

---

# Pennsylvania Department of Education

---



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

**Charter Annual Report**  
Tuesday, May 07, 2013  
(Last Accepted: Tuesday, December 06, 2011)

**Entity:** Global Leadership Academy CS  
**Address:** 4601 Girard Avenue  
Philadelphia, PA 19131

# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Summary Data Part I

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

**Name of School:** Global Leadership Academy CS

**Date of Local Chartering School Board/PDE Approval:** 2008

**Length of Charter:** 5    **Opening Date:** September, 2000

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

**Percentage of Certified Staff:** 86%    **Total Instructional Staff:** 33

**Student/Teacher Ratio:** 1:25    **Student Waiting List:** 500

**Attendance Rate/Percentage:** 95%

## Summary Data Part II

Enrollment: 602 Per Pupil Subsidy: 8866.00

### Student Profile

American Indian/Alaskan Native:	.001%
Asian/Pacific Islander:	0
Black (Non-Hispanic):	97%
Hispanic:	.008%
White (Non-Hispanic):	.004%
Multicultural:	.008%

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:  
77%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 57

### Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	180	180	180	0	180
Instructional Hours	0	0	1395	1395	1395	0	1395

## SECTION I. EXECUTIVE SUMMARY

### Educational Community

Global Leadership Academy Charter School (GLA) is a Kindergarten through eighth grade school in a brand new state of the art facility located in West Philadelphia.

#### Population Served

Global Leadership Academy Charter School is located in West Philadelphia. Students travel from all sections of Philadelphia to attend Global Leadership Academy Charter School.

The school services families from the following zip codes:

19111 (North East Philadelphia)  
19103 (Center City)  
19104 (North Philadelphia)  
19120 (North East)  
19121 (North Philadelphia)  
19125 (Frankford)  
19126 (Frankford)  
19129 (North Philadelphia)  
19130 (Center City)  
19131 (West Philadelphia)  
19139 (North West Philadelphia)

19140 (North Philadelphia)  
19141 (North Philadelphia)  
19142 (Mt. Airy Philadelphia)  
19143 (South West Philadelphia)  
19146 (South Philadelphia)  
19149 (South Philadelphia)  
19150 (Germantown)  
19151 (West Philadelphia)  
19154 (Northeast Philadelphia)

### **School Demographics**

The following chart represents the historical number of students per grade enrolled in each school year from 2006-Present. In 2007 the school was restructured and the enrollment has steadily increased every year since the restructuring. The former charter was capped at 540 students, but the 2009 charter renewal allows Global Leadership Academy to grow to service up to 675 students.

### **Mission**

Global Leadership Academy Charter School (GLA) is a Kindergarten through Eighth grade school organized into small learning communities located in West Philadelphia. Global Leadership Academy is a holistic teaching and learning environment. Our goal is to provide a solid educational program developed through global studies and leadership skills to develop future leaders of the world.

### **Vision**

Global Leadership Academy Charter School will nurture creative leaders who will be globally competitive yet compassionate. As holistic educators, we will not only prepare our students for the 21st century work place, but prepare students to bring change to a better world. Completing its fifth year of serving children and families after restructuring the original charter, GLA enrolls more than six seventy five students in grades kindergarten through eight. Although we have a strong community base of enrollment from the West Philadelphia community, our global studies curriculum attracts students from other Philadelphia communities including Southwest Philadelphia, North Philadelphia, Northeast Philadelphia and Northwest Philadelphia. It is our goal that GLA students graduate endowed with the knowledge to continue to carve out new paths in the global community. It is this level of emotional intelligence, social intelligence and spiritual intelligence that will propel students to persist through high school and gain the fortitude required to successfully attain their life mission and goals.

## Shared Values

The leadership development of scholars is a vital focus of Global Leadership Academy. "Preparing Future Leaders of the World" is more than our motto. It is what today's society requires of our scholars in order to be productive citizens. The goals of our leadership theme are to develop in every K-8 scholar an awareness of his or her own leadership potential, assist them in developing essential leadership skills that enable them to act responsibly in all aspects of their lives, develop citizens who possess the leadership abilities to meet present and future challenges in a global society, and to provide them with opportunities to learn and practice essential leadership skills within a learning community as well as the community at large.

## Academic Standards

Global Leadership Academy Charter School curriculum incorporates a Reading Language Arts instructional program of comprehensive phonemic awareness training, rich literacy exposure, opportunities of verbal expression, and engaging writing experiences beginning at the Kindergarten level. In 2007-2008, *SRA Reading Mastery* was initiated in grades 1-6. By grade three, the intensity of phonemic awareness training is decreased as literature, verbal and writing experiences increase. At sixth grade, Literacy Classics are heavily integrated thematically with each reading unit. Formal writing and Literature Circles are woven into the Language Arts Curriculum. Also at grade six, the discipline of English grammar is formally introduced separately from the Reading/Literature program. In 2009-2010, SRA Corrective Reading Program was begun in grades 3-8 to address the needs of students who were not on grade level in reading. **During the 2010-2011 school year the IMAGINE IT! component of the SRA reading program was added to increase our scholars' comprehension and fluency skills.** Currently Language for Learning, SRA Reading Mastery Signature and Plus Editions, Corrective Reading, and Imagine It! are the [reading programs](#) designed to improve the reading ability of our children. These programs support the implementation and evaluation of research-based reading interventions for struggling readers and have proven results of success. The goals of the Reading Program are to assist students as we:

- Raise student achievement by improving the literacy skills of struggling adolescent readers
- Help build a strong, scientific research base around specific strategies that improve adolescent literacy skills
- Build and improve on the fundamental, reasoning, thinking and language abilities needed for academic success

Our Upper school students utilize Glencoe's Literature Program entitled "Reading with a Purpose." Students who are below grade level will also use the corrective reading program with the assistance of grade level Instructional Assistants. All students in grades 6-8 will use the Writers Workshop Program daily to improve their writing skills.

Grades K through 8 continue to utilize the *Saxon Mathematics Program*. The Saxon Mathematics Program is noted for its incremental development and continual review and provides strong arithmetic and computational skill development. This program will be used as the foundation of our Mathematics program. However, other reliable and relative resources will be seamlessly integrated to optimize student learning, hers with State standards cross-references. Saxon clearly provides the breadth of math standards for all grade levels. Administration wants to ensure that Saxon also provides the depth of concept practice needed to foster successful student attainment of the new lesson or concept.

Saxon Math is unique because the entire program is based on introducing a topic to students and the allowing them to build upon that concept as they learn new ones. Topics are never dropped but are instead increased in complexity and practiced every day, providing the time required for traditional programs, which are "chapter-based". In the traditional texts, students are presented with and expected to learn an entire mathematical concept in one day. Saxon divides into smaller, more easily grasped pieces called increments. A new increment is presented each day and students work only a few problems involving the new material. The remaining homework consists of practice problems involving concepts previously introduced. Thus, every assignment (and every test) is a cumulative review of all material covered up to that point. The Saxon Mathematics Program is rigorous computational mathematics program. Saxon provides teachers with State standards cross-references. Saxon clearly provides the breadth of math standards for all grade levels. Administration want to ensure that Saxon also provides the depth of concept practice needed to foster successful student attainment of the new lesson or concept. This year we implemented the First in Math software program.

Students will be trained on basic study skills strategy for content area disciplines of science, history, and geography, adhering to Pennsylvania State content Standards. The Harcourt Science Program was implemented to support science instruction and strengthening of science inquiry through experimental activities. A thematic interdisciplinary approach was used in Social Studies (Global Studies) throughout all of the grades incorporating cultural experiences in the instructional delivery.

At GLA, we realize that technology is one of the greatest tools to help achieve a rigorous curriculum and global leaders of the future. Our goal is to build global leaders of the world that will be well educated and have experienced many things through life and technology. We want our students to be able to identify issues and become problem-solvers to those issues. As a community of administrators, teachers, parents, and students we are all willing to combine our ideas and views to make GLA the best learning experience. The way to reach this goal is through the integration of technology in all subject areas, primarily in seventh and eighth grade.

As GLA remains focused on our mission to become global leaders of the world we have to continue our improvement in every subject area, and technology is our tool of preference that will continuously keep our students attention and meet every students individual needs and imaginations. Currently technology is readily available for every teacher to use in efforts to integrate technology into their daily instructional practices. We encourage our teachers to use a variety of learning tools to help monitor each student in the class to ensure that the students are receiving the structured lessons and instruction they need to reach or exceed grade level expectations.

Empowered by technology, Global Leadership Academy is committed to providing academic experiences which will support the continuous development of our young learners. Research

shows us that boys and girls learn differently. Global Leadership has investigated this approach and established single gender classes in each grade. Initial data informs us that students are demonstrating progress academically and socially.

## **Strengths and Challenges**

### **STRENGTHS**

- Continued growth in Mathematics proficiency on PSSA in all grades
- Parent involvement continues to increase. Parent participation in parent workshops, on field trips, and at special student events remained at positive levels. Refining parent/teacher conferences have increased attendance. Teachers have also determined that parents are very receptive to home contacts and they respond positively to school wide projects and fundraisers.
- A higher percentage of our scholars are reading at or above grade level
- Primary students, kindergarten through grade three, demonstrated successful levels of reading and mathematics performance in the classroom. Students at all grade levels experience rich field connection experiences to their instructional program themes. A direct instruction approach to teaching and learning has produced increased reading and math skill levels for students
- Implementing the literacy classics into the Middle School reading program greatly improved PSSA reading test performance
- Teacher performance demonstrated marked improvement in staff attendance, classroom management implementation, rigor of lesson plans, and observation evaluations
- School climate was outstanding. Teachers worked diligently to support as well as execute innovative and exciting special programs, and student-centered activities
- Administration, staff members, parents, and community advocates continue to work together to develop a safe, child-centered learning environment
- Community partnerships continue to increase with outside constituencies
- Active engagement of Board of Trustees
- Professional development program thrives
- Character Education program has improved student and teacher relations

### **CHALLENGES**

- Standardized test results in reading demonstrate that our third through fifth grade scholars are not making adequate progress
- Reading comprehension and analysis for some students is not up to standard
- Strengthening the instructional delivery by teachers of higher order thinking skills across the disciplines
- Implementation of differentiation has been a challenge for our teachers
- Establishing processes and procedures in new location
- Establishing roles and responsibilities in the new location
- Combining two sites and increasing the number of employees in one site

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

## Strategic Planning Process

Strategic planning during the school year was done in conjunction with all stakeholders. During the school year, we assessed our progress during sessions that occurred at professional development, weekly staff meetings, grade group meetings, leadership meetings, and board meetings. Decisions were made based on review of local and state assessment data available.

## Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Applegate, Jennifer	Global Leadership Academy	Special Education Teacher	Dr. Naomi Johnson Booker/CEO
Blanding, Orrika	Global Leadership Academy	Administrator	Naomi Johnson-Booker/CEO
Choice, Barrae	Global Leadership Academy	Other	Dr. Naomi Johnson-Booker/CEO
Davis, Monika	Global Leadership Academy	Board Member	Board of Trustees
Evans, Tamika	Global Leadership Academy	Administrator	Dr. Naomi Johnson Booker/CEO
Fuller, Kim	Global Leadership Academy	Other	Dr. Naomi Johnson Booker/CEO
Hough, Lorenzo	Global Leadership Academy	Board Member	Board of Trustees
Johnson-Booker, Naomi	Global Leadership Academy	Administrator	Board of Trustees
Jones, Trina	Global Leadership Academy	Administrator	Dr. Naomi Johnson-Booker/CEO
Laskowski, Lauren	Global Leadership Academy	Other	Dr. Naomi Johnson-Booker/CEO
Pollard, Cynthia	Global Leadership Academy	Parent	Dr. Naomi Johnson-Booker/CEO
Walker, Richard	Global Leadership Academy	Other	Dr. Naomi Johnson-Booker/CEO
Wright, Gregory	Global Leadership Academy	Middle School Teacher	Dr. Naomi Johnson-Booker/CEO

## Goals, Strategies and Activities

### **Goal: STUDENT ATTENDANCE (any school that does not graduate seniors)**

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

**Strategy:** Attendance Incentives

**Description:** Students will be given incentive opportunities such as Booker Bucks and Classroom Awards, which will help maintain our high level of attendance. Parents are recognized monthly for sending their children to school everyday. The homes of students not attending consistently will be monitored and contacted by the Office of Student Services and/or Social Worker. The parents of students who become an attendance concern will be called in for a conference to determine if they will need to be placed on a probation period.

### **Activity: Attendance Awards**

**Description:** Attendance awards will be given out to staff on a monthly basis for those staff members who have reported to work every day of the month. The awards will be given out during our weekly staff meetings that take place for an hour every Wednesday. About 75% or more of our staff receives perfect attendance awards monthly. The attendance awards acknowledge those who have been dedicated to our scholars every day and encourages everyone to come to school every day.

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

Evans, Tamika	Start: 8/13/2012	-
	Finish: Ongoing	

**Status:** Complete

### **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**

- Each September, all students are given a diagnostic assessment Grade A+ and G Made in both reading and math. The results provide vital information for identifying students needing remedial and/or advance placement services. Children performing at two levels or more below appropriate grade level performance are given specialized instructional services ranging from individualized resource room instruction, small group instruction, direct instruction methodology throughout the corrective reading program, academic coaching, after school academic supports, and/or referral for special education services. This diagnostic is given as a post assessment later in the academic year to assess student progress.
- All instructional materials for mathematics, reading and language arts are cross-referenced with Pennsylvania's Content Standards. A pacing schedule was designed so that each standard is fully engaged as part of the sequence of concept presentations. The instructional materials and programs selected for implementation at Global Leadership Academy Charter School demonstrates close alignment with national and state content standards.

- As a result of intense investigation of research based literacy programs, the curriculum clearly encompasses rich language and literature experience at all grade levels, a strong phonemic training at early grades and a seamless integration of vocabulary development, language mechanics and writing skill development. Teachers, parents, and administrators strongly attest that all of the above components are part of the SRA Reading Program. Teachers and administrators attend SRA Reading Mastery Training workshops which fostered the school's expansion of language arts curriculum to include many of SRA's new instructional initiatives and language materials. The SRA Corrective Reading Program was implemented with students two or more grade levels behind as an intervention. During the 2010-2011 school year an additional component of the SRA reading program was implemented *Imagine It!* completely addresses the five key areas of Reading.
  - Phonemic Awareness
  - Systematic, Explicit Phonics
  - Fluency
  - Vocabulary
  - Comprehension
- GLA Charter School curricula incorporates a Reading Language Arts instructional program of comprehensive phonemic awareness training, rich literacy exposure, opportunities of verbal expression, and engaging writing experiences beginning at the Kindergarten level. By grade three, the intensity of phonemic awareness training is decreased as literature, verbal and writing experiences increase. At sixth grade, Literacy Classics are heavily integrated thematically with each reading unit. Formal writing and the Literature Circles are woven into the Language Arts Curriculum. Students will be trained on basic study skills strategy for content area disciplines of science, history, and geography. Also at grade six, the discipline of English grammar is formally introduced separately from the Reading/Literature program.
- Grades kindergarten through eight implemented the Saxon Math Program. Saxon Math is unique because the entire program is based on introducing a topic to students and then allowing them to build upon that concept as they learn new ones. Topics are never dropped but are instead increased in complexity and practiced every day, providing the time required for traditional programs, which are "chapter-based." In the traditional texts, students are presented with and expected to learn an entire mathematical concept in one day. Saxon divides into smaller, more easily grasped pieces called increments. A new increment is presented each day and students work only a few problems involving the new material. The remaining homework consists of practice problems involving concepts previously introduced. Thus, every assignment (and every test) is a cumulative review of all material covered up to that point. The Saxon Mathematics Program is a rigorous computational mathematics program. Saxon provides teachers with State standards cross-references. Saxon clearly provides the breadth of math standards for all grade levels, four through eight. Administration wants to ensure that Saxon also provides the depth of concept practice needed to foster successful student attainment of the new lesson or concept. Therefore, supplemental practice is provided where needed. In addition, a standards-driven integrated program was developed for grades three through six.
- At GLA, content areas of science, history and geography are the disciplines that mirror the pacing of Pennsylvania State standards. These disciplines provide the greatest level of rigor, creative thought and discovery learning occurs. Integrating these content areas into thematic units generated many wonderful project-based learning experiences in the classrooms.
- We have found that appropriately implemented direct instruction for literacy and mathematics to be the most effective pedagogy for children having significant

reading and math challenges. It is our core belief that the student's emotional health is the greatest link to motivating a will to improve performance and the confidence that he or she can improve.

## **Rigorous Instructional Program - Attachments**

- Teacher Induction
- Professional Education Report

## **English Language Learners**

Parents/guardians of all returning and prospective students are given an English Language Learner survey to complete at the time of enrollment. Surveys are reviewed by the CSAP team and children needing ELL services are identified through the review of the survey's responses. Level of service and types of interventions and ELL strategies will be determined by the CSAP Team or scholar's IEP team.

## **English Language Learners - Attachments**

- Home Language Survey
- ACCESS for ELLs

## **Graduation Requirements**

Not applicable.

## **Special Education**

### **Comprehensive Scholar Assistance Process (CSAP)**

If a parent, teacher or staff member has a concern about a scholar, whether, personal, social, emotional or academic that child is referred to the Comprehensive Scholar Assistance Process (CSAP). This process is designed to assist teachers and parents of scholars who are demonstrating barriers to learning or academic excellence. The process begins in the classroom with the teacher making modifications and accommodations, including an individual learning plan for the scholar. If the scholar requires more support, the teacher meets with the CSAP committee to develop a scholar support plan, which details the supports needed to help the scholar. It is our desire that once interventions have been effectively implemented the barriers to learning will be reduced or eliminated or the advanced skills of the student will be further developed so that the scholar can be successful.

#### **Screening**

- The process includes systematic screening activities when areas of concern are identified
- Review of student data of newly enrolled students (cumulative records, enrollment records, health records)
- Hearing screening
- Vision screening
- Motor screening
- Speech and language screening

- Academic screening

### **Evaluation**

When the screening is reviewed through the CSAP and it indicates that a student may be in need of specialized instruction, GLA will issue Permission to Evaluate (PTE) to seek parental consent to conduct an evaluation. Once parental consent for an evaluation is obtained, the school follows timelines and procedures as specified by law. The Evaluation will include measures to determine whether a student has a disability and requires specialized instruction or is in need of any related services. The evaluation must be conducted in accordance with specific timelines under the protection of the procedural safeguards. The evaluation process results in a written evaluation report called an Evaluation Report (ER). This report makes recommendations about a student's eligibility for special education services based on the presence of a disability and the need for specially designed instruction.

When screening through the CSAP indicates that a student exhibits characteristics associated with superior intellectual potential a gifted PTE (Permission to Evaluate) will be issued. An evaluation will be completed which includes measures to determine a scholar's cognitive ability and their advanced academic achievement. The evaluation process results in a (GWR) Gifted Written Report. This report makes recommendations about a students' eligibility for gifted education services.

### **Educational Placement**

An Individualized Education Program (IEP) team makes the determination of whether or not a student is eligible for special education. A single test or procedure may not be the sole factor in determining that a child is exceptional. The IEP team must include at least three members in addition to the parents. Other required members include at least one general education teacher familiar with the child, at least one special education teacher, and a representative from GLA. If the student meets the two pronged criteria for special education services, the IEP team develops an Individualized Educational Plan (IEP) and Notice of Recommended Educational Placement (NOREP). When the IEP team decides that the student is not eligible for special education services, recommendations for educational programming in the general education classroom may be included in the ER.

A (GIEP) Gifted Education program team makes the determination as to whether or not a student is eligible for gifted education services. A single test or procedure may not be the sole factor in determining that a child is exceptional. If the student is deemed eligible for gifted services the GIEP team develops a (GIEP) Gifted Individualized Education Program and a (NORA) Notice of Recommended Assignment. If the GIEP team determines that the student is not eligible for gifted education services then recommendations for educational programming in the general education classroom may be recommended.

### **Instructional Strategies**

The CSAP requires educational interventions to be implemented in the general education classroom. Educating special education students and gifted students necessitates that teachers be able to utilize strategies that are appropriate for a variety of learning styles, needs, and characteristics represented in their general education classrooms. Effective accommodations will benefit all students. The following are instructional strategies used in educating our student population in all content areas at GLA:

- Combine modes of presentation, verbal directions combined with visual cues
- Provide visual demonstration of new techniques
- Use verbal prompts
- Preview major concepts and help students relate them to concepts and terms that are already familiar to the student
- Adjust language level so that concepts match the developmental and intellectual level of students
- Limit number and length of directions
- Cooperative learning

- Small group or skill group instruction with flexible grouping
- Supplemental instruction in or out of the classroom
- Peer coaching/tutoring
- Technology/ computer assisted learning

## Special Education - Attachment

- Special Education and Gifted Policy

## Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
John Bracy	1.00	Inclusion model and pull out	4601 Girard Avenue	23	Scholars also received speech and language support, OT, PT, and/or hearing support as directed by IEP
Jennifer Applegate	1.00	Inclusion model and pull out program	4601 Girard Avenue	22	Scholars also received speech and language support, OT, PT, and/or hearing support as directed by IEP
Cheryl Jones	1.00	Inclusion model and pull out program	Wings Site	22	Scholars also received speech and language support, OT, PT, and/or hearing support as directed by IEP

## Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Not Applicable	0.00	Not Applicable	Not Applicable	0	Not Applicable

## Special Education Program Profile - Chart III

Title	Location	FTE
Instructional Assistant	4601 Girard Ave	2

## Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Premier Health Inc.	Psychological and speech services	3.5 days
Therapy Solutions	Occupational therapy	.5 days
Clark Schools for Hearing and Speech	Hearing support services	.25 day

## SECTION IV. ACCOUNTABILITY

### Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA	No	No	No	Yes	Yes	Yes
IRLA	Yes	Yes	Yes	Yes	Yes	Yes
G-MADE	Yes	Yes	Yes	Yes	Yes	Yes
GRADE	Yes	Yes	Yes	Yes	Yes	Yes
Acuity	No	Yes	Yes	No	No	No
4-Sight	No	No	No	Yes	Yes	Yes

## Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	Yes	Yes	No	No	No	No
IRLA	Yes	Yes	Yes	No	No	No	No
G-MADE	Yes	Yes	Yes	No	No	No	No
GRADE	Yes	Yes	Yes	No	No	No	No
4-Sight	Yes	Yes	Yes	No	No	No	No

## Student Assessment

Since its inception in 2006, Global Leadership Academy Charter School has been making significant academic progress in regards to the PSSA annual assessments, earning Adequate Yearly Progress every year from 2008 to 2011.

Global Leadership Academy Charter School will continue to use a well-balanced combination of diagnostic, benchmark, predictive, formative, and summative student assessments. Each of the assessments we utilize gives us specific data to drive instruction.

**GMADE:** Group Mathematics Assessment and diagnostic Evaluation is a normative diagnostic math assessment that allows educators to understand student's abilities, teach according to their needs, and evaluate their progress.

GLA Teachers use the data received from GMADE to determine what specific skills need to be strengthened by each scholar in the area of math. Teachers will then align their guided math groups and centers based upon the needs of their classroom. This data allows teachers to see the growth of their scholars from the start of the year to the beginning of the year. It also allows the Leadership Team to ensure adequate yearly gains are made from effective teaching practices. Interventions are made based off of GMADE and PSSA data from the previous year.

**GRADE:** Group Reading Assessment and diagnostic Evaluation is a normative diagnostic reading assessment that determines what developmental skills students from K-8th have mastered and where they need instruction or intervention. Follow up instruction is needed to utilize the data from GRADE thoroughly. GRADE K-3rd measures critical early reading skills. GRADE 4th-8th measures vocabulary, sentence and passage comprehension, and listening comprehension.

GLA Teachers use the data received from GRADE to determine what specific skills need to be strengthened by each scholar in the area of reading. Teachers will then align their guided reading groups and centers based upon the needs of their classroom. This data allows teachers to see the growth of their scholars from the start of the year to the beginning of the year. It also allows

the Leadership Team to ensure adequate yearly gains are made from effective teaching practices. Interventions are made based off of GRADE, IRLA, and PSSA data.

**Acuity:** Acuity is a robust InFormative Assessment solution that helps you promote quality decision making in your district with valid, reliable student progress data. Acuity delivers predictive information that aligns to your state standards and mirrors the structure and blueprint of your state accountability exam to provide a clear picture of the future of your students' performance.

GLA Teachers use the data received from Acuity to act as a formative, summative, and predictive test for the first and second graders. Teachers use this benchmark as a way to gauge the progress in their scholars during their year and across the grade groups. The data from Acuity is used to help aid GLA educators in making decisions for classroom and small group interventions. This diagnostic tool is taken three times within the school year. It is spread out to determine growth and act as a prediction on how the scholars will test on the mandated state testing. Knowing this information one year in advance, allows second graders to receive focused skill instruction from day one of their third grade school year. Third graders are required to take the mandated state testing. Having the data from Acuity gives us information on how they might perform on that type of test.

**4 Sight:** The 4Sight Benchmarks are quarterly formative assessments for grades 3 to 8. These assessments were created specifically to mirror the content and look of the PSSA. They are intended to provide a quick estimate of how students would perform on the PSSA if the state test were administered on the same day. 4Sight Benchmarks were designed to be low-stakes, informative assessments for teachers and school leaders. They come with scoring rubrics to help teachers determine each child's strengths and weaknesses.

GLA Teachers use the data received from 4 Sight to act as a formative and predictive test for the third through eighth grade scholars. Teachers use this benchmark as a way to gauge the progress of their scholars during their year and identify skills that need to be focused on to strengthen their foundation. The data from 4 Sight is used to help aid GLA educators in making decisions for classroom and small group interventions. This diagnostic tool is taken four times within the school year. Three of the tests are taken prior to the state mandated testing. It is spread out to determine growth and act as a prediction on how the scholars will test on the mandated state testing. The final test serves as a baseline at the end of the school year, that is used in determining growth.

**IRLA:** The Independent Reading Level Assessment (IRLA) is a unified standards-based framework for student assessment, text leveling, and curriculum and instruction. The IRLA includes every Common Core Standard for Reading, both in literature and informational text, as well as those Language standards key to reading success, for students in grades K through 8.

GLA Teachers use the data received from establishes a baseline proficiency level for each of scholar in grades K-8th. The baseline level is the highest level at which a scholar can demonstrate proficiency without teacher help. This is the level at which you can expect the scholar to perform at proficiency on high stakes testing. Scholars are then placed in guided reading groups based upon the data received. IRLA will help you show scholars where they are, where they should be, and what skills and behaviors lie in between. Through regular conferences, you will be able to outline and track a course of correction, acceleration, or maintenance, for each scholar.

**PSSA:** The annual Pennsylvania System of School Assessment (PSSA) is a mandated standards-based, criterion-referenced assessment used to measure a student's attainment of the academic standards while also determining the degree to which school programs enable students

to attain proficiency of the standards. Every Pennsylvania student in grades 3 through 8 and grade 11 is assessed in reading and math. Every Pennsylvania student in grades 5, 8 and 11 is assessed in writing. Every Pennsylvania student in grades 4, 8 and 11 is assessed in science.

Individual student scores, provided only to their respective schools, can be used to assist teachers in identifying students who may be in need of additional educational opportunities, and school scores provide information to schools and districts for curriculum and instruction improvement discussions and planning. Data from the PSSA determines if a school has made Adequate Yearly Progress (AYP).

GLA Teachers use the data received from PSSA to determine if instruction and interventions worked throughout the previous year and if scholars have achieved grade-level or proficiency in the areas of reading, math, writing, and science. Scholars' performances are then compared to: previous PSSA test, other classroom data, and data from other schools. The reason this is done is to determine the effective practices GLA needs to maintain or put in place.

**Saxon Assessments:** Formative assessment in Saxon Math occurs every day. Students respond to open-ended questions and engage in meaningful math discussions. Teachers are able to quickly and easily identify the areas of strength and weakness and can provide remediation, re-teaching, and enrichment as necessary.

Summative assessment in Saxon Math is cumulative. This approach leads to greater understanding because students reflect on past concepts and make connections across all math strands. These formal assessments are frequent and consistently placed to offer a regular method of ongoing testing and tracking of student mastery. A variety of formats—multiple choice, short answer, and more—help prepare students for the types of questions they'll see on standardized tests and in the real world.

**Imagine It Assessments:** Lesson Assessments measure learning in key instructional areas appropriate to each grade level. Depending upon the grade level, there are measures for comprehension, selection vocabulary, spelling, and oral fluency. In Pre-K, assessment is more observational than formal. These assessments provide exposure to and practice in standardized test-taking formats as well as those formats used in DIBELS and TPR.

Benchmark Assessments, authored by Doug and Lynn Fuchs, monitor student progress across the school year and serve as a predictor of success on state and other high-stakes tests. These assessments are administered at the beginning of each year and every 6 weeks thereafter for grade 2-6. In grades K-6, tests are administered at the beginning of the year and then at the end of every other unit.

**Classroom Assessments:** Summative Assessments are given periodically to determine at a particular point in time what students know and do not know. Many associate summative assessments only with standardized tests such as state assessments, but they are also used at and are an important part of district and classroom programs. Summative assessment at the district/classroom level is an accountability measure that is generally used as part of the grading process. The list is long, but here are some examples of summative assessments:

- State assessments
- District benchmark or interim assessments
- End-of-unit or chapter tests

- End-of-term or semester exams

Formative Assessment is part of the instructional process. When incorporated into classroom practice, it provides the information needed to adjust teaching and learning while they are happening. In this sense, formative assessment informs both teachers and students about student understanding at a point when timely adjustments can be made. These adjustments help to ensure students achieve targeted standards-based learning goals within a set time frame. Although formative assessment strategies appear in a variety of formats, there are some distinct ways to distinguish them from summative assessments.

## **Student Assessment - Attachment**

- PSSA

## **Teacher Evaluation**

- Teachers are evaluated in major areas: Knowledge of Subject Matter, Instructional Skills, Assessment Skills, Student Achievement, Parent Satisfaction, Classroom Behavior Management, Professionalism, and Service to School
- The CEO and Principal formally observe and evaluate teachers. The Academy Director and Teacher Mentors observe teachers for purposes of support and feedback only, the Director of Management Services evaluates administrative support staff, school operations staff and environmental care staff.
- The school CEO and Principal **participated** in ongoing professional development addressing evaluative procedures and special education compliance. The Director of Special Services will attend on-going State and private trainings regarding Special Education Law, policies and procedures. All members of the instructional leadership team will participate in numerous seminars and training.

## **Teacher Evaluation - Attachments**

- Teacher Classroom Environment Checklist
- Teacher Evaluation Plan

## **SECTION V. GOVERNANCE REQUIREMENTS**

### **Leadership Changes**

No leadership changes occurred on the Board of Trustees or in the school administration.

### **Board of Trustees**

Name of Trustee    Office (if any)

Monika Davis      Secretary

Lorenzo Hough	President
Harvey Quarles	
Marie Simpkins	Treasurer
Michael Campbell	
Anita Lewis	Vice President

## **Professional Development (Governance)**

All members participate in several professional development activities in any calendar year. Newly recruited members receive an orientation session and appropriate materials to provide the basic organizational profile along with specific proprietary documents to ensure their understanding of the operational detail necessary to function in the position. Participation in national, state and local charter school conferences is done on a rotating basis to concretize our aggregate development and expansion of our knowledge base. An annual strategic planning retreat and periodic workshops by qualified consultants compliments the other professional development components.

Effective governance and management is coordinated through monthly public meetings held at the school where parents, community partners, staff and the general public are invited. These meetings are currently scheduled on the fourth Monday of each month, except in December and July, and are advertised in advance in compliance with current law. The conduct of these meetings is guided by Robert's Rules. When appropriate, closed Executive Sessions are called to discuss matters of confidentiality. Relevant committees are structured to process and recommend items for deliberation to the full Board, ever mindful of compliance with The Sunshine Act and other governing principles.

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

The Board of Trustees meet monthly to coordinate the governance and management of the school. There are ten official board meetings held in each calendar year. No meetings are scheduled in the month of July and December. All of the meetings are public meetings where parents, community partners, teachers, and the general public are invited to attend. It is only during public meetings that resolutions are voted on. Any other meetings are closed Executive meetings. It is during these sessions when confidential matters are brought before the Board for discussion. The board meetings occur the fourth Monday of each month unless it falls on a holiday. Then the meeting will be moved to the third Monday of that month.

In August 2012, the Board of Trustees will host a retreat to discuss strategic planning for the next five years.

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

- Board of Trustees Meeting Schedule

## **Community and Parent Engagement**

Global Leadership Academy prides itself in affording parents the opportunity to partner with us in making their child's educational experience successful. We achieve this by actively engaging our parents in many aspects of the daily learning process. Parent events are held at least three times a month. Parents are also encouraged and required to attend at least one event per month.

These activities include but are not limited to board meetings, family nights, Breakfast with the Principal, parent conferences, Global Night and Global Day, and class trips. The goal of the events is to achieve and/or improve parent/guardian interaction with teachers and administrators, the community, but most importantly with their child or children. Community partners and members are also invited to come and experience what the children are learning.

We believe in keeping the lines of communication open between the teaching staff and parents. When parents enroll their children in GLA, they are required to sign a Family Compact as part of the enrollment packet. Two verbal and two written communications are conducted each month which keeps parents informed of their child's progress. Parents are also required to participate in at least 40 hours of service during the school year.

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

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

The School conducted a small amount of fundraising activities throughout the year and the school expects to continue the practice during the upcoming school year. In addition, as the result of a fire in leased spaced, the school received donations of approximately \$150,000 from the community at large. These funds are being used to replace equipment and materials lost in the fire.

### **Fiscal Solvency Policies**

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

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

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

### **Accounting System**

The accounting system is MIP Sage and is loaded with the State Chart of Accounts. Transactions are posted by the Controller's office staffed by experienced school

business administrators. A trial balance, statement of revenue and expenditures and a statement of disbursements are prepared monthly. Reports are generated in compliance with State requirements

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

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

- Financial Statements

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

The school's auditing firm is Joyce Miller & Associates. The last audit is dated February 27, 2012, for fiscal year 2010-2011 and has a clean unqualified opinion. Findings are detailed in the attachment. Management's responses to the findings are also included. It is impossible to submit an audit for 2011-2012 by August 1, 2012. The audit for 2011-2012 is expected to be available by December 31, 2012.

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

- Global Leadership Academy Charter School Audit 2010-2011

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

The school has not been audited by the State Comptrollers Office.

## **SECTION VII. FACILITY RESPONSIBILITIES**

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

Global Leadership Academy Charter School owns a facility at 4601 Girard Ave. Financing was being provided through a bond issue. Renovations were completed in late August 2011 for occupancy on the first day of school in September, 2011. All furniture and equipment was purchased after obtaining quotations from various vendors.

The school purchased furniture and computers totaling \$750,000.

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

At this time the school has not further capital needs or plans.

These actions are in conformance with the school's long term goals and multi-year financial plan.

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

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

Global Leadership Academy complies with all health and safety requirements which include fire prevention, fire drills, shelter-in-place drills, evacuation, and intruder drills. The school has an Emergency Planning Committee that is comprised of the school's Director of Management Services, Dean of Students, Health & Physical Education teacher, a grade level teacher, Special Education teacher, and the Technology teacher. The committee is responsible for writing all emergency plans and implementing them, overseeing fire drill training, and monthly fire drill execution. A designated member of the committee meets with safety inspectors from the City of Philadelphia Fire Department and the Department of Licenses & Inspection and the committee is responsible for following up on any recommendations and requirements provided during the inspections. A booklet of Emergency Guidelines for Schools is located in each classroom as well as the main office. Emergency Response Charts and fire evacuation plans are posted in each classroom and other areas of the school buildings.

The Mid-Atlantic Consortium of Charter Schools (MAACS) is the school nurse service provider. The nurses monitor student health and immunization records to ensure compliance with federal laws. The school nurse communicates with parents to provide updated immunizations where required. If the parent/guardian does not comply, students are removed from school attendance until the matter is resolved and evidence of required immunizations is provided. The school nurse is the caretaker of health and immunization records for students. No new student may enter Global Leadership Academy without complete medical records.

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

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

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

For medical Insurance the school offers the following plans in accordance with Act 22 to employees:

- Personal Choice,
- Keystone Health Plan,
- Dental Plan
- Wage Continuation
- Life Insurance

Please see attached certificate for other liability insurances:

- Worker's Compensation
- General Liability
- Corporate Officers Error and Omissions

- Contents Insurance

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

- Insurance Certificate 2011-2012

## **SECTION IX. ADMINISTRATIVE NEEDS**

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

There were 33 Professional Staff members during the 2011-2012 school year and 15 instructional assistants. Of the 33 professional staff members, 26 are returning for the 2012-2013 school year. We are happy with our overall teacher and staff retention rate, which can be attributed to a good overall climate, supportive administrative team and a teacher's ability to teach in a small school setting. Despite the budget cuts to education, GLA was able to retain most of the staff.

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

- Staff HQT

### **Student Enrollment**

#### **Admissions Policy**

Global Leadership Academy Charter School (GLACS) is a public school operating under a charter granted by the Commonwealth of Pennsylvania. Admission to the school is open to all eligible students who are residents within the limits of the City of Philadelphia and the state of Pennsylvania in grades K through 8.

Global Leadership Academy Charter School does not discriminate on the basis of race, color, national origin, creed, gender, ethnicity, mental or physical disability, proficiency in English, or prior academic achievement when recruiting or admitting students.

Children applying for Kindergarten must be five years of age by September 1 of the current year in order to be accepted into the school. If the child is not five by the deadline, their name will be placed on the waiting list for possible admission for the following school year.

Children applying for First Grade must be six years of age by September 1 of the current year in order to be accepted into the school. If the child is not six by the deadline, their name will be placed on the waiting list for possible admission for the following school year.

Our marketing strategies for recruiting students include:

- flyers
- posters

- sibling preference
- brochures
- displays in school lobby
- radio/television/newspaper advertisements
- parent incentives
- visit to daycare centers
- open houses
- community meetings and/or events
- community partners/contacts
- outside banner advertisement

A lottery is conducted each year at the close of the enrollment period.

### **Enrollment Procedures**

- Parents/Guardians are notified of re-enrollment for all currently enrolled students in grades K-7
- During the designated timeframe, parents/guardians come to the school to complete the re-enrollment process
- Once the re-enrollment period has ended, acceptance letters are sent to each re-enrolled student's home and a signed acceptance letter is required to be returned by the parent/guardian by the designated deadline
- Once all acceptances have been received for re-enrollment, open enrollment begins for new students (\*Note: any student who does not officially accept re-enrollment by the deadline date is notified in writing and must wait until open enrollment is complete to reapply for an open space)
- Students whose names are on the waiting list for the current school year are contacted, advised to submit a letter of intent and update application documents
- If a new applicant is a sibling of a currently enrolled student, a notation is placed on the application with the current student's name and grade
- Once open enrollment has ended, the number of applications is reviewed and spaces are filled according to openings in each grade level by lottery.
- Remaining applications are placed on a waiting list according to grade
- Students who are accepted and those placed on the waiting list will be notified in writing
- In the event an opening occurs in any grade until February 1 of that school year, a student on the waiting list of that grade is contacted by telephone and mail
- The parent has three days to respond to the contact. After three days the next student on the waiting list is contacted.
- If contact is not made because of incorrect information, a notation is made. The school will contact the next student.

We began the 2011-2012 school year with a total of 646 students. Our enrollment breakdown was as follows:

K- 72  
 1 - 72  
 2 — 82  
 3 - 74  
 4 - 80  
 5 - 79  
 6 - 78  
 7 - 66  
 8 - 43

Of the 646 enrolled students, 35 students were dropped from the school roster as a result of a no-show. From the current year's waiting list of 500 students, we added 35 new students. Our school year ended with 603 students. Five hundred eighteen students have re-registered and we are expecting to add approximately 150 new

students to the school's enrollment for the 2012-2013 school year. We had a total of 23 students withdraw from the school due to the family moving to a neighborhood not within distance of the school and some out of state. Thirty-nine students will not be returning to Global Leadership; thirty-four have not re-registered and five have not been invited back to the school. Forty-two students graduated from eighth grade.

Because we anticipate students leaving the school for various reasons, we begin building our waiting list immediately following the last day of open enrollment. By doing so, we are able to fill student vacancies in order to retain our charter number for student enrollment. However as the school year progresses into the third and fourth quarters, we do not fill vacancies left by students unless it is an emergency situation which will be determined by school administration. We communicate the lottery via our school notification system, flyers, and advertisements in local newspapers.

## **Student Enrollment - Attachment**

- Enrollment Application

## **Transportation**

The School District of Philadelphia provides transportation for students attending Global Leadership Academy Charter School. Students in grades one through six who live more than 1.5 miles away from the school are provided with bus service. Seventh and eighth grade students are given weekly Septa transpasses if they live at least 1.5 miles away from the school. We currently do not have any students with disabilities that need any further accommodations.

All elementary Special Education students in grades one through six are eligible for transportation if they live at least 1.5 miles away from the school. Seventh and eighth grade students or students who live less than 1.5 miles away that require transportation accommodations based on the nature or severity of their disability are also eligible for transportation services.

## **Food Service Program**

For the 2011-2012 school year, Global Leadership Academy became a sponsor of the National School Lunch Program and contracted with a food service management company to provide nutritious and healthy meals, which include breakfast and lunch, to students. All households may complete an application to determine if the child or children in the household are eligible for free or reduced meals.

The Director of Management Services oversees the program and the food service management company to ensure the program operates accordance with the requirements of the National School Lunch Program.

Striving to provide our scholars with the most advantageous education we cannot neglect or ignore the vital responsibility of teaching them about a healthy lifestyle. We believe this encompasses social, emotional and physical health. We know it will take the education of our scholars, their families, our community and ourselves. We know that promoting our Healthy Choices/Wellness Initiative throughout our entire school —our scholars, their families, our faculty and staff and the surrounding community will benefit greatly.

## **Student Conduct**

Global Leadership Academy Charter School fosters its Discipline with Dignity Framework as a key thrust toward our holistic schooling mission. Proactive measures of Core Virtues Education, Leadership Development, addressing the social intelligence and spiritual intelligence as well as the cognitive intelligence of children are crucial in order to improve school climate. The Board of Trustees recognizes that exclusion from the educational program of the school, whether by suspension or expulsion, is the most severe sanction that can be imposed on a student at GLACS and one that cannot be imposed without due process. The CEO may, after a proper hearing, suspend a child for such time as he/she deems it necessary or recommend permanent expulsion by the Board of Trustees.

### **DISCIPLINE POLICY & PROCEDURE:**

In the beginning of the school year the student behavior code of character/conduct will be reviewed with the student and parents. This code forbids fighting, weapons, offensive use of language, damage or theft to school property, drugs, assault on school personnel, disrespect of staff members and disregard of classroom rules. In addition students are expected to follow additional school rules. These rules help to ensure a safe and conducive learning environment for all students and staff members and also help to make a successful program.

Global Leadership Academy's Code of Character is predicated upon our Core Jewels of Character. Also under this umbrella, the Conscious Discipline Program is implemented for our K-6 community and Discipline with Dignity for grades seven and eight. All programs focus on the key seven skills of discipline. The six pillars of character from the Character Counts program are also implemented

- **Students are expected to:**
  - Wear the appropriate uniform daily
  - Speak respectfully to peers and adults
  - Strive diligently to excel
  - Arrive to school and class everyday on time and on task with the appropriate tools for learning
  - Practice good manners, self control and good citizenship
  - Respect adults and follow directions the first time given
  - Respect the personal space and property of others
  - Keep our school building and grounds clean at all times
  - Not eat in class or chew gum in the building
  - Not bring CD players, ipods, electronic devices or toys of any kind to school
  - Not use cell phones during the course of the day\*

## **CELL PHONE CHECK IN POLICY**

- Students will be afforded an amnesty cell phone check in prior to the start of classroom instruction
- All phones will be collected and accounted for via cell phone log and secured in the Main Office/ Office of Dean of Students until the end of the day.
- All students will retrieve their phones way of the classroom instructors. (designated staff will collect phones in the morning and return in the afternoon.)
- Students that do not check phones in and are caught with phones afterwards will have it confiscated.

## **CELL PHONE/ ELECTRONIC DEVICE CONFISCATION POLICY**

- First time phone is confiscated it will be secured in Main Office/ Office of Dean of Students until parent/ guardian retrieves it.
- Second occurrence students will be subjected to a parent conference (signed agreement)
- Third occurrence will be perceived as a blatant disregard for school rules/ regulations and suspension/ expulsion will be imposed.

A variety of steps may be taken as the result of poor behavior. Suspension may occur the first time for some violations. Repeated violations of any item of the behavior code may result in expulsion from the charter school. For the 2010-2011 school year, the school had no suspensions or expulsions.

### **Act 26**

Pennsylvania law (Act 26 of 1995) now requires that any student, regardless of age or grade level, found to be in possession of a weapon on school property, in a school program or event, or while traveling to and from school or a school event including school buses and public transportation, be subject to arrest and expulsion from the School District for at least one year.

Students must be warned against carrying any weapon device or any instrument or device that can be construed as a weapon. Teachers must document that students are completely aware of this rule by having parents/guardians and students sign ACT 26 Awareness Notice. Parents/Guardians must speak with children regarding the consequences of bringing any sharp item or weapon-like item to school. This includes jewelry with sharp edges, pocket knives, nail files, toy guns, etc. Consequences of non-compliance to this mandate will lead to possible arrest and/or expulsion from the school.

## **Student Conduct - Attachment**

- Discipline Policy

## **Signature Page**

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

School Year: 2012

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

1. There are a full range of services, programs and alternative placements available for placement and implementation of the special education programs in the charter school.
2. The charter school has adopted a "child find" system to locate, identify and evaluate children who are thought to be a child with a disability eligible for special education residing within the charter school's jurisdiction. "Child find" data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for effectiveness. The charter school implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
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 Global Leadership Academy CS assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the "Ethics Act") and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the "Ethics Act" is available on the Ethics Commission's website at: <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:** Naomi Johnson-Booker **Title:** Dr.  
**Phone:** 267-295-5700 **Fax:** 267-295-5701  
**E-mail:** drbooker@glacharter.org

---

*Signature of the Chief Executive Officer and Date*

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

**Name:** Lorenzo Hough **Title:** Mr.  
**Phone:** 267-295-5700 **Fax:** 267-295-5701  
**E-mail:** lhough@glacharter.org

---

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

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

**Name:** Jennifer Applegate **Title:** Mrs.  
**Phone:** 267-295-5700 **Fax:** 267-295-5701  
**E-mail:** japplegate@glacharter.org

---

*Signature of the Special Education Contact Person and Date*

### **Signature Page - Attachment**

- Assurances