

Keystone Academy Charter School

Charter School Plan

07/01/2017 - 06/30/2020

Charter School Profile

Demographics

6649 Tulip Street
Philadelphia, PA 19135
(215)332-2111

AYP Status:	Not Provided
CEO:	Claudia Lyles
Date of Local Chartering School Board/PDE Approval:	7/1/2007
Length of Charter:	5 years
Opening Date:	9/1/2007
Grade Level:	K-8
Hours of Operation:	8:00 AM-4:00 PM
Percentage of Certified Staff:	100.00 %
Total Instructional Staff:	34
Student/Teacher Ratio:	16:1
Student Waiting List:	429
Attendance Rate/Percentage:	94.50 %
Enrollment:	609
Per Pupil Subsidy:	7,745
Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:	66.20 %
Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:	54

Student Profile

Group	Student Count
American Indian/Alaskan Native	0.00
Asian/Pacific Islander	31.00
Black (Non-Hispanic)	187.00
Hispanic	141.00
White (Non-Hispanic)	197.00
Multicultural	53.00

Instructional Days and Hours

Number Of	K (AM)	K (PM)	K (FT)	Elementary	Middle	Secondary
Instructional Days	0.00	0.00	173.00	175.00	175.00	0.00

Instructional Hours	0.00	0.00	1211.00	1251.25	1251.25	0.00
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Planning Process

During its first nine years of operation, Keystone Academy has experienced success in many areas, however, it is the belief of the administration and staff that there is always room for improvement. While Keystone Academy Charter School remains committed to its original mission, the administration and staff constantly search for ways to improve both the curriculum and the teaching methodologies used to present that curriculum. A Strategic Planning Committee made up of teachers, administrators, community and business members has been formed to review the curriculum and assessment results with regard to the school's mission, educational "best practices," the needs of the students and the school community, and the changing requirements of state and federal statutes. This committee will determine what changes, if any, are needed to assure that students master the skills that have been outlined at each grade level by state and national standards. In addition, the program will be reviewed to make certain that it addresses the skills measured by assessments mandated by state and local agencies. The committee will examine teaching methodologies to assure that students are being actively engaged in learning and that they integrate knowledge and skills to the degree practical. It will also review the assessments used within the school to measure learning to make sure that they include appropriate measures that employ such strategies as problem solving, portfolios, and projects requiring complex thinking. If, in the course of this review, the committee identifies areas that need improvement, it will devise a plan for remedying the situation and present it to the Chief Executive Officer and administration, who will then determines what further action is needed. If the proposed improvements require significant change, or unusual expenditures, they will be presented to the school's Board of Trustees for their approval. Once approved, knowledgeable staff members will be chosen to write curriculum, to select materials, to train staff, and to execute other needed functions. The plan will be monitored to assess its effectiveness and to allow modifications.

Mission Statement

Keystone Academy Charter School aims to provide Philadelphia students with a rigorous academic program using a concentrated science and mathematics curriculum that employs the use of integrated technology. The mission of the charter school is to embrace strategies that support its elementary science program. These approaches can be divided into four major areas: 1) science curriculum, 2) staff development and empowerment, 3) assessment development, 4) materials and resources management and coordination.

Vision Statement

The goal of Keystone Academy Charter School is to foster the spirit of inquisitiveness and guided inquiry in the science classroom through a flexible, interdisciplinary curriculum focusing on student understanding. It is our hope that students who complete the program will have a well-rounded,

academically accelerated education that will enable them to compete successfully with students from public and private schools. They will have a strong background in mathematics, science, and technology which combined with enthusiasm and motivation to explore and learn about the world around them as they move forward in their academic pursuits.

Shared Values

Keystone Academy is a school that is committed to excellence in its academic program and in the services that it offers to its students. It is a school that recognizes that each individual is unique. KACS enthusiastically accepts the challenge of meeting the diverse needs of its population. The school community of Keystone Academy will: 1) involve teachers and other educators in the lives of the students, 2) support, nurture and encourage all students, 3) foster excellence in both academic and non-academic student performance, 4) inspire an appreciation of the arts, 5) promote a healthy life style, 6) provide training opportunities for staff and parents, 8) empower students and parents by encouraging them to assume responsibility for further success, 9) support innovative teaching methodologies, 10) utilize community groups, including local businesses, in planning and implementing programs, and 11) foster a sense of responsibility for improving conditions in both the local community and the "global village."

Educational Community

The Keystone Academy Charter School opened in September 2007 as a K — 4 program that added one grade each year until it became a K — 8 school. It stands ready to serve all the children of Philadelphia, particularly students from under-performing schools. This school year, the school will serve approximately 700 students of diverse socio-economic status and ability levels who come from a variety of racial and ethnic backgrounds. Currently the student population is nearly 31% African American, 32% White, 23% Hispanic, and 5% Asian . Approximately 66% receive free and reduced lunch. Its special mission is to educate the entire child by providing programs to children that enable them to become exemplary citizens distinguishable by their excellence in academic performance. A Board of Trustees sets policy and provides overall governance. The CEO advises the Board of Trustees on issues related to policies, procedures, finance, and educational outcomes. The Principal and the staff are responsible for the day-to-day management of the school and the students.

Board of Trustees

Name	Office	Address	Phone	Email
Gretchen Alston	President	6649 Tulip Street Philadelphia, PA 19135	215-332-2111	galston@keystoneacademycs.org
Alma Diggs	Treasurer	6649 Tulip Street	215-332-2111	adiggs@keystoneacademycs.org

		Philadelphia, PA 19135		
Christine Godfrey	Member	6649 Tulip Street Philadelphia, PA 19135	215-332-2111	cgodfrey@keystoneacademy.org
Marie McCarthy	Member	6649 Tulip Street Philadelphia, PA 19135	215-332-2111	mmccarthy@keystoneacademy.org
Tina Peterson	Member	6649 Tulip Street Philadelphia, PA 19135	215-332-2111	tpeterson@keystoneacademy.org
Fred Phelps	Vice President	6649 Tulip Street Philadelphia, PA 19135	215-332-2111	fphelps@keystoneacademy.org
Howard Randolph	Member	6649 Tulip Street Philadelphia, PA 19135	215-332-2111	hrandolph@keystoneacademy.org

Board of Trustees Professional Development

The Board of Trustees receives periodic instruction on legal and governance issues from the law firm of SandSaidel. A representative from this firm also attends every school board meeting. Santilli and Thomson, the school business managers, provide guidance to the Board of Trustees regarding financial procedures, mandates and regulations. The Board has also received training on confidentiality, Sunshine Law and ethics. Board professional development occurs throughout the year and is provided by the solicitor, Business Managers, outside providers, and/or the CEO.

Governance and Management

The Board of Trustees will have the ultimate responsibility to ensure that Keystone Academy Charter School is operating in compliance with its charter and all applicable state and federal laws and regulations. It must be aware, to the fullest extent possible, of all matters that pertain to the philosophy, mission, and goals of the school, and it must assure that the decisions of the Board conform to the principles of creating a school focused on achieving the highest level of social and academic skills. The Board of Trustees will be responsible for duties that include, but are not limited to, the following:

- Filling vacancies on the Board

- Matters relating to the By-Laws, including adopting, repealing or amending
- Hiring, firing and setting salaries for the CEO and Charter staff
- All matters related to budgets and school finances
- Reviewing the annual budget
- Reviewing and approving financial disbursements
- Authorizing the selling or leasing of property
- Setting policies for the school

The Board will communicate with the school community through the CEO. Generally matters involving the staff, students, parents, and community that require Board action will be brought to its attention by the CEO. Any of these groups may make a written request to appear before the Board. Arrangements will be made for them to speak at the next scheduled Board meeting. The school's Board of Trustees recognizes and respects the time consuming nature of the CEO's position and that of the Charter School Office Staff. Therefore, it encourages the Charter School personnel to comply in a timely manner with School District deadlines and requests for reports to preclude placing an undue burden on members of the SRC or their staff. Further, appropriate personnel from the Charter School will attend SRC training sessions that are related to the effective operation of the organization. Keystone Academy Charter School has joined a coalition of charter schools which serves as a liaison between the charter school and the SRC.

Student Enrollment

All enrollment procedures comply with state law and the requirements of the chartering school district. Applications are posted on the school's website. The application process and deadlines is posted in the local newspaper as well as on the school's website and the School District of Philadelphia's website. Parents are invited to an open house in order to learn about the mission and standards of the school. Students are admitted to Keystone Academy Charter School without prejudice of any kind. To be eligible for admission, a student must provide: 1) proof of appropriate residency, 2) proof of age, 3) a completed application form, and 4) proof of immunization. Whenever there are more eligible applicants than there are available seats, the school conducts a lottery. Lotteries are conducted by grade. The lottery process is done electronically and witnessed by school faculty, staff, parents, Board members, students, and Parent Association volunteers. Children are eligible for admission to kindergarten if they have attained the age of five years before the first day of October. First graders or beginners (i.e. children entering the lowest grade of the primary school above the kindergarten level) are eligible for admission if they have reached the age of six before the first day of October. Parents are asked to complete an Intent to Return form at the end of the school year and return them to the school.

Parent Communication

Communications to parents regarding registration procedures, dates, and when applicable, a description of the lottery process.

Files uploaded:

- Keystone Student Application and Enrollment Process.doc

Registration Policy

Registration Policy

No file has been uploaded.

Intent to Enroll Form

Intent to Enroll Form (English and all other languages)

DOCX file uploaded.

Student Enrollment History

Enrollment History—Part I

School Year	Number of Students at the Beginning of the School Year	Number of Students at the End of the School Year	Number of Students Expelled	Reasons Students Withdrew During the Year	Number of Students Retained
2007	226	224	0	Families relocated; Transportation Issues; Personal reasons	0
2008	309	308	0	Families relocated; Transportation Issues; Personal reasons	0
2009	383	379	0	Families relocated; Transportation Issues; Personal reasons	0

2010	383	379	0	Families relocated; Transportation Issues; Personal reasons	0
2011	430	418	0	Families relocated; Transportation Issues; Personal reasons	3
2012	451	449	0	Families relocated; Transportation Issues; Personal reasons	11
2013	504	497	0	Families relocated; Transportation Issues; Personal reasons	10
2014	572	582	0	Families relocated; Transportation Issues; Personal reasons	14
2015	557	590	0	Families relocated; Transportation Issues; Personal reasons	8

Enrollment History—Part 2—Enrollment by Grade by School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12
2007	77	58	34	34	21	0	0	0	0	0	0	0	0
2008	67	63	63	43	68	29	19	0	0	0	0	0	0

2009	69	60	68	54	38	42	31	21	0	0	0	0	0
2010	72	62	70	57	41	42	33	21	0	0	0	0	0
2011	74	64	58	67	50	40	40	30	19	0	0	0	0
2012	70	73	63	55	63	45	37	37	23	0	0	0	0
2013	76	74	73	67	55	59	39	34	33	0	0	0	0
2014	100	78	75	76	81	54	56	48	29	0	0	0	0
2015	51	104	79	74	76	79	52	52	42	0	0	0	0

Planning Committee

Name	Role
April Andrews	Ed Specialist - School Nurse
Not Applicable	High School Teacher - Special Education
Not Applicable	High School Teacher - Regular Education
Ken Baskerville	Parent
Michael Browning	Middle School Teacher - Regular Education
Autumn Camlin	Elementary School Teacher - Regular Education
Jennifer Coia	Elementary School Teacher - Special Education
Michelle Del Buono	Instructional Coach/Mentor Librarian
Andy DiFrancesco	Business Representative
Molly Foell	Parent
Elizabeth Galbally	Ed Specialist - School Counselor
Amy Hess	Instructional Coach/Mentor Librarian
Brent Kreiser	Middle School Teacher - Special Education
Matthew Laken	Business Representative
Claudia Lyles	Administrator
Kathryn Makar	Administrator
Joseph Sannutti	Community Representative
Michael Tate	Community Representative

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Developing	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Non Existent	Non Existent
Early Childhood Education: Infant-Toddler→Second Grade	Accomplished	Accomplished
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

KACS follows the PA Common Core Standards.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies,	Accomplished	Accomplished

Science and Technical Subjects		
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Developing	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Non Existent	Non Existent
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

KACS follows the PA Common Core Standards.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Developing	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Non Existent	Non Existent
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

KACS follows the PA Common Core Standards.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Non Existent	Non Existent
Career Education and Work	Non Existent	Non Existent
Civics and Government	Non Existent	Non Existent
PA Core Standards: English Language Arts	Non Existent	Non Existent
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Non Existent	Non Existent
PA Core Standards: Mathematics	Non Existent	Non Existent
Economics	Non Existent	Non Existent
Environment and Ecology	Non Existent	Non Existent
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Non Existent	Non Existent
Health, Safety and Physical Education	Non Existent	Non Existent
History	Non Existent	Non Existent
Science and Technology and Engineering Education	Non Existent	Non Existent
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Non Existent	Non Existent
English Language Proficiency	Non Existent	Non Existent
Interpersonal Skills	Non Existent	Non Existent
School Climate	Non Existent	Non Existent
World Language	Non Existent	Non Existent

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

KACS does not include the high school level.

Adaptations

Elementary Education-Primary Level

No standards have been identified for this content area.

Elementary Education-Intermediate Level

No standards have been identified for this content area.

Middle Level

No standards have been identified for this content area.

High School Level

No standards have been identified for this content area.

Explanation for any standards checked:

Keystone Academy follows the established Pennsylvania academic standards as prescribed.

Curriculum

Planned Instruction

Elementary Education-Primary Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

Each content area, per grade level, is mapped and aligned to the state standards. These curriculum maps are reviewed and updated annually.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

NA

Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

Each content area, per grade level, is mapped and aligned to the state standards. These curriculum maps are reviewed and updated annually.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

NA

Middle Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

Each content area, per grade level, is mapped and aligned to the state standards. These curriculum maps are reviewed and updated annually.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

NA

High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Non Existent
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Non Existent
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Non Existent
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Non Existent

Processes used to ensure Accomplishment:

KACS does not include the high school level.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

KACS does not include the high school level.

Modification and Accommodations

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

All teachers are trained to use differentiated instruction in each lesson. Teachers are also trained on implementing 504 accommodations for individual students. Individualized accommodations and modifications are implemented within the classroom, in Title I services, and Special Education services. Instructional Aides are used to assist with modifying instruction for individual students or small groups.

Instruction

Instructional Strategies

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Peer evaluation/coaching
- Instructional Coaching

Regular Lesson Plan Review

- Administrators
- Instructional Coaches

Provide brief explanation of LEA's process for incorporating selected strategies.

Weekly goal packets/lesson plans are submitted and reviewed by the Principal and Instructional Coaches. Regular classroom observations, both formal and informal, walkthroughs and evaluations are used. The Instructional Coaches assist the classroom teachers with planning and implementing instruction.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

Keystone Academy Charter School does not utilize building supervisors or department supervisors.

Responsiveness to Student Needs

Elementary Education-Primary Level

Instructional Practices	Status
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Structured grouping practices are used to meet student needs.	Level of Implementation is Unknown
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not Applicable

If necessary, provide further explanation. (Required explanation if column was selected)

Keystone Academy Charter School faculty tend to use flexible grouping instead of structured grouping which we interpret as tracking. Our overall curriculum is highly rigorous and an enriched language program is available to all students on a regularly scheduled basis.

Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Level of Implementation is Unknown
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not Applicable

If necessary, provide further explanation. (Required explanation if column was selected)

Keystone Academy Charter School faculty tend to use flexible grouping instead of structured grouping which we interpret as tracking. Our overall curriculum is highly rigorous and an enriched language program is available to all students on a regularly scheduled basis.

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Level of Implementation is Unknown
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not Applicable

If necessary, provide further explanation. (Required explanation if column was selected)

Keystone Academy Charter School faculty tend to use flexible grouping instead of structured grouping which we interpret as tracking. Our overall curriculum is highly rigorous and an enriched language program is available to all students on a regularly scheduled basis.

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Not Applicable
Flexible instructional time or other schedule-related practices are used to meet student needs.	Not Applicable
Differentiated instruction is used to meet student needs.	Not Applicable
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not Applicable

If necessary, provide further explanation. (Required explanation if column selected was

KACS does not include the high school level.

Recruitment

Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

All hired teachers are highly qualified for their assignment and professional development is provided on a regular basis. Title I teachers have been hired to provide small group instruction to students scoring below proficient.

Assessments

Local Graduation Requirements

Course Completion	SY 17/18	SY 18/19	SY 19/20
Total Courses			
English			
Mathematics			
Social Studies			
Science			
Physical Education			
Health			
Music, Art, Family & Consumer Sciences, Career and Technical			

Education			
Electives			
Minimum % Grade Required for Credit (Numerical Answer)			

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities						
Career Education and Work						
Civics and Government						
PA Core Standards: English Language Arts						
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects						
PA Core Standards: Mathematics						
Economics						
Environment and Ecology						
Family and Consumer Sciences						
Geography						
Health, Safety and Physical Education						
History						
Science and Technology and Engineering Education						
Alternate Academic Content Standards for Math						
Alternate Academic Content Standards for Reading						
World Language						

Graduation Requirement Specifics

- We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology, as determined through any one or a combination of the following: Not Applicable. Our LEA does not offer High School courses.

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Unit/Lesson exams	X	X	X	
Monthly Exams	X	X	X	
Final Exams	X	X	X	
PSSA		X	X	

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
4Sight		X	X	
GRade/GMade	X			
Ohio Diagnostic Exam	X			

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Homework	X	X	X	
Exit Tickets	X	X	X	
Student Questioning	X	X	X	
Classroom Work (ex. group work, board work, worksheets)	X	X	X	

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
4Sight		X	X	
GRade/GMade	X			
Kaufmann	X	X	X	
KeyMath	X	X	X	
Ohio Diagnostic Exam	X			

Validation of Implemented Assessments

Validation Methods	EEP	EEI	ML	HS
External Review				
Intermediate Unit Review				
LEA Administration Review	X	X	X	
Building Supervisor Review				
Department Supervisor Review				
Professional Learning Community Review				
Instructional Coach Review	X	X	X	
Teacher Peer Review	X	X	X	

Provide brief explanation of your process for reviewing assessments.

Assessments are reviewed by the teachers, instructional coaches, and building administration annually to ensure that they are aligned to the standards and are reflective of the classroom instruction.

Development and Validation of Local Assessments

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

This narrative is empty.

Collection and Dissemination

Describe your system to collect, analyze and disseminate assessment data efficiently and effectively for use by LEA leaders and instructional teams.

Assessment data is collected through weekly quizzes, monthly exams and projects, and benchmark testing. This data is displayed in student profile charts and distributed to all staff members. Monthly RTII/data meetings are held to further analyze students' progress and to make decisions regarding instructional delivery and pace.

Data Informed Instruction

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

The assessment data shows which students are not performing at grade level. These students are placed into the Title I program as well as invited to attend the Saturday School program. The weekly testing allows the classroom teacher to identify the skill area the student is deficient in so that the Title I teachers and Saturday School instruction can reteach and reinforce those skills. Benchmark testing results also indicate which areas the students' are in need of remediation and these skills are incorporated into the daily instruction.

Assessment Data Uses

Assessment Data Uses	EEP	E EI	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.	X	X	X	
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned	X	X	X	

learning objectives.				
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.	X	X	X	
Instructional practices modified or adapted to increase student mastery.	X	X	X	

Provide brief explanation of the process for incorporating selected strategies.

Student assessment results are reflective of the PA Common Core standards. Areas of skill deficiencies are identified for students who are not demonstrating mastery so that teachers, both subject and Title I, can create and/or identify instructional strategies to help increase students' mastery. Instructional practices are modified/adapted on an on-going basis.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

KACS does not include the high school level.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEL	ML	HS
Course Planning Guides				
Directing Public to the PDE & other Test-related Websites	X	X	X	
Individual Meetings	X	X	X	
Letters to Parents/Guardians	X	X	X	
Local Media Reports				
Website	X	X	X	
Meetings with Community, Families and School Board	X	X	X	
Mass Phone Calls/Emails/Letters				
Newsletters				
Press Releases				
School Calendar	X	X	X	
Student Handbook				

Provide brief explanation of the process for incorporating selected strategies.

Parents are encouraged to check the school website, PDE website, and school calendar for dates on the upcoming summative assessments. Parents receive information regarding the exams from parent-teacher conferences, parent letters from the school, and through Parent Partnership meetings, which are held bi-monthly.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

The school does not inform the local media about the testing dates as all schools in Pennsylvania have the option of choosing which dates, within a specified time period, work best for their school. The school does not have the technological capabilities to create mass phone calls or emails to parents.

Safe and Supportive Schools

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	E EI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	
School-wide Positive Behavioral Programs	X	X	X	
Conflict Resolution or Dispute Management	X	X	X	
Peer Helper Programs	X	X	X	
Safety and Violence Prevention Curricula				
Student Codes of Conduct	X	X	X	
Comprehensive School Safety and Violence Prevention Plans	X	X	X	
Purchase of Security-related Technology	X	X	X	
Student, Staff and Visitor Identification Systems	X	X	X	
Placement of School Resource Officers				
Student Assistance Program Teams and Training	X	X	X	
Counseling Services Available for all Students	X	X	X	
Internet Web-based System for the Management of Student Discipline	X	X	X	

Explanation of strategies not selected and how the LEA plans to address their incorporation:

Keystone Academy does not utilize a school resource officer and the school does not include the high school level. The school does have an internet based student management system which would allow for tracking of student discipline; however, that information is not tracked by that means currently. The school does not utilize a specific safety and violence prevention curricula. These strategies are imbedded in our school-wide behavior program and reinforced in individual classrooms.

Developmental Services

Developmental Services	EEP	E EI	ML	HS
Academic Counseling	X	X	X	
Attendance Monitoring	X	X	X	
Behavior Management Programs	X	X	X	
Bullying Prevention	X	X	X	

Career Awareness	X	X	X	
Career Development/Planning				
Coaching/Mentoring				
Compliance with Health Requirements –i.e., Immunization	X	X	X	
Emergency and Disaster Preparedness	X	X	X	
Guidance Curriculum				
Health and Wellness Curriculum				
Health Screenings	X	X	X	
Individual Student Planning				
Nutrition				
Orientation/Transition				
RTII/MTSS	X	X	X	
Wellness/Health Appraisal				

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications	X	X	X	
Administration of Medication	X	X	X	
Assessment of Academic Skills/Aptitude for Learning	X	X	X	
Assessment/Progress Monitoring	X	X	X	
Casework				
Crisis Response/Management/Intervention	X	X	X	
Individual Counseling	X	X	X	
Intervention for Actual or Potential Health Problems				
Placement into Appropriate Programs				
Small Group Counseling-Coping with life situations	X	X	X	
Small Group Counseling-Educational planning			X	
Small Group Counseling-Personal and Social Development	X	X	X	
Special Education Evaluation	X	X	X	
Student Assistance Program				

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
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Alternative Education				
Case and Care Management				
Community Liaison				
Community Services Coordination (Internal or External)				
Coordinate Plans				
Coordination with Families (Learning or Behavioral)				
Home/Family Communication	X	X	X	
Managing Chronic Health Problems	X	X	X	
Managing IEP and 504 Plans	X	X	X	
Referral to Community Agencies	X	X	X	
Staff Development	X	X	X	
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	
System Support				
Truancy Coordination	X	X	X	

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides				
Directing Public to the PDE & Test-related Websites				
Individual Meetings	X	X	X	
Letters to Parents/Guardians	X	X	X	
Local Media Reports				
Website	X	X	X	
Meetings with Community, Families and Board of Directors	X	X	X	
Mass Phone Calls/Emails/Letters	X	X	X	
Newsletters				
Press Releases				
School Calendar	X	X	X	
Student Handbook	X	X	X	

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	ML	HS
Individual Meetings	X	X	X	
Individual Screening Results	X	X	X	
Letters to Parents/Guardians	X	X	X	

Website				
Meetings with Community, Families and Board of Directors				
Newsletters				
School Calendar				
Student Handbook	X	X	X	

Health and Safety

Health and Safety	Answer
Are all students required to be fully immunized in accordance with the requirements of the Commonwealth of Pennsylvania and the requirements of local jurisdictions in order to be admitted to the Charter School?	Yes
Is a certified school nurse on the Charter School staff?	Yes
Are physical health records and dental records kept according to requirements of the State of Pennsylvania?	Yes
Does the Charter School comply with all regulations concerning the dispensation of medicines?	Yes
May Charter School students possess any prescription or non-prescription medication?	No
Are students/parents required to turn over all prescription and non-prescription medication to a Charter School nurse with descriptions regarding dissemination provided according to a required Charter School format, and are the medications provided in the original containers with accurate content and dosage information on the labels?	Yes
Is the Charter School in compliance with all pertinent code and license requirements related to Fire Prevention and Fire Drill procedures?	Yes
Are Fire Drill procedures posted in each classroom and are Fire Drills held at least once a month?	Yes
Does the Charter School participate in the Federal Free and Reduced Lunch Program?	Yes
Are all students eligible to participate in Federal Breakfast and Lunch programs?	Yes
Are all claims and reports associated with Federal Breakfast and Lunch programs submitted as required?	Yes

Description of the responsibilities of the Charter School nurse(s)

Keystone Academy Charter School complies with all state and local standards concerning health and safety. The school nurse is required to maintain accurate medical records for each student, check immunization records and contact the parents of children who have not provided the school with proof of immunization. Further, she sees that appropriate health screenings are conducted each year and that the school remains in compliance with all mandates and regulations. These screenings, along with information regarding immunizations, purchases related to health care equipment, and salaries of health care personnel will be recorded on the Report of Health Services that is sent to the Pennsylvania Department of Health. Copies of this

report are kept at the Keystone Academy Charter School office and are available upon request. The school nurse also manages all medical emergencies and is the contact person with parents regarding medical issues.

Food Service Program

Describe unique features of the Charter School meal program

Keystone Academy Charter School is under contract with *The Nutrition Group* for the provision of lunch services. TNG supervises the program, creates the menus, orders/selects ingredients and serves lunches on a daily basis. Two of the four servers are TNG employees; the remaining two are KACS employees. TNG was selected for food service due to its commitment to providing on-site nourishing meals, which are attractive to students. TNG works to maximize student participation in the National School Lunch Program (NSLP) through innovative merchandising and promotions that feature trendy nutritious favorites, as well as home-style and traditional fare. They meet all federal and state nutrition guidelines.

Safety and Security

Describe the essential Charter School policies, procedures, and practices that are implemented to provide security and safety for Charter School students, staff, and visitors:

Keystone Academy Charter School complies with all state and local standards concerning health and safety. The Principal conducts and maintains a list of monthly fire drills, shelter in place drills, building evacuation drills, and lockdown drills. The emergency lighting in the building is also checked and maintained monthly. The school is equipped with a fire-alarm system. The building is inspected by a city representative on a yearly basis, and, when necessary, adjustments are made in accordance with the inspector's suggestions.

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

Wellness Policy

The school wellness policy

PDF file uploaded.

Health Reimbursement Policy

The school policy regarding Health Reimbursement

DOC file uploaded.

Current School Insurance Coverage Policies and Programs

Current Insurance Accord

The school's current Insurance Accord

No file has been uploaded.

Certificate of Liability

The school's Certificate of Liability

PDF file uploaded.

Insurance Coverage Details

Description of the details of the school's insurance coverage and/or copies of pertinent insurance policies

Files uploaded:

- Details of Insurance Policies.pdf

Transportation

Describe the charter school's transportation program. Include in the discussion whether the charter school, the school district, or a private company operates the transportation program. Also, include a description of transportation accommodations for special education students and suggestions for improvement to the program: Describe the requirements students must meet in order to be eligible for free transportation.

Where a school district is not legally bound to transport Keystone Academy Charter School Students, their parents are responsible for getting the children to and from school. SEPTA School Transpasses are available to the students at no charge.

Free Transportation Eligibility Requirements

The requirements students must meet in order to be eligible for free transportation (optional if described in the narrative)

DOCX file uploaded.

Student Conduct

Charter School's Code of Student Conduct	Answer
Are the expectations of students, parents, school staff members, and the Board of Trustees delineated by the Code of Student Conduct?	Yes
Are the rules of conduct explained in student friendly-language?	Yes
Are the consequences of violations of rules of conduct explained in student-friendly language?	Yes
Does the Code of Student Conduct apply on school grounds during the school day as well as immediately before and after school hours?	No
Does the Code of Student Conduct apply on school grounds at any other time when a school group is using the school?	Yes
Does the Code of Student Conduct apply off school grounds and the immediate perimeter of the school building, including any school activity, function, or event?	Yes

Does the Code of Student Conduct apply during travel to and from school, including actions on any school bus, van, or any other public conveyance?	No
Does the Code of Student Conduct apply off school grounds where the misconduct may reasonably be expected to undermine the proper disciplinary authority of the school, the safety of students or staff, or cause disruption within the school?	Yes
Does the Code of Student Conduct require that students who are found in possession of illegal drugs, firearms, or other dangerous weapons, or those who commit acts of misconduct, which disrupt the school's educational process, be suspended immediately and face possible expulsion?	Yes
Does the Code of Student Conduct specify that If a student becomes aware that a fellow student is in possession of illegal substances, firearms, weapons or any items that could endanger his/her safety or the safety of others, that student has a duty to inform an adult such as a parent, teacher, counselor, director or staff member?	No
Do all disciplinary actions for misconduct include a conference between the teacher and/or administrator, student, and parents followed by written notification to the parent or guardian?	No

If necessary, provide further explanation.

Students are encouraged to inform an adult of any impending problems. Students always conference with a staff member regarding conduct issues; however, a written notice to a parent is not always issued.

Code of Student Conduct

The school's Code of Student Conduct

DOC file uploaded.

Frequency of Communication

Elementary Education - Primary Level

- Monthly

Elementary Education - Intermediate Level

- Monthly

Middle Level

- Monthly

High School Level

- Not Applicable

Collaboration for Interventions

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

The classroom teachers and the support staff meet on a regular basis to develop individualized programs for students with differing needs. The support staff aids in the development of the interventions to address identified academic and behavioral needs. Support is provided by Title I teachers, special education teachers, guidance, and ancillary pupil services staff.

Community and Parent Engagement

Describe the Board of Trustees' efforts in promoting opportunities for community and parent engagement in school activities.

Board of Trustees meetings are held monthly and always open to the public. The Board of Trustees is informed of all school activities and parent/community involvement with the school. Issues raised by parents and community members are addressed at the monthly Board of Trustees meetings. The Board of Trustees supports recommendations from the school regarding the provision of activities to involve parents and community members. The Board of Trustees supports parent and community involvement in the life of the Charter School. Bi-monthly workshops called "Parent Partnership" meetings give teachers and parents an opportunity to collaborate on improving and supporting the students' education and to discuss and role-play ways in which the home environment can foster the Charter's social and educational goals. The purpose of these workshops is to help parents acquire sufficient pedagogical and academic skills to assist their children in all subjects, particularly the mission courses. Parents are further involved in the life of the school through grade level meetings, volunteer programs, and informational material sent home via the students. In addition, the Board of Trustees encourages assembly programs and service projects activities to help the school be a positive influence in the local community.

Community Coordination

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

Keystone Academy Charter School does not coordinate with Preschool early intervention programs at this time. The school does work cooperatively with after school childcare services in the neighborhood.

Preschool Agency Coordination

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

Keystone Academy Charter School reviews the IEPs and early intervention services of any incoming kindergarten student and communicates, as needed, with the sending facility. The school works to ensure that the services continue, per the IEP, and that the supports begin upon enrollment.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

The school reviews and updates materials and resources periodically in order to maintain alignment with best practices and research and to ensure they meet the needs of a group of diverse learners.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

NA

Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

The school reviews and updates materials and resources periodically in order to maintain alignment with best practices and research and to ensure they meet the needs of a group of diverse learners.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

NA

Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

The school reviews and updates materials and resources periodically in order to maintain alignment with best practices and research and to ensure they meet the needs of a group of diverse learners.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

NA

High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Non Existent

A robust supply of high quality aligned instructional materials and resources available	Non Existent
Accessibility for students and teachers is effective and efficient	Non Existent
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Non Existent

Provide explanation for processes used to ensure Accomplishment.

NA

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

Keystone Academy does not serve high school students.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Full Implementation
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Not Applicable

Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
Early Childhood Education: Infant-Toddler→Second Grade	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation

Further explanation for columns selected "

Keystone Academy does not utilize Alternative Academic Standards or the American School Counselor Association for Students.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Full Implementation
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable

English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation

Further explanation for columns selected "

Keystone Academy does not utilize Alternative Academic Standards or the American School Counselor Association for Students.

Middle Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Full Implementation
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation

School Climate	Full Implementation
World Language	Full Implementation

Further explanation for columns selected "

Keystone Academy does not utilize Alternative Academic Standards or the American School Counselor Association for Students.

High School Level

Standards	Status
Arts and Humanities	Not Applicable
Career Education and Work	Not Applicable
Civics and Government	Not Applicable
PA Core Standards: English Language Arts	Not Applicable
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not Applicable
PA Core Standards: Mathematics	Not Applicable
Economics	Not Applicable
Environment and Ecology	Not Applicable
Family and Consumer Sciences	Not Applicable
Geography	Not Applicable
Health, Safety and Physical Education	Not Applicable
History	Not Applicable
Science and Technology and Engineering Education	Not Applicable
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Not Applicable
Interpersonal Skills	Not Applicable
School Climate	Not Applicable
World Language	Not Applicable

Further explanation for columns selected "

Keystone Academy does not include the high school level.

Fiscal Solvency Policies

Describe policies and procedures that have been established to ensure and monitor fiscal solvency.

The Board of Trustees has adopted financial policies and procedures which include, but are not limited to, the topics- budgeting, accounting practices, procurement, contracts, internal control, cash management, grants management, time and attendance and contracted services.

The school's budget, adopted in accordance with the timetable prescribed by the Commonwealth, serves as a blue print for financial decision making during the fiscal year. The budget provides for the educational program, facilities and administrative needs of the school community and also includes a reserve for contingencies. All purchases and personnel decisions are reviewed to ensure that funds are available prior to the issuance of a contract or purchase order. The business office provides interim financial reporting for the Board of Trustees and CEO on a monthly basis. The Comptroller meets with the school administrative team and attends all board and finance committee meetings. Through careful monitoring of expenditures and revenues, the school is able to assure that all expenditures and revenue categories remain within budget.

Accounting Systems

Explain what accounting system the charter school uses.

Please note that the charter school is required to have a system that integrates with the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools and the Annual Financial Report utilizing Generally Accepted Accounting Principles (GAAP) for budgeting, accounting and reporting.

The Charter School uses SAGE MIP for the accounting software, which is loaded with the State Chart of Accounts and allows the Business Manager to generate Profit & Loss Statements, Balance Sheets and Check Disbursement runs. The system also allows for Grant Tracking through the use of fund codes so Profit & Loss Statements, by grant, can be produced at any time. GAAP reporting is used as is required by the independent audit.

SAGE is a sophisticated accounting system which converts the internal controls to electronic format, moves the majority of processes to electronic format from paper format, allows detailed by fund budgets to be loaded into the system and a larger array of custom reports to be generated in the system as well as CEO's realtime access to run reports. Again, this new system complies with GAAP reporting.

Professional Education

Characteristics

Charter School's Professional Education Characteristics	EEP	E EI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.				

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.	X	X	X	
Empowers educators to work effectively with parents and community partners.	X	X	X	

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

Provide brief explanation of your process for ensuring these selected characteristics.

Teachers were surveyed and professional development services were provided based on their needs and requests. Internal and external providers were used in a variety of ways including embedded, workshop model and team meetings. Academic Coaches are used to ensure that the strategies discussed during professional development sessions are being implemented.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

Keystone Academy does not support a gifted program at this time.

Educator Discipline Act 126, 71

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

Questions
The LEA has conducted the required training on:
1/2/2014 Child Abuse and Neglect- Completed
8/31/2015 Child Abuse and Neglect- Completed

The LEA plans to conduct the required training on approximately:
--

8/30/2017 Child Abuse and Neglect

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

Questions

The LEA has conducted the training on:
--

8/27/2015 Mental Health First Aid- Completed
--

The LEA plans to conduct the training on approximately:

8/30/2017 Mental Health First Aid

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

Questions

Not Applicable for our school entity

Strategies Ensuring Fidelity

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Provide brief explanation of your process for ensuring these selected characteristics.

A staff survey is utilized to identify the professional development of the group. A year long plan for professional development is designed. Once the staff has been trained, strategies are used to monitor their implementation and the effectiveness of the program.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

While we do not use a systematic process or a rubric for selecting providers, outside consultants must provide evidence that they have been effective practitioners, are knowledgeable in their field, and have demonstrated their experience as a trainer.

Induction Program

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

Provide brief explanation of your process for ensuring these selected characteristics.

Induction is embedded into the overall program of professional development. Inductees are assigned a mentor and Academic Coach

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

NA

Needs of Inductees

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Knowledge of successful research-based instructional models.

Provide brief explanation of your process for ensuring these selected characteristics.

Inductee needs are assessed through observation, surveys, student data, and discussions.

Provide a brief explanation for strategies not selected and your plan to address their incorporation.

All teachers are encouraged to maintain a professional portfolio; however, we do not require staff members to submit them.

Mentor Characteristics

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.

Provide brief explanation of your process for ensuring these selected characteristics.

Possible mentors must demonstrate a history of excellent work performance and be knowledgeable about the LEA policies and procedures and hold the appropriate qualifications and certifications.

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

Although it is not a requirement in our school, mentors are encouraged to continue their professional learning and complete a mentoring program.

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X					
Assessments	X	X	X	X	X	X
Best Instructional Practices	X	X	X	X	X	X
Safe and Supportive Schools	X					
Standards	X	X	X	X	X	X
Curriculum	X					X
Instruction	X	X	X	X	X	X
Accommodations and Adaptations for diverse learners	X	X	X	X	X	X
Data informed decision making	X	X	X	X	X	X
Materials and Resources for Instruction	X	X	X	X	X	

If necessary, provide further explanation.

This narrative is empty.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Our induction program is embedded into our professional development plan. The topics are selected and adapted to address the needs of new teachers. Instructional Coaches visit the classrooms of teachers on a weekly basis to monitor the instruction and to ensure that the strategies learned in professional development are being implemented.

Recording Process

- Identify the recording process for inductee participation and program completion. (Check all that apply) A designated administrator receives, evaluates and archives all mentor records.

- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Assurances

Brick and Mortar Charter Schools

The physical charter school has verified the following Assurances:

- The school is accountable to the parents of its students, the public and the Commonwealth and that strategies have been developed and implemented that generate meaningful parent and community involvement (in compliance with §17-1715-A (2))
- The school does not unlawfully discriminate in admissions, hiring or operation (in compliance with §17-1715-A (3))
- The school is nonsectarian in all operations (in compliance with §17-1715-A (4))
- The school does not provide any religious instruction, nor are religious objects or symbols displayed on the premises (in compliance with §17-1715-A (5))
- The school does not advocate unlawful behavior (in compliance with §17-1715-A (6))
- The school participates in the Pennsylvania State Assessment System in the manner in which the school district in which the school is located is scheduled to participate (in compliance with §17-1715-A (8))
- The school will provide a minimum of 180 days of instruction or 900 hours per year of instruction at the elementary level, or 990 hours per year of instruction at the secondary level (in compliance with §17-1715-A (9))
- The school's Board of Trustees and contractors of the school meet the requirements of the "Public Works Contractors' Bond Law of 1967," all regulations related to the letting of contracts for the erection, construction and alteration of public buildings, the "Pennsylvania Prevailing Wage Act," and the "Steel Products Procurement Act." (in compliance with §17-1715-A (10))
- The school's administrators (CEO and all other employees who exercise management or operational oversight responsibilities) do not receive compensation from another charter school or from a company that provides management or other services to another charter school (in compliance with §17-1715-A (12))
- The school's Trustees do not serve on a local board of school directors of a school entity located in the member's district (in compliance with §17-1716-A (b))
- The school will select students on a random basis from a pool of qualified applicants when the number of attendance slots available is less than the number of applicants (in compliance with §17-1723-A (a))

- The school gives first preference to students who reside in the district or districts and will consider giving preference to a child of a parent who has actively participated in the development of the school and to siblings of students presently enrolled (in compliance with §17-1723-A (a))
- The school will only establish reasonable criteria to evaluate prospective students if the criteria are outlined in the school's charter (in compliance with §17-1723-A (b))
- The school does not discriminate in its admission policies or practices on the basis of athletic ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English language, or any other basis that would be illegal if used by a school district (in compliance with §17-1723-A (b))
- The school does not discriminate in its admission policies or practices on the basis of intellectual ability but does reserve the right to limit admission to a particular grade level or to targeted population groups composed of at-risk students or students with a special interest in academic areas such as mathematics, science or the Arts (in compliance with §17-1723-A (b))
- 75% of the professional staff members hold appropriate State certifications (in compliance with §17-1724-A (a))
- All professional staff members who do not hold appropriate State certification have provided evidence that they have demonstrated satisfactorily a combination of experience, achievement, and qualifications as defined in the charter school application in basic skills, general knowledge, professional knowledge and practice, and subject matter knowledge in the subject area in which an individual will teach (in compliance with §17-1724-A (b))
- There are no tuition charges for any resident or nonresident student (in compliance with §17-1725-A (a))
- All donations, gifts or contributions are given freely and voluntarily; i.e. the trustees and any other person affiliated in any way to the school will not demand or request, directly or indirectly, any gift, donation or contribution of any kind from any parent, teacher, employee or any other person affiliated with the school as a condition for employment or enrollment and/or continued attendance (in compliance with §17-1725-A (e))
- Free transportation is provided to students according to the parameters of §17-1726-A (Transportation) of the Charter School Law (in compliance with §17-1726-A (a))
- The school adheres to the requirements of all 123 sections, chapters and acts listed in §17-1732-A (Provisions applicable to charter schools) of the Charter School Law (in compliance with §17-1732-A (a))

Cyber Charter Schools

No policies or procedures have been identified.

Safe and Supportive Schools

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Needs Assessment

Charter School Accomplishments

Accomplishment #1:

73% of students scored proficient or advanced on the 2016 Science PSSA.

Accomplishment #2:

64.2% of students scored proficient or advanced on the 2016 ELA PSSA.

Accomplishment #3:

Keystone Academy had a SPP score of 81.8 for the 2013-2014 and 2014-2015 school year.

Charter School Concerns

Concern #1:

29.7% of students scored proficient or advanced on the 2016 Math PSSA.

Concern #2:

The number of students scoring basic or below basic on the 2016 Science PSSA has increased.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #6*) Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Charter School Level Plan

Action Plans

Goal #1: Establish a system within the Charter School that fully ensures consistent implementation of standards-aligned curricula for all students.

Related Challenges:

- Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Indicators of Effectiveness:

Type: Annual

Data Source: curricula materials; pacing charts

Specific Targets: By the end of the 2017-2018 school year, all curriculum utilized by the school will be updated if needed and aligned to the current state standards

Strategies:

Curriculum Mapping

Description:

KACS teachers will periodically revisit and revise, if necessary, the curricula utilized by the school. All components of the educational program will be aligned to current state standards.

SAS Alignment: Standards, Curriculum Framework, Instruction

Implementation Steps:

Curriculum Review/Revision

Description:

The Principal will ask all teachers to review all curriculum utilized by the school. Teachers will be asked to make sure that each subject's curriculum is

appropriately aligned to the state standards. Teachers can prove this alignment by identifying the standard being for each lesson and listing them on the pacing charts. This process will also allow teachers to make sure that each standard is being covered throughout the school year.

Start Date: 8/29/2016 **End Date:** 6/16/2017

Program Area(s): Professional Education

Supported Strategies:

- Curriculum Mapping

Identify Gaps

Description:

While identifying standards that are being covered with each curriculum, the Principal will ask teachers to meet with colleagues teaching the grades before and after their own in order to help identify if any gaps exist in the curriculum. If a gap does exist, the teachers will be asked to locate supplemental materials and develop plans that ensure all necessary content is being covered throughout the school year.

Start Date: 8/29/2016 **End Date:** 6/16/2017

Program Area(s): Professional Education

Supported Strategies:

- Curriculum Mapping

Goal #2: With exposure to effective, research based instructional strategies, student academic performance will increase each year.

Related Challenges:

- Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Indicators of Effectiveness:

Type: Annual

Data Source: Academic performance data; PSSA results and academic growth measures

Specific Targets: Students' PSSA scores will increase, at a minimum, 10 percentage points each academic year.

Strategies:

Instructional Strategies

Description:

The Principal, Academic Coaches, and outside consultants will provide teachers with a variety of effective, research based instructional strategies to be utilized during instruction. These strategies will help students to develop a better understanding of the content being taught. The Principal and Academic Coaches will monitor and evaluate teachers' implementation of the new strategies for effectiveness, student engagement in the lessons, and student performance on weekly assessments.

SAS Alignment: Instruction

Implementation Steps:

Professional Development Training

Description:

The Principal, Academic Coaches, and outside consultants will provide professional development opportunities for the teachers regarding the implementation of effective, researched based instructional strategies aimed at increasing student engagement and teaching diverse learners in inclusive settings.

Start Date: 8/29/2016 **End Date:** 6/16/2017

Program Area(s): Professional Education

Supported Strategies:

- Instructional Strategies

Professional Development Training

Description:

The Principal, Academic Coaches, and outside consultants will provide professional development opportunities for teachers regarding effective, researched based instructional strategies to help improve students' language and literacy acquisition.

Start Date: 8/29/2016 **End Date:** 6/16/2017

Program Area(s): Professional Education

Supported Strategies:

- Instructional Strategies

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed: With exposure to effective, research based instructional strategies, student academic performance will increase each year. **Strategy #1: Instructional Strategies**

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
8/29/2016	6/16/2017	Professional Development Training	The Principal, Academic Coaches, and outside consultants will provide professional development opportunities for the teachers regarding the implementation of effective, researched based instructional strategies aimed at increasing student engagement and teaching diverse learners in inclusive settings.	Principal, Academic Coaches	4.0	8	42	Outside Consultants	For Profit Company	No

Knowledge Teaching diverse learners in an inclusive setting

Supportive Research differentiation; teaching diverse learners in inclusive settings; student engagement

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator's content knowledge in the area of the educator's certification or assignment.

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

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

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

Training Format	Series of Workshops		
Participant Roles	Classroom teachers Principals / Asst. Principals Paraprofessional New Staff	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson	Evaluation Methods	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

discussion
 Lesson modeling with
 mentoring
 Joint planning period
 activities
 Journaling and reflecting

LEA Goals Addressed: **With exposure to effective, research based instructional strategies, student academic performance will increase each year.** **Strategy #1: Instructional Strategies**

Start	End	Title	Description	Provider	Type	App.
8/29/2016	6/16/2017	Professional Development Training	The Principal, Academic Coaches, and outside consultants will provide professional development opportunities for teachers regarding effective, researched based instructional strategies to help improve students' language and literacy acquisition.	Outside Consultant	Individual	No
		Person Responsible Principal; Academic Coaches		SH 4	S 4	EP 42

Knowledge ELA instructional strategies

Supportive Research Effective, researched based ELA instructional strategies that help with students' language and literacy acquisition.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator's content knowledge in the area of the educator's certification or assignment.

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

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

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

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format	Series of Workshops School Whole Group Presentation		
Participant Roles	Classroom teachers Principals / Asst. Principals Paraprofessional New Staff	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
Follow-up Activities	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	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data

Creating lessons to meet
varied student learning styles

Peer-to-peer lesson
discussion

Lesson modeling with
mentoring

Joint planning period
activities

Charter School Level Affirmations

We affirm that this Charter School Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 49 and Article 711. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the Charter School offices and in the nearest public library until the next regularly scheduled meeting of the Board or for a minimum of 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members meet or exceed the Pennsylvania academic standards in each of the core subject areas.

No signature has been provided

President, Board of Trustees

No signature has been provided

Superintendent/Chief Executive Officer

Affirmation for Compliance with the Public Official & Employee Ethics Act

The original Public Official and Employee Ethics Act (the “Ethics Act”) was amended and reenacted in 1989 by Act 9 of 1989 and in 1998 by Act 93 of 1998. (See Act 9 of 1989, 65 P.S. §401, et seq. and Act 93 of 1998, Chapter 11, 65 Pa.c.s. §1101 et seq.) The Act provides that public office is a public trust and that any effort to realize personal financial gain through public office is a violation of that trust. The Act was passed to strengthen the faith and confidence of the people of the Commonwealth in their government. The Act established the State Ethics Commission to administer and enforce the provisions of the Act and to provide guidance regarding the standards established by the Act.

The Keystone Academy Charter School 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/>

No signature has been provided

President, Board of Trustees

No signature has been provided

Superintendent/Chief Executive Officer