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# Pennsylvania Department of Education

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

## **Charter Annual Report**

**Tuesday, May 07, 2013**

**(Last Accepted: Tuesday, May 29, 2012)**

**Entity:** Lehigh Valley Academy Regional CS

**Address:** 1560 Valley Center Parkway  
Suite 200

Bethlehem, PA 18017-2276

**Phone:** (610) 866-9660

**Contact Name:** Susan Mauser

# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Summary Data Part I

### Charter School Annual Report Summary Data 2011 - 2012

**Name of School:** Lehigh Valley Academy Regional CS

**Date of Local Chartering School Board/PDE Approval:** January 1, 2012

**Length of Charter:** 5 years    **Opening Date:** September 3, 2002

**Grade Level:** KG - 12    **Hours of Operation:** 8:00AM - 3:30PM

**Percentage of Certified Staff:** 94%    **Total Instructional Staff:** 78

**Student/Teacher Ratio:** 16/1    **Student Waiting List:** 456

**Attendance Rate/Percentage:** 94%

## Summary Data Part II

**Enrollment:** 1023 **Per Pupil Subsidy:** BASD \$8,538.84 SVSD \$ 11,560.92

### Student Profile

<b>American Indian/Alaskan Native:</b>	0
<b>Asian/Pacific Islander:</b>	59
<b>Black (Non-Hispanic):</b>	126
<b>Hispanic:</b>	271
<b>White (Non-Hispanic):</b>	457
<b>Multicultural:</b>	110

**Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:**  
29.2%

**Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:** 83

### Instructional Days and Hours

<b>Number of:</b>	<b>K (AM)</b>	<b>K (PM)</b>	<b>K (F.Time)</b>	<b>Elem.</b>	<b>Middle.</b>	<b>Sec.</b>	<b>Total</b>
Instructional Days	0	0	186	189	189	189	189
Instructional Hours	0	0	1149.17	1215.17	1262.42	1262.42	1262.42

## SECTION I. EXECUTIVE SUMMARY

### Educational Community

Lehigh Valley Academy Regional Charter School (LVA) is a Kindergarten through 12th grade public charter school located at 1560 Valley Center Parkway, Suite 200, Bethlehem, PA 18017. For the 2011/2012 school year 1020 students from 16 different school districts attended LVA. The student body is socio-economically, racially and religiously diverse with about 29.2% of the children qualifying for the free or reduced lunch program.

The students who attend LVA work at a variety of academic levels. There is no entrance exam. A lottery determines which students are enrolled in the school. A waiting list of about 450 students ensures that available spots are quickly filled. Class size is limited to 25 students per class at each of the grade levels. About 9.5% of the students qualify for special needs services.

The school is located in a corporate center in four spaces within three buildings adjacent to each other. The primary school (K-1) and the middle school (6-8) are located in one building; the elementary school (2-5) is separated by a parking lot. The high school (9-12) is on the other side of the elementary school. It is also separated by a parking lot. There are three gym spaces, located in the primary and elementary schools and two libraries, located in the middle and elementary schools. They are shared by all students. All specialist teachers except for the Spanish teachers and the drama teacher have their own classrooms.

The school day starts at 8:00 am and ends at 3:30 pm. LVA's students attend school for 189 days a year, while faculty work for 200 days. The Kindergarten program is a full-day program.

LVA is proud to be considered an IB World School and to offer an authorized Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programme (DP).

The academic curriculum includes teaching foreign language starting in Kindergarten. We are very excited about our new Mandarin Chinese program that we piloted in Kindergarten for the 2010/11 school year. This year, students in first grade are learning Mandarin Chinese, as well. Our students in grades 2 through 5 take Spanish for 45 minutes 3 times each week. In grades 6 through 9, students take Spanish for 90 minutes every other day. In grades 10 through 12 students choose between French and Spanish, each offered for 90 minutes every other day.

At the Kindergarten through 5th grade level, the specialist classes (art, music and drama) take place once a week for 45 minutes with physical education being offered twice a week. At the middle and high schools (6-10), the students participate in art, music, physical education/health and design technology every other day for a 90 minute block for half of the year.

Parent involvement plays a very important part in the school. Each parent is required to participate in the education of his or her child or children. This participation can involve different things from actively volunteering at the school, being a part of a committee to attending meetings, concerts and conferences. LVA's committees currently include a finance committee, a strategic planning committee, a CERT committee and a wellness committee, as well as other ad hoc committees.

## **Mission**

The mission of Lehigh Valley Academy Regional Charter School, a fully authorized, dynamic K-12 IB World School, is to educate all students through best learning practices and innovative teaching strategies to be responsible contributors in the community and successful in a 21<sup>st</sup> century global environment.

## **Vision**

The vision of the Lehigh Valley Academy Regional Charter School is to inspire life-long learners capable of pursuing their goals and contributing to their community by providing an environment where all school members treat each other with respect and celebrate student achievement. Lehigh Valley Academy Regional Charter School is committed to developing thinkers who are critical, creative and open-minded, ready to embrace the challenges of a world-wide, diverse society.

## **Shared Values**

We believe that ...

- Lehigh Valley Academy Regional Charter School faculty and staff members deliver the International Baccalaureate Programmes that benefit all students by providing an approach that supports and results in student growth, development and achievement.
- All students can learn in a safe, caring, nurturing and student-centered environment.
- All teachers provide collaborative, constructivist, life-long learning experiences embedded in all areas of the curriculum.

- Education takes place in every aspect of a child's day and it is the responsibility of all members of the Lehigh Valley Academy Regional Charter School community to support student learning.
- All parents and guardians, as a child's first teacher, have a major influence on a child's success at Lehigh Valley Academy Regional Charter School.
- Lehigh Valley Academy Regional Charter School faculty and staff members prepare students for post-secondary education to be successful in a 21st century, global environment.
- All members of the Lehigh Valley Academy Regional Charter School community create a positive environment where diversity is accepted, respected and appreciated.

## **Academic Standards**

Lehigh Valley Academy (LVA) follows the Pennsylvania State Standards and the International Baccalaureate (IB) curriculum. LVA's curriculum has been developed to provide students with the instruction needed to acquire the skills necessary to attain proficiency in these academic standards. As teachers develop their unit plans, lesson plans and instructional materials, they ensure that the PA State Standards are being addressed. The IB curriculum is the framework in which the standards are addressed.

Students in grades 3 through 8 and grade 11, participate in PSSA testing annually. Students who struggle in an area of instruction, receive additional support that can include small group instruction from a reading specialist or math specialist, tutoring in the area of need or after-school remediation. Internal assessments are incorporated at each grade level to ensure that students meet or exceed the PA State Standards.

Should a student qualify for special needs services, these will be provided through the least restrictive environment which can range from itinerant support to pull-out instruction in a resource room.

## **Strengths and Challenges**

Lehigh Valley Academy was very pleased to have achieved AYP for the 10th year. The teachers and students worked diligently in the areas of mathematics, writing, science and reading. Our reading and math specialists worked with the classroom teachers and their students to provide as much support as necessary. A key component has been aligning our curriculum with the standards and familiarizing the students with the format of the testing and the expectations particularly in the essay parts of the assessment. Our RTII program now spans the elementary school and the middle school.

Our biggest challenge is making sure that there is enough scaffolding built into our program to support the students who struggle academically, particularly those at the high school level. Our International Baccalaureate (IB) program is very academically rigorous so all students entering 11th grade have to have the foundation in math to handle calculus. Building in school based assessments along the way will allow us to better monitor the students. For the 2011/12 school year we also added an after-school remediation program at the middle school and the high school.

The sub group that struggles the most is our special education population. We do not have any students who qualify for the PASA testing at this time.

The greatest area of strength for students in K-5 is math. We have seen wonderful growth in that area on the assessments. In the middle and the high school the strength is more in the area of reading and writing.

As we move towards the implementation of the Common Core standards and the Keystone Exams, Lehigh Valley Academy will have to make sure that the curriculum is aligned and that the students are prepared to meet these new standards.

We are currently in the process of Middle States Accreditation and are using this as a vehicle to review our program and strategically plan for the future. This process will also help us to align the curriculum in grades Kindergarten through twelfth grade.

## **SECTION II. STRATEGIC IMPROVEMENT PLANNING**

### **Strategic Planning Process**

Our Strategic Planning Process is aligned to our Middle States Accreditation Process at this time.

We are focusing on three main academic goals, as well as the growth of our program and the facility needs that this growth will require. The goals were developed by the Leadership Team and approved by all stakeholders through an online survey. The Leadership Team meets monthly in the Secondary school library and is made up of representatives from the administration, the teachers, the parents, the students, the Board of Trustees and community members. Minutes of the meetings are published on Edline, our intranet and updates are presented at the monthly Board meetings.

Our strategic plan will be completed by Fall 2013. It will then be reviewed and revised over the next five years.

The Chief Academic officer (CAO) is leading the strategic planning process at this time.

The Board is forming a Strategic planning committee that will meet monthly. This committee will include members of the Board, Administration, faculty, staff and community members.

### **Strategic Planning Committee**

<b>Name</b>	<b>Affiliation</b>	<b>Membership Category</b>	<b>Appointed By</b>
Cavalli, Aldo	employee	Administrator	BOT
Chhugani, S.	parent	Parent	BOT
Deichman, Karen	Employee	Administrator	CEO
Jones, Beverly	parent	Parent	BOT
Kim, Lauren	employee	Secondary School Teacher	CEO
Kimberly Koons	employee	Other	CEO
Lawson, Diane	Board of Trustees	Board Member	Board of Trustees
Leder, Robert	parent	Parent	BOT
Mausser, Susan	employee	Administrator	CEO
McCollum, Cristal	employee	Administrator	CEO
Micci, Stephanie	employee	Elementary School Teacher	CEO

Nonnemacher, Jennifer employee	Middle School Teacher	CEO
Walter, Terry employee	Administrator	CEO

## Goals, Strategies and Activities

### Goal: IB Goal

**Description:** Using the International Baccalaureate (IB) Protocols, the students will improve their higher order thinking skills towards and increased success rate in earning the full IB diploma.

### Strategy: Data Teams

**Description:** Develop data teams to review and analyze data.

### Activity: Data disaggregation training

**Description:** Train teachers to disaggregate data.

Person Responsible	Timeline for Implementation	Resources
CAO	Start: 8/16/2012 Finish: 8/16/2012	-

### Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	2	50

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Lehigh Valley Academy	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Educators will learn to disaggregate data to be able to inform instruction.	This activity is aligned to SAS.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> </ul>
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*For school and district administrators,  
and other educators seeking leadership  
roles:*

- Provides leaders with the ability to access and use appropriate data to inform decision-making.

### **Educator Groups Which Will Participate in this Activity**

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<b>Role</b>	<b>Grade Level</b>
<ul style="list-style-type: none"><li>• Classroom teachers</li><li>• Principals / asst. principals</li></ul>	<ul style="list-style-type: none"><li>• Early childhood (preK-grade 3)</li><li>• Middle (grades 6-8)</li><li>• Elementary (grades 2-5)</li><li>• High school (grades 9-12)</li></ul>

### **Follow-up Activities**

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- Analysis of student work, with administrator and/or peers

### **Evaluation Methods**

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- Review of written reports summarizing instructional activity

**Status:** Not Started — Overdue

### **Activity: Data Teams**

**Description:** Establish data teams that meet regularly

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

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Building Principal	Start: 8/16/2012	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

## **Goal: Language Arts Goal**

**Description:** All students will demonstrate improved reading, writing and language knowledge and skills towards a proficient or advanced level of performance.

## **Strategy: Curriculum Alignment**

**Description:** Align the curriculum KG through 12th grade vertically and to PA state standards.

### **Activity: Alignment to state standards**

**Description:** Review K-12 curriculum and compare to updated state standards. Make changes to curriculum as appropriate.

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

CAO	Start: 7/2/2012 Finish: Ongoing	\$9,000.00
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**Status:** Not Started — Overdue

### **Activity: Review and revision of vertical curriculum alignment**

**Description:** Subject specific K-12 teams will review the vertical alignment of the curriculum.

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

None Selected	Start: 7/2/2012 Finish: Ongoing	\$15,000.00
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**Status:** Not Started — Overdue

## **Strategy: Data Teams**

**Description:** Develop data teams to review and analyze data.

### **Activity: Data disaggregation training**

**Description:** Train teachers to disaggregate data.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
CAO	Start: 8/16/2012 Finish: 8/16/2012	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	2	50
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Lehigh Valley Academy	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will learn to disaggregate data to be able to inform instruction.	This activity is aligned to SAS.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> </ul>

#### Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> </ul>	<ul style="list-style-type: none"> <li>Early childhood (preK-grade 3)</li> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</li> <li>High school (grades 9-12)</li> </ul>

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> <li>Analysis of student work, with administrator and/or peers</li> </ul>	<ul style="list-style-type: none"> <li>Review of written reports summarizing instructional activity</li> </ul>

**Status:** Not Started — Overdue

### **Activity: Data Teams**

**Description:** Establish data teams that meet regularly

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

Building Principal	Start: 8/16/2012	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

### **Goal: Math Goal**

**Description:** All students will demonstrate improved mathematics knowledge and skills towards a proficient or advanced level of performance.

### **Strategy: Alignment of Assessments**

**Description:** Ensure that all assessments are aligned to standards.

### **Activity: Alignment to state standards**

**Description:** Review K-12 curriculum and compare to updated state standards. Make changes to curriculum as appropriate.

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

CAO	Start: 7/2/2012	\$9,000.00
	Finish: Ongoing	

**Status:** Not Started — Overdue

### **Strategy: Curriculum Alignment**

**Description:** Align the curriculum KG through 12th grade vertically and to PA state standards.

### **Activity: Alignment to state standards**

**Description:** Review K-12 curriculum and compare to updated state standards. Make changes to curriculum as appropriate.

**Person Responsible Timeline for Implementation Resources**

CAO	Start: 7/2/2012 Finish: Ongoing	\$9,000.00
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**Status:** Not Started — Overdue**Activity: Review and revision of vertical curriculum alignment****Description:** Subject specific K-12 teams will review the vertical alignment of the curriculum.**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 7/2/2012 Finish: Ongoing	\$15,000.00
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**Status:** Not Started — Overdue**Strategy: Data Teams****Description:** Develop data teams to review and analyze data.**Activity: Data disaggregation training****Description:** Train teachers to disaggregate data.

Person Responsible	Timeline for Implementation	Resources
CAO	Start: 8/16/2012 Finish: 8/16/2012	-

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	2	50
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Lehigh Valley Academy	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will learn to	This activity is aligned to	<i>For classroom teachers, school</i>

disaggregate data to be able to inform instruction. SAS.

*counselors and education specialists:*

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

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

- Provides leaders with the ability to access and use appropriate data to inform decision-making.

### **Educator Groups Which Will Participate in this Activity**

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<b>Role</b>	<b>Grade Level</b>
<ul style="list-style-type: none"><li>• Classroom teachers</li><li>• Principals / asst. principals</li></ul>	<ul style="list-style-type: none"><li>• Early childhood (preK-grade 3)</li><li>• Middle (grades 6-8)</li><li>• Elementary (grades 2-5)</li><li>• High school (grades 9-12)</li></ul>

<b>Follow-up Activities</b>	<b>Evaluation Methods</b>
<ul style="list-style-type: none"><li>• Analysis of student work, with administrator and/or peers</li></ul>	<ul style="list-style-type: none"><li>• Review of written reports summarizing instructional activity</li></ul>

**Status:** Not Started — Overdue

### **Activity: Data Teams**

**Description:** Establish data teams that meet regularly

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

---

Building Principal      Start: 8/16/2012      -  
   Finish: Ongoing

**Status:** Not Started — Overdue

## **Statement of Quality Assurance**

Charter school has met AYP.

There are currently no supporting documents selected for this section.

## **SECTION III. QUALITY OF SCHOOL DESIGN**

### **Rigorous Instructional Program**

The Lehigh Valley Academy (LVA) embraces the International Baccalaureate (IB) philosophy and curriculum. The Primary Years Programme (PYP), which is designed for students in the elementary school grades, focuses on the total growth of each developing child, touching hearts as well as minds and encompassing social, physical, emotional and cultural needs in addition to academic development. The PYP draws on research and best practice from a range of national systems with a wealth of knowledge and experience from international schools to create a relevant, engaging, challenging and significant educational framework for all children. Throughout the past ten years, LVA educators teaching Kindergarten through Grade 5 have worked diligently to learn as much as possible about the PYP curriculum. This has been accomplished through a variety of resources which include, attending PYP Level 1, Level 2, or Level 3 Teacher Training Workshops; meeting weekly with the PYP Coordinator; and observing one another's classrooms. In 2006, the International Baccalaureate Organization (IBO) visited LVA in search of evidence of LVA's knowledge, commitment and financial resources to support the IB philosophy and curriculum and determined that LVA provided sufficient evidence to earn authorization in the area of PYP. In September 2009, the International Baccalaureate Organization (IBO) returned to LVA for an evaluation visit; they determined that LVA's educators continue to strengthen the Primary Years Programme. An Evaluation Report is available upon request.

At the Middle School and High School, the educators who taught the students in grades 6 — 10 attended training in the IB's Middle Years Programme (MYP). The MYP philosophy provides a challenging academic program by means of infusing transdisciplinary collaborative strategies and critical life skills. The MYP focuses on five Areas of Interaction which allows the students to learn to recognize how best they learn; how important it is to reflect on supporting one's community through a commitment to community and service; to recognize the importance of one's environment; the importance of physical and social education; and homo faber, where students learn to appreciate human creativity. Common planning time was incorporated into the schedule allowing teachers to plan collaboratively, as well as to discuss the specific needs of students. The IBO visited LVA in 2008 to review the MYP documentation and practices in place. As a result of that visit, MYP authorization was granted to LVA. In the Fall of 2012, the IBO will be reevaluating LVA's MYP programme.

At the High School, IB's Diploma Programme (DP) for students entering grades 11 and 12 has been implemented. This rigorous 2-year curriculum challenges highly motivated students to reach their ultimate academic potential. The DP is recognized by many universities around the world. The educators who will teach students in grades 11 and 12 were sent to DP training in order for them to have the knowledge to write curriculum documents, which will become each area's subject specific content guide. These documents, driven by Pennsylvania State Academic Standards, as well as the IB requirements, have been submitted to the IBO and as a result, an authorization visit from IBO was held in the fall of 2007. Full authorization was granted to Lehigh Valley Academy in the area of DP in 2007.

At the PYP level, the Reading, Writing, Speaking and Listening and Mathematics Pennsylvania State Academic Standards are strongly evident at each grade level due, in part, to the fact that one of the tools that LVA utilizes is the Pennsylvania edition of the Scott Foresman Reading and

Mathematics series. Both of these series utilizes a strong scope and sequence, which are LVA's backbones in these areas.

Throughout the past ten years, the PYP educators at each grade level, Kindergarten through grade 5, have been dedicated to creating six six-week Units of Inquiry. These Units are based on the Pennsylvania State Academic Standards in the areas of Civics and Government, Economics, Environment and Ecology, Family and Consumer Sciences, Geography, History, and Science and Technology. A notebook containing documentation detailing the grade and Unit of Inquiry when specific content standards are addressed is located in the elementary school.

LVA's Specialists have created their scope and sequence following the Arts and Humanities and the Health, Safety and Physical Education Academic Standards.

All students in grades 6 — 12 were taught based on the Pennsylvania State Academic Standards. At this MYP and DP level, the content is taught by subject specific teachers focusing on their instructional standards. In addition, appropriate textbooks and other resources and materials were purchased to support the state standards. For the 2012/2013 school year, the teachers are in the process of aligning their curriculum to the Common Core standards.

The IB curriculum is presented utilizing pre-assessments, on-going formative assessments, and a summative assessment. Through these tools, the teacher has a clear understanding of each of the student's developmental and academic needs as he/she progresses through the assignments, activities and projects. The on-going formative assessments are particularly important, as they assist the teachers reflect on their instruction, as well as the needs of the students. The summative assessment allows the students to apply and demonstrate the knowledge and skills that they have attained.

In the beginning of the school year, the teachers administered reading, spelling and math inventories as well as a writing sample to all of the students in grades 1 - 12. The Developmental Reading Assessment (DRA) was used for the reading inventory in KG through 8th grade. This information provided teachers with a baseline of information about their students. At the end of the school year the students were assessed again using the same tool, which allowed the teachers to clearly see the areas of growth and the areas that were still in need of improvement.

In the spring, the PSSA's were administered to the students in grades 3 — 8 and 11 and the Iowa Tests of Basic Skills were administered to students in grade 2. The PSSA data and IOWA results are included in this report.

The philosophy of our school and the IB curriculum is founded in inquiry-based instruction. The teaching of questioning skills and research skills is at the forefront of every unit of study. As the students learn about a topic they are asked to develop questions related to this idea. The student questions as well as the teacher questions then guide the instruction as well as the direction that this unit of study takes. The students are empowered and learn the skills necessary to ask questions, make connections and develop theories and knowledge related to a topic or central idea.

The IB curriculum is very open-ended and encourages higher order thinking skills. Rather than offering a pullout program for gifted students, we include this program into the daily instruction for the entire class. This way all students have an opportunity to benefit from these creative and challenging activities.

During the 2011/2012 school year, the students who experienced difficulties in the areas of math or reading received support inside, as well as outside of the classroom. The teachers differentiated instruction whenever necessary. Students with IEP's were pulled out for small group instruction with the Special Education teachers; two full-time and one part-time teachers support the students in Kindergarten through grade 5 and four additional teachers support our

students at the Secondary School. LVA employs three full-time and one part-time Reading Specialists, who offered small group or one-on-one reading support to all students who needed additional help in KG through 8th grade. LVA also employs two full-time Math Specialists, who assisted the students when necessary throughout the year. One Specialist attended a Power Math Training Session and modeled it for our intermediate grade level teachers. In addition, they modeled math lessons for teachers using the traditional Scott Foresman series, as well as the Investigations series. Our teaching assistants, who were fully certified teachers, also provided support on a daily basis for students who struggled in the areas of either literacy or mathematics and did not have an IEP.

At the Middle School and the High School, students who struggled academically also had the opportunity to participate in an after-school remediation program. This program was taught by certified high school teachers and focused mainly on math and science support.

During the 2011/2012 school year, LVA established a Response to Instruction and Intervention (RTII) program in the PYP and the MYP. The Math Specialists, Reading Specialists, the School Psychologist and the Principal met weekly to share the academic data that drove this program. When students were determined to be in need, the Math Specialists and Reading Specialists worked with small groups of students to strengthen their academic skills. The students were evaluated on a 6 week cycle; they moved in and out of Tier 1, Tier 2 and Tier 3. Parents were notified of this movement through formal letters and parent meetings.

The students are continuously asked to actively participate in the learning process. They are a part of the planning process where they are expected to drive the units of study through their questioning. They are part of the daily instruction where they actively discuss and discover new ideas and they are part of the reflection process where they have opportunities to revisit what they have learned.

Built into the calendar were 10 teacher in-service days. Five days were scheduled at the beginning of the school year, with two ½ day and three full day In-service opportunities taking place during the course of the year. The professional development for the school year 2011/ 2012 focused primarily on the International Baccalaureate curriculum, methodology and philosophy. Discipline, assessment and meeting the needs of a diverse student population were also addressed at in-service sessions, as well as during other meetings scheduled after school. All of the in-service sessions were required for all of the teachers and were open to any support personnel who wished to attend. The educators were awarded Act 48 hours for their time spent in curriculum development, as well as other important Professional Development opportunities.

During the 2011/ 2012 school year, LVA educators were sent to training for the Primary Years Programme, the Middle Years Programme and the Diploma Programme. LVA educators also attended workshops dedicated to the mathematics. Our nurse and our special needs teachers also attended training sessions and conferences specific to their areas of expertise.

LVA offered a tuition reimbursement program to its faculty and staff. Please see the attached policy for more information.

LVA's Administration led a very successful Teacher Induction Program. LVA's Teacher Induction Program adequately prepared our new educators to provide guidance and support, as well as the leadership and skills we seek in our staff. This program took place after-school during 10 sessions, which were each taught by experienced teachers or administrators from the school. Each session focused on a different topic such as record keeping or classroom management, as outlined in our induction plan. An experienced teacher was assigned to each new teacher and acted as his/ her mentor throughout the course of the school year.

## Rigorous Instructional Program - Attachments

- Educational Assistance Policy
- Professional Development Plan
- Induction Approval 2012

## English Language Learners

At Lehigh Valley Academy families complete a home language survey upon enrollment. If a language other than English is spoken in the home more than 50% of the time, the child's English language skills are assessed. Should a child need ELL services, the level of need is addressed on an individual basis.

For the 2011/2012 school year Lehigh Valley Academy increased the hours for our part-time ESOL teacher to 32 hours and added a second part-time ESOL position. The ELL students receive support through small group pull-out and push-in instruction. The ESOL teachers also administered the ACCESS testing in the spring of 2012.

## English Language Learners - Attachment

- LEP - 2011-12

## Graduation Requirements

Starting in the 9th grade, a student earns high school credits for each course that was completed with a passing grade of 70. Credits vary by course depending on the total number of hours spent in the classroom and on the academic rigor. Over the four year span of high school, from 9th through 12th grade, the students must earn a minimum number of credits in each subject area in order to qualify for a Lehigh Valley Academy (LVA) high school diploma. The requirements are listed below.

All high school students at LVA have to complete at least a minimum number of service learning hours each year and a graduation project (either Extended Essay or MYP Personal Project). The students must also demonstrate proficiency in the areas of reading, mathematics and writing on the PSSA or a local assessment.

The International Baccalaureate Diploma is earned upon completion of the required courses and satisfactory results on the IB exams.

Core Subject Credits Required:

Language A (English) .....6

Language B .....5

Mathematics.....5-6

Science .....5-6

Humanities.....6

Total Core Subject Credits required: 27

Elective Credits Required:

Design Technology .....1

The Arts.....3.5

Health & Physical Education.....1.5

Total Elective Credits required: 6

## Special Education

LVA offers special education services that include accommodations made in the classroom, itinerant support and instruction in a resource room. We have two teachers and a part-time teaching assistant working with students in grades Kindergarten through 5. Two full-time teachers worked with students in grades 6 through 8 and one teacher worked with students in grades 9 through 12. Each Individualized Education Plan (IEP) determines the level of support that a student needs and receives. The goal is always to work with the least restrictive environment that allows the student to be successful.

For the 2011/2012 school year, Lehigh Valley Academy contracted out services for speech and occupational therapy through Therapy Source. We also contracted with IU 20 for Hearing services. A full-time School Psychologist is employed by the school to complete all of LVA's testing and provide support to students.

The IB curriculum is very open-ended and encourages higher order thinking skills. Rather than offering a pullout program for gifted students, we include this program into the daily instruction for the entire class. This way all students have an opportunity to benefit from these creative and challenging activities.

## Special Education - Attachments

- Interagency Coordination
- Placement Considerations
- Special Education Procedures
- IEP Process

## Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Posipanko	1.00	Learning Support	Elementary School (K-5)	13	N/A
Laffey	1.00	Learning Support	Elementary School (K-5)	14	N/A
Rothenberger	1.00	Learning Support	High School (9-11)	19	N/A

Keiser	1.00	Learning Support	Middle School (6-8)	11	N/A
McGinley	1.00	Learning Support	Middle School (6-8)	12	N/A

### Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
N/A	N/A	N/A	N/A	0	N/A

### Special Education Program Profile - Chart III

Title	Location	FTE
School Psychologist	Whole school	1.00
Special Needs Coordinator	Whole school	1.00

### Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Therapy Source	Speech Therapist	2 days
Therapy Source	Speech Therapist	2 days
Therapy Source	Occupational Therapist	1.5 days
IU 20	Hearing Support Services	0.5 hours

## SECTION IV. ACCOUNTABILITY

### Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
Iowa Test of Basic Skills	No	No	Yes	No	No	No
PSSA	No	No	No	Yes	Yes	Yes

### Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	Yes	Yes	No	No	Yes	No

### Student Assessment

In the beginning of the school year, the teachers administered reading, writing, and math inventories to all of the students. The DRA was used for the reading inventory; math inventories were based on assessments from the Scott Foresman textbook or teacher developed assessments based on the Pennsylvania State Academic Standards. This information provided teachers with a baseline of information about their students. At the end of the school year, the

students were assessed again using the same tool, which allowed the teachers to clearly see the areas of growth and the areas that were still in need of improvement. It is LVA's goal to have the students demonstrate academic growth of at least 1 grade level throughout the course of the school year. We have been tracking the students who have been exposed to the IB curriculum and have seen significant growth in those students. In order to assure this growth, DRA's, as well as math assessments, have been administered mid-year, in addition to those at the beginning and ending of the year. Those students who struggled during the school year were provided with additional support through our Reading and Math Specialists, and if need be, were referred to our Response to Instruction and Intervention (RtII) team. In the spring, the Iowa Test of Basic Skills was administered to students in grade 2 and the PSSA's were administered to the students in grades 3 — 8 and 11. Our PSSA scores indicate that our student achievement plan is effective and providing the support and enrichment necessary within our school.

Lehigh Valley Academy utilized authentic assessments, project-based assessments and group work to demonstrate their proficiency in all subject areas; however, traditional tests were also utilized. The combination of these tools provided our teachers with the knowledge of each student's improved academic performance. If there was a decline in a student's academic performance, steps were taken to provide additional support and/or individual tutoring by grade level or subject specific teachers.

The Student Achievement Plan began with reading, writing and math assessment data collected during the first few weeks of school. This provided teachers with a baseline of information about their students. As the year progressed, the teachers used their observations, as well as information gathered in student journal entries, as forms of on-going formative assessments. The students in grades KG through 8, with the assistance of their teachers, created portfolios, which were shared at their Parent/ Student/ Teacher Conferences. This documented the students' progress throughout the course of the school year. Each teacher also created authentic assessments in each core subject area. All of this data was incorporated with their summative assessments when teachers compiled grades for their students' Report Cards.

Report Cards at the Elementary level are reviewed yearly and revisions made when necessary. The document is strongly based on the state academic standards in the areas of math and reading. Copies of the Report Cards and Progress Reports are available upon request. Our Secondary School educators utilize GradeQuick as their electronic grade book. The students' Report Cards are generated using School Minder.

## **Student Assessment - Attachment**

- Iowa Tests 2012

## **Teacher Evaluation**

The teachers at the Lehigh Valley Academy Regional Charter School were assessed through formal and informal observations during the 2011/2012 school year. The evaluation procedure included a pre-conference, as well as a post-conference with the administrator who provided the evaluation. Teachers were asked to reflect on the lesson and list areas of strength and areas needing improvement. The administrator who completed the observation also commented on the lesson and completed a written observation report.

The PDE Form 426 was completed twice during the year for all Level I educators and 428 was completed once during the year for all Level II educators; several educators also moved from Level I to Level II and PDE Form 427 was completed and submitted to PDE. These forms

combined the information gathered during all observations, as well as during informal visits and discussions.

The PDE 426 and the PDE 428 that were completed during the 2011/2012 school year will be utilized to determine merit pay for the 2012/13 school year.

The Principals completed all of the teacher observations during the 2011/2012 school year.

The CAO and the Principals of the school are trained in the Primary Years Programme (PYP) / Middle Years Programme (MYP) / Diploma Programme (DP), which are the philosophy and approach to teaching that the charter school is implementing. The CAO, who is also the high school principal, has had several years of experience teaching the curriculum overseas and has completed extensive training in this area. The Principals have had years of teaching experience at the elementary school / middle school / high school levels. Each has received official IB training in her area of expertise, assuring that each would learn the appropriate skills and techniques to search for within the formal and informal observations. Two of the principals are also working their way through the NISL program. One principal completed all four NISL courses.

## **Teacher Evaluation - Attachment**

- Policy regarding Teacher Evaluation

## **SECTION V. GOVERNANCE REQUIREMENTS**

### **Leadership Changes**

There were no leadership changes in the 2011-12 school year in Administration. Aldo Cavalli continued in his position of CEO. Susan Mauser continued in her position as CAO and High School Principal. Terry Walter continued in the position of Elementary School Principal and Cristal McCollum continued in the position of Middle School Principal.

Lehigh Valley Academy (LVA) was governed by a seven member Board of Trustees in 2011/12 school year. Eva Burkhart served as President and Jennifer Grosso Gavlik served as Vice President. Dennis Capozzolo was Treasurer and Paula Margraf was Secretary. The other board members were Jack Toy, Susan Capobianco, and Michelle Lee.

Michelle Lee and Susan Capobianco both resigned in September. Rocco Consiglio and LaTasha Sampson were appointed to Board positions. Mr. Consiglio resigned in September. The remainder of the Board stepped down in January. Diane Lawson, Tamara Baer, Valerie Rodriguez, Brenda Melendez and Heiko Aschenbrenner filled vacant positions through June 2012. The Board and LVA community showed interest in increasing the Board membership to the maximum number as determined in the Bylaws. The Board Development Committee interviewed and selected nine new board members for the 2012-13 school year.

### **Board of Trustees**

<u>Name of Trustee</u>	<u>Office (if any)</u>
Eva Burkhart	President
Jennifer Grosso Gavlik	Vice-President
Paula Margraf	Secretary

Dennis Capozzolo	Treasurer
Jack Toy	
Susan Capobianco	
Michelle Lee	
Rocco Consiglio	
LaTasha Sampson	
Diane Lawson	President
Valerie Rodriguez	Treasurer
Tamara Baer	Vice President/ Secretary
Brenda Melendez	
Heiko Aschenbrenner	Treasurer

## **Professional Development (Governance)**

The Board reviews its own processes on an ongoing basis. Legal Counsel met with the Board to discuss legal updates and policies related to charter school law, the PA Sunshine Law and the Ethics Act.

## **Coordination of the Governance and Management of the School**

At a minimum, the Board of Trustees met bi-monthly with LVA's Chief Executive Officer. The Board members were in contact with various functions of the school, as needed.

The Bethlehem Area School District (BASD) Board of Directors and the Saucon Valley School District (SVSD) Board of Directors have a standing invitation to visit Lehigh Valley Academy. The Superintendent and the Director of Student Services of BASD visited LVA. Mr. Mike Karabin, a Saucon Valley Board member, frequently attends the Lehigh Valley Academy Board Meetings.

The LVA administrative staff was in contact with the Business Manager and the Transportation Director of the Bethlehem Area School District, as well as the Saucon Valley School District throughout the school year.

## **Coordination of the Governance and Management of the School - Attachment**

- Board Calendar 2011-12

## **Community and Parent Engagement**

The LVA Board of Trustees oversaw a variety of ad-hoc committees, which were comprised of parents of students from LVA as well as faculty and staff members. The Board oversaw and participated in the Board Development Committee (BDC) to seek new Board Members for open positions throughout the school year. In addition, LVA hosted regular outreach/informational meetings.

The Parental Involvement plan requires parents to be involved in their child's education regularly.

The LVA Board of Trustees supported the Parent Teacher Organization (PTO). The PTO initially emphasized fund raising to support school activities, particularly field trips. The Board also

supported the National Network of Partnership Schools (NNPS). The NNPS met monthly to discuss, organize and implement activities to support two major school goals set for the year; improving math and reading scores to improve AYP and community building. The meeting includes members of the Administration, Board, faculty, staff and members of the LVA community.

A member of the LVA Board of Trustees also participated in the Middle States Accreditation Leadership team meetings. The team met monthly to lead the organization through the Middle States Accreditation process.

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

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

Major fundraising activities held during the year included sales through the following fundraising programs: Save Around Coupon Books, Gifts N Things, Purse Bingo and Joe Corbi Foods. Each provided money to support field trips, school programs, and equipment. Many of these same fundraisers are planned again for the next school year.

### **Fiscal Solvency Policies**

Expenditures are reviewed by the CEO and CAO for reasonableness and by the Business Manager for budget compliance. Significant expenditures (i.e.: new hires, financing arrangements, etc.) are approved by the Board of Trustees before being incurred. The School maintains an unreserved undesignated fund balance that is available to cover any shortfalls that may exist.

### **Accounting System**

During the 2011/2012 school year we subcontracted a part-time Business Manager through March 2012. In March, a full-time Business Manager was hired, replacing the former subcontracted position. The school uses the QuickBooks accounting system, which is approved by the independent auditors. This is a general ledger accounting system. Accounting is reported on an accrual basis. Internal financial reports were prepared and submitted to the school's Board of Trustees on a monthly basis.

### **Preliminary Statements of Revenues, Expenditures & Fund Balances**

## **Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment**

- Annual Report - Expenditures and Revenues 2012

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

Buckno, Lisicky & Company CPAs completed audit fieldwork on November 25, 2011 for the 2010-2011 school year. The firm issued an unqualified opinion with no findings resulting from the audit. The 2011-2012 audit is scheduled to begin in the fall of 2012.

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

- Financial Report June 30, 2011

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

The Department of the Auditor General completed an audit of our school of the 2007 and 2008 school years. The final report was issued in February 2012. The audit found that we complied in all significant respects, with applicable state laws, contracts, grant requirements, and administrative procedures, except as detailed in one finding note in the report. The finding was possible inaccurate reporting of retirement wages. The Board approved the corrective action plan and response for LVA's performance audit report during May's Board meeting. LVA submitted a corrective action plan with a timetable for completion and monitoring procedures to the State. All corrective action has been completed with the assistance of a PSERS representative.

## **SECTION VII. FACILITY RESPONSIBILITIES**

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

During the school year 2011-2012, the Lehigh Valley Academy leased space in three buildings of a corporate center. The buildings have been fit-out to meet the needs of the school.

During the 2011-2012 school year there was square footage added to accommodate related space needed due to growth. This included an elementary school cafeteria, a gym to support the middle and high school programs, a library or "Center for Student Inquiry", a learning support classroom and a new music room. We purchased cafeteria tables and serving equipment along with mats for the gym and classroom furniture. The purchase of Smart boards assisted in meeting the academic needs of the students. Other improvements were made in the area of technology to better serve the students and the faculty of the school.

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

As of the preparation of this report, the school is renovating additional classroom space in its current facility for the growth of the elementary and high schools. The school does have a lease in its current location until the year 2017. Additional space to meet the needs of the school's future growth will be made available by the landlord as needed during that time.

## **SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES**

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

Lehigh Valley Academy (LVA) has complied with the safety requirements by holding monthly fire or emergency drills and by working closely with the local fire department to make sure that safety standards are in place. The local fire department visits our school twice a year; every October during "Fire Prevention Month" for an inspection, drill and program for our Primary School students and in the spring for a middle or high school fire drill.

Lehigh Valley Academy has its Operations Procedures on file with the County Emergency Management Agency.

Student health and immunization records are on file in the nurse's office. LVA provides opportunities for the students to get their physicals and dentals on site. Students who do not have the state mandated immunizations are excluded from school until their required immunizations have been completed.

The Request for Reimbursement and the Report of School Health Services for the 2011/2012 school year is due in October of 2012. The 2010/2011 report was completed and submitted on time.

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

- Wellness Policy
- Health Reimbursement Sept 2011

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

The school has continuously held insurance coverage for general and excess liability, workers compensation and employer's liability insurance, and property insurance. Since 2005, LVA also holds policies for student accident insurance and sexual harassment liability coverage.

All faculty and staff members who work more than 30 hours a week are eligible for the school's benefit package which includes health coverage for medical, dental, prescription drug, and vision. The benefit package also includes life insurance and short/long term disability coverage.

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

- Insurance Information 2012

## **SECTION IX. ADMINISTRATIVE NEEDS**

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

During the 2011/2012 school year, the Lehigh Valley Academy Regional Charter School employed 78 teachers as core subject area teachers and specialists. The specialist category includes teachers who taught music, art, drama, reading, math, physical education, and design technology. The special needs department included 5 full-time teachers and a school psychologist. LVA also employed a certified school nurse and two certified school librarians.

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

- ACS Staff Profile 2012
- PDE 414 - 2011.12

## **Student Enrollment**

Lehigh Valley Academy (LVA) follows the state law for its enrollment policies and procedures. Our enrollment process for the next school year begins in January. Students who are currently enrolled in the school are saved a spot for the upcoming school year. Any openings are then offered to siblings of currently enrolled students. If we have more siblings interested in enrolling, than available spots, then a sibling lottery is held. The general enrollment process starts in February with Information Sessions. It also includes a public lottery which is run by an independent accounting firm. The new students are divided into two groups, those residing in Bethlehem Area School District (BASD) or Saucon Valley School District (SVSD), our two chartering school districts and those residing in other school districts in the state of Pennsylvania. During the lottery, BASD and SVSD students' names are drawn first and the students are placed in available spots at each of the grade levels. Then this process is followed for the students from the other school districts. Once the available spots are filled, the students' names are placed on the waiting list in the order that their names were drawn. In the course of the school year, through the end of January, the family of the next student on the waiting list is contacted as a spot becomes available. The waiting list does not carry over from school year to school year.

Kindergarten students must be five years old by October 1(or by date required in the student's sending school district if date is prior to October 1) in order to be eligible for enrollment at LVA.

As of October 1, 2011, LVA had an enrollment of 1,023 students.

Through the school year 2011/2012 we had a maximum enrollment of one hundred students each at Kindergarten through 6th grade, seventy-five students for 8th through 9th grade and 50 students in grades 10 through 12. Classes in grades Kindergarten through nine were filled. We did have a few openings in the high school throughout the school year.

Due to the fact that the International Baccalaureate Diploma Programme is a two year program, enrollment at grade 12 is limited to those who completed grade 11 at Lehigh Valley Academy or at another IB World School. Thirty six students completed grade 12 during the course of the 2011/2012 school year.

Lehigh Valley Academy did not expell any students during the 2011/2012 school year.

Students who withdrew from LVA during the 2011/2012 school year either relocated with their families, returned to their home school district or decided to attend another charter school. Between June 2011 and June 2012, 143 students were withdrawn from Lehigh Valley Academy.

There are currently no supporting documents selected for this section.

## **Transportation**

The transportation of Lehigh Valley Academy's students was handled by the students' sending school districts. A total of 26 buses or vans transported our students from 13 different districts or day care facilities to and from school. Many of the districts are now using contracted bus services. We have direct contact with both the school districts' Transportation Departments and the contracted bus companies' supervisors. We have developed a strong relationship with the districts over the last several years, including our biggest busing district, Bethlehem Area School District.

We work with all of the districts, bus drivers, staff and students to provide a safe, secure experience for all involved by reviewing safety procedures, bus drills and through constant communications. We do not have any students at this time who require any specialized transportation.

We continued to host a transportation reception and invited the bus drivers, their supervisors and office support staff from all the school districts to attend. The purpose of this reception was to thank them and to take this opportunity to discuss strategies to improve the safety and security measures in place for our students and improve communication and support between all parties. With input from everyone in this meeting we developed a referral form to help track, identify and address concerns.

## **Food Service Program**

Lehigh Valley Academy offered a breakfast and hot lunch program for students and participated in the Federal Free and Reduced Lunch Program. Lehigh Valley Academy contracts its food service through O'Brien's Really Good Food in Allentown, PA. They are approved as a Food Service Vendor by the Department of Education's National School Lunch Program.

O'Brien's deliver lunch daily to three cafeterias: one that serves the Primary and Middle School students, one that serves the Elementary School students and the High School Cafeteria just prior to lunch service. The food is kept at the correct temperature by utilizing steam tables and warmers for hot food and refrigerators and milk coolers for cold foods. Lehigh Valley Academy employs lunch servers in each cafeteria who ensure that the correct menu items are served at the correct temperature using appropriate portion sizes.

We were inspected by the Department of Agriculture in May 2012 and passed. Two of our staff members received their ServeSafe Food Protection Manager Certification in June 2012.

## **Student Conduct**

Lehigh Valley Academy (LVA) expects students to be internationally minded by striving to be principled, open-minded, caring, and respectful. The aims of the IB Learner Profile are integrated into the curriculum, so that they become part of the instructional day. If students make a poor choice, they are asked to reflect on their decisions and are asked to develop a different plan of action should they find themselves in a similar situation. Minor discipline issues are handled in the classroom by the teachers, while larger issues are addressed by the Deans of Students or the Principals. Consequences vary according to the incident.

The attached Code of Conduct was adopted by the Board of Trustees in 2003 and revised in July 2011 for the 2011/2012 school year.

Lehigh Valley Academy did not expell any students during the 2011/2012 school year. LVA had 11 students involved in 21 suspension incidents.

## **Student Conduct - Attachment**

- Code of Conduct 2011-2012

## **Signature Page**

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

School Year: 2012

The Lehigh Valley Academy Regional CS within Colonial IU 20 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 Lehigh Valley Academy Regional 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:** Aldo Cavalli **Title:** CEO  
**Phone:** 610-866-9660 **Fax:** 484.821.2934  
**E-mail:** a.cavalli@lvacademy.org

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*Signature of the Chief Executive Officer and Date*

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

**Name:** Diane Lawson **Title:** Board of Trustees, President  
**Phone:** 610-866-9660 **Fax:** 484.821.2934  
**E-mail:** d.lawson@lvacademy.org

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

*Identify the charter school's Special Education Contact Person.*

**Name:** Susan Mauser **Title:** CAO  
**Phone:** 610-866-9660 **Fax:** 484.821.2934  
**E-mail:** s.mauser@lvacademy.org

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*Signature of the Special Education Contact Person and Date*

### Signature Page - Attachment

- Signatures 2012