# **Pennsylvania Department of Education**



Commonwealth of Pennsylvania

Department of Education

333 Market Street

Harrisburg, PA 17126-0333

**Charter Annual Report** 

Thursday, February 10, 2011 (Last Accepted: Thursday, February 10, 2011)

**Entity:** Philadelphia Academy CS **Address:** 11000 Roosevelt Blvd Philadelphia, PA 19116

### CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

# **Summary Data Part I**

### Charter School Annual Report Summary Data 2009 - 2010

Name of School: Philadelphia Academy CS

Date of Local Chartering School Board/PDE Approval: 2-22-99 Renewal received June 2008

**Length of Charter:** 5 years **Opening Date:** 9-2-99

**Grade Level:** K-12 **Hours of Operation:** 8:00 - 3:00

Percentage of Certified Staff: 86.1% Total Instructional Staff: 108

Student/Teacher Ratio: 22:1 Student Waiting List: 1000+

Attendance Rate/Percentage: Grades K-6 96.6%; Grades 7-12 95.2%

#### Second Site Address, Phone Number and Site Director:

Philadelphia Academy Charter School High School 1700 Tomlinson Road Philadelphia, PA 19116 215 673-3990 Larry Sperling

# **Summary Data Part II**

Enrollment: 1178 Per Pupil Subsidy: Regular Ed: \$ 8183.58 Special Ed. \$ 17,788.75

#### Student Profile

American Indian/Alaskan Native: 2
Asian/Pacific Islander: 28
Black (Non-Hispanic): 62
Hispanic: 52
White (Non-Hispanic): 1028
Multicultural: 6

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 23%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 358

### **Instructional Days and Hours**

Number of:	K (	AM) K (PM	) K (F.Tin	ne) Elem.	Middle	. Sec.	Total
Instructional Days	0	0	181	181	181	181	724
Instructional Hours	0	0	1176.5	1176.5	1176.5	1070	4599.5

#### **SECTION I. EXECUTIVE SUMMARY**

# **Educational Community**

The Philadelphia Academy Charter School (PACS) began as a K-8 school in 1999-00. In 2003 PACS was approved for expansion through 12th grade. In June 2008 our charter was renewed with provisions for an additional five year period. The school's feeder pattern includes the entire city of Philadelphia, but the majority of our students live in the neighborhoods surrounding the school. We are a family oriented school, offering several opportunities for parents to volunteer. Parents are active participants in our Home and School Association and the Parent Advisory Council.

#### Mission

Our mission statement is as follows:

"We of the Philadelphia Academy Charter School believe that in order for all children (and adults as well) to function at their highest level of potential, to become life-long lovers of learning, to live and work and grow with integrity, self-discipline, compassion, and respect for themselves and others, they must learn and flourish in environments that honor their individuality and commonality. Experiences that broaden their world beyond the classroom and develop their

critical skills necessary to make the difficult decisions as they grow to become truly productive and contributing citizens of the world are essential."

#### Vision

The Philadelphia Academy Charter School is committed to educate its students by providing a sound foundation for their future learning and achievement while empowering them with the skills needed to adapt to the ever-changing demands of our world. Our facility allows for innovative curriculum and utilization of ground breaking technology. This can only be achieved with a strong dedication to recruiting and retaining outstanding educators who will support the school's vision for the future.

#### Shared Values

We believe that

all children are capable of learning to their full potential

good instruction is the key to sustainable improvement

parents are our partners

our school is a safe, community oriented environment

#### **Academic Standards**

PACS follows the Pennsylvania content standards at each grade level when developing curriculum. We use standardized testing results as well as actual classroom results to determine whether or not we are meeting the needs of our students and plan for adjustments in the curriculum accordingly. In addition we continue to investigate programs that may provide a better approach to learning. Our regular education students continue to exceed state standards for proficiency in reading and math. In the fall of each school year we analyze local and state assessments as well as students' classroom performance to identify those students who need additional and/or individualized instruction. We also examine our data to determine specific areas of weakness in each content area. In this regard we make adjustments to our curriculum and also offer tutoring sessions both during the school day and afterschool two times each week.

Our special education population's IEPs designate their individual goals by subject. These goals are achieved through specially designed instruction. Many of these students receive their services through our resource room in the regular education setting. Resource room teachers team teach along side the classroom teacher and provide one on one support to those identified students. This has helped to boost student achievement while allowing students to remain with their class for all subjects.

The PSSA results by anchors and the 4Sight assessments have facilitated a specific view of areas of curriculum by grade that may require adjustment. It has also provided specifics for teachers to target for incoming class by anchor. Teachers are able to make timely adjustments to bolster weak areas that were identified through the PSSA anchor results. Additionally teachers can look at outgoing class results to see strengths and weaknesses concerning established curriculum for their grade.

# Strengths and Challenges

With a new board and leadership, the organization has moved forward in a positive direction. Our focus for the upcoming school year is the integration of technology, both in the classroom, as well as with the new MMS data management software. This year, we added 70 Promethean Boards to both buildings and are providing continuous professional development for all teachers. Academically, despite slow growth over the past few years, students at the high school are not achieving to their full potential as measured by the state and local assessments. A 9th grade Reading class has been added to the high school course of study, and the Math department has been restructured to match the teacher's skill level with their grade/content assignments. For the 2010-2011 school year, we are adding the highly revered Read 180 for selected students in grades 6-10. Our very large special education department is both a strength and a challenge, as our programs have received accolades and survey data show strong parental satisfaction with our programs, however the large number of IEPs is a scheduling and staffing challenge, and AYP goals are extremely challenging to meet.

#### SECTION II. STRATEGIC IMPROVEMENT PLANNING

# **Strategic Planning Process**

The Philadelphia Academy Charter School collaborates with staff and parents to complete the annual Getting Results Plan. In August, the administrative team reviews the PSSA data and begins to plan for the next year. In September, data are shared with the teachers, and grade teams set achievement goals, and look for areas of strength and need. At Back to School Night, Parents are informed of the Title I policies, and assessment data are shared. Parents review and have input on the Getting Results plan. Two evening meetings were held for parent review and input. The plan is then reviewed with the staff, then presented to the school district. All staff members have copies of the plan in their classrooms, and the administrative team continues to monitor the plan for the duration of the school year.

# **Strategic Planning Committee**

Name	Affiliation	Membership Category	Appointed By
Angela Pazdunkiewicz	PACHS	Secondary School Teacher	Larry Sperling, CEO
Anna Marie Siegmann	Phila.Academy Charter School	Administrator	Larry Sperling
Bernice Wright	Phila.Academy Charter School	Elementary School Teacher	Larry Sperling
Boyle, Christopher	Community Coordinator, Grades 3-5	Regular Education Teacher	Larry Sperling, CEO
Cathy Adams	Phila.Academy Charter School	Special Education Representative	Larry Sperling
Desher, Christina	Philadelphia Academy Charter School	Parent	Voted by Parents
Hughes, Jennifer	PACS	Special Education Teacher	Principal
Larry Sperling	Phila.Academy Charter School	Administrator	Larry Sperling
Megan Simmons	Phila. Academy Charter School	Administrator	Larry Sperling

Patricia Felix	PACHS	Administrator	Larry Sperling, CEO
Patrick Milligan	President, Board of Trustees	Board Member	Voted by Parents
Rita Brody	Phila.Academy Charter School	Middle School Teacher	Larry Sperling
Schmitt, Allyssa	Principal	Administrator	Larry Sperling, CEO

# Goals, Strategies and Activities

# Goal: Student Achievement Improvement Target

**Description:** Improve achievement of all students in Reading and Mathematics, with special emphasis on the performance of students with IEP's.

# Strategy: Implement remediation program

**Description:** Implement 21st Century Community Learning Grant program to provide remediation services.

### Activity: Invite students to afterschool tutoring program

**Description:** At each grade level identify students performing below the proficient level. Invite students to attend afterschool program on a weekly basis for focused remediation.

#### Person Responsible Timeline for Implementation Resources

None Selected Start: 1/1/2008 \$140,250.00

Finish: Ongoing

Status: Complete

#### Activity: Provide services in reading, writing, and mathematics

**Description:** At each grade level identify students who have scored below proficient on state assessment. Invite students to attend remediation at least once per week in a small group after school intervention session.

#### Person Responsible Timeline for Implementation Resources

None Selected Start: 1/1/2008

Finish: Ongoing

Status: In Progress — Upcoming

#### Date Comment

7/30/2009 Using 4sight data, teachers pulled small groups during instructional time as well as during two weekly scheduled tutoring periods.

# Strategy: Institute team teaching for both regular and special education teachers.

**Description:** Teachers will use a push in model to support students having difficulties. Eliminate Resource Room at the elementary level, and offer services within the regular education setting.

#### Activity: Provide differentiated instruction

**Description:** Coordinate planning time for general education and special education teachers to adapt and accommodate materials and to provide differentiated instruction.

#### **Person Responsible Timeline for Implementation Resources**

None Selected Start: 1/1/2008

Finish: Ongoing

Status: In Progress — Upcoming

# Strategy: Technology

**Description:** Our new Management system MMS will help increase communication between home and school. It will give the teachers a reliable management system in which to record keep. Study Island will be used to help increase test scores, identify gaps in curriculum, help reinforce concepts, identify areas of need in specific students and curriculum, and give students an other modality for learning. Promethean Boards have been installed in 70 classrooms, and teachers have received training and are training each other with the use of the boards. Accessories for the boards have also been purchased and will be distributed. These include magnifying projectors, wands, slates, and four sets of student responders. New fast forward lab will help our special needs population. Our new email server will allow for better communication throughout the school community.

#### Activity: Hardware/ Software

Description: MMS System - \$55,000

MMS Server - 11,500

Microsoft Exchange Server (email) - \$7,675

Web Server — 3,712

School Domain Server — 3,712 Fast Forward Lab — 11,214 Annex connections — 5,500 LapTops — 7,800 Digital Photo Printer — 900

Total — 107,01

New classroom desktop computers for grade school 60,000

2 mac power book laptopcarts

#### **Person Responsible Timeline for Implementation Resources**

None Selected Start: 9/1/2007 \$476,078.00

Finish: Ongoing

Status: In Progress — Upcoming

**Date** Comment

4/15/2009 This will be an on going goal of our school

# **Goal:** STUDENT PARTICIPATION IN STATE ASSESSMENTS

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

# Strategy: Math and Reading Participation Rate

**Description:** Educate parents on the importance of students' participation in state assessments.

# Activity: Written communications sent to parents

**Description:** Send written communications to parents prior to all testing in order to emphasis the importance of students' attendance and participation in state assessments.

#### Person Responsible Timeline for Implementation Resources

None Selected Start: 1/1/2008 -

Finish: Ongoing

Status: Complete

Date Comment

7/30/2009 Letters were sent prior to the PSSA, NAEP, and TERRA NOVA

# **Statement of Quality Assurance**

Charter school has not met AYP.

Charter school has created a School Improvement Plan.

Charter school has submitted and reviewed its School Improvement Plan with the Intermediate Unit designee.

#### Intermediate Unit designee met with and when meeting occurred:

Stacy Goodman of the Charter Office; December, 2009

### **Statement of Quality Assurance - Attachments**

- Statement of Quality Assurance, School District
- Quality Assurance Signature Page
- 09 10 Signature Page
- 09-10 SIP

#### SECTION III. QUALITY OF SCHOOL DESIGN

# **Rigorous Instructional Program**

PACS curriculum follows the Pennsylvania content standards and assessment anchors by grade. Our staff use standardized testing results, benchmark assessment results, as well as actual classroom results to determine whether or not we are meeting the needs of our students and to plan for adjustments in the instruction accordingly. The teachers align the assessment anchors and the state standards to the following instructional materials.

Instructional Materials:

K-5 utilizes Harcourt Trophies reading series, Everyday Math, and Scott Foresman Diamond Science series.

K-6 utilizes Harcourt Horizons Social Studies Series.

K-5 utilizes Harcourt Intervention Program supplemental materials.

6-8 utilizes Prentice Hall, Timeless Voices, Timless Themes for Reading and English

6- utilizes Prentice Hall Mathematics

7-utilizes Prentice Hall Pre-Algebra and McGraw Hill Glencoe Mathematics

8-utilizes Prentice Hall Algebra and Prentice Hall Pre-Algebra for Mathematics

7-8 utilizes Holt, Rinehart, and Winston for Social Studies

6-8 utilizes Prentice Hall Science

3-8 uses Study Island for remediation and test preparation

Fast ForWard is available to students in grades 1-8 on an as needed basis

- 9-12 uses Prentice Hall for English
- 9-12 uses Prentice Hall for Mathematics (Algebra, Geometry, Algebra II, Trigonomety, and Business Math)
- 9-12 uses Holt for Science (Physical, Biology, Chemistry, and Physics)
- 9-12 uses Prentice Hall for Social Studies (World History I, World History II, American History, and US Government)

The Philadelphia Academy Charter School provides a wide range of services and instructional strategies for meeting the needs of children who are performing significantly below standards. Students receive extra support by the regular education teacher who receives assistance from a multidisciplinary team of professionals. If students continue to have difficulty. they may be referred for an evaluation to determine their need for special education. The special education services offered by the school are very comprehensive. Students may receive support in the classroom from a special education teacher and / or receive support in the resource room setting. If these services are not adequate to meet a student's needs, the child may receive service in the part time special education class, integrating into the regular education classes for all specialty classes, such as art, music, gym, and for academic subjects when considered appropriate by the IEP team. If a child requires full time special education services, that service is provided in the special education class and reverse inclusion techniques, in which regular education students come into the special education classroom to facilitate social skill and academic development, are implemented to insure that the child is integrated with regular education students for some part of the day. If the child is in need of an alternative placement, such as service from an approved private school, the IEP team locates an appropriate program and makes application to that program. The IEP team continues to participate in all educational decisions concerning the child's programming.

Instructional strategies are individualized to meet the needs of the student. If a child is in need of therapeutic service, the child will receive Speech Therapy, Occupational Therapy and / or Physical Therapy within the classroom and / or in the therapy room. Therapists consult with teachers to assure continuity of programming. If the child is in need of behavioral support, the behavioral consultant on staff will observe the child and consult with the IEP team. If necessary, the behavior specialist will complete a Functional Behavior Analysis and develop a behavior plan. If the child requires a school based counseling service, the school counselor will provide that service. If the child is in need of a personal care assistant, a staff member, who is trained by the appropriate members of the IEP team, is provided. The school also works with outside agencies that provide mental and behavioral health services to students.

Instructional strategies include the provision of individually determined program modifications and accommodations. Examples include provision of extra time; separate testing area; reduced length assignments; oral testing; use of assistive technology, such as a personal word processor or auditory trainer; movement breaks; provision and utilization of a sensory diet; set of books for home; customized system for organization and notetaking; provision of notes by the teacher; and alternative assessment tools. Multimodal instructional techniques are employed by both the regular and special education staff. Differentiated instruction techniques are used within the classroom to provide appropriate programming for special education students, regular education students and gifted students. Computer technology is also utilized to meet individual needs. The school has provided students with training using state of the art Fast ForWord and Earobics

programming. Tutoring time is built into every classroom teacher's day for students to receive small group assistance in addition to special education services. After school tutoring programs through the 21<sup>st</sup> Century Grant Program are made available to all students.

Students with significant academic needs are taught using an experiential academics curriculum. This program emphasizes acquisition of reading and mathematics skills and functional use of these skills in real life situations such as shopping, cooking and running a card shop within the school. Students also participate in the Wee Deliver program, sponsored by the United States Postal System, which establishes a school wide mail system. The organization and maintenance of this system is completed by the special education students in the Life Skills program.

The school utilizes an integrated model of therapeutic service delivery. Students participate in groups planned and implemented by the educational and therapeutic team. Hands on, multimodal activities serve as the basis for development of oral and written language skills, fine motor and visual motor skills and conceptual understanding.

Appropriate accommodations and support are provided so that all students can participate successfully in the school's extracurricular activities. The school community also participates in Special Olympics, providing athletic training, student participation, attendance at competitions by the Philadelphia Academy Charter School cheerleaders and student, staff and parent participation in the Special Olympic's Buddy Program. During the 2005-2006 school year, the school began a Best Buddies program which pairs regular education middle school students with peers with special needs to develop long term relationships, while giving the special needs students greater social opportunities. Additionally, the school conducts monthly special education committee meetings to provide parent information and to provide a forum for parent input.

During the 2005-2006 school year, the school began to offer an accelerated program for students surpassing academic goals. The program was housed on the high school campus from 2006-2008, and is now back in the K-8 building. Students are selected based on test scores and teacher recommendations.

Our campus also provides a variety of opportunities to encourage life skills amongst all of its citizens. An experiential kitchen allows students to practice their cooking while requiring that they demonstrate math skills, ability to follow directions, and ability to work with others. A classroom in the high school is fully equipped as an apartment thus allowing many opportunities to practice and develop life skills critical for success after graduation.

# **Rigorous Instructional Program - Attachments**

- · Professional Development Approval Letter
- Teacher Induction Report

# **English Language Learners**

Philadelphia Academy Charter School has developed an English Language Learners (ELL) policy to ensure that students who have been identified as ELL have equitable access to educational opportunities so that they are well prepared to meet high academic standards which will in turn prepare them for higher education and employment. Initial identification of students occurs with the completion of the Home Language Survey upon enrollment. Where the primary spoken language is other than English, an assessment will be administered to determine level of proficiency and placement. Movement from level to level will be monitored to ensure timely interventions. Monitoring will continue for two years after exiting the program. The school's ELL

Coordinator is responsible for the identification of all students in need of an ELL program and for the development and implementation of programming for individual students in need.

The ELL report is available as as attachment in this section.

# **English Language Learners - Attachment**

· English Language Learners Policy

### **Graduation Requirements**

High school graduation requirements are as follows:

4 years each in Social Studies, Science (including General Physical, Biology and Chemistry), English and Mathematics. Two years of a foreign language are required. Additionally, 1 year of Physical/Health Education is required as well as 5 credits of electives in the areas of technology, art, music, culinary, digital photography and carpentry. All students must complete a senior writing/research project as well as perform 20 hours of community service for at least two years. We are implementing the 4sight assessments as our local assessment in grades 9-11 in addition to the 11th grade PSSA.

# Special Education

Students who are referred to special education receive individualized service to meet their specific needs. Our school prides itself on the provision of truly individualized educational programming in the most inclusive environment possible. We provide curricular adaptations and accommodations in the general education environment utilizing a team teaching approach. For those students in need of a modified curriculum, highly qualified special education teachers provide direct, explicit instruction in the area of need. Programs such as the Orton Gillingham reading intervention program, Reading A-Z and Read 180 (Read 180 to begin in the upcoming school year) are implemented to assure that students with reading delays are provided with evidenced based reading instruction. Standards aligned goals and objectives are developed to assure that all students have access to the general education curriculum. For students who are in need of life skills or multiple disabilities support, we provide a functional academic curriculum using multimodal, experiential activities, both within the school building and throughout the community.

Therapeutic and related services are provided to meet the needs of the individual student. If a child is in need of therapeutic service, the child will receive Speech Therapy, Occupational Therapy and/or Physical Therapy within the classroom and/or in the therapy room. Therapists consult with teachers to assure continuity of programming. If the child is in need of behavioral support, the behavioral consultant on staff will observe the child and consult with the IEP team. If necessary, the behavior specialist will complete a Functional Behavior Analysis and develop a behavior plan. If the child requires a school based counseling service, the school counselor will provide the serve. If the child is in need of a personal care assistant, a staff member, who is trained by the appropriate members of the IEP, is provided. The school also works with outside agencies that provide mental and behavioral health services to students.

Instructional strategies include the provision of individually determined curriculum modifications, specialized supports and services and individualized accommodations. Examples include provision of extra time; separate testing area; reduced length assignments; oral testing; use of assistive technology, such as a personal word processor or auditory trainer; movement breaks; provision and utilization of a sensory diet; set of books for home; customized system for

organization and note taking; provision of notes by the teacher; and alternative assessment tools. Research based methods and multimodal instructional techniques are employed by both the regular and special education staff. Differentiated instruction techniques are used within the classroom to provide appropriate programming for special education students, regular education students and gifted students. Computer technology is also utilized to meet individual needs. The school has provided students with training using state of the art Fast ForWord and Earobics programming. Tutoring time is built into every classroom teacher's day for students to receive small group assistance in addition to special education services. After school tutoring programs through Title I and ARRA are made available to all students.

# **Special Education - Attachment**

• Special Education Policies And Procedures

# **Special Education Program Profile - Chart I**

Teacher	FTE Type of class or support	Location	# of Students	Other Information
Patricia Felix	1.00 Multiple Disabilities Support	Phila. Academy Charter High	8	none
Rebecca Horrocks	1.00 Multiple Disabilities Support	Phila. Academy Charter	6	none
Jacqueline Covone	1.00 Autistic Support	Phila. Academy Charter	6	none
Katie Heller	1.00 Learning Support	Phila. Academy Charter	12	none
Kristy Cichonski	1.00 Learning Support	Phila. Academy Charter	13	none
Chrystal Ladd	1.00 Multiple Disabilities Support	Phila. Academy Charter	8	none
Christine DeLisi	1.00 Learning Support	Phila. Academy Charter	10	none
Jennifer Hughes	1.00 Learning Support	Phila. Academy Charter	13	none
Dee Myers	1.00 Learning Support	Phila. Academy Charter	12	none
Bridget Leonard	1.00 Resource Room Support	Phila. Academy Charter	20	none
Jennifer Amodei	1.00 Resource Room Support	Phila. Academy Charter	20	none
Danielle Vittitow	1.00 Resource Room Support	Phila. Academy Charter	20	none
Pat Lazzaro	1.00 Resource Room Support	Phila. Academy Charter	20	none
Brittany Junod	1.00 Learning Support	Phila. Academy Charter	12	none
Jenn Cosgrove	.40 Resource Room Support	Phila. Academy Charter	10	none
Nicole Hoch	1.00 Resource Room Support	Phila. Academy Charter High School	20	none
Brittany	1.00 Resource Room	Phila. Academy Charter	20	none

Daemer	Support	High School		
Julia Herritt	1.00 Resource Room Support	Phila.Academy Charter School	20	none
Karen Richmar	n 1.00 Learning Support	Phila.Academy Charter High School	12	none
Virginia March	1.00 Learning Support	Phila.Academy Charter High School	11	none
James Chun	1.00 Learning Support	Phila.Academy Charter High School	12	none
Donna Steel	1.00 Life Skills Support	Phila.Academy Charter High	8	none
Dionne Pironti	1.00 Learning Support	Phila.Academy Charter High School	12	none
Rae Ann Resta	a 0.40 Resource Room Support	Phila. Academy Charter School	10	none
Joanna Miley	1.00 Resource Room Support	Phila. Academy Charter High School	20	none

# **Special Education Program Profile - Chart II**

Organization	FTE	E Type of class or support	Location	# of Students	Other Information
Nothing to report	00	Not applicable	Not applicable	0	none

# **Special Education Program Profile - Chart III**

Title	Location	FTE
Anne Jones-Occupational Therapist	Phila.Academy Charter	1.00
Karen Spock-Speech Therapist	Phila.Academy Charter	1.00
Megan Haycock-Speech Therapist	Phila.Academy Charter	.60
Lorette Cuff-Speech Therapy	Phila.Academy Charter and High School	.80
Allison Garofalo-Autism Specialist/Behavior Specialist	Phila.Academy Charter	.70
Kristen Butler-Certified School Psychologist	Phila.Academy Charter and High School	1.00
Susan Shelby - Physical Therapist	Phila.Academy Charter School and High School	.10
Betsy Rowley - Hearing Therapist	Phila. Academy Charter	.10
Vicki Scott - Guidance Counselor	Phila.Academy Charter High School	1.00
Cathy Adams - Special Education Administrator	Phila. Academy Charter and High School	1.00
Mary Bogan - Nurse	Phila. Academy Charter and High School	1.00
Kathleen Weber-Nurse	Phila.Academy Charter School and High School	1.00
Kay May Werner - Adapted Physical Education Instructor	Phila. Academy Charter	1.00

Jordan Brown - Adapted Physical Education Instructor	Phila.Academy Charter	1.00
Matthew Klinger - Adapted Physical Education Instructor	Phila.Academy Charter	1.00
Jennifer White - Adapted Physical Education Instructor	Phila.Academy High School	1.00
Devon Farmer - Instructionional Assistant	Phila. Academy Charter	1.00
Michelle Hormann - Instructional Assistant	Phila.Academy Charter	1.00
Genevieve Devlin - Instructional Assistant	Phila.Academy Charter	1.00
Cathy Weldie - Instructional Assistant	Phila.Academy Charter	1.00
Mitchell Hartman - Instructional Assistant	Phila.Academy Charter	1.00
Constance Carrion - Personal Care Assistant	Phila.Academy Charter	1.00
Kathleen Brosnan - Instructional Assistant	Phila.Academy Charter	1.00
Yvonne Tresnan - Instructional Assistant	Phila.Academy Charter	1.00
Stephanie Colflesh - Instructional Assistant	Phila.Academy Charter	1.00
Elizabeth Resta - Instructional Assistant	Phila. Academy Charter	1.00
Lisa Miller - Instructional Assistant	Phila. Academy Charter	1.00
Susan Hughes - Personal Care Assistant	Phila. Academy Charter	1.00
Tejinder Kaur - Instructional Assistant	Phila. Academy Charter High School	1.00
Jennifer Larson - Instructional Assistant	Phila. Academy Charter High	1.00
Susane Whitworth - Instructional Assistant	Phila. Academy Charter High School	1.00
Donna McElhatten - Instructional Assistant	Phila. Academy Charter High School	1.00
Amy Anderson - Instructional Assistant	Phila. Academy Charter High School	1.00
Joyce Mitchell-Podell - Special Education Secretary	Phila. Academy Charter and High School	1.00
Justin Palan - Instructional Assistant	Phila. Academy Charter	1.00
Deborah Spaulding	Occupational Therapist	0.40
Karen Wagner - Instructional Assistant	Phila. Academy Charter	1.00
Kasey McConnell - Instructional Assistant	Phila. Academy Charter	1.00
Beverly Sonabend - Personal Care Assistant	Phila. Academy Charter	1.00
Colleen Sakaitis - Personal Care Assistant	Phila. Academy Charter	0.50

# **Special Education Program Profile - Chart IV**

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Therapy Source	Speech Therapy	5 hours per week
Green Tree Partnerships	Behavioral Consultation	16 hours per week
Bayada Nursing	Certified School Nurse	14.5 hours per week
Deborah Spaulding	Occupational Therapist	10 hours per week

# **SECTION IV. ACCOUNTABILITY**

# **Student Assessment - Primary**

Test/Classification	K	1	2	3	4	5
PSSA Writing	No	No	No	No	No	Yes
PSSA MATH AND READING	No	No	No	Yes	Yes	Yes
PASA	No	No	No	Yes	Yes	Yes
TERRA NOVA READING	No	Yes	Yes	No	No	No
TERRA NOVA MATH	No	No	Yes	No	No	No
PSSA SCIENCE	No	No	No	No	Yes	No
DIBELS	Yes	Yes	Yes	No	No	No
4SIGHT Reading and Math	No	No	No	Yes	Yes	Yes

# **Student Assessment - Secondary**

Test/Classification	6	7	8	9	10	11	12
4SIGHT Reading and Math	Yes	Yes	Yes	Yes	Yes	Yes	No
PSSA Writing	No	No	Yes	No	No	Yes	No
PSSA Math and Reading	Yes	Yes	Yes	No	No	Yes	No
PASA	Yes	Yes	Yes	No	No	Yes	No
PSSA Science	No	No	Yes	No	No	Yes	No
NAEP	No	No	Yes	No	No	No	No
PSSA Makeup Test	No	No	No	No	No	No	Yes

#### **Student Assessment**

The Philadelphia Academy Charter school fully participates in all local and state level testing. We participated in the PSSA reading, math, science and writing assessments. We also fulfilled our local obligation by completing the Acuity Test in grades 1, 2, 9, and 10. Those special education students who were unable to complete the PSSA due to their particular diagnosis were administered the PASA.

In 2009, the school met 15 of 17 indicators for AYP, but the IEP subgroup did not meet the achievement targets, despite a multitude of interventions and specially designed instruction for these students.

For formative assessment, we administered the 4sight assessment for Reading and Math in grades 3-8 three times throughout the school year and 4 times in grades 9-11. Teachers analyzed the data following each administration and used the information to work with students who needed assistance with particular skills. The number of students scoring proficient and advanced increased dramatically throughout the year for all subgroups. The DIBELS test is used in grades K-3 to measure early reading skills. Data from the Dibels are used to identify students in need of remediation.

For students with special needs, we complete additional assessment utilizing tools such at the WIAT II, the Woodcock Johnson Tests of Achievement, the Brigance Inventories, Informal Reading Inventories and Curriculum Based Assessments such as running

records. Additionally, we will be utilizing Curriculum Based Measurement for progress monitoring using tools such as AIMSWEB for students with IEP's.

We have an extensive after school program that includes tutoring in both math and reading. We are continuing our programming with AARA/Title I funds. Our initial invitations for the Fall of each school year are based on PSSA, 4sight, and Dibels results. These results along with teacher input and student performance allow for effective after school planning. Parent request, as well as student request are also honored in our tutoring program. We welcome all students who are willing to go the extra mile to receive additional help. Our own grade level teachers are our after school program tutors and this really allows for good continuity from the school day to the after school program. We provide small group tutoring for specific areas of weakness, daily homework help and standardized test preparation.

#### Student Assessment - Attachments

- · 4sight Data
- 0910 4sight Results

#### **Teacher Evaluation**

Our teacher evaluation plan is a three-fold process. It begins with a pre-observation form for the staff member to complete prior to the observation. The second part is the formal observation form for the evaluator to fill out. The post observation conference is the final piece and involves a conference between the staff member and the Principal.

The pre-observation form sets up the lesson and provides the necessary background for the evaluator. It is completed and returned to the evaluator within two days of the scheduled evaluation. The purpose is to provide the evaluator with the objective, pedagogical strategies, and instructional resources planned. In conclusion, specific accommodations and assessment plans are outlined.

The formal classroom observation form is a detailed look at a teacher's organization, communication, attitude and environment. It also details the accommodations, knowledge and assessment procedures utilized throughout the lesson. This observation is completed during the first semester.

Informal classroom walkthroughs take place on an ongoing basis. Informal observation data can be collected by the principal, CEO or any member of the administrative team. A form for these walkthroughs is in the development stages.

The CEO, the principal are responsible for teacher and staff evaluations. Currently the CEO and principal have administrative certificates and the Special Education director has a supervisory certificate. The High School and K-8 coordinators are both enrolled in administrative certification programs.

Evaluators increase their knowledge and understanding in the areas of special education, and in particular regarding evidence based instruction, through interaction with the Department of Education Special Education Charter School Office and Pattan. The Principal also was part of the NISL inspired leaders program offered by the state.

For the upcoming school year, the CEO plans to form committees to reevaluate the evaluation process, as well as to establish a pay for performance initiative.

#### **Teacher Evaluation - Attachment**

• 2008-09 Observation Form

#### SECTION V. GOVERNANCE REQUIREMENTS

### **Leadership Changes**

In June 2008, the Board of Trustees was disbanded as per the School District of Philadelphia with a mandate to restructure the Board. As of July 31, 2008, three parents were elected to the new board (Nancy McLaughlin, Patrick Milligan and Jack Junod) and one member of the business community was added (Edward Harding). By September, 2008 all vacancies were filled. The remaining members are Len Soroka, Ed D, Ann Marie Coyle, Esq., and David Segal. In April 2008, Kevin O'Shea and Brien Gardiner were suspended from PACS. They were terminated in May of 2008. All members of the O'Shea and Gardiner families were terminated by June 30, 2008. Larry Sperling was appointed as CEO. Allyssa Schmitt was hired as principal.

Leadership has remained stable for the 2008-09 and 2009-10 school years. For the 2010-11 school year, a second Special Education Supervisor has been hired to specifically service the high school building.

#### **Board of Trustees**

Name of Trustee	Office (if any)
Nancy McLaughlir	1
Patrick Milligan	
Jack Junod	
Edward Harding	
Ann Marie Coyle	
David Segal	
Len Soroka	

# **Professional Development (Governance)**

The law firm of Latsha, Davis, Yohe and McKenna provide comprehensive board training on an ongoing basis. Charter One Services provided some guidance during the 2008-09 school year to the Board of Trustees. The 4 At Large Members of the Board of Directors were reappointed to another term of office.

# Coordination of the Governance and Management of the School

The Philadelphia Academy Charter School's Board has a working relationship with the individual school management team. Our Chief Executive Officer, Larry Sperling is the key liaison between the actual school and board of directors. Monthly board meetings provide a formal setting for business to be conducted while sometimes daily communication between the executive board members and the Chief Executive Officer allow for a wonderful working rapport and open lines of communication between all parties. Although the daily operations of the school are conducted by the management team, the Board of Directors are kept abreast of all of the happenings. Parents have opportunities to communicate to the Board of Directors through the Parent Advisory Council.

# Coordination of the Governance and Management of the School - Attachments

- Board of Trustees Meeting Schedule 2008/2009
- Board Meeting Schedule 2009-10
- 1011 Board of Trustees Dates

# **Community and Parent Engagement**

Our Board of Directors holds a monthly meeting open to all parents, faculty and staff. A school calendar as well as our on line system keeps parents abreast of all school functions. Additionally a weekly communication envelope is sent home to each family with timely reminders concerning, fund raisers and student activities. Our Home and School also provides a wonderful venue for parent involvement and communication. As our charter also requires four hours of family volunteer time per month we have a healthy number of daily volunteers in our building. Finally committees are formed for individual school activities with a faculty or management representative to provide parents yet another opportunity to be involved in their school.

Additionally, A Parental Advisory Council was formed with members being elected by the parental body. The primary function of the PAC is to avail themselves to the parents so concerns can be brought to the administration. The PAC meets with the Principal monthly; there is an executive session followed by a public forum. There is a PAC mailbox in the school lobby, and all families have been given contact information to their grade level PAC representative.

We are very involved in community as we fully support businesses through the use of their facilities and services. Our annual school musicals are an excellent example of parent, school and community representatives working hand in hand to put on a full scale school musical. The winter musical highlights the 3rd-8th grade community and the spring musical showcases the K-2 community. These productions involve parent costumers and carpenters along with faculty artisans and musicians and finally a community venue for the facility. Parent volunteers assist with musical practice sessions, back stage with dress rehearsals and eventually three nights of performances. Both of these programs are three month productions that involve countless hours of volunteer time by parents, teachers and staff. The community supports our playbook by purchasing ad space and providing a professional stage for the actual performances. Additionally the performances are open to the public as ad space is purchased in all of the surrounding community newspapers inviting community support.

Our high school students complete a service learning requirement each year and must complete 20 hours of community service as a requirement for graduation. Our students have participated in fundraisers for causes such as Cancer Awareness and Research and Toys for Tots. Our students have completed a variety of service projects within the community, working in nursing homes, homeless shelters, camps and programs for students with disabilities.

#### SECTION VI. FINANCIAL RESPONSIBILITIES

### **Major fund-raising activities**

The school conducts fundraising through a variety of activities including an annual candy sale, a golf outing, and a bingo. The school is given a percentage of the revenues generated by our school uniform sales and picture days. Funds are also raised by specific grade levels to supplement the cost of their activities. A Scholastic Book Fair takes place in the fall and in the spring, which supplies the library with additional resources and books. Monies raised through fundraising activities are placed in the general operating budget and are used for student activities.

# **Fiscal Solvency Policies**

The Board of Trustees has adopted financial policies and procedures which include the topics budgeting, accounting practices, procurement, contracts, internal control, cash management, grants management, time and attendance, contracted services, etc.

The school's budget, adopted in accordance with the timetable prescribed by the Commonwealth, serves as a blue print for financial decision making during the fiscal year. The budget provides for the educational, building and administrative needs of the school community and also includes a reserve for contingencies. All purchases and personnel decisions are reviewed for budgetary funds available prior to the issuance of a contract or purchase order.

The business office provides interim financial reporting for the board of trustees and CEO on a monthly basis. The business manager meets with the school administrative team regularly and attends all board and finance committee meetings. Through careful monitoring of expenditures and revenues the school is able to assure that all expenditure and revenue categories remain within the budget.

The accounting system is Quickbooks and is loaded with the State Chart of Accounts. Transactions are posted by the Business Manager's Office staffed by experienced school business adminstrators. A balance sheet, statement of revenue and expenditures and a statement of disbursements are prepared monthly. Reports are generated in compliance with State requirements.

The school's auditing firm is Siegel & Drossner, PC. The last audit is dated January 8, 2008 for fiscal year 2006-2007 and has a clean unqualified opinion with three findings.

# Accounting System

The accounting system is QuickBooks and is loaded with the State Chart of Accounts. Transactions are posted by the Controller's Office staffed by experienced school business administrators. A trial balance, statement of revenue and expenditures and a statement of disbursements are prepared monthly. Reports are generated in compliance with State requirements. The school's auditing firm at June 30, 2007 was Siegal and Drossner, PC. The last audit is dated January 8, 2008 for fiscal year 2006-2007 and has a clean unqualified opinion with no findings. It is impossible to submit an audit for fiscal year 2008-2009 by August 1, 2009. For fiscal years 2007 — 2008 and 2008 — 2009 we expect the audited financial statements by December 1, 2009 and the School's auditor is St. Clare, CPA's.

# Preliminary Statements of Revenues, Expenditures & Fund Balances

# Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachments

- Revenues, Expenditures & Fund Balances for 2007 2008 School Year
- 2008-09 Fund Balances
- 2009-10 Fund Balances

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

The school's auditing firm was Siegel & Drossner, PC. The last audit is dated January 8, 2008 for fiscal year 2006-2007 and has a clean unqualified opinion with three findings.

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

• Independent Auditor's Report 2006 - 2007 School Year

# Citations and follow-up actions for any State Audit Report

The school has completed its 11th year of operation and has not been audited by the State Comptrollers Office.

#### SECTION VII. FACILITY RESPONSIBILITIES

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

Philadelphia Academy Charter School leases a facility at 11000 Roosevelt Blvd . for its Elementary School and 1700 Tomlinson Road for its High School. All furniture and equipment was purchased after obtaining quotations from various vendors. The current facility provides adequate space for the 2009 — 2010 school year.

An addition with eight classrooms, two offices, and a gym opened in September, 2008. Furniture and fixtures were purchased for the new addition, and smart boards will be installed in the 2009-10 school year. A modular play structure was purchased and installed in April, 2009.

During the 2009-10 school year 70 Promethean interactive whiteboards with mountable projectors were installed. A large storage structure was built on the High School Campus, and the Elementary School parking lot was resurfaced.

Additionally, three Macintosh laptop carts were purchased for student use; one will be placed at the Elementary School, and two have been placed at the high school. Two HP Thin Client Labs were installed; one in each building. The High School also installed a Macintosh Lab in the summer of 2009.

### **Future Facility Plans and Other Capital Needs**

The lease currently in place is within the limits of the school's current and future projected budgets. We are are in the preliminary discussion stage for a proposed addition onto the high school building, which would allow for additional classroom space, a library/media center, and an auditorium.

#### SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

Philadelphia has a comprehensive safety plan which is required by our district. Part of that plan requires a fire drill reporting log which is maintained by our secretary. A minimum of ten drills per year with the Fire Department monitoring at least one per year is a component of this plan.

All health and immunization records are kept in our school nursing office and are current and in compliance with city and state regulations. These records are maintained by our nursing staff that includes both a registered and licensed practical nurse. Evidence of submission for request for reimbursement and report of school health services is attached to this document.

A Wellness Policy committee was established to meet the new Federal Guidelines as well as the Chapter 12 requirements. The committee includes: luncheon staff, the school nurse, the health teacher, a parent, an administrative coordinator, and two classroom teachers. The wellness policy has been submitted for approval to the Department of Education. However, many exciting changes have already occured as a result of this new committee.

We offer daily raw vegetables and fruit at all three lunch periods. We have also found several new choices of drinks for students to replace soda and more main lunch courses provide a healthier option to our students. Many of our new selections were discovered at the yearly food conventions hosted by US Foods in the fall and again in the spring. We sent employee representatives from both the elementary and high school. Their goal was to look for more nutritious snacks and drinks. Some items were purchased as a direct result of their visit to the convention and others were tested at the school prior to purchasing. Upon their return we had the new items available for a cross section of students to sample. The wellness committee used the student input to make descisions concerning these products.

A copy of our wellness plan has been included as an attachment.

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

- Evidence of Submission For Request for Reimbursement & Report of School Health Services
- 2009-10 Health Reimbursement
- 0910 Wellness

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

A detailed description of our insurance policies are attached in the Executive Summary. The ACORD Certificate is also attached.

# Current School Insurance Coverage Policies and Programs - Attachments

- 2009-10 Acord Liability Insurance
- Acord Certificate 10-11
- Insurance Coverage Details

#### **SECTION IX. ADMINISTRATIVE NEEDS**

# **Quality of Teaching and Other Staff**

There were 107 professional staff members during the 2009-10 school year, 4 administrators, 100 teachers and 3 others. We are at 95% Highly Qualified, after much work with our teachers to secure the necessary credentials. All Special Education teachers are certified in the areas in which they teach. Five High School teachers were replaced for the 2010-11 school year and one elementary position was eliminated for a 96% retention rate.

# **Quality of Teaching and Other Staff - Attachments**

- 2009-10 Verification Report
- PA 414 2009-10
- Final 2009-10 PA 414

#### Student Enrollment

Children are admitted to PACS without prejudice on the basis of a lottery. Names are accepted continuously for September admissions. Parents call the school and provide the child's name, address, phone number and current grade. A lottery is held in April for open slots. The only students admitted outside of the lottery process are siblings of current students. While very infrequent, when an opening occurs during the school year, we go back to our waiting list and randomly select a student. A student's admission age for kindergarten is 5 years old by September 1. In order to be admitted to the school parents must provide proof of age (birth certificate), proof of residency, immunization records and a copy of the student's report card from the previous school year.

#### **Enrollment History for 2009-10**

GRADE	INITIALLY ENROLLED	NUMBER DROPPED	NUMBER ADDED
Kindergarten	67	0	0
1	68	1	5
2	69	1	2
3	76	1	1
4	75	2	3
5	78	0	2
6	88	5	16
7	98	1	4
8	90	30	1
9	130	6	62

10	121	5	0
11	126	6	1
12	108	1	0

1194 students completed the 2009-2010 school year. Currently 1032 students are enrolled to return in September. 1162 students left the school voluntarily. Please note that this number includes our 8th grade graduating students who have enrolled at another high school as well as all of our 12th grade graduates.

Most of the movement out of the school can be attributed to parents moving out of the city of Philadelphia. Of the eighth grade students who are not enrolled at our high school, most have chosen to attend a private school or have been accepted into a special-admit high school. Some parents have chosen to remove their children from our high school to enroll them in other schools because they disagreed with our discipline policy. No one was asked to leave our school involuntarily.

There are currently no supporting documents selected for this section.

### **Transportation**

PACS operates a fleet of 14 buses and 2 vans. All students in grades K-8 are provided transportation as well as 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12th graders with transportation requirements on their IEP. Students in grades 9 through 12 who do not have IEPs use public or private transportation. Passes are provided to students who live 1.5 miles from the high school. Specialized routes are available including a lift bus, a van, smaller vehicles and 8 bus attendants for special needs students. Two new buses were purchased during the 2009-10 school year.

# **Food Service Program**

We operate a full kitchen at both the elementary and high school which is licensed by the City of Philadelphia. Hot and cold lunches are served daily at a cost of \$2.50. We do not participate in the FRL program, but we do provide free and reduced lunches for eligible students.

While our elementary school kitchen runs as a separate service within the building, our high school's program works in conjunction with their culinary arts program to provide a lunch program that is prepared by the students for their students and faculty. The Philadelphia Academy Charter High School's state of the art kitchen allows students to study culinary arts while providing a necessary service to their population.

#### Student Conduct

Our students are expected to respect the rights of others by following the rules governing discipline and conduct as they are written in the Code of Student Conduct. At all times when students are under school jurisdiction, they are expected to conduct themselves in an orderly, courteous, dignified and respectful manner. Each family is given a copy of the Code of Conduct to read and understand. All students are then required to sign a compact stating that is their intention to live up to the provisions of the code of conduct.

Additionally, in the K-8 building, we instituted a Positive Behavior Support Model, training students in appropriate behaviors and using positive reinforcement to cement the expected behaviors.

In the elementary school 12 students were involved in 14 suspensions. In the high school 15 students were involved in 15 suspensions, and one student was expelled. 6 high school students attended a summer program for disciplinary or attendance issues.

There is a Saturday detention program at both the elementary and the high schools.

#### **Student Conduct - Attachments**

- Philadelphia Academy Charter Disciplinary Policy
- PACS Code of Conduct

# **Signature Page**

### Assurance for the Operation of Charter School Services and Programs

School Year: 2010

The Philadelphia Academy CS within Philadelphia IU 26 assures that the charter school will comply with the requirements of 22 Pa. Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

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

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

Board President		Date
Chief Executive Officer 2009 - 2010 Annual Report for Pennsylvania Charter S	chools	Date
Verify that all DATA reports to PDE are complete	YES	NO

# Assurance for Compliance with the Public Official & Employee Ethics Act

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

The Philadelphia Academy 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: <a href="http://www.ethics.state.pa.us/ethics/site/">http://www.ethics.state.pa.us/ethics/site/</a>

The assurance must be signed by the Chief Executive Officer and Board of Trustees President of the charter school.

Identify the charter school's Chief Executive Officer.

Name: Larry Sperling Title: Mr.

Phone: 215 673 3990 Fax: 215 673 3341

E-mail: lsperling@pacsweb.org

Signature of the Chief Executive Officer and Date

Identify the charter school's President of the Board of Trustees.

Name: Patrick Milligan Title: Mr.

Phone: 215 673 3990 Fax: 215 673 3341

E-mail: pmilligan@pacsweb.org

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Cathy Adams Title: Mrs.

E-mail: cadams@pacsweb.org

Signature of the Special Education Contact Person and Date

# Signature Page - Attachment

• 0910 Signature Page