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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 CHS for Performing Arts  
**Address:** 675 E Broad St  
Bethlehem, PA 18018

# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Summary Data Part I

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

**Name of School:** Lehigh Valley CHS for Performing Arts

**Date of Local Chartering School Board/PDE Approval:** 1/08- Bethlehem and 6/12 - Northampton

**Length of Charter:** 5 Years- Expiring June 30, 2013 for Bethlehem, and June 30, 2017 for Northampton **Opening Date:** September 2003

**Grade Level:** 9-12 **Hours of Operation:** 7:50-2:40 M/T/R/F 7:50-1:40 W.

**Percentage of Certified Staff:** 81 **Total Instructional Staff:** 43.1 FTE

**Student/Teacher Ratio:** 11:1 **Student Waiting List:** Varies by department

**Attendance Rate/Percentage:** 93.5

**Second Site Address, Phone Number and Site Director:**  
No second site.

## Summary Data Part II

**Enrollment:** 430 **Per Pupil Subsidy:** Avg. Reg. Ed: 9560.42 Spec. Ed. 19595.97 from 41 Districts

### Student Profile

<b>American Indian/Alaskan Native:</b>	0%
<b>Asian/Pacific Islander:</b>	1.2%
<b>Black (Non-Hispanic):</b>	6.3%
<b>Hispanic:</b>	8.6%
<b>White (Non-Hispanic):</b>	76.8%
<b>Multicultural:</b>	7.2%

**Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:** 17.44

**Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:** 49

## 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	0	0	0	181	181
Instructional Hours	0	0	0	0	0	1023.97	1023.97

## SECTION I. EXECUTIVE SUMMARY

### Educational Community

#### INTRODUCTION

Dear Department of Education, Chartering Districts, and Participating Districts:

Thank you for the opportunity to submit the Charter School Annual Report for the ninth year of operations at the Lehigh Valley Charter High School for the Performing Arts (LVPA). LVPA continues to adhere to the structural changes made to the organization in the 2008 LVPA Strategic Plan. The school continues to be directed by a Chief Executive Officer (CEO) who oversees all school business and directs the external and community planning programs of the school. The CEO is joined by a strong Principal, Sharon Fehlinger, hired in 2011, who directs the curricular, student and faculty programs of the school. Ms. Fehlinger brings experience as a Principal as well as a teacher of high school music who well understands the dynamics of a high school for the arts.

As the Chief Executive Officer of the school who has been in place for two years, I am pleased to continue to have the opportunity to lead a team of dedicated and gifted faculty and staff through the school's ninth year. Upon completion of this academic year, LVPA's academic program and artistic programs remain strong and successful with more applicants auditioning for the school every year. With increased interest and a longer waiting list, the school is working toward the strategic planning goal of improving and/or enlarging the physical space. In addition, I

continue to work in the community to raise the awareness of LVPA locally, regionally and statewide. It is rewarding to see the increased interest and enrollment in this school and to direct a staff that works as a team to educate talented high school students through the expression and understanding of the arts.

In the 2011-2012 academic year, students attended LVPA from 41 school districts and 50 area high schools. This year, enrollment remained at capacity with 461 students initially enrolled. Students came from Lehigh Valley High Schools as well as the Philadelphia suburbs, Reading area, and the Pocono region. Students travel daily from areas such as Scranton, Berks, and Bucks County. Transportation is provided to 340 students through their home district busing.

At LVPA, a well-rounded artist is also a well-rounded student. The unique aspect of the LVPA curriculum is that academics are fused with the arts in order to create well-rounded young people who will go on to become successful adults and assets to their communities. Teachers work together to bring arts alive in the academic classrooms while artistic teachers strive to make their students see that discipline in academics is as important as discipline in the arts. Academic courses offer College Prep, Honors, and Advanced Placement levels in combination with a half-day devoted to one of six performing and visual arts majors: Theatre, Dance, Instrumental Music, Visual Art, Figure Skating, and Vocal Music.

LVPA is a high school that places particular emphasis on the performing and visual arts, but also a high school that meets the demands of its students intellectually by challenging them with rigorous academic classes. LVPA is a College Preparatory School and the expectation is that most of the senior graduates will go on to further education. From the 2012 graduating class, 83% are continuing their education at two and four year colleges and universities, while an additional 12.7% are continuing their education at conservatory/art special program institutions. Courses in all disciplines meet all state standards and requirements and for the past nine years, students have consistently scored proficient or above on state mandated tests. In the 2012 graduation class, one student was a National Merit finalist and in the overall, 2012 graduating class of 114 students, \$2.8 million dollars in scholarship and grant funding was awarded to continue the graduates' education.

LVPA once again met AYP proficiency in the 2010-2011 school year and is proud of the Middle States approval received in 2008. Preparation is underway to begin the process for the 2014 Middle States review for renewal of approval. In addition to the academics, LVPA showcases the artistic talents of the students in performances held throughout the school year in music, theatre, dance and ice skating. The visual arts program hosts two exhibitions annually to highlight the work of the majors in this program. Student performances and exhibitions are held at the school, but also throughout the regional, state, national and international communities including Washington DC, Williamsburg, VA, London, England, Bethlehem's SteelStacks as well as local Senior Citizen centers and other community organization venues.

Going into the 2012-13 academic year, LVPA will continue to refine the newly instituted professional policies and procedures implemented in 2010-2011, update curriculum in preparation for Middle States review, and follow the strategic planning guidelines delineated and updated for the school. Work continues on the exploration of space and the options for the future growth of the school and the best means of accommodating the increasing numbers of students who seek an education at LVPA. While the facility as it was renovated in 2003, continues to serve the at-capacity student body, LVPA is not able to expand the number of students, curriculum or new initiatives in our classes due to the lack of physical space. In the next year, LVPA will work to resolve the space requirements needed to accommodate the talented students we are educating as we nurture them to develop and thrive in this rapidly changing global society.

LVPA is excited to move forward in 2012-2013 and appreciates the continued support of the State of Pennsylvania and the chartering and participating school districts.

## Mission

The Lehigh Valley Charter High School for the Performing Arts will provide a rich and comprehensive educational program for students in grades 9 — 12 with talents and potential in dance, instrumental music, vocal music, visual arts, figure skating, and theatre. This regional model will enable each student to maximize his or her special talents. LVPA's graduates will increase the quality of their life, the lives of people who surround them, and the respective communities of the Lehigh Valley.

## Vision

LVPA will be a nationally recognized educational center, blending education in the arts with academics, to create a generation of global citizens who make the world a more beautiful place through their art.

### A. What are the school's academic goals and objectives for student learning?

**LVPA's Academic Goals and Objectives:** The overriding academic goals and objectives will insure that all students meet state objectives in traditional academic areas and exceed the challenging standards for all performing arts as set down by the Consortium of National Arts Education Association.

- **Consortium of National Arts Education Association Standards:** It is LVPA's goal that each student in the school will meet or exceed Consortium of National Arts Education Association standards as measured by teacher observation, and through on-site juries conducted by area experts in the arts.
- **Comprehensive Curriculum:** The school will offer a comprehensive high school curriculum composed of more than 50 courses ranging from College Prep to Advanced Placement. Specific course objectives are identified for each of these courses and will be measured in accordance with standards outlined under "school accountability".
- **College / Career Preparation:** It is LVPA's goal that all graduates will be prepared to either enter a college of their choosing or a professional career in their respective art.
- **Performing Arts Goals:** The goal within each performing art area will be to provide each student with complete pre-professional training that will enable the student to optimize his or her future career or post secondary educational choice.

- **Academic Goals:** The academic goals are that all students receive an intense academic education that will allow for career choices within and outside their field of art.

## **B. Describe any non-academic goals and objectives for student performance.**

**LVPA's Non-Academic Goals and Objectives:** In order for LVPA to achieve its vision for student performance, the charter school will:

**1. Allow Daily Time Allotment for Arts:** Provide a school day that allows for a minimum of 40% of time dedicated to the performing and visual arts format.

**2. Provide Highly Qualified Teachers:** Provide a core of experienced, talented, and creative teachers representing the arts enrichment format.

- LVPA maintains a very qualified roster of teachers representing academic and artistic areas. 81.1 % of LVPA faculty members are highly qualified certified teachers; 100% of academic faculty are certified. There currently is not certification for dance or figure skating. In addition, LVPA employs professionals in the arts fields who bring a wealth of real world experience and opportunity to the students. Many teachers on the academic faculty also have a background or experience in the arts.

**3. Ensure Community Relationships:** Establish and create a cooperative working relationship with area youth programs, community theaters, and other organizations dedicated to the improvement of arts in LVPA's society.

- LVPA students and faculty have developed cooperative relationships in every arts discipline with area youth, community, educational and arts organizations.

**4. Maintain a Limited Student Population:** Maintain a limited student population to insure the flexibility needed for LVPA students.

- LVPA remains at capacity with 450 students in the existing facility.

**5. Provide a Secure Environment:** Create a "safe haven" of security to foster achievement of objectives.

- LVPA has created a "safe haven" within the school that provides a high level of security to foster achievement of objectives. LVPA maintains a low student-teacher ratio, employs three Guidance counselors and three Educational Support Services teachers so that LVPA students are supported and feel safe within the walls of the school. The LVPA SAP team

works to identify, reach out and support students with identified and unidentified needs. There is a low rate of serious discipline issues and all discipline issues involve the administration and parents working together.

**6. Provide Limited Enrollment:** Limit enrollment at each grade level that fit the traditional four arts areas offered.

- This goal of the charter was changed prior to the 2007 renewal of LVPA's Charter to increase enrollment in each department to 120 students. Current enrollment levels average 100 students for the dance, theatre, vocal and instrumental music departments and 60 students in Visual Arts department and 25 students in Figure Skating.

**7. Allow Additional Space:** Allow space for 20 additional students at each grade level who demonstrate unique talents related to arts, entertainment, and athletics that cannot be adequately addressed in the traditional school setting. (Example: A gymnast or ice-skater would fit into one of the four major areas.)

- This goal of the original charter was changed prior to the 2007 renewal with the addition of the Figure Skating major as part of the LVPA curriculum. The Figure Skating major currently has 25 students enrolled and the "ice time" for this skating component of this major is held at the Steel Ice Center in south Bethlehem.

**8. Require Internships/Community Service:** Require internships/community service to help students understand the importance of serving others within their community.

- All students are required to complete sixty hours of community service prior to graduation and most students complete well over this minimum. Students perform for many community events, volunteer at soup kitchens, local service organizations and public and private colleges, universities and K-12 schools.

**C: A short description of the main features of the community served by the school.**

**Performing Arts Education:** LVPA was created with a regional emphasis on the basis that a relatively small number of students would want a highly focused performing arts education. At present LVPA services students from 41 school districts covering a 12 county region. Students are all provided with a pre-professional experience in their respective field in combination with a college preparatory academic program.

**Socioeconomic Areas:** Since LVPA receives students from so many areas, there is a wide variety of communities served by the school. LVPA serves a vast array of socioeconomic areas, from the very affluent school districts, to inner city school districts which include poverty level areas.

## Shared Values

### *The aspects that make the charter school unique and innovative*

**What makes LVPA Unique and Innovative:** LVPA is located in southeast Pennsylvania, 50 miles north of Philadelphia and serves approximately 450 high school students in grades 9-12. For the past nine years, LVPA has done an excellent job of educating these students in one of six artistic fields: dance, theatre, vocal music, instrumental music, visual art and figure skating. Since its inception in 2003, LVPA has made Adequate Yearly Progress (AYP), graduation rates continue to improve (100% in 2012), and the majority of students (96.5% in 2012) continue on to a post secondary education. Because of the excellent arts program at LVPA, students are prepared to pursue careers in the arts disciplines but also in fields that demand the creativity fostered through an arts curriculum.

**Intellectual Development:** LVPA enables students to develop an intellectual capacity within an artistic framework to which they are already passionately devoted. The student's level of comfort and accomplishment in their arts enables them to transfer their intellectual development into the academic classroom. The result is that LVPA students' grades in individual academic classes and test results on the state mandated PSSAs exceed the scores students' achieved prior to their attendance in LVPA. Students graduate from LVPA with a sense of expertise and accomplishment in both the arts and academics. They move into the larger world knowing that they can have a positive impact on their own lives and the lives of others. These personal and academic skills are transferable to the college and workplace environments.

**Pre-professional Program:** LVPA offers a pre-professional program in the performing arts that traditional area schools do not offer. LVPA continues to recruit a highly diverse student population. The student population for 2011-2012 school year reflected approximately 76.8% White, 8.6% Hispanic, 6.3% Black, 1.2% Asian/Pacific Islander, and 7.2% Multicultural.

**Artistic and Professional Staff:** The staff at LVPA brings their own artistic and professional backgrounds to the school, providing students with role models in both the academic and artistic areas.

### *The core beliefs and values of the school community*

**The LVPA mission rests on the belief that all children can learn.** The research of Benjamin Bloom and Howard Gardner are joined by other scholars who support and substantiate the powerful link between arts, education, and achievement as demonstrated by the work emanating from Harvard's Project Zero as well as the work of James Catterall. LVPA's combined efforts focus on a combination of meaningful assessments, rigorous and engaging curriculum, and mechanisms for both enrichment and remediation. LVPA will continue to broaden its partnerships with both the academic and artistic communities.

## Academic Standards

**Commitment:** LVPA is committed to meeting Pennsylvania State Standards in all subject areas and the Consortium of National Arts Education Association Standards for all performing arts.

**Achievement:** To achieve this goal, LVPA strives to hire the best and most qualified educators in all areas. Teachers are observed formally twice a year, and informally weekly. Teachers are expected to participate in all in-service days, Wednesday afternoon faculty meetings, and are encouraged to seek out conferences and workshops to help develop their skills as educators.

**Accountability:** LVPA students and teachers are held accountable to these standards as ascertained by the Middle States Evaluation Process, by making AYP, as well as AP exam scores, SAT scores, and college acceptance rates.

## Strengths and Challenges

**Leadership:** LVPA continues to celebrate the fact that the school has a strong, capable instructional leadership team. The LVPA staff has created a culture of continuous professional learning, dedication and enthusiasm.

**Structure:** LVPA's unique structure allows for freedom to create a dynamic curriculum combining the academics and the arts. The students at LVPA demonstrate outstanding artistic talents as seen through a variety of performances both at the school and within the regional community. They demonstrate academic talents as well; National Merit Scholarship, National Honor Society, and a 1st Place Science Award from Lehigh Valley Science & Engineering Research Fair at Lehigh University. The 2012 graduating class of 114 students received \$2.8 million in grants and scholarships.

**Success:** LVPA continues to celebrate a wide range of achievements throughout the school including:

- **Middle States Accreditation:** LVPA is fully accredited by the Middle States Association.
- **Advanced Placement Courses:** LVPA offers 6 advanced placement courses. LVPA requires students in these courses to sit for the AP exams. The scores in Advanced Music Theory and English Literature were outstanding. LVPA's AP curricula have all been approved by the new monitoring system of the College Board.
- **Graduate Profile:** Approximately 95% of LVPA's graduating students move on to 2 and 4 year colleges or conservatory programs in their field of artistic study.
- **Remedial Classes:** LVPA continues to offer remedial classes for students who need improvement in basic math and reading skills. These students are identified by Terra Nova scores (Terra Nova tests are required by all incoming students), teacher recommendations, previous grade averages or through the Child Study Team. These students may be placed in a Math, Reading /Writing Workshop and/or LVPA's extended Algebra I class.

- **National Honor Society Peer Tutoring:** LVPA currently offers peer tutoring through the National Honor Society for any students who request it.
- **Educational Support Services Department (ESS):** In accordance with Federal and State Law and following the guidelines of IDEA, LVPA has a dynamic and well-established Educational Support Services Department (ESS), fulfilling the duties of a Special Education Department. Students' who have special needs, find a caring staff that help them develop to their fullest potential, both academically and artistically.
- **Child Study Team:** A Child Study Team was instituted in 2010 to help teachers who have struggling students in their classrooms. The Child Study Team meets weekly to review recommendation for students to the Child Find program, review progress reports, schedule parent conferences, and make recommendations. The Child Study Team is in constant contact with faculty, parents, the Student Assistance Program Team, and the Educational Support Services Department to gain insight on the best way to aid them in their academic success.
- **Power School/Communications:** Students and parents now have the ability to access their grades, homework assignments and teacher comments through Power School. . PowerSchool was accessed over 58,000 times during the 2011-2012 school year (including staff, teachers, parents, and students). Parents accessed their students' data almost 11,000 times, students accessed almost 21,000 times. Parents stayed connected an average of 10.9 minutes each time and students stayed for 11.3 minutes. Students or parents, using the PowerSchool Public Portal, accessed over 90% of LVPA students' records this year. Over the past two years, PowerSchool has proven to be a most invaluable tool for the LVPA community. In addition, each student has a school-based e-mail account.
- **Child Find Program:** LVPA's Child Find program better enables us to identify students struggling in the classroom.
- **Upgrades in Technology:** New Mac computers, IPADs, and Notepads have been added to the Educational Support Department. SmartBoards have been added to all academic classrooms and three artistic classrooms.
- **LVPA Web Site** — The LVPA web site was reviewed and replaced with a newly created site in the 2011-2012 school year. The website continues to provide a powerful destination for the current, and would be LVPA community. Traffic to the site continues to be strong. The 2011-2012 school year saw 80,645 user sessions (Over 44% were from first-time visitors). They viewed 267,305 pages and spent about two and a half minutes, on average, viewing our site during each visit. About 10,400 of those visits were from

mobile devices (mostly iPhones, iPads and iPods), the evolving technological world. The top 10 most requested pages on our site continue to be:

1. home page,
2. events,
3. staff,
4. school info,
5. audition requirements,
6. employment opportunities,
7. academics,
8. admissions,
9. theatre, and
10. dance.

### **Areas for Development:**

**Facility:** One of the immediate challenges facing LVPA is lack of adequate physical space. LVPA has reached its enrollment capacity by drawing students from 41 school districts covering a 12 county region. This is a true testament to parental choice and confidence in LVPA's unique artistic/ academic program.

**Needs Assessment:** While LVPA strives to exceed in all areas of performance, academics, and development, the following areas were identified by LVPA's Faculty and Staff as needing assessment:

- **Departmental Reviews by Outside Evaluators:** Outside consultants have reviewed the following departments and have made recommendations for improvement:
  1. Science,
  2. Foreign Language,
  3. Theatre, and
  4. Music.
- **Policy Review and Update:** Policies are being reviewed and updated to strengthen the school as a whole.
- **Funding for Technology:** Since charter schools are not granted technology money from the state, LVPA is in need of updating its laptop computers for students use. Funds for these updates need to be raised through the Development Department.
- **iPad Program:** LVPA has discussed implementing an iPad program that would provide a device for each student over the course of several years. The implementation of this program would begin with a pilot program that includes e-text books in math to assess the possibilities of moving in this area for content and growing the use of technology. Included in this grant is a request for accompanying faculty development

that would concentrate on the specific use of technology in math classrooms so faculty can best utilize the new equipment.

- **Peer Tutoring:** Changes are planned to the National Honor Society Peer Tutoring program to create a separate organization (called "Peer Tutoring"). National Honor Society members would still have the opportunity to sign up to tutor at least one subject, but Peer Tutoring would also include students of all grade levels who excel in certain subjects and have the desire to teach others. Underclassmen are also able to tutor freshman subjects more easily, since they may be recent or current students of freshman/sophomore courses. Since NHS students are already involved in many other activities, they rarely have time (or sometimes the pedagogical skills) necessary to devote to tutoring. In addition, LVPA will be organizing the tutoring at lunch over five days of the week. For example, Math and History on Mondays, Science and Art on Tuesdays, English and Theatre on Thursdays, and Foreign Languages and Music on Fridays. This schedule will help students predict when help is available, even on a same-day basis, instead of waiting for forms to be processed. Additionally, it would allow tutors to organize cohorts for each subject area to support each other with more difficult concepts. Implementation of these changes will occur in the 2012-13 school year.

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

### **Strategic Planning Process**

**Strategic Planning Initiative:** The Board of Directors of LVPA began a strategic planning initiative in 2007 in concert with the Middle States review. Board retreats and planning sessions were held in October 2008 and then reviewed and updated in November 2009. The Board strategic planning committee met again in March 2010 to review progress made on the plan. A fifth phase to the plan was added in the March 2010 meeting as follows:

- **2007- 2008:** Commitment to strategic planning model; Consultant Dr. Edwina Haring collected information and led strategic planning retreat with LVPA Board members, administration and selected staff.
- **April 2008:** Results of retreat reviewed with administration and teachers; issues were identified and prioritized.
- **October 2008:** Strategic Plan document put into place with four goals and implementation plans outlined.
- **November 2009 - present:** Renewal and revision of the plan as issues are addressed and implementation plans are completed.

- **March 2010 - June 2011:** Board review of plan to make suggestions for improvement based on trends and opportunities in the school. The retreat was facilitated by Ms. Ann Raines.
- **June 2012:** Chair of Strategic Plan Committee met with CEO/Executive Director to outline Strategic Plan timeline for 2012. A Board retreat is scheduled for October 18, 2012.

**Strategic Planning Structure:** One result of the strategic plan was to structure the overall direction of the school under a CEO/Executive Director with a strong Principal leading the academics. With the retirement of the Superintendent in June 2010, CEO/Executive Director, Diane LaBelle, was hired to lead LVPA. The Board of Directors met with the new CEO/Executive Director in August 2010 to review the Strategic Plan and a follow up meeting occurred in November 2010 between Ms. LaBelle and the Chair of the Strategic Plan committee. At the start of the 2011-2012 school year, Sharon Fehlinger was hired to be the Principal of LVPA. Ms. Fehlinger was specifically chosen because of her strong expertise in curriculum and instruction. The next board retreat to review and update the Strategic Plan is scheduled for October 2012. At that time, the goals involving space, location, and organizational structure will be updated.

Each Goal area and functional strategy was reviewed by the board. The principal was charged with incorporating suggested changes into the planning document and developing objectives for the leadership at the school.

## Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Academic Chairs	Faculty	Secondary School Teacher	Diane LaBelle CEO/Executive Director
Acerra, Mario	Board President	Parent	Board of Trustees
Artistic Directors	Faculty	Secondary School Teacher	Diane LaBelle CEO/Executive Director
Ayers, Gwen	Director of Special Education	Special Education Teacher	Diane LaBelle CEO/Executive Director
Braden, Paul	Board Member	Board Member	Board of Trustees
Covelle, Stephanie	Guidance Dept.	Other	Diane LaBelle, CEO
Ehrsam, Otto	Board Member	Board Member	Board of Trustees
Fehlinger, Sharon	Principal	Administrator	Diane LaBelle CEO/Executive Director
LaBelle, Diane	CEO/Executive Director	Administrator	Board of Trustees
Mikkelsen, Nancy	Board Member	Board Member	Board of Trustees
Scheinblum, Rafe	Director of Technology	Ed Specialist - Instructional Technology	Diane LaBelle CEO/Executive Director

## Goals, Strategies and Activities

### **Goal: 1.**

**Description:** IMPROVE EDUCATIONAL OUTCOMES FOR ALL STUDENTS

#### **Strategy: 1.1.**

**Description:** Broaden the scope of academic offerings to increase student options in academic areas.

##### **Activity: 1.1.1.**

**Description:** Infuse all curriculum with higher level thinking skills and activities. Principal and four academic leaders attended “Project Zero” at Harvard in the summer of 2009.

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

Fehlinger, Sharon	Start: 1/31/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

##### **Activity: 1.1.2.**

**Description:** Broaden the scope of academic offerings to include electives in arts and academic areas.

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

Fehlinger, Sharon	Start: 6/30/2010	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

##### **Activity: 1.1.3.**

**Description:** Continue to invite guidance counselors from other schools for tours.

**Person Responsible Timeline for Implementation Resources**

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None Selected	Start: 7/30/2010	-
	Finish: 12/31/2010	

**Status:** Complete

**Activity: 1.1.4.**

**Description:** Develop a career education curriculum.

**Person Responsible Timeline for Implementation Resources**

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Fehlinger, Sharon	Start: 1/31/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: 1.1.5.**

**Description:** Investigate opportunities for distance learning.

**Person Responsible Timeline for Implementation Resources**

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Fehlinger, Sharon	Start: 6/30/2011	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: 1.1.6.**

**Description:** Explore the opportunity for internships for LVPA students.

**Person Responsible Timeline for Implementation Resources**

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Covelle, Stephanie	Start: 6/30/2010	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Strategy: 1.2.**

**Description:** Identify and measure LVPA against critical benchmarks from other performing arts schools regionally/ nationally in all curricular areas (academic and artistic).

**Activity: 1.2.1.**

**Description:** Introduce new supervision and evaluation model for all staff.

**Person Responsible Timeline for Implementation Resources**

Fehlinger, Sharon	Start: 6/30/2010	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: 1.2.2.**

**Description:** Develop a schedule for outside educational consultants to perform curriculum review in each academic and artistic area. LVPA has completed the reviews of two artistic and two academic programs to date.

**Person Responsible Timeline for Implementation Resources**

Fehlinger, Sharon	Start: 1/31/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: 1.2.3.**

**Description:** Within the schedule for curriculum review, examine academic and artistic standards.

**Person Responsible Timeline for Implementation Resources**

Fehlinger, Sharon	Start: 1/31/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: 1.2.4.**

**Description:** Develop a six year curriculum cycle for assessment of educational needs.

**Person Responsible Timeline for Implementation Resources**

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Fehlinger, Sharon	Start: 9/1/2011	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: 1.2.5.**

**Description:** Submit a plan to meet Middle States requirements.

**Person Responsible Timeline for Implementation Resources**

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Fehlinger, Sharon	Start: 9/1/2011	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Strategy: 1.3.**

**Description:** Develop a diversity plan for LVPA to reflect the diversity of the area served.

**Activity: 1.3.1.**

**Description:** Determine LVPA's present minority enrollment.

**Person Responsible Timeline for Implementation Resources**

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Covelle, Stephanie	Start: 6/30/2010	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Goal: 2.**

**Description:** IMPROVE PHYSICAL FACILITIES AND CAMPUS

**Strategy: 2.1.**

**Description:** Locate and develop a facility for up to 650 students accommodating the academic and artistic needs of students.

**Activity: 2.1.1.**

**Description:** Identify specific space needs by department.

**Person Responsible Timeline for Implementation Resources**

LaBelle, Diane	Start: 8/29/2011	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: 2.1.2.**

**Description:** Identify potential architects and engineers to assist in the identification process.

**Person Responsible Timeline for Implementation Resources**

LaBelle, Diane	Start: 6/30/2011	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: 2.1.3.**

**Description:** Identify financial limitations and resources.

**Person Responsible Timeline for Implementation Resources**

LaBelle, Diane	Start: 7/1/2010	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: 2.1.4.**

**Description:** Establish architectural and engineering quotations for funding needs.

**Person Responsible Timeline for Implementation Resources**

LaBelle, Diane	Start: 7/1/2011	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

***Activity: 2.1.5.***

**Description:** Visit comparable facilities to support LVPA's projected model.

**Person Responsible Timeline for Implementation Resources**

LaBelle, Diane	Start: 9/1/2010	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

***Activity: 2.1.6.***

**Description:** Develop a survey for area charter schools, Diocese of Allentown, Easton, Bethlehem, and Allentown Public School Districts.

**Person Responsible Timeline for Implementation Resources**

LaBelle, Diane	Start: 7/30/2010	-
	Finish: 12/31/2010	

**Status:** Complete

***Activity: 2.1.7.***

**Description:** Review and revise recruitment direct mail postcard for enrollment, targeting specific sending school districts.

**Person Responsible Timeline for Implementation Resources**

LaBelle, Diane	Start: 6/30/2010	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

## **Strategy: 2.2.**

**Description:** Develop and implement a long range technology plan for LVPA.

### **Activity: 2.2.1.**

**Description:** Provide appropriate budgetary consideration for annual technology expansion.

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

Scheinblum, Rafe	Start: 6/30/2010	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Activity: 2.2.2.**

**Description:** Submit a state long-range technology plan.

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

Scheinblum, Rafe	Start: 6/30/2010	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Activity: 2.2.3.**

**Description:** Create a position to lead technology in the school.

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

Scheinblum, Rafe	Start: 7/30/2010	-
	Finish: 12/31/2010	

**Status:** Complete

## **Strategy: 2.3.**

**Description:** Design, develop, and fund a performance space adequate for current and future performance needs.

**Activity: 2.3.1.**

**Description:** Production Director, Theatre Director, and Architect work to establish a model for implementation within fiscal considerations.

**Person Responsible Timeline for Implementation Resources**

LaBelle, Diane	Start: 6/30/2010	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Goal: 3.**

**Description:** IMPROVE ORGANIZATIONAL STRUCTURE AND ORGANIZATION

**Strategy: 3.1.**

**Description:** Recruit and retain a highly qualified faculty dedicated to the vision and mission of LVPA.

**Activity: 3.1.1.**

**Description:** Require certification of new hire faculty, where available.

**Person Responsible Timeline for Implementation Resources**

Fehlinger, Sharon	Start: 6/30/2010	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: 3.1.2.**

**Description:** Maintain binder in business office, on line, and in the staff manual, of job descriptions for every position.

**Person Responsible Timeline for Implementation Resources**

Schurz, Cheryl      Start: 6/30/2010      -  
Finish: Ongoing

**Status:** In Progress — Upcoming

**Activity: 3.1.3.**

**Description:** Administration will develop and review job descriptions for all positions.

**Person Responsible Timeline for Implementation Resources**

LaBelle, Diane      Start: 6/30/2010      -  
Finish: Ongoing

**Status:** In Progress — Upcoming

**Activity: 3.1.4.**

**Description:** Draft a procedure designed to meet changing state requirements for certification.

**Person Responsible Timeline for Implementation Resources**

None Selected      Start: 6/30/2010      -  
Finish: Ongoing

**Status:** Complete

**Activity: 3.1.5.**

**Description:** Update Employee Handbook regarding certification requirements.

**Person Responsible Timeline for Implementation Resources**

Fehlinger, Sharon      Start: 6/30/2010      -  
Finish: Ongoing

**Status:** In Progress — Upcoming

**Strategy: 3.2.**

**Description:** Define and develop an organizational structure which addresses the needs of current and future teacher and student populations.

**Activity: 3.2.1.**

**Description:** Review role of Board and Board positions for strengths and weaknesses.

**Person Responsible Timeline for Implementation Resources**

LaBelle, Diane	Start: 6/30/2010	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: 3.2.2.**

**Description:** Review survey responses and develop a report for CEO, Principal, and Finance Committee.

**Person Responsible Timeline for Implementation Resources**

LaBelle, Diane	Start: 7/30/2010	-
	Finish: 12/31/2010	

**Status:** Complete

**Activity: 3.2.3.**

**Description:** Seek Board members to address identified needs.

**Person Responsible Timeline for Implementation Resources**

Mikkelsen, Nancy	Start: 6/30/2010	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: 3.2.4.**

**Description:** Review and revise Board manual as needed.

**Person Responsible Timeline for Implementation Resources**

LaBelle, Diane	Start: 6/30/2010	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Strategy: 3.3.**

**Description:** Communicate and maintain consistent human relations policies compliant with all federal and state regulations.

**Activity: 3.3.1.**

**Description:** Maintain Board manual with Board Directors and Business Office.

**Person Responsible Timeline for Implementation Resources**

LaBelle, Diane	Start: 6/30/2010	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: 3.3.2.**

**Description:** Fully revise and get approval for all of LVPA's policies.

**Person Responsible Timeline for Implementation Resources**

LaBelle, Diane	Start: 6/30/2010	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: 3.3.3.**

**Description:** Make all policies and procedures available on the website and in the employee handbook.

**Person Responsible Timeline for Implementation Resources**

LaBelle, Diane            Start: 6/30/2010            -  
   Finish: Ongoing

**Status:** In Progress — Upcoming

***Goal: 4.***

**Description:** IMPROVE BRANDING AND FINANCIAL DEVELOPMENT

***Strategy: 4.1.***

**Description:** Define and develop a long range marketing plan to attract patrons and students to LVPA.

***Activity: 4.1.1.***

**Description:** Lead a branding session with Directors, faculty, Board of Directors, and students.

**Person Responsible Timeline for Implementation Resources**

LaBelle, Diane            Start: 7/1/2011            -  
   Finish: Ongoing

**Status:** In Progress — Upcoming

***Activity: 4.1.2.***

**Description:** Review and revise recruitment direct mail postcard for enrollment, targeting specific sending school districts.

**Person Responsible Timeline for Implementation Resources**

Storm, Deb                Start: 7/1/2011            -  
   Finish: Ongoing

**Status:** In Progress — Upcoming

**Activity: 4.1.3.**

**Description:** Research TV and Billboard Ads.

**Person Responsible Timeline for Implementation Resources**

Storm, Deb	Start: 6/30/2010	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: 4.1.4.**

**Description:** Create young artists ensemble for community outreach.

**Person Responsible Timeline for Implementation Resources**

Artistic Directors	Start: 8/1/2011	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: 4.1.5.**

**Description:** Introduce a new fall showcase celebration.

**Person Responsible Timeline for Implementation Resources**

Storm, Deb	Start: 6/30/2010	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: 4.1.6.**

**Description:** Initiate private receptions to increase public perception.

**Person Responsible Timeline for Implementation Resources**

Storm, Deb	Start: 7/1/2011	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: 4.1.7.**

**Description:** Create an LVPA Brand with supporting key marketing statements that support LVPA's mission and identify the passion and excitement of LVPA.

**Person Responsible Timeline for Implementation Resources**

Storm, Deb	Start: 6/30/2010	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: 4.1.8.**

**Description:** Design a marketing DVD that will be used to support enrollment and capital campaign.

**Person Responsible Timeline for Implementation Resources**

Storm, Deb	Start: 5/31/2012	-
	Finish: 6/30/2012	

**Status:** Complete

**Strategy: 4.2.**

**Description:** Develop funding channels (grants, gifts, etc.) to meet the budgetary goals. LVPA still needs to identify ways to expand.

**Activity: 4.2.1.**

**Description:** Create a generic, compelling Support Statement that will be used as the basis for all donor requests to build annual fund.

**Person Responsible Timeline for Implementation Resources**

Storm, Deb	Start: 7/1/2011	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: 4.2.2.**

**Description:** Develop separate marketing pieces of support for:

- a. capital campaign
- b. endowment
- c. scholarship funds to be used with the Case Statement.

**Person Responsible Timeline for Implementation Resources**

---

LaBelle, Diane	Start: 7/1/2011	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: 4.2.3.**

**Description:** Create two annual development newsletters showcasing student highlights and recognizing gifts to the school and also, post on the web site.

**Person Responsible Timeline for Implementation Resources**

---

Storm, Deb	Start: 7/30/2010	-
	Finish: 12/31/2010	

**Status:** Complete

**Activity: 4.2.4.**

**Description:** Expand work with area Legislators on funding opportunities.

**Person Responsible Timeline for Implementation Resources**

---

LaBelle, Diane	Start: 6/30/2010	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: 4.2.5.**

**Description:** Improve annual gala attendance and sponsors.

**Person Responsible Timeline for Implementation Resources**

Storm, Deb	Start: 6/30/2010	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: 4.2.6.**

**Description:** Improve and refine parent appeal campaign.

**Person Responsible Timeline for Implementation Resources**

Storm, Deb	Start: 6/30/2010	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: 4.2.7.**

**Description:** Refine community appeal.

**Person Responsible Timeline for Implementation Resources**

Storm, Deb	Start: 6/30/2010	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Activity: 4.2.8.**

**Description:** Improve grant writing requests and results.

**Person Responsible Timeline for Implementation Resources**

Storm, Deb                      Start: 6/30/2010  
    Finish: Ongoing

-

**Status:** In Progress — Upcoming

### ***Activity: 4.2.9.***

**Description:** Design varied marketing materials to support all development campaigns.

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

Storm, Deb                      Start: 6/30/2010  
    Finish: Ongoing

-

**Status:** In Progress — Upcoming

## **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**

**1. *Rigorous Instructional Program Under the Pennsylvania Accountability System. All schools 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?***

**Comprehensive Curriculum:** The school offers a comprehensive high school curriculum composed of more than 50 courses ranging from arts infused traditional academic to pre-professional courses in the performing arts. Specific course objectives are identified for each of these courses and are measured in accordance with their corresponding arts and academic standards.

**Development:** LVPA initially developed its curriculum through the use of "Plato Learning". This company provided a curriculum matrix that was tied directly to Pennsylvania content standards and other national standards, not yet adopted by Pennsylvania. The PSSA and Terra Nova administration have provided a school-wide focus on Reading, Writing and Mathematics. Artistic curricula were designed around the standards set down by the Consortium of National Arts Education Association. In the summer of 2004, following the first full year of the school, summer workshops were organized to provide faculty members the opportunity to work with existing curricula, improve areas in need, and more clearly define objectives. The same format was used for each department which provided a system for curriculum mapping and accountability. In the

summer of 2005 and 2006, summer workshops were used to further develop or realign curricula. In the summer of 2010 the Music staff worked to better utilize the strengths of their staff members and their space constraints. A new director of Instrumental Music was hired for the 2011-2012 school year.

**Evaluation:** Over the past several years, outside consultants have reviewed the curriculum in, Science, Spanish, French, Theatre and Music. The staff members of each of these departments worked together to make improvements where needed to enhance their curriculum.

**Collaboration:** Moving forward in the 2012 — 2013 school year, LVPA teachers in the English and Math departments will continue working to scaffold the curriculum to insure that all PA Standards are met over the course of the four years students attend LVPA.

**Professional Performances:** LVPA students have opportunities to participate and compete in national associations within their artistic arenas. Through field trips, LVPA students are exposed to professional performances that highlight the artistic and academic components of the curriculum. LVPA has also had the opportunity to bring professionals from the business side of the arts into the school for workshops and seminars.

**Master Classes:** Master Classes in every artistic department are held throughout the school year, introducing LVPA students to true masters of their art discipline.

**Master Classes for the 2011-2012 school year are as follows:**

- September 6, 2011 — Guitar with Howard Alden, famous American jazz guitarist who has worked with Bucky Pizzarelli, Joe Williams, and Woody Herman.
- September 23, 2011 — Dance with Jess Marino
- September 29, 2011 — Inst. Music with Jeffrey Wohlbach, trumpeter and teacher, graduate of the Juilliard School and former trumpeter with the Glenn Miller Orchestra.
- October 5, 2011 — Dance with Paul Tayler
- October 6, 2011 — Inst. Music with Bucky Pizzarelli, famous American jazz guitarist. Has performed with artists such as Les Paul and Benny Goodman.
- November 3, 2011 — Inst. Music with Tumblin Bones, American bluegrass trio of guitar, banjo, fiddle and vocals.
- November 9, 2011 — Dance with Aszure Barton
- November 14, 2011 — Dance with Shenandoah University
- November 17, 2011 — Inst. Music with “Doc” Gibbs, world percussionist and former band leader of Emeril Lagasse’s *Live Show*
- December 2, 2011 — Art, workshop with Lydia Panas, a local photographer featured in the 2011 InVision Photography Exhibit.
- December 8, 2011 — Inst. Music — Exter vs. Kimock, local rock duo of cello and drums comprised of LVPA graduate John Kimock (drums) and Trevor Exter (cello)

- January 19, 2012 — Inst. Music — Amadi Azikiwe, professor of Viola at James Madison University
- January 27, 2012 — Dance with Illstyle and Peace
- February 3, 2012 — Theater Lecoq clowning workshop with Touchstone
- February 9, 2012 — Dance with Eastern University
- February 17, 2012 — Dance with Six Meters
- March 2, 2012 - Vocal Music with Dr. J. Daryl Hollinger - Dr. Daryl Hollinger is Dean of the Chapel, Organist and adjunct faculty member at Lancaster Theological Seminary. He also is the Director of the Ephrata Cloister Chorus and has given concerts in Germany, Austria, Switzerland, England, Bulgaria as well as parts of the US.
- March 5, 2012 - Vocal Music with J. Bennett Durham - J. Bennett Durham is coordinator of choral activities & liturgical music at DeSales University, where he conducts the university's three choral ensembles and teaches applied voice.
- March 19, 2012 — Musical Theatre Master Class
- April 2 & 3, 2012 — Theatre Suzuki Master Class with Christopher Ryland
- April 3, 2012 — Inst. Music with Sam Hollander, record producer and composer from NYC. Has produced and written songs for Katy Perry, Carol King, Sugar Ray, Uncle Kracker, and many more.
- April 3, 2012 — Dance with Anthony Ferro
- April 27, 2012 — Devised Theatre Workshop with Squonk Opera
- May 10, 2012 - Vocal Music with 'Round Midnight, professional vocal ensemble - 'Round Midnight is an award-winning "a cappella" quartet of music educators from New York City.
- May 12, 2012 — Theatre/Makin' it on Broadway/NY Casting Directors David Vaccari and Cyrena Esposito

**Standards:** Academic and Performing Arts Standards followed by LVPA are as follows:

**Standards utilized in the Academic Departments:**

The Social Studies Department follows the Pennsylvania State Standards

The English Department follows the Pennsylvania State Standards

The World Languages Department follows the American Council on the Teaching of Foreign Languages (ACTFL) National Standards - there are no Pennsylvania Standards for Foreign Language. According to the website, they will be available in May 2002.

The Science Department follows the Pennsylvania standards for Science and Technology, and Environment and Ecology.

The Math Department follows the Pennsylvania standards for Mathematics which are aligned with NCTM.

### **Standards Utilized in the Theatre, Dance, Music and Visual Arts Departments:**

#### **LVPA Theatre Department**

National Academic Standards Addressed (reference code and areas):

- Theatre 9-12, Content Standard 1 — Script writing through improvising.
- Theatre 9-12, Content Standard 2 — Acting by developing, communicating, and sustaining characters in improvisations and informal productions.
- Theatre 9-12, Content Standard 3 — Designing and producing by conceptualizing and realizing artistic interpretations for informal productions.
- Theatre 9-12, Content Standard 5 — Researching by evaluating and synthesizing cultural and historical information to support artistic choices.
- Theatre 9-12, Content Standard 7 — Analyzing, critiquing, and constructing meanings from informal and formal theatre.
- Theatre 9-12, Content Standard 8 — Understanding context by analyzing the role of theatre in the past and present.

Pennsylvania Academic Standards Addressed:

- Arts & Humanities 9.1 — Production, performance, and exhibition of theatre.
- Arts & Humanities 9.2 — Historical and Cultural contexts.
- Arts & Humanities 9.3 — Critical response.
- Arts & Humanities 9.4 — Aesthetic response.

LVPA students are assessed in a variety of ways - through written work and analysis, presentations, performance projects, tests and quizzes. Each assessment is outlined in more detail in the respective curricula, along with the corresponding standards for each unit.

#### **LVPA Dance Department**

##### **Standards:**

The dance curriculum is designed around the Pennsylvania State Dance Standards and the National Dance Standards.

### **The Standards are measured in the Dance Department in the following ways:**

- In technique classes, dancers participate in regularly scheduled movement and written assessments of technical, anatomical, musical and conceptual information.
- In Composition classes, dancers are assessed through choreographic projects that require them to practice their learned tools and skills.
- In Dance History classes, dancers' learning is assessed through projects and tests.
- At the end of the school year, all dancers participate in week long dance juries. The written and movement juries test students on the material and concepts they have learned throughout the year.
- Graduation Project. Students must be able to draw upon their LVPA experience in its entirety to respond to the most advanced National Dance Standards.

### **LVPA Vocal Music Department**

#### **Standards Based Curriculum**

The LVPA Vocal Department adheres to and exceeds the following Content/Achievement based standards evaluation systems:

- National Standards for Arts Education - Content/Achievement Standards for Music Grades 9-12.
- Pennsylvania Music Educators Association - Content Standards for Music Grades 9-12.
- American Choral Directors Association - Repertoire and Standards for Advanced High School Ensembles.
- National Association of Teachers of Singing - Code of Ethics and Pedagogy.

These standards are on a daily basis observed and evaluated through the following structures:

- Traditional lecture style classes followed by written Homework/Quizzes/Exams (Music Theory, Music History, etc.).
- Composition of new music (Based on skills from Music Theory and Electives).
- Performance based assessment (Jury style grading in Vocal Techniques, Voice on Stage, Choral ensembles).
- Oral/Performance based presentation as part of the Voice Major Senior Project.

- Academic and performance based music electives exposing students to genres and instruments beyond their chosen major.
- “Masterclass” style formal and informal evaluation of student performance by numerous guest artists.

## **LVPA Instrumental Music Department**

### **Standards Based Curriculum**

The LVPA Instrumental Department adheres to and exceeds the following Content/Achievement based standards evaluation systems:

- National Standards for Arts Education (of which NAFME is a member of) - Content/Achievement Standards for Music Grades 9-12
- Pennsylvania Music Educators Association - Content Standards for Music Grades 9-12

These standards are on a daily basis observed and evaluated through the following structures:

- Traditional lecture style classes followed by written Homework/Quizzes/Exams (Music Theory, Music History, etc.).
- Composition of new music (Based on skills from Music Theory and Electives) with the use of Finale 2011 music notation software.
- Listening to and analyzing live performances and recordings within ensembles and elective classes.
- Cross-curricular collaborations between departments within LVPA.
- Performance based assessment (jury style) within all instrumental techniques classes, ensembles, and recitals.
- Oral/Performance based presentation as part of the Senior Project (research paper, reflection paper, solo recital, and oral presentation to faculty).
- Academic and performance based music electives exposing students to many genres and instruments beyond their chosen major.
- “Masterclass” style informal evaluation of student performance by numerous guest artists.

## **LVPA Visual Arts Department**

The LVPA Visual Art Department adheres to and exceeds the following Content/Achievement based standards evaluation systems:

- Grade 9-12 Visual Arts Standard 1 - Content Standard: Understanding and applying media, techniques, and processes.
- Grade 9-12 Visual Arts Standard 2 - Content Standard: Using knowledge of structures and functions.
- Grade 9-12 Visual Arts Standard 3 - Content Standard: Choosing and evaluating a range of subject matter, symbols, and ideas.
- Grade 9-12 Visual Arts Standard 4 - Content Standard: Understanding the visual arts in relation to history and cultures.
- Grade 9-12 Visual Arts Standard 5 - Content Standard: Reflecting upon and assessing the characteristics and merits of their work and the work of others.
- Grade 9-12 Visual Arts Standard 6 - Content Standard: Making connections between visual arts and other disciplines.

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

**Middle States Accreditation:** All of LVPA's curricula are in line with state and national standards. In addition, these curriculum standards were evaluated and approved during the last Middle States visitation.

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

**LVPA's Comprehensive Academic and Artistic Program:** The Lehigh Valley Charter High School for the Performing Arts provides a comprehensive academic and artistic program for high school students who have potential or demonstrated talent in dance, figure skating, instrumental music, theatre, visual art or vocal music. LVPA's regional model enables students from a wide geographic area to maximize their special talents in the arts, while building a strong academic and developmental foundation for post secondary education and the work-force.

**College Preparatory Curriculum:** The college preparatory curriculum is designed to develop individual potential while meeting the entrance requirements of America's competitive colleges and universities. LVPA's academic schedule operates in a modified block, with courses meeting every other day for a full school year. The program of studies provides a full complement of college preparatory courses and each college discipline offers honors level options. Advanced placement courses are available in English, American History, Art History, Music Theory, and Spanish. Students also participate in a comprehensive Performing Arts program for three hours each day.

**Early Stages of Development:** Over LVPA's first four years of operation, frequent modifications were made to meet the diverse background of the students who were coming to the school from

the 41 school districts. Teachers continue to utilize differentiated instruction to better meet the needs of honors, college preparatory, advanced placement students, and those students who were not yet at the college preparatory level. LVPA's belief is that the school is making good progress in addressing the students' academic and developmental needs.

**Terra Nova Testing to Aid Placement Services:** Terra Nova tests are required to be taken by all incoming students. LVPA continues to offer remedial classes for students who need improvement in basic math and reading skills. These students are identified by their Terra Nova scores, teacher recommendations, previous grade averages, or through the Child Study Team. These students may be placed in a Math, Reading /Writing Title One Workshop Approach: The school has also designed and implemented a Title One workshop approach for students who need extra assistance in math and/or reading/writing. This program allows students to receive more individualized weekly instruction that will aid them in reaching proficient or above average levels on their PSSA tests.

**Extended Algebra I Class:** LVPA's extended math program allows extra time for students to review not only algebraic concepts, but basic mathematics skills.

**Child Study Team:** In the 2010-2011 school year, a Child Study Team was developed to help teachers identify students who are in need of extra assistance. Through this team several students have been identified with learning disabilities and are now being serviced by the Education Support Department.

**Education Support Services:** For the 2011-2012 school year, LVPA's Special Education Department is staffed by three full-time professional staff members who serve approximately 50 students.

#### ***4. How does the charter school promote in-depth and inquiry-based teaching and learning?***

**Research Projects and Performing Arts Techniques:** Research and inquiry based projects dominate in the humanities (English, Social Studies, and Foreign Language) and science programs. Many of LVPA's academic courses utilize performing arts techniques to broaden and enhance teaching and learning. The performing arts courses follow strict standards that promote the same discipline as the academic courses.

**Classroom Climate:** Having a large percentage of highly qualified teachers on staff at LVPA maximizes the base of student knowledge. LVPA's caring faculty help to ensure students interest in the various subject areas by promoting a classroom climate where students participation is welcomed and encouraged. Creating a safe and nurturing environment for student learning is critical to empowering them with the knowledge they will need for years to come. LVPA maintains a very qualified roster of teachers representing academic and artistic areas. 81.1 % of LVPA faculty members are highly qualified certified teachers; 100% of academic faculty are certified. There currently is not certification for dance or figure skating. In addition, LVPA employs professionals in the arts fields who bring a wealth of real world experience and opportunity to the students. Many teachers on the academic faculty also have a background or experience in the arts.

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

**Evaluation and Remediation:** The first step in this process is identifying those students who fall into the category of “performing significantly below standards”. In the school year 2010-2011 a Child Study Team was organized to help teachers identify at risk students. Teachers who found students performing poorly within their class were recommended to the Child Study Team. This team then evaluated the students progress through teacher observations, test scores and parents conferences. The student was then recommended for one of several remediation plans.

- National Honor Society Peer Tutoring.
- Workshop classes in either Math or/and Reading/Writing.
- Referral to the extended Algebra I program.
- Evaluation by the Educational Support Department (ESS).

#### ***6. What types of teaching strategies are used to actively engage students in the learning process?***

**Hands-on and Participatory Activities:** Hands-on and participatory activities are the norm in most academic classrooms. This continues to be readily observable during daily visits by building administrators.

**Performance Techniques:** The use of performance techniques is also used effectively by most teachers.

**Visiting Artists:** Visiting artists are used in the performing arts areas to allow students to interact with and observe professional artists in their area of study.

### **Rigorous Instructional Program - Attachment**

- Induction for Charter School Report

### **English Language Learners**

LVPA has not had students who qualified for the ELL program and therefore was not required to submit an ELL report. In the event that an ELL student is identified LVPA has a "child find" program in place which identifies the vast array of student needs. LVPA will implement corrective action through LVPA's Principal, utilizing the Foreign Language, Special Education, and Basic Skills departments if and when appropriate.

There are currently no supporting documents selected for this section.

### **Graduation Requirements**

**College / Artistic Program Preparation:** One of LVPA's goals is that all graduates will be prepared to enter a college of their choosing or an artistic post secondary program designed to prepare them for a professional career in their respective art. Measurement of this long-range goal will be achieved by carefully following student careers through the LVPA guidance office.

**Graduate Profile:** The percentage of LVPA graduates going on to post secondary education has increased from 90% in 2006 to 97.4% in 2012. Approximately 40% of those students going to college, leave LVPA to attend an arts or arts education program. The majority of students enroll in 2 and 4 year programs at Pennsylvania or national colleges and universities.

**Graduation Requirements / Project:** In June of 2012, LVPA graduated 114 students. Graduating seniors were awarded diplomas for meeting *all graduation requirements*, including the state-mandated Graduation Project and a 60 hour commitment to Community Service/Internship. Students who enrolled and attended LVPA for all four years of their high school experience were required to take and pass 33 credits in the following areas:

English	4 credits
History	4 credits
Math	3 credits
Science	3 credits
Foreign Language	2 credits
Performing Arts Major	16 credits (4 credits/year of attendance)
Community Service/Internship	1 credit (60hours)
Graduation Project	Pass/Fail

**LVPA's Grading Scale is as follows:**

GRADING SCALE		
100 - 97	A+	4.0 — 3.85
96 — 93	A	3.8 — 3.65
92 — 90	A-	3.6 — 3.5
89 — 87	B+	3.4 — 3.2
86 — 83	B	3.1 — 2.8
82 — 80	B-	2.7 — 2.5
79 — 77	C+	2.4 — 2.2
76 — 73	C	2.1 — 1.8
72 — 70	C-	1.7 — 1.5
69 — 65	D	1.4 — 1.0
64 — 45	F	0

**LVPA Academic Course Selections to meet these requirements are as follows:**

- **English**
  - a) **English 9 (CP and Honors)**
  - b) **English 10 (CP and Honors)**
  - c) **English 11 (CP, Honors and AP Language & Composition)**
  - d) **English 12 (CP, Honors and AP Literature & Composition)**
- **History**

- a) Western Civilization (CP and Honors)
  - b) US History I (CP and Honors)
  - c) US History II (CP, Honors and AP American History)
  - d) Government (CP and Honors)
- Math
    - a) Algebra I (CP and CP Extended)
    - b) Geometry (CP and Honors)
    - c) Algebra II (CP and Honors)
    - d) Algebra III /Trigonometry (CP and Honors)
    - e) Calculus Honors
    - f) Calculus AB Honors
    - g) Calculus AB II Honors (Ind. Study)
    - h) Discrete Math/Personal Finance
  - Science
    - a) Biology (CP and Honors)
    - b) Chemistry (General, CP and Honors)
    - c) Physics (CP and Honors)
    - d) Environmental Science (CP and Honors)
    - e) Anatomy and Physiology (CP and Honors)

#### Foreign Language

- Spanish
  - a) Spanish 1 (CP)
  - b) Spanish 2 (CP and Honors)
  - c) Spanish 3 (CP and Honors)
  - d) Spanish 4 (CP and Honors)
  - e) Spanish 5 (Honors)
  - f) Spanish Independent Study
  - g) AP Spanish Language
- French
  - a) French 1 (CP)
  - b) French 2 (CP and Honors)
  - c) French 3 (CP and Honors)
  - d) French 4 (CP and Honors)
  - e) French 5 (Honors)

LVPA Performing Arts Course Selections to meet these requirements are as follows:

- Dance
  - a) Ballet I, II, III, IV
  - b) Dance History 9,10,11,12
  - c) Improvisation 9,10
  - d) Composition 11,12
  - e) Modern Technique
  - f) Jazz Technique
  - g) Tap Technique
  - h) Pointe

- i) Conditioning
- Instrumental and Vocal Music
  - a) Music Theory 1,2,3,4 and AP
  - b) Antiquity Music Theory
  - c) Classical Music Theory
  - d) Romantic Music History
  - e) 20<sup>th</sup> Century Music History
  - f) Wind Ensemble
  - g) String Ensemble
  - h) Percussion Ensemble
  - i) Jazz Band
  - j) Orchestra
  - k) Chamber Ensemble
  - l) Pop/Jazz Ensemble
  - m) Musicianship 1 and 2
  - n) Music Elective(s)
  - o) Wind Technique
  - p) Percussion Technique
  - q) Strings Technique
  - r) Piano Technique
  - s) Guitar Technique
  - t) Brass Technique
  - u) Vocal Technique(s): VT1 — VT 8
  - v) Choir 9,10
  - w) Choir 11,12
  - x) Gospel Choir
  - y) Women's Choir
  - z) Touring Choir
- Theatre
  - a) Stagecraft
  - b) Voice and Movement
  - c) Beginning and Advanced
  - d) Acting Fundamentals
  - e) Theatre History 1
  - f) Theatre History 2
  - g) Acting I
  - h) Acting II
  - i) Modern American Drama
  - j) Fundamentals of Directing
  - k) Advanced Acting
  - l) Theatre Seminar 12
  - m) Playwriting Structure
- Visual Art
  - a) Design Essentials
  - b) Composition and Color
  - c) Intro to Figure
  - d) Figure Studio
  - e) Oil Paint and Color Theory
  - f) Intro to Sculpture
  - g) Portfolio Preparation

- h) Advanced Studio(s)
- i) Contract Art Studio
- j) Sr Art Seminar and Exhibition
- k) Art History 1: Prehistoric to Medieval
- l) Art History 2: Italian Renaissance — Rococo
- m) Art History 3: Neoclassic and Contemporary
- n) AP Art History
- o) AP 2D Studio

- **Figure Skating — LVPA's Figure Skating Curriculum is in the process of being redesigned during the 2011-2012 school year. This is the proposed schedule for the 2012-2013 school year:**

- **Freshman Fall Semester:**

**ON ICE:**

- a) Day 1: Moves in the Field I (30 minutes)
- b) Day 2: On Ice Choreography (30 minutes)
- c) Day 3: Spins (30 minutes)
- d) Day 4: Jump Technique (30 minutes)

**OFF ICE:**

- a) Day 1, 2: Intro to Figure Skating: Basics of the Figure
- b) Day 3: Strength Training
- c) Day 4: Dance, Requirement: Showcase

**Optional: Trip to New York City Ice Theater**

- **Freshman Spring Semester:**

**ON ICE:**

- a) Day 1: Moves in the Field I (30 minutes)
- b) Day 2: On Ice Choreography (30 minutes)
- c) Day 3: Spins (30 minutes)
- d) Day 4: Jump Technique (30 minutes)

**OFF ICE:**

- a) Day 1, 2: Developing a Figure skater
- b) Day 3: Strength Training
- c) Day 4: Dance
- d) Requirement: Showcase, one competition

**Optional: Trip to New York City Ice Theater**

- **Sophomore Fall Semester:**

**ON ICE:**

- a) Day 1: Moves in the Field II (30 minutes)
- b) Day 2: On Ice Choreography (30 minutes)
- c) Day 3: Spins (30 minutes)
- d) Day 4: Jump Technique (30 minutes)

**OFF ICE:**

- a) Day 1, 2: Figure Skating II (rules, testings, judging, technique)
- b) Day 3: Strength Training

- c) Day 4: Dance
- d) Requirement: Showcase

Optional: Trip to New York City Ice Theater

- Sophomore Spring Semester:

ON ICE:

- a) Day 1: Moves in the Field II (30 minutes)
- b) Day 2: On Ice Choreography (30 minutes)
- c) Day 3: Spins (30 minutes)
- d) Day 4: Jump Technique (30 minutes)

OFF ICE:

- a) Day 1, 2: Nutrition/ Fitness/ Sport Medicine
- b) Day 3: Strength Training
- c) Day 4: Dance
- d) Requirement: Showcase, one competition

Optional: Trip to New York City Ice Theater

- Junior Fall Semester:

- a) Day 1: Moves in the Field III (30 minutes)
- b) Day 2: On Ice Choreography (30 minutes)
- c) Day 3: Spins (30 minutes)
- d) Day 4: Jump Technique (30 minutes)
- e) Day 1, 2: Figure Skating III
- f) Day 3: Strength Training
- g) Day 4: Dance Requirement: Showcase, one competition

Optional: Trip to New York City Ice Theater

- Junior Spring Semester:

- a) Day 1: Moves in the Field III (30 minutes)
- b) Day 2: On Ice Choreography (30 minutes)
- c) Day 3: Spins (30 minutes)
- d) Day 4: Jump Technique (30 minutes)
- e) Day 1, 2: Physics
- f) Day 3: Strength Training
- g) Day 4: Dance
- h) Requirement: Showcase, one competition,

Optional: Trip to New York City Ice Theater, Training at the University of Delaware

- Senior Fall Semester:

ON ICE:

- a) Day 1: Moves in the Field I (30 minutes)
- b) Day 2: On Ice Choreography (30 minutes)
- c) Day 3: Spins (30 minutes)
- d) Day 4: Jump Technique (30 minutes)

OFF ICE:

- a) Day 1, 2: Sports Medicine (PSA Sport Medicine Req.)
- b) Day 3, 4: Professional Development
- c) Requirement: Showcase piece, one competition

**Optional: Trip to New York City Ice Theater**

**Volunteer: Coach, Possible: Special Olympics Figure skating**

- **Senior Spring Semester:**

**ON ICE:**

- a) Day 1: Moves in the Field I (30 minutes)
- b) Day 2: On Ice Choreography (30 minutes)
- c) Day 3: Spins (30 minutes)
- d) Day 4: Jump Technique (30 minutes)

**OFF ICE:**

- a) Day 1, 2: Business Management
- b) Day 3, 4: Professional Development
- c) Requirement: Showcase piece, one competition
- d) Complete the PSA: Basic Skill Instructor CER C (free)

**Optional: Trip to New York City Ice Theater, Training at the University of Delaware**

**Volunteer: Coach, Possible: Special Olympics Figure skating**

## **Special Education**

**Fostering Student Potential:** In accordance with Chapter 711, which specifies how Charter Schools comply with IDEA and ensures that children with disabilities have access to the general curriculum and participate in state and local assessments, LVPA has a dynamic and well-established Special Education Department. Students who have special needs have ready access to support from caring staff members. Highly qualified teachers help students develop their fullest potential, both academically and artistically, through participation in the curricular and extra-curricular opportunities provided by the Charter School.

**Academic and Artistic Support:** The Special Education Department offers itinerant support in all academic subjects and artistic majors. Students are given direct instruction in student skills as well as targeted instruction and support in their course work. Healthy choices, self-advocacy and establishment of internal focus of control are the unifying student skills reinforced by the special education staff. Each member of the special education staff is highly qualified and has been selected to work in the school as a result of having emotional support and behavioral modification experience in previous employment. Additionally, they must demonstrate the high academic achievement to qualify them to support students in a uniquely diverse and comprehensive college preparatory curriculum. LVPA is steadfast in commitment to educate students with disabilities with their non-disabled peers to the maximum extent appropriate. In order to provide a continuum of services, the department offers limited course work in Math and English, aligned with the regular education curriculum, in the Resource Room. Students are scheduled for these courses when the IEP team determines the student will be best served in this setting, rather than in the regular education setting with supplementary aids and services. Each student served by the Department manages his or her academic and artistic coursework by use of a school planner, and by meeting individually with their case managers at least once in LVPA's 4-day cycle. Student progress is monitored through weekly progress reports generated through the

computerized student information system. Data in this system is maintained by special education, academic and artistic teachers on a continuous basis. Communication between parents and staff is open and frequent. Students may access additional support during after school hours three days per week, supplied on a volunteer basis by the special education staff. Students and parents may also access information by secure login to the electronic gradebook. They may communicate via email with special education staff during and after school hours, and by telephone and through the paper-and-pencil student planner for those without Internet access.

**Tutoring Assistance:** Staff also offers tutoring assistance to students with special needs during their lunch period, study groups for upcoming tests and quizzes as well as learning support during study halls and personalized help during test and quiz administration. Parent and regular education staff training is an integral part of the responsibilities of the Special Education staff. Parents are trained in evening sessions on the student information system, use of tools on the “cloud” for data storage and access, as well as on topics by request by parents and those determined to be pertinent by staff. Materials are disseminated by mail and email on topics of interest and about resources in the community. Special education teachers facilitate and provide in-service training on pertinent topics. Staff maintains an open dialogue with all IEP team members to collaborate in meeting the students’ unique learning needs. In accordance with Federal and State directives, transition services are offered for each student with an IEP starting at the age of 14 or the age at which they are enrolled in LVPA.

**Special Education Procedures:** A comprehensive state special education cyclical monitoring for continuous improvement was conducted in January 2012. The department was determined to be at a 99% rate of compliance at the time of the monitoring. Evidence of practices, policies and procedures were reviewed by the monitoring team and are available upon request. As part of the statewide initiative to improve transition services, in 2011, staff successfully completed individual Indicator 13 training from the intermediate unit.

## Special Education - Attachment

- Special Education Policy

## Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Gwen Ayers	1.00	Director	LVPA	49	Students are shared.
Bethany Pancoast	1.00	Learning Support	LVPA	49	Students are shared.
Amanda Weir	1.00	Learning Support	LVPA	49	Students are shared.

## Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Not Applicable	NA	NA	NA	0	Not Applicable

## Special Education Program Profile - Chart III

Title	Location	FTE
Special Education Secretary	LVPA	1.00

## Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Dr. Janine Wargo	School Psychologist	As Needed
Erica Capellini	Speech and Language Therapist	As Needed
Antonia Torpey	Orientation and Mobility specialist	4 hrs /month
IU20	Vision support services	2 hrs /month
IU20	Psychiatric evaluation	As needed

## SECTION IV. ACCOUNTABILITY

### Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
We do not have elementary grades.	No	No	No	No	No	No

### Student Assessment - Secondary

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

### Student Assessment

***A. Using the most recent PSSA/PASA data, any locally developed tests, and other data that reflects improved academic performance, describe how the evidence indicates significant improvement or continued strong student performance. Include in the discussion:***

***How these results influence development of new or revised annual measurable goals and targets.***

**Focus Determination:** PSSA results, as well other assessments, have enabled us to determine the focus for LVPA's academic resources where they are most needed. LVPA has consistently met the academic benchmark in mathematics, but the goal is to help LVPA's students achieve well above the benchmark. Toward this end, during the 2008-09 school year LVPA implemented an "extended" Algebra I course for those students who demonstrated they would need more time on task to master basic algebraic concepts. The students were placed into this class as a result of an assessment of pre-algebra skills. Through this extended time class, students were also provided with the opportunity to improve basic arithmetic skills. In addition to keeping this extended model in place, LVPA provides continuing support for this same group of students as they moved into Geometry during the 2009-10 school year. Revisions in the Math Curriculum continue to be underway during the 2012-2013 school year as we work to align them with the Common Core Standards.

***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.***

**Student Achievement Plan:** A Student Achievement Plan was developed by the Mathematics Department and implemented for the 2008-2009 school year and continues to be implemented. An initial test/survey in the fall helped faculty members determine areas of skill, weakness or deficiencies. Students were assigned additional workshop periods or "extra" class time to accommodate the need to quickly increase skill levels. They also have the option of peer tutoring. When appropriate, students are placed with an instructor in the learning support area.

***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.***

**Terra Nova Placement Testing:** All freshman and other new students entering LVPA take the Terra Nova test. Those students who need remediation are scheduled for workshop classes; those that are borderline are monitored by the school's Child Study Team. The Child Study Team meets weekly to review recommendation for students to the Title I program, review progress reports, schedule parent conferences, and make recommendations. The Child Study Team is in constant contact with faculty to gain feedback and insight on students to better aid them in their academic success.

**Child Study Team:** A Child Study Team was instituted in 2010 to help teachers who have struggling students in their classrooms. The Child Study Team meets weekly to review recommendations for students to the Child Find program, review progress reports, schedule parent conferences, and make recommendations. The Child Study Team is in constant contact with faculty, parents, the Student Assistance Team, and the Educational Support Services Department to gain insight on the best way to aid them in their academic success.

## **Student Assessment - Attachment**

- Terra Nova

## **Teacher Evaluation**

***A.) List the main features of the school's teacher evaluation plan.***

**Teacher Evaluation Plan:** LVPA's teacher evaluation plan is based on "A Framework for Teaching" by Charlotte Danielson. Teachers have been introduced to the 4 domains of teaching responsibly:

- Planning and Preparation,
- Classroom Environment,
- Instruction, and
- Professional Responsibilities.

**Upcoming In-Services:** More time will be spent in the upcoming in-services on these domains to ensure that the teaching staff holds themselves to high standards of professionalism.

***B.) List entities/individuals that are responsible for teacher and staff evaluation.***

**Principal and Assistant Principal Staff Evaluations:** The principal and the assistant principal formally observe all academic teachers a minimum of two times per year, completing formative and summative evaluations. The principal chooses to spend the greater part of her days in the academic and artistic classrooms. As a result, many teachers receive informal feedback and supervision on a daily basis. The artistic directors are formally observed and evaluated by the principal.

***C.) Describe professional development for the evaluators, particularly in the areas of special education and instructional techniques that are unique to the mission of the charter school and support student success.***

**Staff Development Programs / Sessions:** LVPA has a weekly staff development program for 60-minutes, which meets over 30 times during the year. This allows for full faculty meetings, department meetings, focused curriculum meetings, and mentoring activities. In addition LVPA has two all day staff development sessions and three orientation days prior to the arrival of students. LVPA's Principal has basic charge of in-service activities. LVPA encourages all members of the staff to attend conferences and workshops on a regular basis. Over the past few years, this year having been no exception, LVPA's Director of Special Education has worked closely with the Office of Special Education and the local Intermediate Unit to increase her knowledge base and to pass that knowledge along to both the regular and special education staff. LVPA's special education staff spends a great deal of time with the regular education staff, both academic and artistic, to assist in the appropriate accommodations for LVPA students.

***ATTACH THE DESCRIPTION OF YOUR TEACHER EVALUATION PLAN AS ATTACHMENT H.***

## **Teacher Evaluation - Attachment**

- Attachment H: Teacher Evaluation Documents 2011-2012

## **SECTION V. GOVERNANCE REQUIREMENTS**

### **Leadership Changes**

**LVPA Leadership Changes:** The founder and superintendent of the school, Thomas S. Lubben, retired as of 6/30/2010. The Board appointed Diane LaBelle, as CEO/Executive Director, effective July 1, 2010. The position of "superintendent" no longer exists. At the end of school year 2010-2011, the Principal resigned for personal reasons. Sharon Fehlinger was hired to be the Principal of LVPA at the start of the 2011-2012 school year. Ms. Fehlinger was specifically chosen because of her strong expertise in curriculum and instruction. There was one leadership change to the Board with the resignation of Sharon Glassman. Professor Jon Drescher of Lehigh University School of Education was chosen to fill the open Board position.

### **Board of Trustees**

Name of Trustee Office (if any) \_\_\_\_\_

Mario Acerra	President
Nancy Mikkelsen	Vice-President
Paul Braden	Treasurer
Otto Ehram	Development Chair
Leonard Perrett	Curriculum Chair
Gerry Pandaleon	Finance Committee
Marc Basist	Development Member
Jon Drescher	Curriculum Committee
Tom Kartsotis	Curriculum Committee
Mark Ferguson	Development and Marketing

## Professional Development (Governance)

**Professional Governance Development:** Attendance at state meetings, the Coalition of Charter School conferences, PASA and PASBA workshops and PDE webinars, enabled the Chief Executive Officer/Executive Director to provide information to the Board. The Board president provided information from internet sources regarding "boardsmanship" for the full board. During the 2010-11 school year, the Board received additional training through the creation of a new "Board Development" committee, led by a Board member with extensive human relations experience.

## Coordination of the Governance and Management of the School

***How does the Board of Trustees coordinate the governance and management of the school?***

**Coordination of Governance and Management:** The Board of Directors is organized into four main committees:

- Executive/Governance,
- Finance,
- Development, and
- Curriculum.

**Monthly Committee Meetings:** The Chief Executive Officer/Executive Director and/or her designee, meets with each committee monthly throughout the school year. The executive committee (comprised of officers and committee chairs) meets as needed between meetings to address matters of special concern. These committees met on a monthly basis with regular board meetings scheduled for every other month.

***Describe the Board of Trustees' efforts in maintaining a working relationship with the charter granting School Districts' Boards of Directors.***

**District Relationships:** Currently, the Board of Directors entrusts the CEO/Executive Director, Diane LaBelle, with the task of maintaining relationships with the chartering school districts. LVPA offers opportunities for area Boards and Superintendents to visit. The school is fully supported by each of LVPA's sending districts. Ms LaBelle met and gave a tour of LVPA to the Bethlehem Area School District Superintendent in fall 2011. She sends all Superintendents a copy of the Charter School Annual Report and is in contact with their offices.

**Organizational / Legislative Contacts:** The CEO/Executive Director maintains contacts with several major public and charter school organizations. In addition, she works with area and state legislators.

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

- Board Meeting dates 2012-2013

## **Community and Parent Engagement**

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

**Importance of a Parent Group:** It is the feeling of the LVPA Board of Directors and the Administration that a Parent Group is important to support the academic side of the student's education. Discussion on actively engaging parents will be ongoing in the 2012-2013 school year.

**Principal's Chat:** During the 2010-11 school year, the "Principal's Chat" group dwindled and only 1 or 2 parents attended these informal meetings.

**Parent Engagement:** In response to the decreasing involvement in the Principal's Chat, LVPA has established multiple areas for parents to volunteer and become engaged in LVPA's school activities:

- **LVPA Parent Association:** The LVPA Parent Association was established in the 2011 - 2012 school year to involve parents in their children's education and to support fund raising and community outreach events in the greater Lehigh Valley community. In LVPA's first year, the school experienced a group of over forty parents willing to actively volunteer to support the school. The LVPA Parent Association includes a governing Board and sub chairs for multiple committees. They meet six times per year with committees meeting according to need for particular events.
- **Performing Arts Department Volunteers:** Parents are encouraged to work within the performing arts departments to support events and volunteer throughout the school year. A parent liaison is being established for each artistic department to funnel information from faculty to parents so all are kept aware of information and news concerning their child's department.
- **Development Committees:** Parents are asked to serve on Development committees that serve specific needs of the school such as LVPA's annual Gala and a Community Marketing Committee.
- **Weekly E-Newsletter:** LVPA created a weekly e-newsletter in the 2010-2011 school year that shares school news with its parent base and community supporters. This

communication tool has increased LVPA's ability to inform and educate the support base about LVPA.

- **Power School:** In the 2010-2011 school year, LVPA began using Power School, an electronic tool that gives parents access to grades, homework and teacher comments.

**Marketing and Foundation Board Volunteers:** Individuals from the business community are invited to serve as volunteer advisory members on the Marketing and Foundation Boards.

**Staff Development Programs:** LVPA believes that communication and opportunity for interdisciplinary collaboration is important within the school. Therefore, a weekly staff development program meets for 60-minutes, over 30 times during the year. This allows for full faculty meetings, department meetings, focused curriculum meetings, and mentoring activities. In addition LVPA plans and implements two all day staff development sessions and four orientation days prior to the arrival of students at the beginning of the school year. A new teacher orientation is held prior to the all school orientation prior to the start of the school.

**Collaboration of Academic and Arts Faculty:** The Arts and Academic Faculty at LVPA work collaboratively throughout the year to incorporate a melting pot of learning in various areas of the students' studies. An example of this is when the Theater Department introduced a play about a French painter. At the same time, the Art Department continued that theme by having students paint in that artists' style, and then displayed their work at the theater shows. This also combined efforts with French and Literature classes, leading to study on that painter and the culture of the time period. Students at LVPA have the opportunity to incorporate the Arts into the Academics to help ensure a more thorough understanding throughout all areas of their education.

**Cooperative Community Relationships:** LVPA students and faculty have developed cooperative relationships in every arts discipline with area youth, community, educational and arts organizations.

### ***Cooperative Community Relationships:***

#### **LVPA Theatre Department**

- **Touchstone Theatre**, Bethlehem, PA has worked with LVPA on a wide variety of workshops over the years including Shakespeare, Clowning and Stage Combat. Most recently LVPA partnered with Touchstone on their original community production, *A Resting Place (2012)*, a play about the Civil War and the role Bethlehem played in the War. One of the LVPA theatre faculty members and roughly 30 of the theatre students participated.
- **Civic Theatre of Allentown**, PA has been somewhat of a feeder program for LVPA over the years. LVPA encourages potential students to engage in their education offerings before (and while) coming to LVPA. In addition, LVPA allows and encourages the students to participate on Civic's backstage crews to fulfill their practicum requirements in Stagecraft. LVPA has also benefited from being able to share set, prop and costume pieces over the years and the students have consistently been cast in their productions.
- **PA Youth Theatre** continues to be a go-to program for LVPA in regard to recruitment. LVPA students are consistently engaged in their productions as both actors and crew.
- **ArtsQuest** extended an invitation to LVPA this year to participate in a workshop with *Squonk Opera (2012)*. LVPA students perform on the stage at Steelstacks, ArtsQuests new performing arts venue as well as at Musikfest.

- **PA Playhouse:** LVPA also benefits from a relationship with the PA Playhouse, sharing set, prop and costume pieces over the years. LVPA students have consistently been cast in their productions.
- **Muhlenberg College Theatre** has worked with LVPA in a number of ways. Their students have performed and worked with LVPA theatre students twice and LVPA theatre faculty has worked with Muhlenberg Interns — one in the classroom (2007) for a semester and another as a costume intern (2012).
- **Northampton Community College (NCC)** has performed at LVPA and one of their students worked as a teaching intern in LVPA's department for a semester (2006). LVPA has also worked with NCC film students over the years, providing talent for their final film projects, while at the same time benefiting from the films they produced by providing on-camera experience for LVPA actors and using the films for marketing purposes.
- **DeSales University** has been sending LVPA student teachers for the past two years. LVPA works closely with their Education program to offer observation hours for their student teachers. LVPA has visited DeSales each year with the students to see a production and they have come to LVPA with their *WillPower* Tour.
- **PA Shakespeare Festival** - LVPA has also worked with Patrick Mulcahy of the PA Shakespeare Festival to place LVPA students as interns in the festival. Two of LVPA's students have worked with them annually as acting interns and two more as technical theatre interns.
- **Girl Power** - Kelsie Morales has come to the school each year since 2009 to cast her Girl Power webisodes, which consists of a panel of teen girls (and boys occasionally) who discuss and expose teen issues in an interview format.
- **PBS** worked with LVPA students to produce a commercial for their summer video production program. The commercial was shot in 2010 and continues to run locally.
- **EMedia Works** has cast three productions with LVPA students over the years; *Take One Step* (2008), *Not Behind the Wheel* (2011) Mid-Atlantic Emmy Award for Outstanding Children's Program, and *Cosmo's World* (2012).
- **Allentown Shakespeare in the Park** has worked with LVPA students for three seasons, holding auditions at the school to cast student interns to work with their professional actors.
- **Susan Chase**, performance artist, recently hired two of LVPA's technical theatre students to work on the crew of her one-woman show (2011).
- **Pro Model and Talent Agency** has contacted LVPA in the past to help with castings. One of LVPA's students was booked for a job on *Forensic Files* (2007).
- **Iron Pigs Baseball Association** (2010) held auditions with LVPA students to hire mascots for their season.
- **James Cowen, screen writer/director** cast teen leads for his short film *The Spade of Reason* from LVPA. The film was featured at the 2012 **Southside Film Festival**.
- **Allentown Symphony Hall** - LVPA theatre majors collaborated with Allentown Symphony Hall (2011) as part of their *On Screen/In Person* film series.

- **Bethlehem School District Vo-Tech Film Department** - LVPA students have performed in the Bethlehem School District Vo-Tech Film Department programming.
- **Circle of Stones Ritual Theatre Ensemble** held a casting at LVPA and worked with a number of the theatre students in 2005 on their premiere performance of *The New Earth*.
- **Omicron Theatre Project, Insomniac Theatre and Gulotta-Dong Productions** -LVPA has shared its Theatre space with Omicron Theatre Project, Insomniac Theatre and Gulotta-Dong Productions, allowing them to produce work at LVPA during the summer months.

## **LVPA Dance Department**

Community Projects and Collaborations:

- **Lafayette College, Morris R. Williams Center for the Arts**
  - Reduced priced tickets for LVPA students
  - Serves as LVPA's formal performance venue
  - LVPA dancers performed as part of an art installation by artist, Jim Toia
  - Master teachers from performing companies are shared with LVPA
  - Collaboration with oboist for a major concert dance
- **DeSales University**
  - Touring Dance Company performs yearly for LVPA students
  - Share master teachers
  - LVPA Senior Composition students attend their *Young Choreographers In Concert* and participate in a talk back with the student choreographers
- **Muhlenberg College Department of Theatre and Dance**
  - LVPA dancers are annually invited to attend the Student Choreographed Concert and tour the campus
- **Lehigh University, Zoellner Auditorium**
  - Reduced price tickets for student matinees and evening dance performances
  - In talks to form a youth dance panel with director of Zoellner
- **Cedar Crest College**
  - LVPA dancers are invited to perform on their spring dance concert
- **Moravian College**
  - Twice- yearly scheduled tours are given to students enrolled in "Movement In Educations" classes by LVPA's Artistic Director of Dance
  - LVPA dancers annually perform on the Moravian College Dance Concert (9 years)
- **Allentown Symphony Hall**
  - Reduced price tickets for LVPA students

- Dance master classes offered
- Potential performance opportunities
- **The Bach Choir of Bethlehem**
  - LVPA faculty choreographers create work and LVPA dancers perform for the annual *Bach Family Concert*
- **DanceNow/Steel Stacks**
  - Artistic Director of Dance has been asked to sit on a panel to develop dance programming at Steel Stacks
  - Artistic Director asked to serve as talk back leader for screenings of new dance films
  - LVPA students perform at Steel Stacks
  - Special rehearsal space is offered to LVPA dancers
- **Lehigh Valley Dance Exchange**
  - Master Classes given to LVPA dancers by members of the Exchange Performance
- **Touchstone Theatre**
  - LVPA dance students were auditioned for, and performed in, *A Resting Place*
- **BuilderMEDIA, Inc.**
  - Creative dance performances are created for LVPA dancers, in collaboration, with the director of this organization for the purpose of introducing new products and building ideas to builders and architects.
- **Moravian Village**
  - LVPA dancers participated in the annual USO dance held for the residents
  - LVPA dancers perform for residents on a regular basis
  - A collaborative project brought residents and a dancer/choreographer together
- **Bethlehem House Tour**
  - LVPA dancers performed site-specific work in a garden of a house on the tour

## **LVPA Vocal Music Department**

### **Major concert engagements and collaborative projects**

- St. John's Cathedral, Riga Latvia
- American Embassy, Riga Latvia
- St. John the Divine Episcopal Cathedral, New York, NY

- St. Paul's Chapel of Trinity Episcopal, Wall Street, New York, NY
- National Cathedral, Episcopal, Washington D. C.
- Basilica of the National Shrine of the Immaculate Conception, Washington D. C.
- St. John's Evangelical Lutheran Church, Washington D. C
- Avery Fisher Hall, DCINY Premier Choral Project with Eric Whitacre, New York, NY
- World Choir Games, Advanced HS division competitor, Cincinnati, OH
- Merchant Square, Williamsburg, VA
- Foy Hall, Moravian College, Bethlehem, PA
- Symphony Hall, Allentown, PA
- St. Paul's Evangelical Lutheran Church, Allentown, PA
- Christ Evangelical Lutheran Church, Allentown, PA
- First Presbyterian Church, Bethlehem, PA
- St. John's Evangelical Lutheran Church, Boyertown, PA
- Holy Cross Evangelical Lutheran Church, Moorestown, PA
- Good Shepherd Lutheran Church, Kreidersville, PA
- Bethlehem, PA Center Square
- Performance for Lehigh Valley Iron Pigs
- Annual performances at Moravian Village Retirement Community, Bethlehem, Pa
- Flag Ceremony for the Lehigh County Office of Children and Youth Services

- Annual performance Bethlehem *Christkindlemarkt*, Bethlehem Christmas Village
- PMEA District 10 Select Chorus - Annual participants since 2003
- PMEA Region 5 Select Chorus - Annual participants since 2003
- PMEA State Select Chorus - Participants in 2008 and 2011
- National Association of Teachers of Singing (NATS) - Divisional champions, High school Classical and Musical Theatre
- Students selected for the DCINY Premier Project — Eric Whitacre *Paradise Lost* - Carnegie Hall, New York, NY
- Students selected as High School Choral Scholars to the Bethlehem Bach Choir 2009/10 and 2011/12
- Collaborative performances with CANTATICA, professional - choral/instrumental ensemble
- Collaborative performances with Lafayette College Chamber Singers and Concert Choir
- Collaborative performances with Marywood University Chamber Singers
- Collaborative performances with the Bethlehem Bach Choir
- Annual collaborative performance with PA Repertory Dance Theatre and Allentown Symphony
- Collaborative performance with PA Sinfonia
- Collaborative performance with Lehigh Valley Chapter of the Sweet Adelines
- Host placement for two student teachers from the Undergraduate Music Education Certification Program: West Chester University, West Chester, PA
- Host placement for student teacher from the Undergraduate Music Education Certification Program: Moravian College, Bethlehem, PA

## **LVPA Instrumental Music Department**

2008-2012 List of Community partnerships including concert engagements and collaborative projects

- Moravian Village retirement community
- City of Bethlehem
- Historic Bethlehem Partnership
- Northampton Community College
- ArtsQuest — Steel Stacks
- PMEA District, Regional, and All-State events
- ArtsQuest — Musikfest
- Mayfair — Allentown, PA
- City of Allentown
- The Allentown Symphony
- City of Bethlehem — Christkindlemarkt
- Bethlehem Area School District — Broughal Middle School
- Air Products Corporation
- Lehigh County Children & Youth
- Moravian College
- Lehigh University
- Lafayette College
- Touchstone Theater
- The Allentown Band
- Penn State, Lehigh Valley Campus
- Anne's Choice retirement community

## **LVPA Figure Skating Department**

- Special Olympics
- Holy Infancy School
- Dual Language Charter School

## **LVPA Visual Arts Department**

- Arts Quest InVision Photography Exhibit
- Regional (and National) Scholastic Art Awards- LVPA participates in this every year. The students have won regional and national recognition for their artwork. LVPA students' work has been on display in the Allentown Art Museum and Baum School of Art. In 2011-12, LVPA student won a gold key and American Visions Award.
- Banana Factory- The Banana Factory has hosted 2 exhibits for LVPA over the years. The school has also hosted a Banana Factory landscape painter, Angie Snyder-Lande, in as a visiting artist.
- Pennsylvania Academy of Fine Art

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

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

*Identify major fund-raising activities performed this year and planned for next year.*

**Major Fund Raising Projects:** LVPA holds several major fundraising projects throughout the school year. The Annual Appeal requests support from LVPA families and community members who support LVPA's mission. Multiple performance events from every artistic department within LVPA raise funds throughout the year. LVPA holds a large Gala fundraiser each year that raises in excess of \$30,000.00 to serve the school. During the 2011 - 2012 school year additional fund raising activities included the student store, outreach performances in the community, and a healthy lunch program.

**LVPA Foundation Board of Directors:** A separate LVPA Foundation Board of Directors, established during the 2011-2012 school year, works with the CEO/Executive Director and Director of Development to raise funds within the community for future projects and financial security of the school.

**LVPA Grant Awards:** LVPA raises over \$100,000.00 in grants from corporate and family foundations within the region.

**LVPA's 10th Year:** In the 2012 - 2013 school year, LVPA will celebrate the 10th year of the school with 10 events.

## **Fiscal Solvency Policies**

### *FISCAL SOLVENCY POLICIES*

**LVPA Continued Fiscal Solvency** - During the 2011-2012 school year, LVPA has been able to continue to pay down some of the money drawn from the line of credit. As the school closes out the finances for this year, LVPA is projecting an unreserved fund balance of approximately \$330,181. LVPA has several practices in place to provide continued fiscal solvency. They include, but are not limited to:

1. LVPA's Board of Directors Treasurer reviews the Profit and Loss report, the Balance Sheet, and all projected over-expenditures or non-budget expenditures with the Director of Finance and members of the Finance Committee on a monthly basis.
2. LVPA has a dual control with the Director of Finance and the Business Manager to review all expenditures and revenue flow.
3. The recommendations of LVPA's auditing firm.

## **Accounting System**

**Fiscal Accounting** - LVPA continues to utilize Quick Books Professional Version for its fiscal accounting. LVPA is investigating affordable systems that integrate with the State or the State provision of a well-integrated system. The present system converts into the State's forms with relative ease.

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

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

- Revenue and Expenses 2012

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

**Auditing Information** - The LVPA Board of Directors selected the audit firm of Hutchinson, Gillahan & Freeh to conduct the 2009-10 audit. HGF is a reputable firm conducting audits for charter schools, vo-tech schools, and various sized school districts. The 2010-2011 auditors' opinion is as follows:

"In our opinion the finance statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund and the aggregate remaining fund information of the Lehigh Valley Charter High School for the Performing Arts, as of June 30, 2011, and the respective changes in financial position, where applicable, thereof and the budgetary comparison for the general fund for the year then ended in conformity with accounting principles generally accepted in the United States of America".

The 2010-2011 audit did make the following recommendation:

"Upon review of the budget as compared to the actual year end results, it was determined that the actual expenditures exceeded the budgeted expenditures. This is due, in part, to the fact that the development fund activities have been incorporated as part of the general fund. (The development fund does not meet the criteria necessary to be reported as a separate fund based on Government Accounting Standards). In order to avoid this in the future we suggest that estimated revenue and expense amounts for the development fund be incorporated in your general fund budget. Management has advised us that they are attempting to do this. Failure to do so will result in future over expending of your budget."

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

- Audit Report 2011

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

**Attorney General's 2010 State Audit:** Auditors from the Attorney General's office conducted an audit at LVPA in August and September 2010. The school has not received the "official" report. The "unofficial" Safe Schools Review Results are as follows:

On April 12, 2012, LVPA's CEO/Executive Director, Ms. Diane LaBelle responded to the Bureau of School Leadership and Teacher Quality regarding the findings of Mrs. MaryAnn Kurcz, Vice Principal and Mrs. Gulotta, Principal not holding appropriate certifications in 2007-2008, 2008-2009, and 2009-2010. Mrs. Kurcz was awarded her principal certificate August 2011. Ms. Karen Gulotta resigned in January 2008. Mr. Michael Platt, LVPA's Principal from January 2008 through June 2011, held a principal certificate. LVPA's current Principal, Ms. Sharon Fehlinger, holds a principal certificate.

### **Citations and follow-up action for 2010 State Audit Report:**

#### **1) Section B — Community Partnerships**

**finding a)** The LVPA Standard Emergency Operations Procedures (SEOP) were not developed in collaboration with parents and Students.

- i) **Response of LVPA:** The Safety Committee, which is comprised of a parent and several students has reviewed and updated the Standard Emergency Operations Procedures.

#### **2) Risk and Vulnerability Assessment (RVA)**

**finding a)** The LVPA has not requested a RVA from the PA State Police.

- i) **Response of LVPA:** The PA State Police conducted a Risk and Vulnerability Assessment in August of 2011. The Assessment was mailed to the Auditor General's office January 20, 2012.

#### **3) Safe and Positive Learning Environment**

**finding a)** The charter school has not surveyed teachers, students, or parents regarding perceived safety, school climate, bullying, gang violence, community risks, illegal drug sale or use, or other school safety issues.

i) **Response of LVPA:** The Safety Committee, which is comprised of administrators, staff, teachers, a parent, and several students have developed safety surveys for the staff, parents, and students. The survey will be conducted via Survey Monkey.

#### 4) School Violence Data

**finding a)** LVPA has not filed School Safety reports for 2007-2008 and 2008-2009.

i) **Response of LVPA.** In a document from the Bureau of Teaching and Learning dated April 28, 2011, the Department verifies that it does have data for school years 2007-2008 and 2008-2009 Safe School Report. The finding is in error.

#### 5) Safe School Grants

**finding a)** The charter school has not applied for state safe school grants within the last two years.

i) **Response of LVPA:** This is correct. Title IV (Safe and Drug Free School) grants are no longer funded. LVPA was not aware of any other grants.

#### 6) Building Security — Buses and Parking

**finding a)** There is a limited parking area for staff, students, and visitors.

i) **Response of LVPA:** LVPA leases its building and parking lot. While the parking lot closest to the building is small. Staff, students, and visitors can park on the street across from the school building or in the parking lot behind the school building. Buses drop off and pick up students in the front of the building and in LVPA's east side parking lot.

#### 7) Building Security — Key and Identification

**finding a)** There are no written procedures to replace lost or stolen keys.

i) **Response of LVPA:** LVPA developed a Lost and Stolen Key policy which was approved by the LVPA School Board May 2011. In addition, the front door key and a master key are located in the Knox box.

#### 8) Building Security — Monitoring and Surveillance

**finding a)** The school does not utilize interior surveillance cameras during school hours to monitor entrances, exits, hallways, and common areas.

i) **Response of LVPA:** The school does monitor entrances and exits via surveillance cameras. At this time it is cost prohibitive to monitor hallways and common areas. The Administration monitors the hallways. Periodically the Administration monitors the student parking lot.

**finding b)** School grounds are not patrolled by security during or after school hours. School does not employ a School Resource Officer (SRO).

i) **Response of LVPA:** The Administration has not determined that there is a need for patrolled security or a SRO. The Bethlehem Police Department is one block away from the school. On occasion, when the Police Department has been called, the police have arrived within minutes of calling.

#### **9) Building Security — Doors and Windows**

**finding a)** Interior doors are not numbered or otherwise labeled on the outside to assist emergency responders.

i) **Response of LVPA:** In August 2011, numbers were affixed to the inside and outside of door and windows to assist emergency responders.

#### **10) Ice Area — Buses and Parking**

**finding a)** There is no designated parking area for staff or visitors. The charter school is leasing space at the Steel Ice Center and must abide by the rules concerning parking.

i) **Response of LVPA:** Parking is available in a parking lot across the street and on the street.

#### **11) Ice Area — Keys and Identification**

**finding a)** There are no written procedures to replace lost or stolen keys.

i) **Response of LVPA:** LVPA leases the ice for figure skating instruction. LVPA does not hold any keys to the Steel Ice Center.

#### **12) Ice Area- Monitoring and Surveillance**

**finding a)** School grounds are not patrolled by security during or after school hours. School does not employ a School Resource Officer (SRO).

i) **Response of LVPA:** The Administration has not determined that there is a need for patrolled security or a SRO.

#### **13) Ice Area — Doors and Windows**

**finding a)** Exterior doors do not have an alarm or sensor to prevent unauthorized entry into the building during school hours. Interior doors are not numbered or otherwise labeled on the outside to assist emergency responders.

i) **Response of LVPA:** LVPA leases the ice for figure skating instruction. The Steel Ice Center staff monitors who enters and exits the building and visitors must sign in and out at the front entrance. Because LVPA leases the ice, LVPA does not have the authority to affix numbers on windows and doors.

## **SECTION VII. FACILITY RESPONSIBILITIES**

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

**LVPA Non-Capital Purchases:** In the 2011-2012 school year, LVPA purchased a display case, double stack guitar rack, muslin for the theatre stage, Euphonium, percussion instruments, and utility carts for the Science and Instrumental Music Departments. LVPA was also given gifts of a Silver Tama Star Classic Drum Set and a Yamaha Piano.

**Capital Purchases** - Small capital purchases in the 2011-2012 school year include a Steinway Piano and Smart Boards.

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

**Strategic Planning for Facility Expansion** — LVPA's strategic planning at the leadership and Board levels has resulted in plans to either acquire and expand in the current facility, build a new facility, or purchase a building. The planned expansion will need to occur prior to the expiration of LVPA's lease in the year 2013. When the decision is made to expand, build or purchase, the hope is to expand the existing 40,000 square foot space by an additional 40,000 square feet. This would enable the school to improve educational opportunities by both expanding academic offerings and expanding artistic practice and performance space for LVPA's students.

**Future Expansion Planning** - With future expansion in mind, LVPA has undertaken the following steps:

- **Bond Agents** - LVPA has established a relationship with two separate bond agents who have identified the access to between six and seven million dollars in available funds.
- **Architectural/ Engineering Firms** - LVPA has secured an architectural firm and engineering firm to assist us when space becomes available.
- **Expansion Within Existing Building** - LVPA has met with the existing landlord to discuss the options for expansion in the existing building.
- **Expansion Within a New Facility** - LVPA is exploring the possibility of building a new facility on property in the new and expanding arts area on the southside of the city of Bethlehem.

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

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

*Describe how the charter school has complied with health and safety requirements (e.g., fire prevention, safety standards, requirements to hold fire drills), and provide appropriate evidence of maintaining health and immunizations records for students. Provide evidence that the Request for Reimbursement and Report of School Health Services has been submitted.*

**LVPA Health Office** — LVPA's health office is staffed with two highly-qualified nurses who have assembled the Health program and placed in compliance all related health and immunization requirements with the state. The head nurse completes the request for reimbursement and school report. LVPA's nurses collected health records from over 45 school districts, and 50 schools for all new incoming students. One nurse has been fully trained to serve on the school S.A.P. team.

**Fire Department Inspection / Drills** - The fire inspector made one tour and formal inspection during the year and required LVPA to take several minor additional steps for full compliance. The local fire department also conducts a random fire drill once a year. LVPA's principal conducts all fire drills. LVPA requires one drill per month at various times of the day including lunch.

**Safety Committee** — LVPA's Safety Committee meets once a month to review safety procedures, discuss concerns brought to the committee by members of the staff and strategize to find solutions to safety issues. The Committee is made up of teachers, administration, office staff, head custodian, parents, and students. The Safety Committee worked together with the local YMCA to implement and practice a school evacuation plan. Lockdown procedures are practiced at least twice a year and then reviewed by the Committee so improvements are made where needed. The Committee trains the school staff on all emergency procedures. The Safety Committee worked together to implement a flip chart of all emergency procedures, which will be given to all staff members.

**Safety Survey** - The LVPA Safety Committee created a "Safety Survey" which was distributed to all stakeholders via Survey Monkey during the 2011 — 2012 school year. Thirty-Nine parents responded, 31 Staff responded and six students responded to the survey. The Administration and the Safety Committee will meet in September to discuss the responses in the survey.

**Safety Workshops** - Throughout the school year the Director of Finance and Administration and the Vice Principal attend several safety workshops given by the Center for Safe Schools.

**Annual Fire Drill Report / Safety Regulations** - Appropriate emergency exit signs are located in all rooms, offices, and hall areas. All fire extinguishers are routinely inspected and refilled as needed. LVPA has submitted the annual fire drill report to the State as required.

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

- Health Reimbursement 2011-12
- Wellness Policy

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

**Healthcare / Insurance Policies:** Unlike the surrounding public schools, LVPA does not, at this point, require any co-pay for healthcare insurance. LVPA's policies, in keeping with charter school law, meet or exceed the local supporting districts.

For the 2011-2012 school year:

Capital Blue Cross provided healthcare insurance for employees.

Capital Blue Cross provided vision insurance for employees.

Capital Blue Cross provided dental insurance for employees.

Cigna provided life and short-term disability for employees.

Cincinnati Insurance Co provided the following policies:

- Commercial Package Policy
- Property
- Commercial General Liability
- Commercial Vehicle
- Commercial Umbrella
- Educator's Legal Liability
- Commercial Crime
- Workers Compensation

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

- Insurance 2011-12

## **SECTION IX. ADMINISTRATIVE NEEDS**

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

***Describe the professional staff of the school including total number of personnel, how many are returning staff from the previous school year, and how many were with the school for the entire 2011-2012 school year. Discuss staff turnover and retention patterns and possible reasons for each.***

LVPA had 60 professional staff members in 2011-2012. All staff completed the entire 2011-2012 school year.

Out of the 60, 55 were professional staff members in the 2010-2011 school year as well.

With the retirement of the Superintendent in June 2010, CEO/Executive Director, Diane LaBelle, was hired to lead LVPA. Ms. LaBelle completed her second year and is entering her 3rd year as CEO/Executive Director.

At the start of the 2011-2012 school year, Sharon Fehlinger was hired to be the Principal of LVPA. Sharon Fehlinger was specifically chosen because of her strong expertise in curriculum and instruction.

One teacher from each of the following four departments, English, Music, Figure Skating, and Mathematics was not offered a contract for the 2012-2013 school year.

One Social Studies teacher retired.

One French teacher and the Head Custodian resigned due to personal reasons.

One English teacher resigned following maternity leave to remain home with her children.

One Music teacher will not be returning for the 2012-2013 school year due to a lower student enrollment in brass technique.

For the most part the LVPA staff is made up of teachers that have been with the school for multiple years. Fifty-two professional staff members from the 2011-2012 school year will return for the 2012-2013 school year.

All positions in teaching have been filled with qualified, certified teachers.

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

- PIMS Staff
- PDE 414 2012

## **Student Enrollment**

**LVPA Auditions** — LVPA auditions students in full compliance with school law. No students are rejected due to academic weakness. A waiting list for each grade and artistic major is created based on a rubric score determined at the time of the audition. The guidance office contacts the appropriate people on the waiting list in the event of an opening at that grade and major level.

### **2011-2012 ENROLLMENT HISTORY**

Grade 9	Number of Students Initially Enrolled: 99
Grade 10	Number of Students Initially Enrolled: 115
Grade 11	Number of Students Initially Enrolled: 118
Grade 12	Number of Students Initially Enrolled: 123
Total:	Number of Students Initially Enrolled: 455

Number dropped: 32

Number added: 7

LVPA students attended from 41 school districts. The majority of students who withdrew, returned to their home school districts. In some cases, students entered private or parochial education or transferred into a cyber education program. Others left due to transportation issues, or personal family issues. Some left because they found the program too rigorous.

All students who left the school, left voluntarily.

Of the 430 students completing the 2011-2012 school year, 114 graduated and 311 students will return to LVPA in the fall of 2012.

## Student Enrollment - Attachment

- Enrollment Policy

## Transportation

**Bussing from LVPA School Districts:** LVPA currently receives school district bus transportation from 15 districts in Bucks, Lehigh & Northampton Counties. The 2011-2012 school year saw well over 100 students attending the charter school from outside the ten (10) mile area for public school district transportation. LVPA relies on student drivers and car-pooling for these students to be able to attend. So far in LVPA's nine year history, no students attending the charter school with Special Education needs has required special transportation services.

**Bussing within LVPA:** LVPA currently owns a small school bus which it uses to transport the figure skating students. This bus also allows us to provide transportation for small group outings. LVPA has hired a certified school bus driver to handle this task. LVPA continues to explore additional transportation options for its geographically diverse student body.

## Food Service Program

**LVPA Lunch Program:** Students bring their own lunch or purchase lunch from several available vending machines. LVPA does not participate in the Free and Reduced Lunch Program. LVPA's nurse and teachers provide healthy alternatives (fruit and yogurt) for those students in need.

## 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.*

**Working Together to Maximize Student Learning Opportunities:** The expectation LVPA has for all students is to maximize all opportunities for learning that every student has at the school. It is understood that students will make mistakes, but by working together with the parents, students, counselors and administration, a student will hopefully learn from his/her mistakes. It is also understood that students are individuals and that consequences for behavior may differ depending on the individual student.

**Suspensions for 2011-12 school year were as follows:**

OFFENSE	In-Sch. Suspension	Out of Sch. Suspension
Bullying	1	
Disrespect	10	1
Dress Code		
Drugs and Alcohol		9
Excessive Late to School	1	
Failure to Serve Detention	5	

Fighting		2
Forgery		
Insubordination	4	
Leaving School Property		
Not Attending Class	2	
Plagiarism		
Profanity		
Public Display of Affection		
School Code	2	4
Smoking		2
Threats		
Truancy	1	
Violence		
Weapons		
Total In-Sch. Suspensions	26	
Total Out of Sch. Suspensions		18
Total Suspensions		44

**Due process:** All violators of LVPA policy were provided due process. All suspensions that exceeded 3 days required the parent to bring the student back to school to meet with the assistant principal. At that time the student, parent and administrator discussed with the student what was learned and how the student would move forward within the school community. Suspensions under three days involved parents by either a phone conference or a school conference. Suspensions over five days resulted in an informal hearing with parents, student and administrator. There were neither expulsions nor threatened expulsions this past year.

### **Student Conduct -Chapter 12 Compliance**

**Chapter 12 Regulations:** LVPA is in complete compliance with Chapter 12 regulations regarding student conduct. These include, but are not limited to areas such as corporal punishment, exclusion from school/classes, freedom of expression, flag salute and Pledge of Allegiance, confidential communications and searches. Where appropriate, all these items are clearly addressed within the Student/Parent and Teacher Handbooks. LVPA has attached the code of student conduct which references a multitude of school policies.

### **Student Conduct - Attachment**

- Code of Student Conduct 2011-2012

### **Signature Page**

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

School Year: 2012

The Lehigh Valley CHS for Performing Arts 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 CHS for Performing Arts 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:** Diane LaBelle **Title:** Executive Director  
**Phone:** 610.868.2971 **Fax:** 610.868.1446  
**E-mail:** dlabelle@lvpa.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:** Mario Accerra **Title:** Board President  
**Phone:** 610.867.2540 **Fax:** 610.868.1446  
**E-mail:** maccerra@lvpa.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:** Gwen Ayers **Title:** Director of ESS  
**Phone:** 610.868.2971 **Fax:** 610.868.1446  
**E-mail:** gayers@lvpa.org

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*Signature of the Special Education Contact Person and Date*

### Signature Page - Attachments

- Assurance for Compliance 2012
- Assurance for Operation 2012