Pennsylvania Department of Education

Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Charter Annual Report

Tuesday, May 07, 2013
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Entity: PA Learners Online Regional Cyber CS
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CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report
Summary Data
2011 - 2012

Name of School: PA Learners Online Regional Cyber CS

Date of Local Chartering School Board/PDE Approval: June 29, 2011

Length of Charter: 5 years **Opening Date:** September 4, 2001

Grade Level: K - 12 **Hours of Operation:** 8:00 a.m. - 4:00 p.m.

Percentage of Certified Staff: 100 **Total Instructional Staff:** 55

Student/Teacher Ratio: 10:1 **Student Waiting List:** 0

Attendance Rate/Percentage: 85

Second Site Address, Phone Number and Site Director:
STREAM Academy
201 Penn Center Boulevard
Suite 200
Pittsburgh, PA 15235
(412) 302-1486
Dr. David Martin, Principal

Summary Data Part II

Enrollment: 414 **Per Pupil Subsidy:** As per District Reports on PDE 363

Student Profile	
American Indian/Alaskan Native:	1
Asian/Pacific Islander:	1
Black (Non-Hispanic):	70
Hispanic:	14
White (Non-Hispanic):	313
Multicultural:	14

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 63.2

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 78

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	180	180	180	180	180
Instructional Hours	0	0	900	900	990	990	3780

SECTION I. EXECUTIVE SUMMARY

Educational Community

PALO applied for charter renewal September 2010, with the understanding that the name will change to STREAM Academy Cyber Charter School with the expressed intent that the school structure will change to focus on STEM education along with research and the arts. Strategic and business plans were developed with the assistance of the Hill Group and approved by the PALO Board of Trustees.

PA Learners Online Regional Cyber Charter School (PALO) is a public, non-profit, online, web-based charter school managed by the Allegheny Intermediate Unit 3 located in Homestead, Pennsylvania. PALO serves residents of the state of Pennsylvania by providing education to students in grades kindergarten through 12. Any student between the ages of 5 and 21 may apply for enrollment at the school.

Founded in 2001, PALO continues to be a premier provider of cyber education in the state of Pennsylvania. All courses are created using the PA Standards and all teachers hold a teaching certification. Students enrolled in PALO work from their home using computer equipment issued by the school. Because coursework is offered via the internet, students are able to access their courses any time.

Mission

The mission of STREAM Academy Cyber Charter School, formerly PA Learners Online, is to develop an online model of excellence in education in which our students are equipped with the skills to become leaders in the STREAM fields.

Vision

STREAM Academy Vision

The vision of the STREAM Academy is to establish small learning communities that will provide a K-12 continuum of opportunity where students will explore real world problems. The program will meet the needs of tomorrow's workforce by producing students who are critical thinkers, problem solvers and innovators.

Shared Values

We believe:

· All students want to learn, are capable of learning, and should share the responsibility for their education within the cyber environment.

· Recognizing and respecting the diversity of all people prepares students for competition within a global society.

· Educators must be knowledgeable and current in their profession, discipline, and pedagogy.

· Learning and technology are cyclical processes that students need to be engaged in throughout their entire lifetime.

· Schools of excellence have effective educational leaders.

· Effective schools are built upon integrity and foster respectful, inclusive, and dynamic environments.

Academic Standards

All courses are aligned with PA Academic Standards according to section 4.12 of 22 Pa. Code. Courses were designed utilizing PA standards, the PA Standards Aligned System (SAS) and the Understanding by Design Framework. In 2009-2010 the teachers created curriculum guides for their courses, which indicated pacing and standards alignment throughout. The Career Education and Workforce Standards were added in 2010-2011. The detailed Program of Studies developed in 2011-2012 is included in the following Rigorous Instruction section.

Strengths and Challenges

STRENGTHS

- Brand equity —management by AIU3 gives the school credibility.
- Leadership team's significant body of work designing STREAM Academy and planning and providing professional development for project based learning implementation.

- Support from AIU leadership, PALO Board, and community stakeholders for the implementation of STREAM.
- Diverse and expert industry and university stakeholder committee engaged to assist in planning, design, and eventual implementation.
- Instruction - a proven curriculum and instructional team of PA certified teachers.
- Flexibility —allows students to login 24/7 to coursework.
- Portability — each student is issued a laptop computer that is wireless ready.
- Server housing facility with managed hosting for near 100% uptime.
- Unique elementary synchronous program.

CHALLENGES

- Geographic constraints make it difficult for distant parents and students to participate in local events.
- Transient, alternative student population.
- Lesser known school due to market saturation by various cyber schools.

OPPORTUNITIES

- Communication — building upon the AIU3's communications and web departments to engage in marketing.
- There is a clear opportunity in the marketplace given labor market projections in STEM related fields nationally and regionally.
- With the exception of programs at Pittsburgh Public Schools, there are no STEM-focused educational opportunities for K-12 students in the region.
- Many STEM-focused schools have been developed and are in operation across the country.
- Capitalizing on the curriculum and teaching staff to build a larger student body.
- Increased full time teachers improving communication, training, and instruction consistency.
- Using technology resources to improve flexibility and portability — ex. Netbooks, wireless internet.
- Using the AIU3 to branch out and foster relationships with local school districts.
- To be able to stay on the cutting edge of educational technology for student success.
- Continue online professional development to create a community of learners to maximize school and individual effectiveness.

THREATS

- Other Cyber Charters actively engage in aggressive marketing strategies.
- Flexibility leading to at-risk student populations, which tend to perform poorly on standardized tests.
- As with all charter schools in the state, there is a potential threat of reduced contributions from school districts which could have a significant impact on finances.
- Our ability to consistently meet or exceed AYP standards is critical.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

The STREAM Academy/PA LEARNERS Online strategic planning process:

- Involves representative stakeholders from the school system's community.

- Includes an analysis of student and stakeholder needs, demographics, and current performance levels.
- Identifies a challenging set of goals and measures that focus on enhanced learning for all students.
- Develops a continuous improvement approach that identifies the changes that will be made so that growth in student performance can be documented and replicated.
- Facilitates alignment of school level and strategic improvement plans.
- Provides an assessment system designed to document student performance and growth based on student performance goals and operational goals in the system strategic plan.

STREAM Academy uses temporary committees as well as standing committees to provide structure to the entire strategic planning process, which is updated annually as goals are addressed in the School Improvement Plan and in the Annual Report. The department heads and administrative team are responsible for reporting the final results of the process to the School Board.

The strategic plan implementation criteria examines the degree to which the system converts the strategic plan into appropriate action plans for implementation. Also examined are how the action plans relate to the key system performance measures, how the training plan has been adjusted to support the action plans, and how the actions plan support the teaching-learning process.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Ayn E. O'Reilly	Business Representative	Parent	Board
Cathy Schneider	Community Representative	Parent	Board
Christian Engelbert	AIU #3	Ed Specialist - Instructional Technology	Technology
Cindy Shonberg	PALO	Secondary School Teacher	Faculty
David Martin	PALO	Administrator	Board
Edward Mandell	PALO	Administrator	Administrative Team
Jennifer Beagan	AIU #3	Community Representative	Administrative Team
Kelly Sherbondy	PALO	Administrator	Administrative Team
Kevin Rump	AIU # 3	Community Representative	Technology Team
Laura Lillion	PALO	Special Education Representative	Faculty
Lil Verner	PALO	Secondary School Teacher	Faculty
Paul Cindric	PALO	Administrator	Administrative Team
Ruth Campet	PALO	Special Education Representative	Faculty
Wendy Brown	PALO	Middle School Teacher	Faculty

Goals, Strategies and Activities

Goal: Align Interventions with Attendance and Participation

Description: Create a system within the school that fully ensures school staff members monitor attendance and student participation in the learning process and respond with classroom and school-wide interventions when students are chronically absent or disengaged.

Strategy: Student Engagement and Attendance System

Description: Develop a system which elicits ongoing and consistent student attendance and engagement in the learning process. The rationale for the need for this system is based upon the challenge of these two components in an online environment and the necessity of increasing student time on task resulting in higher performance. This strategy also involves conveying this system to school stakeholders and monitoring student progress within this new system.
(SLGQ 5.1, 5.2, 5.3, 5.4, 5.5)

Activity: Behavioral Interventions

Description: Develop interventions to address antecedent behaviors that lead to problems in student attendance and engagement as well as school-wide and classroom practices to reengage students who are not actively participating in the learning process.

Person Responsible	Timeline for Implementation	Resources
David Martin	Start: 7/2/2012 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Student Engagement and Attendance

Description: Establish a student attendance and engagement policy that articulates expectations that are suitable for students in an online learning environment, taking into consideration completely asynchronous courses and the asynchronous components of regular courses.

Person Responsible	Timeline for Implementation	Resources
David Martin	Start: 7/2/2012 Finish: Ongoing	-

Status: Not Started — Overdue

Goal: Family and Community Partnerships

Description: Develop a systematic approach within the school that ensures that the school has partnered with families and the community to support student participation in the learning process.

Strategy: Leverage Community and Family Connections

Description: Identify and create various opportunities to engage our online students in the education offered by our school by involving parents, school stakeholders, and the students themselves to increase student participation in the learning process and build a collective sense of community within the school and broader community. The rationale for this strategy is based on the need for greater connectedness between our students with parents and the community that is sometimes lacking due to the nature of an online learning environment.
(SLGQ 14.1, 14.3, 14.4)

Activity: Menu of Engagement

Description: Create and utilize a “Menu of Engagement” that defines a variety of levels for business and educational partners to be engaged by our school throughout the year. These levels include job shadowing, mentoring, hosting On-Location venues, and curriculum-related projects and presentations.

Person Responsible	Timeline for Implementation	Resources
David Martin	Start: 6/1/2012 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Office of Guidance, Admissions, and Career Development

Description: Create an Office of Guidance, Admissions, and Career Development (OGACD) to better interface with all school stakeholders throughout the school year.

Person Responsible	Timeline for Implementation	Resources
David Martin	Start: 6/1/2012 Finish: Ongoing	-

Status: Not Started — Overdue

Goal: Standards Aligned Curricula

Description: Create a system within the school that fully ensures consistent implementation of standards-aligned curricula across all classrooms for all students?

Strategy: Curriculum Development Cycle

Description: Design and utilize a curriculum development cycle to ensure consistent implementation of standards-aligned curricula across all grades and courses in the school. The rationale for employing this strategy is rooted in the need to evaluate the extent to which standards in mathematics and reading are taught and accurately assessed in our school. (SLGQ 1.1., 1.2, 1.4, 1.5, 1.6)

Activity: Curriculum Writing Professional Development

Description: Provide professional development on curriculum writing software and the curriculum writing process, detailing what students are able to know and do for all courses, and provide time and resources for teachers and to complete curriculum writing.

Person Responsible	Timeline for Implementation	Resources
Paul Cindric	Start: 6/8/2012 Finish: Ongoing	$50,000.00

Status: Not Started — Overdue

Activity: Purchase Curriculum Writing Software

Description: Allocate funds for the purchase of electronic curriculum writing program.

Person Responsible	Timeline for Implementation	Resources
Paul Cindric	Start: 5/2/2012 Finish: 6/1/2012	-

Status: Not Started — Overdue

Statement of Quality Assurance

Charter school has met AYP.

Statement of Quality Assurance - Attachments

- School Improvement Plan PDE Approval
- Quality Assurance School Improvement 2011

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

STREAM Academy has built the capacity for more rigorous instruction through its dedicated cycle of updating curriculum in mathematics and science. Through teacher training in Understanding by Design curriculum writing, coupled with the utilization of Atlas Rubicon curriculum writing software, instructors have begun the alignment of courses to the PA Common Core standards. In writing to the Common Core standards, the expectations teachers and students have been intensified.

An intentional focus on PA Career Education and Work standards at all levels within STREAM Academy has at the same time provided for more rigorous instruction that is relevant to the future of our students. In addition, STREAM Academy employs the Quality Matters rubric for online learning. This rubric provides instructors with standards for course design and goals to meet in delivering high-quality cyber instruction. Young, engaged students can be exhilarated by the freedom to follow their own path. At STREAM Academy, your child will chart a course for the most in-demand careers of the 21st century. All while having the time of his or her life.

In the elementary grades, K-5, the focus of instruction is on the core subjects of Mathematics, Reading, Social Studies, and Science. Mastery of the foundational skills in these subjects is of paramount importance so that students can be successful as they progress to the middle school and high school levels. What makes the curriculum unique in the elementary grades is the infusion of STEM principles coupled with research and the arts. In addition, grade-appropriate career education and work standards are embedded throughout. Each student completes an electronic portfolio, showcasing their understanding and application of these infused disciplines.

In addition to the Core Curriculum the elementary program also features:

Engineering is Elementary

> This program integrates engineering and technology into the elementary science curriculum. It uses storybooks to initially introduce students to a variety of engineering problems. Students are then challenged to solve similar engineering problems by working in teams. Students use both problem-solving and inquiry-based learning to design their own possible solutions. This program at STREAM Academy is coupled with ASSET Science to provide a rich STEM-focused science experience for all students.

ASSET Science Program

> Inquiry-based learning helps students develop valuable lifelong skills such as problem solving, critical thinking and teamwork. STREAM Academy teachers use this approach as they facilitate learning by engaging students in the scientific process of observation, discovery and reasoning. Elementary students will engage in hands-on science instruction using modules taught by teachers who have received extensive professional development and who foster in the students a belief that they can learn science, and it is interesting and fun to do so.

MIDDLE SCHOOL PROGRAM OF STUDIES

Language Arts

Grade 6 Language Arts

Every student in 6th grade will embark on a journey through Language Arts 6, enhancing and refining vital skills needed to be successful 21st century learners. This full-year course aligns with PA State Standards and Common Core Standards and engages students in creative thinking and learning. Essential skills, including identifying literary devices, analyzing point of view, and determining fact and opinion will be reinforced within a multitude of grade level genre selections. Additionally, students will read and apply these skills within novels such as Number the Stars by Lois Lowry. An analysis of the novel's setting in World War II will be enhanced by the students' study of this historical event. Written compositions will be an important focus of this course as students develop essays for a variety of purposes.

Grade 7 Language Arts

Language Arts 7 — an adventure in reading awaits! This course is a full-year journey through reading, analyzing, and interpreting short stories, essays, novels, and poetry from different literary genres. Students will learn to use the writing process by responding to literature and responding to informational and persuasive prompts. These prompts address real-life situations and place an emphasis on 21st Century skills, expansion of vocabulary, comprehension, and grammar skills. Students will be exposed to project based learning which fosters teamwork, builds a sense of community, and addresses social issues. Participation is highly encouraged through Wimba sessions and the use of media, such as Prezi. Instruction will be focused on the PA Academic Standards for Reading, Writing, Speaking and Listening along with the Common Core Standards.

Grade 8 Language Arts

In this full-year course, Concepts in Critical and Creative Thinking, students will explore a diverse range of literary devices and genres. Students will use critical thinking techniques to master concepts such as making inferences, comparing and contrasting, and delineating cause and effect. Creativity will be encouraged as students express proper form in developing written arguments in formal and informal discussions and essays. Communication skills will be fostered through collaborative assignments and interactive dialogue. Students will demonstrate competency in conducting research through inquiry on authentic topics.

Math

Math 6

In this year-long course, Math 6 students will dive into developing vital skills to be a successful 21st Century student in this ever-changing society. Math lessons will align with the PA State and Common Core Standards, engaging them in strategic mathematical thinking. Students will experience a broad range of mathematical concepts in number systems, ratio and proportional relationships, expressions and equations, geometry and statistics, and probability.

Transition Math

This year-long math course provides learners with research-based learning opportunities which encourage students to take ownership of their own learning. In Transition Math students continue to develop skills in numbers and operations and then begin to apply them in algebraic expressions and representations. They also learn to problem solve with equations, graphing, proportions, and probability. By the end of this course, students have a complete and thorough background of algebraic essentials.

Algebra 1

Algebra 1 is the bridge from the concrete to the abstract study of mathematics. Topics include solving equations, simplifying and evaluating expressions, graphing, factoring, probability, and data analysis. Real world applications are presented within the course content. By the end of this year-long course, students will have a foundation for further study in mathematics and will be ready for Geometry.

Geometry This year-long course immerses students in the foundations of Euclidian Geometry. Students will explore, analyze, and apply relationships of geometric figures while continuing to develop skills in algebraic operations, classification, and proving authentic problems. By the end of this course, students will have experienced concepts and relationships in geometry that apply to the world outside of their classroom.

Science

Grade 6 Science

In Grade 6 Science students engage in the exploration of Planet Earth and its solar system. Through inquiry and the application of scientific processes, students investigate the formation of Earth's geologic features. Students also engage in the work of astronomers as they learn about the sun, moon, and other bodies in space.

Grade 7 Science

In Grade 7 Science students investigate properties of matter by learning about the periodic table and atomic structure. Students learn how atoms combine in chemical reactions, and they learn about solutions and mixtures. Students also embark on a journey into the microscopic world of cells where they explore cellular processes and how heredity works at the molecular level. Students also study how organisms change over time and explore the kingdoms of life. This year-long course has a strong laboratory component consisting of hands-on investigations and online virtual labs.

Grade 8 Science

In Grade 8 Science students investigate forces and motion by applying scientific process skills. By designing their own machines, students apply the principles of work and the use of simple machines. Students gain an understanding of the different forms of energy, and by applying real world applications, such as building an electrical circuit, they gain an appreciation of how electricity and electromagnetism are related. The life science component of this year-long course involves an exploration of ecology and ecosystems. Students collaborate on identifying environmental problems and solutions through the use of technology and scientific inquiry.

Social Studies

Grade 6 Social Studies

Grade 6 Social Studies engages students in an exploration of historical, cultural, and geographical characteristics of the world. This year-long course, offered to all 6th grade students, will prepare students to be critical analysts of past cultures around the world by utilizing research skills and technology to determine how those cultures are today. Students will engage in a project based learning experience which will require them to write a persuasive letter to a government official in response to a major need in their community or the world around them, which will combine learning across all subjects and make it relevant to the world around them.

Grade 7 Social Studies - United States History

In Social Studies 7-United States History students will explore the history of the United States from the creation of the U.S. Constitution in 1788 to the Progressive Movement of the early twentieth century. Throughout this year-long class, students will learn how to evaluate the important events, people and movements in the development of the nation, and express their written opinions in class blogs and

journals. Students will also learn effective reading strategies to gain a deeper understanding of the connections between the past and present. This class will provide students with the opportunity to develop their historical thinking skills to interpret and analyze a variety of primary sources and maps. As part of the class, students will create a citizenship brochure which will utilize the Project Based Learning (PBL) method of teaching. Using the PBL model, students will use what they have learned in Social Studies 7 and develop collaboration skills by working with their peers to build a meaningful connection of their studies to the real

world around them. Although factual knowledge is critical, the focus is on big ideas and themes that will make the factual knowledge more meaningful.

Grade 8 Social Studies - World History

In Social Studies 8-World History students will explore the history of the world from the beginning of recorded history to the Middle Ages. The major areas of focus will be the Stone Ages, Mesopotamia, Ancient Egypt/Kush, Ancient India, Ancient Greece, Ancient Rome, the Hebrews and Judaism, the Islamic World, African Civilization, China, Japan, the Early Americans, and the Middle Ages. Throughout this year-long class, students will learn how to evaluate the important events and the people and movements in the development of the world, and express their written opinions in class blogs and journals. Students will also learn effective reading strategies to gain a deeper understanding of the connections between the past and present. This class will provide students with the opportunity to develop their historical thinking skills to interpret and analyze a variety of primary sources and maps. As part of the class, students will create a Historical Story Book for the elementary students which will utilize the Project Based Learning (PBL) method of teaching. Using the PBL model, students will combine what they have learned in Social Studies 8 and develop collaboration skills by working with their peers to build a meaningful connection of their studies to the real world around them. Although factual knowledge is critical, the focus is on big ideas and themes that will make the factual knowledge more meaningful.

Unified Arts

Art

Grade 6 Art

In Grade 6 Art students will continue building skills learned in elementary school. Students will explore a variety of artists and their work from different cultures and time periods and be able to recognize and describe works of famous artists or cultures. Some of the types of work that will be created in Grade 6 Art include: realistic and abstract designs and drawings, illustrations, digital landscapes, collage, and scratchboard. Students will also use class blogs to share work and comment on the work of classmates. This is a one-quarter course offered to 6th grade students.

Grade 7 and 8 Arts Expression!

What better way to bring the arts to life for students than through creative experiences? The Arts Expression! classroom combines movement, visual arts, music, and drama to provide students with opportunities to express their creativity while increasing confidence and poise. Students learn to express emotions in a positive, creative, and productive way while developing an appreciation and understanding of various art forms. Through the Arts Expression curriculum, students establish an appreciation for the history and culture of various art forms and are provided with a sound foundation to explore the creative process as a way of learning. This is a one-semester course offered to 7th and 8th grade students.

Music

Grade 6 Music — Exploring Music

Exploring Music is a one-quarter course that will take students on a journey through the many different musical cultures from around the world. Students will understand and appreciate music from around the world for its cultural and musical significance. Students will be asked to create a product during the course which will display their knowledge of world music.

Physical Education

Grade 6 Fitness

In the Grade 6 Fitness course students will be exposed to many diverse physical activities and will learn a wide variety of fitness concepts that they will be able to use in their everyday lives. This course is offered for one quarter in the 6th grade. During this course, students will learn how to perform proper exercises using technology and the F.I.T.T. principle. Students will develop a sense of self-esteem and gain self-confidence by successfully completing fitness tests, researching and using fitness technology, increasing the involvement of family and friends in fitness, and individually improving the five fitness components. After completion of this course, students will have gained knowledge concerning staying fit and active.

Grade 7 Fitness

In the Grade 7 Fitness course students will be exposed to the five fitness components and how they can balance them to achieve overall good physical health. This one-quarter course is offered in the 7th grade and will lead students through many diverse and engaging physical activities that will encourage improvement of all five fitness components. Students will be able to examine real world physical health problems and determine solutions that will improve work performance and lower dependence on health care. Students will focus on using personal choice and previous experiences to choose physical activities that will cause a positive interaction between peers and the development of a variety of motor skills. This class will encourage and motivate students to set and attain personal goals and to use a variety of activities to care for their body. Throughout the duration of the course, students will be expected to work within groups to accomplish a "walking" project, research and present current events,

and participate in open discussions on a variety of fitness topics. After completion of this course, students will have gained knowledge concerning staying fit and active.

Grade 8 Fitness and Wellness

In the Grade 8 Fitness and Wellness course, students will explore their overall health by identifying and examining the six dimensions of wellness. This one-semester course is offered in 8th grade. Students will learn how to perform many diverse physical activities, create and analyze a food journal, discuss the impact of fitness on intellectual and emotional well-being, and research ways to focus and relax as a form of stress management. Each student will show understanding of fitness concepts as they relate to overall wellness. Students will develop a sense of self-esteem and accomplishment through completion of exercise routines and weekly discussions. The class will encourage and motivate students to set and attain personal goals and to use a variety of activities to care for their body. Quizzes, discussion boards, projects, and physical activity will be assessed weekly to gauge content understanding. After completion of this course, students will have gained knowledge concerning staying fit and active well beyond middle school.

World Language Studies

Spanish 1

In Spanish 1 students will begin to prepare themselves for the globalized world as they are introduced to the language, culture, and history of the Hispanic world. This full-year course is offered over three years at the middle school to enable students to enter second level foreign language at the high school. In Spanish 1 students begin the process of acquiring proficiency. Vocabulary and grammar, the building blocks of a language, will be taught as students work to develop the basic skills of listening, reading, writing, and speaking. This course also advocates a fundamental understanding, appreciation, and respect for the Hispanic culture, people, rules of etiquette, different ways of thinking, and different lifestyles. Students will work both individually and in groups throughout the year as they communicate and investigate the new language and explore new countries and cultures.

Technology

Microsoft PowerPoint (Grade 6)

This course will prepare students for the competencies necessary to successfully complete the online Microsoft Office Specialist (MOS) Certification Exam in Microsoft PowerPoint at the Proficient level. In PowerPoint, the students will be able to create and enhance presentations; work with visual elements,

masters, objects, text and pictures; work with hyperlinks and Internet publishing; create tables and charts; work with sound objects and movie clips; and import and export information using various Microsoft Office applications. Students will be able to utilize the enhanced capabilities of PowerPoint to accompany speeches and oral presentations they will be making in all of their classes.

Microsoft Word (Grade 7)

This course will prepare students for the competencies necessary to successfully complete the online Microsoft Office Specialist (MOS) Certification Exam in Microsoft Word at the Proficient level. In Word, the students will be able to create, edit, enhance, and print documents; work with margins, indents, alignments, tab stops, and lists; work with clip art, columns, borders and shading, drawing graphics and AutoShapes; work with page breaks, headers and footers, sections, and tables; and work with templates, wizards, mail merge, envelopes and labels, hyperlinks, and web pages. Students will also be able to use the research and citation features of Word to assist them in completing reports and research papers in their classes.

Specialty Courses

iResearch (Grade 6)

In this course students learn the foundation for research principles to be used throughout middle and high school subjects in STREAM Academy. In iResearch students demonstrate competency in utilizing authentic tools to conduct sustained inquiry on a topic. Their investigation includes defining the task, information seeking strategies, location and access of sources, using information appropriately, synthesizing research, and the evaluation process. This course helps students to identify credible sources, use proper citations, and recognize plagiarism.

Game of Life (Grade 7)

Life is made up of a series of decisions. In Game of Life students will become better prepared to make decisions regarding their future by acquiring a basic understanding of where their interests may lead them and what may be required of them to achieve their goals. Students will explore careers that match their interests and "get real" about who they are, where they are going, and how to get there. Students will learn about the requirements for various career paths, examine salaries, create real budgets, investigate resources, and begin to develop a roadmap for their future based upon realistic goals.

Tributary Specific Courses

Cell Structure

In Cell Structure students discover the structure and function of the living cell by doing a variety of hands-on activities. While learning proper techniques of microscope use, students observe prepared slides of cells and tissues, make wet-mount slides of living cells, and compare plant and animal cells. They do a naked-egg experiment to demonstrate osmosis across a semipermeable membrane and use cell models to identify plant and animal cell organelles.

Biotechnology

In Biotechnology students explore the past, present, and future of biotechnology. Through hands-on activities, computer simulations, and laboratory experiments, they investigate the structure of the DNA molecule and learn how it can be changed through genetic engineering, including recombinant DNA, gene splicing, and transgenic biotechnology. They consider some implications of using biotechnology in medicine, agriculture, and other fields.

Project Lead the Way Course — Design & Modeling

The PLTW Gateway to Technology (GTT) program features a project-based curriculum designed to challenge and engage the natural curiosity and imagination of middle school students. In the Design and

Modeling unit, students use industry standard 3D solid modeling software as part of the design process. They are introduced to and use the design process to solve problems and understand the influence that creative and innovative design has on our lives. Students learn sketching techniques and use descriptive geometry as a component of design, measurement, and computer modeling. Students brainstorm, research, develop ideas, create models, test and evaluate design ideas, and communicate solutions.

CNC Manufacturing

In CNC Manufacturing students explore the manufacturing process and important inventions that have advanced these various processes. Students learn the relationship of software to manufacturing and use software to design a project that is later machined on the Z-Mill. The Cartesian coordinate system and its effects on machine movement and digital automation are also presented.

Engines

In Engines students are introduced to the history, theory, and applications of engines. Students learn shop and equipment safety, basic operating principles, parts, and tools — all through practical hands-on experience with a common four-stroke motor. Students develop an understanding of two- and four-stroke engines and develop basic technical skills and knowledge to perform routine engine maintenance. Students discover how technology has affected, and continues to affect, society.

Graphic Communications

In Graphic Communications students learn the fundamentals of drafting and communication of technical information. They also learn to use the related tools (drawing board, scale, triangles, and T

square) needed to complete various drawings such as orthographic projections. Design and measurement skills are also emphasized. Students will gain drafting experience by completing various types of drawings and demonstrate proper techniques for dimensioning. The skills introduced in this course will assist students throughout their lives.

Engineering Bridges

In Engineering Bridges students solve an engineering problem as a team. Their task is to build a balsa wood bridge that will span a space and hold the most weight before breaking. Students learn the relationships between design, structure, and strength of a bridge. Students investigate the forces that act upon a structure and how this impacts the design process. By building a bridge and testing its strength on a structure tester, students learn valuable engineering concepts and principles

HIGH SCHOOL PROGRAM OF STUDIES

Language Arts

Engage! A Course in Civic Literacy

In this course, civic concepts are rooted in the rights and responsibilities of citizenship, grounded in readings from classical and contemporary authors in a two-credit course that integrates social science and literature at the 9th grade level. Taking Engage! A Course in Civic Literacy becomes a call to action for students, motivating them to research problems in their community and work collaboratively to find solutions for them. Through real-life and relevant projects, students will acquire the skills to be culturally literate as well as being active contributors to their community.

Grade 10 English

Through World Literature, students will apply critical thinking strategies across a variety of text and media from a broad array of disciplines to construct meaning. Students will respond to a variety of literary genres, such as short story, novel, poetry, and drama, but will also extend their vocabulary and critical thinking skills.

Not only will students deepen their understanding of the speaker's message by analyzing and synthesizing information, ideas, and opinions, they will also critique information to form a response to the speaker's message. Mastering a three- to five-paragraph essay, in a variety of rhetorical modes, focusing on paraphrasing and summarizing, will frame writing composition in this year-long course.

Grade 11 English

Discover authors and poets throughout American history in this year-long American Literature course. Authors' biographies provide the inside stories behind the great works of great writers. Students will practice and perfect the critical thinking skills necessary for analyzing and interpreting various types of literature, as well as learning to use best practices for researching and writing informational and persuasive pieces. Using multimedia to enrich the scope and context of literary explorations, students will also increase their digital literacy and ability to analyze and research a large array of media. Project and authentic learning activities will help extend the student's study of literature through reflective writing, in depth research, art, and public speaking.

Grade 12 English

In British Literature students will read, as reading is imperative to creating students who are lifelong readers. The students will examine a variety of genres from the ferocious and violent epic Beowulf to the poetry of medieval narrative forms, as with Chaucer's The Canterbury Tales. The students also will read works ranging from Shakespeare's Love Sonnets through the centuries to D.H. Lawrence's short story that mixes fable, fairy tale, and fantasy in the moving "The Rocking Horse Winner." Literary analysis and narrative writing, based on the College Board Standards, will be the prime areas of writing on which students will focus, as writing is an integral component of English Language Arts, as well as an important skill used in everyday life. 18

Public Speaking

Public Speaking is designed to augment the English curriculum and enhance student reading, writing, listening, and speaking skills. Students will write thesis statements, outlines, brief reports, and deliver oral presentations. Students will present a personal introduction, informative demonstration, and a persuasive speech as well as evaluate peer presentations. Students will also participate in a formal debate, along with various informal speeches and presentations throughout the course. Practice in writing mechanics is also incorporated.

Electives

Creative Writing

Creative Writing is an entirely project based course which will prepare students for future study in professional writing. Through group collaboration and individual reflection, students will be introduced to the techniques for writing in multiple genres, including narrative, screenplay, poetry, and short story. Students will be instructed on the necessity of pre-writing and post-writing reflection to focus their writing, and will be provided with various tools and strategies to enhance their finished product. By the completion of the course, students will create a unique, multi-genre portfolio which can be used for presentation purposes.

Introduction to Communications and Speech

Beginning with an introduction that builds student understanding of the elements, principles, and characteristics of human communication, Introduction to Communications and Speech offers fascinating insight into verbal and nonverbal messages and cultural and gender differences in the areas of listening and responding.

Media Fluency

Expand your writing abilities, fine-tune your research skills, and explore the limits of media presentations. With the exponential growth of information in the 21st century and the increasing call for the necessary skills

to process the information we are bombarded with every day, it is no longer sufficient to achieve media literacy. This program of study helps you achieve media fluency through an experiential model that places you in the roles of survey and investigative journalists as well as documentarians. Beyond literacy is fluency. Fluency is the ability to practice literacy at the advanced levels required for sophisticated communication within social and workplace environments.

Modern Storytelling

Did you know that the movies Almost Famous and Star Wars share the same storyline? Find out more about storytelling in games, movies, and popular media:

•Learn to recognize the elements of dramatic storytelling present in modern popular media.

•After learning the techniques and methods of storytelling, write your own original story. 19

Discover techniques that lead to story structure and awareness, creative writing, improvisational acting, collaborative storytelling, and creative self-confidence. This class is perfect if you have yearned (secretly or openly) to learn how to write in modern dramatic form because of your experience playing games and watching popular media.

SAT Critical Reading & Writing

In this course, students will learn about comma usage, case, identifying and creating complete sentences, and writing sentences that are concise and that have subject-verb agreement. Students will also learn reading comprehension skills, including inferring ideas, understanding tone and intention, and identifying the meaning and the important and non-important parts of a piece of writing. Finally, students will understand how to apply correct grammatical structure to sentences, recognize and understand modifiers and idioms, and develop a piece of writing in response to an essay question. At the completion of this course, students will have gained both a knowledge of and appreciation for the concepts included in the critical reading and writing sections of the SAT.

Study Skills

Learn what you need to succeed as an online learner in this Study Skills course. During this one-semester course, you will acquire skills and strategies to be a successful online student. Students will identify their learning strengths and needs, and acquire effective study and course participation skills. Students will receive instruction on utilizing time effectively and essential test-taking strategies. In addition, Study Skills will enhance students' reading and writing skills and strategies, as well as identifying tools to use in applying study skills effectively in each of the core content areas.

Yearbook

In the Yearbook course students will collaborate to create an online yearbook website to preserve memories and highlight student achievements throughout the year. Creativity and organizational skills will be developed as students develop themes, slogans, and layout designs during this year-long course. Students will master advanced layout and design of desktop publishing, digital imagery, and photo placement, as they create. This course will utilize Microsoft PowerPoint, website design software, and online resources to develop pages that will be assembled into a digital yearbook website. 20

Math

Algebra 1

Algebra 1 is the bridge from the concrete to the abstract study of mathematics. Topics include solving equations, simplifying and evaluating expressions, graphing, factoring, probability, and data analysis. Real world applications are presented within the course content. By the end of this year-long course, students will have a foundation for further study in mathematics and will be ready for Geometry.

Geometry This year-long course immerses students in the foundations of Euclidian Geometry. Students will explore, analyze, and apply relationships of geometric figures while continuing to develop skills in algebraic operations, classification, and proving authentic problems. By the end of this course, students will have experienced concepts and relationships in geometry that apply to the world outside of their classroom.

Algebra 2

In the Algebra 2 course students will enhance their knowledge of application of mathematical usage in everyday life and careers. Students will examine graphs, evaluate probability, and use systems of equations to help with problem solving. This year-long course is offered after the completion of the Algebra 1 and Geometry courses. By the end of this course, each student will be skilled in applying applications and formulas to evaluate problems using numbers and variables.

Precalculus

Precalculus is designed to prepare students for Calculus, either in high school or college. Topics in this year-long course include understanding functions from symbolic, tabular, and graphical perspectives, transformations and function composition, polynomial functions, rational polynomial functions, trigonometry, and conic sections. In addition to content mastery, the course goals are to further develop students' problem solving and critical thinking skills. Students should be prepared to be challenged and work hard. Students are encouraged to form study groups with peers, practicing beyond daily assignments, in an effort to master skills.

Calculus

In Calculus students will escalate their level of mathematical thinking. This is a full year course and is designed to have students explore a different altitude of learning within this advanced course. Students will engross in a variety of methods to solve problems such as change in velocity of a moving object at a specific time, finding the derivative, and using integration. Students will be able to evaluate real life situations using derivatives to find certain amounts of speed and time. 21

Statistics

Statistics is the study of the collection, organization, analysis, and interpretation of data. In this course students will be introduced to statistical methods and applications. In Statistics students will study the collection of data, the display of data, and the analysis of information, making statistical inferences using various distributions. This course will include an introduction to probability theory which will include combinations and permutations. Completion of Algebra 2 is necessary to enroll in this course.

Science

Biology

Biology explores the nature of living organisms on Earth. In this year-long course, students learn about the unifying themes in biology: 1) cells are the basis of life, 2) form is related to function, 3) organisms interact continuously with their environment, 4) life on earth depends upon energy from the sun, 5) homeostasis is the means by which organisms regulate their internal conditions, 6) genes are responsible for inherited traits which help an organism survive and reproduce, 7) modern biology contributes to successful human societies, and 8) biology relies on inquiry to answer questions about life. The far-reaching goal is that students understand that all of life is connected and interdependent on Earth. The learning in Biology is inquiry-based, which is accomplished by at-home investigations, hands-on explorations, and online virtual labs. In this required high school science course, students will apply scientific ways of thinking, communicating and problem solving.

Chemistry

In Chemistry students investigate topics including matter and energy, atoms and molecules, the periodic table, ions and ionic compounds, covalent compounds, the mole and chemical composition, stoichiometry,

states of matter and intermolecular forces. As students gain an understanding of conservation of matter and energy, they explore concepts in chemical reactions, gas law chemistry, and solutions chemistry. Through their participation in virtual laboratory activities, hands-on investigations, and many interactive, inquiry-based activities, students enhance their mastery of understanding and applying these concepts to make real world connections. This required, year-long course should be scheduled after students have successfully completed Algebra I and Biology.

Environmental Science

In Environmental Science students examine how humans interact with and affect the environment around them. This year-long elective course takes an interdisciplinary approach, because students need to explore both scientific and social aspects when seeking solutions to environmental problems. Students work through real-world scenarios on the topics of: ecosystems, biomes, biodiversity, population dynamics, agriculture, pest management, resource use, waste management, air pollution, water pollution, climate change, and environment and human health. 22

Earth Science

In Earth Science students investigate the ever-changing aspects of planet Earth. Students begin exploring the composition of the Earth and the forces involved to reshape it through their study of plate tectonics, earthquakes, and volcanoes. Activities and projects will also help students explore Earth's history and the atmospheric forces that affect the land as well as the humans and animals living on the planet. Students will also have the opportunity to explore the many aspects of outer space, the universe, and Earth's place in space. This year-long course is appropriate for all grades and will incorporate collaborative activities, inquiry-based projects, and virtual labs.

Physical Science

Physical Science provides students with a basic understanding of the principles of Chemistry and Physics. Students investigate a variety of topics including the nature of science, matter, gases, atoms and the periodic table, the structure of matter and chemical bonding, chemical reactions, and solutions. Students also explore how the laws of motion, forces, work, and energy are present in their everyday lives as well as in technological advances and engineering. The nature of waves, sound and light, electricity, and magnetism are also explored and applied as the student participates in virtual laboratory activities, hands-on investigations, and many inquiry-based activities, applying science process skills of problem solving, critical thinking, and making conclusions. This one year course is appropriate for high school learners of all levels and abilities.

Physics

In Physics students learn to apply the fundamental concepts and principles concerning forces and energy through the study of kinematics, laws of motion, mechanics, wave motion, heat, light, electricity, magnetism, and electromagnetism. Understanding these concepts in physics is vital to a 21st Century learner in our technological society. Students design their own investigations to study forces and motion and utilize virtual laboratory activities for applying problem-solving skills, critical thinking and other scientific processes and 21st Century skills. This year-long course is appropriate for students who have completed Algebra II and Geometry.

Electives

Astronomy

Astronomy is a one-semester elective course in which students explore the earth's role in the solar system. Students learn how astronomers study the stars, galaxies, and the universe as well as other bodies in space such as satellites, asteroids, meteoroids, and comets. Students travel through the universe virtually as astronauts and scientists. By applying scientific process skills, students gain an appreciation of Earth's role in the universe as well as how our solar system was formed. As students apply 21st Century skills such as

collaboration, communication, and research, they investigate the history of the study of astronomy and new technological advances that aid in the understanding of the universe. 23

Social Studies

Engage! A Course in Civic Literacy

In this course, civic concepts are rooted in the rights and responsibilities of citizenship, grounded in readings from classical and contemporary authors in a two-credit course that integrates social science and literature at the 9th grade level. Taking Engage! A Course in Civic Literacy becomes a call to action for students; motivating them to research problems in their community and work collaboratively to find solutions for them. Through real-life and relevant projects, students will acquire the skills to be culturally literate as well as being active contributors to their community.

World Civilizations

World Civilizations emphasizes events and developments in the past and present that greatly affect people. We will act as novice historians throughout the year! Some key events and developments pertain primarily to particular people and places; others, by contrast, involve transcultural interactions and exchanges between various peoples and places in different parts of the world. Students are expected to practice skills and processes of historical thinking and inquiry that involve chronological thinking, comprehension, analysis and interpretation, research, issues-analysis, and decision-making. In addition, students will compare and contrast events and developments involving diverse peoples and civilizations. Students are also expected to examine examples of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present. Upon the completion of the course, students will create a portfolio of activities which depict a global conflict of their choosing.

United States History

United States History is a year-long course, which builds upon concepts developed in previous studies of American history. Students in this course are expected to identify and review significant events, persons, and movements in the early development of the nation. After providing such a review, the course gives major emphasis to the interaction of key events, persons, and groups with political, economic, social, and cultural influences on the development of the United States from the late nineteenth century to the present. Topics include the emergence of the United States as a world power, the great conflicts of the World Wars, the tensions of the Cold War and the United States in the modern era. Additionally, students examine conflict, cooperation, transition, and evolution in American society and culture. Students develop 21st Century skills, research skills, and critical thinking processes while creating and executing projects as a team, exploring U.S. History topics, and connecting those topics to the present day, throughout the year.

Civics

In Civics students will explore the duties and responsibilities that will help them become independent thinkers and conscientious citizens. This class deals with political behavior, which students and citizens consider relevant to the most pressing issues of the day. Civics students will also explore the process of policymaking, methods of public participation, citizenship rights and responsibilities in a changing society, the relationship between modern society, government, and economics. Civics provides 24

students with experiences that will develop citizenship attitudes within the framework of a democratic society. Throughout the first and second semesters, students will complete projects that demonstrate their understanding of the topics. In one Civics project, students act as media consultants for a local political campaign and must decide how to best "market" a candidate. Ethical dilemmas arise as students learn about the realities of campaigning for office today, providing the teacher and students with an opportunity to critically examine the U.S. election system.

Electives

Anthropology I: Uncovering Human Mysteries

The aim of anthropology is to use a broad approach to gain an understanding of our past, present, future and address the problems humans face in biological, social and cultural life. This course will explore the evolution, similarity and diversity of humankind through time. It will look at how we have evolved from a biologically and culturally weak species to one that has the ability to cause catastrophic change Exciting online video journeys to different areas of the world will also be presented in the course.

Anthropology II: More Human Mysteries

Anthropology has helped us better understand cultures around the world and through different time period. This course continues the study of global cultures and the ways that humans have made sense of their world. We will examine some of the ways that cultures have understood and gave meaning to different stages of life and death. The course will also examine the creation of art within cultures and examine how cultures evolve and change over time. Finally, we will apply the concepts and insights learned from the study of anthropology to several cultures found in the world today.

Economics with Personal Finance

From macro to micro economics, students study domestic and international financial terminology, trace the history of currency, investigate the banking industry, explore the stock market, and learn about personal money management. Concise and interactive, this curriculum is packed with practical information and multimedia learning tools to engage students and support academic excellence in public and charter schools.

Games through the Ages

During this one-semester course, students will create and play games from many periods in world history, as well as engage in webquest activities that enhance critical thinking skills. By studying the games played by various cultures throughout the ages, students gain a deeper understanding of how games reflect the social and political structure of cultures, beginning with early civilizations and continuing through modern times. In Games through the Ages, students gain insight as to how games utilize available technology and the role games played in cultural diffusion. 25

Human Geography

Examining current global issues that impact our world today, Human Geography takes a thematic approach to understanding the development of human systems and focuses on human understanding of the world and human social organization.

Law and Order: Introduction to Legal Studies

Every purchase, lease, contract, marriage, divorce, arrest, crime or traffic violation places the citizen face-to-face with the law. Law & Order is designed to provide students with an understanding of their legal rights and responsibilities.

Pennsylvania History

Pennsylvania History explores the people, places, and events that comprise the heritage of our great home state. Find out why Pennsylvania is proud to proclaim "America Starts Here," a slogan used to promote the Commonwealth. Students will learn about the geography and the rich natural resources of Pennsylvania. Students will learn about Native Americans, the European settlement of Pennsylvania, the French & Indian War, and the American Revolution. The class will also explore advancements in politics, society, culture, and economics, and the contribution of Pennsylvanians to our national heritage.

Personal and Family Finance

How do our personal financial habits affect our financial future? How can we make smart decisions with our money in the areas of saving, spending, and investing? This course introduces students to basic financial

habits such as setting financial goals, budgeting, and creating financial plans. Students will learn more about topics such as taxation, financial institutions, credit, and money management. The course also addresses how occupations and educational choices can influence personal financial planning, and how individuals can protect themselves from identity theft.

Psychology

The study of psychology focuses on the individual. Psychology explores behavior and mental processes with emphasis on the scientific nature of contemporary psychological investigation to discover why people think, feel, and behave the way they do. Through the use of various technology tools, students will engage in, and create, relevant products relating to psychological perspectives, research methods, learning and cognition, infancy and childhood development, psychological disorders, and individual mental processes and dispositions. This one-semester course is offered to juniors and seniors as an elective in social studies.

Social Problems I: A World in Crisis

Students will learn more about the challenges facing societies and the relationships between societies, governments, and individuals in these areas. Each unit will focus on a particular area of social concern, often with a global view, and examine possible solutions at both a structural and individual level. 26

Sociology

This semester course is offered to juniors and seniors as an elective in social studies. Students discover a new view of life in society, by looking at it in a systematic way. Applying the sociological perspective can help the student find an acceptable balance between personal desires and the demands of the social environment. It allows the student to see beyond their own day-to-day life by viewing the world through others' eyes. Sociology centers on the application of the scientific approach to investigate group interactions, perspectives, behavior, and conflicts in society. Through the use of various tools of technology, students will travel through the world of sociology by exploring and creating products pertaining to the topics of culture, social structure, social control and deviance, social inequality, social institutions, and other contemporary social issues.

The Bill of Rights

Do you know what the juvenile justice system is, and how it affects you? Read about cases brought before the United States Supreme Court, and consider how the Court's rulings influence your daily life. The course is structured around the Bill of Rights and other Amendments specific to the rights of juveniles. It provides many critical thinking and discussion activities, research assignments, as well as both short answer and multiple choice assessments.

The Vietnam War: An Inquiry Investigation

What's the "domino theory"? What's the difference between a "dove" and a "hawk"? Study the Vietnam War and you'll find out the answers to these and many other questions—and find out the how the impact of America's defeat in Southeast Asia is felt even today. You will study the Vietnam War, starting with early Vietnamese history, proceeding through the eras of Chinese and French colonialism, and spending significant time on the period of American involvement.

World Religions: Exploring Diversity

Throughout the ages, religions from around the world have shaped the political, social, and cultural aspects of societies. This course focuses on the major religions that have played a role in human history, including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, and Taosim. Students will trace the major developments in these religions and explore their relationships with social institutions and culture. The course will also discuss some of the similarities and differences among the major religions and examine the connections and influences they have. 27

Unified Arts

Physical Education

High School Physical Education 1 (One Quarter)

In the Physical Education A course students will be exposed to intense alternative training methods that will focus on improving a student's physical fitness level. This one-quarter course, offered at the high school level, will allow students to learn how to create individual fitness goals and how to use individual skills, experiences, and favorite activities to reach their goals. Students will also learn how physical fitness concepts can be utilized for weight management and stress management. Students will be assessed through quizzes, blogs, and physical activity questions and projects. This course will enable students to improve basic motor skills, achieve fitness levels, and understand simple activity strategies.

High School Physical Education 2 (One Quarter)

Are you physically fit? Do you really know what fitness means? How can you maintain a fit body image? In Physical Education B students will find the answers to these questions and so much more! This 9th and 10th grade fitness course will challenge students to learn, explore, and attempt many facets of fitness and physical education. Students will examine the finer points of getting into great shape and learn how to maintain that desirable level of fitness. Students should expect to expand their knowledge base of the five fitness components and the current trends happening in the fitness field. In addition, students will be challenged to develop and incorporate exercise routines that can be used now and for a lifetime.

High School Physical Education 3 (One Semester)

Think you have seen it all in fitness, exercise, and physical activity? Well, think again. Try out the new "Jack of all Trades" PE course, and you are likely to be challenged more than you thought. This course will be offered to high school students for one semester. Students should expect to study and participate in activities related to general fitness, biomechanics, outdoor leadership, historical perspective, sports/safety, and the latest in technology. Students will stay active by taking a hike, counting daily steps, practicing isometric and isotonic exercises, as well as practicing and developing sports skills.

Grade 10 Health (One Quarter)

Are you physically, mentally, and socially healthy? This Health course is designed to provide students with an opportunity to learn about the physical, mental/emotional, and social aspects of health. An emphasis is placed on the importance of making healthy decisions that will lead to a higher quality of life. Course information is presented in a practical manner incorporating current health trends and concerns. Content areas will include: Personality and stress, mental health, relationships (bullying prevention), nutrition, weight management, and personal fitness. Students will be evaluated by measuring their cognitive knowledge. This course is offered to 10th grade students. 28

Art Electives

Digital Photography I: Creating Images with Impact!

In the digital photography course, students will learn creative photographic skills and processes. Students will build a portfolio of work and explore the fields of photography and graphic arts.

Digital Photography II: Discovering Your Creative Potential

In today's world, photographs are all around us, including in advertisements, on websites, and hung on our walls as art. Many of the images that we see have been created by professional photographers. In this course, we will examine various aspects of professional photography, including the ethics of the profession, and examine some of the areas that professional photographers may choose to specialize in, such as wedding photography and product photography. We will also learn more about some of the most respected professional photographers in history and we will learn how to critique photographs in order to better understand what creates an eye catching photograph.

World Language Studies

Spanish 1

In Spanish 1 students will begin to prepare themselves for the globalized world as they are introduced to the language, culture, and history of the Hispanic world. This is a full-year course offered at the high school level. In Spanish 1 students begin the process of acquiring proficiency. Vocabulary and grammar, the building blocks of a language, will be taught as students work to develop the basic skills of listening, reading, writing, and speaking. This course also advocates a fundamental understanding, appreciation, and respect for the Hispanic culture, people, rules of etiquette, different ways of thinking, and different lifestyles. Students will work both individually and in groups throughout the year as they communicate and investigate the new language and explore new countries and cultures.

Spanish 2

Prerequisite Spanish 1

With businesses going global, boundaries between nations becoming less distinct, and Spanish becoming the second most popular language of the U.S., speaking a foreign language is becoming increasingly important for today's students. This is a full-year course offered at the high school level. In Spanish 2 students will work to advance their skills in listening, speaking, reading, and writing with continued practice in the correct use of basic vocabulary and language structures. The students will be given an opportunity to practice their listening and speaking skills as they see and hear native speakers in authentic locations around the Spanish-speaking world. Additional cultural aspects of the Hispanic world will be presented to enhance their awareness of and appreciation for the diversity of the Spanish-speaking world and develop a cultural sensitivity and knowledge about various Hispanic countries. 29

Spanish 3

Prerequisite Spanish 1 and 2

Language can literally open up broader aspects of the world professionally and socially, as students engage with the language, its people, culture, and history. Spanish 3 is a full-year course. The course will continue to provide students with a variety of opportunities to improve their vocabulary, develop additional conversational skills, explore more advanced grammatical structures, and develop an increased awareness of the phonological characteristics of the Spanish language. Emphasis will be in helping students acquire proficiency and competency by increased use of the Spanish language in listening, reading, speaking, and writing. Spanish 3 offers students the opportunity to see and hear native speakers in authentic locations around the Spanish-speaking world. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

Technology Education Electives

Chemical Engineering

In this course, students will learn the basic concepts used in chemical engineering, including systems of units, the periodic table of the elements, molecules, compounds, bonding, temperature and pressure. Students will learn about chemical systems and reactions, including stoichiometry, open and closed systems, multiple components systems, and chemical reactions. Finally, students will understand gases and gas laws, pressure, systems, energy, and enthalpy. At the completion of this course, students will have gained both a knowledge of and appreciation for the field of chemical engineering and its importance.

Computer Engineering

In this course, students will learn the basic concepts used in computer engineering, including the basic parts of a computer, how information is quantified, organized and used, and different types of information. Students will learn about information compression and information theory, including different types of coding, the theory of sound, and how sound is converted into a signal. Finally, students will learn about applications

of computer engineering, including digital telephones, real-time data transmission, band limits, different types of systems, and information security. At the completion of this course, students will have gained both a knowledge of and appreciation for the field of computer engineering and its importance.

Electrical Engineering

In this course, students will learn the basic concepts used in electrical engineering, including an introduction to electricity, circuits, energy, work, power, the components of circuits, and some simple applications of electricity. Students will learn basic circuit concepts, including series and parallel circuits, laws of electricity, and how circuits are used. Finally, students will learn about real life applications of circuits, including everyday items such as on/off switches. At the completion of this course, students will have gained both a knowledge of and appreciation for the field of electrical engineering and its importance. 30

Green Design and Technology

This introductory course will explore the basic principles of sustainable design. Because demand for sustainable products is rising, knowledge of these concepts is a valuable asset in today's workplace. Students will learn about topics such as calculating their ecological footprint, waste management, transportation planning and green vehicles, and the economy's impact on the environment.

Introduction to Web Design (One Semester)

Have you ever wanted to create a web site of your own? In Introduction to Web Design students are immersed in a process that will help them do this. In this semester-long course, students learn how to critically evaluate website quality, explore web design standards and why they are important, create and manipulate web-ready images, and create and maintain quality web pages. This course progresses from introductory work on web design to a culminating project in which students design and develop a web site relating to a subject about which they are passionate.

Mechanical Engineering

In this course, students will learn the basic concepts used in mechanical engineering, including systems of units, vectors, forces, moments, force systems, couples, and equilibrium problems. Students will learn about the methods of joints and sections, define centroids, explain distributed loads, explain center of mass and axes, and state the Pappus-Guldinus theorems. Finally, students will learn about dry friction, beams, cables, load distribution, pressure, and potential energy. At the completion of this course, students will have gained both a knowledge of and appreciation for the field of mechanical engineering and its importance.

Business Technology

Microsoft Excel

This course will prepare students for the competencies necessary to successfully complete the online Microsoft Office Specialist (MOS) Certification Exam in Microsoft Excel at the Proficient level. In Excel, the students will be able to construct and manipulate cell data; manage worksheets and workbooks; create and apply formulas using cell references, named ranges, cell ranges, and conditional logic; visually present data using charts, Clip Art, Smart Art, shapes and screenshots; organize and analyze data using filters, sorting, and conditional formatting; and save and share worksheet data. Students will be able to utilize these skills to organize, manipulate, and present data in other classes.

Business Technology Electives

Business Communications

Improve your writing and communications skills in just 15 weeks! Are you preparing for an internship, part-time, or full-time job? Business Communications teaches the communication skills students need to enter

and be successful in the workplace. Topics include business correspondence, job application materials, presentations, proposals, and reports. 31

HTML

In this course, students will be introduced to HTML and its use in web programming. Students will learn about the basic elements required to build a website, including lists, tables, frames, and other web design elements. Students will learn how to design and use cascading style sheets to enhance a webpage. Finally, students will learn and apply basic web design and layout principles, including testing and publishing a website. At the completion of this course, students will have gained both knowledge of and appreciation for HTML and its impact.

Introduction to Entrepreneurship

In this introductory class, students will master the basics of planning and launching a business of their own. Whether they are interested in creating a money-making business or a nonprofit to help others, this course will give them the core skills they will need to succeed as they learn about real-life teen entrepreneurs, characteristics of successful entrepreneurs, pros and cons of self-employment, and how to attract investors and manage expenses.

Introduction to Marketing

In this class, students will master the basics of marketing, including core concepts of financing, pricing, distribution, and product management. They will learn the basics of economic systems, efficiency and productivity, managing business finances, minimizing risk, and promoting and advertising a business.

JAVA

In this course, students will be introduced to the JAVA™ programming language and its use in programming. Students will learn about the JAVA™ language, how programs work, basic programming tools used to design web applications, and how to write a basic program. Students will learn about arrays, objects, creating behavior with methods, forming an inheritance hierarchy, and designing and creating subclasses and superclasses. Finally, students will apply what they have learned to build user interfaces and use input and output streams to move data. At the completion of this course, students will have gained both a knowledge of and appreciation for the JAVA™ programming language.

Special Education

General Science

General Science is a cohort style course in which the students can take the course every year with various new concepts introduced every calendar year. In this course, students will investigate various key concepts across the science spectrum which includes: biology, chemistry, physical, environmental, earth, and planetary science. Students use the skills of scientists to work through designed experiments and investigations. Through activities and projects, the students explore the topics of: populations, ecosystems, chemical interactions, weather, water, earth history, diversity of life, planetary/space science, force and motion, electronics/technology, and human brain/senses. This full-year course is 32

recommended for students in grades 10-12 who may need specially designed instruction and program modifications.

General Social Studies

General Social Studies is a full year course in which students will explore economics, geography, civics, government, and the history of various regions in the United States and around the world. Presented in an evolving cohort student group, a variety of topics are incorporated with skill-building strategies, activities, and projects to enrich students' knowledge of social studies concepts each year. This course is

recommended for students in grades 10-12 who may need specially designed instruction and program modifications.

Learning Support Math

This year-long high school Learning Support Math course will focus on leading students to mastery in areas of demonstrated need. The students will use a combination of textbook and software to learn about inequalities and equations, integers, measurement, area, geometry, triangles, circles, and collecting and analyzing data. Focus will be placed on students developing multiple strategies to help answer questions as well as building a deeper understanding of and connection between the topics by solving real-world problems that relate to their interest. This course is recommended for students in grades 10-12 who may need specially designed instruction and program modifications.

General English

General English is a learning support class that provides a continuum of services for the years a student is in high school. Students will explore various types of literature and poetry and have the opportunity to express themselves through writing. Students will be expected to apply active reading strategies to real-world text, develop written responses to literature, and present evidence from a text to support a thesis. All materials are individualized to meet the needs of each student. General English provides all the curricular modifications and adaptations needed to help students be successful, while challenging them to achieve to their highest potential. 33

Tributary Specific Courses

Biomedical Tributary

The biomedical tributary introduces students to the branch of medical science that applies the biological and physical sciences to clinical practice. Students will study life and living organisms and explore the past, present, and future of biotechnology. The curriculum will move the student from the study of cells as the basic unit of life to the application of knowledge in the form of biomedical engineering principles. Students will perform experiments using correct experimental procedures and learn the proper use of scientific equipment. Courses in this tributary will lead the students to investigations in physiology, medicine, and the research process. This tributary is ideal for students who have a keen interest in the building blocks of life, investigations into understanding the human body, and the methods used to research and solve medical mysteries.

Grade 9 — Principles of the Biomedical Sciences

In Principles of Biomedical Sciences students investigate various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They determine the factors that led to the death of a fictional person, and investigate lifestyle choices and medical treatments that might have prolonged the person’s life. The activities and projects introduce students to human physiology, medicine, and research processes. This full-year course provides an overview of all the courses in the Biomedical Sciences program and lays the scientific foundation for subsequent courses.

Engineering Tributary

Engineering consists of acquiring and applying scientific, mathematical, and practical knowledge, in order to design and build structures, machines, systems, and processes. The engineering tributary is designed to challenge and engage students in the envisioning, designing, and testing of their ideas using advanced, industry standard 3D modeling software. Students will learn about mechanical systems, machine automation, and computer control systems. Using problem-solving skills, students will design solutions to various challenges on topics such as energy, mechanisms, kinematics, and materials. Students will learn proper procedures for documentation and communication of their findings. This is the ideal tributary for students who enjoy the challenge of using their creative imagination to innovate useful solutions to real-world problems through the application of their knowledge in the areas of science and math.

Grade 9 — Introduction to Engineering Design

The major focus of Introduction to Engineering Design is the design process and its application. Through hands-on projects, students apply engineering standards and document their work. Students use industry standard 3D modeling software to help them design solutions to solve proposed problems, document their work using an engineer's notebook, and communicate solutions to peers and members of the professional community. This is a full-year course offered to 9th grade students. 34

Logistics, Manufacturing and Construction Technologies Tributary

Logistics, manufacturing and construction are industries that require planning, organization, innovation and problem-solving skills to manage the building of structures, the production of tangible goods and the flow of materials. The Logistics, Manufacturing and Construction tributary is designed for students who want to work with their hands and learn how to use a variety of manufacturing tools, including CNC machines, engines, motors and robots. Through hands-on activities and simulations, students use mathematics and critical-thinking skills to design and build structures and to develop automated processes for the creation and movement of products and materials. Students learn the essentials of effective planning and organization and how automation and other emerging technologies have impacted and changed these industries. The Logistics, Manufacturing and Construction tributary is ideal for innovative, creative students, who enjoy working with their hands on real-world projects and solutions.

Grade 9 — Introduction to Engineering Design

The major focus of Introduction to Engineering Design is the design process and its application. Through hands-on projects, students apply engineering standards and document their work. Students use industry standard 3D modeling software to help them design solutions to solve proposed problems, document their work using an engineer's notebook, and communicate solutions to peers and members of the professional community. This is a full-year course offered to 9th grade students.

Architecture, Digital Media Arts and Technology

Architecture, Digital Media Arts and Technology are growing fields that require artistic, visionary skills to plan and design structures, computer programs, graphic artwork and media productions. The Architecture, Digital Media Arts and Technology tributary is designed for creative students who want to combine their artistic abilities with a variety of digital technologies. Students will apply mathematical and physics skills as they learn about the physical characteristics of buildings and use drafting tools and CAD software to create sketches and digital blueprints. Through hands-on activities and simulated projects, students will learn the components of computers systems and basic programming concepts; they will explore the techniques and processes used in creating computer art, digital imaging, graphic design, video production, animation and gaming. The Architecture, Digital Media Arts and Technology tributary is ideal for students who want to combine their artistic abilities with the use of digital technologies for creation, personal expression and production.

Grade 9 — Architecture Focus

Introduction to Engineering Design

The major focus of Introduction to Engineering Design is the design process and its application. Through hands-on projects, students apply engineering standards and document their work. Students use industry standard 3D modeling software to help them design solutions to solve proposed problems, document their work using an engineer's notebook, and communicate solutions to peers and members of the professional community. This is a full-year course offered to 9th grade students. 35

Grade 9 — Digital Media Arts and Technology Focus

Digital Arts I

In this one-semester exploratory course, Digital Arts I students learn the elements and principles of design, as well as foundational concepts of visual communication. While surveying a variety of media and art, students use image editing, animation, and digital drawing to put into practice the art principles they've learned. They explore career opportunities in the design, production, display and presentation of digital artwork. They respond to the artwork of others, and learn how to combine artistic elements to create finished pieces that effectively communicate their ideas.

Digital Arts II

Students in Digital Arts II build on the skills and concepts they learned in Digital Arts I as they develop their vocabulary of digital design elements. By the end of this one-semester course, students will have created a collection of digital art projects for their digital design portfolio.

Energy, Emerging Sciences and Mathematics Tributary

The Energy, Emerging Sciences and Mathematics tributary employs a Green STEM approach to address the grand challenge of sustainability by including the topics of energy, environment, and economics: "Green Energy" is a term used for sources of energy considered to be environmentally friendly and non-polluting; "Environmental Science" is a term for the scientific disciplines needed for the understanding and management of the natural environment and the interactions among the physical, chemical, and biological components of the Earth's systems; and "Green Economics" is a term for the interdependence between human economies and the ecological constraints of earth's natural resources.

Green STEM study will promote a future green workforce that has the skills necessary to advance knowledge and examine solutions needed to overcome scientific and societal sustainability challenges. Students will use computer-delivered lessons, hands on explorations and real world open-ended dilemmas that tie together environmental and social responsibility with available resources and future career opportunities. This tributary is ideal for students interested in contributing to a sustainable green economy that values the importance of meeting human needs without chronic harm to the environment.

Grade 9 —Concepts and Issues in Energy Acquisition

Computer-based curriculum materials, hands-on activities and multimedia simulations help learners in the Concepts and Issues in Energy Acquisition compare and contrast existing and future energy production technologies. The EcoSTEM curriculum also includes continuous assessment, assessment tests and a workbook journal to create a portfolio of work. Weekly during the semester, learners and team members address the Problem Based Learning (PBL) module, "Fracking - Marcellus Shale." Fracking is the perfect topic for analysis....it is a man-made event in search of scrutiny. All involved want to protect the environment and the safety of the local residents. At the same time, they don't want to create obstacles that might unnecessarily stifle the Marcellus Shale economy. Using both synchronous and asynchronous online communication, each team's task is to provide valuable insights for dealing 36

with this possible economic versus environment dilemma. This is a one-semester course offered to 9th grade students.

Grade 9 - Quest for Alternative Fuels

Students undertake a range of exciting "design and build" activities with both the physical equipment and the computer-based simulations looking primarily at transportation systems such as Magnetic Levitation Transport. Learners are also introduced to hybrid and electric vehicle systems via hardware and curriculum materials with a sophisticated on-screen simulator. In addition, weekly during the semester, learners and team members will address a Problem Based Learning (PBL) module dealing with "The Quest for Alternative Fuels." Using both synchronous and asynchronous online communication, each team's task in the Quest for Alternative Fuels course is to develop a comprehensive list of alternative sources of energy with an accompanying analysis of potential environmental advantages and disadvantages. The scientific knowledge and understanding required to study this problem will be provided online to the student within the module or via the links to other websites to address additional alternative fuel strategies, such as nuclear, wind, solar, clean coal, ocean currents or waves, helium 3, cold fusion, thermal, hydro, biofuel and hydrogen. This is a one-semester course offered to 9th grade students.

Agriculture, Plant and Animal Science Tributary

Agriculture is Pennsylvania's leading economic enterprise with numerous education and career opportunities. This tributary is ideal for students who may be interested in agriculture careers in animal production, plant production, soil and water management, farm management, agribusiness, forestry, and horticulture. Students will address new frontiers in Plant and Animal Science as they relate to the global and technological importance of agriculture and its contribution to the wise management of economic, environmental and human resources on our planet. Coursework is composed of distinct, yet interrelated components: online, students learn concepts and theories dealing with a broad spectrum of agricultural and agribusiness topics followed by the laboratory mode of instruction where concepts and theories are carried through to their application. The result is the development of essential technical skills that are vital to the success of people entering a career in Agriculture, Plant, and Animal Sciences.

Rigorous Instructional Program - Attachments

- Induction Report Approval
- Professional Education Report for PA Learners Online Regional Cyber CS approved by PDE

English Language Learners

In accordance with the Board's Philosophy of Education and curriculum policies, an appropriate educational program has been designed to identify and provide services for students whose dominant language is not English (ESL), whose language is limited English proficient (LEP), or is an English language learner (ELL).

The primary goal of the ESL program is to increase the English language proficiency of limited English proficient students so that they can meet state and district academic standards and thus be successful in school. A related goal is to increase these students' English language proficiency so that they can fully and successfully participate in all regular classes at an age-appropriate grade level. To meet these goals, the objectives of ESL or ELL instruction are development of listening, speaking, reading, and writing skills in English, and the provision of an educational environment, which helps the ESL or ELL student understand and cope with a new culture.

In 2011-2012, PA LEARNERS Online had four ELL students and contracted with the Allegheny Intermediate Unit to successfully deliver services online. We have relationships established with the Allegheny Intermediate Unit in order to provide any services that are outside of our current capabilities. PA LEARNERS Online provides an equal educational opportunity for all students, as described in our 3044 narrative.

When PA LEARNERS Online receives ELL students, the following protocol is followed:

1. The ESL program at PA LEARNERS Online was developed to ensure equal educational opportunities for all students in a culturally integrated online learning environment. The program's goal is to develop a competency of the basic skills: reading, writing, speaking and listening. Students will be provided educational experiences that will help prepare them to pursue higher education and/or the world of work.

2. Mandatory orientation sessions are held prior to enrollment. This includes completion of the Home Language Survey and an individual interview with each parent to assess the child's and the parent's needs.

3. PA LEARNERS Online (PALO) screens ESL students at the elementary level through registration, referrals, Home Language Surveys, and reviews of student records. Secondary students are screened through registration and office involvement, including review of student records and teacher referrals. The referral is forwarded to the ESL Supervisor and an assessment is completed to determine the student's specific needs. The ESL teacher, the regular education teacher, parents, and others as needed are familiarized with this information and develop strategies that are individually appropriate for that specific child to make meaningful progress in his/her program. The percentage of time for instruction is based on the recommendations given through the assessment process and the team.

4. The English as a Second Language Program provides the students with English instruction as designated through the assessment process. The program type is designed to meet the needs of the student through asynchronous or synchronous individual or small group online learning opportunities including discussion boards, online chats, and voice-streamed lessons.

5. Extracurricular activities are encouraged and available through the child's district of residence.

6. The ESL teacher reports progress to the parents and supervisor on a regular basis and makes adjustments as needed on the appropriateness of the program for the student. All students are eligible to participate and utilize pupil personnel services, including counseling. All students must meet education requirements as established by State and Federal mandates to receive special education services.

7. The ESL teacher collaborates with the student's classroom teachers to provide support and give suggestions on modifications, adaptations, or strategies that may help the student with assignments and tests. Staff will receive staff development as per the ACT 48 plan.

8. The program is evaluated by reviewing the student's progress, language proficiency, and increased independence in the academic areas provided in the regular classroom. The appropriateness of the program is then reviewed by all participants and adjusted accordingly.

PROFESSIONAL DEVELOPMENT PLAN

PALO will adhere to regulations set forth in the Basic Education Circular: Educating Students with Limited English Proficiency (LEP) and English Language Learners (ELL), April 2009, which indicates that "All LEAs with ELLs enrolled must offer staff development related to ESL for all LEA personnel as part of the Professional Act 48 Plan." Therefore, PALO will contract with the K-12 ESL Program of the Allegheny Intermediate Unit to offer this yearly training to all staff.

English Language Learners - Attachments

- ESL Board Policy
- ELL Report 2011

Graduation Requirements

Graduation Requirements

The requirements for graduation are as follows:

Each candidate for graduation shall have earned a minimum of twenty-three (23 credits) and successful completion of the graduation project

The following courses/credits are required for the Graduating Class of 2013, 2014 and 2015:

English..... 4.00

Social Studies..... 4.00

Science..... 4.00

Mathematics..... 4.00

Physical Education..... 2.00

Health..... 0.50

Other electives to reach minimum..... 4.50

Credits to graduate..... 23.00

Only Seniors who have met the minimum graduation requirements including the culminating project and have met all financial obligations by the date of graduation may participate in the commencement program.

The following courses/credits are required for the Graduating Class of 2016 and beyond:

English (to include English Composition & English Literature)..... 4.00

Social Studies (to include Civics, World Cultures & American Cultures..... 3.00

Science (to include Biology & Chemistry)..... 3.00

Mathematics (to include Algebra I, Geometry & Algebra II)..... 3.00

World Language..... 1.00*

Wellness (to include Fitness & Health)..... 0.75

Public Speaking..... 0.25

Technology (Excel)..... 0.50

Planning for College, Career & Your Financial Future..... 0.50

Core Tributary/Elective/Internship/Independent Study..... 6.00

Graduation Project..... 1.00

Credits to graduate..... 23.00

* Middle School World Language fills the requirement of 1 year of a World Language. It will not count toward high school graduation, but will allow students to enter high school language at level 2.

An eligible special education student may graduate by meeting the individual requirements as defined in his or her Individualized Education Program. In each such case, the IEP team will determine if a student has met the graduation requirements, as defined in that individual's IEP. Our graduation requirements exceed the requirements of Chapter 4.

Special Education

PALO/STREAM Academy provides a continuum of special education services to our students. When a student enters PALO with an IEP, we meet with the parents to determine how the student's goals can be addressed and how specially designed instruction will be provided in a "cyber" setting.

PALO/STREAM Academy has the ability to provide related services through licensed, approved providers for speech, OT/PT, and hearing services.

PALO/STREAM Academy follows child-find guidelines and screen students that are referred through their parents or teachers for the possibility of an educational disability. Depending on the outcome of the screening meeting, we can offer research-based instruction to students to determine educational benefit, or we may decide to have the student assessed formally by a school psychologist to determine whether an educational disability is present and whether specially designed instruction is needed.

Special Education - Attachments

- IST Procedure
- Procedure for Conducting a Multidisciplinary Evaluation
- Procedure for enrolling and reenrolling sped students
- Procedure for Progress Monitoring and Reporting
- Procedure for Writing an IEP
- Responding to Students at Risk for Dropping Out
- Procedure for Conducting a Screening Meeting
- Transition Procedures
- Transition Process

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Jamie Desrochers	1.00	Elementary (K-6)	PA Learners Online	10	Each student is supported by a full-time special education teacher and a part-time special education teacher
Lindsey Douglass	1.00	High School Math Support/Emotional and Autistic Support	PA Learners Online	25	Each student is supported by a full-time special education teacher and a part-time special education teacher
Amy Repko	1.00	High School Learning, Emotional and Autistic Support and Social Studies	PA Learners Online	15	Each student is supported by a full-time special education teacher and a part-time special education teacher
Laura Lillion	1.00	High School Learning, Emotional and Autistic Support/English Support	PA Learners Online	30	Each student is supported by a full-time special education teacher and a part-time special education teacher
Amy Siegel	1.00	High School Math-Learning, Emotional and Autistic Support	PA Learners Online	15	Each student is supported by a full-time special education teacher and a part-time special education teacher

Amy Holtz	.30	High School Learning, Emotional and Gifted Support	PA Learners Online	10	Each student is supported by a full-time special education teacher and a part-time special education teacher
Emily Bowser	.50	High School Learning, Emotional and Autistic Support	PA Learners Online	10	Each student is supported by a full-time special education teacher and a part-time special education teacher
Mathew Hubert	1.0	High School Science-Learning, Emotional and Autistic Support	PA Learners Online	15	Each student is supported by a full-time special education teacher and a part-time special education teacher
MiChelle LaBorda	1.0	K-8 Learning Emotional and Autistic Support	PA Learners Online	5	Each student is supported by a full-time special education teacher and a part-time special education teacher
Jodi Vollero	.30	High School Learning, Emotional, and Autistic Support	PA Learners Online	10	Each student is supported by a full-time special education teacher and a part-time special education teacher
Kristen Helf-York	1.0	High School Learning, Emotional and Autistic Support and English Support	PA Learners Online	15	Each student is supported by a full-time special education teacher and a part-time special education teacher
Ruth Campet	.40	Remedial Reading Teacher	PA Learners Online	12	Each student is supported by a full-time special education teacher and a part-time special education teacher

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Allegheny Intermediate Unit	As Needed	Speech/Language and Occupational Therapy	Private Office/Student's Home/Online	15	Speech/Language, OT Support delivered online
Therapy Source	As Needed	Speech/Language Support	Private Office/Student's Home	10	Speech/Language Support as needed
Claire Vatz Agency	As Needed	Speech/Language Support	Private Office/Student's Home	3	Speech/Language Support as needed

Special Education Program Profile - Chart III

Title	Location	FTE
Stephanie Paolucci, Special Education Supervisor	PALO Central Office	1.0
Sharon Rice, School Nurse	PALO Central Office	.20
Marissa Deleel, School Social Worker	PALO Central Office	.10
Janice Vogan, School Psychologist	PALO Central Office	.20
Karen Morine, School Social Worker	PALO Central Office	1.0

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Allegheny Intermediate Unit #3	School Psychologist	1 day/week
Allegheny Intermediate Unit #3	Assisted Technology Support	As Needed
Allegheny Intermediate Unit #3	Occupational/Physical Therapy	As Needed
Allegheny Intermediate Unit #3	Speech/Language Therapy	As Needed
Allegheny Intermediate Unit #3	Social Work Services	1 day/week
Allegheny Intermediate Unit #3	Functional Visual Assessment	As Needed
Therapy Source	School Psychologist	As Needed
Therapy Source	Occupational/Physical/Speech/Language Therapy	As Needed
Therapy Source	Social Work Services	As Needed
Claire Vatz	Speech/Language Therapy	As Needed

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
Acuity	No	No	No	Yes	Yes	Yes
PSSA Math/Reading	No	No	No	Yes	Yes	Yes
PSSA Science	No	No	No	No	Yes	No
PSSA Writing	No	No	No	No	No	Yes

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA-Math/Reading	Yes	Yes	Yes	No	No	Yes	No
PSSA Writing	No	No	No	No	No	Yes	No
PSSA Science	No	No	Yes	No	No	Yes	No
Acuity	Yes	Yes	Yes	Yes	Yes	Yes	No

Student Assessment

State Assessments

To accommodate challenges posed by our geographically diverse student population, remote testing sites for the Writing, Mathematics/Reading, and Science PSSA tests were once again utilized. These testing sites were proctored by PALO teachers in remote areas across the state of Pennsylvania. These remote testing sites helped the school meet its requirements for student participation, as mandated by the state.

Training in active proctoring was also required of all teachers. The training focused on specific techniques to be utilized to identify off-task students and redirect them towards completion of their tests. Teachers were instructed on how to enhance student motivation utilizing speech and proximity. Proctors utilized this information to create more conducive environments for testing. These trainings increased the amount of students completing assessments and helped the school meet its requirement for student participation as mandated by the state.

Local Assessments

Acuity (CTB/McGraw Hill) online predictive and diagnostic tests were utilized in Grades 3-11 and the Algebra Readiness Test was administered to Pre-Algebra students. Acuity creates a more accurate assessment of our students' abilities, skills, and areas for enrichment or remediation. A detailed analysis is attached.

Student Assessment - Attachment

- Local Assessment Data 2011- 2012

Teacher Evaluation

PALO's Teacher Evaluation Plan uses the PDE 426 and 428 PDE forms. Data collection evolves from a Sources of Evidence document which informs the evaluation. Teachers' input into the evaluation is sought by the accumulation of evidence in a portfolio/folder for discussion with the administrators who also collect data from the courses electronically. Successfully participated in the new teacher evaluation pilot with three teachers and two administrators.

PA LEARNERS Online Teacher Observation and Evaluation Protocol

The vision of PALO values effective and timely feedback to teachers with the goal of improving instruction for all learners.

- Formal observations will average 20-30 minutes including time spent reviewing and signed, one for the teacher and one for the PALO file.

  Live (archived) Classrooms, parental communication, Blackboard, or any relevant data and will be documented using the attached form. Two originals will be printed. Evaluations (PDE 426/427/428) will occur prior to the Semester 1 ending date for teachers receiving the 426, and prior to the last day of school for final evaluations of all teachers. The Sources of Evidence document will be attached and become a part of the 426 or 428. The artifacts/portfolio attached by the teacher will be returned to the teacher at the evaluation conference or retained by the administrator, at the administrator's discretion.

- Each evaluation requires at minimum of one formal observation completed prior to or concurrent with the evaluation (a minimum of one form will accompany each 428 form and a minimum of one for each 426 form).

- Teachers will submit Sources of Evidence with documentation to their supervisor for review at least one week before the scheduled evaluation conference. The administrator will add comments and/or artifacts to the document and will discuss the document with the teacher. The administrator comments may be handwritten on the document. The teachers on a level 1 certificate will add to their first semester artifacts/portfolio for their final annual review.

- The Sources of Evidence document will be attached to the final evaluations. Two original evaluation forms will be printed and signed, one for the teacher and one for the PALO file.

- When issuing an unsatisfactory rating, the supervisor will review the Sources of Evidence, observation and any other supporting documentation and an improvement plan will be discussed. The goal is to implement the improvement plan within 10 days of the conference.

- When a teacher disagrees with the interpretation of the Sources of Evidence or evaluation, the teacher and supervisor are expected to discuss the issue with the focus being the best interest of the students. In those events when the issue cannot be resolved, the teacher may attach a written rebuttal within 10 days of the conference or request a meeting with the supervisor and the PALO principal. The Sources of Evidence and attachments should be provided to the principal prior to the conference. Should the disagreement not be resolved; the teacher may request a meeting with the supervisor, the principal, and a human resources administrator. The expectation of these meetings is to focus on the best interest of the students. The PALO administrative team is committed that there will be no retaliation against any employee who uses the resolution process described above.

Dr. Mandell, Dr. Sherbondy, Ms. Paolucci, and Mr. Cindric are AIU administrators assigned full-time to PALO, and they complete the teacher observation and evaluation. They consult with Dr. Martin who signs off as the chief administrator.

Professional development is offered at the AIU for evaluation and progressive improvement planning. Special Education workshops are offered and regularly attended at the AIU. PALO has a representative who attends the Special Education updates offered regularly at the AIU.

Teacher Evaluation - Attachments

- Teacher Observation
- CYBER Sources of Evidence
- Adjunct Assessment Form

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

Effective July 1, 2012. Nancy Rose was elected Board Chair and Brian White was elected as Board Secretary. No administrative changes occurred.

Board of Trustees

Name of Trustee	Office (if any)
Dr. Linda Hippert	Member
Dr. Cheryl Griffith	Member
Dr. Lawrence Korchnak	Chair
Mrs. Nancy Rose	Vice-Chair
Dr. Brian White	Member
Dr. Dean Casello	Secretary
Dr. Donna K. Milanovich	Member
Dr. Wesley Shipley	Member
Mr. Wayne Gdovic	Member
Dr. John DiSanti	Member
Mr. Alan Johnson	Member
Ms. Tammi Kinzel	Treasurer

Professional Development (Governance)

In April 2009, a New Board Member Orientation Workshop was provided by the CEO, Treasurer and Solicitor covering mission/vision, governance documents, Act 22, Sunshine Laws, the Public Officials Act, business practices and Board ethics. The Solicitor attends the PALO Board meetings and shares updates as he deems appropriate.

Coordination of the Governance and Management of the School

The Board maintains a working relationship with PDE by following the updates that are also available to them as school superintendents. The Board supports Dr. Martin and other PALO administrators in attending updates and training sessions at PDE, PATTAN, and the AIU.

Coordination of the Governance and Management of the School - Attachment

- Signature Page 2011 2012

Community and Parent Engagement

Community and Parent Engagement

In 2011-2012, the Office of Guidance, Admissions, and Career Development was created. The goal of this department is to engage families and business partners as we move forward with the mission of STREAM Academy. A major goal in the Comprehensive Planning Process centers on partnerships with families and the community. The administrative team continued to collaborate with higher education and the business community via our steering committee, and a Menu of Engagement was created to assist in communicating with business partners as we "STREAM ahead."

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

No major fund-raising activities were performed this year and no major fund-raising activities are planned for the next school year. Grant opportunities will continue to be explored.

Fiscal Solvency Policies

The PALO School Board approved a Fund Balance Policy detailing procedures for usage during unforeseen emergencies, shortfalls, and/or delays in receiving monies. Dollar amounts are to be determined based upon the financial history of the school's operating expenditures.

The current unreserved fund balance is $2,070,552.55.

Accounting System

The PALO charter school follows the PA State Chart of Accounts for PA Public Schools and PDE reports utilizing an accrual method in GAAP for budgeting, accounting and reporting. Files are maintained in a Sunguard financial system.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Preliminary Statement of Revenues and Expenses 6-30-2012

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

Maher Duessel, Certified Public Accountants

Three Gateway Center-Six West

Pittsburgh, PA 15222

Audit Report Completed: December 21, 2011

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

- Independent Audit Report 2011
- Insurance Summary 2012-2013

Citations and follow-up actions for any State Audit Report

PALO has had no findings on any State Audit Report. The Independent Auditor's Report and PALO's managerial response is attached.

SECTION VII. FACILITY RESPONSIBILITIES

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

PA LEARNERS Online d.b.a. STREAM Academy entered into a lease according to the following Board approval on May 29, 2012: Lease agreement with PCE TT, LP, A DELAWARE LIMITED PARTNERSHIP, c/o LG Realty Advisors, Inc., 535 Smithfield Street, Suite 900, Pittsburgh, PA, to provide space for STREAM Academy. Location: 201 Penn Center Boulevard, Building No. 1, Wilkins Township, PA; in monthly installments of $17,169.92; $17.00 per sq. ft.;
Area: approximately 12,139 sq. ft.; Term: July 1, 2012 through August 31, 2013.

Future Facility Plans and Other Capital Needs

Furniture, fixtures, and equipment was budgeted for and approved and is being purchased in the 2012-2013 school year. This includes the outfitting of six full classrooms and two lab spaces. Since the previous tenant was an online university, several classrooms existed in a useable condition which helped contain costs associated with bringing the property to STREAM Academy's specifications.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

PALO has a representative on the AIU Safety Committee which plans events to promote safety, completes emergency drills for staff, and creates plans, policies, and procedures. A school nurse maintains health and immunization records. Comprehensive plans are being put into place for the 2012-2013 school year for the On-Location days.

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

- Wellness Policy
- Student Health Report

Current School Insurance Coverage Policies and Programs

Keystone HMO

Vision Benefits of America

Blue Shield Dental

Employment Practices Insurance-Philadelphia Insurance Company

Property and Liability-Philadelphia Insurance Company

Worker's Compensation Technology Insurance Company, Inc.

Current School Insurance Coverage Policies and Programs - Attachment

- Insurance Summary 2012-2013

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

Quality of Teaching and Other Staff

For the 2011-2012 school year, the professional staff of PA LEARNERS Online consists of 44 full-time teachers, 8 part-time adjunct faculty members, three guidance counselors, a part-time social worker and part-time school nurse. The staff was engaged by the Assistant Principals in monthly department meetings which focused on student achievement based on data, curriculum updates, and effective teaching strategies. The departments completed written reports that evaluated these strategies. Two full-time and four part-time teachers resigned during the 2011-2012 school year.

Quality of Teaching and Other Staff - Attachment

- PDE 414 2011-2012

Student Enrollment

The PA LEARNERS Online Regional Cyber Charter School enrollment procedures and policies are as follows: PALO requires students to complete three enrollment phases: completion of an online application, completion/submittal of enrollment paperwork and corresponding documents, and attendance at an orientation session (local students attend a physical orientation and distance students are orientated via mail and the internet). Students/guardians access the online application at PALO's website. This is also where they locate the enrollment paperwork (if a printer is unavailable, families may contact admissions to have the paperwork sent through the mail). The student must complete all phases of the enrollment process to be considered officially enrolled in PA LEARNERS Online. All policies and procedures reflect compliance with state law. We employ an open enrollment process that affords all students the chance to attend our cyber school. We do not place ceilings or caps on enrollment and students may apply for enrollment at any point in the academic school year.

The age requirement for kindergarten students is that they must have reached age 5 by September 1st in reference to the start of the new school year.

Enrollment history for the 2011-2012 school year is as follows:

	Enrollments	**Withdrawals**
June - August	96	167
September	65	49
October	44	41
November	40	32

December	29	23
January	47	30
February	38	36
March	24	43
April	11	18
May	10	9

PALO completed the 2011-2012 school year with 389 students. We enrolled a total of 404 students and processed 448 withdrawals. We had 0 expulsions. Our population is weighted toward secondary students with 65% of our students in grades 9, 10, 11, and 12. We graduated 54 students this year. The school is within the enrollment criteria and estimated enrollment as determined by the charter.

There are currently no supporting documents selected for this section.

Transportation

PALO has contracted with a private company through the Allegheny Intermediate Unit for special education student transportation when needed.

Food Service Program

The school has no food services program, but does support healthy eating through the wellness policy, curriculum, and snacks made available during special events.

Student Conduct

PA LEARNERS Online's discipline code of conduct and student expectations of behavior are published on our website. It outlines the general and specific guidelines of student expectations. Parents and students sign the PALO Code of Conduct, stating that they have read and intend to follow all guidelines. Our discipline code of conduct and student expectations of behavior were updated and comply with Chapters 12 and 13 including due process procedures.

Student Conduct - Attachment

- Student Handbook

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2012

The PA Learners Online Regional Cyber CS within Allegheny IU 3 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.
3. The charter school has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic 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 **Date**

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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 PA Learners Online Regional Cyber 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/ethics/site/

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: David Martin **Title:** Dr.
Phone: 412-394-5796 **Fax:** 412-394-4604
E-mail: david.martin@aiu3.net

_____ _____
Signature of the Chief Executive Officer and Date

Identify the charter school's President of the Board of Trustees.
Name: Nancy Rose **Title:** Ms.
Phone: 412-854-8402 **Fax:** 412 854 8430
E-mail: rose.nancy@bpsd.org

_____ _____
Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.
Name: Stephanie Paolucci **Title:** Ms.
Phone: 412-394-5875 **Fax:** 412-394-4604
E-mail: stephanie.paolucci@aiu3.net

_____ _____
Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- Signature Page 2011 2012