

This section is required

Programs, Strategies and Actions

Which of the following programs, strategies and actions does the LEA apply to provide students safe and supportive schools?

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

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

This narrative is empty.

Screening, Evaluating and Programming for Gifted Students

The requirements for a student's Gifted Individualized Education Plan can be found in the Pennsylvania Code (22 Pa Code §16.32)

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.)

Gifted awareness is communicated to families through our parent student handbook as well as posted annually on our school website.

Describe your entity's process for locating students who are thought to be gifted and may be in need of specially designed instruction (screening).

Students are referred to be evaluated for giftedness by teachers and parents. When a student has been referred, the school psychologist completes a comprehensive evaluation of that student. If he/she qualifies for gifted services, and Individualized Education Plan is written for that child and gifted services are provided.

Describe your entity's procedures for determining eligibility (through multiple criteria) and need (based on academic strength) for potentially mentally gifted students (evaluation).

Students who are thought to be academically advanced are placed in an enrichment based tier 3 intervention. The student is evaluated by our tier 3 enrichment coaches and begin working on enrichment activities in a small group setting on a weekly basis. Once the enrichment coach has collected 4-6 pieces of data, the student is brought to our SAFSS team for discussion. If the student continues to excel, the student is referred to the Special Education team for gifted testing. If the student remains consistent, the enrichment coach will continue to collect additional data before making a recommendation for possible testing. Once the student is referred for advanced academic testing, the Special Education Team complies with all federal and state mandated testing timelines. If the student is determined to be academically advanced, a GIEP will be written and the student will be served by a gifted support teacher who will meet the needs addressed in the GIEP. If the team determines that academic acceleration(promotion) would be beneficial, then the team will work to properly place the student to ensure that all academically advanced needs are being met. If the student does not qualify for academically advanced placement, they will continue to work with the enrichment coaches to participate in academic enrichment activities.

Describe the gifted programs* being offered that provide opportunities for acceleration, enrichment or both. *The word "programs" refers to the continuum of services, not one particular option.

If the student is determined to be academically advanced, a GIEP will be written and the student will be served by a gifted support teacher who will meet the needs addressed in the GIEP. If the team determines that academic acceleration(promotion) would be beneficial, then the team will work to properly place the student to ensure that all academically advanced needs are being met. If the student does not qualify for academically advanced placement, they will continue to work with the enrichment coaches to participate in academic enrichment activities.

Developmental Services

Which of the following developmental services are integrated into all levels of your educational program?

<i>Developmental Services</i>	<i>EEI</i>	<i>EEI</i>	<i>ML</i>	<i>HS</i>
Academic Counseling	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Attendance Monitoring	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Behavior Management Programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Bullying Prevention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Career Awareness	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Career Development/Planning	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Coaching/Mentoring	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Compliance with Health Requirements –i.e., Immunization	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Emergency and Disaster Preparedness	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Guidance Curriculum	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Health and Wellness Curriculum	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Health Screenings	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Individual Student Planning	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Nutrition	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Orientation/Transition	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
RTII/MTSS	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Wellness/Health Appraisal	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		

Explanation of developmental services:

Lincoln Charter School consistently strives to seek out ways to better serve our students' needs. We actively pursue opportunities to improve the health, wellness and well-being of all of our students and staff through different community and program opportunities.

Diagnostic, Intervention and Referral Services

Which of the following diagnostic, intervention and referral services are integrated into all levels of your educational program?

<i>Diagnostic, Intervention and Referral Services</i>	<i>EEI</i>	<i>EEI</i>	<i>ML</i>	<i>HS</i>
Accommodations and Modifications	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Administration of Medication	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Assessment of Academic Skills/Aptitude for Learning	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Assessment/Progress Monitoring	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Casework	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Crisis Response/Management/Intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Individual Counseling	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Intervention for Actual or Potential Health Problems	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Placement into Appropriate Programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Small Group Counseling-Coping with life situations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Small Group Counseling-Educational planning	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		

Diagnostic, Intervention and Referral Services

IEP EOI ML HS

Small Group Counseling-Personal and Social Development

Special Education Evaluation

Student Assistance Program

Explanation of diagnostic, intervention and referral services:

Lincoln Charter School continuously strives to find and utilize multiple avenues to best serve students' needs.

Consultation and Coordination Services

Which of the following consultation and coordination services are integrated into all levels of your educational program?

Consultation and Coordination Services

IEP EOI ML HS

Alternative Education

Case and Care Management

Community Liaison

Community Services Coordination (Internal or External)

Coordinate Plans

Coordination with Families (Learning or Behavioral)

Home/Family Communication

Managing Chronic Health Problems

Managing IEP and 504 Plans

Referral to Community Agencies

Staff Development

Strengthening Relationships Between School Personnel, Parents and Communities

System Support

Truancy Coordination

Other Consultation and Coordination Services

IEP EOI ML HS

Child and Adolescent Service System Program (CASSP)

Explanation of consultation and coordination services:

Lincoln Charter School works with parents and community partnerships to address student needs and connect families with community services. Lincoln Charter School has a school counselor and a school social worker who both work with families to help them coordinate, align, and receive all the support they need from outside agencies.

Communication of Educational Opportunities

By which means do you use to communicate educational opportunities (and how to access them) to parents and students?

Communication of Educational Opportunities

IEP EOI ML HS

Course Planning Guides

Directing Public to the PDE & Test-related Websites

Individual Meetings

Letters to Parents/Guardians

Local Media Reports

Website

Meetings with Community, Families and Board of Directors

Mass Phone Calls/Emails/Letters

Newsletters

<i>Communication of Educational Opportunities</i>	<i>EEP</i>	<i>EET</i>	<i>ML</i>	<i>HS</i>
Press Releases	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
School Calendar	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Student Handbook	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		

Communication of Student Health Needs

Which means do you use to provide information to parents or guardians about the health needs of their children? (Check all that apply)

<i>Communication of Student Health Needs</i>	<i>EEP</i>	<i>EET</i>	<i>ML</i>	<i>HS</i>
Individual Meetings	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Individual Screening Results	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Letters to Parents/Guardians	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Website	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Meetings with Community, Families and Board of Directors	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Newsletters	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
School Calendar	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Student Handbook	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		

Frequency of Communication

How often do you communicate with parents about how to access educational opportunities and how to address health needs of students?

	<i>Frequency</i>
Elementary Education-Primary Level	More than once a month
Elementary Education-Intermediate Level	More than once a month
Middle Level	Not Applicable
High School Level	Not Applicable

Collaboration for Interventions

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

Student and Family Support System (SAFSS)

The mission of the Student and Family Support System is to ensure that no child “falls through the cracks.” It is an intervention strategy that works closely with the MTSS process that is available for **all** students in the school who are having problems that are interfering with their ability to achieve in school. SAFSS is an intervention process to address barriers to learning. These barriers can be academic, social-emotional, behavioral and/or a crisis situation. SAFSS creates solutions for individual students by coordinating efforts between school, family, and social service agencies, when appropriate. The SAFSS process usually begins with teachers collaborating with parents/guardians as soon as a concern has been identified. The process becomes broader and more formalized after these home/classroom interventions have been attempted, but the child’s performance or behavior still has not improved to an acceptable level. Additional SAFSS steps identify resources and interventions outside of the classroom to assist the student. These resources could include school-based intervention, more support for parent/guardian involvement, and services available in the community. SAFSS is preventative, proactive and solution focused. As documentation for each student moving to Core SAFSS is received, the Core Team will determine whether an evaluation for special education is warranted and, if so, will then refer for an evaluation for special education, consistent with IDEA and state regulations.

Community and Parent Engagement

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

Parents have played a key role in the founding coalition of the Lincoln Charter School (LCS). The initial plans for LCS came about as the result of requests by the parents of Lincoln Charter School (LCS). How schools relate to parents can make a significant difference in how much parents participate in their children's education. LCS recognizes that parents and other family members are a child's first teachers and that engaging them is critical to children's educational success. LCS respects parents and families as consumers of education. We want parents to feel welcome when they walk into our school. Thus, our school commits itself to keeping families engaged in their child's education, both in the school and in the home, and will provide quarterly assessments of their student's progress. We recognize the value of constant communication with our families. To maintain strong channels of communication, monthly newsletters, bi-weekly administration letters, school web page, auto-dialer messages, Twitter and Facebook postings are implemented for the home school connection. LCS has a Parent Advisory Council (PAC) with selected members who meeting regularly and make recommendations to the Charter Board of Trustees. A PAC is submitted and presented at every public Charter Board Meeting.

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
-

Lincoln Charter School has a wide variety of community agencies that provide before and after school care to our students. Our partnerships include Sunshine Daycare, Lots of Love, Crispus Attucks, YMCA, YWCA, and Wonder Years. All outside agencies are responsible for transportation to and from our school.

Lincoln Charter School (LCS) has been and will continue to be an integral part of the surrounding community. The school opens its doors to social services and community organizations, linking service providers with the needs of students and their families.

Through our curricular theme of Technology, LCS has established deep connections to the community around efforts to improve community outreach. All students of our school participate in monthly service learning opportunities.

Lincoln Charter School (LCS) school community and Board of Trustees will continue to seek the expertise, advice, and involvement of families and local citizens. This support will reinforce our educational mission at home and throughout the community.

All students of LCS have the opportunity to participate in extra-curricular activities in their home district. Open communication between York City and LCS has given our students the chance to participate in football, cheerleading, track & field, and basketball for the past three years

LCS has an after school program for interested students in various subject matters including Technology, Sports and Music for grades K-5 as well as inviting outside agencies like the Bible Club conduct their program within our school.

LCS students can participate in our yearly Roar for Learning program which occurs over the summer as well as after school tutoring for students in grades K-5.

LCS coordinates and plans with all area before and after school programs to ensure that our students receive the best possible care before and after school as well as on scheduled days off.

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.
-

The Lincoln Charter School Special Education Coordinator schedules a yearly meeting with the IU for preschool students identified with disabilities. Transition meetings are held for LCS in May with LCS staff and intermediate unit representatives meeting to determine the best course of action

and kindergarten placement for the student. Traditionally, students are placed in a traditional kindergarten setting with the help and supports needed to be successful. If a student enrolls in Kindergarten and has a pre-school treatment plan, then the student would be placed in an appropriate full time learning support Kindergarten classroom until the school age evaluation can be completed by our school psychologist and the child's needs can be determined. Once testing is complete, the student will either be placed in a traditional kindergarten classroom or will remain in the full time learning support Kindergarten classroom.

LCS kindergarten registration is held in late February, May, and June. Elementary administration, enrollment staff, and department representatives are present during registration to provide information on students and the district programming. Parents choose a date and time in February, May or June to have their child screened for kindergarten at the school. A parent meeting and training are also offered on the first day of school to assist students entering school who are not meeting the benchmarks of a beginning kindergartner.

Lincoln Charter school partners with a wide variety of community agencies involved with the family/student as well as assisting families in obtaining community agencies that can support the student/family needs.

Health and Safety

By answering "Yes" to each question, the Charter School assures that it has complied with health and safety requirements maintenance of health and immunization records for students, school meal program and transportation.

<i>Health and Safety</i>	<i>Answer</i>
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)

Lincoln Charter School employs a registered nurse and a school certified nurse. Their responsibilities include: nursing care of students, distribution of medications, records maintenance, state reporting requirements, annual state report, health screenings (height, weight, vision), health exams, immunizations, communication with parents, provisional immunization lists, hearing tests (specific grades), scoliosis exams (specific grades), health suite visit log, discretionary medication forms, annual dental visit, health examinations with doctor, provide first aid kits for instructional trips.

Food Service Program

Describe unique features of the Charter School meal program

Lincoln Charter School applied for and received CEP (Community Eligibility Program Destination) which means that 100% of our students receive free meals. All students enrolled at Lincoln Charter School are eligible to receive a healthy breakfast, lunch, snack, and dinner at school at no charge to their household. Breakfast is served daily to all students in their homeroom after arrival, lunch is served daily in the cafeteria, snacks are delivered to classrooms for afternoon distribution, and dinner is provided to all students via a drop in center or after clubs. Lincoln Charter School has also received fresh fruit grants which allow all students to have access to fresh fruits and vegetables. All food services are provided by Whitson's Culinary Group. Whitson's Culinary Group also provides nutritional lessons to students starting in October and running through May on the second Wednesday of every month. Nutrition education will be offered at each grade level as part of a sequential, comprehensive, standards based health education curriculum that meets state and national standards.

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:

The staff at Lincoln Charter School makes school safety and security a top priority. A school-wide emergency flipchart was created and is used that details emergency contacts, definitions of various emergencies, alert signals, and teacher responses for incidents such as: lockout, lockdown, evacuation, shelter-in-place, drop/cover/hold, all clear, media protocol, off-site evacuation, family reunification, student release, injury/illness, room clear, mental health critical incident, death, utility failure, suspected biological emergency, chemical/hazardous material emergency, materials/food/beverage contamination, radiological contamination, release incidents, fire, flooding, earthquake, thunderstorm/lightning, wind/tornado/severe weather, intruder/suspicious person, disruptive person, civil unrest, weapons use, armed intruder, weapons on property, bomb threats, suspicious packages, hostage situation, kidnapping/missing child, sexual assault, and standard first aid procedures. The emergency flipchart is posted in every classroom for quick reference. Additionally, the building is locked from the outside and all visitors are required to identify themselves in the office and sign in. Fire drills, severe weather drills, and active shooter drills are conducted as required. Lastly, Lincoln Charter School uses video surveillance and safety walkthroughs are conducted regularly.

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

Provide the details of the school's compliance with health and safety requirements and maintenance of health and immunizations records for students.

The school wellness policy

[Wellness Policy.docx \(114 KB\)](#)

The school policy regarding Health Reimbursement

[Health Reimbursement Policy.pdf \(53 KB\)](#)

Current School Insurance Coverage Policies and Programs

Provide the current school insurance coverage policies and programs.

The school's current Insurance Accord

[Current Insurance Accord.pdf \(349 KB\)](#)

The school's Certificate of Liability

[Certificate of Liability.pdf \(179 KB\)](#)

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

[Statement of Insurance.pdf \(54 KB\)](#)

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.

The majority of students at Lincoln Charter School walk to school. If students are residents of a district other than York City, transportation is provided by their home district. Students who attend before or after school care receive transportation services through their agency. Homeless students and students who attend an alternative education setting are provided with transportation at our expense using Lincoln Intermediate Unit 12.

Please provide a file for the following:

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

No file has been provided for "Free Transportation Eligibility Requirements"

Student Conduct

By answering "Yes" to each question, the Charter School assures that it has complied with 22 Pa. Code Chapter 12 for expected student behavior, discipline and the respect to due process.

<i>Charter School's Code of Student Conduct</i>	<i>Answer</i>
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, including actions on any school bus, van, or any other public conveyance?	Yes
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

If necessary, provide further explanation.

This narrative is empty.

Please provide a file for the following:

The school's Code of Student Conduct

No file has been provided for "Code of Student Conduct"

This section is required

Characteristics

Which of the following describes your professional education program for classroom teachers, school counselors and education specialists? (Check all that apply)

<i>Charter's Professional Education Characteristics</i>	<i>CEP</i>	<i>EEI</i>	<i>ML</i>	<i>HS</i>
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Empowers educators to work effectively with parents and community partners.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		

Which of the following describes your professional education program for administrators and other educators seeking leadership roles? (Check all that apply)

<i>Charter's Professional Education Characteristics</i>	<i>CEP</i>	<i>EEI</i>	<i>ML</i>	<i>HS</i>
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.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
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.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Provides leaders with the ability to access and use appropriate data to inform decision making.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Instructs the leader in managing resources for effective results.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		

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

Professional education and professional development is taken very seriously at Lincoln Charter School. On every other Thursday, the school dismisses students at 1:00pm to allow for professional development time for staff. The PD opportunities range from instructional strategies to differentiation to behavior interventions. Ongoing Professional Development never ends. Teachers participate in daily team meetings, as well as the bi-monthly staff professional development that are scheduled into the school calendar. Staff members also have access to opportunities to grow through trainings offered at LIU #12. School leaders participate in curriculum council meetings, special education advisory meetings, and Pennsylvania Inspired Leadership courses.

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

Our LEA only serves Primary and Intermediate Elementary Level Students. We do not have a Middle or High School level.

Educator Discipline Act 126 and Act 71

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

	<i>Status</i>
The LEA has conducted the required training on:	<i>Answered</i>
The LEA plans to conduct the required training on approximately:	<i>Answered</i>

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

	<i>Status</i>
The LEA has conducted the training on:	<i>Answered</i>
The LEA plans to conduct the training on approximately:	<i>Answered</i>
Not Applicable for our school entity	<i>Answered</i>

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

	<i>Status</i>
The LEA has conducted the training on:	<i>Not Applicable</i>
The LEA plans to conduct the training on approximately:	<i>Not Applicable</i>
Not Applicable for our school entity	<i>Answered</i>

Professional Development

Using the +Professional Development button, please complete the template for the professional development opportunities offered during your planning cycle.

+ Professional Development

BEST PRACTICES

[Show Details](#)

SCHOOL LAW

[Show Details](#)

HOMELESSNESS AWARENESS

[Show Details](#)

TECHNOLOGY

[Show Details](#)

SLC

[Show Details](#)

EDUCATION REFORM

[Show Details](#)

BEST PRACTICE CLASSROOM STRATEGIES

[Show Details](#)

PSSA TRAINING

[Show Details](#)

CHOICES

[Show Details](#)

I USED TO THINK, BUT NOW I THINK

[Show Details](#)

ACTIVE INTRUDER

[Show Details](#)

SPECIAL EDUCATION

[Show Details](#)

ESL

[Show Details](#)

SPECIAL EDUCATION UPDATES

[Show Details](#)

ESL UPDATES

[Show Details](#)

PSSA TRAINING

[Show Details](#)

NEW TEACHER ACADEMY

[Show Details](#)

SCHOOL COUNSELING

[Show Details](#)

TECHNOLOGY

[Show Details](#)

YEARLY UPDATES

[Show Details](#)

Strategies Ensuring Fidelity

Which of the following strategies do you apply to ensure that professional development is focused and wide-ranging and is implemented with fidelity? (Check all that apply)

CHECKED

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

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

Lincoln Charter School prides itself in providing high-quality professional development opportunities to all staff members. These opportunities are differentiated to meet the needs of our various staff members and determined through staff surveys, staff input, and needs addressed by the school's instructional leadership team. Professional development is delivered by current members of the administration team, leadership team members, and outside agencies. At the conclusion of each professional development opportunity, staff is surveyed and completes a professional development feedback form so that the administration can determine the effectiveness of the professional development opportunity and determine further needs.

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

This narrative is empty.

Induction Program

Which of the following goals, objectives and competencies does your Induction program contain? (Check all that apply)

CHECKED

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.

- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

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

Induction Leader- Academy Coaches and Administrators

Induction Leader along with Mentor Teachers at each grade level worked with new staff members to ensure inductees:

- Complete online coursework for new teacher induction through the eduplanet21 platform through IU12.
- Implement varied instructional practices through co-planning during weekly team meetings;
- Review staff learning community handbook, believe established school values and beliefs, and understand all professional responsibilities through individual conferences, team meetings, and school-wide professional development;
- Receive team professional development on using the Pennsylvania Department of Education webpage and the resources available on the Students Aligned Systems which provide examples for instruction;
- Develop a teaching tool kit to utilize in their classroom;
- Understand and use the web based resources required for implementation: Powerschool, eValue Benchmark System, Renaissance Place STAR Reading and Math, Aimsweb, Study Island and Microsoft Outlook.

Teachers are also required to participate in curriculum mapping process.

All inductees participate in a web-based induction program, facilitated by the Educational Services Division of Lincoln Intermediate Unit 12. This program includes the completion of a 14-hour online course of 8 modules, as well as 4 virtual meetings on the course content, facilitated by an educational consultant from Lincoln Intermediate Unit 12. Module topics include Standards-Aligned System, Educator Effectiveness, Assessments, Teaching Diverse Learners, and Professionalism. Assignments within the course include surveys, discussion boards, checklists for inductees, journal reflections, and applications of course content within the school setting.

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

This narrative is empty.

Needs of Inductees

Which of the following tools do you use to assess the needs of the inductees? (Check all that apply)



- 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).

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

Induction Leader: Academy Coaches and Administrators

Induction Leader along with Lead Teachers at each grade level work with new staff members to ensure inductees:

- Online New Teacher Induction program
- Receive weekly feedback throughout the first marking period about their instructional practices
- Receive monthly feedback throughout the remainder of the year about their instructional practices

- Daily team meetings with lead teachers and team
- Analysis of PSSA data and monthly analysis of eValuate data to determine growth at meeting school goals with lead teachers
- Monthly team meetings around data discussions
- Receive a review and feedback on lesson plans periodically
- Professional Development Needs Survey conducted each year for feedback

Formal Evaluation process completed by Principal

Peer Observations and Informal walk through observations

The New Teacher Induction program through Lincoln Intermediate 12 requires all inductees to complete a survey and hold discussions on various topics of need for Pennsylvania teachers, including Standards-Aligned System, Educator Effectiveness, Assessments, Teaching Diverse Learners, and Professionalism.

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

This narrative is empty.

Mentor Characteristics

Which of the following characteristics do you use to select mentors? (Check all that apply)



CHECKED

- 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.

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

Mentor teachers are chosen from Lincoln Charter School's pool of highly qualified teachers. Furthermore, mentor teachers must have served at Lincoln Charter School for at least three years and have shown leadership capabilities and completed a mentor training. Pairings of mentors and mentees are assigned based on needs, personalities, and areas of expertise. The mentor-mentee relationship at Lincoln Charter School is one that goes beyond a teacher's first year and builds and supports both lasting relationships and strong educators.

The New Teacher Induction program through Lincoln Intermediate 12 also provides a course instructor that serves as an additional point of contact and mentor for all Lincoln Charter school inductees. This course facilitator is a full-time educational consultant within the Educational Services division with years of experience in education as both a Pennsylvania teacher and administrator.

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

This narrative is empty.

Induction Program Timeline

Identify the timeline of induction topics to be addressed. (Check all that apply)

Topics	Aug- Sep	Oct- Nov	Dec- Jan	Feb- Mar	Apr- May	Jun- Jul
Code of Professional Practice and Conduct for Educators	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Topics	Aug- Sep	Oct- Nov	Dec- Jan	Feb- Mar	Apr- May	Jun- Jul
Assessments	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Best Instructional Practices	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Safe and Supportive Schools	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>
Standards	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Curriculum	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
Instruction	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Accommodations and Adaptations for diverse learners	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Data informed decision making	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Materials and Resources for Instruction	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

If necessary, provide further explanation.

Instructional Coaches:

Instructional Coaches are available throughout each and every day. Some coaches do not have teaching assignments and are available to assist inductees at any time throughout the day.

The strong professional group of lead teachers is available each day during daily scheduled team meetings. This provides another layer of support that delves into the daily implementation of best practices in the classroom.

The New Teacher Induction program through Lincoln Intermediate 12 covers the topics of Standards, Curriculum, and Instruction, and Materials and Resources for instruction in the Standards-Aligned System Module during the months of August and September; Assessments, Safe and Supportive Schools, Accommodations and Adaptations for diverse learners, Data-informed decision making, and Best Instructional Practices in October and November; and the Code of Professional Conduct for Educators in January of the traditional school year. Dates are adjusted for a spring inductee.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

After each induction meeting, participants were required to fill out a feedback form that was used to gauge the topics for the upcoming Induction meetings. Participants also completed an end of the program survey to determine program strengths and weaknesses. Survey results and feedback are collected and are used to improve on our current Induction program.

The New Teacher Induction Program through Lincoln Intermediate Unit 12 includes a participant feedback survey at the end of the course. These results inform the yearly revisions to the course content.

Recording Process

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

CHECKED

- 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.

Brick and Mortar Charter Schools Assurances

This section is required

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 §17-17232-A (a))

Safe and Supportive Schools Assurances

This section is required

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.