

PHILADELPHIA CHARTER ACADEMY

RESPONSE TO DOE staff review

R. Lomax

4/21/2015

II. Mission Statement:

The mission statement of the public charter school is consistent with the principles of the Standards of Quality (SOQ). The following elements are addressed: **No**

REVIEWER COMMENTS: While the application indicates that the mission is consistent with the Standards of Quality (SOQ), it does not explain how.

1. A description of the public charter school’s mission and how it is consistent with the principles of the Virginia SOQ. (Section 22.1-253.13:1, Code of Virginia): NO

REVIEWER COMMENTS: Summary lacks detail on how the school program will be consistent with the SOQ. The mission statement reflects an environment for learning and intellectual challenge, as well as disciplined inquiry, but it does not speak directly to development of skills and academic accomplishment needed for school success, although it is implied. Page 14 speaks directly to academic proficiency and growth. It also states as a primary mission of having students meet or exceed the division’s performance on SOL tests and closing the achievement gap.

CURRENT Mission statement: The mission of the Philadelphia Charter Academy is to create a structured learning environment for at-risk children, where innovation, intellectual challenge, disciplined inquiry, teamwork, the ability to make appropriate choices, and where respect for others is the norm.

The mission is consistent with the Standards of Quality (SOQ) (section 22.1-253.13:1, Code of Virginia), Standards of Learning (SOL) and the Standards of Accreditation (SOA) and will instill a passion for learning and hard work that will result in significant contribution to the academy, family, and community as 21st Century learners and citizens.

RESPONSE:

Mission statement: The mission of the Philadelphia Charter Academy is to create a structured learning environment for at risk children that will offer instructional programs designed to promote student achievement , where innovation, intellectual challenge, disciplined inquiry, teamwork, the ability to make appropriate choices, and where respect for others is the norm. .And, is consistent with the Standards of Quality (SOQ) (section 22.1-253.13:1, Code of Virginia), Standards of Learning (SOL) and the Standards of Accreditation (SOA). In addition the program will instill from an early age, a passion for learning and hard work, which will result in significant contribution to the academy, family, and community as 21st Century learners and citizens. We will utilize all VDOE Standards of Learning resources that are necessary to achieve our three year goal of 78% in reading proficiency and 73% mathematics proficiency overall.

3. Information about the public charter school’s anticipated student population consistent with Section 22.1-212.6, of the Code of Virginia. No

COMMENT: Application cites an emphasis on a) Gap Group 2 males – the term should be clearly defined. Application states that PCA will accept any county student (p. 13); however, discrimination statement leaves out some b) protected groups. Per VAC § 22.1-212.6 - charter schools are prohibited from discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services.

RESPONSE:

Anticipated student population consistent with Section 22.1-212.6, of the Code of Virginia, AND will include any student who is eligible to attend Campbell County public schools and Proficiency Gap Groups comprising students who historically have had difficulty meeting the commonwealth’s achievement standards, in particular Black male students:

- Proficiency Gap Group 1 – Students with disabilities, limited-English proficient (LEP) students and economically disadvantaged students, regardless of race and ethnicity.
- Proficiency Gap Group 2 – African-American students, not of Hispanic origin, including those also counted in Proficiency Gap Group 1.
- Proficiency Gap Group 3 – Hispanic students, of one or more races, including those also counted in Proficiency Gap Group 1

PCA students with observed disabilities will be provided all resources available under the Individuals with Disabilities Education Act (IDEA) and its regulations, that require school districts to provide a free appropriate public education (FAPE) to meet the unique needs of a child with a disability. FAPE refers to special education and related services that are provided at no cost to the parent, meet state education standards, and are consistent with a child's Individualized Education Program (IEP). Eligible students, ages 3 to 21 (in most states) or until they graduate from high school with a regular diploma, have a right to FAPE.

PCA will follow all timelines for each step:

1. Identify and make referral
2. Evaluation
3. Determination of eligibility
4. Development of an individualized education program (IEP) and determination of services
5. Reevaluation

Open enrollment:

In order to enroll a child in a public school system in Virginia, state law requires a parent or guardian of a child to provide certain information to the child's school division. The required information is listed:

1. Birth certificate
 2. Street Address
 3. School entrance health form
 4. Immunizations
 5. Social security number
 6. Expulsion statement
 7. Homeless students- referral to Project Hope Virginia
 8. Students in Foster care
9. We will not however be able to enroll students outside Campbell County school district.

III. Goals and Educational Objectives:

The goals and educational objectives to be achieved by the public charter school are stated, and meet or exceed the Standards of Learning. The following elements are addressed:
No

COMMENT: Explicit performance-based goals for all subject area disciplines are not evident or completely addressed in this section of the application.

1. A description of the performance-based goals. No

REVIEWER COMMENTS: PCA will adopt the Charter School Quality Consortium's (CSQS) model as a tool to measure performance

a) Application states the school will "implement The Reading First" program; however, the Reading First Program expired in 2010.

Additional details about the reading program are needed to understand the performance-based goals in the area of elementary English/reading.

b) Explicit performance-based goals for all grade levels for history and social science are not evident in this section of the application. Science description only goes through third grade.

Virginia Board of Education recognizes under No Child Left Behind legislation that music and the visual arts are "core disciplines." The goals and educational objectives do not state these two fine arts disciplines as core disciplines, nor are they stated to meet the Music Standards of Learning and the Visual Arts Standards of Learning.

RESPONSE:

a) PCA will implement the 'Creative Curriculum' and 'Smart Beginnings' programs that are in line with the VDOE SOL and used in Head start programs. At each grade level (PK- 12), activities have been planned to expose all students to higher education and career options. These activities will be documented on a student record card placed in each student's scholastic record. This record will be used in career planning discussions, and incorporated into instructional activities with the students, individually and in groups.

b) PCA plans to use project-based learning so that students will develop interests in different career opportunities as they work on real-life problem-solving situations. The program will focus on STEM (science, technology, engineering and mathematics) as well as 21st Century skills to prepare students.

2. A description of the related measurable educational objectives to be achieved by the public charter school. (Section 22.1- 253.13:1.B, Code of Virginia) No

REVIEWERS COMMENT: Science description only goes through third grade.

RESPONSE:

The target population will be at-risk students, with primary focus on Proficiency Gap Group 2 male students.

Research revealed that time spent in school and class sizes are essential elements in raising academic achievement in at-risk-students. PCA will address both with its year round calendar and smaller learning communities. Also, these elements will build strong relationships between students, teachers, families and the community and provide opportunities for mentoring, enrichment, remediation, and parental involvement.

Measurable education objectives:

RESPONSE:

- 1. Ensure that the students and school will exceed the federal and state required pass rate for all SOLs.**
- 2. Ensure that all students attain the annual measurable objectives called for in the Adequate Yearly Progress requirements of NCLB.**
- 3. Ensure that students in identified racial, ethnic, and social-economic groups meet the requirements of Standards of Learning and NCLB.**
- 4. Reduce disparity in student achievement among all educationally accepted sub-groups.**

5. **Reduce achievement gap among minority student groups at each grade level.**
6. **Reduce achievement gap between at-risk-students and their peer groups at each grade.**
7. **Increase parental involvement in student's education.**
8. **Parents will serve on governing council.**
9. **Parents will participate in after-school and summer programs.**
10. **Provide parents real-time access to students' academic and non-academic performance by parent portal and other technology.**
11. **Provide a safe and healthy learning environment.**
12. **Integrate character education in academic program.**
13. **Provide a safe learning environment**
14. **Promote programs that enhance student's health, safety and well-being.**
15. **Implement Positive Behavior Intervention System.**
16. **Implement school uniform and dress code policy.**
17. **A longer school day.**
18. **After-school and summer camp components.**
19. **Smaller learning environment.**
20. **Community involvement.**

PCA year round calendar, after-school and summer programs will afford the opportunity for students to be involved in productive activities which will eliminate some of the conditions and factors which created challenges for at-risk students. The more time our students spend in a structured environment, the more successful they will be. Also, remediation and other life and social skills will be introduced during the after-school, and summer enrichment components. In the after school, program, PCA will establish a mentoring program, PCA will establish a mentoring program entitled *Ladies and Gen-*

lemen by Choice. The purpose of this program will be to assist our young ladies and men to establish a positive image of them, which will lead to greater confidence in the choices they make. The end result will create a positive influence as our students achieve academic success while training to become our leaders of tomorrow.

IV. Evidence of support:

RESPONSE:

Local education authority meetings.

The charter school development has continued over a 10 year period. PCIO initiated the process, with the former school superintendent, Dr. George Nolley, and have continued with numerous meetings with the current superintendent, Dr. Robert Johnson. Also, we have met with Dr. Rob Arnold, Assistant Superintendent, on several occasions to discuss the process and procedures of starting a charter school in Campbell County. Additionally, we have met with numerous community stakeholders to solicit support for the school. Finally, we have met with the local school board and a motion was passed to table the creation of the charter school until further discussion with the school board office. (Oct 4, 2004).

Since that time, the Virginia Board of Education has updated or revised the requirements to apply for a charter school. The requirement to have a facility suitable for a Charter School was the most difficult to comply with. However, Piedmont Community Impact Organization, Inc. purchased the closed Gladys Elementary School in late 2011 and will be able to comply with all the requirements in the Charter School Regulation. The school meets all the requirements of The Americans with Disabilities Act.

Piedmont has informed the Campbell County School Board, in writing, of our intent and has had numerous meetings and discussions to obtain information and report on the status of the application.

Additionally, since that time, the Campbell County School board has updated or revised the requirements to apply for a charter school.

***Rev. Lomax has a letter that he submitted to Dr. Johnson (superintendent) to inform him that we were resubmitting Charter application to VDOE, and followed up with a phone call.**

Additional Support:

In addition to the numerous signed petitions, PCA has recently distributed surveys throughout the community and we are waiting for responses. We also have received a letter of support from the local chapter of the NAACP and the Teachers Association.

7 Goals and Educational Objectives:

Goal 1: Promote high academic achievement in accordance with Virginia Standards of Learning.

Objective 1:

Provide opportunities in small learning environments with a flexible schedule, allowing the school day to be open to a variety of experiences and formats.

Objective 2:

Create for each student a customized education plan that will access learning at the current level, direct academic growth toward each individual's highest abilities, and recognize student achievement by advancing the learner into more challenging settings.

Objective 3:

Infuse critical thinking and creative experiences into our daily school lives that allow students to communicate effectively through listening, speaking, writing, reading and visual forms.

Objective 4:

Have students learn to eagerly meet academic challenges and take intellectual risks.

Objective 5:

Provide remediation for English Language Learners.

Goal 2: Achieve an attendance record that meets or exceeds the county.

Objective 1:

Identify and address non-illness related situations that interrupt regular attendance.

Objective 2:

Design a curriculum which requires students to make up all missed work.

Objective 3:

Develop a policy that rewards good/consistent attendance.

Objective 4:

Provide instruction that is stimulating, relevant, challenging and intriguing.

Objective 5:

Provide a safe, welcoming and inclusive school atmosphere that addresses Alternative learning styles.

Goal 3: Provide students with the life skills necessary for future success.

Objective 1:

Provide courses to achieve and maintain health and fitness.

Objective 2:

Empower students to make decisions based on accurate information about actions and consequences.

Objective 3:

Provide resources and services to stimulate interest in practicing a healthy lifestyle.

Objective 4:

Continue to promote the qualities of character education for all students.

Goal 4: Nurture attitudes of personal and civic responsibility and of service to others.

Objective 1:

Forge community partnerships that allow students the opportunity to contextualize their learning and deepen their understanding of the framework of the larger community.

Objective 2:

Promote opportunities for all to work together as a community of learners.

Objective 3:

Provide diverse avenues for students to contribute their time and talents in community service.

Goal 5: Increase parental involvement

Objective 1:

Parent/guardians will be encouraged to commit time and effort to the school.

Objective 2:

Parents/guardians will be asked to contribute their personal and professional skills on a volunteer basis in the classroom to achieve the goal of personalized instruction.

Objective 3:

An agreement that outlines what is expected of each parent/guardian with respect to participating in their student's education will be developed.

Goal 6: Small class sizes

Objective 1:

Initial enrollment will be limited to 50 students. Each year, enrollment will increase by an additional 50 students.

Objective 2:

The goal is to limit the student to teacher ratio to no more than 12:1.

Goal 7: Discipline

Objective 1:

There will be a behavioral contract between parent/guardian, administration and child.

Objective 2:

All students will wear a school uniform.

Objective 3:

Positive reinforcement will be given through a recognition program for appropriate behavior.

Objective 4:

Students can expect an optimal learning experience in a safe environment.

Research has demonstrated that **time spent in school** and **class sizes** are essential elements in raising academic achievement in at-risk students. PCA will address both with its **year-round calendar** and **smaller learning communities**. Also, these elements will build strong relationships between students, teachers, families and the community and provide opportunities for mentoring, enrichment, remediation, and parental involvement.

V. Statement of Need:

RESPONSE:

No local data available on Black males for Campbell County only.

However, the ETS Policy Information enter reports (2011)

- 36 percent of Black children live in poverty
- 35 percent of Black children live in households described as “food insecure”
- 38 percent of Black children live in households where parents lack stable employment
- 13 percent of Black children have a mother with less than a high school education
- More than 75 percent of Black children born between 1985 and 2000 grew up in “high disadvantage” neighborhoods.

(See Attached stats)

VI. Educational Program:

1. A synopsis of the public charter school's educational program. No

COMMENT: The application implies that admission of students may depend upon the a) nature and scope of their disability. This is contrary to current law. When read together with the section on the lottery process for admission n, it appears that the section describing whether or not the school can meet the student’s needs is simply a question of whether charter school personnel or LEA personnel will be providing the services; that it is a matter of practical administration rather than a bar to admission. This would need to be clarified to determine whether the criterion is met.

RESPONSE:

a) No student admission will be dependent upon “the nature and scope of their disability”, any student that is admitted with a disability will receive, free appropriate public education, in accordance with the regulations set forth in Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Act. A representative of the local educational agency who is qualified to provide, or supervise the provision of, special education, is knowledgeable about the general education curriculum and is knowledgeable about and authorized by the local educational agency to commit the available resources of the local educational agency. 115.78(1m) (d) a principal, special education director, teacher, or anyone who can be sure the services in the IEP are provided to the child. This person must know about the regular education curriculum and the school district’s resources. The **Local Education Agency representative** (LEA) must have the authority to commit resources. The school chooses the LEA representative. The LEA representative has the knowledge of, and authority to, commit district resources the child needs (LEA)

2. **A description of the pupil performance standards and curriculum, which must meet or exceed any applicable Virginia SOQ. (Sections 22.1-253.13:1 through 22.1-253.13:9, Code of Virginia) : No**

COMMENT: The mathematics content goals listed by PCA are minimal and do not meet the Virginia Standards of Learning. Specific information for music and visual arts should be included in educational program as defined for “academic core” SOL. Educational program synopsis (p. 22-24) does not demonstrate alignment with SOQ provisions. There is no pupil performance standards provided, and the curriculum is not specific to grades or explained in terms of a progressive educational plan for the school. The objectives for students provided are not consistent by grade, sequence, or comprehensiveness.

RESPONSE:

PCA will implement the Saxon Math Program because this program has shown a tendency to help students learn more actively, study a greater variety of topics, follow lessons more easily, have a greater attention span, and retain more information. Additionally we will modify math program to reflect the required content of the mathematical standards that are identified by the VDOE standards of learning appropriately for each grade level. According to VDOE Mathematics Standards of Learning, throughout a student’s mathematics schooling from kindergarten through grade eight, specific content strands or topics are included. These content strands are Number and Number Sense; Computation and Estimation; Measurement; Geometry; Probability and Statistics; and Patterns, Func-

tions, and Algebra. The Standards of Learning for each strand progress in complexity at each grade level and throughout the high school courses.

1. A description of the public charter school's educational program is provided. The following elements are addressed: No

Additional details about the reading, history, mathematics, and social science program are needed to understand the extent to which research-based instructional strategies will be used. Teaching methods and scientifically research-based instructional strategies have not been addressed previously. Pupil performance standards should be provided, and the curriculum must be explained in terms of a progressive educational plan for the school with the objectives for students consistent by grade, sequence, and comprehensiveness. Each section below that was not met should be addressed.

(See SOL)

Students without IEPs, our special education committee will test modifications and accommodations. If students are found to be eligible for services, the committee will recommend one of the following actions:

1. Student is accepted into PCA because an IEP may address the student's specific needs.
2. PCA is not equipped to serve the student's specific modifications and accommodations.

If PCA is unable to provide specific modifications and accommodations, PCA will request that the local school board provide services to special need students. The federal per student, special education funds and other funding for special needs students will offset any additional cost to the local school board, for their specialist to work with our students. Funds will be set aside for costs related to due process, eligibility and procedural support services.

3.A description of how the Virginia SOL and the corresponding SOL Curriculum Framework will be used as the foundation for curricula to be implemented for each grade or course in the public charter school. Include within the description how the goals and objectives of the curricula will meet or exceed the Virginia Standards of Learning (SOL), address student performance standards, relate to state and federal assessment standards, and include measurable student outcomes.(See <http://www.doe.virginia.gov/testing/index.shtml> on the Department's Web site for more information about the SOL).: No

COMMENT: a) Application did not show evidence of a description of how the Virginia SOLs and the corresponding Curriculum Framework will be used as a foundation for curricula to be implemented at each grade level in various disciplines.

b) PCA intends to utilize Saxon Math, which is not Virginia Board of Education (VBOE) approved. The Code of Virginia permits local school boards to use textbooks not approved by the Virginia Board of Education if a local textbook review process is conducted that includes components similar to the state level review.

c) While multiple objectives are listed under history and social science, information is not provided on how the Virginia SOL and the corresponding SOL Curriculum Framework will be used as the foundation for curricula to be implemented for each grade or course. Application did not show evidence of a description of how the Virginia SOL and the corresponding Curriculum Framework will be used as a foundation for science curricula. Science content was only described through third grade.

d) Virginia DOE recognizes under No Child Left Behind legislation that music and the visual arts are “core disciplines.” The goals and educational objectives do not state these two fine arts disciplines as core disciplines, nor are they stated to meet the Music Standards of Learning and the Visual Arts Standards of Learning.

INCLUDE MUSIC STANDARDS AND VISUAL ARTS STANDARDS OF LEARNING.

- a) The Virginia SOLs and the corresponding Curriculum Framework will be used as a foundation for curricula to be implemented at each grade level in various disciplines. The VDOE Music Standards of Learning states that, students will study and practice music theory through reading and writing music notation. They will use critical-thinking skills to analyze the manner in which music is organized.
- b) **Saxon Math**- PCA will implement the Saxon Math Program because this program has shown a tendency to help students learn more actively, study a greater variety of topics, follow lessons more easily, have a greater attention span, and retain more information. Additionally we will modify math program to reflect the required content of the mathematical standards that are identified by the VDOE standards of learning appropriately for each grade level. According to VDOE Mathematics Standards of Learning, throughout a student’s mathematics schooling from kindergarten through grade eight, specific content strands or topics are included. These content strands are Number and Number Sense; Computation and Estimation; Measurement; Geometry; Probability and Statistics; and Patterns, Functions, and Algebra. The Standards of Learning for each strand progress in complexity at each grade level and throughout the high school courses.

Since the Standards of Learning and Curriculum Framework comprise the science content that teachers in Virginia are expected to teach and students are expected to learn.

PCA will follow all required standards of learning posted on the VDOE website for science and math described in the curriculum regardless of the methods or programs implemented by PCA.

Music and the Visual Arts are “core disciplines and were mistakenly eliminated from the list of core disciplines. As required by the VDOE these subjects will meet the Music Standards of Learning and the Visual Arts Standards of Learning.

XI. ECONOMIC SOUNDNESS

RESPONSE:

‘Some revisions’

XII. Management and Operation:

A description of the management and operation of the public charter school, including the nature and extent of parental, professional educator, and community involvement in the management and operation of the public charter school is provided. (Section 22.1-212.7, Code of Virginia) The following elements are addressed: No

COMMENT: Discussions with the school division about the management and operation of the charter school are not included. Detail needs to be provided in each of the areas below as noted by comments.

- 1. A description of any discussion, to date, with the local public system or local school board where the charter school will be located regarding the management and operations of the public charter school. No**

RESPONSE:

The charter school development has continued over a 10 year period. PCIO initiated the process, with the former school superintendent, Dr. George Nolley, and have continued with numerous meetings with the current superintendent, Dr. Robert Johnson. Also, we have met with Dr. Rob Arnold, Assistant Superintendent, on several occasions to discuss the pro-

cess and procedures of starting a charter school in Campbell County. Additionally, we have met with numerous community stakeholders to solicit support for the school. Finally, we have met with the local school board and a motion was passed to table the creation of the charter school until further discussion with the school board office. (Oct 4, 2004).

Since that time, the Virginia Board of Education has updated or revised the requirements to apply for a charter school. The requirement to have a facility suitable for a Charter School was the most difficult to comply with. However, Piedmont Community Impact Organization, Inc. purchased the closed Gladys Elementary School in late 2011 and will be able to comply with all the requirements in the Charter School Regulation. The school meets all the requirements of The Americans with Disabilities Act.

Piedmont has informed the Campbell County School Board, in writing, of our intent and has had numerous meetings and discussions to obtain information and report on the status of the application.

Additionally, since that time, the Campbell County School board has updated or revised the requirements to apply for a charter school.

**Rev. Lomax has a letter that he submitted to Dr. Johnson (superintendent) to inform him that we were resubmitting Charter application to VDOE, and followed up with a phone call.*

XIII. Employment Terms and Conditions:

An explanation of the relationship that will exist between the proposed public charter school and its employees, including evidence that the terms and conditions of employment have been addressed with affected employees is provided. (Sections 22.1-212.13, 22.1-296.1 and 22.1-296.2, Code of Virginia) The following elements are addressed: No

Additional details and clarification are needed in this section to ensure compliance with the Code of Virginia, Licensure Regulations for School Personnel, and CCPS School Board policies for the employment and evaluation of instructional personnel.

- 1. A plan that addresses the qualifications of teachers and administrators at the public charter school, including compliance with state law and regulation regarding Virginia Board of Education licensing endorsements. No**

COMMENT: The plan does not clearly indicate that teachers and administrators will hold current, valid licenses issued by the Virginia Board of Education (VBOE) with the appropriate endorsements for all assignments. The plan must clearly indicate that teachers and administrators will meet all requirements for a license and endorsement as stated in the Licensure Regulations for School Personnel. The plan needs to clearly

state how licensure requests for charter school staff will be processed from the local level to the Virginia Department of Education (VDOE). Each public school division in Virginia has a local licensure contact that works closely with the VDOE licensure staff to process licensure requests. Since charter schools are public schools, all licensure requests for charter school staff need to be processed through the CCPS human resources office. Campbell County Public Schools human resources staff will then submit licensure requests for the charter school to the VDOE who in turn issues licenses on behalf of the VBOE.

RESPONSE:

Teachers and administrators will meet all requirements for a license and endorsement as stated in the Licensure Regulations for School Personnel for the VDOE.

2. A plan to provide high-quality professional development plans. (Section 22.1-253.13.5, Code of Virginia) No

COMMENTS: Insufficient details are provided regarding the partnership between CCPS and the charter school for providing high-quality professional development. Section 22.1-253.13.5 of the Code of Virginia requires high-quality professional development in areas that are not addressed in this plan. Areas such as teacher and principal performance evaluation, gifted students, students with disabilities, English language learners, and educational technology need to be addressed in the plan. A review of the requirements provided in Section 22.1-253.13.5 of the Code of Virginia is recommended.

RESPONSE:

Staff Positions:

Director:

The Director of Philadelphia Charter Academy shall be the chief academic and financial officer responsible for both day-to-day and long-term operations of the school.

The broadly defined duties of the Director shall include but not be limited to the following:

- Implement the Charter and its philosophies and practices.
- Participate in the governance of the school.
- Oversee the school's curriculum and academic policies.
- Supervise the preparation of the annual Financial Audit and Programmatic Performance Report.
- Represent the school in fund-raising efforts including grant applications and solicitations for support from private and public entities.
- Interact with the state board of education, local private and public schools, charter school organizations, and the community on matters related to the school's operation and educational program.
- Investigate, mediate, or otherwise resolve complaints and problems that may arise between students, teachers, staff, parents, and community members.
- Evaluate the job performance of all school employees on a yearly basis.
- Communicate with all stakeholders on a regular basis.
- Manage the school on a daily basis.

Qualifications:

The GC shall determine the qualifications of the Director of PCA based on the school's needs at the time it is necessary to fill the position.

In general, PCA will expect its Director to have the following abilities, experience, and attitudes:

- Bachelor of Arts, Bachelor of Science, or equivalent degree.
- The goal of obtaining an advanced graduate degree during the lifetime of the charter.
- A visionary who is on the cutting edge of educational reform.
- Creative and innovative in his/her approach to education.

- Knowledgeable about and supportive of charter schools.
- Demonstrated leadership and decision-making skills.
- Demonstrated managerial skills to include goal setting, budget control, team building, and corrective action.
- Demonstrated ability to collaborate with parents, students, staff, and the community.
- Demonstrated teacher advocacy skills.
- Demonstrated accountability and communication skills.

- Ability to demonstrate skills in utilizing “broad vision.”
- Demonstrated ability to work with special education, low achieving, and gifted/talented students.
- Specific abilities to fulfill the Director/Principal duties described above.
- Supervisory experience of at least 10 years.

Evaluation:

The Director will be evaluated according to the Virginia Uniform Performance Standards for Principals, established by the VDH:

1. Instructional leadership
2. School climate
3. Human resource management
4. Organizational management
5. Communication and community relations
6. Professionalism
7. Student academic progress

Teachers:

Teachers shall be primarily responsible for developing, planning, and implementing the school’s educational program in the classroom.

In addition to their classroom instructional role, the broadly defined duties of the teachers shall include but not be limited to the following:

- Understand the Charter and its philosophies and practices.
- Participate in the governance of the school.
- Involve them individually and collaboratively in professional development activities that advance their skills, knowledge, and attitudes in the best interests of themselves, their students, and the school.
- Work with the school's varied stakeholders in support of the home-school-community continuum of educational culture that the school holds as one of its central tenets.
- Participate in the school's fund-raising activities including grant applications and solicitations for support from private and public entities.
- Serve as the advocate of their students in promoting a learning environment that allows each student to fulfill their potential in terms of academic achievement and social development.

PCA will provide the SBE with copies of credentials whenever a new teacher is hired or there is a change in the credentials of a currently employed teacher (e.g., a teacher changes from emergency to full certification).

In general, PCA will expect its teachers to have the following abilities, experience, and attitudes:

- Bachelor of Arts, Bachelor of Science, or equivalent degree.
- Demonstrated excellence as a teacher including knowledge of the subject matter they teach.
- Creative and innovative in his/her approach to education.
- Fluent with current educational theory and curriculum development.
- Knowledgeable about and supportive of charter schools.
- Ability to work collaboratively with other educators in interdisciplinary units.

- Desire to work with parents and community members to strengthen the home-school-community union to envelop students with a continuum of educational culture.
- Willingness to be responsible and accountable for the performance of students.
- Ability to present materials in ways that attracts and holds students' attention.
- Understanding of different student learning styles and how to adapt their teaching styles to them.
- Ability to assess student growth in a variety of ways e.g., standardized tests, classroom exams, presentations, projects, and portfolios.
- Ethical and compassionate behavior with respect to their interactions with students especially, but also parents, other educators, and community members.
- Demonstrated ability to work with special education, low achieving, and gifted/talented students.
- Specific abilities to fulfill the teacher duties described above.

Qualifications:

All teachers employed at PCA who are primarily responsible for classroom instruction in the core academic areas of reading, language arts, mathematics, science, history and social science shall be required to hold the necessary teaching credentials as required by the state of Virginia.

The Director shall confirm these documents, which shall be provided by prospective employees at the time they apply for work at PCA, for validity before a teacher is hired. Teacher credentials shall be maintained on file at the school and shall be subject to periodic inspection by the State Board of Education (SBE).

Non-Credentialed Instructional Staff:

The Personnel Committee, in collaboration with the Director, shall be responsible for supervising the non-credentialed instructional staff needed to carry out the schools educational program.

The non-credentialed instructional staff may include, but are not limited to the following positions:

Teaching aides; Art and music instructors; World language instructors; Physical education and Health instructors; remedial, gifted, and talented Instructional Specialists that work under the supervision of credentialed teachers; Instructors for enrichment, extracurricular, and community service activities.

Some of these non-credentialed staff members will normally hold part-time or full-time paid positions, others retained on a contract basis, and some others will be volunteers, depending on the needs and resources of the school.

-PCA shall have the flexibility intended by the Legislature with respect to the qualifications and experience of its non-credentialed staff who are involved in non-core, non-college preparatory instruction at the school.

-Wherever possible, depending on the fiscal resources and needs of the school, PCA will fill these positions with credentialed teachers on a part-time or full-time basis.

-When this is not possible, the non-credentialed instructional staff will normally have an undergraduate degree, be working toward their degree, or have at least five years of experience in an area of expertise related to the position they will fill.

- PCA will develop, as needed, the job descriptions, job qualifications, selection processes, and evaluation tools appropriate for the different kinds and levels of non-credentialed instructional staff that may be used to supplement the school's core academic program taught by the school's full-time credentialed teachers.

Non-credentialed staff may assist credentialed teachers but they shall not be assigned primary responsibility for teaching core academic subjects.

Non-instructional Staff:

The Director shall be responsible for supervising the non-instructional staff needed by the school to staff its operations (e.g., administrative assistants, secretaries, custodial staff, and food services workers).

PCA will develop, as needed, the job descriptions, job qualifications, selection processes, and evaluation tools appropriate for the different kinds and levels of non-instructional staff that may be employed at the school.

Minimum requirements for office and clerical staff will include, but not be limited to, computer skills (including working knowledge of word processing, spreadsheets, data base programs, accounting software, and internet communication management), written and verbal communication skills, and filing and organizational abilities.

The Director/Principal shall develop a written evaluation procedure for assessing the performance of non-instructional staff on a yearly basis.

All initial offers of employment will be considered "a conditional offer of employment" pending completion of a Criminal Records Check, which is satisfactory to the Board.

Further, the Board may require a Criminal Records Check of any employee at any time. If a Criminal Records Check is found to be unsatisfactory, the Board reserves the right to dismiss said person within twenty-four hours (24) of the receipt of such report, excluding Saturday, Sunday, or a legally recognized holiday.

The cost of record checks for personnel shall be borne by the individual. The cost of record checks for contractors will be borne by the contracting agency.

One of the first charges of the administration will be to work with technical consultants to clarify and enhance all personnel policies, including the Criminal Records Check prior to their implementation.

The Academy will be administered and managed by a management committee, made up of student's parents, teachers and administrators working in the school, and representatives of any community sponsors, in a manner agreed to by the public charter school applicant and the local school board.

The GC will establish procedures outlining the relationships between the Academy and its employees, to include, but not limited to the following:

- 1.) The Academy's employees shall be considered employees of the local school board according to state law.
- 2.) Salaried employees will be eligible to participate in the state and or county retirement plan(s).
3. Professional, licensed personnel may volunteer for assignment to the Academy.
4. Upon request of the employee and recommendation of the management committee, continued assignment to the Academy will occur annually.

5. Professional, licensed personnel who request a transfer from the charter school to another school in the division or who are not recommended for a continued assignment in the Academy shall be guaranteed a transfer.
 6. The Academy employees shall be granted the same employment benefits as other personnel in the school district.
 7. The Academy will establish and enforce a non-discrimination policy based on race, creed, sex, disability, religion or national origin.
 8. The Academy will not establish any policy that restricts the authority of the local school board to assign professional personnel to the Academy.
 9. The Academy will establish a “right to work” environment.
 10. The Academy will establish grievance procedures for employees.
 11. The Academy will establish a professional development program.
 12. The Academy will employ some non-certified personnel to work at the Academy, if necessary, and negotiates with the school district to achieve certification when applicable.
 13. The Academy will employ support personnel as needed.
 14. Employment will be offered to the Parents of students enrolled in the Academy.
- 2. Provisions for the evaluation of staff at regular intervals and in accordance with state law and regulation. No**

COMMENTS:

It is not clear that the charter school will be meeting all teacher and principal evaluation requirements as set forth in the Code of Virginia or if the VBOE’s approved model systems for teacher and principal evaluation will be implemented as set forth in the Uniform Performance Guidelines and Evaluation Criteria for Teachers and the Uniform Performance Guidelines and Evaluation Criteria for Principals.

RESPONSE:

Evaluations will be conducted by the Principle of the Academy using Teacher performance guidelines as set by the Uniform Performance Guidelines and Evaluation Criteria for Teachers and the Uniform Performance Guidelines and Evaluation Criteria for Principals per VDOE.

REFERENCE APPENDIX E (TEACHER EVALUATION) PAGES 82- 85

3. **Provisions for a human resource policy for the public charter school that is consistent with state and federal law. No**

COMMENT: It is not clear what is meant by the “VDOE human resource policy.” It is not the role of the VDOE to establish local school division human resource policies. It is the responsibility of the local school board to set policy, including human resource policies. Chapter 15 of the Code of Virginia along with other chapters and sections of the Code referencing the employment of instructional personnel are not addressed by the applicant. It is not clear in this section that charter school employees will be employed by CCPS and subject to the human resource policies set by the local school board. However, the following is stated in XII .5: “PCA will be part of Campbell County Public Schools and follow all school division policies including the terms and conditions of employment and notification of all employees of the terms and conditions of employment in compliance with state and federal laws.” This statement needs to be clarified. –“It is not clear what is meant by the “VDOE human resource policy.”

RESPONSE:

Typing error, should read “Campbell County Public Schools” human resources policy will be used to establish HR policies.

4. **Notification to all school employees of the terms and conditions of employment. No**

COMMENT: It is not clear that charter school employees will be employees of CCPS. The response only indicates that PCA will be part of CCPS.

RESPONSE:

Charter school employees will be employees of CCPS.