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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:** Propel CS-Braddock Hills  
**Address:** 1500 Yost Blvd  
Pittsburgh, PA 15221-4822

# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Summary Data Part I

Charter School Annual Report  
Summary Data  
2011 - 2012

**Name of School:** Propel CS-Braddock Hills

**Date of Local Chartering School Board/PDE Approval:** February 4, 2010

**Length of Charter:** 5 years    **Opening Date:** 08/23/2010

**Grade Level:** K-11(K-12 Charter)    **Hours of Operation:** 8:00-3:30

**Percentage of Certified Staff:** 100%    **Total Instructional Staff:** 25

**Student/Teacher Ratio:** 17:1    **Student Waiting List:** 748 (as of July 1)

**Attendance Rate/Percentage:** 94%

## Summary Data Part II

Enrollment: 431 Per Pupil Subsidy: 13475

### Student Profile

American Indian/Alaskan Native:	1
Asian/Pacific Islander:	1
Black (Non-Hispanic):	254
Hispanic:	3
White (Non-Hispanic):	138
Multicultural:	34

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:  
72%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 67

### Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	NA	NA	190	190	190	190	190
Instructional Hours	NA	NA	1140	1140	1140	1140	1140

## SECTION I. EXECUTIVE SUMMARY

### Educational Community

Propel Charter School Braddock Hills has completed its second year. Serving grades K-5 and 9th-11th. Propel Charter School Sunrise served 431 children from 14 different districts. The school implemented the programs described in the charter; children made substantial learning gains; and the school is organizationally and fiscally healthy. This report reviews the programs the school implemented, describes the children the school served, provides data on the learning that took place, and outlines the goals to be pursued in the coming year.

At year end 17% of the children at the school had an IEP. The student body was 32% white, 59% African American, 8% Multi-Cultural, 1% other. The poverty level was 72%

The school's mission is to develop academically accomplished young men and women who are poised, curious, and disciplined—upstanding individuals who will be effective members of a community. Propel graduates will be great readers, writers and problem solvers, knowledgeable, confident in themselves, and ready and eager to impact their communities; benefiting themselves, their neighborhoods and our region. The school is a dynamic place where teachers, families, students and community partners work together both in the pursuit of excellence and in the cultivation of curiosity, creativity and collaboration. The school encourages excellence through an

intense focus on reading, writing, mathematics, social studies and science and through explicit attention to the creation of a caring, nurturing community that provides, in partnership with families, abundant individual support and encouragement. A set of belief statements drawn from the charter serves as touchstones for decision-making at the school.

Propel Charter School — Braddock Hills has put in place the unique and powerful program described in the charter. This program includes: 1) Full day Kindergarten and a longer school year and longer instructional day; 2) small class sizes and individual attention; 3) a 2 ½ hour humanities block; 4) a comprehensive Science program; 5) a unique CreativeArts program; and 6) a powerful professional development program.

Implementing this program requires a very strong staff, and the school has that kind of staff. Joseph Oliphant served as the High school Principal, and Marsha Burleson as the Elementary school Principal. W. Briant Williams served as the Assistant Principal. Dr. Carol Wooten, Superintendent, actively supported them and the remainder of the school staff. This highly talented leadership team led a 100% certified staff of 25 teachers. They were assisted by 9 full time instructional aides. The school implemented a professional development program that included in classroom coaching, seminars, workshops at the school, as well as attendance at workshops presented by the AIU, PATTAN, PDE and others.

During the year, Propel continued to use a strong on-going assessment plan for monitoring progress at the school. The plan includes a set of targets based on multiple measures. Students showed growth on math and reading assessments (measured by the 4 Sight, DIBELS, DRA, Corrective Reading, MAPs and Waterford). Parents were very satisfied with the school, and student attendance was very good.

## **Mission**

Our mission is to develop academically accomplished young men and women who are poised, curious and disciplined; upstanding individuals who will be effective members of a community. Propel graduates will be great readers, writers and problem solvers, knowledgeable, confident in themselves, ready and eager to impact their communities; benefiting themselves, their neighborhoods and our region.

## **Vision**

We envision dynamic schools where teachers, families, students and community partners work together both in pursuit of excellence and in the cultivation of curiosity, creativity and collaboration. Propel schools encourages excellence through an intense focus on reading, writing, mathematics, history and science. We pay explicit attention to the creation of a caring, nurturing community that provides, in partnership with families, abundant individual support and encouragement.

## **Shared Values**

We have core beliefs about Academics, Community and Personal Power that anchor our work and serve as touchstones, shaping key decisions in the life of our schools.

### **On Academics**

Leading children to academic accomplishments is a central purpose of our school. We place supreme importance on the development of literacy because reading well is the foundation for further learning. We believe children are able to think deeply and that this intellectual engagement is central to academic accomplishment.

### **On Community**

We believe in the power of a community to lift individuals, and that it is our job to prepare children to build and be part of such communities. We also believe it is our job to lead teachers, parents and community partners, through an open exchange of ideas, to share a sense of responsibility for the success of each child.

### **On Personal Power**

We believe that every child is unique and personally powerful. Pursuing personal passions and participating in the arts, physical activities and community service promote both understanding of the world, and appreciation for individual differences. We see children as active participants in creating their futures and feel it is our job to constantly encourage children to explore and reflect, cultivating knowledge of self and a sense of personal efficacy and power.

### **Promising Principles and Powerful Practices**

Propel Schools Promising Principles and Powerful Practices provide a structure and a common language to describe the work in our schools. They were developed, not as an initial foundation, but instead as a description of our schools. The Promising Principle are:

1. Agile Instruction: Each learner has distinct and changing needs. Teachers and teacher teams continually and flexibly adjust instruction to meet learner needs.

Powerful Practices:

1.1 Continuous use of data shapes and guides instruction.

1.2 Planning reflects varied learning styles.

1.3 Instructional methods vary with learning needs.

1.4 Technology is embedded in teaching and learning..

2. Embedded Support: Everyone in the organization is guided, nurtured, and encouraged. Everyone is a coach. Everyone is coached.

Powerful Practices

2.1 Coaching is structured at all levels.

2.2 Extensive support is provided to parents and families.

2.3 Teachers support students beyond the classroom.

3. Culture of Dignity: Relationships, built upon a fundamental appreciation for the unique experiences of each individual both in school and beyond, anchor the Propel community.

#### Powerful Practices

3.1 Expectations are clear, high and universal.

3.2 Success is built upon strengths.

3.3 Democratic norms are evident.

3.4 Consequences are restorative.

3.5 All voices are valued and acknowledged.

3.6 Family and community are assets.

3.7 Relationships are meaningful and valued.

4. Fully Valued Arts Program: Artistic expression and creativity are essential components of a complete education.

#### Powerful Practices

4.1 Teaching Artists in residence provide extended experiences.

4.2 Full-time Art and Music teachers integrate learning.

4.3 Arts Education is provided to every student, every day.

4.4 Culminating Celebrations of Learning highlight student accomplishments.

5. Vibrant Teaching Communities: Propel Schools are extraordinary places for educators to work. Continuous professional learning and growth are both expected and supported.

#### Powerful Practices

5.1 Recruitment and hiring process is rigorous.

5.2 Induction and mentoring programs strengthen new staff.

5.3 Professional Development is collaborative and systematic.

5.4 Collaboration and sharing of best practices is expected and supported.

6. Quest of Excellence: Good is never enough. Administrators, faculty, and staff are constantly striving to reach an ever-rising standard of excellence.

#### Powerful Practices

6.1 Success targets are explicit and always evolving.

6.2 Vision and culture are clear and reinforced.

6.3 Advisory Committee and Board of Trustees drive a research-based approach.

6.4 University and educational research partnerships are sought and sustained.

## Academic Standards

### Academic Standards

At Propel, we believe strongly in the need for clear expectations. These expectations define what Propel students should know and be able to do. They provide students and their families with clear goals for the hard, focused work that is an integral part of life at a Propel school.

What follows is a list of the major goals that anchor these clear expectations, brief descriptions of what we expect in terms of Academic learning, learning to be effective in a Community, and learning to be Personally Powerful. They emerge from our vision of schooling and are fully aligned with the **Pennsylvania State Academic Standards**.

In addition Propel Schools has begun the transition to the **Pennsylvania Common Core Standards**, these new standards are being phased in according to the schedule provided by the Pennsylvania Department of Education. These standards provide a clear goal for students and constitute a promise to families enrolling children at a Propel school.

Students in Propel Charter School-Braddock Hills K-12 school program will:

#### Academics

*Demonstrate excellence in core academic disciplines*

a. Read and write well;

- b. Listen skillfully and communicate clearly;
- c. Show a meaningful understanding of mathematics—see relationships and patterns, compute fluently and apply skills and procedures to solve problems;
- d. Show knowledge of historical events and an understanding of historical research, sources, chronology and interpretation;
- e. Show knowledge of scientific principles and an ability to apply methods of scientific inquiry.

**(Demonstrations fully aligned with the PA Academic Content Standards — section 412 of 22Pa code)**

**Community**

*Develop awareness, understanding, and appreciation of what it means to be part of a community*

- a. Work effectively with peers and others to achieve a goal;
- b. Manage time and resources to meet commitments and obligations;
- c. Understand the roles of a leader, a follower, and an individual in a group;
- d. Understand and respect the differences within and among various communities and negotiate differences with others tactfully.

**Personal Power**

*Develop a clear sense of purpose and path and pursue a personal passion*

- a. Set goals and reflect accurately on progress toward those goals;
- b. Demonstrate self-discipline and work hard to achieve goals;
- c. Recognize personal strengths and weaknesses;
- d. Demonstrate curiosity about the world and an eagerness to learn and grow;
- e. Appreciate many kinds of positive, personal expression (including the arts, music, language, sports, and hobbies);
- f. Acquire expertise in and passion for at least one.

**Strengths and Challenges**

Annual Report

Braddock Hills (Propel Sunrise)

2011-2012

**STRENGTHS:**

Students in grades Kindergarten through fifth grade showed progress in the area of mathematics. This data is from reported grades, informal, and formal observations, and NWEAs computerized test, *The Measures of Academic Progress (MAP)*. In addition, to the availability of immediate test results, the MAP provides several analysis tools that teachers can use for diagnosing and prescribing instructional interventions. Students in kindergarten through second grade also take the Primary NWEA at least once each year. The results are used for diagnostic purposes to guide daily instruction. Below are our mathematics results from the fall of 2011 to the spring of 2012:

Grade	Student Count For Growth	% Growth
Kindergarten	38	86.6
First	37	62.8
Second	37	45.9
Third	35	51.4
Fourth	40	75.0
Fifth	46	69.6

Another strength of Braddock Hills is the school culture that has been created throughout the year. When a school provides a positive school climate this results in high levels of school satisfaction for students, parents, and staff.

Students	
Rated our school an A or B	93%

Parents	
Rated our school an A or B	97%
Feel our schools are safe and secure	96%

**CHALLENGES:**

Braddock Hills Elementary/Middle will continue to improve our reading abilities within our third through sixth grade students with a focus on our African American SubGroup.

Action Plan	<ul style="list-style-type: none"> <li>. Continue to utilize benchmark assessments to differentiate instruction and personalize learning.</li> <li>. Use biweekly assessments to progress monitor and create personalized learning goals of all students not performing proficient</li> </ul>
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and/or advanced.

. Use the above data during common, vertical and horizontal planning to guide the instruction and provide time for the planning and preparation of these individualized lessons.

. Utilize the above data to create action plans for whole classrooms performing below 80% and for individual students scoring an 80% or below.

- Have teachers record and document this data biweekly to see any trends. Then, plan for interventions with the Title I aide, literacy coach, and resource teachers.
- Create opportunities for teachers to observe “master teachers” in the craft of preparing readers for the future.
- Continue to use the literacy coach in a deliberate approach for modeling, co-teaching, and observations.
- Integrate Social Studies to create a Humanities block. This will give a larger instructional time and help students relate reading into all areas of school.

. Use the longer humanities block to provide a "double dose" of instruction on their grade level and prescribed interventions. This block will also meet the needs of students who need enrichment by providing a project based classroom.

. Provide a scheduled time for the RTII team to meet. Substitutes will be provided so all teachers can focus on the data. The leadership team will then meet to analyze the data further and ensure that proper interventions are in place and progress monitoring shows growth.

. Provide professional development to teachers to give them better knowledge of pacing skills for students and length of time needed to complete an assignment. Coaches and administration will monitor the skills set above.

. Ensure that all resource teachers, paraprofessionals, Title I and coaches

	<p>are provided and have full knowledge of the interventions needed. Coaches and administration will provide professional development and modeling so all interventions are used correctly and with fidelity. Progress monitoring will also occur to make sure that all interventions are meeting the needs of the students.</p> <ul style="list-style-type: none"> <li>• Departmentalize in grades 4-6 to ensure a greater focus for literacy.</li> </ul>
	<ul style="list-style-type: none"> <li>•</li> </ul>

Propel Braddock Hills High School

Strengths: Ninth Grade Academy, Parent Satisfaction, High School Arts Program

Challenge: Increasing Test Scores on the State Assessment (PSSA)

Strengths:

The purpose of the Ninth Grade Academy is to generate the skills and motivation necessary for success in school and to inspire lifelong learning. Ninth grade is the foundation of high school - as freshmen, students must understand that there are no acceptable excuses for poor attendance, incomplete schoolwork, or inappropriate behavior. The focus of the academy is to embrace freshman, envelop them in the school community, and ensure individual and communal success. Ninth grade students are clustered in a designated area of the school. Student performance and attendance are carefully monitored and scheduled for a bi-annual review of evidence that the student is "on track to graduate." Students must complete and continually revise a Personalized Learning Plan that is an electronic portfolio of artifacts including school accomplishments, assessment data and post-secondary plans.

Parent satisfaction is very high - based on an anonymous survey administered annually in the spring of the school year. 86% of parents gave the school an A or B (the goal was to exceed the national average of 74% of parents giving their child's public school an A or B grade.)

All students participate in a rigorous and comprehensive arts program. Opportunities in the 2011-2012 school year included: Band, Building Trades, Jewelry and Pottery, Law and Justice, Photography, Sewing, Stage Right, and WYEP Radio.

Challenge:

Although the school had approximately 250 students, there were only 11 students in grade 11 where the PSSA's were administered. These students did not score well on the state test for many reasons. Planning for the next year includes interventions and remediation for struggling students (most of whom were not in a Propel K-8 school.) The goal is that students score proficient or advanced on the Algebra I, Literacy and Biology Keystone Exams.

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

### **Strategic Planning Process**

### **Strategic Planning Process**

Propel strongly believes in developing annual performance goals based on the mission, vision and beliefs of the school. During the 2011-12 school year, Propel continued to utilize a comprehensive framework of performance indicators developed during the 2004-2005 school year. The indicators cover the broad domains of:

- A. Student performance;
- B. Stakeholder satisfaction;
- C. School Culture; and
- D. Cultural Experiences

The Propel Schools' trustees reviewed and approved the 2011-2012 indicators. The indicators are used to report the school's performance and track longitudinal data.

In order to present a comprehensive view of the performance, multiple indicators are sometimes given around a particular indicator. For example, for math proficiency, included is the required AYP goal. But because this goal only pertains to grade 3 and up, we also included is a proficiency measure based on the NWEA MAPs, a test used with all students. This allows the presentation of a more comprehensive measure of performance, but also generates information that is useful for internal planning and instructional improvement.

Note that for the core areas of math and reading, the goals are not just for proficiency but for growth. The schools beliefs revolve around the importance of multiple indicators for success, not just at the percentage of students who reach a benchmark, but at the percentage of students who are improving their skills each year regardless of the starting point.

## Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Bartlett, Randall	Propel CS	Administrator	Carol Wooten
Burleson, Marsha	Propel Schools	Administrator	Dr. Carol Wooten
Chekan, Tina	Propel Schools	Administrator	Dr. Carol Wooten
Davis, Mandi	Propel CS	Special Education Representative	Carol Wooten
Oliphant, Joseph	Propel CS	Administrator	Dr. Carol Wooten
Robinson, Darryl	Propel CS	Administrator	Jeremy Resnick
Wooten, Dr. Carol	Propel CS	Administrator	Board of Trustees

## Goals, Strategies and Activities

**Goal: Operate a successful school in accordance with the charter**

**Description:** Provide a comprehensive framework of performance indicators to track and report school performance (see attached Annual Measurable Goals Chart in required documents section under data tab)

**Strategy: Create a positive school climate**

**Description:** Assure a safe, secure and nurturing environment where all students can learn to their maximum potential.

**Activity: Collect relevant data based on annual measurable goals chart**

**Description:** Measures of attendance, parent involvement, safety, rigor and caring.

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 8/23/2010	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Strategy: Ensure that stakeholders are satisfied**

**Description:** A positive affect among all stakeholders

**Activity: Collect relevant data based on annual measurable goals**

**Description:** Measures of family satisfaction, re-enrollment, waiting list, faculty satisfaction

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 8/23/2010	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Strategy: Improve Student Performance**

**Description:** Deliver a rigorous instructional program to enhance student achievement

**Activity: Collect relevant data based on annual measurable goals**

**Description:** Measures of student academic performance and growth by PSSA and growth in math and reading as measured by 4-sight and NWEA MAP

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 8/23/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Strategy: Provide cultural experiences**

**Description:** Engage external partners to provide daily cultural experiences to all students

**Activity: Collect relevant data based on annual measurable goals**

**Description:** Measures of time during the school day devoted to the arts and the number of cultural arts partners.

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 8/23/2010	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Statement of Quality Assurance**

Charter school has met AYP.

There are currently no supporting documents selected for this section.

**SECTION III. QUALITY OF SCHOOL DESIGN**

**Rigorous Instructional Program**

The school's program is an innovative combination of proven practices. They are described below.

*Structure*

The school is small (431 students in grades K - 5 and 9 - 11) and will stay small (<800). Class sizes are small (maximum of 20 in K-4, and advisories of 16 to 20 at the high school level. There

is more time for instruction because the school day is longer (6 hours of instruction daily) and the school year is longer (190 calendar days). We also offer a full-day Kindergarten. Our teachers work 220 days each year, an increase which allows for extensive professional development. This is in addition to the in-classroom coaching and workshops that occur before and after school.

#### *Continuous Assessment to Meet Individual Needs*

The heart of high performance and continuous improvement is the regular and persistent review of data and results. Our frequent assessments identify where intervention, support, and enrichment must guide instruction. We assess through: Kindergarten Readiness; the DIBELS Reading Assessment — at least 3 times a year; the DRA — annually for everyone in the primary grades, and more frequently for students not at grade level; PSSA — Grades 3 - 11; MAP (NWEA) Assessment at all grade levels; 4Sight four times; and an ongoing reading level based on the 100 Book Challenge program and other diagnostic reading assessments. Most importantly, we make decisions throughout the school year based on the assessment data. For example, during this past year, we moved children up a grade level and had children in multi-grade experiences. High School students are in multigrade advisories and seminars. We also use flexible grouping in both literacy and math to ensure that children are receiving instruction that is at the appropriate level. Tutoring sessions are scheduled throughout the day, after school, and in the summer program. The assessments are also used to create individual student achievement goals that are monitored and changed based on assessment results. Students in grades 9 - 11 create Personal Learning Plans and use Google Docs to create and share information about their projects.

#### *Unique 2 to 2.5 Hour Literacy Block*

The school uses a developmental, phonics based reading program to build decoding, fluency and comprehension skills. Our students use the highly recommended (NCTE) Open Court Series, which is compatible with our Balanced Literacy Program. We also use the Waterford Reading Program, a nationally recognized and award-winning program for primary students. Students in grades K-5 have two and a half hours of literacy each day. Students in grades K - 5 have a one and a half hour Literacy Block. Reading time is comprised of Phonics and Word Studies and immersion into authentic literature. We use the 100 Book Challenge program in grades K - 5 to put Leveled Libraries in each classroom (a new and well-researched movement in Reading Instruction) so that we can meet the individual needs of our children. Our Literacy time is broken into: Read Alouds, Shared Reading, Guided Reading, Independent Reading, Literature Circles, Genre Studies, Humanities Projects, and Guided and Independent Writing (Propel-Wide Writing Program.) The high school program introduces students to both classic and contemporary authors. Throughout each year of English, students will be instructed in reading, writing, grammar, and composition. Writing will be the fundamental component of the English curriculum.

#### *Strong Math Program*

Propel uses a mathematics program that develops the student's ability to use, represent, and explain mathematical concepts — one that emphasizes computational fluency, conceptual understanding and problem solving. The Envisions math program is used in grades K-5. The math program in grades 9 - 11 is an integrated program based on the SAS Curriculum Framework (PDE) and uses various books and software recommended by the NCTM. The Math curriculum will focus on efficient problem-solving based upon mathematical principles. Math courses will include Algebra I and II, Geometry, Pre-Calculus, Calculus, and Personal Finance. The science program is ASSET Science (recommended by PDE) for grades K - 8 and an integrated science program for grades 9 - 11 is based on the SAS Curriculum Framework. They are very compatible with the other in-depth, inquiry-based programs used in Literacy, Science and Social Studies. Our K - 5 children use Every Day Counts to analyze data, see patterns, explore math relationships, and communicate using math terms. The software programs Success Maker Math and Study Island and supplement the math program grades 3 and above. The high school science curriculum is inquiry-based and connects and relates to students' lives. Resources such as PTEI, and Pitt Outreach Kits will further the student's science knowledge and supplement textbooks in Physical Science, Chemistry, Biology, and Earth and Environmental Science.

### *Core Studies for In Depth Learning*

Propel students engage in a series of core studies of six weeks in duration. These are intensive, in-depth investigations drawn from the disciplines of social studies and science. Each core study also includes field trips, trade books, investigation, and research. Social Studies Alive is the social studies program for students in grades K — 5. History Alive is the program for grades 5 — 12. All grades participate in a World Cultures Study the last six weeks of school. This study ends in a culminating event, a World Cultures Fair which is open to family, friends, and the community. Students in grades 9 - 11 participate in many experiential and service learning projects in the community. Students will study history, culture, geography and government and use Primary Sources and historical documents.

The science component of these studies incorporates the inquiry-based ASSET Science, which is used throughout Allegheny and surrounding counties. Examples of topics are the Kindergarten study of Trees, the first and second grade study of Changes, the third and fourth grade study of Rocks and Minerals, and the middle level study of Populations and Ecosystems. Students in grade 9 - 11 complete a rigorous integrated science program which is project-based and based on the SAS Curriculum Framework Big Ideas in Science. Students also complete experiments, study concepts, take field trips, and read literature relevant to each topic.

The Core Studies have a unique program at the end of each six -week study; a culminating event that is tied to our Celebration of Learning (see below) takes place. Culminating events give students an opportunity to showcase their work and learning in social studies and science at a well-attended parent/community event.

Students can pursue interests that emerge during these Core Studies by participating in after school and summer activities. Students receive further enrichment through participation in Odyssey of the Mind, and various competitions at the Carnegie Science Center.

#### *Celebrations of Learning and Our Enrichment Modules*

Six times a year, a Celebration of Learning showcases student work and accomplishment in both the Cultural Arts module and the science or social studies unit just completed. The Cultural Arts module supplements and supports the ongoing use of creative expression in the classroom and replaces traditional “specials.” Residencies of local artists support the work of the Creative Arts coordinator. This year, we have completed modules with local artist groups to include: Civic Light Opera, Studio J Dance, PA Shotokan Karate Club, Staycee Pearl Dance, Stage Right, First Tee, Dance Alloy Theatre, American Sign Language, and local artisans including jewelry makers, photographers, and sewing. Instrumental music lessons and band ensemble are also offered.

#### *Strong Teacher Selection, An Uncommon Professional Development Program*

We are able to accomplish these activities through outstanding faculty and staff. Our teachers are certified and highly qualified; most of our teachers have either a graduate degree or are in graduate school. The interview process is rigorous — Candidates must present a lesson, complete a collaborative project, critique a lesson, complete a writing sample, and have a personal interview. Teachers are observed frequently by both administrators and supported by the school’s Literacy and Math Coaches. The superintendent has had experience in Curriculum and Instruction in three local districts, and has been a high school, middle school and elementary principal. She left a superintendent’s position to come to Propel, and continues to participate in the Western Pennsylvania Forum for Superintendents. She brings an extensive knowledge base to the academic program in the school. The Assistant Superintendent served as a K-8 principal and is currently enrolled in a doctoral program. The Director of Curriculum, Instruction, and Assessment has been an administrator in two Propel Schools and has completed graduate work in this area and has completed the Principals Academy and currently attends the Advanced Leadership Academy at the University of Pittsburgh and is completing a doctoral program in education.

#### *Intensive Use of Technology*

At Propel we value the use of technology in assessing students, maintaining an extensive student data base, and using existing and emerging technologies as tools for enhancing classroom instruction and student learning. Parents have secure web access to their children’s grades and attendance. We currently have mobile laptop labs and PC’s in each classroom, and two state-of-the-art PC’s in Grades Kindergarten through Two (housing the Waterford Reading Software Program). Each high school student is assigned a personal laptop computer, and many students are assigned cameras and other equipment throughout the year. There are laptops and Ipads in the special education resource room and the gifted resource room which are equipped with grade appropriate reading and math software. Distance Learning equipment has been installed and Smart Boards and document cameras are used throughout the building. The Director of Technology is a Keystone Educator and is in classrooms daily assisting with technology integration. Propel Schools hosts an annual Technology Fair and the Discovery Educators Workshops, both open to other districts. All Propel Schools have been designated as SMART Schools.

### *Mission Driven School Anchored in Research on Best Practice*

Our school is a dynamic place where teachers, families, students and community partners work together. The academic achievement of our children is the central focus. We encourage excellence through an intense focus on reading, writing, mathematics, science and social studies. The curriculum follows the PA State Standards, and the Literacy Program is also aligned with the New Standards. Our high school is based on the most current national research about highly successful, non-traditional, small high schools. We are research-based. Our senior instructional staff has completed five years of training with the University of Pittsburgh's Learning Research and Development Center at the Institute for Learning. Frequent and sometimes daily workshops on the Principles of Learning are a part of life at the school. Teachers receive ongoing training in Clear Expectations and Accountable Talk. We have multiple research projects throughout the year in partnership with the University of Pittsburgh and Carnegie Mellon University. We pay close attention to the research on how children learn and the key elements of highly successful schools. Our Executive Director and Superintendent have visited outstanding public schools locally, regionally, nationally, and internationally.

## **Rigorous Instructional Program - Attachments**

- Rigorous Instructional Program
- Propel Schools Mentoring Program 2011-2012

## **English Language Learners**

The school has had no English Language Learners enroll. In the event that a child does enroll an ELL, our plan is to contract with AIU 3 which has an ESL department which both conducts evaluations and provides ongoing services. A copy of the report cover page from the LEP System submissions of ELL data to PDE Bureau of Teaching and Learning Support is attached.

## **English Language Learners - Attachments**

- ESL Plan
- ELL State Report - Braddock Hills

## **Graduation Requirements**

Propel Charter School-Braddock Hills currently serves students in grades K-5 and Grades 9-11. At this point in time no students are eligible for graduation. In order to graduate the following requirements must be met:

1. Students are required to complete 200 credits.
2. Students must demonstrate competency, as determined by external validated student assessments, in English, Mathematics and Writing.
3. Students must have a detailed post-secondary education plan based on the goals identified in their Personalized Learning Plan. This is stored electronically and can be viewed using a QR code on the students locker.
4. Students must complete one internship, workforce placement or dual enrollment.

5. Students must satisfactorily complete all chapter 4 requirements to include the Keystone Exams.
6. Students must complete at least 160 hours of Service Learning in the community.

## Special Education

All Special Education policies and procedures for Propel Charter School Braddock Hills (Sunrise) are attached.

Propel arranged to meet the needs of those children requiring specialized instruction through a combination of its own staff, contracted staff, and alternative placements.

## Special Education - Attachment

- Special Education Annual Notice and Report

## Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Teacher A	1	Learning Support	Propel - Braddock Hills	6	K12
Teacher B	1	Emotional Support	Propel - Braddock Hills	5	K-5
Teacher C	1	Learning Support	Propel - Braddock Hills	14	345
Teacher D	.75	Learning Support	Propel - Braddock Hills High School	11	9
Teacher D	.25	Emotional Support	Propel - Braddock Hills High School	2	9
Teacher E	1	Learning Support	Propel - Braddock Hills High School	15	10&11
Teacher F	1	Life Skills	Propel - Braddock Hills High School	2	9-12

## Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Crossroads Speech and Hearing, Inc.	1	Speech and Language Support	Propel - Braddock Hills	18	.
Pace School	1	Emotional Support	Pace School	1	.

## Special Education Program Profile - Chart III

Title	Location	FTE
Paraprofessional A	Propel - Braddock Hills	1

Paraprofessional B Propel - Braddock Hills	1
Paraprofessional C Propel - Braddock Hills	1
Paraprofessional D Propel - Braddock Hills	1
Paraprofessional E Propel - Braddock Hills	1
Paraprofessional F Propel - Braddock Hills	1
Paraprofessional G Propel - Braddock Hills	1
Paraprofessional H Propel - Braddock Hills High School	1
Paraprofessional I Propel - Braddock Hills High School	1

## Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Propel CS - Homestead	Special Education Director	.25
Propel CS - Homestead	School Psychologist	.25
Propel CS - Homestead	Special Education Transition Coordinator	.50
Propel CS - Homestead	Psychological Counseling	.25
Crossroads Speech and Hearing, Inc.	Occupational Therapy	.15
Crossroads Speech and Hearing, Inc.	Physical Therapy	.05
AIU 3	Hearing Support	.05
Propel CS - Homestead	SWPBS Coordinator	.20
Propel CS - Homestead	Special Education Coach	.10

## SECTION IV. ACCOUNTABILITY

### Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
4-Sight	No	No	No	Yes	Yes	Yes
Developmental Reading Assessment	Yes	Yes	Yes	Yes	Yes	Yes
DIBLES	Yes	Yes	Yes	No	No	No
PSSA	No	No	No	Yes	Yes	Yes
PASA	No	No	No	Yes	Yes	Yes
NWEA MAPS	Yes	Yes	Yes	Yes	Yes	Yes

### Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
4-Sight	No	No	No	Yes	Yes	Yes	No
PSSA	No	No	No	No	No	Yes	No
PASA	No	No	No	No	No	Yes	No

## **Student Assessment**

Data are used both to provide external accountability and to improve the school program. Teachers pay particular attention to data from DIBELS (given 3 times at the primary level), the Developmental Reading Assessment (given multiple times), Waterford Early Reading Program (growth measured on an ongoing basis), the NWEA Measures of Academic Progress (an adaptive normed assessment in reading and mathematics) and the Corrective Reading Program (for intermediate students far behind). A standardized individual academic plan was completed for each student this year and used by teachers when planning instruction and conferencing with coaches. The 4-Sight assessment was used for the first time during 10-11 to benchmark students progress in meeting state math and reading standards.

Propel CS-Braddock Hills met AYP.

The Open Court Reading Program also provides ongoing assessments of student work in language arts, including the Writer's Workshop. The TERC Mathematics Program (*Investigations in Data, Number and Space*) provides ongoing assessments in mathematics, and the ASSET Science Program provides assessments through tests and lab reports. Teachers design written, performance and portfolio assessments in social studies.

Teachers and the Literacy and Math Coach use classroom and individual student observations on a regular basis. Parents are surveyed about their satisfaction with their child's progress, and student work is displayed daily in the school and through the culminating events and exhibitions that take place every six weeks.

Teachers have broken down the state standards into benchmarks for grades K-8, and they have developed checklists for these benchmarks. Students are grouped and regrouped (flexible grouping) throughout each trimester based upon their skill level with specific reading and mathematics benchmarks. Group and individual learning centers have been created for students at all skill levels.

Multiple strategies are in place to make certain that students who are at risk of failure and those not making reasonable progress are provided opportunities to help them succeed. Students not succeeding are provided with after-school tutoring in reading and math and there is an after-school homework club. Students reading below grade level participate in the Corrective Reading Program. This is in addition to the two and half-hours of Literacy Block each day. The evidence demonstrating that these strategies are effective can be found in the data included in this report.

The Waterford Early Reading Program (directed at primary students) is also used to help intermediate level students catch up and fill in literacy gaps that are interfering with their academic performance.

## **Student Assessment - Attachment**

- Propel Braddock Hills Annual Measurable Goals 2011-2012

## **Teacher Evaluation**

Research shows that the only factor that consistently impacts students' learning is the teacher. Propel's system for evaluation (and for professional development) takes teachers from where

they are to where they want to be. The Teacher Evaluation Plan is built around (1) **Reflection - narrowing the focus to specific objectives, discussing instructional skills and strategies, and an in-depth discussion of the PDE evaluation form.** This occurs in the pre-conference for each evaluation — one each trimester. (2) **Data Collection - establishing ways the observation/evaluation will reflect on those teaching skills that are mutually understood and agreed upon, and those made known to the teacher at the pre-conference.** At the post-conference the observer/evaluator describes what occurred during the lesson in terms of these skills and shares the written evaluation, checklist scored by a rubric, the Propel Teacher Performance Review, and the evaluation form provided by PDE.

Teachers are observed formally twice a year. Administrators are in each classroom daily taking multiple snapshots of teaching and learning and providing regular feedback to teachers. Feedback is often given before the day is over by placing password protected information on the shared drive so that administrators and teachers can communicate electronically. All administrators and academic coaches teach lessons throughout the year, modeling strategies and creating reference points for supervision and evaluation.

The PDE Form 426 is the official form used for teacher evaluation two times during the school year.

The administrators are responsible for teacher, coach, and staff (instructional aides and AmeriCorps Members) evaluations. The Literacy Coach is responsible for supervision and evaluation of the Literacy Program. The Math Coach is responsible for supervision and evaluation of the Math Program. The principal and Instructional Coach at the high school are responsible for evaluation of all academic programs. The individuals who evaluate teachers and staff are: Dr. Carol Wooten, (PA certified superintendent); Tina Chekan (PA certified administrator); and Joe Oliphant (PA certified principal) and Marsha Burlison (PA certified principal) ; evaluate academic coaches and teachers. Mandi Davis (PA certified Coordinator of Pupil Personnel Services) evaluates para professionals.

Propel Braddock Hills and all Propel Schools have an expansive Professional Development Program. Teachers receive far more professional development than in traditional public schools. They work 220 days a year, and have 10 days of PD at the start of the school year, 10 days of In-Service during the school year, 5 days of PD at the end of the school year, and are responsible for 5 individual days of PD during the time between school years. Teachers are provided in-house training by the highly skilled literacy and math coaches, administrators, and the Coordinator of Pupil Services. Teachers, coaches, and administrators attend conferences and workshops at local colleges and universities, PATTAN, the AIU, PDE, and at state and national conferences such as the NCTM conferences. Many teachers are enrolled in graduate level courses, and all teachers are trained in the ASSET Science model.

The Superintendent has received five years of training from the University of Pittsburgh's Learning Research and Development Center. The instructional techniques that are embedded in the mission of propel come from LRDC's Institute for Learning's "Principles of Learning." She is also in the Forum for Western PA Superintendents, where she receives ongoing professional development. Principals participate in the Principals Academy and Advanced Leadership Academy through the University of Pittsburgh. The Assistant Superintendent served as a K-8 principal and is currently enrolled in a doctoral program. PrincipalsThe AIU, PATTAN, and the Annual School Law Symposium at the University of Pittsburgh provide training and workshops in the area of Special Education. This is in addition to local experts who present seminars on

differentiated instruction and full inclusion. The Coordinator of Pupil Services is currently enrolled in a doctoral program in special education at the University of Pittsburgh and holds a master's degree in special education from Duquesne University.

A description of the teacher evaluation plan is attached.

## Teacher Evaluation - Attachments

- Teacher Evaluation
- Teacher Performance Review

## SECTION V. GOVERNANCE REQUIREMENTS

### Leadership Changes

The Board of Trustees was reduced to 9 members for the 2011-2012 school year. Pat Kenny remained as President, and Michael Anselmo became Vice President of the board in June 2012.

In September of 2011 Superintendent Dr. Carol Wooten replaced Jeremy Resnick as the Chief Executive Officer for Propel Charter Schools.

Joe Oliphant and Marsha Burelson continue to serve as the schools principals.

### Board of Trustees

<u>Name of Trustee</u>	<u>Office (if any)</u>
William Axtman	Vice-President
Thomas Canfield	Treasurer
Bernard Carter	N/A
Tom Joseph	N/A
Sean Moran	N/A
Ronald Porter	N/A
Mark DeSantis	N/A
Kristin Hughes	N/A
Wendy Smith	N/A
Stewart Barmen	N/A
Donald Elliott	N/A
Patrick Kenny	President
Suzannah Maduro	N/A
Kiron Skinner	N/A
Michael Anselmo	N/A
Gretchen Generett	N/A

### Professional Development (Governance)

The trustees have many years of experience serving on governing boards of non-profits. The board has retained the firm of Strassburger, McKenna, Gutnick and Gefsky as legal counsel. Counsel has advised the Board of what it means to serve as a public official—including the requirements of the Sunshine Law. Counsel is present at each voting meeting.

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

The Board of Trustees exercises its governance responsibilities and empowers the school administration to manage the school. The board meets periodically where it reviews the school's current financial position, student results as they become available, and future plans for the school; the board also approves hires and departures and contracts and leases as necessary. The board is involved in developing an annual budget, evaluating the executive director, creating a long range plan for the school, and supporting fundraising efforts. The Board has a finance committee, a nominating committee, an advancement committee, an executive committee, and various ad hoc committees from time to time. Directors serve four year terms, and officers (President, Vice President, Secretary and Treasurer) are elected in June.

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

- Braddock Hills Board Meetings 2010-2011

## **Community and Parent Engagement**

The Board of Trustees is very supportive of all events and activities that occur at Propel Braddock Hills. Propel Schools has instituted a parent tracker to document the attendance of parents throughout the school year. This becomes part of the student's profile on the student management system. The Board of Trustees has supported community and parent engagement in school activities by providing adequate funding in the budget and often by their own attendance at school events and performances. Propel Braddock Hills has offered Literacy and Math Nights for parents of children at all grade levels K — 4 several times throughout the school year. Community members are also welcome. These nights include a meal and training on how to assist children in academic achievement activities. They receive materials to take home to use in working with their children. High School parents are regularly invited to performances and presentations of PLP's.

Propel Braddock Hills has an orientation meeting for all parents at the beginning of the school year and two Open House/Conference meetings during the year. Propel Homestead is unique in its cultural arts program that is strongly supported by the Board of Trustees. This program provides Artists in Residence all day every day for six weeks at a time (this is in addition to the school's music and art teachers.) At the end of each six week artist module there is a Celebration of Learning which includes a student performance and exhibitions of academic content work and music and art work from that six week period. Artist groups include Civic Light Opera, Pittsburgh Dance Alloy, PA Shotokan Karate, Staycee Pearl Dance, Stage Rigt, and First Tee. Parents, family and community members attend events every six weeks. These are held at the school.

Community members and parents also participate in a School Council that meets every six weeks to discuss school activities. There is always a discussion of ways to expand opportunities for their engagement. This could involve volunteering for book fairs, literacy and math tutoring and programs, facilitating extra curricular activities, presenting at the career fair, or speaking in the classroom, etc.

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

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

The school applied for and received an implementation grant from the US Department of Education. The school did not undertake any other major fund-raising and does not expect to undertake major fund-raising in the future.

### **Fiscal Solvency Policies**

The school incorporates a comprehensive budget process that encourages the participation of all levels of management. The involvement of all management in the budget process helps to identify any possible shortfalls and allows for corrections during the process. The school also strives to start the school year with an available fund balance. When cash flow becomes tight due to delays in receiving tuition payments from school districts, the school has available a line of credit with Propel Foundation.

The school also has a monthly and quarterly financial reporting process that provides senior management

### **Accounting System**

The school uses the CSIU technology group accounting system for all budgeting, accounting and reporting. The accounting system is fully integrated with the Pennsylvania state chart of accounts and generally accepted accounting principles.

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

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

- Preliminary Statement of Revenue expenditures & Fund Balance June 2012

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

The school's audit firm is Hosack, Specht, Muetzel & Wood LLP. The last audit was June 30, 2011 and a clean opinion was issued by the auditor. The 2011-2012 audit is scheduled to be completed during September 2012.

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

- Auditor's Annual Report June 2011

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

No State audits have been completed during the current year.

## **SECTION VII. FACILITY RESPONSIBILITIES**

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

The school opened in leased space at 1500 Yost Blvd. The original lease provides sufficient space for a long term home for the K-8 portion of the school; a second lease provides additional space at the same address sufficient for a long term home for the high school. School furnishings and equipment were purchased sufficient to provide a school environment conducive to the success of the school. This included tables, chairs, desks, cubbies and lockers; it also included technology such as computers, network equipment, telephones, smartboards, copiers and printers.

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

The school has a long term lease at a facility which is a suitable permanent facility for the K-12 program. The school is purchasing equipment and furnishings as needed.

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

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

Propel Charter School Braddock Hills has complied with health and safety requirements (e.g., fire prevention, safety standards, requirements to hold fire drills, and bus evacuation drills), and provides appropriate evidence of maintaining health and immunizations records for students. The Request for Reimbursement and Report of School Health Services has been submitted to PDE. An emergency plan has been developed and is revised annually.

Occupancy of the Braddock Hills building has been approved by appropriate officials. Firefighters visited with children to discuss fire prevention, and fire drills were held through the year. Escape routes are posted in each classroom and reviewed with children. The school has a certified school nurse to ensure that all required health and immunization records are up to date and stored in a locked and fireproof cabinet. Reports were filed with the Allegheny County Health Department and with the PA Department of Health.

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

- Student Wellness Policy
- Health Report 2011-2012

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

School Insurance Coverage:

Philadelphia Insurance Company  
Property, Crime, Inland Marine, General Liability,  
Educators Professional Liability, Employee Benefits liability  
Philadelphia Insurance Company  
Directors & Officers Liability  
Eastern Alliance Insurance Group  
Workers Compensation Insurance  
Highmark-Blue Shield  
Group Medical  
Concordia  
Group Dental  
Unum Group Life and Group ST/LT disability  
Highmark Fashion Advantage  
Group Vision

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

- Current Insurance Coverage

## **SECTION IX. ADMINISTRATIVE NEEDS**

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

Quality of Teaching and Other Staff

Propel Sunrise (Braddock Hills)

K - 5 and 9 - 11

The principal is PA certified.

Beginning of the 11/12 School Year:

1 Assistant Principal hired

Regular Ed Teachers - 28

Resource Teachers - 7

Paraprofessionals - 11

Project Managers - 2

Art - 1

Gifted - .3

1 Spanish - .25

Social Worker - 1

Nurse - 1

3 New teachers hired

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

- Propel Braddock Hills HQT ACS 2011-2012
- Propel Braddock Hills Staff ACS 2011-2012

## **Student Enrollment**

Families choose to enroll their children because they believe our school is right for their child, and children are welcomed regardless of ability or disability, race, religion or national origin. A simple process, described below, ensures that all applicants are treated fairly. Children residing in the school district and children with a sibling already enrolled receive preference provided their applications are completed in a timely manner.

A lottery is held in January for spaces that may be open in the following year. At the lottery, an ordered list is created. Applications received after the lottery deadline are placed at the end of the list in the order received.

When space becomes available, an offer of admission will be made. In order to accept the offer, families must: 1) visit the school and talk with school staff so that the family can make an informed decision that this is the right place for the child; 2) complete an enrollment form; 3) provide a transcript of grades showing that the child has completed the previous grade or, in the case of Kindergarten, provide a birth certificate showing the child is old enough to enter school; 4) provide evidence of required immunizations; 5) complete a record release form (except for Kindergarten); and 6) provide proof of age (for Kindergarten).

Procedures:

1. We encourage families to visit the school and talk with designated staff to make sure the school is right for their child.
2. Complete a one page application form. A separate application must be completed for each child who is applying for admission.

3. Deliver the completed application. Applications will be accepted beginning October 1 for the following school year.

4. In order to receive sibling preference and in order to be eligible for the lottery, applications must be received by November 30. You will receive a receipt with a number for the lottery. Each family will receive only one number so that sibling applicants are drawn together.

5. In mid-January, we will conduct a lottery. Only applications submitted by the November 30 deadline will be eligible for the January lottery.

6. At the lottery, siblings of current students will be drawn first. Then applications from families residing in the chartering school district(s) will be drawn. Finally, other eligible applications will then be drawn. An ordered list will be created at each grade level.

7. When we are sure that a space will be available in a particular grade, offers of admission will be made from the ordered list. Parents will have two weeks from the offer of admission to complete the enrollment process or forfeit their space.

8. Applications received after the lottery deadline are placed on the appropriate grade's list in the order received.

The school offers a full day Kindergarten program. Children must be five years old on September 1 to enter Kindergarten. Children must have completed Kindergarten or be six years old on September 1 to enter First grade.

Enrollment during the school year was remarkably stable. The following table summarizes enrollment during the year:

Grade	Enrollment 8/22/2011	Withdraws	Enrolled	Enrollment 6/14/2012
K	42	2	0	40
1				40

Grade	Enrollment 8/22/2011	Withdraws	Enrolled	Enrollment 6/14/2012
	39	1	2	
2	40	3	3	40
3	38	3	7	42
4	40	1	7	46
5	47	1	3	49
9	87	4	2	85
10	78	5	4	77
11	13	2	0	11
12	1	0	0	1
<b>Total</b>	425	22	28	431

Of those who did leave 1 was absent for 10 consecutive days, 6 moved outside of the area, 1 wanted to attend religious school, 3 left for sports or other school activities, 1 wanted less structure, 3 wanted to be with friends in their home district, 1 left for medical reasons and 6 for unknown reasons.

There are currently no supporting documents selected for this section.

## Transportation

Propel Charter School Braddock Hills does not arrange transportation to and from school. School districts have been cooperative in arranging transportation where it is required, including to the school's ESY Program.

## Food Service Program

The school does participate in the National School Breakfast and Lunch Program. 72% of children qualify for free or reduced priced meals. The school contracts with the Pittsburgh Public Schools to provide meals.

## Student Conduct

Discipline is an integral part of teaching and learning. Children must develop good work habits and attitudes if they are to be successful students and become successful members of the larger community.

A complete Student Handbook, including a Code of Student Conduct is attached. A positive school-wide behavior support plan is used so that expectations are clear and so that minor issues are handled consistently and fairly. Because one of the goals of the school is to promote constructive and respectful behavior, the procedures and consequences described in this Code of Conduct are designed to modify unacceptable behavior, not to punish.

The principal of the school has the responsibility for investigating serious or repetitive behavior incidents. Following the investigation, the principal has the authority to assign a variety of consequences including both in-school and out of school suspensions. Before assigning an out-of-school suspension longer than three days, the principal will conduct an informal hearing to which the parent and student will be invited. After such an informal hearing, a student may be suspended from school for up to ten days.

If the principal believes an exclusion from school of greater than ten days is warranted, the matter will be referred to the board of Trustees. Following a formal hearing in front of a committee of the Board or a Hearing Officer, the Trustees will make a final adjudication.

Incidents involving students with disabilities will be handled in accordance with Federal law and regulations. According to the Individuals with Disabilities Act (IDEA 2005), exclusions of more than 10 consecutive school days or of more than 15 days in a school year when they constitute a "pattern" are changes of placement and require an IEP team meeting before the exclusion can occur. Any exclusion of a child with mental retardation is considered a change in placement. Where behavior triggers a change in placement, a "manifestation determination" will be conducted to determine if the child's behavior is caused by a disability. Children with disabilities will not be disciplined for behaviors that are manifestations of their disabilities. All policies conform to Chapter 12 regulations.

There were 40 out of school suspensions during the 2011-2012 school year.

## **Student Conduct - Attachment**

- Propel Schools Code of Conduct

## **Signature Page**

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

School Year: 2012

The Propel CS-Braddock Hills within Allegheny IU 3 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 Propel CS-Braddock Hills 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:** Dr. Carol Wooten **Title:** Executive Director

**Phone:** 412-325-7305 **Fax:** 412-435-7309

**E-mail:** jresnick@propelschools.org

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*Signature of the Chief Executive Officer and Date*

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

**Name:** Pat Kenny **Title:** President

**Phone:** 412-325-7305 **Fax:** 412-435-7309

**E-mail:** pjkenney@ppg.com

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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:** Mandi Davis Skerbetz **Title:** Director of Pupil Services

**Phone:** 412-325-7305 **Fax:** 412-435-7309

**E-mail:** mdavis@propelschools.org

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*Signature of the Special Education Contact Person and Date*

## Signature Page - Attachment

- Propel Braddock Hills Signature 2012