
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: Vitalistic Therapeutic CS of the Lehigh Valley
Address: 902 Fourth Ave
Bethlehem, PA 18018

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2011 - 2012

Name of School: Vitalistic Therapeutic CS of the Lehigh Valley

Date of Local Chartering School Board/PDE Approval: 2/27/01; rechartered 4/28/10

Length of Charter: 5 years **Opening Date:** 3/1/01

Grade Level: K-3 **Hours of Operation:** 8:30 a.m.-3:00 p.m.M-Th/8:30a.m.-1:00 p.m.Fr.

Percentage of Certified Staff: 100% **Total Instructional Staff:** 11

Student/Teacher Ratio: 4:1 **Student Waiting List:** 5

Attendance Rate/Percentage: elem. 90%

Summary Data Part II

Enrollment: 134 Per Pupil Subsidy: 6,755.35

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	2
Black (Non-Hispanic):	25
Hispanic:	75
White (Non-Hispanic):	19
Multicultural:	13

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 94.03%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 50

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	208	208	0	0	416
Instructional Hours	0	0	936	936	0	0	1,872

SECTION I. EXECUTIVE SUMMARY

Educational Community

Vitalistic Therapeutic Charter School of the Lehigh Valley (VTCSLV) serves children in kindergarten through third grade in a year-round program, serving 120 students and their families each year. Over 90% of the student population lives on or below the poverty line. Approximately 95% of the students qualify for free lunch through the National School Lunch Program; however, all students receive are provided lunch by VTCS. The majority of students live in a center-city environment. For the academic year, 2011-2012, ethnicity percentages were, as follows: Hispanic - 75%; African American - 10%; Caucasian - 10%; Other - 5%. Approximately 87% of the students live in one-parent families. The majority of students are diagnosed with developmental delays and/or mental health issues. Because of abuse issues, witnessing domestic violence and/or neighborhood crime, and other factors, a high percentage of the students present at time of enrollment with symptoms of Post-Traumatic Stress Disorder, which may include aggressive behaviors, low frustration levels, depression, hyperactivity, and, lacking appropriate social skills. Students enrolled at VTCSLV usually do not function well in a "traditional" school setting.

VTCSLV is a model, proactive educational and therapeutic program dedicated to helping identified at-risk children develop to their fullest potential. VTCS uses a unique educational model, which blends academics and behavioral health/mental health support throughout the entire school day. Classroom size is limited to 10-14

students per classroom, with a minimum of 2 adults in each class. A team of mental health professionals works in collaboration with the academic team, to provide a therapeutic milieu within the classroom setting, as well as in the cafeteria, playground, and other activity centers throughout the day.

VTCSLV has formed a relationship with Providence Health Care, to provide Therapeutic Staff Support and Behavioral Specialist Consultants for those students who qualify, after evaluation by a licensed psychologist. VTCSLV has been in partnership with Muhlenberg College for over 10 years and provides internships for students in their senior year of study, enrolled in the education/special education and/or psychology programs. Some special education services are provided by CLIU #20 and CLIU #21. Ancillary therapy services are provided by Pinebrook Services, KidsPeace, and other local social service agencies, as needed.

VTCSLV assists students in fostering a positive self-concept, which in turn guides the children in their independent choices throughout life. As a result of an educational experience at VTCSLV, students will be able to function in, and achieve at, age-appropriate levels in other school settings.

Our community offers a great variety of cultural experiences for our students. VTCSLV uses expressive arts, as a "therapeutic tool," to help students work through personal issues that may be hindering them from learning at optimum levels. The arts program at VTCS includes instruction in music, dance/movement, drum circle, art, drama, and character development. Field trips to theatrical and musical presentations, science and art museums and learning centers, along with special guest presentations, afford the students an opportunity to experience a variety of interests for lifelong learning.

Community and parent feedback is very positive. VTCSLV is recognized as a much needed charter school for the Lehigh Valley, because it focuses on serving impoverished children and their families, providing a quality education program, along with a behavioral support program and expressive arts program for grades Kindergarten to 3rd Grade, within a small classroom setting.

Mission

Our mission is to provide positive learning experiences for children needing a highly individualized, unique educational program incorporating a therapeutic focus. VTCSLV aims to support resiliency in children.

Vision

VTCSLV provides a holistic approach to education, serving identified at-risk students from diverse demographic backgrounds that have experienced emotional and social trauma. The intensive program blends academics and behavioral/mental health support throughout the day. VTCSLV makes a difference in the lives of its students by providing a place where children come to understand that they can accomplish their dreams and become whom they want to be, no matter what their circumstances may be. In short, VTCSLV is a school where children can experience the "joy of learning", within a safe, nurturing environment.

Shared Values

VTCSLV is a holistic program offering an academic curriculum, along with a behavioral/mental health support program, using "expressive arts," as a therapeutic tool. Teachers use developmentally appropriate practice, infused with therapeutic components, throughout the day. A teacher and an education assistant work together in each classroom to ensure the dual focus of education and behavioral support. Mental health professionals are available throughout the day to assist the classroom staff with behavioral issues that may arise. Expressive arts are used as a "therapeutic tool," to help students work through their personal issues, which are hindering them from learning at optimum levels. There are several shared values guiding the staff, including nurturance, enrichment, and achievement.

Academic Standards

Academic standards describe the knowledge and skills that students will be expected to demonstrate. It is recognized that achievement of high academic standards in public education is dependent upon the quality of instruction in schools and student effort supported by the involvement of family and community.

As per Chapter 4, Section 21 (a-b) 22 PA Code, VTCSLV recognizes that it shall provide opportunities for individualized rates of learning and social and emotional development that reflect differing rates of development and learning styles of young children. Further, VTCSLV recognizes that curriculum and instruction in the primary program shall focus on introducing young children to formal education, developing an awareness of the self in relation to others and the environment, and developing skills of communication, thinking and learning.

Pennsylvania State reading standards and Common Core are the foundation of the reading curriculum utilized at VTCSLV. VTCSLV uses Journeys Reading from Houghton Mifflin Harcourt. This program uses reading standards to monitor progress, make instructional decisions for differentiated instruction, and evaluate student achievement.

Pennsylvania State math standards and Common Core are the foundation of the math curricula utilized at VTCSLV. VTCSLV uses GO Math! from Houghton Mifflin Harcourt. The program uses math standards to monitor student progress, make instructional decisions, evaluate student achievement, provide differentiated instruction, and evaluate programs. Pennsylvania State standards, such as number sense and problem solving, are incorporated into every unit of the text. The math curricula focuses on three key areas: what is taught, how it is taught and what is tested. The math curricula are organized to keep these three components of instruction consistent. In addition, the program is set up to meet the needs of diverse learners, including basic, average and enrichment. Teachers are also provided with *Alternative Ways to Learn*, *Reaching All Learners* and *Learning Styles*. These components are essential to differentiated instruction to meet the academic needs of all students.

VTCSLV strives to provide in-depth and inquiry-based teaching and learning through a wide variety of ways. First, the science curriculum is rich in science inquiry standards, such as the ability to measure, observe, communicate, infer and

experiment. Students are encouraged to ask questions out of curiosity. The science curriculum aligns with the structure of the content standards of the National Science Education Standards. All grade levels are divided into four units: Life Science, Physical Science, Earth Science and the Human Body.

In-depth and inquiry-based teaching and learning are also highly promoted through the following:

- the use of manipulatives and visual models
- an emphasis on connecting the concrete and abstract
- hands-on learning and kinesthetic modes
- guided problem solving.

Several teaching methods enhance the learning process with an emphasis on flexible groupings, modeling and positive reinforcement. They include the following:

•**Developmentally appropriate practice:** Certified teachers use developmentally appropriate practice to help students progress as rapidly as possible. This philosophical framework has two dimensions. It is age appropriate, addressing the normal sequence of growth for children at their particular stage of development. It is also individually appropriate, recognizing individual patterns of growth, unique interests, experiences and strengths of children from all cultures and backgrounds.

•**Experiential learning model:** The charter school uses a “learn-by-doing” process. Young children are doers; they explore the world around them to learn how things work, frequently asking the question, “What happens if ...?” Teachers encourage students to participate in learning by doing and higher order thinking. The activity comes first, and the learning comes from the thoughts and ideas created from the experiences. VTCSLV believes that it is important to recognize a child for what he knows instead of what he doesn't know, to encourage a child to see what he has done, to ask questions, to take the initiative, to make decisions and to be responsible for the results.

•**Training:** Students are trained in appropriate attitudes and behaviors. A reward system instills responsibility in relation to the needs of others, ensuring a successful experience for all.

•**Integrated Therapeutic Education Classrooms:** VTCSLV recognizes that children must have a feeling of well-being to fully enter into the learning process. Thus, the teaching and behavioral support staff within each classroom use an integrative approach to merge educational strategies and behavioral health interventions.

•**Behavioral/Mental Health Support Program:** The behavioral support program (BSP) is a critical component of VTCSLV. Art and music as well as group and individual counseling, are part of every student's ongoing schedule. Expressive arts, i.e., music, dance/movement, art, drama, drum circle, and, character building, are used as “therapeutic tools,” to help the students deal with personal/traumatic issues in their lives, through their individual creativity.

•**Enrollment:** VTCSLV is committed to acquiring an in-depth understanding of how risk factors affect the capacity of each child to learn and to grow to his or her potential. Prior to the enrollment of each child, the family participates in an in-depth

interview with an admission's counselor to assist the staff in learning about the internal constructs and dynamics of the family.

Strengths and Challenges

The strength of VTCSLV is based on a unique philosophy that if children feel more positive about themselves in their every day life, they will want to succeed in learning. There is evidence that this is taking place, based on the school's social and emotional testing program. While at school, many children seem to have happy days or hours and express how they love to come to school. The expressive arts programs are very positive for them. Learning takes place in small groups and individually. This makes an enjoyable learning experience and students know they will consistently receive this very special attention each day. The challenge is to develop a sophisticated home-school program so that students will also like to go home. This is a challenge! We strive to increase parent involvement in the therapeutic and educational process.

VTSLV also addressed a number of student crisis situations. VTCSLV has empirical evidence that children do not make educational progress during these times and their school absenteeism increases. In school, children who are out of control are removed from class so other students are not affected by the negative behaviors and do not lose any time with their teacher. Mental health professionals on staff are always available to handle such situations outside of the classroom. Students are returned to the classroom as soon as they are ready to return and participate in class.

Relative to the academic program, students earned the high scores in mathematics. Based on this, VTSLV continued a similar mathematics schedule this past year and anticipates positive scores again.

Based on test scores, VTCSLV recognizes that it must stress writing and reading fluency and comprehension skills and find ways to enhance this part of the curriculum. Teachers increased the use of graphic organizers and other comprehension strategies such as SQ3R. Also, daily writing activities were added to boost student performance.

With the diverse and at-risk population served by VTCSLV, the staff recognizes that reading achievement presents the major challenge. The overall goal was to increase students' reading proficiency to meet state standards without having to utilize "Safe Harbor" as was done in 2005-06 to meet state standards. Our special education population in 2011-12 has decreased slightly during the previous year. Verified by the extensive testing system in place at the school, good progress was made with both the regular and special education students.

Because of a partnership formed in 2010 with First Book from Washington, D.C., every student was given 3 age-appropriate books to take home and share with their families. A "Reading Party," hosted by VTCS and presented by First Book and their local corporate sponsor, C & S Wholesale Grocers, was held on May 4, 2011. Twenty volunteers from C & S, as well as state and local public officials, and, representatives from local educational and social services agencies, attended the party. The volunteers spent over 1-hour reading to the students in small groups, in every

classroom, to facilitate a love for books and for reading. News regarding the event was televised on local TV stations, in area newspapers, and, on the First Book blog.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

VTCSLV recognizes PA Chapter 4 regulations that require charter schools to engage in strategic planning. As a regional charter school, VTCSLV has engaged in significant institutional planning throughout its history including the development of its original charter, charter renewal, and the completion of yearly annual reports. Members of the Board of Trustees, the chief executive officer, principal, teachers and staff, parents, community representatives, psychologists, and business people continue to assist in the development of VTCSLV and our Strategic Plan, as we move forward into the future.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Alderfer, Linda (R.C.M.A.)	Business Manager	Administrator	CEO
Amato, Mary Ann (M.Ed.)	VTCSLV Staff: Reading Specialist	Elementary School Teacher	CEO
Delaco, Ron (A.B.T., Special Ed Cert.)	Principal/Acting CEO	Administrator	Joyce Thompson, BOT President
Little, Ann (R.N., Cert. School Nurse)	VTCSLV Staff	Ed Specialist - School Nurse	CEO
Santa Maria, Marie (M.B.A., Elem. Ed Cert.)	Education Supervisor	Administrator	CEO
Wechter, Caryn (Psy.D.)	Board Member	Board Member	CEO

Goals, Strategies and Activities

Goal: New Goal Will Be Selected

Description: Goals noted prior to school year 2010-11 will be deleted. Goals regarding ed tech will be added.

Strategy: N/A

Description: N/A

Activity: Increase Nonsense Word Fluency

Description: To increase nonsense word fluency children will be able to have a hands on activity

organization

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Information re: up-dates in ed tech and how VTCSLV must move forward to make critical up-dates in classrooms.	Ed Tech literature will be reviewed for relevant information to be presented.	<p data-bbox="876 336 1383 409"><i>For classroom teachers, school counselors and education specialists:</i></p> <ul data-bbox="925 441 1383 850" style="list-style-type: none"> <li data-bbox="925 441 1383 598">• Increases the educator’s <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <li data-bbox="925 598 1383 745">• Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <li data-bbox="925 745 1383 850">• Empowers educators to work effectively with <u>parents and community partners</u>. <p data-bbox="876 882 1383 945"><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul data-bbox="925 976 1383 1533" style="list-style-type: none"> <li data-bbox="925 976 1383 1281">• Provides the knowledge and skills to <u>think and plan strategically</u>, 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. <li data-bbox="925 1281 1383 1375">• Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. <li data-bbox="925 1375 1383 1470">• Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. <li data-bbox="925 1470 1383 1533">• Instructs the leader in <u>managing resources</u> for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul data-bbox="276 1659 584 1852" style="list-style-type: none"> <li data-bbox="276 1659 584 1690">• Classroom teachers <li data-bbox="276 1690 584 1753">• Principals / asst. principals <li data-bbox="276 1753 584 1785">• School counselors <li data-bbox="276 1785 584 1852">• Other educational specialists 	<ul data-bbox="649 1659 860 1852" style="list-style-type: none"> <li data-bbox="649 1659 860 1852">• Early childhood (preK-grade 3) 	<ul data-bbox="925 1659 1383 1852" style="list-style-type: none"> <li data-bbox="925 1659 1383 1722">• Reading, Writing, Speaking & Listening <li data-bbox="925 1722 1383 1753">• Science and Technology <li data-bbox="925 1753 1383 1816">• Kindergarten Early Learning Standards <li data-bbox="925 1816 1383 1852">• Mathematics

Follow-up Activities**Evaluation Methods**

- | | |
|---|--|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles | <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: In Progress — Overdue

<u>Date</u>	<u>Comment</u>
6/17/2009	Started on time

Goal: New Goal Will Be Selected

Description: Goals noted prior to school year 2010-11 will be deleted. Goals regarding ed tech will be added.

Strategy: N/A

Description: N/A

Activity:

Description:

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Goal: New Goal Will Be Selected

Description: Goals noted prior to school year 2010-11 will be deleted. Goals regarding ed tech will be added.

Strategy: N/A

Description: N/A

Activity: Absentee Calls and Letters

Description: Phone Calls are made by the teacher or staff member on the day a child is absent from school if no message has been received as to why the child is absent. Phone calls are filed on the Phone Correspondence Report Form - stating the person spoken to and outcome of phone conversation. Report is filed.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/7/2011	-
	Finish: Ongoing	

Status: No Longer Occurring

<u>Date</u>	<u>Comment</u>
6/10/2009	Started 1/1/2009
7/14/2011	N/Z for this section

Statement of Quality Assurance

Charter school has not met AYP.

Charter school has not created a School Improvement Plan.

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

There are currently no supporting documents selected for this section.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

VTCSLV utilizes rigorous and standards-based curricula as the foundation for academic instruction that meets Chapter 4 content standards. In 2002-03, VTCSLV adopted the PA standards-based Scott Foresman reading series at all grade levels. In 2003-04, VTCSLV

implemented the Scott Foresman-Addison Wesley mathematics program, also standards-based, across all grades. VTCSLV also initiated the Foresman science and social studies series that same year. Thus, PA standards serve as the cornerstone of all curricula.

Pennsylvania mathematics standards are the foundation of the math curricula utilized at VTCSLV. The Scott Foresman-Addison Wesley program uses mathematics standards to monitor student progress, make instruction decisions, evaluate student achievement and evaluate programs. Pennsylvania standards, such as number sense and problem solving, are incorporated into every unit of the text. The Scott Foresman-Addison Wesley mathematics curriculum focuses on three key areas: what is taught, how it is taught and what is tested. The Scott Foresman-Addison Wesley mathematics curriculum is organized to keep these three components of instruction consistent. In addition, the program is set up to meet the needs of diverse learners, including activities at basic, average and enrichment levels. Teachers are also provided with *Alternative Ways to Learn, Reaching All Learners* and *Learning Styles* as part of the The Scott Foresman-Addison Wesley mathematics curriculum. In 2005-2006, Touch Math was piloted and found to be beneficial for students especially those performing below grade level in mathematics. In 2006-2007, this program was made available to all teachers. Using the mathematics curricula teachers provide differentiated instruction to meet the needs of all students.

The Scott-Foresman reading curriculum used by VTCSLV allows for differentiated instruction according to the ability, learning styles and interests of each child. The Scott-Foresman reading curriculum program provides leveled readers at the easy, on-going and challenging level to be used during Guided Reading instruction. During Guided Reading, the teacher can focus on such areas as phonemic awareness, fluency, high-frequency word recognition and guided comprehension to ensure secure skills in the reading area.

VTCSLV strives to provide in-depth and inquiry-based teaching and learning through a wide variety of ways. The Foresman science curriculum is rich in science inquiry standards, such as the ability to measure, observe, communicate, infer and experiment. Students are encouraged to ask questions out of curiosity. The science curriculum aligns with the structure of the content standards of the National Science Education Standards. All grade levels are divided into four units: Life Science, Physical Science, Earth Science and the Human Body.

In-depth and inquiry-based teaching and learning are also highly promoted through the following:

- Use of manipulatives and visual models
- Emphasis on connecting the concrete and abstract
- Hands-on learning and kinesthetic modes
- Guided problem solving.

VTCSLV is an educational, therapeutic program designed for children who have been identified as at-risk for academic failure because of emotional and social trauma. The program is highly individualized, providing students with the opportunity to learn at their own pace while developing socially and emotionally. The academic and social/emotional needs of each student are carefully considered when determining the composition of each classroom.

Children are placed in age-appropriate classes based on their emotional development and academic needs. The average classroom has 12 students with a teacher, mental health worker and an assistant teacher or aide. A teacher and an educational assistant lead each classroom. The teacher is responsible for the educational component while the educational assistant provides behavioral support inside and outside of the classroom. Each classroom is divided into

two or three “tiers” depending upon the achievement level of the children. Tiers vary according to subject and are flexible. One-on-one learning situations are provided as necessary to accommodate each child’s learning style and academic needs.

During the 2011-2012 school year, VTCSLV had three full-day kindergartens; two first grades; two second grades; and two third grades.

Several teaching methods enhance the learning process with an emphasis on flexible groupings, modeling and positive reinforcement. They include the following:

-Developmentally appropriate practice: Certified teachers use developmentally appropriate practice to help students progress as rapidly as possible. This philosophical framework has two dimensions. It is age appropriate, addressing the normal sequence of growth for children at their particular stage of development. It is also individually appropriate, recognizing individual patterns of growth, unique interests, experiences and strengths of children from all cultures and backgrounds.

-Experiential learning model: The charter school uses a “learn-by-doing” process. Young children are doers; they explore the world around them to learn how things work, frequently asking the question, “What happens if ...?” Teachers encourage students to participate in learning by doing and thinking. The hands-on experience comes first, and the learning comes from the thoughts and ideas created through the experiences. VTCSLV believes that it is important to recognize a child for what he knows instead of what he doesn’t know, to encourage a child to see what he has done, to ask questions, to take initiative in learning, to make decisions and to be responsible for the results.

-Training: Students are trained in appropriate attitudes and behaviors. A reward system instills responsibility in relation to the needs of others, ensuring a successful experience for all.

-Integrated Therapeutic Education Classrooms: VTCSLV recognizes that children must have a feeling of well-being to fully enter into the learning process. Thus, the teaching and counseling staff within each classroom use an integrative approach to merge educational strategies and mental health interventions.

-Mental Health Program: The mental health program is a critical component of VTCSLV. Art, music and play therapies, as well as group and individual counseling, are part of a child’s ongoing schedule. Young children who are disturbed by the many emotional situations with which they are confronted cannot be eager learners or participate maximally in the learning experience until mental health issues are addressed.

-Enrollment: VTCSLV is committed to acquiring an in-depth understanding of how risk factors affect the capacity of each child to learn and to grow to his or her potential. Prior to the enrollment of any child, the family participates in an in-depth interview with a counselor to assist the staff in learning about the internal constructs and dynamics of the family.

-Expressive Ancillary Therapies: Expressive ancillary therapies are highly effective treatments for “at-risk” children with profound difficulties and negative life experiences. These occur with either an individual or very small group (3-5 students per clinician). Expressive ancillary therapies include:

-Individual Play and Group Therapy: Play therapy involves the child’s identification of issues and feelings through the natural medium of play, including, but not limited to, toys, art, puppets and games. Children are encouraged to indulge themselves in creative play, role-playing and self-directed actions within a “safe environment.” Although verbal therapy is often a part of

play therapy, it is secondary to the child's freedom to act out and work through thoughts and emotions with the help of an understanding and reflective therapist.

-*Art*: A child is often better able to understand himself and thus be understood by others through a variety of expressive media such as paints, markers and play dough. Young children enjoy creating and use their art naturally to share their concerns when words might be more difficult to use. VTCSLV provides individual and group art therapy.

-Music and Drumming:

Because of the small class size at VTCSLV, staff is able to work one-on-one with students and thus is able to readily determine when a child is performing significantly below standards in literacy and mathematical skills, and develop a plan to address the issues.

Rigorous Instructional Program - Attachments

- Brigance 1st gr regular ed
- Brigance 1st gr spec ed
- Brigance 2nd gr reg ed
- Brigance 2nd gr spec ed
- Brigance 3rd gr reg ed
- Brigance 3rd gr spec ed
- Curriculum 2010-11
- Dibels 2010-11
- Dibels Summary 2009-10
- First Grade Special Education Brigance Scores 2009-10

English Language Learners

During the 2004-05 school year, VTCSLV adopted the ELL curriculum, *ELL Avenues* (Hampton-Brown, 2004), an ELL reading literature program for grades 1 through 3, and continues to use it. VTCSLV has four certified ELL teachers on staff. During the 2010-2011 school year, all ELL identified students were provided individual instruction weekly, as well as supportive instruction within the classroom daily.

VTCSLV follows these procedures:

-VTCSLV administers the W-APT, WIDA-ACCESS Placement Test. This assessment tool, known as the "screener", is used by educators to measure the English language proficiency of new students who have not been previously assessed in another district. It can help to determine whether or not a child is in need of English language instructional services, and if so, at what level. Teachers who have had training in ELL provide this screening service.

-VTCSLV administers the WIDA ACCESS FOR ELLs English Language Proficiency Test each year to determine basic, intermediate or proficient levels.

-Annual progress is measured by the results of the WIDA.

-Students exit the program based on the criteria that the Pennsylvania Department of Education has determined.

English Language Learners - Attachment

- ELL Testing Student Roster Grades K-3 2009-10

Graduation Requirements

VTCSLV serves children in kindergarten through third grade. Therefore, this section is not applicable to our school program. Upon completion of third grade, students either return to their home district, or choose another charter school, or private school.

Special Education

Charter school students are referred by the classroom teacher to be screened to be eligible for Special Education Services according to Special Education regulations. This procedure which is included in the Policy and Procedure manual is as follows. When appropriate, the Special Education students remain in an integrated classroom setting which is the least restrictive learning environment. Four classroom teachers, plus two other staff, are duly certified in special education and elementary education, to assure that Special Education strategies are utilized with each student. Some students have the opportunity to have individual instruction with a special education teacher, who is also our Reading Specialist. Special services are provided as each student's Individual Education Plan dictates. The administration of the school reviews and submits all necessary documents to Penn-Data and to the state according to requirements.

Special Education - Attachment

- Special Education Policies and Procedures

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Bambi Weaver	1.0	Learning support/ Emotional Support	Vitalistic Therapeutic CS	13	Full Day Kindergarten
Josh Benedick	1.0	Learning support/Emotional Support	Vitalistic Therapeutic CS	12	Full-Day Kindergarten
Diane Jensen	1.0	Learning Support/Emotional Support	Vitalistic Therapeutic CS	15	First Grade- A
Mary Kordek	1.0	Learning Support/Emotional Support	Vitalistic Therapeutic CS	15	First Grade - B
Doreen Donlick	1.0	Learning Support/Emo Support/Special Ed	Vitalistic Therapeutic CS	13	Second Grade - A
Marie Braxmeier	1.0	Learning Support/Emotional Support	Vitalistic Therapeutic CS	13	Second Grade - B
Lisa Jones	1.0	Learning Support/Emotional Support	Vitalistic Therapeutic CS	12	Third Grade - A
Karen Wilson	1.0	Learning Support/Emotional Support	Vitalistic Therapeutic CS	13	Third Grade -B
MaryAnn Amato	0.5	Title I	Vitalistic Therapeutic CS	46	Title 1 Coordinator
Mary Ann	0.5	Special Education	Vitalistic	46	Resource Room

Amato			Therapeutic CS		
Susan Rostkowski	1.0	Emotional Support/ Learning Support-ELL	Vitalistic Therapeutic CS	28	ELL Resource Room
Susan Brockel	1.0	Emotional Support/Learning support	Vitalistic Therapeutic CS	5	Kindergarten-C

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
I.U. 20	0.1	Occupational Therapist	Vitalistic Therapeutic Charter School	15	Visits VTCSLV weekly
INVO	0.3	Speech Therapist	Vitalistic Therapeutic CS	35	Visits 3 times per week, or as needed
I.U. 20	0.2	Physical Therapist	Vitalistic Therapeutic CS	2	Visits 1 time per week, or as needed
I.U. 20	0.1	Hearing Support	Vitalistic Therapeutic CS	1	Visits 1 time per week, or as needed
I.U.20	0.1	Vision Support	Vitalistic Therapeutic CS	1	Visits 1 time per week, or s needed

Special Education Program Profile - Chart III

Title	Location	FTE
Chief Executive Office	Vitalistic Therapeutic CS	1.0
Principal	Vitalistic Therapeutic CS	1.0
Education Supervisor	Vitalistic Therapeutic CS	1.0
Para-professional	Vitalistic Therapeutic CS	1.0
Para-professional	Vitalistic Therapeutic CS	1.0
Para-professional	Vitalistic Therapeutic CS	1.0
Para-professional	Vitalistic Therapeutic CS	1.0
Para-professional	Vitalistic Therapeutic CS	1.0
Para-professional	Vitalistic Therapeutic CS	1.0
Mental Health Professional	Vitalistic Therapeutic CS	1.0
Educational Assistant	Vitalistic Therapeutic CS	1.0
Educational Assistant	Vitalistic Therapeutic CS	1.0
Expressive Arts Instructor	Vitalistic Therapeutic CS	.5
Expressive Arts Instructor	Vitalistic Therapeutic CS	.5
Para-professional	Vitalistic Therapeutic CS	1.0
Para-professional	Vitalistic Therapeutic CS	1.0
Enrollment Coordinator	Vitalistic Therapeutic CS	1.0
Federal Food Program Coordinator	Vitalistic Therapeutic CS	1.0
Business Manager	Vitalistic Therapeutic CS	1.0
Facility Coordinator	Vitalistic Therapeutic CS	1.0

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Jeanette Baringer (INVO)	Speech Therapist	18 hrs
Louise Roth (IU 20)	Occupational Therapist	10.5 hrs
Janine Wargo, MS (IU 20)	School psychologist	contracted for evaluating students

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA	No	No	No	Yes	No	No
Brigance Diagnostic Comprehensive Inventory of Basic Skills	No	Yes	Yes	Yes	No	No
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	No	Yes	Yes	Yes	No	No

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
Not applicable to VTCSLV	No						

Student Assessment

In school year 2011-2012, two locally-chosen tests were used to measure student performance and provide on-going student progress measures. These include Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Brigance Diagnostic Comprehensive Inventory of Basic Skills. In the 2009-2010 school year, two additional assessments were added. They were discontinued October 31, 2011. The first new addition was Diagnostic Online Reading Assessment (DORA). DORA is a K-12 measure that provides objective, individualized assessment data across eight reading measures that together profile each student's reading abilities and prescribe individual learning paths. The second addition is Diagnostic Online Math Assessment (DOMA) Basic Math Skills. DOMA is based on NCTM standards, examines a student's numeric computation, fraction, and measurement skills and delivers detailed individualized reports (K-5). These tests were selected to provide consistent, on-going assessments to measure if students are meeting standards and making academic progress. These tests were given to a sample of students on a trial basis.

The results of these tests drive the development of annual measurable goals for student progress. The results of the DIBELS testing directly impact the annual reading goals. The results of the Brigance testing are utilized to set targets for reading, math and writing. All local assessment tools are reviewed and testing data is analyzed to set annual measurable goals as well as for instructional planning and

delivery, curriculum selection and professional development training.

Test results indicate the academic strengths and weaknesses of students. Based on an analysis of these results, VTCSLV is able to establish annual measurable goals that encourage further achievement and advancement and address weaknesses.

The student achievement plan includes teacher observations, curriculum-based assessments, samples of student work included in portfolios, local assessment tools including DIBELS (Dynamic Indicators of Basic Early Literacy Skills), Brigance, Online Math Assessment) and state assessments (PSSA). Report cards are distributed to parents/guardians four times a year in August, December, March and June. Progress is reported in the following academic subjects: reading, language, spelling, writing, mathematics, social studies, science, handwriting, music, art and physical education. In addition, progress is reported in social adjustment and work habits. The report card is goal-oriented and formatted in a positive manner to encourage a child to succeed in developing prosocial skills, as well as to provide a true picture to parents/guardians as to how the child is achieving academically. Quarterly reports, as part of Special Education Monitoring, are issued for special education students in accordance with the regulations set by the Pennsylvania State Department of Education. Individual Education Plan (IEP) goals are reported on to ensure that special education students are meeting their annual IEP goals and making academic gains.

Student Assessment - Attachments

- Dibels 2010-11
- Brigance 1st gr regular ed
- Brigance 1st gr spec ed
- Brigance 2nd gr reg ed
- Brigance 2nd gr spec ed
- Brigance 3rd gr reg ed
- Curriculum 2010-11

Teacher Evaluation

All professional staff are supervised and evaluated by traditional standards, by categorically-appropriate personnel. Teaching staff is supervised by a certified school principal, and so on. Staff are evaluated annually for both qualitative performance and work ethic.

The principal completes the annual evaluation of all teachers. Instructional I level teachers are evaluated twice a year using the *Semi-Annual Evaluation Form for Instructional I Teachers* (PDE 426). Instructional II level teachers are evaluated once a year using Form PDE-428, *Employee Evaluation Form for Instructional II Teachers*.

Ronald Delaco, M.Ed.,A.B.D., is the principal, is also certified as a special education supervisor, and teacher. He is responsible for all teacher and staff evaluations.

The principal attends workshops and seminars on Special Education topics, i.e., inclusion in the regular education classroom; writing IEP's, and is current in all special education and IDEA laws and regulations.

Teacher Evaluation - Attachment

- Teacher Evaluation

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

In April, 2012, the BOT accepted the resignation of Dr. Nancy Egan, CEO. The BOT approved the appointment of Ron Delaco, A.B.T. as Acting CEO.

Other Administration staff remains the same:

Ron Delaco, A.B.T., Principal/Acting CEO

Marie Santa Maria, M.B.A., Spec. Ed. Cert., Education Supervisor

Heather Rosado, M.A., Marriage & Family Therapy, Behavioral Support Supervisor

Linda Alderfer, R.C.M.A., Business Manager

Re: Board of Trustees changes --

Joyce Thompson, M.S., ITT Specialist, President

Lois Dodson, M.S., LMFT, Vice President

Janet Seggern, Professor of Business, Treasurer

Caryn Wechter, Psy.D., Secretary

Walter Schumann, M.S., LMFT, Board Member

Shannon O'Hara, Board Member

Elizabeth Kapo, Esquire, Board Counsel

Board of Trustees

<u>Name of Trustee</u>	<u>Office (if any)</u>
Joyce Thompson	President
Elizabeth Kapo	Solicitor

Lois Dodson	Vice President
Dr. Caryn Wechter	Secretary
Walter Schumann	Member
Janet Seggern	Treasurer
Shannon O'Hara	Member

Professional Development (Governance)

Counsel for charter school, Elizabeth Kapo, Esquire, adheres to Sunshine Law and Public Officials Act, in accordance with requirements of State.

Ron Delaco, Principal/Acting CEO, and Marie Shipe, Special Education Supervisor, provide ACT 48 training for the staff.

Coordination of the Governance and Management of the School

VTCSLV is a "Board-driven" charter school and 501(c)3 organization. VTCSLV's Constitution and By-Laws dictate to the role the Board plays in the major decision-making process. By-Laws have been reviewed, evaluated, and up-dated in 2011-2012.

Coordination of the Governance and Management of the School - Attachment

- BOT Meetings SY 2011-12

Community and Parent Engagement

VTCSLV's BOT has agreed to support the grant-writing and fund-raising efforts presented by the CEO. Grants are focusing on the expressive arts program, science projects, PTSD counseling groups, and other special services, which are supplemental to the academic and expressive arts programs. BOT members have made a concerted effort to engage parent participation at Board meetings, parenting seminars, and other special program.

Letters to parents have been written, inviting them to become members of the various committee opportunities at VTCSLV.

VTCSLV has a relationship with Muhlenberg College and provided internship opportunities for three students. For the SY 2011-12, at least 6 students will be placed at VTCSLV, to complete internships for the special education and psychology programs.

Additionally, 4 interns were placed with VTCSLV within the educational program, through an arrangement with Moravian College in Bethlehem.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

Due to the re-organization and re-structuring of the charter school, beginning in May 2010, fund-raising efforts were lacking during the academic year, 2010-11. For the academic year 2011-12, fund-raising efforts, including a dinner and musical performance by Kevin Locke, world-renowned Native American dance and flutist, in November 2011. A donation provided by Mario Andretti, the Indy 500 champion and local celebrity, and, Mrs. Linny Fowler, a local philanthropist, have been ear-marked for a science project, entitled, "Planting A Peace Garden." All students will be involved in planting the garden. Integrating science curriculum related to planting gardens, and, learning about what is healthy for the environment, is a part of this project. Since the majority of students enrolled at VTCSLV live in a "center-city environment," this project will facilitate a love and appreciation for plants, flowers, birds, and, other factors, which will be included in the curriculum.

Additional fund-raising events will be developed throughout the new academic year. Parents will be invited to brainstorm ideas and be involved in the planning process, as well as implementation of the plans.

Fiscal Solvency Policies

Monthly statements are provided by the public accounting firm, Campbell Rappold & Yurasits, LLP. These statements are reviewed by the Board of Trustees at their monthly meetings. Monthly bills are approved at each board meeting. The end of year audit is performed by Kirk Summa and Associates.

There is a contingency fund for special education legal funds, and, the charter school maintains account balances in accordance with PA State Laws.

Accounting System

The Business Manager of VTCSLV disperses all usual cash disbursements and receipts, under the supervision of the CEO, and, approved for disbursement by the BOT. The accounting system is maintained by a local professional accounting firm, Campbell Rappold & Yurasits, utilizing PA State Chart of Accounts for Public Schools. A statement is issued each month.

The BOT adopts an annual budget. Accounting records are prepared monthly on the accrual basis of accounting in accordance with GAAP. Monthly financial reports are presented monthly to the Board of Trustees noting budget to actual performance. A professional auditor with experience in public school accounting, Kirk, Summa, P.C., conducts the annual audit.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachments

- VTCS Financial Report 2010-11
- VTCSLV Audit Report

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

VTCSLV's audit firm is Kirk, Summa & Co, LLP, 1405 North Cedar Crest Blvd., Allentown, PA. The audit for the 2010-2011 school year was completed October 21, 2011, and is attached.

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

- 2011 Annual Financial Audit

Citations and follow-up actions for any State Audit Report

A state audit report was not received for the 2011-2012 year.

SECTION VII. FACILITY RESPONSIBILITIES

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

There were no substantial purchases made that would warrant noting in this last fiscal year 2011-2012.

Future Facility Plans and Other Capital Needs

The BOT is investigating the possibility of relocating the charter school to a larger facility. The BOT continues to explore ideas regarding the re-location of the charter school, or, the need to build additional space at the current facility location.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

- **Safety Plans**
As part of its safety plan, VTCSLV:
 - holds monthly fire drills;
 - holds annual fire safety in-service;
 - contracts with fire alarm monitoring company
 - inspects fire extinguishers yearly;
 - has fire alarm system inspected annually;
 - has emergency lighting, in particular in restrooms;
 - posts emergency exit plans in each classroom and throughout the building;
 - has illuminated exit signs and exits in each classroom;
 - maintains clear pathways;
 - maintains security for students with touch pads on doors, door telephone, and security code for staff to enter building;
 - maintains security monitor and video;
 - fences property;
 - provides Crisis Intervention Prevention (CPI) training to all staff •ensures that one-third of the school staff has CPR/First Aid Certification;
 - provides emergency kits in each classroom;
 - undergoes pest control inspections four times each year;

- follows all federal and state safety laws for use of charter school van.

Crisis Plan

VTCSLV adopted the following crisis plan in March 2003:

- If the Lehigh Valley is placed on a “red” threat advisory by the U.S. government, VTCSLV will be closed. A red threat alert is defined by the federal government as a “severe condition” that reflects a severe risk of terrorist attacks.

- If there is a biological attack while school is in session, children who are normally transported by bus will be brought home by bus. If parents work outside the home, they should return to their home as quickly as possible. Parents should advise VTCSLV of an alternate location where children can be dropped off in the event that the parents are not at home. If parents transport their child to school, it is their responsibility to pick up their child immediately.

- If there is a chemical attack, VTCSLV will immediately go to “lockdown.” This means that no one may enter or leave the building. If a lockdown is ever necessary, teachers will remain with the students. Adequate food and water are stored at the school. Every effort will be made to contact parents by telephone.

- If VTCSLV must evacuate, students and staff will go to College Hills Moravian Church, located on Laurel Street in Bethlehem for this use of its facility.

Health Services

VTCSLV requires that all students have up-to-date immunizations prior to enrollment. Parents must provide a record of medical examinations and immunizations. Parents must also arrange for tuberculosis screenings. VTCSLV provides:

- dental exams for those who do not have a private dentist;
- vision/hearing screening for all students;
- threshold hearing tests for students as necessary;
- annual height and weight checks;
- maintenance of medical and dental records
- Body Mass Index screening.

VTCSLV employs a certified school nurse. VTCSLV installed panic hardware on each classroom door leading outside to be in compliance with a new requirement of the local fire department.

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

- Health and Safety Requirements
- Health Services

Current School Insurance Coverage Policies and Programs

- Liability and Property Insurance: Selective Way Insurance Company
- Umbrella Insurance: Selective Way Insurance Company
- Director’s and Officer’s Liability Insurance: Selective Way Insurance Company
- Workers’ Compensation: State Workers’ Insurance Fund
- Student Accident Insurance: American Sentinel Insurance Company

Current School Insurance Coverage Policies and Programs - Attachments

- Group Accident Policy 2009=2010

- Insurance Certificates -- SY 2010-11
- Workers Compensation and Employers Liability Insurance 2009-10

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

Professional Staff

The total number of educational professional staff is 17, including a Principal, a Special Education Supervisor, two Kindergarten teachers, two First Grade teachers, two Second Grade teachers, two Third Grade teachers, one English Language Learner teacher, three IDEA/Title I teachers, one nurse, and one full time Librarian.

VTCSLV provides 2 bachelor level education assistants, who qualify as behavioral support program employees. We have 1 mental health professionals (master's level) who is present in the charter school on a full-time basis.

Staff Turnover and Retention:

While several staff members at VTCSLV have been long-term employees (as high as 11 years employment at VTCSLV), it is not uncommon for VTCSLV's educational staff to leave our school occasionally, as larger public schools offer higher salaries and more comprehensive benefits packages.

Quality of Teaching and Other Staff - Attachment

- Teacher Certification Verification 2009-2010

Student Enrollment

Enrollment Procedures: Inquiries related to student enrollment are directed to the Admissions Coordinator, who schedules a meeting for the parent/guardian and student candidate to tour the charter school and file an enrollment application. Parents/guardians are asked to present *proof of residency documents, *student social security card, and *immunization records at time of enrollment appointment.

- Procedure for Enrollment Appointment:
 - The parent and admissions co-ordinator complete all necessary forms, including the Charter School Student Enrollment Form.
 - The education professional meets with the parent/guardian in a private setting, explains the education and therapeutic program of VTCSLV and gives the parent/guardian and student a tour of the facility.
 - While the parent/guardian is meeting with staff, the prospective student participates in a classroom and is observed by a mental health professional.
 - The parent/guardian completes all necessary documentation so VTCSLV may request student/patient records as needed from other schools or mental health treatment centers.

- VTCSLV gives the parents a school start date once all required documentation is received.
- The Principal, Education Supervisor, and Mental Health Professional act as team members, to decide placement for the new student. Information regarding classroom assignment, teacher, education assistant, and other staff members, who will be involved with the student, are discussed with the parent/guardian.

Enrollment Policies: The charter school is a public school entity, and, adheres to the PA State policy, regarding enrollment of children in a public school system.

Age Requirements: Children may enroll in VTCSLV for Kindergarten, if they meet the age requirement of their home school district. All students are placed in an age-appropriate class each year. Classrooms are inclusive.

Enrollment Trends:

Number of students initially enrolled: 120

Number of students added: 5

Number of students transferred: 15

Number of students initially enrolled who completed the school year: 105

Since VTCSLV is a year round school, the new academic year begins July 1. Some parents choose to dis-enroll their children during the summer months of June, July and August and then re-enroll those students in September. VTCSLV strongly disagrees with that decision. At time of enrollment, the admissions co-ordinator talks with the parent about sending their child through the summer months, so that he/she may benefit from the full-year educational and therapeutic experience. If a parent/guardian makes the decision to disenroll the child during the summer months, but, re-enroll the following September, a "make-up packet" of academic work is being developed to present to students for the summer.

Number of students who completed this school year and are currently enrolled for the next school year 2012-2013: 106

There are currently no supporting documents selected for this section.

Transportation

Transportation for all students enrolled at VTCSLV is provided by home school districts. VTCSLV will provide transportation for students on a temporary basis if districts cannot immediately do so.

Food Service Program

Food is provided under the auspices of the Pennsylvania Department of Education National School Lunch Program. VTCSLV provides breakfast and lunch at no cost, to all students. A hot lunch is catered for the students through a contract with a community-certified school lunch provider, O'Brien's. VTCSLV participates in the Free and Reduced Lunch Program. VTCSLV adheres to all laws regarding food safety and service.

Student Conduct

Because of the nature of the students who attend VTCSLV, a great deal of consideration is given to discipline, including mental health policies and procedures. Although VTCSLV considers discipline on a case-by-case basis, VTCSLV recognizes the suspension and expulsion provisions of 1302-A of the PA School Code. VTCSLV recognizes the Individuals with Disabilities Education Act (P.L. 91-2309) and the Chief Executive Officer will comply with these regulations. VTCSLV recognizes Section 512 of IDEA, amended Section 504 (1999), which allows schools to take the same disciplinary actions against students with disabilities as it would against students without disabilities in areas pertaining to the use of illegal drugs and alcohol.

VTCSLV follows the guidelines of PA Charter School regulations, Chapter 711, suspension and expulsion under procedural safeguards. (See Code 711.61.) Because VTCSLV serves at-risk children, each incident is evaluated on a case-by-case basis.

The Code of Conduct was revised and completed in 2011.

Student Conduct - Attachment

- Student Conduct

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2012

The Vitalistic Therapeutic CS of the Lehigh Valley within Colonial IU 20 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 Vitalistic Therapeutic CS of the Lehigh Valley 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: Ronald J. Delaco **Title:** Acting CEO
Phone: 610-861-7570 **Fax:** 610-861-7337
E-mail: rdeiaco@vitalisticschool.org

Signature of the Chief Executive Officer and Date

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

Name: Joyce Thompson **Title:** Board President
Phone: 610-861-7570 **Fax:** 610-861-7337
E-mail: jthompson@vitalisticschool.org

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Marie Shipe **Title:** Education Supervisor
Phone: 610-861-7570 **Fax:** 610-861-7337
E-mail: mshipe@vitalisticschool.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- Signature Page