
Pennsylvania Department of Education



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

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

Entity: Spectrum CS
Address: 4369 Northern Pike
Monroeville, PA 15146

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2011 - 2012

Name of School: Spectrum CS

Date of Local Chartering School Board/PDE Approval: July 2000

Length of Charter: We are currently in our 3rd year of our 3rd 5 year charter. **Opening Date:** September 9, 2000

Grade Level: secondary & SUG **Hours of Operation:** 8:30 a.m. to 3:00 p.m.

Percentage of Certified Staff: 100% **Total Instructional Staff:** 4

Student/Teacher Ratio: 8/1 **Student Waiting List:** 29

Attendance Rate/Percentage: 90%

Summary Data Part II

Enrollment: 32 Per Pupil Subsidy: \$14,095 - \$28,555

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	1
Black (Non-Hispanic):	6
Hispanic:	0
White (Non-Hispanic):	24
Multicultural:	1

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
80%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 32

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	0	0	179	179	179
Instructional Hours	0	0	0	0	1074.00	1074.00	1074.00

SECTION I. EXECUTIVE SUMMARY

Educational Community

Spectrum Charter School, Inc. was developed and implemented in July 2000. Ten years ago Spectrum Charter School moved into a larger building located at 4369 Northern Pike in Monroeville. This larger facility with plenty of acreage has given us the space to expand our community-based educational program, on-site business, vocational training & assessment, conference areas, and student recreation needs.

Communities currently served are 10 School Districts throughout Allegheny and Westmoreland Counties.

Spectrum Charter School, Inc. is a model for innovation and best practices. A democratic society with students taking an active role in the school process and their Individual Education Plans. The environment emphasizes self-determination, student empowerment, and independence.

Our students experience an overall improvement in quality of life, self worth, behavior, and academic achievement. The development of positive workplace behavior is evidenced by long-term job placements, requests for additional student hours, and repeated inquiries for Spectrum Charter School involvement in community projects such as book sorting, food bank operations, science center development, etc. Our students have had and continue to have a positive impact throughout two (2) counties of Allegheny & Westmoreland.

Our students are prepared for adult life by our approach of teaching traditional, functional, & transitional academics, through community involvement. We replace the traditional special education inclusion model (having students most of their day in regular education classrooms) with a **Community Inclusion Model**. This means that our students engage in activities with the public in the following areas: making appointments, competitive employment, vocational training, volunteering, using public transportation, shopping, banking, using restaurants, library, and engaging in recreational pursuits like attending plays, bowling, etc. Spectrum students are integrated into real life situations.

Spectrum Charter School has a Community-Link Program which connects the students with the community according to their strengths, likes, and needs through volunteering, vocational training and assessment, paid employment and additionally through monthly business tours. Business tours continue to help students identify what types of jobs they may find interesting enough to pursue and which ones they do not.

Working, volunteering, and learning in the community is an integral part of our mission and has provided students with:

- Ø the opportunity to learn social, health, safety, and independent living skills,
- Ø a good environment to learn professionalism and work ethics,
- Ø opportunities to sample different types of volunteer work that may turn into possible paid competitive employment,
- Ø the opportunity to help others in need.

Countless able workers like Spectrum's students have previously gone unnoticed because they have not been visible to potential employers. At Spectrum, students are visible to potential employers and graduate with portfolios & diplomas that reflect their accomplishments and help possible employers in the interviewing and hiring process.

Spectrum Charter School, Inc. is making productive taxpayers out of individuals who would otherwise not graduate or graduate from the special education system with no experience, no marketable skills, nor any real-life exposure to competitive employment.

We are providing students with the tools to become as independent as they can be, while decreasing the overall cost of their care throughout their lifetime and increasing their overall quality of life.

On the surface it looks as though Spectrum is segregating the students. In reality, and after looking more closely, we are immediately integrating them into the community and real life situations. Our students continue to impact the community in positive ways.

Mission

The Spectrum Charter School provides school to work transition instruction in the classroom, on-site business, and community-based work sites for students with autism spectrum disorders, ages 13 through 21. The program is structured to meet the needs of students who do not learn well in typical classroom settings due to unique cognitive, communication, and sensory challenges, including students with Autism Spectrum Disorders.

Vision

The vision of Spectrum Charter School is to provide an environment in which all students feel safe and comfortable, where they can succeed and learn to become leaders, mentors and productive members of society. Spectrum Charter School envisions and strives to provide a school that permits students to learn at their own rate, independent from the rate of their peers. A school where students can learn in the style (auditory, visual, kinesthetic, or experientially) that is most effective for them and a curriculum that encompasses academic, independent, social, and vocational/transitional content; developing individual students' strengths and interests, while meeting their needs.

Shared Values

It is our belief that individuals with autism spectrum disorder learn best in real life day-to-day situations and settings. The situations and settings are to be in an environment which they feel safe and comfortable, where they can succeed and learn to become leaders, mentors and productive members of society within our program and out in the community.

Students learn at their own rate, independent from the rate of their peers.

Students need to learn in the style (auditory, visual, kinesthetic, multi-modality or experientially) that is most effective for each individual. Each student at Spectrum Charter School will have a Individualized Education Program (IEP) incorporating styles and techniques most appropriate for his or her learning needs.

Students and parents have insight regarding certain aspects of his/her child's needs and is given the opportunity to have maximum input in the IEP.

Students are encouraged to take an active role in the school process and their IEP's. The environment emphasizes self-determination, student empowerment, and independence.

Curriculum and choice of vocational goals and activities utilize individual students' strengths and interests, while meeting their needs.

Academic Standards

Spectrum Charter School's curriculum meets the strengths, interests, and needs of all of it's students and is aligned with the Pennsylvania Academic Standards.

The curriculum is compiled of functional, transitional, and traditional academics. The student's course of study is dependent upon his/her post-graduation aspirations.

The curriculum also includes Sexuality Education Consultation, Socialization skill building techniques & therapy, and as of 2004-2005 on-line courses (Algebra II, Languages, Biology, etc.) offered through the IU 3. Additionally, courses through Zulama are available for students who want to expand their knowledge on a variety of subjects including writing and computer design.

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

Due to the primary special education population at Spectrum C.S., some student graduation requirements are based on the student's IEP. Spectrum has specific course requirements for grade promotion and graduation. While many students will continue to graduate based on the content of their IEP's, students who will be pursuing post secondary education placements are required to meet more traditional academic standards in order to graduate.

There is documentation showing that the curriculum meets Chapter 4 content standards and is utilized by staff as an ongoing reference tool.

Strengths and Challenges

Spectrum Charter School offers a transition to work focus for students who generally do not learn as well in the typical middle and secondary school environments. Spectrum Charter School's environment emphasizes self-determination, student empowerment, and independence. The program's strengths include a tri-fold curriculum of functional, transitional, and traditional academics. The Community Link department provides all students with valuable vocational experiences in a wide variety of settings. The school prepares students for life after high school by providing instruction for, including but not limited to, vocational, social and independent living skills. Spectrum Charter School also offers a college preparation /post secondary school track designed for those students who wish to further their education after high school. The students receive a course of study that is dependent upon his/her strengths, interests and post-graduation aspirations.

While Spectrum Charter School is proud of the many strengths and student success stories, the staff and board of trustees realize that the school must continuously evolve to meet the needs of the ever-changing student population. The school curriculum aligns with PA state standards. Spectrum Charter School strives to provide students with a challenging, rigorous curricula that will promote acceptable scores on state exams like the PSSA. For further information on content areas, please refer to the Annual Measurable Goals section.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

The strategic planning process takes place throughout the year with input from the following:

Board of Trustees
 Chief Executive Officer
 Director of Teaching
 Teachers and Paraeducators

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Cheryl Casebeer	Administrative Consultant	Special Education Representative	Education Spec.
Karen Lukacsena	Volunteer	Business Representative	Board of Trustees
Lori Yurkovich	Spectrum Teacher	Special Education Teacher	Teachers
Michelle Johnson	CEO	Administrator	Board of Trustees
Norma Farruggia	Director of Teaching	Special Education Representative	CEO
Shawn Lewis	Spectrum Parent	Parent	Board of Trustees

Goals, Strategies and Activities

Goal: ENABLE STUDENTS TO ACQUIRE PROFICIENCY WITH TECHNOLOGY, SPECIFICALLY COMPUTER, EDUCATIONAL SOFTWARE AND INTERNET.

Description: Add Goal Statement here..

Strategy: Increase educator's teaching skills based on research on effective practice

Description:

Activity: Educator attend specific technology workshop

Description: Workshop will focus on aspects of technology to improve reading and writing skills.

Person Responsible	Timeline for Implementation	Resources
Norma Farruggia	Start: 8/23/2011 Finish: 8/23/2011	\$500.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	1	1
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
PaTTAN	<ul style="list-style-type: none"> Non-profit organization 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Utilizing technology to improve reading and writing skills of students.	Content is based on research that coorelates learning styles with skill aquisition.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective

practice, with attention given to interventions for struggling students.

- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

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

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

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Other educational specialists 	<ul style="list-style-type: none"> • Middle (grades 6-8) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening

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

Status: Not Started — Overdue

Strategy: Student training available(group, one on one, independent) and based on level of proficiency

Description:

Activity: Create environment where all staff and students support the use of technology

Description: A variety of sound educational materials will be readily available for student use. Additional software will incorporate a progressional component to facilitate and encourage advancement.

Person Responsible Timeline for Implementation Resources

Norma Farruggia	Start: 8/29/2011 Finish: Ongoing	\$500.00
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Status: Not Started — Overdue

Goal: ENHANCE THE PROGRAM OPERATIONAL INFRASTRUCTURE

Description: Add Goal Statement here..

Strategy: Continue cellular service with direct connect feature.

Description:

Activity: Complete required e-rate forms.

Description:

Person Responsible Timeline for Implementation Resources

Michelle Johnson	Start: 7/1/2008 Finish: 6/30/2011	\$8,867.76
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Status: Not Started — Overdue

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

Description: Graduate rate will meet a 80% threshold and/or show growth.

Strategy: Educate faculty regarding strategies to lower drop-out rate

Description:

Activity: Participation in team building activities to educate and foster student success

Description: Utilize small and large group activities to increase learning opportunities.

Person Responsible Timeline for Implementation Resources

Norma Farruggia	Start: 10/1/2011	-
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: I. ENHANCE THE BUSINESS & PROGRAM OPERATIONAL INFRASTRUCTURE.

Description: Add Goal Statement here..

Strategy: Continue broadband internet service.

Description:

Activity: Complete e-rate forms.

Description:

Person Responsible Timeline for Implementation Resources

Michelle Johnson	Start: 7/1/2008	\$3,528.00
	Finish: 6/30/2011	

Status: Not Started — Overdue

Goal: INCREASE INDEPENDENT LEARNING OPPORTUNITIES.

Description: Add Goal Statement here..

Strategy: Instruction on curriculum, additional written and technological resources to further Independent Living Program

Description:

Activity: Environment training, social groups, job sampling and probes, peer mentoring, self monitoring tools

Description: Training will take place in the natural environment and focus on job skills, social skills and self-monitoring.

Person Responsible Timeline for Implementation Resources

Norma Farruggia	Start: 10/1/2011	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Utilize software tutoring

Description:

Activity: Allow students to use self-monitoring tools to increase self awareness and foster skill development

Description: Provide software with self-monitoring component available for student use.

Person Responsible Timeline for Implementation Resources

Norma Farruggia	Start: 10/1/2011	\$150.00
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Create an environment where all staff and students support the use of technology

Description: Increase assesibility to technology by increasing software and utilizing strategies to improve effective use of computers

Person Responsible Timeline for Implementation Resources

Norma Farruggia	Start: 10/1/2011	-
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: MATHEMATICS

Description: At least 56% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

Strategy: Data Driven Instructional Practices Training

Description:

Activity: Utilize additional math clinic time

Description: Students will be given additional time during the school day to practice math skills by utilizing education packets and the computer. Students will be given time to use math skills in practical applications throughout the school day.

Person Responsible Timeline for Implementation Resources

Norma Farruggia	Start: 10/1/2011	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Utilize tutoring software

Description: A variety of mathematical software designed to address a variety of learning styles to increase math skills will be utilized by students to increase math skills.

Person Responsible Timeline for Implementation Resources

Norma Farruggia Start: 10/1/2011 \$500.00
Finish: Ongoing

Status: Not Started — Overdue

Goal: READING

Description: At least 63% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

Strategy: Educate staff to implement Learning Centers

Description:

Activity: Cooperative Learning exercises to promote reading aloud and increasing comprehension skills

Description: Students work in pairs or small groups and read to each other to complete tasks that build upon each other.

Person Responsible Timeline for Implementation Resources

Norma Farruggia Start: 10/1/2011 \$300.00
Finish: Ongoing

Status: Not Started — Overdue

Activity: Supplemental education software

Description: Establish technology based learning centers for student use to increase proficiency in reading and language arts

Person Responsible Timeline for Implementation Resources

Norma Farruggia Start: 10/1/2011 \$200.00
Finish: Ongoing

Status: Not Started — Overdue

Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS

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

Strategy: Instruct staff on teaching students good test taking habits

Description:

Activity: practice sessions, incentives, review sessions

Description: Utilize positive reinforcements, practice and review to ensure skill acquisition of core subjects.

Person Responsible Timeline for Implementation Resources

Norma Farruggia	Start: 10/1/2011	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Utilize test taking practice online tools

Description: Introduce websites that focus on administering practice tests.

Person Responsible Timeline for Implementation Resources

Norma Farruggia	Start: 10/1/2011	-
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: UTILIZE TECHNOLOGY TO EXTEND AND REINFORCE CURRICULUM.

Description: Add Goal Statement here..

Strategy: Encourage teachers to use technology applications that are consistent with own teaching style

Description:

Activity: Ensure technology application directly supports curriculum content. Utilize tutoring software and navigate educational websites.

Description: Staff and students will utilize technology and software to increase knowledge of curriculum.

Person Responsible Timeline for Implementation Resources

Norma Farruggia	Start: 10/1/2011	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Ensure technology application directly supports curriculum content

Description:

Activity: Navigate educational websites

Description: Utilize games and activities to encourage students to navigate websites and use the internet to research a variety of topics.

Person Responsible Timeline for Implementation Resources

Norma Farruggia	Start: 10/1/2011	\$4,000.00
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: UTILIZE TECHNOLOGY TO IMPROVE DATA COLLECTION SYSTEMS AND PROGRESS MONITORING STRATEGIES.

Description: Add Goal Statement here..

Strategy: Utilize statewide data collection and progress monitoring tools

Description:

Activity: Research and evaluate additional data collection tools

Description: Additional data collection tools that may be utilized across all educational domains will be evaluated for use.

Person Responsible Timeline for Implementation Resources

Norma Farruggia	Start: 10/1/2011	-
	Finish: Ongoing	

Status: Not Started — Overdue

Statement of Quality Assurance

Charter school has not met AYP.

Charter school has created a School Improvement Plan.

Charter school has not submitted and reviewed its School Improvement Plan with the Intermediate Unit designee.

Statement of Quality Assurance - Attachment

- Quality of Assurance 2011-2012

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

Curriculum

Spectrum Charter School developed its own curriculum in conjunction with a consultant from Carnegie Mellon University and a retired Master Special Education Teacher.

Curricular Areas include:

- Mathematics (i.e. functional, banking, measurements, pre-algebra, algebra, algebra II, geography)
- Language Arts/ English (i.e. reading, writing, communication)
- Vocational (i.e. performance, mobility)
- Career Education/Development
- Living Independently/Life Style Choices (i.e. personal health & safety, social competency)

- Social Studies(civics, government, world history, Pennsylvania history, American history)
- Geography
- Sexuality Education
- World Languages
- Health, Safety & Physical Education
- Arts & Humanities
- Economics
- Integrated Sciences (environmental/life science, physical science, earth science, biology, forensic science)
- Environment & Ecology
- Social Education

Spectrum’s curriculum meets the strengths, interests, and needs of all of our students and is aligned with the Pennsylvania Academic Standards.

The curriculum is compiled of functional, transitional, and traditional academics with the entire day considered instructional. The student’s course of study is strength based and dependent upon his/her post-graduation aspirations.

The curriculum also includes Sexuality Education Consultation, World Languages, Socialization Skill Building techniques & therapy, and on-line courses (pre-calculus, Languages, etc.) offered through the IU 3.

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

Due to the primary special education population at Spectrum C.S., graduation requirements have been based on each student’s IEP. Spectrum has specific course requirements for grade promotion and graduation. While many of the students will continue to graduate based on the content of their IEP’s, students who will be pursuing post secondary education placements are required to meet more traditional academic standards based on Chapter 4 content standards and requirements in order to graduate. Documentation to support this can be found in the Spectrum Charter School Curriculum.

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

Students are instructed at their individual instructional level. Modifications and adaptations that have been shown to be effective learning tools for that student are employed by all who participate in the student’s instruction.

Best practice teaching strategies are utilized to meet the individual learning styles, strengths, interests, and needs of the students.

Curricular materials and textbooks that address the subject area at a lower readability level are utilized when needed. Teachers employ the use of supplementary and expanded instruction materials that address a variety of learning styles to provide students with more opportunities to understand and practice concepts.

High staff to student ratio; 1 Teacher and 1 to 2 Teacher assistants per 8 students also assists in meeting each student's individual developmental, academic, vocational and behavioral needs.

Spectrum's curriculum dictates that instruction occurs in the classroom and in a variety of community settings so that students are learning skills in the environments in which they will be expected to implement them. This also allows for the maximum participation of our students in their own learning process.

A multi-disciplinary team collaborates daily to implement best instructional and behavioral modification practices designed to facilitate independence, maximize productivity and promote learning. Technology also plays an important part in assisting students to learn. Computer programs are utilized to assist in increasing math, reading and world language studies.

Spectrum's curriculum specifically addresses transitions skills necessary to participate in all aspects of post graduate life. Students are provided with direct instruction in workforce related topics. Students learn a variety of skills including completing work related paperwork to learning techniques on how to present oneself in a professional manner. Additional skills include developing interpersonal skills, interview skills, learning components of specific jobs and mobility training. Students are required to practice these skills at on-site and community-based employment sites. Determining a student's specific job interest is done through vocational awareness and exploration, community-based assessments, community-based vocational training and job shadowing.

Collaboration with case management, OVR, and other adult services occurs as dictated by the student's strengths, interests, and needs.

The current Teacher Induction Report was approved 9/29/2008 until 9/30/2013. The supporting documents are from that report.

Rigorous Instructional Program - Attachments

- Induction Plan Letter
- Professional Dev. Plan Letter

English Language Learners

Currently Spectrum Charter School has no students enrolled who qualify for ELL services. However, in accordance with the Board's philosophy to provide quality educational programming for all students, Spectrum Charter School, Inc shall provide an appropriate planned instructional program for future students who are identified as those whose dominant language is not English.

The purpose of the program is to increase the English proficiency of eligible students so that they can attain the academic standards adopted by the Board and achieve academic success.

The school district shall provide a program for each student whose dominant language is not English for the purpose of facilitating the student's achievement of English proficiency and the academic standards. The program shall include English as a Second Language Instruction. The program shall meet the three-pronged test of program compliance: (1) sound research-based educational theory, (2) sufficient resources and staffed by appropriately trained personnel, (3) periodic program evaluation.

The Board has included provisions of the LEP professional education for the classroom teachers of LEP students and new teachers in its professional development plan.

Contracted Allegheny Intermediate Unit LEP teachers will be utilized for direct English as a Second Language (ESL) assessment and instruction.

The Board has established procedures for identification of students whose dominant language is not English. The Home Language Survey shall be completed for every student in the district and filed in the student's permanent record folder through graduation. For students whose dominant language is not English, assessment of the student's English proficiency level will be completed as contracted through the Allegheny Intermediate Unit, to determine the need for ESL instruction.

The Chief Executive Officer (CEO) or designee shall implement and supervise the ESL Program (both school and contracted services) that meets the legal requirements for ESL program compliance.

Procedures regarding the ESL program include:

1. Program goals
 - Students to meet the proficiency standards for ELL students as outlined by PDE in the areas of Listening, Speaking, Reading and Writing
2. Student enrollment procedures (e.g. Home Language Survey)
 - Students identified through the Home Language Survey as non-English Speaking will be referred to the AIU for further evaluation to determine the appropriate intervention
3. Assessment procedures for program entrance, measuring progress in gaining English proficiency and program exiting.
 - Assessments to determine eligibility for ELL programming as well as assessing progress will be done through the contracted agency Allegheny Intermediate Unit (AIU). Progress measuring will be done in accordance to the Language Proficiency Levels and Performance Definitions as set forth by the Department of Education.
4. Accommodations for English Language Learners (ELL) in the classroom.
 - Accommodations in the classroom and in the curriculum will be done under the guidance of the contracted agency AIU
5. Grading policies.
 - Separate grading policies will be developed under the direction of the contracted agency AIU when it becomes necessary.
6. List of resources including support agencies and interpreters.
 - All supports and interpreters will be contracted through the AIU

Guidelines for the ESL Program

LEP Students shall be enrolled upon presentation of a local address and proof of immunizations.

The ESL program shall be designed to provide instruction to meet each student's individual needs based on the assessment of English proficiency in reading, writing, listening and speaking. Adequate content area support shall be provided while the student is learning English to ensure achievement of academic standards.

Spectrum Charter School will contract with the Allegheny Intermediate Unit to provide ESL services through a PA certified teacher. The need for additional support staff will be determined at that time as well.

Instructional resources shall be comparable to the resources provided other core academic subjects. Due to the functional nature of Spectrum's curriculum, ESL instruction will focus accordingly.

The program shall be evaluated for effectiveness based on the attainment of English proficiency. If ELL is not learning English, the program shall be altered to ensure greater success. Further, as Spectrum's mission is to serve students with special needs and the current student population is primarily comprised of students with special needs, steps will be taken to determine if an ELL inability to learn English is due to an underlying learning difficulty.

The ELL shall be required to meet established academic standards and graduation requirements with accommodation as adopted by the Board.

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

Communication with parents shall include information about assessment, academic achievement and other related educational issues in the language understood by the parent whenever possible.

English Language Learners - Attachments

- ELL Accuracy statement 2012
- ELL Report 2012

Graduation Requirements

Spectrum Charter School currently has a 100% special education student population. Graduation requirements for students follow the guidelines of Chapter 4. Chapter 4 does not require students with disabilities to complete all of the stated requirements if the IEP has determined that the student will graduate based on the IEP. Chapter 4 continues to support that an educational program for a child with disabilities be developed on an individual basis and in accordance with IDEA, even if the IEP does not meet all the requirements of Chapter 4.

Students enrolled at Spectrum who are not identified as special needs will follow the guidelines outlined in Chapter 4.

The IEP team will continue to determine the graduation criteria on an individual basis for students with more significant disabilities.

Special Education

Spectrum Charter School is responsible for locating, identifying and educating children who are in need of special education services, in accordance with 300.125.

Typically students enrolled in Spectrum Charter School have been previously identified and receive special education services. In the event that a student is enrolled at Spectrum Charter School and has not been previously identified, screening upon admission will be conducted to see if further testing is warranted. Further, parents may request, in writing, to begin the evaluation process for their child to determine eligibility for services.

The Director of Teaching monitors the progress of all students enrolled in Spectrum Charter School. Teachers and/or parents who feel that a student is in need of additional testing for any reason must contact the Director to begin the evaluation process. The Director provides assistance to parents, case managers and other agencies in obtaining the necessary information regarding a student who has transferred to another school district.

Spectrum Charter School has placed in the past the Annual Notice in the area newspaper outlining the services available and how to access them. Spectrum currently places this information on the school web site. In addition, the student handbook describes the process by which a parent can request additional evaluation services for their child.

The Director of Teaching is responsible for reporting all necessary information to the local Intermediate Unit, the State and the Federal Government.

Spectrum Charter School is committed to providing quality education services to all students. The mission of Spectrum Charter School, Inc, is in line with the mandates of the federal and state legislation, Individuals with Disabilities Education Act of 1999, Section 504 of the Rehabilitation Act and Chapter 711 Charter School Services and Programs for Students with Disabilities.

It is the policy of Spectrum C.S. to provide specially designed instruction to all eligible students at no cost to their families in accordance with 300.26. Incidental fees that are normally charged to non-disabled students or their families as part of regular education programs may occur. Families may incur some nominal fees related to leisure/recreation activities and/or food purchasing events.

It is the policy of Spectrum Charter School, Inc. to honor the services listed on the IEP of every student who enrolls with one. During the first month of admission the student's strengths and needs are assessed, the IEP team is reconvened and changes are made accordingly.

Special Education - Attachment

- Notice of Adoption-5.2011

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Lisa Adams	1.0	Full Time Support/Multiple Disabilities Classroom	Full Time Support/Multiple Disabilities Classroom	8	N/A
Dawn Cramer	1.0	Full Time Support/Multiple Disabilities Classroom	Full Time Support/Multiple Disabilities Classroom	8	N/A
Jill Ruzbacki	1.0	Full Time Support/Multiple Disabilities Classroom	Full Time Support/Multiple Disabilities Classroom	8	N/A
Lori Yurkovich	1.0	Full Time Support/Multiple Disabilities Classroom	Full Time Support/Multiple Disabilities Classroom	8	N/A

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
N/A	N/A	N/A	N/A	0	N/A

Special Education Program Profile - Chart III

Title	Location	FTE
Chief Executive Officer	Spectrum CS/Community	0.25
Director of Teaching	Spectrum CS/Community	0.50
Community Link Coordinator	Spectrum CS/Community	0.75
Paraprofessional	Spectrum CS/Community	1.0

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Karen Baldwin	Occupational Therapist	2.75 hours
Julie Stroup	Speech Pathologist	8.5 hours
Chris Sadoski	School Psychologist	consultative

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	No	Yes	Yes	No	No	Yes	No
PASA	Yes	Yes	Yes	No	No	Yes	No
Brigance/WJIII	No	Yes	Yes	Yes	Yes	Yes	Yes

Student Assessment

Due to the nature of the student population at Spectrum Charter School, the school primarily utilizes individual assessments, task analysis, antidotal data collection, progress monitoring and observations to determine student progress toward annual measurable goals. In addition to these measures, results are utilized from PSSA and PASA to determine what improvements can be made to assist students in improving test taking skills as well as overall academic performance. Statewide assessments continue to not be a true measure of change and progress for the majority of the students. Spectrum utilizes progress monitoring to determine the development of new annual goals and measurable objectives.

To address the scores indicated in the mathematics, reading, writing and science PSSA data for Spectrum Charter School, collaborative team learning will be a focus of staff development. Concurrently, additional professional development will be implemented that is researched based and includes best instructional practices and technology-based instruction. Additional math instructional time will be added into each classroom schedule and a stronger emphasis on reading and writing skills will occur due to the addition of researched-based curriculum materials and teacher resources.

Collaboration with the community is an integral part of Spectrum's vision. Community resources are included in daily lesson planning and the school has established numerous partnerships to assist in educating students in the natural environment. Spectrum also facilitates a Local School Community Organization and offers numerous opportunities for parent involvement.

Spectrum Charter School continues to try to identify a local assessment instrument that is appropriate for our population. Current assessments are utilized based on the student's leaning styles and strengths. In addition to tracking student progress through IEP goals and objectives, staff utilize work checklists, task analysis of specific job skills, observations and portfolios of student work. The Brigance Inventory of Essential Skills, as well as the Wide Range Achievement Test (WRAT) are also used to identify student's strengths, needs and to monitor progress.

Each student at Spectrum Charter School has a IEP that outlines the student's strengths and needs and specifically addresses the measurable goals and objectives that are reflected in the student's quarterly report card. In addition, progress reports are sent home on a bi-weekly basis as a systematic way to communicate with parents/guardians.

Student Assessment - Attachment

- local test scores-pdf

Teacher Evaluation

Teachers receive verbal 45 day review at the beginning of the school year and a formal end of the year evaluation. The end of the year evaluation focuses on assessing the skills necessary to be an effective teacher and a partner of the student's educational team. Key components of the evaluation include preparation, demonstration of an understanding of Spectrum Charter School's mission statement, support and professionalism. Additional components include quality and quantity of work, dependability, empowerment, analytical ability, safety and supervisory skills.

During the school year, teachers are observed at a minimum of one time per 9 week period. Teacher observations are primarily conducted by the Director of Teaching and an administrative consultant quarterly. The administrative consultant possesses administrative certificates. The Director of Teaching utilizes an assessment tool developed by Spectrum Charter School administration and a consultant master teacher. Feedback to the teacher is provided after the observation. The administrative consultant utilizes PDE-426 forms, conducts a conference with the teacher, and provides feedback to the administrative staff.

The evaluators are trained in special education, public policy, effective instructional techniques, data collection, behavior management strategies and interventions and have supervisory experience. They attend regular state and local training in the areas of new information in the field of special education and provide new information and materials to the staff that they supervise.

Teacher Evaluation - Attachment

- Teacher Evaluation Plan

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

Board of Trustees: Board members voted to change from 9 required members to 7 required members. No other changes made.

Advisory Council created. Currently has 9 members.

No leadership changes in Administration within the past year.

Board of Trustees

<u>Name of Trustee</u>	<u>Office (if any)</u>
Karen Lukacsena	President
Terry Conner	Secretary
Deborah Leggens	Member
Alesia Pascone	Member
Lucianna Randall	Vice President
Anthony Sciallo	Treasurer
Robert Conroy	Member

Professional Development (Governance)

Many of the Trustees are professionals in the field and/or parents with decades of experience in initiating, monitoring and overseeing programs providing services relevant to the needs of children and adults with autism. All board members are to participate in professional development. All have or will be provided publications concerning duties, responsibilities, and conduct of business as trustees in line with Act 22 and the Sunshine Law.

Coordination of the Governance and Management of the School

The Board of Trustees hold monthly public meetings throughout the months of August to June. No meeting is held in July. The CEO keeps the Board President apprised of any new or pressing matters as they arise in between board meetings.

The CEO provides the chartering, Gateway School District with annual program and financial reports. Spectrum Board provides the Gateway School District any matters that require Gateway School District board awareness or action.

Coordination of the Governance and Management of the School - Attachment

- 11-12 School Year Calendar & Board Meetings

Community and Parent Engagement

The relationship between board members and parents is mutually supportive. Many families are involved with their student's program and the school itself, including a parent that developed the "Local School Community Organization". The organization has been inactive this past year. Prior members included Parents, Community leaders, Board members, Director of Teaching and CEO.

Spectrum continues to engage the community in Allegheny and Westmoreland Counties with students providing approx. 11,000 hours of volunteer time over the past 12 years.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

Funding Factory

Haunted Hills Hayride

Rivertowne Van Fundraiser

Fiscal Solvency Policies

Financial statements are reviewed by the board monthly, along with budget vs. actuals.

All fiscal documents are annually audited by an independent accountant.

Accounting System

Spectrum currently uses the QuickBooks Professional 2010 software version.

Spectrum's accounting system is fully integrated with the required Chart of Accounts and PDE reports.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Copy of Revenues-Expenditures-FundBalances-6.2012

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

Auditing Firm--Hosack-Specht-Muetzel & Wood

The attached audit report is for school year 2011-2011. The 2011-2012 audit will take place during the month of July 2011. The actual final 2011-2012 report will not be available until mid to late August and will be forwarded on to the authorizer (Gateway School District) upon receipt.

Financial Statement Audit August 2011; "The financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of Spectrum Charter School, Inc., Allegheny County, Pennsylvania as of June 30, 2010, and the respective changes in financial position thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America."

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

- Spectrum CS ending 6.30.11

Citations and follow-up actions for any State Audit Report

We have been audited by the states general auditor, but have not received any report to date.

SECTION VII. FACILITY RESPONSIBILITIES

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

Purchased this past year: 1 laptop, student file locking cabinet and curriculum materials.

Future Facility Plans and Other Capital Needs

Spectrum Charter School is ready to grow. In the future, we are looking to build an addition onto our current building. There are no plans for this coming school year.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

Spectrum holds at least 9 fire drills per school year. 1 drill is held with the assistance of the local fire municipality.

Spectrum's School Nurse and the Administrative Assistant makes sure Health records and immunizations are completed and submitted as per regulations.

Evidence of submission for request for reimbursement of report of school health services cannot be given at this time for the 2011-2012 school year. The SHARRS report will not be final and submitted until September 2012.

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

- DOH-Statement of Certification -10-11
- Spectrum CS Health & Wellness Policy

Current School Insurance Coverage Policies and Programs

Medical Health, Life, Directors & Officers, Property, Equipment Breakdown, general liability, hired/non-owned auto, professional liability, abuse/molestation, crime, employee dishonesty, Umbrella Policy, and special risk accident medical.

Current School Insurance Coverage Policies and Programs - Attachment

- Cert. of Insurance 11-12

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

Spectrum currently employs 7 professional staff: 4 full time special education certified Teachers, 1 Director of Teaching, 1 School Nurse, and 1 School Psychologist.

Four of the four Teachers returned from the 10-11 school year and were employed for the entire 11-12 school year.

Staff turnover: low pay, personal reasons

Staff retention: small informal atmosphere, benefits, flexibility in schedules, strong administrative support, no other jobs available.

Quality of Teaching and Other Staff - Attachment

- PDE-414-11-12

Student Enrollment

SPECTRUM CHARTER SCHOOL, INC.

ADMISSIONS POLICY

Spectrum Charter School is a public school. Admission is dependent upon Pennsylvania residency and age eligibility (student is between 13 and 21 years old). Students who are 12 but turn 13 years old during the school year are eligible for enrollment beginning the first day of the same school year. A collaborative team (i.e. parent/guardian, student, and Spectrum Charter School administration) determines if Spectrum Charter School is an appropriate educational placement for the student. Spectrum Charter School does not discriminate based on race, creed, color, gender, national origin, religion, or disability.

Families who are interested in having their son or daughter enroll at Spectrum Charter School must first make arrangements to visit the school with their son or daughter. The Chief Executive Officer and the Director of Teaching will meet with potential students and their families. Spectrum Charter School's mission, nature of the curriculum, school and family expectations, as well as the student's educational needs will be discussed.

Application

If the decision to enroll has been determined, families will then be asked to complete an Application Form and a Parent Registration Statement. If there is no space available, the student will be placed on the most appropriate, team determined classroom waiting list. Example: The student is 3rd on the waiting list for classroom 2. The student will then be enrolled according to the date and time Spectrum Charter School receives their application.

Enrollment

When the appropriate space becomes available, the family will be asked to complete and return the Enrollment Packet immediately in order to proceed with enrollment notification to the home district. At this time a determination will be made as to whether transportation will be provided by either the home school district or by the family.

If enrollment is at capacity, the student will be added to the waiting list. Students on the waiting list will be enrolled based on the following order of preference for admission:

- 1) Currently enrolled students will be reviewed for appropriate classroom placement according to their current abilities. Changes will be made accordingly.
- 2) Students who reside in the sponsoring Gateway School District. If there are more student's from the sponsoring school district who want to enroll than the number of available spaces at Spectrum Charter School, the students will be selected on a random basis.

- 3) Students who are children of a parent who actively participated in the development of Spectrum Charter School.
- 4) Students who are brothers and/or sisters of a current student.
- 5) All other admissions will be done chronologically according to the date and time Spectrum Charter School receives their application and according to availability of student to appropriate corresponding classroom space.
- 6) If a student is next for placement and the parent decides to delay enrollment, the student will be passed over and the student will be placed back on the waiting list. The parent will be given the option for their child to stay on the waiting list for the remainder of the one (1) year maximum time frame.
- 7) A student can be placed on the waiting list for a maximum of 1 year from the application date. If a student is not placed within this year, the parent will be notified. If the parent is still interested in possible enrollment for his/her child, then the student will remain on the waiting list. Another visit by the parent and student will be required before enrollment takes place.
- 8) Spectrum Charter School will contact the family when admission space is available or when the 1 year period is about to expire. Contact will be made via phone. If there is no response from the family, a certified letter will be mailed with a stated response deadline date. If Spectrum does not hear from the parent by the deadline, Spectrum will assume that the family has moved and/or are no longer interested and will be removed from the waiting list. The next family on the waiting list will be contacted.

There are currently no supporting documents selected for this section.

Transportation

As per the School Code of 1949, within 10 miles, the home school districts provide transportation to and from school. Those that will not transport outside the 10-mile radius, the parents provide transportation for their son or daughter. Spectrum does not provide transportation to and from school.

Food Service Program

Spectrum's enrollment is a maximum of 32 students and does not participate in the FRL Program as per our approved Charter. All student's bring a bagged lunch.

Student Conduct

To accomplish the school's mission, all students are expected to conduct themselves in a manner appropriate for the work environment. This applies to interpersonal relationships, manner of dress, hygiene, language, voice volume, promptness, manners, and quality of work. Students who have difficulty following these guidelines, depending on the severity of the conduct, are subject to possible disciplinary action.

Spectrum Charter School, Inc. retains the right to implement disciplinary action, in the form of exclusion from general population, detention, suspension, and expulsion which will be done in accordance to IDEA 1997 and IDEA 2004 regulations in the event it is deemed necessary by the Chief Executive Officer. Infractions that may lead to these actions include possession or use of:

illegal drugs, alcohol, tobacco, weapons violation, destruction of school property, elopement, chronic disruption of the academic program, credible terroristic threats, or dress code violations. Monetary restitution may be imposed.

2 students were involved in 2 suspension incidents.

Student Conduct - Attachment

- Student Discipline Policy

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2012

The Spectrum CS 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 Spectrum 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: Michelle Johnson **Title:** CEO
Phone: 412.374.8130 **Fax:** 412.374.9629
E-mail: micheljohnson@comcast.net

Signature of the Chief Executive Officer and Date

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

Name: Karen Lukacsena **Title:** President of the Board of Trustees
Phone: 412.374.8130 **Fax:** 412.374.9629
E-mail: pond@windstream.net

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Norma Farruggia **Title:** Director of Teaching
Phone: 412.374.8130 **Fax:** 412.374.9629
E-mail: NormaFarruggia@comcast.net

Signature of the Special Education Contact Person and Date

Signature Page - Attachments

- 11-12 Ethics Signature pg.
- 11-12 Operation of CS Signature pg.