
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, May 07, 2013)

Entity: HOPE for Hyndman CS
Address: 130 School Drive
Hyndman, PA 15545

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2011 - 2012

Name of School: HOPE for Hyndman CS

Date of Local Chartering School Board/PDE Approval: 02/15/2011

Length of Charter: 5 years **Opening Date:** 07/01/2011

Grade Level: K-12 **Hours of Operation:** 7:30 a.m. - 3:30 p.m.

Percentage of Certified Staff: 89% **Total Instructional Staff:** 26

Student/Teacher Ratio: 13/1 **Student Waiting List:** 0

Attendance Rate/Percentage: 93.7

Summary Data Part II

Enrollment: 331 Per Pupil Subsidy: \$7,760.21

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	0
Black (Non-Hispanic):	1
Hispanic:	0
White (Non-Hispanic):	328
Multicultural:	2

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
53

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 64

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	n/a	n/a	178	178	178	178	178
Instructional Hours	n/a	n/a	970.1	970.1	1085.8	1085.8	1085.8

SECTION I. EXECUTIVE SUMMARY

Educational Community

Hyndman Borough is a rural, "bedroom", community and the surrounding area demographics are made up of a population that is nearly all Caucasian with a few African American citizens. English is the primary language spoken by the vast majority of residents of Hyndman and the surrounding area. Hyndman and the surrounding area is economically disadvantaged as many families are living at or below poverty level based on their average yearly income, relying on public assistance to survive. Over 50% of the 331 students currently attending grades K-12 at the Hyndman Campus receive free or reduced meals. HHCS serves as the "hub" of the community and students are afforded many opportunities to participate in clubs and sports at the school including Yearbook, Art Activity Period/Club, After 3 Program, Reading Comp, Student Council, Fellowship of Christian Students (FCS), Freshman, Junior Class, Seniro Class, Math Counts, Envirothon, Greenhouse, Band, Chime Choir, Chorus, FBLA, Tech Support Team, Boys Varsity Tennis, Drama Club, National Honors Society, Youth Action Council, School Newspaper, SADD (Students Against Destructive Decisions), Scholastic Quiz, Science Olympiad, Ski Club, Baseball, Boys Basketball, Boys Soccer, Cross Country, Girls Basketball, Girls Volleyball, Softball, and Wrestling. Students who are too young to participate in school sponsored clubs and sports have the opportunity to be involved in recreation programs such as JCP Soccer in fall, AYSO Soccer in the Spring, Little league Baseball, Girls Softball, Boys and Girls Basketball programs in the winter, Lil Stingers Wrestling, Pee Wee Pep Squad and Arts and Crafts in the summer. Community resources include the Hyndman Fire Department Co. 34, Hyndman Area Ambulance Unit 14, the Hyndman-Londonderry Public Library, as well as many churches.

Mission

HHCS a community-oriented lifelong learning environment which both reflects and helps to shape Hyndman and its surrounding areas. Striving for high academic achievement and a high rate of post-secondary continuing education, HHCS extends the conventional K-12 classroom teaching/learning boundaries to include varied educational endeavors, employing multiple mediums, settings, and locations to model and promote the practice of lifelong learning. We recognize that each child is an individual and that they are all creative and need to succeed. Therefore, HHCS respects and strives to meet the individual needs of all of our children in a caring and creative environment and we emphasize the social, physical and intellectual development of each child.

Vision

The vision of HHCS is to bring HOPE (Help, Opportunities, Practicality, and Empowerment) to the students and the community of Hyndman and the surrounding areas. HHCS is a place where each student is regarded as an individual with their own set of needs, abilities, skills, and desires and that individuality must be regarded when planning the education of that individual. By providing a small, safe, and nurturing environment for the students to learn, HHCS aims to empower each student to be the best they can be in and out of school. Being in a rural setting among a community that continuously demonstrates their commitment to helping their young people achieve their best in school creates an opportunity for a community oriented learning environment. With the help of area businesses and community members, students will have opportunities for real life experiences and experiential learning. With the availability of a rural environment, students will have the practicality of hands on learning experiences. All of these resources combined with the willingness of the Bedford Area School District to be supportive of the community of Hyndman in creating a charter school, HHCS is creating a unique opportunity that is beneficial for the entire community and its young people as well as a model for other communities and educational organizations.

Shared Values

HHCS is a place where each student is regarded as an individual with their own set of needs, abilities, skills, and desires and that individuality must be regarded when planning the education of the individual.

What do we believe about HHCS?

1. We believe in connecting with the community to be successful in educating the students and their families.

2. We believe in the innovative, diversified, individualized, and quality education provided at HHCS.
3. We believe the opportunities provided at HHCS will help prepare life-long learners.

What do we believe about teachers and teaching?

1. We believe teaching is a two-way road where teachers teach students and students teach teachers.
2. We believe teachers will know each of their students and are willing to meet individual needs.
3. We believe teachers are life-long learners.

What do we believe about how students learn?

1. We believe that students are individualized learners that can be challenged with their own unique academic level through hands-on, immersive learning styles that vary depending on academic needs or wants.
2. We believe that all willing students have the ability to learn, at any given time, about any subject that is intrinsically motivating or holds real world connections, for a lifetime.
3. We believe that educators should facilitate learning by setting an example and by providing each student with the chance and/or opportunity to learn in a space that is a positive learning environment.

HOPE for Hyndman Charter School Values

Compassion — Respecting the individual enough to discover if they need sympathy and/or empathy.

Respect — A positive attitude towards and acceptance of yourself and others despite differences in opinions and beliefs.

Integrity — A combination of values and morality culminating in a general concern for others when you are being watched and not.

Teamwork — A cooperative effort by a group for a desired outcome or goal.

Academic Standards

The foundation for the curriculum at HHCS is the SAS developed by PDE, which is a blueprint for planning and implementing a developmentally appropriate program that includes:

- Meeting social, emotional, physical, cognitive, and language development needs that make each student unique
- Assessing student's needs, interests, and abilities in order to appropriately plan
- Planning meaningful learning experiences for students that build on the student's interests and knowledge
- Using a wide range of teaching strategies that call for different levels of student involvement
- Creating communities where students learn to work together and solve problems peacefully in and out of the classroom
- Creating an environment conducive to learning
- Integrating the learning of appropriate skills, concepts, and knowledge in literacy, math, science, social studies, the arts, and technology

Our elementary curriculum identifies goals in all areas of development:

- **Social/Emotional Development**-To develop a sense of self, responsibility for self and others, and pro-social behaviors.
- **Physical Development**-To develop gross motor and fine motor skills.
- **Language Development**-To develop listening and thinking skills and skills for reading and writing. Language arts with integrated reading, writing, listening, speaking, literature and grammar skills development. Cross Curricular Presentations will be a major part of the language arts curriculum. Presentations may be used as a method of demonstration of competency in more than one area of development.
- **Mathematics**-To develop learning and problems solving skills, logical thinking skills, and representational and symbolic thinking.
- **Science and Technology**- To develop hands-on experimenting and curiosity towards the environment and life that surrounds the student. Participation in life sciences, Earth and space sciences, basic chemical, physical, and agricultural sciences. Cross Curricular Presentations will be a major part of the science curriculum. Presentations may be used as a method of demonstration of competency in more than one area of development.

To help staff and families prepare students for success in school, the program will utilize a comprehensive set of effective teaching strategies to foster students' development toward meeting the goals set forth in the Standard Aligned System.

Language and Literacy Development

- Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text;
- Listening provides the opportunity to learn, reflect, and respond;
- Effective speaking and listening are essential for productive communication;
- Information to gain or expand knowledge can be acquired through a variety of sources;
- Writing is a means of documenting thinking;
- Writing is a recursive process that conveys ideas, thoughts and feelings;
- Purpose, topic and audience guide types of writing;
- Language is used to communicate and to deepen understanding;
- Spoken language can be represented in print;
- Effective use of vocabulary builds social and academic knowledge;
- Effective use of vocabulary builds social and academic knowledge.

Mathematics

- The base-ten number system is a way to organize, represent and compare numbers using groups of ten and place value;
- Numbers, measures, expressions, equations, and inequalities can represent mathematical situations and structures in many equivalent forms;
- The same number sentence (e.g., $12 - 4 = 8$) can be associated with different concrete or real world situations, AND different number sentences can be associated with the same concrete or real world situation;
- Some attributes of objects are measurable, e.g., length, mass, capacity, and can be quantified;
- Patterns exhibit relationships that can be extended, described, and generalized;
- Two- and three-dimensional objects can be described, classified, and analyzed by their attributes, and their location can be described quantitatively;
- Some questions can be answered by collecting, representing, and analyzing data, and the question to be answered determines the data to be collected, how best to collect it, and how best to represent it;
- Numerical quantities and calculations can be estimated by using numbers that are close to the actual values, but easier to compute;
- Measures can be estimated by using known referents;
- Spatial reasoning and visualization are ways to orient thinking about the physical

Science and Technology

- Technology is created, used and modified by humans;
- Technological literacy is the ability to use, assess and manage technology around us;
- Technological design is a creative process that anyone can do which may result in new inventions and innovations;
- A technological world requires that humans develop capabilities to solve technological challenges and improve products for the way we live;
- Each area of technology has a set of characteristics that separates it from others; however, many areas overlap in order to meet human needs and wants;
- A force is required to change an object's speed or direction;
- Magnets and electricity produce related forces;
- Matter has observable and measurable physical properties;
- Different characteristics of plants and animals help some populations survive and reproduce in greater numbers;
- The earth system changes constantly as air, water, soil, and rock interact, and the earth is a part of a larger sun, earth, moon system;
- All living things are made of parts that have specific functions;
- Energy exists in many forms and can be changed from one form to another (transformed) as it moves through a system;
- An object's motion is the result of all forces acting on it;
- Matter has observable physical properties and the potential to mix and form new materials;
- Populations of organisms evolve by natural selection;
- Solid, liquid and gaseous earth materials all circulate in large scale systems at a variety of time scales, giving rise to landscapes, the rock cycle, ocean currents, weather, and climate;
- The cell is the basic unit of structure and function for all living things;
- Energy is neither created nor destroyed. Energy can be transformed from one form to another, but transformation between forms often results in the loss of useable energy through the production of heat.

Environment and Ecology

- Living things depend on their habitat to meet their basic needs;
- Aquatic, terrestrial and human-made ecosystems consist of diverse living and non-living components that change over time and among geographic areas;
- The survival of living things is dependent upon their adaptations and ability to respond to natural changes in and human influences on the environment;

- Humans depend upon the management and practices of agricultural systems;
- Sustainable use of natural resources is essential to provide for the needs and wants of all living things now and in the future;
- Environmental laws and regulations impact humans, the environment, and the economy in both positive and negative ways;
- The health of all living things is directly related to the quality of the environment;
- People acting individually and/or as groups influence the environment;

Creative Arts

- The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced;
- Artists use tools and resources as well as their own experiences and skills to create art;
- The arts provide a medium to understand and exchange ideas;
- People have expressed experiences and ideas through the arts throughout time and across cultures;
- There are formal and informal processes used to assess the quality of works in the arts;
- People use both aesthetic and critical processes to assess quality, interpret meaning and determine value

Health, Safety and Physical Education

- Health concepts are essential for wellness and a health-enhancing lifestyle;
- Community well-being is dependent upon a balance of personal and social responsibility;
- Safety impacts individual and community well-being.

Social/Emotional Development

- Connections are made between home and school and include the experience of separations from home and family.
- Building trusting relationships with others and learning how to be part of a group are essential for healthy living
- An understanding of the differences and similarities among individuals helps with social interactions
- Learning about their community is also an important aspect of social-emotional development.

Secondary Component:

HHCS provides instruction in the following according to the Academic Standards set forth by PDE:

Academic Development:

- Language arts with integrated reading, writing, listening, speaking, literature and grammar skill development. Cross Curricular Presentations will be a major part of the language arts curriculum. Presentations may be used as a method of demonstration of competency in more than one area of development.
- Mathematics, including problem-solving, mathematical reasoning, algebra, geometry and concepts of calculus
- Science and technology, including participation in hands-on experiments and at least one laboratory science chosen from life sciences, earth and space sciences, chemical sciences, physical sciences and agricultural science. Cross Curricular Presentations will be an essential part of the science and technology curriculum.
- Social studies (civics and government, economics, geography and history, including the history and cultures of the United States, the Commonwealth and the world). Cross Curricular Presentations will be a major part of the Social Studies curriculum.
- Environment and ecology, including scientific, social, political and economic aspects of ecology
- Opportunities for college-level courses, career and technology courses, and Technology

Personal Development:

- Time management, character development, community involvement, finance management, relationships, responsibility, self-management, etc.
- Opportunities to explore the arts, including art, music, dance, theatre and humanities
- Opportunities to participate in courses for different world languages

Career Development:

- Workplace skills: soft skills including attendance, submission to authority, respect, honesty.
- Career Exploration: job shadowing, field research,
- Job Skills: Internships, apprenticeships, cooperative education,
- Use of applications of microcomputers and software, including word processing, database, spreadsheets and telecommunications; and information skills, including access to traditional and electronic information sources, computer use and research as well as technology education that incorporates technological problem-solving and the impacts of technology on individuals and society.
- Opportunities to participate in current vocational-technical education offerings
- Opportunities to participate in business education, including courses to assist students in developing a business

Wellness Development:

- Health, safety and physical education, including instruction in concepts and skills which affect personal, family and community health and safety, nutrition, physical fitness, movement concepts, motor skill development, safety in physical activity settings, and the prevention of alcohol, chemical and tobacco abuse.
- Family and consumer science, including principles of consumer behavior and basic knowledge of student health, student care and early literacy skill development.
- Mental and emotional health

Strengths and Challenges

There is a great sense of pride associated with the HOPE for Hyndman Charter School (HHCS) and it is widely considered the cornerstone of the Hyndman community. The school is highly regarded as having a caring and dedicated staff and the community appreciates the fact that HHCS is "small" and approachable. Parents and students appreciate that we are innovative and open to new ideas and willing to try different approaches to provide the best learning opportunities possible for all students.

At HHCS, we also recognize that there is always room for improvement. We feel that our students can grow and improve, specifically in the areas of reading and math. Therefore, we are implementing new reading and math programs which will be introduced into the student's curriculum during the 2012-13 school year. These new curriculum programs will help us to address the needs of a group of students who are widely diversified.

We also recognize that our students could improve their work ethic. This can be accomplished by providing the students with additional encouragement as well as teacher/staff modeling and an Advisor-Mentor program. This program requires staff members to meet with their assigned group of students on weekly basis to stay up to date on their needs as well as give them tips for self-improvement.

HOPE for Hyndman does face several challenges that are specifically associated with our lack of space. Lack of space requires a concentrated effort on innovating planning and resourceful scheduling in order to meet the needs of each student. Additional space is much needed in order for HHCS to expand learning opportunities.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

HHCS has been in existence since July 2011. We used the Charter Application as a guideline and adopted many practices that had been in use by the Bedford Area School District, when they operated the school building. Throughout the year, we implemented several committees to improve our operations and to begin proper strategic planning for the 2012-13 school year.

The committees in place consisted of the following:

- Fundraising - Committee to determine and coordinate what fundraisers will be available for the school and student organizations within the school and the time periods they will be offered.
- Field Trips - Committee to approve field trips and recommend policies for field trips. The decisions are guided by the school mission.
- Curriculum - Committee to review curriculum and to ensure that there is continuity and progression from K through 12.
- Employee Handbook - Committee to review the employee handbook and make recommendations that will improve the workplace.
- Student Handbook - Committee to review the student handbook and make recommendations for improvement.
- Athletics - Committee to review and recommend procedures and policies for athletes as well as coaches.
- Facilities - Committee to address issues regarding facilities and to make recommendations to the board.
- Technology - Committee to address technology issues and make recommendations to the board.
- School Vision and Mission - Committee to ensure that the school vision and mission is being applied and promoted.
- Core Team - Team of instructional leaders to guide the everyday operations of the school to ensure the best educational environment and to promote school safety
- Department Team - Team of all department heads to provide continuity and collaboration between departments

Strategic Planning Committee

Name	Affiliation Membership Category		Appointed By
Albright, Christa	HHCS	Elementary School Teacher	Elementary Teachers
Bistline, Leslie	HHCS	Community Representative	HHCS Board
Clapp, Jennifer	HHCS	Middle School Teacher	Middle School Teachers
Coughenour, Angela	HHCS	Business Representative	HHCS Board
Dodge, Joan	HHCS	Administrator	Administrators
Emerick, Brigette	HHCS	Parent	HHCS Board
Gross, Donald	HHCS	Business Representative	HHCS Board
Haines, Twyla	HHCS	Ed Specialist - Instructional Technology	Educational Specialists
Hamm, Jennifer	HHCS	Secondary School Teacher	Secondary Teachers
Maurer, Malynda	HHCS	Administrator	Administrators
Morrissey, Dina	HHCS	Elementary School Teacher	Elementary Teachers
Simpson, Danielle	HHCS	Ed Specialist - School Counselor	Educational Specialists

Goals, Strategies and Activities

Goal: Effective and consistent classroom management

Description: HHCS staff will incorporate classroom management consistently across all classrooms from K through 12th grade.

Strategy: Professional Development and Training

Description: HHCS will provide professional development and training for all teaching staff.

Activity: Professional Development in Classroom Management

Description: Teachers need to learn classroom management skills to increase student learning time, student time on task, and decrease discipline referrals.

Person Responsible	Timeline for Implementation	Resources
Clapp, Jennifer	Start: 8/21/2012 Finish: 8/21/2012	-

Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	1	37
Organization or	Type of Provider	Provider's Department of Education

Institution Name	Approval Status
HOPE for Hyndman Charter School	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Classroom management skills	Research shows that if teachers are able to manage student behaviors in the classroom then more time is spent learning.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.
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For school and district administrators, and other educators seeking leadership roles:

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

Educator Groups Which Will Participate in this Activity

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

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> Creating lessons to meet varied student learning styles Lesson modeling with mentoring 	<ul style="list-style-type: none"> Discipline Data (Decrease in discipline referrals)

Status: Not Started — Overdue

Goal: Effective Teaching

Description: HHCS teachers will use effective teaching strategies to increase student achievement to meet Math and Reading AYP targets.

Strategy: Professional Development and Training

Description: HHCS will provide professional development and training for all teaching staff.

Activity: Learn best practices for effective teaching

Description: Teachers will learn the best practices for effective teaching.

Person Responsible	Timeline for Implementation	Resources
Clapp, Jennifer	Start: 8/13/2012 Finish: 8/20/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4.00	3	35
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
HOPE for Hyndman Charter School/IU 8	<ul style="list-style-type: none"> School Entity Intermediate Unit 	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will learn effective	Best practice indicates	<i>For classroom teachers, school</i>

teaching strategies to differentiate instruction, incorporate project based learning, align instruction to standards, and integrate curriculum across subjects.

differentiated and applied instruction produces more effective learning.

counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none">• Classroom teachers• Principals / asst. principals• Superintendent / asst. superintendents• School counselors• Other educational specialists	<ul style="list-style-type: none">• Early childhood (preK-grade 3)• Middle (grades 6-8)• Elementary (grades 2-5)• High school (grades 9-12)	<ul style="list-style-type: none">• Reading, Writing, Speaking & Listening• Science and Technology• Arts & Humanities• Civics and Government• Environment and Ecology• Health, Safety and Physical Education• World Languages• Kindergarten Early Learning Standards• Mathematics• History• Career Education and Work• Economics• Family and Consumer Sciences• Geography

Follow-up Activities

Evaluation Methods

- | | |
|--|--|
| <ul style="list-style-type: none">• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers• Analysis of student work, with administrator and/or peers• Creating lessons to meet varied student learning styles• Peer-to-peer lesson discussions• Lesson modeling with mentoring• Journaling and reflecting | <ul style="list-style-type: none">• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.• Student PSSA data• Standardized student assessment data other than the PSSA• Classroom student assessment data• Participant survey• Review of participant lesson plans• Review of written reports summarizing instructional activity |
|--|--|

Status: Not Started — Overdue

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

Description: HHCS did not exist until July 2011. We expect a 100% graduation rate on June 5, 2012. For the 2013 graduating class and beyond we expect the goal of 85% or target of 82.5% or a 10% reduction of the difference between the previous year's graduation rate and 85%.

Strategy: Advisor/Mentoring Program

Description: This is a teacher mentoring small groups of students program. Teachers meet with their student(s) on a one to one basis weekly to determine how they are doing academically and otherwise.

Activity: Advisor/Mentoring

Description: Approximately 10-15 students will be assigned to teacher to see how they are doing at home, school, etc. The idea behind this is to create personal connection with students, which leads to a higher rate of success.

Person Responsible	Timeline for Implementation	Resources
Simpson, Danielle	Start: 8/22/2012 Finish: 8/22/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	15
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
HOPE for Hyndman Charter School	<ul style="list-style-type: none"> School Entity 	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will learn how to communicate effectively with students to create a positive personal connection to create a mentor relationship.	Research shows that connecting with students on a personal level increases the student's rate of success.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Empowers educators to work effectively with <u>parents and community partners</u>.

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Middle (grades 6-8) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Career Education and Work

Follow-up Activities

Evaluation Methods

- | | |
|---|--|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Journaling and reflecting | <ul style="list-style-type: none"> • Participant survey • Review of written reports summarizing instructional activity • student attendance (students will not want to miss coming to school) • student achievement (students will know that someone cares and is watching how they are doing) |
|---|--|

Status: Not Started — Overdue

Strategy: Tutoring Assistance

Description: Provide additional tutoring to students who are struggling.

Activity: Tutoring

Description: Grades will be checked on a weekly basis. Grades at a C or below will be assigned a tutor.

Person Responsible Timeline for Implementation Resources

Simpson, Danielle	Start: 8/28/2012	-
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: MATHEMATICS

Description: In 2012, at least 78% of students will be proficient in math. In 2013, that proficiency will be 89% and in 2014 it will be 100%, unless changes are made in Pennsylvania's AYP.

Strategy: Project Based Learning

Description: Project based learning will be used in all classrooms to encourage cooperative learning and real-world applications. The projects will be interdisciplinary and focused on meeting competancies.

Activity: Project-Based Learning

Description: Teachers will incorporate at least one cross-curricular project in their lessons every 9 weeks.

Person Responsible	Timeline for Implementation	Resources
Clapp, Jennifer	Start: 8/15/2012 Finish: 3/15/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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3.00	6	35
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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HHCS/SFA/Singapore Math	<ul style="list-style-type: none"> • School Entity • Company 	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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The teachers will learn how to plan and incorporate a well organized and meaningful projects and cooperative learning.	Best practice says meaningful learning takes place through applied practices.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. • Empowers educators to work effectively with <u>parents and community partners</u>.
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For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use

appropriate data to inform decision-making.

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • Mathematics • History • Career Education and Work • Geography

Follow-up Activities

Evaluation Methods

- | | |
|--|---|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Classroom student assessment data • Participant survey • Review of participant lesson plans |
|--|---|

Status: Not Started — Overdue

Strategy: Tutoring Assistance

Description: Provide additional tutoring to students who are struggling.

Activity: Tutoring

Description: Grades will be checked on a weekly basis. Grades at a C or below will be assigned a tutor.

Person Responsible Timeline for Implementation Resources

Simpson, Danielle	Start: 8/28/2012	-
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: Mission, Vision, and Goals of HHCS

Description: Staff will be well aware of the mission, vision, belief statements, and goals of HHCS and will know how to carry them out in and out of the classroom.

Strategy: Professional Development and Training

Description: HHCS will provide professional development and training for all teaching staff.

Activity: Mission, Vision, and Goals

Description: HHCS staff will be able to apply the mission, vision, and goals of the charter.

Person Responsible	Timeline for Implementation	Resources
Maurer, Malynda	Start: 8/13/2012 Finish: 8/13/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	1	45
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
HHCS	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will learn the mission, vision, and goals of	Research indicates that organizations that	<i>For classroom teachers, school counselors and education</i>

the charter and know how to apply it in and out of the classroom.

incorporate their mission, vision, and goals throughout are successful.

specialists:

- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Empowers educators to work effectively with parents and community partners.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)
Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Journaling and reflecting 	<ul style="list-style-type: none"> • Participant survey

Status: Not Started — Overdue

Goal: Network Infrastructure

Description: HHCS will update the network infrastructure to be able to accommodate one-to-one computing.

Strategy: Assess current network infrastructure

Description: Technology committee will review what is currently available and recommend upgrades necessary to accomplish educational goals.

Activity: Implement Upgrade

Description: Select a vendor using the bidding process and then create an implementation timeline.

Person Responsible Timeline for Implementation Resources

Haines, Twyla	Start: 6/7/2012 Finish: Ongoing	\$184,593.00
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Status: Not Started — Overdue

Goal: READING

Description: In 2012, the reading proficiency will be 81%. In 2013, it will be 91% and in 2014 it will be 100%, unless changes are made to the Pennsylvania's AYP.

Strategy: Project Based Learning

Description: Project based learning will be used in all classrooms to encourage cooperative learning and real-world applications. The projects will be interdisciplinary and focused on meeting competencies.

Activity: Project-Based Learning

Description: Teachers will incorporate at least one cross-curricular project in their lessons every 9 weeks.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
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Clapp, Jennifer

Start: 8/15/2012
Finish: 3/15/2013

-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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3.00	6	35
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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HHCS/SFA/Singapore Math	<ul style="list-style-type: none">• School Entity• Company	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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The teachers will learn how to plan and incorporate a well organized and meaningful projects and cooperative learning.	Best practice says meaningful learning takes place through applied practices.	<i>For classroom teachers, school counselors and education specialists:</i>
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- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well

as to Pennsylvania's academic standards.

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • Mathematics • History • Career Education and Work • Geography

Follow-up Activities

Evaluation Methods

- | | |
|--|---|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Classroom student assessment data • Participant survey • Review of participant lesson plans |
|--|---|

Status: Not Started — Overdue

Strategy: Tutoring Assistance

Description: Provide additional tutoring to students who are struggling.

Activity: Tutoring

Description: Grades will be checked on a weekly basis. Grades at a C or below will be assigned a tutor.

Person Responsible Timeline for Implementation Resources

Simpson, Danielle	Start: 8/28/2012 Finish: Ongoing	-
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Status: Not Started — Overdue

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

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

Strategy: Advisor/Mentoring Program

Description: This is a teacher mentoring small groups of students program. Teachers meet with their student(s) on a one to one basis weekly to determine how they are doing academically and otherwise.

Activity: Advisor/Mentoring

Description: Approximately 10-15 students will be assigned to teacher to see how they are doing at home, school, etc. The idea behind this is to create personal connection with students, which leads to a higher rate of success.

Person Responsible	Timeline for Implementation	Resources
Simpson, Danielle	Start: 8/22/2012 Finish: 8/22/2012	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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3.00	1	15
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

HOPE for Hyndman Charter School

- School Entity

Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Educators will learn how to communicate effectively with students to create a positive personal connection to create a mentor relationship.

Research shows that connecting with students on a personal level increases the student's rate of success.

For classroom teachers, school counselors and education specialists:

- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Empowers educators to work effectively with parents and community partners.

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • School counselors 	<ul style="list-style-type: none"> • Middle (grades 6-8) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Career Education and Work

- Other educational specialists

Follow-up Activities

Evaluation Methods

- | Follow-up Activities | Evaluation Methods |
|---|--|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Journaling and reflecting | <ul style="list-style-type: none"> • Participant survey • Review of written reports summarizing instructional activity • student attendance (students will not want to miss coming to school) • student achievement (students will know that someone cares and is watching how they are doing) |

Status: Not Started — Overdue

Strategy: Attendance Incentives

Description: An incentive program will be developed for every nine week period to motivate students to maintain good attendance habits.

Activity: Attendance Incentive

Description: Every 9 weeks, students with perfect attendance and no tardies will receive a reward.

Person Responsible Timeline for Implementation Resources

Dodge, Joan	Start: 8/28/2012	-
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS

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

Strategy: Optimal Performance on Assessments

Description: These are proactive activities that the school will put in place to get students to come to school and to perform their best on the PSSA tests and Keystone exams.

Put these in activities:

Activity: Motivate students to do their best on state assessments

Description: Two weeks prior to testing students will be informed of special activities that will be happening during the state assessment period. The breakfast menu will be altered, snacks will be provided during testing, and an incentive program will be culminate in a student/teacher competition.

Person Responsible Timeline for Implementation Resources

Simpson, Danielle	Start: 10/1/2012 Finish: Ongoing	-
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Status: Not Started — Overdue

Goal: Technology, Data, and Assessments

Description: HHCS staff will utilize technology in their classrooms to enhance the delivery of their subject matter and will know how to administer assessments using technology and how to interpret and utilize the data from those assessments.

Strategy: Professional Development and Training

Description: HHCS will provide professional development and training for all teaching staff.

Activity: Professional Development on i-Ready Assessments

Description: Train teachers on how to appropriately administer i-Ready assessments in both reading and math and analyze and interpret the data to adjust instruction.

Person Responsible	Timeline for Implementation	Resources
Haines, Twyla	Start: 8/24/2012 Finish: 1/25/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.50	2	35
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
HHCS	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Learn how to administer assessments with fidelity and learn how to interpret the data accurately and adjust their classroom instruction.

Research and best practices say that classroom instruction should be based on student data.

For classroom teachers, school counselors and education specialists:

- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

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

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

effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none">• Classroom teachers• Principals / asst. principals• School counselors• Other educational specialists	<ul style="list-style-type: none">• Early childhood (preK-grade 3)• Middle (grades 6-8)• Elementary (grades 2-5)	<ul style="list-style-type: none">• Reading, Writing, Speaking & Listening• Mathematics

Follow-up Activities

Evaluation Methods

- | | |
|---|--|
| <ul style="list-style-type: none">• Analysis of student work, with administrator and/or peers• Creating lessons to meet varied student learning styles | <ul style="list-style-type: none">• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.• Student PSSA data• Standardized student assessment data other than the PSSA• Classroom student assessment data• Review of participant lesson plans |
|---|--|

Status: Not Started — Overdue

Statement of Quality Assurance

Charter school has met AYP.

There are currently no supporting documents selected for this section.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

Curriculum Approach:

HHCS takes a Science, Technology, Engineering, and Math (STEM) approach in addition to instructing the basics. The students participate in STEM activities throughout the school year, including a fully operating greenhouse. The greenhouse is utilized to educate the students on how to make educated decisions while learning about and conserving the environment around them. It is the philosophy of HHCS that starting students out with the idea of investigating the natural world around them and protecting our natural resources will produce proactive, environmentally-minded members of society. By teaming with local business operations, a relationship could be established that would not only benefit our students educationally, but instill them with essential life-skills while receiving actual work experience, learning discipline, and empowerment.

The Goals of Our Curriculum:

The most important goal of our curriculum is to help students become enthusiastic learners. This means encouraging students to be active and creative explorers who are

not afraid to test their ideas and to think their own thoughts. Our goal is to help students become independent, self-confident, inquisitive life-long learners. Teachers concentrate on teaching students *how* to learn, not just in school, but all through their lives. Grouping of students is primarily determined by ability levels rather than strictly grade levels. This allows for students to progress at a pace that is conducive to their learning style and ability. This type of grouping lends itself to helping those students who need additional time and/or instruction and as well as progressing those who need a more challenging environment and pace so that all students have the opportunity to learn to the best of their ability. The staff at HHCS is responsible for demonstrating positive habits and attitudes for the students to emulate, encouraging students to maintain a positive sense of themselves, which will make a difference throughout the students' lives.

Classroom and individual planning, environmental organization, realia and material selection, daily schedules, and discussions are designed to accomplish the goals of our curriculum and give students a successful educational foundation. Ideally, curriculum is shaped by communities and families as well as by students and teachers. An active partnership exists between families and school, encouraging family participation in all areas of HHCS. While gaining content knowledge is a goal, curriculum includes everything that happens from the time students walk onto school grounds until they leave at the end of the day (human interactions, teaching, strategies, language and tone, physical arrangement of the room, materials for hands-on experience).

The Teacher's Role:

The teacher's role is that of planning, observing, guided learning, assessing, and making decisions about how and when to respond to meet the needs of each individual student and the classroom as one learning group. Teachers look and listen to students to learn about them and to begin to build a relationship with them. A wide range of teaching styles and strategies are implemented to interact with individual students, students with special needs, and the classroom group as a whole. Teachers make use of "teachable moments", large group activities, read alouds, shared writing experiences, and think, pair, share times, direct instruction, and cooperative learning groups. Because parents are the student's first and most important teacher, teachers will strive to maintain an open two-way communication with parents and will make every effort to involve them in all aspects of the student's education.

Curriculum:

HHCS provides resources from a variety of sources such as textbooks and online curriculum providers for teachers to build lessons that meet the PA Academic Standards in the following areas.

Academic Development:

- Language arts with integrated reading, writing, listening, speaking, literature and grammar skill development. Cross Curricular Presentations will be a major part of the language arts curriculum. Presentations may be used as a method of demonstration of competency in more than one area of development.
- Mathematics, including problem-solving, mathematical reasoning, algebra, geometry and concepts of calculus
- Science and technology, including participation in hands-on experiments and at least one laboratory science chosen from life sciences, earth and space sciences, chemical sciences, physical sciences and agricultural science. Cross Curricular Presentations will be an essential part of the science and technology curriculum.

- Social studies (civics and government, economics, geography and history, including the history and cultures of the United States, the Commonwealth and the world). Cross Curricular Presentations will be a major part of the Social Studies curriculum.
- Environment and ecology, including scientific, social, political and economic aspects of ecology
- Opportunities for college-level courses

Personal Development:

- Time management, character development, community involvement, finance management, relationships, responsibility, self-management, etc.
- Opportunities to explore the arts, including art, music, dance, theatre and humanities
- Opportunities to participate in courses for different world languages

Career Development:

- Workplace skills: soft skills including attendance, submission to authority, respect, honesty.
- Career Exploration: job shadowing, field research,
- Job Skills: Internships, apprenticeships, cooperative education,
- Use of applications of microcomputers and software, including word processing, database, spreadsheets and telecommunications; and information skills, including access to traditional and electronic information sources, computer use and research as well as technology education that incorporates technological problem-solving and the impacts of technology on individuals and society.
- Opportunities to participate in current vocational-technical education offerings
- Opportunities to participate in business education, including courses to assist students in developing a business

Wellness Development:

- Health, safety and physical education, including instruction in concepts and skills which affect personal, family and community health and safety, nutrition, physical fitness, movement concepts, motor skill development, safety in physical activity settings, and the prevention of alcohol, chemical and tobacco abuse.
- Family and consumer science, including principles of consumer behavior and basic knowledge of student health, student care and early literacy skill development.
- Mental and emotional health

Rigorous Instructional Program - Attachments

- Induction Report Evidence of Submission
- Professional Education Report Evidence of Submission

English Language Learners

Description of Hope for Hyndman ESL Education Program

Our charter school is fully committed to providing an excellent educational experience, in keeping with all applicable state and federal regulations, for any student for whom English is a second language. **Migrant** students that are also ESL will be identified through the process developed by Pennsylvania for that purpose. Students will be registered in full compliance with the **Basic Education Circular, Enrollment of Students, 24 P.S. §13-1301 —**

§13-1306. Registration staff will be trained in the utilization of the information, translation and interpretation resources available, and the accessibility of documents in other languages (for example, the Home Language survey in Spanish) at TransACT Communications, Inc., *www.transact.com*.

LEP students shall be enrolled upon presentation of a local address and proof of immunization.

Our school will provide a program for each student whose dominant language is not English for the purpose of facilitating the student's achievement of Pennsylvania's English Language proficiency and academic standards. Our program meets the three-pronged test of program compliance: (1) sound research-based education theory, (2) sufficient resources and staffed by appropriate personnel, and (3) periodic program evaluation.

Our **ESL research** is based on the educational theories of the educational language acquisition expert **Dr. Stephen Krashen**, long accepted in Pennsylvania and across the educational world as sound research-based education theory that historically and statistically has been very effective. Our school has joined the **Appalachia Intermediate Unit 8 ESL Consortium**, providing us with access to

ESL information, ongoing and continual training, and consultation, as well as an ESL program leading to certification as an ESL Program Specialist in Pennsylvania. Our ESL program will include periodic reviews of our ESL classes and of course our ESL students' progress.

ESL is a basic core curricular area (i.e., content area subject that replaces English in the curriculum) that will be available to all identified **PHLOTE** students as determined by the **Home Language Survey** who are assessed to be LEP, or Limited English Proficient. The **W-APT** (WIDA-ACCESS Placement Test) will determine the level of English proficiency of PHLOTES, and those identified as ELL students will receive English as a second language instruction.

Sufficient instructional time will be allotted to enable students' development of English at the proficient level, based on the **WIDA ACCESS tests** and the **PDE Exiting requirements. The Basic Education Circular, Educating Students With Limited English Proficiency (LEP) and English Language Learners (ELL) 22 Pa. Code §4.26**, will be utilized as a reference and guidebook.

We have provisions for appropriate professional development for ESL teachers, classroom teachers of LEP students, and new teachers in our professional development plan, and will require staff to attend ESL workshops and in-services on a regular basis.

The ESL program is designed to provide instruction to meet each student's individual needs based on the assessment of English proficiency in reading, writing, listening, and speaking. Adequate content area support shall be provided while the student is learning English to ensure achievement of PA academic standards, with the new Pennsylvania Common Core Standards and Keystone assessments in mind. A PA certified teacher hired as a teacher and, if necessary, appropriate support staff (e.g., teacher aides), shall provide the ESL program.

Adequate resources and funds, including a specific line item in the appropriate program budget, will be provided for an ESL program (e.g., staffing, professional development, assessments, etc.). Instructional resources shall be comparable to the resources provided for other core academic subjects. The program shall be evaluated for effectiveness based on the attainment of English proficiency. If ELLs are not learning English, the program will be changed to ensure greater success.

Periodic ESL program evaluations will be conducted for the purpose of program improvement. Evaluations will be based on students making progress to proficient levels of English functioning in four domains: reading, writing, speaking, and listening. Both quantitative data (e.g., assessment results, report card grades, attendance, portfolios, etc.) and qualitative data (e.g., teachers' anecdotal records, informal classroom observations, parent interviews, etc.) will be collected throughout the student's participation in the program. Summative evaluations to determine continued placement in the program or dismissal from the program will be made, at minimum, on an annual basis. Upon dismissal from the ESL program, his/her progress will be monitored, at minimum, on an annual basis, using the **PDE Monitoring documents**.

LEP students will participate in the PSSA (Pennsylvania System of School Assessment), Keystone, and other large-scale assessments (with appropriate accommodations) not specifically developed for non-English language speakers. If administered, standardized achievement tests will be given in the student's language of proficiency.

Students shall have access to and should be encouraged to participate in all academic and extracurricular activities available specific to the program.

Communications with parents or guardians shall include information about assessment, academic achievement, and other related education issues, in the language understood by the parent/guardian, whenever possible. Parents/guardians will be encouraged to participate in all activities provided by the school for the community.

English Language Learners - Attachment

- ELL report

Graduation Requirements

A student shall meet the requirements of completing the required courses of planned instruction at the district defined basic level or above, complete a culminating project, and demonstrate mastery of the PA Academic Standards by either attaining a score at the state performance level of basic, proficient or advanced; or by completing the courses in the several curriculum areas at the district defined basic level which are aligned with the PA academic standards and participating in a remediation program for the area of the PSSA in which he/she scored less than

basic or by completing the graduation requirements outlined in the student's Individual Education Plan. These requirements are further described below:

A senior must have completed at least 24 credits in order to graduate.

Planned Instruction Requirements for Grades Nine through Twelve

English.....	4
Mathematics.....	4 (3 math credits with 4 science credits)
Science.....	4 (3 science credits with 4 math credits)
Social Studies.....	3
Driver's Ed. (classroom).....	.5 (half year)
Health/Safety/Physical Education.....	2 (.5 credit each year)
Senior Career Course.....	1

Must Take one of each of the following any time during 9-12

Microcomputer course.....	.5 (half year)
Art course.....	.5 (half year)
Family & Consumer Science course.....	.5 (half year)
Music course (Chorus and/or Band students are exempt).....	.5 (half year)

Grade Requirements

Students are required to achieve the minimum of a **Basic** level of proficiency in each of the required planned instruction listed above as well as all elective courses completed toward graduation requirements.

Special Education

In order to provide each special education student with seamless and rigorous instruction, the HOPE for Hyndman Charter School operates its special education program under the full inclusion model. All special education students receive instruction in the regular education classroom with their peers. Support is provided in the classroom setting by a special education teacher or another adult.

Regular education teachers are provided with at student's specially designed instruction, present levels, and yearly goals and objectives at the beginning of each school year, IEP revisions, and after yearly IEP meetings. Regular education teachers are also provided with professional development on effective teaching strategies.

To provide services such as speech and language support, hearing support, and occupational therapy the Charter contracts through outside agencies, which include Appalachia Intermediate Unit 8 and CAMCO.

The Charter School's child find policy can be found in our policies and procedures.

Special Education Policy is attached.

Special Education - Attachment

- Special Education Policy

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Geraldine Morrissey	.95	Learning Support	HOPE for Hyndman Charter School	12	n/a
Geraldine Morrissey	.05	Emotional Support	HOPE for Hyndman Charter School	1	n/a
Tywla Haines	.95	Learning Support	HOPE for Hyndman Charter School	13	n/a
Twyla Haines	.05	Emotional Support	HOPE for Hyndman Charter School	1	n/a
Carla Pakstis	.95	Learning Support	HOPE for Hyndman Charter School	24	n/a
Carla Pakstis	.05	Emotional Support	HOPE for Hyndman Charter School	1	n/a

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Appalachia Intermediate Unit 8	5.1	Speech and Language	HOPE for Hyndman Charter School	13	n/a
CAMCO	7.5	Occupational Therapy	HOPE for Hyndman Charter School	5	n/a
Appalachia Intermediate Unit 8	.07	Hearing Support	HOPE for Hyndman Charter School	3	n/a

Special Education Program Profile - Chart III

Title	Location	FTE
Mrs. Malynda Maurer, CEO/Principal	HOPE for Hyndman Charter School	.2

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Appalachia Intermediate Unit 8	Speech and Language Services	5 hours per week
Appalachia Intermediate Unit 8	Hearing Services	3 hours per week
Appalachia Intermediate Unit 8	Psychological Services	As needed for evaluations
CAMCO	Occupational Therapy Services	3 hours per week

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA	No	No	No	Yes	Yes	Yes
iReady Math	Yes	Yes	Yes	Yes	Yes	Yes
iReady Reading	Yes	Yes	Yes	Yes	Yes	Yes

Student Assessment - Secondary

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

Student Assessment

HHCS opened its doors for the first time in the 2011-12 school year. This year was used to build the baseline for the school.

In December, grades K through 8 were given a standardized online assessment called iReady. This assessment not only assesses their academic levels in Math and Reading but it also diagnosis and prescribes a learning path for each individual student for optimal growth. Due to technical difficulties and this being the first time the test was administered, it is highly probable that the test scores did not truly reflect the student's abilities.

The overall consensus was that we should work on addressing the technical and scheduling issues and then test the students again but the indication from the tests point to a deficiency in Reading and a possible deficiency in Math. This indication was confirmed by the teachers through observations and classroom tests.

The second round of tests indicated that there was indeed a deficiency in Reading which required a review of the curriculum and resources being used. The Math scores were better but also indicated that a change would be needed to help the students grow mathematically.

As a result of the assessments and teacher input, a rigorous K-8 Reading program was purchased and a hands-on approach to mathematics program for grades 1 through 6 was purchased. Both programs along with a tutoring program will be implemented in the 2012-13 school year to help address those students who need interventions and to provide a challenge for those who need enrichment.

Student Assessment - Attachments

- i-Ready Math Assessment Results
- i-Ready Reading Assessment Results

Teacher Evaluation

In the first year of the charter school, the main features of teacher evaluations included walk-throughs and classroom observations. Informal peer observations were conducted by the Professional Development Coordinator, the Elementary Program Coordinator, and the CEO/Principal. The CEO/Principal conducts all staff evaluations as the administrative certificated personnel.

Professional development started the very first year of the charter school with an introduction to the school and its mission, vision, and values. With very little time to prepare to open, the first days consisted of getting to know one another, learning about confidentiality, FERPA, processes and regulations for special education, and other housekeeping issues. Throughout the year, bi-weekly staff meetings were held to address issues as they arose and two professional development days were held to learn about curriculum and the philosophy of HHCS.

In 2012-13, HHCS will participate in the Framework for Teacher Effectiveness Program, the Phase 3 Pilot being conducted by PDE. At least 50% of the teachers will be evaluated using this framework and all teachers will become part of the mentoring and peer monitoring. The remainder of the teachers will be evaluated using the 2011-12 system. By 2013-14, all teachers will be evaluated using the Teacher Effectiveness Program.

The CEO/Principal is responsible for all staff evaluations and will receive training on using the Teacher Effectiveness Instrument in 2012-13. In 2011-12, the CEO/Principal participated in NISL courses and other trainings by the IU to provide direction in evaluating teachers.

Teacher Evaluation - Attachments

- 426 Instructional I
- 428 Instructional II

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

There were no changes with the Board of Trustees or the school administration.

Board of Trustees

Name of Trustee Office (if any)

Angie Coughenour President
Brigette Emerick Vice President
Armour Edwards Treasurer
David Albright
Ron Gibbner
Donald Gross
Brett Shaffer
Ron Scritchfield
Tammy Scaife

Professional Development (Governance)

All board members were required to attend a professional development session provided by our attorney, Attorney Brad Allision, regarding the Sunshine Law, Public Officials Act, Confidentiality of executive sessions, and duties and responsibilities of the board.

All board members also received suggestions from a retired superintendent regarding being an effective board member. Topics discussed included, but were not limited to:

- be child centered
- be a team member
- maintain confidentiality
- remain open minded in decision making
- support the CEO/Principal
- avoid micro-management
- the importance of communication - follow the chain of command
- learn to compromise and negotiate
- do not use your position for personal gain
- come to meetings prepared
- focus on the big picture
- maintain trust, direction, and support for your staff

Both of these sessions were very informative and helpful in laying the foundation of becoming an effective board member.

Coordination of the Governance and Management of the School

The HHCS Board of Trustees works very closely with the CEO/Principal of the school to establish policies, procedures, and make financial decisions in the best interests of the students. A Founder's meeting is held one week before the Board meeting so that issues can be discussed and information on decisions to be made can be disseminated.

The CEO/Principal usually attends each Work Session and Board Meeting of the Bedford Area School District, the chartering district of HHCS. Periodically, the HHCS Board of Trustees President and/or Vice-president will attend as well. By attending these meetings, the charter school can stay informed of issues concerning the district and possibly the charter school. The CEO/Principal has a good working relationship with the Assistant Superintendent of the Bedford Area School District so that school calendars and transportation can be coordinated.

Coordination of the Governance and Management of the School - Attachment

- HHCS 2011-12 Board and Founders Meeting Dates

Community and Parent Engagement

The community was an essential aspect of getting the school up and running. Prior to the first day of school, community members volunteered their time and skills cleaning the building and assembling furniture. This occurred over several weeks. Community members also donated classroom supplies and books for the library. In addition to donating and cleaning the building, community members also cleaned, inventoried, and shelved the library books.

A Career Fair was held for elementary students in the Spring. Community members were invited to come speak to the students about the careers. Presenters included: a dentist, loan officer, windmill supervisor, EMT, author, race car driver and restaurant owner.

Community members offered educational opportunity to the students. Students were invited to a local sugar camp where the students learned the process of making maple syrup. Community members also arranged for students to visit a fish hatchery where they explained the life cycle of rainbow trout.

Students were also given the opportunity to give back to the community. Students participated in a community clean up in the spring. They provided entertainment and door prizes during the holidays for the Senior Citizens. Seniors completed individual projects of community service.

Throughout the school year, there were several opportunities for parent engagement. The school year started with an Open House night where students and parents were invited to come into the school and meet their new teacher. During the Open House, parents learned about engagement opportunities, such as: joining the PTO, becoming a Homeroom Helper, and how to volunteer in the school. Parent conferences were offered each marking period as well as on an as requested basis. Class plays and musicals were presented mid-year and at the end of the year, also for parent engagement.

At HHCS the board members are all required to volunteer 50 hours per school year. In order to fill the requirement our board members are doing a lot of things for the school. We have one board member that is a nurse and she fills her requirement by filling in for and assisting the school nurse. Another board member is a licensed bus driver and he has taken the students on many field trips and driven to several sporting events for the school. Our other board members help out with things like: fundraisers, book fairs, greenhouse activities and other family events. The board members have all gone above and beyond to help get the school running and to help out as needed. This has shown the community we are dedicated to the students and the school and it has motivated community members to get involved as well.

Our community is very involved at the school. We have had community members help with the greenhouse, school clean up, fundraisers and other events and by donating items to the school. We don't just have a school in our community, we have a community school!

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

2011-12 School Year

The fundraising committee started raising funds and tracking organizations fundraisers in January. We developed a fundraiser request form to keep groups/clubs from overlapping dates and products and to help us keep an accurate calendar of upcoming fundraisers.

We held several fundraisers that directly supported student activities/field trips. They included: Fall and Spring Gardners Candy Bar Sales, Pizza and Hoagie Sale, Donkey Basketball, Scrapbooking Crop, Box Tops Collection and Martin's Bonus Card Program. We raised approximately \$16,000 through these programs.

2012-13 School Year Plans

- The fundraising committee plans to continue the Box Tops and Martin's Bonus Card Programs, with the assistance of the PTO. There have already been over \$600 worth of Box Tops submitted for this school year. We also will be urging all staff to help us expand the Martin's Bonus Card Program!
- We have planned a Hyndman Hornet/HHCS clothing sale for this fall as well. We are working on t-shirts, sweatshirts, hoodies and other items. We are hoping this will turn into an annual sale as well.
- We will also continue the Gardners Candy Bar Sales. We plan to run two sales this coming year or possibly just keep the program running from fall through early spring.
- Donkey Basketball or some other similar type event is also being planned for this year. This event went well and the community loved it!
- Should we need other fundraisers for specific items we thought the pizza/hoagie sale went well and we would probably do that again. We are also always looking for new fundraisers that are different and raise at least \$1,000 with one event/sale.
- We have revised the fundraising request form for the new school year and that is available in the office or from Brigette Emerick. It MUST be filled out by October 1st for fundraisers in the first semester and February 1st for fundraisers in the second semester. This will allow us to keep a more accurate calendar of fundraisers and we will be able to help spread the word to the community, in advance, as well.

Fiscal Solvency Policies

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

Accounting System

Hope for Hyndman Charter School maintains its books on a fund accounting basis in accordance with GAAP. It maintains a chart of accounts based on the Pennsylvania State Chart of Accounts for PA Public Schools, and all PDE reports are filed in this format. Quick Books Accounting Software is used to classify, capture and report income and expenditures.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- 2012 Preliminary Statement of Revenues and Expenditures

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

The 2011-2012 school year was the first year of operation for Hope for Hyndman Charter School. The Board of Directors will select an auditor to perform the 2012 audit.

There are currently no supporting documents selected for this section.

Citations and follow-up actions for any State Audit Report

The 2011-2012 school year was the first year of operation for Hope for Hyndman Charter School, therefore, there have been no audit findings or citations. The school will not be required to complete a single audit for federal programs for the 2012 fiscal year.

SECTION VII. FACILITY RESPONSIBILITIES

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

The charter school assumed a 10 year lease on a former District school building and enjoyed the donation of furniture, fixtures, and equipment that was associated with the building.

The school purchased various fixed assets, including vehicles and maintenance equipment (vans, busses, mowers, tractor, etc.).

The school does not own a facility or real estate.

Future Facility Plans and Other Capital Needs

The school is currently at capacity in its existing facility and is exploring options to accommodate for student growth. These options could include leasing or purchasing a facility.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

In addition to managing health room visits on a daily basis, our school nurse also reviews student records for compliance of state health mandates, performs required screenings, consults with parents and other health professionals, and promotes health education for students and staff, and advocates for the needs of children.

Fire drills are held on a monthly basis. The table below indicates the dates fire drills were held during the 2011-12 school year and the amount of time it took to evacuate the building.

Date	Time To Evacuate
10/12/11	3 min 27 sec
11/17/11	3 min 10 sec
12/30/11	.30 sec (office only)
1/6/12	1 min 33 sec
2/16/12	1 min 48 sec
3/11/12	2 min 3 sec
4/12/12	1 min 43 sec
5/29/12	1 min 59 sec

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

- Verification of SHARRS Submission
- Wellness Policy

Current School Insurance Coverage Policies and Programs

HHCS holds insurance policies for property, general liability, crime, auto, and Director's and Officers. We also have a \$1 million umbrella for liability and workmen's compensation, employer's liability insurance policies. Please see attached COI for details. HHCS offers health insurance through UPMC for all employees and their families, as well as dental, vision, and life insurance.

Current School Insurance Coverage Policies and Programs - Attachment

- COI

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

HHCS completed its very first school year on June 30, 2012 with 28 teaching professionals. Three of the 28 had teaching experience in another state but no PA certification. Many of the teachers were first year teachers. Only one teacher chose to leave the teaching profession for another profession half way through the school year. In the 2012-13 school year, all teaching professionals will be certified.

Quality of Teaching and Other Staff - Attachment

- PDE 414 Verification Form

Student Enrollment

Upon enrollment into HHCS, parents will fill out the Charter School Enrollment Form as provided by PDE and sign a transfer of records form that will be sent to the school district of residence as notification of enrollment in the charter school. HHCS uses PowerSchool, a student management system to record, maintain, and track student information and student progress. HHCS follows the requirements of all state and federal laws pertaining to the privacy rights of students and their parents, including but not limited to the Family Educational Rights and Privacy Act of 1974 (FERPA).

Upon enrollment, students will be given diagnostics to determine the state standards in which they can demonstrate proficiency based on their current

grade level. Suitable diagnostics for each of the four core content areas are given in SAS. These diagnostics are aligned with the standards and produce detailed reports of what areas the student needs to develop skills. Each student will then be given a list of competencies that s/he must meet to be able to graduate or at least advance to the next level.

The following table indicates the number of students initially enrolled for the 2011-12 school year, the number of students enrolled as of the last day of the 2011-12 school year, and anticipated enrollment for the start of the 2012-13 school year. There were 29 withdraws that occurred throughout the school year: 8 were due to moving beyond the sending districts' boundaries, 20 were due to transferring back to the home district, and 1 was dropped for missing 10 consecutive days without a legal excuse for absence. A total of 12 students enrolled at HHCS between September 2011 and April 2012. Of these students, 6 transferred from their district of residence and 6 enrolled due to moving into the district of residence.

Grade	Enrollment as of 8/31/2011	Enrollment as of 6/7/2012	Anticipated Enrollment for 8-28-12
KG	19	19	18
1	25	22	20
2	18	18	22
3	27	23	19
4	17	16	24
5	24	22	16
6	43	43	22
7	26	23	44
8	34	34	24
9	25	22	34
10	40	38	22
11	19	20	38
12	27	27	22
TOTAL	344	327	325

Student Enrollment - Attachment

- 2012-13 Enrollment Spreadsheet K-12

Transportation

Daily bus transportation is provided by the school district of residence. HOPE for Hyndman Charter School (HHCS) provides bus transportation for students to attend athletics, field trips, and academic competitions. These buses are privately owned by the school and are driven by appropriately licensed drivers who are employed by HHCS. Special education students are accompanied on the bus by an additional adult who is able to assist them, if needed.

Food Service Program

We at HOPE for Hyndman participate in the National School Lunch Program, which includes breakfast, lunch and afterschool snacks. We are a self-prep, scratch cooking program. We strive to serve the students healthy well balanced meals that meet or exceed the requirements of the PA department of education. We are focused on helping/teaching the students how to make healthy food choices that are still delicious and interesting. We feel that good nutrition is vital for students to obtain a top notch education as well as a healthful successful life.

Student Conduct

HHCS strives to maintain a positive learning environment for all. We expect students and staff to demonstrate respect and make good choices in and out of the classroom. The student handbook includes policies to ensure that we follow 22 PA.Code Chapter 12 while teaching students to take responsibility for their actions. Our goal is to emulate as closely as possible what life after high school will be like. Part of the discipline process includes helping students make better choices and to learn to think about how their actions affect others.

There were 21 elementary (K-4) referrals and 525 (5-12) referrals. Incidents with multiple participants created multiple referrals and not all referrals warranted disciplinary action. Of the 525 referrals, 8 students were involved in 6 out-of-school suspension incidents and no students were expelled.

Student Conduct - Attachment

- Student Handbook 2011-12

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2012

The HOPE for Hyndman CS within Appalachia IU 8 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 HOPE for Hyndman 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: Aiko Malynda Maurer **Title:** CEO
Phone: 814-842-3918 **Fax:** 814-842-6246
E-mail: mmaurer@hyndmancharterschool.org

Signature of the Chief Executive Officer and Date

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

Name: Angela Coughenour **Title:** President
Phone: 814-842-3918 **Fax:** 814-842-6246
E-mail: acoughenour@hyndmancharterschool.org

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Aiko Malynda Maurer **Title:** Special Education
Phone: 814-842-3918 **Fax:** 814-842-6246
E-mail: mmaurer@hyndmancharterschool.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachments

- Assurance for Compliance with the Public Official & Employee Ethics Act
- Assurance for the Operations of Charter School Services and Programs