

Gettysburg Montessori Charter School

Charter School Plan

07/01/2020 - 06/30/2023

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		
School-wide Positive Behavioral Programs	X	X		
Conflict Resolution or Dispute Management	X	X		
Peer Helper Programs				
Safety and Violence Prevention Curricula	X	X		
Student Codes of Conduct	X	X		
Comprehensive School Safety and Violence Prevention Plans	X	X		
Purchase of Security-related Technology	X	X		
Student, Staff and Visitor Identification Systems	X	X		
Placement of School Resource Officers				
Student Assistance Program Teams and Training	X	X		
Counseling Services Available for all Students	X	X		
Internet Web-based System for the Management of Student Discipline				

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

We are too small and do not need a School Resource Officer.

At this time, we do not need to implement a web-based student discipline system. We have a system to track discipline using our Reflections and Incident Reports.

Developmental Services

Developmental Services	EEP	E EI	ML	HS
Academic Counseling	X	X		
Attendance Monitoring	X	X		
Behavior Management Programs	X	X		
Bullying Prevention	X	X		
Career Awareness	X	X		
Career Development/Planning	X	X		
Coaching/Mentoring	X	X		
Compliance with Health Requirements -i.e., Immunization	X	X		
Emergency and Disaster Preparedness	X	X		
Guidance Curriculum	X	X		
Health and Wellness Curriculum	X	X		
Health Screenings	X	X		

Individual Student Planning	X	X		
Nutrition	X	X		
Orientation/Transition	X	X		
RTII/MTSS	X	X		
Wellness/Health Appraisal	X	X		

Screening, Evaluating and Programming for Gifted Students

Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)

As a charter school, we are not required to have a Gifted Individualized Education Plan.

Diagnostic, Intervention and Referral Services

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

Explanation of diagnostic, intervention and referral services:

We are extremely child centered, so an emphasis is put on both academic and social-emotional health of all our students. We have a Student Assistance Program (SAP) and contract out for a school psychologist.

Consultation and Coordination Services

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

Communication of Educational Opportunities

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

Communication of Student Health Needs

Communication of Student Health Needs	EEP	E EI	ML	HS
Individual Meetings	X	X		
Individual Screening Results	X	X		
Letters to Parents/Guardians	X	X		
Website	X	X		
Meetings with Community, Families and Board of Directors	X	X		
Newsletters	X	X		
School Calendar				
Student Handbook	X	X		
Facebook	X	X		
Class Tag	X	X		
Hard copies sent home with students.	X	X		
Phone calls	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)

The registered nurse keeps records for the yearly SHARRS report and calls parents to notify of sick children or injuries. She works closely with teachers and administration to make sure we comply with regulations. She also does training for special needs of some students. We also have a CSN who oversees all documentation, health protocols and procedures.

Food Service Program

Describe unique features of the Charter School meal program

We offer free or reduced lunches based on income.

We are a SFA, We purchase pre-plated meals from a catering company. Meals are delivered daily.

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:

We have all the required policies and procedures in place, which we go over with staff. Our doors are locked, and visitors must ring a doorbell to get into the school during operating hours. Visitors must sign in and out and provide clearances if they are volunteering. We comply with the number of required lock down drills and follow an emergency action plan.

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

Wellness Policy

The school wellness policy

PDF file uploaded.

Current School Insurance Coverage Policies and Programs

Current Insurance Accord

The school's current Insurance Accord

PDF file 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:

- Package Policy.pdf
- Auto Policy.pdf
- ELL Policy.pdf
- Excess Policy.pdf
- 19-20 EAL WC.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.

Students are transported by their home districts to our charter school, except for those districts farther than ten miles away. Gettysburg Montessori Charter School currently provides busing for students in at stops in Fairfield, Cashtown, and Mt. Holly Springs. We determine these stops by the number of students in those locations. We require at least ten students for that area to make it cost effective to hire a bus service. We also have students who are transported to school via car.

Free Transportation Eligibility Requirements

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

No file has been 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?	Yes
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,	Yes

including actions on any school bus, van, or any other public conveyance?	
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?	Yes
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?	Yes

Code of Student Conduct

The school's Code of Student Conduct

PDF file uploaded.

Frequency of Communication

Elementary Education - Primary Level

- Quarterly

Elementary Education - Intermediate Level

- Quarterly

Collaboration for Interventions

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

As we are a small school, our special education coordinator meets frequently with teachers, goes into the classroom and meets with individual or small groups of children and helps classroom teachers. We also work with our local Intermediate Unit 12 for other services provided. We also have a Student Assistance Program (SAP) team, which provides resources and suggestions for classroom teachers related to student behaviors. We will fully implement a Response to Intervention and Instruction program and MTSS to improve student achievement and to collaborate during bi-weekly teacher-based team meetings who include learning support teachers.

We have a system of tracking and dealing with negative behaviors. Teachers document behaviors on Student Reflection, Incident Report, and Student Concern forms. These are shared with parents, administration, special education coordinator, the school counselor and the SAP team.

We also have Kid Talk meetings for staff to share concerns about students. In addition, we offer a Montessori Enrichment and Acceleration Plan (M.E.A.P.) for students who need an outlined plan for enrichment.

Community and Parent Engagement

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

The Board of Trustees promotes opportunities for community and parent engagement via our Facebook page and through our quarterly newsletter.

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

There is an after-school program located in our school that is run by an outside agency. We meet with them and provide information to parents each year. We collaborate with the United Way programs, Head Start directors and teachers, and other preschools by inviting them to our programs designed for upcoming K students and their parents.

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.

We have a PreK Transition team. Each year they assess who are our community partners. They identify goals and assess what types of transition activities are practiced in our community. They identify data on current practices then they plan and prioritize. We coordinate special education and 504 meetings preschool directors. We offer screening during our Kindergarten registration, by IU specialists and our special education team. We provide opportunities for parents and preschool students to come to events, prior to the start of Kindergarten. We also offer two weeks of summer school, prior to school beginning.

Professional Education

Characteristics

Charter's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X		
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X		
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.	X	X		
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		
Empowers educators to work effectively with parents and community partners.	X	X		

Charter's Professional Education Characteristics	EEP	EEI	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		
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.	X	X		
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X		
Empowers leaders to create a culture of teaching and	X	X		

learning, with an emphasis on learning.				
Instructs the leader in managing resources for effective results.	X	X		

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

Staff training will be offered via the IU on a variety of topics including, specific short-term and long-term goals for student growth, autism, ADD/ADHD, MTSS, Tier 1, Tier 2, Tier 3 RtI, curriculum writing, data literacy, Danielson Framework and more as needed. Also attend principal and curriculum council meetings at the IU. Administrator completed the PIL courses through the IUs.

Professional Development

Gettysburg Montessori Charter School Professional Development

Title:	Effective Instructional Practices in Math
Description	This was conducted by the IU on August 12, 2019
Person Responsible	Dr. Faye Pleso
Start Date:	8/12/2019
End Date:	8/12/2019
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Special Education, Student Services
Hours Per Session	6.5
# of Sessions:	1
# of Participants Per Session:	9
Provider:	LIU
Provider Type:	IU
PDE Approved:	No
Knowledge Gain:	How to write comprehensive lesson plans focused on engaging, exploring, explaining, elaboration, and evaluation, based on eligible content. I notice, I wonder. Display the problem. Ask the students, "What do you notice?" Discuss Notices. Repeat Steps for "I wonder". Check for Understanding.
Research & Best Practices Base:	5 E's NCTM Math Forum

<p>For classroom teachers, school counselors and education specialists:</p>	<ul style="list-style-type: none"> • Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
<p>For school or LEA administrators, and other educators seeking leadership roles:</p>	<ul style="list-style-type: none"> • 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.
<p>Training Format:</p>	<ul style="list-style-type: none"> • LEA Whole Group Presentation
<p>Participant Roles:</p>	<ul style="list-style-type: none"> • Classroom teachers
<p>Grade Levels:</p>	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5)
<p>Follow-up Activities:</p>	<ul style="list-style-type: none"> • Creating lessons to meet varied student learning styles
<p>Evaluation Methods:</p>	<ul style="list-style-type: none"> • Instructional Coaching

**Gettysburg Montessori Charter School
Professional Development**

Title:	Pennsylvania State Literacy Plan
Description	This was conducted on 8-13-2019. They went through the need's assessment. They determined the areas of need and the areas of strength.
Person Responsible	Dr. Faye Pleso
Start Date:	8/13/2019
End Date:	8/13/2019
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education
Hours Per Session	6.5
# of Sessions:	1
# of Participants Per Session:	10
Provider:	LIU
Provider Type:	IU
PDE Approved:	No
Knowledge Gain:	<p>The areas of strength and weakness regarding our Literacy Plan.</p> <p>We need to write a rigorous curriculum that explicitly states what all students need to know and be able to do at each grade level. The written research-based curriculum needs to be implemented with fidelity. It needs to include the materials from each program/resource to be utilized by the teacher. We need a common framework to instruct and assess writing in all areas and grades. We need additional time. We need alignment when multiple literacy programs are used for all students. We need a school-wide data specialist. Training for data analysis. Need ongoing training on literacy assessing. Need a school-wide schedule for assessing.</p> <p>Our strengths are that reading, writing, speaking, and listening are systematically integrated throughout the day in all subject areas. We have supplemental and intervention programs. Our data system used to place students in differentiated levels. Scheduling meetings at times other than during instruction. Valid and reliable assessments are used to diagnose, monitor, and determine level of students. Acadience Schoolwide schedule for Acadience. No duplicate assessments used are linked to school and</p>

	state goals.
Research & Best Practices Base:	Strategies and Actions Recommended to Support Implementation of the LEA Framework. From Response Answers http://bit.ly/PASLPGMresults .
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • Enhances the educator’s content knowledge in the area of the educator’s certification or assignment. • 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 or LEA administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> • 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. • Instructs the leader in managing resources for effective results.
Training Format:	<ul style="list-style-type: none"> • LEA Whole Group Presentation
Participant Roles:	<ul style="list-style-type: none"> • Classroom teachers
Grade Levels:	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5)
Follow-up Activities:	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Creating lessons to meet varied student learning styles • We will be writing our ELA curriculum in the 20/21 school year.
Evaluation Methods:	

	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data
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Gettysburg Montessori Charter School

Professional Development

Title:	EL Training
Description	This was an in person presentation with Kathy Nogle, ESL teacher for the IU. We have a sign in sheet with those who participated.
Person Responsible	Dr. Faye Pleso
Start Date:	8/20/2019
End Date:	8/20/2019
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education
Hours Per Session	2.5
# of Sessions:	1
# of Participants Per Session:	28
Provider:	LIU
Provider Type:	IU
PDE Approved:	No
Knowledge Gain:	This training was designed to help the teachers and assistants to understand how to best meet their ELL needs. The presenter provided the staff with many different sources and online links.
Research & Best Practices Base:	LIU created presentation.
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • 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. • Empowers educators to work effectively with parents and community partners.

<p>For school or LEA administrators, and other educators seeking leadership roles:</p>	<ul style="list-style-type: none"> • Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
<p>Training Format:</p>	<ul style="list-style-type: none"> • LEA Whole Group Presentation
<p>Participant Roles:</p>	<ul style="list-style-type: none"> • Classroom teachers • School counselors • Paraprofessional
<p>Grade Levels:</p>	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5)
<p>Follow-up Activities:</p>	<ul style="list-style-type: none"> • MTSS data
<p>Evaluation Methods:</p>	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

**Gettysburg Montessori Charter School
Professional Development**

Title:	Effective Lesson Planning
Description	This was an in person training with two reps from the LIU. A sign in sheet and documentation is on file.
Person Responsible	Dr. Faye Pleso
Start Date:	8/30/2019
End Date:	8/30/2019
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education
Hours Per Session	7
# of Sessions:	1
# of Participants Per Session:	16
Provider:	LIU
Provider Type:	IU
PDE Approved:	No
Knowledge Gain:	In depth look at the Planning and Preparation domain of Danielson Framework. It also focused on scheduling and explicit instruction modeling.
Research & Best Practices Base:	The Danielson Group Minnesota PreK-3 Literacy Think Tank 2012
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> 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.
Training Format:	

	<ul style="list-style-type: none"> • LEA Whole Group Presentation
Participant Roles:	<ul style="list-style-type: none"> • Classroom teachers • School counselors
Grade Levels:	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5)
Follow-up Activities:	<ul style="list-style-type: none"> • Lesson plans
Evaluation Methods:	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Gettysburg Montessori Charter School

Professional Development

Title:	Special Educational Advisory Council
Description	The Lincoln Intermediate Unit meets monthly with each district representative at the Special Education Advisory Council to provide state and federal legal updates, networking opportunities, discussions regarding student concerns and the availability to clarify issues regarding the effect of state and federal special education laws on the provision of services to students. The LIU also provides support and technical assistance to special education administrators in our school districts and charter schools.
Person Responsible	Becky Black
Start Date:	9/24/2019
End Date:	5/26/2020
Proposed Cost/Funding:	

	Start Year End Year Cost Funding Source
Program Area(s):	Special Education
Hours Per Session	3
# of Sessions:	8
# of Participants Per Session:	1
Provider:	LIU
Provider Type:	IU
PDE Approved:	No
Knowledge Gain:	<p>Legal updates and cases</p> <p>Resources</p> <p>Updates from PDE requirements</p> <p>Trainings that are available for parents, teachers, and staff.</p>
Research & Best Practices Base:	PDE, IDEA, special ed attorneys
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • Enhances the educator’s content knowledge in the area of the educator’s certification or assignment. • Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • Series of Workshops
Participant Roles:	<ul style="list-style-type: none"> • Other educational specialists
Grade Levels:	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5)

Follow-up Activities:	<ul style="list-style-type: none"> • Collaborating with other special ed coordinators
Evaluation Methods:	<ul style="list-style-type: none"> • Discussion with council leader.

Gettysburg Montessori Charter School
Professional Development

Title:	Counselor Network
Description	The IU provides a Counselor Network for school counselors. They track attendance.
Person Responsible	Christine Felicetti
Start Date:	10/1/2019
End Date:	5/29/2020
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Student Services
Hours Per Session	3
# of Sessions:	4
# of Participants Per Session:	1
Provider:	LIU
Provider Type:	IU
PDE Approved:	No
Knowledge Gain:	<p>Research</p> <p>Community Partnerships</p> <p>Best Practices</p> <p>Networking</p> <p>Support System to Discuss Cases</p>
Research & Best Practices Base:	<p>PDE</p> <p>LIU12</p>
For classroom teachers,	

school counselors and education specialists:	<ul style="list-style-type: none"> • Enhances the educator’s content knowledge in the area of the educator’s certification or assignment. • Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Instructs the leader in managing resources for effective results.
Training Format:	<ul style="list-style-type: none"> • Series of Workshops
Participant Roles:	<ul style="list-style-type: none"> • School counselors
Grade Levels:	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5)
Follow-up Activities:	<ul style="list-style-type: none"> • Journaling and reflecting
Evaluation Methods:	<ul style="list-style-type: none"> • Participant survey

**Gettysburg Montessori Charter School
Professional Development**

Title:	Counselor Symposium
Description	<p>A day long symposium at Millersville University. Attendance will be documented.</p> <p>This year's theme is:</p> <ul style="list-style-type: none"> • <i>21st Century Counselor: Pathways of Student Success – Supporting Postsecondary Pathways</i>
Person Responsible	Christine Felicetti
Start Date:	10/30/2019
End Date:	10/30/2019
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Student Services
Hours Per Session	6
# of Sessions:	1
# of Participants Per Session:	1
Provider:	Millersville University
Provider Type:	College or University
PDE Approved:	No
Knowledge Gain:	<p>The purpose of this training is to assist school counselors to sustain the K-12 School Guidance Plan as well as address training and resource needs in the three counseling domains: academic, social-emotional, and career readiness. The Counselor Symposium serves as postsecondary attainment strategy for Pennsylvania.</p> <p>The Counselor Symposium has been created to support the sharing of information, tools, and best practices connected to supporting postsecondary pathways for students. Previous training themes included:</p> <ul style="list-style-type: none"> • <i>Are Our Students Future Ready? 21st Century Counselor: Addressing the Academic, Emotional, and Social Needs of Our Learners</i>
Research & Best Practices	The Pennsylvania Department of Education (PDE) Office of Postsecondary

Base:	and Higher Education.
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
For school or LEA administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> • 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. • Instructs the leader in managing resources for effective results.
Training Format:	<ul style="list-style-type: none"> • Offsite Conferences
Participant Roles:	<ul style="list-style-type: none"> • School counselors
Grade Levels:	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5)
Follow-up Activities:	<ul style="list-style-type: none"> • Journaling and reflecting
Evaluation Methods:	<ul style="list-style-type: none"> • Participant survey

**Gettysburg Montessori Charter School
Professional Development**

Title:	MTSS Series
Description	The series will consist of three full-day sessions, on-site coaching and follow-up consultations. Your team will be supported through systematic implementation to build capacity and ensure sustainability. Data will verify fidelity through a three-year process.
Person Responsible	Dr. Faye Pleso
Start Date:	10/21/2019
End Date:	2/12/2020
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education
Hours Per Session	6
# of Sessions:	3
# of Participants Per Session:	5
Provider:	LIU
Provider Type:	IU
PDE Approved:	No
Knowledge Gain:	Day 1: MTSS Overview, Roles and Responsibilities, Norms, Data, Intro to Core Meetings/Teaming Day 2: Precision Statements, Teaming Inventory, Adjustments to Core and High Impact Strategies Day 3: Research Based Tier 1 Strategies, Team Fidelity Check, Problem Solving, Assessment Inventories
Research & Best Practices Base:	LIU
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • Enhances the educator's content knowledge in the area of the

	educator's certification or assignment.
For school or LEA administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • Series of Workshops
Participant Roles:	<ul style="list-style-type: none"> • Supt / Ast Supts / CEO / Ex Dir • Other educational specialists
Grade Levels:	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5)
Follow-up Activities:	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods:	<ul style="list-style-type: none"> • Participant survey

**Gettysburg Montessori Charter School
Professional Development**

Title:	Text Dependent Analysis: It's All About Instruction
Description	<p>Supplement your knowledge of the Text-Dependent Analysis (TDA) assessment with the instructional strategies to encourage student success. This workshop will provide authentic practice analyzing student responses in order to make instructional decisions and model how to teach close reading lessons to lead to analysis.</p> <p><i>**Participants are asked to bring authentic Text-Dependent Analysis student responses, as well as core curricular materials/textbooks to assist with instructional planning.</i></p> <p>This was presented at IU12 and attendance was tracked.</p>
Person Responsible	Nicole Gulden
Start Date:	10/21/2019
End Date:	10/22/2019
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education
Hours Per Session	6.5
# of Sessions:	2
# of Participants Per Session:	1
Provider:	LIU
Provider Type:	IU
PDE Approved:	No
Knowledge Gain:	

	Participants will deconstruct TDA prompts for reading elements and construct TDA prompts for literary nonfiction texts. Participants will identify analysis in student responses, discuss close reading, experience a model close reading lesson, and begin instructional planning.
Research & Best Practices Base:	LIU 12 PDE
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
For school or LEA administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> • 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.
Training Format:	<ul style="list-style-type: none"> • Series of Workshops
Participant Roles:	<ul style="list-style-type: none"> • Classroom teachers
Grade Levels:	<ul style="list-style-type: none"> • Elementary - Intermediate (grades 2-5)
Follow-up Activities:	

	<ul style="list-style-type: none"> • Analysis of student work, with administrator and/or peers
Evaluation Methods:	<ul style="list-style-type: none"> • Student PSSA data • Participant survey

Gettysburg Montessori Charter School

Professional Development

Title:	Curriculum Writing
Description	The IU will guide the staff in writing our math curriculum.
Person Responsible	Dr. Faye Pleso
Start Date:	11/19/2019
End Date:	5/20/2020
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education
Hours Per Session	3
# of Sessions:	12
# of Participants Per Session:	4
Provider:	LIU
Provider Type:	IU
PDE Approved:	No
Knowledge Gain:	<p>In cooperation with Dr. Pleso or her designee: assist in the research, drafting and writing of the ELA Curriculum.</p> <p>Background Information: A 3-step process will be used: Stage 1: Identify Desired Results Stage 2: Determine Assessment Evidence Stage 3: Plan Learning Experiences and Instruction</p> <p>Throughout the entire process, the IU consultant will assist the professional teaching staff in making data-informed decisions to determine the gaps/overlaps in the curriculum. Effective curriculum will be planned backward from long-term, desired results through a three-stage design process (Desired Results, Evidence, and Learning Plan). This process will help avoid the common problems</p>

of treating the textbook as the curriculum rather than a resource, and activity-oriented teaching in which no clear priorities and purposes are apparent.

Stage 1—Identify Desired Results

Key Questions: What should students know, understand, and be able to do? What is the ultimate transfer we seek as a result of this unit? What enduring understandings are desired? What essential questions will be explored in-depth and provide focus to all learning?

In the first stage of backward design, we will consider our goals, examine established content standards (national, state, province, and district), and review curriculum expectations. Because there is typically more content than can reasonably be addressed within the available time, teachers are obliged to make choices. This first stage in the design process calls for clarity about priorities. Learning priorities are established by long-term performance goals—what it is we want students, in the end, to be able to do with what they have learned. The bottom-line goal of education is transfer. The point of school is not to simply excel in each class, but to be able to use one's learning in other settings.

Stage 2—Determine Assessment Evidence

Key Questions: How will we know if students have achieved the desired results? What will we accept as evidence of student understanding and their ability to use (transfer) their learning in new situations? How will we evaluate student performance in fair and consistent ways?

Backward design encourages teachers and curriculum planners to first think like assessors before designing specific units and lessons. The assessment evidence we need reflects the desired results identified in Stage 1. Thus, we will consider in advance the assessment evidence needed to document and validate that the targeted learning has been achieved. Doing so invariably sharpens and focuses teaching. In Stage 2, we will distinguish between two broad types of assessment—performance tasks and other evidence.

Stage 3—Plan Learning Experiences and Instruction

	<p>Key Questions: How will we support learners as they come to understand important ideas and processes? How will we prepare them to autonomously transfer their learning? What enabling knowledge and skills will students need to perform effectively and achieve desired results? What activities, sequence, and resources are best suited to accomplish our goals?</p> <p>In Stage 3 of backward design, teachers plan the most appropriate lessons and learning activities to address the three different types of goals identified in Stage 1. Too often, teaching focuses primarily on presenting information or modeling basic skills for acquisition without extending the lessons to help students make meaning or transfer the learning.</p>
Research & Best Practices Base:	<p>PDE</p> <p>LIU12</p>
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • Enhances the educator’s content knowledge in the area of the educator’s certification or assignment. • 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 or LEA administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> • Instructs the leader in managing resources for effective results.
Training Format:	<ul style="list-style-type: none"> • Series of Workshops
Participant Roles:	<ul style="list-style-type: none"> • Classroom teachers
Grade Levels:	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1)

	<ul style="list-style-type: none"> • Elementary - Intermediate (grades 2-5)
Follow-up Activities:	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Lesson modeling with mentoring
Evaluation Methods:	<ul style="list-style-type: none"> • Student PSSA data • Participant survey

Induction Program

Checked answers

- 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.

*Unchecked answers**None.*

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

An Induction Committee will evaluate the program yearly to determine how well we met our goals and objectives. CEO ensures new staff is educated on expectations and on the Danielson Framework.

Our Induction Program is filed with the PDE.

*Needs of Inductees**Checked answers*

- 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.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

*Unchecked answers**None.*

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

The inductees will complete a self-assessment based on Danielson's Teaching Framework rubric. Mentors and inductees meet to create one goal a quarter, based on inductee's needs.

Professional development is provided or found for the inductee. In addition, the mentor is a

support. Quarterly reviews of progress are documented. Mentors update CEO of progress of inductee reaching the planned goals.

Mentor Characteristics

Checked answers

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- 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.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

Unchecked answers

None.

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

We are a small school but most of our teachers are outstanding and are available and willing to help mentor. If there is a need for a mentor with the certification of something that we do not have, we reach out to the IU for their help in finding an appropriate mentor.

Induction Program Timeline

Topics	A	O	D	F	A	Jun-Jul													
	u	c	e	e	p														
	g	t	c	b	r														
	S	N	J	M	M														
	e	o	a	a	a														
	p	v	n	r	y														
Code of Professional Practice and Conduct for Educators	X																		
Assessments			X	X															
Best Instructional Practices			X	X															
Safe and Supportive Schools			X	X															
Standards		X		X															
Curriculum				X		X													
Instruction									X	X	X								
Accommodations and Adaptations for diverse learners								X	X		X	X							
Data informed decision making									X	X	X	X	X						

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Those who participate are given a survey and then the surveys are reviewed to find areas of improvement.

Recording Process

Identify the recording process for inductee participation and program completion. (Check all that apply) *Checked answers*

- Mentor documents his/her inductee's involvement in the program.
- 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.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Unchecked answers

None.

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))

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.