variance analysis for any variances in excess of ten thousand dollars.

In addition, the school, as deemed necessary by management, secures when necessary, a line of credit for operating cash flow purposes and uses this line when operating needs dictate. The credit line is repaid as tuition subsidies are received from either the Pennsylvania Department of Education or the Resident School District.

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.

PA Virtual uses Sage Peachtree Premium Accounting 2012 Multi-User Edition as its accounting system. Sage Peachtree Premium is an easy-to-use solution that provides access, for 5 licensed named users, to manage day-to-day accounting while also providing tools to handle more strategic business management needs. Based on double-entry accounting principles, Peachtree

helps reduce errors and deter fraud with screen-level security and clear audit trails. The accounting system provides for:

- check writing
- invoicing
- purchasing
- bank reconciliation
- project tracking
- advanced budgeting
- complex inventory and project needs
- custom reporting tools
- advanced analysis tools
- ability to archive company data

The Chart of Accounts, as employed in the school's accounting system, was designed to ensure compliance with the Pennsylvania Department of Education Chart of Accounts. The chart of accounts follows PDE's general ledger account convention where each account number is made up of a combination of dimensions and each dimension describes one way of classifying financial activity.

Professional Education

Characteristics

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

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

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

- Academic Program visits
- Academic Program Reviews
- Sapphire (current SIS) data summit
- Performance Appraisals
- Goal Setting
- Book Studies
- Conferences

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

Utilize Principal Evaluation System to provide a clear vision for educational leaders and raising the academic bar.

Description:

- Revise the current performance appraisal/rubric used for principals and utilize PDE standard principal evaluation system or an adaptation that may include components that speak to K-12 virtual teaching and learning.
- As part of the system, principals will be evaluated on their ability to foster excellent teachers, create positive learning environments, and increase and sustain student academic growth.
- Benefits will include assistance with the strategic and tactical behaviors needed to establish a school culture that utilizes best practices and emphasizes accountability.
- A foundation of support will be further provided to principals - including locally provided effectiveness training administered by Intermediate Units and extensive opportunity for growth.
- Principals will be evaluated on their effectiveness by their supervising administrator based on a review of observation and practice, and data that reflects the ongoing critical conversations between supervising administrators and principals.

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
8/1/2013 All staff
9/1/2013 Ongoing - All new hires within 30 days of hire
The LEA plans to conduct the required training on approximately:
8/15/2017 All staff

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.

Questions
The LEA has conducted the training on:
11/3/2017 All Staff

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.

Questions
The LEA plans to conduct the training on approximately:
11/3/2017 All staff

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.
- 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.
- 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).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

None.

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

Both novice and returning teachers are asked to complete a survey to gather more insight into what teachers' needs are regarding professional learning. Teachers will participate in such professional learning either doing our school-wide professional learning sessions which are held once per week or on Friday with their Principal who facilitates and leads that particular session.

There are also times when a "new" initiatives or the need to improve the usage of a tool available to teachers require some mandatory professional learning. Teachers are required to provide feedback upon the ending of each professional learning session. Lastly, each school year either a new or recurring theme is decided upon and the text along with the author presents best practices, thereafter support is given to teachers to implement those best practices.

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

PA Virtual works to incorporate all strategies.

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.

With a year-long induction program with a new modality of teaching for our staff, we have found that we must provide all of the characteristics and must meet as an induction planning group each month to determine that we are meeting the characteristics necessary for successful teaching and in turn successful online teaching. All new teachers, as well as teachers new to virtual online teaching, complete the induction process.

New teachers participate in three (3) days of new employee orientation onsite at the King of Prussia Office. New teachers and those with less than three (3) years of experience at PA Virtual participate in seven (7) days of professional development appropriate for teachers with less experience in a virtual setting. All teachers then participate eight (8) days of professional development. Other than the first three (3) days of new employee orientation, the professional development is done virtually. Thus, a new teacher participates in eighteen (18) days of induction activities prior to school starting for students, and teachers with less than three (3)

years of experience participate in fifteen (15) days.

Each new teacher is assigned a mentor and a meeting occurs so each person can make acquaintance with each other. During the induction, there are two mandatory meetings a month in which the mentor and mentee discuss topics created in the induction plan. The mentor keeps a log of the meetings and the mentee keeps notes of the meeting. During December and June a copy of that information is sent to the Program Principals and the Director of Onboarding & Professional Development/designee for review to ensure that the topics are being covered each month. The Director of Onboarding & Professional Development/designee also observes two mentor/mentee meetings to ensure that the correct items are being covered. During these meetings, the conversation is observed and suggestions for needed topics are covered. The mentors and mentees also complete a peer mentoring strategy to help build skills for online teaching. The mentor and mentee observe each other three times and complete a review form. This practice is for building skills only and not for evaluative purposes. The review forms are shared with each other only and they discuss what information was covered during their observation. At the completion of the induction program, mentees share an e-portfolio that they completed over the course of the year. Executive Leadership Team members, their mentor, and principals are invited to be a part of the celebration of the first year by sharing through Blackboard Collaborate. A certificate is sent to the staff members and a copy is placed in their personnel files. The Induction Planning Group meets monthly to ensure that we are meeting the characteristics necessary for successful teaching.

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

All strategies have been selected.

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).
- Keystone data

Unchecked answers

None.

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

The characteristics listed above are those that have been chosen by the Induction Committee so as to meet the needs of teachers working in the online environment for the first time. The committee, along with the program principals, works to provide informal observations, informal coaching sessions, walkthroughs, weekly data meetings, weekly common planning time and meetings with both the mentors and the mentees. The monthly meetings with the mentoring team ensure that we are providing all of the characteristics mentioned about with fidelity.

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

All strategies are relevant and being used.

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.

The Induction Committee seeks to provide the highest quality mentor to our newest teachers. To master this goal the induction committee utilizes all of the above-mentioned characteristics with fidelity to ensure a strong program. The program is reviewed annually and changes are made as necessary. Staff members that work effectively with students, understand the mission and vision of the school and have successfully made the leap to online teaching are asked to become a part of the mentoring pool. The selection of mentors by the Induction Committee is a three-step process that ensures that all the above characteristics are being met. The Induction Committee requests that potential mentors apply for the mentoring position. Mentors that meet the characteristics of a good mentor as listed in the Induction Handbook are then asked to meet with the program principal of the area for which they will provide mentorship and the Director of Onboarding and Professional Development. During the meeting, the expectations and procedures for becoming a mentor are discussed and the potential mentor discusses what the hope to gain from this mentoring assignment. Once a potential mentor is added to the pool of mentors a match will be made when it becomes necessary. In assigning mentors, care is taken to choose mentors that are of the same program/grade level/content area as the mentee. When this is not possible a mentor who has outstanding performance and may have served as a mentor prior to this is experience is chosen. Regular meetings are scheduled which allows the mentor and mentee to meet to discuss the week and also work on selected strategies.

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

All characteristics have been selected

Induction Program Timeline

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

If necessary, provide further explanation.

No further explanation needed.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The following steps are taken to ensure that the mentoring program is one that has checks and balances in place so as to continue to grow and develop just as the school grows and develops.

1. The Induction Plan itself is reviewed annually to determine if any steps should change or have they become stagnant in our environment. This review is completed by the Induction Committee.
2. Careful notes are taken throughout the year to find possible issues with the mentoring program so as to allow for change when the plan is reviewed.
3. Observations of the mentor/mentee meetings are conducted to determine if the mentors are effective and also if the topics are of relevance.
4. Mentors and Mentees are surveyed at mid-year and year's end to determine the thoughts of the mentors and mentees towards the program.

Recording Process

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

- 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.

Unchecked 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.

N/A

Provider	Meeting Date	Type of Assistance
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Student Assessment of Progress

Describe strategies or processes that have included teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.

Teachers are included in the vetting of diagnostic, assessment, and progress monitoring programs such as iReady Diagnostics, Edmentum, and Study Island and are active participants in developing and implementing professional learning for instructional best practices. Regularly scheduled data meetings occur with teachers, administrators, and student services to review the needs of individual students and develop interventions and assessment measures to address concerns and advance student achievement outcomes. Teacher volunteers participated in Strategic Planning during the 1617 school year, reviewing and making decisions on a number of issues that included assessment and overall instructional programming.

In order to assist students in meeting challenging achievement goals, increased instructional time is a necessity. Please indicate (yes/no) the options for increased time that students will have access to if identified as at-risk of failing or failing to meet achievement standards.

Options	Yes or No
Extended School Day/Tutoring Programs	Yes
Reading	Yes
Math	Yes
Science	Yes
Before School	Yes
After School	Yes

Lunch/Study Periods	No
Summer School Program	No
Reading	No
Math	No
Science	No
In-class Instructional Support	Yes
Pull Out Instructional Support	Yes

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:

Cohort Graduation rate continues to increase.

Accomplishment #2:

School-wide average daily attendance continues to increase remaining above 95%. The ADA for the 2016 SY was 96.85%.

Accomplishment #3:

PA Virtual Charter School continue to provide students with a variety of Advance Placement courses in English, Mathematics, and Science.

Accomplishment #4:

PA Virtual Charter School has increased the number of students who participate in the PSAT. In addition, PA Virtual Charter School is the first cyber charter school in the state of Pennsylvania to administer the PSAT beginning for the first time on October 19th, 2016.

2014: 11.79%

2015: 19.36 %

2016: 21.06%

Accomplishment #5:

Science

Students have shown academic growth in the area of Science/Biology:

2015: 50%

2016: 74.33%

Accomplishment #6:

Charter School application was submitted on time for charter renewal.

Charter School Concerns

Concern #1:

Indicators of Academic Achievement

1. There was a **26.08%** decrease in students' who scored proficient or advanced on the **PSSA ELA/Keystone Literature Exam** from 2015 to 2016.
2. There was a **29.50%** decrease in students' who scored proficient or advanced on the **PSSA Math/Keystone Algebra Exam** from 2015 to 2016.

Concern #2:

Indicators of Closing the Achievement Gap for All Students

1. The gap widened by **49.62%** in Mathematics between the 2015 and 2016 SPP scores.
2. The gap widened by **44.90%** in English and Language Arts between the 2015 and 2016 SPP scores.

Concern #3:

Indicators of Closing the Achievement Gap for historically underperforming students

1. The gap widened by **39.88%** in **Mathematics/Algebra** for historically underperforming students.
2. The gap widened by **25.39%** in **ELA/Literature** for historically underperforming students.

Concern #4:

Indicators of Academic Growth/PVAAS

1. The growth gap widened by **22%** in **Mathematics/Algebra**.
2. The growth gap widened by **19.5%** in **ELA/Literature**.

Prioritized Systemic Challenges

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

Aligned Concerns:

Indicators of Academic Achievement

1. There was a **26.08%** decrease in students' who scored proficient or advanced on the **PSSA ELA/Keystone Literature Exam** from 2015 to 2016.
 2. There was a **29.50%** decrease in students' who scored proficient or advanced on the **PSSA Math/Keystone Algebra Exam** from 2015 to 2016.
-

Indicators of Closing the Achievement Gap for All Students

1. The gap widened by **49.62%** in Mathematics between the 2015 and 2016 SPP scores.
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1. The gap widened by **39.88%** in **Mathematics/Algebra** for historically underperforming students.
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-

Indicators of Academic Growth/PVAAS

1. The growth gap widened by **22%** in **Mathematics/Algebra**.
2. The growth gap widened by **19.5%** in **ELA/Literature**.

Systemic Challenge #2 (*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:

Indicators of Closing the Achievement Gap for All Students

1. The gap widened by **49.62%** in Mathematics between the 2015 and 2016 SPP scores.
2. The gap widened by **44.90%** in English and Language Arts between the 2015 and 2016 SPP scores.

Indicators of Closing the Achievement Gap for historically underperforming students

1. The gap widened by **39.88%** in **Mathematics/Algebra** for historically underperforming students.
2. The gap widened by **25.39%** in **ELA/Literature** for historically underperforming students.

Indicators of Academic Growth/PVAAS

1. The growth gap widened by **22%** in **Mathematics/Algebra**.
2. The growth gap widened by **19.5%** in **ELA/Literature**.

Systemic Challenge #3 (*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:

Indicators of Closing the Achievement Gap for All Students

1. The gap widened by **49.62%** in Mathematics between the 2015 and 2016 SPP scores.
2. The gap widened by **44.90%** in English and Language Arts between the 2015 and 2016 SPP scores.

Indicators of Closing the Achievement Gap for historically underperforming students

1. The gap widened by **39.88%** in **Mathematics/Algebra** for historically underperforming students.
 2. The gap widened by **25.39%** in **ELA/Literature** for historically underperforming students.
-

Indicators of Academic Growth/PVAAS

1. The growth gap widened by **22%** in **Mathematics/Algebra**.
2. The growth gap widened by **19.5%** in **ELA/Literature**.

Systemic Challenge #4 (*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.

Systemic Challenge #5 (*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:

Indicators of Closing the Achievement Gap for All Students

1. The gap widened by **49.62%** in Mathematics between the 2015 and 2016 SPP scores.
 2. The gap widened by **44.90%** in English and Language Arts between the 2015 and 2016 SPP scores.
-

Indicators of Closing the Achievement Gap for historically underperforming students

1. The gap widened by **39.88%** in **Mathematics/Algebra** for historically underperforming students.
 2. The gap widened by **25.39%** in **ELA/Literature** for historically underperforming students.
-

Indicators of Academic Growth/PVAAS

1. The growth gap widened by **22%** in **Mathematics/Algebra**.
2. The growth gap widened by **19.5%** in **ELA/Literature**.

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

Charter School Level Plan

Action Plans

Goal #1: Implement a professional learning process that provides specific ongoing professional learning for principals and other school staff on effective leadership qualities in a virtual environment.

Related Challenges:

- 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
- Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.
- Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.
- Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.
- Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Indicators of Effectiveness:

Type: Interim

Data Source: Professional Learning Plans, Principal Academy Survey Results, Act 45 Requirements, Local Assessment Measures

Specific Targets: Leadership qualities espoused by principals and school staff will lead to improved student achievement as measured by student performance on local assessments. Indication of success of this goal will be measured by student performance on the Study Island local assessment. The LEA's target is for students to score > 70% proficiency on ELA and Math.

Strategies:

Differentiated Professional Learning/Development

Description:

Professional learning is essential to the capacity of principals in the above-listed areas of effectiveness, but it is also essential in helping build the capacity of principals as effective leaders. The goal is for principals to be the leaders of learning and to be influential in developing a partnership with teachers, students, parents and all other stakeholders.

SAS Alignment: Materials & Resources

Implementation Steps:***Principal Professional Development*****Description:**

Principals will design a personal professional development plan to include both internal and external resources.

Start Date: 11/7/2016 **End Date:** 6/30/2020

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Professional Learning/Development

Goal #2: Revise the current employee performance appraisal/rubric to include an evaluation system, or adaptation thereof, that may include employee performance components specific to K-12 virtual education.

Related Challenges:

- 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
- Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.
- Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership

with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

- Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.
- Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Indicators of Effectiveness:

Type: Interim

Data Source: Completed and Implemented Rubric and Tool

Specific Targets: Tool aligns with all aspects of the role of principal through the lens of the organizational needs and structure. The evaluation system will include criteria that will measure employee performance as it relates to improved student achievement. Indication of success of this goal will be measured by student performance on the Study Island local assessment. The LEA's target is for students to score > 70% proficiency on ELA and Math.

Strategies:

Differentiated Professional Learning/Development

Description:

Professional learning is essential to the capacity of principals in the above-listed areas of effectiveness, but it is also essential in helping build the capacity of principals as effective leaders. The goal is for principals to be the leaders of learning and to be influential in developing a partnership with teachers, students, parents and all other stakeholders.

SAS Alignment: Materials & Resources

Implementation Steps:

Utilize the PA Department of Education's effective leadership framework to assist in developing each principal as a strong instructional leader.

Description:

1. Align the current performance appraisal instrument used to evaluation/assess the principals' effectiveness as an instructional leader with PDE's instrument.
2. Identify ways the instruments are different and similar.
3. Decide collectively with the CEO, principals, assistant deans and human resources as to what changes are needed (if any) to ensure the instruments are able to be used to build capacity of the principal as a strong instructional leader.

Start Date: 7/2/2018 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Professional Learning/Development

Principal Professional Development

Description:

Principals will design a personal professional development plan to include both internal and external resources.

Start Date: 11/7/2016 **End Date:** 6/30/2020

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Professional Learning/Development

Goal #3: Implement procedures within the school that ensure consistent application of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching.

Related Challenges:

- 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

- Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.
- Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.
- Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.
- Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Indicators of Effectiveness:

Type: Annual

Data Source: LEA will provide training for ELL to all staff members.

Specific Targets: Effective instructional practices will meet the LEA's target for students to score > 70% proficiency on ELA and Math.

Strategies:

ELL Professional Development

Description:

Complete ELL Training for all staff member per PDE

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Autism Spectrum Training

Description:

Professional Development will be provided on meeting the needs of diverse learners on the Autism Spectrum

SAS Alignment: Instruction

Implementation Steps:

Schoolwide Professional Development Autism

Description:

Schoolwide PD on the focused interventions for students with Autism

Start Date: 11/1/2018 **End Date:** 11/1/2019

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

Supported Strategies:

- Autism Spectrum Training

Schoolwide ELL Training

Description:

PD time allocated to ELL and ELL product completed in the form of an exit ticket related to objectives.

Start Date: 11/30/2016 **End Date:** 11/30/2016

Program Area(s): Professional Education

Supported Strategies:

- ELL Professional Development

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed: Implement procedures within the school that ensure consistent application of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching. **Strategy #1: Autism Spectrum Training**

Start	End	Title			Description			
11/1/2018	11/1/2019	Schoolwide Professional Development Autism			Schoolwide PD on the focused interventions for students with Autism			
	Person Responsible	SH	S	EP	Provider		Type	App.
	Professional Development Coordinator	2.0	3	80	LEA		School Entity	No
Knowledge		Instructional interventions related to Austistic Students						
Supportive Research		NPDC						
Designed to Accomplish		Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.						
		For classroom teachers, school counselors and education specialists:						

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.

LEA Whole Group Presentation

Training Format

Participant Roles	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex School counselors Paraprofessional 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 Creating lessons to meet varied student learning styles Journaling and reflecting	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: Implement procedures within the school that ensure consistent application of effective **Strategy #1: ELL Professional Development**

instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching.

Start	End	Title	Description						Type	App.
11/30/2016	11/30/2016	Schoolwide ELL Training	PD time allocated to ELL and ELL product completed in the form of an exit ticket related to objectives.						School Entity	No
		Person Responsible	SH	S	EP	Provider				
		ELL Coordinator	2.0	1	100	LEA				

Knowledge Comprehensive Overview of ELL

Supportive Research ELL Framework

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Empowers educators to work effectively with parents and community partners.

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.

LEA Whole Group Presentation

Training Format

	<p>Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex</p> <p>Dir</p> <p>School counselors Paraprofessional Classified Personnel New Staff Other educational specialists Related Service Personnel</p>		
<p>Participant Roles</p>		<p>Grade Levels</p>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
<p>Follow-up Activities</p>	<p>Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Lesson modeling with mentoring Joint planning period activities</p>	<p>Evaluation Methods</p>	<p>Classroom observation focusing on 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</p>

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 of 28 days whichever comes first.

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

Affirmed by Bonnie Schaefer on 11/17/2017

President, Board of Trustees

Affirmed by John Chandler on 3/27/2018

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 Virtual 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 Bonnie Schaefer on 11/17/2017

President, Board of Trustees

Affirmed by John Chandler on 3/27/2018

Superintendent/Chief Executive Officer