
Pennsylvania Department of Education



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

Charter Annual Report
Wednesday, May 01, 2013
(Last Accepted: Monday, February 14, 2011)

Entity: Achievement House CS
Address: 600 Eagleview Boulevard
First Floor
Exton, PA 19341

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2011 - 2012

Name of School: Achievement House CS

Date of Local Chartering School Board/PDE Approval: 07/02/04 initial 07/05/07 renewal

Length of Charter: initial charter 3 years/renewal 5 years/renewal 5 years **Opening Date:**
09/13/04

Grade Level: 7 - 12 **Hours of Operation:** 8:00am - 4:00pm

Percentage of Certified Staff: 97.44% **Total Instructional Staff:** 39

Student/Teacher Ratio: 21.53:1 **Student Waiting List:** 0

Attendance Rate/Percentage: 99%

Second Site Address, Phone Number and Site Director:

163 9th Street,
New Florence, PA 15944
724-371-1390
Heath West

Three Allegheny Plaza Building
333 Allegheny Avenue 1C
Oakmont, PA 15139
Phone: 484-615-6200
Lynn Rodden

Summary Data Part II

Enrollment: 840 **Per Pupil Subsidy:** \$9,500 Regular Ed; \$19,000 Special Ed

Student Profile

American Indian/Alaskan Native:	5
Asian/Pacific Islander:	6
Black (Non-Hispanic):	168
Hispanic:	86
White (Non-Hispanic):	528
Multicultural:	47

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
43.22%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 184

Instructional Days and Hours

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

SECTION I. EXECUTIVE SUMMARY

Educational Community

Achievement House Cyber Charter School accepts students throughout the year and does not restrict enrollment. Thus, the school attracts a more transient and high need population that often has a greater number of issues that impact academic performance. AHCCS has a rolling enrollment which means that at various times of the year demographics and student counts will change. The 2011 PIMS report listed 536 students with a breakdown of 70 Black, one Asian, 32 Hispanic, 6 Multiracial, 424 White, 70 IEP and 0 ELL. This data is based upon a student population of 660 students as of January 5, 2012 and includes the following students: 3 Asian, 456 White, 73 Hispanic, and 51 Multi-Racial and 107 Black. This equates to a population of 29 % (204 students) that currently have an IEP, 49.2% (326 students) are considered Economically Disadvantaged and 41% (270 students) qualify for Free and Reduced Lunch. There are 6 ELL students receiving services.

In the past three years, the school population has included an average of 27% special education students, all with different and unique barriers to their education. The percentage of economically disadvantaged students has increased from 22% in 2007 to 32% in 2010. The percentage of students that qualify for Free and Reduced Lunch is currently at 45%.

Although this enrollment practice creates additional difficulties in placing students and addressing their needs, it fulfills the school mission to provide all students opportunities to improved academic outcomes. Research has shown that children affected by risk factors such as poverty, family status, or poor school system, are more likely to enter school behind their peers, struggle in school, or drop out altogether. Most of our students come from areas considered to be of high risk for student failure and are affected by the risk factors previously listed. These high risk

counties include Allegheny, Berks, Blair, Cambria, Dauphin, Erie, Lackawanna, Lancaster, Lebanon, Lehigh, Luzerne and Philadelphia.

In the past three years, the school population has included an average of 27% special education students, all with different and unique barriers to their education. As of August 26, 2011, there were 23 incoming special education students enrolling in our school with the most of who have the disability of emotional disturbance and have experienced bullying in their home district.

The number of economically disadvantaged students has increased from 22% in 2007 to 38.16% in 2011. Nearly 20% of middle school students have been retained at some point in their education, and of that population, 15 students could have been retained for a second or third time, but were advanced to 9th grade due to their age (at or above 16 years).

Some students have family circumstances that lead to difficulty finding time for academics, including but not limited to: teen parenting, caring for adult family members, mental health issues, physical health issues, and work. For instance, a recent enrollee came to AHCCS as a seventh grader, aged 15, with only 4 years of formal schooling prior to enrollment. This past year, forty students from grades nine through twelve became parents and needed medical leave.

With little family support or belief that improved outcomes are possible, many students have tremendous gaps in their education due to poor attendance and a loss of faith in the education system.

Mission

Achievement House Cyber Charter School students will experience an improved individual outcome, measured by academic achievement, in a personalized and rich learning environment that prepares them for success in a technology-driven world.

Vision

Achievement House Cyber Charter School is comprised of a cohesive, supportive group of dedicated staff, students, parents, and community members united in our commitment to pursue excellence through updated technologies in online education. We intend to realize our highest potential as an educational community by employing promising practices for online teaching, learning, professional development and parent involvement.

We seek to engage in effective communication, and utilize all resources wisely. We will use our successes as a catalyst for future growth, change, and improvement. In the future, Achievement House Cyber Charter School plans to utilize advanced technology for lesson planning and recording student achievement; modifying online curriculum, developing additional project-based learning and adjunct on-site opt-in programs and services.

Shared Values

Achievement House Cyber Charter School Believes:

- 1) Our school is a community, where all members — students, parents, faculty, staff, and leadership — are continuously engaged in learning.
- 2) All students must understand the relevancy of education and must be given the opportunity to drive personal academic success.

- 3) All students must acquire literacy in all coursework for future success in academics and career.
- 4) All faculty and staff must be committed to improving individual student outcomes and will be given the training and tools to achieve success.
- 5) Our school focuses on meeting the academic needs of each individual student by provided customized, rigorous educational programs; and
- 6) Cyber education is an economical way to offer our school community unrivaled flexibility and exposure to technology.

Academic Standards

The curriculum developed at Achievement House Cyber Charter School is aligned to expectations of the Pennsylvania Academic Standards and Assessment Anchors as required by Chapter 4 of the School Code. The curriculum utilizes the Pennsylvania State Standards to provide a clear and consistent framework to prepare students for careers and college. The planned instruction that the school has developed is designed to be robust and relevant to the real world, reflecting the knowledge and skills that students need for success after high school. Assessment of the students includes the development of exams that reflect the expectations of Norman Webb's Depth of Knowledge in that students are taught the skills, conceptual understanding and strategic thinking required by the standards. The finished product, the AHCCS Curriculum, supports the development of the advanced literacy skills and abilities required for full participation in the rapidly changing 21st century.

During the 2011-2012 school year, curriculum audits were conducted again to determine alignment to the Keystone anchors and begin alignment to the Common Core Standards.

Strengths and Challenges

Strengths

The Achievement House Cyber Charter School staff consistently seeks to evaluate the effectiveness of its educational program and its ability to meet the needs of its students. Examples of the self-evaluation process includes the following: (1) analysis of performance data; (2) analysis of parent, student and staff surveys; (3) frequent communication with parents, students, and staff in a variety of formats, (i.e. informal, individual conversation, monthly chats, and staff meetings); (4) meetings of the Child Find Team; (5) exit interviews with parents and/or students; (6) Faculty Advisory Committee meetings; (7) regularly scheduled meetings of the management team. Open communication between staff and administration, through the expression of concerns or suggestions, is encouraged and valued.

Mentor Support

Since the inception of AHCCS, the mentoring program has distinguished itself as a key component of the school's success. Data analysis from parent and student communications,

school exit interviews, and other feedback opportunities have noted consistent feedback regarding the positive effect that our mentors have had on student academic and personal successes. Over the course of the year we have received a number of letters from our students and families indicating the large role the mentors played in assisting the student to have a successful learning experience. We attribute this feedback to the hard work and dedication of our mentors in reaching out to and developing positive relationships with their individual students.

Professional Development Research

The Staff Development Committee was asked to review the following research prior to attending the first meeting and then throughout the Act 48 Professional Development Plan Process:

- School Leadership That Works: From Research to Results/Change Process (McREL, 2007);
- Gaining Traction, Gaining Ground: How Some High Schools Accelerate Learning for Struggling Students (Ed Trust 2005);
- When Failure Is Not An Option: Designing Competency-Based Pathways for Next Generation Learning (Sturgis & Patrick, International Association for K-12 Learning, 2010);
- What Works in Schools: Translating Research into Action (Marzano, 2003); and
- Adult Learning. In Robert L. Craig (Ed.), The ASTD Training and Development Handbook (pp. 253-264). NY: McGraw-Hill.

When summarizing the research the Staff Development Team discussed the following regarding High Impact Schools:

- Holistic Accountability occurs when high-impact schools have a system where student achievement data is associated with its antecedents: professional teaching practices, educational standards, curriculum, sorting strategies, leadership techniques, and resource allocation.
- High-impact schools have consistently higher expectations for all students, regardless of students' prior academic performance.
- In high-impact schools, students are encouraged to take on academic challenges
- In high-impact schools, teachers embrace external standards and assessments.
- High-impact schools have high expectations for all students, not just those who enter high school as to performers.
- In addition, the adults in the building — principals, teachers, and counselors — view it as their responsibility to help students succeed academically.
- Faculty in high-impact schools take responsibility for ensuring that struggling students get the additional help that they need. Average-impact schools generally offer extra help to students, but make it optional.
- High-impact schools have in place early warning systems to identify students who need help before it's too late.
- High-impact schools place low-performing students in the appropriate grade-level class in math and/or English as well as a support class.
- In the high-impact school that has a traditional six-period schedule, administrators provide struggling students with two math (or English) classes, one at grade-level and another to support that class.

Needs Assessment

The Achievement House Cyber Charter School has assessed the educational and staff development needs of our school, our professional staff, the students we serve and the community we serve.

This assessment was conducted through utilization of the following resources:
School:

- Professional Development Needs Assessment (April 2011);

- Parent Survey 2011, 2012;
- Student Survey 2011,2012
- Charter School Annual Report;
- DRC, E Metrics and PVAAS Data;
- 2009-2010 Technology Needs Survey of Needs;
- School Improvement Plan (2010-2011); and (2011-2012)
- The vision, mission and goals established by the school.

As a result of these surveys, specific areas of need were determined in the areas of continuing professional development for the summer of 2011 through summer 2012:

- Curriculum Development
 - Academic Vocabulary
 - Data to guide instruction
 - Assessment Development - Including Webb's Depth of Knowledge;
 - Literacy in the Content Areas;
 - Understanding By Design;
 - Differentiated Instruction;
 - Building Relationships with At Risk Students;
 - SAP Training;
 - SAS Training;
 - Special Education Training — (Laws and Terminology);
 - Co Teaching;
 - Elluminate Training;
 - Assessing learning to drive student instruction;
 - ELL Training;
 - Communicating educational expectations; and
 - Honoring our students culture (Rural/Urban).
 - SCORM Training

Professional Goals (Aligned with Needs Assessment)

The Professional Development Plan addresses goals, determined through the needs assessment described above, to meet the educational and staff development needs of the School, its professional educators, students and the community.

Goal 1: Curriculum and Instruction

All classroom and special area teachers and administrators will be trained in the Frameworks model, differentiated instructional strategies, comparison to ensure alignment of PA standards, techniques and strategies for effective online instruction, and the best instructional practices for each curricular area.

Goal 2: Technology

All teachers and administrators will be trained to design, implement, and evaluate the integration of technology at the classroom level. All certified personnel will be trained to utilize technology as a teaching, as well as a productivity tool to improve communication, collection of data (attendance, grades, etc.) and report preparation (progress reports, narratives, lesson plans, etc.). The staff will be trained in SCORM. SCORM provides students with a more effective learning experience.

Goal 3: Assessment of Learning

All classroom, special area teachers and administrators will be trained in (a) a balanced approach to assessment that will measure student mastery, and (b) the use of a district wide assessment database. Both a and b will be used as tools for instructional decision-

making.

Goal 4: Professional Development for Leadership

All classroom and special area teachers and administrators will develop and refine leadership and communication skills to improve productivity and leadership effectiveness to further professional growth and increase student achievement.

Goal 5: Communication

All professional staff and administrators will be trained in effective communication techniques to enrich their relationships with students, their peers, parents, and community.

Goal 6: Special Needs

All classroom and special area teachers and administrators will be trained to provide and to enhance educational opportunities for those students with various special needs. Additional training will be provided in Achieve 3000 and MAPS Program (Assessment tool).

Parent Involvement

Achievement House Cyber Charter School has recently begun the process to create a parent organization with the main objective to aid parents in technology training, volunteering on field trips and other school related functions, and to organize regional parent support groups. Overall, the parent objective of the organization is to focus on bring the family together and together to work with the school to provide the opportunity to support all cyber families as they are learning new technologies.

Challenges

Achievement House Cyber Charter School is one of the few cyber charters in Pennsylvania that accepts students at any time of the year and does not restrict enrollment periods to specific time periods (such as prior to the opening day or at semester change). Thus, it attracts a more transient and high need population that often has a greater number of issues that impact academic performance. This past year, forty students (grades 9-12) became parents and needed medical leave until they could return to their studies.

Increasing performance on PSSA Mathematics, Reading and Science tests DATA Analysis is imperative to the identification and remediation of students' needs. The previous Charter renewal called for an increase of 5% in student scores on the PSSA, the administration planned to assess student learning and preparation for the state assessment with tools that were designed for ease of implementation in the cyber environment.

In 2009 our Below Basic Reading Scores were 37% and increased 11% to 48% in 2010. In 2009 our Below Basic Mathematics Scores were 57% and increased 15% % to 72% in 2010. This drop has prompted a complete audit and redesign of our curriculum and course schedule.

AHCCS improved student achievement by 10% thus making Safe Harbor, However many new programs have been put in place to ensure higher growth in student achievement.

In April, 2011, AHCCS began to assess students using the Achieve 3000 Program to determine

their Lexile Reading Scores and Grade Equivalent Level. Initial data revealed that of the 260 students tested 234 were found to be 2- 3 grade levels below their peers within the Commonwealth. This data was used to create Individual Learning Plans which will address students' strengths and needs regarding the Pennsylvania Academic Standards. All English and Language Arts classes now have Achieve 3000 embedded in the course work to allow for differentiated instruction based upon students' interests and needs. Since the implementation of the Achieve 3000 program, there has been a 13% increase in the number of students that have scored proficient on Standard 1.1.B -Analyze the structure of informational materials to explain the author's purpose. Acuity Diagnostics will be used to identify further needs of students in reading. Acuity Benchmarks based upon the curriculum maps will provide evidence of effectiveness of the programs.

Data from Achieve 3000 as of 3/12/12 reflected that 473 students out of 763 are reading at 3-6 grade levels below their peers within the Commonwealth. The range of Lexile Scores for the current students is as follows: 7th grade (284L to 1487L); 8th (189L-1483L); 9th (310L to 1483L); 10th (248L-1353L); 11th (420L-1483L) and 12th (385L-1594L).

Data from 5/30/12 reflects that 209 students increased their reading ability. One hundred (100) students improved their Lexile scores by 200 points growth which translates into improving their reading by two grade levels. Thirty eights students (38) increased 100 points or one grade level and 71 students had moderate gains in their reading ability. The Lexile range for students at the end of the school year was:7th (341L- 1328L), 8th (226L-1593L) 9th (467L-1593L), 10th (548L-1596L), 11th (691L-1593L) and 12th (498L-1593L)

In May 2011, AHCCS purchased the Carnegie Mathematics Program with the intent of building mathematical fluency in our students. This program was chosen because the text materials encourage active engagement, they are user friendly which is important for our struggling students and supports the development of deeper understanding of mathematics. The classroom model provides enough flexibility to accommodate many different learning environments and math problems can be personalized and based upon student interests. Using this program, research has shown that students improve their reasoning and communication skills in Algebra I score 14% better on standardized assessments of basic mathematical skills. In addition, students have been shown to perform at higher rates on real-world problem solving assessments. In order to ensure that this program is implemented with fidelity, two additional mathematics teachers have been hired to support struggling students.

Assessment of student success in mathematics will be more precise with the implementation of the Acuity Diagnostics and Benchmarks that are aligned to the curriculum maps. The Informational Technology Department has created a data base similar to Performance Tracker so that student progress may be monitored in a more consistent manner. A Data/Assessment Coach has been hired to work with teachers so that they understand the data and can modify instruction accordingly.

AHCCS will continue to keep our enrollment open throughout the school year so that all eligible students have the opportunity to attend our school. While other cyber schools choose to close enrollment, we will serve these students regardless of at-risk or other circumstances. However, this means more at-risk students will continue to enroll. Our challenge is to continue to increase our diligence in providing additional resources such as:

Homework HelpDesk

Additional hours throughout evenings and part of the weekend will be designated for homework help.

Additional Courses and Twilight Courses

We have increased our Program of Study to include courses such as PSSA prep, SAT prep, and Math and Reading support. During the 2010-2011 school year, we also piloted a number of courses to be taught in the evening hours to meet the demands of the busy student who has home responsibilities or other reasons for which they cannot attend morning classes. We plan on continuing to offer these Twilight courses during our upcoming year.

Co-Teaching

In addition to teaching their own courses, Special Education Teachers will continue to work in tandem with the Regular Ed teachers to provide accommodations to assignments. Additional training and support in Co-Teaching will continue throughout the 2012-2013 school year by the Director of Special Education and Secondary Principal.

Increasing parental involvement — Achievement House Cyber Charter School will continue to offer additional opportunities for parent involvement with the school. Specific examples will include a school wide PTSO, fundraising, volunteering for school activities, and helping to plan and coordinate regional visitations. Increased parent communications through school-wide announcements have also been planned along with the creation of a parent email group and parent orientations to the school portal.

Increasing student interest in college attendance — Achievement House Cyber Charter School has and will continue to encourage graduates to pursue post-secondary schooling. There is a full-time guidance counselor on staff to assist students in assessing and planning important life and post-high school opportunities, such as applying to colleges, technical schools, and other types of post-secondary education/career choices. The guidance counselor also offers an optional course, Transitions, to offer information and direction to students in post high school graduation possibilities. This year, Achievement House has received more communication from students about their post-high school plans and has seen an increase in students sharing information about their post-secondary education plans. Congratulatory announcements were posted on the school site to acknowledge student acceptances to post-secondary institutions and to encourage other students to share their information and to pursue these opportunities. Additionally, the guidance counselor offers a career week for the students, which includes live discussions with professionals from a variety of careers. Achievement House plans to continue their emphasis on disseminating information relating to post-secondary choices and to continue to offer support for students in accessing these options. The faculty will continue to model positive learning behavior and emphasize the importance of students furthering their education upon graduation from high school.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

In the 2011-2012 school year, Achievement House Cyber Charter School continued to improve the program and direction of the school. The senior staff, headed by CEO, Dr. Timothy Daniels, was expanded

to include Mr. Donald Asplen as the Chief Information and Technology Officer (CIO), and Dr. Grace Cisek as the Chief Curriculum Officer (CCO). Through effective team management, improvements to the school included the following:

- Monthly staff development meetings at which reading in the content areas, academic vocabulary, implementing Understanding by Design units of study and designing instruction that incorporates Webb's Depth of Knowledge to support academic literacy were discussed.
- The approval of curriculum changes as well as updates and alignment of the "Common Core Standards" through the use of various resources such as the SAS website,
- Utilized the SAS Web site for curriculum materials,
- The incorporation of Achieve 3000 into English / Reading Classes,
- The refining of a Mathematics and Reading Continuum developed in 2011, which provides support for struggling students,
- The improvement of teaching practices through the adoption of state of the art online teaching practices,
- The alignment of teacher-mentor programs and the continuation of professional development with school curriculum development and staff supervision,
- The resolution of school internet security concerns,
- The further development of an updated technology plan,
- The completion of a comprehensive School Improvement Program (SIP).

Dr. Grace Cisek has extensive experience in supporting schools that are found to be in school improvement. Her previous work in the Intermediate Unit System and as an Assistant to the Superintendent has provided her with the knowledge to lead the Achievement House Cyber Charter School through the School Improvement Process and implement the steps necessary to support student achievement. Her work is based upon the research of Robert Marzano (2003) and included implementing a guaranteed and viable curriculum.

The 2011-2012 Strategic Planning Committee began meeting in September 2011. They met monthly with a team of Regular Education teachers, Special Education teachers, guidance counselors and

administrators. Data examined included the school report card, E-metric, PVAAS, Achieve 3000, Acuity Benchmark Data, attendance to class rate (live versus recorded) and the number of students that came to Achievement House performing below grade level in mathematics and reading.

Preliminary data for 2012 is listed below:

PSSA MATHEMATICS 2012 (Preliminary Data)

Students in attendance on or before October 1, 1011

<u>Grade</u>	<u>Advanced</u>	<u>Proficient</u>	<u>Basic</u>	<u>Below Basic</u>
<u>7</u>	<u>3</u>	<u>3</u>	<u>8</u>	<u>3</u>
<u>8</u>	<u>4</u>	<u>5</u>	<u>11</u>	<u>21</u>
<u>11</u>	<u>3</u>	<u>6</u>	<u>14</u>	<u>47</u>

PSSA Reading 2012 (Preliminary Data)

Students in attendance on or before October 1, 1011

<u>Grade</u>	<u>Advanced</u>	<u>Proficient</u>	<u>Basic</u>	<u>Below Basic</u>
<u>7</u>	<u>2</u>	<u>6</u>	<u>5</u>	<u>17</u>
<u>8</u>	<u>8</u>	<u>9</u>	<u>12</u>	<u>39</u>
<u>11</u>	<u>7</u>	<u>16</u>	<u>25</u>	<u>70</u>

PSSA Science 2012(Preliminary Data)

Students in attendance on or before October 1, 1011

<u>Grade</u>	<u>Advanced</u>	<u>Proficient</u>	<u>Basic</u>	<u>Below Basic</u>
<u>8</u>	<u>3</u>	<u>10</u>	<u>11</u>	<u>18</u>
<u>11</u>	<u>3</u>	<u>12</u>	<u>20</u>	<u>33</u>

PSSA Writing 2012(Preliminary Data)

Students in attendance on or before October 1, 1011

<u>Grade</u>	<u>Advanced</u>	<u>Proficient</u>	<u>Basic</u>	<u>Below Basic</u>
<u>8</u>	<u>0</u>	<u>8</u>	<u>27</u>	<u>9</u>
<u>11</u>	<u>1</u>	<u>36</u>	<u>27</u>	<u>4</u>

Upon completion of the analysis of data a System analysis was completed.

The following systematic challenges were identified:

DLGQ 1	Establish a district system that fully ensures consistent implementation of standards-aligned curricula across <u>all</u> schools for <u>all</u> students.
DLGQ 2	Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
DLGQ 3	Establish a district system that fully ensures staff members in every school use standards-aligned assessments to monitor student achievement and adjust instructional practices.
DLGQ 4	Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
DLGQ 5	Establish a district system that fully ensures the establishment of a student attendance policy that delineates expectations for student attendance, consequences for students who do not comply with the policy, and expectations for professional staff members regarding record keeping and monitoring of student attendance.

The Staff Development Committee was asked to review the following research prior to attending the first meeting and then throughout the Act 48 Professional Development Plan Process:

1. School Leadership That Works: From Research to Results/Change Process (McREL,2007)
2. Gaining Traction, Gaining Ground: How Some High Schools Accelerate Learning for Struggling Students (Ed Trust 2005);
3. When Failure Is Not An Option: Designing Competency-Based Pathways for Next Generation Learning (Sturgis & Patrick, International Association for K-12 Learning, 2010),
4. What Works in Schools: Translating Research into Action (Marzano, 2003)
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- In addition, the adults in the building — principals, teachers, and counselors — view it as their responsibility to help students succeed academically.
- Faculty in high-impact schools take responsibility for ensuring that struggling students get the additional help that they need. Average-impact schools generally offer extra help to students, but make it optional.
- High-impact schools have in place early warning systems to identify students who need help before it's too late.
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- In the high-impact school that has a traditional six-period schedule, administrators provide struggling students with two math (or English) classes, one at grade-level and another to support that class.

The Achievement House Cyber Charter School has assessed the educational and staff development needs of our school, our professional staff, the students we serve and the community we serve.

This assessment was conducted through utilization of the following resources:

School:

Professional Development Needs Assessment (April 2011)

Parent Survey 2011 (2012)

Student Survey 2011 (2012)

Charter School Annual Report (2011)

DRC, E Metrics and PVAAS Data

2009- 2010 Technology Needs Survey of Needs

School Improvement Plan (2010-2011)(2011-2012)

The vision, mission and goals established by the school.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Asplen, Don	AHCCS	Administrator	Dr. Daniels
Botes, Kris	AHCCS	Ed Specialist - School Counselor	Dr. Daniels
Brlas, Lori	AHCCS	Administrator	Board Of Directors
Cisek, Grace, Dr.	AHCCS	Administrator	Board Of Directors
Conner, David	AHCCS	Special Education Teacher	Special Education Department
Daniels, Timothy, Dr.	AHCCS	Administrator	Board of Trustees
Devinney, Mollie	AHCCS	Regular Education Teacher	Science Department
Lepley, Catherine	AHCCS	Administrator	Dr. Timothy Daniels, CEO
Moneta, Jane	AHCCS	Ed Specialist - School Counselor	Management Team
Morgan, David, Dr.	Immaculata University	Community Representative	Dr. Daniels
Reighard, Amanda	AHCCS	Regular Education Teacher	English Department
Rodden, Lynn	AHCCS	Administrator	Timothy Daniels
Schumm, Ryan	Charter Choices	Business Representative	Management Team
Smoker, Twila	AHCCS	Administrator	Administrative Team
Sullivan, Bridgett	AHCCS	Regular Education Teacher	Reading Department
Thomas, Neal	AHCCS	Regular Education Teacher	Dr. Daniels
Worn, Bob	Lukesh Consulting	Business Representative	Dr. Daniels

Goals, Strategies and Activities

Goal: FOUR-YEAR GRADUATION RATE (for districts and schools that graduate seniors)

Description: Graduate rate will meet an 85% threshold and/or show growth.

Strategy: Integrated LMS/SIS Website Platform

Description: Continue to provide the school and student families with an integrated LMS/SIS website platform that meets the unique instructional and student information needs of AHCCS students and staff.

Activity: Learning Management System

Description: AHCCS will continue to work with our LMS provider to develop and maintain the learning platform for teacher course creation and student access to coursework.

Person Responsible Timeline for Implementation Resources

Asplen, Don	Start: 9/7/2010 Finish: Ongoing	\$175,000.00
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Status: In Progress — Upcoming

Date	Comment
7/30/2012	7/1/2012 LMS upgrade to Moodle 2.0 to accommodate addition of elementary grades.
10/18/2011	We transitioned to a Moodle-based platform in August 2010, and continue to refine and improve it. We currently use Blackboard Collaborate as a virtual classroom and are investigating a future transition to Moodle 2.x
7/14/2011	In an effort to provide our teachers and students with a standard, reliable, scalable and flexible LMS, the decision was made to implement Moodle for the 2010-2011 school year, an open source LMS. The particular implementation we chose after researching the various options available in the marketplace was MoodleRooms because of its reputation, references, 24/7 help desk support and cost effectiveness.
6/30/2011	Moodle rooms have been purchased.

Activity: Website Platform

Description: Continue to make updates to the current website platform for ease of use for students, teachers and SIS departments within the school. Development will continue to meet all required PDE and PIMS reporting. Research into other or additional platforms will continue throughout the 2010-2011 school year.

Person Responsible Timeline for Implementation Resources

Asplen, Don	Start: 1/1/2008 Finish: Ongoing	\$165,000.00
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Status: In Progress — Upcoming

Date	Comment
7/30/2012	7/15/2012 Launch of development project to update the infrastructure of the site to be HTML 5 compliant and to reshen the content. Projected cost of project is \$15,000.
10/18/2011	Our website, which was upgrade in July 2010, is regularly updated with information. We are currently adding support for mobile and tablet devices.
7/14/2011	The public facing school website was re-architected and graphically redesigned by an outside firm with goals of improving ease of use, functionality and availability of information. On the back end, a new Student Information System called MMS was selected and implemented because of its PIMS reporting capabilities. All PIMS reports were submitted this year electronically through the new SIS platform. This platform also integrates with the new LMS, MoodleRooms.

Strategy: Online Assessment Vendors

Description: As part of their professional development, staff assisted in researching various on-line assessment products which will be able to be used for formative and summative assessments in the cyber environment. For the 2012-2013 school year the NWEA Map Program will be implemented. • NWEA Measures of Academic Progress® (MAP®) tests are fully adaptive tests that produce a true measure of student growth and achievement. Student growth is measured over time from kindergarten to high school. The aggregated data provides information regarding the placement of students and the need to either accelerate or remediate students to ensure growth. The underlying data driving the assessment ensures accuracy. The equal-interval RIT scale increases the stability, providing grade-independent analysis of a child's learning. Achieve 3000 will also be used, to monitor student achievement coordination with PA standards-aligned curriculum.

Activity: Assessment Schedule 2011-2012

Description: Teachers and mentors will administer the assessments upon enrollment in the school, and twice a year students will be given online assessments. Teachers will be administering assessments on a regular basis to prepare students for the PSSA's, and will expose students to the assessment anchors and standards in daily instruction.

Person Responsible Timeline for Implementation Resources

Cisek, Grace, Dr.	Start: 9/7/2010 Finish: Ongoing	\$1,000.00
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Status: In Progress — Upcoming

Date Comment

7/19/2012 AHCCS will implement the MAP Program for the 2012-2013 school year. NWEA Measures of Academic Progress® (MAP®) tests are fully adaptive tests that produce a true measure of student growth and achievement. Student growth is measured over time from kindergarten to high school. The aggregated data provides information regarding the placement of students and the need to either accelerate or remediate students to ensure growth. The underlying data driving the assessment ensures accuracy. The equal-interval RIT scale increases the stability, providing grade-independent analysis of a child's learning.

6/30/2011 Acuity Benchmarks were purchased for the start of the 2011-2012 school year

Strategy: Student Mentoring

Description: The mission of the Student Mentoring Department of Achievement House Cyber Charter School is to deliver an excellent student support program designed to address both the academic and personal/social needs of every student. The Mentoring Department will: 1. Continually monitor student progress; 2. Adapt in order to reach students effectively; 3. Involve family and other educational supports in order to increase the likelihood of success for all students; 4. Increase student engagement through building supportive relationships with the students and parents 5. Have clearly defined and measurable objectives.

Activity: Exit interviews with withdrawing students

Description: Exit interviews are conducted by phone and through information gathered on the withdrawal form.

Person Responsible Timeline for Implementation Resources

Smoker, Twila	Start: 7/31/2012 Finish: Ongoing	-
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Status: In Progress — Upcoming

Date	Comment
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7/28/2011	Reviewing the data from these interviews in preparation for a new school year will allow the mentoring department to identify barriers to student success in order to be more helpful in identifying ways to work with students to overcome those barriers moving forward. In the future, adding questions to the exit interview specific to a student's rapport with their mentor and what could have been different about that rapport will help refine the mentor's targeted approach to assisting students based on both positive and negative experiences identified by students and their family.
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6/30/2011	A survey has been designed to be given to students upon withdrawal from school.
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Activity: Mentor Training and Development

Description: Mentor training and development will take place throughout the school year on ongoing student retention strategies.

Person Responsible	Timeline for Implementation	Resources
Daniels, Timothy, Dr.	Start: 9/30/2011 Finish: 6/30/2013	\$1,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	1	5
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Achievement House Charter School	<ul style="list-style-type: none"> • School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Mentors will be trained in Achieve 3000.		<i>For classroom teachers, school counselors and education specialists:</i>

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Other educational specialists 	<ul style="list-style-type: none"> • Middle (grades 6-8) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Mathematics

Follow-up Activities

Evaluation Methods

- | | |
|---|--|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or | <ul style="list-style-type: none"> • Standardized student assessment data other than the PSSA |
|---|--|

peers

Status: In Progress — Upcoming

Date	Comment
7/20/2012	Mentors have been trained in Achieve 3000. They have created a manual for student and parent support and are working toward more efficient means of communications with parents and students
7/19/2012	AHCCS continues to provide staff development to mentors to foster relationships between families, students and mentors.
6/30/2011	All staff will be trained in customer service to build more relationships with parents and students.

Activity: Parent/Student Communications

Description: Training workshops both online and onsite will be held for parents and students throughout the school year 2011-2012.

Person Responsible Timeline for Implementation Resources

Rodden, Lynn	Start: 7/31/2012 Finish: Ongoing	-
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Status: In Progress — Upcoming

Date	Comment
7/31/2012	2011-2012 In an ongoing effort to continue to improve communications, AHCCS hired a Communication Director on 12/30/2011. One of the primary roles assigned to the Director is to improve communications among staff, faculty, parents, students and community. In February, the Director presented a training session, which highlighted customer services, and was entitled "The Three Levels of Communication." Effective communication was discussed. Level 1 = Communication within the organization; Level 2 = Communication with Students and Parents; and Level 3 = Communication with the community. Several action points resulted from the presentation. Working together, the Communication Director and Pupil Services Director immediately began increasing communication to families using several different vehicles including email, OneCall, USPS, and the posting of announcements on the school's LMS. Forming a new team, called the A Team (Announcement Team), and including representatives from various departments Secondary Principal, Assistant to the CEO, Director of Pupil Services and the Director of Communications, the team worked together to standardize communications and update the Moodle landing page with pertinent announcements daily. The school received positive feedback from students and parents about the new process.
7/5/2011	In April 2011 parents and students were surveyed to elicit input regarding programs and staff. The following are excerpts from the surveys: Status: Teachers—Our Strongest Assets Overwhelmingly, both parents and students list great teachers as the most important aspect of their experiences at AHCCS, and the reason they would recommend AHCCS to others. Most notable were the comments about the one-on-one

relationships students have with the teachers, teacher's willingness to be available to students and parents, and the responsiveness of the teachers especially when students face learning challenges or need extra help. Here are some examples of comments: "The teachers are always there" "You can contact a teacher almost any time or day of the week" "Amazing staff" "By the teachers wanting us to succeed, I actually want to do my work, go to class and do a great job on everything" "Your teachers will never give up on you" "Teachers get in touch right away with the parents if there is a problem" "...The teaching, caring, understanding" Other Factors In addition to the "personal touch" and individual attention given by teachers, parents most often reported convenience, flexibility of class schedules and homework, less stress, more time at home, less bullying and personal responsibility as reasons they value AHCCS. Students report that AHCCS is easier, less stressful, flexible, and helpful, in addition to having responsive teachers. Student responses included the following: Cyber Social Life In the student surveys, the social aspect of cyber school was frequently reported. Students said they met new people, and made friends. One comment stood out: "My first day of school, everyone was friendly and couldn't wait to get to know me....no chit chatty, ignorant, insulting, or rude classmates. They are nice and help out/give advice if you can't get a hold of a teacher." Suggestions/Comments/Concerns Student comments include the following: • More night classes • Inclusion of VoTech programs • Live math classes • More local field trip pick-up locations Parent comments include the following: • Too many assignments from different classes at once • More of a self-paced program without mandatory virtual class attendance • Live math classes • More local activities • More user-friendly parent web site to see daily assignments, attendance, grades, etc. • Class scheduling-two classes should not be scheduled at the same time • Parent training on web site navigation

Activity: Post High School Report

Description: Begin data collection on student post high school plans

Person Responsible Timeline for Implementation Resources

Smoker, Twila	Start: 9/7/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Student Intake Interviews

Description: Mentors will ascertain an incoming student's academic and technology needs and connect students with school services. Mentors will continue to oversee student academic progress, technology and curriculum tools, attendance, and any other issue a student or parent may bring to the attention of the mentor.

Person Responsible Timeline for Implementation Resources

Botes, Kris	Start: 7/1/2010	-
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Finish: Ongoing

Status: In Progress — Upcoming

Goal: INCREASE RECRUITING AND RETENTION.

Description: Achievement House Cyber Charter School plans to reach our potential enrollment goal through additional recruiting methods. Achievement House Cyber Charter School will improve the quality of our academic program of studies. To achieve academic success, AHCCS will address needs of students through Student Support plans.

Strategy: Increase availability of teachers, mentors, and support personnel

Description: Offer later hours to accommodate students with atypical schedules, who require greater flexibility. We provide students with a Twilight English and Twilight Math Course to accommodate the needs of students who have atypical schedules. In addition, teachers work with students on an individual basis to address student needs.

The purpose of Pods are to provide students more flexibility in completing their work/assignments, as well as provide teachers the opportunity to maintain and assist with academic progress in shorter increments of time within each Quarter. It is required that ALL teachers post ALL assignments, resources and class presentations/powerpoints prior to the start of each Pod. Students are able to access this work at any point, completing the assignments as early as they would like to, with the understanding that revisions of assignments or projects are allowed.

Activity: Mentor Training and Development

Description: Mentor training and development will take place throughout the school year on ongoing student retention strategies.

Person Responsible	Timeline for Implementation	Resources
Daniels, Timothy, Dr.	Start: 9/30/2011 Finish: 6/30/2013	\$1,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	1	5
Organization or Institution	Type of Provider	Provider's Department of Education

Name	Approval Status
Achievement House Charter School	<ul style="list-style-type: none"> School Entity Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Mentors will be trained in Achieve 3000.		<i>For classroom teachers, school counselors and education specialists:</i>
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- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers Other educational specialists 	<ul style="list-style-type: none"> Middle (grades 6-8) High school (grades 9-12) 	<ul style="list-style-type: none"> Reading, Writing, Speaking & Listening Mathematics

Follow-up Activities**Evaluation Methods**

- | | |
|---|--|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers | <ul style="list-style-type: none"> • Standardized student assessment data other than the PSSA |
|---|--|

Status: In Progress — Upcoming

Date	Comment
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7/20/2012	Mentors have been trained in Achieve 3000. They have created a manual for student and parent support and are working toward more efficient means of communications with parents and students
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7/19/2012	AHCCS continues to provide staff development to mentors to foster relationships between families, students and mentors.
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6/30/2011	All staff will be trained in customer service to build more relationships with parents and students.
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Activity: School wide mail, individual e-mails, and phone contact will be made with students and parents to encourage state achievement testing attendance.

Description: Students and parents will be notified of upcoming changes in the transition from PSSA to Keystone Exams and will be kept up to date of testing schedule, locations, and how the transition will affect their educational future.

Person Responsible Timeline for Implementation Resources

Smoker, Twila	Start: 9/7/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date	Comment
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7/8/2011	For the 2011 testing year, we sent out email, postcard, phone, and in-class reminders for parents and students. This effort began prior to the PSSA testing window and continued throughout it.
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6/30/2011	An all call system has been implemented to improve communication.
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Strategy: Provide office phone service sufficient to address family needs

Description: We have provided direct 800 numbers for our students to call for PSSA help, homework and helpdesk and have provided phone numbers with extensions on our website to help to address their needs.

Activity: Continue live receptionist on duty during school office hours

Description: Receptionist on duty will be able to answer all calls as they come in and direct inquiries to the applicable department

Person Responsible Timeline for Implementation Resources

Smoker, Twila	Start: 7/1/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Updated online access to teachers and mentors

Description: Students have additional means to contact their teachers and mentors through email, schoolmail, IM, Skype, or phonecall.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/7/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

<u>Date</u>	<u>Comment</u>
6/30/2011	We continue to work on communication with all stakeholders.

Strategy: Provide Student Computers

Description: Provide computers for newly enrolled students to give to them when enrolled and have completed the intake interview.

Activity: Provide Student Computers

Description: Keep in inventory a sufficient number of working laptop computers that can be shipped or given to either newly enrolled students or as replacements for broken computers.

Person Responsible Timeline for Implementation Resources

Daniels, Timothy, Dr. Start: 7/1/2010 \$600,000.00
Finish: Ongoing

Status: In Progress — Upcoming

Strategy: Research effective marketing strategies to meet student need

Description: We will redesign our marketing to focus on student need which includes effective communication, on-site help, online homework help, evening classes, field trips and communication with parents to find effective solutions for the individual student who may be struggling.

Activity: Advertising that reaches displaced student families or families interested in cyber schooling

Description: Open Houses, Fairs, and "Get To Know Us" Meetings will continue to be held throughout the state throughout the late summer and fall of 2012.

Person Responsible Timeline for Implementation Resources

Smoker, Twila	Start: 7/1/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Development of marketing plan

Description: AHCCS formed a team consisting of the CIO, Director of Pupil Services, Director of Communications, as well as members of the orientation team, and together they continue to work on the most effective way to reach families across the Commonwealth. Using some traditional means, such as print media and radio, they endeavored to reach families that might not otherwise know about the opportunities afforded by cyber schools. The school also began using less traditional means such as the utilization of smart phones, social media and the Internet to reach families virtually that might not be accessing traditional forms of communication such as print media. Currently the team is re-strategizing to find the most effective ways to reach families.

Person Responsible Timeline for Implementation Resources

Rodden, Lynn	Start: 7/1/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Development of Public Website

Description: A public website was released July 1, 2010. We will continue to use Google Adwords and SEO marketing campaigns to draw our target market to our website.

Person Responsible Timeline for Implementation Resources

Smoker, Twila	Start: 7/1/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Increase Recruiting

Description: Increase recruiting — During the 2011-2012 school year, AHCCS made it a priority to increase access to potential AHCCS students around the Commonwealth. This goal was accomplished by dividing the state into five regions (northwest, southwest, central, northeast, and southeast). AHCCS then enhanced its presence in these regions by increasing advertising, followed by traveling to each of these regions multiple times and speaking with families about whether AHCCS would be a good match for their educational needs. In addition to travel, AHCCS increased the number of virtual meetings that families interested in obtaining more information about the school could attend. Finally, AHCCS spoke with leaders in communities with failing schools to see where it might provide assistance to students and families living in those regions, and without other educational alternatives. AHCCS participated in a variety of local fairs and activities aimed at engaging currently enrolled families by meeting them in their communities, as well as reaching out to prospective families. Activities included: a cyber-bullying program run by the PA Attorney General's office that met in various regions around the state; a home school fair in Montgomery County, two community events in the New Florence area and a street fair in Oakmont. Notices were sent out to families inviting them to participate as well as to invite their friends and family members. In addition to these events, AHCCS held "information and get-to-know-us sessions" in Warren, Erie, Mansfield, Berks and Centre Counties.

Person Responsible Timeline for Implementation Resources

Rodden, Lynn	Start: 7/30/2012	\$1,000.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: Increase Retention

Description: Increase retention — During the 2011-2012 school year, AHCCS implemented additional programs, designed to improve retention, for students and parents. Recognizing that many AHCCS students pursue careers after high school, the Microsoft IT Academy was launched in January, 2012. The Microsoft IT Academy courses, taught by a certified Microsoft IT Academy

teacher, offer students the ability to take Microsoft courses such as Word, Excel, PowerPoint quarterly and obtain 0.25 credits. Students demonstrating proficiency may opt to take Microsoft certification exams with exam fees paid for by AHCCS. Understanding that parental involvement and digital literacy are both strongly-tied to student success, AHCCS also began to offer the same Microsoft courses to parents. The parent courses are self-directed, and while the parents may opt for the same exams, the school does not pay for their exams. Another parent course, called Total Transformation, and offered for second semester is designed to provide strategies for parents struggling with their children. A comment from one of the parents who completed the course — “Total Transformation has helped, both in my relationship with my son and his school work. Through using these techniques, I have learned to look at my parenting skills and how to teach my son to handle things he does not want to do in order to be a more productive person in life. I will continue to refer to the program as we face new challenges that come up. Thank you so much for the opportunity to take this class.” Finally, office hours were extended on Wednesday evenings at the Pittsburgh Education Center to increase after-hour, state-wide, student/family access to staff.

Person Responsible Timeline for Implementation Resources

Rodden, Lynn	Start: 7/30/2012	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: INCREASE STUDENT MOTIVATION

Description: Achievement House Cyber Charter School will design and promote a program for all students aimed at increasing a sense of community and interest to increase student motivation.

Strategy: Increase availability of teachers, mentors, and support personnel

Description: Offer later hours to accommodate students with atypical schedules, who require greater flexibility. We provide students with a Twilight English and Twilight Math Course to accommodate the needs of students who have atypical schedules. In addition, teachers work with students on an individual basis to address student needs.

The purpose of Pods are to provide students more flexibility in completing their work/assignments, as well as provide teachers the opportunity to maintain and assist with academic progress in shorter increments of time within each Quarter. It is required that ALL teachers post ALL assignments, resources and class presentations/powerpoints prior to the start of each Pod. Students are able to access this work at any point, completing the assignments as early as they would like to, with the understanding that revisions of assignments or projects are allowed.

Activity: School wide mail, individual e-mails, and phone contact will be made with students and parents to encourage state achievement testing attendance.

Description: Students and parents will be notified of upcoming changes in the transition from PSSA to Keystone Exams and will be kept up to date of testing schedule, locations, and how the transition will affect their educational future.

Person Responsible Timeline for Implementation Resources

Smoker, Twila	Start: 9/7/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

7/8/2011	For the 2011 testing year, we sent out email, postcard, phone, and in-class reminders for parents and students. This effort began prior to the PSSA testing window and continued throughout it.
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6/30/2011	An all call system has been implemented to improve communication.
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Strategy: Increase sense of community.

Description: In order to build communities of AHCCS families around the Commonwealth, it was necessary to first increase enrollment in the five regions (northwest, southwest, central, northeast, southeast). The school focused on increasing enrollment in targeted-areas, and has begun to survey parent / student interest on family-centered and student-centered activities in which they would like to participate. With the expansion into elementary, AHCCS anticipates a natural increase in parental involvement and student interest in activities held in the various regions around Pennsylvania.

Activity: Announcements on School Public Website and School Platform

Description: Announcements communicating to parents and students of activities and functions happening in their area are there to promote student motivation.

Person Responsible Timeline for Implementation Resources

Rodden, Lynn	Start: 7/1/2010	\$1,000.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

7/14/2011	Announcements concerning school related activities were routinely posted on both the landing page of the student LMS (visible to both students and parents upon logging into the system) as well as the public facing school website. These announcements were graphically appealing HTML renditions and not "plain text".
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Activity: Build community through communication

Description: Achievement House Cyber Charter School staff will increase effective individual student, staff, parent communications, through onsite and online activities including training and class activities in order to develop a stronger sense of community. The Communications Director working in tandem with the Pupil Services Director and the webmistress collaborated to keep the content of the public website fresh and up-to-date. Press releases announcing various new programs, events, and accomplishments intended to notify both internal and external audiences, were written and posted on the school's public website. The information was also distributed to various media outlets. The school created a presence on Facebook and Twitter, and began using the social media tools to reach enrolled and prospective students and their parents.

Person Responsible Timeline for Implementation Resources

Rodden, Lynn	Start: 1/1/2008 Finish: Ongoing	-
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Status: In Progress — Upcoming

Activity: Increase opportunities for student involvement

Description: Student involvement activities include clubs, field trips, class projects, student council.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/7/2010 Finish: Ongoing	-
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Status: In Progress — Upcoming

Date Comment

8/1/2011	Student involvement activities include clubs, field trips, class projects, student council have implemented for the 2010-2011 school year and will continue in the next school year.
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Activity: Parent/Teacher Conferences

Description: Parent/Teacher Conferences will be held twice this year to provide opportunities for parents to talk specifically with each teacher on the progress and performance of their child. These conferences are in addition to the parent account that gives the parent instant access to student progress.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/12/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Activity: School wide communication

Description: Effective and frequent means of communication to our student families will take place through our group email communication service, group phone call service, additional phone numbers added to our enrollment and intake interview forms, video chat, Skype, IM, an internal school messaging system and through the traditional use of the US postal service.

Person Responsible Timeline for Implementation Resources

Smoker, Twila	Start: 9/1/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

7/14/2011	In addition to announcements being posted on the landing page of MoodleRooms (our new LMS) that were visible to parents and students upon logging into school and our public facing website, instant messages were sent via the school wide messaging system ("Pronto"), broadcast emails were sent to the school provided email addresses for students and parents, and our automated phone dialing system was utilized to call all families with various announcements. When appropriate, Skype was used to communicate with parents and students (e.g. IEP meetings). Report cards and other important correspondences were mailed home.
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Strategy: Staff Development - Effective Strategies in the Online Classroom

Description: Staff will be exposed to a variety of research and studies on effective strategies in the online classroom. These strategies include student engagement, motivation, Marzano's effective strategies and feedback for assessment.

Activity: Instructional Design Team - English

Description: The Instructional Design Team will continue to research effective practices to be implemented in all Reading and English Courses.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 4/1/2011	-
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Finish: Ongoing

Status: In Progress — Upcoming

Date	Comment
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7/19/2012	Cathy Bailey continues to work with all staff regarding Reading in the Content Areas and building academic vocabulary.
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7/8/2011	In Progress - A curriculum audit was conducted to determine alignment of curriculum to the expectations of the Pennsylvania Standards and Webb's Depth of Knowledge. Curriculum maps are being reviewed and by a national consultant Cathy Bailey (Reading, English and Language Arts).
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Activity: Provide understanding, training, and professional development on the research related to assessment in the cyber environment.

Description: Using a collaborative approach, rubrics will be developed to evaluate new and/or existing assessments for their effective implementation in the cyber environment. Staff will be involved in discussion about and development of these rubrics.

Person Responsible Timeline for Implementation Resources

Cisek, Grace, Dr.	Start: 9/7/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date	Comment
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6/30/2011	Each department has been trained in Webb's Depth of Knowledge and has begun using rubrics for student assessment.
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7/5/2011	In Progress — Training regarding the expectation of the PA Standards, Literacy in the Content Areas, and Webb's Depth of Knowledge was completed in March and April, 2011. Refinement of rubrics and Benchmark Assessments will continue through the 2011-2012 school year.
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Goal: MATHEMATICS

Description: At least 67% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments. Achievement House Cyber Charter School will show a 5% increase in the student scores.

Strategy: Instructional Design Team - Mathematics

Description: New assessment tools will be researched and evaluated for content, diagnostic reliability, application in an online environment, ease of use by students and staff. for the 2012-

2013 school year NWEA Map Program will be implemented. • NWEA Measures of Academic Progress® (MAP®) tests are fully adaptive tests that produce a true measure of student growth and achievement. Student growth is measured over time from kindergarten to high school. The aggregated data provides information regarding the placement of students and the need to either accelerate or remediate students to ensure growth. The underlying data driving the assessment ensures accuracy. The equal-interval RIT scale increases the stability, providing grade-independent analysis of a child's learning.

Activity: Creating Scope and Sequence and Curriculum Maps

Description: Teachers, led by their department heads, will create new curriculum maps for their courses along with scope and sequence.

Person Responsible Timeline for Implementation Resources

Cisek, Grace, Dr.	Start: 3/11/2011	-
	Finish: Ongoing	

Status: Complete

Date	Comment
7/19/2012	Courses have scope and sequences and new curriculum maps developed using the SAS website.
7/8/2011	In Progress--Teachers have met with consultants Cathy Bailey and HB Lantz and have been trained in using the pdesas website

Activity: Evaluation of new assessment tools

Description: New assessment tools will be researched and evaluated for content, diagnostic reliability, application in an online environment, ease of use by students and staff. for the 2012-2013 school year NWEA Map Program will be implemented. • NWEA Measures of Academic Progress® (MAP®) tests are fully adaptive tests that produce a true measure of student growth and achievement. Student growth is measured over time from kindergarten to high school. The aggregated data provides information regarding the placement of students and the need to either accelerate or remediate students to ensure growth. The underlying data driving the assessment ensures accuracy. The equal-interval RIT scale increases the stability, providing grade-independent analysis of a child's learning.

Person Responsible Timeline for Implementation Resources

Daniels, Timothy, Dr.	Start: 7/9/2012	\$16,000.00
	Finish: Ongoing	

Status: In Progress — Upcoming

Date	Comment
7/19/2012	NWEA Map Program has been adopted for the 2012-2013 school year. NWEA

Measures of Academic Progress® (MAP®) tests are fully adaptive tests that produce a true measure of student growth and achievement. Student growth is measured over time from kindergarten to high school. The aggregated data provides information regarding the placement of students and the need to either accelerate or remediate students to ensure growth. The underlying data driving the assessment ensures accuracy. The equal-interval RIT scale increases the stability, providing grade-independent analysis of a child's learning.

7/5/2011 In Progress — The use of AIMS Web Probes was implemented in March, 2011. Acuity Diagnostics and Benchmark exams were purchased for implementation in the 2011-2012 school year.

Activity: IDT - Math

Description: Implementation of Carnegie Mathematics Program
Carnegie Learning Blended Math Curricula offer a combination of collaborative, student-centered textbook lessons and adaptive Cognitive Tutor software lessons. Carnegie Math will be used for students on grade level. Pearson Math will be used for students with skill deficits as it has a lower reading level and supports differentiated instruction.

Person Responsible Timeline for Implementation Resources

Cisek, Grace, Dr.	Start: 9/7/2010 Finish: Ongoing	\$30,000.00
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Status: In Progress — Upcoming

Date Comment

7/19/2012 We continue to use the Carnegie Math Program for students that are on level. We have adopted Prentice Hall Mathematics for the students with lower reading abilities.

7/5/2011 Teacher received initial training in June 2011 and will receive more comprehensive training in August 2011.

6/30/2011 IDT began meeting in September 2011 and meets monthly. This will continue for the 2011-2012 school year

Activity: Research and evaluate additional resources for use with the Math curriculum

Description: Training In Diagnosis and Prescription (Elimination) of Error Patterns In Mathematics. Incorporate Carnegie Learning Program into mathematics curriculum.

Person Responsible Timeline for Implementation Resources

Cisek, Grace, Dr.	Start: 6/20/2011 Finish: Ongoing	\$40,000.00
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Status: In Progress — Upcoming

Activity: Selection of a more user friendly, data driven, assessment tool.

Description: Evaluation of available assessment tools for use in cyber environment. Purchase Acuity Diagnostics and Benchmarks to support student achievement and needed remediation. Purchase Achieve 3000 for reading support.

Person Responsible Timeline for Implementation Resources

Cisek, Grace, Dr.	Start: 4/20/2011 Finish: Ongoing	\$34,000.00
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Status: In Progress — Upcoming

Date Comment

6/30/2011	Acuity Benchmarks, Achieve 3000 and Carnegie Learning have been purchased for the 2011-2012 school year.
7/5/2011	In Progress — The use of AIMS Web Probes was implemented in March, 2011. Achieve 3000 was implemented in April 2011. Acuity Diagnostics and Benchmark exams were purchased for implementation in the 2011-2012 school year.

Activity: Students will be engaged in intervention strategies based on diagnostic assessment.

Description: Purchase of Acuity Benchmarks and Diagnostics for Reading and Mathematics. Purchase of Achieve 3000 for Reading Remediation. Creation of the Reading and Mathematics Support Continuum to support mastery of the standards.

Person Responsible Timeline for Implementation Resources

Daniels, Timothy, Dr.	Start: 6/20/2011 Finish: Ongoing	-
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Status: In Progress — Upcoming

Date Comment

7/5/2011	In Progress — The use of AIMS Web Probes was implemented in March, 2011. Achieve 3000 reading Programs was implemented in April, 2011. Acuity Diagnostics and Benchmark exams were purchased for implementation in the 2011-2012 school year.
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Activity: Training and professional development

Description: Training and professional development will be provided for instructional staff in the utilization of curriculum mapping, differentiated instruction, and effective use assessment tools.

Person Responsible Timeline for Implementation Resources

Cisek, Grace, Dr. Start: 7/1/2010 -
Finish: Ongoing

Status: In Progress — Upcoming

Date Comment

7/8/2011 In Progress — The use of AIMS Web Probes was implemented in March, 2011. Acuity Diagnostics and Benchmark exams were purchased for implementation in the 2011-2012 school year.

Strategy: Intervention Strategies

Description: To provide additional live homework help, tutoring and additional classroom time to students needing the one on one help. Students will be encouraged to participate in other activities, thus finding friendships and gaining the trust of teachers and staff when help is needed. If a student still lacks the needed skills to progress, and after the student, parent, mentor and guidance counselor have determined the student needs additional resources, the student will be referred to the Child Study Team to determine intervention strategies.

Activity: At-Risk Students - Reading/English

Description: The Child Study Team will evaluate and determine placement for at-risk students. Determination will be based on local or state assessments or student lack of progress.

Person Responsible Timeline for Implementation Resources

Daniels, Timothy, Dr. Start: 9/7/2010 -
Finish: Ongoing

Status: In Progress — Upcoming

Date Comment

7/19/2012 360 Students were targeted for assistance regarding academics and/or attendance during the AT Risk Meetings from grades 7-12. Interventions included: • Extensive monitoring through communications (Phone calls (Students and parents), BBIM, e mail, team conference calls. • Home visits • Individual Learning Plans

7/8/2011 Completed May 2011- At risk protocol was presented to the Board of Directors at the May 17, 2011 meeting and approved for implementation for the 2011- 2012 school year. The Achieve 3000 assessment was used in June to determine student Lexile Reading scores and Grade Level Equivalent for reading support for fall of 2011.

6/30/2011 At risk/ Child study team has identified 243 students in need of remediation. Curriculum has been re aligned to the PA standards.

Activity: Development of a literacy plan

Description: School will produce a plan to improve literacy school-wide

Person Responsible Timeline for Implementation Resources

Cisek, Grace, Dr.	Start: 3/11/2011 Finish: Ongoing	\$15,000.00
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Status: Complete

Date Comment

7/19/2012 The Literacy Plan was completed during the 2011-2012 school year.

7/8/2011 In Progress--Department heads have met with consultants Cathy Bailey and formed a preliminary plan

Goal: ONLINE ASSESSMENT GOALS

Description: Online Assessments will be used as a basis for improving our student PSSA scores, promoting student academic growth, and preparedness for college or business post high school.

Strategy: Contact with students and parents to inform and encourage participation

Description: Students and parents will be informed via school mail and email when we are administering online assessments.

Activity: School wide communication

Description: Effective and frequent means of communication to our student families will take place through our group email communication service, group phone call service, additional phone numbers added to our enrollment and intake interview forms, video chat, Skype, IM, an internal school messaging system and through the traditional use of the US postal service.

Person Responsible Timeline for Implementation Resources

Smoker, Twila	Start: 9/1/2010 Finish: Ongoing	-
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Status: In Progress — Upcoming

Date Comment

7/14/2011 In addition to announcements being posted on the landing page of MoodleRooms (our new LMS) that were visible to parents and students upon logging into school and our public facing website, instant messages were sent via the school wide messaging system ("Pronto"), broadcast emails were sent to the school provided email addresses for students and parents, and our automated phone dialing system was utilized to call all families with various announcements. When appropriate, Skype was used to communicate with parents and students (e.g. IEP meetings). Report cards and other important correspondences were mailed home.

Activity: Training and professional development

Description: Training and professional development will be provided for instructional staff in the utilization of curriculum mapping, differentiated instruction, and effective use assessment tools.

Person Responsible Timeline for Implementation Resources

Cisek, Grace, Dr.	Start: 7/1/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

7/8/2011	In Progress — The use of AIMS Web Probes was implemented in March, 2011. Acuity Diagnostics and Benchmark exams were purchased for implementation in the 2011-2012 school year.
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Strategy: Evaluate new assessment tools.

Description: New online assessment tools will be researched and evaluated as they become available. Measurement of Achievement Progress (MAP) and Achieve 3000 will be reviewed for implementation in the 2012-2013 school year.

Activity: Evaluation of new assessment tools

Description: New assessment tools will be researched and evaluated for content, diagnostic reliability, application in an online environment, ease of use by students and staff. for the 2012-2013 school year NWEA Map Program will be implemented. • NWEA Measures of Academic Progress® (MAP®) tests are fully adaptive tests that produce a true measure of student growth and achievement. Student growth is measured over time from kindergarten to high school. The aggregated data provides information regarding the placement of students and the need to either accelerate or remediate students to ensure growth. The underlying data driving the assessment ensures accuracy. The equal-interval RIT scale increases the stability, providing grade-independent analysis of a child's learning.

Person Responsible Timeline for Implementation Resources

Daniels, Timothy, Dr.	Start: 7/9/2012	\$16,000.00
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Finish: Ongoing

Status: In Progress — Upcoming

Date	Comment
7/19/2012	NWEA Map Program has been adopted for the 2012-2013 school year. NWEA Measures of Academic Progress® (MAP®) tests are fully adaptive tests that produce a true measure of student growth and achievement. Student growth is measured over time from kindergarten to high school. The aggregated data provides information regarding the placement of students and the need to either accelerate or remediate students to ensure growth. The underlying data driving the assessment ensures accuracy. The equal-interval RIT scale increases the stability, providing grade-independent analysis of a child's learning.
7/5/2011	In Progress — The use of AIMS Web Probes was implemented in March, 2011. Acuity Diagnostics and Benchmark exams were purchased for implementation in the 2011-2012 school year.

Activity: IDT - Math

Description: Implementation of Carnegie Mathematics Program
Carnegie Learning Blended Math Curricula offer a combination of collaborative, student-centered textbook lessons and adaptive Cognitive Tutor software lessons.
Carnegie Math will be used for students on grade level. Pearson Math will be used for students with skill deficits as it has a lower reading level and supports differentiated instruction.

Person Responsible Timeline for Implementation Resources

Cisek, Grace, Dr.	Start: 9/7/2010 Finish: Ongoing	\$30,000.00
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Status: In Progress — Upcoming

Date	Comment
7/19/2012	We continue to use the Carnegie Math Program for students that are on level. We have adopted Prentice Hall Mathematics for the students with lower reading abilities.
7/5/2011	Teacher received initial training in June 2011 and will receive more comprehensive training in August 2011.
6/30/2011	IDT began meeting in September 2011 and meets monthly. This will continue for the 2011-2012 school year

Activity: Provide understanding, training, and professional development on the research related to assessment in the cyber environment.

Description: Using a collaborative approach, rubrics will be developed to evaluate new and/or

existing assessments for their effective implementation in the cyber environment. Staff will be involved in discussion about and development of these rubrics.

Person Responsible Timeline for Implementation Resources

Cisek, Grace, Dr. Start: 9/7/2010 -
 Finish: Ongoing

Status: In Progress — Upcoming

Date	Comment
6/30/2011	Each department has been trained in Webb's Depth of Knowledge and has begun using rubrics for student assessment.
7/5/2011	In Progress — Training regarding the expectation of the PA Standards, Literacy in the Content Areas, and Webb's Depth of Knowledge was completed in March and April, 2011. Refinement of rubrics and Benchmark Assessments will continue through the 2011-2012 school year.

Activity: Selection of a more user friendly, data driven, assessment tool.

Description: Evaluation of available assessment tools for use in cyber environment. Purchase Acuity Diagnostics and Benchmarks to support student achievement and needed remediation. Purchase Achieve 3000 for reading support.

Person Responsible Timeline for Implementation Resources

Cisek, Grace, Dr. Start: 4/20/2011 \$34,000.00
 Finish: Ongoing

Status: In Progress — Upcoming

Date	Comment
6/30/2011	Acuity Benchmarks, Achieve 3000 and Carnegie Learning have been purchased for the 2011-2012 school year.
7/5/2011	In Progress — The use of AIMS Web Probes was implemented in March, 2011. Achieve 3000 was implemented in April 2011. Acuity Diagnostics and Benchmark exams were purchased for implementation in the 2011-2012 school year.

Strategy: Intervention Strategies

Description: To provide additional live homework help, tutoring and additional classroom time to students needing the one on one help. Students will be encouraged to participate in other activities, thus finding friendships and gaining the trust of teachers and staff when help is needed. If a student still lacks the needed skills to progress, and after the student, parent, mentor and guidance counselor have determined the student needs additional resources, the student will be referred to the Child Study Team to determine intervention strategies.

Activity: Students will be engaged in intervention strategies based on diagnostic assessment.

Description: Purchase of Acuity Benchmarks and Diagnostics for Reading and Mathematics. Purchase of Achieve 3000 for Reading Remediation. Creation of the Reading and Mathematics Support Continuum to support mastery of the standards.

Person Responsible Timeline for Implementation Resources

Daniels, Timothy, Dr. Start: 6/20/2011 -
Finish: Ongoing

Status: In Progress — Upcoming

Date Comment

7/5/2011 In Progress — The use of AIMS Web Probes was implemented in March, 2011. Achieve 3000 reading Programs was implemented in April, 2011. Acuity Diagnostics and Benchmark exams were purchased for implementation in the 2011-2012 school year.

Goal: READING

Description: At least 72% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments. Achievement House Cyber Charter School will show a 5% increase in the student scores.

Strategy: Instructional Design Team - Reading

Description: The Reading curriculum, course mapping, and cross-curricular reading strategies are currently under review, and being researched to determine the needs of our students. A literacy plan has been developed and all teachers have been trained in Reading Apprenticeship.

Activity: Instructional Design Team - English

Description: The Instructional Design Team will continue to research effective practices to be implemented in all Reading and English Courses.

Person Responsible Timeline for Implementation Resources

None Selected Start: 4/1/2011 -
Finish: Ongoing

Status: In Progress — Upcoming

Date Comment

7/19/2012 Cathy Bailey continues to work with all staff regarding Reading in the Content Areas

and building academic vocabulary.

7/8/2011 In Progress - A curriculum audit was conducted to determine alignment of curriculum to the expectations of the Pennsylvania Standards and Webb's Depth of Knowledge. Curriculum maps are being reviewed and by a national consultant Cathy Bailey (Reading, English and Language Arts).

Activity: At-Risk Students - Reading/English

Description: The Child Study Team will evaluate and determine placement for at-risk students. Determination will be based on local or state assessments or student lack of progress.

Person Responsible Timeline for Implementation Resources

Daniels, Timothy, Dr. Start: 9/7/2010 -
Finish: Ongoing

Status: In Progress — Upcoming

Date Comment

7/19/2012 360 Students were targeted for assistance regarding academics and/or attendance during the AT Risk Meetings from grades 7-12. Interventions included: • Extensive monitoring through communications (Phone calls (Students and parents), BBIM, e mail, team conference calls. • Home visits • Individual Learning Plans

7/8/2011 Completed May 2011- At risk protocol was presented to the Board of Directors at the May 17, 2011 meeting and approved for implementation for the 2011- 2012 school year. The Achieve 3000 assessment was used in June to determine student Lexile Reading scores and Grade Level Equivalent for reading support for fall of 2011.

6/30/2011 At risk/ Child study team has identified 243 students in need of remediation. Curriculum has been re aligned to the PA standards.

Activity: Increase reading and writing across the curriculum

Description: Dr. Grace Cisek and CEO along with the Instructional Design Team will develop a plan to increase reading and writing across the curriculum to increase student core knowledge resulting in increased scores on local and state assessments.

Person Responsible Timeline for Implementation Resources

Daniels, Timothy, Dr. Start: 7/1/2010 -
Finish: Ongoing

Status: In Progress — Upcoming

Date Comment

7/19/2012 We continue to work with Cathy Bailey to improve Reading in the Content areas and improving academic vocabulary.

7/8/2011 In Progress The articulated scope and sequence for concepts, content, essential skills and performance-based assessments is the consistent in all content areas to support reading and writing in the content areas. A standard rubric is now used in English and Social Studies. The curriculum maps, lesson plan checklist and assessment validation forms all provide evidence of implementation of reading and writing across the curriculum.

Activity: Training and professional development

Description: Training and professional development will be provided for instructional staff in the utilization of curriculum mapping, differentiated instruction, and effective use assessment tools.

Person Responsible Timeline for Implementation Resources

Cisek, Grace, Dr. Start: 7/1/2010 -
Finish: Ongoing

Status: In Progress — Upcoming

Date Comment

7/8/2011 In Progress — The use of AIMS Web Probes was implemented in March, 2011. Acuity Diagnostics and Benchmark exams were purchased for implementation in the 2011-2012 school year.

Strategy: Revised School-Wide Curriculum

Description: Dr. Grace Cisek in conjunction with several consultants and the teaching staff, will review and provide direction for the revised school-wide curriculum.

Activity: Create New Lessons

Description: Teachers will create lessons that address the expectations of the PA standards

Person Responsible Timeline for Implementation Resources

Cisek, Grace, Dr. Start: 3/11/2011 -
Finish: Ongoing

Status: In Progress — Upcoming

Date Comment

7/19/2012 All curriculum is fully aligned to the PA Standards and the expectations of the standards (Webbs' DOK).

7/8/2011 In Progress, various departments have met with consultants Cathy Bailey and HB Lantz.

Activity: Creating Scope and Sequence and Curriculum Maps

Description: Teachers, led by their department heads, will create new curriculum maps for their courses along with scope and sequence.

Person Responsible Timeline for Implementation Resources

Cisek, Grace, Dr.	Start: 3/11/2011	-
	Finish: Ongoing	

Status: Complete

Date Comment

7/19/2012	Courses have scope and sequences and new curriculum maps developed using the SAS website.
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7/8/2011	In Progress--Teachers have met with consultants Cathy Bailey and HB Lantz and have been trained in using the pdesas website
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Activity: Curriculum Audit

Description: A comprehensive review of existing curriculum, designed to help the school identify what works best for our students.

Person Responsible Timeline for Implementation Resources

Cisek, Grace, Dr.	Start: 3/11/2011	-
	Finish: Ongoing	

Status: Complete

Activity: Development of a literacy plan

Description: School will produce a plan to improve literacy school-wide

Person Responsible Timeline for Implementation Resources

Cisek, Grace, Dr.	Start: 3/11/2011	\$15,000.00
	Finish: Ongoing	

Status: Complete

Date	Comment
7/19/2012	The Literacy Plan was completed during the 2011-2012 school year.
7/8/2011	In Progress--Department heads have met with consultants Cathy Bailey and formed a preliminary plan

Activity: Development of UBD Units

Description: Development of UBD Units that embed higher level thinking into the course design

Person Responsible Timeline for Implementation Resources

Cisek, Grace, Dr.	Start: 3/11/2011	\$30,000.00
	Finish: Ongoing	

Status: Complete

Date	Comment
7/19/2012	The science department is fully aligned to the UBD model of planning for instruction.
7/8/2011	In Progress--Department Heads have met with our consultant, HB Lantz

Activity: Train department chairs in curriculum alignment

Description: The school will train department heads in how to align existing or new curriculum to standards and how to develop a processing for administering and analyzing benchmark assessments.

Person Responsible Timeline for Implementation Resources

Cisek, Grace, Dr.	Start: 3/11/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date	Comment
7/8/2011	Completed Curriculum Maps and Scope and Sequence aligned to the standards; Acuity/local Benchmark Exams

Goal: STUDENT ATTENDANCE

Description: Student attendance will meet a 90% threshold and/or show growth.

Activity: Increase opportunities for student involvement

Description: Student involvement activities include clubs, field trips, class projects, student council.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/7/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

8/1/2011	Student involvement activities include clubs, field trips, class projects, student council have implemented for the 2010-2011 school year and will continue in the next school year.
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Strategy: Intervention Strategies

Description: To provide additional live homework help, tutoring and additional classroom time to students needing the one on one help. Students will be encouraged to participate in other activities, thus finding friendships and gaining the trust of teachers and staff when help is needed. If a student still lacks the needed skills to progress, and after the student, parent, mentor and guidance counselor have determined the student needs additional resources, the student will be referred to the Child Study Team to determine intervention strategies.

Activity: At-Risk Students - Reading/English

Description: The Child Study Team will evaluate and determine placement for at-risk students. Determination will be based on local or state assessments or student lack of progress.

Person Responsible Timeline for Implementation Resources

Daniels, Timothy, Dr.	Start: 9/7/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

7/19/2012	360 Students were targeted for assistance regarding academics and/or attendance during the AT Risk Meetings from grades 7-12. Interventions included: • Extensive monitoring through communications (Phone calls (Students and parents), BBIM, e mail, team conference calls. • Home visits • Individual Learning Plans
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7/8/2011	Completed May 2011- At risk protocol was presented to the Board of Directors at the May 17, 2011 meeting and approved for implementation for the 2011- 2012 school year. The Achieve 3000 assessment was used in June to determine student Lexile Reading scores and Grade Level Equivalent for reading support for fall of 2011.
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6/30/2011	At risk/ Child study team has identified 243 students in need of remediation.
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Curriculum has been re aligned to the PA standards.

Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS

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

Strategy: Contact with students and parents to inform about scheduling and encourage attendance

Description: Students and parents will be kept informed of expectations and encouraged about the importance of attending.

Activity: School wide mail, individual e-mails, and phone contact will be made with students and parents to encourage state achievement testing attendance.

Description: Students and parents will be notified of upcoming changes in the transition from PSSA to Keystone Exams and will be kept up to date of testing schedule, locations, and how the transition will affect their educational future.

Person Responsible Timeline for Implementation Resources

Smoker, Twila	Start: 9/7/2010	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

7/8/2011	For the 2011 testing year, we sent out email, postcard, phone, and in-class reminders for parents and students. This effort began prior to the PSSA testing window and continued throughout it.
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6/30/2011	An all call system has been implemented to improve communication.
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Statement of Quality Assurance

Charter school has not met AYP.

Charter school has created a School Improvement Plan.

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

Intermediate Unit designee met with and when meeting occurred:

We met with Dara Kline from CCIU on the following date in 2011: 5/4/11 & 11/3/11

Met with Noreen O'Neal on 8/11, 9/20, 10/21, 10/24/11/16/11/22- For a variety of reasons. SIP review-

Statement of Quality Assurance - Attachment

- Assurance of Quality and Accountability 2011

SECTION III. QUALITY OF SCHOOL DESIGN**Rigorous Instructional Program****Rigorous Instructional Program**

Under the Pennsylvania Accountability System, all schools will need a rigorous instructional program to meet the academic targets. Describe the charter school's curriculum and instructional practices and how they are being used to meet academic standards and goals. For example:

What curriculum does your charter school utilize?

In order to ensure that the Achievement House Cyber Charter School Curriculum did align to the expectations of the Pennsylvania Standards and Assessment Anchors an audit was completed in March 2011. This process was very informative and resulted in extensive curriculum work in all subject areas. In addition, assessments were evaluated to determine if they aligned to Norman Webb's Depth of Knowledge and could indeed inform instruction regarding student preparedness for the PSSA. Two National consultants Dr. H.B. Lantz and Cathy Bailey began work with the Science and English/Reading Departments to align the curriculum and assessments. Dr. Cisek is working with the all other departments to ensure that there is a Standards Aligned System in place for the 2011-2012 school year.

The Program of Studies developed for students that attend AHCCS is based on the research of International and National organizations such as:

- The National Council of Teachers of English;
- The International Reading Association;
- The National Council of Teachers of Mathematics;
- The National Center for Special Education Research;
- The International Center for Leadership in Education; and
- The American Association for the Advancement of Science

This research supports the concept of preparing students to be career or college ready upon completion of the Program of Studies.

The curriculum utilizes the Pennsylvania State Standards to provide a clear and consistent framework to prepare students for careers and college. The standards that the school has developed are designed to be robust and relevant to the real world, reflecting the knowledge and skills that students need for success after high school.

Do you have documentation that shows that your curriculum meets the Chapter 4 content standards and all requirements?

Curriculum Audits, revised Scopes and Sequences, Curriculum Maps and Assessments are all evidence of a Standards Aligned System. All staff have been trained to utilize the PDE SAS Site. The articulated scope and sequence includes Big Ideas, Essential Questions for concepts, content, skills and project based learning. The SAS Check List for Lesson Plans is used to evaluate selected lesson plans.

A school-wide curriculum committee consisting of all teachers, mentors, teacher aides and administrative staff consistently monitors existing curriculum efficacy and new curricula. This ongoing, multi-stage process ensures that students are learning best when they can make a connection between curriculum, their interest and their life experiences. Formative and summative assessment data is utilized to evaluate curriculum relevancy to student performance.

How is the curriculum organized to meet the developmental and academic needs of the students?

A key component of Achievement House Cyber Charter School's mission is "to provide enhanced educational opportunities and a more personalized environment." In order to fulfill this mission the Curriculum Committee, School Improvement and Act 48 Committees were asked to review the following research prior to attending the first respective meeting and then throughout the Planning Processes:

- School Leadership That Works: From Research to Results/Change Process (McREL, 2007);
- Gaining Traction, Gaining Ground: How Some High Schools Accelerate Learning for Struggling Students (Ed Trust 2005);
- When Failure Is Not An Option: Designing Competency-Based Pathways for Next Generation Learning (Sturgis & Patrick, International Association for K-12 Learning, 2010); and
- What Works in Schools: Translating Research into Action (Marzano, 2003).

In order to affirm the mission of the school it was determined that AHCCS needed to (1) have consistently higher expectations for all students, regardless of students' prior academic performance and (2) have teachers embrace external standards and assessments.

A Mathematics and Reading Continuum of Services was developed so that scheduling would support high expectations and a Standards Aligned System for support. This is to be accomplished with evidence regarding student mastery as well as deficiencies. Once data is collected using Achieve 3000 for Reading a student is placed in an additional supplemental program to ensure support is provided regarding mastery of the Pennsylvania Standards. A similar report is compiled for mathematics to properly place students in additional mathematics programs to address their error patterns and deficiencies in meeting the Pennsylvania Standards.

Lesson plans are developed using the "UBD" process which supports learning by:

1. Identifying desired results
2. Determining acceptable evidence

3. Planning learning experiences and instruction

The core curriculum continues to be presented in a number of ways, including online and in print form. Teachers prepare their lessons with authentic and multi-disciplinary tasks. Activities and assignments accentuate many levels of learning in one lesson. More specifically, the design tool template assists lesson planning which contains questions, prompts and idea starters and assessment options. This expansion of “UBD” is shown below:

Identifying Desired Results

1. Desired, overarching understandings, essential and unit questions
2. Relevant goals
3. Essential questions
4. Expected student understandings
5. Essential unit questions

Determine Acceptable Evidence

1. Performance tasks, projects
2. Rubrics
3. Quizzes, tests, academic prompts
4. Student self-assessment
5. Observations, work samples, dialogues
6. Diagnostic Exams
6. Benchmark (Quarterly Exams)

Planned Learning Experiences and Instruction

1. What students will need to know, knowledge and skill;
2. What teaching and learning experiences will equip students to demonstrate targeted understanding;
3. Explicit instruction;

4. Student opportunities to practice, revise and define work based on feedback;
5. Student self-assessment and goal setting.

Cyber learning encourages and requires students to learn through exploration. Achievement House Cyber Charter School teachers continue to strive to “facilitate interaction between students’ existing knowledge and new experiences or ideas they encounter through Live teacher directed Lessons, virtual instructional chats, recorded virtual instructional chats, extended office hours and help sessions, tutoring centers, specialized courses, parent contacts, working closely with grade level mentors, etc. are specific examples of facilitating and encouraging teacher-student interactions.

How does the charter school promote in-depth and inquiry-based teaching and learning?

Achievement House Cyber Charter School promotes in-depth and inquiry-based teaching and learning through many different facets of instruction, assessment and instructional delivery. The staff is gaining awareness on how to implement the differentiated instruction model to enable students to work at their own pace, in addition to whole group instruction focusing on concepts, skills, and basic understandings needed for the success of the lesson and improved student learning. Where correlated to the nature of the task/skill/assignment, activities focus on analyzing primary and secondary sources, reading original documents and literary pieces, and sources that require transferring and evaluating previous concepts, understandings and essential skills. For proficiency in writing skills, and writing skills across the curriculum, assignments, projects and assessment and are used to demonstrate mastery of the writing process.

The Achievement House Cyber Charter School curriculum, and pedagogy, is also well-grounded in Norman Webb’s Depth of Knowledge which **is the degree of depth or complexity of knowledge standards and assessments require; this criterion is met if the assessment is as demanding cognitively as the expectations standards are set for students.** Teachers’ assessments require students to demonstrate and apply what they have learned. Instruction, assignments, and classroom assessment incorporate the same expectations. DOK levels for a targeted objective mirror the DOK level for the assessment.

Achievement House Cyber Charter School continues to provide multiple opportunities for students to demonstrate their knowledge, and interact with their peers and teachers, through virtual instructional chats in each course. While promoting participation in school and fostering responsibility for work, virtual instructional chats offer the chance to promote an active learning experience through real time instruction, modeling and support from the teacher. This virtual classroom enables students to share what has been learned in various ways, including group collaborations, use of the whiteboard, and presentations. Supplemental resources and extra time for tutoring to support student learning continue to be critical components of the Achievement House Cyber Charter School curriculum. Integrated into the virtual instructional chats, resources, and extra time provide additional learning opportunities for students to transfer knowledge and facilitate further independent exploration of concepts, skills, and understandings.

What strategies does the school use to accelerate academic skill development, content knowledge and learning strategies of students performing significantly below standard in literacy and mathematics skills?

Where applicable, and in accordance with Chapter 711, Achievement House Cyber Charter

School ensured that each child had an individualized learning plan that was developed by the student/parent, special education teacher, mentor, regular education teacher, doctor's recommendations, and/or paraprofessional's suggestions. Where the identified areas of need were in literacy and/or math, a plan was designed for specific areas of need; goals were established, both short and long range; and "progress towards immediate and long-term improvement in student performance" was charted.

Achievement House Cyber Charter School has established systematic policies and procedures for early detection and early intervention of special needs. Each child's education is a collaborative effort. This feature is carried out primarily by the child's mentor. The mentor monitors the success and challenges of the students and intervenes immediately to provide support in helping the student resolve the problem.

To make this process more formal and ensure a more timely intervention an At Risk Committee has been developed which will meet each morning in the 2011-2012 school year to determine reasons for students' issues. Data from Achieve 3000, Diagnostic Exams, AIMS Web and Acuity Benchmarks will be used for At Risk meetings to support student achievement. Additional information regarding possible SAP issues will also be collected.

At Risk Committee Protocol — Upon examination of the data and Involving parents in creating a solution the following steps may be taken:

- a. SAP Referral
 - b. Truancy Elimination Plan (TEP)
 - c. Behavior Plan
 - d. Referral to SPED
 - e. Placement on the Reading and or Mathematics Continuum
- I. Diagnostic assessments will be used to target appropriate interventions for students academically at risk.
 - II. An intervention infrastructure exists in the school which identified appropriate materials and resources linked to student needs. Intervention will include additional class for support.
 - III. The school staff conducts ongoing monitoring of student progress to determine the effectiveness of interventions and to adjust them as needed, based on the data.

Reading Continuum

<p>Direct Instruction</p> <p>Decoding</p> <p>/Fluency</p> <p>Moderate Reading Difficulties</p>	<p>Research-based</p> <p>Comprehension Strategies</p> <p>Reading Apprenticeship Course</p>	<p>Reading Course /</p> <p>IEP Co- Taught</p>	<p>English</p> <p>Language Arts</p> <p>On-Level</p> <p>Proficient-Advanced</p> <p>Achieve 3000</p>
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Math Continuum

Direct Instruction Diagnosis of Error Patterns Teacher Directed	Research-based Learning Support Mathematics Teacher Directed	Mathematics Course / IEP Co- Taught	Mathematics On-Level Carnegie Math Proficient- Advanced
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The Reading Continuum needed to be refined to meet the needs of students as the student deficits were more pronounced than originally anticipated. The new continuum is below:

TIER 3 Direct Instruction Wilson Reading Program Decoding/Fluency Moderate Reading Difficulties	TIER 2 Research-based Comprehension Strategies Reading Apprenticeship Course	TIER1/ 2 English/Reading Course / IEP Co- Taught (25 students per grade level)	TIER1/ 2 English/Reading Course / IEP Co- Taught (25 students per grade level)	TIER 1 English Language Arts On-Level Proficient-Advanced Achieve 3000	Honors English
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What types of teaching strategies are used to actively engage students in the learning process?

Achievement House Cyber Charter School actively uses all available technology to engage students in the learning process. The school's rich, integrated use of technology enables the staff to custom-tailor our school-wide program to our students' unique skills and interests. The continuing use of the multi-media classroom concept has enabled greater student participation and collaboration with the staff, and other students, during the virtual instructional chats.

As previously mentioned, the framework for teaching strategies used to actively engage students in the learning process is based upon the PDE "Getting Results, Quality Review Criteria, Quality Teaching" and the "Understanding by Design" process developed by Grant Wiggins and Jay McTighe. Both processes have been described in detail in earlier sections of this narrative.

Third party curriculum vendors (i.e. Virtual High School) continue to be utilized to meet individualized needs consistent with procedures stipulated in the Achievement House Cyber Charter School Charter. Courses selected from third party vendors must align with the PA state standards and assessment anchors. Selected third party vendor courses are being offered in an effort to help our students explore areas of interest that might not be included in the scope of the Achievement House Cyber Charter School curriculum. This attention to individual interest serves to aid in actively engaging students.

Rigorous Instructional Program - Attachments

- Professional Education Report Assurance
- Teacher Induction Acceptance
- Professional Education Acceptance statement

English Language Learners

"There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education."

- Lau v. Nichols (1974)

English Language Learner Program for Grades 7-12

The following document will serve to address for Achievement House Charter School:

1 : Program's educational theory, goals, and objectives (p.2)

2 : Identification of ELLs and orientation procedures for ELLs and parents (p.3)

3 : Specific components of English language development and academic services for ELL students (p.4) (including adaptations/modifications based on student's language proficiency level or Special Education identification)

4 : Method and procedures for transitioning and/or exiting ELL students and monitoring success afterward (p.5)

5 : Student participation in related and extracurricular activities including gifted education (p.6)

6 : Pupil personnel services (p.6)

7 : Professional education related to program (p.7)

8 : Community involvement (p.8)

9 : Program evaluation procedures (p.9)

10 : Appendix (Entrance/Exit Criteria, Program Evaluation Checklist, Home Language Survey)
(p.11)

1 : Educational theory and goals :

Achievement House Cyber Charter School is dedicated to providing a comprehensive curriculum, individually designed to meet each student's needs. Achievement House Charter School integrates quality services and educational programs, state-of-the-art technology, research-based curriculum development and instructional practices into a dynamic, non-traditional learning community. Achievement House Cyber Charter School is committed to providing all students continual opportunities to achieve individual excellence, appreciate human value, contribute positively to a changing world, and become contributing, life-long learners and globally responsible citizens.

There are currently approximately 3 ½ million ELL students enrolled in the United States and the number continues to increase each year. In an effort to provide the highest quality education to each and every student, a practical and standards-based curriculum will be conveyed through a combination of the Structured English Immersion (SEI) approach and the Sheltered Instructional Observation Protocol (SIOP) in order to provide meaningful, comprehensible access to instruction in all content areas required by Pennsylvania academic standards.

As a cyber-school, the preliminary goal for all students is to master the many technological management and utilization skills (Moodle, Elluminate, PowerPoint, Word, Pronto, web-based programs, etc.) necessary to access the curriculum and fully engage in academic classes and the larger online school community. The primary objectives of any ESL Program (AMAO) are (1) Making progress toward English proficiency, (2) Attaining English proficiency, and (3) AYP as measured by the state academic achievement assessment (PSSA).

All students are expected to complete all coursework in a thorough and satisfactory manner, attend all live virtual classes as an active participant, and contribute positively to the larger school community. ELL students will be able to use English to communicate for social and instructional purposes within the school setting in order to communicate information, ideas, and concepts necessary for academic success in the content areas of Language Arts, Mathematics, Science, Social Studies, and all Elective and Art classes. Students will use English in culturally appropriate ways in order to assist students in developing literate skills for lifelong learning and to enable students to make as much progress as possible in their academic subjects by providing them with supplementary materials, instruction and tutoring. Students will develop an awareness of cultural diversity and encourage pride in their own bilingualism and biculturalism by providing a school environment that understands the growth and development patterns of ELLs and through collaborative parent involvement.

The mission of the ESL Program will be met by the following goals:

1. At least 85% of ESL students will make one level gain in their oral skills per year as measured by the IPT (Idea Proficiency Test).
2. By the end of the third year in the ESL Program, 80% of the ESL students will become LEW's (Limited English Writers) as measured by the IPT.
3. By the end of the third year in the ESL Program, 80% of the ESL students will become LER's (Limited English Readers) as measured by the IPT.

2 : Identification of ELLs and orientation procedures for ELLs and parents :

As per 22 Pa. Code §4.26, and Title III, LEAs are required to complete the Pennsylvania Information Management System (PIMS) and the Limited English Proficient (LEP SYTEM) annually. Any student who submits a response on the home language survey that another language is spoken at home is immediately evaluated for possible ELL program placement (See Appendix at the end of this document). The flow chart below sequences the AHCCS procedure :



According to the results of the IDEA tests, the students will be identified as either Non-English Proficient (NEP), Limited English Proficient (LEP), or Fluent English Proficient (FEP). The ESL teacher will place the student in the ESL program if he/she meets the district's ESL entrance criteria. (See Appendix C: ESL Entrance/Exit Criteria.) Parents or guardians will receive written notification whether their child is eligible or ineligible for ESL services. (See Appendix D: Notification of Enrollment in ESL Program and Appendix E: Notification of Ineligibility for ESL Program.)

Identification and assessment of PHLOTE students will be completed in the shortest possible time frame as logistically viable.

Documentation of the language assessment results and placement determination will be maintained in the student's ESL file until the student is exited. The ESL files are maintained by the individual ESL teacher and overseen by the ESL district facilitator. At that time all records will be placed in the student's cumulative file. Each year, documentation of ESL services received by each student will be updated to ensure continuity of and access to this information. Anyone who handles WIDA test materials or observes test administration, including all coordinators, facilitators, and test administrators must sign the Non-Disclosure agreement (to be kept on file by the District Test Facilitator).

Additionally, a list of all PHLOTE students and their placements will be devised by the ESL teacher and disseminated to all staff.

Orientation Procedure :

When a student or parent calls to request information, a comprehensive information packet is immediately mailed. Once all of the required enrollment documents have been returned to Pupil Services and internet access has been procured, parent/guardian and student are scheduled for a live orientation appointment. At that time, a more in-depth, step-by-step packet for student success is reviewed, the necessary technological skills are taught, and a brochure "Educating Students through the English as a Second Language Program" is included as part of the orientation packet given to take home. In that same orientation packet, parents and students will receive a copy of the AHCCS handbook with the clearly stated attendance and homework policies. ELL students are required to adhere to the same attendance and work standards as every other student in the school. Guidance will review the transcripts and follow-up to place the student in the appropriate classes. The individual ESL teacher will then call within 3 days of placement to engage the student in the course and assess comprehension of the academic program and familiarity with the cyber school process. A native language translator/ interpreter is available in order to best facilitate the 2-3 hour live orientation process and allow for student to feel comfortable with the requirements and layout of the school.

3 : Specific components of English language development and academic services for ELL students :

Every effort is made to offer daily ESL instruction to each student in the program. Due to scheduling and

individual constraints, ESL instructional time for each student may be slightly different. Under *Lau v Nichols*, 414 U.S. 563 (1974) and *Castañeda v. Pickard*, 648 F.2d 989 (1981), direct language instruction is to be determined by student need and program/instructional delivery model. At AHCCS, direct instruction is provided through mainstream live virtual classes, small group ELL live virtual classes, and individual live virtual tutoring sessions. At the very minimum, the following is to be incorporated into the student's daily schedule :

- Entering (level 1) / Beginning (level 2) students: 2 hours
- Developing (level 3): 1-2 hours
- Expanding (level 4): 1 hour
- Bridging (level 5): up to 1 hour or support dictated by student need

For the purpose of instruction in ESL, students may be grouped according to language proficiency levels. In other situations they may be grouped across grade levels, never having more than a three-year grade span. Instruction is always age and grade appropriate.

In the ESL class, English will be presented as the language of instruction in a language-intensive setting. Basic Interpersonal Communication Skills (BICS) as well as Cognitive Academic Language Proficiency (CALP) will be developed. Students will receive quality instruction in: Listening, Speaking, Reading, Writing, and Critical Thinking. Achievement House Cyber Charter

School has instituted policies and procedures that are linguistically and culturally sensitive to the needs of ELL students and their communities. ESL classes include (but are not limited to) interactive web pages where class assignments and student produced work are posted, one-on-one tutoring or mentoring opportunities, cooperative learning activities that foster discussion and meaningful collaboration, incorporated opportunities for ungraded writing and peer process writing, and ample choice of leveled assessments (such as oral presentations, Glogs, VoiceThread, choral readings, etc.) in order to demonstrate mastery of learning objectives.

ELL students will participate in the regular education content classes to the level of their English proficiency. Adaptations and modifications will be made by the mainstream teacher; the ESL teacher will

act as a resource.

At the middle school and high school level, ELL students receive electives such as art, music, home economics, physical education, and technology 101 skills with their mainstream peers. Instruction in the content areas such as science, math, social studies, and health is modified and adapted to the English linguistic ability of the ELL student. This is done by the mainstream teacher with the ESL teacher or aide serving as a resource. ELL students are given the opportunity to participate in all school sponsored

activities, clubs, field trips, etc.

4 : Method and procedures for transitioning and/or exiting ELL students and monitoring success :

Monitoring success :

The annual state ELP assessment of ELLs is required by federal law 20 U.S.C. §§ 6311(b)(7), 6826(b)(3)(C),(d)(2) and the score results are maintained in the student's permanent record folder. AHCCS utilizes the WIDA assessment to measure progress and/or attainment of the student's English language proficiency for each language domain, i.e., reading, writing, speaking and listening/understanding. ELL students at AHCCS will also take the Acuity Benchmark quarterly and an Achieve 3000 lexile assessment bi-annually. Students are monitored through both formative and summative assessments, receive quarterly progress reports, and maintain in close collaboration and dialogue with not only content teachers but mentors and guidance counselors as well. A portfolio of assessments, collaborative meetings, and student goals and achievement will be steadily built and transferred from year to year with the ELL student. This portfolio, along with IPT and W-APT testing, teacher recommendations, and academic performance will determine proper transitioning between proficiency levels.

Exiting Requirements :

Students may only be exited from the ELL program when the following 3 criteria are met :

- 1 : Score of BASIC on the annual Pennsylvania System of School Assessment (PSSA).
- 2 : Scores of 5.0 on a Tier C ACCESS for ELLs assessment

- o With the following cutoff flexibility :

§ Following the scoring criteria in the table below, the W-APT may be administered between April and June to students who scored below the minimum cutoff for program exit on the January administration of the ACCESS in order to demonstrate sufficient progress to justify exit.

Grade Level ACCESS Score Required W-APT Scores*

Grade Level	ACCESS Score	Required W-APT Score
6-8	4.7-4.9	5.5 in each domain
9-12	4.8-4.9	5.5 in each domain

** A student must score 5.5 in each domain (listening, speaking, reading and writing). A composite proficiency score will not be used.*

- A score of PROFICIENT on the reading PSSA can be used along with all other required criteria outlined in this policy to justify exit for students who achieve a composite proficiency score of 4.5 to 4.9 on the January administration of the ACCESS. In this case, W-APT scores are not necessary to demonstrate progress from the time of ACCESS administration to the end of the school year.

- 3 : Final grades of C or better in core subject areas (Mathematics, Language Arts, Science and Social Studies).

As per 20 U.S.C. § 6841(a)(4), monitoring continues for two years after a student exits an ESL /Bilingual program and appropriate records of student progress are maintained. Monitoring, overseen by the school ELL facilitator, includes a quarterly review of academic grades in core content classes, benchmark assessment scores, required state assessments (PSSA), and teacher observation. If a student is found to be struggling, teachers may offer support to monitored students as they would for any student seeking additional assistance with classroom work, instruction, or assessment.

5 : Student participation in related and extracurricular activities including gifted education :

ELL students enrolled with AHCCY are not denied participation in any school sponsored activity for any reason and students in the ESL program will be integrated with the general education population whenever possible. In addition, AHCCS assures that instructional materials for ESL students are: age and grade appropriate, sufficient in quality and quantity, and comparable in quality and quantity to those provided to non-ESL students. Furthermore, the ESL program is equipped with technology , texts, and other materials comparable in quality and quantity to that provided to non-ESL students.

6 : Pupil services

Title III funding (NCLB) will be used to supplement, never supplant existing programs in order to provide tutorial programs, summer programs, after-school programs, or additional supports as necessary for ELL students. Parents may opt out of Title III services that support a LEA 's ESL /Bilingual program per the NCLB Act, 20 U.S.C. § 7012 but written parent notification for student placement in Title III programs/services is required along with written guidance pertaining to parental rights, including the right to have the child immediately removed from or decline enrollment in such a program.

Special education :

AHCCS does not place any student in a special education program based on his/her limited English proficiency.

Parents are notified of the results of the Comprehensive Evaluation Report (CER) in their native language. The CER indicates the student's level of English and native language proficiency. Based on these results, when an ESL student has been determined to need special education instruction, an Individual Educational Plan (IEP) is written for that student. The services which will address the student's language needs and the language of instruction which is appropriate to meet the student's needs are found in the IEP. The multi-disciplinary team, which develops the IEP, may consist of the following people: an ESL teacher, a special education teacher, parents/guardians, a counselor, and mainstream teachers. At the meeting to develop the IEP, interpreters/translators are present to assist the parents in understanding the process as well as to enable the parents to have input in the IEP decision process.

ESL students identified as special education students may continue to receive ESL services as determined by the student's IEP. ESL instruction is provided by the ESL teacher, and special education services are given by appropriately qualified special education teachers.

The following is a list of valid and reliable testing instruments for conducting special education evaluations on ESL students:

Woodcock-Muñoz Language Survey

EIWNRRPR (Spanish WISC version)

Woodcock-Johnson

Developmental Test of Visual Motor Integration (VMI)

7 : Professional education related to program

Achievement House Cyber Charter School believes that professional development must be based on sound research and promising practices, and it must be part of an approved plan for building educators' skills over the long term. The AHCCS staff development team regards the following as goals for maintaining a High Impact School :

- o Holistic Accountability occurs when high-impact schools have a system where student achievement data is associated with its antecedents: professional teaching practices, educational

standards, curriculum, sorting strategies, leadership techniques, and resource allocation.

- o High-impact schools have consistently higher expectations for all students, regardless of students' prior academic performance.
- o In high-impact schools, students are encouraged to take on academic challenges
- o In high-impact schools, teachers embrace external standards and assessments.
- o High-impact schools have high expectations for all students, not just those who enter high school as top performers.
- o In addition, the adults in the building — principals, teachers, and counselors — view it as their responsibility to help students succeed academically.
- o Faculty in high-impact schools take responsibility for ensuring that struggling students get the additional help that they need. Average-impact schools generally offer extra help to students, but make it optional.
- o High-impact schools have in place early warning systems to identify students who need help before it's too late.

At the beginning of each school year, all staff in each building is informed of these high standards for all students and also of the PHLOTE students and those who qualify for ESL services. This is accomplished through several means which can include: a written list of students, individual teacher contact, and staff meetings. This is an ongoing process throughout the course of the year and through monthly in-service Act 48 professional development and weekly team meetings, the entire instructional platform is evaluated to assure compliance with the aforementioned goals.

Bi-annual staff development related to ELL student progress is provided for all LEA personnel as part of the Professional Development Act 48 Plan. For non-program professional staff, it is to be made abundantly clear that the PA ELPS PreK—12 are an overlay to the academic standards and must be incorporated in planned instruction for ELLs by all teachers. In order to assist core content teachers of mainstream classrooms, Achievement House Cyber Charter School has assessed the educational and staff development needs of our school, our professional staff, the students we serve and the community we serve. The assessment was conducted through utilization of the following resources : Professional Development Needs Assessment (April 2011); Parent Survey 2011; Student Survey 2011; Charter School Annual Report; DRC, E Metrics and PVAAS Data; 2009-2010 Technology Needs Survey of Needs; School Improvement Plan (2010-2011); and The vision, mission and goals established by the school. Based on the needs assessment, more comprehensive training on modifying and adapting curriculum for ELLs, cultural sensitivity, linguistic sensitivity, and proper monitoring of ELL's progress will be provided both in the Induction course for all teachers but also in monthly Act 48 professional development days.

For ESL program staff, participation in on-going educational programs is highly encouraged and reimbursed by AHCCS.

8 : Community involvement :

In compliance with the Civil Rights Act of 1964, Title VI , communication with parents/guardians will be in the parent's preferred language and mode of communication in order to foster authentic collaboration and encourage full student participation in the many opportunities AHCCS offers. Written translation and/or oral interpretation services will either be provided by a certified translator employed by AHCCS or provided through an external company, TRANSACT, or PaTTAN. At the beginning of each school year (or at the time of registration) AHCCS sends home a welcome letter to parents/guardians/students in order to notify them of school procedures and encourage immediate contact with the ELL contact person (Pronto, phone number, and e-mail provided). In addition, at the beginning of each quarter, AHCCS will hold a live virtual assembly for language-minority parents for the purpose of introducing them to the ESL program and their rights and responsibilities and providing a safe place to offer feedback and address concerns.

The program advisory committee at AHCCS meets weekly (consisting of the ELL program director, the ELL teaching staff, guidance counselors, the Special Education director, and appropriate mentors) and is concerned with not only ELL's academic progress but also cultural and social positive progress as well. If a student is found to be lacking in any of the preceding areas, a support plan will be devised, a meeting will be called with the committee, the parent/guardian, and the student and a fitting intervention plan will be enacted.

In the event of a complaint, the resolution process following the chain of command listed below :



9 : Program evaluation procedures :

As per 22 Pa. Code § 4.52, Castañeda v. Pickard, 648 F.2d 989 (1981) and 20 U.S.C. § 6841, each LEA must periodically evaluate its language instructional program to ensure all components are aligned and working effectively to facilitate the acquisition of the English language and academic achievement defined by the PA academic standards and all data reported to LEAs from state level assessments of ELP and academic achievement (ACCESS for ELLs® and PSSA) must be used in program review and improvement. In addition, AHCCS will evaluate the efficacy of the instructional program for ELLs through teacher observation measures and checklists, portfolios, GPA, graduation/promotion rates, inclusion of ELL students in special programs and extra-curricular activities, and drop-out rates. Proper implementation of the developed program will be evaluated according to staff interviews and surveys, input from parents and students, thorough investigation and review of all grievances, and file and records reviews of all ELL staff members. In addition, the ELL facilitator and all ELL staff will complete the ESL Program checklist and address and lacking areas. (See Appendix for checklist)

At the end of each school year AHCCS will conduct a comprehensive evaluation of its ESL program. This

formal evaluation will examine and make recommendations regarding the following:

- a. Program effectiveness with respect to the identification, assessment process, exiting, monitoring, staffing, parental notifications, and adequacy of technology and instructional materials;
- b. The rate of students' progress towards full proficiency in English;
- c. Whether the students in the ESL program are keeping up with their peers in other curriculum areas;
- d. Whether students in the ESL program are able to participate successfully in the school's full curriculum, as determined by such measures as graduation rates, scholastic achievement, awards, and honors, as well as in clubs and other extracurricular activities;
- e. A comparison of the standardized test scores of exited students to the scores of non-LEP students;
- f. Whether students in the ESL program have access to all of the District's programs, including special education;
- g. Whether students in the ESL program are being retained in grade or are dropping out at rates similar to those of their non-LEP peers;
- h. Whether instructional staff members have followed the applicable procedural and instructional requirements for ELL students; and,
- i. Whether all data was entered in a timely and ordered fashion into Sharepoint and MMS (for proper Emetrics and PIMS reports)

Appendix

AHCCS ESL Program Entrance and Exit Criteria (Grades 7-12)

Skill	Entrance criteria	Exit criteria
Oral English Proficiency	Level A, B, C, or D on OnlineIPT Oral Proficiency test	Level E or above on the IDEA Oral Proficiency Test <i>And</i> 5.0 in the speaking W-APT domain
Reading	Level Non- or Limited English Reader as determined by a score of 36 or less on the IPT Reading Test	High Limited English Reader/ Competent English Reader determined by a score of 37 or better on the IDEA Reading Test <i>And</i> 5.0 in the reading W-APT domain <i>And</i>

		Score of BASIC on the PSSA
Writing	Level Non-or Limited English Writer on the IPT Writing Test (determined by point value)	Level competent (as determined by progress in mainstreamed ELA class) <i>And</i> 5.0 in the writing W-APT domain <i>And</i> Score of BASIC on the PSSA
Content Areas		Grade of "C" or above in all content areas <i>And</i> Mainstream teacher recommendation through observation
Other	Score of below basic on PSSA	Parental agreement Counselor agreement Principal agreement

English Language Learners - Attachments

- ELL Report 2012
- 2011 ELL Home Language Survey

Graduation Requirements

Achievement House Cyber Charter School has developed a multi-faceted, standards-based, interactive curriculum which meets, and often exceeds, the Pennsylvania Standards. Achievement House Cyber Charter School's curriculum and instructional practices have been developed to maximize student learning and achievement. Through the use of materials from multiple curriculum providers, teacher-developed scoped and sequenced lesson plans and assessments based on Understanding by Design, and curriculum mapping, Achievement House Cyber Charter School prepares its students to meet high school graduation requirements.

In continuing to enable our students to meet the high school graduation requirements, Achievement House Cyber Charter School continues to use Section 4.24 of the Pa. School Code as its framework. Key components of that plan have been maintained and are listed below:

1. Graduation requirements are specified.
2. Graduation requirements include course completion, grades, graduation project completion and results of local assessments aligned with academic standards and assessment anchors.
3. Students must demonstrate at least proficiency in reading, writing and mathematics in state and/or locally aligned assessments.
4. The graduation project must enable students to apply, analyze, synthesize, and evaluate information and be proficient in communicating significant knowledge and understanding.
5. Students with disabilities who meet the required proficiency levels will be granted and issued a high school diploma.

As of July 12, 2006, the Board of Trustees has resolved that the following credits and courses would be required in order to graduate:

Language Arts	4 credits
Social Studies	3 credits
Math	3 credits
Science	3 credits
Electives/Foreign Language*/Transitions**	5 credits
Health/Safety/PE	2 credits
Total	20 credits

The Foreign Language and/or Transition requirements vary by enrollment grade level. Please see below:

*Foreign Language requires 2 credits for current 9th and 10th graders and any new enrollees in 9th or 10th grade level; 1 credit for current 11th graders and any new enrollees at the 11th grade level. No credit requirement for current 12th graders or any new enrollees at the 12th grade level.

Although these are the foreign language requirements, Achievement House continues to recommend that students would benefit greatly from three years of foreign language.

Prior to graduation, our students must successfully complete a Graduation Project.

Grade 11 students are afforded the opportunity to begin their Graduation Project during the 11th grade. Some of our students actually complete their Graduation Projects while still in 11th grade. This practice began in the 2006-2007 school year and has continued successfully.

Our students are given standards-based assessments in a variety of formats on a regular basis to assure that they are proficient in the material being presented. Additionally, our students are given the PSSA exams in 11th grade as required by the State of Pa. PSSA retesting is made available, and highly recommended, for 12th graders who have not achieved at least proficient levels in PSSA testing areas. We have achieved 100% attendance for 12th grade retesting for four consecutive years.

Special Education

Special Education

Based upon the information submitted, the Charter School must continue to monitor its programs and services to ensure that all continuous monitoring for continues improvement (CMCI) corrective actions improvement plans, complaint investigation reports, hearing officer decisions, and any outstanding issues related to the 20-Special Education Performance Indicators are corrected in a timely manner.

Corrective Action Three Year Plan:

1-Improvement Plan 2011 - 2012 FSA 15 -PARENT TRAINING and FSA 15A - Parent Survey Results Standard: Parent opportunities for training and information sharing address the special knowledge, skills and abilities needed to serve the unique needs of children with disabilities.

07/15/2012-The LEA will work closely with District staff, IU TAC staff, PaTTAN Staff and BSE Staff. Close Date: 6/18/2012.

2- Improvement Plan 2012 - 2013 FSA 15 -PARENT TRAINING and FSA 15A - Parent Survey Results Standard: Parent opportunities for training and information sharing address the special knowledge, skills and abilities needed to serve the unique needs of children with disabilities.

07/15/2013The LEA will work closely with District staff, IU TAC staff, PaTTAN Staff and BSE Staff. Ongoing.

3- Improvement Plan 2013 - 2014 FSA 15 -PARENT TRAINING and FSA 15A - Parent Survey Results Standard: Parent opportunities for training and information sharing address the special knowledge, skills and abilities needed to serve the unique needs of children with disabilities.

07/15/2014-The LEA will work closely with District staff, IU TAC staff, PaTTAN Staff and BSE Staff. Ongoing.

There have been no incidents of complaint investigation reports, hearing officer decisions, or any outstanding issues related to the 20-Special Education Performance Indicators during this current year.

Special Education Instructional Strategies

The Evaluation Process

The purpose of an educational evaluation is to determine whether a child has a disability that affects his or her learning, and to help design a program in which the child can make real progress. The purposes of the re-evaluation is to determine if the child still needs special services; whether the child is making reasonable progress towards his or her goals; and, if reasonable progress is not being made, what changes are needed.

Written parental consent is needed before the initial evaluation can be conducted. The district must notify the family in writing of a proposed initial or re-evaluation. The "Permission to Evaluate" form must include the reason why the district wants to conduct the evaluation, and the procedures and specific types of tests that will be used. The district cannot conduct an evaluation if the parents refuse consent.

If you think your child has a disability and needs special education, you can make a written request to the school district stating so. Once a "Permission to Evaluate" form is signed by the student's parents or legal guardian, the district has to complete an evaluation and give you a written report (also called an Evaluation Report) within 60 days of your signing the "Permission to Evaluate" form. Districts must then re-evaluate every student who is receiving special education services every three years. Students identified with Mental Retardation must be re-evaluated every two years.

Once a child is evaluated by a licensed psychologist or a school psychologist, the team will write an evaluation report that includes a decision as to whether the child is eligible to receive special education, and a recommendation regarding the type and amount of services needed. A parent has the right to disagree with the report and state why. In order to design an appropriate program for each student, the evaluation should answer at least the following questions:

- Does the child qualify for special education services?
- In which areas does the child have problems?
- In which areas does the child succeed and what are his or her strengths?
- What is the child's learning style?
- What are the parents' goals and priorities for the child?
- What specific specialized instruction should be used to help the children learn?
- If the child is already receiving special education, has he or she made real progress towards the goals of his or her program?
- What kinds of extra help will the child need to succeed in the regular education environment?

The IEP Team Meeting

The IEP team meeting is held for annual review and for students newly enrolled at Achievement House Cyber Charter School. The team includes, but is not limited to, the

following: student, parents, a special education teacher, a regular education teacher, and a school official who is qualified to provide or supervise the provision of specially designed instruction. The IEP team reviews information from evaluation reports and gathers information from the parent and student to determine strengths and needs. Special education students at Achievement House Cyber Charter School are instructed within the general education curriculum and given appropriate modifications and accommodations as stated in their IEP. The special education teachers co-teach with the regular education teachers in the areas of English, math, science, and social studies. If the IEP team determines that appropriate modifications and accommodations were provided and the student's needs cannot be met within the general education curriculum, alternative curriculum and additional support will be provided. At each IEP meeting, the IEP team stresses to the parents that they can request to meet and review the IEP at any time during the course of the school year.

Extended school year is also discussed during the IEP team meeting. If the IEP team determines that an identified student qualifies for extended school year, appropriate support and curriculum are provided to ensure implementation of the IEP.

If related services are indicated by the student's needs, Achievement House Cyber Charter School contracts with various outside agencies to provide related services. These qualified and licensed therapists provide related services within the home whenever possible. If this is not possible, parents are then asked to transport their child to the nearest therapy center to receive the related services needed. All related services are set up by the Achievement House Cyber Charter School and do not require parents to be responsible for it.

The IEP team discusses transition planning with the parents and students. Achievement House Cyber Charter School provides the following transition services: career assessments, transition resources (online and in hard copy), a Virtual Job Shadow website, Keys to Work Program, and a Transitions class if needed.

Assessment

Special education students are assessed upon enrollment with standard based assessments in the areas of math, reading, and language arts. Students are assessed throughout the school year as deemed necessary. Additional assessments, evaluations or subject-based probes are used to assess or track progress. Students are also assessed at the end of the school year to track progress. This assessment also generates suggested learning objectives that may be used to direct instruction by all teachers assigned to the student. The suggested learning objectives are generated based upon the students' areas of need within the Pennsylvania standards of that particular subject area. This data may be used to track the progress of students' IEP goals; the data is then documented to an established IEP progress-monitoring program. These student assessments are used in conjunction with information provided in the students' Evaluation Reports. This information is then used by the IEP team to determine appropriate curriculum, as well as accommodations and modifications.

Incoming students' records are reviewed and if the IEP team, including parent determines more assessments are needed to insure complete services AHCCS will complete the evaluations.

Special Education Teachers

Special education teachers at Achievement House Cyber Charter School provide specially designed instruction to the identified students. All students are contacted at least weekly by Achievement House Cyber Charter School's Special Education Support Staff. This time is used to review with the students such things as: progress; attendance; accommodations and modifications; instructional strategies; organization; technical issues; and to provide motivation and encouragement. If the student has an emotional disability, the weekly call time may be used to review coping strategies. This is also an opportunity for the staff to review the student's progress with the parent. AHCCS special education staff will also complete home visits with students when recommended by the IEP team. Special education teachers follow up with parents regarding academic progress and attendance concerns via email and phone calls, and send academic progress letters. Special education teachers are available to their students and student's parents by email, phone, text, and instant messaging each school day. The teacher and/or student may schedule to meet additional times during the week for tutoring or other academic assistance, as well as for assistance with transition plans or graduation projects.

Mentors

Each student at Achievement House Cyber Charter School is assigned a mentor who also provides support to students, in addition to monitoring student attendance and progress. Mentors are a source of support for students, addressing a variety of issues, such as: school site orientation; technical issues; books; organization; as well as assisting the special education teachers. Mentors also oversee the daily tracking and documentation of assignment completion and attendance, and track technical support issues. Mentors maintain records on truancy issues and send notices to educational facilitators and/or parents when students' academic progress and attendance are not compliant with school policy. Parents are given opportunity to schedule a meeting with the IEP team upon receipt of each notice.

Collaboration and Progress Monitoring

Special education teachers monitor IEP goals and review academic progress for students on a weekly basis. Collaboration between special education teachers and regular education teachers is ongoing. Teachers meet and discuss modifications and accommodations to curriculum, and specially designed instruction. Achievement House Cyber Charter School regular education and special education staff also collaborate to provide curriculum mapping in all subject areas. Special education teachers are available to the regular education teachers for support and collaboration on a daily basis to review individual student goals and needs.

Annual Public Notice of Special Education Policy

Annual Public Notice of Special Education Services and Programs and Rights for Students with Disabilities And Notifications of Rights Under the Family Educational Rights and Privacy Act.

Achievement House Cyber Charter School

600 Eagleview Blvd, First Floor

Exton, PA 19341

It is the responsibility of the Pennsylvania Department of Education to ensure that all children with disabilities residing in the Commonwealth, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated. This responsibility is required by a federal law called the Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C. 1400 et. seq. ("IDEA 2004"). IDEA 2004 requires the publication of a notice to parents, in newspapers or other media, before any major identification, location, or evaluation activity. IDEA 2004 requires this notice to contain certain information.

In addition, the federal Family Educational Rights and Privacy Act of 1974 (FERPA), which protects confidentiality, requires educational agencies to notify parents annually of their confidentiality rights.

The Charter School fulfills its duties with this annual notice. The Charter School also directs parents to the procedural safeguards notice available through the school.

The purpose of this notice is to describe: (1) the types of disabilities that might qualify the child for such programs and services, (2) the special education programs and related services that are available, (3) the process by which the public schools screen and evaluate such students to determine eligibility, (4) the special rights that pertain to such children and their parents or legal guardians and (5) the confidentiality rights that pertain to student information.

How a child might qualify for special education and related services

Under the federal Individuals with Disabilities Education Improvement Act of 2004, or "IDEA 2004," children qualify for special education and related services if they have one or more of the following disabilities and, as a result, need such services:

- Autism: Autism is a severe, lifelong disability manifested within the first 3 years of life. Major characteristics include impairments in communication, learning, and reciprocal social interaction.
- Deafness: Individuals with deafness have hearing impairments so severe that processing linguistic information through hearing is severely limited, with or without amplification, and educational performance is negatively impacted.
- Deaf-blindness: Individuals in this category have moderate to severe impairments in both vision and hearing. This is included as a separate category because of the unique learning needs presented and specialized services required.
- Emotional disturbance (or serious emotional disturbance): This category includes individuals with a condition in one or more of the following areas during an extended period of time: (a) inability to learn, not due to intellectual, sensory, or health problems; (b) inability to build and maintain social relationships with peers and teachers; (c) inappropriate behavior and affect; (d) general pervasive depression or unhappiness; (e) tendency to develop fears or physical symptoms associated with school and personal problems; and (f) schizophrenia. According to the federal definition, emotional disturbance is not intended to apply to socially maladjusted children unless they are also characterized as having serious emotional disturbance.
- Hearing impairments: Hearing impairments can range from mild to moderate to severe. The hearing loss, with or without amplification, affects educational performance and developmental progress. The impairment may be permanent or fluctuating, mild to profound, unilateral or bilateral. Individuals with hearing impairments are also referred to as "hard of hearing" or "deaf."
- Mental retardation: Mental retardation describes significantly below average intellectual functioning, as well as concurrent deficits in "adaptive behavior" (age-appropriate personal independence and social responsibility). Individuals with mental retardation may exhibit generalized problems in learning, memory, attention, problem solving, academic, and social functioning. It is manifested between birth and age 18 and negatively affects educational performance.
- Multiple disabilities: This category includes any individuals with two or more disabling conditions. However,

this category often includes mental retardation as one of the categories and is usually used when disorders are serious and interrelated to such an extent that it difficult to identify the primary area of disability. It does not include deaf-blindness.

- Orthopedic impairments:** Orthopedic impairments are associated with physical conditions that seriously impair mobility or motor activity. This category includes individuals with cerebral palsy, or diseases of the skeleton or muscles, and accident victims.
- Other health impairments:** This category includes chronic or acute health-related difficulties that adversely affect educational performance and is manifested by limited strength, vitality, or alertness. It can include such health problems as heart conditions; sickle-cell anemia; lead poisoning; diabetes; HIV, the virus that causes acquired immune deficiency syndrome (AIDS); or AIDS itself.
- Specific learning disabilities:** This refers to a disorder in one or more of the basic psychological processes involved in understanding or using spoken or written language, which can result in difficulties in reading, writing, listening, speaking, thinking, spelling, or mathematics. The term learning disabilities does not apply to children with learning problems that are primarily the result of visual, hearing, or physical disabilities; mental retardation; emotional disturbance; or environmental, cultural, or economic disadvantage.
- Speech or language impairments:** A disorder of articulation, fluency, voice, or language that adversely affects educational performance or a severe communication deficit that may require the use of an augmentative or alternative communication system such as sign language, communication boards, or electronic devices.
- Traumatic brain injury:** Traumatic brain injury is an acquired injury to the brain due to external force resulting in a total or partial disability or psychosocial impairment, or both, which negatively affects educational performance.
- Visual impairments including blindness:** A visual impairment is a loss of vision that, even when corrected, affects educational performance. It may be mild to moderate to severe in nature. Students who are blind are unable to read print and usually learn to read and write using Braille. Students with low vision can usually read when the print is enlarged sufficiently.

Children with more than one of the foregoing disabilities could qualify for special education and related services as having multiple disabilities.

The legal definitions of the above-listed disabilities, which the public schools are required to apply under the IDEA 2004, may differ from those used in medical or clinical practice. The legal definitions, moreover, could apply to children with disabilities that have very different medical or clinical disorders. A child with attention deficit hyperactivity disorder, for example, might qualify for special education and related services as a child with "other health impairments," "serious emotional disturbance," or "specific learning disabilities" if the child meets the eligibility criteria under one or more of these disability categories and if the child needs special education and related services as a result.

Under Section 504 of the federal Rehabilitation Act of 1973, and under the federal Americans with Disabilities Act, some school age children with disabilities who do not meet the eligibility criteria outlined above might nevertheless be eligible for special protections and for adaptations and accommodations in instruction, facilities, and activities. Children are entitled to such protections, adaptations, and accommodations if they have a mental or physical disability that substantially limits or prohibits participation in or access to an aspect of the school program.

AHCCS, as stated in their charter admits students from grade nine through twelfth. If a Charter School admits children below school age, the Commonwealth provides early intervention services to eligible children with special needs who are at least 3 years of age but younger than the age of beginners through agencies which hold Mutually Agreed Upon Written Agreements (MAWAs).

Available Programs and Services for Children with Disabilities

Public schools must ensure that children with disabilities are educated to the maximum extent possible in the regular education environment, and that the instruction they receive conforms as much as possible to the instruction that non-disabled students receive. Programs and services available to students with disabilities, in descending order of preference, may include: (1) regular class placement with supplementary aides and services provided as needed in that environment; (2) regular class placement for most of the school day with itinerant service by a special education teacher either in or out of the regular classroom; (3) regular class placement for most of the school day with instruction provided by a special education teacher in a resource classroom; (4) part time special education class placement in a regular public school or alternative setting; and (5) special education class placement or special education services provided outside the regular class for most or all of the school day, either in a regular public school or alternative setting.

Depending on the nature and severity of the disability, the public school can provide special education programs and services in areas such as (1) the public school the child would attend if not disabled, (2) an alternative regular public school either in or outside the school district of residence, (3) a special education center operated by a public school entity, (4) an approved private school or other private facility licensed to serve children with disabilities, (5) a residential school, (6) approved out-of-state program, or (7) the home.

Special education services are provided according to the primary educational needs of the child, not the category of disability. The types of service available include: (1) learning support, for students who primarily need assistance with the acquisition of academic skills; (2) life skills support, for students who primarily need assistance with development of skills for independent living; (3) emotional support, for students who primarily need assistance with social or emotional development; (4) deaf or hearing impaired support, for students who primarily need assistance with deafness; (5) blind or visually impaired support, for students who primarily need assistance with blindness; (6) physical support, for students who primarily require physical assistance in the learning environment; (7) autistic support, for students who primarily need assistance in the areas affected by autism spectrum disorders; and (8) multiple disabilities support, for students who primarily need assistance in multiple areas affected by their disabilities.

Related services are designed to enable the child to participate in or access his or her program of special education. Examples of related services include but are not limited to, speech and language therapy, occupational therapy, physical therapy, nursing services, audiologist services, counseling, and family training.

The public school, in conjunction with the parents, determines the type and intensity of special education and related services that a particular child needs based exclusively on the unique program of special education and related services that the school develops for that child. The child's program is described in writing in an individualized education program, or "IEP," which is developed by an IEP team consisting of educators, parents, and other persons with special expertise or familiarity with the child. The parents of the child have the right to be notified of and to participate in all meetings of their child's IEP team. The IEP is revised as often as circumstances warrant but reviewed at least annually. The law requires that the program and placement of the child, as described in the IEP, be reasonably calculated to ensure meaningful educational progress to the student at all times. IEPs contain, at a minimum, a statement of present levels of academic achievement and functional performance, an enumeration of the annual goals established for the child, and a statement of the special education and related services that the child needs to make meaningful educational progress. For children aged sixteen and older, the IEP must also include an appropriate transition plan to assist in the attainment of post-secondary objectives. The Charter School must invite the child to the IEP team meeting at which the transition plan is developed.

Screening and Evaluation Process for Children to Determine Eligibility for Special Education and Related Services

Screening

Each educational agency must establish and implement procedures to locate, identify and evaluate children suspected of being eligible for special education. These procedures involve screening activities which include but are not limited to: review of group-based data (cumulative records, enrollment records, health records, and report cards); hearing screening (at kindergarten, first, second and third grades); vision screening (every grade level); motor screening; and speech and language screening.

Except as indicated above or otherwise announced publicly, screening activities take place in an on-going fashion throughout the school year. Screening is conducted at the Charter School unless other arrangements are necessary.

AHCCS, in accordance with the current Special Education laws and IDEA 2004, follow the following steps when a child is suspect of a disability:

- 1.Pre-referral
- 2.Referral
- 3.Identification
- 4.Eligibility
- 5.Development of the IEP
- 6.Implementation of the IEP
- 7.Evaluation and reviews

If parents need additional information regarding the purpose, time, and location of screening activities, they should call or write the CEO of Charter School at:

Achievement House Cyber Charter School

600 Eagleview Blvd, First Floor

Exton, PA 19341

Screening activities are often undertaken before the Charter School refers most children for a multidisciplinary team evaluation. When concerns raised either by school staff or parents warrant screening, the child is referred to an "instruction support team" ("IST"), sometimes called the "child study team." The IST is responsible for assessing the current achievement and performance of the child, for designing school-based interventions to address concerns raised, and for assessing the effectiveness of those school-based interventions. If the concern that resulted in the referral can be addressed without special education services, or is the result of the lack of English proficiency or appropriate instruction, the IST will recommend interventions other than multidisciplinary team evaluation. Parents nevertheless have the right to request a

multidisciplinary team evaluation at any time, regardless of the outcome of the screening process.

Evaluation

Evaluation means procedures used in the determination of whether a child has a disability and the nature and extent of the special education and related services needed by the child. A parent can make a request to any school official either orally or through written communication. This request must be acknowledged within ten days. The evaluation process (initial and re-evaluation) needs to be completed within 60 calendar days upon receipt of the signed Permission to Evaluate (PTE) or Permission to Re-evaluate (PTR).

Parent Request for Evaluation

Federal and state laws and regulations make clear that parents have the right to request an evaluation for special education services at any time. Public school districts and charter schools also have the right to request such an evaluation. However, a request does not automatically start the referral process. School districts who receive requests for evaluations should promptly reply to parent requests with data to support their decisions.

Federal regulation states:

34 Code of Federal Regulations (CFR) §300.301 Initial evaluations. (b) Request for initial evaluation. Consistent with the consent requirements in §300.300, either a parent of a child or a public agency may initiate a request for an initial evaluation to determine if the child is a child with a disability. §300.301(b).

The term evaluation refers to procedures used selectively with an individual child and does not indicate basic tests administered to or procedures used with all children. Before the public school can proceed with an evaluation, it must notify the parents in writing of the specific types of testing and assessment it proposes to conduct, of the date and time of the evaluation, and of the parents' rights. The evaluation cannot begin until the parent has signed the written notice indicating that he or she consents to the proposed testing and assessments and has returned the notice to the public school. Once parental consent for evaluation is obtained, the school has timelines and procedures specified by law that it must follow. The law contains additional provisions and due process protections regarding situations in which parental consent for an initial evaluation is absent or refused discussed more fully below and in the Procedural Safeguards Notice.

Evaluation/Placement Procedures--A comprehensive evaluation is required. A multidisciplinary team evaluates the child, and parental consent is required before an initial evaluation. IDEA requires that reevaluations be conducted at least every 3 years. A reevaluation is not required before a significant change in placement.

For evaluation and placement decisions, IDEA requires that more than one single procedure or information source be used; that information from all sources be documented and carefully considered; that the eligibility decision be made by a group of persons who know about the student, the evaluation data, and placement options; and that the placement decision serves the student in the least restrictive environment. An IEP review meeting is required before any change in placement.

The Achievement House Cyber Charter School follows IDEA's guidelines for initial and re-evaluations to protect students and to ensure the procedures are fair, equitable and nondiscriminatory.

1. Tests selected and administered so as to be racially and culturally nondiscriminatory.
2. To the extent feasible students are to be assessed in their native language or primary mode of communication.
3. Tests must have been validated for the specific purpose for which they are being used.
4. Test must be administered by trained personnel in conformance with the instructions provided by the test producer.
5. Tests...must include those designed to provide information about specific educational needs, not just a general intelligence quotient.
6. Decisions about students are to be based on more than their performance on a single test.
7. Evaluations are to be made by a multidisciplinary team that includes at least one teacher or other specialist with knowledge in the area of suspected disability.
8. Children must be assessed in all areas related to a specific disability, including where appropriate health, vision, hearing, social emotional status, general intelligence, academic performance, communicative skills, and motor skills.

The MDE process results in a written evaluation report called an Evaluation Report (ER). This report makes recommendations about a student's eligibility for special education based on the presence of a disability and the need for specially designed instruction.

Parents who think their child is eligible for special education may request, at any time, that the Charter School conduct a Multi-Disciplinary Evaluation. Requests for a Multi-Disciplinary Evaluation must be made in writing to the CEO of the Charter School at 222 Valley Creek Boulevard, Suite 301, Exton, PA 19341

If a parent makes an oral request for a Multi-Disciplinary Evaluation, the Charter School shall provide the parent with a form for that purpose. If the public school denies the parents' request for an evaluation, the parents have the right to challenge the denial through an impartial hearing or through voluntary alternative dispute resolution such as mediation.

Educational Placement

The determination of whether a student is eligible for special education is made by an Individualized Education Program (IEP) team. A single test or procedure may not be the sole factor in determining that a child is exceptional. The IEP team includes: the parents of a child with a disability; not less than one regular education teacher, if the child is, or may be, participating in the regular education environment; not less than one special education teacher, or when appropriate, not less than one special education provider; a representative of the school who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities, is knowledgeable about the general education curriculum, and is knowledgeable about the availability of resources of the School; an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described above; other individuals, at the discretion of the parent or the agency, who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and whenever appropriate, a child with a disability. If the student is determined to be eligible for special education, the IEP team develops a written education plan called an IEP. The IEP shall be based in part on the results of the Multi-Disciplinary Evaluation. The IEP team may decide that a student is not eligible for special education. In that instance, recommendations for educational programming in regular education may be developed from the ER.

An IEP describes a student's current levels, goals, and the individualized programs and services, which the student will receive. IEPs are reviewed on an at least an annual basis. The IEP team will make decisions about the type of services, the level of intervention, and the location of intervention.

Placement must be made in the least restrictive environment in which the student's needs can be met with special education and related services. All students with disabilities must be educated to the maximum extent appropriate with children who are not disabled.

504 Service Plans:

Section 504 of the Rehabilitation Act of 1973 is a national law that protects qualified individuals from discrimination based on their disability. Section 504 protects qualified individuals with disabilities. Under this law, individuals with disabilities are defined as persons with a physical or mental impairment which substantially limits one or more major life activities. The Charter School must ensure that qualified handicapped students have equal opportunity to participate in the school program and extracurricular activities to the maximum extent appropriate for each individual student. In compliance with federal law, the Charter School will provide to each protected handicapped student without discrimination or cost to the student or family, those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities. In order to qualify as a protected handicapped student, the child must be of school age with a physical or mental disability that substantially limits or prohibits participation in or access to an aspect of the school program.

These services and protections for "protected handicapped students" may be distinct from those applicable to children with disabilities served under IDEA. The Charter School or the parent may initiate an evaluation if they believe a student is a protected handicapped student. For further information on the evaluation procedures and provision of services to protected handicapped students, parents should contact the school CEO.

Protections for Eligible Students

State and federal law grant many rights, protections and procedural safeguards to children with disabilities and their parents, including mediation and due process hearing request rights. A written summary of those procedural safeguards and protections is available to parents and students upon request to the CEO of the Charter School.

Rights and Protection

The Charter School must notify parents in writing whenever it: (1) Proposes to initiate or change the identification, evaluation, or educational placement of the child; (2) Refuses to initiate or change the identification, evaluation, or educational placement of the child; (3) Proposes or refuses to make changes regarding the provision of a free appropriate public education (FAPE) to the child; and (4) No later than the date on which the decision to take disciplinary action is made, a Charter School must notify the parent of that decision and of all available procedural safeguards. Such notice must be accompanied by a full written description of the parents' rights.

What prior written notice must contain:

Prior written notices must be written in the native language of the parent, unless it clearly is not feasible to do so. Prior written notice must contain:

A description of the action proposed or refused by the school;

An explanation of why the Charter School proposes or refuses to take the action and a description of each evaluation procedure, assessment, record, or report the Charter School used as a basis for the proposed or refused action;

A description of other options considered by the Individualized Education Program (IEP) Team and the reasons why those options were rejected;

A description of the factors that are relevant to the Charter School's proposal or refusal;

A statement that the parent of a child with a disability has procedural safeguards protection and, if the notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained;

Sources the parent may contact to obtain assistance in understanding these provisions;

A statement informing the parent about the state complaint procedures, including a description of how to file a complaint and the timelines under those procedures.

*In Pennsylvania, prior written notice is provided on the form "Notice of Recommended Educational Placement" (NOREP).

PROCEDURAL SAFEGUARDS NOTICE

When a Procedural Safeguards Notice must be provided:

A copy of the Procedural Safeguards Notice must be given to the parent one (1) time a year, except that a copy must also be given to the parent:

Upon initial referral for evaluation;

Upon the parent's request for evaluation;

Upon receipt of the first occurrence of the filing of a request for due process; and

Upon request by the parent

The Procedural Safeguards Notice must include a full explanation of available procedural safeguards, written in the native language of the parent, unless it is clearly not feasible to do so. It must be written in an easily understandable manner, describing the procedural safeguards available relating to:

Independent educational evaluation;

Prior written notice;

Parental consent;

Access to educational records;

Opportunity to present and resolve complaints, including the time period in which to file a Due Process Hearing Request;

The opportunity for the Charter School to resolve the Due Process Hearing Request;

The availability of mediation;

The child's placement while due process proceedings are pending;

Procedures for children who are subject to placement in an interim alternative educational setting;

Requirements for unilateral placement by the parent of a child in private school at public expense;

Due process hearings, including requirements for disclosure of evaluation results and recommendations;

State level appeals;

Civil actions, including the time period in which to file such actions;

Attorneys' fees; and

State complaint procedures, including applicable time periods.

When Prior Parental Consent Must Be Obtained

Parental consent must be obtained by the Charter School prior to conducting an initial evaluation to determine if the child qualifies as a child with a disability, and before providing special education and related services to the child, for the first time. Parental consent for an evaluation shall not be construed as consent for their child to receive special education and related services. The screening of a child by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation is not considered to be an evaluation for eligibility for special education and related services; therefore, parental consent is not required in this instance.

Consent for Wards of State.

The Individuals with Disabilities Act of 2004 contains language about seeking parental permission for initial evaluations when a child is a ward of the State. In Pennsylvania, however, if a child is designated a ward of the State, the whereabouts of the parent is not known or the rights of the parent have been terminated in accordance with State law; someone other than the parent has been designated to make educational decisions for the child. Consent for an initial evaluation should therefore be obtained from the individual designated to represent the interests of the child.

Absence of Parental Initial Consent

If the parent does not provide consent for an initial evaluation, or the parent fails to respond to a request to provide consent, the Charter School may pursue an initial evaluation of the child through mediation or due process procedures. If the parent does not provide consent for the child to receive special education and related services, the Charter School will not provide special education and related services, nor will the Charter School use mediation or due process procedures.

If the parent refuses to consent to the receipt of special education and related services, or the parent fails to respond to a request to provide consent, and therefore the child does not receive special education and related services, the Charter School will not be in violation of its requirement to make a free appropriate public education (FAPE) available to the child for its failure to provide special education and related services to the child; and the Charter School does not have to convene an Individualized Education Program (IEP) meeting or develop an Individualized Education Program (IEP) for the child regarding special education and related services.

Independent Educational Evaluation

The parent has the right to obtain an independent educational evaluation of their child at public expense if the parent disagrees with an evaluation obtained by the Charter School. An independent evaluation is an evaluation by a qualified professional who is not an employee of the Charter School responsible for the child.

Once the parent requests an independent evaluation at public expense, the Charter School must, without unnecessary delay, either request a due process hearing to demonstrate that its evaluation is appropriate, or ensure that an independent evaluation is conducted. If a due process hearing is requested by the school, and the final decision is that the Charter School's evaluation is appropriate, the parent still has the right to an independent evaluation, but not at public expense.

If the parent asks for an independent evaluation, the Charter School may ask for the parent's reason why he or she objects to the evaluation. However, the parent is not required to give this explanation and the Charter School may not unreasonably delay either providing the independent evaluation at public expense or requesting a due process hearing.

If the parent obtains an independent evaluation at private expense, the results of the evaluation must be considered by the Charter School if the evaluation meets Charter School criteria, in any decision made with respect to the provision of a free appropriate public education (FAPE) to the child; and may be presented as evidence at a due process hearing.

If a Hearing Officer requests an independent evaluation as part of a hearing, the cost of the evaluation must be at public expense. The Charter School will provide, on request, information about where an independent evaluation may be obtained.

Whenever an independent evaluation is conducted at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria which the Charter School uses when it initiates an evaluation, to the extent those criteria are consistent with the parent's right to an independent evaluation.

Dispute Resolution Systems

When disputes arise between the parent and the Charter School, the following formal systems are available to assist in resolving the dispute:

1. Mediation

Mediation is a voluntary process in which the parent and Charter School involved in a dispute regarding special education both agree to obtain the assistance of an impartial mediator to resolve the conflict. Mediation is available for parties to special education disputes involving any

special education matter, including matters arising prior to the filing of a Due Process Hearing Request. Mediation can be requested alone, or in conjunction with due process. Mediation cannot be used to deny or delay the parent's right to a due process hearing or to deny any other rights of the parent.

The Pennsylvania Department of Education's Bureau of Special Education, through the Office for Dispute Resolution, maintains a list of individuals who are qualified mediators and knowledgeable in laws and regulations regarding the provision of special education and related services. Mediators are not employed by any local or state agency providing direct services to the child, and the mediator must not have a personal conflict of interest. The mediator's services are paid for by the Pennsylvania Department of Education.

Mediations are scheduled in a timely manner and are held in a location that is convenient for the parties to the dispute. Discussions that occur during the mediation process are confidential and may not be used as evidence in any subsequent due process hearing or court proceeding. The mediator may not be called as a witness in future proceedings.

In the event the parties resolve the dispute through mediation, they are required to execute a legally-binding agreement that sets forth the resolution terms; states that all discussions that occurred during the mediation process must be confidential and may not be used as evidence in any subsequent due process hearing or civil proceedings; and is signed by both the parent and a representative of the Charter School who has the authority to bind the school. This agreement is enforceable by a court.

2. Due Process Hearings

The parent or Charter School may request a due process hearing with respect to any matter relating to the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education (FAPE) by filing a "Due Process Hearing Request". A due process hearing will not proceed until all required information is provided and procedures followed.

Timeline for requesting Due Process.

The parent or Charter School must request a due process hearing through the filing of a Due Process Hearing Request within two (2) years of the date the parent or the Charter School knew or should have known about the alleged action that forms the basis of the Due Process Hearing Request.

There are limited exceptions to this timeline. This timeline will not apply to the parent if the parent was prevented from requesting the due process hearing due to the specific misrepresentations by the Charter School that it had resolved the problem forming the basis of the Due Process Hearing Request; or if the Charter School withheld information from the parent which was required to be provided to the parent.

Service of Due Process Hearing Request.

A copy of the Due Process Hearing Request must be sent to the other party and, at the same time, to the Office for Dispute Resolution.

Contents of Due Process Hearing Request.

The Due Process Hearing Request must contain the following information:

The name of the child; the address where the child lives, and the name of the school the child is attending;

If the child or youth is homeless, available contact information for the child and the name of the school the child is attending;

A description of the nature of the problem, including facts relating to such problem; and

A proposed resolution of the problem to the extent known and available to the party filing the Request.

Challenging Sufficiency of the Due Process Hearing Request.

The Due Process Hearing Request will be considered to be sufficient unless the party receiving it notifies the Hearing Officer and the other party in writing

within fifteen (15) days of receipt that the receiving party believes the Request does not meet the requirements listed above.

Response to Request.

If the Charter School has not sent a prior written notice (NOREP) to the parent regarding the subject matter contained in the parent's Due Process Hearing Request, the Charter School must send to the parent, within ten (10) days of receiving the Due Process Hearing Request, a response including the following information:

An explanation of why the Charter School proposed or refused to take the action raised in the parent's Due Process Hearing Request;

A description of other options the Individualized Education Program (IEP) Team considered and the reasons why those options were rejected;

A description of each evaluation procedure, assessment, record, or report the Charter School used as the basis for the proposed or refused action; and

A description of the factors that are relevant to the Charter School's proposal or refusal

Filing this response to the parent's Due Process Hearing Request does not prevent the Charter School from challenging the sufficiency of the Due Process Hearing Request. If the Charter School has already sent prior notice (NOREP) to the parent, or it is the parent receiving the Due Process Hearing Request, then a response to the Due Process Hearing Request must be sent to the other side within ten (10) days of receipt of the request. The response should specifically address the issues raised in the Due Process Hearing Request.

Hearing Officer Determination of Sufficiency of Due Process Hearing Request.

Within five (5) days of receiving a party's challenge to the sufficiency of the Due Process Hearing Request, the Hearing Officer must make a determination based solely on the information contained within the Request, whether the Request meets requirements. The Hearing Officer must immediately notify both parties in writing of his or her determination.

Amended Due Process Hearing Request.

Either the parent or a Charter School may amend its Due Process Hearing Request only if:

The other party consents in writing to the amendment and is given the opportunity to resolve the issues raised in the Due Process Hearing Request through a preliminary meeting/resolution session; or The Hearing Officer grants permission for the party to amend the Due Process Hearing Request. However, the Hearing Officer may grant this permission not later than five (5) days before a due process hearing occurs

Subject Matter of the Hearing.

The party requesting the due process hearing is not permitted to raise issues at the due process hearing that were not raised in the Due Process Hearing Request (or Amended Due Process Hearing Request) unless the other party agrees otherwise.

Preliminary Meeting/Resolution Session.

Before a due process hearing will take place, the Charter School must convene a preliminary meeting with the parent and the relevant member or members of the Individualized Education Program (IEP) Team who have specific knowledge of the facts identified in the Due Process Hearing Request in an attempt to resolve those issues without the need to proceed to a due process hearing. This preliminary meeting must be convened within fifteen (15) days of the Charter School's receiving the parent's Due Process Hearing Request. A representative of the Charter School who has decision-making authority must be present at this meeting. The Charter School may not have an attorney attend the meeting unless the parent is also accompanied by an attorney. At the meeting, the parent will discuss the Due Process Hearing Request, and the Charter School will be provided the opportunity to resolve the Due Process Hearing Request, unless the parent and the Charter School agree, in writing, to waive this meeting, or agree to use the mediation process.

If the parent and Charter School resolve the issues in the Due Process Hearing Request at the preliminary meeting, they must put the agreement terms in writing, and both the parent and a representative of the Charter School who has the authority to bind the Charter School must sign the agreement. The agreement is a legally-binding document and may be enforced by a court.

Either the parent or Charter School may void the agreement within three (3) business days of the date of the agreement. After three (3) days, the agreement is binding on both parties.

Administrative Matters at Preliminary Meetings, Mediation and Due Process.

When carrying out administrative matters such as scheduling, exchange of witness lists, and status conferences, the parent and Charter School may agree to use alternative means of meeting participation, such as videoconferences and conference calls.

Timeline for Completion of Due Process Hearing.

If the Charter School has not resolved the Due Process Hearing Request within thirty (30) days of receiving it, or within thirty (30) days of receiving the Amended Due Process Hearing Request, the due process hearing may proceed and applicable timelines commence. The timeline for completion of due process hearings is forty-five (45) days, unless the Hearing Officer grants specific extensions of time at the request of either party.

Disclosure of Evaluations and Recommendations.

Not less than five (5) business days prior to a due process hearing, each party must disclose to all other parties all evaluations completed by that date, and recommendations based on the offering party's evaluations that the party intends to use at the due process hearing. Failure to disclose this information may result in a Hearing Officer prohibiting the party from introducing the information at the hearing unless the other party consents to its introduction.

Due Process Hearing Rights.

The hearing for a child with a disability or thought to be a child with a disability must be conducted and held in the Charter School at a place and time reasonably convenient to the parent and child involved.

The hearing must be an oral, personal hearing and must be closed to the public unless the parent requests an open hearing. If the hearing is open, the decision issued in the case, and only the decision, will be available to the public. If the hearing is closed, the decision will be treated as a record of the child and may not be available to the public.

The decision of the Hearing Officer must include findings of fact, discussion and conclusions of law. Although technical rules of evidence will not be followed, the decision must be based upon the substantial evidence presented at the hearing.

A written, or at the option of the parent, electronic verbatim record of the hearing will be provided to the parent at no cost to the parent.

Parent may be represented by legal counsel and accompanied and advised by individuals with special knowledge or training with respect to the problems of children with disabilities.

Parent or parent representative must be given access to educational records, including any tests or reports upon which the proposed action is based.

A party has the right to compel the attendance of and question witnesses who may have evidence upon which the proposed action might be based.

A party has the right to present evidence and confront and cross-exam witnesses.

A party has the right to present evidence and testimony, including expert medical, psychological or educational testimony.

Decision of Hearing Officer.

A decision made by a Hearing Officer must be made on substantive grounds, based upon a determination of whether the child received a free appropriate

public education (FAPE). In disputes alleging a procedural violation, a Hearing Officer may find that a child did not receive a free appropriate public education (FAPE) only if the procedural inadequacies impeded the child's right to a free appropriate public education (FAPE); significantly impeded the parent's opportunity to participate in the decision-making process regarding the provision of a free appropriate public education (FAPE) to the parent's child; or caused a deprivation of educational benefits.

A Hearing Officer may still order a Charter School to comply with procedural requirements even if the Hearing Officer determines that the child received a free appropriate public education (FAPE).

The parent may still file a Complaint with the Bureau of Special Education regarding procedural violations.

Administrative Appeal - Impartial Review.

In most cases, a party dissatisfied by the findings and decision of a Hearing Officer in a due process hearing may appeal to a panel appointed by the Pennsylvania Department of Education (called "the Appellate Panel Officers" or "Appeals Panel"). For a school-aged child, the only exception to the right to appeal to the Appeals Panel is when the due process hearing addresses Section 504/Chapter 15 issues only. In that case, any appeal from a Hearing Officer order goes directly to court, not the Appeals Panel. If the due process hearing addresses both Section 504/Chapter 15 cases and other matters, that portion of the case dealing with non-Section 504 issues may be appealed to the Appeals Panel.

For early intervention preschool special education cases, the Appeals Panel review is not available and, therefore, any appeal from a Hearing Officer's order should go directly to court. In addition, it must be noted that Section 504/Chapter 15 issues do not apply to early intervention preschool cases.

On appeal, the Appeals Panel will do the following:

Examine the entire due process hearing record.

Ensure that the procedures at the hearing were consistent with the requirements of due process.

Seek additional evidence if necessary, at the discretion of the Appeals

Panel. If a hearing is held by the Appeals Panel to receive additional evidence, any party to such a hearing generally has the right to:

- Be accompanied and advised by counsel and by individuals with special knowledge or training with respect to the problems of children with disabilities;
- Present evidence and confront, cross-examine, and compel the attendance of witnesses;
- Prohibit the introduction of any evidence at the hearing that has not been disclosed to that party at least five (5) business days before the hearing;
- Obtain a written or, at the option of the parent, electronic, verbatim record of the hearing at no cost to the parent;
- The parent's representative shall be given access, if such was not already provided prior to or at the due process hearing, to educational records, including any tests or reports upon which the proposed action, or decision not to act, is based.
- Each hearing must be conducted at a time and manner that is reasonably convenient to the parent and child.

Afford the parties an opportunity for oral or written argument, or both, at the discretion of the Appeals Panel. Oral arguments must be conducted at a time and place that is reasonably convenient to the parent and child.

Make an independent decision upon completion of the record review.

Provide the parent a written, or, at their option, an electronic copy of the findings of fact and decision.

Appeals Panel decisions are completed within thirty (30) days after request for review, unless at the request of either party the Appeals Panel grants a specific extension to file Exceptions or Answers to them. Requests for a specific extension of time in which to file appeal documents with the Appeals Panel must be directed to the particular Appeals Panel assigned to the matter. Contact information can be obtained from the Office for Dispute Resolution.

The decision by the Appeals Panel is final, unless a party brings a civil action under the procedures described below.

Disclosure of Appeals Panel Decisions.

A copy of the Appeals Panel Decision, with the child's name removed from the Decision, is made available to the public, as required by law, through posting on the Office for Dispute Resolution webpage, and through dissemination to the State Special Education Advisory Panel. Questions regarding documents posted on the webpage should be directed to the Office for Dispute Resolution.

Civil Action.

Either the parent or Charter School who disagrees with the findings and decision of the Hearing Officer (in the case of Section 504/Chapter 15 cases and early intervention cases) or the Appeals Panel (for all other cases) has the right to file an appeal in state or federal court. Sometimes the issues in a due process case deal not only with special education issues, but also regarding a child's status and/or claim as a gifted child. In that instance, the final order of the Appeals Panel -- to the extent it deals with issues of giftedness -- can only be appealed to Commonwealth Court. For all other appeals, the party filing an appeal is encouraged to seek legal counsel to determine the appropriate court with which to file an appeal. A party filing an appeal to state or federal court has ninety (90) days from the date of the Hearing Officer decision in the case of Section 504/Chapter 15 and early intervention cases to do so, and for all other cases, 90 days from the date of the appeals panel decision in which to file an appeal to state or federal court.

Attorneys' Fees.

A court, in its discretion, may award reasonable attorneys' fees as part of the costs:

1. To a prevailing party who is the parent of a child with a disability;
2. To a prevailing party who is a State Educational Agency or Charter School against the attorney of the parent who files a Due Process Hearing request or subsequent cause of action that is frivolous, unreasonable, or without foundation, or against the attorney of the parent who continued to litigate after the litigation clearly became frivolous, unreasonable or without foundation; or
3. To a prevailing State Educational Agency or Charter School against the attorney of the parent, or against the parent, if the parent's Due Process hearing Request or subsequent cause of action was presented for any improper purpose, such as to harass, to cause unnecessary delay, or to needlessly increase the cost of litigation. Fees awarded will be based on rates prevailing in the community in which the action or proceeding arose for the kind and quantity of attorney services furnished. The federal law imposes certain requirements upon the parent and Charter School

and in some circumstances may limit attorney fee awards. Parents should consult with their legal counsel regarding these matters. The following rules apply:

*Attorneys' fees may not be awarded and related costs may not be reimbursed in any action or proceeding for services performed subsequent to the time of a written offer of settlement to the parent if the offer is made within the time prescribed by Rule 68 of the Federal Rules of Civil Procedures, or, in the case of an administrative hearing, at any time more than ten (10) days before the proceeding begins; the offer is not accepted within ten (10) days; and the court finds that the relief finally obtained by the parent is not more favorable to the parent than the offer of settlement.

*An award of attorneys' fees and related costs may be made to the parent who is the prevailing party and who was substantially justified in rejecting the settlement offer.

*Attorneys' fees may not be awarded relating to any meeting of the Individualized Education Program (IEP) team unless the meeting is convened as a result of an administrative proceeding or judicial action.

*A due process resolution session is not considered to be a meeting convened as a result of an administrative hearing or judicial action, nor an administrative hearing or judicial action for purposes of reimbursing attorneys' fees.

The Court may reduce the amount of any attorneys' fee award when:

- a. The parent, or the parent's attorney, during the course of the action or proceeding unreasonably protracted the final resolution of the controversy;
- b. The amount of the attorneys' fees otherwise authorized to be awarded unreasonably exceeds the hourly rate prevailing in the community for similar services by attorneys of reasonably comparable skill, reputation and experience;
- c. The time spent and legal services furnished were excessive considering the nature of the action or proceeding; or
- d. The attorney representing the parent did not provide to the local educational agency the appropriate information in the Due Process Hearing Request.

These reductions do not apply in any action or proceeding if the court finds that the State or Charter School reasonably protracted the final resolution of the action or proceeding.

Child's Status during Administrative Proceedings.

Except for discipline cases, which have specific rules, while the due process case (including an appeal to the Appeals Panel) or appeal in court is occurring, the child must remain in his or her present educational placement unless the parent and Charter School agree otherwise. If the decision of the Appeals Panel agrees with the child's parent that a change of placement is appropriate, that placement must be treated as an agreement between the Charter School and the parent. If the due process hearing involves an application for initial admission to public school, the child, with the parental consent, must be placed in the public school program until completion of all the proceedings, unless the parent and Charter School agree otherwise.

Parental Claims For Tuition Reimbursement

If the parent of a child with a disability, who previously received special education and related services under the authority of a Charter School, enroll the child in a private school without the consent of or referral by the Charter School, a court or a Hearing Officer may require the Charter School to reimburse the parent for the cost of that enrollment if the court or Hearing Officer finds that the Charter School had not made free appropriate public education (FAPE) available to the child in a timely manner prior to that enrollment. However, the cost of reimbursement may be reduced or denied if:

*At the most recent Individualized Education Program (IEP) meeting that the parent attended prior to removal of the child from the public school, the parent was rejecting the placement proposed by the charter school to provide free appropriate public education (FAPE) to the child, including stating the parent's concerns and intent to enroll the child in a private school at public expense; or Ten (10) business days (including any holidays that occur on a business day) prior to the removal of the child from the public school, the parent did not give written notice to the Charter School of the information listed above;

*Reimbursement may also be reduced or denied if prior to the parental removal of the child from the public school, the Charter School informed the parent, through prior written notice, of its intent to evaluate the child (including a statement of the purpose of the evaluation that was appropriate and reasonable), but the parent did not make the child available for such evaluation; or

*Upon a judicial finding of unreasonableness with respect to actions taken by the parent.

Despite the requirement that the Charter School provide prior written notice, the cost of reimbursement will not be reduced or denied for failure to provide such notice if:

The Charter School prevented the parent from providing such notice; or The parent had not received prior written notice explaining the notice requirement; or Complying with the provision to give notice at the Individualized Education Program (IEP) meeting of the intent to remove the child or complying with the provision to give ten (10) day written notice of the intent to remove the child, would likely result in physical harm to the child; and Reimbursement may not be reduced or denied for failure to provide notice, in the discretion of the Hearing Officer or court, if:

- a. The parent is illiterate and cannot write in English; or
- b. Compliance with the notice provisions would likely result in serious emotional harm to the child.

Rights Regarding Discipline And Suspension

School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

According to federal law, school personnel may remove a child with a disability who violates a code of student conduct from their current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 school days (to the extent such alternatives are applied to children without disabilities). The determination of an interim alternative educational setting is made by the IEP team.

A change in placement requires a prior written notice (a Notice of Recommended Educational Placement or "NOREP"). The exclusion of a child with mental retardation who attends a Charter School, for any amount of time is considered to be a change in placement and requires prior written notice (assuming the disciplinary event does not involve drugs, weapons and/or serious

bodily injury). If the parent does not agree with the change in placement on the Notice of Recommended Educational Placement (NOREP), the child remains in the existing placement until due process is completed, unless school officials take further action and go to court. A removal from school is not a change in placement for a child who is identified with mental retardation when the disciplinary event involves weapons, drugs and/or serious bodily injury.

If school personnel seek to order a change in placement that would exceed 10 school days and the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the child's disability, the relevant disciplinary procedures applicable to children without disabilities may be applied to the child in the same manner and for the same duration in which the procedures would be applied to children without disabilities although it may be provided in an interim alternative educational setting.

A child with a disability who is removed from the child's current placement (irrespective of whether the behavior is determined to be a manifestation of the child's disability) shall: (i) continue to receive educational services, as provided, so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and (ii) receive, as appropriate, a functional behavioral assessment, behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.

In general, within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the school, the parent, and relevant members of the IEP Team (as determined by the parent and the School) shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine

(I) if the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

(II) if the conduct in question was the direct result of the School's failure to implement the IEP.

If the School, the parent, and relevant members of the IEP Team determine that either subclause (I) or (II) is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the school, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall (i) conduct a functional behavioral assessment, and implement a behavioral intervention plan for such child, provided that the School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement described above; (ii) in the situation where a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and (iii) return the child to the placement from which the child was removed, unless the parent and the School agree to a change of placement as part of the modification of the behavioral intervention plan.

School personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, in cases where a child— (i) carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of a State or School; (ii) knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a State or

local educational agency; or (iii) has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency.

Not later than the date on which the decision to take disciplinary action is made, the School shall notify the parents of that decision, and of all procedural safeguards accorded. The interim alternative educational setting shall be determined by the IEP Team.

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or a School that believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request a hearing.

A hearing officer shall hear, and make a determination regarding, an appeal requested.

In making the determination, the hearing officer may order a change in placement of a child with a disability. In such situations, the hearing officer may— (I) return a child with a disability to the placement from which the child was removed; or (II) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

When an appeal has been requested by either the parent or the School— (A) the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided, whichever occurs first, unless the parent and the School agree otherwise; and (B) the School shall arrange for an expedited hearing, which shall occur within 20 school days of the date the hearing is requested and shall result in a determination within 10 school days after the hearing.

A child who has not been determined to be eligible for special education and related services and who has engaged in behavior that violates a code of student conduct, may assert any of the protections provided for eligible students if the School had knowledge that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred.

A School shall be deemed to have knowledge that a child is a child with a disability if, before the behavior that precipitated the disciplinary action occurred— (i) the parent of the child has expressed concern in writing to supervisory or administrative personnel of the School, or a teacher of the child, that the child is in need of special education and related services; (ii) the parent of the child has requested an evaluation of the child; or (iii) the teacher of the child, or other personnel of the School, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education of such agency or to other supervisory personnel of the agency.

A School shall not be deemed to have knowledge that the child is a child with a disability if the parent of the child has not allowed an evaluation of the child or has refused services or the child has been evaluated and it was determined that the child was not a child with a disability.

If a School does not have knowledge that a child is a child with a disability prior to taking disciplinary measures against the child, the child may be subjected to disciplinary measures applied to children without disabilities who engaged in comparable behaviors.

If a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures; the evaluation shall be conducted in an expedited manner. If the child is determined to be a child with a disability, taking into consideration information from the

evaluation conducted by the school and information provided by the parents, the school shall provide special education and related services except that, pending the results of the evaluation, the child shall remain in the educational placement determined by school authorities.

Nothing shall be construed to prohibit the school from reporting a crime committed by a child with a disability to appropriate authorities or to prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability.

A school reporting a crime committed by a child with a disability shall ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom the School reports the crime.

The term 'controlled substance' above means a drug or other substance identified under schedule I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 U.S.C. 812(c)).

The term 'illegal drug' above means a controlled substance but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law.

The term 'weapon' above has the meaning given the term 'dangerous weapon' under section 930(g)(2) of title 18, United States Code.

The term 'serious bodily injury' above has the meaning given the term 'serious bodily injury' under paragraph (3) of subsection (h) of section 1365 of title 18, United States Code.

Surrogate Parents

Each Charter School must ensure that an individual is assigned to act as a surrogate of a child when no parent or person acting as the parent can be identified, or the school, after reasonable efforts, cannot locate the parent. The Charter School must have a method of determining whether or not a child needs a surrogate parent, and for assigning a surrogate parent to the child.

The Charter School may select a surrogate parent in any way permitted under State law, but must ensure that a person selected as a surrogate is not an employee of the State Educational Agency, the Charter School or any other agency that is involved in the education or care of the child. For a child who is a ward of the State, a surrogate may be appointed by a judge overseeing the child's care or by the school.

For a homeless youth, not in the physical custody of the parent or guardian, the Charter School must appoint a surrogate. The State Educational Agency must make reasonable efforts to ensure the assignment of a surrogate not more than thirty (30) days after there is a determination by the Charter School that the child needs a surrogate.

Rights Pertaining To Educational Records

The Charter School must permit the parent to inspect and review all educational records relating to their child with respect to the identification, evaluation and educational placement of the child, as well as the provision of a free appropriate public education (FAPE) to the child, which are collected, maintained, or used by the Charter School. The Charter School must comply with a request without unnecessary delay and before any meeting regarding an individual education

program or hearing relating to the identification, evaluation, or placement of the child, and in no case more than forty-five (45) days after the request has been made.

The parent's right to inspect and review education records under this section include the right to a response from the participating agency to a reasonable request for explanations and interpretations of the records; the right to have a representative inspect and review the records; and the right to request that the Charter School provide copies of the records containing the information if failure to provide these copies would effectively prevent the parent from exercising their right to inspect and review the records.

The Charter School may presume that the parent has authority to inspect and review records relating to their child unless the Charter School has been advised that the parent does not have the authority under applicable State law governing such matters as guardianship, separation and divorce.

If any educational record includes information on more than one child, the parent has the right to inspect and review only the information relating to their child or to be informed of that specific information.

The Charter School must provide the parent, on request, a list of the types and locations of educational records collected, maintained, or used by the Charter School.

The Charter School may not charge a fee to search for or to retrieve information, but may charge a fee for copies of records which are made for the parent if the fee does not effectively prevent the parent from exercising their right to inspect and review those records.

The Charter School must keep a record of parties obtaining access to educational records collected, maintained, or used (except access by the parent and authorized employees of the participating school), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

If the parent believes that information in educational records collected, maintained, or used under this part is inaccurate or misleading or violates the privacy or other rights of their child, they may request the Charter School that maintains the information to amend this information. The Charter School must decide whether to amend the information in accordance with the request within a reasonable period of time of receipt of the request. If the Charter School decides to refuse to amend the information in accordance with the request, it must inform the parent of the refusal and of their right to a hearing as set forth below. The Charter School must, on request, provide an opportunity for a hearing to challenge information in educational records to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child.

The hearing is conducted by the school, not a due process Hearing Officer. If, as a result of the hearing, the Charter School decides that information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the child, it must amend the information accordingly and so inform the parent in writing. If, as a result of the hearing, the Charter School decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it must inform the parent of the right to place in the records it maintains on their child a statement commenting on the information or setting forth any reasons for disagreeing with the decision of the Charter School. An explanation placed in a child's records under this section must be maintained by the Charter School as part of the records of the child as long as the record or contested portion is maintained by the Charter School; if the records of the child or the contested portion is disclosed by the Charter School to any party, the explanation must also be disclosed to the party.

Complaint Procedures

Parents who believe that the educational rights of their child are being violated may file a Consumer Request Intake Form with the Bureau of Special Education, Pennsylvania Department of Education, requesting that this agency investigate the alleged violation. Requests for complaint investigation must be in writing, and should be sent to:

Chief, Division of Compliance, Monitoring and Planning Bureau of Special Education
Pennsylvania Department of Education 333 Market Street, 7th Floor Harrisburg, PA 17126-0333

Parents may request a Consumer Request Intake Form by calling the Bureau of Special Education's Consult Line, a parent helpline, at 800-879-2301.

The Bureau of Special Education's Compliance Advisor assigned to the region where the Charter School is located will investigate the complaint in a timely manner to determine whether the Charter School has failed to comply with State and/or federal laws and regulations. The investigation may include obtaining written or oral information and an on-site visit. Except in extenuating circumstances, the Bureau of Special Education's Compliance Advisor will complete the complaint investigation and issue a report of findings within sixty (60) calendar days.

If a written complaint is received that is also the subject of a due process hearing, or the written complaint contains multiple issues, of which one or more are part of that due process hearing, the State must set aside any part of the complaint that is being addressed in the due process hearing, until the conclusion of the hearing. However, any issue in the Consumer Request Intake Form that is not part of the due process action must be resolved using the time limit and procedures.

If an issue is raised in a Consumer Request Intake Form filed under this section that has previously been decided in a due process hearing involving the same parties, the hearing decision is binding and the Bureau of Special Education must inform the person filing the Consumer Request Intake Form of this fact.

A Consumer Request Intake Form Alleging a Charter School Failure to Implement a Due Process Decision must be Resolved by the Bureau of Special Education, not a Due Process Hearing Officer.

Either an organization or an individual may file a signed written Consumer Request Intake Form. The Consumer Request Intake Form must include a statement that a public agency has violated a requirement of Part B of the Individuals with Disabilities Education Act (IDEA 2004) or applicable State regulations, and the facts on which the statement is based. The Consumer Request Intake Form must allege a violation that occurred not more than one (1) year prior to the date that the Consumer Request Intake Form is received, unless a longer period of time is reasonable because the violation is continuing, or the person filing the Consumer Request Intake Form is requesting compensatory education for a violation that occurred not more than three (3) years prior to the date the Consumer Request Intake Form is received.

This Annual Notice has been written in accordance with The Individuals with Disabilities Education Improvement Act (IDEA 2004).

THE CONTENT OF THIS NOTICE HAS BEEN WRITTEN IN STRAIGHTFORWARD, SIMPLE LANGUAGE. IF A PERSON DOES NOT UNDERSTAND ANY OF THIS NOTICE, HE OR SHE SHOULD ASK THE CEO OF THE CHARTER SCHOOL FOR AN EXPLANATION. THE CHARTER SCHOOL WILL ARRANGE FOR AN INTERPRETER FOR PARENTS WITH LIMITED ENGLISH PROFICIENCY. IF A PARENT IS DEAF OR BLIND OR HAS NO WRITTEN

LANGUAGE, THE SCHOOL WILL ARRANGE FOR COMMUNICATION OF THIS NOTICE IN THE MODE NORMALLY USED BY THE PARENT (E.G., SIGN LANGUAGE, BRAILLE, OR ORAL COMMUNICATION).

THIS NOTICE IS ONLY A SUMMARY OF THE SPECIAL EDUCATION SERVICES, EVALUATION AND SCREENING ACTIVITIES, AND RIGHTS AND PROTECTIONS PERTAINING TO CHILDREN WITH DISABILITIES, CHILDREN THOUGHT TO BE DISABLED, AND THEIR PARENTS AND IS ONLY A SUMMARY OF THE CONFIDENTIALITY RIGHTS REGARDING STUDENT INFORMATION.

FOR MORE INFORMATION OR TO REQUEST EVALUATION OR SCREENING OF A CHARTER SCHOOL STUDENT CONTACT THE CEO OF THE CHARTER SCHOOL AT THE CHARTER SCHOOL, 600 Eagleview Blvd, First Floor, Exton, PA 19341

NOTHING IN THIS NOTICE IS INTENDED TO CONFLICT WITH OR SUPPLANT THE INFORMATION CONTAINED IN THE PENNSYLVANIA DEPARTMENT OF EDUCATION'S CURRENT "PROCEDURAL SAFEGUARDS NOTICE" WHICH IS AVAILABLE THROUGH THE SCHOOL FOR YOUR REVIEW OR WITH APPLICABLE STATE AND/OR FEDERAL LAWS

For more information you may contact the AHCCS Special Education Department or visit the PDE Special Education website.

Special Education - Attachments

- Behavior Support Policy (2010-10-19)
- Child Find and Screening Policy (11-22-2010)
- Discipline of Students with Disabilities Policy (2010-10-19)
- Special Education

- Special Education
- Special Education
- Special Education
- Special Education
- Special Education
- Specific Learning Disabilities Policy

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Debra Pearson	1	Learning Support	Achievement House Cyber Charter School	21	No Unique Circumstances
David Conner	1	Learning Support	Achievement House Cyber Charter School	21	No Unique Circumstances
Lisa Vanderlagg	1	Learning Support	Achievement House Cyber Charter School	20	No Unique Circumstances
Jamie Jenkins	1	Learning Support	Achievement House Cyber Charter School	20	No Unique Circumstances
Sherri Markiw	1	Learning Support	Achievement House Cyber Charter School	21	No Unique Circumstances
Lisa Russo	1	Learning Support	Achievement House Cyber Charter School	21	No Unique Circumstances
Alyssa Paul	1	Learning Support	Achievement House Cyber Charter School	20	No Unique Circumstances
Chris Gorson	1	Learning Support	Achievement House Cyber Charter	20	No Unique Circumstances
Christina Long	1	Learning Support	Achievement House Cyber Charter School	20	No Unique Circumstances
Jeff Smith	1	Learning Support	Achievement House Cyber School	20	No Unique Circumstances
Monica Simpson	1	Learning Support	Achievement House Cyber Charter School	20	No Unique Circumstances

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Leader Services	n/a	Learning/Emotional/Autistic Support	Achievement House Cyber Charter School	134	No Unique Circumstances
Achieve 3000	n/a	Learning Support	Achievement House Cyber Charter School	113	No Unique Circumstances

Special Education Program Profile - Chart III

Title	Location	FTE
Special Education Director	Achievement House Cyber Charter School	1
Special Education Assistant	Achievement House Cyber Charter School	1
Mentors	Achievement House Cyber Charter School	9
Special Education Teachers	Achievement House Cyber Charter School	11

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Office of Vocational Rehabilitation	Vocational Assessments	as needed
Therapy Source	School Psychologists, OT/PT/Speech	as needed
David Swisher	Psychological Services	as needed
Theraplay	Speech	as needed
US Healthcare	Psychological, Speech, OT/PT	as needed
Austill's	OT/PT	as needed
Catapult Learning	School Psychologists, OT/PT	as needed
Delta-T Group	School Psychologists	as needed
Kaleidoscope	OT/PT	as needed
K-12 Therapy	School Psychologists, OT/PT	as needed

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
n/a	No	No	No	No	No	No

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	No	Yes	Yes	No	No	Yes	Yes
Acuity Benchmarks	No	Yes	Yes	Yes	Yes	Yes	Yes
Study Island	No	Yes	Yes	Yes	Yes	Yes	Yes
Achieve 3000	No	Yes	Yes	Yes	Yes	Yes	Yes
NWEA MAP Assessment	No	Yes	Yes	Yes	Yes	Yes	Yes
Keystone Exams	No	No	No	Yes	Yes	Yes	Yes

Student Assessment

How these results influence development of annual measurable goals and targets

This was Achievement House Cyber Charter School's eighth year in operation. We are comparing our seventh year's PSSA data to the data from the 09-10 school year to determine if we have met annual measurable goals and targets, to evaluate the effectiveness of current strategies, develop new strategies to improve scores, and to develop annual measurable goals and targets for next year. We will also be including baseline data from the Acuity Benchmarks, and Achieve 3000.

The 2009-2010 PSSA data is as follows:

Mathematics

School Year	Advanced +Proficient	Advanced	Proficient	Basic	Below Basic
2009-10	15.4%	6.0%	9.4%	12.5%	71.9%

Reading

School Year	Advanced +Proficient	Advanced	Proficient	Basic	Below Basic
2009-10	34.9%	11.1%	23.8%	17.5%	47.6%

The 2010- 2011 PSSA data is as follows:

Mathematics

School Year	Advanced +Proficient	Advanced	Proficient	Basic	Below Basic
2010-2011	31.0%	13.0%	18.0%	26%	44%

Reading

School Year	Advanced +Proficient	Advanced	Proficient	Basic	Below Basic
2010-2011	54.0%	22%	17.4%	19.6%	37.0%

If locally developed tests are used, discuss how they are used and what impact they have on the curriculum and any measurable goal decisions

Acuity Benchmarks were implemented for the 2011-2012 school year. The benchmarks were designed to determine mastery of content taught during the marking period with a total of 4 benchmarks utilized throughout the school year. These benchmarks were used to collect data regarding mastery of the standards, determine performance level of students and progress monitoring for Special Education students.

Below is a sample of the data collected: (Note entire assessment document is found in document repository).

Algebra 1 Final Exam

Algebra	Tier 1	Tier 2	Tier 3	Tier 4	Average Points Obtained
	(0-25)	(26-50)	(51-75)	(76-100)	
Algebra	5%	19%	42%	35%	66%
Number Sense, Computation, and Estimation	5%	40%	26%	30%	63%
	2%	5%	12%	81%	91%
1.4 exponents, square roots					
4 Graphing Inequalities and Linear Equations	12%	16%	19%	53%	71%

In April, 2011, AHCCS began to assess students using the Achieve 3000 Program to determine their Lexile Reading Scores and Grade Equivalent Level. Initial data revealed that of the 260 students tested 234 were found to be 2- 3 grade levels below their peers within the Commonwealth. This data was used to create Individual Learning Plans which will address students' strengths and needs regarding the Pennsylvania Academic Standards. All English and Language Arts classes now have Achieve 3000 embedded in the course work to allow for differentiated instruction based upon students' interests and needs. Since the implementation of the Achieve 3000 program, there has been a 13% increase in the number of students that have scored proficient on Standard 1.1.B -Analyze the structure of informational materials to explain the author's purpose. Acuity Diagnostics will be used to identify further needs of students in reading. Acuity Benchmarks based upon the curriculum maps will provide evidence of effectiveness of the programs.

Data from Achieve 3000 as of 3/12/12 reflected that 473 students out of 763 are reading at 3-6 grade levels below their peers within the Commonwealth. The range of Lexile Scores for the current students is as follows: 7th grade (284L to 1487L); 8th (189L-1483L); 9th (310L to 1483L); 10th (248L-1353L); 11th (420L-1483L) and 12th (385L-1594L).

Data from 5/30/12 reflects that 209 students increased their reading ability. One hundred (100) students improved their Lexile scores by 200 points growth which translates into improving their reading by two grade levels. Thirty eights students (38) increased 100 points or one grade level and 71 students had moderate gains in their reading ability. The Lexile range for students at the end of the school year was:

7th (341L- 1328L), 8th (226L-1593L) 9th (467L-1593L), 10th (548L-1596L), 11th (691L-1593L) and 12th (498L-1593L)

Please describe features of the student achievement plan and note the usage of teacher observations, surveys, portfolios or other local instruments to measure student progress.

Achievement House Cyber Charter School's Student Achievement Plan outlines measures the school takes to improve and/or maintain the achievement of all students. These measures reflect a focus on the student. A summary of initiatives is listed below:

Developmentally and culturally relevant assessment is used as a tool for improved student learning and instruction.

An assessment system based on ongoing teacher evaluation of student work results in informed decisions about curriculum, instruction, and learning.

Multiple evaluation formats provide information about student learning. The use of formative assessments for Math and Language Arts, and future testing for Social Sciences and Science, aid in appropriate placement and continuous evaluation of standards acquisition.

Analysis of multiple sources of data about student performance is accessible to teachers in a timely manner.

Multiple strategies and interventions will assist students in performing proficiently on local and statewide tests. Frequent use of testing such as Acuity Benchmark, Study Island, and PSSA and SAT practice tests aid the student in becoming accustomed to a variety of testing formats.

All students have access to high quality instruction in every curricular area focused on increasing student achievement.

In addition to standards-based, anchor-driven, teacher-developed courses, third party courses are offered to increase the variety of elective curriculum options for all students. Course offerings are based

on surveys of students' interests. These courses enable students to pursue areas of interest with an expected increase in the interest in learning and achievement at Achievement House Cyber Charter School.

A strong and continuous cycle of assessment and instruction including technologies such as online testing, web-based curriculum and online chats with audio capability for discussion and presentations, is utilized in conjunction with certified teachers, mentors, to ensure that student strengths and weaknesses are addressed.

Assessments will be based on standards acquisition, and correlated to the assessment anchors, to aid in directing individual student learning.

The cyber school setting provides more individualized, focused instruction. The mentoring program allows for the development of strong relationships between students and school personnel for all years the student attends Achievement House Cyber Charter School.

Students are supported in performing at proficient levels through interventions and specialized instruction. Achievement House offers tutoring and homework help as well as individualized instruction.

Identification and evaluation of current intervention and remediation efforts support effective programs and eliminate ineffective ones.

Coordinated opportunities for students assure that interventions and/or remediation are connected to, and not isolated from, the curriculum.

Every student feels supported academically and personally throughout the school experience.

Academic and personal support from the teachers and mentors engage students in courses and build resiliency and a sense of personal accomplishment.

Database available for the student's teachers and mentors to ensure continuity of support and awareness of student's needs.

Collaboration between the staff and students, student to student and between school and family increases student motivation and interest in learning process.

b. Describe the strategies and interventions that are in place to ensure that students who are at-risk of failure, or those not making reasonable progress, are being addressed. What

opportunities are they afforded in order to help them succeed? Provide clear evidence that demonstrates how those strategies are proving to be effective in terms of improved academic performance.

For the 2011-2012 school year, students were assessed upon enrollment with a standards-based assessment in the areas of reading and math. Special education students, or at-risk students, are also assessed in the area of Language Arts. Students are also assessed at the end of the school year to track progress. This assessment also generates suggested learning objectives that maybe used to direct instruction by all teachers instructing that student. The suggested learning objectives generated are based upon the student's area of need within the PA standards and assessment anchors for that particular subject area. Any student who may be at-risk academically, or with attendance issues, will be addressed by our At-Risk Team for needed modifications to ensure success.

For the 2011-2012 school year, students were placed on their instructional level, in the area of math, according to entrance assessments. If needed, modifications were provided as deemed necessary by the staff. If more interventions were required, students were referred for further evaluations and possible special education services.

The regular education teachers and the special education teachers collaborate on an ongoing basis to help meet the needs of students who may be at-risk or who are struggling.

Achievement House Cyber Charter School is classified as a Title I school. A Reading Tutor and Math Tutor have been assigned to the charter school to assist students in these areas to increase performance.

For the upcoming 2012-2013 school year, we are increasing the frequency with which we check for at-risk behavior in our students; our goal is to more quickly intercept at-risk students as they begin to deviate from performance and attendance targets. We are also in the process of revising our curriculum and course offering

Student Assessment - Attachment

- Acuity Binder 2011-2012

Teacher Evaluation

Teacher Evaluation

a. List the main features of the school's teacher evaluation plan.

The process for evaluating teachers at Achievement House Cyber Charter School continues to be based upon processes as defined in the Teacher Induction Plan and use of the appropriate PDE forms 426, 427, and 428 as specified by the Pa Department of Education Performance and Assessment Process as in Chapter 49. The particular form is matched with the certification level of each professional employee at Achievement House Cyber Charter School. Non-certified staff is held to the same criteria to establish internal instructional consistency throughout the organization.

The foundation of the supervision, observation, evaluation, and rating process at Achievement House Cyber Charter School follows the professional development model authored by Charlotte Danielson "The Frameworks Model" and the work on teacher evaluation by Danielson and McGreal" As more staff members achieve Level II Certification and tenure, Achievement House Cyber Charter School professional staff will also be given the option of participating in a differentiated supervisory model as advocated by Glatthorn, Duke, Glickman, and DuFour and Eaker.

During the 2011-2012 AHCCS participated in the state pilot for the new assessment model. Mrs. Lori Brlas and Dr. Cisek attended the training events and Mrs. Brlas evaluated some teachers using the new model. All teachers, whether PDE certified or not, were observed using the structure of PDE form 427/428. A pre-observation and post-observation conference was held prior to a formal observation and all lesson requirements were expected to be reflected in the following rubrics:

1. planning and preparation
2. classroom environment
3. instructional delivery
4. professionalism

Lesson development must also have conformed to the UBD template based on the work of Wiggins and McTighe.

During the pre-observation conference, the principal discussed the following artifacts prior to the meeting:

1. Unit and lesson plans which have been correlated to Pa standards and assessment anchors
2. Resources, materials, and technology utilized to impact student learning and achievement
3. Assessment materials and processes to be used
4. Essential information about class and individual students

At the post-observation conference, teachers were required to self-assess their performance on the twenty rubrics pertaining to instructional and classroom environment and planning and

preparation. A professional colloquium between the teacher and the staff member principal was then conducted in relationship to the success of the lesson.

A systemic schedule of informal and formal observations was conducted throughout the 2007-2008 school year. Mid year and year end ratings were performed with each professional employee. Artifacts were required for each teacher observation and rating conference. A greater emphasis continues to be placed on teachers submitting electronic portfolios accentuating key achievements during the year.

In addition to actual classroom observations, professional employees were evaluated on their contributions to the school utilizing the four rubrics as specified in PDE-426, 427 and 428 — Category I — Planning and Preparation, Category II — Classroom Environment, Category III — Instructional Deliveries, Category IV - Professionalism.

These procedures will remain in effect in the future.

b. List entities/individuals who are responsible for teacher and staff evaluation.

Dr. Timothy Daniels and Grace Cisek are certified and qualified to evaluate teaching staff.

Dr. Daniels' degrees include: a Bachelor's Degree from Bucknell University, a Master of Arts in Teaching from Harvard and a Doctor of Education from the University of Pennsylvania, where he was a Ford Fellow for two years.

Dr. Cisek's degrees include: a Bachelor's Degree from Queens College, a Master of Science in Education with a Specialization in Science and Doctor of Education from Widener University. She is an active member of the State Assessment Committee and was a member of the Task force for the new Middle Level Certification for Pennsylvania.

Mrs. Brlas attended East Carolina University, where she earned her Bachelor's Degree in Elementary Education.

Immediately after graduation, she taught in New Jersey for several years. She then moved to Pennsylvania, attending graduate school full-time at Villanova University, where she was also a graduate assistant for the Department of Education.

After earning her Master of Arts in Elementary Education and her Principal Certification, Mrs. Balderose taught for the Lower Merion and Philadelphia School Districts.

c. Describe professional development for the evaluators, particularly in the areas of Special Education and instructional techniques, that is unique to the mission of the charter school.

Dr. Cisek was initially trained in Pennsylvania requirements for Leadership through work with Gov. Inst. For Distinguished Educators. She has also been involved in training in the following areas: Teaching and Assessing for Understanding with Jay McTighe, Rethinking Leadership, Designing Pennsylvania's Vision for Early Childhood, Using Data to Improve Student Learning, Ed Leadership Network: Remote Management

Teacher Evaluation - Attachments

- Teacher Evaluation

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

Achievement House Cyber Charter School underwent a series of leadership changes in the 2011-2012 school year.

Administrative Appointments:

Dr. Timothy Daniels, CEO, January 2010 - present

Mrs. Twila Smoker, Director of Pupil Services, August 2009 - present

Mr. Bob Worn, Director of Human Resources, September 2010 - present

Mr. Don Asplen, CIO, September, 2010 - present

Dr. Grace L. Cisek, CCO, February 2011 - present

Mrs. Catherine Lepley, Special Education Director, March 2011- present

Mr. Heath West, New Florence Center Director, April 2011 - present

Mrs. Lori Brlas, Principal, August 2011- present

Mrs. Lynn Rodden, Senior Director of Communications, January 2012 - present

Mrs. Amy Rupp, Elementary Principal, June 2012 - present

Board of Trustees Appointments for 2010-2011 School Year:

Name	Position	Term Expires	Brief Bio
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Nick Vastardis, P.E.	President	June 30, 2012	Vastardis Consulting Engineers, LLC — Malvern, PA President — Responsible for project management of residential, commercial, and institutional projects. Provide engineering design and support for all projects including site and project analysis; liaison for federal, state, and local permitting; supervision of environmental sub-consultants; various construction services including site cost estimates and specifications; client representation at public meetings and hearings; expert witness services.
Elbert Sampson	Vice-president	30-Jun-13	CEO of Wakisha Charter School, Philadelphia, Pa
James Bowers	Treasurer	30-Jun-13	Vice President and Managing Director, The Hay Group, May, 1979 to present. Current responsibilities focus on leadership of total reward practice (general rewards and executive compensation), and chemical Industry, human resources consulting. Responsibilities also include global client management. Develop business and consulting in most business sectors. Partner with ownership stake for 20 years.
Marilou Strangarity	Secretary	30-Jun-12	Physician's wife: Adopted four children from local and international agencies, some of whom are special needs children, plus raised three children of our own. More than twenty years of homeschooling experience plus involvement in the children of the family's private, public and cyber public charter schools.
Don Fraatz		30-Jun-12	Great Valley School District, Malvern, PA 19355 General Wayne Elementary School — Principal, Retired 2001-2008 Charlestown Elementary School — Principal 1979-2001 Immaculata University Adjunct Instructor

Bob Maranto, Ph.D.	30-Jun-13	21st Century Chair in Leadership Department of Education Reform University of Arkansas 201 Graduate Education Building College of Education and Health Professions Fayetteville, AR 72701
Kristin Chettle, CPA, MBA	30-Jun-14	<p data-bbox="1019 514 1575 638">Institute for Scientific Information, Philadelphia, PA Controller June 1997-April 2000</p> <p data-bbox="1019 667 1559 791">Directed staff of 18 in the following areas of accounting: Financial Reporting, Payroll, Accounts Payable, Accounts Receivable, and General Accounting</p> <p data-bbox="1019 821 1349 884">Senior Accounting Manager February 1996-June 1997</p> <p data-bbox="1019 913 1365 974">General Accounting Manager October 1995-February 1996</p>

Board of Trustees

Name of Trustee Office (if any)

Nick Vastardis	President
Elbert Sampson	Vice President
Marilou Strangarity	Secretary
Kristen Chettle	Treasurer
Don Fraatz	Member
Dr. Robert Maranto	Member
Jim Bowers	Member

Professional Development (Governance)

Professional development for the Board of Trustees has been informal. Our solicitor, Tom Hogan, esq, and his associates have advised the Board members on inclusion of and sequencing of topics, appropriateness of topics for executive session, participation rights of the public, board and staff ethics, policy development, and conflict of interest. Additional professional development will be presented by the Achievement House Cyber Charter School Management Team, the school solicitor, and other consultants or governance standards such as:

- Engaging and promoting community support
- Allocating resources to facilitate student achievement
- Maintaining legislative awareness and communicating with local, state, and federal legislative bodies
- Staying current with changing needs and requirements by reviewing educational literature, attending professional development, opportunities and preparing to make informed decision
- Operating as one entity in making decisions
- Setting annual goals that are aligned with the annual plan
- Adopting a master facilities plan conducive to teaching and learning

An annual Board retreat was held to update the Board on current legal, procedural and governance issues.

Achievement House Cyber Charter School will continue to add professional development activities for the Board of Trustees in accordance with state and federal guidelines for the governance of charter schools.

Coordination of the Governance and Management of the School

The Board of Trustees' has been informed of interaction between the school and the PDE by the CEO and the Principal, as discussed in the charter. The Board has made every effort to address all recommendations by the PDE regarding policies. The Board has also been openly cooperative to all compliance visits and site reviews that the PDE has

conducted. The President of the Board and other Board members have made themselves available for interview by the PDE or site evaluator/compliance reviewer.

Achievement House Cyber Charter School will complete follow-up items recommended by PDE.

Coordination of the Governance and Management of the School - Attachment

- 2011-2012 School Calendar

Community and Parent Engagement

Improving Communications

In an ongoing effort to continue to improve community and parent engagement, AHCCS hired a Communication Director on 12/30/2011. One of the primary roles assigned to the Director is to improve communications among staff, faculty, parents, students and community. In February, the Director presented a training session, which highlighted customer services, and was entitled "The Three Levels of Communication." Effective communication was discussed. Level 1 = Communication within the organization; Level 2 = Communication with Students and Parents; and Level 3 = Communication with the community. Several action points resulted from the presentation.

Working together, the Communication and Pupil Services Directors immediately began increasing communication to families using several different vehicles including email, OneCall, USPS, and the posting of announcements on the school's LMS. Forming a new team, called the A Team (Announcement Team), and including representatives from various departments the Secondary Principal, Assistant to the CEO, Director of Pupil Services and the Director of Communications, worked together to standardize communications by redesigning the Moodle landing page and updating it with pertinent announcements daily. The new design and process provide a central location for the posting of all new announcements and storage of all previously posted announcements. Newly enrolling families are trained on where and how to access the announcements. Additionally, staff and faculty are encouraged to read the announcements since all announcements pertain to them as well. By keeping abreast of announcements, staff and faculty can now refer to the announcements for planning purposes, and are able to redirect parents and students when in need of details concerning events and announcements. The school received positive feedback from faculty, staff, students and parents about the new process, and experienced an increase in student and parent participation on requests posted that required action.

In addition to what was done to improve school wide communications via the school's LMS, this year AHCCS further enhanced its ability to ensure that as many calls as possible are answered by people so as to better service families and the public calling the school. One way this was done was by hiring a receptionist for the Westmoreland Center. To further improve communications with families, both enrolled and prospective families, AHCCS hired a bilingual receptionist at the Pittsburgh Center in April, 2012. The receptionist is able to translate (school wide) for Spanish-speaking families, answer their questions, address any concerns, and then redirect their calls when necessary. Finally, AHCCS also enhanced its after-hours automated attendant phone system to simplify access to the centers as well as the staff and faculty at the school.

AHCCS enhanced its website access for prospective families by integrating an automated “information request” system. All requests are routed to pupil services orientation specialists who call each parent expressing an interest in enrolling in AHCCS. If and when the family decides to enroll, the same orientation specialist walks them through the process up through and including the face-to-face orientation that occurs either on site in the Westmoreland and Pittsburgh Centers, in Exton, or by traveling to family locations.

Building Community Onsite and Virtually

In looking at survey and feedback results from families, AHCCS recognizes that an essential component necessary in helping families to be engaged and successful members of the school is to build virtual and onsite communities of AHCCS families in and around the Commonwealth. In order to build onsite communities in which families could engage, it was first necessary to increase enrollment in the school’s five regions (northwest, southwest, central, northeast, and southeast). The school has begun to build these communities by focusing on increased enrollment in several targeted-areas. As enrollment has increased AHCCS has now begun to survey parent / student interest on family-centered and student-centered activities in which they would like to participate. With the expansion into elementary, AHCCS anticipates a natural increase in parental involvement and student interest in elementary-oriented activities that will held in the various regions around Pennsylvania.

An area where an on-site community has already been developed, but which continues to grow, is the area where the Westmoreland Center is located. Heath West, Westmoreland Center Director, facilitated AHCCS’s participation in the annual New Florence Days. Mr. West and his team engaged students with games and a “bouncy house,” and sold items that had been donated to his Center. All proceeds from the sale were deposited into the Student Activity Fund to benefit students on site at the Center located in New Florence. Mr. West and his team also participated in the Memorial Day parade and related festivities. Both events were promoted via digital billboards, print ads, social media, and radio. Open houses, where families were invited in to learn more about resources available at the Westmoreland Center, were also held throughout the year.

Recognizing a need for a stronger presence and better access for families in the Pittsburgh region, AHCCS opened another center, The Pittsburgh Education Center, in Oakmont. The Center is conveniently located and easily accessible to families via Route 79 and 28, the PA Turnpike, the Port Authority Transit System, as well as other major highways. The Center is open extended hours and runs regularly scheduled virtual (online) sessions for parents and students after school hours. It provides a location for students to be on site to participate in various onsite activities, opportunities to work with other students, teachers and staff. The Center is open to parents needing additional support or training. Several open houses, where enrolled and prospective families were invited in to learn more about the resources available at the Center were held throughout the year.

In addition to the more traditional (onsite) ways to build community, AHCCS is committed to connecting families virtually across the Commonwealth as well. Utilizing the extended office hours in the Pittsburgh Education Center, regularly scheduled virtual (online) forums will be held where all parents are invited to stop in to visit and chat with other parents as well as staff/faculty. Parents will also have the opportunity to participate in a variety of more formal sessions where they will hear from teachers, listen to guest speakers, and learn strategies for helping their children succeed in the cyber school environment, etc. All sessions will be recorded and posted for later access by parents unable to attend the regularly scheduled events. A schedule of the scheduled activities is in the document repository, and is labeled “Family Forum Schedule.”

Building the School — Recruiting and Retention

Increase recruiting — During the 2011-2012 school year, AHCCS made it a priority to increase access to potential AHCCS students around the Commonwealth. This goal was accomplished by dividing the state into five regions (northwest, southwest, central, northeast, and southeast). AHCCS then enhanced its presence in these regions by increasing advertising, followed by traveling to each of these regions multiple times and speaking with families about whether AHCCS would be a good match for their educational needs. In addition to travel, AHCCS increased the number of virtual meetings that families interested in obtaining more information about the school could attend. Finally, AHCCS spoke with leaders in communities with failing schools to see where it might provide assistance to students and families living in those regions, and without other educational alternatives.

Increase retention — During the 2011-2012 school year, AHCCS implemented additional programs, designed to improve retention, for students and parents. Recognizing that many AHCCS students pursue careers after high school, the Microsoft IT Academy was launched in January, 2012. The Microsoft IT Academy courses, taught by a certified Microsoft IT Academy teacher, offer students the ability to take Microsoft courses such as Word, Excel, PowerPoint quarterly and obtain 0.25 credits. Students demonstrating proficiency may opt to take Microsoft certification exams with exam fees paid for by AHCCS. Understanding that parental involvement and digital literacy are both strongly-tied to student success, AHCCS also began to offer the same Microsoft courses to parents. The parent courses are self-directed, and while the parents may opt for the same exams, the school does not pay for their exams.

Another parent course, called Total Transformation, and offered for second semester is designed to provide strategies for parents struggling with their children. A comment from one of the parents who completed the course — “Total Transformation has helped, both in my relationship with my son and his school work. Through using these techniques, I have learned to look at my parenting skills and how to teach my son to handle things he does not want to do in order to be a more productive person in life. I will continue to refer to the program as we face new challenges that come up. Thank you so much for the opportunity to take this class.” Finally, office hours were extended on Wednesday evenings at the Pittsburgh Education Center to increase after-hour, state-wide, student/family access to staff, faculty, and resources.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

Achievement House Cyber Charter School was organized during the 2011-2012 school year. EITC funds were solicited from multiple businesses. The foundation was able to secure \$5,000 dollars from Charter Choices.

Fiscal Solvency Policies

The school board adopts an annual budget in June prior to the upcoming fiscal year. All purchasing and expense allocation throughout the fiscal year must align with the budget. The administration and board monitors fiscal activity, as related to the annual budget, on a monthly basis. Monthly reviews also include accounts receivable and accounts payable.

Accounting System

Achievement House maintains its books on a fund accounting basis in accordance with GAAP. It maintains a chart of accounts based on the Pennsylvania State Chart of Accounts for PA Public Schools, and all PDE reports are filed in this format. The accounting firm that works with the

school is revising the school's chart of accounts to further align the account codes with the state chart of accounts. Quick Books Accounting Software is used to classify, capture and report income and expenditures.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- 2011-2012 Preliminary Statement of Revenues and Expenditures 6.30.2012

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

The school engaged Siegal and Drossner to perform the audit for the 2010-2011 school year. A copy of the report is attached.

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

- Independent Auditor's Report June 30.2011

Citations and follow-up actions for any State Audit Report

None.

SECTION VII. FACILITY RESPONSIBILITIES

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

The capital expenditures for the year were computer equipment leases and computer hardware purchases in the amount of \$522,000.

Future Facility Plans and Other Capital Needs

The school has identified the need for further computer purchases for the upcoming year. These computers will be used to replace expiring hardware and to supply new students with computers. The school anticipates needing between 300-500 new computers during the upcoming year.

The school plans to expand it's administrative office space during the 2012-2013 year to accommodate an increased student enrollment. The school may also operate new student learning centers throughout the Commonwealth.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

The school intends to submit the Request for Reimbursement and Report of School Health Services by the deadline established by the Department of Health.

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

- AHCCS Wellness Policy
- Safe Schools Plan Westmoreland Center 2011-2012
- Health and Safety Compliance Statement
- Safe Schools Plan Exton Office 2012-2013
- Safe Schools Plan Pittsburgh 2011-2012

Current School Insurance Coverage Policies and Programs

The school currently holds the following policies:

Property, General Liability, and Auto — The Hartford:

- 1,000,000 — each occurrence
- 1,000,000 — personal/advertising injury limit
- 2,000,000 — general aggregate
- 2,000,000 — products-complete operations
- 300,000 - fire\ damage to rented premises
- 10,000 - medical payments
- 1,000,000 — Hired & Non-Owned Auto

Commercial Inland Marine — The Hartford:

600,000 Computer and electronic equipment

Workers Compensation — The Hartford:

Bodily Injury — accident — 500,000 each, disease — 500,000 policy limit

Umbrella — The Hartford:

Policy Limit — 1,000,000

Errors and Omissions — Diamond State:

Policy Limit — 1,000,000

Sexual Molestation — Lexington:

1,000,000 each victim limit

Dishonesty Bond — CNA Surety:

25,000 policy limit

EMPLOYEE BENEFITS:

Independence Blue Cross —
Delta Dental — Gettysburg Health Administrators
Prudential — Life and LT\ST Disability

Current School Insurance Coverage Policies and Programs - Attachment

- 2011-2012 Acord COI

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

During the 2011-2012 school year, Achievement House Cyber Charter School employed 39 teachers. Of the 39 staff members, 38 have either Level I or Level II PA certifications status.

Achievement House Cyber Charter School has 97% certified staff which is 22% higher than the 75% cap for charter schools.

We are privileged to have the majority of staff returning to teach at Achievement House Charter School for the 2012-2013 school year.

The high percentage of staff returning each year can be partially explained as follows:

1. Favorable working conditions
2. Salary and fringe benefits package
3. Staff working as a professional learning community
4. Staff collaboration and other best practices professional development opportunities
5. Faculty input into the decision-making process via a personal response and internal committees
6. Trust, respect, and ethos of caring.

Quality of Teaching and Other Staff - Attachment

- PDE 414 Letter

Student Enrollment

Student Enrollment

Describe the charter school's student enrollment procedures and policies, including the admissions policy. Describe how all policies and procedures comply with state law. Describe if a lottery was used, how students were placed on a waiting list and how those students were enrolled from the list.

Any student residing in the state of Pennsylvania, and having completed sufficient grades and credit to enter 7th through 12th grade, is eligible for admission to Achievement House Cyber Charter School. All applicants who completed the enrollment process were entered in the school. Enrollment remained open throughout this school year until April 15th, 2012.

Achievement House Cyber Charter School is committed to treating all individuals, without regard to unlawful considerations of race, color, gender, national origin, religion, age, marital status, sexual orientation or disability as those terms are defined by law or any other legally protected basis in all aspects including, but not limited to its activities, program or employment practices, as required by State and Federal Law.

Achievement House Cyber Charter School will provide each enrolled student with a disability, as established in an IEP, without cost to the student or family, those related accommodations which are needed to participate in and obtain the benefits of the school program and extracurricular activities without discrimination and to the maximum extent of the student's ability.

The Board of Trustees of the Achievement House Cyber Charter School recognizes that all resident children in Pennsylvania qualify for admission to Achievement House Cyber Charter School as follows:

- As a charter school, Achievement House Cyber Charter School shall not discriminate in its admission policies or practices on the basis of intellectual ability, athletic ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English language, race, religion, ethnicity, national origin, gender, or any other basis that would be illegal if used by a school district.
- As a charter school, Achievement House Cyber Charter School may limit admission to a particular grade level or a targeted population group composed of at-risk students.
- If more students apply to Achievement House Cyber Charter School than the number of attendance slots available in the school, then students must be selected on a random basis from a pool of qualified applicants meeting the established eligibility criteria and Submitting an application by the deadline established by the charter school.

The Board of Trustees authorizes the Achievement House Cyber Charter School as follows:

- Achievement House Cyber Charter School will utilize an open enrollment plan to encourage all parents to consider enrolling their children. Any child who is qualified under the laws of Pennsylvania for admission to a public school is qualified for admission to Achievement House Cyber Charter School.
- Applications for student slots must be submitted by a deadline that will be established and made known by Achievement House Cyber Charter School.
- If more students submit applications than can be accommodated by the school's capacity, class, grade, or building, a lottery will be held to enroll students on a specified date that will be made known to all applicants and their families.
- All students whose enrollment forms were filed by the enrollment deadline will be separated by grade and entered into a lottery. A drawing of names will then be held by grade until all open slots in each grade level are filled, with preference given first to students who reside in the

chartering school districts.

- A waiting list will be maintained in order drawn by lot, if needed, for the admission of students at a grade level should space become available during the school year. Students whose application is received after the deadline will be placed on the waiting list in the order that their applications are received. Preference will be given first to students who reside in the chartering school districts.
- Students are allowed to withdraw from the charter school at any time, upon written notice by the child's parent or guardian and upon evidence of arrangements at another admitting school. The district of residence will be notified by the school when a student withdraws.
- No tests will be administered to students in order to determine eligibility for admission.
- Students who have been expelled from another school because their behavior reflected concerns for their personal safety or for the safety of others will be reviewed individually and enrollment decisions will be made in full compliance with Pennsylvania law and with the Pennsylvania Department of Education regulations.

To the extent that anything in this policy could be construed to conflict with applicable state and federal laws, the state and federal laws apply.

Required documentation for enrollment at the school is the Achievement House Cyber Charter School Enrollment Notification Form, Proof of Residence and a copy of the Student Birth Certificate. The school also requires additional enrollment information from the parent or guardian which is then submitted to the Pupil Services office. Once enrolled, Pupil Services notify the school district of residence of the enrollment.

If called into question concerning the student's school district of residence the school implements Section 1748-A, Enrollment and Notification. Student enrollment and withdrawal information is entered into the school's secure database and is updated daily of all reconciliation data including entry date, school district of residence documentation, PA Secure IDs, PIMS, Special Education/Gifted Status, and withdrawal codes.

When a student withdraws, the school provides the receiving school the student's academic and health records and asks that the parent/guardian complete the Notice of Withdrawal. The Notice of Withdrawal is an evaluative tool, in addition to a clear communication regarding withdrawal. The Notice surveys why a student is leaving AHCCS, their next educational choice, or if they are planning to get a GED.

Enrollment Procedures

Procedures for enrolling at Achievement House Cyber Charter School are as follows:

Parent/Guardian completes the enrollment forms using the provided checklist as a guideline. Completed forms may be mailed, emailed, faxed, or brought along to the Orientation appointment to Achievement House Cyber Charter School along with the following required items:

1. Two proofs of residence
2. Copy of student's birth certificate
3. Student's immunization records
4. Most recent copy of transcripts or report card

Upon receipt of completed forms and required documents, an onsite orientation is scheduled at one of the school's offices. This meeting will include the Educational Facilitator (parent/legal guardian supervising the educational process of student), the student, and the Orientation Coordinator.

The orientation includes: student and parent/legal guardian overview of the school, policies and procedures, attendance and truancy and hands on technology training. Students complete the intake assessments, Achieve3000 for the 2011-2012 school year, and leave the orientation with computer, textbooks, and peripherals in hand. Any and all additional paperwork is completed at this time. Parent may also have to opportunity to meet with the student's mentor, guidance counselor, principal or other faculty or staff, as applicable.

Listed below is additional detailed information to assist parents/guardians to finalize the enrollment process:

Step 1: Completing forms.

Enclosed is a package that contains essential forms for enrolling your student at Achievement House Cyber Charter School. The accompanying checklist indicates which forms are required immediately. Please track your submission of required documents on the enclosed checklist.

Step 2: Submitting enrollment forms to Achievement House Cyber Charter School

Upon completion of the forms in the enrollment packet, please mail or fax the packet, along with the required additional documentation (proof of residence, student's birth certificate, student's immunization record) to Achievement House Cyber Charter School. We cannot complete your enrollment request without these items. Should you wish to submit a copy of the student's transcript with your enrollment packet, or at the informational enrollment meeting, it will serve to expedite the placement process for your student once they are enrolled. Once the completed forms are received at Achievement House Cyber Charter School, you will be contacted to schedule an orientation.

Step 3: Making the orientation appointment

The family will be contacted by an Achievement House representative to schedule the orientation appointment. We strongly encourage the families to come to one of our facilities, located in both the western and eastern sides of the state. If this is not possible, the orientation coordinator schedules an off-site orientation close to the student home or conducts an orientation over the phone.

Step 4: Student Orientation

The purpose of the orientation is to both assess the technical proficiency of a student and to acclimate him or her to the school's unique learning environment. Achieve3000 assessment is proctored at the orientation by the Orientation Coordinator or designee. The student is familiarized with the technology provided by the school. The student is introduced to the school's learning platform and the basic template that the school uses to organize course information. The goal of this process is to build both confidence in the technology, learn how to log on to live class, complete assignments and to train the student on where to seek out information when needing help.

At this time the parents and student also receive the Parent/ Student handbook and reference materials to help assist and guide them through the software and hardware.

If Kindergarten or First Grade is offered, provide the description of the admission policy with age requirements.

Currently, Achievement House Cyber Charter School serves students in the seventh to twelfth grades.

Provide an enrollment history for the past year, by grade level, including the number of students initially enrolled, number dropped and number added. For students who transferred out, indicate the school(s) to which they transferred, if known.

Enrolled at Beginning of 2011-2012: 489

7th: 17

8th: 45

9th : 120

10th: 106

11th: 97

12th: 104

Enrolled during 2011-2012: 766

Net Enrollment at the End of the School Year 2011-2012: 840 (including graduates)

Withdrawn during 2011-2012: 368

Number of students transferred out

- back to public school - 213
- truant - 75
- left PA public schools but did not drop out - 14
- drop out/GED - 47
- transfer unknown - 19

Students that graduated June 2011: 114

Provide the number of students who completed the 2011-2012 year who are currently enrolled to return in September.

The number of students enrolled last year that will be returning in September is approximately 688.

Provide numbers of students who were required to leave the school (expulsions, other) and the numbers who left voluntarily.

Students required to leave (for truancy) during 2011-2012: 75

Students that voluntarily withdrew during 2011-2012: 368

Students that graduated during 2011-2012: 114

Discuss any trends in enrollment including student turnover and retention data. Drawing upon exit interviews and other sources, explain why students choose to, or not to, return to the school. If the school is under-or over-enrolled based on the charter, provide an explanation.

Enrollment trends point to an increasing number of students coming to us for the following reasons:

- Poor quality public school
- Liked the curriculum and friendlier, smaller environment
- Flexibility including the ability to work, care for a family member, health issues, or for the ability to complete schoolwork when it works for the student's schedule
- Discipline problems at former school
- Too much distraction at former school
- Recommended by school guidance office
- Friend attends
- Doesn't do well in public school environment
- Bullying issues

- Health and/or anxiety issues

Enrollment data shows a marked increase in student enrollment from 2009-2010 school year to 2010-2011 school year of 155%. The school shows an average of 55% in year-to-year growth over the last 3 years. In 2009-2010, the school expanded grades offerings to include seventh and eighth grades. The Pupil Services/Marketing Department project continued increased enrollment and retention based on the current trends as implementation of school-wide retention and intervention programs continue to be improved and refined. Percentage of growth from the beginning of each school year to the end of the school year are as follows:

2009-2010: 84%

2010-2011: 9%

2011-2012: 72%

To address retention issues identified earlier over the life of the school's charter, the Pupil Services and Marketing Team was given intensive training and key positions replaced with new hires. With this intervention, the team has established multiple school-wide support systems for students and their families, including increasing onsite education centers, increased collaboration and coordination with mentors, guidance and teachers, hiring Communications Director and Orientation Specialists, included parent training and child-rearing programs, Back-to-School nights, Open Houses, field trips and school activities, tutoring, Parent/Teacher Conferences, and regular technology trainings. These efforts have produced a 70% retention rate for the 2011-2012 school year.

In response to the number of students who arrive at the school in crisis, the school implemented an early intervention Student Support Plan program that refines the school's Truancy Elimination Plan and provides additional supports through consistent and coordinated efforts of weekly Student Support meetings. Teachers and mentors continue to reach out to both the individual struggling student as well as the parents through phone, email, live chats, and Elluminate sessions. Curriculum enhancements in student technology and business programs such as the IT Academy and Total Transformation program, extra-curricular events, and individualized student flexibility are initiatives introduced in the second semester and ongoing studies conducted for continued future implementation.

The latest data indicating why families are not returning to Achievement House Cyber Charter School include:

- Expectations of the students were not high enough
- Parents were not communicated to when student began falling behind
- Parents (mother versus father) could not agree on whether cyber education was the best method for their child
- Student needed a more structured and challenging course load

- Student wanted to finish senior year with friends
- Student wanted regular school environment
- The school website was too difficult to understand
- Student was leaving to join FFA and for more socialization
- Too many faculty changes
- Student failed to comply with Achievement House Cyber Charter School and state mandated attendance policies.

Over the life of our charter, the school consistently provides families with an open door policy. While other cyber schools may state that they have continuous enrollment, many close their enrollment doors periodically throughout the school year, giving families in need of an alternative to their current setting, few public school options in which to turn. As a result of this policy, students who enroll during the school year often arrive due to crisis situations or with failing grades in their current school. Parents enrolling students who are in crisis situations view the school as an alternative, short-term intervention until the student is able to recover from the crisis. The school welcomes students even though parents many express the intent that the student will likely return to their previous school or a different setting once the crisis has passed.

Pupil Services is guided by the following beliefs:

- Pupils are viewed holistically; that is, they are human beings with complex needs and interests which extend beyond the educational system. Cultural, physical, social, and emotional factors are all important.
- Each student has unique characteristics
- Child development is an orderly developmental process.
- Pupils are in a constant state of change which requires adaptability and flexibility on the part of all educators
- Schools do not function in isolation but are part of an increasingly complex social structure which demands more of the learner than just mastery of cognitive skills
- Effective education results in a person who can adapt to, as well as contribute, to the changing environment
- Learning is a lifelong process
- Effective education develops:
 - o Self-understanding and a feeling of self-worth
 - o An understanding of others and an appreciation of the worth of all people
 - o The knowledge, skills, and attitudes necessary for successful personal and family living
 - o The knowledge and practices necessary to maintain physical and emotional well-being
 - o The knowledge, skills, and attitudes necessary to become a self-supporting member of society

As a result, we are fully implementing a pupil services team approach to encourage the resolution of student issues.

The team focuses upon the student as a learner. Analysis of data, action planning, and monitoring student progress are essential elements of the team's operation. The team makes recommendations and decisions regarding the student's eligibility for support services and/or other appropriate interventions within the school and community.

Essential to the functioning of the team is the appointment of a mentor for each student served. The pupil services mentor team will provide the following:

- Medical, social, developmental, and educational history
- Cognitive, affective, and behavioral assessment and evaluation
- Interpretation of information contained in students' school records
- Development of intervention plans

- Monitoring of student progress
- Liaison for community referrals
- Facilitation of student and parent groups
- Structured follow-up for each student

Student Enrollment - Attachment

- Updated Enrollment Policy 2010

Transportation

Achievement House Cyber Charter School is a cyber charter school. Students attend school from their homes via the internet. We do not provide any transportation.

Food Service Program

Achievement House Cyber Charter School is a cyber charter school. Students attend school from their homes via the internet. Since the students are not in a school building we do not offer any food services program.

Student Conduct

a. Describe your expectations for student behavior and discipline. Explain how your discipline policy complies with Chapters 12 of the Public School Code, particularly with respect to due process.

Achievement House Cyber Charter School's current Board and administrative policies and procedures related to discipline are in compliance with Chapter 12 of the Public School Code, particularly with respect to due process.

The conceptual framework for the Achievement House Cyber Charter School Chapter 12 Plan is based on Chapter 12 regulations of the PA State Board of Education, Section 17.41. It also reflects key suggestions advocated by the PA Association of Pupil Service Administrators. The concept framework is described below:

I. Developmental Services

Developmental services include counseling, psychological services, health services, home and school visitor services, and social work services that support students in addressing their academic, behavioral, health, personal, and social development issues.

II. Diagnostic Intervention and Referral Services

Pupil services staff use diagnostic services to identify barriers that limit a student's success in school. Intervention services actively engage pupil services staff in activities planned to eliminate specific barriers to student success. Pupil services staff may arrange for referrals to other school-based or school-linked professionals or may refer parents and guardians to appropriate community-based services for assistance. The school also provides a Student Success Team and Student Assistance Program to further assist students in experiencing school success based on their individual needs.

III. Consultation and Coordination Services

Consultation services are used by pupil services staff, in partnership with parents or guardians, to obtain assistance to address barriers and issues that are outside the scope of the student services professional. Consultation and coordination services may be used to assist in the diagnosis, intervention, or referral of students who face barriers to success. Coordination services connect school resources with other available resources to assist students in meeting their educational objectives.

IV. Other Services

Pupil Services personnel fulfill a variety of other functions in the school which contributes to the overall effectiveness of the school.

As per PDE direction, Achievement House's Chapter 12 Student Services Plan has been submitted and approved by the Department of Education.

In conjunction with the Chapter 12 requirements, Achievement House Cyber Charter School's expectation for student behavior is that students should behave in a safe, orderly manner that will encourage the maximum educational development of each student. Behavior that interferes with the delivery of educational services or jeopardizes the health, safety, and well-being of any member of the school community, or the integrity and stability of the school itself, will not be tolerated.

The Achievement House Cyber Charter School Student Code of Conduct has been aligned and is in compliance with the Public School Code and due process requirements, as they apply to student discipline, as the guideline. It has also been reviewed by the school solicitor. All behavioral requirements and disciplinary actions were developed with an understanding of the students' right to a free, appropriate, public education.

b. Provide the number of suspensions and expulsion by student. (Example: 12 students were involved in 21 suspension incidents and 1 student was expelled).

During the 2010-2011 school year, there were no students involved in suspension incident. There were no students expelled.

Student Conduct - Attachment

- Student Code of Conduct 2010

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2012

The Achievement House CS within Montgomery County IU 23 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
2011 - 2012 Annual Report for Pennsylvania Charter Schools

Date

**Verify that all DATA reports to PDE are
complete YES _____ NO _____**

Assurance for Compliance with the Public Official & Employee Ethics Act

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

The Achievement House 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: Timothy Daniels **Title:** CEO
Phone: (484) 615-6200 **Fax:** (610) 644-7019
E-mail: tdaniels@achievementcharter.com

Signature of the Chief Executive Officer and Date

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

Name: Nick Vastardis **Title:** President of the Board of Trustees
Phone: none **Fax:** none
E-mail: none

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Catherine Lepley **Title:** Director of Special Education
Phone: (484) 615-6200 **Fax:** (610) 644-7019
E-mail: clepley@achievementcharter.com

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- Charter Annual Report Signature Page