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# Pennsylvania Department of Education

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

**Charter Annual Report**  
Tuesday, May 07, 2013  
(Last Accepted: Tuesday, May 29, 2012)

**Entity:** Keystone Education Center CS  
**Address:** 425 South Good Hope Rd.  
Greenville, PA 16125-8603

# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Summary Data Part I

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

**Name of School:** Keystone Education Center CS

**Date of Local Chartering School Board/PDE Approval:** August 1997, March 2002, and July 2007

**Length of Charter:** 5 years    **Opening Date:** August 26, 1997

**Grade Level:** 7 - 12    **Hours of Operation:** 8:00 am - 2:22 pm

**Percentage of Certified Staff:** 92%    **Total Instructional Staff:** 27 teachers and 8 support staff

**Student/Teacher Ratio:** 10:1    **Student Waiting List:** 0

**Attendance Rate/Percentage:** 89%

## Summary Data Part II

**Enrollment:** 265 **Per Pupil Subsidy:** Varies by District

### Student Profile

<b>American Indian/Alaskan Native:</b>	0
<b>Asian/Pacific Islander:</b>	0
<b>Black (Non-Hispanic):</b>	45
<b>Hispanic:</b>	3
<b>White (Non-Hispanic):</b>	215
<b>Multicultural:</b>	2

**Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:**  
93%

**Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:** 128

### Instructional Days and Hours

<b>Number of:</b>	<b>K (AM)</b>	<b>K (PM)</b>	<b>K (F.Time)</b>	<b>Elem.</b>	<b>Middle.</b>	<b>Sec.</b>	<b>Total</b>
Instructional Days	0	0	0	180	180	180	180
Instructional Hours	0	0	0	990	990	1013	997

## SECTION I. EXECUTIVE SUMMARY

### Educational Community

The Keystone Education Center Charter School, the Commonwealth's first charter school, serves high-risk students in grades 7 through 12 from over 45 school districts in Western Pennsylvania. Many of Keystone's students are involved with county-run agencies and over 40% of our students receive special education services.

The school was established to provide educational alternatives that address the needs of a wide variety of students who have difficulty functioning in the traditional public school environment. The intent of the Keystone Education Center Charter School is to afford students the opportunity to gain positive educational experiences, to earn a high school diploma, to develop marketable skills, and to develop the necessary work ethic needed for post high school success. The school will also address the behavioral and emotional needs of each child.

Some of our graduates enter the workforce immediately following graduation, but some will go on to further education at a four year college, trade/technical school, or the Armed Forces. During the 2011-2012 school year, Keystone sent 16% of its population to the Mercer County Career Center for vocational education. In fifteen years as a charter school, 636 students have graduated from Keystone Education Center Charter School. Many of those students would have been high school dropouts.

Keystone Charter School's founding coalition consists of Reynolds School District, Greenville Area School District, and the Keystone Adolescent Center. Keystone and these two school districts have formed a cooperative partnership.

The core beliefs and values of the school community are that Keystone Education Center Charter School is a second chance for many of our local students. Due to a multitude of reasons, these students are not performing in the "traditional school environment" and Keystone offers them a new beginning. As one local principal put it, Keystone makes the whole education process in the area better because they are able to deal with the student that no one else can, thus giving public school teachers and principals more time to address the students they can reach.

Some of the unique aspects of Keystone Charter School include: small class sizes with teacher assistants available to students; counseling groups including teen parenting, drug/alcohol and mental health services; special after-school programs; parenting classes; opportunity for students to earn credits through work study; and a structured and positive environment with emphasis on accountability. The charter school also offers after school tutoring in reading and mathematics through its K.E.Y. program for all attending students. Serving students who often have failed in the traditional classroom and are behind academically, the school's curriculum focuses on basic skills with attention given to life and social skills.

## **Mission**

The Keystone Education Center was established to provide educational alternatives that address the needs of a wide variety of students who have difficulty maintaining and/or excelling in the traditional public school environment. The intent of the Keystone Education Center Charter School is to afford students the opportunity to gain positive educational experiences, to earn a high school diploma, develop marketable skills, and to develop the necessary work ethic needed for post high school success. The school will also address both the behavioral and emotional needs of each child. It is the goal of the charter school, through its mission statement, that the student returns to his or her home school district.

## **Vision**

The Keystone Education Center Charter School has the vision that every student can demonstrate educational gains while attending the Keystone Education Center Charter School. Our goals for each student are that they attain academic grade level performance and become positive members of society.

## **Shared Values**

The core belief of the Keystone Education Center Charter School is that all students can learn and have the ability to show improvements on their present levels of educational achievement. On average, students enrolled in the Keystone Education Center Charter School are three to four years behind in both reading and math. With the PSSA tests assessing students at actual grade level and not at their instruction level, it is difficult to receive a true assessment of progress being made.

As a school, the importance of education and preparing our students for success is our focal point. However, our students' focal point is dealing with the day to day struggles of life. Being an at-risk student and having to overcome life's obstacles is their primary goal. Our staff has a constant challenge in motivating at-risk students who are three to four years behind academically.

Keystone Education Center Charter School teachers do an outstanding job in making adaptations

to meet the needs of our diverse population. The school-wide differentiation model allows all students to have the opportunity to meet a year's worth of growth. Forty-two percent of students are special needs which requires teachers to differentiate their instruction to meet students' needs. Teachers, parents and students believe that Keystone Education Center Charter School is accomplishing what it was meant to achieve and that is meeting the needs of students and families from over forty different school districts in Pennsylvania.

## **Academic Standards**

The Keystone Education Center Charter School has utilized the requirements for academic standards listed in section 4.12 of 22 Pa. Code to develop and implement school wide curriculum. The charter school has used this guideline to design a scope and sequence that is relevant to a spiraled curriculum model to ensure areas in section 4.12 of Pa Code 22 are being addressed and continually evaluated. Through the use of the SAS framework, the charter school ensures that all relevant standard and anchor measures are considered in the school-wide programming model.

The charter school has adopted a standards driven curriculum philosophy and requires educators to develop lessons within the context of an approved curriculum that addresses and assesses the appropriate standards. The implementation of the Standards Aligned System system will further meet the needs in the classroom for appropriate education. This has and will continue to allow the school to develop programming that encompasses all core academic subjects, elective subjects and transition service opportunities for students upon graduation. This ensures students, parents, educators and school district administration that effective - appropriate programming is taking place in each student's classroom experience.

School administration and educators are constantly using formal and informal assessment data to determine if school wide programming needs to be redeveloped. Ongoing evaluation using a three-tiered model is utilized to determine if the overall school curriculum is appropriate, the individual classroom content/lesson is appropriate and the individual student programming is differentiated to the appropriate level for success. If it is determined that changes are needed to ensure an appropriate education program for all students, the charter school will make necessary changes to the curriculum while maintaining the rigor and content required in section 4.12 of Pa Code 22.

## **Strengths and Challenges**

As a charter school for at-risk students, a major area in need of improvement is the school's PSSA assessment scores. The majority of our at-risk student population enrolls with mathematics and reading levels below grade level, thus they score at the basic and below basic levels. In a concentrated effort to improve and remedy this problem, the school has added a Math/Reading lab, Standards-Based Language Arts Curriculum, Transitional core subject curriculums and a school-wide algebra track curriculum to better prepare our students for these assessments. The charter school implements the SRA Corrective Reading Program and the Wilson Reading Program for students that have an individualized education plan, in addition to the inclusion philosophy.

The charter school has reformed the teacher in-service program to meet the classroom needs. Teachers are trained on differentiated learning and current best practice methods that have shown success with the at-risk population. Administration has implemented the use of these best practices as part of the annual teacher performance document. To enrich and better prepare our staff, we currently hold seven in-service days during the school year totaling over 40 hours of training.

While the major additions to school-wide curriculum have been a focus, the charter has not lost sight of the overall goal of providing a life-long opportunity for success beyond the state assessment.

## SECTION II. STRATEGIC IMPROVEMENT PLANNING

### Strategic Planning Process

Keystone's strategic planning is an on-going process. Students, parents, teachers, administrators and local intermediate unit/PaTTAN play vital roles in our planning process. As a school in the corrective action process, the development of quality state and federal approved school improvement strategic plans receive considerable emphasis and focus throughout the school year. The Keystone administration team meets monthly to evaluate all school areas and programs. Evaluation assessment determines new goals for the school's master plan. School improvement ideas and semester reviews are assessed at the end of each semester. Parent surveys are conducted at the end of each school year and are used in this school improvement process.

Each section of the strategic plan is assigned to an administrative team member. Each administrator forms a committee of teachers, aides, parents, board members and community members to be part of the planning process for that particular plan.

### Strategic Planning Committee

<b>Name</b>	<b>Affiliation</b>	<b>Membership Category</b>	<b>Appointed By</b>
Batt, Lisa	Keystone Education Center Charter School	Other	Administration
Bostic, Rich	Keystone Education Center Charter School	Other	Administration
Calvin, Jeff	Keystone Education Center Charter School	Ed Specialist - Instructional Technology	Administration
England, Doug	Keystone Education Center Charter School	Secondary School Teacher	Teachers
Faber, Joanna	Keystone Education Center Charter School	Other	Administration
Gaub, J. Christopher	Keystone Education Center Charter School	Other	Administration
Gaub, Kendra	Keystone Education Center Charter School	Administrator	Administration
Gentile, Mike	Keystone Education Center Charter School	Administrator	Board of Directors
Gerrish, Dawn	Keystone Education Center Charter School	Parent	Board of Directors
Hedderick, Todd	Keystone Adolescent Center, Inc.	Board Member	Administration
Hewitt, Jay	Keystone Education Center Charter School	Community Representative	Board of Directors

Knauff, Trina	Keystone Education Center Charter School	Special Education Representative	Teachers
Miller, Tonya	Mercer County Juvenile Probation	Community Representative	Administration
Nelson, Matthew	Keystone Education Center Charter School	Administrator	Board of Directors
Pitts, Lisa	Keystone Education Center Charter School	Other	Administration
Sparks, Craig	Keystone Education Center Charter School	Other	Administration
Thompson, Josh	Keystone Education Center Charter School	Ed Specialist - School Counselor	Educational Specialists
Thompson, Ron	Keystone Education Center Charter School	Secondary School Teacher	Teachers
Wilkinson, Anna	Keystone Education Center Charter School	Other	Administration
Woge, Tim	Keystone Education Center Charter School	Ed Specialist - School Counselor	Educational Specialists

## Goals, Strategies and Activities

### **Goal: ATTENDANCE**

**Description:** Improve rate of attendance.

#### **Strategy: Parental Involvement**

**Description:** The charter school maintains a focus on involving parents in all aspects of the education of their child. Parents are offered the opportunity to attend monthly meetings, awards breakfasts, special programs, school board meetings, and district wide open house nights. Parents are also offered involvement opportunities with special family nights such as game nights and technology nights. These allow school staff, parents, additional family, and the student to spend time in the school environment.

The charter school notifies parents of activities through quarterly newsletters, school website and mailings.

#### **Activity: Participation in Professional Activities**

**Description:** We will abide by all Pennsylvania State Charter School Laws pertaining to certification. All certified employees will maintain Act 48 requirements.

Activities provided by the Keystone Education Center Charter School will be selected based upon the activity's probability of increasing student achievement or provided as required by state law or regulations of the Pennsylvania Department of Education.

The Professional Development Committee will meet at least twice a year to provide input into the development of the chosen professional development activities.

All requests for attendance at conferences and workshops are to be evaluated based upon the needs of professional employees and the probability that the knowledge gained will increase student achievement. Budgeted funds must be available. All workshops and conferences must be approved by the appropriate supervisor, the Chief Executive Officer and the Keystone Education Center Charter School Board of Directors.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
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Professional Education Admin	Start: 1/1/2007 Finish: Ongoing	-
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**Status:** In Progress — Upcoming

**Strategy: Provide alternative learning environments**

**Description:** Use technology to provide for various environments to engage learners

**Activity: Mobile Technology - upgrade**

**Description:** Using laptops, teachers will provide variety and diversity in their lessons. Homebound instruction using laptops will also be an option for students who may not be able to function in the typical classroom due to physical or mental health reasons. The mobile computer lab will also be used to educate students who have been placed in a court appointed residential facility and are not allowed to coexist with regular education students.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
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Calvin, Jeff	Start: 7/1/2010 Finish: Ongoing	\$35,000.00
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**Status:** In Progress — Upcoming

**Goal: DISCIPLINE**

**Description:** Decrease number of student discipline referrals.

**Strategy: Night School**

**Description:** Night School provided allowing more one-on-one for those students who are in need of it.

### **Activity: Curriculum Software**

**Description:** A+ Software will be used to supplement basic instruction. Due to the varying levels that night school provides for, curriculum based software will be used to enhance instruction and allow for students to work at their own pace even if there is one student representing each grade level.

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

Calvin, Jeff	Start: 7/1/2010 Finish: 7/1/2014	\$12,000.00
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**Status:** In Progress — Upcoming

## **Goal: MATHEMATICS**

**Description:** 10% Increase in the number of students achieving at proficient or advanced on the PSSA Math assessment.

### **Strategy: Apangea Software**

**Description:** Students use math curriculum software which provides individual math instruction.

### **Activity: Subscription**

**Description:** Apangea Learning software is web based tutorial software that allows students to work at math word problems. The questions are aligned to the state math standards and a live tutor is provide for students to work on problems while in school or at home.

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

Calvin, Jeff	Start: 7/1/2010 Finish: 7/1/2014	\$50,000.00
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**Status:** In Progress — Upcoming

### **Strategy: High Performance Technology**

**Description:** Continue to improve network infrastructure and computers to provide students with latest available technology

### **Activity: Computer Upgrade**

**Description:** Upgrade computer lab components based on a 3 year rotation with computers, switches and servers being replaced every third year.

**Person Responsible Timeline for Implementation Resources**

Calvin, Jeff	Start: 7/1/2010 Finish: Ongoing	\$68,000.00
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**Status:** In Progress — Upcoming

**Activity: Implement new technologies**

**Description:** Enable students to engage in classroom activities using interactive whiteboards and handheld interactive remotes.

**Person Responsible Timeline for Implementation Resources**

Calvin, Jeff	Start: 7/1/2010 Finish: Ongoing	\$60,000.00
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**Status:** In Progress — Upcoming

**Strategy: Professional Development**

**Description:** The charter school has implemented a professional development plan in the school improvement plan that requires all professionals and paraprofessionals to be trained and inserviced in best practice techniques and strategies. Seven scheduled in-service programs are designed to afford professionals best practices to have a positive academic and social outcome for the at-risk population in attendance. In addition to the scheduled in-service programs, professionals participate in out of district learning.

**Activity: In-service Workshops**

**Description:** In-service trainings will be provided for all English and Math teachers and computer lab proctors that will enable them to be familiar with the tutorial software (Study Island, A+, and Apangea Learning).

**Person Responsible Timeline for Implementation Resources**

Calvin, Jeff	Start: 7/1/2010 Finish: Ongoing	\$2,000.00
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**Status:** In Progress — Upcoming

## **Activity: Participation in Professional Activities**

**Description:** We will abide by all Pennsylvania State Charter School Laws pertaining to certification. All certified employees will maintain Act 48 requirements. Activities provided by the Keystone Education Center Charter School will be selected based upon the activity's probability of increasing student achievement or provided as required by state law or regulations of the Pennsylvania Department of Education. The Professional Development Committee will meet at least twice a year to provide input into the development of the chosen professional development activities. All requests for attendance at conferences and workshops are to be evaluated based upon the needs of professional employees and the probability that the knowledge gained will increase student achievement. Budgeted funds must be available. All workshops and conferences must be approved by the appropriate supervisor, the Chief Executive Officer and the Keystone Education Center Charter School Board of Directors.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
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Professional Education Admin	Start: 1/1/2007 Finish: Ongoing	-
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**Status:** In Progress — Upcoming

## **Activity: Workshops**

**Description:** Provide for specific office software training enabling new and veteran teachers to enhance technology skills. Trainings will be provided for: email, word processing, presentation software, including smartboards and multimedia hardware practices.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
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Calvin, Jeff	Start: 7/1/2010 Finish: Ongoing	\$6,000.00
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**Status:** In Progress — Upcoming

## **Strategy: Staff Training**

**Description:** As outlined in the district wide school improvement plan, all administration, teaching faculty and support staff are in-serviced, trained and conferenced on current best practices by local intermediate unit, PATTAN, PDE, OSEP, PDE BSE and Independent Professional Education Agencies.

The charter school provides new faculty with additional training opportunities in best practices for beginning educators. All faculty are required to participate in the Master Teacher series.

## **Activity: In-service Workshops**

**Description:** In-service trainings will be provided for all English and Math teachers and computer lab proctors that will enable them to be familiar with the tutorial software (Study Island, A+, and Apangea Learning).

**Person Responsible Timeline for Implementation Resources**

Calvin, Jeff	Start: 7/1/2010 Finish: Ongoing	\$2,000.00
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**Status:** In Progress — Upcoming

**Activity: Participation in Professional Activities**

**Description:** We will abide by all Pennsylvania State Charter School Laws pertaining to certification. All certified employees will maintain Act 48 requirements.

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All requests for attendance at conferences and workshops are to be evaluated based upon the needs of professional employees and the probability that the knowledge gained will increase student achievement. Budgeted funds must be available. All workshops and conferences must be approved by the appropriate supervisor, the Chief Executive Officer and the Keystone Education Center Charter School Board of Directors.

**Person Responsible Timeline for Implementation Resources**

Professional Education Admin	Start: 1/1/2007 Finish: Ongoing	-
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**Status:** In Progress — Upcoming

**Activity: Workshops**

**Description:** Provide for specific office software training enabling new and veteran teachers to enhance technology skills. Trainings will be provided for: email, word processing, presentation software, including smartboards and multimedia hardware practices.

**Person Responsible Timeline for Implementation Resources**

Calvin, Jeff	Start: 7/1/2010 Finish: Ongoing	\$6,000.00
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**Status:** In Progress — Upcoming

### **Strategy: Standards and Anchors**

**Description:** The charter school aligns the algebra track curriculum to Pennsylvania State Standards and Anchors. All math faculty are trained in anchor correlation to lesson formation and presentation. Anchors are assessed both formally and informally throughout the courses.

As outlined in the school improvement plan, the charter school implements quarterly math assessments that cover standards and anchors in an effort to rectify not only the ability of the student but also the curriculum and content within. This is an ongoing process that requires faculty, student and administration collaboration.

### **Activity: In-service Workshops**

**Description:** In-service trainings will be provided for all English and Math teachers and computer lab proctors that will enable them to be familiar with the tutorial software (Study Island, A+, and Apangea Learning).

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

Calvin, Jeff	Start: 7/1/2010 Finish: Ongoing	\$2,000.00
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**Status:** In Progress — Upcoming

### **Activity: Participation in Professional Activities**

**Description:** We will abide by all Pennsylvania State Charter School Laws pertaining to certification. All certified employees will maintain Act 48 requirements.

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All requests for attendance at conferences and workshops are to be evaluated based upon the needs of professional employees and the probability that the knowledge gained will increase student achievement. Budgeted funds must be available. All workshops and conferences must be approved by the appropriate supervisor, the Chief Executive Officer and the Keystone Education Center Charter School Board of Directors.

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

Professional Education Admin Start: 1/1/2007  
Finish: Ongoing

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**Status:** In Progress — Upcoming

### **Activity: Workshops**

**Description:** Provide for specific office software training enabling new and veteran teachers to enhance technology skills. Trainings will be provided for: email, word processing, presentation software, including smartboards and multimedia hardware practices.

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

Calvin, Jeff	Start: 7/1/2010	\$6,000.00
	Finish: Ongoing	

**Status:** In Progress — Upcoming

## **Goal: READING**

**Description:** 10% Increase in the number of students achieving at proficient or advanced on the PSSA Reading assessment.

### **Strategy: High Performance Technology**

**Description:** Continue to improve network infrastructure and computers to provide students with latest available technology

### **Activity: Computer Upgrade**

**Description:** Upgrade computer lab components based on a 3 year rotation with computers, switches and servers being replaced every third year.

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

Calvin, Jeff	Start: 7/1/2010	\$35,000.00
	Finish: Ongoing	

**Status:** In Progress — Upcoming

### **Activity: Implement new technologies**

**Description:** Enable students to engage in classroom activities using interactive whiteboards and handheld interactive remotes.

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

Calvin, Jeff	Start: 7/1/2010 Finish: Ongoing	\$60,000.00
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**Status:** In Progress — Upcoming

### **Strategy: Middle School Library**

**Description:** As outlined in the charter school school improvement plan, a library for the middle school has been created with all appropriate genres of text. Accelerated Reader program is utilized by all students and the corresponding reports are used for reading awards. The charter school annually adds to the content of both the library in way of books but also continually adds Accelerated Reader programming.

### **Activity: Computer Upgrade**

**Description:** Upgrade computer lab components based on a 3 year rotation with computers, switches and servers being replaced every third year.

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

Calvin, Jeff	Start: 7/1/2010 Finish: Ongoing	\$68,000.00
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**Status:** In Progress — Upcoming

### **Activity: Software upgrade**

**Description:** Upgrade Study Island software to include the latest standards-based questions and strategies.

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

Calvin, Jeff	Start: 7/1/2010 Finish: Ongoing	\$2,500.00
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**Status:** In Progress — Upcoming

### **Activity: Subscription**

**Description:** Apangea Learning software is web based tutorial software that allows students to work at math word problems. The questions are aligned to the state math standards and a live tutor is provide for students to work on problems while in school or at home.

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

Calvin, Jeff	Start: 7/1/2010 Finish: 7/1/2014	\$50,000.00
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**Status:** In Progress — Upcoming

### **Strategy: Professional Development**

**Description:** As outlined in the districts school improvement plan, all professional staff will be trained in reading strategies and techniques that have been listed as best practice methods. The charter school utilizes PATTAN, local intermediate unit, PDE, and BSE for all training. This ensures that current best practices are demonstrated in an effort to create a successful student experience.

### **Activity: In-service Workshops**

**Description:** In-service trainings will be provided for all English and Math teachers and computer lab proctors that will enable them to be familiar with the tutorial software (Study Island, A+, and Apangea Learning).

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

Calvin, Jeff	Start: 7/1/2011 Finish: 8/10/2015	\$2,000.00
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**Status:** In Progress — Upcoming

### **Activity: Participation in Professional Activities**

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All requests for attendance at conferences and workshops are to be evaluated based upon the needs of professional employees and the probability that the knowledge gained will increase student achievement. Budgeted funds must be available. All workshops and conferences must be approved by the appropriate supervisor, the Chief Executive Officer and the Keystone Education Center Charter School Board of Directors.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Professional Education Admin	Start: 1/1/2007 Finish: Ongoing	-

**Status:** In Progress — Upcoming

**Activity: Workshops**

**Description:** Provide for specific office software training enabling new and veteran teachers to enhance technology skills. Trainings will be provided for: email, word processing, presentation software, smartboards and multimedia hardware practices.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Calvin, Jeff	Start: 7/1/2010 Finish: Ongoing	\$6,000.00

**Status:** In Progress — Upcoming

**Strategy: Staff Training**

**Description:** Administration, teaching faculty and support faculty are in-serviced, trained and conferenced on strategies and techniques of best practice. As outlined in the charter school's school improvement plan, best practice techniques are required in an effort to increase mastery levels.

**Activity: In-service Workshops**

**Description:** In-service trainings will be provided for all English and Math teachers and computer lab proctors that will enable them to be familiar with the tutorial software (Study Island, A+, and Apangea Learning).

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Calvin, Jeff	Start: 7/1/2010 Finish: Ongoing	\$2,000.00

**Status:** In Progress — Upcoming

## **Activity: Participation in Professional Activities**

**Description:** We will abide by all Pennsylvania State Charter School Laws pertaining to certification. All certified employees will maintain Act 48 requirements.

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<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
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Professional Education Admin	Start: 1/1/2007 Finish: Ongoing	-
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**Status:** In Progress — Upcoming

## **Activity: Workshops**

**Description:** Provide for specific office software training enabling new and veteran teachers to enhance technology skills. Trainings will be provided for: email, word processing, presentation software, including smartboards and multimedia hardware practices.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
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Calvin, Jeff	Start: 7/1/2010 Finish: Ongoing	\$6,000.00
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**Status:** In Progress — Upcoming

## **Goal: WRITING**

**Description:** 5% Increase in the number of students achieving at proficient or advanced on the PSSA Writing assessment.

## **Strategy: Writing Prompts**

**Description:** In an effort to continue district writing proficiency, the charter has adopted a cross-curriculum five paragraph writing program that requires all faculty to teach writing. This program has shown an increased trend in the proficient and advanced levels of our students.

Faculty collaborates on the student writing program and continually monitors progress. Each member of the teaching staff will require numerous five-paragraph essay samples in their classroom as part of the course work and curriculum.

## **Activity: In-service Workshops**

**Description:** In-service trainings will be provided for all English and Math teachers and computer lab proctors that will enable them to be familiar with the tutorial software (Study Island, A+, and Apangea Learning).

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

Calvin, Jeff	Start: 7/1/2010 Finish: Ongoing	\$2,000.00
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**Status:** In Progress — Upcoming

## **Activity: Participation in Professional Activities**

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

Professional Education Admin	Start: 1/1/2007 Finish: Ongoing	-
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**Status:** In Progress — Upcoming

## **Activity: Workshops**

**Description:** Provide for specific office software training enabling new and veteran teachers to enhance technology skills. Trainings will be provided for: email, word processing, presentation software, smartboards and multimedia hardware practices.

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

Calvin, Jeff	Start: 7/1/2010 Finish: Ongoing	\$6,000.00
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**Status:** In Progress — Upcoming

## **Statement of Quality Assurance**

Charter school has not met AYP.

Charter school has created a School Improvement Plan.

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

### **Intermediate Unit designee met with and when meeting occurred:**

Jill Manczka from Midwestern Intermediate Unit IV (June of 2011)

## **Statement of Quality Assurance - Attachment**

- Assurance Page (11-12)

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

### **Rigorous Instructional Program**

The Keystone Education Center Charter School places emphasis on creating a curriculum that is academic standards driven as outlined in Chapter 4, while maintaining a scope and sequence that ensures students will experience a spiral designed academic course load that meets their individual needs. All subject area curriculums are designed so that students can expect the same instructional content that a traditional public school would offer their students with regard to the Pennsylvania academic standards and anchors. The design of the curriculum maintains rigor while allowing students of all levels and abilities the opportunity to experience success. Special education students receive the appropriate adaptations and modifications that their individualized education plan affords them in order to maintain the least restrictive environment.

As directed by the school improvement planning process, a district-wide emphasis on recovery and new information acquisition for indepth learning is a focus of the charter school. Students experience a differentiated - multi-modal approach to instruction and learning. The curriculum in the core subject areas of Biology (science), English, Writing and Mathematics, is designed to increase the proficiency levels of all students regardless of ability. In addition to the biology

(science), reading and mathematics curriculum, students receive remediation through computer based modules in areas that need more practice.

As a school for educationally and emotionally at-risk children, Keystone has a population where most students score below grade level in core subject areas. Local assessment data also indicates that a large majority of the student population averages a three to four year grade level deficiency in reading and mathematics upon entering the charter school. To meet the varied level of student, the charter school utilizes local assessment and curriculum based assessment to make appropriate data informed decisions to create a program that will meet the need of each student. Transitional classes have been created in all subject areas that are Pennsylvania academic standards based and concept appropriate to actual grade level but follow a highly modified and adaptive teaching methodology allowing struggling students that are not-identified to have success from actual instructional level presentation using a differentiated approach. PSSA Prep classes are utilized to help students that struggle with the format of high stakes assessment, as well as the expected educational level and content of the high stakes assessment. Standards based language arts classes are also designed for all students in attendance. The classes place a high degree of emphasis on the high stakes assessment format in reading, language, writing, listening and mathematics while presenting students with the necessary concepts and applications needed to attain the desired level of proficiency. Keystone also employs a five paragraph writing policy where all attending students are required monthly to complete a high stakes assessment style writing prompt. The prompts are then used to determine the needs of the students and the writing curriculums by administration and department personnel. In addition to this model, the charter has adopted the Collins Writing Program as a district wide model. The charter school also utilizes computer tutorial programs for students that need extra emphasis on the basic skills that have not been acquired in their educational career before attending to Keystone. The emphasis of the above listed curriculums has shown to have a significant increase in our high stakes writing scores and is demonstrating a slight increase in reading and math at this time.

Mathematics proficiency is a concern at the charter school and the charter school offers mathematics courses ranging from Foundational Math to Trigonometry. After much research and review of similar populated districts, the charter school has implemented a high school algebra track curriculum encompassing each grade level. The students will also participate in tutorial mathematic programs to further concept recovery, retention and application. The program stresses algebra concepts and design in each mathematics class that a student will receive at the charter school regardless of their ability levels. Regular education teachers, special education teachers and mentors/paraprofessionals work collaboratively to ensure that students are receiving instruction of high level concepts at the student's individual ability level in an effort to improve basic algebra concepts.

Curriculum evaluation and development is a continual process at Keystone. Data analysis of state, local and curriculum based assessment, department meetings, teacher, parent and student input are used to determine the needs of curriculum change in order to increase student learning and performance. The charter school requires such change more than a traditional school because of the high degree of student turn-over from year to year. This, in addition to our students entering behind grade level, has created a unique obstacle that has required great curricular flexibility and change within our school. To ensure that faculty are educating students according to the academic standards, instructors at Keystone are required to list standards/anchors that are emphasized and assessed in each lesson as part of their weekly lesson planning along with strategies of differentiation used in planning and instruction. The administration tracks all standards/anchors emphasized and comparatively evaluates local, state and curriculum based assessment results as a means to address areas that require change in overall programming for ensuring the students receive the best possible education.

## **Rigorous Instructional Program - Attachments**

- Professional Development Estrat Plan
- Professional Development Estrat Plan
- Teacher Induction Estrat Plan
- Teacher Induction

## **English Language Learners**

The Keystone Education Center Charter School has a policy in place for evaluating and educating ELL students that enroll in the school district as outlined int the School Wide Title plan. Students that enroll complete a home language survey. Once they are thought to be ELL or have previously had ELL services, the student will be assessed using the English Language Proficiency test (ELPt) and a needs assessment will be conducted by the district school psychologist from the assessment data, previous educational records, parent information and student information. The Keystone Education Center Charter School will sub-contract a certified English Language Learner instructor. The charter school will receive support and guidance from the district intermediate unit and PaTTAN. All services are at no cost to the parent.

## **English Language Learners - Attachment**

- ELL/LEP Information

## **Graduation Requirements**

The requirements for graduation shall be the completion of work and studies representing the instructional program assigned to grades 9 — 12. There is only one diploma awarded by this school and no distinctions will be made between various programs of instruction.

The minimum requirements for graduation in the 2011-2012 school year included four (4) units of English, three (3) units of Social Studies, three (3) units of Science, three (3) units of Mathematics, two (2) units of Health/Wellness, and eight (8) units of electives. A total of twenty-three (23) credits and successful completion of a senior project are required for graduation.

## **Special Education**

The Keystone Education Center Charter School employs and utilizes various instructional strategies and techniques to meet the needs of all students in attendance. The district believes that special education students have positive academic and social experiences in the regular classroom, thus yielding a successful educational outcome. As a district with approximately 42% of the population receiving special education services based on their IEP, Keystone includes over 97% of the IEP population in the regular classroom with support at various levels. The regular classroom teachers are trained and informed on techniques to meet the educational, behavioral and social needs of the diverse populations within each classroom as well as receiving support within their classroom from the special education department.

Differentiated instructional strategies have been a staple throughout the school district and have aided in meeting the needs of our diverse population. Teachers are trained and have open consultation about the strategies that are necessary for student success. Educators are required to complete monthly IEP file reviews on students in their classroom and/or students supervised throughout their day. In every classroom multiple styles of instruction and assessment are presented to create positive, successful and meaningful learning experiences for our at-risk population. The charter school utilizes paraprofessional employees in the regular classroom in collaboration with the regular and special education teacher. Co-teaching is also employed

between the LS teacher and the regular education teacher in English, math, science and social studies within the regular education setting.

Students that have significant reading deficiencies receive a concentration of decoding and comprehension instruction using the direct instruction SRA Corrective Reading program and the Wilson Reading program. These students receive at least one specific reading class per day along with a separate English class. The charter school believes that exposure to strategies in the areas of language but most importantly reading will yield success for our special needs students. Local data has shown a consistent growth pattern for these students in relation to improvement of reading skills and abilities. However, the high stakes assessment does not show the student is at the proficient or advanced scoring range to the actual grade placement level. This is an on-going concern that the district addresses in all school improvement planning.

The charter school contracts speech and language, vision support and occupational therapy services through Midwestern Intermediate Unit IV. The charter school employs a Pennsylvania certified school psychologist for use within the district to evaluate/reevaluate and assess our students. When the district, in conjunction with the MDT/IEP team, determines that it cannot successfully meet the needs of an enrolled student, an appropriate placement will be located and utilized in order to meet the individual need of the child while ensuring FAPE at no expense to the parent. Keystone currently utilizes the Children Center of Mercer County (CCMC) which is an emotional support facility operated by Midwestern Intermediate Unit IV and MCAR, a transition employment training facility and program for mental retardation students. Other programs that are utilized by the special needs population are OVR, Job Corp, Armed Services, County and State MHMR programs, Career Link, and the Mercer County Career Center (MCCC).

The addition of a transition coordinator has been a great asset to the special education program as students are serviced through career exploration through visits to colleges, technical institutes and the Mercer County Career Center. Students are able to complete various interest surveys, voter applications as well as address any specific needs which a student may hold. Students are planning more solidly for the future through transition support. For the 2012-2013 school year, the charter school will continue to build its job shadowing program as part of its senior project requirements. All graduating seniors will be expected to participate in a scheduled amount of job shadowing in an area that interests them. The job shadowing will again take place at area businesses and will be monitored by the guidance department.

## Special Education - Attachments

- Special Education Policies and Procedures
- Verification Report Penn Data

## Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Jackson, Jeannine	1.0	Learning Support	KEC	25	Charter School
Knight, Gloria	1.0	Resource Support	KEC	20	Charter School
Powell, Kim	1.0	Learning Support	KEC	25	Charter School
Morian, Diane	1.0	Learning Support	KAC	25	Charter School
Rihel, Michelle	1.0	Learning Support	KEC	25	Charter School
Knauff, Trina	1.0	Resource Support/Transition	KEC	25	Charter School

## Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
MCCC	N/A	Mercer County Career Center	MCCC	16	Charter School

### Special Education Program Profile - Chart III

Title	Location	FTE
Paraprofessional	District	1.00
Paraprofessional	District	1.00
Paraprofessional	District	1.00
School Psychologist	District	.25
Special Education Supervisor	District	1.00

### Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Midwestern Intermediate Unit IV	Speech and Language Therapist/OT/PT/Vision Support	.20

## SECTION IV. ACCOUNTABILITY

### Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
N/A	No	No	No	No	No	No

### Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	Yes	Yes	No	No	Yes	Yes
PASA	No	No	Yes	No	No	Yes	No
Basic Skills Achievement Inventory (BASI)	Yes						
Apangea Learning Assessment	No	Yes	Yes	Yes	Yes	Yes	Yes

### Student Assessment

The Mathematics Department, English Department and Administration review results of the PSSA through DRC, eMetric and PVAAS reporting to make appropriate, data informed decisions and modifications to curriculum and classroom instruction. Writing prompts are given by all teachers on a quarterly basis which has greatly increased writing scores. The local assessment (BASI) is used twice per year as our pre-post based testing. Due to low ability levels, standards based math and language arts curriculum were established. Through this data, it was determined that the 4Sight benchmark assessment be administered schoolwide to receive appropriate standards/benchmark data to drive curriculum and instructional changes. Transitional classes for all core subject areas have been designed to meet the needs of both regular and special

education students in a highly adaptive education environment.

Students are assigned Math/Reading Lab which is a self-paced software program. Students use Apangea Math or Academy of Math and Reading. This class has been proven to be effective in improving academic performance. During the 2011-2012 school year, students completed over 16,000 Apangea math problems as extensions of their scheduled math classes.

Keystone Charter School uses several methods to evaluate whether or not it is fulfilling its mission and meeting its objectives. Self-evaluations, clinical evaluations, family and student satisfaction, as well as team evaluations are in effect on a regular basis to assure that the needs of each student are being met.

As a charter school for at-risk students that are experiencing academic, behavioral or truancy difficulty, a majority of our students enter the district with ability levels in mathematics and reading/language of three to four years behind actual grade level. When the district evaluates the student data, it is difficult to gain significant insight from the PSSA. Appreciating this, the charter school relies on actual classroom based assessment and the local assessment of the BASI and Terra Nova to see growth. The charter school also utilizes data from the 4Sight assessment and the Apangea Learning math program to make data informed decisions.

The data has been a stimulus for change in our educational philosophy and curricular design. As a requirement of the school improvement planning process many approaches for student success have been reviewed and implemented. Through these changes, we have experienced a consistent growth pattern in the areas of reading and mathematics. Unfortunately for data purposes, the majority of our students return to their home districts, as our mission and vision indicates of the purpose of our school. This in itself is a major impetus for the on-going review of data to design a functional and effective program in such a unique situation. In the 2011-2012 school year, Keystone Charter School had over one-hundred students transition back to their home districts. The charter school finds this as an obstacle when looking at the limit of proficient or advanced. In an effort to increase the school-wide percentage to meet these score levels, the charter school feels that using the local assessment and the CBA are better indicators of the levels and gains of our population to drive change in the district.

## **Student Assessment - Attachment**

- Local Test Data

## **Teacher Evaluation**

a. Keystone uses PDE employee evaluation forms (PDE 426 and 428) to evaluate teacher performance. Main features include:

1. Planning and Preparation
2. Classroom Environment
3. Instructional Delivery
4. Professionalism

b. Individuals responsible for teacher and staff evaluation:

1. Chief Executive Officer
2. Director of Education
3. Middle School Principal/Special Education Supervisor
4. Director of Operations

## 5. Curriculum Director

c. Professional development for the evaluators:

1. All have a Bachelor of Science degree in education and at least fifteen years of experience in the field. All have been employed by the Charter School since its inception (August 1997).

## Teacher Evaluation - Attachment

- Teacher Evaluation - Instructional I & II

## SECTION V. GOVERNANCE REQUIREMENTS

### Leadership Changes

There were no changes in leadership during the 2011-2012 school year at the Board Level.

### Board of Trustees

Name of Trustee	Office (if any)
Mr. Todd Hedderick	President, Board of Directors
Dr. Patrick Hefflin	Superintendent Greenville Area School District
Mr. Joseph Neuch	Superintendent Reynolds School District
Ms. Dawn Gerrish	Parent Representative
Dr. Frank Stratiff	Community Member

### Professional Development (Governance)

Two board members hold a Doctor of Education degree.

One board member holds a Master of Education degree.

Two board members are currently superintendents in local districts.

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

The school is managed on a day-to-day basis by the Chief Executive Officer with the Board of Directors overseeing the entire operation.

Bi-monthly meetings are held with the Board.

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

- Board Meeting Dates

## **Community and Parent Engagement**

Keystone Education Center Charter School encourages parental involvement in the school. Open houses are held annually. Parents and community members are welcome at all times. The school also holds financial aid nights, honors breakfasts, senior symposiums and family bingo nights. Special education parent information trainings are offered throughout the school year. Family technology nights were brought back during the 2011-2012 school year. Parents are encouraged to participate in our school improvement planning process and in September of 2011, a meeting was held to revise our Parent Involvement Policy.

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

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

There were no major fund-raising activities performed this year and none are planned for next year.

### **Fiscal Solvency Policies**

Our policy is to always have enough fund balance to carry us through the summer payroll, and also to budget a fund balance for any unexpected expenditures and adverse fluctuation in enrollment and subsequent year's budget fund to meet expenditures while waiting on receivables.

### **Accounting System**

Governmental Fund Accounting is our accounting system, which utilizes the Full Accrual Basis of Accounting like all other L.E.A.s. Our chart of accounts follows the Pennsylvania State Public School Chart of Accounts. When a new account is needed, the State Manual is used to classify that account. The Midwestern Intermediate Unit IV accounting system, Smart Finance, is utilized which is used by other school districts in the three-county area. Our audit/financial statements were conducted in accordance with Generally Accepted Accounting Principles and was in conformity with these principles.

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

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

- Fiscal Template (11-12)

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

Black, Bashor & Porsch audited the school in August/September 2011 and will soon start the 2011-2012 audit. There were no findings from any audits.

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

- Local Audit

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

During the 2011-2012 school year, the Office of the Auditor General performed a state audit of the 2008-2009 and 2009-2010 school years. An audit review was conducted and the school received the results on December 15, 2011. There were two findings and two observations. School management disagreed with both findings.

## **SECTION VII. FACILITY RESPONSIBILITIES**

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

Any large item (including furniture and equipment) is brought to the Board of Trustees before purchase for approval of acquisition through the bills for payment presented to the board members.

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

In our master plan for the school, the maintenance and upkeep of the buildings are always a high priority, as is maintaining technology.

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

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

The Keystone Charter School has established a continuous quality improvement plan to ensure the health and safety of the students. A Safety Committee was established to review and upgrade evacuation and disaster plans as well as other safety issues. Every effort is made to comply with regulations and practice drills are held on a regular basis. The Safety Committee has attended several conferences to keep current on Health and Safety Precautions.

The school health program uses a computer system to assist with tracking of student immunization and health records. Student health records are to be reviewed before the student is officially enrolled in school. If a student's school health record is not available, a physical is required to ensure that the student is free of communicable diseases. Parents and guardians are notified of incomplete or missing health records. A concerted effort is made to comply with all state immunization regulations. Students who are not in compliance with the regulations are reported to the school administrator and exclusion measures are taken when appropriate. An annual report is made to the Department of Health on the status of all students' immunizations. The Request for Reimbursement and Report of School Health Services report for 2010-2011 has been submitted and is on file at the Charter School as well as the Department of Health.

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

- Health Services Request for Reimbursement
- Wellness Policy

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

Group Life Insurance (Guardian), Group Health Insurances (Highmark Blue Cross/Blue Shield), Auto Insurance (Selective Insurance Company), Worker Compensation (Highmark Insurance Group), General and Professional Liability (Selective Insurance Company), Bond/Crime Insurance (Travelers), Errors/Omission Insurance - directors and officers - (Philadelphia Insurance Company), Employment Practices Liability (Philadelphia Insurance Company), Umbrella (Selective Insurance Company), and Property (Selective Insurance Company).

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

- Insurance Declarations Pages (11-12)

## **SECTION IX. ADMINISTRATIVE NEEDS**

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

The school had a total of 27 teachers for the 2011-2012 school year. Keystone does not have much staff turnover, as 14 of the 27 teachers have been with Keystone Charter School for ten or more years. Ninety-two percent of the instructional staff hold appropriate state certification.

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

- Certification Verification Form - PDE-414 (11-12)

### **Student Enrollment**

At-risk students who are struggling with academic, emotional/behavioral problems and/or truancy are accepted into the School. Students enroll on a first-come/first serve basis. After the Greenville and Reynolds School Districts' needs have been met, all available seats are open to the other districts. Once capacity has been reached, a waiting list and lottery system are in effect. Keystone Charter School started the 2011-2012 school year with 230 students and ended with 265 students. During the course of the year, 102 students were withdrawn. Of the 265 students who ended the school year at Keystone Charter School, 50 students graduated (3 graduated earlier in the year) and approximately 190 are scheduled to return for the 2012-2013 school year.

### **Student Enrollment - Attachment**

- ADMISSION CRITERIA

## **Transportation**

Cooperating school districts provide transportation to and from the Keystone Education Center Charter School. For students outside the ten mile radius, transportation is by bid proposal, provided by the Charter School. Keystone contracts with three outside bus companies for student transportation. Special accommodations for special education students have been made upon parental request.

## **Food Service Program**

The School follows the National School Lunch Program and was audited by the Pennsylvania Department of Education during the 2009-2010 school year. There were minimal problems in which corrective action has been taken in all areas. A nutritionally balanced lunch is served to the students daily. Breakfasts and lunches are provided and prepared by the Reynolds School District and are transported to the Charter School. The school does participate in the free and reduced lunch program. Breakfast is free to **all** students.

## **Student Conduct**

Our policy is to provide students with a safe learning environment. Discipline and self-discipline are an integral part of each child's educational program and is one of the most meaningful experiences in school.

There were no suspensions or expulsions during the 2011-2012 school year.

## **Student Conduct - Attachment**

- Discipline Policies (11-12)

## **Signature Page**

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

School Year: 2012

The Keystone Education Center CS within Midwestern IU 4 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 Keystone Education Center 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:** Mike Gentile   **Title:** Mr.  
**Phone:** 724-588-2511   **Fax:** 724-588-2545  
**E-mail:** mike\_gentile@keystone.k12.pa.us

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*Signature of the Chief Executive Officer and Date*

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

**Name:** Todd M. Hedderick   **Title:** Mr.  
**Phone:** 724-588-5020   **Fax:** 724-588-5058  
**E-mail:** todd\_hedderick@keystone.k12.pa.us

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

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

**Name:** Kendra L. Gaub   **Title:** Mrs.  
**Phone:** 724-588-2520   **Fax:** 724-588-6408  
**E-mail:** kendra\_gaub@keystone.k12.pa.us

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*Signature of the Special Education Contact Person and Date*

### **Signature Page - Attachment**

- Signature Pages (11-12)