

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

CSP Non-SEA Planning, Program Design, and Implementation (84.282B)

CFDA # 84.282B

PR/Award # U282B120063

Grants.gov Tracking#: GRANT11152580

OMB No. , Expiration Date:

Closing Date: Jun 06, 2012

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e301

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

There were problems converting one or more of the attachments. These are: 1297-925 Penn Ave. map.xps

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
--	--	--

* 3. Date Received: <input type="text" value="06/06/2012"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text" value="NA"/>
--	--

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="45-1682414"/>	* c. Organizational DUNS: <input type="text" value="0784669250000"/>
--	---

d. Address:

* Street1:	<input type="text" value="925 Penn Avenue"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Pittsburgh"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="PA: Pennsylvania"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="15222-3713"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
--	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Linda"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Clautti"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="412-392-4601 x245"/>	Fax Number: <input type="text" value="(412) 535-0424"/>
--	---

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282

CFDA Title:

Charter Schools

*** 12. Funding Opportunity Number:**

ED-GRANTS-041312-001

* Title:

Office of Innovation and Improvement (OII): Charter Schools Program (CSP): CSP Grants to Non-State Educational Agency (Non-SEA): Planning, Program, Design, and Initial Implementation Grants CFDA Number 84.282B

13. Competition Identification Number:

84-282B2012-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Opening a New Elementary Charter School in Pittsburgh, PA

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="191,700.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="97,890.00"/>
* d. Local	<input type="text" value="2,919,598.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="3,209,188.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

There was a problem attaching a file(s).

The attached file can be viewed as an individual component using Application Log menu option.

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	* TITLE
Linda Clautti	CEO
* APPLICANT ORGANIZATION	* DATE SUBMITTED
Urban Pathways K-5 College Charter School	06/06/2012

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: Urban Pathways K-5 College Charter School

* Street 1: 925 Penn Avenue Street 2: _____

* City: Pittsburgh State: PA: Pennsylvania Zip: 15222

Congressional District, if known: PA-014

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: Department of Education	7. * Federal Program Name/Description: Charter Schools
	CFDA Number, if applicable: 84.282

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
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10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name N/A Middle Name _____

* Last Name N/A Suffix _____

* Street 1 _____ Street 2 _____

* City _____ State _____ Zip _____

b. Individual Performing Services (including address if different from No. 10a)

Prefix _____ * First Name N/A Middle Name _____

* Last Name N/A Suffix _____

* Street 1 N/A Street 2 _____

* City N/A State _____ Zip _____

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: Linda Clautti

* Name: Prefix Dr. * First Name Linda Middle Name _____

* Last Name Clautti Suffix _____

Title: CEO Telephone No.: (412) 392-4601 x245 Date: 06/06/2012

Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # U282B120063

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Optional - You may attach 1 file to this page.

GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

GEPA's definition of "special needs" includes barriers of gender and race. Our current student population is 99% African American and over 60% female. Our regular curriculum, support structures, and extra-curricular programming are all targeted towards the particular needs of these special needs audiences.

For instance, students who deal with violence in their families or in the community are provided psychological and emotional support. We send counselors to family homes in extreme circumstances. As a second example, we provide after-school mentoring programs. These are separated by gender so that young women can feel comfortable learning from positive female role models in a supportive environment.

The new K-5 school that we opened in urban Pittsburgh replicates the systems that we have designed and implemented with success for special needs students in our 6-12 school.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION Urban Pathways K-5 College Charter School	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Dr.	* First Name: Linda Middle Name:
* Last Name: Clautti	Suffix:
* Title: CEO	
* SIGNATURE: Linda Clautti	* DATE: 06/06/2012

Close Form

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:

Dr. Linda Clautti

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 Street2:
 * City: Pittsburgh
 County:
 * State: PA: Pennsylvania
 * Zip Code: 15222
 * Country: USA: UNITED STATES

* Phone Number (give area code) Fax Number (give area code)

412-392-4601 (412) 392-46

Email Address:

lclautti@upcs.net

2. Applicant Experience:

Novice Applicant Yes No Not applicable to this program

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

Add Attachment Delete Attachment View Attachment

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Organization Name: Urban Pathways K-5 College Charter School

Organization Address: 925 Penn Ave.; Pittsburgh, PA 15222-3713

Project Director Name: Dr. Linda Clautti

Project Director Phone & Email: (412) 392-4601 x245 lclautti@upcs.net

Project Title: Opening a New Elementary Charter School in Pittsburgh

Project Description: In August 2011, Urban Pathways K-5 College Charter School opened its doors to a first class of 160 students in Grades K-3. Parents were desperate for a better option for their young children. They lobbied for the establishment of a K-5 school because of Urban Pathways' existing reputation for high-quality middle and high school education and positive outcomes. Grade 4 will be added in 2012-13 and Grade 5 in 2013-14 for a total of 240 students. 98% of our students are African-American and 80% qualify for free-and-reduced lunch. The school's mission is to help every child find a pathway to a successful adult life. The vision is that every student who enters the school also graduates. Every graduate will receive post-secondary acceptances and financial aid. This is the first expansion school built by the leaders of the nationally recognized Urban Pathways 6-12 Charter School.

Meeting the Purpose of the CSP as stated in Notice Inviting Applications for New Awards:

This project directly meets each of the purposes of the CSP. We expand the number of high quality charter schools available to American students by adapting a nationally recognized charter model to the K-5 grades. Financial assistance from CSP will directly support initial implementation costs of the new K-5 charter school, including informing the community, acquiring equipment, supplies, and curriculum materials, and other initial operational costs. As a data-driven institution, we continually assess the effects of our charter school on students, academic achievement, staff, and parents and adjust our program accordingly.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

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To add more Project Narrative File attachments, please use the attachment buttons below.

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Competitive Preference Priority 1: Achievement & High School Graduation Rates

[We address Application Requirement (x) in this section as well as in the sections dedicated to Selection Criteria (ii) and (iv).]

(b) Students with Disabilities

In accordance with and going beyond the Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C. 1200 et. Seq. (IDEA), the Special Education Department of Urban Pathways K-5 College Charter School will provide academic support, accommodations, and modifications based on individual need. Under the oversight of a certified special education teacher, these adjustments will include: modified curriculum in the classroom, team teaching, computer-based remediation and resource intervention, and learning support curriculum materials. Special education students use manipulatives like clickers to indicate in-class comprehension and technology like enlarged computer screens for visually impaired students.

In March 2011, Urban Pathways K-5 College Charter School established a partnership with Wesley Spectrum Services, which provides structured therapies and support for children with emotional disabilities. Wesley Spectrum Services offers guidance to families on mental health treatment, food, family services, housing, and employment through an array of services and strong community partnerships. Urban Pathways K-5 College Charter School employs licensed social workers and a full-time school psychologist. Wesley Spectrum's best practices are described in detail available at www.wesleyspectrum.org/best-practices.htm. 20% of our students require an Individual Education Plan, overseen by educators, relatives, and experts.

(c) English Learners

100% of students will take a Home Language Survey in written English and every family participates in an annual interview. Based on these assessments, the Director of Special

Education identifies the performance levels of ELL students and records baseline data. Urban Pathways K-5 College Charter School has developed and is implementing model ELL programs for ELL students. Based on the results of annual assessment data, the Directors of Special Education and Curriculum and Assessment will adjust ELL programs as necessary.

(d) High Need Students

The overwhelming majority of our students are “high needs” children. The mission, strategy, and operations of our school are targeted towards their improved achievement and graduation rates. We prepare them for admission to the Urban Pathways 6-12 Charter School, which had a 100% graduation rate in 2009, 2010, and 2011. The college acceptance rate for 2010-11 and 2011-12 was 100%, with 90% of the Class of 2012 accepted to four-year schools.

(e) High Poverty Schools

80% of students attending Urban Pathways K-5 College Charter School qualify for free and reduced lunch under the Richard B. Russell National School Lunch Act. Many of these students reside in the poorest neighborhoods in Pittsburgh. Four-fifths of our students come from the Pittsburgh School District, where 26.5% of students live beneath the poverty line, compared to a state average of 17.5% (according to the U.S. Census Bureau Small Area Income & Poverty Estimates, <http://febp.newamerica.net/k12/PA>). Other students come from Sto-Rox (34.8% student poverty rate), McKeesport (26.5%), Woodland Hills (24.3%), Wilkinsburg (35.7%), and Penn Hills (16.8%), Duquesne (36.7%), and Steel Valley (21.1%). As a free public charter school, Urban Pathways K-5 College Charter School is a direct alternative for families.

(f) Inclusive Manner for High Needs Students

Urban Pathways K-5 College Charter School ensures that children with disabilities are educated to the maximum extent possible in the regular education environment or “least

restrictive environment.” Programs and services available to students with disabilities include: (1) regular class inclusion with technological assistance; (2) regular class inclusion with itinerant service by a special education teacher or teaching assistant; (3) regular class inclusion for most of the school day with instruction provided by a special education teacher in a resource classroom as needed; and (4) special education class placement or special education services provided outside the regular class for most or all of the school day, either in a regular public school or at an alternative setting such as an approved private school or other private facility licensed to serve children with disabilities. Case (4) is reserved for instances when education in the general classroom setting, even with aides and supplements, cannot be achieved effectively.

Competitive Preference Priority 2 – Promoting Diversity

While 98% of Urban Pathways K-5 College Charter School students are African American at this time, teachers regularly expose all students to a diverse range of persons and cultures. The teaching staff represents a mix of racial, economic, gender, age, and cultural backgrounds. Elementary school students study the history, culture, and religion of countries such as China and India. Students celebrate Hispanic holidays such as Cinco de Mayo at the school and prepare reports on the relevance of such festivals to people from foreign cultures.

Urban Pathways K-5 College Charter School embeds a citizenship program within classroom instruction. Our faculty and staff aim to produce graduates who understand the factors affecting their communities and environment and who will become active participants in issues of communal importance. Character and civic education within the classroom are central to this goal. Exposure outside the classroom is another critical component. We will therefore conduct joint programs with other schools in Pittsburgh whose demographics are distinct from our own. Urban Pathways K-5 College Charter School will partner with the Youth Ambassador

Program sponsored by Three Rivers Community Foundation. This program brings together students from radically different socio-economic spheres to work in concert on community projects, with cross-cultural teamwork as an essential component of the program.

Competitive Preference Priority 3 – Improving Productivity

(1) As African American, Latino, and poorer children show significant educational gaps in early years, middle schools must allocate additional resources to help students achieve at grade level.

Urban Pathways K-5 College Charter believes that if our educators engage students in their earlier years, the need for remediation will be reduced for many students. This will enable middle and high schools to repurpose many of their resources and to provide a more rigorous academic preparation for college.

(2) We will employ the Core Knowledge curriculum, enabling teachers to know well in advance the materials that will be used for each class level. Teachers are provided ample professional development time to adapt the curriculum to meet particular class needs. Ten professional development days are built into the calendar at the beginning of the school year, an additional ten at the end, and one per month, totaling at least 30 days of school-wide professional development.

(3) Due to the standards, professionalism, and optimism of its teaching staff, Urban Pathways K-5 College Charter School is an environment in which young students experience dynamism and personal challenge and where learning and citizenship are celebrated. This exciting involvement in the educational process keeps students engaged and thirsty for knowledge.

(4) With the diverse community partnerships detailed in Selection Criterion (iv), the school will leverage numerous outside resources to create increased economies of scale.

(5) Teachers will be compensated on a pay-for-performance model detailed in Selection Criterion (iii). This incentive system will ensure the best possible student learning & outcomes.

(6) Technology will be incorporated into K-5 instruction in innovative ways, including using the latest literacy and math educational software and introducing students to e-readers. Students will perform research online and connect with students at other schools in Pittsburgh and nationally through e-mail and social networking. Students will conduct virtual field trips to ancient Egypt and other locations using educational software.

Competitive Preference Priority 4 – Support for Military Families

The Director of Curriculum and Assessment will survey students to identify those connected to the military. The school will provide targeted counseling to those students with military-related needs. The social services team will create a support group for the children of veterans. This team will connect students at the 6-12 school from military families with students at the K-5 school from military families in order to provide additional role models. We will draw from best practices shared by the “Living in the New Normal” program sponsored by the Military Child Education Coalition. MCEC is increasingly active in our region as Pennsylvania will soon be a source of a major deployment of soldiers from the National Guard.

Selection Criterion (i) – Proposed Curriculum and Instructional Practices

Core Knowledge

[This section addresses Application Requirement (i).]

Urban Pathways K-5 College Charter implements a standards-based curriculum and follows the Common Core Standards adopted by Pennsylvania. To ensure the academic success of our students, we implement the Core Knowledge Program, a successful data-driven curriculum. This world-class curriculum provides students with a solid back-to-basics education in an environment that encourages innovation and creativity in teaching, fosters a sense of responsibility to the community and the environment, and promotes equity and acceptance. Every student has an individual plan with special emphasis on rigor, relevance, and independent

thinking. Students engage in project-based learning that combines thematic units of learning, small group projects, and community-based learning experiences. Our environment will provide for smaller class sizes (targeting 10:1 student-teacher ratio), intensive and extensive services for students with all types of needs, and a unique and rigorous academic program for all of our students across grades K-5.

The Core Knowledge curriculum, which has been in use for more than 50 years, serves as the backbone of the instruction in our new elementary school. Developed by Dr. E.D. Hirsch, Jr., and in place in hundreds of schools throughout the nation, Core Knowledge specifies a sequence of content that is taught from Kindergarten through 8th grade. The sequence specifically outlines the content taught in history, geography, visual arts, mathematics, science, music, and language arts/English. Our Director of Curriculum and Assessment will carefully align the Core Knowledge curriculum with both state and national standards in order to ensure that all of our students are prepared to demonstrate subject mastery at all levels of standardized and Core Knowledge tests. An outline of the curriculum sequence for Grades K-5 is included as an attachment, as is the Board’s policy on curriculum development.

Two comprehensive studies document the high academic results achieved through the Core Knowledge Sequence. A research team from Johns Hopkins University showed that “the gain difference on standardized tests between low and high implementing schools varied from 8.83 NCEs [normal curve equivalents on a curve with a mean of 50 and standard deviation of 21.06] to 16.28 NCEs. That is an average rise of about 12 NCEs (similar to percentile points) over the controls, more than half a standard deviation – a very significant gain” (“Core Knowledge Curriculum: Five-Year Analysis of Implementation and Effects in Five Maryland

Schools.” MacIver, Stringfield, and McHugh, 2000; Center for Research on the Education of Students Placed At Risk. www.csos.jhu.edu/crespar/techReports/Report50.pdf).

A separate large-scale study conducted by the Oklahoma City public schools analyzed the effects of implementing one year of Core Knowledge in grades 3, 4, and 5 using the Iowa Test of Basic Skills. The study paired 300 Core Knowledge students with 300 non-Core Knowledge students of similar demographics: grade-level, pre-scores, sex, race/ethnicity, free-lunch eligibility, Title I eligibility, and special education eligibility. Researchers found that Core Knowledge students made significantly greater one-year gains in reading comprehension, vocabulary, science, mathematics, and social studies than their non-Core Knowledge counterparts. The greatest gains in reading, vocabulary, and social studies were statistically significant. The vocabulary gain is particularly important, because vocabulary is the best predictor of academic achievement and the area in which racial gaps have proven especially difficult to overcome (Kimball and Taylor, 2000; Core Knowledge Foundation).

After the first seven months of implementing this curriculum at the elementary level, Urban Pathways K-5 College Charter School was evaluated by Core Knowledge specialists. Their report and cover letter are included as attachments. In our first year of operations at the elementary school we achieved exemplary marks in 11 out of 14 analytic categories: commitment, content, coherence & context, cumulative nature of content, planning, high expectations, effective instruction, approach to elementary level English Language Arts, professional community, resources, leadership, community, ongoing process, and professional growth. The school’s goal is to become an official Core Knowledge Visitation Site, meaning that the national Core Knowledge organization recommends Urban Pathways K-5 College Charter School as an exemplary model of implementation and results.

Covey “Leader in Me” Character Education

Urban Pathways K-5 College Charter School will provide numerous supplements to the Core Knowledge sequence. In our first year, we trained 160 students with the Steven Covey “Leader in Me” program. Students proved very receptive to this program, and its spirit has permeated the building. It is common for students in the hallways between classes to use words like “synergize.” Parents and faculty note improvements in student behavior and performance. We will continue and expand this program in our school’s second year of operations.

Keystones to Opportunity Literacy Grant

Urban Pathways K-5 College Charter School recently received a grant from the Pennsylvania Department of Education’s highly competitive Keystones to Opportunity program for literacy education. With this infusion of funds, teachers will receive high quality professional development to accelerate the reading achievement of all children in the school. The funds will support a reading specialist; a portion of the salary and benefits of a literacy coordinator and literacy assessment data liaison; stipends for planning, implementation, and assessment team members; various assessment kits, including DIBELS and DRA2; and a wide range of educational tools, software, and hardware, including Scholastic BookFlix/TrueFlix, Scholastic WiggleWorks, Kindle Fires, e-books and applications for the Kindle Fires, PLATO, Kurzweil 3000/firefly, and Scholastic Read & Rise. We will implement these literacy supports in 2012-13. In addition, we incorporate the following supplements to the Core Knowledge curriculum:

McGraw-Hill SRA Open Court Reading Program

This program uses phonics/word study to explore word structure and to clarify how sounds form words. The program is organized into ten levels with pre-tests that allow teachers to assign lessons based on individual reading ability.

Harcourt Achieve Saxon Math Program

The Saxon Math program is divided into materials and lessons for primary grades (K-4) and intermediate grades (3-5). The primary level emphasizes hands-on activities and mathematical conversations. The intermediate level builds foundational concepts and incorporates real-world problem solving.

ASSET (Achieving Student Success through Excellence in Teaching)

The ASSET science program uses hands-on investigation and inquiry-based learning to inspire K-8 students to study science. Students assume the role of scientists as they observe the environment around them, ask questions, identify important issues, and conduct experiments. We applied for funding from ASSET for 2012-13 and are awaiting notification.

Pearson Learning Group Core Knowledge History and Geography Program

This program emphasizes teacher-directed lessons for grades K-2 and student-driven activities for 3-6. We are implementing this supplementary program as part of our strategy to become a Core Knowledge Demonstration Site.

Citizenship Program

One unique cornerstone of the Urban Pathways K-5 College Charter School is a comprehensive, innovative citizenship program that fosters community and environmental stewardship. Students work with community and environmental groups to learn the importance of giving back to the community and protecting the environment in hands-on ways. Through its Youth Ambassador Program, the Three Rivers Community Foundation will link students with the most appropriate grassroots organizations for meaningful community service projects. Our students also participate in urban volunteer projects organized through the Pittsburgh Downtown Partnership. These experiences culminate in a year-long student-driven project in 8th grade.

The project will teach entrepreneurship, citizenship, and critical thinking through the design and implementation of a creative program to benefit the community or environment.

“Specials” - Physical Education, Yoga, Music, Spanish, Art, and Cultural Exposure

Students receive regular exposure to healthy lifestyle choices through a physical education course, yoga sessions, and instruction in healthy eating. The Board’s student wellness policy is attached here. We are seeking to secure a space to build a covered playground.

In music class, students sing and learn to play the flutophone. We provide opportunities for students at the new elementary school to listen to the steel drum pan and the symphonic orchestra from the 6-12 school so that K-5 students can develop an appreciation of the rich variety of music and link to its country or region of origin, its composers, and its reflection of the historical events of the times. Thanks to the joint professional development time, music, Spanish, and art courses are coordinated with history and literature classes so that students develop a richer, more comprehensive appreciation of each subject.

Through our partnership with the Pittsburgh Cultural Trust, Tickets for Kids, and other organizations (see Selection Criteria (iv)), students have direct access to the Cultural District of Pittsburgh, a national model for such urban centers, within walking distance of our school. Our school receives free student tickets to the Pittsburgh Symphony, Pittsburgh Opera, Pittsburgh Public Theatre, and Pittsburgh Ballet.

Selection Criterion (ii) – Assisting Educationally Disadvantaged Students

Pennsylvania adopted the Common Core Standards. Urban Pathways K-5 College Charter School is dedicated to assisting all students, particularly educationally disadvantaged students, in meeting these comprehensive content standards. We are a heavily data-driven school, as documented under Selection Criterion (iii). We place strong emphasis on individual

and school-wide achievement as documented by assessments including the official Pennsylvania academic achievement standards measured by the PSSA. Teachers provide instruction on all of the basics required for State-content standards and academic achievement standards. A positive attitude infuses the building during test-time. Teachers hang encouraging signs on the walls and post the names of individual students who perform well on a Wall of Fame in a busy central hallway. The classroom that performs the best overall on the exams earns a Dress-Down Friday reward.

As referenced above, the population of students served by Urban Pathways K-5 College Charter School is 98% African American and 80% on free and reduced lunch. The schools that many of these students would attend in the absence of our chartered option are among the lowest performing in our region, as measured by PSSA test scores (PA Department of Education).

The founding members of Urban Pathways K-5 College Charter School opened doors at this new charter school in August 2011 specifically to provide a superior alternative to parents and their children in these disadvantaged areas. We provide a safe, clean, positive learning environment. Our curriculum is tested and proven, our board and managers are experienced at opening charter schools, and our teaching staff is professional and motivated.

We provide significant additional assistance to educationally disadvantaged students outside of the classroom. Academically, this includes a robust special education assessment and support program. Special education teachers are matched to suit individual students needs in the classroom, in small-group sessions, and for individual supports. A literacy specialist provides additional extra-classroom support in this critical area of academic performance. For personal needs, Urban Pathways K-5 College Charter School provides substantial social and psychological support structures, including on-site licensed psychologists and licensed social

workers and the partnerships with Wesley Spectrum Services and The Center for Family Excellence, documented in further detail under Selection Criterion (iv).

Selection Criterion (iii) – Strategy for Assessing Achievement of School Objectives

[This section addresses Application Requirement (iii).]

The leadership team of Urban Pathways K-5 College Charter School will determine the school's effectiveness by analyzing a range of variables including student achievement data; comparisons to district and state measures; internal processes; organizational learning and growth; financial performance; and the extent to which staff, students, parents, and the community are satisfied with the school. We will measure these variables using numerous instruments including standardized tests, classroom performance measures, and independent satisfaction surveys. The Board of Trustees of Urban Pathways K-5 College Charter School aggregates all of these assessments into one comprehensive evaluation metric called the Balanced Scorecard. The scorecard is the primary tool used by the Board and Management to evaluate overall school performance. The Board determines institutional structure, programmatic direction, and manager performance evaluations based on the results shown on this assessment tool. We include as an attachment here the 2010-2011 scorecard from our Middle and High School. This template will be replicated at the new Elementary School. We also attach the 2011 Annual Report from the Middle and High School, which will serve as a template for the Elementary School.

The Academic Team is responsible for gathering school-wide information for each component of the Balanced Scorecard, analyzing the data, and suggesting adjustments. The CEO oversees the Academic Team, which includes the Finance Director, Principal, Director of

Curriculum and Assessment, and Director of Special Education. These leaders will meet at least once per month to discuss assessments. At these sessions, the Academic Team will:

- Identify and promote those measures and assessments that are appropriate to district, state, and national standards;
- Evaluate and recommend those additional measures and assessments that may be appropriate to the school;
- Establish an assessment timetable, including preparation, dates of assessment administration, and dates by which results will be available to the school community;
- Establish, publicize, and promote information concerning the purpose, processes, and timetables of administered assessments. These activities could include the conducting of school-wide information sessions;
- Establish policies on teacher and staff roles in administering the assessments;
- Develop an action plan for each assessment, identifying the following:
 - Areas affected by the assessment;
 - Expectations and standards for performance in each area;
 - Factors affecting assessment in each of the identified areas;
 - Actions and activities appropriate to results that meet or exceed the expectations and standards for performance in each area;
 - Actions and activities appropriate to results that do not meet the expectations and standards for performance in each area;
- Establish a specific timetable for the consideration and evaluation of assessment results;
- Plan a community discussion of assessment results and solicit input on implications; and
- Develop a set of proposed recommendations including reforms and/or revisions.

The Academic Team is also responsible for contracting a third party to conduct satisfaction surveys at least annually. These surveys are modified versions of surveys used by the Pittsburgh Public Schools. Surveys assess stakeholders' views on five factors: school leadership quality, instructional staff quality, educational program quality, school safety, and climate quality. The outside agency drafts a report of the qualitative and quantitative survey results. The CEO publishes this report in the school's annual accountability report card. We attach to this application the May 9, 2012 report of our first annual satisfaction survey and would draw readers' attention to some remarkable responses. One second grader claimed that the one thing he/she wanted to change in his/her life was "to go to college." This indicates that our emphasis on college is more than just in our school name. We are affecting the way that children think about themselves, their futures, and the role of education in their lives.

Urban Pathways K-5 College Charter School employs a centralized and proactive approach towards the continual assessment of the school, its programs, and its people. This approach will enable us to design and to implement any necessary reforms both quickly and effectively. The assessment program is primarily the responsibility of the Director of Curriculum and Assessment. It involves input and participation from every component of the school community. Assessment design includes specific standards, goals, instruments, and timetables. For example, in its charter application, Urban Pathways K-5 College Charter School established three annual measurable academic goals, two annual measurable non-academic goals, and objectives to accomplish each.

Annual, Measurable Academic Goals and Strategies

Goal Urban Pathways K-5 College Charter School will prepare students for entry into middle school at Urban Pathways 6-12 Charter School.

Objective 85% of our students will enter the middle school program prepared at grade level.

Goal By 2015, Urban Pathways K-5 College Charter School will become a Core Knowledge official visitation site as certified by the Core Knowledge Foundation (CKF).

Objective Staff attend all required professional development by the CKF.

Objective Our school implements 100% of the Core Knowledge Curriculum.

Goal 85% of the students in the elementary grades will demonstrate academic growth in reading and mathematics as measured by NWEA/MAP (defined below).

Objective 100% of the staff will be certified.

Objective Test scores will increase by a minimum average of 10% each year.

Annual, Measurable Non-Academic Goals and Strategies

Goal All staff will be highly satisfied with the school's operation and design.

Objective On average, at least 80% of the staff will return to the school each year.

Objective On average, there will be at least 90% daily attendance for staff each year.

Objective 90% of staff mark "highly satisfied" on all key areas of the satisfaction survey.

Goal Every family who enters our school will have access to maximum staff support.

Objective 100% of the families enrolling students in our school will meet with the school leadership team to review both the overall school program and the specific needs of their children.

Objective All students will have access to a wide range of social services as needed.

No Child Left Behind

Since our school is accountable to the goals of PSSA, and these goals in turn are aligned with the expectations outlined in No Child Left Behind (NCLB), we developed corresponding accountability goals, indicators of success, preventative measures, and corrective measures for

our first five years of operations. We established annual goals for PSSA participation, PSSA scores, NWEA/MAP scores, ELL performance, student attendance, student behavior, teacher credentials, and Act 48 data (percentage of “highly qualified” teachers as defined by NCLB). As an example, our yearly PSSA goals are included as an attachment.

The data we accumulate in each of these areas will demonstrate our compliance with No Child Left Behind (NCLB) and Adequate Yearly Progress (AYP) as defined by the Pennsylvania Department of Education’s Accountability System. The goals and percentages listed in the attachment are set by the PA Department of Education. We will strive to surpass these targets and reach 100% proficiency prior to 2014. This goal is a result of the high expectations we set for all of our stakeholders and the rigorous educational program we will implement.

To meet our goals in each of these NCLB-aligned measurement areas, we will conduct the following proactive measures: develop leadership and instructional teams to review data and make recommendations; regularly evaluate the alignment of school curriculum to State standards; regularly evaluate teacher-designed and textbook-generated assessments to ensure that they measure proficiency as determined by State standards; send faculty to professional development workshops on the use of test data to drive instruction; develop and implement model ELL programs; tutor students who are significantly below proficiency in reading, writing, math, and science; support teachers in the development of individualized professional development plans and review these plans on a quarterly basis; develop and implement a robust mentoring program for inexperienced teachers; and regularly evaluate teacher performance.

As data accumulate, we will respond with corrective measures as necessary, including engaging an outside evaluation team to assess and report on the effectiveness of the school’s design and accountability systems; creating a school improvement plan; modifying the school

improvement plan based on expert input; re-establishing benchmarks for success; and establishing grade-level committees to monitor and report – on a bi-weekly basis – instructional preparation and practice opportunities for the PSSA exams.

Student Assessments

The Academic Team of Urban Pathways K-5 College Charter School will evaluate student performance with standardized tests, Core Knowledge curriculum tests, teacher-made tests, and informal assessments. We use a number of common standardized tests to facilitate comparison of results with peer schools. The Director of Curriculum and Assessment will disaggregate all standardized test data by gender, economic disadvantage, IEPs, and ELL. The Academic Team will use data obtained from all assessments to track progress systematically with regard to goals and the extent to which the school is meeting the educational needs of its students. Student data will drive the curriculum.

Urban Pathways K-5 College Charter School will employ at least the following assessments: (The assessment schedule for 2012-2013 is included as an attachment.)

- Diagnostic assessments during the Summer Program for entering students. The purpose of these tests is to establish student baseline data in fundamental subjects.
- Regular program-embedded assessments like quizzes, tests, reports, projects. Core Knowledge provides assessment tools for every subject in every grade.
- Student presentations, demonstrations, performances, and exhibitions. Teachers design and implement creative projects in their classrooms. Where possible, projects are saved in individual student portfolios.
- Pennsylvania System of School Assessment (PSSA) in Grades 3, 4, and 5 (Spring). This state-mandated annual assessment is a standards-based, criterion-referenced assessment

used to measure students' attainment of statewide academic standards, while also determining the degree to which schools enable students to attain proficiency.

- NWEA/MAP. The Northwest Evaluation Association's Measures of Academic Progress is a norm-referenced standardized achievement test of individual student performance in Reading/Language Arts, Mathematics, Science, and Social Studies. The output of this metric is a map showing specific areas of strength and weakness per-student in each content area. It is a highly preferred tool for our Director of Curriculum and Assessment, due to this ability to pinpoint sub-needs within content areas. NWEA/MAP results are particularly useful in driving classroom instruction.
- The Developmental Reading Assessment is a research-based and validated assessment that pinpoints student strengths and abilities as readers in a quick, one-on-one conference.
- Dynamic Indicators of Basic Early Literacy Skills. The DIBELS are a set of standardized, individually administered measures of early literacy development. They are periodic one-minute measurements of pre-reading and early reading skills. Students are assessed at the beginning, middle, and end of an academic year to track literacy progress. Literacy experts at our school view DIBELS as a best-practice assessment tool.
- The Group Reading Assessment and Diagnostic Evaluation is a diagnostic reading test that determines what developmental skills students have mastered and where they need instruction and intervention.
- Formal, comprehensive IEP monitoring for students in special education. The Individualized Education Programs at Urban Pathways K-5 College Charter School follow all requirements established by the Individuals with Disabilities Education Act.

Administrators will provide teachers with checklists corresponding to each student's learning plan in order to guide teacher assessment of student progress. These checklists provide a framework with specific criteria and well-defined procedures for creating detailed profiles of individual student progress. Based on national standards and child development rubrics, the checklists enable teachers to organize and strengthen their observations of the skills, knowledge, behaviors, accomplishments, and deficiencies that reflect a child's overall development. Because these checklists have a common structure across grades, they provide a systematic and long-range perspective on progress through a student's time at our school.

Teachers will input student assessments into a highly functional online software system. The Director of Curriculum and Assessment will share results in strategic planning sessions to inform the improvement and revision of school curricula, instruction practices, and teacher and staff development. In addition to the academic assessments listed above, Urban Pathways K-5 College Charter School will track and maintain data regarding student suspension, expulsion, attendance, and other behavioral patterns.

In our first year of operations, student assessments already tell a compelling story. Recently finalized DRA numbers show academic growth in all students in Urban Pathways K-5 College Charter School. 90% of Kindergarten students, 80% of first grade students, 73% of second grade students, and 85% of third grade students show a full year of growth or more when measured more than one month before the end of the academic year.

Faculty and Staff Assessments

Faculty and staff will be evaluated regularly for the following purposes:

- To motivate faculty to attain high, outcome-based performance levels.
- To motivate and assist faculty in improving their own performance.

- To provide information for contract renewal decisions.
- To determine contract termination “for cause” (i.e. incompetence/inadequate performance) or other reasons.
- To award faculty promotions to higher-level open slots based on merit.

All school employees will be evaluated at least once per year. For instructional staff including teachers hired on an introductory basis, the administration will conduct a formal review each spring or more frequently if necessary. The Principal and CEO will evaluate all teachers. Instructional staff will be required to perform annual self-assessments based on the same evaluation criteria used by their supervisors.

All teachers and administrators at Urban Pathways K-5 College Charter School will be compensated based on performance. The areas that will be weighted significantly in our formalized Pay-for-Performance scheme will be: (i) student achievement, (ii) implementation of the Values for Life Policy, (iii) use of technology to enhance student learning, (iv) annual goals set forth with the CEO, (v) student engagement, and (vi) professionalism and teamwork.

The CEO and Principal will oversee performance evaluations of all non-instructional employees at the end of a 90-day Introductory Period and at the end of the school year. Thereafter, reviews will take place one year from the date of last review or date of promotion. We will use administration walk-throughs, formal classroom observations, and the LoTi-HEAT observational tool to assess teacher performance. LoTi-HEAT is a metric for classroom observation required by the Pennsylvania Department of Education as a condition of receiving the Keystones to Opportunity grant.

Board policies on marking student progress, evaluation, and reevaluation are attached.

Selection Criterion (iv) – Extent of Community Support

Community backing for Urban Pathways K-5 College Charter School and the founding coalition is widespread and deep. We have developed partnerships with numerous innovative partners that include supportive services, universities, community educators, teacher trainers, cultural organizations, and urban networks. Parents in particular have urged, and in some cases, begged us to step in and fill the void in service delivery and equal opportunity by establishing this school. After the public announcement of the opening of the new school, we rapidly received more than 200 applications for only 160 student seats.

We attach here letters of support for Urban Pathways K-5 College Charter School from parents, teachers, students, community members, local and state elected officials, corporate and other institutional leaders, community-based service organizations, and others.

With the assistance of community partners and interested parents, our founding members conducted a formal stakeholder survey in 2010. All participants resided and/or worked in the immediate community. We asked them a range of questions to solicit their attitudes and opinions about the essential characteristics of a successful new school in their community. Their thoughtful responses contributed to our decision to open a new school and influenced its design and operations. A summary of the results of this survey is attached to this application.

Based on this demand and the feedback from meetings with community members, our founders expanded their thinking about what kind of institution Urban Pathways K-5 Charter School should be. As the project evolved, we identified the critical need to develop a school that is more than just a place for young people to take lessons. The community needed a hub offering a variety of health, social service, recreational, adult education, and other on-site programs and support services. In order to meet this need, Urban Pathways K-5 College Charter School

established working relationships with a wide range of respected community-based agencies. The CEO is the official conduit to community groups and their efforts and initiatives. The following partnerships were established by the close of the school's first year of operations.

Center for Family Excellence - The Center for Family Excellence restores, sustains, and strengthens family relationships that are under duress. Center staff work directly with families and collaborate with other human service providers to prevent and interrupt cycles of behavior that are destructive to individuals, families, and neighborhoods. The Center promotes the healthy development of children, youth, and adults – physically, emotionally, intellectually, and spiritually. It improves the nurturing skills of parents and the relational skills of adults by providing support services for families with special needs.

The Center for Family Excellence provides Urban Pathways K-5 College Charter School with a Values for Life program, targeting seven values that trigger and sustain academic engagement: Love and Respect, Interpersonal Skills, Learning Orientation, Self-Confidence, Self-Persistence, Self-Esteem, and Self-Reliance. In its first year of operations, Urban Pathways K-5 College Charter School served as a demonstration site for this program with community-recognized results.

Parents of students at Urban Pathways K-5 College Charter School attend Parenting Education classes organized by the Center for Family Excellence. In these Values for Life group sessions, parents learn positive parenting methods to address the social, emotional, cognitive, and spiritual developmental needs of their children. Specialists provide instruction on how to turn daily problems into ways to promote healthy relationships within the family. These courses are offered as part of the Right Start program, administered by the Center for more 32 years.

Wesley Spectrum – Wesley Spectrum Services provides structured therapies and support for children with emotional disabilities. Trained therapists and counselors offer guidance to families on mental health treatment, food, family services, housing, and employment through an array of services and strong community partnerships. Wesley Spectrum provides a social worker to the school and is a resource that our leadership team regularly promotes for family support.

Urban Pathways Ministry Program – Rev. Dwight Dumas is organizing a collaboration of churches in the inner city Hill District of Pittsburgh to provide ministers to support the social workers who assist families of students at Urban Pathways K-5 College Charter School.

California University of Pennsylvania – Elementary education experts from the University provide implementation support for the Covey Leader in Me program. The University provides professional development seminars for teachers and staff. We are also in the process of becoming a placement site for California University of Pennsylvania student teachers.

Duquesne University – Faculty on the Duquesne Reading Clinic come to Urban Pathways K-5 College Charter School in the summer to provide help to struggling readers.

Point Park University – Our teachers participate in professional development sessions at Point Park University. Education students from the University perform field experiences, classroom observations, and student teaching at Urban Pathways K-5 College Charter School. We also source tutors from the University, which is within walking distance of the school.

The University of Pittsburgh – Members of our school staff participate in professional development trainings offered by the University.

The Heinz Endowments – One of Pittsburgh’s major education-focused philanthropic foundations provided a grant to establish an Urban Learning Lab at Urban Pathways K-5 College Charter School. Researchers from the community are evaluating the methods implemented at

our school to determine replicable best-practices in elementary education. The first researcher to conduct this study was Dr. Barbara Deluca of the University of Dayton.

African American Chamber of Commerce – The Chamber is a source of mentors, tutors, and business resources, including discounts on office furniture. Since UPCS is a high-minority population school, this partnership also provides valuable community recognition and visibility.

Executive Women’s Council – The Council is a useful forum to find resource experts such as auditors or social workers. One of the members of the Council works in the local office of the Governor of Pennsylvania. With her assistance, the Secretary of Education of Pennsylvania visited Urban Pathways K-5 College Charter School on May 1, 2012.

Pittsburgh Cultural Trust – The Trust provides free tickets to shows and performances at professional venues in the city, as well as exposure to other major arts events.

Pittsburgh Downtown Rotary – The Rotary provides opportunities for all students to participate in community events such as Pittsburgh Pirates baseball games.

Pittsburgh Downtown Partnership – Dr. Linda Clautti, CEO, serves on an organizing committee of the PDP, which provides important information about downtown safety and events.

Phi Delta Kappa – Teachers from our school are members of Phi Delta Kappa, an industry association that promotes professional learning, leadership, research, and service.

The Education Partnership – Formerly called Storehouse for Teachers, this organization provides school supplies at no cost to low income schools. Teachers are allowed to “shop” at the warehouse four times per year and are given the supplies they need for their classrooms. The Education Partnership provided care packages of school supplies and pillow pets to all of our students during the Christmas holiday.

Small World Early Learning and Development Center – Small World is a feeder daycare for our Kindergarten classes and partnered with Urban Pathways K-5 College Charter School in applying for the Keystones to Opportunity grant. The daycare and our elementary school will collaborate to align their pre-literacy instruction with our early literacy curricula. We jointly host an annual Scholastic Book Fair with Small World to encourage family and home reading.

Verve: 360° of Wellness – Verve provides Urban Pathways K-5 College Charter School with a yoga instructor for students.

Classrooms Without Borders – Students learn about the Holocaust from this community education organization. CWB teaches diversity and the appreciation of foreign cultures.

Informing the Community

[This section addresses Application Requirement (ix).]

Urban Pathways K-5 College Charter School will conduct an extensive marketing campaign to inform parents and other members of the community about the charter school and how students will be given an equal opportunity to attend. The plan will consist of:

- Direct mailings to potential applicants;
- A professionally-developed and maintained website with registration capabilities;
- Print and radio advertising describing the mission and vision of the charter school;
- Open houses and pre-enrollment discussion sessions to describe the mission and vision of the charter school to potential applicants and to answer questions;
- Participation in and support of community events like the Hill District Community Day, church festivals, and the Pittsburgh Marathon; and
- A consistent and sustained PR effort, including outreach to local and statewide media.

Urban Pathways K-5 College Charter School was featured in local television programming twice in the spring of 2012: on the Lynn Hayes Freeland Show on CBS-Pittsburgh affiliate KDKA and on Our Region's Business, hosted by Bill Flanigan on WPXI.

All students within our geographic reach have an equal opportunity to attend the Urban Pathways K-5 College Charter School. Each spring, the school will conduct a public lottery for admissions, which will receive wide notice in the school brochure, web site, and printed enrollment materials. Attached to this document are the official Board of Trustees Policies on student admissions, the lottery process, Title I, ELL, Child Find, and public outreach.

Beyond encouraging applicants, we will also report our performance to parents, school staff and the Board of Trustees, the community, the Pittsburgh Public Schools Board of Directors, the Commonwealth of Pennsylvania, and the federal Department of Education according to an accountability timetable that meets the needs and requirements of each stakeholder. School-wide student academic results will be recorded and reported in the form of average scores, score gains, and the percent of students showing gain, by grade level and in accordance with state requirements. Data will be disaggregated by age/grade, gender, race, poverty, special education, and English Language Learner (ELL) status. This information will be publically available in a school annual report, as well as annual Adequate Yearly Progress (AYP) and Pennsylvania System of School Assessment (PSSA) reports. Parents who have concerns about the school's progress or status, or about any aspect of the school's programs, policies, or operations, will be asked to discuss their concerns first with the student's assigned class teacher. If a parent is dissatisfied with the teacher's response, or action is not taken to correct the problem or address the concern, the parent may directly contact the school's Principal, CEO, or, if necessary, the Board of Trustees.

Selection Criterion (v) – Extent of Parental and Community Involvement

[This section addresses Application Requirement (v).]

Urban Pathways K-5 College Charter School regards the support and guidance given to our students by parents as a vital component of our students' success. Parents are the primary role models and thus educators to students in grades K-5. In many ways, therefore, our role with parents is a partnership. While we provide the resources necessary for student intellectual and character development, it is vital to provide to parents meaningful parent involvement programs about the role they have in increasing their children's achievement. Accordingly, parents will be kept closely abreast of student performance. They will receive report cards at 10-week intervals (at least four times per year), all standardized & local test scores shortly after the results are determined, and weekly updates on student achievement that they can access over the internet.

Teachers call parents to report on student progress, successes, and areas in need of additional work. Teachers log details from all parent calls into a comprehensive digital student information management system called MMS. MMS is an online platform for tracking individual student grades, attendance, discipline, health, completion of assignments, and test scores. Teachers regularly update the system. School officials train parents in how to use MMS and they are encouraged to access it remotely at any time.

Urban Pathways K-5 College Charter School hosts periodic evening programs to report on updates at the school. We also host a Leadership Day, at which elementary school students demonstrate for parents and other guests the principles they have learned through the Covey Leader in Me program. Parents are invited to join on field trips.

Parent conferences will be held at least three times per year to offer personalized feedback and provide the opportunity to ask questions and inform plans. We are currently

developing a format for these sessions in which the elementary students lead the meetings. Students keep track of their own personal progress notebooks and report to both parents and teachers on a quarterly basis. This process contributes to student ownership of their progress and responsibility to both parents and teachers.

All parents must sign a Code of Conduct agreement that specifies standards for acceptable student behavior in the school building. Parents of the first cohort of students in the 2011-2012 school year provided input to the Board of Trustees and administration that helped in crafting this document. The agreement sets out the responsibilities of the students, parents, and school in implementing a commonly agreed-upon Code of Conduct. Parental commitment to the provisions of this Code (including dress, attendance, classroom behavior, interaction with peers and teachers, etc.) is essential to operating an effective public charter school. Attached here is the Board policy on student conduct and discipline. Parents will be called to the school on an as-needed basis for in-person meetings with instructional staff and administration to address problems or concerns regarding student progress.

Urban Pathways K-5 Charter School will provide parents with numerous opportunities to express their feelings and provide input into the operation of the school, including staff performance and progress towards individual and school-wide goals. In addition to Board meetings and teacher conferences, parents and stakeholders will be able to provide input through the Parent Advisory Committee. This Committee will provide input specifically on the Student Code of Conduct, Strategic Plan, Curriculum Planning, Systems of Assessments, and Safety. Parents provide input to some grant implementation, including the Keystones to Opportunity.

Selection Criterion (vi)(1) – Project Personnel, Encouraging Underrepresented Groups

Urban Pathways K-5 College Charter School promotes diversity and equal access to all categories of employment, including retention and professional advancement. We will encourage and ensure equal opportunity, without regard to age, gender, sexual orientation, race, color, creed, religion, national origin, ancestry, social or economic status, parenthood, marital status, medical condition, or physical or mental disability. Attached here is the Board’s policy on equal opportunity for employment.

20% of the first-year teachers at Urban Pathways K-5 College Charter School are African American, as is 20% of the Board of Trustees. The school CEO is female, as is a majority of the members of the Board of Trustees.

Selection Criterion (vi)(2) – Project Personnel, Qualifications

The leaders of Urban Pathways K-5 College Charter School possess qualifications uniquely suited to the successful launching and operation of this new elementary school. Dr. Linda Clautti has been CEO of Urban Pathways 6-12 Charter School since 2003. Under her tenure, UPCS evolved from a small, struggling school to a nationally recognized charter model. Urban Pathways 6-12 Charter School: Innovation Produces Results for Populations in Need

UPCS posted a 100% graduation rate for the Classes of 2009, 2010, and 2011. 100% of students in the Classes of 2011 and 2012 were accepted to college, with 90% of the Class of 2012 accepted to four-year schools.

These numbers are remarkable for any middle or high school, but they are particularly noteworthy given the backgrounds and the historic performance of our school’s student base. Urban Pathways 6-12 Charter School serves the highest percentage of minority students of any public school in the City of Pittsburgh (98%). 80% of these students are part of the free-and-

reduced lunch program. They reside in the surrounding inner-city school districts, including the poorest neighborhoods in the City of Pittsburgh.

The focus of Urban Pathways 6-12 Charter School is to make every student college-ready. The recent success rate is due to years of hard work in every area of operating a successful school: academics; assessment; physical, social, emotional, and psychological support; community partnerships; personnel; facilities maintenance; governance; and finance.

Expanding This Performance to a New Elementary School

The leadership of Urban Pathways K-5 College Charter School overlaps significantly with the leadership of Urban Pathways 6-12 Charter School. The schools will share the same management team (CEO, Director of Finance, Director of Curriculum and Assessment). There are separate Boards of Trustees, but the members of the K-5 Board, including the President, were drawn largely from 6-12 Board, and most members serve on both.

It is due to the substantial forward momentum at Urban Pathways 6-12 Charter School that this leadership team decided to move forward in 2011 with the opening of a new elementary school. The purpose of the elementary school is to prepare young people for admission to the successful, academically demanding 6-12 school. Our leaders found that many students entered 6th grade one, two, or in some cases as many as three grades behind their expected level of academic performance. Middle school teachers, therefore, had to direct inordinate energies towards remediation. The best solution to this problem, the 6-12 Board and Management agreed, was to acquire a new charter for a new elementary school and to operate it themselves.

The Leaders

Attached here are resumes for all key project personnel: (i) CEO, Dr. Linda Clautti [“Mandatory Attachment”], (ii) Director of Finance, Tom Egan, (iii) Director of Curriculum and

Assessment, Kim Fitzgerald, (iv) Principal, David Gallup, (v) Director of Special Education, Kathleen Garland, and (vi) all members of the Board of Trustees [“Optional Attachments”].

Working in concert, this leadership team brings significant experience to bear on successfully operating a charter school, developing innovative school design, managing non-profits, board governance, curriculum development and implementation, and fiscal management. The following are additional indicators beyond graduation rates and college acceptance of the track record of this leadership team.

Public Recognition of Success

US News and World Report recently awarded Urban Pathways 6-12 Charter School a silver medal. UPCS was the only charter or public school in the Pittsburgh School District to receive this award. The silver medal was awarded for performance in four areas: level of student math proficiency, level of student reading proficiency, student/teacher ratio, and college readiness, as measured by the percentage of students taking and passing AP exams.

Of the 22,000 public high schools ranked by the magazine in 49 states and the District of Columbia, Urban Pathways 6-12 Charter School ranked #1,752, placing it in the top 10% of all schools evaluated in the nation. UPCS ranked #44 in Pennsylvania. No other public or charter high school in the Pittsburgh School District made the cut to the top tier of 56 schools.

The fact that Urban Pathways 6-12 Charter School consistently outperforms its feeder schools is a major reason why our charter application for a new K-5 school was one of only four approved by Pittsburgh Public Schools in February 2011. Attached here are data from the 2010 PSSA exam, the cornerstone standardized assessment for students in Pennsylvania. Urban Pathways 6-12 Charter School students outperformed their peers from 86% of feeder schools (non-magnet) in math and 64% in reading.

Beyond the *U.S. News and World Report* recognition, the 6-12 school has received a number of other accolades. The Pittsburgh City Council issued a proclamation declaring June 4, 2010 as “Urban Pathways Charter School Day” in the City of Pittsburgh, in recognition of its achievements in student academic and personal development.

In 2007, the school received the Nicholas Cericola Award for Community Involvement from the Pennsylvania Department of Education. This award recognized Urban Pathways for its successful engagement of a long list of community partners. Beyond those described under Selection Criterion (iv), these include Manchester Craftsman’s Guild (pottery and art classes), Big Brothers Big Sisters (mentoring), Prince George’s Choral Society (co-performed with steel drum pan), and Carnegie Mellon University (designing avatars for individual UPCS students to use to learn math and science), among dozens of others.

In 2007, UPCS was ranked by the *Pittsburgh Post-Gazette* as a “Best Place to Work in Pittsburgh.” The local newspaper evaluated surveys of thousands of employees in the Greater Pittsburgh area before bestowing this mark of distinction. In May, 2012, our CEO was privately informed that Urban Pathways 6-12 Charter School would receive this recognition again in 2012. (We request that Charter School Program readers keep this information confidential, as it will not be publicly announced by the newspaper until the fall of 2012.) The Pittsburgh Pirates also bestowed their 2012 Community Champion Award upon Urban Pathways Charter Schools.

Individual teachers have received individual national recognition. An English teacher was the only one in Pennsylvania to receive a national Milken Award for teaching excellence in 2009. One of our teachers was also the only one recognized as Best in Western Pennsylvania for her teaching of business and life skills by the Network for Teaching Entrepreneurship.

School CEO Dr. Linda Clautti has received public recognition for her leadership at the Urban Pathways Charter Schools. She received the 2012 Woman of Achievement Award from Celebrate and Share. In April 2012, Strong Women Strong Girls awarded Dr. Clautti their annual Spark Award, given to a female leader who exemplifies the strong personal and professional traits that the organization teaches to their girls. In April 2012, Dr. Clautti was profiled in the *Technological Horizons in Education* magazine for her leadership in encouraging the incorporation of transformative technologies into classrooms at Urban Pathways. In March 2012, she was nominated for the Martin Luther King Diversity Leadership and Diversity Award sponsored by Coro, the civic leadership training organization. In 2011, Dr. Clautti was awarded a Stop the Violence Humanitarian Award by the Smart from the Start Organization. In 2009, Pittsburgh Business Magazine ranked Dr. Clautti as one of the Top 25 Women in Business.

Points of Pride

Beyond these accolades, there are many points of internal pride at Urban Pathways Charter School that demonstrate the quality of our leadership team. Our 6-12 school has virtually no dropouts. We conduct a highly successful tutoring program daily and on Saturdays. Gender-separated mentoring programs (BAAM: Benefiting African American Males and WISE: Women in Sync Everywhere) provide students with a professional role model in their freshman year of high school who stays paired with them through their freshman year of college, offering personal guidance and college transition support. A social service team consisting of licensed social workers and psychologists is available daily to provide support as needed to students. A team of local ministers is available to help families upon request. Urban Pathways 6-12 Charter School employs a full-time counselor to monitor student progress through their first year of

college and to provide transition assistance. This counselor reports a high college retention rate (76%) for the Class of 2010. Every family meets with a school official at least once per year.

Two of our renowned music programs have played for national audiences: Sounds of Steel (a steel drum band) and the Symphonic Wind Ensemble. Urban Pathways 6-12 Charter School is one of only a handful in Pittsburgh that offers in-class and after-school training in entrepreneurship. Students start their own small businesses and learn the many important professional skills and life values necessary to succeed in the marketplace. Thanks to this intensive academic and personal programming as well as the pressing need in the community, Urban Pathways 6-12 Charter School currently has a large waiting list for enrollment.

Urban Pathways 6-12 Mission & Vision Will Be Extended to New K-5 School

These many pieces all fit into a single picture. The purpose of Urban Pathways 6-12 Charter School is to put young people in charge of their own futures by giving them the best academic preparation, leadership training, and character skills to succeed in life with the judgment and confidence to make good choices. We strive to create an entrepreneurial spirit and work ethic among our students. The school's vision is to create a unique learning environment where all students succeed both academically and holistically. This vision is achieved when:

- All students who enter Urban Pathways 6-12 Charter School graduate;
- All graduates receive post-secondary acceptances along with the financial aid necessary to take advantage of those acceptances; and
- All students are successful in whatever post-secondary choices they make.

Teaching Staff: Hiring and Responsibilities

We recognize that to achieve comparably lofty goals at Urban Pathways K-5 College Charter School, we must provide a strong educational team. 100% of our faculty are certified,

highly qualified, experienced professionals who commit to a long-term contribution to the mission of the school. Our leadership team is committed to hiring the best personnel and to provide professional development to meet the ongoing needs of the staff.

To build a staff of teachers with the enthusiasm and open minds necessary to provide an innovative learning environment, the school will recruit a variety of individuals with a wide range of experience (both in industry and education), educational credentials, and interests. Those applying for regular classroom teacher positions should show experience and/or skill in student-centered, inquiry-based learning methods. By offering an environment rich in creativity, resources, support, and, student involvement, the school will attract qualified, innovative, and eclectic individuals who will work as a team towards the school's stated mission.

The school uses a number of resources to recruit the very best staff. Positions are posted on widely used web sites, at teaching institutions that promote progressive pedagogy, and in educational journals. Members of the school administration interview candidates and directly observe their classroom teaching in order to assess the quality of their instructional methods. All candidates take the Activity Vector Analysis, a personality inventory, to ensure that they possess the characteristics required to deal with an urban population.

Thanks to this rigorous vetting, the instruction staff at Urban Pathways K-5 College Charter School will be well-credentialed and experienced professionals, committed to the school's mission and vision and to its students. They will be actively involved in the planning, implementation, and evaluation of the educational program and school operation and will be accountable to all stakeholders for students' academic and social growth. Instructional staff will do their professional and personal best to fulfill all duties and responsibilities of the charter.

All instructional staff members are required to:

- Be committed to the Core Knowledge curriculum;
- Be committed to the school's mission/vision and the principles that underlie it;
- Demonstrate expertise in the area(s) for which they are hired;
- Participate broadly and deeply in all aspects of the school;
- Engage with all stakeholders in ways that are respectful and consistent with the school's code of conduct;
- Demonstrate success in helping students meet individual/school performance goals;
- Participate in professional development opportunities, incorporating new knowledge and skills in their work;
- Engage with students in student project and work;
- Demonstrate effective classroom management; and
- Maintain certifications and other state legal documents registered with the Principal.

An instructional staff evaluation plan ensures the continuing professional growth of the staff. The plan reflects our conviction that continual feedback regarding one's progress is an important step for professional improvement. The staff evaluation plan includes the following:

- Teacher self-assessment and goal setting at the beginning of the school year;
- Ongoing self-assessment and revision of yearly goals;
- A schedule of peer coaching, mentoring, and modeling of effective practices;
- Ongoing formal evaluation by the Principal;
- Meetings with the Principal for feedback based on observations and self-assessments;
- Written evaluations provided once yearly;
- Feedback from student and family satisfaction surveys;

- Retention/non-retention decisions made by the Principal, subject to Board approval;
- Mid-year input from the Principal regarding contract renewal; and
- Pay for Performance based on student achievement.

Professional Development

At Urban Pathways K-5 College Charter School we believe that the professional development of our teachers does not just occur at workshops and seminars but should be a daily part of the life of our school. Therefore, the professional development program for our teachers will include the following:

- Daily professional development time – At least two days during the school week, our teachers will be given a specific period of time that is their own. During this time, teachers will not be teaching or monitoring classroom activity, but will have the opportunity for individual and group planning time. During this period, teachers will have access, through laptops and personal computers, to information and research relevant to their disciplines. The Core Knowledge curriculum provides for cross-over between subject areas and progression between grades. Teachers use this time to partner across grades and subjects, coordinating lesson plans and sharing best practices on teaching methods. The Principal pairs younger teachers with more experienced mentors who provide advice on professional development resources.
- Weekly discussions – At least once at the end of every school week, teachers will have the opportunity to share information and research on new and updated topics of use in their classrooms. While the exchange of the information can be informal, a brief written summary of the information will be forwarded to the Principal. This information will be housed in an electronic “staff public folder.”

- Participation in professional organizations – Each of our teachers will be expected to maintain membership in their appropriate professional organization. Teachers are encouraged to participate in the activities of the local chapter of their professional organization. Participation in national activities such as national conferences will be subject to availability of school funding. All teachers will be encouraged to develop, submit, and present papers or presentations at local or national conferences. Recognition of these activities will also be shared via electronic means.
- Teachers will be provided with many in-service, professional development, and Act 48 opportunities, including:
 - Ten days in August, including three to five days of Core Knowledge training provided on-site by the Core Knowledge Foundation;
 - One day per month during the school year;
 - Ten days at the end of the school year;
 - Special evening or Saturday sessions as needed; and
 - Attendance at the Core Knowledge National Conference (budget permitting).

Pay for Performance

Because Urban Pathways K-5 College Charter School is results-driven and has substantial legal flexibility in its management structure, our founders chose to tie teacher compensation directly to performance. Attached here are two related documents – the scoring rubric that we use to evaluate teacher performance and the financial incentive structure. The areas that are weighted most significantly in the Pay for Performance rubrics are: (i) student achievement in Math, Reading, and Subject Areas, (ii) classroom management, (iii) use of

technology to enhance student learning, (iv) updating curriculum annually, (v) annual professional goals set forth with the CEO, and (vi) teamwork.

The responsibility for the oversight of the Pay for Performance program lies with the CEO in partnership with the Principal.

Selection Criterion (vii) – Management Plan

[This section addresses Application Requirement (ii).]

Urban Pathways K-5 College Charter School is ultimately responsible to the Pittsburgh Public Schools and the Pennsylvania Department of Education. A Board of Trustees governs all operations of the school, delegating day-to-day management to the school administration and establishing a reporting relationship between the Board and the administration. We include as attachments the job descriptions of the five principal management positions: CEO, Director of Finance, Principal, Director of Curriculum and Assessment, and Director of Special Education.

The board is responsible for ensuring that the school is run in compliance with the charter application and all applicable laws and for ensuring the school's sustained financial viability. An affirmative vote of a majority of the members of the Board is required to take action on the following items: school calendar; adopting textbooks; appointing or dismissing school administrators; adopting the annual budget; leasing, purchasing or selling land; locating new buildings or changing the locations of old ones; creating or increasing indebtedness; adopting courses of study; designating depositories for school funds; entering into contracts of any kind in which the amount exceeds that which is set forth in the bylaws; and fixing salaries or compensation of administrators, teachers, and other employees.

In its first year of operation, Urban Pathways K-5 College Charter School's Board of Trustees was comprised of five members chosen by a consensus of the Founding Coalition. The

initial appointments were for terms of one, two, or three years with all subsequent terms of three years, allowing for a staggered replacement process. Future nominations shall be placed before the Board of Trustees as needed at regularly scheduled or special meetings open to the public. The Board will consist of five to nine members, including at least one parent of a student enrolled in the school. The Board of Trustees will elect officers from within its membership. All officers of the Board of Trustees will serve one-year terms.

The Board sets policy for all operations of the school, having ultimate control and responsibility for maintaining proper relationships between the Trustees and school staff, parents, and members of the community. The Board will retain the right to delegate certain operating decisions including day-to-day management to the school administration and their designees. The Board of Trustees will be accountable for ensuring that the school is operated in compliance with its charter and all applicable laws and regulations. A copy of the Urban Pathways K-5 College Charter School By-Laws is attached to this application.

The Board of Trustees recruits and selects a Chief Executive Officer (CEO) who is responsible to develop a full human resources plan with the Board Committee in order to recruit, screen, and hire the staff. The CEO is responsible to the Board for all school operations. The Board is responsible for the annual evaluation of the CEO. The CEO in turn is responsible for all of the staff and their performance on a daily basis. We include an organization chart as an attachment. Each member of the central management team reports directly to the CEO.

The Board and managers of Urban Pathways K-5 College Charter School implement a systematic method of analyzing student performance data and use the data as the basis for ongoing adjustments to meet identified needs. Results-driven planning is designed to produce a culture in which student achievement becomes the focus of staff attention and is the overriding

consideration in the allocation of resources. As documented in Selection Criterion (iii), the Academic Team will analyze performance data relative to benchmarks, determine effective practices to address deficiencies, implement adjustments, determine the extent of implementation, and assess the efficacy of adjustments.

Urban Pathways K-5 College Charter School Board, management, faculty, and staff will use the results-driven planning system to develop the school accountability plan. The accountability plan will provide the framework for tracking the school's progress towards goals and reporting results to parents, the community, the Pittsburgh School District Board of Education, and the state and federal Departments of Education. The accountability plan is designed so as to enable performance comparisons with traditional public schools and other public charter schools. Our plan outlines performance goals, objectives, and plans in three areas: (1) student and school academic performance, (2) student and school non-academic performance, and (3) organizational and management performance. For each domain, the plan includes (1) aligned performance indicators, (2) measures of the performance indicators, (3) annual targets, (4) sources of baseline data, and (5) strategies for attainment. The Academic Team (comprised of the CEO, Finance Director, Director of Curriculum and Assessment, Principal, and Director of Special Education) meets monthly to review progress in each of the three priority domains.

Milestones/Timelines/Responsibilities

The following chart provides a representative sample of major milestones, timelines, and person responsible for meeting the milestone on schedule.

Milestone	Timeline	Responsibility
Improved student test scores in Reading & Math	Evaluated after every MAP test	CEO, Principal, and Director of Curriculum & Assessment
Become an official Core Knowledge Visitation site	Students evaluated in each subject area twice per year by visiting CK team to determine retention and comprehension	CEO & Principal
Become a Lighthouse School in the Steven Covey Leader in Me program	Bi-annual evaluations by external team to determine if students exhibit leadership character traits	CEO & Principal
Increasing scores on independent student, staff, and family satisfaction surveys	Surveys conducted annually by external evaluator	CEO & Principal
Sound fiscal management: no audit findings; operating in the black; increasing funds in 501(c)(3) Foundation	Annual; Ongoing; Ongoing	CEO & Director of Finance
Obtaining new sources of public and private funding	Ongoing	CEO
High staff retention	Staff evaluations in May/June	CEO & Principal
Increase staff diversity	Ongoing recruitment/retention	CEO
Healthy waiting list	Robust list by February/March	CEO & Principal

Enrollment and Calendar

In our first year of operations (2011-2012), we opened Grades K-3 as planned, with 40 students per grade. We will add Grade 4 in the 2012-2013 school year and Grade 5 in 2013-2014. Our enrollment projections are as follows: 160 students in 2011-12, 210 students in 2012-13, and 240 students as a steady-state thereon. An annual breakdown by grade is attached here.

For 2012-13, our student-to-teacher ratio is anticipated to be slightly over 10:1, including additional resource and special area support teachers. Our rigorous instruction program demands an intensive and intimate educational setting.

The school calendar will provide at least 180 days or 1,170 hours of instruction. The school day will begin at 8:15 AM and end at 3:15 PM, Monday through Friday. We will provide after school services until 5:30 PM. One Friday per month is designated as a staff development day. Students do not attend school on these Fridays. This unique schedule has two significant benefits. First, the monthly professional development day in combination with 10 professional development days at the beginning of the year and 10 at the end of the year provides teachers with substantial time for uninterrupted planning and collaboration. This planning and collaboration time is essential to our mission. Second, when adding in daily after-school services, Urban Pathways K-5 College Charter School provides many more instructional hours per year compared with other school districts.

Budget and Fiscal Operations

We include as an attachment a five-year financial plan for the school. Included in these forms are operating budgets for FY11-12 through FY 15-16, employee worksheets for FY11-12 through FY 15-16, and narrated revenues and expenses for FY12-13.

The Board and administration of Urban Pathways K-5 College Charter School are dedicated to completing project tasks within budget and have established a range of institutional best practices to accomplish this goal. The Director of Finance oversees the school's financial system, ensures that budgets are itemized according to the Board's requirements, reports directly to the CEO daily, and reports on the financial status of the school at every Board meeting. We attach here relevant Board policies, including the Finances Policy, the Financial Reporting Policy, and the Investments Policy. Urban Pathways K-5 College Charter School operates in compliance with all federal and IRS regulations in connection with the Sarbanes-Oxley Act.

The goal of all school financial procedures is to provide flexibility while maintaining adequate controls and oversight. Each April, the Director of Finance and school administration will prepare and submit to the Board of Trustees a proposed operating budget for the ensuing year. In March, in consultation with the Director of Curriculum and Assessment, each grade level submits budget requests to the Director of Finance to be incorporated into the overall plan. The Board votes on a final budget in June. Each proposed operating budget will set forth all of the revenues that the school anticipates receiving, a proposed schedule of fees and charges for services, and expenditures anticipated to be necessary to operate the school during the following year and for the succeeding two school years. They will further set forth each category of expense, the sources and uses of funds, a fund accounting income statement, cash flow, capital expenditures, and any other appropriate items for the coming year and the two succeeding years.

Operating budgets will reflect the Finance Director's and school administration's view of the most economical, reasonable methods of operating and maintaining the school.

The Director of Finance will report to the Board of Trustees with monthly balance sheets, statements of income, and sources and uses of funds for the preceding month and fiscal year to date, as well as any recommended changes to the then-current approved operating budget. The Board of Trustees and the administrators will examine the monthly financial statements to ensure that the school is meeting the annual approved budget for the fiscal year and that all policies are being administered, including seeking competitive bids for purchases when appropriate. The financial statements will be used as a tool to assist the Board of Trustees and school administration to make decisions that ensure the school's financial viability while meeting the school's mission. If during the year revenues or expenses differ materially from the numbers budgeted, then the Board, administration, and Director of Finance will meet promptly to determine whether an adjustment to the approved operating budget is necessary.

Fundraising

[This section addresses Application Requirement (vi).]

The CEO coordinates fundraising efforts from both public and private sources. Urban Pathways K-5 College Charter School partnered with 501(c)(3)², a respected development consulting agency, to raise funds for school operations. The CEO is employing multiple strategies including grant-writing, events, and board networking to cultivate and develop a wide range of donors including individual philanthropists, corporations, and foundations. On May 7, 2012, Urban Pathways K-5 College Charter School submitted an application to the IRS for 501(c)(3) tax exempt status so that donors can claim tax exemptions for their contributions. We attach here a copy of our application to the IRS. The Pennsylvania Department of Community and Economic Development administers a program called the Educational Improvement Tax

Credit (EITC). Through EITC, corporations receive much larger tax credits by donating to authorized education agencies than they otherwise would through a standard reduction in the taxable income of the business. We are authorized and actively pursuing a campaign to encourage donations to Urban Pathways K-5 College Charter School through this program.

In partnership with Urban Pathways 6-12 Charter School, Urban Pathways K-5 College Charter School was recently awarded a Keystones to Opportunity grant for literacy activities. Beyond this Charter School Program competition, we are also writing proposals for funding from Title I, Title II, Title VI, Link to Learn, E-Rate, and other sources, including federal and state grant competitions and private foundation funds. These funding streams in addition to the increased public funding we will receive due to increased enrollment will provide for the continued operation of our charter school once the Federal grant has expired.

Audit

The Board Treasurer and Finance Committee, in consultation with the Director of Finance and school administration, engage an accounting firm to perform an annual audit of the books and records maintained for the school in accordance with applicable regulations. The audit is completed and a report is furnished within 90 days of the end of the school's fiscal year (June 30). The school audit is conducted according to Article 24 of the School Code of 1949, using the requirements set forth for school boards. A State audit is performed every five years.

Other

The management of Urban Pathways K-5 College Charter School established detailed plans for transportation, food, student health, facilities maintenance, attendance/absences, student behavior, suspension/expulsion, crime, child abuse, safety, liability, insurance, risk, and all other

aspects of school management. Further details on any of these components of our management plan can be provided upon request.

Selection Criterion (viii) – Charter with Public Chartering Agency

[This section addresses Application Requirement (iv).]

The School District of Pittsburgh granted a charter to the Urban Pathways K-5 College Charter School on February 16, 2011.

The charter agreement is included as an attachment to this application. Sections 14 through 19 of the charter agreement define how student performance will be measured pursuant to State assessments that are required of public schools and to other assessments mutually agreeable to the authorized public chartering agency and our charter school. Urban Pathways K-5 College Charter School agreed under this contract to measure and report on all required State assessments of student performance.

As described in Selection Criterion (iii), for the Board members, managers, and faculty of Urban Pathways K-5 College Charter School, assessment is not merely a requirement. It is a foundational component of our culture. We rely on assessments to make decisions in all areas of school operations, from individual student academic plans to evaluating teacher and manager performance, the efficacy of curricula, progress in student character development, and others. All of these assessments are aggregated into a Balanced Scorecard to evaluate overall school performance. The 300+ page application that Urban Pathways K-5 College Charter School submitted to the Pittsburgh Public School District documented these plans in detail. We provide in this application representative samples of related policies approved by our Board of Directors and submitted with our charter application, including policies on Marking Student Progress, Evaluation, and Reevaluation.

Selection Criterion (ix) – Degree of Flexibility

The State of Pennsylvania affords substantial flexibility under State law for authorized public chartering agencies to establish administrative relationships with charter schools. In the City of Pittsburgh alone, the charter movement has gained substantial momentum in recent years, including the formation of a consortium of public charter schools among Career Connections Charter High School, City Charter High School, Imagine Environmental Charter School at Frick Park, Manchester Academic Charter School, Urban Pathways 6-12 Charter School, Propel Schools, and The Urban League of Greater Pittsburgh Charter School.

Pennsylvania Charter Schools are exempt from the vast majority of the Public School Code. The following are examples of requirements that bind school districts but do not apply to Urban Pathways K-5 College Charter School:

- Certain public bidding requirements (24 P.S. §8-807.1; 24 P.S. § 791.10);
- Tenure provisions (24 P.S. §§11-1108, 11-1121, 11-1125.1, 11-1127, 11-1129, 11-1130);
- Restrictions where the student population can be drawn from (24 P.S. §13-1301);
- 100% certification of teachers (24 P.S. §§12-1201, 12-1202, 12-1203) ;
- Prosecution of trancies (24 P.S. §13-1333);
- Number of days and number of hours in a school year (24 P.S. 15-1504);
- Transportation of pupils (24 P.S. §13-1361);
- Statutory limits of unreserved fund balances (24 P.S. §6-688); and
- Collective bargaining (24 P.S. §§11-1123-A, 11-1133, 11-1152-A).

In accordance with the charter school law of the Commonwealth of Pennsylvania, Urban Pathways K-5 College Charter School has a high degree of autonomy over budget, expenditures, daily operation, and personnel. The Board of Trustees will set policies and direction in each of

these areas, and day-to-day management will be delegated to the school administration. The details on specific roles and responsibilities are outlined under Selection Criterion (vii).

Thanks to our unique legal status, teachers at Urban Pathways K-5 College Charter School will be encouraged to be as creative as is appropriate and desirable with respect to teaching methods. They will have available hundreds of high-quality lesson plans from the Core Knowledge Foundation, but will also have the freedom to use their professional judgment to decide how best to meet the needs of all their students. We provide ample time during the work-week for teachers to customize lesson plans. We expect teachers to use a balance of teacher-directed instruction, activities, and inquiry-based learning. For instance, we recently applied for funding from ASSET to include an inquiry-based science program in grades K-5.

Our teachers are among the most dynamic and committed in the region. We believe that combining excellent teachers with the freedom to be creative will enhance learning for all students. As one example, an English teacher at Urban Pathways 6-12 Charter School recently led students through a comprehensive project bridging culture, literacy, photography, and contemporary media. Students read the 1937 classic African American novel “Their Eyes Were Watching God” by Zora Neale Hurston. They wrote daily reflections on character development and experiences, including comparisons with their own lives. Students then visited the Teenie Harris photography exhibit on display at the new August Wilson African American Cultural Center in downtown Pittsburgh. Students viewed thousands of photographs of the city of Pittsburgh from its heyday as a center of musical culture in the 1930s. Students then took iPod touch devices into their neighborhoods to conduct interviews, take photographs, and shoot videos to document their communities, as Harris did, then write reports about community members, following the style of Hurston. Teachers at Urban Pathways K-5 College Charter School will be

encouraged to implement similarly creative projects in their classrooms and will have access to upper school teachers for advice and support as they plan their innovations.

In summary, Urban Pathways K-5 College Charter School combines a proven curriculum, comprehensive support for educationally disadvantaged children, a robust system of assessments, deep community and parent support, an experienced leadership team, a sound management plan, and a flexible legal regime. Or, to put it in the words of a second grader who participated in our first satisfaction survey, our new public charter school is “legendary.”



[Note: we do not address Application Requirements (vii) or (xi), as we do not desire the Secretary to consider waivers under the authority of the CSP nor do we desire to use grants funds for dissemination activities. We address Application Requirement (viii) in the attached budget narrative.]

Other Attachment File(s)

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DR. LINDA M. CLAUTTI

[REDACTED]; (Fax) 724-933-0007

QUALIFICATIONS SUMMARY

Academic leader with experience of Superintendent, Principal, President and CEO in both public and private education; directed 1900 person facility with demonstrated skills in education, human resources, training and teaching, strategic and long range planning, organizational development, community relations and budget responsibilities; experience complemented with Ed. D. Named "One of Pittsburgh's Top 25 Women in Business" in March 2009; "Women of Distinction" award in March 2012; and selected as the winner of the "Strong Women Strong Girls" in 2012.

EXPERIENCE

Urban Pathways Public Charter Schools **2003-Present**
Urban Pathways 6-12 Charter School
Urban Pathways K-5 College Charter School
Pittsburgh, PA

Chief Executive Officer

- Opened second charter school (K-5) in September 2011.
- Consistently outperforms feeder districts.
- Helped to resolve funding issues for charters in Southwest PA that amounted in a refund of millions of dollars to charter schools collectively
- School named one of Pittsburgh's "50 Best Places to Work" (Pittsburgh Post Gazette/2007)
- Reduced suspensions by almost two-thirds.
- Increased enrollment by 83% in 7 years; increased attendance to 93% on daily basis.
- Obtained over \$200,000 in grants for academic programs.
- Increased college acceptances in 2010 and 2011 of senior class to 100%.

EDMC Argosy **2010- Present**
Pittsburgh, PA

- Instructor for online doctoral level courses

Jefferson Township Local Schools, Dayton, OH **2000-2003**
Superintendent

Jefferson Township Local Schools is a rural school system of 900 students. The population is 80% African American. There are 130 employees.

- Brought District out of Academic Emergency in one year.
- Increased enrollment by 33% in two years.
- Passed three levies in three years.
- Created school's first Education Foundation.
- Created *The Jefferson Academy* with partnership of University of Dayton.

Claymont High School, Uhrichsville, OH **1998-2000**
Principal

Claymont High School is a public school of 800 students and 65 employees. The Venture Capital projects made it possible for CHS to engage in building a new school.

- Moved from Academic Emergency status to Academic Watch in two years.
- Increased attendance in first year.
- Helped in construction of design and transition for new high school development.
- Increased motivation of students with special intervention projects

Morgantown High School, Morgantown, WV **1996 - 1998**
Principal

Morgantown High School is a public school of approximately 1700 students. It is using a block schedule. There are 125 employees.

- Facilitated transition team and activities for ninth grade inclusion.
- Coordinated construction and renovation efforts for new building and existing facility.
- Enhanced efforts of alumni 2001-2003 and newly created MHS Foundation.
- Removed school from probation status (for inconsistent personnel evaluation).

St. Ursula Academy, Cincinnati, OH **1994 - 1996**
President and CEO

St. Ursula Academy is a secondary private school for 550 students and 65 employees.

- Organized and supervised computer network installation.
- Doubled annual fund commitment in one year.
- Conducted activities to increase status of young women.

St. Vincent Pallotti High School, Laurel, MD **1981 -1994**
Acting Principal/Assistant Principal

St. Vincent Pallotti High School is a private, secondary coeducational school for 500 young men and women. There are 60 faculty and staff employed.

- Coordinated all aspects of curriculum and human resource management.
- Acted as admissions/recruitment/financial aid officer.
- Began first Learning Center among Catholic schools in Washington, D.C.

Teacher: Elementary and Secondary School in Maryland **1973 - 1981**

EDUCATION

Duquesne University- Pittsburgh, PA **May 2009**

Doctoral Degree in Educational Leadership

University of Maryland, College Park, MD **May 1980**

Masters in Education, Administration/Supervision/Curriculum

St. Mary's College, Notre Dame, IN **May 1973**

Bachelor of Arts, Elementary Education

CERTIFICATIONS

State of Ohio: Superintendent; Professional Administrative K-12

State of Pennsylvania: Superintendent's Letter of Eligibility

MAJOR PROFESSIONAL AWARDS/ ACCOMPLISHMENTS

Chosen as recipient of the "Spark Award" from Strong Women Strong Girls- April 2012

Named a one of Pittsburgh's "Women of Achievement" in March 2012

Received "Stop the Violence Award," from Smart from the Start" Foundation – July 2011

Named one of Pittsburgh's "Top Women in Business" in March 2009

Presenter at Academic Achievement in Africa and Its Diaspora: Challenges and Solutions

Dubois-Nkrumah-Dunham International Conference, May 2009, University of Pittsburgh Department of Africana Studies

IDPEL Cohort of 2009 at Duquesne University (March, 2008). *A Developmental Rubric for the Dissertation Literature Review: A Participant Design Study.* Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Rotarian of the Year (2007) by Pittsburgh Rotary Club

Special Recognition Award by The Center for Family Excellence

Adjunct professor, University of Dayton

Presenter at NCA Convention, April 2000

Speaker at OASSA Conference to aspiring administrators, February, 1998

NCEA speaker: *The Challenges of the President/Principal Model* (April 1997)

Keynote speaker at Mount St. Joseph College March 1995

Speaker at NCEA'S National Convention April 1995: *Business Partnerships*

Published article for Catholic Standard, Washington, D.C. August 1993

Coordinated **Math Symposium** for four county public school districts in MD, 1990

Speaker at U.S. Office of Education in honor of Fr. Theodore Hesburgh, President of University of Notre Dame, May 1979

PROFESSIONAL MEMBERSHIPS and CIVIC INVOLVEMENT

PASA/AASA/ASCD/School Study Council/Phi Delta Kappa, Past Vice President of Membership

Ohio School Leadership Institute/ Leadership Pittsburgh XXI

Pennsylvania Coalition of Public Charter Schools

Pittsburgh Downtown Partnership (Clean and Safe Committee)

Pittsburgh Rotary Club (former board member)/

Big Brothers Big Sisters-Board (former board member)

African American Chamber of Commerce/North Allegheny Chamber of Commerce

Pittsburgh Chamber of Commerce, Member/Executive Women's Council

World Affairs Council/Visit Pittsburgh

Core Knowledge at a Glance: Major Topic Headings, K-2

	KINDERGARTEN	FIRST GRADE	SECOND GRADE
Language Arts/English	1. Reading and Writing 2. Poetry 3. Fiction 4. Sayings and Phrases	1. Reading and Writing 2. Poetry 3. Fiction 4. Sayings and Phrases	1. Reading and Writing 2. Poetry 3. Fiction (Stories; Greek Myths; Greek and Roman Myths) 4. Sayings and Phrases
History & Geography	<p>World</p> 1. Spatial Sense 2. Overview of the Seven Continents	<p>World</p> 1. Geography 2. Early Civilizations (Mesopotamia, Ancient Egypt, History of World Religions) 3. Mexico	<p>World</p> 1. Geography 2. Early Civilizations: Asia (India, China) 3. Modern Civilization and Culture: Japan 4. Ancient Greece
	<p>American</p> 1. Geography 2. Native Americans 3. Early Exploration and Settlement (Columbus, Pilgrims, Independence Day) 4. Presidents, Past and Present	<p>American</p> 1. Early People and Civilizations (Maya, Inca, Aztec) 2. Early	<p>American</p> 1. American Government: The Constitution 2. War of 1812 3. Westward Expansion

	5. Symbols and Figures	Exploration and Settlement 3. American Revolution 4. Early Exploration of the American West 5. Symbols and Figures	4. Civil War 5. Immigration and Citizenship 6. Civil Rights 7. Geography of the Americas 8. Symbols and Figures
Visual Arts	1. Elements of Art 2. Sculpture 3. Looking at and Talking About Art	1. Art from Long Ago 2. Elements of Art 3. Kinds of Pictures: Portrait and Still Life	1. Elements of Art 2. Sculpture 3. Kinds of Pictures: Landscapes 4. Abstract Art 5. Architecture
Music	1. Elements of Music 2. Listening and Understanding 3. Songs	1. Elements of Music 2. Listening and Understanding (Composers; Orchestra; Opera; Ballet; Jazz)	1. Elements of Music 2. Listening and Understanding (Orchestra; Keyboards; Composers)

		3. Songs	3. Songs
Mathematics	<ol style="list-style-type: none"> 1. Patterns and Classification 2. Numbers and Number Sense 3. Money 4. Computation 5. Measurement 6. Geometry 	<ol style="list-style-type: none"> 1. Patterns and Classification 2. Numbers and Number Sense 3. Money 4. Computation 5. Measurement 6. Geometry 	<ol style="list-style-type: none"> 1. Numbers and Number Sense 2. Fractions 3. Money 4. Computation 5. Measurement 6. Geometry
Science	<ol style="list-style-type: none"> 1. Plants and Plant Growth 2. Animals and Their Needs 3. Human Body (Five Senses) 4. Introduction to Magnetism 5. Seasons and 	<ol style="list-style-type: none"> 1. Living Things and Their Environments 2. Human Body (Body Systems) 3. Matter 4. Properties of Matter: Measurement 5. Introduction to 	<ol style="list-style-type: none"> 1. Cycles in Nature (Seasonal Cycles; Life Cycles; Water Cycles) 2. Insects 3. Human Body (Cells; Digestive and Excretory Systems) 4. Magnetism 5. Seasons and

	<p>Weather</p> <p>6. Taking Care of the Earth</p> <p>7. Science</p> <p>Biographies</p>	<p>Electricity</p> <p>6. Astronomy</p> <p>7. The Earth</p> <p>8. Science</p> <p>Biographies</p>	<p>Weather</p> <p>6. Simple Machines</p> <p>7. Science</p> <p>Biographies</p>
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Core Knowledge at a Glance: Major Topic Headings, 3-5

	THIRD GRADE	FOURTH GRADE	FIFTH GRADE
Language Arts/English	1. Reading and Writing 2. Poetry 3. Fiction (Stories; Norse Myths; Greek and Roman Myths) 4. Sayings and Phrases	1. Writing, Grammar, and Usage 2. Poetry 3. Fiction (Stories; Legends of King Arthur) 4. Sayings and Phrases	1. Reading and Writing 2. Writing, Grammar and Usage 3. Poetry 4. Fiction (Stories; Shakespeare; Myths and Legends) 5. Sayings and Phrases

History & Geography	<p>World</p> <p>1. World Geography (Spatial Sense; Canada; Important Rivers)</p> <p>2. Ancient Rome (Geography of Mediterranean Region; Roman Empire, “Decline and Fall”)</p> <p>3. Vikings</p>	<p>World</p> <p>1. World Geography (Spatial Sense; Mountains)</p> <p>2. Europe in the Middle Ages</p> <p>3. Spread of Islam and “Holy Wars”</p> <p>4. Early and Medieval African Kingdoms</p> <p>5. China: Dynasties and Conquerors</p>	<p>World</p> <p>1. World Geography (Spatial Sense; Lakes)</p> <p>2. Meso-American Civilizations</p> <p>3. European Exploration, Trade, and Clash of Cultures</p> <p>4. Renaissance and Reformation</p> <p>5. England from the Golden Age to the Glorious Revolution</p> <p>6. Russia: Early Growth and</p>
	<p>American</p> <p>1. The Earliest Americans</p> <p>2. Early Exploration of North America</p> <p>3. The Thirteen Colonies: Life and Times Before the Revolution</p>	<p>American</p> <p>1. American Revolution</p> <p>2. Making a Constitutional Government</p> <p>3. Early Presidents and Politics</p> <p>4. Reformers</p>	

		<p>5. Symbols and Figures</p>	<p>Expansion</p> <p>7. Feudal Japan</p> <p>American</p> <p>1. Westward Expansion</p> <p>2. Civil War: Causes, Conflicts, Consequences</p> <p>3. Native Americans: Cultures and Conflicts</p> <p>4. U.S. Geography</p>
<p>Visual Arts</p>	<p>1. Elements of Art</p> <p>2. American Indian Art</p> <p>3. Art of Ancient Rome and Byzantine Civilization</p>	<p>1. Art of Middle Ages</p> <p>2. Islamic Art and Architecture</p> <p>3. Art of Africa</p> <p>4. Art of China</p> <p>5. Art of a New Nation: United States</p>	<p>1. Art of the Renaissance</p> <p>2. American Art: Nineteenth Century United States</p> <p>3. Art of Japan</p>

Music	<ol style="list-style-type: none"> 1. Elements of Music 2. Listening and Understanding (Orchestra; Composers) 3. Songs 	<ol style="list-style-type: none"> 1. Elements of Music 2. Listening and Understanding (Orchestra; Vocal Ranges; Composers) 3. Songs 	<ol style="list-style-type: none"> 1. Elements of Music 2. Listening and Understanding (Composers; Connections) 3. American Musical Traditions (Spirituals) 4. Songs
Mathematics	<ol style="list-style-type: none"> 1. Numbers and Number Sense 2. Fractions and Decimals 3. Money 4. Computation 5. Measurement 6. Geometry 	<ol style="list-style-type: none"> 1. Numbers and Number Sense 2. Fractions and Decimals 3. Money 4. Computation 5. Measurement 6. Geometry 	<ol style="list-style-type: none"> 1. Numbers and Number Sense 2. Ratio and Percent 3. Fractions and Decimals 4. Computation 5. Measurement 6. Geometry 7. Probability and Statistics 8. Pre-Algebra

<p>Science</p>	<ol style="list-style-type: none"> 1. Introduction to Classification of Animals 2. Human Body (Muscular, Skeletal, and Nervous Systems; Vision and Hearing) 3. Light and Optics 4. Sound 5. Ecology 6. Astronomy 7. Science Biographies 	<ol style="list-style-type: none"> 1. Human Body (Circulatory and Respiratory Systems) 2. Chemistry (Atoms; Matter; Elements; Solutions) 3. Electricity 4. Geology: Earth and Its Changes 5. Meteorology 6. Science Biographies 	<ol style="list-style-type: none"> 1. Classifying Living Things 2. Cells: Structures and Processes 3. Plant Structures and Processes 4. Life Cycles and Reproduction 5. Human Body (Endocrine and Reproductive Systems) 6. Chemistry: Matter and Change 7. Science Biographies
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**Urban Pathways K-5 College Charter School
925 Penn Avenue
Pittsburgh, PA 15222**

BOARD OF TRUSTEES POLICY

Curriculum Development Policy

Purpose

1. Urban Pathways K-5 College Charter School ("Urban Pathways") recognizes its responsibility for the support and improvement of the educational program. To this purpose, the curriculum shall be developed and evaluated on a continuing basis in accordance with the best in educational theory and practice and in accordance with Chapter 4 of Title 22 of the Pennsylvania Code, as to Academic Standards and Assessments and/or any regulations promulgated thereafter.

Definition

1. Curriculum shall be defined as all planned learning activities of Urban Pathways such as courses of study, subjects, class organization, and evaluation of student achievement. It shall include the provisions of applicable state law as well as subjects and procedures within the discretionary powers of the Board of Trustees.

Delegation of Responsibility

The Board of Trustees directs that:

1. No course of study shall be taught in Urban Pathways unless it has been reviewed by the Board of Trustees and determined to be in accordance with the grant of Charter. If a change is determined to be warranted, the Pittsburgh School District shall be duly notified before any change in curriculum is made consistent with the provisions of the grant of Urban Pathways' Charter.
2. A course of study is to be prepared for each curriculum area. This course of study shall contain objectives, subject content, basic instructional activities, references to approved instructional materials, and procedures for evaluation of student achievement.
3. Staff shall use the course of study in planning instruction and judging student progress.

4. The course of study shall be available for public examination.
5. The Chief Executive Officer ("CEO") shall be responsible for the continuous evaluation of the effectiveness of each course of study and shall recommend to the Board of Trustees such revisions or new courses of study deemed to be in the best interests of the students.
6. The CEO's recommendation to the Board of Trustees shall include the following information about the proposed course of study:
 - a. Its applicability to students and an enumeration of the group of students to be affected by it.
 - b. Its description and content, including the instructional method where such method departs significantly from current practice and is an integral part of the course of study.
 - c. Its rationale in terms of the goals of Urban Pathways especially when it is proposed to take the place of an existing course of study.
 - d. The resources that its implementation will require: textbooks, materials, equipment, specially trained personnel.
 - e. The evaluative methods and standards by which its efficacy will be monitored and measured.
7. With prior approval, the CEO may conduct pilot programs considered necessary for the continued growth of the instructional program and is authorized to seek State, federal, and private aid for such programs.
8. The Board of Trustees is committed to the support of a full range of educational programs to meet individual needs of its students. These commitments include:

State mandated programs in basic academic subjects, special education for the handicapped/disabled, guidance counseling, instruction for the homebound, independent study, and summer school for remedial and/or enrichment.

**TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE
CONSTRUED TO CONFLICT WITH APPLICABLE STATE AND/OR
FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS
CONTROL.**

ADOPTED this day _____ of _____, 2010

President

Secretary

**Urban Pathways K-5 College Charter School
925 Penn Avenue
Pittsburgh, PA 15222**

BOARD OF TRUSTEES POLICY

Evaluation and Reevaluation Policy

In accordance with applicable state and federal regulations, the Board of Trustees of Urban Pathways K-5 College Charter School (the "Charter School") recognizes that in order to properly identify a student as eligible, the Charter School must have a process and procedures in place and therefore, directs as follows:

That the Charter School adopts this policy which sets forth procedural requirements for Evaluations and Reevaluations which are necessary to identify specific learning disabilities in accordance with its application for charter. To determine that a child has a specific learning disability, the Charter School shall address whether the child does not achieve adequately for the child's age or meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and scientifically based instruction appropriate for the child's age or State-approved grade-level standards:

- (i) Oral expression.
- (ii) Listening comprehension.
- (iii) Written expression.
- (iv) Basic reading skill.
- (v) Reading fluency skills.
- (vi) Reading comprehension.
- (vii) Mathematics calculation.
- (viii) Mathematics problem solving.

(2) Use one of the following procedures:

(i) A process based on the child's response to scientific, research-based intervention, which includes documentation that:

(A) The student received high quality instruction in the general education setting.

(B) Research-based interventions were provided to the student.

(C) Student progress was regularly monitored.

(ii) A process that examines whether a child exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by a severe discrepancy between intellectual ability and achievement, or relative to age or grade.

(3) Have determined that its findings under this section are not primarily the result of:

(i) A visual, hearing or orthopedic disability.

(ii) Mental retardation.

(iii) Emotional disturbance.

(iv) Cultural factors.

(v) Environmental or economic disadvantage.

(vi) Limited English proficiency.

(4) Ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or mathematics by considering documentation that:

(i) Prior to, or as a part of, the referral process, the child was provided scientifically-based instruction in regular education settings, delivered by qualified personnel, as indicated by observations of routine classroom instruction.

(ii) Repeated assessments of achievement were conducted at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.

The IEP Team, which consists of a group of qualified professionals and the student's parents, reviews the evaluation materials to determine whether the child is a child with a disability. The Team shall include a certified school psychologist when evaluating a child for autism, emotional disturbance, mental retardation, multiple disabilities, other health impairments, specific learning disability or

traumatic brain injury. Other professionals include hearing or visual specialists, a medical doctor, and occupational, physical or speech therapists. The evaluation must include information from the child's teacher(s), such as the results of informal tests and narrative statements describing the student's strengths and needs and also verbal and written input from the parent(s) as to the student's medical, social and academic history and observations from the home.

The initial evaluation shall be completed and a copy of the evaluation report presented to the parents no later than 60-calendar days after the agency receives written parental consent for evaluation, except that the calendar days from the day after the last day of the spring school term up to and including the day before the first day of the subsequent fall school term will not be counted. The evaluator shall prepare and sign the full report of the evaluation containing information such as: a clear explanation of the testing and assessment results; a complete summary of all test scores, including, for all standardized testing administered, all applicable full scale or battery scores, domain or composite scores, and subtest scores reported in standard, scaled, or T-score format; a complete summary of all information obtain or reviewed from sources other than testing conducted by the evaluator; and specified recommendations for educational programming and/or placement, if necessary.

Parents may request an evaluation at any time, and the request must be in writing. The Charter School shall make the Permission to Evaluate form readily available for that purpose. If a request is made orally to any professional employee or administrator of the Charter School, that individual shall provide a copy of the Permission to Evaluate form to the parents within 10-calendar days of the oral request.

Copies of the Evaluation Report shall be disseminated to the parents at least 10 school days prior to the meeting of the IEP Team, unless this requirement is waived by a parent in writing.

Reevaluations

Once the child has been identified as being eligible for special education, the child must be reevaluated to determine whether the child's needs have changed. A Reevaluation must be conducted every three years. An exception to this is if a child has mental retardation. For students who have been determined to have mental retardation, reevaluations must occur every two years.

The Reevaluation process begins with a review of existing evaluation data by the IEP Team, which once more includes the parents. The IEP Team shall also include a certified school psychologist when evaluating a child for autism, emotional

disturbance, mental retardation, multiple disabilities, other health impairment, specific learning disability and traumatic brain injury.

The information the IEP Team must review includes, but is not limited to, existing evaluation data, evaluations and information provided by the parents, current classroom-based assessments and observations, observations by teachers and services providers, and whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals in the IEP and to participate as appropriate in the general curriculum.

At the end of the review, the IEP Team concludes either that no additional data are needed to determine continued eligibility for special education and related services, or that there is a need for additional data.

When additional data is needed to complete a Reevaluation to determine whether the child continues to be a child with a disability and still in need of special education, Charter School officials must also obtain written permission through a formal Permission to Re-Evaluate form. However, if the Charter School has made "reasonable attempts" to get permission and has failed to get a response, it may proceed with the Reevaluation.

Reasonable attempts must consist of:

- Documented Telephone calls
- Registered (return receipt required) and First Class Mail letters to the parents
- Visits to the home or parents' place of business

The reevaluation time line will be 60-calendar days, except that the calendar days from the day after the last day of the spring school term up to and including the day before the first day of the subsequent fall school term will not be counted.

Copies of the reevaluation report shall be disseminated to the parents at least 10 school days prior to the meeting of the IEP team, unless this requirement is waived by a parent in writing.

All evaluations (whether an initial evaluation or a reevaluation) needed to determine a child's eligibility for special education services must be provided by the Charter School at no charge to the parents. If a child needs special education, the special programs and related services as determined by the IEP Team will be provided free by the Charter School.

The Chief Executive Officer or his/her designee is directed to implement all procedures in accordance with this policy.

**TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE
CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR
APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE
AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.**

ADOPTED this _____ day of _____, 2010

President

Secretary

November 14, 2010

Ms. Theresa Colaizzi
President, Board of Directors
Pittsburgh Public Schools
341 South Bellefield Ave.
Pittsburgh, PA 15213

Dear Ms. Colaizzi,

I am writing this letter in support of a Charter School application submitted by Northside Urban Pathways for grades K-5.

Presently, Northside Urban Pathways serves a grade 6-12 population. While it has done so successfully, it has been stymied by the lack of a feeder elementary school in downtown Pittsburgh to the extent that those students entering Urban Pathways from diverse areas in the city lack the educational and emotional readiness skills to make an adequate transition to a more challenging environment. A K-5 charter school under Urban Pathways direction would provide consistency of curriculum and academic and social direction that would allow the children to develop the values and discipline necessary for success.

I fully endorse the establishment of a K-5 program within the Urban Pathways system under the direction of Dr. Linda Clautti, its Head.

Sincerely,

Mary R. Lieberman

MOSHIER STUDIO

201 South Highland Avenue
Suite 203
Pittsburgh PA 15206

12 November 2010

Dr. Linda Clautti
Northside Urban Pathways Charter School
914 Penn Avenue
Pittsburgh PA 15222

Dear Linda,

Thank you for the opportunity to serve on your Citizen's Advisory Board this year. I have learned a lot about the students you educate and the challenges they and the school face. In my work as an architect, I have the opportunity every day to design facilities that support the important work being done by teachers. At NUP I have been particularly impressed by the gains your students make in their academic level once they have attended NUP for a few years, and 'caught the culture' that you instill. This culture of respect, hard work and high expectations makes the difference between another drop out, and a college acceptance.

If only there was a K-5 school for the families you serve! Think of how high NUP students could soar with all their schooling provided in a seamless continuum.

In helping you design the expansion of the school across the street, we've identified some interesting attributes of the location that make it a good possibility for younger students. The new classrooms can be really self-contained through the school day- and with their own cafeteria and labs, no need to cross to the existing building. The adjacent side street can be a safe place for school busses, and the entrance is separate and secure. You've successfully dealt with providing physical education and athletic space Downtown since you opened your doors.

In short- I'm in support of a feeder K-5 school Downtown!

Sincerely,



Cherie H. Moshier, AIA
Managing Partner

Cherie H. Moshier, AIA
Gary P. Moshier, AIA. LEED AP
412.361.5302
www.moshierstudio.com



CLEAR INTENTIONS INTERNATIONAL

It's Just a Breakthrough Away

May 24, 2012

To Whom it May Concern,

I write to share my strong support for the Urban Pathways K-5 College Charter School. The school is based on a mission and vision that will significantly benefit the children, families, and neighborhoods of Pittsburgh, especially the neighborhoods who are underserved. Urban Pathways' education promotes a positive and safe school climate and creates a proactive approach to removing barriers to learning for youth in the greatest need of educational and personal support. Research has proven that it is often education that has the greatest impact with urban students

In the existing 6-12 school, Urban Pathways has been consistently and uniquely innovative in their approach to educating students. The school leadership has demonstrated a commitment to meeting not only the educational but also the social and emotional needs of their adolescent students in order to help them become positive, contributing community members and lifelong learners.

Thanks to the success UP has demonstrated educating the adolescent students currently enrolled in their school, I fully support Urban Pathways Charter School to continue expanding their educational programming to elementary-aged students at the Urban Pathways K-5 College Charter School.

The Urban Pathways K-5 College Charter School will greatly enhance the quality of education available to high risk K-5 students. In addition, it will provide a climate where teachers, counselors, providers and parents work together to raise successful members of our community. We appreciate the early work that has been done to establish this new, high quality charter school, and look forward to seeing its impact grow in future years.

I have personally experienced the difference that UP has made with their students. I am impressed with the leadership team and the dedicated teachers who work to make a difference.

Urban Pathways has my highest recommendation and support.

Warm regards,

Dr. Barbara Schwarck
CEO, Clear Intentions International



To: To Whom It May Concern
From: Sally Mizerak
UPCS Community Advisory Committee Member
Re: Charter School Proposal
Date: June 1, 2012

My support comes from over eight years of working with Urban Pathways Charter School on their strategic planning, as co-chair of their Urban Learning Lab which improves urban education practices and as a Community Advisory Committee member. In those capacities, I have had the opportunity to observe students in their school environment and to talk with and work with teachers, administrators and Board members on those things that make the student experience better.

I am continually amazed at what Dr. Clautti and her team have accomplished at UPCS. Students who enter the school with major academic deficiencies graduate and are accepted into college. Students from families where education may not be a priority and personal development skills may not be stressed, grow into young adults with self-confidence, expanded aspirations and the conviction that they can do something worthwhile with their lives.

This is a school when respect is the norm. Students display respect and are treated with respect by the adults in charge. Not only is the in-school environment improved by this attitude of respect, the students are better prepared to take advantage of the opportunities in their downtown community because their behavior makes them welcome in Pittsburgh's businesses and cultural institutions.

Strategically, UPCS plans and manages with a Balanced Scorecard, an integrated, data driven planning process that links all internal processes and program to the school's overarching outcomes of Student Achievement: as defined by Mastering the Curriculum, International Competitiveness and Whole Person Success. Performance targets are set for those things that contribute to these outcomes and are monitored regularly and systematically. This ensures that UPCS is applying its resources in those areas that have the greatest impact for students. High school students are evaluated at the beginning and end of every school year of indicators of self efficacy, engagement, post secondary readiness and how these contribute to student achievement. UPCS takes nothing for granted. It sets objectives, measures, monitors and adjust to get the results it believes its students deserve.

In 2011, Urban Pathways made this experience available to elementary age children. Because there is so much going right at UPCS, it seemed logical to expand these learning opportunities to younger children so that they can progress on grade level from the very beginning and not lose time in a middle school transition year trying to catch up. Strategically this made sense for a school committed to high student achievement outcomes. And it certainly made sense for children beginning their educational journey. The elementary school began with grades K-3 and will add grades 4 in the 2012-13 school year and 5 in the 2013-2014 school year.

I hope you will act favorably on this charter school proposal to expand and enrich education for urban children.

May 24, 2012

Dear Colleague ,

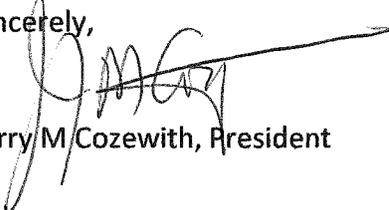
I write to share my strong support for the Urban Pathways K-5 College Charter School. The school is founded upon on a mission that significantly benefits the children, families, and neighborhoods of Pittsburgh. Urban Pathway's approach promotes a positive and safe school environment and creates a forward looking approach to removing barriers to learning among young people in the greatest need of educational and personal support.

In the existing 6-12 school, Urban Pathways has been consistently and uniquely innovative in their approach to educating students. The school leadership has demonstrated a commitment to meeting not only the educational but also the social and emotional needs of their adolescent students in order to help them become positive, contributing community members and lifelong learners.

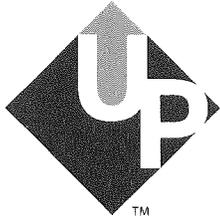
Urban Pathways has demonstrated success in educating the adolescent students currently enrolled in their school. Therefore, I fully support Urban Pathways Charter School to continue expanding their educational programming to elementary-aged students at the Urban Pathways K-5 College Charter School.

The Urban Pathways K-5 College Charter School will greatly enhance the quality of education available in our region. It provides a learning environment where teachers, counselors, providers and parents collaborate around the single goal of preparing young people to enter adulthood fully prepared to achieve success and contribute to their community's vitality.

Sincerely,



Jerry M Cozewith, President



Urban Pathways
Charter Schools

High standards. High achievers.

May 31, 2012

To Whom it May Concern,

I write to share my strong support for the Urban Pathways K-5 College Charter School. The school is based on a mission and vision that will significantly benefit the children, families, and neighborhoods of Pittsburgh. Urban Pathways' education promotes a positive and safe school climate and creates a proactive approach to removing barriers to learning for youth in the greatest need of educational and personal support.

In the existing 6-12 school, Urban Pathways has been consistently and uniquely innovative in their approach to educating students. The school leadership has demonstrated a commitment to meeting not only the educational but also the social and emotional needs of their adolescent students in order to help them become positive, contributing community members and lifelong learners.

Thanks to the success UP has demonstrated educating the adolescent students currently enrolled in their school, I fully support Urban Pathways Charter School to continue expanding their educational programming to elementary-aged students at the Urban Pathways K-5 College Charter School.

The Urban Pathways K-5 College Charter School will greatly enhance the quality of education available to high risk K-5 students. In addition, it will provide a climate where teachers, counselors, providers and parents work together to raise successful members of our community. We appreciate the early work that has been done to establish this new, high quality charter school, and look forward to seeing its impact grow in future years.

Sincerely,

Lorraine Clemons
Principal
Urban Pathways Charter Schools

May 31, 2012

To Whom it May Concern,

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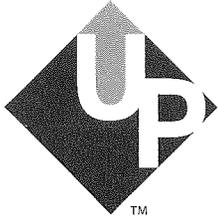
Thanks to the success UP has demonstrated educating the adolescent students currently enrolled in their school, I fully support Urban Pathways Charter School to continue expanding their educational programming to elementary-aged students at the Urban Pathways K-5 College Charter School.

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Sincerely,

A handwritten signature in cursive script that reads "Taylor Morris".

Taylor Morris
Sophomore
Urban Pathways 6-12 Charter School



**Urban Pathways
Charter Schools**

High standards. High achievers.

May 31, 2012

To Whom it May Concern,

I write to share my strong support for the Urban Pathways K-5 College Charter School. The school is based on a mission and vision that will significantly benefit the children, families, and neighborhoods of Pittsburgh. Urban Pathways' education promotes a positive and safe school climate and creates a proactive approach to removing barriers to learning for youth in the greatest need of educational and personal support.

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Sincerely,

Tina Hayes
Science Department Chair
Urban Pathways Charter Schools

November 12, 2010

To Whom It May Concern:

I am writing to express my support of The Northside Urban Pathways Charter School and their application for the opening of a K-5 Elementary School in the Downtown Pittsburgh area. This school is much needed in a city where Public Elementary schools consistently fail to ensure that many students are receiving the best education possible.

I am most impressed with NUP's consistent commitment to graduate 100% of their students and send them off to a College or University of their choice. This K-5 Elementary Feeder School would give students the necessary skills, and discipline needed to continue on at NUP's successful Middle and High School Programs.

I support the formation of the The Northside Urban Pathways Charter application to serve students as a K-5 Elementary School in the Downtown Pittsburgh area.

Sincerely,



La'Vette Wagner
NUP WISE Program Coordinator

413 Johnston Road
Penn Hills, PA 15235
(412) 242-3246
(412) 803-6914 (work)



Dianne Hamilton
 Director, School Consultations
 801 East High Street
 Charlottesville, VA 22902
 dhamilton@coreknowledge.org
 434.220.3355
 March 1, 2012

Dear David & Kim:

Kimberley and I would like to thank you for hosting our visit to Urban Pathways on February 23-24. As you know, we are striving to make Core Knowledge schools the best they can possibly be, and we are so pleased to see how far your school has come in such a short amount of time. Attached you will find the Implementation Feedback Rubric with the comments we compiled from our visit. These categories correspond with the Core Implementation Practices document which is available on our website, a copy of which we left with you. Each construct of the rubric has a continuum that illustrates the characteristics of an emerging, developing, and exemplary school. Beneath that, you will see our feedback comments. Additionally, you will see “next steps” suggested for moving along the continuum. Please review these sections as they will provide direction for your continuous improvement efforts. Below is a summary of the key feedback related to the *Getting Started* training. The Implementation Feedback Rubric goes beyond this and is more in-depth.

+ = Plus – What’s working / went well		
Δ = Delta – Areas of opportunity or continued effort		
	Feedback	COMMENTS
+	<i>The administrative staff has shown a clear commitment to Core Knowledge and professional development of staff.</i>	<i>Leadership attendance does much to model the value of professional development for teachers.</i>
+	<i>Curriculum Plan and Domain Maps begun at Getting Started training are complete up to the date of the visit.</i>	
+	<i>Teachers are keeping binders for planning and reference, and have even developed units and lesson plans for current domains.</i>	<i>We view unit and lesson development as a task of planning that evolves over time. Understanding that excellence builds over time and with refinement will stop teachers from quick burn out.</i>
Δ	<i>Make the revisions for sequence and coherence discussed to the Plan.</i>	<i>We left these with you, but feel free to email or call if there are questions.</i>
Δ	<i>Ensure the ELA skills on the Domain Maps only reflect those being taught during that domain, not all possible.</i>	<i>Feel free to email or call if there are questions.</i>
Δ	<i>Continue encouraging teachers to collaborate in planning, building common units, assessments, and criteria for success.</i>	<i>Feel free to email or call if there are questions.</i>

Recommendations:

We would be delighted to see any refinements you make to your Curriculum Plan and Domain Map samples based on the above. Subsequent next steps would involve supporting teachers with Meaningful Instruction training, preferably in the summer. This will support their planning with alignment and making sure all activities are anchored in purposeful learning.

Best regards,
Dianne Hamilton
Kimberley Marchisotto

cc: *Kim Fitzgerald*
David Gallup

May 31, 2012

To Whom it May Concern,

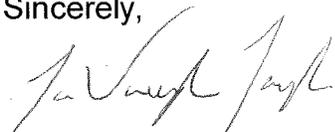
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Thanks to the success UP has demonstrated educating the adolescent students currently enrolled in their school, I fully support Urban Pathways Charter School to continue expanding their educational programming to elementary-aged students at the Urban Pathways K-5 College Charter School.

The Urban Pathways K-5 College Charter School will greatly enhance the quality of education available to high risk K-5 students. In addition, it will provide a climate where teachers, counselors, providers and parents work together to raise successful members of our community. We appreciate the early work that has been done to establish this new, high quality charter school, and look forward to seeing its impact grow in future years.

Sincerely,



Tavaughn Taylor
8th Grader
Urban Pathways 6-12 Charter School

Theresa Colaizzi
President, Pittsburgh Public School Board of Education
Room 245, Administration Building
341 S. Bellefield Ave.
Pittsburgh, PA 15213

Dear Ms. Colaizzi,

I am writing this letter in support of Northside Urban Pathways Charter School's plans to expand their school to include Kindergarten through 5th grade. It is my belief that an additional choice in elementary education is a valuable asset to the community.

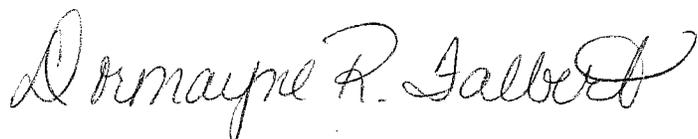
For a child to succeed in high school and then in higher education and life, a strong basic educational foundation is necessary. This expansion will enable the children of Pittsburgh to obtain this foundation.

Anytime that an educational facility exists in an urban area, it is a positive for the community. It removes empty buildings and urban blight and replaces these with a vital facility that becomes a community resource. Since the building will not be owned by a non-profit, it then moves onto the tax rolls. Schools normally attract other businesses to the general area. Also children are enabled to return to neighborhood schools.

Northside Urban Pathways Charter Schools also believes in community involvement. With their commitment to community activism, our children will learn the power of volunteering. Our children will channel their energies into positives that help grow their communities as opposed to negative activities that spring out of boredom and lack of direction.

I request that the Pittsburgh Public School Board of Education, look at the application that the charter school will be making with an open mind and make the decision that is best for our children.

Sincerely,





R. DANIEL LAVELLE



Councilman, City of Pittsburgh-District 6

Chair, Land Use & Economic Development

May 24, 2012

To Whom it May Concern:

I write to share my strong support for the Urban Pathways K-5 College Charter School. The school is based on a mission and vision that will significantly benefit the children, families, and neighborhoods of Pittsburgh. Urban Pathways' education promotes a positive and safe school climate and creates a proactive approach to removing barriers to learning for youth in the greatest need of educational and personal support.

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The Urban Pathways K-5 College Charter School will greatly enhance the quality of education available to high risk K-5 students. In addition, it will provide a climate where teachers, counselors, providers and parents work together to raise successful members of our community. We appreciate the early work that has been done to establish this new, high quality charter school, and look forward to seeing its impact grow in future years.

Sincerely,

R. Daniel Lavelle

510 City-County Building • Pittsburgh, Pennsylvania 15219

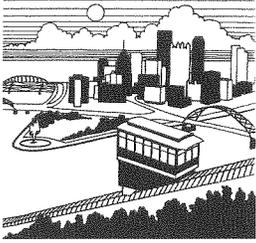
412-255-2134 • Fax: 412-255-0737

daniel.lavelle@pittsburghpa.gov

[Facebook.com/LavelleDistrict6](https://www.facebook.com/LavelleDistrict6) [Twitter.com/RDLavelle](https://twitter.com/RDLavelle) www.pittsburghpa.gov/district6/

PR/Award # U282B120063

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ROTARY CLUB OF PITTSBURGH

555 GRANT STREET, SUITE 328
PITTSBURGH, PA 15219

TEL 412 471-6210
FAX 412 471-6211

May 24, 2012

To Whom it May Concern,

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Sincerely,

A handwritten signature in black ink, appearing to read "Andy Diinn".

Andy Diinn, CSA
President
Rotary Club of Pittsburgh



RICK SACCONE, MEMBER
39TH LEGISLATIVE DISTRICT

HARRISBURG OFFICE:
PO Box 202039
Harrisburg, PA 17120-2039
Phone: (717) 260-6122

DISTRICT OFFICE:
1002 Old Hickory Lane
Jefferson Hills, PA 15025
Phone: (412) 653-1025
Fax: (412) 653-1275



House of Representatives
Commonwealth of Pennsylvania
Harrisburg

COMMITTEES:

Judiciary
Environmental Resources & Energy
Urban Affairs
(Subcommittee Chairman on Cities,
Countries - Second Class)
Children & Youth

rsaccone@pahousegop.com
www.RepSaccone.com

May 25, 2012

To Whom it May Concern,

I write to share my strong support for the Urban Pathways K-5 College Charter School. The school is based on a mission and vision that will significantly benefit the children, families, and neighborhoods of Pittsburgh. Urban Pathways' education promotes a positive and safe school climate and creates a proactive approach to removing barriers to learning for youth in the greatest need of educational and personal support.

In the existing 6-12 school, Urban Pathways has been consistently and uniquely innovative in their approach to educating students. The school leadership has demonstrated a commitment to meeting not only the educational but also the social and emotional needs of their adolescent students in order to help them become positive, contributing community members and lifelong learners.

Thanks to the success UP has demonstrated educating the adolescent students currently enrolled in their school, I fully support Urban Pathways Charter School to continue expanding their educational programming to elementary-aged students at the Urban Pathways K-5 College Charter School.

The Urban Pathways K-5 College Charter School will greatly enhance the quality of education available to high risk K-5 students. In addition, it will provide a climate where teachers, counselors, providers and parents work together to raise successful members of our community. We appreciate the early work that has been done to establish this new, high quality charter school, and look forward to seeing its impact grow in future years

Sincerely,


Rick Saccone
State Representative
39th Legislative District

RS/vd



WESLEY SPECTRUM SERVICES

May 30, 2012

To Whom It May Concern:

Wesley Spectrum Services has been working in partnership with the Urban Pathways Charter School to implement School Based Mental Health Services. The partnership is based on a shared mission and vision and has been of great benefit to many children and families. The program integrates mental health with education to promote a positive and safe school climate and create positive approaches to remove barriers to learning for at risk youth.

Through this partnership, Wesley Spectrum has been able to work closely with the administration and staff at UP for the past several years. Urban Pathways has been creative and innovative in their approach to educating their students and demonstrated a commitment to meeting not only the educational but the social and emotional needs of their adolescent students in order to help them become positive, contributing community members and lifelong learners. Due to the success UP has demonstrated educating the adolescent students currently enrolled in their school, Wesley Spectrum Services fully supports Urban Pathways Charter School to expand their educational programming to elementary aged students through the development of the Urban Pathways Elementary Charter School.

Approval of the Urban Pathways Elementary Charter School will enhance the quality of education available to high risk K-6 students. In addition, it will provide a climate where teachers, counselors, providers and parents work together to raise successful students.

Sincerely,

Patricia Cosgrove, M.ED.
Clinical Supervisor
Wesley Spectrum Services
School Based Behavioral Health

Appendix A

Evidence of Sustainable Support

Please note, a few of these enrollment forms were gathered two years ago, we have contacted these parents and they still want their application active for the next school year.

Northside Urban Pathways Charter School - 2010 Family Survey

Summary Results Report

This report shows the results of the survey in the same format as the original questionnaire to provide context. All results (unless noted) are shown as a percent of those responding on that particular item. Small deviations are attributable to rounding.

The first week of May 2010, questionnaires were put in the mail addressed to the family of each student. Each envelope contained the questionnaire and cover letter and a business reply envelope. A total of 320 envelopes were mailed and as of the cut-off in the second week of June, the processor had received 76 usable responses. This participation rate, more than 23%, is considered to be fairly good for the process.

The instructions requested that the questionnaire be completed by a parent or guardian of the NUP student but suggested that it could reflect the opinions of the entire household. The instructions encouraged response on items for which there was a direct basis to make a response - otherwise they were asked to leave the item blank or to mark n/a. Written comments were transcribed and, while noted here, they are reported verbatim in a separate report.

I Background Information

A The grade the NUP student(s) in my household are currently in: *(Mark as many as apply.)*

Ten respondents marked more than one choice thus the total exceeds 100% of responses.

18% Sixth	22% Tenth
18% Seventh	15% Eleventh
17% Eighth	9% Twelfth
13% Ninth	

B A child in my household has been a student at NUP for: *(All respondents marked one choice.)*

30% One year or less	15% Four years
22% Two years	11% Five years
15% Three years	8% Six or more years

II. For each item in the following sections, respond based on your direct knowledge and experience. If you have no basis for a response, leave the item blank or mark n/a.

Percents and means are based on total usable responses for each item

A Communication

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Total n/a and n/r
1	NUP communicates important information on a timely basis.	4	8	16	29	43	4.0	1
2	Student report cards provide adequate information on student progress.	1	4	8	42	45	4.3	0
3	I know how well my child is progressing in school.	0	7	15	37	42	4.1	0
4	Communication between parents and teachers is encouraged.	3	1	14	27	55	4.3	2
5	I know what my child's teacher expects of my child.	0	7	15	32	47	4.2	1
6	I know when my child is being recognized for achievement in school.	0	4	20	26	50	4.2	0

B Parent Relationships

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Total n/a and n/r
1	I feel welcome at my child's school.	0	3	5	31	61	4.5	2
2	I value the opportunity to participate in parent enrichment activities (such as computer courses, fitness programs, Mother's Day Spa, and the Meet the Parents Series).	0	5	17	30	48	4.2	16
3	I am treated with respect when I express concerns to the administration at my child's school.	4	1	8	34	52	4.3	3

C Educational Environment

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Total n/a and n/r
1	I am satisfied with the curriculum offered at NUP.	0	4	17	28	51	4.3	1
2	The mentor teacher program is a valuable asset to the NUP environment.	0	1	10	32	58	4.5	3
3	Computers and other technologies are used effectively in classroom instruction.	0	3	11	37	49	4.3	5
4	The present class size is appropriate for instruction.	1	1	17	28	53	4.3	4
5	Sensitivity to diversity is demonstrated by students, teachers and administrators.	1	3	19	41	36	4.1	7
6	Students show respect for other students.	3	6	33	26	32	3.8	7
7	The school has an excellent learning environment.	1	5	12	35	46	4.2	2

D Teacher Relationships

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Total n/a and n/r
1	Teachers hold high expectations for student learning.	0	0	11	38	51	4.4	2
2	I have adequate access to my child's teachers.	1	7	12	33	47	4.2	1
3	Teachers show respect for the students.	4	3	16	32	45	4.1	5
4	My child's teachers help me to help my child learn at home.	6	9	21	24	41	3.9	5
5	Homework assignments support student learning and provide opportunities for success.	0	4	21	30	45	4.2	3
6	I am treated with respect when I express concerns to the classroom teacher at my child's school.	4	0	12	32	52	4.3	3

E School Environment

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Total n/a and n/r
1	The school meets the academic needs of the students.	0	1	10	39	50	4.4	2
2	School rules are enforced consistently by teachers and administrators.	0	5	10	32	53	4.3	2
3	Students in the NUP school are provided a physically safe environment in which to learn.	3	0	10	39	49	4.3	2
4	Security is adequate for student safety.	3	3	13	33	49	4.2	4
5	The school meets the social needs of the students.	0	3	21	40	37	4.1	3
6	The school has qualified staff available to help my child deal with social and emotional issues.	1	4	25	27	43	4.1	3
7	My child likes attending NUP.	1	7	15	36	42	4.1	0

F Strategic Issues

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Total n/a and n/r
1	Helping students build good character is a high educational priority at NUP.	1	1	9	42	47	4.3	5
2	I believe NUP should establish a K-5 elementary program.	6	7	10	29	48	4.1	7
3	I am aware that NUP's major focus is to prepare students to go to college.	0	0	4	29	67	4.6	1
4	Members of the NUP staff have provided information and support to help my child prepare for application to college.	0	6	12	32	49	4.2	11
5	I feel confident that my child will be accepted into college.	0	3	7	31	59	4.5	6
6	I am aware of funding for college through the "Pittsburgh Promise" Program.	0	1	11	31	56	4.4	5

G Outcomes

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Total n/a and n/r
1	NUP has had a positive impact on my child's attitude toward learning.	1	3	14	40	43	4.2	3
2	NUP has had a positive impact on my child's ability to interact with adults.	0	1	15	38	45	4.3	3
3	NUP has helped my child have a positive attitude toward his or her future.	0	6	23	29	43	4.1	3
4	NUP students are well prepared to meet the challenges of the future.	0	1	14	41	45	4.3	2
5	Overall, I am satisfied that NUP is doing a good job of educating the children of our community.	0	4	18	36	42	4.2	4

III Demographic Information

Your responses on the following items are important for demographic group comparisons and will only be used in summary reports. The processor will not produce reports on groups or subgroups of fewer than five respondents. No effort will be made to identify individuals and your answers will be kept strictly confidential.

A I access the internet and check the school website: (All respondents marked a choice)

NO = 35.5% YES = 64.5% *If Yes, please answer Questions B and C below.*

B I normally check the school website: (All but one that marked "Yes" above responded on this item)

Once a week or less = 83.3% 2 or 3 times a week = 10.4% At least once a day = 6.3%

C Communication with NUP school via e-mail: (All "Yes" respondents marked at least one choice)

(Some respondents marked "as many as apply". Thus the percentages sum to more than 100%)

Is valuable to me = 59.2% Is adequate for me = 28.6%

Should be expanded = 6.1% Does not occur = 12.2%

IV Comments and Suggestions (Use the space below to expand on a response or to raise an issue not otherwise addressed. Please do not write something that might identify you, as your comments will be transcribed and provided to NUP exactly as written.)

Of the seventy-six responses, thirty-eight (50%) included written comments. All comments are transcribed and presented in a separate report.

**Urban Pathways K-5 College Charter School
925 Penn Avenue
Pittsburgh, PA 15222**

BOARD OF TRUSTEES POLICY

Admission of Students Lottery Process Policy

Purpose:

Urban Pathways K-5 College Charter School ("Urban Pathways") adheres to the State law that requires admission be open to all residents in the Pittsburgh School District by lottery or criteria.

Delegation of Responsibility:

The Chief Executive Officer ("CEO") shall conduct the application process and the lottery with the oversight of the Board of Trustees.

Guidelines:

- 1) Non-resident students may be admitted only if there are no Pittsburgh School District students applying for that particular grade. Non-resident students' per pupil allotment must be paid by the district in which the non-resident student resides.
- 2) A completed Urban Pathways' application which is timely submitted to Urban Pathways is required for participation in the lottery.

Lottery:

- 1) All students currently enrolled in Urban Pathways from the prior school year are exempted from the lottery process.
- 2) The child(ren) of a current employee or original founding member of Urban Pathways is exempted from the lottery process if there is space in the grade sought.
- 3) Siblings (defined as children having one common parent) of students enrolled at Urban Pathways from the prior school year are exempted from the lottery

provided there is space available for the grade sought. Siblings must be Pittsburgh residents to be eligible for this preference. A sibling lottery will be held if there are more siblings than seats available in any grade.

- 4) All other applicants, other than those identified above, are included in the lottery process.
- 5) The lottery is conducted annually on **(DATE)** and will include all applications received from **(DATE of submission period)**. All applications must be submitted annually for participation in the annual lottery. The wait list from the prior school year is discarded and is not applicable to the next school year lottery.
- 6) Each application received will be designated a card with the student's name on it, beginning with ninth and proceeding to twelfth grade, and will be placed in a container/bag and shaken. Each card will be individually drawn by a Board Trustee or a Board designee. Each name will be read out loud and entered on a written list, kept by a second Board Trustee or designee, who will record the student name and "seat number" on this list. Each name drawn will be assigned a sequential number from one until all cards have been drawn for that grade.

Notification of Applicants:

- 1) The results of the Lottery will be a part of the Board Meeting Minutes and also entered into Urban Pathways' database as recorded. In the case of an applicant who has been assigned to the Wait List as a result of the sequential number assigned from the drawing, a "W" will be entered into the database field.
- 2) The database will generate letters to each individual applicant indicating their status and guidance for the completion of the admissions process. All letters will be sent to parents/guardians via first class mail. Two distinct letters will be created:
 - a) Congratulations on admission
 - b) Notification of placement on Wait List

Post-Lottery Application Submissions:

Any applications received after the lottery has been conducted will be entered into the database and coded as Wait List and assigned the next sequential number from the lottery process for the grade sought.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL.

ADOPTED this day _____ of _____, 2010

President

Secretary

**Urban Pathways K-5 College Charter School
925 Penn Avenue
Pittsburgh, PA 15222**

BOARD OF TRUSTEES POLICY

PARENT INVOLVEMENT POLICY FOR TITLE I REQUIREMENTS

Urban Pathways K-5 College Charter School ("Urban Pathways"), in consultation with the undersigned teachers, principals, program administrators, and parents of participating children, have developed and agreed upon this parent involvement policy. This policy shall be incorporated into Urban Pathways consolidated application for selected programs funded under the No Child Left Behind Act of 2001.

Urban Pathways welcomes the participation of parents in support of student learning and recognizes that parental involvement increases the opportunities for student success. It is the policy of Urban Pathways to foster and maintain ongoing communications with parents concerning their opportunities for involvement, their children's eligibility for special programs, their children's educational progress, the professional qualifications of their children's teachers, and the status of their children's school. Urban Pathways strives to provide such information in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language that parents can understand. To the extent practicable, Urban Pathways shall also provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. Communications with parents shall, at all times, respect the privacy of students and their families.

The following policies are intended to specifically address parts A-F of section 1118 (a) of the No Child Left Behind Act of 2001:

(A) It is the policy of Urban Pathways to consult parents, teachers, principals, and program administrators of federally funded programs in the development and revision of Urban Pathways' consolidated application for federal funds under section 1112 and in the process of school review and improvement under section 1116 of the No Child Left Behind Act of 2001. The process of school review includes timely publication and dissemination of the results of its annual progress report to parents, teachers, principals, and the school community. It is the intent of Urban Pathways that parents of participating children understand the process by which schools are identified for improvement, corrective action, or

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restructuring, and that parents of children attending such schools are provided promptly with the following information:

- (1) An explanation of what the identification means, and how Urban Pathways compares in terms of academic achievement to other elementary schools or secondary schools;
- (2) The reasons for the identification;
- (3) An explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement;
- (4) An explanation of the parents' option to transfer their child to another public school, including the provision of transportation to the new school and information on the academic achievement of the school or schools to which the child may transfer.
- (5) If Urban Pathways is in its second year of improvement or subject to corrective action or restructuring, a notice explaining how parents can obtain supplemental education services for their child, including:

- (a) *The identity of approved providers of those services available within Urban Pathways; and*
- (b) *A brief description of the services, qualification, and demonstrated effectiveness of the providers; and,*
- (c) *If requested, assistance in choosing a provider.*

Urban Pathways also publishes and disseminates to parents and to the public, information regarding any actions taken by Urban Pathways to address the problems that led to the identification of a school for improvement, corrective action, or restructuring, including:

- (1) *An explanation of what Urban Pathways is doing to address the problem of low achievement; and*
- (2) *A description of corrective actions or restructuring plans.*

*In order to address section 200.61 **Parents' Right to Know** of the Final Regulations of the No Child Left Behind Act, it is the policy of Urban Pathways to notify parents of participating children at the beginning of each school year that parents may request and the district will provide information on the professional qualifications of the student's classroom teachers and whether the child is provided services by paraprofessionals and, if so, their qualifications.*

(B) It is the policy of The Board of Trustees of Urban Pathways to provide and seek technical assistance and other support necessary to assist in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.

(C) Urban Pathways, in order to build the capacity of Urban Pathways and parents for strong parental performance, partners with local PIRCs and other expert providers to:

(1) provide assistance to parents of children served by Urban Pathways or local educational agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;

(2) provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;

(3) educate teachers, pupil services personnel, administrators, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and Urban Pathways;

(4) ensure that information related to Urban Pathways and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand; and

(5) provide such other reasonable support for parental involvement activities under this section as parents may request.

(6) may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;

(7) may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;

(8) may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;

(9) may train parents to enhance the involvement of other parents;

(10) may arrange Urban Pathways meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at Urban Pathways, in order to maximize parental involvement and participation;

(11) may adopt and implement model approaches to improving parental involvement;

(12) may establish a school wide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;

(13) may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and,

(14) shall provide such other reasonable support for parental involvement activities under this section as parents may request.

(D) Urban Pathways, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

(E) To ensure the effectiveness of this parent involvement policy, Urban Pathways conducts, with the involvement of parents, an annual evaluation of its parent involvement policy in improving the academic quality of the schools served, including identifying barriers to greater participation by parents in activities authorized under the parent involvement section on the No Child Left Behind Act of 2001. This evaluation will focus particular attention on parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. Urban Pathways uses the findings of this evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies described herein.

(F) It is the policy of Urban Pathways to involve parents in the activities served under this part by monitoring local schools to assure that participating schools:

(1) convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;

(2) offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;

(3) carry out capacity-building activities for parents listed in (C) above;

(4) involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of Urban Pathways parental involvement policy and the joint development of the school wide program plan under section 1114(b)(2), except that if Urban Pathways has in place a process for involving parents in the joint planning and design of Urban Pathways' programs, Urban Pathways may use that process, if such process includes an adequate representation of parents of participating children;

(5) provide parents of participating children –

(A) timely information about programs under this part;

(B) a description and explanation of the curriculum in use at Urban Pathways, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and

(C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and

(6) if the school wide program plan under section 1114(b)(2) is not satisfactory to the parents of participating children, submit any parent comments on the plan when Urban Pathways makes the plan available to the local educational agency.

As a component of the school-level parental involvement policy, Urban Pathways develops a school-parent compact that outlines how parents, the entire school staff, and students share the responsibility for improved student academic achievement and the means by which Urban Pathways and parents will build and develop a partnership to help children achieve the State's high standards. These compacts –

(1) describe Urban Pathways' responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and

(2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum –

(A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;

(B) frequent reports to parents on their children's progress; and

(C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

If Urban Pathways is identified for improvement, corrective action, or restructuring Urban Pathways ensures that:

- (1) Parents are consulted in the development or revision of the required two-year school improvement plan;*
- (2) The plan includes a description of how Urban Pathways will provide written notice about the identification to parents of each student enrolled in Urban Pathways; and*
- (3) The plan includes strategies to promote effective parental involvement at Urban Pathways.*

**Urban Pathways K-5 College Charter School
925 Penn Avenue
Pittsburgh, PA 15222**

BOARD OF TRUSTEES POLICY

English as a Second Language/Bilingual Program Policy

Purpose:

In accordance with the Board of Trustees' ("Board") philosophy to provide a quality educational program for all students, the Urban Pathways K-5 College Charter School ("Urban Pathways") shall provide an appropriate planned instructional program for identified students whose dominant language is not English.

The purpose of the program is to increase the English language proficiency of English language learner so students can attain the state academic standards within the ESL program setting as well as within the regular classroom environment, to provide equal opportunities for these students to participate in extra curricular activities, and to provide the cultural, social and emotional supports for English language learners to adapt to this new cultural setting.

Definition:

English as Second Language students (ESL) are from diverse linguistic and cultural backgrounds. We must equip students with the skills to compete in American Society. Our students must develop academic skills along with their general program peers while additionally learning English. As they are in transition from their native language to English, the emphasis must be on developing academic skills that comply with Pennsylvania State Standards.

Responsibility

Urban Pathways shall provide a program for each student whose dominant language is not English for the purpose of facilitating the student's achievement of English proficiency and the academic standards. The program shall include bilingual-bicultural or English as a Second Language instruction. The program shall meet the three-pronged test of program compliance: (1) sound research-based education theory, (2) sufficient resources and staffed by appropriate prepared personnel, (3) periodic program evaluation.

The Chief Executive Officer ("CEO") or his/her designee shall implement and supervise a ESL/Bilingual Program that meets the legal requirements for ESL/Bilingual program compliance.

The CEO or his/her designee, in conjunction with appropriate stakeholders, shall develop and disseminate written procedures regarding the ESL program.

1. Program goals;
2. Student enrollment procedures (i.e., Home Language Survey);
3. Assessment procedures for program entrance, measuring progress in gaining English proficiency, and program exiting;
4. Accommodations for English as Second Language (ESL) students in the general education classroom;
5. Grading policies; and
6. List of resources including support agencies and interpreters.

As part of the registration process a Home Language Survey will be completed for every student entering Urban Pathways and filed in the student's permanent record folder through graduation.

The Administration and faculty of Urban Pathways will monitor the progress of ESL students and will provide appropriate accommodations within the content areas to ensure achievement of the academic standards and curricular goals. The designated ESL teacher will complete the grading and evaluation process for ESL students (in English, Reading, and Language Arts)

The program shall be evaluated for effectiveness based on the attainment of English proficiency yearly. If ESL students are not making adequate progress towards English acquisition, the student's individual program and school program shall be reviewed and modified as indicated to ensure greater success.

Students shall have access to and should be encouraged to participate in all Urban Pathways academic and extracurricular activities available.

The goals of the Urban Pathways' ESL program are to assist the English language learner in using English:

- to communicate in social settings;
- to achieve academically in all content areas; and
- in socially and culturally appropriate ways.

ESL students will be placed in appropriate grade level classes. They will receive instruction in all content areas as do other students in the class. The ESL student will

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receive additional supplement support and instruction from the ESL teacher periodically during Language Arts class and during necessary content area classes. The ESL teacher will assist the classroom teacher in identifying and implementing teaching strategies that will help the ESL student achieve academic success in the classroom. During the initial period of language acquisition and development, Urban Pathways may grade the ESL student on a pass/fail basis.

The ESL program will come under the direction of the CEO or his/her designee. He/She will be responsible for the assurance of the implementation of the program and that proper procedures are being followed. The CEO or his/her designee and ESL teacher will be responsible for informing staff with instructional strategies and cultural needs of students who will receive ESL instruction. ESL teaching resource materials will be obtained by the coordinator and kept in his/her office for reference for both program and non-program teachers.

Program Goals and Objectives

Urban Pathways has developed the following goals and objectives for the ESL program.

Goal 1: To use English to communicate in social settings
Objective: By the end of the school year, students will increase their ability to use English to participate in social interactions. This will be evidenced by observation of students in cooperative learning activities, playground interactions and personal conversation.

Objective: By the end of the school year, students will increase their ability to interact in, through and with spoken and written English for personal expression and enjoyment. This will be evidenced by personal writing journals and book choice with reading log.

Goal 2: To use English to achieve academically in all content areas.
Objective: By the end of the school year, students will increase their use of English to interact in the classroom; evidenced by conversations with the teacher, observations of student in cooperative group settings and observation of students in social interactions, report cards and WIDA test results.

Objective: By the end of the school year, students will increase their ability to use English to obtain process, construct and provide subject matter information in spoken and written form. This will be evidenced by an increase in standardized testing content area scores, a portfolio of student work and the teacher's observations of

the student's ability to pose questions and have discussions in content area classes.

Goal 3: To use English in socially and culturally appropriate ways
Objective: By the end of the school year, students will increase their ability to the appropriate language variety, register, and genre according to the audience, purpose and setting. This will be evidenced by student academic presentations, observations of student's social conversations with peers and conversations with the teacher.

Objective: By the end of the school year, students will increase their ability to use nonverbal communication appropriate to audience, purpose and setting. This will be evidenced by observations of student by the teacher.

The success of the ESL program will be measured by: students increasing scores within their level of the program; students testing to the next level of the program; and students testing out of the program as evidenced by yearly English proficiency testing. Success will also be measured by an increase in academic scores on a content area standardized test. We will also look at student portfolios and teacher narratives to demonstrate progress of the ESL student.

Attendance policies will be the same for ESL students as for English-speaking students.

The Student Handbook will clearly state Urban Pathways' policy and expectations.

Urban Pathways' policy on ESL student participation in school-wide assessments and the PSSA. Students with immigrant status who have lived in the United States for less than one year are exempt from participating in the PSSA and local assessments.

Identification and Placement

Entry Criteria

Students will be placed in the ESL program based on their W-APT scores and additional criteria including current or previous grades, performance on state assessment and school based formative or summative assessments. The eligibility criterion is aligned with the requirements established by the Pennsylvania Department of Education.

Exit Criteria

The exit criteria English Language Learners (ELL's) represents valid and reliable evidence of a student's English language proficiency to exit from an English language instructional program.

Once a student exits the program, he/she will be monitored for two years. During that time, the ESL teacher will maintain contact with the classroom teacher to monitor the student's progress. At the end of each year, the student progress will be evaluated to determine if he/she is maintaining or demonstrates growth in language skills. Students will be placed back into the ESL program if evidence does not support maintenance or growth of language skills.

Instructional Program

Urban Pathways will implement English to Speakers of Other Languages (ESL) program. ESL planned instruction will be aligned to the Pennsylvania Academic Standards. ESL and classroom teachers will use the Standards when creating lessons and planning instruction in order to meet the goals and objectives of the ESL program.

- **Special Education** for ESL students would be instruction designed for students who require some degree of modification in their educational programs because of intellectual, emotional, sensory, or physical impairments. Effective IEPs for exceptional ESL students would account for all of the students' basic educational needs, including the need for English-as-a-second-language (ESL) instruction. ESL students enrolled in special education would require what is most appropriately labeled Special Education-ESL (SE-ESL) which indicates that the services to be provided account for both a particular student's disability needs and the students second language status. Modifications would possibly include special curricular materials, specialized teaching strategies or behavior management techniques.

Interpretation services will be provided where necessary for meetings with parents and notices and documents will be provided in parents' native language unless it is not feasible to do so.

Program Evaluation Procedures

Individual student progress will be evaluated on a continuous basis with the ESL teacher and classroom teacher providing individual learning plan changes to ensure academic success for the ESL student. Urban Pathways will evaluate the ESL program as a whole on a yearly basis. A yearly review of student standardized test scores,

English proficiency test scores, student portfolios, and teacher narratives regarding observations will be reviewed to note student progress in the program.

A standardized form will be kept in the student's permanent record file noting date, level and English proficiency score upon entering the program, report of progress towards ESL goals, and academic standardized test scores. A narrative regarding the attainment of the program objectives by each student will also be part of the data collection and review process. This will allow a quick overview of the effectiveness of the ESL program.

The CEO and his/her designee will oversee the implementation of the ESL program. He/she will be responsible for overseeing the identification process of the ESL, instructional program, data collection and program review.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL.

ADOPTED this day _____ of _____, 2010

President

Secretary

Visit Date(s): February 23-24, 2012

Core Knowledge Representatives: Kimberley Marchisotto; Dianne Hamilton

	Emerging		Developing			Exemplary	
	1	2	3	4	5	6	7
Commitment	Emphasis may be shared between Core Knowledge and other curricular materials or other programs receive greater emphasis than Core Knowledge with regard to guiding classroom instruction.		Core Knowledge is the primary instructional program, but not all components of the day are integrated into Core Knowledge – for instance math and reading may be viewed as separate from Core Knowledge.			Core Knowledge is the guiding component of curriculum and instruction; Core Knowledge content is integrated throughout the day; Math and ELA programs, even if separate from Core Knowledge, are guided by Core Knowledge.	
	Sources of Evidence: Year-long Curriculum Plan; Domain Curriculum Maps; Classroom Observations; Administrator Interview; Teacher Interview						

Feedback: 6

The administration, CK Coordinator, and grade-level teachers speak of Core Knowledge with **commitment**. Evidence in the school plan, the grade-level domain maps (see also Planning), observations of teaching, and review of past and current student work show that teachers have worked hard to make Core Knowledge the center of instruction in the building. The school makes systemic use of the Covey Habits, the Daily 5, and Guided Reading, each of which most teachers are **integrating** into the Core Knowledge content. For example, when 1st graders study volcanos in the History of the Earth, they talk about being “proactive.” As 2nd graders study Westward Expansion, they consider whether pioneers thought in terms of “win-win.” As students work in groups on their Daily 5 (read to self, read to someone, listen to reading, word work, and work on writing), they do so by using the domain content and trade books tied to that content. Additionally, initiatives for higher order thinking skills (see also Effective Instruction) are taught in the context of content; for example: comparing and contrasting geysers and volcanos or analyzing whether a Covey habit, behavior, or value characterizes a particular president. Core Knowledge is currently **front and center**.

Next Steps:

Maintain the commitment to content and the integration of initiatives. Continue encouraging all teachers to make Core Knowledge content the “mast” to which all other initiatives are tied. Where some teachers are compartmentalizing initiatives, provide opportunities to have them observe those integrating initiatives well or have them co-plan with integration in mind. Use faculty meetings, coaching sessions, or professional development settings to be explicit about Core Knowledge as the mast and provide opportunities for teachers to share ways they can/do accomplish such integration. Have all teachers read and discuss Appendix A to the Sequence so they can comfortably articulate the relationships among knowledge, language, and vocabulary and the importance of making a knowledge-based approach to literacy the “mast” of all school initiatives.

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	Emerging		Developing			Exemplary	
	1	2	3	4	5	6	7
Content	A <i>low level</i> of Core Knowledge content is addressed.		A <i>medium</i> of the Core Knowledge content is addressed.			All of the Core Knowledge content is addressed; content is addressed on Core Knowledge grade-level.	
	Sources of Evidence: Year-long Curriculum Plan; Curriculum Maps for Each Domain; Classroom Observations; Grade Level Team Interview						

Feedback: 6

Based on the snapshot of classroom visits, there was a high level of CK content addressed. We had the opportunity to visit K-3 language arts, math, history, science, and physical education; we did not have opportunity to visit art or music classes. Every classroom was teaching a Core Knowledge domain. Teachers made broad use of domain content, read-alouds, and domain vocabulary which was visible in instruction, in student work, and on display. A few classrooms displayed student-produced Core Knowledge work with descriptions of the intent of the assignment, the Core Knowledge guidelines involved, and their alignment to the PA standards. Others merely displayed the student work with the PA standards. The teachers’ grasp of the content was evident on their domain maps, corresponding units, and lessons and through their ability to push students to accuracy and specificity in their responses. (Teachers are also learning the PA history and content required of them for the PSSA project-based assessments.)

Next Steps:

Encourage teachers to continue digging deeply into content for an in-depth understanding of each domain taught. Ensure that grade-level teachers collaborate around essential knowledge to be taught and assessed. Ensure that teachers continue wrapping content around the ELA skills and that they track which skills have been taught and reinforced in which domains (as reflected on their domain maps). Encourage all teachers to showcase student work, not only with descriptions of the assignment intent and PA standards, but also with the CK guideline that steers the work. Use CK content to teach and practice the PA/CCSS required skills. Encourage teachers to increase displays of Core Knowledge content on classroom walls to match the current domain of study.

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	Emerging		Developing			Exemplary	
	1	2	3	4	5	6	7
Coherence & Context	Topics are sequenced randomly without regard to coherence or are paced based on preference, precedence, themes, seasons, or holidays; each content area is taught independent of other content areas (e.g., few cross-curricular connections are made).		Topics are sequenced randomly or are paced based on preference, precedence, themes, seasons, or holidays; some cross-curricular connections are made between content areas and among suggested works (poems, music, art, sayings, etc.).			Topics are sequenced with consideration of pre- and post-requisites; topics are sequenced with consideration of cross-curricular connections between content areas and among suggested works (poems, music, art, sayings, etc.).	
Sources of Evidence: <i>Year-long Curriculum Plan; Domain Maps by grade-level ; Classroom Observations; Grade Level Team Interview</i>							

Feedback: 5

As regards coherence, we met with teams to review the grade-level portion of the plan and to discuss their filters. We found that most teachers could articulate the reasons for the sequence in their plan, and some learnings occurred both during implementation and during the discussion. For example: the K team reflected on the following learning: “We had moved Native Americans to later in the year. Once we started teaching the CKLA program, we realized why it was earlier—students needed that information. It became clear the reason for the sequence.” They will be moving the sequence of domains back to the original organization of domains from the exemplar plan. (Grade 1 noticed a repeat of History of the Earth, which was an oversight.) The 2nd grade team reflected on such things as the value of teaching “Fighting for a Cause” after the Civil War and Immigration as students would then have an anchor of causes that are fight-worthy or the value of teaching of cycles in nature before insects when those cycles come into play. The 3rd grade teachers voiced their need to teach some geography up-front and link back to it as the context demands. They also communicated their need to insert the PA state history as a domain. By and large, teachers are thinking about their filters for coherence as they plan and teach. As regards cross-curricular connections, teachers were striving to make connections within their classes to prior and future knowledge. While we did not get the opportunity to see an art or music class, we did see a PE class where the teacher made cross-curricular connections to content [human body/skeletal] previously learned.

Next Steps:

Encourage K-1 teachers to look at the K-1 maps for the CKLA program on the Core Knowledge website. As the program expands over the years, keeping the sequence in synch with the CKLA sequence will support pre-requisite knowledge used in the program. Encourage all teachers to think of coherence in terms of necessary pre-requisite skills and not the seasonal calendar. Where logical, encourage the teachers to reinforce the learning of content by teaching it in context and through cross-curricular connections within and the grade levels. Where ELA maps are created, encourage teachers to keep literature of a genre (e.g. myths, fairy tales) together within a domain or within a purposeful context.

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	Emerging		Developing			Exemplary	
	1	2	3	4	5	6	7
Cumulative Nature of Content	Teachers are just learning the <i>Core Knowledge Sequence</i> and may not yet know the content of their grade level of the <i>Sequence</i> ; teachers pick and choose which topics to teach.		Teachers know and understand their grade of the <i>Sequence</i> ; Teachers may recognize pre- and post-requisites in other areas of the <i>Sequence</i> , but have not internalized this to support instructional review or foreshadowing, often teaching extended units, that cover content that appears earlier or later in the <i>Sequence</i> .			Teachers know and understand specifics of how their grade of the <i>Sequence</i> builds upon or provides a foundation for the remainder of the <i>Sequence</i> . Units are 2-4 weeks in length allowing for appropriate coverage content.	
Sources of Evidence: <i>Year-long Curriculum Plan; Curriculum Maps for Each Domain; Classroom Observations</i>							

Feedback: 6

The school-wide plan indicates a 2-4 week time period for most domains; in some instances notebooks reflected units that lasted much longer (e.g. geography). Domain maps indicate teachers have planned with the cumulative nature of content in mind; prior and future knowledge is indicated. Bridging of prior and future knowledge was witnessed in visits as teachers spoke of what had been learned earlier in the year and where they will head next. We did not have the opportunity to see bridging of prior and future knowledge across grade-levels.

Next Steps:

Have teachers review their grade-level portion of the school-wide plan and resolve in binders any mismatch with the number of weeks spent on the domain in reality. (Over-teaching will result in other content being squeezed at the end. Finding a way to ensure mastery and move students through the curriculum is difficult!) Where possible, continue to provide planning time for teachers across grade-levels who teach a domain in common to discuss the prior and future knowledge of the domain so they become very clear where they begin and stop teaching. This should help prevent over or under teaching a spiraling domain topic and can help teachers as they reinforce earlier learning and foreshadow future learning.

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	Emerging		Developing			Exemplary	
	1	2	3	4	5	6	7
Planning	The school has no guiding curriculum maps or instruction rarely reflects the contents of the curriculum maps.		Instruction sometimes reflects the curriculum maps, or the curriculum maps haven't been updated to reflect current instruction.			A comprehensive plan and maps guide instruction and provide a basis for orienting new staff members. Classroom instruction consistently reflects the content of the curriculum maps.	

Feedback: 5

Classroom teachers keep up-to-date binders containing their grade level plan, maps, units, and lessons (complete for all 23 weeks so far). Most teachers are using these tools to guide their implementation; however, while the maps for a grade-level are the same, in rare instances, one teacher may be teaching the domain on the school's curriculum plan for February while another is teaching a different one. Additionally, ELA skills reflected on most maps still contain all possible skills that could be taught. (Teachers articulated they intend to delete the ones not used later; however, this will need to be addressed quickly so that only the skills taught during a domain are reflected. This way, skills are tracked to ensure all are taught--see below).

Next Steps:

Ensure that plans and maps that are created are followed and used with consistency. Teachers need to narrow the ELA skills defined on domain Maps to those actually being taught and/or reinforced specifically during this domain. This requires a careful placement and tracking of all ELA skills such that over time (1) all are introduced and/or reinforced in the same domains at the same grade and (2) all skills have been addressed, and none have been omitted. This will help ensure students have been taught all skills and are prepared for formal assessments. As regards lesson planning, have teachers (1) post and/or articulate the day's learning objective(s) so students know the targets for the day, and (2) assess the objectives—informally or formally. Teachers should use this information for regrouping and re-teaching. Scheduling a Meaningful Instruction workshop during the summer will help teachers see the macro to micro process of planning and alignment, even at the lesson level.

	Emerging		Developing			Exemplary	
	1	2	3	4	5	6	7
High Expectations	Some portions of the <i>Sequence</i> are skipped for some or all children. The staff is not aware of how to give messages of belief or high expectation. The staff has low standards and low expectations for students; neither the teachers nor the students hold themselves accountable for learning.		All portions of the <i>Sequence</i> are addressed, but “kid friendly” versions of many works are used rather than versions being differentiated for student need. The staff makes random use of messages of belief or high expectation. The staff has high standards or expectations for only certain students or groups; the teachers hold only those students accountable for learning.			High expectations are held for all students. All portions of the <i>Sequence</i> are taught to all children, but materials and activities may be differentiated for individual students. The staff makes consistent use of messages of belief and high expectation and supports one another in this area. The staff has high standards and expectations for every student; everyone is held accountable for learning.	
Sources of Evidence: Staff Interviews; Curriculum Plans; Curriculum Maps; Classroom Observations							

Feedback: 6

High expectations were evident both in the challenging content offered students and in the way teachers indicated belief messages that students could learn it. Teachers demand a high level of work and engagement from students—misbehaviors, inattention, or non-participation is swiftly addressed. Most teachers demonstrate the belief that students are capable by sticking with them when they don’t have the answer immediately. (“Give her a minute; let her think through her answer.”) In this way, students are given the time to experience successful responses and hand raisers aren’t the only ones responding. Most teachers give students adequate wait-time to formulate a response and/or an enhanced elaboration. Students were expected to use domain vocabulary (volcanos “erupt” vs. “blew up” and “denim” vs. “rough cloth”). Every teacher’s classroom had posters showing evidence of making clear the expectations for students and the teacher during the Daily 5. These took the form of “My Job/Your Job” charts. As a result, when stations were called, student knew exactly what was expected and got right to work. Teachers shared that they spent time early in the year to get the routines down and this has paid dividends in efficiency and on task behavior. Student tools for self-assessment of their own behavior and effort levels were taped to their desks for routine use. As one 3rd grader stated when complimented on his work and effort, “we try our best...and the school does, too.” © Given the enormous challenges of the population attending the school (90% FARMS, multiple students dealing with traumas, abuse, or homelessness), this is a clear message that students trust the school and have a growth mindset in spite of adversity.

Next Steps:

Continue to have all teachers send all students messages of belief in their capacity by sticking with them before calling on someone else. If moving off a student comes too soon, the message received is either “the teacher has low expectations for me” or “I can get out of having to answer this by hesitating or phoning a friend.” Likewise, random calling-on patterns (vs. calling on hand-raisers) will do much to stop students from deferring all questions to the hand-raiser, the student who blurts out, or the child frequently called on. Additionally, continue the practice modeled during the professional meeting of stating a question and allowing all students to formulate an answer, before calling on an individual to respond. This ensures all students know they are expected to stay alert and thinking. Provide opportunities for every student to formulate and answer before calling on someone (e.g. individual slates; turn to a partner and tell; think, pair, share.) Use random calling-on patterns and tools vs. just calling on hand raisers.)

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	Emerging		Developing			Exemplary	
	1	2	3	4	5	6	7
<i>(draft)</i> Effective Instruction	Teachers are at the starting stages of content mastery, are not focused on language development, and use few pedagogical practices associated with quality instruction (e.g. assessment, engagement, scaffolding, higher-order thinking, practice, and feedback). They may focus on mere facts or low level questioning, one way to solve a problem, or one side to an issue. Activities are meaningless and not aligned to class purposes; they are designed to keep students busy or happy.		Teachers are building mastery of content, focusing occasionally on language development, and using a fair amount of pedagogical practices associated with quality instruction (e.g. assessment, engagement, scaffolding, higher-order thinking, practice, and feedback. They may incorporate some higher order thinking, but still focus on one way to solve a problem or one side to an issue. Some activities are still meaningless or unrelated to an objective or assessment.			Teachers have extensive mastery of content, focus routinely and strategically on language development, and use a high level of pedagogical practices associated with quality instruction (e.g. assessment, engagement, scaffolding, higher-order thinking, practice, and feedback.) They balance all levels of questioning, call for multiple ways to solve a problem, and multiple sides to an issue. Activities are meaningful and clearly related to an objective and assessment.	
	Sources of Evidence: <i>ELA Curriculum Maps; Classroom Observations, Team Interviews</i>						

Feedback: 6

Teachers demonstrated several effective pedagogical practices to meet the varied needs of students--some informal assessment strategies, active engagement, scaffolding, higher-order thinking taught in the context of content, student practice, and useful feedback. Flexible, guided groups were seen in many classrooms. Across the grades, we observed a variety of teaching techniques: whole group instruction direct instruction/read-aloud, Daily 5 activities (word work, reading, writing), small guided groups, use of technology tools to support reading: Scholastic Book FLIX, paired work, summary groups, and reflection circles where student are held accountable for summarizing their learning. In some instances, activities were hard to align to an objective and seemed to be more arts and craft related.

Next Steps:

Continue the focus on language development and effective pedagogical practices. Have teachers share strategies for classroom pre-assessment and how they use the information it yields; for assessment—informal and formal; for scaffolding given specific needs; for the teaching thinking skills in the context of content; for guided, paired, and independent practice; and for feedback the learners can apply to improve their work. Scheduling a Meaningful Instruction workshop during the summer will help teachers see the how to ensure that each activity planned is meaningful.

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	Emerging		Developing			Exemplary	
	1	2	3	4	5	6	7
Approach to Elementary Level ELA	A comprehensive ELA program is not used: phonics is not addressed in a systematic fashion, the content of ELA readings are incoherently sequenced topics, and or the readings rely too heavily on fiction.		A comprehensive and systematic phonics program is used, but the content covered in the program’s ELA readings include incoherently sequenced topics, and or the readings rely too heavily on fiction.			A systematic approach to teaching phonics is in place. Much of the Core Knowledge content is addressed through coherently sequenced read-alouds during the language arts block; coherently sequenced read-alouds are also used effectively in other content areas.	
Sources of Evidence: Review of ELA program in use; ELA Curriculum Maps; Classroom Observations							

Feedback: 6

Regarding ELA: The school uses CKLA in grades K-1 and would like to adopt it in subsequent grades if availability and timing make it feasible. Teachers in the early grades use the CK recommended Jolly Phonics, although express concern that additional practice components are needed to make it effective. During class visits, read-alouds were a consistent part of instruction as was domain/academic vocabulary and a focus on language development. Classrooms and the school resource room were full of trade-books (fiction and non-fiction) tied to specific Core Knowledge domains. We witnessed these in use during guided reading and Daily 5 activities. The reading specialist supports individual students identified with specific needs. NOTE: Regarding Math: The school is using Saxon math and teachers are getting PD from the Saxon math reps; however, we did not observe math.

Next Steps:

Continue to challenge students with complex text through read-alouds, rich vocabulary, and a push for elaboration. Make it routine throughout the building for students to respond in complete sentences vs. one-word answers. As students share their answers for math, have several students share how they arrived at the answer and ask for students to confirm their agreement with responses.

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		Emerging		Developing			Exemplary	
		1	2	3	4	5	6	7
Professional Community	Teachers plan individually and may or may not communicate instructional plans within the grade-level.	Instructional planning is collaborative, but common grade-level planning time is not ensured within the schedule. Specials teachers are not consistently involved in instructional planning across the grade-levels.			Instructional planning takes place consistently and collaboratively at the grade level with opportunities for participation of specials and other grade-level teachers.			
	Sources of Evidence: Year-long Curriculum Plan; Curriculum Maps for Each Domain; Classroom Observations							

Feedback: 5

Teachers have grade-level plans, domain maps, and units in common; class visits reveal most teachers implementing from these common instructional tools (see earlier comment about differences of domain being taught in one of the same grade levels.) Teachers are beginning to create common assessments for units. We did not have opportunity to see common planning or implementation of cross-curricular connections with specials teachers other than PE.

Next Steps:

Have grade-level teams continue collaborative development of common assessments. Ensure teachers accompany these with a set of common criteria for success. This will ensure a focus on essential content and consistency of scoring on assessments.

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	Emerging		Developing			Exemplary	
	1	2	3	4	5	6	7
Resources	Few resources available to address Core Knowledge topics; Available resources are not used or are in poor condition.		Some resources are available, but resources are not organized for maximum use; no plan exists for continued acquisition of resources;			Resources are available, cataloged, and in good condition; a plan for accumulation of additional resources is in place.	
Sources of Evidence: <i>Teacher Interview; Classroom Observations; Library/Resource Room Review</i>							

Feedback: 6

Observations yielded strong evidence of CKLA materials in use: Flip books, Image card/video, teacher manuals/read aloud books for History of the Earth and Presidents. Based on the snapshot of observations, there was a high level of CK content addressed. An immense amount of work has gone in to organizing, categorizing, and storing trade books by domain; teachers have a rich set from which to choose. Additionally, there were many leveled readers for students to access. The Scholastic Book Flix computer program was being used with books correlated to CK content.

Next Steps:

Ensure that students continue to stretch beyond leveled readers to access the rich content and vocabulary of challenging text. Continue to poll teachers for where there may be gaps that can be filled with resources that align to content domains.

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	Emerging		Developing			Exemplary	
	1	2	3	4	5	6	7
Leadership	School leaders are not always active participants in the Core Knowledge implementation process. School leaders provide inconsistent vision with regard to how other instructional tools and requirements align with Core Knowledge.		School leaders are supportive but are not always active participants in the Core Knowledge implementation process. School leaders provide some vision with regard to how other instructional tools and requirements align with Core Knowledge, but inconsistencies or questions of priority still remain.			School leaders are active participants in the implementation process. They provide guidance and vision, serve as instructional models, build community and foster communication among staff, setting clear expectations with regard to the Core Knowledge implementation.	
Sources of Evidence: <i>Workshop Participation; Administrator Interview; Teacher Interview;</i>							

Feedback: 7

The school principal and CK coordinator were active participants in earlier training, and in the visit. They are in classrooms supporting teachers with students, responding to requests, observing, and taking note of needs. They know their students and teachers well and strive to support teachers where they most need it, be that classroom management, modeling, assessment support, small group instruction, or pushing for collaboration.

Next Steps:

Principal, Core Knowledge coordinator, and Reading Specialist all plan to attend Leadership Training to become more familiar with the details of the Core Implementation Practices, the official schools process, and what it means to be a Core Knowledge School. Additionally, they are encouraged to attend Meaningful Instruction when the teachers take it. This way, they can hear what teachers are learning and can review lesson plans for the 4 crucial components, observe for them, and coach teachers with fidelity.

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	Emerging		Developing			Exemplary	
	1	2	3	4	5	6	7
Community	The school conducts few or no events and fosters little communication to inform parents and families about the Core Knowledge implementation; parent involvement is low or non-existent.		The school conducts events and fosters communication to inform parents and families about the Core Knowledge implementation (e.g., “Core Knowledge Night,” content related communications and events), but little evidence of ongoing community involvement exists or involvement is not related to supporting and furthering Core Knowledge implementation.			The school employs multiple means of both informing and involving parents and families in the Core Knowledge implementation. Resources and opportunities are in place for parents to support Core Knowledge both in the school and at home.	
Sources of Evidence: Administrator Interview; Teacher Interview							

Feedback: 6

The school, in its short time in existence, has developed several partnerships in the city with health and human services. Parents receive support through the Community Center for Family Excellence where parents can learn values, coping mechanisms, life skills. To encourage parent participation, the school provides bus tickets and supervised activities/meals for their children. The Social Services Department provides support to families in the evening. Two clinical psychologists are on the team to review and make recommendations to address behaviors. The Core Knowledge Coordinator provides support to children dealing with traumas. The school takes extra care to ensure students get a nutritious lunch during the day and provide food for students who do not have access to it over the weekends.

Next Steps:

Continue to communicate with parents about Core Knowledge and how they can support their children at home. Continue to seek partnerships that allow for additional support either in the classroom (while teachers are doing guided groups) or in building with students of high need. Local restaurants and businesses frequently make donations for food and school supplies.

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	Emerging		Developing			Exemplary	
	1	2	3	4	5	6	7
Ongoing Process	No school improvement plan exists or not items on the school improvement plan are aimed at ongoing improvement of the Core Knowledge implementation.		Curriculum plan and maps change little from year to year, and similar activities and work products are used to address topics from year to year.			The school improvement plan includes items specifically aimed at improving the Core Knowledge implementation. There is a discernable effort toward ongoing improvement and refreshing the activities and work products from year to year.	
<p>Sources of Evidence: Year-long Curriculum Plan; Curriculum Maps for Each Domain; Administrator Interview; teacher Interview; Progress between Core Knowledge Events and Visits</p>							

Feedback: 6

While we did not have the opportunity to see a school improvement plan (the school is in its initial year), the focus is constantly on continuous improvement. Administration expects a great deal of teachers and they have risen to the occasion with plans, maps, units, and lessons already defined. Staff is working well above and beyond the work day to support their population of students.

Next Steps:

Continue with caution so teachers do not burn out. Balance need to show the board the total curriculum from plan to maps to units to lessons with the understanding that development of all of these components is typically a 3-4 year process in most schools. A concentration on getting the plan and the domain maps where they need to be is the priority for the first year. Units and lessons in the desired written form can be crafted/refined in subsequent years.

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	Emerging		Developing			Exemplary	
	1	2	3	4	5	6	7
Professional Growth	No plan exists for fostering the professional growth of teachers with regard to: <ul style="list-style-type: none"> • Core Knowledge content aligned with the Sequence • Fostering language development • Using assessment to inform instruction • Supporting individual learners through differentiation, scaffolding and feedback • Fostering higher-order thinking skills, and • Providing opportunities for effective and efficient student practice, • Providing feedback to students, • Setting high expectations for students. 		A plan exists for fostering professional growth of teachers with regard to some but not all of the following: <ul style="list-style-type: none"> • Core Knowledge content aligned with the Sequence • Fostering language development • Using assessment to inform instruction • Supporting individual learners through differentiation, scaffolding and feedback • Fostering higher-order thinking skills, and • Providing opportunities for effective and efficient student practice, • Providing feedback to students, • Setting high expectations for students. 			The school has an active and comprehensive plan for fostering teachers' professional growth in <ul style="list-style-type: none"> • Core Knowledge content aligned with the Sequence • Fostering language development • Using assessment to inform instruction • Supporting individual learners through differentiation, scaffolding and feedback • Fostering higher-order thinking skills, and • Providing opportunities for effective and efficient student practice, • Providing feedback to students, • Setting high expectations for students. 	
<p>Sources of Evidence: Administrator Interview; Teacher Interview; Classroom Observations</p>							

Feedback: 6

The Core Knowledge Coordinator shows great capacity for leading internal professional development. Some key areas that stood out as professional development needs are: meaningful instruction, communicating high expectation messages, and feedback on student work. The need for New Teacher Orientation will arise as staff rotates in.

Next Steps:

A plan for professional development should be established to support teachers through both CK Foundation offerings and in-house trainings. Observe and identify strength areas of teachers and allow for peer observations so teachers can see these strengths in action. Where gaps are evident, provide opportunities for coaching or peer-observations with reflection. All formal observation should be accompanied with a presentation of data with questions prior to documentation so the teacher's voice, learnings, and spirit of reflection are heard.

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**Urban Pathways K-5 College Charter School
925 Penn Avenue
Pittsburgh, PA 15222**

BOARD OF TRUSTEES POLICY

Child Find Policy and Public Outreach Awareness System

In accordance with Chapter 711 of Title 22 of the Pennsylvania Code, the Chief Executive Officer ("CEO") or his/her designee shall ensure that children with disabilities, regardless of the severity of their disabilities, and who are enrolled at the charter school and are in need of special education and related services, are identified, located, and evaluated and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services.

Child find includes children who are suspected of having a disability under Section 300.8 of the federal regulations that implement IDEA 2004 and in need of special education, even though they are advancing from grade to grade; and highly mobile children, including migrant children and homeless youth, as appropriate.

Public Awareness

The CEO or his/her designee shall ensure that the following public awareness activities occur concerning programs and services for children with disabilities who are enrolled at Urban Pathways K-5 College Charter School ("Urban Pathways").

Urban Pathways shall publish annually a written notice (attached hereto), in means accessible to Urban Pathways families. Such notice must be included in the Charter School's Handbook and on Urban Pathways' website. The Notice may also be made available in means accessible to the public, such as: at Urban Pathways' main office, in the Urban Pathways' special education office, through local Intermediate Units and/or through other generally accessible print and electronic media deemed appropriate, and with the Board meeting minutes a description of: child identification activities, of Urban Pathways' special education services and programs, of the manner in which to request services and programs, and of the procedures followed by Urban Pathways to ensure the confidentiality of student information pertaining to students with disabilities pursuant to state and federal law.

Outreach Activities

The CEO or his/her designee shall ensure that the following outreach activities occur concerning programs and services for children with disabilities who attend Urban Pathways:

- Offer parents and family (including foster and surrogate parents) information regarding training activities and publicize the availability of such activities to all parents (trainings in the areas of behavior support, response to intervention, inclusive practices, transition, assistive technology, autism, and interagency coordination are important and parents may also be directed to PaTTAN training opportunities). Parent input is to be sought to determine what parent trainings are needed/desired;
- Provide to interested health and mental health professionals, daycare providers, county agency personnel and other interested professionals, including: professionals and agencies who work with homeless and migrant or other highly mobile youth, wards of the state, as well as to students attending private schools (where applicable), information concerning the types of special education programs and services available in and through Urban Pathways and information regarding the manner in which parents can request and access those services.
- Provide or obtain periodic training for Urban Pathways' regular education staff and special education staff concerning the identification and evaluation of, and provision of special education programs and services to students with disabilities.
- The public outreach awareness system utilized by Urban Pathways shall include methods for reaching homeless children, wards of the state, and highly mobile children, including migrant children.
- Urban Pathways shall conduct child find activities to inform the public of its special education services and programs and the manner in which to request them.
- Urban Pathways' child find effort must include information regarding potential signs of developmental delays and other risk factors that could indicate disabilities.
- Efforts must be made to identify enrolled students who have a native language other than English and to ensure that notices and other outreach efforts are

available to them in their native language as required by law and unless it is clearly and absolutely not feasible to do so.

Screening

The CEO or his/her designee shall establish a system of screening in order to:

- Identify and provide screening for students prior to referral for an initial special education multidisciplinary team evaluation;
- Provide peer support for teachers and other staff members to assist them in working effectively with students in the general education curriculum;
- Conduct hearing and vision screening in accordance with the Public School Code of 1949 for the purpose of identifying students with hearing or vision difficulty so that they can be referred for assistance or recommended for evaluation for special education if necessary;
- Identify students who may need special education services and programs.
- Maintain the confidentiality of information in accordance with applicable state and federal regulations.

Pre-Evaluation Screening

The pre-evaluation screening process shall include:

- For students with academic concerns, an assessment of the student's functioning in the curriculum including curriculum-based or performance-based assessments;
- For students with behavioral concerns, a systematic observation of the student's behavior in the classroom or area in which the student is displaying difficulty ("FBA" or functional behavior assessment);
- An intervention based on the results of the assessments conducted;
- An assessment of the student's response to the intervention, if applicable;
- A determination of whether or not the assessed difficulties of the student are the result of a lack of instruction or limited English proficiency;

- A determination of whether or not the student's needs exceed the functional capacity of the regular education program, without special education programs and services, to maintain the student at an instructional level appropriate to the level and pace of instruction provided in that program;
- Activities designed to gain the participation of parents;
- Controls to ensure that if screening activities have produced little or no improvement within the specified timeframe after initiation, the student shall be referred for a multidisciplinary team evaluation.

The screening activities shall not serve as a bar to the right of a parent to request a multidisciplinary team evaluation at any time. When the completion of screening activities prior to referral for a multidisciplinary team evaluation will result in serious mental or physical harm, or significant educational regression, to the student or others, Urban Pathways may initiate a multidisciplinary team reevaluation without completion of the screening process in accordance with Chapter 711. Whenever an evaluation is conducted without a pre-evaluation screening, the activities described shall be completed as part of that evaluation whenever possible.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this _____ day of _____, 2010

President

Secretary

**Urban Pathways K-5 College Charter School
925 Penn Avenue
Pittsburgh, PA 15222**

BOARD OF TRUSTEES POLICY

Student Conduct and Discipline Policy

Purpose

- 1.1 The Board of Trustees of Urban Pathways K-5 College Charter School ("Urban Pathways") has the authority to make reasonable and necessary rules governing the conduct of students in Urban Pathways. The rulemaking power, however, is not unlimited; it must operate within statutory and constitutional restraints. The Board acts within those powers that are enumerated in the statutes of the Commonwealth, or that may reasonably be implied or necessary for the orderly operation of Urban Pathways.

Authority

- 2.1 Accordingly, the Board's adoption of a Student Code of Conduct, which contains student rights and responsibilities as well as levels of misconduct and resulting discipline, is within its grant of authority from the General Assembly. The rules contained within this Code of Conduct are to be implemented in a consistent and non-discriminatory manner and are a rational means of accomplishing the legitimate school purpose of a safe and orderly environment in which students may be instructed.

All students in Urban Pathways are entitled to share in its educational and related programs to the extent of their abilities without regard to race, color, sex, sexual orientation, national origin, religion or handicap. Every student is expected to behave at school and in school-related activities in accordance with public laws, school rules and lawful directions of assigned staff, and to deal fairly and courteously with fellow students, staff and the public.

- 2.2 Given the ongoing developments in technology, this Code of Conduct must specifically apply to student use of computers and

computer technology. Therefore, a separate document and related procedures shall be developed and implemented and shall be identified as an "Acceptable Use of Technology and Internet Safety Policy" for computer, electronic mail and other technology use by both students and staff.

- 2.3 The Chief Executive Officer ("CEO") shall develop and disseminate reasonable rules to carry out the purpose of this policy. These rules shall comply with applicable public law and shall include the following elements:
- (a) Standards of student conduct shall inform students and staff what conduct is acceptable and what is prohibited. These standards shall apply to students while traveling to and from school, at school and in all school-related activities and shall be appropriate to students' ages.
 - (b) Disciplinary sanctions shall state which staff may employ what sanctions to penalize and correct students who violate reasonable standards of conduct. Discipline must be rationally related to the offense, designed to teach responsibility for one's actions and applied without discrimination on account of race, color, sex, sexual orientation, national origin or religion.
- 2.4 Authorized sanctions shall not include corporal punishment of students.
- 2.5 Procedures to enforce standards of conduct and apply disciplinary sanctions shall provide for due process by giving students notice of the offense charged and an opportunity to respond. The extent of appeal to review the application of any discipline shall be reasonably related to the weight of the sanction.
- 2.6 These standards of student conduct will be presented to the Board of Trustees for approval.
- 2.7 Student records shall reflect disciplinary action to the extent necessary to support educational and counseling objectives with appropriate safeguards for proper use and limited dissemination.
- 2.8 Special education students are afforded appropriate protection of their due process rights through a separate document, "Special

Education Discipline Procedures.”

- 2.9 This Code shall be published and distributed to students and parents or guardians on an annual basis and copies of the code shall also be available in the main office.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL.

ADOPTED this _____ day of _____, 2010

President

Secretary

**Urban Pathways K-5 College Charter School
925 Penn Avenue
Pittsburgh, PA 15222**

BOARD OF TRUSTEES POLICY

Employees/Equal Employment Opportunity Policy

1. Purpose

1.1 Urban Pathways K-5 College Charter School ("Urban Pathways") has been and remains committed to the principle and practice of equal employment opportunity for all persons without regard to race, color, religion, age, sex, sexual orientation, ancestry, national origin, handicap, disabled or Vietnam era veteran status, consistent with job qualifications and safe performance of work requirements. Urban Pathways seeks to recruit, hire and place into available jobs the most qualified persons and to administer personnel matters such as compensation, benefits, promotion, training, layoffs, discipline, termination and Urban Pathways sponsored educational, social and recreational programs in accordance with this policy. In addition to applying equal employment principles in all its personnel decisions, Urban Pathways is committed to affirmative action to assure equal opportunity. It shall take positive steps to make its policy known and to encourage all qualified minorities, women, handicapped persons, and covered veterans to seek employment with or advancement within Urban Pathways.

2. Authority

2.1 The Chief Executive Officer ("CEO") has overall authority for Urban Pathways' equal employment policy and shall designate such personnel as he or she deems appropriate to implement the policy.

3. Responsibility

3.1 All administrators, supervisors and managers shall be made aware of this policy and shall fulfill their responsibilities in a manner which reflects and fosters Urban Pathways' equal employment policy. All other employees are expected to conduct themselves at work in a way consistent with this policy. All employees are expected to deal fairly and courteously with one another to ensure a work environment free of intimidation and

harassment. Ethnic, racist, or sexist slurs or other personal derogation not related to legitimate factors concerning work are offensive and unacceptable employee behavior. Sexual harassment is also a form of unlawful and unacceptable sex discrimination and includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

4. Implementation

- 4.1 Any employee who violates this policy commits misconduct for which appropriate discipline may be imposed, up to and including termination. Any employee who believes he or she has been subjected to unlawful discrimination or harassment should make a complaint to his/her immediate supervisor or, if appropriate, the CEO in writing. Employees are encouraged to contact the CEO for information on making complaints. Employees with complaints as to the CEO may proceed to the Board directly if the issue is not addressed by the CEO.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL.

ADOPTED this _____ day of _____, 2010

President

Secretary

Thomas G. Egan

Work Experience:

Director of Finance – Urban Pathways Charter Schools, Pittsburgh, Pa Sept 2008 - present

- Preparation of monthly financial statements for two facilities.
- Prepare annual budgets for two facilities (Approx \$7.7 million)
- Prepare and process payroll for approximately 85 employees.
- Prepare all bank reconciliations.
- Coordinate independent annual audits for two facilities.
- Supervise all accounts payable and accounts receivable.
- Maintain all personnel records.
- Coordinate employee health insurance programs.
- Process quarterly government (local, state, federal) reports.
- Supervise building operations. (maintenance & minor construction)
- Oversee purchase/lease of all computer and office equipment.

Controller – Lombardi Sports Inc, San Francisco, Ca Oct 1997 – Sept 2007

- Direct and maintain all responsibility for accounting, financial reporting, human resources, and MIS activities for \$12 million specialty retail sporting goods company with over 100 employees.
- Prepare annual budgets for entire operation and prepare monthly variance reports.
- Created and implemented training manuals for inventory control, theft prevention, and POS.
- Developed and facilitated a customer rewards program which grew to 40,000 members in 3 years.
- Managed all accounting duties including A/P, A/R, Payroll, General Ledger, & P&L.
- Created, implemented, and updated all aspects of company handbook.
- Administer all liability insurance, employee health benefits, and workers compensation programs.

Education: California State University LB, BS May 1980, Foothill College, AA May 1979

Computer Literacy:

- Microsoft Word (Word, Excel, Outlook, PowerPoint)
- Peachtree and MAS 90
- Numerous Retail Management Software applications

David A. Gallup, Jr.



Education

CALIFORNIA UNIVERSITY OF PENNSYLVANIA, California, PA

- Master of Education (2011)
- PA Certification – Principal K-12

ROBERT MORRIS UNIVERSITY, Moon Twp, PA

- PA Certification – Mathematics 7-12 (2008)

WEST VIRGINIA WESLEYAN COLLEGE, Buckhannon, WV

- Bachelor of Arts in Public Relations, Minor in Physics (2001)

Professional Experience

URBAN PATHWAYS CHARTER SCHOOLS, Pittsburgh, PA

May 2008-Present

K-5 Principal (2011-Present)

- Participated in interview by Pittsburgh Public Schools to evaluate charter application
- Implemented Core Knowledge curriculum
- Implemented Franklin Covey “Leader in Me” program, one of two “Leader in Me” Schools in Western PA
- Developed school master schedule to utilize part time and teachers shared with other schools
- Supervise student and staff attendance
- Observe and coach staff
- Participate in IEP meetings
- Created “Student Assistant” program for high school students interested in a career in education
- Created student recognition program

6-12 Director of Student Services (2009-2011)

- Supervisor of behavior and attendance
- Implemented behavior and attendance incentive plans
- Chaired Discipline Team
- Member Academic Team and Leadership Team
- Created student to student mentoring program for young men

Middle School Summer School Administrator (2008-2011)

- Assign students to summer school
- Create reading and math curriculum
- Create pre and post assessments
- Supervise Summer School instruction for reading and math
- Supervise student attendance
- Assess student performance and determine which students will be retained

Math Teacher (2008-2009)

- Algebra I
- 7th Grade Math

THE ACADEMY SYSTEM, Pittsburgh, PA

May 2006-June 2008

Math Teacher (2006-2007)

- Algebra I

Weekend Activities Coordinator (2007-2008)

- Plan and supervise positive activities for court adjudicated boys and girls

MOON AREA MIDDLE SCHOOL, Moon Township, PA

January 2008-May 2008

- Student Teacher, Seventh Grade

Other Notable Experience

ELWOOD CITY H.S., Elwood City, PA, 2007 – 2008, Assistant Coach Boys Basketball

OUR LADY OF THE SACRED HEART H.S., Moon Twp, PA, 2006-2007, Assistant Coach, Boys Basketball

WEST VIRGINIA WESLEYAN COLLEGE, Buckhannon, WV, 2005-2006, Assistant Coach, Mens Basketball

AVELLA AREA H.S., Avella, PA, 2003-2005, Assistant Coach, Boys Basketball

E & G ENTERPRISES. LLC, Coraopolis, PA, 2003-2005, Owner/President

PREMIER MARINE, INC., Pittsburgh, PA, 1998-2003, General Manager

Professional Activities and Honors

- Member, Phi Delta Kappa
- Member, Alpha Chi, National College Honor Society
- Former Member, Robert Morris University Education Advisory Committee
- Robert Morris University School of Engineering, Mathematics and Science Outstanding Student Teacher Award
- Assisted California University of Pennsylvania in recreating Orientation and Assessment course for the Master of Education in School Administration program
- Created videos for use in Cal U Global Online Administrative Program for Principals about implementation of “The Leader in Me” program
- Franklin Covey “7 Habits of Highly Effective People” training
- Franklin Covey “Leader in Me” training
- Attended “Why Students Underachieve” seminar with Dr. Regalena Melrose
- Attended Core Knowledge Curriculum Implementation training
- Attended “New Tools for Education” technology seminar with John Davitt

References

Available upon request

KIMBERLY SHEA FITZGERALD

EDUCATION

- 1993 Masters in Education
 Reading Specialist Certificate
 Lehigh University
- 1980 Bachelors in Arts in Sociology
 Pennsylvania State University
- 2011 Educational Leadership: Administration and Supervision Praxis

EMPLOYMENT

- 2008 to Present **Director of Curriculum and Assessment K-12**
 Urban Pathways Charter Schools
 Pittsburgh, Pennsylvania

The position is designed to improve curriculum and instruction and increase test scores in the school through collaboration, coaching, and intensive intervention instruction; in addition, the position holds administrative responsibilities.

Professional Activities

- Provide resources and training to school staff on scientifically based reading research and evidence-based practices.
- Designed PSSA Reading Anchor Calendar for school wide implementation.
- Review curriculum unit and lesson plans using Edinsight Software to insure integration and teaching of PSSA anchors.
- Provide feedback to teachers from weekly walk thru observations.
- Administer school wide assessments that include: SRI, 4 Sight, Sat 10, and PSSA, and analyze and provide reports on data used to drive instruction.
- Member of Academic Team and Leadership Team
- Report Student progress and achievement to CEO, Principal and Board of Directors
- Organize and implement PSSA testing schedule to include room assignments, student groupings, and distribution of testing materials
- Provide ongoing professional development
- Coordinate school wide curriculum development and textbook selection
- Assist principal with coordinating the school intervention program
- Direct continuous evaluation of curriculum implementation
- Co-wrote successful Keystones to Opportunity grant for school wide literacy program

2002 to 2008

Literacy and Assessment Coordinator for IB Charter School

Lehigh Valley Academy Public Charter School, K-11
Bethlehem, Pennsylvania

The position was designed to integrate reading standards/anchors into the International Baccalaureate Curriculum through coaching and collaboration; Also, to supervise and provide direction to reading support team.

Professional Activities

- Developed a reading program that encompasses best practices while fulfilling the philosophy of the International Baccalaureate- Primary Years and Middle Years Program and meeting the Pennsylvania State Standards.
- PSSA Liaison: Working with teachers to incorporate PSSA anchors more fully into their curriculum and providing classroom support by modeling lessons designed to reinforce PSSA anchors.
- Providing specific reading support to 70 students in grades K-9

Assessment

- Coordinate the four member assessment team: Administering assessments, progress monitoring, diagnostic and outcome measures.
- Working with the Reading Staff, Teachers and administration to interpret assessment data, to determine adequate progress for those in need of supplemental or incentive intervention as well a grouping for core instruction.
- PSSA's: Organize and instruct teachers on test procedures, evaluate reports and discuss results with teachers and administration, and administer the PASA to special need population.

Curriculum and instruction

- Know how to use a range of effective strategies, analyze instruction, and provide clear specific information on strategy implementation

School liaison

- Meet regularly with the CEO and vice principal and others to assess the progress of the implementation of the reading program.
- Assist in the analysis of the school-wide literacy strengths and weaknesses and formulate plans to improve student achievement in reading and teaching effectiveness.
- Create an atmosphere of trust and collaboration among staff and promote professional growth and accelerate the reading achievement of all students.

1994 to 1996

Homebound Instructor

Northampton area school district
Northampton, Pennsylvania

Provide in-home instruction to students in all course topics. Student population included those on school suspensions and students with long term health issues

1993 to 1994

Reading Teacher

Northampton Junior High School
Northampton Area School District
Northampton, Pennsylvania

Classroom objective was to provide an environment that creates an enthusiasm for reading while building the skills necessary for developing life long learners. Classroom practices were coordinated through team teaching and included the following:

- Organize the classroom using a cooperative learning model with an emphasis on team building and positive independence.
- Implement reader'-writer's workshop with a focus on response journals and active involvement with text and student writing.
- Intergrading curriculum with the teaching team.
- Exposing students to literature through read alouds and literature circles
- Developing vocabulary, study skills and learning strategies
- Conferencing with students on reading sections, response journal and writing folder.
- Assess students through writings, clipboard checking, individual and team projects, quizzes, anecdotal records, notebook organization, and group/class participation.

1990 to 1993

Financial Aid Administrator

Lehigh University
Bethlehem, Pennsylvania

Responsible for general office operation and specific areas of financial aid processing including:

- Hiring, supervising, training and evaluating of office secretarial support staff graduate assistants, and part-time employees.
- Counseling parents and students on the financial aid process and their financial aid eligibility.
- Processing state grants, student loans and outside scholarships.
- Maintaining the budget of the office and departmental payroll.
- Reviewing student files to determine financial aid eligibility.
- Coordinating and presenting financial aid workshops for parents and students.

1984 to 1990

Department Manager

Hess's Department Store
Bethlehem, Pennsylvania

Responsible for daily operations and management of Clinique cosmetics including:

- Maintaining inventory, placing product orders and submitting monthly department sales reports with average sales of 250000 annually
- Training scheduling and supervising of up to 20 part-time employees.
- Creating and coordinating of monthly account events.
- Attending local and regional account manager meetings

PROFESSIONAL ORGANIZATIONS

International Reading Association
Phi Delta Kappa
Keystone Reading Association
Colonial Association of Reading Educators

PROFESSIONAL DEVELOPMENT

PSSA Workshops and Training annually

NCTE Conference, November 2007, New York City, New York
Presenter: School Improvement Conference, January 2007, Pittsburgh, PA.

Presenter: Students That Are Ready (STAR) program, Lehigh University,
Bethlehem, PA.

Presented quarterly programs for 15 years

Participant: Keystone State Reading Association, Annual Conference, October
2005, Hershey, Pennsylvania.

Participant: International Baccalaureate: Primary Year Program workshops (4),
January, 2005, Philadelphia, Pennsylvania.

Participant: Lucy Calkins: Writers Workshop, November, 2005, Hershey,
Pennsylvania.

REFERENCES

Lehigh Valley Academy Charter School
1560 Valley Center Parkway
Bethlehem, Pa 18017

Terry Walter
Elementary Principal
610-866-9660

Crystal McCollum
Middle School Principal
484-821-0462

Susan Mauser
High School Principal
484-821-2926

KATHLEEN A. GARLAND



SEEKING SPECIAL EDUCATION POSITION

Dedicated, resourceful education professional with proven ability to create and monitor policies and practices that promote a safe learning environment; ensure a classroom culture that encourages continuous improvements for special education teachers and students; mentor educators in the creation and implementation of adhering by the special education laws and the IEP; and student assessment in conjunction with state learning regulations. An active team member who effectively collaborates with all levels of staff members and establishes quality relationships with students.

EDUCATION

- 2006 – 2011 **Master of Science in Education** / K-12 School Administration.
Duquesne University, Pittsburgh, Pennsylvania
- 1996 – 2000 **Master of Education in Special Education** / Mentally and Physically
Handicapped. California University of Pennsylvania.
- 1991 – 1996 **Bachelor of Science** / Social Work. California University of
Pennsylvania.

PROFESSIONAL EXPERIENCE

- 2006 – Present **Urban Pathways Charter Schools (K-12), Pittsburgh, PA.** *Director of
Special Education.*
- Supervise professional and paraprofessional staff members
 - Meet deadlines for federal, state and local reports
 - Provide counsel and assistance to teachers in the interpretation of comprehension of tests/ER's and writing the IEP
 - Monitor implementation of IEP instructional requirements
 - Provide counsel and assistance to general education teachers toward instruction of special education students
 - Serve as LEA for all IEP and ER meetings
 - Observe/evaluate special education, elective and resource teachers.
 - Monitor suspension days for identified students, conduct Manifestation Determination Hearings and Expulsions
 - Coordinate dates and times for Mercy Behavioral to conduct therapy at the school
 - Revamped filing system containing student records
 - Provide staff development on a regular basis, concerning SE issues
 - Acting principal when administration is out of building

- Participated on the National Honor Society Committee for high school and middle school
- Volunteered to chaperone all school dances
- Participated in local, state and national conferences and seminars
- Coordinated the school audit for the Pittsburgh Public Schools
- Prepared 60 folders for institutional audit
- Served on the review team that resulted in Middle States accreditation
- Hired two emotional support teachers for Northside Urban Pathways
- Discipline learning support students.

2004 – 2006

Urban Pathways Charter Schools, Pittsburgh, PA. *Special Education Teacher*

- HQT in Math and English, grades 7 -12 (HOUSSE)
- Instructed Pennsylvania Standards to all 11th and 12th grade identified students in both English Language Arts and Math (pull-out)
- Part-time push-in support
- Completed due process requirements (IEP, NOREP, RTI, invitation and Procedural Safeguards) for enrolled students
- Modified curriculum for special needs students
- Assisted in designing a curriculum for 11th grade English Language Arts, meeting Pennsylvania Standards
- Tutored in an after school program
- Worked in the Alternative Learning Center (after school program for students with behavioral concerns)
- Participated in committees regarding Middle States Accreditation
- Created quarterly “exhibits” to show the master of standards by the students
- Effective classroom management
- Effectively incorporated current events into lessons
- Weekly lesson plans and journals of reflections including algebraic and geometry concepts
- Developed a William Faulkner unit based on A Rose for Emily
- Utilize effective classroom management techniques including proximity control and consistent procedures for consistent behavior
- Collaborated with parents through constant letters, phone calls, and conferences
- Mentor for a small group of students
- Co-head of Senior Project
- Senior Class Advisor
- Volunteered on many school committees
- Attended local continuing education seminars

2001 – 2004

Southwood Psychiatric Hospital, Upper Saint Clair, PA. *Special Education Teacher*

- Taught high school students in a full-time, self-contained, emotional support classroom
- Average class size of eleven
- Evaluated educational needs and educational strategies as needed on an individual basis
- Completed due process requirements (ER, IEP, NOREP, Invitation and Procedural Safeguards) for enrolled students
- Implemented individual and group behavior modification and incentive strategies
- Crisis Intervention Training
- Worked at the alternative housing site on weekends and summers
- Conducted one-on-one therapy with youth ages 5 to 18 dealing with issues of ADHD, Bipolar, Depression, OCD, ODD, Conduct Disorder, Schizophrenia, and Asperger's Syndrome.
- Daily paperwork on individual behaviors

PROFESSIONAL DEVELOPMENT

- Pennsylvania Special Education Law
- ADHD in the Classrooms
- PSSA / PASA Training
- PIMS Training
- Beyond Disciplinary Procedures: Manifestation Determination and FBA's as Intervention Tools
- Managing Disruptive Behaviors
- Harry Wong Seminar
- 27 Costly Mistakes IEP & 504
- Practical Strategies Making Inclusion Work
- Special Education: The New Regulations and Beyond
- PA Over 100 Quick Techniques for Children With Emotional and Behavioral Problems
- Understanding Students Who Live In Poverty
- Differentiation and Special Education
- Teen Suicide
- Discipline and the Identified Student

REFERENCES UPON REQUEST

Peggy Fayfich (President)

Peggy Fayfich serves as the President of the Board. She is President of StrategicRetreats. Peggy works with individuals and organizations who want to change direction for renewed growth and financial stability. For over 30 years, Peggy has made successful career transitions to lead and facilitate change in telecommunications, financial services, retailing and nonprofit organizations. She has effectively applied her expertise in organizational development, succession planning, coaching, recruiting and selection, mergers and acquisitions, pay and benefits, sales management and merchandising to help individuals and businesses navigate transitions, build on strengths and consistently achieve or exceed growth objectives. Peggy earned her bachelor's degree in consumer service and business from Penn State University and certifications in personal and organizational change processes from the Center for Creative Leadership, Marshall Goldsmith Partners, Lominger Limited, Inc., Linkage and the Walter V. Clark organization. She is also a graduate of The Program on Negotiation at Harvard Law School. Peggy is president of the Pittsburgh Human Resources Planning Society and has served as an advisor to individuals and organizations through Pennsylvania Women Work, the CORO Center for Leadership, PowerLink and Bethlehem Haven.

Phyllis Comer

Phyllis Comer is an executive business coach with Comer Educational Consulting. Prior to her consulting career, she was a teacher in the Woodland Hills School District and served as adjunct faculty for The University of Akron. Phyllis is also currently a State Commissioner with the Pennsylvania Department of Education Professional Standards and Practices Commission (PSPC). She received her B.S. from Cheyney State University and her Master's degree from The

University of Akron. Phyllis' dedication to education includes past accomplishments such as: creating a "Lifelong Learning" program for the Southwestern Pennsylvania Teachers of Distinction; coordinating curriculum for gifted and talented students in grades 1–8; and directing an evening tutorial program from elementary and secondary students with math and reading deficiencies. She received the Pennsylvania State Education Association Human and Civil Rights Educational Leadership Award in 2008.

Harvette Dixon

Harvette Dixon is the Director of Global Learning & Development at PPG Industries. She has been in Human Resources at PPG for 17 years. Harvette directs corporate-wide talent management and organizational, leadership and professional development programs in response to corporate and strategic business unit priorities. Prior to her Human Resources career, she was Manager of Corporate Systems at PPG, providing Information Technology services to various departments. Harvette has also worked for Beecham Products, Dravo Corporation and CACI, Inc. She received her undergraduate degree from Chatham University and her MBA from Duquesne University. Harvette currently serves as Vice President of the Western Pennsylvania Human Resources Leadership Forum.

Amy Gilpatrick

Amy Gilpatrick graduated with Honors in 1997 from Slippery Rock University with a Bachelor of Science degree in Elementary Education. As a part of her graduate training, she taught in the Mars, Pine-Richland and Hampton School Districts. In addition to being a wife and raising two wonderful children, Amy spends significant time volunteering at both of her children's schools.

Because of her love of elementary education, she is excited about the opportunity to be involved in Urban Pathways' newly established elementary school—from the ground up. She hopes to have hands-on interaction with the children in addition to her higher level Board duties. Amy lives in Pine Township, PA with her husband, David and their children, Manon and Ben.

MK Haley

MK Haley is as Associate Executive Producer of Carnegie Mellon University's Entertainment Technology Center (ETC). MK has over 15 years of experience in design, digital media and experience design; and research with Walt Disney Imagineering. She has been a part of the Disney-ABC Television group for more than 15 years, and has served as faculty for several university programs for the past 20 years. MK has merged technology and design, and education and industry in new and engaging ways including helping as a contributing author to several books on the creative process published by Walt Disney Imagineering. MK continues to serve industry, academia, research, and the community, all together for the best possible collaborations across disciplines and genres. She received her B.F.A from California State University.

District	School	Group	Number Scored Math	% Advanced Math	% Proficient Math	Total % Proficient or Above	% Basic Math	% Below Basic Math	Number Scored Reading	% Advanced Reading	% Proficient Reading	Total % Proficient or Above	% Basic Reading	% Below Basic Reading
CAREER CONNECTIONS CHS	CAREER CONNECTIONS CHS	All Studer	47	19.1	31.9	51.0	12.8	36.2	52	7.7	34.6	42.3	19.2	38.5
CITY CHS	CITY CHS	All Studer	126	18.3	32.5	50.8	23.8	25.4	128	34.4	37.5	71.9	16.4	11.7
DUQUESNE CITY SD	DUQUESNE CONSOLIDATED SCHOOL	All Studer	240	9.6	22.9	32.5	19.2	48.3	239	2.1	15.5	17.6	23.0	59.4
EAST ALLEGHENY SD	EAST ALLEGHENY HS	All Studer	137	29.2	28.5	57.7	17.5	24.8	143	25.9	31.5	57.4	18.2	24.5
URBAN PATHWAYS CS	URBAN PATHWAYS CS	All Studer	155	22.6	37.4	60.0	19.4	20.6	172	19.2	36.0	55.2	25.6	19.2
PENN HILLS SD	PENN HILLS SHS	All Studer	326	19.9	32.5	52.4	19.6	27.9	333	27.9	33.9	61.8	16.5	21.6
PITTSBURGH SD	ARSENAL MS	All Studer	260	26.9	24.6	51.5	23.5	25.0	270	15.9	27.0	42.9	27.8	29.3
PITTSBURGH SD	BRASHEAR HS	All Studer	235	19.1	16.2	35.3	20.9	43.8	236	17.4	27.1	44.5	19.1	36.4
PITTSBURGH SD	CARMALT ACADEMY OF SCI & TECH *	All Studer	340	48.2	31.8	80.0	11.5	8.5	347	36.3	36.3	72.6	15.6	11.8
PITTSBURGH SD	CARRICK HS	All Studer	155	18.1	21.9	40.0	18.1	41.9	158	19.6	31.0	50.6	18.4	31.0
PITTSBURGH SD	LANGLEY HS	All Studer	93	10.8	28.0	38.8	22.6	38.7	111	16.2	27.9	44.1	20.7	35.1
PITTSBURGH SD	OLIVER HS	All Studer	92	3.3	14.1	17.4	14.1	68.5	95	5.3	18.9	24.2	17.9	57.9
PITTSBURGH SD	PEABODY HS	All Studer	100	4.0	13.0	17.0	17.0	66.0	100	6.0	18.0	24.0	25.0	51.0
PITTSBURGH SD	PERRY TRADITIONAL ACAD HS *	All Studer	149	10.1	15.4	25.5	23.5	51.0	156	14.1	30.8	44.9	22.4	32.7
PITTSBURGH SD	PITTSBURGH CAPA 6-12 *	All Studer	469	57.6	26.4	84.0	10.7	5.3	473	64.7	25.2	89.9	7.2	3.0
PITTSBURGH SD	PITTSBURGH CLASSICAL ACAD *	All Studer	299	41.5	29.4	70.9	15.7	13.4	303	33.7	38.3	72.0	15.8	12.2
PITTSBURGH SD	PITTSBURGH UNIVERSITY PREP	All Studer	162	17.9	20.4	38.3	16.0	45.7	160	10.6	26.3	36.9	20.0	43.1
PITTSBURGH SD	SCHENLEY HS	All Studer	167	30.5	24.6	55.1	12.0	32.9	171	32.7	30.4	63.1	14.6	22.2
PITTSBURGH SD	STERRETT CLASSICAL ACADEMY *	All Studer	336	46.1	30.1	76.2	15.5	8.3	367	42.8	28.3	71.1	16.6	12.3
PITTSBURGH SD	WESTINGHOUSE HS	All Studer	77	5.2	1.3	6.5	22.1	71.4	83	10.8	18.1	28.9	22.9	48.2
STEEL VALLEY SD	STEEL VALLEY MS	All Studer	394	54.6	24.6	79.2	9.6	11.2	402	40.0	30.8	70.8	16.7	12.4
STEEL VALLEY SD	STEEL VALLEY SHS	All Studer	118	39.8	21.2	61.0	19.5	19.5	131	25.2	39.7	64.9	19.1	16.0
STO-ROX SD	STO-ROX HS	All Studer	97	15.5	23.7	39.2	20.6	40.2	97	8.2	27.8	36.0	22.7	41.2
STO-ROX SD	STO-ROX MS	All Studer	343	20.4	26.2	46.6	27.4	25.9	348	10.1	29.0	39.1	28.4	32.5
WILKINSBURG BOROUGH SD	WILKINSBURG MS	All Studer	149	14.1	16.8	30.9	16.8	52.3	148	7.4	32.4	39.8	24.3	35.8
WILKINSBURG BOROUGH SD	WILKINSBURG SHS	All Studer	76	3.9	11.8	15.7	10.5	73.7	76	3.9	13.2	17.1	19.7	63.2
WOODLAND HILLS SD	WOODLAND HILLS JHS	All Studer	557	18.9	25.7	44.6	17.6	37.9	558	26.0	30.5	56.5	20.4	23.1
WOODLAND HILLS SD	WOODLAND HILLS SHS	All Studer	298	20.5	26.2	46.7	18.8	34.6	298	28.2	31.2	59.4	21.8	18.8

MAGNET SCHOOLS THAT ARE ABLE TO CHOOSE THEIR POPULATION.

UPCS HAS BETTER MATH SCORES THAN 75% OF ITS FEEDER SCHOOLS.

IF MAGNET SCHOOLS WERE NOT COUNTED IN THIS CALCULATION, THE PERCENTAGE WOULD BE 86%.

UPCS HAS BETTER READING SCORES THAN 54% OF ITS FEEDER SCHOOLS. IF MAGNET SCHOOLS WERE NOT COUNTED IN THIS CALCULATION, THE PERCENTAGE WOULD BE 64%.



RUBRICS FOR PAY FOR PERFORMANCE MODEL 2010-2011 (Revised Aug. 2010)

1.0	Continued Maintenance
Point value	<i>Learning Partnerships Meetings: Three quarterly meetings with mentor teacher families</i>
300	80% of LP meetings completed.
225	65% of LP meetings completed.
150	Below 65% of LP meetings completed.
0	No LP meetings held.
Point value	<i>Student /Parent Surveys: Outside School Surveys (done by Educational Dynamics Consulting, LLC)</i>
200	Obtains 3.5 on a 4.0 scale.
150	Obtains between 3.0 and 3.49 on a 4.0 scale.
100	Obtains between 2.5 and 2.9 on a 4.0 scale.
50	Obtains between 1.5 and 2.4 on a 4.0 scale.
0	Obtains below 1.5 on a 4.0 scale.
Point value	<i>Community Projects: Projects done to promote UPCS in the community (Pittsburgh region) that are physically outside the UPCS school environment</i>
200	Initiates and completes two (2) or more projects that better UPCS in the eyes of the community.
150	Initiates and completes at least one (1) community project.
100	Assists in initiating and completing an existing organized community project.
0	Does not participate in a community project.

	<i>Voluntary Service at UPCS: Projects done to promote UPCS in the internal school environment</i>
400	Organizes two (2) or more volunteer services.
300	Organizes one (1) volunteer service.
200	Participates in one (1) or more volunteer services.
0	Has no volunteer service.
	<i>Outside Conferences: Staff development that occurs outside the premises of UPCS</i>
200	Attends more than one outside conferences/workshops, reports back to staff and/or presents materials to appropriate staff.
150	Attends at least one outside conference/workshop a year and reports back to staff and/or presents materials to appropriate staff.
100	Attends at least one outside conference/workshop.
0	Does not attend any outside conferences/workshops.
	<i>Schoolwide Organization: Curriculum mapping updated yearly</i>
500	All documentation is complete for grades, maps, attachments, assessments, etc.
375	Most documentation is complete; some attachments are uploaded.
250	Documentation is inconsistent and somewhat complete; attachments not uploaded.
100	Documentation is limited.
0	No Documentation exists.
	<i>Lesson Planning: Daily plans with specific objectives clearly visible in right hand corner of board.</i>
400	Consistently delivers comprehensive lesson plans (with homework noted, tests attached, etc.) on time, every week.
300	Usually
100	Rarely
0	Does not ever deliver

	<i>Communication:</i>
400	Interactions/discussions with parents, students and administrators are direct, honest and clear. Reflection papers for coaching and observations are timely.
300	Interactions/discussions with parents, students and administrators are sometimes direct, honest and clear. Reflection papers for coaching and observations are sometimes timely.
100	Interactions/discussions with parents, students and administrators are rarely direct, honest and clear. Reflection papers for coaching and observations are not usually timely. Interactions/discussions with parents, students and administrators are never direct, honest and clear. Reflection papers for coaching and observations are not done.
	<i>Classroom Management: Maintaining classroom expectations and supporting UPCS student handbook policies</i>
500	Consistently maintains classroom expectations and always supports UPCS student handbook policies.
300	Usually maintains classroom expectations and usually supports UPCS student handbook policies.
100	Rarely maintains classroom expectations and rarely supports UPCS student handbook policies.
0	Does not maintain classroom expectations and does not support UPCS student handbook policies.
	<i>Planning: Using time effectively to allow for good organization of school operations</i>
400	Consistently plans in advance for leave; lesson plans are timely and complete; grades are entered weekly; entering student attendance data correctly is near perfect; other requested reports submitted on time (ex. Phone logs).
300	Usually plans in advance for leave, lessons plans are usually timely; grades are usually entered weekly; entering student attendance data correctly is very good; other requested reports usually submitted on time (ex. Phone logs).
100	Rarely plans in advance for leave; lessons plans are rarely timely; grades are rarely entered weekly; entering student attendance data correctly is rare; other requested reports rarely submitted on time (ex. Phone logs).
0	No planning in advance for anything; reports; etc.; student attendance data is never entered correctly; other requested reports are not submitted on time.

0	Success Factors
	<i>Student Achievement in Reading (Social Studies/English/Elective Teachers): Students taught show growth in reading on the MAP test. *</i>
500	Students taught show one year's average growth in reading.
375	Students taught show half a year's average growth in reading.
250	Students taught show less than half a year's average growth in reading.
0	Students taught show no growth or decrease on an average in reading.
	<i>Student Achievement in Math (Science/Math Teachers): Students taught show growth in math on the MAP test.*</i>
500	Students taught show one year's average growth in math.
375	Students taught show half a year's average growth in math.
250	Students taught show less than half a year's average growth in math.
0	Students taught show no growth or decrease on average growth in math.
	<u><i>*Please note: Teachers are expected to bring two student portfolios each (six total) of low achieving students, average achieving students and high achieving students so that progress can be noted with all the materials included in the portfolio from September to May. May be combined with Best Practice Usage and Achievement in Subject Area section.</i></u>
	<i>Best Practice Usage and Achievement in Subject Area: Students show growth in subject area when comparing beginning of year benchmark testing to end of year benchmark testing. Examples of writing, teaming activities, and reflections of peer observations are evident.</i>
500	The average percentile grade on the end of year benchmark test is 34% or greater; many examples of teaming activities (1/wk) and reflections of peer observations (3/qtr); writing in most assignments weekly
375	The average percentile grade on the end of year benchmark test is 24% or greater; some examples of teaming activities (2/mo) and reflections of peer observations (2/qtr); writing in some assignments weekly
250	The average percentile grade on the end of year benchmark test is 11% or greater; few examples of teaming activities (1/mo) and reflections of peer observations (1/qtr); writing in few assignments weekly

0	The average percentile grade on the end of year benchmark test is less than 10%; less than 1/mo of teaming activities and less than 1/qtr of reflections of peer observations (1/qtr); little evidence of writing anywhere
	<i>Best Practice Usage in Technology: Evidence of use of EDU 2.0, smart boards, powerpoint, excel, graphic calculators, software reports, learning essentials, and where appropriate, various media and web-based activities for both teachers and students</i>
500	Technology used multiple times weekly in appropriate and relevant ways to enhance learning.
375	Technology used approximately once weekly in appropriate and relevant ways to enhance learning.
200	Technology used once in a while to enhance learning.
0	Technology not used to enhance learning.
	<i>Goal Achievement (Professional and Personal): Evidence that goals are aligned to the overarching concepts of the Urban Learning Lab (achievement, student engagement, self-efficacy and post-secondary readiness), student supervision (March – June), the Values for Life program (portfolio/lessons should show evidence of work on values,), and the individual's personal development goals</i>
500	All professional goals achieved for current school year with documentation
375	At least half professional goals achieved for current school year with documentation of current work towards remaining goals in progress.
250	Less than half professional goals met with documentation.
0	No goals met for current school year.
	<i>Teamwork: Evidence that a person demonstrates professionalism in every aspect of school life by respecting diversity of people, thought and action; additionally, the person cooperates in maintaining a professional learning community (supporting school rules, supporting each other and helping to promote a positive environment for all.)</i>
500	Always establishes and maintains professional relationships with other staff; always participates in a constructive manner in professional settings; always supports school procedures in class.
375	Sometimes establishes and maintains professional relationships with other staff; sometimes participates in a constructive manner in professional settings; sometimes supports school procedures in class.

200	Is inconsistent in maintaining professional relationships with other staff; is not consistent in participating in a constructive manner in professional settings; is inconsistent in supporting school procedures in class.
0	Does not establish and maintain professional relationships with other staff; does not participate in a constructive manner in professional settings; does not support school procedures in class.

Please note:

There will be caps on certain groups of employees dependent on whether a person is certified vs. highly qualified and whether a person's responsibilities require more time and work than others in a given category (e.g. teaching assistants).

**Urban Pathways K-5 College Charter School
925 Penn Avenue
Pittsburgh, PA 15222**

BOARD OF TRUSTEES POLICY

Wellness Policy on Physical Activity and Nutrition

Purpose

The Board of Trustees of Urban Pathways K-5 College Charter School ("Urban Pathways"), in combination with students, parents, administrators, faculty and staff, is committed to providing a school environment that promotes and protects children's health, well-being, and ability to learn by supporting healthy eating habits and physical activity. As a means to fostering such a school environment, the Board of Trustees of Urban Pathways sets forth the following goals and adopts the following Wellness Policy on Physical Activity and Nutrition.

School Meals

- To the extent practicable, all meals served to Urban Pathways' students through the National School Lunch and Breakfast Programs will meet or exceed the minimum nutrition requirements established by local, state and federal law, as well as Dietary Guidelines published by the federal government or an appropriate governmental agency. Similarly, any foods and/or beverages sold from vending machines, through snack lines, at student stores, celebrations, athletic events, any school-sponsored or school-related event, or for the purpose of fundraising will, to the extent practicable, meet or exceed the minimum nutrition requirements.
- Urban Pathways will make efforts to eliminate the social stigma attached to, and to prevent the identification of, students who are eligible for free and/or reduced-price school meals.
- Urban Pathways will schedule meal periods at reasonably appropriate times, and will provide students with a minimum of twenty (20) minutes to enjoy their meals. In addition, Urban Pathways will discourage the scheduling of meetings or activities during meal times, including, but not limited to, tutoring, club meetings and/or organization meetings, unless the students will be permitted to eat during those meetings or activities.

- Urban Pathways will provide facilities for appropriate hygiene, such as hand-washing and brushing of teeth.
- Students will be discouraged from sharing foods and/or beverages with others.
- Urban Pathways will not use foods or beverages for the purpose of rewarding students for academic achievement or good behavior; unless such a reward system is specifically identified in a student's Individualized Education Program. Likewise, Urban Pathways will not restrict or withhold foods or beverages for the purpose of disciplining or punishing students.
- No food of limited nutritional value, as defined by federal or state law will be offered to students, faculty or staff during school hours, or at school-sponsored or school-related activities or events.

Nutrition Education

- Nutrition education will be integrated into other areas of the curriculum, such as math, science, language arts and social studies at all grade levels.
- Nutrition education will be developmentally appropriate, interactive, and will teach skills needed to adopt healthy eating behaviors.
- Nutrition education materials will be reviewed by a qualified and credentialed nutrition professional, including, but not limited to, a School Food Nutrition Specialist or Registered Dietitian.
- Faculty and staff that teach nutrition education will have appropriate training.
- Informational materials will be provided to students and families to encourage sharing of health and nutrition information, and to encourage healthy eating in the home.
- Any marketing of foods and/or beverages undertaken by Urban Pathways will be consistent with established guidelines and/or standards.

Physical Activity

- Physical activity will be integrated across curricula with activities that are safe, enjoyable and developmentally appropriate for all students in all grades.

- All students will be given opportunities before, after, and throughout the school day for physical activity through physical education, recess periods and integration of physical activity into the curriculum.
- Faculty and staff will be appropriately trained in integrating physical activity into the various curricular areas.
- Students will be encouraged to participate in physical activity outside of the school environment, in both competitive and non-competitive environments.
- Organized physical activity will be offered and encouraged at school-sponsored or school-related events.
- To the extent practicable, Urban Pathways' facilities will be made available to students, faculty, staff and the community for the purpose of offering physical activity and/or nutrition programs.
- Physical activity will not be used or withheld as punishment.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this _____ day of _____, 2010

President

Secretary

UPCS PAY FOR PERFORMANCE FINANCIAL AWARD STRUCTURE: 2011-2012

PERFORMANCE CATEGORIES:

I. BASIC AWARDS

Definition: Awards granted based on longevity of service, attendance criteria and going “above and beyond.”

- A. Longevity of Service: Gift and Monetary
 - 1. \$250 at every 5 year interval of service
 - 2. \$500 at every 10 year interval of service
 - 3. Payout: August (gift) and October (money)

- B. Monthly Attendance and “Above and Beyond” Awards
 - 1. Parking benefit
 - 2. Week of paid lunches
 - 3. Payout: Monthly Staff Recognition

II. MAINTENANCE AWARDS

Definition: Those awards granted once yearly as an end of year bonus for doing the jobs that are basic to everyday operations

<u>Requirement</u>	<u>Perfect Score</u>
Learning Partnership Meetings	300
Student and Staff Surveys	200
Community Projects	200
Voluntary Service	400
Outside Conferences	200
Schoolwide Organizations	500
Lesson Planning	400
Communication	400
Classroom Management	500
Planning	400
TOTAL PERFECT SCORE	3500

Bonus Point Structure:

Below Basic	Basic	Proficient	Advanced
0 - 875	876 - 2187.5	2187.6 – 3062.5	3062.5 - 3500
Payout:	\$100	\$300	\$600

Math Calculations (based on Pay for Performance Rubrics):*

Perfect score for advanced: 3500
 Perfect score for proficient: 2625
 Perfect score for basic: 1750

$$\begin{aligned}
 2625 - 1750 &= 875 \\
 875/2 &= 437.5 \\
 1750 + 437.5 &= 2187.5 \\
 2187.5 + 875 &= 3062.5 \\
 3062.5 + 437.5 &= 3500
 \end{aligned}$$

*The same formula holds true for the Success Factors.

III. SUCCESS FACTORS

Definition: Those factors which are key to the successful operation of the school and achievement of students

Criteria	Weight	Below Basic	Basic	Proficient	Advanced
Reading/Math Achievement	20	0	250	375	500
Subject Area Progress	20	0	250	375	500
Technology	20	0	250	375	500
Goal Achievement	20	0	250	375	500
Teamwork	20	0	250	375	500

Point Structure:

Below Basic	Basic	Proficient	Advanced
0 - 625	625 – 1562.5	1562.5 – 2187.5	2187.5 - 2500
Payout: 0%			

IV. SALARY BUMP

Definition: Monetary award given for advanced degrees

- | | |
|---|-----------|
| A. Advanced degree beyond current college degree | \$2000.00 |
| B. Certification or Associate's Degree to Bachelor's Degree | \$1000.00 |
| C. Payout: Upon verification that degree was awarded | |

SPECIAL NOTES:

The Pay for Performance System is reviewed annually and may reflect changes as authorized by the school administration and/or Board of Trustees. All salary figures must have Board approval and are subject to change at any time based on budgetary restrictions.

URBAN PATHWAYS CHARTER SCHOOLS JOB DESCRIPTION

Title: Chief Executive Officer

Reports to: Board of Trustees

Qualifications:

1. Appropriate State Certification plus outstanding performance in a school-based leadership position.
2. Master's degree preferred.
3. Significant experience.

General Description:

Responsible for the total operation of the school; manages and directs the academic and non-academic function of the school; and provides leadership in the training and continuing professional development of the school staff.

Essential Functions:

- A. **Chief Executive Officer** - Leads an instructional program based on the needs and abilities of pupils consistent with available resources and facilities.
1. Develop and direct the school's education process and program.
 - Programs are designed and implemented based on individual pupils' needs, focusing on student achievement and familiarity with New Standards and Pennsylvania Standards.
 - The school's continuous, comprehensive and cooperative evaluation is directed by the CEO and measures the degree of progress of each student.
 2. Create and maintain a school climate that is safe, orderly and highly supportive of the goal of improving achievement levels for all students.
 3. Set the tone of a total school environment which fosters positive feelings toward self and others, and encourages the teaching-learning process.
 4. Participate actively with students and staff in school programs and activities.
 5. Establish and maintain a procedure for identifying pupils and special education needs.
 - The instructional leader consults continuously with teachers as well as with appropriate school resource personnel to assist in and monitor the pupil identification and referral process.

6. Be knowledgeable about curriculum and research-based programs that help children achieve high levels; provide leadership in determining the appropriateness for inclusion in the school's education program.
 7. Implement the school-wide testing program and oversee the evaluation and interpretation of the results.
- B. Staff Leadership** – Organize and have a supervisory process designed to support, monitor and evaluate the performance of the school staff in order to enhance the performance of all the employees.
1. Continuously supervise and assist staff's instructional activities.
 - Possess outstanding knowledge of and skills in the supervision of instruction.
 - In conjunction with teachers and administrators, assume responsibility for reviewing and evaluating existing instructional programs in light of school goals, objectives and standards.
 - Coordinate the efforts of teachers in improving and updating the curriculum for all levels of student talent to ensure student progress in achieving goals.
 2. Emphasize growth in supervision and evaluation.
 - Evaluation of all staff is based on frequent formal and informal supervision and specific recommendation for improvement.
 - Work with specific staff members in a non-evaluative way in an effort to enhance their professional growth.
 - In the conduct of evaluation, the CEO ensures that the appropriate administrators adhere to the canons of sound evaluation, including the following procedures:
 - ✓ Provide the staff member being evaluated with a written copy of the formal evaluation.
 - ✓ Provide, in a timely manner, for an evaluation conference based on the written evaluation.
 - ✓ Forward to the CEO the written evaluation with any addenda, supplied by the administration and/or staff member, which results from the evaluation conference.
 - Provide positive feedback to teachers on the implementation of teaching strategies.
 - Conduct training and coaching of teaching staff designed to enhance their professional growth.

- Provide opportunities for professional development through such means as selection of professional literature and use of workshops and resource persons.
 - Model effective instructional techniques as necessary.
4. Provide proper mentoring for administrative staff.
- C. **Administrative Staff** – Provide the leadership and administrative directions to ensure the school program is appropriately planned and implemented to meet the needs and interests of the students and school community.
1. Supervise the recruitment, screening and interviewing of new staff; make hiring recommendations.
 2. Responsible for the assignment and work schedule of all staff members, professional and support personnel.
 3. Plan and administer the school's in-service program appropriate to the needs of the staff.
 4. Implement Board policies and advise the Board of the need for new or revised policies; prepare policy drafts for Board approval. Relate and clarify Board policy and decisions to the school community.
 5. Maintain adequate records for the school, including a system of financial accounts, business records, staff and student records.
 6. Direct the preparation of the annual budget for adoption by the Board and administer the budget enacted by the Board, acting at all times in accordance with legal requirements and adopted Board policies. Ensure proper reporting and auditing procedures.
 7. Establish and maintain a procedure for continuous communication with the school community. The CEO identifies individuals and groups in the school community representing diverse options and/or who have a continuing interest in the school.
 8. Foster a school climate which encourages school-community interaction.
 - Is accessible and accountable to students, parents and staff.
 - Coordinate special efforts and programs, such as parent education and use of parent volunteers to attract parents to come to the school.

- Encourage staff members to participate in the PTO and to assist in parent education.
9. Demonstrate a collaborative leadership style involving staff and parents.
 10. Have an understanding and knowledge of current technology programs demonstrate the ability to use such programs as a teaching, learning, and/or management tool.
- D. **Plant Management** – Provide supervision appropriate to the maintenance of safety and cleanliness within the building and on school grounds; provide recommendations as needed.
1. Continuously monitor the condition of the physical plant and school facilities.
 2. Establish and maintain a procedure for reporting preventive and corrective maintenance.
 3. Establish and maintain a housekeeping system.
 - There is a written list of housekeeping duties and their assignment to custodial personnel.
 - The housekeeping schedule will ensure that the school facilities are kept clean, especially when they are in use.
 - There are sufficient supplies and equipment to maintain the housekeeping program.
 4. Demonstrate effective use of the plant, making room assignments for classes and support services that reflect the school's primary responsibility for instruction.
- E. **Public Relations** – Encourage public relation activities to promote and enhance positive perception of the school and its programs and staff.
1. Is accessible and responsible to all constituencies (faculty, staff, student and community) within reason; ensure that parents are kept informed about the school's policies, programs and progress of their children.
 2. Is alert to changing patterns in the local community, which could affect enrollment or diversity within the school; ensure that admission procedures and hiring practices adhere to the school's written policies and non-discrimination and due process.

3. Maintain contacts with city offices and agencies to secure support for maintaining a safe and healthy environment.
 4. Negotiate partnerships with corporate foundations and government to secure additional financial support for the school.
 5. Represent the school before the public and maintain through cooperative leadership, both within the school and outside the school, such a program of publicity and public relations as may keep the public informed as to the activities, needs and successes of the school.
- F. **Professional Growth** – Identify and pursue areas of professional growth necessary to maintain and improve the quality of one’s professional performance.
1. Continuously renew and update knowledge in the discipline of education.
 - The CEO continuously reads the literature of the field and remains current regarding education trends, practices and ideas through professional workshops or seminars, and personal commitment to public education.
 - The CEO contributes actively to the improvement of education in the school and/or the advancement of the profession.
 2. Ability to listen, observe, understand and effectively respond to the aspirations and concerns of students, parents and staff.
- G. **Effective Communication** – Provide training for staff in techniques of test construction, test validity and reliability, ability to interpret and explain testing data and use.

**URBAN PATHWAYS CHARTER SCHOOLS
JOB DESCRIPTION**

Title: Director of Finance

Reports to: Chief Executive Officer

Qualifications:

- | | |
|-----------------------------|--------------------|
| 1. Educational Level: | Minimum B.A., B.S. |
| 2. Special Training Needed: | Yes |
| 3. Experience Preferred: | Yes |
| 4. Certification Required: | No |

General Description:

The Director of Finance reports to the CEO. The Director of Finance is responsible for the supervision of the financial operations of the board, including the accounting, budget, payroll, capital financing, risk management and NUP functions. The Director of Finance will provide leadership in the preparation of the annual operating budget, annual financial statements and periodic financial reports to the Board and C.E.O. Working as part of the administrative management team, he/she will also have additional leadership responsibilities and project assignments based on interest, expertise and system needs.

Essential Functions:

1. Oversee the day-to-day business and non-instructional operations of the school consistent with the Charter, Board Policy and applicable law.
2. Ensure the preparation of purchase orders, invoices, checks, deposits, payroll and reports according to school policy and as required by board, school procedures, and as directed by the C.E.O., auditors, etc.
3. Act as custodian of petty cash.
4. Ensure compliance reporting as required.
5. Ensure the development and maintenance of management information system necessary to track educational achievement, attendance and such data as required by Northside Urban Pathways, the Pittsburgh Public School District, Pennsylvania State Department of Education, Funders and other parties having legal or financial interests in the school.
6. Develop protocol and procedures for operations in setting up and maintaining the business and non-instructional aspects of Northside Urban Pathways.
7. Ensure the provision and coordination of outside services required for the school, specifically, transportation of students to school and the auditing aspects of food services.
8. Maintain personnel files that relate to federal and state taxes, required employment documentation (I-9, Act 33/51) management of personnel benefits and other required reporting.

9. Work with CEO and landlord to ensure workplace compliance standards.
10. Develop and maintain relationships within Rugby Realty Company, Inc. as required to support the physical environment and programs and services being provided within the space.
11. Work with CEO to coordination repairs/construction/maintenance of the physical space and equipment.
12. Assist in all aspects as required to support the CEO and teachers' efforts to provide quality education for the students.
13. Report on all fundraising and grants.
14. Act at all times as a supportive team member in implementing the mission of Northside Urban Pathways.
15. Track personnel time off including vacation, personal days, etc.
16. Track substitute days (including PSERS requirements).
17. Prepare payroll for submission to ADP.
18. Prepare Financial Budget reports for the Board of Trustees.
19. Prepare quarterly Pennsylvania reports including Social Security and Title I, II, IId and V.
20. Prepare PSERS quarterly wage and withholding reports.
21. Prepare 1099s for consultants and IRS submission.
22. Coordinate acquisition, distribution and accounting of student and staff bus passes and food claims.
23. Contract and prepare for Audit (financial).
24. Prepare for Federal program audit.
25. Process all annual PDE reports on enrollments, statistics, cohorts, graduation, attendance, school districts, staffing, etc. in coordination with school administration.
26. Process 990 and State Budget reports.
27. Procure annual lease reimbursement for charter rent.
28. Contract and maintain insurance policies including required reporting.
29. Monitor investment of school funds.
30. Work with CEO to oversee facility management.
31. Monitor furniture and equipment purchasing and replacement.
32. Coordinate and direct financial planning, budgeting, procurement and investment activities of organization.
33. Prepare reports or direct preparation of reports summarizing organization's current and forecasted financial position, business activity and reports required by regulatory agencies.
34. Analyze past, present and expected operational expenditures.

35. Advise management on economic objectives and policies, investments and loans for short- and long-range financial plans.
36. Evaluate need for procurement of funds and investment of surplus.
37. Ensure that institution reserves meet legal requirements.
38. Interpret current policies and practices and plan and implement new operating procedures to improve efficiency and reduce costs.
39. Supervise, manage and administer financial services and/or analysis activities.
40. Establish procedures and safeguards against fraud and fund losses.
41. Formulate financial management policies and procedures.
42. Provide analysis, policy and oversight for non-appropriated fund financial management.
43. Conduct analyses supporting cost projection and resource utilization effectiveness.
44. Perform, review and certify adequacy of cost comparisons and economic analyses.
45. Prepare evaluation of the effects of changes in financial policies and procedures.
46. Facilitate and coordinate the acquisition of new technology.
47. Lend oversight to management information systems, including hardware and software.
48. Supervise contracted services for technology.

Other Duties and Responsibilities:

1. Serve as a role model for students in how to conduct themselves as citizens and as responsible, intelligent human beings.
2. Help instill in students the belief in and practice of ethical principles and democratic values; and
3. Conduct other related duties as assigned by the appropriate administrator.

Additional Working Conditions:

1. Ability to work cooperatively with others.
2. Occasional interaction with agitated or upset parents/public.
3. Likely exposure to blood, fluids and tissue.
4. Occasional interaction with disruptive or unruly youth.
5. Occasional stress to meet schedules and deadlines.
6. Considerable paperwork to meet accountability measures.

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URBAN PATHWAYS CHARTER SCHOOLS JOB DESCRIPTION

Title: Director of Curriculum and Assessment K-12

Reports to: Chief Executive Officer

Qualifications:

1. PA Certificate: Certified or Highly Qualified in School Administration or Supervision
2. Master's degree in education preferred
3. Experience in teaching, administration, curriculum development and implementation, testing, and intervention.

General Description:

1. To provide leadership for development and implementation of school wide curriculum, testing, and intervention.
2. To assist the Principal and staff substantially and effectively in the task of providing leadership in developing, achieving, and maintaining the best possible educational programs and services.

Essential Functions:

1. Assist and coach staff members as designated by the CEO.
2. Represent UP and serve as a liaison to staff and administration in curriculum.
3. Coordinate school wide curriculum development, including alignment of course curriculum maps, state standards/anchors and core standards.
4. Oversee the implementation of Core Knowledge curriculum K-8.
5. Guide the principals on curriculum and assessment needs.
6. Coordinate textbook and resource selection.
7. Coordinate school's testing program and follow through on reports.
8. Assist principal with coordinating the school intervention program.
9. Direct continuous evaluation of curriculum implementation.
10. Assist with communications to the school's community as requested.
11. Make teacher observations/walkthroughs and assists in the selection and use of teaching aids, textbooks, and other materials to improve instruction.
12. Coordinate with PDE in the implementation of curriculum and testing.
13. Align the curriculum with the PA Standards and work closely with department chairs in overseeing school curriculum and recommendations.
14. Serve as coordinator of School Improvement Committee.
15. Keep the Principal and CEO informed concerning all areas of responsibility and teacher effectiveness.
16. Cooperate with PDE staff in the improvement of school programs as appropriate.
17. Assist in the assimilation of information necessary to complete local, state, and federal reports.
18. Assist with policy manual updating as requested.

19. Attend board meetings as requested and prepare reposts for the Board upon request.
20. Assist with grants as appropriate in job assignment.
21. Update curriculum resources and make accessible to teachers.
22. Organize; implement and oversee the school's after school tutoring program.
23. In conjunction with principal, organize schedule of PSSA review.
24. In conjunction with the staff, evaluate the curriculum, seek improvement of educational programs, and make an annual report with recommendations to the CEO.
25. Foster the professional and personal growth of all teachers through in-service programs and professional days, including in-services, workshops, orientation program and so forth.
26. Maintain adequate testing records of all students within the building.
27. Be responsible for scheduling meetings among department chairs and reading teachers.
28. Attend as many school functions as possible, including Board meetings.
29. Attend all meetings called by the CEO
30. Prepare for thorough testing of all students during orientation of new school year.
31. Help in fostering good morale of staff.
32. Set up teacher candidate interviews with the Principal as needed.
33. Assist when necessary in making parental contact for academic issues.
34. Provide resources and training to school staff on scientifically based reading research and evidence-based practices.
35. Assessment goal setting and increase student motivation
36. Literacy coach for classroom teachers on the implementation of core curriculum and intervention approaches for reading in grades 6-12 using an assessment driven model of instruction.
37. Designed PSSA Reading Anchor Calendar for school wide implementation.
38. Review curriculum unit and lesson plans using Edinsight Software to insure integration and teaching of PSSA standards and anchors.
39. Provide teacher support for using data driven model
40. Act as direct supervisor for Reading Staff
41. Make formal observations for Reading Department.
42. Perform walkthroughs in K-12 classrooms.
43. Provide feedback to teachers from weekly walk thru observations.
44. Oversee the operation of PLATO, Star Reader, and Accelerated Reader, NWEA, and Study Island software systems.
45. Develop and implement after school tutoring program
46. Administer school wide assessments that have included: PSSA, 4-sight, NWEA, and analyze and provide reports on data used to drive instruction.
47. Participate actively as member of Academic Team and Leadership Team.

Job Description: Director of Curriculum and Assessment K-12

48. Attend monthly Elementary, Middle School and High School meetings.
49. Report Student progress and achievement to CEO and Board of Trustees.
50. Organize and implement PSSA testing and retesting schedule to include room assignments, student groupings, and distribution of testing materials.
51. Provide Behavioral Support as needed
52. Provide ongoing professional development.
53. Prepare professional Development Calendar
54. Assist with development of master schedule.
55. Oversee curriculum development K-12..

Other Duties and Responsibilities:

1. Serve as a role model for students in how to conduct themselves as citizens and as responsible, intelligent human beings;
2. Help to instill in students the belief in and practice of ethical principles and democratic values;
3. Conduct other duties related to the Director of Curriculum and Assessment as assigned by the CEO; and
4. Work cooperatively with all school administrators supporting the mission and vision of the school set for the by the school's administration by words and deeds.

Additional Working Conditions:

- Ability to work cooperatively with others
- Occasional interaction with agitated or upset parents/public.
- Likely exposure to blood, body fluids, and tissue.
- Occasional interaction with disruptive or unruly children.
- Occasional stress to meet schedules and deadlines.
- Considerable paperwork
- Active driver's license

Urban Pathways Public Charter Schools are equal opportunity employers offering employment without regard to race, religion, sex, national origin, age or disability. Employees are required to comply with the legal mandates of the State of Pennsylvania and the Pennsylvania Department of Education. Employees are required to follow the instructions and to perform the duties required by the Board of Trustees, the CEO and his/her designee. This job description does not imply that these are the only duties and responsibilities to be performed. This job description is subject to change to recognize funding variables, emerging technologies, improved operating procedures, productivity factors and unforeseen events. Salary, fringe benefits and other working conditions are subject to contracted agreements between the UPCS and the school employee

URBAN PATHWAYS CHARTER SCHOOLS JOB DESCRIPTION

Title: Principal

Reports to: Chief Executive Officer

Qualifications:

1. State of Pennsylvania Supervisory Certificate
2. Appropriate teacher certification.

General Description:

Implement the administration, supervision and evaluation of all programs and activities, curricular and co-curricular, within his/her area in accordance with board policy and Pennsylvania School Law and Standards; provide leadership in the planning and supervision of the educational program. Promote positive image and the best public relations at all times.

Essential Functions:

1. Continue his/her professional growth through activities such as continued education coursework, workshops, seminars and other conferences.
2. Supervise the operations of the buildings, grounds and other school property for the health, safety and well-being of pupils, teachers and patrons; report needed major building and equipment repairs to the appropriate authority.
3. Under the direction of the CEO, supervise and evaluate the instructional and guidance programs and the work (master) schedule of all assigned personnel.
4. Prepare all reports and maintain such records as required by school law, regulation or request of the CEO.
5. Organize, administer and direct all student activities for the assigned school building; be visible in respective grade level area afterward.
6. Responsible for requisition of supplies, textbooks, equipment and other material necessary for the operation of the building through the office of the CEO.
7. Ensure that all inventory of books, media and other resources is up to date.
8. Retrieve all books and other equipment/resources of students upon their withdrawal from UPCS.
9. Responsible for the withdrawal, assignment, promotion or retention of all students assigned within the building. A report shall be made to the CEO of all retained students. Certify senior students who are eligible to receive diplomas.
10. Ensure that all student transcripts are up to date, and that students and parents are informed of student's academic status in a timely manner.
11. Keep the CEO informed concerning all activities in his/her respective building(s).

12. Maintain good public relations with the community, parents and school-pupil relationship.
13. Assist with the coordination of substitute teachers, assignments and reporting the use of substitute teachers to the CEO.
14. Maintain high standards of student conduct and enforce discipline as necessary, according to the board policy and to due process, to protect the rights of students by establishing guides for proper student conduct and by maintaining student discipline.
15. In conjunction with the staff, evaluate the curriculum, seek improvement of educational programs, and make frequent reports with recommendations to the CEO.
16. Make classroom visits often, review teacher's lesson plans weekly and have follow-up conferences with recommendations to the CEO.
17. Foster the professional and personal growth of all teachers through in-service programs and professional days, including in-services, workshops, orientation program and so forth. Align professional development with school needs.
18. Direct and coordinate the support staff (classified) assigned to the building.
19. Maintain adequate records of all students within the building.
20. Inform the CEO when absent from the building; appoint a member of the faculty to be in charge during his/her absence but in doing so, must assume full responsibility for any actions.
21. Be responsible for scheduling meetings and creating agendas for the faculty.
22. Be responsible for approving employees' sick leave, personal leave, professional leave, vacation leave and work days in addition to general attendance of building staff.
23. Attend as many school functions as possible, including Board meetings.
24. Schedule assemblies for the general instruction of the student population.
25. Attend all meetings called by the CEO.
26. Prepare for thorough orientation of all students.
27. Create and implement new teacher mentoring program.
28. Help in fostering good morale of staff.
29. Set up teacher candidates and make recommendations to the CEO.
30. Track student exhibit completion.
31. Make parental contact for academic and other issues.
32. Conduct teacher observations and evaluations in a timely fashion.
33. Oversee curriculum development.
 - Align curriculum to standards.
 - Create and monitor all testing programs.
 - Conduct observation and walk-through of classrooms.
 - Review lesson plans/unit plans/exhibits.

- Promote team building and information sharing among teachers.
 - Organize to celebrate achievement.
 - Assist teachers in modifying each student's "individualized learning plan" based on the test scores.
 - Communicate with parents regarding the amount of internal and external commitments required by the student and parents to achieve success.
 - Model and promote the use of technology throughout the school.
33. Monitor student performance and retesting of:
- PSSA and New Standards Reference Exams
Teacher and student preparation
 - Achievement Testing (SAT 10)
Ordering materials
Coordination of rooms/proctors
 - 4 Sight Testing
34. Work with CEO to create budget and calendar for each school year.

Other Duties and Responsibilities:

1. Serve as a role model for students in how to conduct themselves as citizens and as responsible, intelligent human beings;
2. Help instill in students the belief in and practice of ethical principles and democratic values; and
3. Conduct other duties assigned by the CEO.

Additional Working Conditions:

- Ability to work cooperatively with others;
- Likely exposure to blood, body fluids, and tissue;
- Occasional interaction with disruptive or unruly children;
- Occasional stress to meet schedules and deadlines; and
- Considerable paperwork required.

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URBAN PATHWAYS PUBLIC CHARTER SCHOOLS JOB DESCRIPTION

Title: Director of Special Education

Reports to: Chief Executive Officer

Qualifications:

1. PA Certificate: Certified or Highly Qualified in School Administration or Supervision
2. Master's degree in education preferred
3. Experience in teaching, administration, curriculum development and implementation, testing, and intervention.

General Description:

It is the Director of Special Education's job to substantially and effectively aid the CEO in the task of providing leadership in special education programs and services to children; to administer and coordinate all activities and programs in special education; to oversee the Special Education Department and to ensure compliance with federal regulations; and to ensure that each special education student be provided the fullest educational experience possible.

Essential Functions:

1. Schedule times for federal, state and local board to review required reports, annual review and placement meetings.
2. Provide counsel and assistance to teachers in testing and writing IEP's
3. Maintain participation at county, state, regional and national levels, keeping abreast of new developments and furnishing leadership in determining their appropriate inclusion in the school's special education programs.
4. Maintain a management system for all special education students.
5. Prepare reports as requested by the CEO for board meetings.
6. Maintain communication and adequate records necessary in reporting to the CEO
7. Provide counsel and assistance to teachers toward the solution of instruction and locating and securing various types of educational materials.
8. Work with teachers of special education and regular classroom teachers in the mainstreaming of handicapped students.
9. Participate in local, state and national conferences and seminars in order to keep abreast of improvements, innovations and changes in special education.
10. Monitor implementation of IEP instructional requirements.
11. Process incoming students with disabilities from other districts.
12. Support teachers and other service providers to fulfill UP's mission with students with disabilities.
13. Monitor process for meeting IAT, MFE, and IEP meeting schedule

Job Description: Director of Special Education

14. Ensure that all paperwork for disabled students is completed to meet state requirements.
15. Serve as LEA for all IEP and ER meetings.
16. Identify IST team members to meet and discuss students referred to Special Education Department.
17. Submit the Penn Data report on December 1st and again in June.
18. Submit information to the CEO for the Annual Report in regards to the Special Education.
19. Send the Child Find to the proper district as new students enter Urban Pathways.
20. Communicate with the School Psychologist on needed basis for evaluations and re-evaluations.
21. Submit paperwork to PPS to ensure that appropriate monies are received for identified students.
22. Communicate with business manager on a monthly basis to ensure that Special Education paperwork is current.
23. Complete disability reports as the state sends them to us.
24. Communicate with administration any concerns that special education teachers might have.
25. Coordinate times for speech therapist to meet with students receiving speech therapy.
26. Ensure that regular education teachers are making accommodations and modifications for identified students.
27. Monitor suspension days for identified students, conduct Manifestation Determination Hearings.
28. Coordinate dates and times for therapy at the school.
29. Organize and maintain paperwork for students receiving counseling.
30. Track progress of special education students to ensure that appropriate steps are taking place to note positive goal achievement.
31. Communicate mental health concerns of students with teachers confidentially.
32. Work with outside agencies: TSS, BSC, social workers, therapists, etc.
33. Communicate mental health concerns with parents.
34. Partner with private schools for students in need of alternative placement.
35. Direct and assist in the supervision of all special education programs in accordance with UP's policy, state and federal law and regulations.
36. Work closely with special education teachers to ensure the compliance of yearly IEP's, NOREP's, and Evaluation Reports.
37. Oversee the compliance of quarterly progress monitoring and necessary data collection.

38. Conduct observations of students with behavioral concerns, while collecting data from teachers, parents and community agencies, to create a Functional Behavioral Assessment (FBA) for the Behavioral Intervention Plan (BIP).
39. Write IEP's and BIP as needed to assist with work load.
40. Oversee the record keeping methods that are required for students in special education programs. Maintain a system of uniform recordkeeping for various disability areas.
41. Oversee the coordination of No Child Left Behind and the referral process.
42. Make observations of the "pull-out" for identified students to ensure the services are being provided as per the IEP in the Special Education Resource Room.
43. Make frequent communication with OVR and agencies for the transition of special education students.
44. Be in constant communication with parents to include their input in the IEP and implementation of their child's services.
45. Engage in strategic planning through: collaboration with principal and staff, to facilitate the inclusion of Special Education in the schools vision process; restructuring of general education for Special Education students; developing goals and objectives for the inclusion of Special Education students in the restructuring process, and encouraging innovation to improve the quality of services to students in Special Education.
46. Collaborate with Principal and other program directors to improve the quality of services; provide programs and student outcome data and complete all required evaluation reports.
47. Provide leadership for development of the school and department goals and objectives, and program improvement for special education including design, implementation and management of inclusive education programs.
48. Provide information administration and staff, regarding current laws and regulations related to special education, and ensures compliance to IDEA, FAPE, and Chapter 14.
49. Work closely as the LEA with the Director of Student Services and Behavior Specialist by adhering to current laws and regulations concerning the discipline of special education students.
50. Represent the school in contacts with local, state and federal agencies in matters pertaining to Special Education, Section 504/American Disabilities and student health services.

Job Description: Director of Special Education

51. Prepare all forms that are required to ensure legal compliance with the state and federal laws that pertain to special education and all aspects of Chapter 711.
52. Work closely with staff at alternative special education school sites, to keep up-to-date data on student progress.
53. Represent the school by completing necessary investigations, phone calls, paperwork and processes, for Manifestation Reports, due process hearings, and legal concerns regarding individual with Exceptional Needs.
54. Serve as a liaison between special or regular education teachers and its development and implementation of long- and short- range plans for achieving special education goals and objectives.
55. Make recommendations for facilities required for planned programs.
56. Maintain relationship with county, state, and federal agencies relative to special education.
57. Provide a program of staff development for special education personnel. Assists in site-based staff development and regular education in-service training for students with special needs.
58. Prepare and submit applications, evaluations, and reports as required.
59. Assess site special education program effectiveness.
60. Effectively plan, organize and implement educational program and support services.
61. Analyzes data and prepares narrative reports.
62. Provide leadership for Related Services staff (speech, OT, etc.)
63. Coordinate in the development of processes, strategies, and feasibility planning to ensure that the necessary human and necessary resources are properly and appropriately utilized in order to achieve the special education result expectancies.
64. Make informal, and formal where requested, performance assessments of teachers in special education.
65. Supervise, schedule, and evaluate all personnel assigned.
66. Provide leadership role by being visible for the teachers and students and creating a positive school culture.
67. Support staff as needed, by having an open door policy to assist with special education and/or school concerns.
68. Assist in the recruiting, interviewing, and hiring of special education staff.
69. Prepare a daily itinerary and weekly proposal of activities to be forwarded to the CEO.
70. Ensure the weekly paperwork is mailed to proper contact for compliance.
71. Participate in Administrative meetings, attend Board of Education meetings, and other meetings as required and appropriate

72. Participate in duties of student supervision.
73. Keep abreast of changes and developments in the profession by attending professional meetings, reading professional journals and other publications, and discussing problems of mutual interest with others in the field.
74. Maintain the confidentiality of school and student records.
75. Keep in close communication with all departments to assess and to review student and staff needs.
76. Complete other task as assigned by the CEO.

Other Duties and Responsibilities:

1. Serve as a role model for students in how to conduct themselves as citizens and as responsible, intelligent human beings;
2. Help to instill in students the belief in and practice of ethical principles and democratic values;
3. Conduct other duties related to the Director of Special Education as assigned by the CEO; and
4. Work cooperatively with all school administrators supporting the mission and vision of the school set for the by the school's administration by words and deeds.

Additional Working Conditions:

- Ability to work cooperatively with others
- Occasional interaction with agitated or upset parents/public.
- Likely exposure to blood, body fluids, and tissue.
- Occasional interaction with disruptive or unruly children.
- Occasional stress to meet schedules and deadlines.
- Considerable paperwork
- Active driver's license

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By Laws

Urban Pathways K-5 College Charter School

(Adopted _____, 2010)

ARTICLE I

GENERAL.

- 1.1 **Name.** The name of this nonprofit corporation shall be the Urban Pathways K-5 College Charter School.
- 1.2 **Mission.** The Urban Pathways K-5 College Charter School is committed to creating a holistic and integrated learning community dedicated to the educational success of each student. The school will prepare children and youth to become critical thinkers, socially capable and culturally competent leaders equipped with the essential skills needed to compete in the world of work and become productive, purpose-driven citizens who demonstrate a character of integrity.
- 1.3 **Location/Registered Office.** The Urban Pathways K-5 College Charter School shall be located at 925 Penn Avenue, Pittsburgh, Pennsylvania. The Board of Trustees may change this address as necessary.
- 1.4 **Fiscal Year.** The fiscal year of the Urban Pathways K-5 College Charter School shall be July 1 through June 30.
- 1.5 **Corporate Status.** The Urban Pathways K-5 College Charter School is incorporated under the Nonprofit Corporation Law of 1988, as amended, of the Commonwealth of Pennsylvania, and shall be organized and operated exclusively for charitable, scientific, literary and educational purposes permitted within the scope of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, including the purposes specified in Act No. 1997-22 of the General Assembly of the Commonwealth of Pennsylvania known as and referred to herein as the "Charter School Law." In furtherance of these purposes, the Charter School may exercise all rights and powers conferred by the laws of the Commonwealth of Pennsylvania upon nonprofit corporations and schools formed pursuant to the Charter School Law.

ARTICLE II
MEMBERSHIP

- 2.1 **Membership.** Unless or until the Articles of Incorporation of the Urban Pathways K-5 College Charter School are amended to provide otherwise, the Charter School shall have no members. Any provision of law requiring notice to, the presence of, or the vote, consent or other action by members of the corporation in connection with such matter shall be satisfied by notice to, the presence of, or the vote, consent or other action by the Board of Trustees. No certificates of membership shall be issued at any time.

ARTICLE III
BOARD OF TRUSTEES

- 3.1 **Composition.** The Urban Pathways K-5 College Charter School shall be governed by a Board of Trustees composed of not less than five (5) and not more than nine (9) natural persons of full age. One member shall be a parent of a student enrolled in the school. No member of Board of School Directors of the Pittsburgh Public Schools shall serve on the Board of Trustees.
- 3.2 **Length of Terms.** Each Trustee, after the initial Trustees, shall hold office for three (3) years, unless the Trustee dies, resigns, is removed, or becomes disqualified. The term of office of each Trustee shall be for a period effective upon appointment and qualification and ending three years after the expiration of the term which such Trustee is appointed to fill or until a successor is duly elected. A trustee may be reelected or reappointed for consecutive terms.
- 3.3 **Selection of Trustees.** Nominations shall be placed before the Board of Trustees as needed at any regularly scheduled or special meeting open to the public. Nominations may be made by a Nominating Committee or by any Trustee. The Trustees will cast an open, public ballot. A simple majority of a quorum is required for election.
- 3.4 **Removal of Trustees.** A Trustee who is not otherwise serving as an elected or appointed Officer in accordance with Sections 4.4, 4.5, 4.6, 4.7 and 4.8 of these Bylaws may be removed with or without cause by a two-thirds (2/3) vote of the of the Board of

Trustees entitled to cast votes. In addition, , if so decided by the Board of Trustees, it may remove any Trustee for the following conduct (list is not all inclusive):

- a. Failure to organize or neglect of duty;
- b. Failure to attend two consecutive meetings without reasonable justification;
- c. Missing more than three meetings in one fiscal year without reasonable justification;
- d. Violating any of the obligations set forth in the Pennsylvania Charter School Law and/or other applicable laws including the Pennsylvania Public Official and Employee Ethics Act..

For conduct detailed in (a) through (d) above, if decided, the Board of Trustees shall only remove such Trustee by a two-thirds (2/3) vote at the next scheduled meeting of the Board of Trustees.

- 3.5 **Resignation.** A board member may resign at any time by giving written notice to the Board President. Such resignation shall take effect on the date of the receipt of such notice or at any later time specified in the written notice.
- 3.6 **Vacancies.** Upon the resignation or removal of a board member, the Board shall elect an individual to fill the vacancy for the remainder of the predecessor's unexpired term. If a Trustee resigns by giving notice specifying that such resignation shall be effective at a future time, the Board of Trustees shall have the power to elect a successor to take office when the resignation shall become effective.

ARTICLE IV

OFFICERS AND AGENCIES

- 4.1 **Officers Enumerated.** The Board shall have the following officers: President, Vice President, Secretary, and Treasurer.
- 4.2 **Election.** The officers shall be elected annually by the Board of Trustees at the annual meeting held pursuant to the provisions of Section 6.3 of these by-laws. If at any other

time a vacancy exists in these offices, an officer may be elected to fill a vacancy for the remainder of the term at any special or regular meeting of the Trustees.

- 4.3 **Term of Office.** The President, Vice-President, Secretary and Treasurer shall hold office for one year, until his/her qualified successor is chosen at the next annual meeting of the Board of Trustees.
- 4.4 **President.** The President shall preside at all meetings of the Board of Trustees. The President shall sign, execute, and acknowledge, in the name of the Board, all contracts or other instruments authorized by the Board, except in cases where the signing and execution thereof shall be expressly delegated by the Board, or by these Bylaws, or by law, to some other officer, agent, or employee of the Board or the School. The President shall perform all duties incident to the office of President and such other duties as from time to time may be assigned by the Board.
- 4.5 **Vice President.** The Vice President shall have all the powers and perform all the duties of the President if the President is absent or unable to fulfill his duties. The Vice President shall perform such other duties as from time to time may be assigned by the President or by the Board.
- 4.6 **Secretary.** The Secretary shall record, or provide for the recording, of the minutes of all Board meetings, or ensure that such occurs, including all votes of the Board, in a book or books to be kept for that purpose as required by law. The Secretary shall also see that written notices of upcoming meetings, along with the minutes from the previous meeting, are provided to all Board members five day in advance of the upcoming meeting. The Secretary shall maintain a current list of all Board members, including addresses, telephone numbers, and terms of office. The Secretary shall perform all duties incident to the office of Secretary and such other duties as may from time to time be assigned by the Board or the President.
- 4.7 **Treasurer.** The Treasurer shall be responsible for the Charter School's financial affairs, funds, securities, and valuable papers and shall keep full and accurate records thereof. The Treasurer shall supervise the CAO with regard to those fiscal matters assigned to the CAO. The Treasurer shall work collaboratively with the Business Manager to supervise the receipt of all funds, including local, state and federal funds and privately donated

funds. The Treasurer shall also ensure that payments are made out of the same on proper order approved by the Board of Trustees, signed by the President of the Board. The Treasurer may pay out such funds on orders that have been properly signed without the approval of the Board first having been secured for the payment of amounts owing under any contracts which shall previously have been approved by the Board, and by which prompt payment the School will receive a discount or other advantage. The Treasurer shall ensure that the Board permanently retains each annual auditor's report, and each annual financial report. All other financial records must be kept for six years. Records may be kept on microfilm or as photographs. The Treasurer shall also discharge such other duties as may from time to time be assigned by the Board or the President.

- 4.8 **Other Officers.** The Board of Trustees may elect or appoint such other officers as it deems useful for the proper operation of the Charter School.
- 4.9 **Removal of Officers.** Any elected or appointed officer may be removed from office for failure to perform or conduct detrimental to the Charter School by a two-thirds vote of the Board of Trustees, after thirty days' written notice to the officer in question. The officer is entitled to a hearing before the Board of Trustees or before a hearing officer designated by the Board of Trustees prior to a vote of a call for removal.
- 4.10 **Bonding of Officers and Employees.** The Treasurer and Secretary of the Charter School shall each furnish a bond in such amount and with such surety as may be required, from time to time, by the Board. At the direction of the Board, any other officer or employee shall furnish a bond in such amount and with such surety as may be required by the Board. The expense of furnishing any such bond shall be paid by the Charter School.
- 4.11 **Standard of Care.** Trustees and Officers have a fiduciary relationship to the Charter School, including in their capacity as members of a committee. Trustees and Officers have an obligation to act in good faith, in a manner he or she reasonably believes to be in the best interest of the School, and with such care, including reasonable inquiry, skill and diligence, as a person of ordinary prudence would use under similar circumstances.
- In performing their duties, Trustees and Officers shall be entitled to rely in good faith on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by any of the following:

1. One or more officers or employees of the Urban Pathways K-5 College Charter School whom the Board member reasonably believes to be reliable and competent in the matters presented;
2. Counsel, public accountants, or other persons as to matters which the Board member reasonably believes to be within the professional or expert competence of such person;
3. A committee of the Board, upon which he/she does not serve, duly designated in accordance with law, as to matters within its designated authority, which committee the Board member reasonably believes to merit confidence.

ARTICLE V

POWERS AND DUTIES

5.1 Powers and Duties of the Board of Trustees.

- (1) The Board of Trustees shall have the power and responsibility to engage in the following acts, by an affirmative vote of the majority of the members.
 - a. Sign a written charter with the Board of Education of the School District;
 - b. Establish and maintain all policies governing the operation of the School;
 - c. Approve the appointment of a Chief Academic Officer (“CAO”) and to approve the appointment or dismissal of professional staff members as recommended by the CAO;
 - d. Adopt the School calendar;
 - e. Adopt textbooks;
 - f. Appoint or dismiss school administrators;
 - g. Adopt the annual budget and conduct an annual independent audit of the School’s finances;
 - h. Authorize the acquisition, management and disposition of all property and physical facilities, having due respect for the corporate purpose, including the construction renovation and upkeep of the physical plant.

As prescribed by the Charter School Law, the Board and contractors shall be restricted and subject to certain statutory requirements governing construction projects as set forth in Section 1715-A (10) of the Public School Code of 1949, as amended 24 P.S. 17-1715-A.

- i. Locate new buildings or change the location of old buildings;
- j. Create or increase indebtedness;
- k. Adopt courses of study;
- l. Designate depositories for school funds;
- m. Determine salaries or compensation of administrators, teachers or other employees of the School;
- n. Enter into contracts with and make appropriations to an intermediate unit, school district or area vocational/technical school for the School's proportionate share of the cost of services provided or to be provided by the foregoing entities;
- o. Authorize the School's maintenance workers to perform any necessary repairs, construction or other maintenance work in the School;
- p. Authorize a committee of the Board or appoint a qualified hearing examiner to hold hearings regarding student disciplinary matters.
- q. Authorize a committee of the Board or appoint a qualified hearing examiner to hold hearings regarding recommendations of suspension or dismissal of employees with or without cause. Specifically, the Board shall, via the approved policies of the school, convene to hear the recommendations of the School CAO regarding any employee issue. Following the CAO or the CAO's designee should the CAO be the employee at issue, the Board shall 1) make a determination based on the information obtained at that meeting; or 2) authorize a committee to gather additional evidence, as needed and appropriate, for the Board's review of the issue. Thereafter the Board may render its final decision based on all

evidence obtained and in conformity to the employee's Employment Agreement if any.

- r. Approve or ratify all contracts as determined by the policy on contracting.
- (2) The Board of Trustees shall also have the following responsibilities and powers:
- a. Monitor the performance of the School based on a variety of information, including student performance and parent and staff satisfaction;
 - b. Serve as a Board of Appeals with respect to complaints arising out of the School's operation that cannot be resolved by the staff, the CAO or other school administrators;
 - c. Coordinate long-range planning and resource development;
 - d. Serve as the body of last resort in the resolution of complaints;
 - e. The Board may exercise whatever other powers may be necessary to further the mission and operation of the School.

ARTICLE VI MEETINGS

- 6.1 **Regular Meetings.** Regular meetings of the Board may be held at such time and at such places as the Trustees determine. Written notice of every meeting and the annual schedule shall be given to each trustee by the Annual meeting. Reasonable notice shall be made of the first regular meeting following the determination of the Trustees of the time and place of regular meetings.
- 6.2 **Special Meetings.** Special meetings of the Board may be held anytime and any place when called by the President of the Board of Trustees or by two or more Trustees. In addition to the notice required by Section 6.8 hereof, reasonable notice of the time and place of special meetings shall be given to each Trustee. Such notice will specify the purposes of the meeting. It shall be given to each Trustee in accordance with the Pennsylvania Nonprofit Corporations Law. It shall be considered reasonable and sufficient notice to a Trustee to send notice by mail at least three (3) business days before the meeting, addressed to the director at the Trustee's usual or last known residence, or to

give notice in person or by telephone or email at least twenty-four (24) hours before a special meeting.

6.3 **Annual Meeting.** The Board shall meet annually once per year at the first regularly scheduled meeting in August of each year, at a reasonable time and place convenient to the Board of Trustees and members of the community. In the event that the annual meeting is not held on the specified day, the Trustees may hold a special meeting in place thereof, and any business transacted or elections held at such meeting shall have the same force and effect as if transacted or held at the annual meeting, provided that notice is given for the meeting and the notice indicates that the special meeting shall be in place of the annual meeting. Notice of the annual meeting or notice of a special meeting called in its place, setting forth the date, time and place shall be published in accordance with Section 6.8 hereof and shall be mailed to all Trustees at each individual Trustee's usual or last known address not less than seven days prior to the date of the annual meeting. At the Annual Meeting the President and the Treasurer shall present an annual report which shall set forth:

- (a) The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year immediately preceding the date of the report;
- (b) The principal changes in assets and liabilities including trust funds, during the year immediately preceding the date of the report;
- (c) The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes, for the year immediately preceding the date of the report, including separate data with respect to each trust fund held by or for the corporation;
- (d) The expenses or disbursements of the corporation, for both general and restricted purposes, during the year immediately preceding the date of the report, including separate data with respect to each trust fund held by or for the corporation;

- (e) The capital budget and the operating budget for the corporation's current fiscal year;
- (f) A schedule of proposed major activities for the current fiscal year; and
- (g) A summary of the corporation's compliance with the laws and regulations of federal, state and local governmental agencies and with the standards, rules and regulations of the various accrediting and approval agencies.

6.4 Quorum. At any meeting of the Board of Trustees a quorum for the conduct of business by the Board of Trustees shall consist of a majority of the trustees then in office.

6.5 Action of Vote. When a quorum is present at a meeting of the Board of Trustees, a majority of the Trustees present and voting shall decide any question including election of officers, unless otherwise provided by law or these bylaws, including but not limited to, Section 6.7, 6.9 and 6.11.

6.6 Conference Telephone Meetings. One or more persons may participate in a meeting of the Board of Trustees or of a committee of the Board of Trustees by means of conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other. Participation in a meeting pursuant to this Section 6.6 shall constitute presence in person at such meeting.

6.7 Optional Provisions Not Required by Law. An affirmative vote of the majority of the members of the Board of Trustees then in office shall be required in order to take each of the following actions, of any previously taken action relating to the same subject matter:

- (a) adopting a school calendar, provided that any calendar must provide for 180 days of instruction for students in grades 1 through 6;
- (b) adopting textbooks;
- (c) appointing or dismissing school administrators;

- (d) adopting or amending the annual budget;
- (e) purchasing or selling land;
- (f) locating new buildings or changing the locations of previously used buildings;
- (g) creating or increasing any indebtedness;
- (h) adopting courses of study;
- (i) designating depositories for Charter School funds;
- (j) entering into contracts of any kind where the amount involved exceeds \$5000.00
- (k) fixing salaries or other compensation of administrators, teachers, or other employees of the Charter School; and
- (l) entering into contracts with and making appropriations to an intermediate unit, school district, or Area Vocational/Technical School for the Charter School's proportionate share of the cost of services provided or to be provided by any such entity.

6.8 Open Meeting Law. All meetings of the Board of Trustees of the Charter School where actions are formally presented for approval shall be held as public meetings as described in the Sunshine Act, 65 P.S. 271, et seq., Act of July 3, 1986, P.L. 388, as amended (the "Sunshine Act"). Notices of all meetings shall be given in the manner described in the Sunshine Act.

6.9 Real Estate Transactions. A vote of two-thirds (2/3) of the members in office of the Board of Trustees duly recorded showing how each member voted shall be required in order to take action on the following subject: purchase of real property or the sale, mortgage, lease or other disposal of real property.

6.10 Compensation and Conflicts of Interest. Trustees shall serve as Trustees without receiving any compensation for their services as Trustees. Voting on any matter involving a conflict of interest shall be governed by the Public Official and Employee Ethics Act, 65 P.S. 401-422. Notwithstanding the foregoing, common interested Trustees may be counted in determining the presence of a quorum at a Board meeting in which a transaction described above is authorized, approved, or ratified.

6.11 Reservation of Powers. None of the following actions may be taken by the Charter School without the prior approval of not less than two-thirds (2/3) of the Board of Trustees then in office:

- (a) to amend the Articles of Incorporation of the Charter School or these Bylaws;
- (b) to dissolve or liquidate the Corporation;
- (c) to merge or consolidate the Corporation; and
- (d) to convey, sell or transfer substantially all the Corporation's assets.

ARTICLE VII PERSONAL LIABILITY

7.1 Definitions. For purposes of this Article:

- (a) "Charter School" means the charter school named at the beginning of these Bylaws, and if it is involved in any consolidation or merger, each constituent corporation absorbed in, and each surviving or new corporation surviving or resulting from, such consolidation or merger;
- (b) "Liability" means any compensatory, punitive or other damages, judgment, amount paid in settlement, fines, penalty, excise tax assessed with respect to an employee benefit plan, and cost or expense of any nature whatsoever, including without limitation, attorneys' fees and costs of proceedings;
- (c) "Indemnified Capacity" means any and all past, present and future service by a Representative in one or more capacities:
 - (i) as a trustee, officer, employee or agent of the Charter School; or

- (ii) at the request of the Charter School, as a trustee, officer, employee, agent, director, or fiduciary of another corporation or any partnership, joint venture, trust, employee benefit plan, or other entity, enterprise or undertaking, including service as a representative that imposes duties on or involves service by the representative with respect to an employee benefit plan, its participants or beneficiaries;
- (d) “Proceeding” means any threatened, pending or completed action, suit, appeal or other proceeding of any nature, whether civil, criminal, administrative or investigative, whether formal or informal, and whether brought by or in the right of the Corporation, or otherwise; and
- (e) “Representative” means any person who: (i) serves or has served as a director, officer, employee or agent of the Corporation; or (ii) has been expressly designated by the Board as a Representative of the Corporation for purposes of and entitled to the benefits under this Section 7.

7.2 Indemnification. Subject to the subsequent provisions of this Section 7.2 and of Section 7.3, the Corporation shall indemnify a Representative against any Liability actually and reasonably incurred by the Representative in connection with any Proceeding in which he or she may be involved as a party or otherwise by reason of the fact that the Representative is or was serving in an Indemnified Capacity, including without limitation, any Liability resulting from an actual or alleged breach or neglect of duty, error, misstatement or misleading statement, negligence, gross negligence, or act or omission giving rise to strict or products liability, except to the extent: (a) the conduct of the Representative is determined by a court to have constituted willful misconduct or recklessness; (b) the conduct of the Representative is based upon or attributable to his or her receipt from the Corporation of a personal benefit to which the person is not legally entitled; (c) the liability of a Representative is with respect to the administration of assets held by the Corporation in trust pursuant to Section 5547 of the Pennsylvania Nonprofit

Corporation Law of 1988, as amended; or (d) such indemnification is expressly prohibited by applicable law or otherwise is unlawful.

The Corporation shall indemnify a Representative under the preceding provisions of this Section 7.2 only if the Representative acted in good faith and in a manner he or she reasonably believed to be in, or not opposed to, the best interests of the Corporation and, with respect to any criminal proceeding, had no reasonable cause to believe his or her conduct was unlawful. The termination of any Proceeding by judgment, order, settlement or conviction, or upon a plea of *nolo contendere* or its equivalent, shall not of itself create a presumption that the person did not act in good faith and in a manner that he or she reasonably believed to be in, or not opposed to, the best interests of the Corporation and, with respect to any criminal proceedings, had reasonable cause to believe that his or her conduct was unlawful. Action with respect to an employee benefit plan taken or omitted in good faith by a Representative in a manner that he or she reasonably believed to be in the best interests of the participants and beneficiaries of the plan shall be deemed to be action in a manner that is not opposed to the best interests of the Corporation.

The Corporation shall not indemnify a Representative under the preceding provisions of this Section 7.2 with respect to any claim, issue or matter as to which the Representative has been adjudged to be liable to the Corporation in a Proceeding brought by or in the right of the Corporation to procure a judgment in its favor, unless (and then only to the extent that) the court of common pleas of the judicial district embracing the county in which the Corporation's registered office is located or the court in which the action was brought determines upon application that, despite the adjudication of Liability but in view of all of the circumstances of the case, the Representative is fairly and reasonably entitled to indemnification from the Corporation for the expenses that such court deems proper.

Unless ordered by court, any indemnification of a Representative under preceding provisions of this Section 7.2 shall be made by the Corporation only upon a

determination made in the specific case that such indemnification of the Representative is proper in the circumstances because he or she has met the applicable standard of conduct set forth in the preceding provisions of this paragraph. Such determination shall be made the Member.

To the extent that a Representative has been successful on the merits or otherwise in defense of any proceeding referred to in Section 5741 or Section 5742 of the Pennsylvania Nonprofit Corporation Law of 1988, as amended, or in defense of any claim, issue or matter therein, such Representative shall be indemnified by the Corporation against expenses (including without limitation attorneys' fees and costs of Proceedings) actually and reasonably incurred by such person in connection therewith.

If a Representative is entitled to indemnification under this Section 7.2 in respect of a portion, but not all, of a Liability to which the Representative is subject, the Corporation shall indemnify the Representative to the maximum extent for such portion of the Liability.

7.3 Limitation on Indemnification. Notwithstanding any other provision of this Section 7, the Corporation shall not indemnify a Representative under this Section 7 for any Liability incurred in a Proceeding which was initiated by the Representative (which shall not be deemed to include counter-claims or affirmative defenses) or in which the Representative participated as an intervener or *amicus curiae*, unless such initiation of or participation in the Proceeding is authorized, either before or after its commencement, by the Board of Trustees.

7.4 Advancement of Expenses. The Corporation shall pay, in advance of the final disposition of a Proceeding described in Section 7.2 or the initiation of or participation in a Proceeding authorized under Section 7.3, the expenses (including without limitation attorneys' fees and costs of Proceedings) incurred in good faith in connection with such Proceeding by the Representative who is involved in the Proceeding by reason of the fact that he or she is or was serving in an Indemnified Capacity. Such advancement of

expenses shall be made by the Corporation upon its receipt of an undertaking, satisfactory to the Corporation, by or on behalf of the Representative to repay to the Corporation the amounts advanced by the Corporation in the event it is ultimately determined that the Representative is not entitled to indemnification under this Section 7.

7.5 Insurance. To effect, secure or satisfy the indemnification and contribution obligations of the Corporation, whether under this Section 7 or otherwise, the Corporation from time to time may self-insure, obtain and maintain insurance or letters of credit, create a reserve, trust, escrow, cash collateral or other fund or account, enter into indemnification agreements, pledge or give a mortgage upon or a security interest in any property of the Corporation, or use any other mechanism or arrangement, in such amounts, at such costs, and upon such other terms and conditions as and when the Board shall determine. Absent fraud, the determination of the Board with respect to such matters shall be conclusive against all security holders, officers and directors, and shall not be subject to avoidance or voidability.

7.6 Payment of Expenses. A person who is entitled to indemnification or advancement of expenses from the Corporation under this Section 7 shall receive such payment or advancement promptly after the person's written request therefore has been delivered to the Secretary of the Corporation.

7.7 Interpretation. The provisions of this Section 7 shall constitute and be deemed to be a contract between the Corporation and its Representatives, pursuant to which the Corporation and each such Representative intend to be legally bound. Each person serving as a Representative shall be deemed to be doing so in reliance upon the rights provided by this Section 7. The rights granted by this Section 7 shall not be deemed exclusive of any other rights to which persons seeking indemnification, advancement of expenses or contribution under this Section 7 may be entitled under any statute, agreement, vote of Directors or disinterested Directors, or otherwise, both as to action in an Indemnified Capacity and as to action in any other capacity. The rights to indemnification, advancement of expenses and contribution provided by this Section 7

shall continue as to a person who no longer serves as a Representative, and shall inure to the benefit of his or her heirs and personal and legal representatives.

7.8 Proper Reliance. An Indemnified Representative shall be deemed to have discharged his or her duty to the Charter School if he or she relied in good faith on information, advice or an opinion, report or statement prepared by:

- (a) one or more officers or employees of the Charter School whom such Indemnified Representative reasonably believes to be reliable and competent with respect to the matter presented;
- (b) legal counsel, public accountants or other persons as to matters the Indemnified Representative reasonable believes are within the professional expert competence of such persons; or
- (c) a committee of the Board of Trustees on which he or she does not serve as to matters within its area of designated authority, which committee he or she reasonably believes to merit confidence.

7.9 Binding Effect. All rights to indemnification under this Section 7 shall be deemed a contract between the Charter School and the Indemnified Representative pursuant to which the Charter School and each Indemnified Representative intent to be legally bound. Any repeal, amendment or modification of this Section 7 shall be prospective only and shall not affect any right or obligations then existing.

7.10 Non-exclusive Remedy. The indemnification of Indemnified Representatives, as authorized by this Section 7, shall not be deemed exclusive of any other rights to which those seeking indemnification or advancement or expenses may be entitled under any

statute, agreement, vote or disinterested Trustees or otherwise, both as to action in an official capacity and as to action in any other capacity. The indemnification and advancement of expenses provided by or granted pursuant to this Section 7 shall continue as to a person who has ceased to be an Indemnified Representative in respect of matters arising prior to such time, and shall insure to the benefit of the heirs, executors, administrators and personal representatives of such person.

- 7.11 Indemnified Representative.** Each person who shall act as an Indemnified Representative of the Charter School shall be deemed to be doing so in reliance upon the rights of indemnification provided by this Section 7.

ARTICLE VIII COMMITTEES

- 8.1 Committees Generally.** Trustees may elect or appoint committees (which may include individuals who are not Trustees of the Charter School) as they determine necessary. Each committee shall be chaired by a Trustee, unless otherwise agreed by the Board. At any meeting of a committee, a quorum for the transaction of business shall consist of a majority of the members of such committee. The members of any committee shall serve on the committee at the pleasure of the Chairperson of the committee.
- 8.2 Advisory Committee.** An Advisory Committee may be established by the Board prior to the beginning of school each year, and as necessary and appropriate during the year, to advise the Board on issues the Board deems suitable.
- 8.3 Permanent Committees.** Permanent committees may be formed to handle on-going business of the Charter School.
- 8.4 Ad Hoc Committees.** Ad Hoc Committees will be formed by the Board of Trustees from time to time as deemed necessary to handle specific events, functions, or issues. These committees will be terminated upon completion of their specific assigned task or

as determined by the Board of Trustees. Ad Hoc Committees will be chaired by designees of the Board of Trustees..

Committees shall have and exercise only the power and authority specifically prescribed and granted by the Board. No committee shall have the power to:

1. Fill vacancies on the Board;
2. Adopt, amend or repeal these Bylaws;
3. Amend or repeal any resolution of the Board; or
4. Enter into or sign any contractual agreement without prior Board approval.

ARTICLE VI

BY LAWS

- 8.1 **Force and Effect of Bylaws.** These By Laws are subject to the provisions of laws of the Commonwealth of Pennsylvania. If any provision in these bylaws is inconsistent with the laws of the Commonwealth of Pennsylvania, applicable law shall govern to the extent of the inconsistency.
- 8.2 **Amendment to Bylaws.** These by-laws may be altered, amended, repealed and replaced by new by-laws by a vote of not less than two-thirds (2/3) of the Board of Trustees at any annual or called special meeting of the Board of Trustees provided, however, that notice shall be given in the notice of the meeting that a change to the by-laws will be proposed at that meeting.

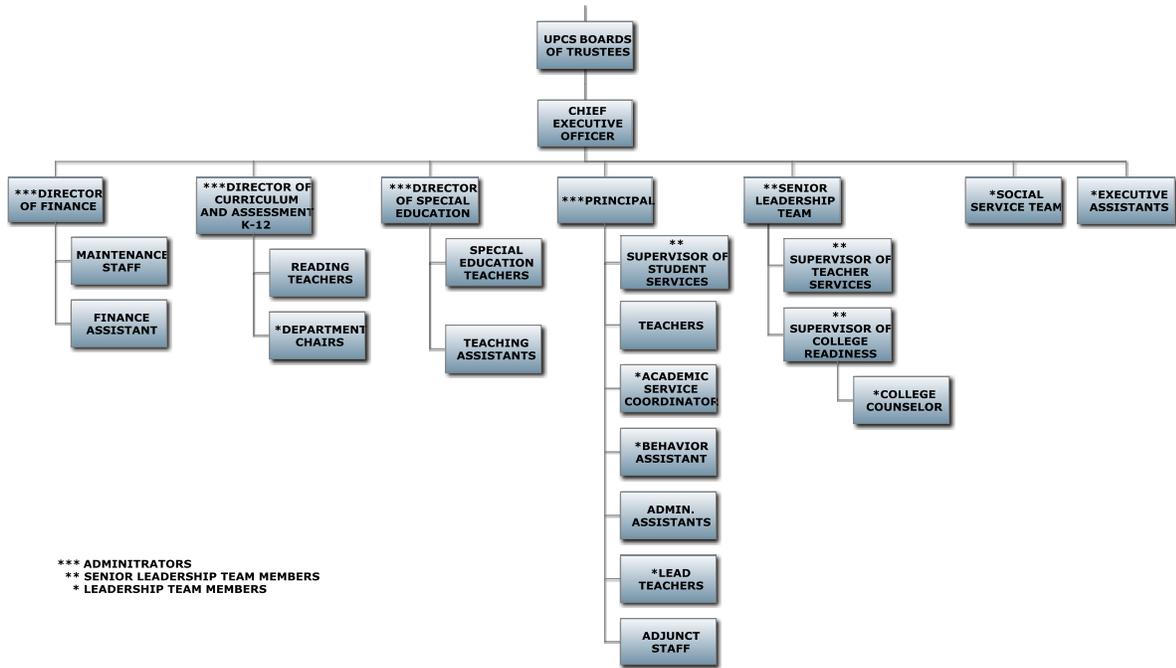
ARTICLE IX

MISCELLANEOUS

- 9.1 **Books and Records.** The Urban Pathways K-5 College Charter School shall keep at its registered office or principle place of business:
- a) correct and complete books and records of financial accounts;
 - b) minutes of the proceedings of the Board of Trustees and Board committees;
 - c) current membership lists; and
 - d) the original or a copy of its bylaws, including amendments to date, certified by the Secretary of the Board.

- 9.2 **Dismissal of Employees.** If a matter arises such that the CAO believes the employee must be dismissed, the CAO shall explain in writing the reasons for making such a recommendation, and submit this to the Board of Trustees. The CAO shall determine whether dismissal is appropriate. Once a recommendation has been made by the CAO, the Board of Trustees shall vote to approve or reject such recommendations. Where the CAO determines that in the best interest of the Urban Pathways K-5 College Charter School that the employee should be dismissed prior to a determination by the Board of Trustees, such action may be taken and the Board shall consider ratification of such action at its next public meeting. If the Board determines that such dismissal was unwarranted, the employee shall be immediately reinstated with backpay unless otherwise determined by the Board.
- 9.3 **Commitment to Nondiscrimination.** The Urban Pathways K-5 College Charter School shall comply with all applicable federal, state, and local laws, rules and regulations, including, without limitation, all laws prohibiting discrimination on the basis of disability, age, race, creed, color, gender, sexual orientation, national origin, religion, or ancestry.
- 9.4 **Non-religious, Nonsectarian Status.** The Urban Pathways K-5 College Charter School agrees that it shall operate, in all respects, as a nonsectarian, non-religious, public school.
- 9.5 **Oath of Office.** Every Board member, upon being appointed to the Board of Trustees, shall take the following oath:
- “I do solemnly affirm that I will support, obey, and defend the Constitution of the United States, and the Constitution of this Commonwealth, and that I will discharge the duties of my office with fidelity.”
- 9.6 **Dissolution.** Upon revocation or non-renewal of the Charter School’s Charter, such revocation or non-renewal date being when all administrative and judicial remedies have been exhausted, the Charter School shall be dissolved. After disposition of or making provision for the payment of all liabilities and obligations of the Charter School, any remaining assets shall be distributed in accordance with the Articles of Incorporation.

UPCS ORGANIZATIONAL CHART



Urban Pathways K5 Charter School
5 year Budget and Cash Flow Forecast

Line Item	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Revenues	\$2,181,253	\$3,209,196	\$3,209,196	\$3,734,996	\$3,737,082
Salaries & Wages	\$775,380	\$928,626	\$975,057	\$1,143,810	\$1,201,001
Benefits	\$311,238	\$403,509	\$423,684	\$450,000	\$465,000
Professional Services	\$289,000	\$332,180	\$338,000	\$475,000	\$475,000
Property Services	\$457,848	\$857,200	\$777,200	\$880,000	\$880,000
Administrative	\$92,400	\$133,000	\$145,000	\$190,000	\$200,000
Supplies	\$253,000	\$308,700	\$325,800	\$450,000	\$450,000
Equipment	\$0	\$0	\$0	\$0	\$0
Debt Service	\$0	\$245,981	\$54,019	\$0	\$0
Budget Reserve	\$2,387	\$0	\$170,435	\$146,186	\$66,081
Total Revenue	\$2,181,253	\$3,209,196	\$3,209,196	\$3,734,996	\$3,737,082
Total Expenses	\$2,181,253	\$3,209,196	\$3,209,196	\$3,734,996	\$3,737,082
Difference	\$0	\$0	\$0	\$0	\$0

Urban Pathways K5 Charter School
5 Year Staff Worksheet / Projections

Line Item	year 1	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Principal	1	\$65,000	\$66,950	\$68,959	\$71,027	\$73,158
Director of Curriculum/Testing	1	\$70,000	\$73,500	\$75,500	\$77,500	\$79,500
Reading/Math Specialist	1	\$40,000	\$40,000	\$40,500	\$42,525	\$44,651
Academic Teachers **	8	\$298,000	\$336,809	\$336,894	\$471,154	\$506,977
Languages	0.5	\$20,000	\$20,600	\$20,600	\$21,630	\$22,712
Music Teacher	0.5	\$18,000	\$18,540	\$18,540	\$18,540	\$18,540
Art Teacher	0.5	\$18,000	\$18,540	\$18,540	\$19,467	\$20,440
Nurse	1	\$21,600	\$22,248	\$22,915	\$23,603	\$24,311
Special Ed Teachers	1.5	\$38,000	\$80,000	\$81,000	\$83,430	\$85,933
Administrative Assistant - Principal	1	\$27,000	\$27,810	\$28,644	\$29,504	\$30,389
Security	2	\$64,800	\$64,800	\$64,800	\$64,800	\$64,800
Teacher Assistant	2	\$32,400	\$33,372	\$34,373	\$35,404	\$36,466
Administrative Assistant	1	\$34,500	\$35,535	\$36,601	\$53,000	\$55,650
Custodial	1	\$28,080	\$28,922	\$29,110	\$29,983	\$30,883
	22	\$775,380	\$928,626	\$975,057	\$1,143,810	\$1,201,001

PR/Award # U282B120063
page e219

** administrative salaries remain stable during 5 year period. The only significant increases are with academic teachers.

Scoreboard



Urban Pathways Charter School

Theme Filter: No Theme Filter Applied

Student Achievement

Name	Prior Period	Current Value	Change	Target Value	Most Recent Period	Comments/ Initiatives
CORP: SA1: Students Master Curriculum						
CORP: SA1.1: Seniors graduate on time with their class	92.00%	100.00%	1	90.00%	2010-11	
CORP: SA1.2: Students demonstrate math proficiency (PSSA)	58%	53%	1	56%	2010-11	
CORP: SA1.3: Students demonstrate reading proficiency (PSSA)	55%	57%	1	63%	2010-11	
CORP: SA1.4: All tested cohorts showed achievement in math (PVAAS)	1	1	1	1	2009-10	
CORP: SA1.5: All tested cohorts showed achievement in reading (PVAAS)	1	1	1	1	2009-10	
CORP: SA1.6: Achieve AYP	1	0	1	1	2010-11	
CORP: SA2: Students are Internationally Competitive						

 CORP: SA2.1: % of senior class members receiveing post-secondary acceptances (all schools)		100%	100%		1	90%	2010-11		
 CORP: SA2.2: % of senior class members receiving post-secondary acceptances to 4 year schools		63%	54%		1	75%	2009-10		
 CORP: SA2.3: Average SAT verbal scores -all takers		400	380		1	450	2010-11		
 CORP: SA2.4: Average SAT math scores - all takers		400	400		1	450	2010-11		
 CORP: SA2.5: Average SAT writing scores - all takers		N/A	357		0	450	2010-11		
 CORP: SA2.6: % of high school students enrolled in A.P. courses		25%	18%		1	15%	2010-11		
 CORP: SA2.7: % of students who received a 3.0 or better on AP test		7%	0%		1	15%	2010-11		
 CORP: SA3: Students Demonstrate Whole Person Success									
 CORP: SA3.1: % of all students who participate in Fine Arts or extra curricular activities		93%	100%		2	80%	2010-11	 	
 CORP: SA3.2: % in attendance		95%	96%		2	95%	2010-11		

Customer/ Stakeholders

Name	Prior Period	Current Value	Change	Target Value	Most Recent Period	Comments/Initiatives
CORP: C1: Students are Satisfied						
CORP: C1.1: Student survey scores	3.4	3.5	2	3.0	2010-11	 
CORP: C1.2: % student surveys returned	56.3%	57.0%	2	75.0%	2010-11	
CORP: C2: Parents are Pleased						
CORP: C2.1: Parent survey scores	4.5	0.0	1	3.5	2009-10	 
CORP: C2.2: % of parent surveys completed	23.8%	7.0%	1	30.0%	2010-11	
CORP: C3: Employees are Enthusiastic						
CORP: C3.1: % of invited employees who elect to return	100.0%	100.0%	2	100.0%	2010-11	
CORP: C3.2: Employee survey scores	3.7	3.7	1	4.0	2010-11	
CORP: C3.3: % of employee surveys completed	70%	40%	2	90%	2010-11	
CORP: C4: Funders/Donors Respond Positively to UP						
C4.1: Dollars received from donors/funders	\$100K	\$104K	1	\$50K	2010-11	
CORP: C4.2: Percentage increase over prior year	N/A	1%	0	10%	2010-11	

Internal Processes

Name	Prior Period	Current Value	Change	Target Value	Most Recent Period	Comments/Initiatives
CORP: IP1: Students are Engaged in Their Own Learning Development						
CORP: IP1.1: Percentage of students engaged in goal-setting	100%	100%	➡ 1	100%	2010-11	
CORP: IP2: Facilities are Safe and Adequate						
CORP: IP2.1: Safety/weapons violation free environment	No	Yes	➡ 1	Yes	2010-11	
CORP: IP2.2: Percentage of parents responding UPCS is safe on annual survey	4.3	0.0	➡ 1	3.0	2010-11	
CORP: IP2.3: Percentage of teachers responding UPCS is safe on annual survey	4.4	4.6	➡ 1	3.0	2010-11	
CORP: IP2.4: Percentage of students responding UPCS is safe on annual survey	3.4	3.5	➡ 1	3.0	2010-11	
CORP: IP2.5: Programs lacking adequate space	3	3	➡ 1	0	2010-11	
CORP: IP3: Faculty Diversity is Increasing						
CORP: IP3.1: % of minority faculty, staff and mentors	49%	62%	➡ 2	60%	2010-11	
CORP: IP4: Hiring/Development Practices are Effective						
CORP: IP4.1: Percentage faculty invited to return	100%	100%	➡ 2	90%	2010-11	
CORP: IP4.2: Percentage of faculty getting highest pay for performance rating	80%	88%	➡ 2	80%	2010-11	
CORP: IP5: Brand Awareness is Increasing.						
CORP: IP5.1: Percentage increase in waiting list for admission	20%	22%	➡ 1	20%	2010-11	

Organizational Learning and Growth

Name	Prior Period	Current Value	Change	Target Value	Most Recent Period	Comments/ Initiatives
CORP: LG1: Faculty and Administrative Leaders are Competent and Committed						
CORP: LG1.1: Percentage of faculty participating in external professional development	80%	85%	↑ 1	80%	2010-11	
CORP: LG2: Board Leadership is Competent and Committed to Students						
CORP: LG2.1: Board survey scores	80%	81%	↑ 1	80%	2009-10	
CORP: LG2.2: Board participation	70%	76%	↑ 1	90%	2010-11	

Financial Performance

Name	Prior Period	Current Value	Change	Target Value	Most Recent Period	Comments/ Initiatives
CORP: F1: UPCS Practices Sound Fiscal Management						
CORP: F1.1: Number of audit exceptions	0	0	→ 5	0	2010-2011	
CORP: F1.2: Reports filed on time	100%	100%	→ 5	100%	2010-2011	
CORP: F2: UPCS Foundation grows annually						
CORP: F2.1: Percent increase per year of Foundation growth	5%	5%	→ 1	10%	2010-2011	
CORP: F3: UPCS is Financially Stable						
CORP: F3.1: Operates in black (annual)	1	1	→ 5	1	2010-2011	

Urban Pathways K5 Budget Narrative - 2012 2013

Proposed Budget with updates

Revenues	\$3,209,196
Salaries & Wages	\$928,626
Benefits	\$403,509
Professional Services	\$332,180
Property Services	\$857,200
Administrative	\$133,000
Supplies	\$308,700
Other Objects	\$245,981
Budget Reserve	\$0
Total Revenue	\$3,209,196
Total Expenses	\$3,209,196

Budget Narrative:

Revenues

Budgeted revenue (tuition subsidy) is based on enrollment of 200 students, 20 of whom are considered special ed. The per pupil rate is based on 2011-2012 rates. We do not assume increases or decreases in per pupil rates since the rate changes are minimal. The final rate is usually not available until September of the budget year. If the rate change is significant, we revise our budget and review with our board of directors. Our board will then approve the revised budget. Keystone Opportunity Grant is approximately \$103,200. Title 1 revenue is approximately \$68,000. Title 1 funding is determined by our free & reduced lunch rate of 85%. At 85%, our per pupil annual rate is approximately \$400. Miscellaneous revenue includes Pa rental reimbursement and various small grants and donations. Any significant change to miscellaneous revenue (donations, grants) is reviewed by the board and the budget is adjusted accordingly.

Salaries

The 2012-2013 budget includes 22 full time employees at Urban Pathways K5 Charter School. Currently we have 15 teachers, 1 principal, 1 custodian, 1 administrative assistant, and 1 security officer on staff. With the increase in enrollment, we expect to hire 2 full time teachers and 1 special education instructor bringing the total to 22. In addition, a full time reading specialist will be hired and funded by the Keystone Opportunities Grant.

Benefits

All full time employees receive full health, dental, vision, and disability coverage. Also included is the 10.5% employer PSER's contribution. Workers Comp Insurance, Employer Taxes, tuition reimbursement, staff travel, and parking are also included.

Professional Services

The bulk of professional fees are related to student counseling services. It also includes legal fees, computer services, security, audit services, grant writing services, staff development, and part time elective teaching positions. Public relations are included in professional services.

Urban Pathways K5 Budget Narrative – 2012 2013

Property Services

Includes rent (\$590K), utilities, building maintenance, computer and office equipment leases. We are expanding into the 4th floor of our current building in August, 2012. We've included all furniture and equipment related to this expansion. Minor alterations, security cameras, network cabling, and student lockers are included in property services.

Administrative

Includes liability insurance, postage, student transportation, phone and internet services. Print advertising is considered an administrative expenditure.

Supplies

Includes student meals, textbooks, administrative and educational software, and smartboards. All miscellaneous technology is recorded in this category. Maintenance and custodial supplies are recorded in supplies.

Other Objects

Any surplus is typically recorded as a budget reserve. However, since we are currently carrying debt required for the initial school opening (Sept 2011), we will use these surplus funds to pay down this debt.

**Urban Pathways K-5 College Charter School
925 Penn Avenue
Pittsburgh, PA 15222**

BOARD OF TRUSTEES POLICY

Finances Policy

1. Purpose
 - 1.1 The Board of Trustees recognizes its responsibility to the taxpayers to be sure that public monies expended by Urban Pathways K-5 College Charter School ("Urban Pathways") are utilized for the furtherance of pupil education in a manner that will ensure full value to the taxpayers, and that adequate constraints and records are established to ensure that end.

2. Authority
 - 2.1 The Chief Executive Officer ("CEO") has the authority and responsibility, in conjunction with the Board to prepare the budget. The Board has the authority and responsibility to approve the budget, the bids, and pass a resolution authorizing the expenditures of Urban Pathways.

3. Responsibility
 - 3.1 To meet the goals of this policy, the Board requires the CEO to establish sound accounting procedures based upon state and federal recommended accounting procedures and upon the recommendation of the local, state, and federal auditors, and to institute effective business practices and recommend suitable accounting equipment, where necessary.

 - 3.2 In accordance with state law, the Board will authorize an annual audit by an independent auditor. In addition, a Board audit committee may be established.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this day _____ of _____, 2010

President

Secretary

**Urban Pathways K-5 College Charter School
925 Penn Avenue
Pittsburgh, PA 15222**

BOARD OF TRUSTEES POLICY

Financial Reporting Policy

1. Purpose
 - 1.1 It is the purpose of this policy to establish financial reporting requirements to the Board of Trustees of Urban Pathways K-5 College Charter School ("Urban Pathways").

2. Delegation of Authority
 - 2.1 The Chief Executive Officer ("CEO") or his/her designee shall, as soon as is practicable after the end of each fiscal year, submit to the Board of Trustees an annual financial statement for Urban Pathways for the past year. Such statement shall include itemized data with respect to all assets of Urban Pathways, outstanding indebtedness, if any, and such other information relating to the finances of Urban Pathways as the Board may deem necessary or proper.

 - 2.2 On a monthly basis, the CEO or his/her designee shall prepare a monthly financial report for Urban Pathways' operating fund including:
 - a. Balance Sheet
 - b. Statement of Revenues, Expenditures and Budget Comparison;
 - c. Listing of Disbursements; and
 - d. Statement of Cash Flow

**TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE
CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR
APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE
AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.**

ADOPTED this day _____ of _____, 2010

President

Secretary

**Urban Pathways K-5 College Charter School
925 Penn Avenue
Pittsburgh, PA 15222**

BOARD OF TRUSTEES POLICY

Investments Policy

1. Purpose
 - 1.1 Urban Pathways K-5 College Charter School ("Urban Pathways") shall optimize its return through investment of its unencumbered cash balances in such ways as to minimize non-invested balances and maximize return on investments in accordance with and as permitted by state and federal law.

2. Authority
 - 2.1 All investments of Urban Pathways shall be in accordance with the following policy.

3. Responsibility
 - 3.1 Funds of Urban Pathways may be invested in U.S. Treasury Securities or placed in time accounts or share accounts of institutions insured by the F.D.I.C. to the extent such certificates are insured by a proper bond in accordance with law and Board of Trustees ("Board") policy.

 - 3.1 Investment of Urban Pathways' funds may be made in the sole discretion of the Board when operating within applicable statutes, provided that no commitment of this Board may be put in default at time due but be paid properly and promptly.

 - 3.2 The Board requires that the Chief Executive Officer ("CEO") or his/her designee shall report to the Board monthly the amount of funds in investments, the interest earned to date and the transactions occurring since the last report.

 - 3.3 The CEO or his/her designee working with the Treasurer and President of the Board shall, as soon as is practicable after the end of each fiscal year, and prior to the annual meeting of the Board submit to the Board an annual financial statement for Urban Pathways for the past year. Such

statement shall include itemized data with respect to all assets of Urban Pathways, outstanding indebtedness, if any, and such other information relating to the finances of Urban Pathways as the Board may deem necessary or proper.

- 3.4 The Board shall, consistent with law, determine which officers and employees shall be required to furnish surety bonds, conditioned on the faithful performance of their respective duties, to determine the amount of such bonds, and to approve the surety or sureties in each case.
- 3.5 The Board shall have the power to amend the budget to authorize the transfer of any unencumbered balance or portion thereof from one appropriation to another.
- 3.6 The Board shall have the power to make additional appropriations or increase existing appropriations to meet emergencies which could not be anticipated when the budget was adopted, the funds therefore to be provided from unexpended balances in existing appropriations, from unappropriated revenues if any, or from temporary loans. Under no circumstances may the Board increase the aggregate total of budget appropriations unless unappropriated revenues become available in sufficient amount to maintain the budget in balance, in which event the Board may make additional or increased appropriations.
- 3.7 The Board shall, at least thirty (30) days before the end of the fiscal year, adopt by majority vote of all its members an operating budget setting forth in lump sum amounts the proposed expenditures of the Board during the next fiscal year and the estimated receipts of the Board during the next fiscal year including approximate estimates of proposed revenues and all other receipts. The total amount of proposed expenditures shall not exceed the amount of funds available for Urban Pathways' purposes.
- 3.8 Funds of the Board may be withdrawn from approved public depositories, or negotiable instruments owned by the Board may be sold before maturity at the sole discretion of the Board so long as such withdrawals or sales are beneficial to Urban Pathways and are permissible in accordance with applicable state and federal law.
- 3.9 All securities shall be purchased in the name of Urban Pathways K-5 College Charter School.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this day _____ of _____, 2010

President

Secretary

LATSHA DAVIS & MCKENNA



ATTORNEYS AT LAW

PLEASE REPLY TO: ^{Exton}
WRITER'S E-MAIL: mramola@ldylaw.com

May 7, 2012

Via Federal Express

Internal Revenue Service
201 West Rivercenter Blvd.
Attn: Extracting Stop 312
Covington, KY 41011

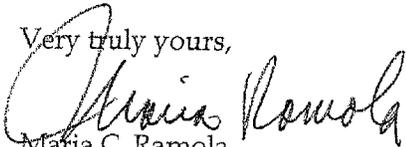
Re: Urban Pathways K-5 College Charter School
EIN: 45-1682414
Our File No.: 815-11

To Whom It May Concern:

Enclosed herein please find for filing:

1. Form 1023, Application for Recognition of exemption and accompanying schedules and attachments;
2. Form 2848, Power of Attorney; and
3. User fee payment in the amount of eight hundred fifty dollars (\$850.00).

If there are any questions regarding this Form 1023, please do not hesitate to contact us.

Very truly yours,

Maria C. Ramola

MCR/tmb
Enclosures

cc: Peggy Fayfich w/o enclosures (via Electronic Mail)
Dr. Linda Clautti w/enclosures (via Electronic and/or First Class Mail)
Tom Egan w/enclosures (via Electronic and/or First Class Mail)
Kevin M. McKenna, Esq. w/o enclosures (via Electronic Mail)

350 Eagleview Boulevard, Suite 100 • Exton, PA 19341 • (610) 524-8454 • FAX (610) 524-9383

1700 Bent Creek Boulevard, Suite 140 • Mechanicsburg, PA 17050 • (717) 620-2424 • FAX (717) 620-2444

3000 Atrium Way, Suite 251 • Mt. Laurel, NJ 08054 • (856) 231-5351 • FAX (856) 231-5341

Maryland Telephone (410) 767-2810
PR Award # 0282B120063

Form 1023 Checklist

(Revised June 2006)

Application for Recognition of Exemption under Section 501(c)(3) of the Internal Revenue Code

Note. Retain a copy of the completed Form 1023 in your permanent records. Refer to the General Instructions regarding Public Inspection of approved applications.

Check each box to finish your application (Form 1023). Send this completed Checklist with your filled-in application. If you have not answered all the items below, your application may be returned to you as incomplete.

- Assemble the application and materials in this order:
- Form 1023 Checklist
 - Form 2848, *Power of Attorney and Declaration of Representative* (if filing)
 - Form 8821, *Tax Information Authorization* (if filing)
 - Expedite request (if requesting)
 - Application (Form 1023 and Schedules A through H, as required)
 - Articles of organization
 - Amendments to articles of organization in chronological order
 - Bylaws or other rules of operation and amendments
 - Documentation of nondiscriminatory policy for schools, as required by Schedule B
 - Form 5768, *Election/Revocation of Election by an Eligible Section 501(c)(3) Organization To Make Expenditures To Influence Legislation* (if filing)
 - All other attachments, including explanations, financial data, and printed materials or publications. Label each page with name and EIN.
- User fee payment placed in envelope on top of checklist. DO NOT STAPLE or otherwise attach your check or money order to your application. Instead, just place it in the envelope.
- Employer Identification Number (EIN)
- Completed Parts I through XI of the application, including any requested information and any required Schedules A through H.
- You must provide specific details about your past, present, and planned activities.
 - Generalizations or failure to answer questions in the Form 1023 application will prevent us from recognizing you as tax exempt.
 - Describe your purposes and proposed activities in specific easily understood terms.
 - Financial information should correspond with proposed activities.
- Schedules. Submit only those schedules that apply to you and check either "Yes" or "No" below.
- | | | | | | |
|------------|---|--|------------|---------|--|
| Schedule A | Yes ___ | No <input checked="" type="checkbox"/> | Schedule E | Yes ___ | No <input checked="" type="checkbox"/> |
| Schedule B | Yes <input checked="" type="checkbox"/> | No ___ | Schedule F | Yes ___ | No <input checked="" type="checkbox"/> |
| Schedule C | Yes ___ | No <input checked="" type="checkbox"/> | Schedule G | Yes ___ | No <input checked="" type="checkbox"/> |
| Schedule D | Yes ___ | No <input checked="" type="checkbox"/> | Schedule H | Yes ___ | No <input checked="" type="checkbox"/> |

- An exact copy of your complete articles of organization (creating document). Absence of the proper purpose and dissolution clauses is the number one reason for delays in the issuance of determination letters.
 - Location of Purpose Clause from Part III, line 1 (Page, Article and Paragraph Number) pp. 1-2, Art. / Para. 3
 - Location of Dissolution Clause from Part III, line 2b or 2c (Page, Article and Paragraph Number) or by operation of state law pp. 3, Art. / Para. 4
- Signature of an officer, director, trustee, or other official who is authorized to sign the application.
 - Signature at Part XI of Form 1023.
- Your name on the application must be the same as your legal name as it appears in your articles of organization.

Send completed Form 1023, user fee payment, and all other required information, to:

Internal Revenue Service
P.O. Box 192
Covington, KY 41012-0192

If you are using express mail or a delivery service, send Form 1023, user fee payment, and attachments to:

Internal Revenue Service
201 West Rivercenter Blvd.
Attn: Extracting Stop 312
Covington, KY 41011

Power of Attorney and Declaration of Representative

OMB No. 1545-0150

For IRS Use Only

Received by:

Name _____

Telephone _____

Function _____

Date / / _____

▶ Type or print. ▶ See the separate instructions.

Part I Power of Attorney

Caution: Form 2848 will not be honored for any purpose other than representation before the IRS.

1 Taxpayer information. Taxpayer must sign and date this form on page 2, line 7.

Taxpayer name and address Urban Pathways K-5 College Charter School 925 Penn Avenue Pittsburgh, PA 15222	Identifying number <p style="text-align: center;">45-1682414</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Daytime telephone number 412-392-4601 ext 245</td> <td style="width: 50%;">Plan number (if applicable)</td> </tr> </table>	Daytime telephone number 412-392-4601 ext 245	Plan number (if applicable)
Daytime telephone number 412-392-4601 ext 245	Plan number (if applicable)		

hereby appoints the following representative(s) as attorney(s)-in-fact:

2 Representative(s) must sign and date this form on page 2, Part II.

Name and address Maria C. Ramola, Esq. Latsha Davis & McKenna, P.C. 350 Eagleview Blvd., Exton, PA 19341 Check if to be sent notices and communications <input type="checkbox"/>	CAF No. _____ PTIN _____ Telephone No. <u>610-524-8454</u> Fax No. <u>610-524-9383</u> Check if new: Address <input type="checkbox"/> Telephone No. <input type="checkbox"/> Fax No. <input type="checkbox"/>
Name and address Kevin M. McKenna, Esq. Latsha Davis & McKenna, P.C. 350 Eagleview Blvd., Exton, PA 19341 Check if to be sent notices and communications <input type="checkbox"/>	CAF No. _____ PTIN _____ Telephone No. <u>610-524-8454</u> Fax No. <u>610-524-9383</u> Check if new: Address <input type="checkbox"/> Telephone No. <input type="checkbox"/> Fax No. <input type="checkbox"/>
Name and address	CAF No. _____ PTIN _____ Telephone No. _____ Fax No. _____ Check if new: Address <input type="checkbox"/> Telephone No. <input type="checkbox"/> Fax No. <input type="checkbox"/>

to represent the taxpayer before the Internal Revenue Service for the following matters:

3 Matters

Description of Matter (Income, Employment, Exclse, Whistleblower, PLR, FOIA, Civil Penalty, etc.) (see the instructions for line 3)	Tax Form Number (1040, 941, 720, etc.) (if applicable)	Year(s) or Period(s) (if applicable) (see the instructions for line 3)
Tax matters and Application for Exempt Status	1023 and 990s	N/A

4 Specific use not recorded on Centralized Authorization File (CAF). If the power of attorney is for a specific use not recorded on CAF, check this box. See the instructions for Line 4. **Specific Uses Not Recorded on CAF**

5 Acts authorized. Unless otherwise provided below, the representatives generally are authorized to receive and inspect confidential tax information and to perform any and all acts that I can perform with respect to the tax matters described on line 3, for example, the authority to sign any agreements, consents, or other documents. The representative(s), however, is (are) not authorized to receive or negotiate any amounts paid to the client in connection with this representation (including refunds by either electronic means or paper checks). Additionally, unless the appropriate box(es) below are checked, the representative(s) are not authorized to substitute another representative or add additional representatives, to sign certain returns, or to execute a request for disclosure of tax returns or return information to a third party. See the line 5 instructions for more information.

- Disclosure to third parties;
 Signing a return;
 Substitute or add representatives;
 Other _____ (see instructions for more information)

Exceptions. An unenrolled return preparer cannot sign any document for a taxpayer and may only represent taxpayers in limited situations. An enrolled actuary may only represent taxpayers to the extent provided in section 10.3(c) of Treasury Department Circular No. 230 (Circular 230). An enrolled retirement plan agent may only represent taxpayers to the extent provided in section 10.3(e) of Circular 230. A registered tax return preparer may only represent taxpayers to the extent provided in section 10.3(f) of Circular 230. See the line 5 instructions for restrictions on tax matters partners. In most cases, the student practitioner's (level k) authority is limited (for example, they may only practice under the supervision of another practitioner).

List any specific deletions to the acts otherwise authorized in this power of attorney: _____

6 **Retention/revocation of prior power(s) of attorney.** The filing of this power of attorney automatically revokes all earlier power(s) of attorney on file with the Internal Revenue Service for the same matters and years or periods covered by this document. If you do not want to revoke a prior power of attorney, check here **YOU MUST ATTACH A COPY OF ANY POWER OF ATTORNEY YOU WANT TO REMAIN IN EFFECT.**

7 **Signature of taxpayer.** If a tax matter concerns a year in which a joint return was filed, the husband and wife must each file a separate power of attorney even if the same representative(s) is (are) being appointed. If signed by a corporate officer, partner, guardian, tax matters partner, executor, receiver, administrator, or trustee on behalf of the taxpayer, I certify that I have the authority to execute this form on behalf of the taxpayer.

▶ **IF NOT SIGNED AND DATED, THIS POWER OF ATTORNEY WILL BE RETURNED TO THE TAXPAYER.**



5-3-12 Date Officer/Board President Title (if applicable)

Peggy Fayfich Print Name PIN Number Print name of taxpayer from line 1 if other than individual

Part II Declaration of Representative

Under penalties of perjury, I declare that:

- I am not currently under suspension or disbarment from practice before the Internal Revenue Service;
- I am aware of regulations contained in Circular 230 (31 CFR, Part 10), as amended, concerning practice before the Internal Revenue Service;
- I am authorized to represent the taxpayer identified in Part I for the matter(s) specified there; and
- I am one of the following:
 - a Attorney—a member in good standing of the bar of the highest court of the jurisdiction shown below.
 - b Certified Public Accountant—duly qualified to practice as a certified public accountant in the jurisdiction shown below.
 - c Enrolled Agent—enrolled as an agent under the requirements of Circular 230.
 - d Officer—a bona fide officer of the taxpayer's organization.
 - e Full-Time Employee—a full-time employee of the taxpayer.
 - f Family Member—a member of the taxpayer's immediate family (for example, spouse, parent, child, grandparent, grandchild, step-parent, step-child, brother, or sister).
 - g Enrolled Actuary—enrolled as an actuary by the Joint Board for the Enrollment of Actuaries under 29 U.S.C. 1242 (the authority to practice before the Internal Revenue Service is limited by section 10.3(d) of Circular 230).
 - h Unenrolled Return Preparer - Your authority to practice before the Internal Revenue Service is limited. You must have been eligible to sign the return under examination and have signed the return. See Notice 2011-6 and Special rules for registered tax return preparers and unenrolled return preparers in the instructions.
 - i Registered Tax Return Preparer—registered as a tax return preparer under the requirements of section 10.4 of Circular 230. Your authority to practice before the Internal Revenue Service is limited. You must have been eligible to sign the return under examination and have signed the return. See Notice 2011-6 and Special rules for registered tax return preparers and unenrolled return preparers in the instructions.
 - k Student Attorney or CPA—receives permission to practice before the IRS by virtue of his/her status as a law, business, or accounting student working in LITC or STCP under section 10.7(d) of Circular 230. See instructions for Part II for additional information and requirements.
 - r Enrolled Retirement Plan Agent—enrolled as a retirement plan agent under the requirements of Circular 230 (the authority to practice before the Internal Revenue Service is limited by section 10.3(e)).

▶ **IF THIS DECLARATION OF REPRESENTATIVE IS NOT SIGNED AND DATED, THE POWER OF ATTORNEY WILL BE RETURNED. REPRESENTATIVES MUST SIGN IN THE ORDER LISTED IN LINE 2 ABOVE.** See the instructions for Part II.

Note: For designations d-f, enter your title, position, or relationship to the taxpayer in the "Licensing jurisdiction" column. See the instructions for Part II for more information.

Designation—Insert above letter (a-r)	Licensing jurisdiction (state) or other licensing authority (if applicable)	License/Bar or Enrollment Number (if applicable)	Signature	Date
a	PA	51807	<i>[Signature]</i>	5/7/12
a	PA	47986	<i>[Signature]</i>	5/7/12

Charter

to operate a public school known as

Urban Pathways K-5 College Charter School

WHEREAS, the School District of Pittsburgh (hereinafter "School District") is a school district of the first class A organized and existing under the laws of the Commonwealth of Pennsylvania;

WHEREAS, the Board of Trustees for Urban Pathways K-5 College Charter School submitted a charter application on November 15, 2010;

WHEREAS, a public hearing was held on the charter application on December 6, 2011;

WHEREAS, the School District's Review Team conducted a site visit and interview on January 10, 2011;

WHEREAS, the Review Team recommended a qualified approval to the Board of Public Education of the School District of Pittsburgh on February 7, 2011;

WHEREAS, the Board of Public Education passed a resolution at its Special Legislative Meeting on February 16, 2011, stating that the Board grants the charter for Urban Pathways K-5 College Charter School application pursuant to the Charter School Law, 24 P.S. § 17-1717-A (e)(4), and in accordance with the Review Team's February 7, 2011 report and presentation to the Board;

WHEREAS, pursuant to the authority vested in the Board of Public Education of the School District of Pittsburgh, under the Public School Code of 1949, as amended, and the Charter School Law, 24 P.S. §§17-1701-A – 17-1751-A, as amended, in accordance with 24 P.S. §17-1720-A, the Board of Trustees of the Urban Pathways K-5

College Charter School is hereby granted a Charter to operate a public charter school for grades K to 5 located at 925 Penn Avenue, Pittsburgh, PA 15222 to be known as Urban Pathways K-5 College Charter School (hereinafter "Charter School").

THEREFORE, it is specifically understood and agreed between the Board of Trustees of the Urban Pathways K-5 College Charter School and the Board of Public Education of the School District of Pittsburgh that:

1. The Board of Trustees shall operate the Charter School in accordance with the provisions of the Charter School Law, 24 P.S. § 17-1701, *et seq.*, and any applicable amendments thereto enacted during the term of this Charter and any regulations applicable to charter schools. Further, the Charter School shall fully and faithfully comply with the representations and assurances made in its Application for a Charter School submitted on November 15, 2010 and fully incorporated herein by reference, the supplemental materials submitted on February 8, 2011, or as modified via this Charter.
2. The granting of this Charter is specifically contingent upon operation of the Charter School for grades Kindergarten through 5 in material compliance with the terms of this Charter. However, the School District agrees to provide written notice and fifteen (15) days to cure to the Charter School should it believe the Charter School is not fulfilling the terms of paragraphs 6, 8, 14, and 15 herein.
3. The Charter School shall function under the name "Urban Pathways K-5 College Charter School" only. The Charter School shall not change its name without prior written consent of the Board of Public Education which shall not be unreasonably withheld.
4. This Charter constitutes a legally binding document for a time period commencing on July 1, 2011 and ending on June 30, 2016. This Charter may then be renewed by action of the Board of Public Education for additional five (5) year periods after a comprehensive review or such other period of time as may be required by the Charter School Law and any applicable amendments thereto enacted during the term of this Charter. The Charter School must notify, in writing, the School District between July 1, 2015 and October 1, 2015 that it is requesting renewal of the Charter. Upon any renewal, a new Charter shall be executed by the parties.
5. All persons elected or appointed as members of the Board of Trustees for the Charter School shall serve without pay and shall not engage in any

business transaction with, be employed by, or receive any payment for services rendered to the Charter School during said term of this Charter to the extent these actions are prohibited by the Public Official and Employee Ethics Act, 65 Pa.C.S. § 1101, *et seq.*

6. The mechanism for the selection of the members of the Board of Trustees of the Charter School shall be in accordance with the Board of Trustees' Articles of Incorporation or By-Laws, as may be amended from time to time. The Charter School shall provide the School District with copies of any amended Articles of Incorporation or By-Laws within seven (7) days of amendment.
7. The Charter School Board of Trustees shall conduct all of its meetings in compliance with the Sunshine Act, 65 Pa.C.S. §§ 701-716. The Board of Trustees shall not allow votes to be cast by proxy in violation of 65 Pa.C.S. § 705.
8. The Charter School Board of Trustees shall draft minutes in compliance with Section 706 of the Sunshine Act for each public meeting and shall forward copies of those minutes to the School District within thirty (30) days of approval.
9. The Charter School Board of Trustees shall approve all payments to vendors at public meetings.
10. Unless otherwise permitted by 24 P.S. § 17-1715-A (12) or any applicable amendments thereto enacted during the term of this Charter, an administrator of the Charter School shall not receive compensation from another charter school or from a company that provides management or other services to another charter school. "Administrator" shall include the chief executive officer and all other employees of the Charter School who, by virtue of their positions, exercise management or operational oversight responsibilities or such other definition as may be provided by the Charter School Law or any applicable amendments thereto enacted during the term of this Charter.
11. The Charter School shall not relocate its facility or add additional facilities at a location other than 925 Penn Avenue, Pittsburgh, PA 15222, without the consent of the School District, which shall not be unreasonably withheld, delayed or denied.
12. The Board of Trustees of the Charter School and the School District will cooperate with each other in the schedule for transportation service, if any, in accordance with the Pennsylvania Charter School Law and applicable regulations.

13. The Charter School shall actively pursue a policy of outreach to the community to ensure diversity in its governance and student body to the extent required by law.
14. The Charter School recognizes the School District is to have ongoing reasonable access to records and facilities of the Charter School to ensure that the Charter School is in compliance with its Charter and the law, and that the requirements for testing, civil rights and student health and safety are being met. The Charter School understands that the School District will conduct periodic site visits. Ongoing reasonable access to a Charter School's records means that the School District shall have access to records including, but not limited to, financial reports, financial audits, aggregate standardized test scores without student identifying information, and teacher certification and personnel records. Written requests for access to the specific items on this list are to be answered by the Charter School within five (5) calendar days of the request. When the School District believes it needs other records and documents to meet its oversight responsibilities, the School District will submit a written request to the Charter School, and the Charter School will provide access to, or copies of, such records within fifteen (15) calendar days. Financial management reviews will be performed periodically to ensure that the Charter School is meeting generally accepted standards of fiscal management and audit requirements. In addition, the Charter School agrees to participate in periodic enrollment audits and furthermore agrees to provide all enrollment and withdrawal forms to the School District within fifteen (15) days of a student's enrollment and/or withdrawal. The Charter School fully understands that enrollment audits will be performed to ensure the accuracy of subsidy payments to the Charter School based on child accounting data as reported by the Charter School.
15. The Charter School shall timely submit all required reports, including but not limited to the Annual Report to the Department of Education, the Elementary and Secondary Professional Personnel Report, ESOL required reports, and reports to the Department of Health, to the appropriate parties and shall automatically forward a copy of said reports to the School District.
16. The Charter School agrees to participate in the PSSA, provide the School District with both preliminary and final PSSA data files in the format provided by the State/DRC within two (2) weeks of their release and implement a formative assessment system aligned to the Charter School's curriculum. The Charter School also agrees to provide the School District with an annual assessment calendar that includes the dates and testing windows of the PSSA, all formative assessments aligned to the Charter School's curriculum and any other summative assessments the Charter School intends to administer.

17. The Charter School shall comply with the Individuals with Disabilities Education Act ("IDEA") and Chapter 711 of the Pennsylvania code regarding Charter School Services and Programs for Children with Disabilities.
18. The Charter School shall comply with the applicable requirements of the No Child Left Behind Act ("NCLB"), or successor federal legislation.
19. The Charter School recognizes the School District's responsibility for monitoring the AYP progress of charters authorized by the District as required by federal and state regulations. The Charter School further recognizes the requirements of the AYP improvement scale, including its corrective action requirements. Therefore, the Charter School agrees that, should the school fall into School Improvement I the Charter School will develop a School Improvement Plan in accordance with NCLB. The charter further agrees to submit a copy of the improvement plan to the School District at the time of the PDE deadline for the submission of school improvement plans.
20. The Charter School recognizes that in the event that the school enters Corrective Action I, the School District may revoke the Charter in accordance with the processes and procedures as per Section 17-1729-A of the Charter School Law, as amended. In the event of a decision to revoke the charter due to Corrective Action I status, the Charter School further agrees to work with the District on the process of returning students to their home schools, other charter schools or private schools, pursuant to parent/student choice.
21. The Board of Trustees of the Charter School shall ensure that its school staff complies with certification requirements established by Section 17-1724-A of the Pennsylvania Charter School Law. The Charter School shall comply with the requirements for "Highly Qualified" teachers under NCLB or successor legislation.
22. Consistent with the Review Team's qualified approval, progress on the following areas will be evaluated prior to the start of the 2011-2012 school year:
 - a) Professional Development schedule that includes plans for providing on-going training on the implementation of the new curriculum.
 - b) Plans that detail how the school will provide a continuum of services to meet the needs of all students.
23. If more students apply to the Charter School than the number of attendance slots available, the Charter School shall select students on a random basis from a pool of qualified applicants meeting the established eligibility criteria and submitting an application by the deadline established by the Charter School.

24. This Charter shall be terminated only in accordance with the provisions of applicable law or by voluntary surrender approved by the Board of Trustees of the Charter School. Any material violation of the provisions of the Charter shall subject the Charter to either termination or non-renewal in a manner consistent with the law. Any determination by the School District to renew or not to revoke this Charter following a material violation of this Charter shall not serve as a waiver as to the School District's discretion to not renew or revoke the Charter following any subsequent material violations of the Charter or as a waiver for the School District to choose to revoke or not renew this Charter based upon applicable law. In the event that this Charter is terminated or voluntarily surrendered, then in a manner consistent with the applicable law, after the disposition of any liabilities and obligations of the Charter School, any remaining assets of the Charter School shall be distributed on a proportional basis to the school entities with students enrolled in the Charter School for the last full or partial school year.

25. The Charter School fully understands that in cases where the health or safety of the school's pupils, staff, or both is at serious risk, the Charter shall be revoked immediately pursuant to the processes and procedures outlined in Pennsylvania's Charter School Law, as amended.

WHEREFORE, the undersigned, intending to be legally bound hereby set their hands this 18 day of September, 2011.

ATTEST:

**SCHOOL DISTRICT OF
PITTSBURGH**

By: 

Dr. Linda Lane
Superintendent of Schools and
Secretary to the Board

By: 

Sherry Hazuda, President

APPROVED AS TO FORM:

By: 

Ira Weiss, Solicitor

Board Action Date: February 16, 2011

[CHARTER SCHOOL SIGNATURES FOLLOW ON SEPARATE PAGE]

Attest:

**BOARD OF TRUSTEES OF THE
URBAN PATHWAYS K-5
COLLEGE CHARTER SCHOOL**

By: 
Secretary

By: 
President

Date: 9-1-11

Projected Test Results for PSSA

YEAR(S)	READING	MATHEMATICS	SCIENCE
2011-2012	63%	56%	-
2012-2013	72%	67%	67%
2013-2014	81%	78%	78%
2014-2015	91%	89%	89%
2015-2016	100%	100%	100%

ENROLLMENT PROJECTIONS

Grade	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Kindergarten	40	50	50	47	45
1st Grade	40	40	46	47	45
2nd Grade	40	40	36	44	45
3rd Grade	40	40	36	34	41
4th Grade	0	40	36	34	32
5th Grade	0	0	36	34	32
Totals	160	210	240	240	240

Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Charter Annual Report
Wednesday, July 27, 2011
(Last Accepted: Monday, February 14, 2011)

Entity: Northside Urban Pathways CS
Address: 914 Penn Ave.
Pittsburgh, PA 15222

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2010 - 2011

Name of School: Northside Urban Pathways CS

Date of Local Chartering School Board/PDE Approval: August 1998

Length of Charter: 1998-present **Opening Date:** September 1998

Grade Level: 6-12 **Hours of Operation:** 7:30 a.m. to 5:30 p.m.

Percentage of Certified Staff: 87.5% **Total Instructional Staff:** 32

Student/Teacher Ratio: 12:1 **Student Waiting List:** 201 students

Attendance Rate/Percentage: 95.80%

Summary Data Part II

Enrollment: 366 Per Pupil Subsidy: \$12,850.00

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	0
Black (Non-Hispanic):	357
Hispanic:	1
White (Non-Hispanic):	7
Multicultural:	1

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 88.80

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 75

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	0	0	182	182	182
Instructional Hours	0	0	0	0	1146.6	1146.6	1146.6

SECTION I. EXECUTIVE SUMMARY

Educational Community

Urban Pathways Public Charter School (UPCS) is a school for students in grades 6-12. The primary population comes from the Pittsburgh Public School System. However, enrollment is steadily increasing from districts outside the city. The school operates in downtown urban setting and 95% African American with over an 85% overall free and reduced lunch population. Almost 25% of our student population includes students with identified needs. There are a significant number of foster children at our school and we believe charter schools are great for foster children. If their home changes, their school remains a constant in their lives.

Urban Pathways Charter School is a college preparatory school which believes that EVERY student should be given the opportunity to expand their post-secondary options by attending the college or university of their choice. In 2010 100% of graduates got accepted to the college or university of their choice. Students of UPCS, when asked "where are you going?" can confidently answer, "We are going to college!" The school participates actively in many community agencies and has several partnerships with local and national universities.

Mission

The school's mission is to provide every child with the academic competencies, attitudes, and the network of support needed to succeed in life in the city or beyond it. While the school was founded on the New Standards, the school now adopts the Pennsylvania State Standards. It is our intention that all students will work toward 100% proficiency as we strive to follow the

guidelines set forth in the NCLB Act. In addition, by the end of the each academic year, students must demonstrate through exhibits (written and oral presentations) that they have achieved the standards for that grade level. Writing daily and operating in teams are ways in which the school helps to prepare students for life beyond high school.

Vision

UPCS is a standards and performance based school and incorporates both the PA Standards and anchors in its curriculum. Students are expected to demonstrate knowledge of the standards through various performance assessments in each of their classes. UPCS does not socially promote students. Students must demonstrate proficiency in their work in order to be promoted to the next grade. In addition, the school is located in the downtown area, and, as cited in its charter, uses downtown Pittsburgh as its laboratory. Students use the various libraries and cultural venues around the area as an extension of the classroom. The various theatres, hotels and office spaces are used for assembly purposes. For example, the school uses the gym that is located in the Smithfield United Church, the YMCA for basketball practice, and the David L Lawrence Convention Center for assemblies.

UPCS seeks to be nationally and internationally competitive. To that end, it has high and rigorous standards for all students. Student achievement is at the core of every activity. This year, students in A.P. English classes received grades of 3's and 4's. Two students received college credit by taking the AP exam in Biology and Literature.

Shared Values

The school community insists on small class sizes of no more than 20 if at all possible. The PA State Standards drive much of what is done to promote student achievement. Parent participation is key to our success. Parents must be involved as partners to have success with their child. The surrounding downtown community and local universities serve as support for our facilities and supplemental programs. The school community believes strongly in promoting what resources are downtown and using our local personnel to help fill the gaps with social and academic services. Students are encouraged to become responsible, not only for themselves, but for their school environment as well. Teachers, parents and students are a part of decision-making.

The strengths of UPCS include: care and concern on the part of the staff for the well being of students; programs supporting student learning; individual meetings with parents four times a year; cooperation with city resources; and the willingness of staff to go above and beyond what is required to help students. UPCS is a very strong, disciplined environment that lends structure to students' lives. Students are not socially promoted; therefore, they learn the value of deadlines and working toward a goal. Incentives offered for student achievement are a positive element for students. The amount of mentoring support offered to UPCS students is extraordinary. Mentoring opportunities are abundant and effective. UPCS partners with Big Brothers Big Sisters (BBBS), Wesley Spectrum, the Pittsburgh Rotary Club, and other agencies. Most staff serve as mentors to approximately ten students. Students review goals and career plans quarterly with a staff supervisor. This is done privately with each student.

UPCS has also instituted a new mentoring program for high school boys and girls called BAAM (Benefiting African American Males) and WISE (Women In Sync Everywhere) which pairs each student with a volunteer mentor from the community. These mentors are professional African-Americans who meet with their student once a month in one-on-one and group mentoring sessions. Through BAAM and WISE, UPCS is providing these young men and women with a positive role model who follows them not only through their high school years, but into their first

years of college. The community has been extremely supportive of both these high school mentoring programs.

Academic Standards

Urban Pathways does not use any type of “pre-packaged” curriculum services. Our curriculum is standards and performance based, with a foundation in the Pennsylvania Department of Education Standards for all content areas and the Pennsylvania Department of Education Assessment Anchors. UPCS takes an “inquiry-based” approach to learning, with essential questions and engaging scenarios driving instruction. There is also a heavy emphasis on data-driven instruction based on national and local assessments. The materials and resources vary, according to subject area, grade level, and student ability.

UPCS has aligned the standards to its curriculum, and teachers are accountable for demonstrating that their lessons reflect those standards. Teachers use the Understanding by Design approach to alignment, which is done online through the EdInsight program.

All children learn at UPCS. The curriculum is organized by grade level around the PA Standards. The school allows for students to meet expectations at different rates. When students are not participating, parents are engaged. Student contracts become a way that parents can help monitor student progress. Help is given to students in many ways: classroom differentiation, in-house tutoring, before and after school tutoring, after school online courses and remediation, and Saturday School. The curriculum is challenging. Yet, teachers implement real life examples throughout their teaching to help reach students at all levels. Students who do not meet expectations are required to come to tutoring. Parents have "real time" online access to student progress via our Parent Portal where they can view their child's grades, attendance and discipline. Learning Partnership meetings are held quarterly by the students' mentor teachers with students and parents.

Students who are gifted are given special, advanced work that is an extension of what other students are doing. They can also take advantage of four Advanced Placement (AP) courses. Exhibit and other group work is one way to differentiate work among students.

Teachers are instructed not to lecture for more than 15-20 minutes/class at one time. A set lesson plan format is required that includes method of instruction and assessment. Teachers are encouraged to use engaging scenarios that link objectives with interesting tasks. Tasks are organized for students to fulfill according to ability level (basic to advanced.) Walkthroughs and observations help to promote good teaching methods and organization of material. Help is also given to teachers through regular staff development. Teachers are given staff development opportunities to learn how to use student data to drive instruction. All teachers are expected to incorporate reading and math skills into their content areas.

The Academic Team (CEO, Principal, Director of Curriculum, Director of Academic Services, Director of Special Education, and Director of Student Services) meet weekly to review teacher observations.

Learning Partnership Meetings are mandatory at UPCS. At that time, the administration talks with parents and students about the importance of their involvement in the academic development of their child. Test results as well as each child's social and emotional well-being are reviewed. Results are shared with teachers so that they know which students need assistance. An array of services are offered daily to help students with any problem that they may encounter. Teachers adjust learning expectations as needed.

Teachers review the data from test results. They are expected to incorporate areas of weakness into their daily plans. They are to work closely with their supervisor to insure that they are on target with meeting the standards. In 2009-2010 test results are from the PSSA, 4Sight, NWEA, and MAP assessments.

Teachers engage students in a variety of ways. They use warm up activities, investigate various approaches, independent and group work, and many participatory methods. The exhibits that are required by all students are a great way for students to demonstrate knowledge of the standards. All teachers are responsible for verifying their part in student learning. The Pay for Performance salary system requires portfolios for that verification.

The use of longer class of 60 minutes has also provided an opportunity to go deeper into subject matters. There is more time to make the curriculum relevant to students.

Graduation requirements are as follows: Students at UPCS must obtain all credits as described by the PDE and UPCS.

1. A Senior Project is a required activity among students to apply all knowledge learned in a cumulative project.
2. Online courses (PLATO) allow students to make up failed credits after school, at home, during Saturday School, etc. with the monitoring of certified teachers in the subject area in which they are working.
3. Students must meet the 25 book standard through classroom and private reading.
4. Students not proficient by their senior year must take the SPSSA Measuring Up Proficiency Test.
5. Students needing extra help are mentored and tutored.
6. An honors diploma is offered to those who meet the special requirements.

Students are required to pass all classes, to create exhibits quarterly displaying that they have mastered the appropriate standards and to read books as required by the state of PA. Their progress is monitored daily. Supervisors convey progress to teachers. The Academic Team is responsible for noting progress to teachers on the book standards and exhibits. Portfolios are kept to include the student exhibits and other relevant material to note student progress. Teacher observations and walkthroughs provide a good way to examine if creative, rigorous learning is going on that engages students and keeps them focused on achievement of objectives. Tutoring and testing results progress are reviewed quarterly in both reading and math.

Students who are not making reasonable progress are afforded the following assistance:

- Tutoring before and after school
- Tutoring during school hours
- Accommodations and differentiation in the classroom work
- Software programs to support skill development
- Saturday help sessions each week
- After school help sessions
- Opportunities to revise work
- Personal counseling
- Summer school

All teachers are observed and evaluated often. Formal evaluations are done on all staff every year. In addition to formal observations and evaluations, supervisors and department chairs help with instructional techniques and behavior management. Walkthroughs have been a great way to spot check whether or not teachers are fulfilling the obligations of good classroom management

and implementation of the standards and anchors. Also, it allows the observer to note if students are engaged in real learning.

The Principal and some members of the Academic Team are responsible for teacher evaluation. UPCS uses a Pay for Performance program that allows those individuals who are performing in above average ways to gain additional compensation.

All administrators are experienced and qualified professionals with advanced degrees. There are five staff members with doctoral degrees.

Strengths and Challenges

Due to its status as a 6-12 charter school, Urban Pathways Charter School faces challenges. UPCS does not receive equal funding from any public school district. The school works hard to get new sixth graders to the appropriate level since UPCS does not teach these students from kindergarten. These students are usually years below grade level in reading and math. In addition to improving new sixth graders' academic standards, UPCS is faced with training students to be self-disciplined when they arrive here. Lastly, because UPCS always strives to improve and grow, the school often meets with space and facility limitations.

Even as UPCS faces these problems, the school has overwhelming strengths. To ensure student success, UPCS offers a variety of services to the students. Tutoring, counseling and mentoring are just three of the services UPCS uses to help students improve. As of this submission, final average scores have not been released.

UPCS takes discipline seriously, and when problems arise, the school makes use of mediation to keep minor issues from developing into potential problems. UPCS teachers are held accountable; the Academic Team meets weekly during the school year to discuss teacher performance based on data gathered during weekly walkthroughs and observations. To meet these high standards, teachers are given two plan periods daily, both for personal planning as well as to meet with their subject area peers.

UPCS has high expectations for both students and parents. UPCS believes strongly that the parent of the child is the most influential person in the student's success in school. To ensure that the parent is fully aligned with the school, individual, family orientation meetings are set up prior to the start of the school year to make sure both parties are on the same page about what is expected of both the student and parent. Parents are expected to attend Learning Partnership meetings four times each year with their student as well as to support school policies regarding uniforms, discipline, attendance, and other important tenets of the charter school. As a result of UPCS's efforts, parents are engaged with the school and offer their support. UPCS's end of year survey of parents and students, which was administered by a third party, continues to exceed a 4.0 rating on a 5.0 scale.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Strategic Plan Overview

Urban Pathways has completed its first five year strategic plan focused on student achievement and whole person success and is now one year into its second five year plan. Using a Balanced Scorecard as its planning format and strategic management tool, UPCS set ambitious performance targets for 25

measures and met or exceeded performance targets in 15 of them (60%). Since this is a new method of accountability, this performance was considered strong for a first attempt. All measures have become part of the second five year plan with emphasis on moving more of the performance results into the Met or Exceeded category. It is considered quite innovative for a single school to undertake a Balanced Scorecard and UPCS is committed to measuring what matters and continually improving performance.

In 2010, the school modified its name to become Urban Pathways Charter School. (UPCS) This was done to remove the confusion that the Northside designation was causing. The "Northside" is a distinct Pittsburgh neighborhood and is not where the school is located, although there was some expectation that it would be when the initial charter was issued. A new logo and signage have allowed the school to establish its brand more effectively which contributes to recognition, enrollment and community support.

What future do we see for Urban Pathways Charter School?

UPCS is focused on Student Achievement through three student outcome goal areas: Students Master the Curriculum, Students are Internationally Competitive and Students Achieve Whole Person Success. Everything it undertakes is related in a measurable way to one of these overarching outcomes. The linkages are explicit and are illustrated on a Strategy Map that shows how objectives in the Perspectives of Financial Performance, Leadership, Faculty Learning and Growth, Internal Processes and Customer/Stakeholders contribute to one or more of these overarching goal areas. These explicit linkages to show cause and effect ensure focus on the outcomes that matter and provide a template for evaluating new initiatives against the outcomes the school has committed to obtaining.

UPCS is also committed to providing leadership in urban education. Three years ago, the Heinz Endowments funded an Urban Learning Lab to enable UPCS to develop, test and deploy best practices in urban education. The first year was spent designing the Lab and designing an entrepreneurship pilot. The Lab is the umbrella framework through which testing takes place. The pilot is to test the assumption that experiential education is more effective in promoting learning than teaching methods that are less experiential. In the second year, the Lab introduced Action Research projects which are teacher-initiated projects that test assumptions about how something might be improved in a teacher's classroom. Not all assumptions are correct but those that are provide improved instructional techniques that are then shared with other faculty.

Beginning in Year One of the Urban Learning Lab, an independent researcher was brought in to create a survey to determine how to measure self-efficacy, engagement and post-secondary readiness (the three focus areas of the Urban Learning Lab which are thought to correlate to student achievement.) The survey is administered to all students in grades 9-12 at the beginning of the school year and again at the end of the school year. The student body as a whole is analyzed and then compared to those enrolled in the entrepreneurship pilot to determine whether the experiential nature of entrepreneurship is having a positive impact on student achievement or on the contributors to student achievement. The survey has been administered for two years now and is beginning to show some patterns particularly in areas of locus of control and self-confidence that can now be used to influence changes in classroom approach or social service support. Once a third year of data is available, some solid trends will be identifiable and can be used to draw conclusions about what is effective and what might need to be changed to improve outcomes for students.

As the school begins Year Three of the Urban Learning Lab, it is preparing to share its learning with other charters and urban educators, positioning itself as a resource and convener of discussion about how to promote student achievement. The entrepreneurship pilot has grown into an entrepreneurial pathway and an entrepreneurship department with coursework and experiences now beginning in middle school and continuing along a pathway to graduation. The survey is entering its third year and the Action Research projects are entering their second year. We believe we have learned things that others can benefit from and will work on sharing those things in the coming year.

UPCS has continued to expand the resources it brings to staff and faculty development. A growing relationship with California University of Pennsylvania has made training based on Stephen Covey's Seven Habits of Highly Effective People available to all administrative staff and faculty. Other training is expected to follow.

In March, 2011, UPCS was given the opportunity to explore the addition of an elementary school, something it has consistently said was important to the achievement of middle and high school students because it would give them a solid foundation from kindergarten on and would eliminate the need for extensive remedial work when they arrive in 6th grade. That elementary school will become a reality in the 2011-12 school year.

The following descriptions pertain to the perspectives on which the Balanced Scorecard and Strategy Map are built. (see attached documents) Objectives in each of these perspectives indicate what the school is going to emphasize and work on to contribute to the environment that promotes student achievement. These perspectives remain fairly consistent from year to year although objectives and performance targets within them may change.

In the area of student achievement:

All students who come to UPCS, graduate from UPCS. They have fulfilled their requirements on the PSSA test. Also, they are competitive on the SAT 10 test of national achievement. Students feel good about themselves as they have become certified in the school-to-work program. Also, most of the students are accepted to college before leaving their senior year. Students were able to obtain the financial help and scholarship aid necessary. In tracking them as they pursue post-secondary options, we find that they are successful. Students note that the individual attention given to them during their years at UPCS made a difference in their lives.

In the area of stakeholder involvement/satisfaction:

Parents continue to express satisfaction on surveys about UPCS. The volunteer efforts of parents and community have increased. The community knows UPCS very well. It is no longer an enigma. Signage and display areas along Penn Avenue help with marketing efforts and perception. UPCS always enjoys a waiting list in every grade level. UPCS has also been recognized as a model for learning as test scores continue to rise. Applications for work at UPCS increase. People want to become a part of the UPCS workforce as they have heard that we are an employer of choice. UPCS continues to offer full health benefits for staff. In addition, tuition reimbursement is now an added option as we desire to keep teachers and staff learning. The music program has grown and is now credible throughout the community. UPCS musicians play at various community functions which promotes good public relations.

In the area of instructional and leadership processes:

UPCS has the most up to date instruction that serves to model the best practices in any given field. Communication has become stellar between and among all school groups. Teachers are comfortable with visitors in their classrooms and welcome them. Parents are comfortable with calling on teachers for help with their children. Teachers are very aware of following the standards and reaching for high achievement in the classroom. UPCS's achievement scores and PSSA scores consistently improve from year to year. Teachers implement the teachings of the Peaceful Classroom program. Students and teachers communicate with each other with respect. Students learn that, when they are redirected, they need to learn to communicate back to their teacher/adult why the behavior happened and how it will change. All of this leads to a peaceful classroom and school environment. Community partnerships allow students to connect classroom learning with the real world. This also aids in making education meaningful in their world.

In the area of staff learning and growth:

All who work at UPCS are competent and have the proper credentials to do their job. Staff takes more ownership of UPCS and looks upon their work as a partner rather than just an employee. All staff takes advantage of staff development efforts. Teachers promote their own staff development opportunities by requesting specific activities that help with their noted growth areas. Tensions that once were apparent between some staff are non-existent. People pride themselves in creating a learning community that works together as a team. Accountable talk makes a difference in addressing the needs of students. Staff retention rates are high and model the guiding principles of UPCS. Parents feel that they always are aware of the progress of their children.

The school promotes good security, and all who work here feel safe at all times. The school is attractive to visitors and prides itself on maintaining an aesthetically pleasing facility for its staff and students. Vandalism is virtually non-existent.

In the area of financial performance:

Over the past five years, UPCS has been able to track all financial data that is significant in showing that all purchases relate in some way to the overall strategic plan. Reports are easy to read and to understand. The school has always ended with the budget in the black. Reserves have increased yearly. We pride ourselves in having a clean audit yearly. We are able to watch expenses so that all children receive what they need to succeed. Grants have increased and those already in existence are renewed yearly. These grants and other contributions have allowed for good enhancements that otherwise would not happen. We have been able to keep up with equipment and technology purchases that make our program "state of the art." None of this is at the expense of teacher performance pay that allows us to reward our best teachers. Foundations are happy with our performance and continue to react positively to us.

We still have work to do. Being successful as a charter school is a process that never ends because each year brings us new students and new challenges. Because of that, we will continue to seek new ways of ensuring that they learn and grow into successful young people. Because we are a college preparatory program, we will constantly seek ways to guide our graduates into programs of higher education, increasing their expectation that they can go to college and their performance once they get there.

Today's situation

When UPCS concluded the final year of its five-year plan, it had achieved all of the accomplishments described in its Visionary outlook. It continues to be a sought-after institution, with waiting lists at each grade level. It made AYP for the third time in 2010-11, exceeding the PA targets in every category but Math. Parents and faculty both rate it over 4.0 out of 5.0 which says that the school is meeting expectations in both categories. Funding continues to be available from local foundations, which carries with it their stamp of approval as well as their support.

One hundred percent of the senior class of 2010 received acceptances to post-graduate colleges and universities. It has been granted approval to launch an elementary school so that it can give its students the right foundation from the very beginning of their school experience rather than spending precious weeks and months on remedial instruction for those who come in without adequate preparation. Its BAAM (Benefiting African American Males) mentoring program has been so successful that it has been matched by a program for African American girls, WISE (Women In Sync Everywhere). As the year drew to a close, UPCS received funding for a third and fourth year of its innovative Urban Learning Lab (described above), a program that allows it to partner with other educational institutions to test practices that inspire learning and improve achievement in urban youth.

The Planning Process

The planning process that launched the first five-year plan included multiple sessions with UPCS's Board, Administrative Team, Faculty members and Citizens' Advisory Board. Parents and students were

surveyed, a practice that has been repeated each year since. The Citizens' Advisory Board continues to provide a community perspective to the school through regular meetings to discuss and review plans, projects and challenges facing the school. UPCS's Board has updated the plan each year including this year. The board has also launched a process to develop a new five year plan.

The Planning Framework

In addition to the framework specified by the PA DOE, UPCS has followed a planning process built on the Balanced Scorecard. The Balanced Scorecard process begins with the creation of a Strategy Map — a one page snapshot of the key areas of focus and cause-and-effect-linked objectives that will result in the overall outcomes desired. This strategy map is used to guide all planning throughout the year and while annual updates are encouraged, it does not change radically from year to year so that trends can be established.

Perspectives determine the lenses through which the organization is viewed and organizes the objectives on which the school will concentrate. The objectives on the strategy map then become the foundation of the scorecard, which identifies appropriate measures for accomplishing each objective, sets targets for desired performance in each measurement area and identifies those initiatives that will enable UPCS to reach its targets. Many of the targets are time-phased, allowing for growth and improvement from year to year. UPCS has set new targets for its second five years.

UPCS has automated its plan with a Balanced Scorecard application that allows frequent updates as data is collected for each measure and target. The updates then produce a color-coded scorecard with arrows to show progress against the intended targets: Green for meet or exceed target, Yellow for areas of concern where target is being missed slightly, and Red for areas that need serious attention because target has been seriously missed. This scorecard is then used to quickly focus Board and Administrative attention on those things needing attention so time and resources can be prioritized and applied where they will do the most good.

UPCS's Mission, Vision and Values

1. What is our Mission? Helping every child find a pathway to a successful adult life in the city and beyond.
2. What is our Vision? We envision a unique learning environment where all of our students succeed both academically and as whole persons.
 - Our Vision has been achieved when
 - All students who come to UPCS graduate from UPCS.
 - Our graduates all receive post-secondary acceptances along with the financial help and scholarship aid to take advantage of these acceptances.
 - All students are successful in whatever post-secondary choice they make

What do we stand for (Guiding Principles) Because we stress excellence and value each student individually, our guiding principles keep us focused on what matters most:

- Achieving excellence in all we do.

- Treating each child individually
- Equipping each child to succeed
- Making learning relevant and interesting
- Providing a safe environment for learning
- Ensuring that students learn in the community as an extension of the classroom
- Fostering respect of self, others, the environment and the community
- Providing a nurturing culture
- Instilling a value of community service
- Fostering a continuous love of learning
- UPCS has instituted a Values in the Classroom program to instill these guiding principles in the students and improve behavior by fostering respect.

The UPCS Plan

UPCS has committed resources to the three Student Achievement objectives at the top of its strategy map: Students Master the Curriculum; Students are Nationally Competitive; Students Succeed as Whole Persons. It has shown progress in most measures selected for these objectives. The recently received third year achievement of AYP is a significant demonstration of students mastering the curriculum.

We are attaching a copy of the Strategy Map which shows the objectives UPCS intends to focus on and its Scoreboard, which shows how it intends to measure each objective and what its performance on each measure should be and is currently and in comparison to last year. The few areas still showing in red indicate areas where UPCS still needs to improve but there are few red areas and an increased number of green areas over the earlier years of this process. Those marked NA indicate measures we are not yet collecting data for. We are also attaching a Strategy Map and Scorecard for the beginning of the next five-year plan.

The Next Five Years

The second five-year plan for UPCS builds on what it has learned, what it has accomplished and what it still hopes to achieve, particularly with regard to the Urban Learning Lab, the elementary school and continued achievement of AYP. It will continue to encourage its students to seek higher education and will seek ways to support its graduates so that they succeed once they graduate from UPCS. UPCS believes that it has much to share with other charters and others working with urban students and will adopt a continuous improvement framework that will improve the performance of its own students and, where appropriate, help students in other schools find renewed interest in learning.

1. When, where and with whom will UPCS meet? As UPCS continues to implement its second five year strategic plan, its board of Directors will take the lead as before. However, it also seeks input from:

- Parents, faculty, staff and students — through the annual survey, Administrative Team meetings and through small discussion groups convened for the purpose of providing feedback.

- Citizens principally through UPCS's Citizens' Advisory Board and through other citizen based groups who work with the school such as the BAAM and WISE mentors.
- Through supporters — those foundations and others who support the work of UPCS and have a stake in its success and its future.
- Through the Urban Learning Lab Team, assembled from a variety of citizen and educator sources to design and oversee implementation of the Urban Learning Lab.
- Others with an interest in or a stake in UPCS's future as the process progresses.

2. What is your Timeline?

Since UPCS is in the first year of its second five-year plan, its current timeline is 2010-11 through 2014-15. Momentum will be sustained by focusing on performance achieved during the first five-year plan and by highlighting the outcomes to be achieved in the next five years. Participants will be challenged to share in determining how outcomes should be achieved and to identify the role they can play in ensuring success.

3. Who will be responsible for which aspects of the planning process?

The Board is the lead entity in any strategic planning process, given their responsibility for being accountable to the community for the resources provided to the school and the contribution it makes to the quality of education in the community. In its lead role, the Board affirms the Mission, determines the Vision for the next five years and ensures that the Guiding Principles reflect the values that UPCS will stand for. It also has developed a new Strategy Map for the next five year period. In doing so, it is setting objectives for UPCS.

Input will be obtained from the key groups outlined in #1 with the help of an outside survey company, a professional planning consultant and facilitator and members of the Administrative Team. Board members will participate selectively as appropriate. The input will be used to determine UPCS's Strengths, Weaknesses, Opportunities and Threats and to help evaluate priorities for the current planning period. Revisions will be made to the Strategy Map drafted by the Board as appropriate when circumstances change.

The Administrative Team will determine how to measure performance in achieving each objective and, working with key faculty and staff members, will set targets — that level of performance that UPCS will achieve in each objective area. Administrators and other key faculty will determine the initiatives that will allow UPCS to reach its targets

Data collection to monitor performance will be handled internally, using a variety of data sources. Results will be integrated into the Balanced Scorecard software that allows UPCS to track its performance against the targets it has set. Reports generated from this software are shared with the Board so that it can monitor performance and note areas needing attention.

4. How, when what and with whom will you communicate?

UPCS already communicates extensively with its Board, its Citizens' Advisory Board, and its funders. It also communicates extensively through meetings, written material sent home, events, a periodic newsletter and a website with parents and others who may be interested in learning more about the school. It is exploring other technology based communications techniques such as blogs to better reach its students, although in a 300 student school, reaching students has always been successful.

During the last year, UPCS has retained the services of a firm to help rebrand the school. This included a new name, logo and materials, signage and web site. The firm also assisted with improved exposure so

that the community at large is better informed about the contributions the school makes to the students and to the community. This is an evolving process and will continue to grow in the current five-year planning period.

As last school year drew to a close, UPCS introduced its new logo and tag line: High Standards, High Achievers. That is its promise and its commitment to its students, their families and the communities from which they come...that their futures will be better because they attended UPCS — that they will achieve.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Aisha White	Librarian/NFTE Instructor	Secondary School Teacher	Linda Clautti
Anthony Joseph	AP Instructor/ CAC Member	Secondary School Teacher	Linda Clautti
Barbara Hois	Board Secretary	Board Member	Linda Clautti
Berkeley Claggett	Behavior Specialist		Linda Clautti
Carl Magdik	Teacher	Other	Linda Clautti
Connie Kovolenko	Citizens' Advisory Committee Member	Business Representative	Linda Clautti
Dana Thompson-Smith	NUP Board Member	Board Member	Linda Clautti
Darnell Davis	NUP Board Member	Board Member	Linda Clautti
David Gallup	Director of Student Services	Other	Linda Clautti
David Gilpatrick	Board Member	Board Member	Linda Clautti
Elizabeth Gingrich	Executive Assistant to the CEO	Other	Linda Clautti
Elizabeth Strano	Lead Teacher -- High School	Secondary School Teacher	Linda Clautti
Esther Haugel	School Counselor - Social Work Services	Ed Specialist - School Counselor	Linda Clautti
Frederick Douglas	NUP Board Member	Board Member	Linda Clautti
Jamilla Rice	Director of Curriculum		Linda Clautti
Jerry Cozewith	NFTE Coordinator	Business Representative	Linda Clautti
Jim Kennelly	NUP Board Member	Board Member	Linda Clautti
Karen Alston	Administrative Assistant to the Principal	Other	Linda Clautti
Kathleen Garland	Director of Special Education	Special Education Representative	Linda Clautti
Kevin McKenna	Legal	Community Representative	Linda Clautti
Kim Fitzgerald	Director of Academic Services	Administrator	Linda Clautti
Linda Clautti	Chief Executive Officer		Linda Clautti
Linwood Harris	Board President	Board Member	Linda Clautti
Lorraine Clemons	Principal	Administrator	Linda Clautti

Martinez, Lynna	Northside Urban Pathways	Middle School Teacher	Dr. Linda Clautti, CEO
Nicole Homich	Chair, English Department	Secondary School Teacher	Linda Clautti
Patricia Rogers	NUP Board Member	Board Member	Linda Clautti
Patrick Boyle	College Counselor	Other	Linda Clautti
Peggy Fayfich	Vice President	Board Member	Linda Clautti
Remy Ribaud	CAC Member	Business Representative	Linda Clautti
Richard Dixon	Citizens' Advisory Committee Member	Business Representative	Linda Clautti
Robert Fayfich	CAC Member	Business Representative	Linda Clautti
Robert Wilson	Board Treasurer	Board Member	Linda Clautti
Sally Mizerak	Community Consultant	Community Representative	Linda Clautti
Tom Egan	Director of Finance	Business Representative	Linda Clautti
Vanessa Richard-Turner	Parent	Parent	Linda Clautti

Goals, Strategies and Activities

Goal: ENSURE THAT STAKEHOLDERS HAVE AVAILABILITY TO RELEVANT STUDENT SAFETY, EMERGENCY, AND GENERAL SCHOOL INFORMATION

Description: Embed cost-effective dynamic real-time communication systems to alert stakeholders of relevant student and school information and provide real-time safety protections

Strategy: Increase stakeholder preparedness and awareness for students and families

Description: Ensure multi-threaded telecommunication methods are embraced, utilized and integrated into everyday school function for homework hotlines, emergency notification, school news, etc.

Activity: Acquire and deploy a cost-effective messaging/alerting system which supports multiple functionalities and embeds multiple means of contacts.

Description: • 4th Quarter 2010 — Identify stakeholder needs and begin a draft of implementation & training schedules

- 1st Quarter 2011 — Begin research and vendor selection process
- 2nd Quarter 2011 — Acquire solution selected and any necessary components, training modules, etc.
- 3rd Quarter 2011 — Implement solution and communicate plan with end-users and identify expectations of systems

Person Responsible Timeline for Implementation Resources

Tom Egan	Start: 11/1/2010 Finish: 11/1/2010	\$6,000.00
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Status: Complete

Date Comment

7/27/2011 UPCS contracts annually with Alertnow, an automated phone and e-mail alert system provided by BlackBoard, Inc. This system automatically imports contact information for students and parents into a web-based phone and e-mail alert system from MMS Generations, our schools student information system. Staff can send a phone message using Alertnow's web system to students parents immediately using up-to-date contact information.

Goal: FOUR-YEAR GRADUATION RATE (for districts and schools that graduate seniors)

Description: Graduate rate will meet a 90% threshold and/or show growth.

Strategy: High School Counseling

Description: College counseling and social services programs in place for high school students.

Activity: BAAM and WISE Mentoring

Description: UPCS has instituted a new mentoring program for high school girls called WISE (Women In Sync Everywhere). This program is in addition to the established boys mentoring program called BAAM (Benefiting African American Males) which pairs each student with a volunteer mentor from the community. These mentors are professional African American males and females who meet with their student once a month in one-on-one mentoring sessions. Through BAAM and WISE, UP is providing these young men and women with a positive role model who follows them not only through their high school years, but into their first years of college.

Person Responsible Timeline for Implementation Resources

Lorraine Clemons	Start: 9/1/2009	-
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Finish: Ongoing

Status: Complete

Date **Comment**

7/27/2010 The BAAM program was implemented starting in the 2008-2009 school year and continues to operate successfully each school year.

Activity: College and Leadership Counselor - Individual College Counseling

Description: The college admissions process begins with a student taking the SAT or ACT in the junior year and again in the senior year. Students attend multiple college fairs and apply to approximately four colleges each. Several students choose to attend a Black College Fair sponsored by the Hill House Association or Omega Psi Phi fraternity. In the spring of the senior year, students apply for federal and state grants along with the Pittsburgh Promise (if they live in the city of Pittsburgh). 100% of seniors were accepted to at least one college/university for the Class of 2011.

UP hired a staff person to help students' transition to college through summer activities. This person will also track students' program during their first year and offer support as necessary.

Person Responsible Timeline for Implementation Resources

Patrick Boyle	Start: 8/1/2009	-
	Finish: Ongoing	

Status: Complete

Goal: Mathematics and Reading

Description: There will be a 10% decrease in the overall percentage of students at the basic or below basic level in math and reading.

Strategy: Monitor Student Progress

Description:

Activity: 4Sight and MAP Tests

Description: Students are tested four times a year, every quarter, to determine progress and proficiency in core reading and math areas. Students who are not proficient are given tutoring to

help them make the transition to proficiency. The 4Sight tests are a good indication of how well a student will perform on the PSSA exams.

Person Responsible Timeline for Implementation Resources

Lorraine Clemons	Start: 9/1/2009	-
	Finish: Ongoing	

Status: Complete

Goal: Parent Participation

Description: Increase in number of parental participation by 50 people

Strategy: To Increase Parent Involvement

Description:

Activity: Individual Family Interviews

Description: Students and their parents are invited in before the start of each school year to have a personal meeting with a member of the staff to be clear about the school's values and mission and to dialogue about any part of school life.

Person Responsible Timeline for Implementation Resources

Lorraine Clemons	Start: 9/1/2009	-
	Finish: Ongoing	

Status: Complete

Goal: Professional Development

Description: Increase staff development and teacher planning time.

Strategy: Increase Quality of Professional Development

Description: Increase quality of professional development and coaching the classroom and collaboration planning among teachers.

Activity: Grade Level and Subject Area Meetings

Description: Staff development

Person Responsible Timeline for Implementation Resources

Lorraine Clemons	Start: 8/18/2009	-
	Finish: Ongoing	

Status: Complete

Goal: PROVIDE COST-EFFECTIVE RELIABLE TELEPHONE COMMUNICATIONS SYSTEMS

Description: Institute cost-effective reliable communications and monitoring systems to ensure communications between staff members in support of student safety and increase day-to-day efficiencies

Strategy: Implement cellular voice and data services for appropriate staff in support of student learning and safety

Description: Utilize a cost-effective standard mobile voice solutions which will provide readily available communication between staff and instructors

Activity: Determine needs and acquire and deploy relevant staff cell phones, data services, “push-to-talk”, and Aircard devices

Description: • 3rd Quarter 2009 — Perform needs assessment and form strategic plan, align Technology Plan

• 4th Quarter 2009 — Begin processes to utilize funding programs and create specification guidelines for components and services

• 1st Quarter 2010 — Apply for E-rate funding

• 3rd Quarter 2011 & 2012 — Identify services and service levels to be provided and contract with vendors to provided agreed upon services and continue E-rate submissions

Person Responsible Timeline for Implementation Resources

Tom Egan	Start: 12/1/2009	\$58,500.00
	Finish: Ongoing	

Status: Complete

Date	Comment
7/27/2011	Administrative staff have technology to meet their communication needs while away from school grounds. All administrators have wireless "smart" phones with e-mail and internet capability. Additionally, staff have access to wireless access points to grant internet and network service to computers, and administrators have iPad devices with wireless connectivity via a portable "hot-spot." These services are 90% funded by E-rate.

Goal: Student Attendance

Description: Increase in student attendance

Strategy: Continue to maintain student attendance above state average

Description:

Activity: Monitor daily attendance via MMS Generations for Schools

Description: The Director of Student Services will work closely with the Student Attendance Officer in monitoring student attendance. Our Student Information System is configured to flag all students who have more than three unexcused absences and five unexcused tardies. Once a student has met either condition, the Student Attendance Officer notifies the Director of Student Services. Truancy letters are generated by MMS once per week of all students identified as truant. Letters are mailed to parents, the students home district, and kept on file with the students record. The same procedure is followed for students who have reached five unexcused absences. In addition to receiving a letter, the student is placed on an attendance contract with the school. The parent is brought in for a parent meeting with the School Principal and Director of Student Services and notified that if the student reaches ten unexcused absences the student's home district may be notified to file a truancy citation with the local court.

Person Responsible Timeline for Implementation Resources

David Gallup	Start: 1/1/2007	-
	Finish: Ongoing	

Status: Complete

Statement of Quality Assurance

Charter school has not met AYP.

Charter school has not created a School Improvement Plan.

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

Statement of Quality Assurance - Attachments

- School wide plan
- Statement of Quality Assurance

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

In accordance with our charter, Urban Pathways Charter School uses the Understanding by Design (UD) “backwards-planning” philosophy and framework (developed by Grant Wiggins and Jay McTighe) to structure curriculum. This is in accordance with the UPCS charter in that the primary focus has always been to create learning experiences that focus on depth instead of breadth. Within the essential questions and enduring understandings sections of Stage One of UD, teachers develop guiding questions and concepts that focus integrated content units culminating in multi-stage projects which we call “exhibits” or projects. Through the completion of said “exhibits”, students show how they have learned the content standards of focus for the unit and then explain said knowledge when reflecting on the product and process.

Although teachers develop essential questions which remain constant in the curriculum, sub-questions and new strands of questions are also developed with students based on their interests, needs, or even popular culture in order to add relevance to the curriculum. With the end in mind, vertical alignment then allows us to deliver a balanced and rigorous educational package. Also, keeping in accordance with Urban Education research, our curriculum development is “situationally effective” in that it incorporates students’ inquiry, personal and cultural needs in alignment with the standards and anchors established by the Pennsylvania Department of Education to make content more relevant and applicable to students while remaining within the guidelines established by the state of Pennsylvania.

Student learning needs are met in a multitude of ways in the instructional practices at Urban Pathways Charter School. In the development of the curriculum, local, state, and national test data are analyzed to determine the greatest group needs, so that these may be addressed in a whole-group instructional method within individual classes and so that these needs may also be addressed school-wide through initiatives which integrate multiple disciplines. For example, in the 2009-2010 school year, the curriculum included a very focused approach to reading across the curriculum. Teachers were trained in the practice of reading instruction, were given reference texts to use throughout the school year, and were given support in the classroom with introducing reading strategies within their courses. As a result, students showed great gains in reading on local, state, and nationally normed exams. Students also improved within the courses in which they learned the strategies. Data are then collected and analyzed to determine smaller group needs within the courses. Small focused groups, incorporating cooperative learning strategies, are formed so that students with similar learning needs may work on those particular needs with fellow students, aiding each other in the learning process, with the instructor takes on the role of the facilitator, constantly collecting data to be reviewed and used to group and re-group students as their needs change. Finally, data are analyzed to allow for more individualized practice for those students who need to work on individual skills without being in a large or small group setting. In such cases, teaching assistants or learning support staff members are utilized to help students achieve their goals within the framework of the established curriculum.

Another way that student needs are met in the curriculum is in the area of differentiation. Accommodations and modifications are noted in the curriculum, with teachers discussing alternate texts, methods of assessment, and instruction that can be used to help students with various learning needs while remaining within the guidelines set by the Pennsylvania standards

and anchors. Such modifications/differentiation are not solely reserved for those students identified as needing learning support. Teachers have participated in numerous trainings led by administrators and outside experts in the area of student engagement. Teachers have been given the tools to incorporate music, technology, movement, and games into daily instruction in order to make learning more fun and more hands-on. Teachers use games and teaming activities to teach content along with “whole child” concepts such as fair-mindedness, perseverance, and integrity.

In addition to the active learning strategies, teachers also use tested strategies noted by Robert Marzano in his text, *Classroom Instruction that Works*, as being most effective in solidifying student learning, namely note-taking, reinforcing effort, providing effective and relevant homework, cooperative learning, setting objectives, and using cues and advanced organizers. Such strategies are also discussed and refined within the extra planning period teachers are given each day to meet as a department and problem-solve, share successes, and remain current in the latest research and technology. This also enhances student learning.

Also, as a result of the College Board Advanced Placement course trainings that several high school teachers have received over the past two years, Urban Pathways Charter School currently offers five College Board approved Advanced Placement courses: United States History, English Literature and Composition, English Language and Composition, Macroeconomics, and European History. The combination of teacher participation in this rigorous process and student feedback on evaluation forms has resulted in the ongoing development of more integrated Pre-AP vertical alignment. This has served a dual purpose in that it helps to prepare students to have the academic fitness to fully engage in the rigors of an Advanced Placement course and to raise the bar within the non-AP courses to a higher standard of excellence in order to enrich the academic program throughout the school. This is done through teacher use of College Board suggested texts and teaching strategies that encourage close reading; writing to learn; immediate, relevant, and specific teacher feedback; and critical thinking.

The aforementioned are all methods that are used within the regular school day in order to accelerate learning in student areas of need. Urban Pathways Charter School, prides itself on its rigorous after school tutoring program. Data are once again analyzed to determine which students need further acceleration beyond what the regular school day will allow. In such cases, these students are referred to our after school tutoring program which takes place three days per week, for a three week period. Students spend at least an hour after school on such days, receiving focused instruction in Reading and/or Math. Instructors are either UPCS faculty or student teachers from neighboring colleges with whom we have developed partnerships. The instruction mirrors our established grade-specific curriculum’s scope and sequence, with the Reading Specialist/Testing Coordinator working closely with the instructors to monitor student progress and offer guidance as to best practices for literacy instruction. The program also uses software programs like Study Island, Compass Learning (2009-2010 school year) and Rosetta Stone to help deliver more individualized instruction and immediate feedback in the learning process. At the end of the three week period, students are administered a short assessment to determine growth. If students have made significant progress and are deemed to be able to work within the regular school day without the additional after school help, they will leave the tutoring program. Those who are determined to still be in need of additional services will remain in the program for another three-week period. This process continues throughout the school year. The after school tutoring program is in addition to the tutoring that goes on throughout the school day.

Rigorous Instructional Program - Attachments

- Induction plan
- professional development plan

- approval letter

English Language Learners

During the initial interview conducted with the student and parent, the three basic questions that are required on the Home Language Survey will be asked. This includes:

1. What was the first language your child learned to speak?
2. Does your child speak a language other than English? If yes, specify the language. This does not include languages learned in school.
3. What language(s) is/are spoken in your home.

UPCS's reading specialist will be involved in the assessment of students identified in the screening as potential ELL students. Students will be assessed with appropriate instruments to determine eligibility and need. All assessment results will be placed in the student's permanent record file.

The instructional program will be developed by the reading specialist in coordination with the local intermediate unit. The focus of this instructional program will include the development of English language skills and provisions for meaningful participation in subject area instruction. The student's academic program will be developed on an individual basis.

Planned ELL instruction includes listening, speaking, reading, and writing at different levels of proficiency. ELL classes will replace English class instruction required for graduation.

English Language Learners - Attachment

- ELL Policy

Graduation Requirements

1. Students at UPCS must obtain all credits as described by the PDE and UPCS.
2. A Senior Project is an effort among students to apply all knowledge learned in a cumulative project.
3. Online courses allow students to make up failed credits after school, at home, during Saturday School, etc. with the monitoring of certified teachers in the subject area in which they are working.
4. Students must meet the 25 book standard with classroom and private reading.
5. Students not proficient by their senior year must take the Measuring Up and be Proficient or fulfill the remedial PSSA coursework on PLATO and PSSA Equivalency Test to note progress.
6. Students needing extra help are mentored and tutored.
7. An honors diploma is offered to those who meet the special requirements.

Special Education

Urban Pathways is a school that utilizes the full-inclusion model along with two Learning/Emotional Support (LS/ES) classrooms. The students who are in the LS/ES are instructed by special education teachers for core subjects. Not all students are in the LS/ES for all core subjects. Each student is individually discussed by the Individualized Education Plan Team and the Least Restrictive Environment is determined in order to accommodate a Free and Appropriate Education for each identified student. All students are welcomed in general

education. The general education class (with support) is the first option considered, regardless of disability type or severity. Students with varying characteristics and abilities participate in shared educational experiences while pursuing individually appropriate learning outcomes with necessary supports and accommodations. The administration and teachers are supportive of efforts to encourage full participation of students with and without disabilities in all aspects of school life. All students participate with their non-disabled peers for electives, lunch, and school activities.

The Multi Disciplinary Team considers the general education classroom with supports and services as the point where all students start. Their IEP's are based on general education standards with individual objectives and needed modifications. General education teachers attend staff development sessions that emphasize how to accommodate the services needed to support all students in the classroom. Staff development has included: Response to Intervention, following the IEP, behavioral management, modifications/accommodations, and how to differentiate the curriculum. The special education department is committed to providing the supports necessary to assist all teachers and students in making the full-inclusion model a success for academic growth. The department is also committed to providing an opportunity towards meeting district wide goals to the students' fullest potential.

At UPCS, Response To Intervention (RTI) is a model of intervention utilized to provide early, effective assistance to students who are at risk. RTI is also used as one part of a data-based process of identifying learning, emotional, and behavioral disabilities. The model seeks to prevent academic failure through universal screening, frequent progress monitoring, research-based interventions, timely, directive, systemic, flexible support, and increasingly intensive instructional interventions with a focus on providing high-quality instruction and interventions matched to students' needs. If the student does not respond to effective interventions, it is discussed by the MDT (including the parent), to have an Evaluation done by the school psychologist to determine if the child has a disability. Based upon the results of these tests, an individualized plan of core instruction and intervention supports is designed and implemented.

The emotional support classroom is a class room with one teacher and an assistant. Students in this program did not benefit from the full-inclusion model due to not positively responding to interventions to maintain in the general education classroom. The students alternate between two special education teachers for all core subjects; however, all electives are within the general education population. Many of the L/E support students are working at grade level with the same high expectations for success as the general education classrooms. The services include: tiered interventions, one-on-one tutoring, flexible grouping, computer based reading and math programs, small group instruction, homework help, study-skills, goal-setting and career planning support, targeted differentiated instruction, frequent/consistent staff support, a powerful behavior modification program/support plan, and therapeutic intervention (if needed). To ensure success, the special education department has constant contact with the parents, caseworkers, therapist, and outside agencies involved with the student.

Urban Pathways has found that the full-inclusion model and an additional learning/emotional support classroom for the middle school and high school has been a successful transition for the 2010-2011 school year. The students have shown growth, evidenced by the PSSA, 4-Sight tests and NWEA results. Students have grown academically and socially, evidenced by students testing out of the special education program and returning to the general education classroom. In addition, all of the identified seniors have been accepted to a two or four year college. The school has promoted diversity by creating an environment where differences and similarities are taught, learned, accepted and valued.

Special Education - Attachment

- Special Education Policies and Procedures

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Aron, Michelle	1	Learning Support	NUP	25	Students identified as needing Emotional Support as well as Learning Support.
Pronio, Martin	1	Learning and Emotional Support	NUP	24	Students identified as needing Emotional Support as well as Learning Support.

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Intermediate Unit 3	25	Speech Pathology	Urban Pathways	8	Works with students to improve speech
Wesley Spectrum	60	Social Work	Urban Pathways	32	Provides Social Work Services to students with IEP's.

Special Education Program Profile - Chart III

Title	Location	FTE
Special Education Supervisor	NUP	100

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Mercy Behavioral Health	Therapeutic Services	6 hours
Wesley Spectrum	Social Work	40 hours
Private Psychologist	Psychological Services	12 hours
Other Social Services	Therapeutic Services	6 hours

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
NUP is not an elementary school.	No	No	No	No	No	No

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	Yes	Yes	No	No	Yes	No
MAP	Yes						

Student Assessment

At Urban Pathways multiple measurements are built in to the academic calendar. These measures include PSSA, NWEA, MAP and 4 Sight. The assessments are then used by the Academic Team and teachers throughout the year to drive instruction. Curriculum Maps are developed before teachers complete the school year. These maps target areas in need of improvement. In the summer, maps are reviewed by the Academic Team for standards and academic vigor. Upon the return of the school year, teachers will review current data particularly PSSA, NWEA and MAP data to drive their curriculum at the lesson level. During the academic year, teachers and students use the data to set goals for individual success. In addition, teachers identify areas that students have mastered and those areas in need of more instruction and practice.

Teachers have common planning time to meet with the Director of Curriculum, Director of Special Education, and the Reading Specialist to identify students who need additional support both in the classroom and in the after school tutoring program. During this time, data is used to determine a student's learning path in addition to classroom portfolios and project based assessments. Last year, UPCS implemented PLATO software to further support individuals in need of remediation and the EdInsight program houses all curriculum maps and lessons in addition to all assessments, so that all data is easily accessible for use to better drive classroom instruction. The Academic Team observes all teachers weekly and then meets to discuss the implementation of the standards, target areas, and effective delivery.

Student Assessment - Attachment

- 2010-2011 PSSA Scores

Teacher Evaluation

Formal evaluations are done on all staff and all staff participate in Pay for Performance. In addition to formal observations and evaluations, supervisors and others who help with instructional techniques and behavior management conduct walkthroughs. Walkthroughs have been a great way to spot check whether or not teachers are fulfilling the obligations of good classroom management and implementation of the standards. Also, it allows the observer to note if students are engaged in real learning.

Teachers who are having difficulty are given resources and coaching to help them. The Plan is reviewed according to the schedule set up by the supervisor. Teachers have two plan periods daily to take advantage of help and excellent teachers.

The Principal is responsible for teacher evaluation. An end-of-year evaluation meeting takes place with the Academic Team. The Pay for Performance Program allows those individuals who are performing in above average ways to gain additional compensation.

The Principal, Director of Curriculum, and the Director of Special Education all were given one-on-one special mentoring with a qualified and experienced person in their field as a way of professional development for evaluators.

Teacher Evaluation - Attachments

- 2010 Pay for Performance Points sheet
- 2010 Pay for Performance Worksheet
- Pay for Performance Rubrics 2010-2011

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

During the 2010-2011 school year, Urban Pathways Charter School did not have any leadership changes.

Board of Trustees

<u>Name of Trustee</u>	<u>Office (if any)</u>
Davis, Darnell	none
Douglas, Fredrick	none
Fayfich, Peggy	Vice President
Harris, Linwood	President
Hois, Barbara	Secretary
Wilson, Robert	Treasurer
Gilpatrick, David	none
Leiberman, Sissy	none
Talabi, Sola	none

Professional Development (Governance)

The Board of Trustees has several planning sessions around building, reviewing, and refining its strategic plan. It also plans two retreat meetings yearly.

The Board has been intimately involved in the strategic planning process. The Board has adopted the John Carver Policies for Boards. At most board meetings, the Board takes time to talk about Governance Issues.

Coordination of the Governance and Management of the School

There is much discussion between the Board and the CEO. The CEO keeps the Board president fully informed of important matters. They talk regularly and meet monthly to review the agenda for Board meetings. The Board works well together and works towards consensus building. They understand their role as board members and do not micromanage the school administration. They are a model for boards in general. In all matters, the board and the school are cooperative with the chartering district. The Board and CEO reach out to District Board members to foster good relations and communication.

Coordination of the Governance and Management of the School - Attachment

- 2010-2011 Board Meeting Dates

Community and Parent Engagement

In 2008, UPCS received the state's Nicholas Cericola Memorial Award for Family Involvement. The Board of Trustees supports any effort to bring parents into the school environment. There is an open-door policy for parental visitation. UPCS offers recognition programs for students, parents, and staff. Family Night, held every November, is sponsored by the Board and staff. In addition to being a wonderful time for parents and staff to meet and mingle, Family Night is always well attended. Every quarter, students who make the honor roll and their parents are invited to a special Honor Roll Brunch held at the school. UPCS believes in extending teaching to parents as well. Free computer training classes are offered for parents and grandparents. A fantastic fitness program also gives everyone an opportunity to become more physically fit. Parents are also invited to enjoy the sounds of our Symphonic Wind Ensemble and The Sounds of Steel at their spring and winter concerts.

The CEO is an active participant in many of Pittsburgh's civic organizations. In 2009, she was recognized as one of the "Top 25 Women in Business." She also has created a Citizens' Advisory Committee which meets monthly.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

The CEO is charged with fundraising. UPCS has received a grant for a summer enrichment program in music. The school also received a grant from Heinz Endowments for becoming a model lab for best practices in urban education. There are other grants pending.

Fiscal Solvency Policies

The budget is reviewed regularly by the CEO, the Director of Finance and the Board of Trustees. The school administration consults with its accountant whenever questions arise that need expert counsel.

Accounting System

UPCS uses the accrual method of accounting and complies with GASB statement #34.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachments

- 2009-2010 Financial Statements and Auditor's opinion
- Preliminary Statement of Revenues, Expenditures, and Fund Balances

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

UPCS uses the accounting firm of Hosack, Specht, Muetzel and Wood to conduct the annual independent audit. The last audit completed for UPCS was for the fiscal year 2009-10. The auditor's report found no major or minor findings to declare. Since the fiscal year for UPCS runs from July through June of each year, field work for the annual audit starts in August and is completed by October. A copy of the audit for the fiscal year 2010-11 will be forwarded to the City of Pittsburgh as soon as it is compiled.

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

- 2009-2010 Financial Statements and Auditor's opinion

Citations and follow-up actions for any State Audit Report

There was a state audit performed during the 2009-2010 school year for the 2007-2008 school year. As of the submission of this year's Charter Annual Report, The Audit Report is not yet available, and we have not yet received the findings or follow-up actions from the auditor's office.

SECTION VII. FACILITY RESPONSIBILITIES

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

There were none.

Future Facility Plans and Other Capital Needs

UPCS is in the process of leasing another building located at 925 Penn Ave to house grades K-3. Our new elementary school, which will expand to hold grades K-5 by 2014, will occupy 4 floors of the building, bringing our total estimated enrollment to 600 students by the 2013-2014 school year. UPCS will need to purchase furniture in the form of classroom desks and chairs, and technology equipment to support these additional students. UPCS has secured a \$200,000 loan from Huntingdon Bank to meet these immediate capital needs and will use revenue generated from student enrollment to pay back the loan.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

Urban Pathways Charter School adheres to all required laws regarding health and safety. Health and immunization records of students are in the office for review at any time. Additionally, student immunizations are stored in our school's student information system, MMS, which checks all student immunizations to ensure compliance with PA state requirements. UPCS has contracted with a part time nurse, and there is a fully equipped health room.

UPCS holds quarterly fire drills in accordance with PDE requirements. We coordinate the fire drills with our landlord's maintenance office and local fire department to properly test the fire alarms.

At this time, all Request for Reimbursement and Report for School Health Services is done online through the PDE website.

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

- Wellness policy
- 2009-2010 Health Reimbursement Application
- Health Reimbursement Check 2009-2010

Current School Insurance Coverage Policies and Programs

Philadelphia Indemnity Insurance Company

- Directors and Officers Board Liability Insurance - \$1,000,000
- General Liability Insurance: Property Damage - \$2,000,000
- Tuition Coverage - \$800,000
- Educators Liability - \$1,000,000
- Umbrella Liability - \$4,000,000

Technology Insurance Company:

- Worker Compensation Insurance: Bodily Injury - \$100,000 / accident
- Disease - \$500,00 Metlife Co.
- Life and Accidental Death & Dismemberment - \$100,000
- Short Term Disability — 60% of Salary, max \$750
- Long Term Disability — 40% of Salary, max - \$5,000

Dental Plan Highmark Blue Cross Blue Shield

- Health Care Plans — Direct Blue Plan, Direct Blue Value Plan

Current School Insurance Coverage Policies and Programs - Attachment

- 2009-2010 Insurance Policies

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

There are thirty-two total professional staff at UPCS. 87.5% of the staff are certified (the rest are highly qualified teachers). As of the submission of this report, 94% of the staff will be returning for the 2011-2012 school year. Thirty-one of the staff were with the school for the entire

year. In 2007, NUP was named one of Pittsburgh's Best Places to Work. This might be the reason our staff retention is so high.

Quality of Teaching and Other Staff - Attachment

- PDE 414 2010-2011

Student Enrollment

After a lottery for all applicants, students are admitted on a first come, first serve basis space permitting, with the city of Pittsburgh given priority status. Also, siblings of students already attending UPCS are given priority status in the admissions process. When students are admitted, we have no identifying data on them except names and demographics. Families have a deadline to obtain needed information for enrollment in order to keep their place for admissions. This information includes immunizations, proof of residency, transcripts, and previous years' report cards. The data collected has nothing to do with acceptance of a student, unless there was an expulsion in their student records. If a family does not provide all data requested, every attempt is made to contact the family, then, the student goes back on the waiting list and others are invited to attend. Students are accepted until classes are full. We admit students as space permits throughout the school year.

Student Enrollment - Attachment

- 2010-2011 School Enrollment Report

Transportation

Students at Urban Pathways Charter School travel to school using the city bus transportation system. It works well for most students. It is the belief of the staff and parents of students that using the city bus system teaches children to be responsible for their bus passes, teaches students how to use a city transportation system, and also teaches children how to be responsible with their time to catch their bus on time. Students who have IEPs that specify transportation needs are accommodated. For field trips, again, city buses are used whenever possible, or we hire specific companies to charter buses.

While the City of Pittsburgh transports its own sixth grade students via yellow school bus, it will not offer the same to UPCS middle school students. This is a safety issue for young students.

Food Service Program

Urban Pathways Charter School participates in the National School Lunch Program. UPCS uses the services of Metz, Inc. to supply lunches to students. Since the landlord does not permit cooking in this facility, only food that has been previously cooked and prepared may be served on the premises. All food complies with the standards in our Wellness Policy and State standards.

Student Conduct

The program follows a progressive discipline model. Consequences are administered in a firm, fair, and consistent manner. There is a strong support system in place for students. Teachers are expected to phone home whenever a serious matter arises in the classroom. The following list represents integral components of the system:

1. Warning to students
2. Parent/teacher/administrator conferences
3. Behavior contracts
4. Teacher and administrator detentions
5. Saturday School
6. Resource Room
7. Change and placement when necessary for students with an IEP
8. Mediation
9. Counseling and therapy
10. Group sessions

In all cases of suspension, students are given an opportunity for due process. Students always have an opportunity to discuss their concerns prior to any disciplinary action being taken.

In the 2010-2011 school year, there were 118 students involved in 224 suspension incidents and 0 students were expelled.

Student Conduct - Attachment

- 2009-2010 Student Handbook

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2011

The Northside Urban Pathways CS within Pittsburgh-Mt Oliver IU 2 assures that the charter school will comply with the requirements of 22 Pa. Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

1. There are a full range of services, programs and alternative placements available for placement and implementation of the special education programs in the charter school.
2. The charter school has adopted a "child find" system to locate, identify and evaluate children who are thought to be a child with a disability eligible for special education residing within the charter school's jurisdiction. "Child find" data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for effectiveness. The charter school implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The charter school has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The charter school will comply with the PA Department of Education annual report requirements including special education information.
5. The charter school follows the state and federal guidelines for participation of students with disabilities in state and charter school-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The charter school assures the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

This assurance must be signed by the Board President and the Chief Executive Officer for the charter school to operate services and programs.

Board President

Date

Chief Executive Officer
2010 - 2011 Annual Report for Pennsylvania Charter Schools

Date

Verify that all DATA reports to PDE are complete

YES _____ NO _____

Assurance for Compliance with the Public Official & Employee Ethics Act

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

The Northside Urban Pathways CS assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the "Ethics Act") and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the "Ethics Act" is available on the Ethics Commission's website at: <http://www.ethics.state.pa.us/ethics/site/>

The assurance must be signed by the Chief Executive Officer and Board of Trustees President of the charter school.

Identify the charter school's Chief Executive Officer.

Name: Dr. Linda Clautti **Title:** Chief Executive Officer
Phone: 412-392-4601 **Fax:** 412-392-4602
E-mail: lclautti@nupcs.com

Signature of the Chief Executive Officer and Date

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

Name: Linwood Harris **Title:** President of the Board of Trustees
Phone: 412-392-4601 **Fax:** 412-392-4602
E-mail: lharris@andrew.cmu.edu

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Kathleen Garland **Title:** Director of Special Education
Phone: 412-392-4601 **Fax:** 412-392-4602
E-mail: kgarland@nupcs.com

Signature of the Special Education Contact Person and Date

There are currently no supporting documents selected for this section.

URBAN PATHWAYS CHARTER SCHOOLS
STUDENT FOCUS GROUPS: SUMMARY
GRADES K-3

Date: Wednesday, May 9, 2012

Blocks: K – 11:00-12:00

1 – 1:00-2:00

2 – 12:00-1:00

3 – 2:00-3:00

Location: Dancing Studio

Facilitator: Dr. Rosemary H. McNelis

In conjunction with the school's annual stakeholder survey efforts, group interview sessions were conducted with a sample of elementary school students to gather elementary school students' perceptions of the school environment/culture. Twelve questions focusing on school culture/environment, school work, and goals were used to facilitate the focus group sessions (see Appendix A). Eight sessions (roughly 20-25 minutes in duration) were conducted on May 9, 2012 in the school's dance studio, with two sessions held for each grade level (K-3). Seats were organized in a semi-circle to promote open, informal discussion among students. Dr. McNelis posed questions to the students, encouraging all students present to share their thoughts. Students responses were tabulated by Dr. McNelis and student comments were recorded on paper.

Fifty percent of students from each grade within the elementary school, K-3, were randomly drawn for inclusion in the sample. Students ultimately participating in the focus group discussions include:

Grade Level	Number of Students Participating in Focus Group	Percentage of Grade Represented
Kindergarten	19	54%
1 st Grade	15	44%
2 nd Grade	19	48%
3 rd Grade	15	43%
Total Students	68	45%

Appendix B contains a complete listing of students in attendance.

Dr. McNelis opened each session by explaining to students that the school's leadership routinely asks parents, teachers, and students to share their thoughts on the school –key data utilized in its ongoing effort to offer quality education to its students. Students were encouraged to think about the questions and respond to them honestly. Attempts were made to have each student in the group respond to the question in hand. In general, students earnestly responded to the questions posed. Due to variations in session times and nature of discussion evolving within each session, not all questions were posed to each group. At times, the facilitator was challenged to keep students on task within the discussion, particularly among Kindergarten students. In first session among Kindergarten students, two students were taken from the room on account of distracting others in the group.

Highlighted below are the themes to emerge from these focus group discussions.

School Culture/Environment

In general, students describe being “happy” at Urban Pathways School. The majority of students participating in focus group discussions (57 of 68 students, representing 84 percent of students surveyed), reported being happy at Urban Pathways Charter School. All Kindergarten and 2nd grade students (100%) participating in the discussions agreed to being happy at their school; 1st and 3rd grade students agreed to being happy, albeit in smaller numbers (80%, 50%, respectively). Students offered a host of remarks in support of their positive reactions to their school, classified here into five broad categories: educational environment, faculty and staff, socialization, perks, and outcomes. Table 2 tabulates students’ responses by category and grade level.

Table 2. Tabulation of Students Explanation of Responses to the Question, “Are you happy at Urban Pathways Charter School?”

GRADE	<i>Educational Environment</i>	<i>Faculty and Staff</i>	<i>Socialization</i>	<i>“Perks”</i>	<i>Outcomes</i>
Kindergarten	4	3		2	
1 st Grade	1	1	1	1	
2 nd Grade	9	7	2		2
3 rd Grade ¹					

Educational Environment. Fourteen (14) students offered comments to explain why they are happy at Urban Pathways Charter School that directly relate to the school’s environment. For example, kindergarten students described liking to learn at school, working on the computer, and having opportunities to play. One Kindergarten students described school as being “much more fun than at home.” A first grade student pointed to specific academics offered at school, noting that she really enjoys math. Prevalent in the 2nd grade students’ discussion of why they are happy in school was the theme that “learning is fun” and that enjoyment is taken from the act of learning. As one student explained, “*School is fun, we are learning about tadpoles;* others pointed to specific subject areas as ones they enjoy, including math and history, science, and gym. Another theme emerging present in the 2nd grade discussion relates to key players contributing to the school environment; here, at least three students specifically described key players in the school’s educational environment, with one student specifically commenting on the “nice principal, teachers, and children.”

Faculty and staff. Eleven students participating in the group discussions specifically referred to their teachers or other staff members in describing why they are happy at Urban

¹ Due to limited time in the 3rd grade focus group sessions (both were approximately 20 minutes in duration and were the final two sessions of the day), only a show of hands were taken of students’ response to the question; therefore no breakdown within themes is shown for this grade level.

Pathways Charter School. Students depicted teachers as being “nice,” other students noted that they like to spend time with teachers because they enjoy learning. Another student explained, “Teachers give us chances.” In the words of one Kindergarten student, “Mrs. Wagner is the best teacher. She gives us healthy treats and non-healthy treats.” And explained a 1st grade student, “Ms Williams is there for me. She tells students to stop bullying.”

Socialization. The social aspects of the school were pointed out by a few students (3) in response to probes as to why they are happy at Urban Pathways. One student described the opportunities for making new friends; another commented on the “kind’ friends she has made at Urban Pathways, and, explained on student, “*My cousins are here. I take care of them.*”

Perks. Three students pointed to what I have coined as perks of the school, one student pointed out, “We get to go to Kennywood.” Another made mention of the recognition of students through “leadership awards.” Another pointed to the many snacks offered at the school.

Outcomes. Two students pointed to specific outcomes resulting from being a student at Urban Pathways as justification to their happiness with the school: “*My life is better now*”; “*I am learning everything I need to know.*”

Three first graders described themselves as being unhappy at the school. One student pointing to “getting in trouble for no reason.” Another explained that, “People tell lies about me doing something.”

In general, students perceive themselves to be safe at school. The majority of students within the school reported feeling safe in school as outlined in Table 3.

Table 3. Do you feel safe at school?

GRADE	YES	NO	NO RESPONSE
Kindergarten	16	3	
1 st Grade	13	2	
2 nd Grade			
3 rd Grade	8	6	

In explaining why she feels unsafe at school, one first-grade student described being insecure about not always knowing “if someone is good or not.” Another described fellow students as being “nasty, dirty.”

Students view teachers and staff as one of the best characteristics of the school. Table 4 below shows breakdown of student responses to the question, “What do you like best about school?”

Table 4. “What do you like best about school?”

GRADE	<i>Teachers and Staff</i>	<i>Educational Environment</i>	<i>Socialization</i>	<i>“Specials”</i>	<i>Outcomes</i>	<i>Other</i>
Kindergarten	8	1	4	3		
1 st Grade	3	3		8	2	2
2 nd Grade	Addressed through Question 1.					
3 rd Grade	6	5	3	2		

Teachers and Staff. Across all grade levels, several students point to their teachers or other staff members as what they like best about school. Fifty percent of the Kindergarten students participating in the focus groups named their teacher, Mrs. Wagner, in response to the posed question. The students pointed to a variety of Mrs. Wagner’s traits in elaborating upon their answers: “respectful to us”, “kind,” and “nice” were the adjectives offered. Students also described the many snacks and treats given by their teacher (with at least two students mentioning the treats as “healthy” and another commenting on receiving treats “because we behave”). Other students mentioned that Ms Wagner permits students to go on the computer; and another described her as buying new toys for the classroom. Finally, one student positively described the discipline instilled in the classroom, “My teachers have me pick up.”

Second grade students conversed in similar ways about their teacher, with slightly over a third of the students participating from 2nd grade (37 percent) attributing their positive affect around school to her. Within the 1st and 3rd grade students (with 20 percent of 1st graders, and 40 percent of 3rd graders commenting on staff), more general comments were offered in relationship to staff members, with the adjective “nice” often used in reference to teachers. Commented a 1st grader, “Teachers let you have privileges when you are good.” Within the first and third grade level discussions, names of other staff members surfaced in “what I like best” discussions: Security Guard, Mr. Gonzales, was mentioned by both a 1st and 3rd grade student; Principal Mr. Gallup was named by a 1st grader, and, a 3rd grade student commented, “the lunch staff is sweet.”

Educational Environment. Over one-third of the 3rd graders participating in focus group sessions mentioned aspects of the school’s educational environment when asked what they liked best about the school; students commented on the education they are receiving, amount and manageability of homework, and opportunities to move up on the clip chart (classroom discipline tool). Although the educational environment was pointed out by younger students to a lesser degree than older students in the building (mentioned by 20 percent of first graders, and 5 percent (n=1) Kindergarten students), two first graders and one Kindergarten student

pointed to the learning taking place within the school’s walls, and another first grader commented on the books read in the classroom.

Specials. “Specials”—gym (4), recess (2), art and music—were noted in greatest number by 1st graders as what they liked best about the school (42 percent of participating 1st grade students mentioned a “special” of some kind). Kindergarten students noted recess (2) and computers (1) as their favorite thing about school; whereas two 3rd grade students pointed to gym class.

Socialization. Several kindergarten (21 percent) and 3rd grade students (20 percent) mentioned the social aspects of school as being what they like best. Seeing and playing with friends was mentioned by four 3rd grade students; likewise, Kindergarten students mentioned making new friends (2) and interacting with friends (1) as what they liked best about school.

Outcomes. Two first graders (11 percent of first graders interviewed) pointed to specific outcomes in response to being asked what they like best about school. One student mentioned becoming a better reader, and another explained that he will be able to get a job and go to college.

Other. Food was mentioned by two students as being a favorite thing about the school; another student mentioned school dismissal time of 3 pm.

A number of elements found in the school’s social environment, namely mean and aggressive behavior among students, and other poor behavior exhibited by among students, are described by students as what they like least about school. Less frequently mentioned are issues related to the school’s educational environment, school food, and discipline.

Table 5. “What do you like least about school?”

GRADE	<i>Social Environment</i>	<i>Educational Environment</i>	<i>Food</i>	<i>Discipline</i>	<i>Other</i>
Kindergarten	7				1
1 st Grade	8	1		1	
2 nd Grade	3	2	5		2
3 rd Grade	5	2		4	

Social environment. The school’s social environment was mentioned by students of all grade levels (K: 37%, 1st: 50%, 2nd grade: 16%, 3rd grade: 26%) as being what is liked least about school. In particular, students mentioned:

- Teasing/mean behavior among friends and students (10)
- Aggressive behavior among students (7) (e.g., hitting, fights, “boys too rough”)
- Ill-behaved students (2)

- Inappropriate language (2) (e.g., cuss words on bus)
- Bullying (2)
- Lack of respect for others' belongings (1)
- Lack of consequences for misbehavior/bullying on bus (1)
- Student tattling (1)
- Poor student attitudes (1)

Educational environment. Five students of those participating in focus group discussions (7 percent of population surveyed), pointed to facets of the school's educational environment as least liked. Two students pointed to specific academic areas, namely art and Spanish; another two students described teacher instruction, specifically, "when I get hollered at," and "when teachers yell." Finally, one student pointed to the fact that school students do not have opportunities to go outside.

Rules and Discipline. A few students described going to the principal's office (1) and in-school suspension (1) as their least favorite aspect of school. Another two students commented on the use of clip charts to promote good behavior. One student shared her disfavor with the number of dress down days permitted throughout the school year.

Food offerings. Seven percent of the population participating in focus group discussions (5 students) mentioned the food served at the school as being their least favorite thing at the school.

Other. Two students commented on disliking "when I have to leave" as her least favorite aspect of the school. A kindergarten student commented on his dislike for "rest time" in her day's schedule.

Note that three 3rd grade students responded with "Nothing" when asked what their least favorite thing was about school.

Best school moments. The question, "What has been the best moment for you this year in school?" generated the following responses among 2nd graders:

- Meeting/making new friends (4)
- First day (2)
- Everything (2)
- Meeting my teacher
- Coming to UPCS and having new opportunities
- Experiment with tape
- Celebrating holidays

School Work

General satisfaction was found among these students responding to questions about their school work and their perceptions of their parents' satisfaction with their school work. One student described her mother as being "100 percent happy" with what her daughter is learning in school. The tables below show student responses by question.

Question: Are you happy with what you are learning in school?	Yes	No	No Response
K	9		10
1 st			15
2 nd	11		8
3 rd	5		10

Question: Are your parents happy with what you are learning in school?	Yes	No	No Response
K			19
1 st	9		6
2 nd	11		8
3 rd	5		10

The students responding to the question regarding parental support with homework were split roughly down the line, with 53 percent responding yes, and 47 responding no. Many students described not needing their parent's help with their homework.

Question: Do your parents help you at home with school work?	Yes	No	No Response
K	10	7	2
1 st	6	9	0
2 nd	5	6	4
3 rd	5	1	9

Insufficient time prohibited the question, “Are you working as hard as you can?” to be asked of all students; in only two sessions was the question posed. In these sessions, however, the majority of students responded affirmatively; one boy described not working as hard as he possibly could because “school is easy.”

Question: Are you working as hard as you can?	Yes	No	No Response
K			19
1 st			15
2 nd	11	0	8
3 rd	4	2	9

Leadership and Goal Setting

Leadership. The question, *Do you consider yourself a leader?*, was posed in one session comprised of 11 2nd grade students. All students in the room responded affirmatively to the question, and offered the following as evidence of their leadership qualities: “I get things done,” “I am smart,” “positive example,” “outstanding behavior,” and “both teachers and students compliment my behavior.”

Personal goals. In the two sessions among 2nd graders, the facilitator explored the issue of establishing and achieving personal goals in school. Many students (26 percent of those within the two sessions) described personal goals related to achieving recognition for classroom behavior, including “staying on good colors” every day (in relation to clip chart for discipline) or receiving stickers for good behavior. Other personal goals described by these 2nd graders including: having a great day *every* day, gaining a good understanding of what is being taught, getting good grades, and attaining personal goals.

The question, *If you could change one thing about your life, what would it be?* was posed to one session of first graders, as well as one session of 2nd graders. Offered most often among students (6) was the wish that “my Dad were alive” or “here for me.” Two students yearned to have teachers from their past school experiences. Others offered the following as changes:

- Would like to be a billionaire, so I could be out of school, have a house and car and be a super star
- Grow up and get married, so I don’t have to go to school
- Go to college
- Be good at home
- My brothers
- Wish my friends could come over
- Littering that I see

Student Descriptions of Urban Pathways School

In two sessions (one with second graders, another with 3rd graders), students were asked to describe their school in one word. This question elicited the following responses among students:

- Amazing (6)
- Outstanding
- Extraordinary
- Geniuses
- Fantastic
- Really big
- Legendary
- Nice
- Awesome
- “Can’t put into words, I think this school is cool.”

2012-2013 K-5 Assessment Calendar

Aug 27-31	DIBELS GRADE
Sept 4-7	MAP
Sept 24-27	DRA
Dec. 3-5	MAP
Dec. 17-20	DRA
Jan. 14-18	DIBELS GRADE
April 8-12	PSSA Math/Reading Grades 3 & 4
April 22-24	PSSA Science Grade 4
April 29- May 1	MAP
May 13-17	DIBELS GRADE
May 20-30	DRA

**Urban Pathways K-5 College Charter School
925 Penn Avenue
Pittsburgh, PA 15222**

BOARD OF TRUSTEES POLICY

Marking Student Progress Policy

Purpose:

The Board of Trustees ("Board") recognizes that a system of marking student progress and achievement can help the student, teachers, parents and guardians to better assess the student's progress toward educational goals.

The Board also acknowledges the value of a system of computing grade point averages and class ranking for senior high school graduates to inform students, parents, and others of each graduate's relative academic placement among his/her peers.

Definition:

Marking shall be that system of evaluation and recording student progress and achievement which enables the student, parents, guardians and teachers to learn the student's strengths and weaknesses; plan an educational and vocational future for the student in the areas of the greatest potential for success; and determine where remedial work is required.

Delegation of Responsibility:

- 1) The Board directs that the instructional program of Urban Pathways K-5 College Charter School ("Urban Pathways") include a system of marking for all students which is consistent with the educational goals of Urban Pathways.
- 2) The CEO shall develop procedures that provide:
 - a) Each student, at the outset of any course of study, with the expected achievement for that course.
 - b) Information, on a continual basis, to each student regarding his/her progress and achievement during the course of study.

- c) Teachers with marking procedures appropriate to the course of study and the maturity of the students.
- d) Encouragement of students to evaluate their progress and achievement.
- e) Periodic review and, if necessary, revision of all marking procedures. To the greatest extent possible, this review shall involve students, staff and parents.
- f) Consistency of marking procedures and format in all schools.

- 1) All students shall be ranked together.
- 2) Class rank shall be computed by final marks in all subjects.
- 3) Any two or more students whose computed grade point averages are identical shall be given the same rank.
 - 1) The rank of the student who immediately follows a tied position will be determined by the number of students preceding him/her and not by the rank of the person preceding him/her.
 - 2) In recognition of varied course requirements, grade point averages shall be weighted to reflect this variation.
 - 3) A student's grade point average and rank in class shall be entered on his/her records and shall be subject to the Board's policy on release of student records.
 - 4) Rank in class shall be entered on students' records and on all transcripts where they will be available for review by authorized persons.
 - 5) The statement of the methods for such computation and assignment shall be made available for those to whom a student's grade point average or rank in class is released.

**TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE
CONSTRUED TO CONFLICT WITH APPLICABLE STATE AND/OR
FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS
CONTROL.**

ADOPTED this day _____ of _____, 2010

President

Secretary

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

To add more Budget Narrative attachments, please use the attachment buttons below.

BUDGET NARRATIVE

Informing the Community About the School: \$14,000

Print media to recruit students is \$1,700 per quarter in local publications. In addition, we have recruiting drives at churches and community centers 4 times per year.

Transportation, flyers, pamphlets, and staff overtime average approximately \$2,050 per event, including using an external printing company.

Egan Visual Boards: \$8,640

4 smart-boards & projectors: \$2,010 per classroom x 4 classrooms = \$8,040

Installation: \$150 per classroom x 4 classrooms = \$600

Classroom Furniture & Equipment: \$51,029

Student desks and workstations: \$7,030 per classroom x 4 classrooms = \$28,120

Teacher desks and bookshelves: \$2,560 per classroom x 4 classrooms = \$10,240

Student Lockers: \$211.15 per locker x 60 lockers = \$12,669

Laptops, Desktops, and Printers for Classroom Use: \$13,600

Laptops for teachers: \$600 per teacher x 4 teachers = \$2,400

Desktops for student use: \$400 per computer x 5 per classroom x 4 classrooms = \$8,000

Networked printer: \$800 per printer x 4 classrooms = \$3,200

Computer Cabling and Wiring: \$8,800

110 drops at \$80 each.

Office Supplies for New Classrooms and Administrative Offices: \$4,800

Classroom office supplies: \$1,000 per room per year x 4 rooms = \$4,000

Administrative office supplies: \$800 per room per year x 1 new office = \$800

Copier and Duplicating: \$5,000

1 copier: \$375 per month x 12 months = \$4,500

Paper supplies: \$500 per year

Security Cameras: \$4,200

8 additional cameras will be installed in the hallway and stairwell. Hardware, software, and installation costs will be approximately \$525 per camera.

Curriculum Materials: \$12,000

60 new students x \$200 in textbooks and related materials = \$12,000

Administrative Expenses - \$18,100

We expect to hire an additional administrative assistant. The salary will be \$36,000 and benefits will be \$10,800. One third of this position (\$15,600) will be allocated to implementation time at the K-5 school. In addition, this staff position will require office furniture (desk, chair, filing cabinets) as well as a laptop and printer (\$2,500).

Legal Fees: \$5,000

Additional documentation and verification is required to ensure that student tuition is paid and student transportation is provided. We have found that these items transmitted to the school district by our legal counsel will generate a much quicker turnaround.

Utilities: \$4,500

Utility costs for all 4 floors total approximately \$18,000 annually. We add classrooms on one floor in 2012-2013.

Teacher Recruiting, Program Evaluation, and Staff Development: \$11,900

Recruiting activities will cost approximately \$2,000 for a two-week period.

Program evaluation is budgeted at \$5,400 for the year

Staff development will cost approximately \$1,500 per teacher per year (\$4,500 for three new teachers. The development costs for the fourth new teacher are provided by the Keystones to Opportunity grant).

TOTAL: \$161,569

Survey on Ensuring Equal Opportunity For Applicants

OMB No. 1890-0014 Exp. 2/28/2009

Purpose:

The Federal government is committed to ensuring that all qualified applicants, small or large, non-religious or faith-based, have an equal opportunity to compete for Federal funding. In order for us to better understand the population of applicants for Federal funds, we are asking nonprofit private organizations (not including private universities) to fill out this survey.

Upon receipt, the survey will be separated from the application. Information provided on the survey will not be considered in any way in making funding decisions and will not be included in the Federal grants database. While your help in this data collection process is greatly appreciated, completion of this survey is voluntary.

Instructions for Submitting the Survey

If you are applying using a hard copy application, please place the completed survey in an envelope labeled "Applicant Survey." Seal the envelope and include it along with your application package. If you are applying electronically, please submit this survey along with your application.

Applicant's (Organization) Name:	Urban Pathways K-5 College Charter School
Applicant's DUNS Name:	0784669250000
Federal Program:	Office of Innovation and Improvement (OII): Charter Schools Program (CSP): CSP Grant
CFDA Number:	84.282

1. Has the applicant ever received a grant or contract from the Federal government?

Yes No

2. Is the applicant a faith-based organization?

Yes No

3. Is the applicant a secular organization?

Yes No

4. Does the applicant have 501(c)(3) status?

Yes No

5. Is the applicant a local affiliate of a national organization?

Yes No

6. How many full-time equivalent employees does the applicant have? (Check only one box).

3 or Fewer 15-50

4-5 51-100

6-14 over 100

7. What is the size of the applicant's annual budget? (Check only one box.)

Less Than \$150,000

\$150,000 - \$299,999

\$300,000 - \$499,999

\$500,000 - \$999,999

\$1,000,000 - \$4,999,999

\$5,000,000 or more

Survey Instructions on Ensuring Equal Opportunity for Applicants

OMB No. 1890-0014 Exp. 2/28/2009

Provide the applicant's (organization) name and DUNS number and the grant name and CFDA number.

1. Self-explanatory.
2. Self-identify.
3. Self-identify.
4. 501(c)(3) status is a legal designation provided on application to the Internal Revenue Service by eligible organizations. Some grant programs may require nonprofit applicants to have 501(c)(3) status. Other grant programs do not.
5. Self-explanatory.
6. For example, two part-time employees who each work half-time equal one full-time equivalent employee. If the applicant is a local affiliate of a national organization, the responses to survey questions 2 and 3 should reflect the staff and budget size of the local affiliate.
7. Annual budget means the amount of money your organization spends each year on all of its activities.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this

information collection is **1890-0014**. The time required

to complete this information collection is estimated to average five (5) minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: The Agency Contact listed in this grant application package.

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 02/28/2011

Name of Institution/Organization

Urban Pathways K-5 College Charter School

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	12,000.00	12,000.00	12,000.00			36,000.00
2. Fringe Benefits	3,600.00	3,600.00	3,600.00			10,800.00
3. Travel	0.00	0.00	0.00			0.00
4. Equipment	93,269.00	93,269.00	93,269.00			279,807.00
5. Supplies	17,300.00	17,300.00	17,300.00			51,900.00
6. Contractual	24,400.00	24,400.00	24,400.00			73,200.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	6,500.00	6,500.00	6,500.00			19,500.00
9. Total Direct Costs (lines 1-8)	157,069.00	157,069.00	157,069.00			471,207.00
10. Indirect Costs*	0.00	0.00	0.00			0.00
11. Training Stipends	4,500.00	4,500.00	4,500.00			13,500.00
12. Total Costs (lines 9-11)	161,569.00	161,569.00	161,569.00			484,707.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization Urban Pathways K-5 College Charter School	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)