



VALLEY FORGE  
PUBLIC SERVICE ACADEMY  
CHARTER SCHOOL

# Valley Forge Public Service Academy Charter School

Charter School Application<sup>1</sup>

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<sup>1</sup> Applicant has utilized the Charter School Application produced by the Pennsylvania Department of Education, *available at <https://www.pa.gov/content/dam/copapwp-pagov/en/education/documents/instruction/charter-schools/applications/charter%20school%20application%20fillable.pdf>*



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# CHARTER SCHOOL

## APPLICATION FACT SHEET

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**Proposed Charter School Name:** Valley Forge Public Service Academy Charter School (VFPSACS)

**Proposed Charter School Location**

Address: 1001 Eagle Road

City/Town: Wayne

Zip Code: 19087

County: Delaware County

Intermediate Unit: Delaware County Intermediate Unit (DCIU), IU 25

Proposed Start Date: September 2026

Federal Employer Identification Number: Unavailable<sup>2</sup>

**Contact Points**

Legal Counsel	Chief Executive Officer	Governing Board President
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<sup>2</sup> As of the date of this filing, the U.S. governmental shutdown has prevented this applicant from obtaining an EIN through <https://sa.www4.irs.gov/applyein/>. However, its Board of Trustees has authorized the proposed School Administration to obtain one on its behalf.



<b>Group</b>	<b>Number of Representatives</b>
Parents	Stepanie Hass Jim Higgins Chris Massaro
Teachers	Valarie Wade Richard Gear Andrea Lanyon Patrick McCarthy Angela Orth
Community Based Organizations	Pennsylvania Coalition of Public Charter Schools
Higher Education	Valley Forge Military Academy

**Indicate Number of Representatives per Group**

**Founding Coalition**

<b>Group</b>
Chris Massaro
Alan Wohlstetter, Esq.
Stephen Flavell

**Grade and Age Ranges**

<b>Group</b>	<b>Grade/Age Range</b>
Elementary	N/A
Secondary	6-12
Age of Kindergarten	N/A
Age of Beginners	10 years old
Grades Educated	6-12 grade
Kindergarten	N/A

**Projected Student Enrollment Year 1-5**

<b>Group</b>	<b>Grade/Age Range</b>
1 <sup>st</sup> Year	150
2 <sup>nd</sup> Year	225
3 <sup>rd</sup> Year	300
4 <sup>th</sup> Year	375
5 <sup>th</sup> Year	450
Total Number of. Teachers	Y1 = 20 Y2 = 27



	Y3 = 32 Y4 = 41 Y5 = 45
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Does the charter applicant have an existing retirement system?

- Yes     No

Does the applicant group presently have access to a facility suitable for the charter school?

- Yes     No



## **School Focus**

*In brief terms, please describe the school mission, educational focus, and other essential characteristics of the proposed charter school. (Use additional page if needed).*

Valley Forge Public Service Academy Charter School (hereinafter “VFPSACS”) is founded on the belief that education is not only a pathway to academic achievement but also a foundation for leadership, character development, and service to others. The mission of VFPSACS is to cultivate academic excellence, leadership, and strong moral character in all students, preparing them to lead with purpose and to thrive in tomorrow’s workforce and communities.

The vision of VFPSACS is that graduates will emerge as confident, disciplined, and service-minded leaders, exemplifying leadership, scholarship, and character in their lifelong commitment to community and country. The school is guided by four core values Service, Integrity, Resilience, and Leadership which are integrated into every aspect of the educational experience. These values define the culture of the school and serve as a constant reminder of the expectations for students, staff, and the broader community.

VFPSACS is committed to providing students with an innovative and high-quality education that combines rigorous academics with meaningful academies to careers in public service. Students will benefit from a college-preparatory curriculum that emphasizes critical thinking, literacy, mathematics, science, and civic knowledge, while also gaining access to education-to-career academies aligned with first responder and public service professions. These academies will include opportunities to earn industry-recognized credentials, participate in dual-enrollment coursework with higher education partners, and engage in real-world, hands-on learning experiences with local law enforcement, fire safety, emergency response, and community organizations. This integration of academic excellence with practical career preparation ensures that students graduate with the knowledge, skills, and certifications needed for both postsecondary education and workforce readiness.

Beyond academics, the school is intentionally designed to foster a safe, structured, and disciplined learning environment where students are supported in their personal growth and character development. Students are encouraged by the academy, their families, and the community to dream boldly, to articulate a personal vision for their lives, and to set meaningful goals that guide their educational journey. Through consistent reinforcement of structure and discipline, VFPSACS will develop the habits of mind, body, and heart that enable students to succeed not only within the academy but also in life beyond graduation.

VFPSACS further distinguishes itself by embracing a culture of servant leadership. Students will be expected to give back to their communities through service-learning projects, leadership development activities, and civic engagement opportunities. These experiences will reinforce the principle that true leadership is grounded in service to others. By the time they graduate, students will not only be academically prepared but will also possess the discipline, empathy, and resilience required to lead in public service careers and beyond.

The long-term vision of VFPSACS is to become a nationally renowned, innovative educational institution where young men and women are challenged and nurtured through high expectations, rigorous instruction, and purposeful experiences. Our goal is to produce graduates who are well-prepared to earn exceptional post-secondary qualifications, who are competitive in college admissions and career placements, and who are recognized for their commitment to service, integrity, resilience, and leadership.

## I. SCHOOL DESIGN

### 1. Mission Statement

#### A. Briefly describe the core philosophy or underlying purpose of the proposed school.

The core philosophy of the proposed school is to educate and develop the whole student's mind, character, and leadership through a values-driven approach. Guided by the mission, at VFPSACS, we cultivate academic excellence, servant leadership, and strong moral character in our students, preparing them to lead with a purpose and succeed in tomorrow's workforce and communities. The school is built on the foundational values of **Service, Integrity, Resilience, and Leadership.**

Central to this plan is the creation of a mission-aligned curriculum that ensures every student experiences learning that fosters leadership, citizenship, and career readiness. The curriculum will incorporate a leadership and civic engagement strand embedded across all subject areas, providing opportunities for students to apply classroom knowledge to real-world challenges. We will offer academies aligned with civic service and first responder careers, including dual enrollment and technical certifications, while maintaining a strong focus on college preparedness.

To support students in reaching their fullest potential, we will foster a structured, yet nurturing environment grounded in discipline, mutual respect, and accountability. Through a Student Code of Conduct, students will learn to lead and work collaboratively. Teachers will receive training in trauma-informed care and structured classroom management to ensure the environment remains safe and supportive for every learner.

Data will drive academic success. Using regular formative assessments, staff will monitor student progress in key areas such as reading, math, and leadership development. Weekly data team meetings will allow educators to adjust instruction and tailor support to student needs. A robust, tiered intervention system and personalized tutoring will ensure that no student falls behind.

Leadership development will not be a program; it will be a mindset woven into every facet of school life. Through training, a Student Leadership Academy, and community service projects, students will practice real-world leadership skills, develop strong communication abilities, and graduate with a sense of purpose and civic responsibility.

Equally essential is our commitment to engaging families and the community as true partners. A Parent Student Council will help shape school initiatives and foster deeper connections between home and school. Partnerships with local military, first responder, and higher education institutions will provide mentorship, internships, and extended learning opportunities. Regular goal-setting conferences with families will ensure each student's vision aligns with their academic and life goals.

We believe that sustained improvement requires not only great programs but great people. We will invest in our educators through leadership pipelines, mentoring, and meaningful professional development focused on data use, instructional innovation, and culturally responsive teaching. A collaborative and professional school culture will encourage innovation and excellence at every level.

To measure our progress, we will monitor academic growth in reading and math, graduation and post-secondary enrollment rates, student engagement in leadership and service, and overall school climate. Teacher retention and development will also be key indicators of our success.

Through this comprehensive and aligned plan, VFPSACS will become a model for what a mission-driven, innovative public school can achieve. We are not just preparing students for graduation; we are preparing them to lead.

**B. What is your overarching vision of the school?**

The overarching vision of VFPSACS is to create a nationally recognized model of excellence in public education that develops young men and women into confident, disciplined, and service-minded leaders. Our vision extends beyond academic achievement to include the cultivation of strong moral character, a deep sense of civic responsibility, and a lifelong commitment to serving others.

VFPSACS envisions a future where its graduates stand out for their ability to lead with integrity, resilience, and humility, whether in higher education, professional careers, the military, or in their communities. By combining a rigorous, college-preparatory curriculum with specialized education-to-career academies in public service, including law enforcement, fire safety, emergency response, and related fields, the school will ensure that every student graduates with both the intellectual foundation and the practical skills necessary to succeed in postsecondary education and the workforce.

This vision is anchored in the school’s core values of **Service, Integrity, Resilience, and Leadership**. Students will be consistently challenged and supported to live out these values in their daily interactions, in their academic work, and in their service to others. Through structured leadership training, character education, service-learning projects, and strong partnerships with families and community organizations, VFPSACS will prepare graduates who are not only college- and career-ready, but also life-ready equipped to navigate challenges, to inspire others, and to contribute meaningfully to society.

Ultimately, the vision of VFPSACS is to become a transformative educational institution that inspires students to dream beyond their circumstances, to set ambitious goals, and to pursue lives of purpose. By holding fast to its mission and values, the school will serve as a beacon of innovation, discipline, and opportunity, producing graduates who embody the best traditions of leadership, scholarship, and character in service to community and country.

**2. Measurable Goals and Objectives**

**A. What are the school’s measurable academic goals and objectives to promote student learning?**

Goal	Indicator
<b>PSSA ELA Proficiency Goal:</b>	During the 2026-2027 school year VFPSACS students will achieve proficiency rates of 53% or higher in alignment with the state average. <ul style="list-style-type: none"> <li>● 2027-2028 ELA Proficiency Goal = 58%</li> <li>● 2028-2029 ELA Proficiency Goal = 63%</li> <li>● 2029-2030 ELA Proficiency Goal = 68%</li> <li>● 2029-2030 ELA Proficiency Goal = 73%</li> <li>● 2030-2031 ELA Proficiency Goal = 78%</li> </ul>
<b>PSSA Math Goal:</b>	During the 2026-2027 school year VFPSACS students will achieve proficiency rates of 33% or higher in alignment with the state average. <ul style="list-style-type: none"> <li>● 2027-2028 Math Proficiency Goal = 38%</li> <li>● 2028-2029 Math Proficiency Goal = 43%</li> <li>● 2029-2030 Math Proficiency Goal = 48%</li> <li>● 2029-2030 Math Proficiency Goal = 53%</li> <li>● 2030-2031 Math Proficiency Goal = 58%</li> </ul>



<b>PSSA Science Goal:</b>	During the 2026-2027 school year VFPSACS students will achieve proficiency rates of 59% or higher in alignment with the state average. <ul style="list-style-type: none"> <li>• 2027-2028 Science Proficiency Goal = 64%</li> <li>• 2028-2029 Science Proficiency Goal = 69%</li> <li>• 2029-2030 Science Proficiency Goal = 74%</li> <li>• 2029-2030 Science Proficiency Goal = 79%</li> <li>• 2030-2031 Science Proficiency Goal = 84%</li> </ul>
<b>Academic Screener Goals: ELA</b>	A minimum of 85% of students will make at least 1 year’s rate of reading comprehension progress as determined by the IXL intervention program assessment
<b>Academic Screener Goals: Mathematics</b>	A minimum of 85% of students will make at least 1.5 year’s rate of grade-level math progress as determined by the iReady intervention program assessment

**B. What are the school’s measurable non-academic goals and objectives to promote student performance?**

<b>Goal</b>	<b>Indicator</b>
<b>Identified enrollment goals</b>	VFPSACS will reach the following enrollment goals. 2026 – 150 2027 – 225 2028 – 300 2029 – 375 2030 – 450
<b>Parent satisfaction survey</b>	<b>85%</b> of parents will be satisfied with the innovative educational experience of VFPSACS
<b>Promotion rate</b>	<b>95%</b> of students will get promoted to the next grade
<b>Average daily attendance</b>	Average daily attendance will be over <b>90%</b>
<b>Industry Based Credential</b>	By the end of Grade 12, at least <b>75%</b> of students enrolled will successfully earn at least one industry-recognized certification as measured by performance on state or nationally recognized industry-based assessments
<b>Social Emotional Learning Goal</b>	At least <b>80%</b> of students will demonstrate growth in self-awareness by identifying personal strengths and areas for improvement in SEL surveys or journals.

**3. Educational Program**

**A. Describe the educational program of the school, providing an overview of the curriculum and the content in all subject areas.**

VFPSACS is built on the conviction that education must prepare young people not only for academic achievement, but also for purposeful leadership, character development, and meaningful service to others. Our mission is to cultivate academic excellence, strong moral character, and servant leadership in every student, equipping them to thrive in tomorrow’s workforce and to contribute as leaders in their communities and country. Guided by the core values of Service, Integrity, Resilience, and Leadership, VFPSACS establishes a culture where students are challenged, supported, and inspired to live with purpose.



At VFPSACS, education is envisioned as a holistic journey. Students engage in a rigorous, college-preparatory curriculum that emphasizes literacy, mathematics, science, and civic knowledge, while also accessing career academies designed around first responder and public service professions. Middle school students (grades 6-8) build strong academic foundations through standards-aligned programs such as Amplify ELA, Illustrative Math, Amplify Science, and TCI Social Studies, supported by diagnostic assessments that guide instruction and intervention. In high school, the curriculum expands into advanced, college-preparatory coursework, including SpringBoard English Language Arts, Keystone-aligned mathematics through Illustrative Math, and a robust science sequence with Savvas curricula in Biology, Chemistry, Physics, and Environmental Science. Students also study world languages, Spanish and Latin, with courses tailored to real-world application in fields such as medicine, law, and public service.

Beyond academics, VFPSACS integrates leadership and service into every aspect of school life. Through the Student Leadership Academy, service-learning projects, and community partnerships, students develop habits of responsibility, empathy, and resilience. A structured environment grounded in discipline and mutual respect ensures that students not only learn academic skills but also cultivate the habits of mind, body, and heart needed for lifelong success. Partnerships with first responder agencies, civic organizations, and higher education institutions provide students with opportunities to earn industry-recognized credentials, participate in dual enrollment, and gain hands-on experience in fields such as law enforcement, emergency response, and fire safety. In this way, VFPSACS ensures that graduates leave with both a solid academic foundation and the practical skills and certifications that make them highly employable immediately after high school.

The school's design reflects its commitment to measurable excellence. Academic progress is tracked through data-driven instruction and tiered interventions to ensure that no student falls behind. By graduation, 95% of students will have earned an industry-recognized credential, at least 75% of those in career academies will hold certifications aligned with their field, and 95% of students will be promoted annually. The school also aims for an average daily attendance above 90%, 85% family satisfaction with the educational experience, and growth in students' social-emotional learning, particularly in resilience, self-awareness, and leadership. Together, these outcomes demonstrate that VFPSACS is not only preparing students for postsecondary study but also directly enhancing their employability and readiness to contribute to the workforce.

The VFPSACS experience is intentionally bookended by two pivotal programs: the Freshman Seminar and the Senior Seminar. In ninth grade, students explore all three academies, College Readiness, First Responder Academy, and Civil Service Academy, while building a career portfolio that satisfies Pennsylvania's Act 158 graduation requirements. In twelfth grade, students specialize in their chosen pathway, engaging in advanced training, leadership development, or college-preparatory work. This progression ensures that each graduate has not only academic credentials but also the professional certifications, employability skills, and workplace readiness required to succeed in their postsecondary goals.

Ultimately, VFPSACS seeks to become a nationally recognized model for mission-driven education. By uniting rigorous academics, structured discipline, and purposeful service, the school develops graduates who are confident, disciplined, and service-minded leaders. Our students will leave prepared not only to excel in college and career but also to enter the workforce immediately with employable skills, industry-recognized credentials, and real-world experience. They will embody the enduring values of leadership, scholarship, and character as they contribute to the communities and country they are called to serve.

### **Middle School Academic Programming (Grades 6-8):**

The VFPSACS middle school program blends rigorous, standards-aligned academics with leadership development to prepare students for high school academies in public service and first response. Instruction is data-driven from day one: students complete the IXL Universal Reading Screener (Grades 6–8) to pinpoint comprehension and vocabulary needs and the i-Ready Diagnostic for Mathematics to identify strengths and gaps across major math domains. Both tools provide immediate, actionable reports that inform small-group instruction, targeted interventions, and enrichment, ensuring that students including multilingual learners and students receiving special education services receive the right support at the right time.



Core instruction is anchored in high-quality curricula aligned to Pennsylvania standards. In English Language Arts, Amplify ELA builds close reading, analytical writing, academic discussion, and language conventions through complex literary and informational texts, with increasing sophistication from grades 6 to 8 (argumentation, research, and author's craft at the forefront). In Mathematics, Illustrative Mathematics (IM) develops conceptual understanding and problem-solving across ratios and proportional relationships, expressions and equations, geometry, statistics/probability (Grades 6–7), and in Grade 8 expands to functions, systems of equations, transformations/similarity, and Pythagorean applications mirroring the PA Core and the Standards for Mathematical Practice. Amplify Science delivers STEELS-aligned, three-dimensional learning in life, physical, and earth/space sciences through hands-on investigation, modeling, and data analysis, while TCI Social Studies engages students in inquiry-rich, activity-based units spanning ancient civilizations (Grade 6), the medieval to early modern world (Grade 7), and U.S. history through industrialism (Grade 8), with embedded literacy standards (sourcing, corroboration, evidence-based writing).

Beyond academics, students experience a coherent leadership arc through mission-aligned electives that cultivate the school's core values Service, Integrity, Resilience, and Leadership. In Grade 6, Service Start eases the transition to a 6–12 model with organization, team building, and an introduction to public-service mindsets. In Grade 7, Citizen Investigators uses project-based learning on local public-safety issues to build research, media literacy, and professional communication. In Grade 8, Leadership academies & High School Prep supports career exploration (law enforcement, fire/EMS, public administration), ethical decision-making, mock interviews, and creation of a digital portfolio that bridges to high school academies and early credentials.

Daily culture structures such as Normative Culture, morning/afternoon assemblies, and Advisory (a structured SEL forum using explicit social-skills instruction) reinforce pro-social behaviors, peer accountability, and reflective goal setting. Taken together with universal screeners, tiered supports, and high-quality curricula, VFPSACS ensures middle school students are high-school ready: proficient readers and problem-solvers, confident communicators, and emerging leaders prepared to thrive in advanced coursework and to pursue education-to-career experiences in service to their community.

### **Academic Screeners: Reading and Mathematics**

VFPSACS will implement a comprehensive assessment system that includes both reading and mathematics screeners to identify student strengths, target areas for growth, and guide differentiated instruction. The school's approach is grounded in research-based practices aligned with the Pennsylvania Core Standards and the Science of Reading and Standards for Mathematical Practice frameworks. By employing high-quality, adaptive screeners, VFPSACS ensures that all students receive the personalized support they need to achieve academic excellence and prepare for active civic engagement.

#### **Reading Screener**

VFPSACS will administer the IXL Universal Reading Screener, specifically the Reading Comprehension Screener for Grades 6–8, as part of its literacy assessment system. This research-based tool is designed to measure students' comprehension, vocabulary knowledge, and ability to construct meaning from complex texts. Developed for upper elementary and middle school students, the IXL Reading Screener reflects the instructional priorities of the Science of Reading, emphasizing comprehension as the cornerstone of literacy development.

The screener is both efficient and practical, requiring approximately 20 minutes to complete. Upon completion, it generates immediate, detailed reports identifying each student's performance level—at, below, or far below grade expectations—across key strands of reading comprehension. These reports enable teachers to make timely, data-informed instructional decisions and to provide targeted interventions or enrichment as needed.

At the middle school level, literacy challenges often arise from gaps in comprehension and vocabulary rather than decoding or fluency. The IXL Reading Screener is uniquely suited to identify these needs, allowing teachers to design interventions that strengthen comprehension strategies, academic vocabulary, and overall literacy independence. Because the assessment includes passages drawn from multiple disciplines, such as, English Language Arts,

History/Social Studies, Science, and other content areas, it also supports content-area literacy, a central focus of the Pennsylvania Core Standards.

For students who demonstrate significant reading challenges, including those receiving special education or English Language Development (ELD) services, the screener serves as an initial step in the Multi-Tiered System of Support (MTSS) process. It provides the baseline data necessary to guide deeper diagnostic assessments and tailored interventions. Through this tool, VFPSACS will ensure that all students, regardless of background or learning profile, have equitable access to high-quality reading instruction and individualized support.

By implementing the IXL Universal Reading Screener, VFPSACS affirms its commitment to data-driven literacy practices that promote strong comprehension, vocabulary growth, and critical reading skills. This approach prepares students to meet the academic demands of secondary education while embodying the school's mission of fostering articulate, informed, and service-minded citizens.

### **Math Screener**

To complement its literacy assessment system, VFPSACS will utilize the i-Ready Diagnostic for Mathematics (Grades 6–8) as its universal math screener and diagnostic assessment. The i-Ready Diagnostic is a research-based, adaptive assessment that provides educators with precise insights into each student's mathematical understanding and readiness. Fully aligned with the Pennsylvania Common Core Standards, including the Standards for Mathematical Practice, the i-Ready Diagnostic ensures that instruction and intervention in mathematics are data-driven, equitable, and responsive to individual learning needs.

The i-Ready Diagnostic's adaptive design adjusts the difficulty of each question in real time, creating a personalized assessment experience that accurately measures performance across a continuum of skills. This adaptive model identifies both foundational gaps and advanced proficiencies, providing a comprehensive profile of student achievement in number and operations, algebraic thinking, geometry, measurement, data analysis, and problem-solving.

Each administration produces detailed diagnostic reports that pinpoint strengths, misconceptions, and missing prerequisite skills. These insights allow teachers to develop targeted interventions that reinforce conceptual understanding and procedural fluency. The diagnostic connects directly to the i-Ready instructional platform, offering differentiated, standards-aligned online lessons that meet students exactly where they are in their mathematical development.

For middle school students, mathematical learning extends beyond basic computation to include abstract reasoning, problem-solving, and algebraic thinking. The i-Ready Diagnostic and its companion program, i-Ready Classroom Mathematics, are specifically designed for grades 6–8, providing teachers with instructional materials that support conceptual understanding, mathematical discourse, and application of knowledge to real-world situations.

Implementation of i-Ready at VFPSACS will be supported through ongoing professional development. Teachers will receive training in data interpretation, flexible grouping, and instructional differentiation to ensure that diagnostic information translates directly into effective teaching practices. The school's leadership team will review aggregated data after each assessment window to evaluate student progress, identify trends, and guide both instructional planning and professional learning priorities.

By adopting the i-Ready Diagnostic for Mathematics, VFPSACS will establish a robust, systematic approach to identifying and addressing student learning needs in math. This tool supports the Academy's mission to cultivate students' analytical reasoning, problem-solving, and quantitative literacy—essential skills for academic success, responsible citizenship, and leadership in an increasingly data-driven world.

Together, the IXL Universal Reading Screener and the i-Ready Diagnostic for Mathematics form a cornerstone of VFPSACS's comprehensive assessment system. These tools will provide actionable data that guide instruction, support differentiation, and inform the school's broader Multi-Tiered System of Support (MTSS) framework. Through their implementation, VFPSACS will ensure that every student receives the personalized academic support necessary to

excel, empowering them to become proficient readers, critical thinkers, and problem solvers who embody the school's core values of scholarship, service, and leadership.

**Multi-Tiered System of Supports (MTSS) Framework**

VFPSACS implements a comprehensive Multi-Tiered System of Supports (MTSS) framework to ensure that every student receives the appropriate level of academic and behavioral support. The MTSS model integrates assessment, data analysis, and intervention within a tiered structure that promotes equity, early intervention, and continuous improvement. The framework is designed to meet the diverse needs of students in both reading and mathematics through evidence-based practices and data-driven decision making.

Tier	Description	Instructional Focus	Progress Monitoring	Staff Involved
Tier I: Core Instruction	High-quality, standards-aligned instruction provided to all students within the general education classroom.	<ul style="list-style-type: none"> <li>Grade-level instruction in reading and math aligned to PA Core Standards</li> <li>Differentiated instruction and small-group supports based on screener data</li> <li>Integration of content-area literacy and mathematical reasoning</li> </ul>	<ul style="list-style-type: none"> <li>Universal screeners administered three times per year (BOY, MOY, EOY)</li> <li>Ongoing formative assessments and IXL/i-Ready progress checks</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Teachers</li> <li>Reading and Math Specialists</li> <li>School Leader</li> </ul>
Tier II: Targeted Intervention	Additional, small-group interventions provided to students identified as performing below grade level.	<ul style="list-style-type: none"> <li>Focused instruction targeting specific skill deficits identified by screeners</li> <li>Evidence-based programs to address comprehension, vocabulary, or mathematical reasoning gaps</li> <li>Interventions delivered 3–5 times per week in addition to core instruction</li> </ul>	<ul style="list-style-type: none"> <li>Progress monitored every 4–6 weeks using IXL/i-Ready diagnostics and teacher-created assessments</li> <li>Adjustments made based on student response to intervention (RTI) data</li> </ul>	<ul style="list-style-type: none"> <li>Intervention Specialists</li> <li>Special Education Staff</li> <li>Grade-Level Teams</li> <li>School Counselor</li> </ul>
Tier III: Intensive Intervention	Individualized, intensive instruction designed for students who demonstrate significant and persistent academic challenges.	<ul style="list-style-type: none"> <li>One-on-one or very small-group instruction addressing foundational reading or math skills</li> <li>Customized intervention plans aligned to student needs and IEP/ELD goals</li> <li>Increased instructional time and frequency</li> </ul>	<ul style="list-style-type: none"> <li>Weekly progress monitoring using diagnostic data and observational records</li> <li>Ongoing review by MTSS/Student Support Team to adjust interventions</li> </ul>	<ul style="list-style-type: none"> <li>Special Education Teachers</li> <li>ELD Specialists</li> <li>School Psychologist</li> <li>MTSS Team</li> </ul>



### **Implementation and Oversight**

The MTSS framework at VFPSACS operates as a dynamic, collaborative system guided by continuous data review. Teachers, interventionists, and administrators meet regularly to analyze assessment results, monitor progress, and adjust instructional plans. The School Leader oversees the fidelity of MTSS implementation, ensuring alignment with the Pennsylvania Department of Education guidelines and the school's mission of academic excellence and civic leadership. Through this systematic approach, VFPSACS ensures that every student receives the appropriate level of support to succeed academically, behaviorally, and socially.

### **Middle School Academic Overview**

VFPSACS begins in 6th grade and is intentionally designed to meet the distinct developmental needs of young adolescents. We have structured our organization to provide a nurturing, stable foundation for incoming 6th graders, while progressively fostering independence, collaboration, and interdisciplinary connections as students advance to 7th and 8th grades. This thoughtful transition is achieved through a self-contained classroom model for 6th grade and an innovative "dyad" teaming model for 7th and 8th grades.

#### **The 6th Grade Advantage: Stability and Foundational Support**

For our 6th-grade students, the transition from elementary school to a middle school environment can be a significant challenge. By organizing 6th-grade classes as self-contained units, we offer a "school-within-a-school" environment that prioritizes stability, security, and a strong sense of belonging.

- **Nurturing Environment and Strong Relationships:** In a self-contained setting, students spend most of the day with a single primary teacher and a consistent group of peers. This structure allows the teacher to develop a deep understanding of each student's academic, social, and emotional needs, fostering strong, supportive relationships that are crucial during this transitional year.
- **Consistent Expectations and Routines:** Students benefit from clear, consistent expectations for behavior and academic performance across all subjects. This predictability helps reduce anxiety often associated with navigating multiple classrooms and teachers, allowing students to focus on their learning and build self-confidence.
- **Integrated and Personalized Learning:** The self-contained structure provides the teacher with the flexibility to integrate different subjects and personalize the curriculum to meet diverse readiness levels and learning styles. This holistic approach ensures students build a strong foundational skillset before moving to a more complex structure.

#### **The 7th and 8th Grade Advantage: Collaboration and Interdisciplinary Learning**

As students mature and demonstrate greater independence in 7th and 8th grades, our organizational model shifts to a "dyad" teaming approach. In this structure, two teachers share a common core of students and collaborate closely to deliver instruction in core subject areas (e.g., one teacher for Humanities and another for STEM). This model aligns with best practices for middle-grade education, which emphasize small learning communities and strong adult advocacy.

- **Enhanced Sense of Belonging:** The dyad model maintains a smaller learning community within the larger school, providing students with a "home base" and consistent peer group, which is vital for social development and emotional well-being during early adolescence.
- **Improved Communication and Coordinated Support:** The shared planning time inherent in a dyad allows teachers to regularly collaborate, discuss student progress across disciplines, and coordinate their teaching strategies. This leads to early identification of student needs, more targeted interventions, and clearer, more effective communication with parents.
- **Cross-Curricular Connections:** Teaming facilitates rich, interdisciplinary projects that help students see the real-world connections between subjects (e.g., a history project tied to a writing assignment or a science topic). This integrated approach enhances engagement and deepens student understanding of complex concepts.
- **Fostering Independence and Preparation for High School:** The shift to a slightly more departmentalized, yet still highly collaborative, structure helps students gradually adapt to managing multiple teachers and



assignments, effectively preparing them for the increased demands and independence required in high school.

By intentionally sequencing these organizational models, our school provides a cohesive educational experience that is developmentally appropriate, supportive, and designed to maximize both academic achievement and social-emotional growth for all students.

### **Middle School English Language Arts - Amplify**

Amplify ELA is a blended English Language Arts curriculum designed for grades 6–8. The program is specifically designed to engage middle school students during a key developmental phase by using complex texts, interactive digital apps, and a combination of print and online resources.

#### *Core components and features*

- **Blended curriculum:** Amplify ELA includes both digital and print materials, with components such as Teacher Editions, Student Editions, and Writing Journals. It can be implemented in a variety of teaching models, including digital-only, blended, or print-only.
- **Text-centered instruction:** The curriculum uses high-quality, complex literary and informational texts as the core of every lesson. The program features selections from diverse authors and includes engaging features like video and audio support.
- **Interactive learning:** To keep students engaged, the program uses interactive apps, game-like vocabulary activities, and multimedia tools. It also features "Quests," which are interactive projects that accompany specific units.
- **Differentiation and assessment:** The platform is built to support all students with a variety of tools. The embedded assessments allow for uninterrupted instructional time, and teachers can use reporting features to track student work and respond to individual needs.
- **Research-based approach:** Amplify ELA is designed with a strong research base, particularly in its approach to differentiation and helping all students work with complex texts. It aims to foster intrinsic motivation in students during a time when many experience a decline in reading interest.
- **Flexible and comprehensive:** The curriculum includes six core instructional units for each grade level, along with supplemental units focused on grammar, poetry, and novel guides. The content is designed to cover a full 180-day school year.

#### **Program goals**

Amplify ELA aims to help middle school students:

- Become better at tackling any complex text.
- Develop skills in making observations, grappling with interesting ideas, and building connections.
- Improve their skills in analytical reading, writing, speaking, and listening.
- Build confidence and cultivate a lifelong love of learning.

### **Middle School Math – Illustrative Math**

Illustrative Mathematics' K-12 curriculum for grades 6–8, a problem-based, rigorous math program designed for middle school students. The curriculum is built around active problem-solving, with lessons that start with a problem and follow a structure of warm-up, activity, cooldown, and synthesis. It focuses on developing conceptual understanding and includes resources to support teachers in facilitating mathematical discourse and helping English Language Learners and students with disabilities.



### *Key features*

- **Problem-based learning:** Students learn by solving intriguing and authentic problems rather than by traditional direct instruction.
- **Curriculum structure:** Lessons have a consistent, coherent structure that builds from elementary concepts and includes instructional routines like "warm-ups" and "cool-downs" to guide pacing.
- **Coherent and rigorous:** The curriculum is designed to be coherent and rigor-aligned, with a focus on building mathematical understanding and fluency for all students.
- **Teacher support:** It provides guidance for teachers to facilitate mathematical discourse, a key part of the curriculum's pedagogy.
- **Equity and accessibility:** The program includes specialized support for English Language Learners and students with disabilities, such as math language routines (MLRs).

**Digital and print options:** The curriculum is available through digital platforms such as Imagine Learning and Kiddom, as well as through other certified partners that provide enhanced experiences. Open educational resources are also available.

### **Middle School Science – Amplify Science**

The Amplify Science curriculum for middle school (grades 6–8) is a phenomena-based program that immerses students in the roles of scientists and engineers to solve real-world problems. It combines hands-on investigations, digital modeling and simulations, and literacy-rich activities to teach core science disciplines like Life Science, Earth and Space Science, and Physical Science. The curriculum is structured around "storyline" units that present a puzzling phenomenon or engineering challenge, requiring students to collect evidence, build conceptual models, and formulate scientific arguments to explain it.

### *Features of the Curriculum*

- **Phenomena-based:** Each unit starts with a compelling, real-world phenomenon or problem to engage students and spark curiosity.
- **Role-playing:** Students actively participate as scientists and engineers throughout the units, using their knowledge and skills to investigate and design solutions.
- **Blended learning:** The curriculum uses a mix of digital tools, such as modeling and simulations, and traditional, hands-on materials provided in kits.
- **Evidence-based arguments:** A major focus is on developing students' ability to collect evidence from various sources and use it to construct convincing scientific arguments.

**Structured units:** The curriculum is organized into different types of units:

- **Launch units:** Introduce students to the norms and practices of the course.
- **Core units:** Focus on deep understanding of science concepts by addressing real-world problems.
- **Engineering Internship units:** Place students in the role of interns to design solutions for specific problems.

**Integrated learning:** The curriculum also addresses a significant number of Common Core State Standards for English Language Arts and Math.

### **Middle School Social Studies – TCI Social Studies**

TCI's middle school social studies curriculum offers inquiry-based programs covering subjects like U.S. History, World History, Geography, and Civics. It includes interactive features such as slideshows, sources, and activities to



actively engage students in learning. The curriculum is designed to empower teachers to act as facilitators and provides students with the tools to develop deep social studies understanding.

### ***Key features of TCI's middle school curriculum***

- **Inquiry-based learning:** The curriculum is built around an inquiry pathway that encourages students to investigate and ask questions about the world.
- **Active student engagement:** Activities like video-based Geography Challenges and interactive slideshows keep students actively involved in their learning process.
- **Teacher empowerment:** TCI provides teachers with tools like interactive slideshows and built-in sources to help them become effective facilitators.
- **Comprehensive subject coverage:** The curriculum includes programs for several middle school social studies subjects, including U.S. History, World History, Geography, and Civics.

### **Accessibility:**

A middle school license provides access to any of the six available programs, which include Ancient History, Middle Ages, U.S. History, Modern U.S. History, and Early U.S. History, and Geography.

### **Middle School Career-Themed Elective Courses**

The following middle school elective courses at VFPSACS focus on the core values of Service, Integrity, Resilience, and Leadership, aligning to the school's mission of preparing students for careers in public service and first response. The courses are structured to support the developmental and academic transitions students face in Grades 6–8 within a 6–12 program model.

#### **6th Grade Elective: Service Start — Discipline, Resilience, and the New Academy**

The Service Start elective is designed to support students as they transition from elementary to middle school by immersing them in the culture, expectations, and values of VFPSACS. Centered on the school's core principles of Integrity, Resilience, Service, and Leadership, this course helps students develop essential habits of discipline, organization, and self-management. Through engaging lessons, team-building exercises, and interactions with local public service professionals, students learn how to apply these values in their academic and personal lives. Activities such as structured reflection, organizational skill-building, and collaborative challenges cultivate both mental and physical resilience. By the end of the course, students are equipped with the confidence, focus, and foundational mindset needed to thrive within the Academy's rigorous 6–12 environment.

### **Technology Integration:**

Technology will be embedded through the use of digital planners, organizational apps, and virtual collaboration tools to help students learn self-management and time management. Students will explore digital citizenship and online safety aligned with the school's emphasis on integrity, learning how to use technology responsibly. Guest speakers and virtual field trips will expose students to real-world public service careers that rely on digital tools and communication platforms, reinforcing how technology supports teamwork, safety, and efficiency in service-oriented professions.

### **Xello College & Career Integration:**

Students will begin using the Xello College and Career Readiness platform to explore their personal interests, learning styles, and early career connections. This introduction helps them link self-awareness with the school's service-oriented academies, setting the foundation for long-term academic and career planning.

#### **7th Grade Elective: Citizen Investigators — Project-Based Integrity**

The Citizen Investigators elective empowers students to become critical thinkers, researchers, and communicators through hands-on, project-based learning focused on community and public safety issues. Students learn how to ask meaningful questions, evaluate credible sources, and analyze real-world data to develop evidence-based solutions. Working in teams, they investigate local topics such as traffic safety, emergency preparedness, or community service leadership, applying Integrity and collaboration to their work. Each project culminates in a professional presentation or public service announcement that highlights students' ability to communicate findings clearly and responsibly. By



the end of the course, students demonstrate the essential skills of ethical inquiry, problem-solving, and civic responsibility that form the foundation for future public service leadership.

### **Technology**

Technology will play a central role in the Citizen Investigators elective. Students will use digital research tools, spreadsheets, and presentation software to collect, analyze, and share data. They will design multimedia projects—such as digital reports, infographics, and public service announcements—using programs like Canva, Google Slides, and video editing tools. Lessons will incorporate digital literacy and source evaluation to teach students how to identify credible information online. Technology will also support collaboration through shared digital workspaces and virtual meetings, helping students build teamwork and communication skills essential to 21st-century civic engagement.

### **Integration:**

### **Xello College & Career Integration:**

Students will use the Xello platform to explore emerging career clusters connected to their research topics, such as public safety, emergency management, or civic administration. As they complete projects, they will record reflections in Xello, connecting classroom inquiry with potential career interests and public service roles.

### **8th Grade Elective: Leadership Academy and High School Prep**

The Leadership Academy and High School Prep elective serves as the bridge between middle school and the specialized high school experience at VFPSACS. Students explore the Academy’s career-focused academies in law enforcement, fire and emergency services, and public administration, learning about the courses, certifications, and career opportunities connected to each field. Through self-assessment and goal-setting activities, students identify their strengths and align them with a public service pathway while developing a preliminary four-year high school plan. They also build a professional digital portfolio showcasing their growth in Integrity, Resilience, and Leadership, highlighting their academic and personal achievements from grades 6–8. The course culminates in mock interviews and ethical decision-making scenarios that prepare students to enter high school with confidence, direction, and a commitment to public service excellence.

### **Technology Integration:**

Technology will be deeply embedded in this course as students use digital career exploration tools, online aptitude assessments, and portfolio platforms to plan for their future academy choice. Students will learn professional communication skills by creating digital resumes, composing formal emails, and conducting mock interviews via video conferencing. They will use productivity and design tools to develop and maintain their professional digital portfolios, showcasing work samples and service projects. Ethical decision-making discussions will include responsible technology use, data privacy, and professional conduct in digital spaces—preparing students for high school, career, and public service settings that rely heavily on technology and digital communication.

### **Xello College & Career Integration:**

Students will use Xello to complete in-depth career interest inventories, build academic and career goals, and explore high school and postsecondary programs related to their chosen pathway. They will begin developing a transition plan within Xello, including potential certifications, college options, and public service careers, establishing a direct link between their middle school preparation and future academic and professional success.

## **Gym Electives**

### **6th Grade Physical Education: Foundations of Fitness, Teamwork, and Resilience**

The 6th Grade Physical Education course at VFPSACS introduces students to the fundamentals of physical fitness, teamwork, and healthy living through the school’s core values of Service, Integrity, Resilience, and Leadership. This course helps students transition into the Academy’s structured 6–12 model by emphasizing discipline, cooperation, and self-motivation as essential elements of both personal health and public service readiness.

Students engage in a balanced program of individual and team-based activities designed to build endurance, strength, flexibility, and coordination. Units include aerobic conditioning, basic strength training, and team sports that foster communication, problem-solving, and respect for peers. Through structured practice and reflection, students learn

that maintaining physical fitness is not only key to personal well-being but also foundational to leadership and effective service to others.

By the end of the course, students demonstrate growth in both physical ability and character. They learn to set and achieve personal goals, lead by example, and display sportsmanship in all activities. The 6th Grade Physical Education program lays the groundwork for lifelong fitness and responsible citizenship, preparing students to embody the discipline and resilience that define the VFPSACS community.

### **7th Grade Physical Education: Strength, Leadership, and Cooperative Challenge**

The 7th Grade Physical Education course at VFPSACS builds upon the foundational skills and values introduced in 6th grade, advancing students' understanding of fitness, teamwork, and leadership. With continued focus on the school's core principles—Service, Integrity, Resilience, and Leadership—students deepen their commitment to personal discipline and cooperative achievement. Physical education at this level emphasizes not only the development of physical strength and endurance but also the ability to motivate and lead others toward common goals.

Students engage in progressively challenging activities that promote cardiovascular health, muscular strength, flexibility, and coordination. Team-based sports and cooperative challenges require strategic thinking, communication, and collaboration, reinforcing the importance of leadership through service. Students also begin to take greater ownership of their fitness progress by setting personal performance goals, monitoring their improvement, and reflecting on how persistence and accountability apply both on and off the field.

By the end of 7th grade, students demonstrate a growing sense of responsibility for their physical and social development. They exhibit sportsmanship, integrity, and empathy during group activities while understanding the value of perseverance in achieving long-term goals. The 7th Grade Physical Education course prepares students to transition from teamwork to servant leadership, laying the groundwork for the advanced physical training and civic readiness that define the upper grades at VFPSACS.

### **8th Grade Physical Education: Leadership, Responsibility, and Service Through Fitness**

The 8th Grade Physical Education course at VFPSACS advances students' physical, mental, and social growth by emphasizing leadership, accountability, and community through movement. Building on the endurance, teamwork, and resilience developed in earlier grades, students now apply those skills in leadership roles—modeling discipline, promoting teamwork, and encouraging others to reach their potential. The course continues to align with the school's core values of Service, Integrity, Resilience, and Leadership, preparing students for the expectations of the high school program and future public service academies .

Students participate in more complex fitness activities and sport-based challenges that require strategy, coordination, and decision-making under pressure. Team sports, endurance circuits, and cooperative problem-solving exercises allow students to demonstrate both personal fitness and the ability to lead peers effectively. Reflection and peer feedback are key components of the curriculum, reinforcing the connections between physical performance, emotional regulation, and responsible citizenship.

By the end of 8th grade, students exhibit confidence, self-discipline, and leadership in all aspects of physical activity. They understand that true strength includes the ability to support and uplift others—a mindset essential to public service and civic duty. The 8th Grade Physical Education program serves as the culmination of the middle school experience, empowering students to enter high school ready to lead with purpose, integrity, and resilience both on the field and in their communities.

## **Art Electives**

### **6th Grade Art: Foundations of Creativity, Expression, and Discipline**

The 6th Grade Art course at VFPSACS introduces students to the fundamentals of visual art while reinforcing the school's core values of Service, Integrity, Resilience, and Leadership. As students transition into the middle school environment, art becomes a means to explore creativity, build confidence, and develop focus. The course emphasizes

both artistic technique and personal discipline, helping students understand that creativity and structure work hand in hand to produce meaningful work.

Students study the elements and principles of design—line, shape, color, texture, space, balance, and contrast—through hands-on projects in drawing, painting, and basic sculpture. Each lesson integrates art history and cultural appreciation, allowing students to recognize how art communicates ideas, emotions, and values across time and societies. Through guided practice, reflection, and critique, students learn to analyze visual works, give and receive constructive feedback, and persevere through the creative process.

By the end of the course, students demonstrate increased technical skill, visual awareness, and artistic confidence. More importantly, they understand art as a form of personal expression and service—using creativity to inspire, communicate, and connect with others. The 6th Grade Art program lays the foundation for future artistic exploration and civic-minded creativity, encouraging students to approach both their studies and their communities with imagination, integrity, and purpose.

### **7th Grade Art: Exploration, Collaboration, and Creative Problem-Solving**

The 7th Grade Art course at VFPSACS builds upon the foundational skills introduced in 6th grade by encouraging students to explore new artistic techniques, materials, and perspectives. As students grow in confidence and skill, they are challenged to apply the school's core values of Service, Integrity, Resilience, and Leadership through art that communicates ideas and emotions in more sophisticated ways. This course emphasizes the connection between creative expression and problem-solving, helping students recognize art as both a personal and civic tool for communication.

Students experiment with mixed media, printmaking, and three-dimensional design while studying how art reflects culture, community, and identity. They participate in collaborative projects that foster teamwork, communication, and respect for diverse viewpoints. Lessons incorporate critical thinking and creative risk-taking, encouraging students to overcome obstacles in the artistic process and to demonstrate resilience in refining their work. Students also engage in group critiques that develop their ability to give and receive constructive feedback respectfully and effectively.

By the end of the course, students demonstrate greater technical skill, creative independence, and appreciation for the role of art in community and service. Their projects reflect growing maturity, empathy, and a deeper understanding of how art can inspire, inform, and unite. The 7th Grade Art curriculum strengthens the connection between creativity and leadership, preparing students to take on greater artistic responsibility and civic engagement in the 8th grade.

### **8th Grade Art: Expression, Leadership, and Community Impact**

The 8th Grade Art course at VFPSACS serves as the capstone of the middle school visual arts program, emphasizing artistic leadership, creative identity, and the power of art to influence and serve the community. Building on the technical and conceptual skills developed in previous years, students are encouraged to take initiative, express individuality, and use their creativity to address meaningful social and civic themes. The course reflects the Academy's core values of Service, Integrity, Resilience, and Leadership, challenging students to use art as a form of service and communication.

Students engage in advanced projects involving design thinking, visual storytelling, and community-inspired art. They study influential artists who used their work to promote justice, unity, and public awareness, drawing inspiration for their own creations. Collaborative mural projects, service-based art initiatives, or public displays provide authentic opportunities for students to see their work as a contribution to the school and wider community. Reflection, critique, and portfolio preparation are integral components, helping students recognize their artistic growth and leadership potential.

By the end of 8th grade, students demonstrate mastery of technique, originality in concept, and the confidence to share their artistic voice with purpose. They understand that creativity is not only personal expression but also a public responsibility—one that can uplift, connect, and lead others. The 8th Grade Art program prepares students to enter high school as thoughtful, disciplined, and service-minded artists who embody the mission and values of VFPSACS both in the studio and beyond.



***Please Review EXHIBIT 1 Middle School Academic Program Scope and Sequence and Program of Studies***

**High School Academic Programming (Grades 9-12):**

The VFPSACS High School Program is a rigorous, mission-driven academic experience that prepares students in grades 9–12 for success in college, career, and civic life. Grounded in the Pennsylvania Core Standards and aligned to Act 158 graduation pathways, the program integrates high-quality curriculum, evidence-based diagnostics, and personalized instruction with a strong emphasis on public service and leadership.

Upon entry, all students complete diagnostic screenings in reading and mathematics to ensure appropriate placement and targeted support. The IXL Real-Time Diagnostic assesses students' literacy skills across reading, writing, vocabulary, and grammar, aligning directly with the PA Core Standards and Keystone Literature Exam expectations. Similarly, the i-Ready Diagnostic for Mathematics evaluates proficiency in algebraic reasoning, geometry, and mathematical practices, generating individualized learning paths and guiding placement into Algebra 1, Algebra 2, or a summer bridge program.

VFPSACS's core academic programming provides a comprehensive foundation in English Language Arts, Mathematics, Science, and Social Studies.

- The SpringBoard ELA curriculum (College Board) develops analytical reading, academic writing, and argumentation skills through an integrated, standards-aligned framework designed to prepare students for the Keystone Literature Exam, the SAT, and college-level coursework.
- The Illustrative Mathematics curriculum (IM 9–12) offers a coherent sequence, Algebra 1, Algebra 2, and Geometry, ensuring conceptual understanding and Keystone alignment, with differentiated classes toward Pre-Calculus/Calculus or applied courses such as Business Math and Financial Literacy.
- The Savvas Science curriculum (including Miller & Levine Biology and Experience Chemistry/Physics) aligns with Pennsylvania's STEELS standards, emphasizing hands-on, inquiry-based learning across Biology, Chemistry, Physics, and Environmental Science.
- The Social Studies program builds historical thinking, research, and civic literacy through thematic studies in World History, U.S. History, and Civics and Government, emphasizing analysis, argumentation, and Pennsylvania's role in national development.

In addition to core courses, VFPSACS offers robust World Language instruction in both Spanish and Latin. The Spanish sequence develops linguistic proficiency and cultural competence, while the Latin curriculum supports the school's public service mission through the study of medical and legal terminology relevant to first responder and civil service careers.

Students' academic and career readiness are further strengthened through two signature experiences: the Freshman Seminar and the Senior Seminar.

1. The Freshman Seminar introduces students to the school's three academies—College Readiness, First Responder Academy, and Civil Service Academy, while guiding them through career exploration, skill development, and the creation of an Act 158-aligned digital portfolio.
2. The Senior Seminar serves as a capstone, allowing students to specialize in their chosen pathway through advanced training, college and career preparation, leadership development, and portfolio completion.

Complementing this academic framework is a suite of Arts and Humanities electives that reflect the school's core values of integrity, resilience, and service. Courses such as Rhetoric and Persuasion, American Literature of Law and Justice, and Philosophy and Ethics for Public Leadership cultivate ethical reasoning, civic engagement, and effective communication, skills essential for leadership in both college and public service contexts.

Through its blend of rigorous academics, targeted diagnostics, and mission-aligned academies, the VFPSACS High School Program ensures that every graduate leaves prepared to excel academically, contribute meaningfully to society, and embody the principles of integrity and service in their chosen future.

### **High School Screening Process: Reading and Mathematics**

VFPSACS will implement a comprehensive, standards-aligned screening process for high school students using two nationally recognized, research-based diagnostic tools: the IXL Real-Time Diagnostic for English Language Arts (ELA) and the i-Ready Diagnostic for Mathematics (Grades 9–12). Both tools are directly aligned with the Pennsylvania Core Standards and provide teachers with actionable, real-time data to inform instruction, intervention, and enrichment. These screeners serve as the cornerstone of VFPSACS’s data-driven instructional model, ensuring that every student receives personalized academic support and is on track to meet or exceed state expectations.

### **Reading Screener: IXL Real-Time Diagnostic**

The IXL Real-Time Diagnostic functions as a continuous, in-the-moment assessment designed to measure high school students’ reading comprehension, vocabulary, writing, and language skills in direct alignment with the Pennsylvania Core ELA Standards. Rather than serving as a one-time test, the diagnostic provides a dynamic profile of each student’s strengths and areas for growth across key literacy domains.

- **Direct Alignment to PA Core Standards:** The diagnostic assesses multiple strands that mirror the PA Core ELA Standards, including Reading Strategies (e.g., identifying main ideas, making inferences, and analyzing text structure), Vocabulary Development, Writing Strategies (e.g., constructing arguments and organizing ideas), and Grammar and Mechanics. These align with standards such as CC.1.2.9-10.B and CC.1.4.11-12.I, which emphasize text analysis, argument development, and language proficiency.
- **Grade-Level Proficiency and Targeted Support:** The IXL Diagnostic provides precise grade-level proficiency scores, identifying whether students are performing at, above, or below grade level in each ELA strand. This information allows educators to differentiate instruction, provide targeted interventions, and support students in meeting Pennsylvania’s rigorous literacy benchmarks.
- **Actionable Data and Personalized Learning:** Following each diagnostic session, the system generates a Diagnostic Action Plan, recommending specific IXL skills directly tied to PA Core Standards. These recommendations guide teachers in designing small-group lessons or independent practice activities that address specific learning gaps. For example, if a student struggles with analyzing rhetorical strategies, the platform automatically identifies aligned IXL lessons to strengthen that competency.
- **Predictive Validity and State Assessment Readiness:** Research demonstrates a strong correlation between students’ IXL Diagnostic ELA scores and their performance on the Pennsylvania System of School Assessment (PSSA) and Keystone Exams. Students performing at or above grade level on the IXL Diagnostic are significantly more likely to achieve proficiency on state assessments. Furthermore, IXL’s ELA program is recognized by the Pennsylvania Evidence Resource Center (ERC) as meeting ESSA Tier 2 evidence standards, confirming its effectiveness in improving literacy outcomes.

Through the IXL Real-Time Diagnostic, VFPSACS ensures that high school students’ literacy development is continuously monitored, standards-aligned, and supported through targeted instruction and intervention. This approach empowers students to become analytical, articulate, and confident readers and writers prepared for both postsecondary education and civic leadership.

### **Math Screener: i-Ready Diagnostic for Mathematics (Grades 9–12)**

The i-Ready Diagnostic for Mathematics provides an adaptive, standards-based assessment that identifies each student’s current proficiency across the major domains of high school mathematics, including Algebra, Geometry, and Statistics. The diagnostic is fully aligned with the Pennsylvania Core Standards for Mathematics and the Standards for Mathematical Practice, ensuring that instruction and intervention reflect the rigor and depth of the state’s expectations.



- **Alignment to PA Core Standards:** The i-Ready Diagnostic measures student performance on high school math standards that emphasize algebraic reasoning, geometric understanding, and problem-solving. In addition, it integrates the Standards for Mathematical Practice, which promote key habits of mind such as reasoning abstractly, modeling with mathematics, and constructing viable arguments.
- **Adaptive Diagnostic Assessment:** As an adaptive assessment, i-Ready adjusts in real time to each student's responses, ensuring accurate identification of skill mastery and learning gaps. The diagnostic evaluates understanding across Algebra, Geometry, and Data Analysis, producing a standards-based profile that helps teachers pinpoint the exact PA Core Standards each student has mastered and those requiring additional support.
- **Personalized Instruction and Teacher Resources:** The diagnostic is linked directly to i-Ready's personalized instructional pathways, which provide targeted lessons and practice activities designed to address identified skill gaps. For example, if a student shows difficulty with quadratic equations from the Algebra I standards, i-Ready automatically assigns interactive lessons and problem sets that scaffold learning in that area. Teachers can also use the Teacher Toolbox, which includes lesson plans, activities, and small-group materials directly aligned to the PA Core Standards, ensuring classroom instruction is standards-driven and consistent across grade levels.
- **Focus on Mathematical Practices and Application:** i-Ready lessons promote mathematical reasoning and problem-solving by encouraging students to model real-world situations, reason quantitatively, and justify their thinking—skills that are integral to the PA Core Mathematical Practices and essential for success on the Keystone Algebra and Geometry Exams.
- **Predictive and Longitudinal Data:** The i-Ready Diagnostic provides predictive data that can be used to forecast student performance on Pennsylvania's Keystone Exams, allowing teachers to identify students at risk of not meeting proficiency and implement timely interventions. By continuously tracking student growth across the academic year, i-Ready creates a feedback loop that ensures instruction remains responsive, focused, and equitable.

Using i-Ready, VFPSACS ensures that mathematics instruction is diagnostic, personalized, and standards-aligned, equipping students with the conceptual understanding and analytical skills required for college readiness, technical education, and informed problem-solving in real-world contexts.

Together, the IXL Real-Time Diagnostic (Reading) and the i-Ready Diagnostic for Mathematics provide a unified, research-backed framework for assessing and supporting high school students at VFPSACS. These tools not only identify student proficiency relative to the Pennsylvania Core Standards but also generate actionable data that drives instruction, supports differentiation, and prepares students for success on the Keystone Exams and beyond.

By integrating continuous, adaptive assessment with targeted instructional pathways, VFPSACS ensures that every student—regardless of background or proficiency level—has equitable access to high-quality, personalized learning experiences that build the academic foundation necessary for postsecondary success and civic leadership.

## **VFPSACS HIGH SCHOOL: CORE ACADEMIC PROGRAMMING**

### **High School English Programming**

Upon entering VFPSACS all students will take the IXL Real-Time Diagnostic Screener. The data from this comprehensive assessment will be used to place students into English Language Arts classrooms with the appropriate supports to ensure they are challenged and prepared for rigorous academic work.

To meet this goal, we have selected the SpringBoard ELA curriculum from the College Board. This program is a comprehensive, standards-aligned solution designed to prepare all students for success in advanced coursework, the SAT, and college-level work. Its core philosophy is based on the "Understanding by Design" model, which means

each unit is built with an "end in mind." Students work backward from a culminating performance-based Embedded Assessment, giving them a clear roadmap for skill development and a deep understanding of why they are learning what they are. This scaffolded, vertically articulated program ensures that skills and concepts build logically from grade to grade, providing a consistent and rigorous learning progression.

A key strength of the SpringBoard curriculum is its integrated approach to ELA skills. Rather than teaching reading, writing, speaking, and listening in isolation, the program weaves them together. For example, a unit may require students to conduct a close reading of a text, write an argumentative essay about it, and then participate in a Socratic seminar to discuss their ideas. This holistic approach prepares students for the interconnected demands of higher education and professional contexts.

The curriculum uses a wide range of complex, high-quality texts, including fiction, non-fiction, poetry, and drama, all selected for their rigor and relevance. Activities are designed to build and refine skills through repeated practice, with students working across genres and writing in multiple modes, such as argumentative, narrative, and informational. This focus on evidence-based writing and academic conversations explicitly aligns with College and Career Readiness Standards, mirroring the skills required for success on standardized tests and in college-level seminars.

Furthermore, we will ensure that the SpringBoard curriculum's units are directly aligned with the specific skills outlined in the Pennsylvania Keystone Literature Assessment Anchors. Our teachers will use the curriculum's framework to effectively teach skills like analyzing character development, interpreting themes, and evaluating an author's argument. To prepare students for the constructed-response questions on the Keystone Exam, the curriculum includes structured writing workshops. These workshops teach students how to compose the kind of analytical paragraphs and timed essays they will encounter on the test, providing consistent practice in the specific writing tasks required for success.

### **SpringBoard English Language Arts (ELA) Grades 9–12**

The VFPSACS English Language Arts program utilizes the SpringBoard ELA curriculum developed by the College Board, a comprehensive, standards-based framework that scaffolds skills in reading, writing, speaking, and listening across grades 9–12. The curriculum prepares students for success in college, career, and civic leadership by fostering critical thinking, analytical writing, and academic discourse.

SpringBoard's vertically aligned design ensures continuity in literacy development, integrating close reading, text-based analysis, and evidence-driven writing across diverse literary genres, informational texts, and media. Each course aligns with the Pennsylvania Core Standards (PA CC.1) for Reading, Writing, Speaking and Listening, and Language, as well as the Common Core State Standards (CCSS).

### **9th Grade – The Challenge of Heroism and the Power of Argument**

In 9th grade, students embark on their high school literary journey through the thematic exploration of heroism and the development of argumentation skills.

The unit "The Challenge of Heroism" invites students to analyze the hero's journey archetype, tracing how character, plot, and theme interact to shape universal stories of courage and sacrifice. Students evaluate complex characters and cite textual evidence to support their analysis, aligned with PA Core Standards CC.1.3.9–10.A and CC.1.3.9–10.B.

Through "The Collective Perspective", students transition to the study of rhetoric and voice in informational texts. They evaluate how authors use rhetoric and point of view to shape meaning, aligning with CC.1.2.9–10.B and CC.1.2.9–10.G.

In "The Power of Argument," students refine their persuasive and analytical writing, constructing logical claims, counterclaims, and evidence-based arguments that align with CC.1.4.9–10.G–H. By the end of Grade 9, students have mastered the foundation for literary and rhetorical analysis while developing confidence in academic writing.

### **10th Grade – The Collective Perspective and Cultural Analysis**

The 10th grade curriculum expands students' ability to analyze multiple cultural and historical perspectives through literature and informational texts. The unit "The Collective Perspective" emphasizes global awareness and

comparative textual analysis. Students explore how authors draw upon and transform source material and evaluate claims using corroborating sources, addressing CC.1.3.9–10.A, CC.1.3.9–10.I, and CC.1.2.9–10.H.

Students continue to strengthen their interpretive reading and writing skills through thematic inquiry, preparing them for advanced literary criticism and civic engagement. The course deepens their understanding of the interdependence between authorial perspective, context, and audience—skills essential for the Keystone Literature Exam and college-level analysis.

### **11th Grade – The American Dream and the Power of Story**

The 11th grade program centers on “The American Dream”—a thematic investigation into American identity, justice, and opportunity. Students analyze foundational U.S. documents, seminal speeches, and literary works that reflect the evolving definition of the American Dream. Aligned with PA Core Standards CC.1.2.11–12.B and CC.1.2.11–12.H, students examine the reasoning and rhetorical techniques embedded in national texts, from the Constitution to modern social movements.

In “Dramatic Justice,” students analyze plays, including works by Shakespeare and contemporary playwrights, focusing on dramatic structure, character development, and thematic justice, addressing CC.1.3.9–10.C and CC.1.3.9–10.E.

Through “The Power of a Story,” students refine narrative and creative writing skills by crafting original works that reflect human experiences. Students meet standards CC.1.4.11–12.M–O, emphasizing structure, pacing, and narrative coherence. This course challenges students to connect literature, history, and civic life, preparing them for advanced research and composition.

### **12th Grade – Rhetoric, Media, and Research**

The 12th grade curriculum synthesizes all previous literacy skills to prepare students for postsecondary academic and professional writing. In “The Collective Perspective,” students conduct in-depth rhetorical analysis of complex texts, evaluating authorial choices and theme development in alignment with CC.1.3.11–12.A and CC.1.3.11–12.F.

The unit “The Language of Film and Media” expands textual analysis to non-print formats, encouraging critical engagement with visual storytelling, film, and digital media. Students produce persuasive multimedia presentations, meeting CC.1.5.11–12.A and CC.1.5.11–12.E.

Finally, “The Research Process” serves as a capstone project, requiring students to design and execute a comprehensive research paper or presentation. Students conduct independent inquiry, synthesize multiple sources, and present findings coherently, demonstrating mastery of CC.1.4.11–12.W and CC.1.4.11–12.C.

By the conclusion of the 12th-grade year, students demonstrate readiness for college-level writing, advanced analysis, and civic participation through independent research and formal presentation.

### **Program Outcomes**

Across grades 9–12, the SpringBoard ELA curriculum cultivates critical readers, articulate writers, and analytical thinkers. Students graduate with mastery of Pennsylvania’s core literacy standards, equipped with the ability to read critically, write persuasively, and communicate effectively in academic, professional, and civic settings. The program ensures vertical alignment, college readiness, and alignment to PA Core Standards and Common Core literacy frameworks, reflecting VFPSACS’s mission to develop leaders of character, integrity, and service.

### **VFPSACS Mathematics Program Overview and Alignment to PA Core Standards**

Upon entering VFPSACS, all students will take the i-Ready Mathematics Diagnostic Screener. Students who show proficiency on this exam will begin in either Algebra 1 or Algebra 2. Students who are not yet proficient will attend a summer bridge program. This intensive instruction will close skill gaps and prepare them to begin Algebra 1 with their peers in the fall.

Our Algebra 1 course is designed for students who have successfully completed their middle school math curriculum. For students who completed Algebra 1 in 8th grade, our Algebra 2 course will be available as early as 9th grade. We



will use the Illustrative Mathematics (IM) curriculum for both courses. IM 9–12 Math has consistently received high ratings from EdReports, and we will use its curriculum to ensure a seamless learning progression throughout all 9th–12th grade math courses. The proposed sequence is Algebra 1, followed by Algebra 2, then Geometry. This structure ensures mastery of Pennsylvania Core Standards and prepares students for success on Keystone Exams, the SAT, and ACT.

### **Differentiated Tracks**

To support diverse student goals, our curriculum offers two distinct tracks:

- **Traditional Track:** Students can progress from Algebra 1, Algebra 2, and Geometry to advanced courses like Pre-Calculus and Calculus. This sequence provides a strong foundation for students interested in the college readiness track.
- **Applied Track:** For students interested in first responder and civil service/armed forces, they can take an applied math pathway in the practical application of math which includes a course in Financial Literacy. This course is designed to prepare students for real-world challenges in the workforce and in their daily lives.

By providing these options, our curriculum accommodates different learning needs and empowers students to pursue their individual interests and career aspirations.

### **Science Curriculum and Alignment to STEELS Standards**

VFPSACS offers a comprehensive and forward-thinking science program designed to cultivate inquiry, analytical thinking, and innovation. The curriculum, built in partnership with Savvas Learning Company, ensures full alignment with the Pennsylvania Science, Technology, Engineering, Environmental Literacy, and Sustainability (STEELS) Standards, while also providing students with relevant, hands-on experiences that connect science to leadership, service, and public responsibility.

### **Curriculum Overview and Design**

VFPSACS's science program integrates the Savvas 'Miller and Levine' Biology and Experience Chemistry and Physics series to deliver a rigorous, inquiry-based approach to science learning. The curriculum emphasizes phenomena-based instruction, hands-on labs, and real-world applications, allowing students to explore scientific concepts in authentic contexts.

By emphasizing scientific reasoning, problem-solving, and cross-disciplinary connections, the program prepares students to navigate complex global challenges. Through investigative labs, data analysis, and project-based learning, students develop a deep understanding of scientific principles while also building transferable skills such as teamwork, communication, and critical thinking.

This approach ensures that VFPSACS graduates possess not only the scientific literacy necessary for postsecondary success but also the ethical awareness and civic responsibility essential for leadership in public service and technical careers.

### **Foundational Sequence**

All students begin their high school science sequence with Biology in Grade 9. This foundational course provides essential knowledge of life sciences and prepares students for success on the Pennsylvania Biology Keystone Exam. From there, students can pursue advanced courses such as Chemistry, Physics, Anatomy and Physiology, or Environmental Science, depending on their interests and career aspirations.

The curriculum design promotes both depth and flexibility. Students interested in health sciences or public safety may select Anatomy and Physiology to gain insight into the human body and medical systems, while those interested in engineering or physical sciences may advance through Chemistry and Physics. The Environmental Science course provides an applied perspective, integrating sustainability and ecological stewardship key components of civic-minded leadership.



### **History Core Curriculum Narrative**

VFPSACS will offer a comprehensive and inquiry-based History curriculum for grades 9 through 12 that is fully aligned with the Pennsylvania Academic Standards for History and the Pennsylvania Core Standards for Reading and Writing in History and Social Studies. This curriculum is designed not only to build students’ historical knowledge but also to cultivate their ability to think critically, write analytically, and engage with historical and civic issues as informed citizens and leaders.

### **Curriculum Philosophy and Design**

VFPSACS’s history program moves beyond memorization of facts and dates to focus on historical thinking, research, and argumentation. The curriculum is grounded in the belief that history education should teach students to “think like historians.” Students learn to ask compelling questions, analyze sources, interpret multiple perspectives, and construct well-supported written and verbal arguments. Instruction will follow a thematic and inquiry-based framework, integrating literacy and composition skills into all historical study. Rather than organizing units strictly by chronology, the curriculum will center on essential questions that encourage students to evaluate cause and effect, continuity and change, and historical significance across global and national contexts.

Each course in the 9–12 history sequence incorporates authentic performance tasks, research projects, and document-based writing assignments. These activities require students to cite evidence from primary and secondary sources, assess bias, and apply disciplinary literacy skills in accordance with Pennsylvania Core standards for History and Social Studies writing.

### **Grade 9: World History – Foundations of Historical Inquiry**

The ninth-grade World History course introduces students to the methods and principles of historical inquiry. Students study global civilizations from the late medieval period through the Enlightenment, developing the foundational skills of sourcing, contextualization, corroboration, and close reading. Emphasis is placed on understanding cultural exchange, political systems, belief structures, and the development of global trade and technology.

Students will:

- Analyze patterns of continuity and change across time and geography.
- Compare multiple interpretations of historical events and evaluate differing perspectives.
- Construct written analyses supported by evidence from primary and secondary sources.

### **Writing and Performance Tasks:**

Students will complete short analytical essays comparing multiple perspectives on key events—such as differing accounts of exploration or empire-building—and produce a short research paper (3–5 pages) on a chosen topic such as the printing press, the Columbian Exchange, or the rise of early global networks.

This course directly supports the Pennsylvania Academic Standards for History and the PA Core Writing Standards for grades 9–10, emphasizing argumentation, research, and evidence-based reasoning.

### **Grade 10: United States History – Continuity and Change**

The tenth-grade U.S. History course examines the political, social, and economic evolution of the United States from the Civil War to the modern era. Students explore themes such as freedom, equality, industrialization, reform, and the role of Pennsylvania in the nation’s development. They will evaluate how conflict and cooperation among diverse groups shaped the American experience and analyze the influence of foundational documents and artifacts on U.S. identity.

Students will:

- Interpret the causes and effects of major national developments.
- Analyze historical documents and artifacts such as the Gettysburg Address or the New Deal legislation.
- Connect Pennsylvania’s regional history to broader national narratives.



### **Writing and Performance Tasks:**

Students will compose Document-Based Question (DBQ) essays using historical sources to argue a position on significant topics such as Reconstruction or the Progressive Era. A culminating Local History Project will allow students to research a Pennsylvania-specific topic—such as the steel industry, the Philadelphia Constitutional Convention, or coal mining labor movements—producing a documentary script, digital exhibit, or formal research paper.

This course aligns with PA History Standards and the PA Core Standards for Writing in History and Social Studies for grades 9–10.

### **Grade 11: Civics and Government – Citizenship and Policy**

The eleventh-grade Civics and Government course integrates the Pennsylvania Academic Standards for Civics and Government with the PA Core Standards for Reading and Writing in History and Social Studies. It emphasizes the analysis of democratic principles, governmental structure, and civic engagement at the local, state, and national levels. Students examine the foundational documents of American democracy, including the U.S. and Pennsylvania Constitutions, and explore contemporary political and policy issues.

Students will:

- Evaluate the principles and documents of the American government.
- Analyze how rights and responsibilities of citizenship shape political and social engagement.
- Understand how political parties, interest groups, and media influence public policy.
- Assess the United States' role in international relations and foreign policy.

### **Writing and Performance Tasks:**

- Policy Briefs: Students research and propose policy solutions to current issues.
- Argumentative Essays: Students develop sophisticated claims supported by credible evidence from primary and secondary sources.
- Historical Debates: Students compose position papers and engage in formal debates, presenting and defending arguments about constitutional interpretation or public policy.
- This course emphasizes the synthesis of information across multiple media, texts, charts, political cartoons, and the creation of clear, coherent, and evidence-based written arguments.

### **Assessment and Instructional Methods**

Across all grade levels, students will demonstrate learning through performance-based assessments, research portfolios, and formal writing tasks. Rubrics will be aligned to PA Core standards to ensure consistency, rigor, and fairness. Teachers will incorporate primary source analysis, Socratic seminars, and project-based learning to deepen understanding. The integration of Pennsylvania-specific history ensures relevance to students' civic identities and connects historical understanding to the values of service and leadership central to the VFPSACS mission.

The VFPSACS History Core Curriculum cultivates historically literate, civically engaged, and ethically grounded leaders. By embedding inquiry, writing, and civic responsibility throughout the curriculum, the program ensures students graduate with the knowledge, skills, and character to participate fully in a democratic society. Through alignment with Pennsylvania's academic standards and an emphasis on rigorous historical thinking, students are prepared to contribute meaningfully to their communities and to the world beyond the classroom.

### **World Language Curriculum Narrative**

VFPSACS will implement a comprehensive World Languages program designed to meet the Pennsylvania Department of Education (PDE) requirements and to align with the World-Readiness Standards for Learning Languages developed by the American Council on the Teaching of Foreign Languages (ACTFL). This framework emphasizes the "5 Cs" of world language education, Communication, Cultures, Connections, Comparisons, and Communities and reflects VFPSACS's commitment to developing globally competent, culturally aware, and linguistically skilled students.



In addition to preparing students for college and career readiness, VFPSACS's World Language curriculum is uniquely aligned with the school's focus on public service and first responder leadership academies. The inclusion of Spanish and Latin offers both practical language proficiency and professional relevance. Spanish equips students with the communication skills necessary to engage effectively with diverse communities, while Latin provides a foundation in language structure, etymology, and professional terminology vital for success in the First Responder and Civil Service academies.

### **Curriculum Philosophy and Alignment**

The World Language program is grounded in the ACTFL proficiency model and the PA World Language Standards, emphasizing real-world application and progressive skill development in reading, writing, listening, and speaking. Courses are designed to foster cross-cultural understanding, critical thinking, and linguistic awareness that support VFPSACS's mission to cultivate leadership, integrity, and service.

All instruction is delivered through interactive and immersive methods that prioritize communication and cultural context. The curriculum's design also reflects the PDE's emphasis on interdisciplinary learning, connecting language instruction with social studies, health sciences, and their career academy.

### **Latin Pathway: Language for Public Service**

#### **Latin I – Language & Etymology for Public Service**

This introductory course builds a foundation in Latin grammar, vocabulary, and structure, while emphasizing connections between Latin and English. The curriculum focuses on etymology and the historical roots of modern public institutions, helping students improve their comprehension of English vocabulary—especially in fields such as medicine, law, and emergency response. Students also study the cultural and governmental systems of Ancient Rome, drawing parallels between Roman civic values and modern principles of public service.

#### **Latin II – Medical & Legal Terminology**

In the second year, students apply their knowledge of Latin to specialized vocabulary used in medical, legal, and emergency response professions. The course emphasizes decoding complex terminology to prepare students for careers in health sciences, law enforcement, or civil service. Through authentic Latin readings related to Roman law and medicine, students deepen both linguistic skill and cultural understanding.

#### **Latin III & IV – Advanced Etymology and Applied Studies**

The advanced levels of Latin focus on the language's enduring influence across disciplines. Students engage in thematic units exploring forensic science, human anatomy, pharmacology, and the language of law, analyzing how Latin continues to shape communication in modern professional contexts. These courses reinforce the school's mission to integrate classical learning with civic leadership, supporting students in developing analytical precision and linguistic insight essential for their chosen academy.

### **Spanish Language Pathway: Communication and Culture for Public Leadership**

#### **Spanish I**

Introduces students to the fundamentals of communication in all four language domains—listening, speaking, reading, and writing. Students acquire essential vocabulary and grammar for basic interpersonal exchanges and real-world scenarios such as greetings, describing routines, and discussing family or community life. Cultural study is embedded throughout, exposing students to the traditions, customs, and daily experiences of Spanish-speaking communities.

#### **Spanish II**

Building upon Spanish I, this course introduces more complex grammatical structures including the preterite and imperfect tenses, reflexive verbs, and object pronouns. Students develop greater fluency by narrating past experiences, expressing opinions, and participating in extended conversations. Instruction is contextualized through authentic materials—such as short stories, songs, and news articles—that promote intercultural comparison and global awareness.

#### **Spanish III**

At this stage, students refine their proficiency through advanced vocabulary, complex grammatical structures, and meaningful cultural engagement. They analyze literature, film, and current events from the Spanish-speaking world while producing more sophisticated written and oral work. Students are expected to sustain conversations on a range of topics and use Spanish as a tool for cultural inquiry, leadership, and collaboration.

### **Advanced Spanish / AP Spanish Language and Culture**

Students who complete the core sequence are eligible for advanced Spanish study that mirrors college-level expectations and prepares them for the AP Spanish Language and Culture Exam. These courses are conducted almost entirely in Spanish and organized around six global themes:

- Global Challenges
- Science and Technology
- Contemporary Life
- Personal and Public Identities
- Families and Communities
- Beauty and Aesthetics

Students engage with authentic texts, films, interviews, and media from the Spanish-speaking world while completing project-based assessments. The course emphasizes both linguistic proficiency and intercultural competence, ensuring students are prepared for university-level study and professional communication in multilingual environments.

### **Instructional Framework and Assessment**

VFPSACS's World Language curriculum uses proficiency-based assessment aligned with ACTFL performance descriptors and PDE's world language standards. Students demonstrate progress through:

- Performance-based tasks (interpersonal speaking, presentational writing)
- Portfolio assessments showcasing written and oral proficiency
- Culturally authentic projects connecting classroom learning to real-world applications

Instructional practices include communicative learning, project-based collaboration, and technology integration to simulate authentic global interaction. By emphasizing both linguistic and cultural fluency, students develop the skills necessary to engage meaningfully in multicultural and multilingual settings—a critical component of leadership in public service.

The World Language Program at VFPSACS embodies the school's mission to prepare students for leadership, service, and civic engagement in a diverse and interconnected world. Through rigorous instruction in Spanish and Latin, students gain linguistic competence, cultural empathy, and the analytical precision required for success in higher education and professional fields. The integration of classical and modern languages reinforces the academy's focus on service, ethics, and communication—core values essential to public leadership in the 21st century.

### **Elective Courses in Alignment with VFPSACS' Mission**

The VFPSACS high school will utilize Xello as the core digital platform to integrate career and college readiness into the required elective seminar courses, directly aligning with our commitment to the Pennsylvania Department of Education's (PDE) high school graduation expectations and Act 158 requirements. In the Freshman Seminar: Post-Secondary Readiness and Career Exploration, all students will begin building a comprehensive digital career portfolio by engaging with Xello's interest inventories, which will immediately connect their personal Holland Codes (RIASEC) assessment results to our three specific high school academies: College and Career Readiness, The First Responder Academy, and the Civil Service Academy. This early and continuous digital portfolio development is crucial, as it provides the demonstration of postsecondary success through a career portfolio mandated by Act 158. Furthermore, Xello's use extends to the Senior Seminar: A Capstone in Post-Secondary Readiness, where students in each specialized track (College Readiness, First Responder Capstone, and Civil Service & Armed Forces) will leverage the platform for focused tasks like researching financial aid, documenting specialized work-based learning, tracking certifications (such as the First Aid/CPR credential for the First Responder track), and compiling final application materials. This

scaffolded, four-year integration ensures that students not only meet but exceed the PDE's expectations for high school graduates by culminating in a robust, evidence-based career

### **Freshman Seminar: Post-Secondary Readiness and Career Exploration**

The Freshman Seminar is a year-long, required course designed to provide a comprehensive and practical foundation for student success in high school and beyond. The curriculum is built around the three core academies of our charter school: College Readiness, the First Responder Academy, and the Civil Service Academy. The course directly addresses the requirements of Pennsylvania Act 158, guiding students to demonstrate post-secondary readiness through the development of a career portfolio and exposure to various career-related experiences. The seminar focuses on a different pathway each term to ensure a well-rounded and exploratory experience.

Alignment with PA Act 158 and PDE Graduation Requirements: This course is specifically designed to support students in achieving the requirements of the Evidence-Based Pathway of Act 158. Through a series of projects and activities, students will build a career portfolio containing multiple pieces of evidence that can be used to meet state graduation requirements.

Attainment of an industry-recognized credential: The First Responder Academy rotation will provide an opportunity for students to earn a First Aid and CPR certification, which is an industry-recognized credential and a valuable piece of evidence.

Satisfactory completion of a service-learning project: The Civil Service Academy rotation will culminate in a group service-learning project, documented and assessed by an adult supervisor, which can serve as a piece of evidence.

Certificate of successful completion of an internship or cooperative education program: While a full internship is not required in the freshman year, the exposure to each pathway will include simulated scenarios and professional interactions that build a foundation for future work-based learning experiences.

Attainment of an industry-recognized credential: The First Responder Academy rotation will provide an opportunity for students to earn a First Aid and CPR certification, which is an industry-recognized credential and a valuable piece of evidence. Demonstration of postsecondary success through a career portfolio: The culminating project of the year will be the creation of an electronic portfolio that showcases their learning, certifications, and project work, directly meeting the portfolio requirement.

### **Quarter 1: The Transition to High School**

The first semester of the Freshman Seminar is centered around transitioning into the VFPSACS school community. This is designed to serve as a practical and engaging way to ease the transition into high school while beginning to build a foundation for post-secondary readiness. The first semester provides a structured introduction to the school's three core academies and an overview of the rotations that will occur over the next three semesters. Essentially, the first semester is about giving students a practical, hands-on experience that not only helps them navigate their first year of high school but also shows them exactly how their work connects to their future goals and graduation.

#### **Activities:**

- Introduction to the VFPSACS' programming, vision, mission, and expectations
- Interest inventory: RIASEC model: students will gain a clearer picture of their own interests and see how they connect to the three core academies of the Freshman Seminar.
- Introduction to the Holland Codes (RIASEC model) that categorizes people and careers into six personality types:
  - Realistic (The Doers)
  - Investigative (The Thinkers)
  - Artistic (The Creators)
  - Social (The Helpers)
  - Enterprising (The Persuaders)
  - Conventional (The Organizers)



### **Analysis of assessment results and alignment to VFPSACS' academies:**

- Realistic or Investigative scales would likely be drawn to the First Responder Academy. These are hands-on, problem-solving, and scientific fields.
- Social scales would align perfectly with the Civil Service Academy, which is focused on helping people and community engagement.
- The College Readiness would be especially appealing to those who score high in the Investigative and Conventional areas, as it involves research, planning, and academic structure.

### **Quarter 2: The First Responder Academy**

Theme: Service and Safety

Curriculum Focus: Students will be introduced to the foundational skills and values of first responders. This includes an overview of various fields, such as fire service, emergency medical services, and law enforcement.

#### **Activities:**

- Guest speakers from local fire departments, EMS, and police.
- Simulated emergency scenarios and basic response training.
- CPR and First Aid certification course, with a focus on practical application.
- A field trip to a local fire station or police academy.

### **Quarter 3: The Civil Service Academy**

Theme: Community and Civic Engagement

Curriculum Focus: This rotation will explore the various roles of civil servants and the importance of active community participation. Students will learn about local, state, and federal government, as well as non-profit and community-based organizations.

#### **Activities:**

- Overview of armed forces and ASVAB requirements
- Service-learning project identification and planning.
- Research and presentations on local government and community issues.
- Guest speakers from public service roles (e.g., city council members, non-profit leaders).
- Partnership with Valley Forge Military College

### **Quarter 4: College Readiness**

Theme: Academic and Personal Planning

Curriculum Focus: This rotation focuses on developing the academic and organizational skills necessary for success in a rigorous high school and college-preparatory environment. Students will learn about time management, study skills, effective communication, and academic integrity.

#### **Activities:**

- Exploration of different higher education options (community college, 4-year university, trade schools).
- Training on research and citation tools.
- Mock college application and essay writing exercises.
- Introduction to SAT/ACT test preparation resources.

Culminating Project: At the end of the year, each student will present their digital portfolio, showcasing evidence of their learning and growth throughout the three rotations. The portfolio will be reviewed and signed off on by a school counselor or administrator, officially serving as one of the pieces of evidence for the Act 158 graduation requirement.

### **Senior Seminar: A Capstone in Post-Secondary Readiness**

Course Description: The Senior Seminar is a year-long capstone course designed to support students in their final steps toward their chosen post-secondary pathway. Building on the foundational work of the Freshman Seminar, this course is divided into three distinct tracks, College Readiness, First Responder, and Civil Service, allowing students to deeply specialize in their chosen field. The seminar is structured into four quarters, providing a focused and sustained experience to prepare them for their future.

### **Academies & Curriculum:**

#### **College Readiness Academy**

Theme: Application and Transition

Curriculum Focus: This course is for students who have committed to attending a 2-year or 4-year college or university. The curriculum is a hands-on workshop focused on the practicalities of the college application and transition process.

#### **Key Activities:**

- Quarter 1: The College Application Intensive. Students will finalize their college list, complete applications, write and refine their personal essays, and prepare for interviews.
- Quarter 2: Financial Aid and Scholarships. This quarter focuses on navigating the financial aid process, including FAFSA completion, scholarship searches, and understanding student loan options.
- Quarter 3: Life Skills for College. Students will learn essential life skills for independent living, such as time management, budgeting, meal planning, and communication skills for interacting with professors and peers.
- Quarter 4: Final Preparations and Transition. Students will confirm their enrollment, complete any necessary orientation tasks, and prepare their final portfolio for submission.

#### **First Responder Academy**

Theme: Advanced Training and Career Entry

Curriculum Focus: This course is for students who have chosen to pursue a career in emergency services. The curriculum is a blend of advanced training, physical conditioning, and professional networking to prepare them for immediate entry into the field.

#### **Activities:**

- Quarter 1: Advanced Certifications. Building on the freshman-year CPR/First Aid certification, students will work toward advanced certifications in a specific area of interest (e.g., FEMA certification, advanced trauma life support).
- Quarter 2: Physical and Mental Preparedness. This quarter will focus on the physical fitness and mental resilience required for a career as a first responder. Activities include scenario-based training, physical fitness tests, and mental health workshops.
- Quarter 3: Professional Networking and Job Seeking. Students will learn how to create a professional resume, network with local departments and agencies, and prepare for interviews and entry-level exams.
- Quarter 4: The Final Portfolio and Career Launch. Students will present a capstone portfolio showcasing their certifications, training, and professional connections. They will receive support for applying to and entering training programs or job opportunities.

#### **Civil Service & Armed Forces Academy**

Theme: Public Service and Leadership

Curriculum Focus: This course is for students entering civil service careers, including the armed forces. The curriculum focuses on preparing students for the rigorous application and training processes of public service and military roles.

#### **Activities:**



- Quarter 1: The Application and Assessment Process. Students will focus on the specific application requirements for their chosen path, whether it's the military, police academy, or a federal agency. This includes preparing for physical, mental, and academic assessments.
- Quarter 2: Leadership and Ethics in Public Service. This quarter will delve into the core values of public service, including leadership, ethics, and civic duty. Students will participate in a leadership training course and a community-based ethics workshop.
- Quarter 3: Financial Planning and Career Progression. Students will learn about the benefits and responsibilities of a career in public service, including understanding military benefits, retirement plans, for career advancement.
- Quarter 4: Service Commitment and Transition. Students will finalize their commitment to their chosen branch or agency, with a focus on preparing for basic training or their first professional role. The final project is a presentation on their personal commitment to service.

### **Arts/Humanities Courses in Alignment with VFPSACS' Mission**

#### **Foundations in Public Service and Civic Identity**

The Foundations in Public Service and Civic Identity Program at VFPSACS immerses students in literature and ideas that explore moral leadership, ethical responsibility, and resilience. This interdisciplinary course bridges the humanities and civic education, reflecting the academy's mission to cultivate integrity, service, and leadership.

##### **1. Course Overview: Literature of Integrity and Resilience**

At the heart of the program is a study of world literature—fiction, non-fiction, poetry, and drama—that examines justice, morality, and perseverance. Students analyze how individuals and societies confront ethical dilemmas and overcome adversity, drawing lessons from both literary figures and real-world leaders who exemplify integrity and courage. Through close reading, discussion, and writing, students connect these themes to their own sense of civic identity and responsibility.

#### **Alignment with VFPSACS Mission**

This course supports the VFPSACS mission by fostering moral character and intellectual rigor. Students learn to think critically about ethical challenges and articulate personal perspectives grounded in the school's core values of Service, Integrity, Resilience, and Leadership. Writing assignments, Socratic seminars, and performance-based assessments encourage reflection on how these values apply to public life and community engagement.

#### **Alignment with PDE Standards**

The course aligns with Pennsylvania Core Standards for English Language Arts (ELA) in:

- Reading: Analyzing complex texts for theme, structure, and rhetorical purpose.
- Writing: Producing analytical and argumentative essays with evidence-based reasoning.
- Speaking and Listening: Engaging in structured academic discussions and presentations.
- Language: Strengthening clarity, vocabulary, and tone in communication.

#### **Instructional Approach and Outcomes**

Instruction emphasizes inquiry, reflection, and interdisciplinary connections between literature, history, and ethics. Students develop analytical thinking, moral reasoning, and communication skills through collaborative discussion and research. By the course's end, students will demonstrate a deeper understanding of civic responsibility and the intellectual and ethical habits essential for leadership in public service.

##### **2. Course Overview: Service and the American Republic**

The Civics & Citizenship: Service and the American Republic course at VFPSACS provides students with a rigorous and practical understanding of American democracy, the rule of law, and the responsibilities of engaged citizenship.

This course is foundational to the academy’s public service model, emphasizing how civic participation and ethical leadership sustain a democratic society.

Through an in-depth study of the U.S. Constitution, the structure and function of government, and the evolution of civil rights and public institutions, students will explore what it means to serve within a republic. The curriculum highlights the interconnected roles of law enforcement, emergency services, and civic administration—fields central to VFPSACS’s mission. Students examine case studies that illustrate ethical decision-making, leadership under pressure, and the balance between individual liberty and collective responsibility.

This course challenges students to think critically about the principles of justice, equality, and civic duty that define the American experience. Using historical and contemporary examples, students analyze how citizens, policymakers, and public servants contribute to the maintenance and improvement of democratic governance.

### **Alignment with VFPSACS Mission**

This course directly supports the VFPSACS mission by defining service not only as a professional pursuit but as a civic and moral obligation. Students learn that leadership in public service requires integrity, accountability, and respect for the democratic process. Through simulations, debates, and community-based projects, students connect classroom learning to real-world applications, preparing them to become ethical leaders and informed participants in civic life.

### **Alignment with PDE Standards**

The course aligns with the Pennsylvania Academic Standards for Civics and Government and the PA Core Standards for Reading and Writing in History and Social Studies, addressing key competencies such as:

- Principles and Documents of Government: Understanding foundational texts like the U.S. and Pennsylvania Constitutions and their implications for governance.
- Rights and Responsibilities of Citizenship: Evaluating civic rights, duties, and participation in democratic society.
- Structure and Function of Government: Analyzing the organization and roles of local, state, and federal institutions, including public safety and emergency management.
- Ethical Leadership: Applying historical and contemporary case studies to understand integrity and decision-making in public service.

### **Instructional Approach and Outcomes**

Instruction integrates project-based learning, primary source analysis, and civic engagement activities. Students will participate in mock trials, policy simulations, and service-learning initiatives that bridge theory with practice. By the end of the course, students will demonstrate a strong understanding of how democratic institutions function and how ethical leadership sustains them. They will leave prepared to engage responsibly as citizens and to pursue public service, law, or government.

### **Ethics, Communication, and Global Leadership**

The Ethics, Communication, and Global Leadership program at VFPSACS prepares students to become articulate, ethical, and globally minded leaders capable of responding to complex civic challenges. This interdisciplinary sequence integrates communication studies, ethical reasoning, and real-world applications in public service and crisis management. Students develop the intellectual and moral foundation required for leadership in an interconnected and rapidly changing world.

#### **1. Course Overview: Rhetoric and Persuasion in Public Discourse**

This course develops students’ mastery of persuasive communication and ethical public discourse through the study and practice of rhetoric. Students analyze historical and contemporary speeches, policy statements, and media communications to understand how language shapes perception and influences civic decision-making. Texts range from classical works by Aristotle and Frederick Douglass to modern addresses by civic leaders, activists, and first responders.



Students will engage in a series of performance-based activities—debates, mock press conferences, and policy brief presentations—to refine their public speaking, argumentation, and writing skills. Emphasis is placed on communication ethics, ensuring that students can craft persuasive yet responsible messages across traditional and digital media.

**Alignment with VFPSACS Mission:**

This course embodies the academy’s focus on integrity, service, and leadership by teaching students how to communicate with clarity, purpose, and moral responsibility. Through practical exercises such as mock emergency briefings, public addresses, and media analyses, students gain confidence in leading teams and communicating effectively under pressure.

**Alignment with PDE Standards:**

The course aligns with the Pennsylvania Core Standards for English Language Arts in:

- Reading: Analysis of complex informational and literary texts for tone, purpose, and structure.
- Writing: Development of argumentative and informational essays based on evidence and research.
- Speaking and Listening: Mastery of formal presentation, collaboration, and responsive dialogue.
- Language: Application of advanced grammar, vocabulary, and tone for precision and impact.

By the end of the course, students will demonstrate the ability to analyze rhetoric, construct evidence-based arguments, and communicate persuasively and ethically across a range of contexts.

**2. Course Overview: Case Studies in Crisis**

In this capstone course, students examine how societies, governments, and organizations respond to and recover from crises such as natural disasters, pandemics, political unrest, and humanitarian emergencies. Through case studies of historical and contemporary events, students evaluate leadership decisions, communication strategies, and ethical considerations in times of crisis.

Emphasizing interdisciplinary learning, the course integrates perspectives from history, ethics, political science, and global studies. Students conduct simulations and scenario analyses to practice decision-making under pressure—skills essential for those entering public safety, emergency management, or diplomatic careers.

**Alignment with VFPSACS Mission:**

This course directly supports the academy’s goal of developing resilient and service-oriented leaders. Students connect global issues to local service initiatives, learning that effective leadership during crisis requires empathy, critical thinking, and collaboration. Through applied research and service-learning projects, they develop the habits of mind needed to act decisively and ethically in challenging environments.

**Alignment with PDE Standards:**

Aligned with the Pennsylvania Academic Standards for History, Civics, and Government, and the PA Core Standards for Reading and Writing in Social Studies, students will:

- Research and Analyze: Evaluate primary and secondary sources to understand global crises and their implications.
- Communicate Effectively: Write research-based analyses and present findings through formal reports and multimedia presentations.
- Apply Ethical Reasoning: Examine case studies through moral and civic frameworks to propose informed solutions.



Through this course, students gain both a deeper understanding of global interdependence and the communication and ethical reasoning skills necessary to lead effectively in moments of crisis.

## **Justice, Aesthetics, and Applied Integrity**

The Justice, Aesthetics, and Applied Integrity program at VFPSACS integrates the study of literature, civics, and art to examine how the concepts of justice, equality, and service are represented in American thought and culture. Designed for upper-level high school students, these courses deepens their understanding of how writers, artists and public figures have shaped—and challenged—the nation’s legal and moral foundations through storytelling, advocacy, and public discourse.

### **1. Course Overview: American Literature of Law and Justice**

Students engage in a close reading of influential American literary works, legal writings, and historical documents that reflect the evolution of justice and civic responsibility in the United States. Core texts may include excerpts from *The Federalist Papers*, *To Kill a Mockingbird*, *A Raisin in the Sun*, *The Souls of Black Folk*, and contemporary works addressing civil rights, law enforcement, and social equity.

Through this study, students explore the intersection of narrative and law—how literature not only mirrors the nation’s pursuit of justice but also influences reform and public opinion. They analyze themes of fairness, moral courage, and civic duty, connecting these ideas to contemporary issues in law, governance, and ethics.

Students will also practice analytical and argumentative writing modeled on legal reasoning. Assignments include persuasive essays, policy analyses, and creative reinterpretations of classic legal dilemmas through literature and film.

#### **Alignment with VFPSACS Mission**

This course aligns directly with the VFPSACS mission of preparing students for leadership and service through the lens of integrity, critical thinking, and civic engagement. By studying literary depictions of justice and law, students gain an appreciation for the ethical dimensions of public service. They learn to evaluate how narrative and rhetoric shape legal and moral decision-making, and they develop the communication and reasoning skills essential for careers in law, criminal justice, public policy, and civic administration.

Through structured discussions, mock hearings, and written advocacy projects, students cultivate empathy, ethical awareness, and respect for the rule of law—key values for future public servants.

#### **Alignment with PDE Standards**

The course meets the Pennsylvania Academic Standards for Reading, Writing, Speaking, and Listening, and fulfills American Literature requirements through the following components:

- Reading: Analysis of complex literary and informational texts addressing justice, law, and civic identity.
- Writing: Composition of argumentative and research-based essays, including mock legal briefs and persuasive position papers.
- Research: Integration of primary and secondary sources in evidence-based writing and oral presentations.
- Speaking and Listening: Development of formal speaking skills through debates, presentations, and structured deliberations.

#### **Instructional Approach and Outcomes**

Instruction emphasizes close reading, rhetorical analysis, and interdisciplinary inquiry, blending literature, civics, and ethics. Students engage in collaborative discussions, research projects, and written reflections that connect historical perspectives to current social and legal issues.

By the end of the course, students will be able to analyze the moral and legal foundations of American literature, evaluate diverse perspectives on justice and equity, and apply ethical reasoning to real-world dilemmas. This course

equips students with the intellectual tools and civic mindset necessary for thoughtful participation in public service, law, and community leadership.

## **2. Course Overview: Art & Integrity: Ethics in Visual Communication (Arts Credit)**

Ethics in Visual Communication course at VFPSACS integrates the creative and ethical dimensions of the visual arts to develop students' capacity for critical thinking, self-expression, and responsible media literacy. This course fulfills the Pennsylvania Department of Education's Arts and Humanities requirement while aligning with VFPSACS's mission to cultivate integrity, resilience, and civic awareness in all areas of learning.

This course introduces students to the principles of visual design, art history, and media analysis through the lens of ethics and social responsibility. Students explore how images—whether in fine art, advertising, news, or social media—shape public perception, influence decision-making, and communicate messages of power, justice, and identity.

Through hands-on creative projects and critical discussions, students learn to both analyze and produce visual works that reflect ethical awareness and cultural understanding. Topics include:

- The Power of Imagery: How visual symbols and media influence social and political movements.
- Ethics in Media: Understanding manipulation, propaganda, and visual bias.
- Art and Activism: The role of artists in promoting justice, civic engagement, and truth.
- Responsible Creation: Designing posters, digital media, and public service announcements that adhere to principles of honesty, empathy, and inclusivity.

Students will engage in both studio-based and analytical work, culminating in a Visual Ethics Portfolio—a curated collection of original artwork and reflective writing that demonstrates their ability to apply ethical reasoning to creative expression.

### **Alignment with VFPSACS Mission**

This course embodies the VFPSACS commitment to service and integrity by teaching students to engage with art not only as a means of self-expression but as a tool for social impact. By analyzing how visual media can both promote and undermine truth, students learn to navigate an increasingly visual world with discernment and civic responsibility.

Students also gain practical skills applicable to public service and communication-based careers—such as digital design, visual storytelling, and ethical messaging—helping them become conscientious creators and informed consumers of media in both civic and professional contexts.

### **Alignment with PDE Standards**

The course aligns with the Pennsylvania Academic Standards for the Arts and Humanities, emphasizing:

- Production and Performance: Creating and presenting visual works that communicate ideas with clarity and purpose.
- Historical and Cultural Context: Understanding how art reflects and shapes societal values, ethics, and identity.
- Critical Response: Evaluating visual media using artistic vocabulary, ethical reasoning, and evidence-based critique.
- Aesthetic and Ethical Reflection: Analyzing how visual choices convey messages and influence moral perception in public discourse.

### **Instructional Approach and Outcomes**

Instruction balances studio practice with media literacy and ethical inquiry. Students engage in collaborative critiques, case studies of visual persuasion, and reflective writing to deepen their understanding of art's societal role.

By the end of the course, students will demonstrate the ability to create ethically responsible visual content, critically evaluate media representations, and articulate how art can serve as a force for integrity and justice. This course cultivates both aesthetic appreciation and civic mindfulness, preparing students to contribute thoughtfully to the visual culture of public service and beyond.



## Service and Leadership

The Service and Leadership program at VFPSACS is designed to cultivate civic responsibility, ethical decision-making, and effective leadership in students. Through a combination of classroom instruction and hands-on community engagement, students explore the principles of servant leadership, teamwork, and communication. They analyze real-world examples of leadership in public service and participate in structured service-learning projects that address community needs. By integrating reflection, collaboration, and practical problem-solving, the course empowers students to lead with integrity and purpose—embodying the school’s core values of Service, Integrity, Resilience, and Leadership in both academic and civic life.

### 1. Course Overview: Philosophy & Ethics for Public Leadership (Elective / Humanities Credit)

The Philosophy & Ethics for Public Leadership course at VFPSACS serves as the capstone of the Academy’s leadership and humanities sequence. This course challenges students to think deeply about moral philosophy and ethical decision-making in the context of public service, governance, and civic responsibility. Through a structured exploration of major ethical frameworks—including deontology, utilitarianism, and virtue ethics—students examine how philosophical reasoning applies to real-world dilemmas faced by leaders in law enforcement, emergency response, healthcare, and public policy.

Students engage in critical discussions and case studies that mirror the ethical challenges inherent in modern public service. Topics include the use of force, resource allocation during crises, whistleblowing and accountability, privacy and surveillance, and equity in public decision-making. Through Socratic dialogue, debates, and reflective writing, students learn to analyze complex scenarios, weigh competing values, and justify decisions grounded in both logic and integrity.

Each unit emphasizes the intersection between theory and practice—encouraging students to apply philosophical principles to real-life contexts, such as emergency management, governance, or community service. The course culminates in a Capstone Ethics Symposium, where students present a written and oral defense of an ethical position related to a contemporary public issue.

#### Alignment with VFPSACS Mission

This course represents the highest expression of the VFPSACS mission to develop ethical, resilient, and service-minded leaders. By engaging with timeless philosophical questions and applying them to civic challenges, students cultivate the self-awareness and moral reasoning essential for leadership with integrity. The course reinforces the Academy’s core values—Service, Integrity, Resilience, and Leadership—and prepares students to approach their future roles with empathy, fairness, and a principled understanding of right and wrong.

#### Alignment with PDE Standards

The course meets the Pennsylvania Department of Education Humanities and Social Studies Elective standards by promoting critical analysis, ethical reasoning, and philosophical inquiry. Students develop key academic skills, including:

- Critical Thinking and Argumentation: Constructing logical, evidence-based arguments grounded in ethical reasoning.
- Textual Analysis: Interpreting philosophical texts and applying concepts to real-world cases.
- Communication and Reflection: Articulating moral perspectives through structured discussion, debate, and formal writing.

#### Instructional Approach and Outcomes

Instruction balances philosophical study with experiential application, integrating readings from classical and modern philosophers with contemporary case analyses. Students will produce essays, lead seminars, and participate in ethical simulations that test their ability to apply theoretical reasoning to high-stakes decisions.

By the end of the course, students will demonstrate a nuanced understanding of ethical leadership, the capacity to analyze moral conflicts from multiple perspectives, and the confidence to make principled decisions in both personal and professional contexts. This course ensures that graduates of VFPSACS leave not only as scholars and citizens—but as leaders guided by wisdom, empathy, and integrity.

## **2. Course Overview: Course Service Learning and Community Engagement (Half Credit / Capstone)**

The Service Learning and Community Engagement course at VFPSACS represents the culmination of the Academy’s emphasis on leadership, civic responsibility, and applied learning. Designed as a project-based capstone experience, this course challenges students to design, implement, and evaluate a comprehensive community service initiative that aligns with their chosen public service pathway—such as fire and emergency services, law enforcement, public administration, or community health.

Students begin by identifying a relevant issue or need within their local or regional community through guided research and consultation with public service professionals. With faculty mentorship, they develop a proposal outlining the project’s objectives, methods, and anticipated outcomes. Examples of projects may include organizing a fire safety education campaign, conducting law enforcement shadowing and community outreach, or developing an emergency preparedness plan in collaboration with municipal agencies.

Throughout the course, students engage in a structured process of planning, execution, and reflection, requiring them to apply the leadership, ethical reasoning, and communication skills developed throughout their academic program. Each project must include evidence of research, community partnership, and measurable impact. Students maintain journals or progress logs documenting challenges and problem-solving strategies, reinforcing the Academy’s focus on resilience and integrity in action.

The capstone concludes with a public presentation and formal written report, in which students analyze the effectiveness of their project, reflect on lessons learned, and propose recommendations for sustainable impact.

### **Alignment with VFPSACS Mission**

This course is a direct embodiment of the Academy’s mission to develop citizens who lead through Service, Integrity, Resilience, and Leadership. It transforms abstract learning into concrete civic engagement, allowing students to practice ethical decision-making, collaboration, and problem-solving in authentic community settings. Through this experience, students not only contribute meaningfully to their communities but also develop the confidence, empathy, and accountability essential for success in public service careers.

### **Alignment with PDE Standards**

This course meets Pennsylvania Department of Education elective standards and integrates key components of the PA Core Standards for Research, Writing, Speaking, and Civic Engagement, including:

- **Research and Inquiry:** Students conduct independent research to identify needs and design data-informed solutions.
- **Communication and Presentation:** Students develop formal proposals, deliver public presentations, and write comprehensive project analyses.
- **Civic Literacy and Engagement:** Students demonstrate an understanding of civic structures and the role of active citizenship in addressing community challenges.

### **Instructional Approach and Outcomes**

Instruction combines guided mentorship, community-based learning, and reflective practice. Students collaborate with peers, local leaders, and field professionals while receiving feedback on leadership behaviors, teamwork, and ethical decision-making.

By the end of the course, students will have:

- Designed and implemented a community service initiative with measurable outcomes;
- Demonstrated ethical reasoning and leadership in real-world contexts;

- Strengthened their written and oral communication through professional documentation and public presentation.

The Service Learning and Community Engagement Capstone ensures that every VFPSACS graduate leaves with authentic experience as both a learner and a leader, ready to serve their communities with competence, compassion, and integrity.

### **Advanced Placement (AP) Courses in the Career and College Pathway**

VFPSACS is committed to ensuring that every graduate is both college- and career-ready, a goal integral to our overarching vision of developing service-minded leaders. To that end, our Career and College Readiness Track is designed as a rigorous, dual-purpose pathway that fully integrates specialized public service education with a demanding college-preparatory academic curriculum.

A cornerstone of this academic rigor is the offering of Advanced Placement (AP) courses

### **Advanced Placement (AP) Courses in the VFPSACS Model**

Advanced Placement (AP) courses serve a critical function within our educational model, directly aligning with our commitment to Scholarship and Resilience:

- **Elevated Academic Rigor:** AP courses provide students with challenging, university-level coursework and the opportunity to earn advanced standing while in high school. This is essential for students who intend to pursue higher education, preparing them for the academic demands of selective colleges and universities.
- **Demonstrated Preparedness:** Successful performance in AP courses and on the corresponding exams is a nationally recognized indicator of college readiness. This strengthens our graduates' applications, whether they are pursuing a traditional four-year degree, joining the military as an officer candidate, or entering specialized post-secondary training.
- **Cultivating Resilience and Discipline:** Navigating the intensity of AP coursework inherently develops the Resilience and Discipline—core values of VFPSACS—that are necessary for success in any high-stress public service career or competitive academic environment.

### **Integration into the Career and College Readiness Track**

- **AP course offerings** will be strategically integrated to complement the College/Career Readiness track:
- **Core Subject Offerings:** VFPSACS will offer a range of AP courses in core subject areas, including AP English Language and Composition, AP U.S. History, AP Calculus, and AP Biology. These subjects provide the critical thinking, communication, quantitative reasoning, and scientific literacy skills essential for effective Leadership and high-level problem-solving in public service.
- **Strategic Enrollment:** The Career and College Readiness Pathway will require or strongly recommend AP enrollment for eligible students beginning in the 10th or 11 grade, ensuring that students meet a high bar of academic achievement alongside their practical public service training. Enrollment will be managed through a clear academic prerequisites process and supported by robust teacher and counselor guidance.
- **The VFPSACS 'AP for All' Philosophy:** While enrollment in AP courses is expected for students in the Career and College Readiness Pathway, VFPSACS will adopt a philosophy of providing access to all students who demonstrate the potential and commitment to engage with these courses. We will couple AP instruction with comprehensive academic support and tutoring—including specialized test preparation—to ensure students enrolled in all academies and from all backgrounds have the opportunity to succeed and embody the high standards of Integrity and Scholarship we demand.

By incorporating Advanced Placement courses, VFPSACS is ensuring that students receive a truly transformative educational institution experience—one that equips them with both the practical skills for immediate career entry and the intellectual foundation for lifelong learning and leadership.

### **Dual Enrollment – Partnership with Valley Forge Military College**



VFPSACS will enter into a formal dual enrollment partnership with Valley Forge Military College (VFMC) to provide students with an academically rigorous and character-focused bridge between high school and postsecondary education. This collaboration supports the Academy’s mission to prepare students for college, career, and public service leadership through a curriculum grounded in Integrity, Resilience, and Leadership.

### **Program Overview**

Beginning in Grade 11, eligible students will have the opportunity to enroll in college-level courses offered through VFMC while concurrently completing their high school requirements. Courses will focus on disciplines aligned with the Academy’s three academies:

- Civic Service & Military
- Public Safety
- College Ready

Sample dual enrollment offerings may include Introduction to Criminal Justice, U.S. Government and Civic Leadership, Public Speaking, and Ethics in Public Service. These courses will be taught by VFMC faculty or by VFPSACS instructors who meet VFMC’s adjunct faculty requirements, ensuring academic quality and alignment with college-level standards.

### **Eligibility and Support**

Students will become eligible for dual enrollment after demonstrating academic readiness—maintaining a minimum 3.0 GPA, consistent attendance, and strong teacher recommendations. Prior to enrollment, students and families will participate in orientation sessions explaining the expectations and benefits of earning college credit. Students will receive academic advising, tutoring support, and progress monitoring through a joint advisory team composed of VFPSACS and VFMC faculty.

### **Measurable Outcomes**

The success of the dual enrollment partnership will be evaluated through the following measurable outcomes:

- At least 40% of eligible juniors and seniors will participate in one or more dual enrollment courses annually.
- Participating students will earn an average of 6–12 transferable college credits by graduation.
- 90% of participants will pass all dual enrollment courses with a grade of C or higher.
- Dual enrollment students will demonstrate increased college readiness indicators, including improved SAT/ACT participation and higher postsecondary enrollment rates within one year of graduation.

### **Program Benefits**

This partnership offers multiple benefits to students, families, and the broader community. Students gain firsthand exposure to college-level expectations and learning environments, reducing barriers to postsecondary success. They also save time and money by earning credits toward an associate or bachelor’s degree while still in high school. Importantly, the partnership with VFMC reinforces VFPSACS’s commitment to developing ethical, disciplined leaders prepared to serve their communities in public safety, governance, and civic leadership roles.

### **Institutional Alignment with Valley Forge Military College**

Valley Forge Military College shares VFPSACS’s dedication to character education, leadership development, and service-oriented citizenship. The shared geography and mission of both institutions create a seamless educational continuum—allowing students to advance from the middle school foundations of service and integrity, through high school leadership opportunities and into college-level coursework that strengthens their civic identity and professional direction.

Through this dual enrollment collaboration, VFPSACS positions itself as a premier public service preparatory school, equipping students with the academic, ethical, and leadership competencies necessary for success in higher education and beyond. Students have the access to take the following courses.

C201: Financial Accounting  
 AC202: Managerial Accounting  
 BI101: Principles of Biology I  
 BI102: Principles of Biology II  
 CH103: Principles of Chemistry I  
 CH104: Principles of Chemistry II  
 CJ106: Digital Forensics  
 CM120: Public Speaking  
 CS110: Introduction to Computer Information Systems

CS220: Data Management and Security  
 CS240: Network Communication and Security  
 CS290: Information Systems Security  
 EN101: English I  
 EN102: English II  
 HI105: World Civilization 1  
 HI106: World Civilization II

HI103: American Experience I  
 HI104: American Experience II  
 MA103: Pre-Calculus  
 MA104: Calculus  
 MA112: Statistics  
 PY101: Introduction to Psychology  
 SO101: Introduction to Sociology  
 PL101: Introduction to Ethics  
 PS101: American Government

**Industry Based Credentials that can possibly be earned while at Valley Forge Public Service Academy Charter School are as follows:**

Pennsylvania Certificate of Training – Hazardous Materials First Responder Awareness  
 Practical and Tactical Handcuffing  
 Pennsylvania Certificate of Training – Basic Rigging for Rope Rescue  
 Oleoresin Capsicum (OC) Aerosol Training  
 Pennsylvania Certificate of Training – Basic Vehicle Rescue Awareness  
 Certificate of Training – Incident Command System (ICS)  
 Certificate of Training – PA Essentials of Firefighting  
 Certificate of Training – Recognition & Identification of Hazardous Materials

Certificate of Training – Rope Rescue I  
 Certificate of Training – Rope Rescue II  
 First Responder (EMT related)  
 Emergency Medical Technician (EMT)  
 NIMS IS-100 (National Incident Management System)  
 NIMS IS-200  
 NIMS IS-700  
 NIMS IS-800  
 Certified Protection Officer (CPO)  
 Emergency Telecommunicator (ETC)  
 Public Safety Telecommunicator

Hazardous Materials Response – Awareness  
 Forklift Certification (applicable in multiple clusters but relevant for security/logistics)  
 OSHA Certification – General Industry (applicable across public safety venues)  
 “Stop the Bleed” Certification (first aid / trauma readiness)  
 BLS/CPR/AED Certification (Basic Life Support / AED)  
 Outdoor Power Equipment Technician Certification (relevant where public safety overlaps with emergency equipment operations)

**Profile of a Graduate:**

VFPSACS prepares students to graduate with the knowledge, skills, and dispositions necessary to serve as ethical, community-minded leaders in public safety and civic service fields. The Profile of a Graduate defines the competencies that guide curriculum design, instructional practice, culture systems, and student learning experiences. It reflects the school’s commitment to developing academically prepared, service-oriented, and leadership-ready young adults who understand the responsibilities that come with public trust.

A VFPSACS graduate demonstrates a strong commitment to civic responsibility and service to others. Students learn that public service is both an obligation and a contribution to the well-being of the broader community. Through coursework and practical experiences, they develop a service mindset grounded in empathy, reliability, and accountability. Graduates understand how democratic institutions function and recognize their own role in strengthening community safety, civic engagement, and collective problem solving.

Students also build leadership and collaboration skills necessary for high-functioning teamwork in public service settings. They learn to communicate effectively, listen actively, manage conflict productively, and work alongside peers from diverse backgrounds. These skills are intentionally developed through classroom instruction, structured team activities, and scenario-based learning aligned with public safety environments.

In addition, VFPSACS graduates acquire foundational knowledge and preparedness related to public safety fields. Through hands-on learning, exposure to professional standards, and partnerships with public safety agencies, students learn situational awareness, emergency response fundamentals, and safety protocols. They develop the capacity to remain focused, calm, and solution-oriented when challenges arise.



Character development and ethical conduct are core expectations of all graduates. Students are consistently supported to demonstrate integrity, personal discipline, and responsibility for their actions. The school's culture emphasizes that public service requires trustworthiness, respect for others, cultural awareness, and a commitment to fairness and inclusion.

Finally, VFPSACS ensures that all students are academically prepared for a full range of postsecondary pathways, including college, career and technical training, military service, and direct entry into public safety or civic service roles. Graduates leave with strong critical thinking abilities, effective communication skills, and the confidence to continue learning throughout adulthood.

The profile of a Graduate at VFPSACS reflects a young adult who is prepared to lead, ready to serve, and committed to strengthening the communities and institutions they are entrusted to support. This profile serves as a guiding framework for the school's instructional design, culture systems, partnerships, and long-term planning.



***Please Review EXHIBIT 2 MOU With Valley Forge Military College***

**Technology and 21st Century Skills Integration**

At VFPSACS, technology is viewed as an essential tool for cultivating the 21st-century skills students need to thrive in college, career, and civic life. The integration of digital literacy, collaboration, problem-solving, and ethical technology use across the middle school electives ensures that students learn to think critically, communicate effectively, and adapt to a rapidly changing world.

Providing each student with a personal device enables equitable access to digital tools, online learning platforms, and collaborative applications, ensuring that every learner can fully engage with instruction both in and beyond the classroom. This one-to-one model nurtures independence, creativity, and digital fluency—skills that are vital for future academic and professional success. The inclusion of Xello as a College and Career Readiness platform further supports this mission by helping students connect academic learning to future opportunities, explore public service careers, and develop digital portfolios that reflect their growth and aspirations. Together, these practices ensure that every VFPSACS student graduates as a confident, responsible, and tech-savvy leader prepared to serve their community in the modern era.

**Technology Plan**

VFPSACS will implement a comprehensive, secure, and mission-aligned technology infrastructure to support instructional excellence, operational efficiency, and compliance with all state and federal regulations. VFPSACS will partner with GDC IT Solutions (GDC) to provide end-to-end information technology services, including infrastructure management, device deployment, cybersecurity, help desk support, and strategic technology planning.

This partnership will ensure that all technology systems are reliable, scalable, and supportive of the School’s educational objectives to develop academically prepared, civically engaged students who are ready to serve their communities and the nation.

**Technology Vision and Alignment with Mission**

Technology at VFPSACS will serve as a foundation for teaching, learning, and leadership development. VFPSACS’s mission is to cultivate public service–minded scholars through rigorous academics and experiential learning that requires an integrated digital environment that promotes communication, collaboration, and data-driven decision-making.

The technology program will:

- Facilitate high-quality instruction through modern classroom tools and learning management systems.
- Provide students with equitable access to digital learning resources and devices.
- Support teachers and staff with dependable systems and timely technical assistance.
- Protect the privacy and security of student and staff data in compliance with all applicable laws.
- Through its partnership with GDC, the School will ensure that technology operations are proactive, secure, and sustainable.

**Comprehensive IT Services**

GDC will provide a full suite of managed IT services to the School, encompassing the following operational domains:

1. Infrastructure and Network Management: GDC will design, install, and maintain a secure network infrastructure that provides high-speed connectivity throughout the facility. Services will include network architecture, firewall and switch configuration, internet access management, and ongoing monitoring to ensure optimal performance and compliance with Children’s Internet Protection Act (CIPA) and Family Educational Rights and Privacy Act (FERPA) requirements. Regular maintenance and system updates will ensure reliability and prevent downtime.
2. Device Lifecycle and Classroom Technology: The School will implement a 1:1 student-to-device model, supported by GDC’s hardware deployment services. All student and staff devices (including Chromebooks, laptops, and classroom interactive technology) will be configured, imaged, tagged, and inventoried prior to



- deployment. GDC will oversee device management, repair, and replacement to maintain operational continuity and extend the lifespan of all technology assets.
3. Cloud Systems, Applications, and Software Integration: GDC will assist with the implementation and integration of the School's Learning Management System (LMS), Student Information System (SIS), and productivity platforms (such as Google Workspace for Education). Systems will be integrated to ensure data consistency and reduce administrative workload. Access controls and permissions will be established to maintain security and support role-based access.
  4. Help Desk and Technical Support: GDC's U.S.-based 24×7 Help Desk will serve as the first point of contact for all technical issues. Support will include remote troubleshooting, ticket tracking, and on-site assistance when necessary. This model will ensure minimal instructional disruption and rapid resolution of technology-related issues. Metrics on response and resolution times will be reviewed regularly by school leadership.
  5. Data Security, Privacy, and Compliance: Data security will be a top priority. GDC will implement comprehensive cybersecurity measures including endpoint protection, antivirus, firewalls, and encryption. Regular backups and a documented disaster recovery plan will ensure business continuity in the event of a system failure or security incident. All systems will adhere to FERPA, CIPA, and applicable Children's Online Privacy Protection Act (COPPA) regulations. Staff will receive annual training on data privacy and acceptable use policies.
  6. Data Systems and Reporting: The School will use GDC's data and analytics capabilities to develop reporting dashboards that inform instructional decisions and operational planning. These dashboards will aggregate academic, attendance, and behavioral data, allowing administrators and teachers to identify trends, monitor progress, and allocate resources effectively.
  7. Staff Training and Technology Integration: Ongoing professional development will be provided to all staff to ensure effective use of instructional and administrative technology. GDC will support training on new devices and systems, while the School will incorporate technology integration into its professional learning calendar. This approach ensures that all staff are confident in using digital tools to enhance instruction and student engagement.
  8. Strategic Planning, Governance, and Evaluation: GDC will partner with the School's leadership to conduct annual technology audits and planning sessions. Together, the School and GDC will review infrastructure performance, cybersecurity metrics, and user satisfaction data. This collaborative governance structure ensures accountability, transparency, and continuous improvement. Technology decisions will be guided by data, cost efficiency, and alignment with the School's educational priorities.

### **Sustainability and Scalability**

GDC's managed service model provides a scalable framework that will grow with the School's enrollment and facility footprint. As new students, staff, or classrooms are added, technology resources can be expanded seamlessly.

The School will use multi-year budgeting to plan for device refresh cycles, software licensing, and infrastructure upgrades.

GDC's partnerships with leading technology vendors (including Dell, Cisco, Lenovo, and Microsoft) ensure access to high-quality equipment at competitive prices, supporting long-term fiscal sustainability.

### **Monitoring and Evaluation**

The School will evaluate the effectiveness of its technology systems through the following measures:

- Network uptime and system reliability.
- Help desk response and resolution times.
- Staff and student satisfaction surveys related to technology.
- Security audit and compliance reports.
- Alignment of technology expenditures with instructional outcomes.

Findings from these evaluations will inform annual updates to the Technology Plan and continuous improvement efforts.



Through its partnership with GDC IT Solutions, VFPSACS will establish a secure, efficient, and future-ready technology infrastructure that fully supports the School's mission. This integrated system will ensure that technology is a consistent enabler of academic excellence, organizational effectiveness, and a culture of service and innovation.

By combining proactive management, comprehensive support, and strategic governance, the School's technology program will sustain high levels of performance, security, and user satisfaction, ensuring that every student, teacher, and staff member has the tools and support needed to succeed.

***Please Review EXHIBIT 3 Service Agreement with GDC IT***

The high school academic program at VFPSACS is designed to cultivate the next generation of ethical, skilled, and service-minded leaders. By combining rigorous academics with hands-on public service experiences, dual enrollment opportunities, and technology-rich learning environments, VFPSACS ensures that every student graduates prepared for both college and career success.

Our comprehensive curriculum fosters critical thinking, collaboration, and civic responsibility—qualities essential for leadership in law enforcement, emergency response, and public administration. Through partnerships with institutions such as Valley Forge Military College and community service organizations, students gain real-world experience that reinforces classroom learning and builds confidence in their chosen fields.

Ultimately, the high school program at VFPSACS is more than a sequence of courses—it is a transformative experience that empowers students to lead with integrity, resilience, and purpose. By the time they graduate, our students are not only academically ready for higher education but also equipped with the character and competence to serve their communities with distinction.

***Please Review EXHIBIT 4 High School Academic Program Scope and Sequence and Program of Studies***

- B. Describe how your school will meet the educational needs of students with disabilities in accordance with Chapter 711. Describe your projections for special education instructional programs that will be **operated directly by the charter school or operated by others under contract** with your charter school. List any support staff and related service providers that might be **employed directly by the charter school or provided under contract**, who will provide required support for students with disabilities receiving special education.

VFPSAC) is unequivocally committed to providing a Free Appropriate Public Education (FAPE) to all students with disabilities in the Least Restrictive Environment (LRE), in full compliance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA), and specifically, Chapter 711 of the Pennsylvania Code. Our philosophy is rooted in the belief that all students deserve equitable access to rigorous academic instruction, leadership development, and opportunities for service, regardless of disability status. To this end, we will foster an inclusive environment where students with disabilities are integrated into general education settings to the maximum extent appropriate, while receiving targeted support and services to thrive both academically and socially.

**Identification and Support Process**

VFPSACS will operate a robust Child Find system to proactively identify, locate, and evaluate all children within our enrollment area who may be eligible for special education services. This process will include public awareness efforts, community outreach, and a clear referral system for staff and parents. Once enrolled, all students will be supported through a Multi-Tiered System of Supports (MTSS) that incorporates a Response to Instruction and Intervention (RtII) framework. This model ensures early identification of learning and behavioral challenges and provides tiered interventions. When a disability is suspected, VFPSACS will conduct a Multidisciplinary Evaluation (MDE) within the



required 60-calendar-day timeline (excluding summer), ensuring parental consent and full compliance with state regulations.

### **Individualized Education Programs (IEPs)**

For each eligible student, VFPSACS will convene an IEP team, including parents, general and special education teachers, administrators, and related service providers, to develop and annually review a comprehensive Individualized Education Program (IEP). Each IEP will address present levels of performance, measurable goals, specially designed instruction (SDI), accommodations, modifications, related services, and placement in the LRE. Placement decisions will always prioritize inclusion with non-disabled peers, with removal from general education only when the nature or severity of the disability makes such placement inappropriate, even with supplementary aids and services.

### **Continuum of Services**

VFPSACS will provide a full continuum of special education services and supports, either directly or through contractual arrangements, including:

- **Specially Designed Instruction (SDI):** Modifications and adaptations offered in inclusive classrooms and resource rooms as needed
- **Related Services:** Speech-language pathology, occupational therapy, physical therapy, counseling, psychological services, and other supports as determined by the IEP team.
- **Supplementary Aids and Services:** Accommodations and modifications such as Assistive technology, preferential seating, and visual aids as needed to facilitate inclusion.
- **Positive Behavior Interventions and Supports (PBIS):** Functional behavioral assessments (FBA) and behavior support plans emphasizing proactive and positive strategies, in compliance with §711.46.
- **Extended School Year (ESY):** Considered annually for all students with disabilities to focus on maintaining skills and preventing substantial regression of skills.
- **Gifted Students:** If a student is thought to be gifted, VFPSACS will conduct a Gifted Multidisciplinary Evaluation following the PDE process. If a student is eligible after testing, a GIEP will be implemented with SDIs, and teachers will differentiate accordingly.

### **Projected Programs and Staffing**

Special education programming will be operated directly by VFPSACS, supplemented by contracts with qualified providers where specialized expertise is required. Programs will include:

- Learning Support Classrooms staffed by certified special education teachers, focusing on targeted instruction in reading, writing, and mathematics.
- Inclusion Support Services delivered collaboratively by general and special education staff.
- Behavioral and Social-Emotional Supports embedded within the schoolwide model of discipline and character development.

### **Staffing projections include**

- **Special Education Teachers:** Appropriately certified and highly qualified in compliance with PDE requirements.
- **Paraprofessionals:** Offering additional support to students during inclusion or small group instruction
- **School Counselor:** Providing counseling services, social-emotional learning instruction, and transition planning.
- **Speech/Language and Hearing Services:** Contracted from licensed providers/agencies.
- **Occupational/Physical Therapists and School Psychologists:** Contracted as needed to address specific student needs.
- **School Social Worker:** Contracted as needed to provide Individual and Group Counseling sessions

### **Parental Involvement and Compliance**

VFPSACS views parents as essential partners in the special education process. Parents will be engaged at every step, from referral through evaluation, IEP development, and service delivery. All communication will be provided in the



family's preferred language, along with procedural safeguards to ensure transparency and due process rights. Progress toward IEP goals will be closely monitored and reported as frequently as progress is reported for all students.

Oversight will be maintained by a Special Education Case Manager to ensure fidelity to all Chapter 711 and IDEA requirements. The Case Manager will monitor documentation, service delivery, and reporting, ensuring that the school remains in full compliance with PDE regulations. Annual reports, including student enrollment, disability categories, and services provided, will be submitted as required.

Through this comprehensive model, VFPSACS will provide inclusive, high-quality educational programming that addresses the diverse needs of students with disabilities. By integrating special education into the core mission of fostering leadership, character, and service, the school ensures that every student regardless of ability can achieve their full potential, graduate prepared for postsecondary pathways and contribute as a valued member of their community.

### **English Learners (ELs)**

The Pennsylvania EL process involves a multi-step procedure for identifying English Learners upon enrollment. The goal of VFPSACS will be to correctly identify and serve students that need English language development and academic supports to be successful in school, in accordance with federal law within the required timeframe.

1. Step 1: Home Language Survey completed as part of the enrollment process
2. Step 2: Conduct a thorough review of student's academic records
3. Step 3: Conduct a family interview
4. Step 5: Screen the student using the WIDA Screener
5. Step 6: Determine programming based on score

If a student has an IEP or is suspected of having a disability, the team will work with the Special Education teacher to offer appropriate accommodations or modifications to take the screener and to ensure the student receives the correct programming.

If students qualify for programming, VFPSACS will contract with a certified ESL teacher or receive integrated content and language instruction through the Sheltered English model. Interpreters will be contracted as necessary.

Students will take the ACCESS test annually to measure progress in listening, speaking, reading, and writing. Once the student meets the state-mandated exit criteria, they can be reclassified out of the EL program.

***Please Review EXHIBIT 5 Information on Related Services Provided by Presence***

### **C. What teaching methods will be used? How will this pedagogy enhance student learning?**

The pedagogical approach at VFPSACS is a cohesive, data-driven, and experiential model specifically designed to cultivate confident, disciplined, and service-minded leaders aligned with our core values of Service, Integrity, Resilience, and Leadership.

**The instructional framework employs a synergistic blend of research-based and culturally responsive methods:**

1. **Data-Informed Differentiated Instruction:** Teachers will utilize a rigorous data-based approach to drive all instruction. This is founded upon achievement data from initial academic screeners (math and reading), formative and summative classroom assessments, regular benchmark assessments, and statewide assessment results. The instructional time is structured to prioritize highly effective methods:
  - a. Whole Group Instruction will be utilized to introduce core concepts but will maintain a high degree of Inquiry-Based Teaching Methods to foster critical thinking and intellectual curiosity.



- b. Small Group Instruction will be a non-negotiable component of daily teaching, ensuring instruction is intentionally differentiated to meet the diverse and individual learning needs of students, as precisely indicated by their assessment results.
2. **Culturally Responsive Teaching (CRT):** Teachers will implement Culturally Responsive Teaching Methods to ensure inclusivity and maximize engagement for all learners. This approach validates and incorporates the diverse backgrounds and experiences of students, creating an equitable learning environment, particularly for students receiving special education services and English Language services.
  3. **Experiential and Real-World Alignment:** Instructional methods are consistently aligned to the overarching vision of the school and the specialized academies selected by students (e.g., College Readiness, the First Responder Academy, and the Civil Service Academy).
    - a. This alignment is achieved through the use of teaching methods that connect academic content directly to real-world experiences in public service. This includes integrating structured leadership training, character education, and applied service-learning projects directly into the curriculum.

This pedagogical model is designed to enhance student learning by ensuring academic rigor, personalized support, and practical application, ultimately developing graduates who are uniquely college- and career-ready.

1. **Targeted Academic Growth and Resilience:** The data-based differentiation moves beyond a one-size-fits-all model. By using screeners and benchmark data to customize small group instruction, teachers can precisely address learning gaps through targeted intervention or provide essential enrichment, thereby accelerating mastery for all students. The focus on Inquiry-Based Teaching Methods enhances learning by demanding that students actively construct knowledge, cultivating the Resilience and critical problem-solving skills necessary for academic and career success.
2. **Fostering Leadership and Integrity:** By aligning academic content to the specialized public service pathways, learning becomes inherently relevant. Students see the direct application of mathematics, science, and history to real-world scenarios in law enforcement or emergency response. This experiential learning fosters a deep sense of Service and Integrity by grounding abstract concepts in ethical, public-minded decision-making. The required leadership training and service-learning projects provide practical laboratories for students to exercise responsible leadership and civic responsibility.
3. **Ensuring Equity and High Expectations:** The implementation of Culturally Responsive Teaching Methods ensures that the learning environment is welcoming and intellectually stimulating for all students. By ensuring content is delivered in a relevant and inclusive manner, VFPSACS maximizes student engagement and persistence, ensuring that students from all backgrounds—including those receiving special education and English Language services—are fully supported in achieving the rigorous, college-preparatory standards of the VFPSACS.

D. Attach the school calendar and identify hours of the school operation, as per Section 1715-A(9).

*Please Review EXHIBIT 6 The School Calendar*

*Explanation: Describe effective teaching methods, curriculum, and a specific plan to meet the needs of students with disabilities that are consistent with the mission of your school.*

#### **4. School Accountability**

##### **School**

A. What methods of self-assessment or evaluation will be used to ensure that the school is meeting its stated mission and objectives?

VFPSACS will use a comprehensive and continuous improvement process to ensure that the school is consistently meeting its stated mission and objectives. This process will be driven by a combination of quantitative performance data, qualitative feedback, and ongoing stakeholder engagement. The school will do the following.

- **Monitor Academic Performance** through state-mandated assessments (PSSA, Keystone), quarterly benchmarks, and progress monitoring in core subjects.
- **Track Mission-Specific Goals** such as industry credential attainment, leadership participation, civic engagement, and postsecondary readiness.
- **Gather Stakeholder Feedback** via annual school climate surveys, focus groups, and regular family engagement meetings.
- **Evaluate Instructional Quality** using the Pennsylvania teacher effectiveness framework and by measuring the impact of professional development.
- **Analyze Climate and Behavior Data** including attendance, discipline trends, and restorative practices.
- **Report to the Board and PDE** through monthly performance dashboards, an annual public accountability report, and all required state submissions.

This system will operate within an improvement cycle to ensure data-driven decision-making, transparency, and ongoing progress toward the school's mission.

### **Assessment Data Cycle, Progress Monitoring, and Instructional Planning**

VFPSACS will implement a comprehensive, cyclical approach to assessment and data use that ensures all instructional decisions are informed by accurate, timely, and meaningful student data. Both the IXL Universal Reading Screener and the i-Ready Diagnostic for Mathematics serve as the foundation of this system, providing universal screening data at the beginning, middle, and end of each academic year. These assessments identify students' current performance levels and growth trajectories, allowing teachers to set goals, design instruction, and provide interventions that meet the needs of every learner.

Following each assessment window, teachers will engage in collaborative data analysis meetings to review individual and group results. Data will be used to form flexible instructional groups, differentiate instruction within the classroom, and assign targeted interventions through the school's Multi-Tiered System of Support (MTSS). Students performing below grade level will receive additional support through Tier II or Tier III interventions, while those demonstrating advanced proficiency will engage in enrichment opportunities designed to extend learning and promote higher-order thinking.

Progress will be monitored throughout the year using formative assessments, classroom-based measures, and platform-based progress checks from IXL and i-Ready. These frequent data points will allow teachers to track student growth and adjust instruction in real time. Mid-year and end-of-year assessment data will be analyzed by school leadership and the academic team to evaluate program effectiveness, inform curriculum adjustments, and plan professional development aligned with identified needs.

Parents and guardians will receive regular updates on student progress through quarterly progress reports, parent-teacher conferences, and data summaries, ensuring transparency and collaboration in student growth. The leadership team will also share aggregate data with the Board of Trustees to evaluate school-wide performance against academic goals and accountability benchmarks.



Through this systematic data cycle, VFPSACS ensures that assessment is not a one-time event but an ongoing process that continuously informs teaching, supports individualized learning, and advances the school’s mission of academic excellence, civic engagement, and leadership development.

**Assessment and Data Cycle**

Assessment Phase	Timeline	Assessment Tools	Purpose	Data Review & Instructional Actions
<b>Beginning of Year (BOY)</b>	August–September	<ul style="list-style-type: none"> <li>IXL Universal Reading Screener (Grades 6–8)</li> <li>i-Ready Diagnostic for Mathematics (Grades 6–8)</li> </ul>	<ul style="list-style-type: none"> <li>Establish baseline data</li> <li>Identify reading and math readiness levels</li> <li>Determine MTSS Tier placements</li> </ul>	<ul style="list-style-type: none"> <li>Teachers review BOY data in grade-level meetings</li> <li>Form instructional groups</li> <li>Share results with families</li> </ul>
<b>Ongoing Progress Monitoring</b>	Monthly–Quarterly	<ul style="list-style-type: none"> <li>IXL progress checks (Reading)</li> <li>i-Ready growth monitoring (Math)</li> <li>Classroom formative assessments</li> </ul>	<ul style="list-style-type: none"> <li>Monitor progress toward standards</li> <li>Measure intervention effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>Adjust instruction and regroup students</li> <li>Conduct MTSS and PLC reviews</li> </ul>
<b>Mid-Year (MOY)</b>	January–February	<ul style="list-style-type: none"> <li>IXL Reading Screener (mid-year)</li> <li>i-Ready Diagnostic (mid-year)</li> <li>Access Testing</li> </ul>	<ul style="list-style-type: none"> <li>Measure growth since BOY</li> <li>Evaluate instructional effectiveness</li> <li>Annually monitor students' development of English language proficiency (listening, speaking, reading, and writing).</li> </ul>	<ul style="list-style-type: none"> <li>Analyze MOY results in teams</li> <li>Adjust plans and interventions</li> <li>Share progress with families and Board</li> </ul>
<b>End of Year (EOY)</b>	May–June	<ul style="list-style-type: none"> <li>IXL Reading Screener (final)</li> <li>i-Ready Diagnostic (final)</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate annual growth and proficiency</li> <li>Assess overall program effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>Conduct comprehensive review</li> <li>Identify trends for next year</li> <li>Report findings to Board and authorizer</li> </ul>



<b>Professional Development &amp; Continuous Improvement</b>	Ongoing	<ul style="list-style-type: none"> <li>• Data-driven coaching</li> <li>• PLC meetings</li> <li>• i-Ready/IXL training</li> </ul>	<ul style="list-style-type: none"> <li>• Build capacity in data analysis and differentiation</li> <li>• Promote reflective practice</li> </ul>	<ul style="list-style-type: none"> <li>• Provide individualized feedback</li> <li>• Align PD to data insights</li> </ul>
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**Key Features of the VFPSACS Data Cycle**

- **Universal Screening:** Conducted schoolwide three times annually to identify academic strengths and needs.
- **Progress Monitoring:** Continuous use of IXL and i-Ready data to evaluate growth and adjust interventions.
- **Collaborative Data Teams:** Teachers and leaders analyze data in structured meetings to drive instruction.
- **MTSS Alignment:** Assessment results directly inform tiered supports in reading and math.
- **Family Communication:** Data summaries and progress reports shared regularly with parents and guardians.
- **Accountability:** Aggregate data reviewed by the leadership team and Board of Trustees to measure program success and inform improvement planning.

**B. How will teachers and administrators be evaluated? Describe your standards for teacher and staff performance.**

As a public charter school operating in the Commonwealth of Pennsylvania, our educator and administrator evaluation system is fully compliant with the guidelines set forth by the Pennsylvania Department of Education (PDE), particularly as established under Act 13 of 2020. Our system is designed to ensure high standards for performance while supporting the continuous professional growth of our staff.

All classroom teachers, non-teaching professionals, and administrators are evaluated using PDE-aligned systems that incorporate both observation-based practice and student performance outcomes. These evaluations reflect the requirements outlined in Act 82 and its amendments, maintaining consistency with the standards of accountability applied across Pennsylvania’s public education system.

Classroom teachers are evaluated using a rubric adapted from Charlotte Danielson’s Framework for Teaching. This tool examines four key domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. Evidence collected for evaluations includes formal and informal classroom observations, lesson and unit plans, student work samples, family communication logs, professional development artifacts, and other documentation aligned to each domain. Each component is rated on a scale of 0 to 3, and domain scores are weighted to produce a composite observation score, accounting for 50% of the teacher’s overall rating.

The remaining 50% of a teacher’s evaluation is based on multiple measures of student performance. These measures include individual and building-level data such as Pennsylvania Value-Added Assessment System (PVAAS) growth metrics, standardized assessments, progress toward Individualized Education Program (IEP) goals, and other state and local assessments. This dual structure ensures that teacher effectiveness is measured both by observed professional practice and actual student outcomes.

Administrators are evaluated using a parallel system aligned with PDE’s Leadership Framework. This framework includes domains such as Strategic and Cultural Leadership, Systems Leadership, Leadership for Learning, and Professional and Community Leadership. As with teachers, administrator evaluations are comprised of 50% professional practice (based on structured observations and performance evidence) and 50% student performance metrics, including achievement, growth, attendance, and other building-level indicators.

All educators and administrators receive an overall rating of Distinguished, Proficient, Needs Improvement, or Failing. Educators who receive a rating of Needs Improvement or Failing are provided with targeted improvement plans and professional development opportunities aligned to their growth areas.

Charter schools in Pennsylvania are required to report aggregate effectiveness data to the PDE. While schools may adopt PDE-approved alternative evaluation tools for internal use, all systems must align with the foundational structure and standards outlined by Act 13. Our school fully adheres to these requirements and has implemented robust internal protocols for evaluation, feedback, and professional learning to ensure the highest levels of educator effectiveness.

By maintaining fidelity to Pennsylvania’s educator effectiveness standards, we ensure that our students are served by highly qualified, reflective, and continuously improving professionals who are committed to academic excellence and student growth.

*Please Review EXHIBIT 7 Policy on Employee Evaluations*

**C. How do you plan to hold your school accountable to the parents of the children attending your school?**

In compliance with the Pennsylvania Department of Education (PDE) and the Pennsylvania Charter School Law (24 P.S. § 17-1716-A), each charter school governing board is required to include at least one parent of a currently enrolled student. This requirement ensures that parents, as the most immediate stakeholders in their children’s education, have a direct voice in school governance.

The inclusion of a parent representative strengthens accountability by ensuring that the lived experiences of students and families are represented at the highest level of decision-making. A parent trustee provides critical insight into how board policies and practices impact students, thereby holding the school accountable not only to academic and financial standards but also to its mission of serving students effectively.

Furthermore, having a parent on the board promotes transparency and trust between the school and its community. It signals to families that their perspectives are valued, and it ensures that board governance is not isolated to administrators and outside professionals. Instead, it includes those who are directly impacted by the school’s decisions, reinforcing a culture of openness and collaboration.

This structure also aligns with PDE’s oversight goals of balancing autonomy with accountability. The parent representative serves as a built-in mechanism to elevate family concerns, safeguard student interests, and ensure that governance reflects both compliance with state law and the educational and social needs of the student body.

In summary, the presence of a parent representative on the charter school board is a statutory requirement that provides meaningful accountability, ensures transparency, and strengthens the partnership between the school and the families it serves.

VFPSACS is committed to maintaining transparency, open communication, and genuine partnership with families. The school will hold itself accountable to parents through multiple, structured avenues for engagement and oversight.

As stated, a key component of this accountability will be parent representation on the Board of Trustees. At least one parent of a currently enrolled student will serve as a voting member of the Board, ensuring that the perspectives, priorities, and concerns of families are directly represented in governance decisions.

In addition to parent board representation, the school will:

- **Provide Regular Performance Reports** to families, including academic achievement data, school climate updates, and progress toward mission-specific goals.
- **Conduct Annual Parent Feedback Surveys** to gather feedback on school culture, academic programs, and family engagement efforts.
- **Maintain Accessible Communication Channels** such as newsletters, the school website, email updates, and an open-door policy for parent inquiries.

By embedding parents into the governance structure and creating multiple feedback loops, VFPSACS will ensure that families have both a voice in decision-making and clear evidence of the school's commitment to delivering on its mission.

To ensure exemplary oversight and board governance, VFPSACS has retained Sand & Saidel, P.C. as general counsel. Specifically, David Annecharico, ESQ. will represent the law firm and provide oversight to the charter school.

David Annecharico is an honors graduate of Towson University and a graduate of the University of North Carolina School of Law at Chapel Hill. He has earned his master's in taxation law from Temple University.

As General Counsel to several educational institutions from charter schools to public and private universities, Sand & Saidel, PC is involved with clients at every level, ranging from helping organizations obtain school charters to buying and selling school real estate.

General Counsel will advise the Board of Trustees regarding all legal and compliance matters. Additionally, among VFPSACS's first corporate tasks shall be to develop a financial component to be included in our strategic plan for growth, in consultation with Sand & Saidel, PC. The dominant philosophy of management shall be driven by results and accountability to the Charter School board of trustees.

VFPSACS has resolved to engage in the following acts to insure organizational planning and financial stability:

- The development of a comprehensive strategic plan. The strategic plan shall be data driven yet will, holistically, mandate goals for growth, expenditures, community and school improvement.
- The School Improvement component of the strategic plan will be publicly available, and data driven. The data collected will not merely be survey based but will be based upon verifiable assessments of student progress.
- The CEO will be accountable to the Board. The CEO will report upon all facets of school life as well as special initiatives at every single public Board meeting.
- The Strategic plan will include benchmarks so that the Board of Trustees can publicly monitor and adjust resources to achieve the goals of the plan.
- VFPSACS shall create an Academic Curriculum Committee, which shall review and recommend revisions to the curriculum as necessary and recommend educational strategies, establish criteria for the evaluation of faculty and student performance, and establish and implement provisions for the regular assessment of the academic performance of the student body.
- VFPSACS shall create an Administrative Services Committee, which shall establish a disciplinary policy for the school and review and recommend revisions of the disciplinary policy as necessary. This committee will hear, or appoint a hearing examiner to hear, any disciplinary appeals made by the students, with either the committee or the hearing examiner to recommend to the Board final disposition of such appeals.
- VFPSACS has created an Audit Committee, which shall oversee and review an annual independent audit and make recommendations as needed.
- An annual audit by an independent, Pennsylvania Certified Public Accountant will be conducted.
- The Governing Board and Principal will work collaboratively to ensure compliance with other reporting requirements (i.e., filing of Form 990 and disclosure to authorizers). Policies have been adopted to ensure these reporting requirements are met.
- Vertex will establish and revise the budget process and timeline for the school.

## **Board Oversight**

The Board of Trustees will work with the Business Manager monitor and evaluate the financial operations of the school. The Business Manager will report monthly to the full Board of Trustees.

1. This charter school will ensure that the public and stakeholders have a voice at regularly scheduled open meetings. Board members will receive training on the SUNSHINE ACT, 65 P.S. 271, et seq., Act of July 3, 1986, P.L. 388, as amended (the "Sunshine Act").



2. Board Members will also comply with the PUBLIC OFFICIAL AND EMPLOYEE ETHICS ACT, 65 P.S. 401-422 (“Ethics Act”).
3. The Charter School will comply with the RIGHT TO KNOW LAW, 65 P.S. § 67.101, et seq. (“the RTKL”). The charter school has adopted a conflict of interest and ethics policy.
4. Board training will include but not be limited to the following:
  - a. Board Structure and Responsibilities
  - b. Holding Productive Board Meetings
  - c. Promoting the Mission and Vision of the School
  - d. Engaging in Strategic Planning (utilizing *The Seven Outs* by Brian Carpenter)
  - e. Developing Sound Policy
  - f. Providing Guidance on Legislative and Legal Issues
  - g. Sunshine Law, Public Officials and Employees Ethics Act, and Open Records Law
  - h. Training for Excellence
  - i. Providing Financial Security and Oversight
  - j. Selecting, Reviewing, and Supporting the Administrator
  - k. Building Relationships
  - l. Pitfalls to Avoid

Beginning in the 2018-2019 school year, school board directors and charter school trustees are required to complete training programs pursuant to Act 55 of 2017. School board directors or charter school trustees appointed as of July 1, 2018 will be required to complete the initial four-hour training program required under Act 55 during their first year in office. The training programs are intended to enhance the skills and knowledge necessary for individuals to serve successfully on the governing bodies of public schools across the Commonwealth.

***Please Review EXHIBIT 8 Service Agreement with Sand & Sidel PC***

***Please Review EXHIBIT 9 Board Governance Policies***

***Please Review EXHIBIT 10 Board Meeting Agenda & Minutes***

**Discuss your plan for regular review of school budgets and financial records.**

VFPSACS recognizes the importance of fiscal responsibility and accountability to its stakeholders, including the Pennsylvania Department of Education (PDE), its Board of Trustees, parents, and the community. To ensure the proper stewardship of public funds, the school will implement a systematic and transparent process for the regular review of budgets and financial records.

**1. Financial Reporting and Oversight**

- a. Financial Reporting: The Business Manager will prepare and present monthly financial statements, including budget-to-actual comparisons, cash flow projections, expenditure tracking by major category, and fund balance status. These reports will be reviewed by the Board for discussion and approval.

- b. **Financial Oversight:** VFPSACS has contracted Vertex Education to provide financial expertise and be its Business Controller. Vertex will present the schools' balance sheet, income statement and the cash flow statement to the senior team monthly. Furthermore, Vertex will also present the financial status of the school to the board. This will allow members of the senior team and the board to have an accurate account of all finances. A number of policies have been adopted to ensure sound fiscal compliance

Vertex Education: Founded in 2007, Vertex Education has served as an education services provider for the Legacy Traditional Schools charter network since its inception the same year. Our founder's vision was to provide high-quality education in communities where parents were hard-pressed to find it.

In 2019, other schools began to engage Vertex seeking our expertise and support in a variety of ways including Enrollment Marketing, NSLP Food Services, Human Resources and Talent Acquisition.

In 2023, Charter Choices, an organization well-known in Pennsylvania for their expertise in finance, accounting, and strategic planning joined the Vertex family.

In 2024, EdTec and K12 Accounting also joined the Vertex family and there are now over 400 Vertex team members who offer support services to over 225 schools and 258,000 students across the country.

Vertex's efforts have led to record enrollments for schools, and admiration from community and school leaders. Our success for our clients is the result of a three-pronged approach: grow smart, value people, and deliver exceptional service. These strategic anchors help us accomplish our mission to change lives through education!

## 2. **Annual Audit**

In compliance with state requirements, the charter school will engage an independent certified public accounting firm to conduct an annual audit of all financial records. The audit results will be presented to the Board of Trustees in a public meeting and submitted to PDE and other required authorities.

## 3. **Internal Controls and Transparency**

The school will maintain a strong system of internal controls to safeguard assets, including segregation of duties, dual-signature requirements for large disbursements, and procurement policies. All financial documents, including budgets, audits, and board-approved reports, will be available for public review in compliance with PDE regulations and Right-to-Know requirements.

## 4. **Parent and Community Accountability**

To promote transparency, the school will share an annual financial report via the website with a summary for the community to review.

This plan ensures that the school's budgets and financial records are reviewed monthly, quarterly, and annually through a structured oversight process. It provides transparency, protects public funds, and maintains compliance with PDE's financial accountability requirements.

In conjunction with the procedures that have been outlined above, VFPSACS has approved financial procedures.

***Please Review EXHIBIT 11 Service Agreement with Vertex***

***Please Review EXHIBIT 12 Financial Policies***

**D. Describe your system for maintaining school records and disseminating information as required under the Family Educational Rights and Privacy Act (FERPA)**

The Board of Trustees recognizes the critical importance of managing, retaining, and protecting all records in accordance with federal and state laws. To ensure compliance and accountability, the Charter School maintains a comprehensive Records Management Plan that outlines how records are created, stored, retrieved, and ultimately disposed of.

Certain records, such as Board minutes, annual audits, and financial reports, are retained permanently, while other financial and operational records are kept for at least six years or as required by law. All other records are managed according to a detailed Records Retention Schedule and may not be destroyed selectively, particularly in anticipation of litigation.

The school designates the Chief Executive Officer as Records Coordinator and establishes a Records Management Committee, including the CEO, Board Secretary, Solicitor, and Business Manager or designee, to oversee, review, and update the plan annually. Staff are trained on proper handling, storage, and retention procedures, including special protocols during a litigation hold.

The Records Management Plan applies to all format's manual, electronic, and email records and includes clear procedures for indexing, securing, and retrieving information. Contractors are also required to follow the same standards. Records are stored in ways that preserve integrity, protect confidentiality, and ensure timely access, including providing necessary records to authorizers and students' districts of residence upon request.

In short, the policy ensures that all school records are maintained responsibly, securely, and in full compliance with legal and operational requirements.

***Please Review EXHIBIT 13 Records Management Policy***

**E. Describe your system for maintaining accurate student enrollment information as required under Section 1748-A, Enrollment and Notification.**

VFPSACS has established a comprehensive enrollment management system to ensure full compliance with Section 1748-A of the Pennsylvania Charter School Law regarding Enrollment and Notification.

**Enrollment Records Management**

VFPSACS maintains accurate, real-time student enrollment information through a secure Student Information System (SIS). This system records and tracks:

- Pre-enrollment applications and lottery results;
- Finalized enrollment records, including proof of age, proof of residency, and immunization records;
- Dates of admission, withdrawal, and re-enrollment;
- Demographic and educational information required under federal and state law.

All data is entered at the time of enrollment by trained admissions staff, reviewed for accuracy, and verified against original documentation submitted by parents or guardians. Records are updated immediately if there is any change in student status (withdrawal, transfer, change of address, etc.).

### **State Reporting and PIMS Compliance**

The SIS is integrated with the Pennsylvania Information Management System (PIMS). VFPSACS submits enrollment data in accordance with PDE timelines and requirements, ensuring that state reporting reflects the most accurate and current student counts. This includes timely updates for new enrollments, withdrawals, transfers, and re-enrollments.

### **Notification to Districts of Residence**

Consistent with Section 1748-A, VFPSACS notifies each student's district of residence within ten (10) days of a student's enrollment. Notifications include all legally required information, such as student name, date of birth, grade level, and enrollment date. This process ensures that districts can accurately account for charter school enrollment in their records and funding calculations.

### **Ongoing Monitoring and Compliance**

The CEO and Business Manager oversee the admissions and enrollment process to ensure compliance with statutory requirements. Internal audits of enrollment records are conducted at least twice annually to confirm accuracy and alignment with PIMS submissions.

All admissions and enrollment policies, including waitlist protocols and lottery procedures, are published on the VFPSACS website to provide full transparency to families and local education agencies. Families are provided with timely notifications of application deadlines, lottery dates, and enrollment requirements.

### **Data Security and Confidentiality**

Student enrollment records are maintained in accordance with the Family Educational Rights and Privacy Act (FERPA). Access to enrollment data is restricted to authorized staff only, and VFPSACS employs encryption and password-protected systems to safeguard confidential student information.

## **Student Evaluation**

### **A. Describe plans to evaluate student performance.**

At VFPSACS, student performance will be evaluated through a comprehensive, multi-layered system that incorporates diagnostic screening, ongoing formative and summative unit assessments, quarterly academic reporting, and mandated state assessments. This plan ensures that both student growth and absolute performance are continuously measured and acted upon.

**Measuring Academic Growth with Universal Screeners:** Our primary tool for measuring individual student growth and identifying areas for intervention is the administration of academic screeners three times per year: at the Beginning of the Year (BOY), the Middle of the Year (MOY), and the End of the Year (EOY).

1. **Reading and Math Growth:** These screeners, such as the IXL program (for reading comprehension) and the i-Ready math screener, are adaptive and provide individualized Typical Growth and Stretch Growth projections. By administering the assessment thrice annually, we will track each student's progress against these individualized growth targets, allowing us to:
  - a. Diagnose gaps and tailor the curriculum to meet specific needs.
  - b. Identify students who are on track, exceeding growth expectations, or in need of immediate, targeted intervention.
2. **Monitoring Mastery with Classroom Assessments:** To ensure students are mastering the content being taught in real-time, performance will be evaluated through frequent, subject-specific measures:
  - a. End-of-Unit Assessments: All content area courses will incorporate end-of-unit summative assessments. These assessments will gauge student mastery of specific learning objectives for each

unit, providing teachers with immediate data on curricular effectiveness and student readiness for the next topic.

- b. **Quarterly Grades:** Quarterly grades will be assigned for every content course throughout the year. These grades will serve as a consistent, cumulative measure of student performance, incorporating scores from classwork, homework, projects, and all unit assessments. This quarterly reporting provides stakeholders (students, parents, and administration) with timely and actionable feedback on academic standing.
3. **Demonstrating Proficiency with State Assessments:** As a means of evaluating overall school performance and student proficiency against state standards, we will administer annual high-stakes state assessments:
- a. **PSSA and Keystone Exams:** We will administer the Pennsylvania System of School Assessment (PSSA) and/or the Keystone Exams in full alignment with the requirements of the Pennsylvania Department of Education. These annual, standardized tests will serve as the ultimate summative measure to ensure our students are meeting state proficiency benchmarks in all mandated subject areas.

By combining frequent, individualized growth monitoring with detailed unit mastery data and high-stakes proficiency exams, our evaluation plan creates a robust and responsive framework for maximizing student performance.

**B. How will student development toward the school’s overall learning goals and objectives be measured?**

The school's overall learning goals, which center on preparing students for post-secondary success, will be measured by a system that tracks cumulative skill development, credential attainment, portfolio completion, and successful transition into their chosen pathway. Our evaluation will move beyond traditional academic measures to assess Career and College Readiness (CCR) based on the three specialized Academies:

- 1. **Measurement Through Academy-Specific Outcomes:** Student development is evaluated by the successful completion and demonstrated mastery of the key activities and capstone requirements for each Academy track. Refer to the table below.

Academy Pathway	Key Measurement Metrics	Success Indicator
Post-Secondary College Readiness (Pathway 1)	Application & Transition Portfolio	Confirmed acceptance and enrollment in a 2-year or 4-year institution, demonstrated financial literacy (FAFSA completion), and Quarter 4 Portfolio submission covering essential college life skills.
First Responder Academy (Pathway 2)	Credential Attainment & Physical Fitness	Successful acquisition of Advanced Certifications (e.g., FEMA, advanced trauma) by Quarter 2, passing required Physical Fitness Tests, and a complete Final Portfolio (Quarter 4) demonstrating career readiness.
Civil Service & Armed Forces (Pathway 3)	Application Readiness & Service Commitment	Successful navigation of the Application and Assessment Process (Quarter 1), demonstrated competence in Leadership and Ethics modules, and Quarter 4 Final Presentation on their personal commitment to service and transition readiness.

- 2. **Evidence-Based Assessment Components:** Measurement of development is embedded into the core curriculum of each quarter:
  - a. **Quarter 1 & 2:** Skill and Knowledge Attainment



- i. College Readiness: Measurement centers on tangible deliverables like the completion and submission of multiple college applications and a finalized, high-quality personal essay (Quarter 1). In Quarter 2, success is measured by the completion and accuracy of financial aid forms (FAFSA) and demonstrated understanding of loan/scholarship options.
  - ii. First Responder & Civil Service: Measurement focuses on passing third-party assessments for Advanced Certifications (Quarter 1) and successfully completing and scoring on all physical and mental preparedness tests and specialized application/assessment training (Quarter 2).
- b. **Quarter 3: Soft Skills and Professional Development**
- i. Applied Skills Assessment: Development in essential life and professional skills will be measured through performance in hands-on workshops and practical exercises:
  - ii. College Readiness (Life Skills): Graded practical projects in budgeting, meal planning, and time management.
  - iii. First Responder (Networking): Scored, simulated professional interviews and an evaluated professional resume.
  - iv. Civil Service (Leadership/Ethics): Evaluation of performance in the leadership training course and an ethics workshop assignment that requires application of core values to public service scenarios.
- c. **Quarter 4: Final Transition and Capstone Portfolios:** The ultimate measure of student development is the successful transition into their post-secondary path, documented by a final capstone project or portfolio:
- i. College Readiness (Pathway 1): The final measure is the confirmed enrollment and presentation of the Final Preparations and Transition Portfolio.
  - ii. First Responder Capstone (Pathway 2): The Final Capstone Portfolio will be assessed by a panel of instructors and outside professionals, requiring students to showcase all certifications, training logs, and professional connections.
  - iii. Civil Service (Pathway 3): The Service Commitment and Transition Presentation will be graded based on the depth of research, clarity of commitment, and demonstration of readiness for their basic training or entry-level role.

This approach ensures that student development is not just a matter of grades, but a demonstrated readiness to achieve the learning goals specific to their chosen career and college pathway.

### C. Describe how student evaluation will be used to improve student achievement and attain the stated learning objectives.

Student evaluation data will be used as a continuous feedback loop to inform instructional practices, guarantee resource alignment, and ensure all students attain both academic proficiency and their chosen post-secondary pathway objectives. This involves a rigorous cycle of data analysis, targeted intervention, and continuous professional development.

1. **Using Diagnostic and Growth Data for Tiered Intervention:** The core academic screeners (Reading and Math) administered three times a year will serve as the primary diagnostic tool to improve student achievement.
  - a. Immediate Identification and Gap Filling: The results from the Beginning of the Year (BOY) screeners and the quarterly academic reports will immediately identify students not meeting "Typical Growth" expectations. This allows teachers to identify specific knowledge gaps, for example, a middle school student who needs math intervention in Algebra concepts and deploy Tier 2 or Tier 3 MTSS support within an intervention block.
  - b. Progress Monitoring: Middle of the Year (MOY) data will be used to gauge the effectiveness of those initial interventions. If a student is still significantly below their growth goal, the instructional strategy

will be modified and intensified to accelerate progress, preventing them from falling further behind before the state assessments.

2. **Data-Driven Decision Making in PLCs:** The school's leadership team and teachers will engage in ongoing data analysis during dedicated Professional Learning Communities (PLCs) to strategically plan for students needing additional support.
  - a. Leadership Team Analysis: The leadership team will analyze aggregate data from the screeners, unit assessments, and quarterly grades to identify curricular weaknesses or school-wide trends. For instance, if the entire 7th-grade class performs poorly on a specific math domain across multiple assessments, the leadership team will approve a systemic curriculum or professional development adjustment to improve instruction in that area.
  - b. Teacher Planning in PLCs: Teachers, organized by grade level or content area, will meet in PLCs to disaggregate and discuss student data. They will use this time to:
    - i. Collaboratively develop intervention plans for students not meeting academic expectations.
    - ii. Share instructional best practices based on which teaching methods led to the highest student gains on unit assessments.
    - iii. Review pathway-specific data to ensure alignment between academic skills and the complex application/certification requirements of the three Academies.
3. **Evaluating Attainment of Learning Objectives (Pathway Success):** Evaluation data from the specialized Academies will be used to ensure the school is successfully meeting its CCR learning objectives.
  - a. Pathway Fidelity Check: The successful completion rates of Quarter 1 and Quarter 2 Key Activities (e.g., submission of college applications, successful physical assessments for First Responders) will serve as early warning indicators. If a large percentage of students in the Civil Service Academy are struggling with the Leadership and Ethics modules, data will prompt an immediate review and revision of that quarter's curriculum to better prepare students for the demands of public service.
  - b. Capstone Validation: The Final Portfolio and Capstone Project completion rates in Quarter 4 serve as the ultimate measure of objective attainment. This data will be analyzed annually to validate the rigor and relevance of each pathway. For example, a low rate of confirmed college enrollment will trigger a deep dive into the Life Skills for College and Financial Aid curriculum to ensure it is adequately preparing students for the transition.

In essence, student evaluation is not just a reporting exercise; it is the engine for continuous school improvement, directly leading to targeted student support and the attainment of our post-secondary learning objectives.

## 5. School Community

### A. Describe the relationship of your school with the surrounding community.

VFPSACS is designed to be both an educational institution and a community partner. The school recognizes that its success is directly tied to its ability to collaborate with families, local organizations, and community leaders to prepare students for college, career, and civic life.

VFPSACS will maintain an active and reciprocal relationship with the surrounding community in several ways:

- **Partnerships with Public Service Agencies:** The school will collaborate with local law enforcement, fire departments, emergency medical services, and municipal agencies to provide students with mentorship, hands-on training, and internship opportunities. These partnerships will also strengthen public trust and create a pipeline of well-prepared young leaders entering public service professions.
- **Community Engagement and Service:** Service is central to the school's mission. Students will participate in service-learning projects that directly address community needs, fostering a spirit of civic responsibility while making a visible, positive impact in Radnor Township and the greater region.



- **Parent and Family Involvement:** The academy views parents as essential partners in student success. Regular family engagement opportunities such as parent advisory councils, workshops, volunteer opportunities, and family events will ensure that families are active participants in shaping the school's culture and supporting student achievement.
- **Shared Use of Resources:** VFPSACS intends to open its campus facilities to community use where possible, hosting community forums, emergency preparedness training, and educational events that support the broader region. In doing so, the school will establish itself as a hub for learning, leadership, and civic engagement.
- **Ongoing Communication:** Through newsletters, town halls, social media, and partnerships with local organizations, the school will ensure open lines of communication with the community. Transparency, collaboration, and responsiveness will guide the school's efforts to remain accountable to those it serves.

## B. Describe the nature and extent of parent involvement in the school's mission.

Through participation in planning, focus groups, and community forums, these parents helped identify local educational gaps and opportunities. They emphasized the need for a school that balances high academic standards with character development, leadership, and community service. Their insights directly influenced the school's core design, including:

- A standards-aligned academic program preparing students for college, careers, and civic leadership.
- Integrated career and public service pathways that connect learning to real-world applications.
- A focus on ethical leadership and character development, ensuring students graduate as responsible, engaged citizens.

By contributing their expertise, perspectives, and time, Haas, Higgins, and Massaro (who are all Radnor citizens) helped ensure that VFPSACS reflects the values and aspirations of the Radnor community. Their collaboration with educators and other stakeholders helped create a school that is academically rigorous, service centered, and community based.

## C. Describe procedures established to review complaints of parents regarding operation of the charter school.

The success of VFPSACS will be due in part to positive, open communication between parents, teachers, and students. To maintain this positive learning environment, we need to work together to communicate successes and concerns in a responsible and respectful manner. This can be done in writing, by scheduling a conference, or by phone. If possible, it is best to begin the communication process in person. If the parent is not satisfied with the response, then they are encouraged to take the complaint to the next administrator and follow the school chain of command, which is shown in the diagram below. Grievances are expected to be resolved where they are started. If there is no resolution after an initial inquiry, then the next step in the process is utilized. This allows all members of the team to be involved and ensures that consensus is made with all parties. If at any time a parent or guardian feels that their grievance was not resolved they are able to make a comment at the public board meeting.



At VFPSACS parental involvement will not only be invited; it will be expected. We believe that the community of educators includes parents, and the maximum involvement of parenting adults and family stakeholders is critical to our success.

Parents and families are considered partners in the school’s mission. They are integral to the success of their student(s) and the school. As “teachers,” cheerleaders, fundraisers, advocates, committee members, and the conscience of the school, parents are a valued asset. A compact between parents, guardians, families, the student, and the school, which encompasses that commitment, will be established and distributed.

Additionally, we will ask each parent to enter a School and Parent and Family Compact with VFPSACS. We are committed to a viable partnership among families, the community, and staff. It is important that all stakeholders work together to help students achieve high academic standards. The School and Parent and Family Compact represents how the entire school staff, the parents, and the students will share responsibility for improved student academic achievement and the agreed upon roles and responsibilities that we will carry out to support student success in school and in life. This compact includes but is not limited to the following value-based contexts:

**Environment**

- Insist that your child is clean and dressed in compliance with school rules of sanitation and safety and in a fashion that will not disrupt classroom procedures.
- Ensure that your child is free of communicable disease and in good health, insofar as possible.
- Support school officials in maintaining a safe and orderly school environment, free of disruptions, which interfere with learning and teaching.
- Ensure that your child understands school rules and/or the law concerning student’s use, possession, distribution or sale of tobacco, marijuana or controlled substances as defined under the Drug Control Act, drug paraphernalia as defined by the State of Pennsylvania, imitation controlled substances, nonprescription or prescription drugs or alcohol on school property, on the way to and from school, or while attending school-sponsored activities.
- Ensure that your child understands that supplying, handling, using, transmitting or possessing any type of weapon on school property, on the way to and from school, or at any school-sponsored event is prohibited. Ensure that your child understands all other school rules and policies stated in this Code of Student Conduct

**Education**

- Help support education for children as provided by applicable federal, state and local statutes, without regard to race, religion, sex, creed, ability to pay, national origin, disability or intellectual ability.
- Make sure that your child’s attendance at school is regular and punctual and that all absences are properly excused.
- Instill in your child the desire to learn.
- Become acquainted with your child’s school, staff, curriculum and activities.
- Ensure that your child has the necessary materials and supplies for classes and activities.
- Ensure that your child has a quiet and proper place to study at home.

**Respect**

- Guide your child, from the earliest years of his or her life, to develop socially acceptable standards, to exercise self-control and to be accountable for his or her actions.
- Teach your child, by word or example, respect for the law, for the authority of the school and for the rights and property of others.
- Know and understand the rules your child is expected to observe at school. Be aware of the consequences for violation of these rules and accept legal responsibility for your child’s actions.
- Encourage your child to respect honest work and develop an interest in exploring broader fields of knowledge.
- Accept the right of the Board of Trustees to require respectable behavior of all students and non-students at all activities involving the school.
- Help your child understand and respect the purposes of schooling, learning and teaching.
- Send your child to school as required by the Pennsylvania School Code.
- Request and attend parent-teacher conferences.
- Attend school functions and activities with your child.
- Volunteer for at least one (1) school function each year.
- Encourage your child to conduct him or herself in an acceptable manner.
- Encourage your child not to make obscene gestures or libelous, racist or sexist statements or to use intimidating tactics toward others.
- Encourage your child not to interfere with the educational progress of others or the educational program through his or her use of inappropriate verbal or non-verbal expressions.
- Encourage your child to dress appropriately so that his or her appearance will not disrupt the educational process or activities.

**6. Extra-curricular activities (athletics, publications and organizations)**

**A. Describe the program of extracurricular activities planned for the charter school.**

For the first year, VFPSACS plans to create after school clubs that align with the mission of the charter school. This is an opportunity for VFPSACS to partner with Radnor School District so that all the students that reside in Radnor School have the same opportunities.

For a student wishing to participate in athletics, the district of residence must allow a student to participate. This requirement is established in the Pennsylvania Charter School Law (24 P.S. § 17-1719-A(14)), which guarantees that charter school students have access to the same extracurricular opportunities as their peers in traditional public schools.

A charter school student can attend their home school for athletics because state law (24 P.S. § 17-1719-A(14)) requires it when the charter school does not offer the sport, ensuring equal access, compliance with PIAA rules, and full support of student development.

**B. Describe whether any agreements have been entered into or plans developed with the local school district regarding participation of the charter school students in extracurricular activities within the school district.**

The list of clubs/activities at Radnor Middle School are as follows:

<ul style="list-style-type: none"> <li>● Art Club</li> <li>● Bake Club</li> <li>● Best Buddies Club</li> <li>● Community Service Club</li> <li>● Garden Club</li> <li>● Homework Club</li> <li>● Magic: The Gathering Club</li> <li>● Math Counts</li> </ul>	<ul style="list-style-type: none"> <li>● Odyssey of the Mind Club</li> <li>● Pickle Ball Club</li> <li>● Ski Club</li> <li>● Spirit/Cheer Club</li> <li>● Ultimate Frisbee Club</li> <li>● Yearbook Club</li> </ul>
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Although important, these clubs do not align with the mission of VFPSACS. At VFPSACS, student clubs are designed to extend learning beyond the classroom while reinforcing the school’s mission of preparing students for careers in public safety, civic service, and community leadership. These organizations provide students with meaningful opportunities to apply academic knowledge in real-world contexts, develop leadership skills, and engage in service that benefits both the school and the wider community.

Clubs such as Junior Firefighters, EMS/First Responders, Police Explorers, Student Government, Debate, and Red Cross/Public Health give students’ practical exposure to careers in public service, while also building teamwork, civic responsibility, and problem-solving skills. Whether focused on public safety, civic engagement, or health and wellness, these activities help students cultivate resilience, empathy, and a strong sense of duty, qualities essential for future leaders committed to service.

Contingent upon student interest. VFPSACS students will be able to participate in the following clubs.

Category	Club Name	Focus / Activities
<b>Public Safety &amp; Emergency Services</b>  	Junior Firefighters Club	<ul style="list-style-type: none"> <li>• Fire prevention education, rescue simulations, collaboration with local fire departments</li> </ul>
	EMS/First Responder Club	<ul style="list-style-type: none"> <li>• CPR/first aid education, stop-the-bleed education, shadowing EMTs</li> </ul>
	Police & Law Enforcement Explorers	<ul style="list-style-type: none"> <li>• Community policing, law enforcement career exploration, ride-along experiences</li> </ul>
	Disaster Preparedness & Emergency Management Club	<ul style="list-style-type: none"> <li>• FEMA modules, schoolwide drills, emergency planning</li> </ul>
	Cybersecurity & Digital Safety Club	<ul style="list-style-type: none"> <li>• Cyber awareness, digital safety campaigns, basic cybersecurity training</li> </ul>
	Student Government & Public Service Council	<ul style="list-style-type: none"> <li>• Student leadership, mock policymaking, school governance</li> </ul>
<b>Civic Leadership &amp; Service</b>  	Community Service Corps	<ul style="list-style-type: none"> <li>• Service projects (food drives, clean-ups, veteran support)</li> </ul>
	Mock Trial / Youth Court Club	<ul style="list-style-type: none"> <li>• Civic justice, courtroom simulations, restorative justice practices</li> </ul>
	Public Speaking & Debate Team	<ul style="list-style-type: none"> <li>• Advocacy, argumentation, civic issues debates</li> </ul>
<b>Health, Wellness &amp; Human Services</b>  	Model United Nations / Model Congress	<ul style="list-style-type: none"> <li>• Policy simulations, global cooperation, leadership development</li> </ul>
	Red Cross / Public Health Club	<ul style="list-style-type: none"> <li>• Blood drives, wellness campaigns, public health education</li> </ul>
	Mental Health & Peer Support Ambassadors	<ul style="list-style-type: none"> <li>• Peer counseling, suicide prevention, wellness promotion</li> </ul>
	Veteran & Military Service Club	<ul style="list-style-type: none"> <li>• Projects honoring and supporting veterans, military history education</li> </ul>



Environmental Safety &  
Conservation Club

- Sustainability, disaster preparedness, environmental protection

## II. NEEDS ASSESSMENT

### 1. Statement of Need

#### A. Why is there a need for this type of school?

##### **Valley Forge Public Service Academy: Meeting an Unmet Need in Radnor Township School District**

The Valley Forge Public Service Academy (VFPSA) Charter School proposes to meet an unmet and urgent need within the Radnor Township School District (RTSD) by offering students a unique and rigorous academic environment centered around public service workforce readiness. While Radnor School District provides strong traditional academic programming, there are currently no structured pathways that support students interested in pursuing careers in public safety or emergency response professions. This leaves a significant gap for students who would thrive in a more disciplined, purpose-driven environment that emphasizes service, leadership, and real-world career preparation.

The proposed charter school will introduce an innovative educational model that integrates traditional academics with industry-based credentialing. Students will complete all requirements for a high school diploma while simultaneously earning recognized certifications in areas such as but not limited to Emergency Medical Technician (EMT), Firefighter I & II, CPR/First Aid, and FEMA's Incident Command System. This dual approach ensures that graduates leave with both a strong academic foundation and workforce-ready qualifications, giving them the flexibility to immediately enter high-demand careers or pursue post-secondary education with a competitive advantage.

The school's culture will be grounded in the core values of integrity, accountability, and service to the community. Instruction will combine rigorous classroom learning with applied, hands-on experiences designed to simulate real-world emergency response scenarios. By blending academic instruction with experiential training, students will not only master essential knowledge but also develop the leadership, problem-solving, and teamwork skills necessary for success in both higher education and the workforce.

Radnor, Delaware County, and the greater Philadelphia region continue to face shortages in emergency medical personnel, firefighters, and public safety officers. By aligning high school education with regional workforce demands, this charter school will create a reliable pipeline of highly trained, credentialed, and mission-driven professionals.

As Radnor Township prepares for its future, the district remains committed to academic excellence and whole-child development. However, recent data from the Pennsylvania Department of Education's Future Ready PA Index highlights a pressing local need. In the 2023–2024 school year, only 8.3% of Radnor students earned an Industry-Recognized Credential, and a mere 2.2% completed a work-based learning experience. These statistics underscore the district's limited access to hands-on career and technical academies that produce recognized, workforce-valued outcomes. Radnor students are not broadly accessing immersive career and technical pathways or industry-credentialing experiences. This is particularly significant given that Pennsylvania's Future Ready PA Index highlights industry-based learning as a key indicator of college and career readiness.

Public data from the Future Ready PA Index show that in RTSD, only 46 students are enrolled in a partnering Career & Technical Center (CTC) program. This represents a small percentage of Radnor's total enrollment and highlights the limited scale of participation in credential-based or technical programs today. The proposed Valley Forge Public Service Academy (VFPSACS) offers a compelling opportunity for Radnor to address these gaps by establishing a public service-oriented academy located within the township (Wayne, PA), serving grades 6–12, and reducing transportation barriers associated with distant CTCs.

The Academy is designed around industry-recognized credentials in public-service and first-responder opportunity, such as CPR, EMR, and fire-safety, directly aligning with the district's stated need for authentic career and technical experiences. Because industry-based credentials are integral to Pennsylvania's college and career readiness measures, VFPSACS supports Radnor's strategic goals for preparing students for success beyond high school.

In sum, the Valley Forge Public Service Academy will provide an innovative, high-impact model that prepares students for service, leadership, and lifelong success. It represents a strategic and necessary addition to the public education landscape in Radnor School District offering families a values-driven choice and students a clear path from education to employment in service to their communities.

### **Data Sources**

1. Future Ready PA Index – Radnor Township School District Fast Facts. Available at: <https://futurereadypa.org/District/FastFacts?id=0270180561282001750501670071841020161122032541>
2. Pennsylvania Department of Education – Future Ready PA Index: Industry-Based Learning Indicator Overview.

### **B. Explain why the charter school model is an appropriate vehicle to address this need.**

The charter school model is uniquely suited to deliver an innovative educational program that prepares students for public service careers while ensuring they meet rigorous academic standards. Traditional school systems, while effective in many areas, often face structural constraints that limit their ability to design and implement specialized programs of study. By contrast, charter schools are granted the flexibility to innovate in curriculum design, scheduling, staffing, and partnerships, while remaining fully accountable to state academic standards and student outcomes.

This flexibility is essential for creating a program that allows students to graduate with both a high school diploma and industry-recognized credentials. The ability to design a schedule that integrates academic requirements with certification training, clinical experiences, and real-world simulations is critical. A charter school can build this model from the ground up, rather than attempting to fit it into the existing framework of a traditional district high school.

Additionally, the charter model encourages partnerships with external organizations, in this case, regional emergency response agencies, hospitals, fire departments, and law enforcement training providers. These partnerships will be embedded directly into the school’s operations and curriculum, ensuring students have access to authentic, hands-on learning that leads to certifications and career readiness.

Charter schools are also uniquely positioned to develop and sustain a strong, mission-driven culture. By establishing a school community built around the values of integrity, accountability, leadership, and service, the proposed school will attract families and students who are motivated by this vision. This creates a consistent, purpose-driven environment that supports student success and prepares them for careers where discipline, teamwork, and responsibility are paramount.

Finally, the accountability structure of charter schools ensures that this innovation is balanced by transparency and measurable results. The school will be held accountable for student achievement, credential attainment, and post-graduation success. Families will also have a direct voice in governance, ensuring that the school remains responsive to community needs and expectations.

## **2. School Demographics**

- A. What are the school’s enrollment projections for the first five years? What is the school’s ultimate enrollment goal? What grades will be served? What is the age of kindergarten and age of beginner students? How many students are expected to be in each grade or grouping?**

Please review the table below for enrollment projections, enrollment goals, the grades to be served and how many students are expected to be in each grade or grouping. The age of a beginner student at VFPSACS (6<sup>th</sup> Grade) is 11 years old.



**ENROLLMENT**

Grades	2026	2027	2028	2029	2030
6	50	75	75	75	75
7	50	50	75	75	75
8	50	50	50	75	75
9		50	50	50	75
10			50	50	50
11				50	50
12					50
	<b>150</b>	<b>225</b>	<b>300</b>	<b>375</b>	<b>450</b>

**B. Describe the community or region where the school will be located.**

Radnor Township, located in Delaware County about 13 miles northwest of Philadelphia, is a diverse suburban community known for its strong public schools, historic character, and higher education institutions such as Villanova University. While the district provides rigorous academic programming, it does not offer structured pathways for students pursuing careers in public service fields like emergency medical services, firefighting, or law enforcement.

Delaware County and the greater Philadelphia region face persistent shortages of trained public safety personnel, yet the area is also home to hospitals, fire companies, law enforcement agencies, and training providers that are well-positioned for partnership. By locating in Radnor, the proposed charter school will meet both a local and regional need, giving students access to an innovative model that combines academic excellence with industry-recognized credentials and real-world preparation for high-demand careers.

**C. Why was this location selected? Are there other locations suitable to the needs and focus of the school?**

In the process of planning and developing VFPSACS, the founding team conducted a comprehensive review of potential sites within Radnor Township to determine the most suitable location for the school. Each site was carefully evaluated in terms of alignment with the school’s mission, the availability of appropriate facilities, opportunities for academic partnerships, accessibility for students, and overall financial feasibility.

While multiple properties were considered, the campus of Valley Forge Military Academy and College emerged as the most ideal location. This campus provides a unique combination of history, mission alignment, and resources that no other site in Radnor could match. The long-standing mission of Valley Forge Military Academy and College, to cultivate leadership, service, and discipline, closely parallels the mission and focus of VFPSACS. Establishing the charter school on this campus ensures that the legacy of Valley Forge Military Academy and College will be carried forward while adapting to meet the needs of a new generation of students.

The location also provides significant academic advantages. The presence of Valley Forge Military College on the same campus creates the opportunity for dual enrollment, allowing high school students to earn college credits while still enrolled in the charter school. This strengthens the school’s commitment to preparing students for both college and careers in public service.

From a facilities perspective, the campus offers ample space to accommodate the full range of academic, extracurricular, and public service programming envisioned by the school. The existing classrooms, athletic areas, and community spaces provide a strong foundation for the school’s operations without requiring the extensive renovations or new construction that other sites would demand. Importantly, the terms of occupancy present a fair and affordable option, ensuring fiscal responsibility and sustainability for the school.

Although other sites in Radnor Township were reviewed, the Valley Forge Military Academy and College campus stands out as the perfect fit. It offers a rare alignment of mission, academic opportunity, facility readiness, financial feasibility, and legacy. By locating the school on this historic campus, VFPSACS will not only meet its educational goals but also honor and continue the proud tradition of service and leadership long associated with Valley Forge.

**D. Describe any unique demographic characteristics of the student population to be served, including primary languages spoken.**

VFPSACS will serve students residing in Radnor Township and the surrounding communities of Delaware County. Radnor Township is a suburban community located along the Main Line, known for its strong tradition of civic engagement and community pride. The population reflects both affluence and diversity, with families representing a wide range of cultural, linguistic, and professional backgrounds.

Within the Radnor Township School District, approximately 69% of students identify as White, while 31% represent minority populations, including 15% Asian, 6% Hispanic/Latino, 5% Black, and 5% multiracial. About 3.8% of students are English Learners, with Spanish and Chinese among the most common non-English languages spoken at home. The student body also includes a percentage of economically disadvantaged students, demonstrating a need for programs that are both rigorous and accessible.

The community values civic responsibility, and preparation for higher education and meaningful careers. Students to be served by the charter school will benefit from an educational program that reflects these values and provides students the opportunity to earn industry-based credentials, while also addressing the needs of a diverse population, ensuring equitable access to opportunities that prepare them for success in college, career, and public service.

**3. District Relations/Evidence of Support**

**A. What efforts have you made to notify the district(s) from which your charter school would draw students?**

On July 17, 2025, the founding team of VFPSACS. Chris Massaro, Alan Wohlstetter, and Stephen Flavell met with Mr. Kenneth Batchelor, Superintendent of Schools. The purpose of the meeting was to introduce the vision for the proposed charter school and to share how the model is designed to address both student aspirations and community needs. The founders presented an overview of the school's mission, which is rooted in preparing students for meaningful careers in public service, including law enforcement, fire safety, emergency response, and military service.

The discussion focused on how this innovative model combines rigorous academics with specialized career academies, equipping students with the skills, discipline, and leadership development necessary for success in college, career, and civic life. The founders emphasized the school's potential to strengthen community partnerships, meet workforce demands in essential service fields, and offer families a high-quality public-school option that reflects the values of service, integrity, resilience, and leadership.

After the meeting Alan Wohlstetter had sent a follow up letter to the Superintendent confirming the meeting and what was discussed.

***Please Review EXHIBIT 14 Letter to Superintendent***

**B. What efforts will be implemented to maintain a collaborative relationship with school districts?**

VFPSACS is committed to establishing and maintaining a respectful, transparent, and collaborative relationship with Radnor School District and other neighboring districts. The school will regularly share information on student

enrollment, attendance, and academic performance to ensure compliance with state requirements and to foster open communication.

To promote collaboration, the school will:

- Participate in regular meetings with district representatives to address transportation, special education, and other shared responsibilities.
- Maintain clear points of contact for timely communication and problem-solving.
- Invite district leaders to school events, community forums, and advisory meetings to strengthen mutual understanding.
- Ensure financial transparency by submitting required reports promptly and accurately.

By approaching the district as a partner rather than a competitor, the school will work to build trust, resolve issues collaboratively, and ensure that students and families receive the highest level of support across both systems.

VFPSACS expects to draw students from the surrounding districts due to its innovative school model. VFPSACS is open to negotiating an enrollment cap on students that reside in the school district. This will allow the district to adequately prepare for supporting the opening of a charter school.

VFPSACS has notified the following school districts of our intent to submit a charter school application to Radnor School District. These school districts are all within a ten-mile radius of Radnor School District.

District	Superintendent	Address	City	State	Zip
Lower Merion School District	Dr. Frank Ranelli	301 East Montgomery Avenue	Ardmore	PA	19003
Upper Merion Area School District	Dr. Tamara Thomas Smith	435 Crossfield Road	King of Prussia	PA	19406
Tredyffrin/Easttown School District	Dr. Richard Gusick	940 West Valley Road, Suite 1700	Wayne	PA	19087
Marple Newtown School District	Dr. Tina Kane	40 Media Line Road	Newtown Square	PA	19073
Upper Darby School District	Dr. Daniel P. McGarry	8201 Lansdowne Avenue	Upper Darby	PA	19082
Norristown Area School District	Mr. Christopher Dormer	401 N Whitehall Road	Norristown	PA	19403
School District of Haverford Township	Dr. Matthew Hayes	50 East Eagle Road	Havertown	PA	19083
School District of Philadelphia	Dr. Tony B. Watlington Sr.	440 N Broad Street	Philadelphia	PA	19130
Colonial School District (PA)	Dr. Michael Christian	230 Flourtown Road	Plymouth Meeting	PA	19462

***Please Review EXHIBIT 15 Letters to Surrounding School Districts***

- C. Convey the scope of community backing for the proposed charter school and its founding coalition. Document community support among teachers, parents, students, community members, institutional leaders and others through the use of letters of support, surveys, or other tangible means.



From the very beginning of the application process, the founders of VFPSACS have been deeply committed to transparency, collaboration, and community partnership. Through open meetings, community forums, and local events, the founders have listened carefully to the voices of families, educators, and community members. Their feedback, ideas, and concerns have been instrumental in shaping the school’s mission, values, and design.

These ongoing conversations have not only informed the development of VFPSACS but have also strengthened the bond between the school and the community it will serve. This spirit of collaboration and shared purpose forms the foundation upon which the school stands—ensuring that it reflects the aspirations, needs, and strengths of the community from which it was built.

### **COMMUNITY ENGAGEMENT EVENTS FOR VALLEY FORGE PUBLIC SERVICE ACADEMY CHARTER SCHOOL**

- 1. July 17, 2025** - Met with Radnor School District Superintendent to formally notify him of our intent to submit a charter application for Valley Forge Public Service Academy Charter School.
- 2. September 10, 2025** - Met again with Radnor School District Superintendent to update him on our progress with the Academy and to discuss enrollment.
- 3. August 6, 2025**- meeting with Radnor Township Board Vice President Jim Riley on the Academy.
- 4. August 6, 2025** - met with Radnor Police Chief on the need for the Academy and the Community Village.
- 5. August 11, 2025**- meeting with Radnor Township Manager and Director of Parks and Recreation on the Academy and the need for a community center for the Township.
- 6. August 20, 2025** - meeting with Radnor Director of Parks and Recreation Tammy Cohen on the need for a Community Center for the Township .
- 7. August 26, 2025** - call with Chris Kovolski and Marilou Smith of Villanova University on the importance of community engagement and transparency in communication.
- 8. August 27, 2025** - Met with Ken Kearns of the Wayne Business Association on the Academy, the Community Center and the Community Village. He agreed to set up a meeting for us to brief the Radnor Business Association members.
- 9. August 27, 2025** - Met with District Superintendent to discuss Community Village with Mike McGregor of Adaptive Commons.
- 10. August 27, 2025** - Tour the Valley Forge campus with Township manger White and Director of Parks and recreation Cohen on site for the Community Center and Community Village.
- 11. September 3, 2025** - met with Radnor Township Board President Maggy Myers on the Academy, the Community Center and the Community Village.
- 12. September 13, 2025 and 20, 2025** - Set up information table in front of Lancaster County Farmers Market.
- 13. September 17, 2025** - Met with Senator Pennycuick on the Academy and the Community Village to provide needed housing for First Responders.
- 14. September 18, 2025** - call with Bennett Nesley and Timaria Brach of Career Services at Villanova University to schedule interviews in January for teacher candidates.
- 15. September 18, 2025** – Met with Fire and EMS Chief Smith to discuss curriculum and certifications for Academy students interested in careers in Fire and EMS.
- 16. September 19, 2025** - Created a four-member Board of Advisors.
- 17. September 21, 2025** -Joined the Wayne Business Association.
- 18. September 21, 2025** - Set up an information table at the Radnor Fall Festival.
- 19. October 11, 2025** - Fire Prevention Expo.
- 20. October 18, 2025** - from noon to 5 Community Day on campus on the Parade Ground.
- 21. October 15, 2025** - Spoke with Senator Cappelletti.
- 22. October 15, 2025** - Met with State Rep Lisa Borowski.
- 23. October 25, 2025** -Trunk or Treat at Wilson Park in Treddyferin Township.
- 24. October 30, 2025** - Presented to Wayne Business Association Executive Committee.
- 25. October 30, 2025** - West Philadelphia Achievement Charter School called CEO and Founder Dr. Phillips and sent her an e-mail.
- 26. October 30, 2025** - Harambee Institute sent CFO Michelle Thornton an e-mail.



Organization	Position
<b>Dr. Angela Christiano - Columbia University</b>	“What an extraordinary opportunity to continue the legacy of the Valley Forge campus with a new educational model for future generations.”
<b>Pennsylvania Coalition of Public Charter Schools</b>	“We believe that Valley Forge Public Service Academy Charter School will be an incredible asset to your local district. It will also be of great benefit to the children, families and surrounding communities.”
<b>Valley Forge Military College</b>	“VFPSACS and VFMC share an interest in expanding access to rigorous, college-level learning for high school students. This non-binding Memorandum of Understanding is intended solely for charter/application purposes and to confirm that when VFPSACS opens a high school, VFMC is open to dual enrollment opportunities for eligible VFPSACS students.”
<b>Patrick Murphy, 32nd Under Secretary of the United States Army</b>	“At a time when our nation faces critical shortages across essential public service roles, the Valley Forge Public Service Academy offers a powerful and timely solution: an educational environment that restores pride in service and inspires young people to lead.”
<b>The Source</b>	“We believe that Valley Forge Public Service Academy Charter School will be an incredible asset to our local district. It will also be of great benefit to the children, families and surrounding communities.”
<b>GDC Information Technology</b>	“GDC’s values of innovation, integrity, and service closely align with those of the Valley Forge Public Service Academy Charter School. We believe that promoting civic awareness and responsibility in students reflects the same commitment to purposeful work that guides our own organization.”
<b>Shreiner Tree Care</b>	“For four decades, Shreiner Tree Care has been rooted in the Main Line community, providing tree and landscape services to residents, institutions, and organizations. I recognize the importance of educational programs that not only develop strong academics, but also foster a sense of civic duty, leadership, and hands-on skill building.
<b>Lt. Col Jason Smedley - US Marine Corp</b>	“This model reflects a growing trend in education: connecting learning with real-world careers. Students will not only gain academic credentials and hands-on experience, but also guidance toward careers that ensure their futures, and the future safety and resilience of our communities.”
<b>EBA Consulting</b>	“Valley Forge Public Service Academy is a visionary initiative focused on preparing students for careers in public service through a rigorous, hands-on curriculum. It represents a meaningful investment in the future of our communities. Should the charter be granted, EBA Consulting will proudly serve as



	the school's employee benefit and retirement brokers, ensuring their staff receives comprehensive support and long- term planning solutions.”
<b>Epic Insurance Brokers</b>	“As professionals, we know just how important it is for students to be exposed to first responders and civic service careers. We have seen positive effects of inspiring and mentoring youth in the local area. We certainly support Valley Forge Public Service Academy Charter School’s students by sharing and providing innovative and meaningful work force experiences to support them in their respective post-secondary school journey.”
<b>Bayada Staffing</b>	“What an extraordinary opportunity to continue the legacy of the Valley Forge campus with a new educational model for future generations.”
<b>Catering by Design</b>	“[U]tilizing some of the vacant buildings on campus for affordable housing for teachers in the region is a brilliant idea. These dedicated professionals, who cannot afford to live in the community where they work, are another opportunity to make the VFMA property essential to the greater good.”
<b>Inlocalyst</b>	“Alan [Alan F. Wohlstetter, Esq., President School Improvement Partnership, Founding Coalition] has successfully helped charter schools access the capital markets and currently monitors those markets to support both the schools and the bond companies. He is authentically committed to help build great schools that serve all populations and to do so in innovative and focused ways.”

**Petition Signatures: 90**

***Please Review EXHIBIT 16 Documentation of Community Support***



### **III. DESCRIPTION OF FOUNDING/MANAGEMENT TEAM**

#### **1. Profile of Founding Coalition**

- A. Describe the makeup of the group or partnership that is working together to apply for a charter, including the names of the founders, their background and experiences, and references for each.

**Chris Masarro – Community Support**

Chris has more than 25 years of experience in executive search and career management, investment banking, international finance, and business operations. Chris has been entrusted with conducting leadership searches in education for prestigious K-12 Independent Private schools, public schools, Non-profit organizations, as well as emerging to Fortune 500 companies. In addition to The Source Advisory, Chris serves as Senior Vice President of Management and Economics Consulting, Inc. (MAECI), an international management consulting firm that has specific experience in Sub-Saharan Africa.



Prior to Co-founding The Source Advisory, Mr. Massaro served as President of CJM Strategies, a private middle market investment banking firm, was a Vice President with Gottesman Company, the largest middle market investment banking firm in the U.S. and spent over 15 years as an owner and Executive Vice President of Vilotti - Puratos, a \$25 million food manufacturing and distribution company.

He serves on the board of directors for The Cancer Foundation for Personal Wellness, Radnor Alumni Council, and is on the Board of Trustees of Radnor Educational Foundation. For the past 8 years, Chris has pioneered entrepreneurship and internship programs (Campus to Careers) within K-12 schools, and Mr. Massaro holds a bachelor’s degree in accounting from Villanova University.

References

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 610.283.2855

**Greg Hodges**

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**Chip Cresswell**

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 302.757.3695

**Stephen Flavell, M. Ed – School Operations and Founding CEO**

Stephen J. Flavell is a seasoned education entrepreneur and administrator with over two decades of experience designing, founding, and leading innovative schools that deliver measurable results for students and communities. With a career spanning traditional public, charter, private academic, and alternative education settings, he has built a reputation for transforming vision into reality through thoughtful leadership, strategic planning, and a commitment to excellence.



As the Founder and Chief Operations Officer of Executive Education Academy Charter School in Allentown, PA, Stephen helped grow the school from a start-up into a thriving organization serving more than 1,600. Under his leadership, the school

secured state and private grants, built strong community partnerships, and became a model for innovation in urban education.

Stephen's entrepreneurial ventures extend beyond one school. He co-founded Hive Academy, a licensed private academic school supporting students with emotional disturbance, and Cottage Seven Education, which designs specialized programs for students with unique learning needs. His leadership has consistently guided schools through licensure, compliance, program design, staffing, and financial planning, resulting in sustainable growth and impact.

Earlier in his career, Stephen served as Chief School Administrator for SESI Schools, overseeing eight campuses across Pennsylvania, Washington D.C., Virginia, and Nebraska, serving 1,200 students and 140 staff. He has also held leadership roles with Camelot Schools, Success Schools, and in alternative education programs, where he gained national recognition for reducing suspensions, improving attendance, and implementing effective school-wide behavior systems.

In addition to leading schools, Stephen is a sought-after consultant and turnaround specialist, partnering with districts and organizations to design school models, implement culture and climate frameworks, and deliver crisis management and leadership training. His work has led to dramatic improvements in student outcomes, organizational culture, and operational effectiveness.

Stephen is also an active thought leader and presenter, having spoken at state and national conferences on topics such as leadership styles, crisis intervention, organizational culture, and school design. His research collaborations with Lehigh University have contributed to national conversations on student motivation and behavior.

Recognized with the Delaware Valley University Alumni Association Achievement Award and numerous grants supporting innovation and equity, Stephen continues to shape the future of education by building schools and systems that prepare students for success in college, career, and life.

#### References

**Richard Gear M. Ed**

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**Dr. Selma Abi-Daher**

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**Dr. Tony Lasalle**

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**Alan Wohlstetter, ESQ. – Legal and Facilities Expert and Board Advisor**



Alan F. Wohlstetter is Founder and President of School Improvement Partnership, which supports quality charter schools throughout the country. School Improvement Partnership reports on over \$2 billion of charter school bonds for the financial markets, and maintains a database of operating, academic and financial data of every charter school and CMO in 28 states through the School Improvement Partnership Database.

Just as importantly, Alan has helped charter schools through their founding, financing and charter renewal process. He has helped finance charter schools in seven states, including the Arkansas Military and First Responders Academy in Little Rock, with funding from the Walton Family Foundation. Alan also heads the Public Finance and Charter School Groups at the law firm of Zarwin Baum DeVito Kaplan Schaer Toddy, P.C., where he specializes in bringing private sector practices appropriately to the public sector. He has been involved in over \$3 billion of bond financing, for everything from the Phillies Stadium to the Pennsylvania Turnpike to Lehigh University.



Alan also hosts a monthly podcast, “What Charter School Leadership Looks Like”, interviewing charter school leaders nationally. It is publicized through School Improvement Partnership’s publication Charter School Investor, with 7,500 subscribers and a 40% open rate.

References

**Richard Binswanger**

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**Peter Loevy**

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**Mike McGregor**

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202.746.8099

***Please Review EXHIBIT 17 Resumes/Curriculum Vitae of the Founders***

- B. Discuss how the group came together, as well as any partnership arrangements with existing schools, educational programs, businesses, non-profits, or any other entities or groups.

The vision for Valley Forge Public Service Charter School originated with Chris Massaro, a community leader with experience in workforce development and public service partnerships. Mr. Massaro identified the critical need for an educational model that integrates rigorous academics with experiences in emergency response, law enforcement, and public safety. Through his established relationships with regional agencies, municipal leaders, and training providers, he provides the foundation for a school designed to prepare students for both post-secondary education and immediate entry into high demand public service fields through the attainment of industry-recognized credentials.

To operationalize this vision, Mr. Massaro partnered with Stephen J. Flavell, M.Ed., an experienced education entrepreneur with a demonstrated record of founding and scaling innovative schools across Pennsylvania. Mr. Flavell contributes deep expertise in school operations, strategic planning, and organizational leadership. His experience ensures the school’s design balances rigorous academic standards with hands-on, real-world preparation that equips students for long-term success.

Completing the founding team is Alan Wohlstetter, Esq., an attorney and policy expert specializing in charter schools and governance. Mr. Wohlstetter contributes critical legal expertise in compliance, governance, and regulatory matters. His guidance ensures that the school’s governance model is built upon principles of accountability, transparency, and sustainability, positioning the organization for long-term stability and success.

Together, Mr. Massaro, Mr. Flavell, and Mr. Wohlstetter combine complementary strengths in community partnership development, educational entrepreneurship, and legal governance. Their collaboration establishes the foundation for Valley Forge Public Service Charter School, a mission-driven institution designed to honor the legacy of service associated with the Valley Forge name while addressing urgent local and regional workforce needs in public service, public safety and emergency response.

- C. Include any plans for further recruitment of founders or organizers of the school.

There are no plans for further recruitment.

#### D. Provide information on the manner in which community groups are involved in the charter school planning process.

##### **Community Involvement in the Charter School Planning Process**

The founding team of the VFPSACS has prioritized meaningful and sustained engagement with the Radnor Township community throughout every stage of planning and development. Recognizing that a successful charter school must reflect the needs and aspirations of the community it serves, the founders have worked closely with families, public safety professionals, business leaders, and local officials to design a school that advances both educational opportunity and civic benefit.

##### **Collaboration with Families and Residents**

From the outset, families participated in events and feedback was gathered while canvassing the area. The feedback provided insight into the types of educational experiences families felt were missing in the district. Many families voiced a desire for programs that combine academic rigor, real-world career academies, and leadership development, especially in the areas of public service and emergency response. Parents emphasized the importance of instilling civic values and practical skills that prepare students not only for postsecondary education but also for meaningful careers in their communities. This feedback directly informed the Academy's mission to blend traditional academics with hands-on, credential-based learning.

##### **Engaging with Public Safety Leaders**

The founding group also engaged in dialogue with local fire and police chiefs, who provided essential insight into workforce needs within the emergency services sector. These leaders identified the urgent demand for trained, certified first responders and supported the Academy's focus on embedding industry-recognized credentials, including EMT, Firefighter I & II, and CPR/First Aid, into the curriculum. Their professional input ensured that VFPSA's academic and training model aligns with both local and state standards for emergency service certification and readiness. This collaboration underscores the Academy's commitment to building a pipeline of qualified, community-minded public service professionals.

##### **Engagement with the Wayne Business Association and Local Employers**

The Wayne Business Association and local employers were instrumental in shaping the Academy's approach to work-based learning and community engagement. Business leaders emphasized the value of creating partnerships that give students exposure to real-world service, leadership, and teamwork. Their input encouraged the inclusion of internship opportunities, volunteer service projects, and community partnerships as integral parts of the student experience. These initiatives will help students cultivate professional networks, develop practical skills, and contribute meaningfully to the local economy.

##### **Consultation with Elected Officials and Township Leaders**

In meetings with Radnor Township elected officials, the founding team explored how the school could advance broader community goals beyond education. These discussions included potential improvements to the Valley Forge Military Academy campus, where VFPSACS is proposed to be located. Stakeholders discussed opportunities to incorporate affordable housing options for teachers and emergency services professionals, addressing a regional need for attainable workforce housing. Additionally, the founders presented a plan to repurpose portions of the campus as a community center, offering accessible space for local events, training sessions, and civic engagement programs. Township officials expressed support for this community-centered vision, which aligns with Radnor's long-term development and sustainability priorities.

##### **Incorporating Community Feedback into School Design**

Throughout the planning process, the founding team consistently incorporated feedback from community partners into the design and operational framework of the Charter School. Key themes that emerged from this dialogue included:

- Expanding industry-based learning and credential attainment opportunities for students.
- Ensuring equitable access to career-connected education within Radnor Township.

- Creating shared community facilities that benefit both the school and local residents.
- Promoting a culture grounded in service, accountability, and civic leadership.

These priorities have been woven into every aspect of the school’s design, from its academic model and academies to its facility planning and community partnerships.

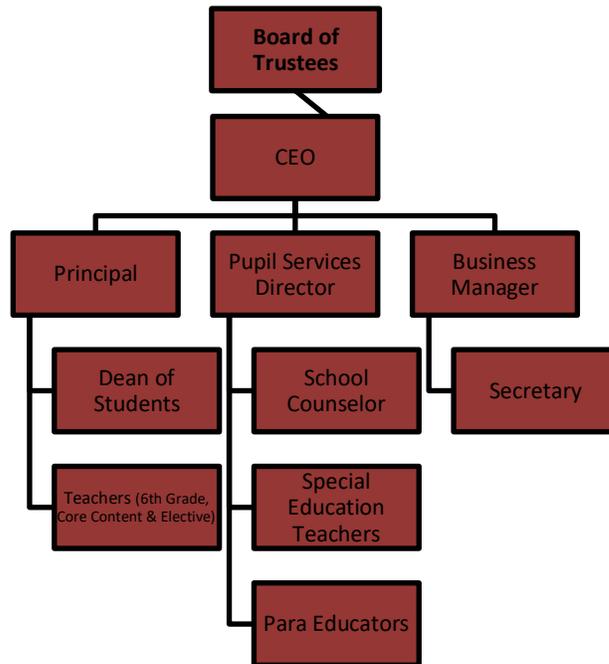
**A School Built by and for the Community**

VFPSACS reflects the voices and vision of the Radnor community. Its founders have engaged families, public safety professionals, business associations, and township leaders to build a school that meets both educational and civic needs. Through this collaboration, VFPSA will not only prepare students for careers in public service but also provide shared spaces and initiatives that strengthen the entire community. This intentional, inclusive planning process ensures that the Academy is not just located in Radnor but it is built for Radnor.

**2. Governance**

**A. Describe the proposed management organization of the school, including the following requirement:**

The following organizational chart shows the proposed management and staffing of VFPSACS:



An affirmative vote of a majority of the members of the Board of Trustees of the charter school, duly recorded, showing how each member voted, shall be used in order to take action on the following subjects:

- School calendar (must include 990 hours or 180 days of instruction for secondary students [grades 7-12] and 900 hours or 180 days for elementary students [grades 1-6].
- School cannot be kept open for the purpose of ordinary instruction, on Sundays, Fourth of July, Memorial Day, Thanksgiving, the first of January, Christmas, or Saturday, except when Monday is fixed by the board of directors as the weekly holiday for the entire school year)
- Adopting textbooks
- Appointing or dismissing charter school administrators
- Adopting the annual budget
- Purchasing or selling of land
- Locating new buildings or changing the locations of old ones



- Creating or increasing any indebtedness
- Adopting courses of study
- Designating depositories for school funds
- Entering into contracts of any kind where the amount involved exceeds \$200
- Fixing salaries or compensation of administrators, teachers, or other employees of the charter school.
- Entering into contracts with and making appropriations to an intermediate unit, school district or Area Vocational/Technical School for the charter's proportionate share of the cost of services provided or to be provided by the foregoing entities.

### **Independently Governed**

The VFPSACS Board of Trustees emphasizes its status as a completely separate and independent governing body, distinctly apart from Valley Forge Military Academy, Valley Forge Military College, or the Valley Forge Military Academy Foundation.

While the Charter School has no overarching organizational or governance affiliation with these entities each maintains its own leadership, board, and operations. A single specific programmatic connection is planned for the future: dual enrollment. The intent is for qualified 11th and 12th grade charter school students to have the opportunity to take select college-level courses at Valley Forge Military College for dual high school and college credit. This specific partnership is designed to give students a head start on their college education and expose them to the rigors of college-level work, particularly in areas relevant to public service careers like law enforcement and emergency response. This educational collaboration is an isolated linkage and does not imply shared governance, financial entanglement, or operational control between the independent entities.

### **B. How will the Board of Trustees be selected?**

Trustee elections will be held one month before the end of each school year, and new Trustees will take office one month after the end of the school year, to allow appropriate time for the outgoing Trustees to assess the operation of the school in the year just ended, and to allow time for new trustees to plan for the coming year. The board of Trustees will consist of the following.

- President
- Vice President
- Treasurer
- Secretary
- Parent Member

All Trustees will serve one-year terms. There will be no limit to the number of terms a Trustee may serve. A Trustee may be replaced at any time, when a majority of the members of the constituency the Trustee represents vote to select a different representative. This process is identified and explained in detail within the Charter School By-Laws.

### **C. What steps will be taken to maintain continuity between the founding coalition's vision and the Board of Trustees?**

VFPSACS is committed to preserving the vision and guiding principles established by its founding coalition throughout the life of the school. The founding coalition's vision anchored in civic leadership, academic excellence, ethical citizenship, and service to the community will serve as the foundation for all governance, operational, and instructional decisions made by the Board of Trustees.

To ensure this continuity, the founding coalition has embedded its philosophy and objectives into the school's charter, mission statement, and bylaws. These governing documents clearly articulate the Academy's purpose and are used by

the Board as a guiding framework for decision-making, evaluation, and policy development. The Board of Trustees will be responsible for upholding and advancing this vision through its leadership and oversight functions.

During the school’s founding phase, members of the founding coalition have played a direct role in the formation of the inaugural Board of Trustees to ensure a seamless transition from founding leadership to formal governance. Several founding members, or individuals designated by them, will serve on the initial Board or in advisory capacities. This structure guarantees that the early governance of the school reflects the coalition’s intent and establishes a strong precedent for mission-centered leadership.

All Board members will participate in a formal orientation and ongoing governance training program that emphasizes the history, mission, and founding principles of VFPSA. Training will include a review of the founding documents, discussions with founding representatives, and a study of the Academy’s civic and service-based model. This ensures that every trustee understands and upholds the values that define the Academy’s purpose.

To maintain alignment over time, the Board will conduct annual mission and strategic plan reviews to assess progress toward the founding vision. These reviews will evaluate the extent to which school programs, partnerships, and leadership decisions continue to reflect the Academy’s focus on public service and civic development. Adjustments to policy or programming will be made as needed to remain faithful to the founding intent.

Continuity will also be supported through leadership succession planning that prioritizes the recruitment of trustees and administrators who demonstrate a clear understanding of and commitment to the school’s mission. The Board will implement policies ensuring that new members are selected for their alignment with the founding coalition’s values and their ability to advance the Academy’s long-term goals.

Finally, VFPSA will preserve its institutional history and founding documents through secure digital and physical archives. These records, including the original charter, governance documents, meeting minutes, and strategic plans, will be maintained and reviewed annually by the Board to ensure transparency, accountability, and fidelity to the founding mission.

Through these measures, Valley Forge Public Service Academy will sustain an unbroken line of commitment between its founding coalition’s vision and the ongoing leadership of its Board of Trustees, ensuring that the Academy remains true to its purpose of cultivating civic-minded, service-oriented leaders for generations to come.

#### **D. Describe the roles and responsibilities of the Board.**

The Board of Trustees of VFPSACS serves as the governing authority responsible for ensuring that the school’s mission, vision, and goals are effectively implemented. The Board provides strategic leadership, policy direction, and oversight while delegating day-to-day management to the Chief Executive Officer/School Leader.

The Board’s primary responsibilities include:

##### **1. Governance and Mission Fidelity**

- a. Uphold and periodically review the Charter School’s mission to ensure alignment with the founding coalition’s vision.
- b. Establish and maintain policies that guide all aspects of school operations in compliance with state and federal law.

##### **2. Academic Oversight**

- a. Approve and monitor the academic program to ensure high-quality instruction and continuous improvement.
- b. Review student performance data and hold the School Leader accountable for academic outcomes.

##### **3. Financial Stewardship**



- a. Approve and oversee the annual budget, financial audits, and internal controls to ensure fiscal integrity.
- b. Ensure resources are effectively used to advance the Charter School's mission and long-term sustainability.

**4. Leadership and Personnel Oversight**

- a. Hire, support, and evaluate the Chief Executive Officer/School Leader.
- b. Ensure leadership transitions preserve organizational stability and fidelity to the founding vision.

**5. Strategic Planning and Community Engagement**

- a. Develop and monitor long-range strategic goals aligned with the mission of VFPSACS.
- b. Build partnerships with families, community members, and civic organizations to strengthen the school's impact.
- c. Conduct all Board business transparently in accordance with the Pennsylvania Sunshine Act.

**6. Accountability and Compliance**

- a. Ensure full compliance with the school's charter, authorizer requirements, and all applicable state and federal regulations.
- b. Participate in ongoing Board self-evaluation and professional development to strengthen governance practices.

Through these functions, the Board of Trustees of VFPSACS ensures that the school remains true to its founding vision and continues to serve as a model of civic leadership, academic excellence, and public service.

**E. What steps will be taken to facilitate a productive relationship between administrators and teachers?**

To ensure a productive relationship between administrators and teachers, the school will establish clear structures for collaboration, communication, and shared decision-making. Administrators will promote a culture of mutual respect by engaging teachers as professional partners in shaping curriculum, instructional practices, and school policies. Regular faculty meetings, leadership team sessions, and professional learning communities (PLCs) will provide structured opportunities for dialogue and collaborative problem-solving.

Administrators will maintain an open-door policy to encourage ongoing communication and will implement regular feedback cycles that include both formal evaluations and informal check-ins. Teachers will be provided with meaningful professional development aligned to school goals and student needs, reinforcing the idea that administrators are invested in their professional growth.

Additionally, the school will establish teacher representation on committees related to school operations, culture, and instructional improvement. This ensures that teachers' voices are consistently present in decision-making and strengthens the sense of shared ownership for the school's mission and outcomes. By fostering trust, maintaining transparency, and supporting professional collaboration, administrators and teachers will work together productively to advance student achievement and create a positive school culture.

Furthermore, VFPSACS will utilize expertise from Grid International. Developed in the 1950's by Doctor's Robert Blake and Jane Mouton it serves as a model for behavioral leadership and corporate culture. It is based on three behavioral dimensions, concern for people, concern for results, and motivators & fears. The model has been greatly developed since the 1950's and is now a very complex and useful diagnostic tool.

VFPSACS will facilitate training, and use the expertise of Paraic Mac Donchada, a Grid facilitator and expert with over 30 years' experience working with nonprofit boards and for-profit organizations.

***Please Review EXHIBIT 18 Information Regarding Grid Management & Consulting***

**F. Discuss the nature of parental and student involvement in decision-making matters where appropriate.**

Parental and student involvement will be central to the decision-making process of the school, ensuring that the voices of those most directly impacted are consistently heard and valued. Parents will be represented on the Board of Trustees in accordance with Pennsylvania charter school law, providing them with a formal role in governance and oversight. In addition, the school will establish a Parent Advisory Council to offer input on school policies, family engagement initiatives, and community partnerships. This structure creates multiple avenues for parents to contribute to school improvement and ensures transparency between families and school leadership.

Students will also be provided with meaningful opportunities to participate in decision-making matters appropriate to their role as learners and emerging leaders. Student representatives will be invited to serve on school committees focused on culture, climate, and extracurricular activities. In addition, student councils and focus groups will allow administrators and teachers to gather feedback on school policies, programming, and support services.

Through these formal and informal mechanisms, both parents and students will help shape the school environment, fostering a sense of ownership, responsibility, and partnership. This shared decision-making process strengthens accountability, builds community trust, and supports the school’s mission of preparing students for success in college, career, and civic life.

**G. Submit copies of the school’s by-laws, contracts and other documents required by pending charter school legislation or applicable law.**

*Please Review EXHIBIT 19 Valley Forge Academy Charter School By-Laws*

**H. Submit board members’ names, addresses, phone numbers and resumes.**

**BOARD MEMBERS**

VOTING			
Position	Name	Address	Phone Number
<b>President</b>	Matthew Kass	803 Ridley Creek Dr. Media PA 19063	(215) 782-0194
<b>Vice-President</b>	Chris Massaro	320 West Avenue. Wayne PA, 19087	(610) 398-7047
<b>Treasurer &amp; Secretary</b>	Michelle Thornton	P.O Box 9939 Philadelphia PA 19118	(267) 246-9965
<b>Parent Member</b>	TBD	board@valleyforgecharterschool.org	N/A

VFPSACS will include non-voting board members, known as Board Advisors, to strengthen the school’s governance and decision-making capacity. These advisors will provide specialized expertise in areas such as public service, education, law, finance, and community engagement, offering valuable guidance without altering the fiduciary responsibilities of the voting Board of Trustees. By serving in an advisory role, these individuals can share professional insight, community perspectives, and technical knowledge that enhance the Board’s ability to make well-informed



decisions. The inclusion of Board Advisors reflects the school’s commitment to collaboration, transparency, and continuous improvement, ensuring that the leadership team benefits from diverse voices and expertise while maintaining compliance with governance requirements.

**Board Member Bios**

**Matthew D. Kass – President:** Matt is a dedicated education professional with extensive experience in administrative leadership and program management within alternative education. He has cultivated a career centered on fostering learning environments that empower students to thrive.



Matthew earned a Bachelor of Arts from the Virginia Military Institute, where he developed a strong foundation in leadership and discipline. Since joining The Camelot Schools in Pennsylvania in 2005, he has held multiple key roles, culminating in his current position as Vice President of Operations, a role he has successfully occupied since April 2010. His prior experience with The Camelot Schools includes directing both Camelot Academy and Excel Academy, allowing him to hone his ability to implement effective educational strategies and manage school operations.

In addition to his work in Pennsylvania, Matthew has established private and public partnerships across multiple states, including Colorado, Texas, New York, Florida, Illinois, Louisiana, Nevada, Virginia, and Kansas. This experience has enhanced his ability to navigate diverse educational landscapes and foster collaborative efforts that benefit students and communities.

Before his impactful work in Pennsylvania, Matthew served as the Supervisor of Capital Academy in New Jersey. His diverse background in education equips him with a unique perspective on the challenges and opportunities within the field.

Matthew is committed to professional development and holds several important certifications, including Handle with Care Trainer Certification and National Gang Crime Research Certification. He has also participated in numerous professional trainings related to educational leadership, special education, crisis intervention, and trauma-informed care, enhancing his ability to support both staff and students effectively.

In addition to his administrative responsibilities, Matthew has actively contributed to the education community as a committee member for the Pennsylvania Alternative Education Conference. He is a member of several professional organizations, including the Association of Supervision and Curriculum Development and the National Alternative Education Association, further underscoring his dedication to improving educational practices.

With a profound passion for education and a wealth of experience, Matthew D. Kass continues to make significant strides in the field, advocating for alternative educational models that prioritize student success and well-being.



**Chris Massaro - Vice President:** Chris has more than 25 years of experience in executive search and career management, investment banking, international finance, and business operations. Chris has been entrusted with conducting leadership searches in education for prestigious K-12 Independent Private schools, public schools, Non-profit organizations, as well as emerging to Fortune 500 companies. In addition to The Source Advisory, Chris serves as Senior Vice President of Management and Economics Consulting, Inc. (MAECI), an international management consulting firm that has specific experience in Sub-Saharan Africa.

Prior to Co-founding The Source Advisory, Mr. Massaro served as President of CJM Strategies, a private middle market investment banking firm, was a Vice President with Gottesman Company, the largest middle market investment banking firm in the U.S. and spent over 15 years as

an owner and Executive Vice President of Vilotti - Puratos, a \$25 million food manufacturing and distribution company.

He serves on the board of directors for The Cancer Foundation for Personal Wellness, Radnor Alumni Council, and is on the Board of Trustees of Radnor Educational Foundation. For the past 8 years, Chris has pioneered entrepreneurship and internship programs (Campus to Careers) within K-12 schools, and Mr. Massaro holds a bachelor's degree in accounting from Villanova University.

**Michelle Thornton – Treasurer & Secretary:** Michelle is the Founder and Managing Member of Thornton Group Financial Services, LLC, has over 20 years of experience in tax, accounting, and business management services. She earned a Bachelor of Science in Business Administration with a concentration in Finance and a Master of Science in Accounting from Drexel University. She also holds a certificate from the Harvard Graduate School of Education for Educational leadership.



Since 1998, the mission of the Thornton Group has been to educate, develop, and support organizations and individuals by meeting their financial objectives. The Thornton Group has serviced clients in various industries, including education, sports, and other profit and non-profit entities. Michelle is most known for her work in the area of fiscal turn-around for educational organizations.

**ADVISORY BOARD MEMBERS**

Name	Address	Phone Number	Contribution
 <b>Brett Wade - M. Ed</b>	333 Wedgewood Dr. Pottstown, PA. 19465	267.319.4580	Brett Wade is the owner and operator of a Private Academic School that serves students with Emotional Support Needs. He has helped design the school wide behavior plan and supports for special education students.
 <b>Tim Dunn - MBA</b>	1015 Azlen Ln. Chalfont, PA. 18914	865.356.4149	Tim Dunn is a seasoned executive search leader and former U.S. Army Officer with extensive experience in leadership, talent strategy, and organizational growth. He brings a strong commitment to service, community engagement, and mentoring, making him a valuable advisor to the school's mission and governance.

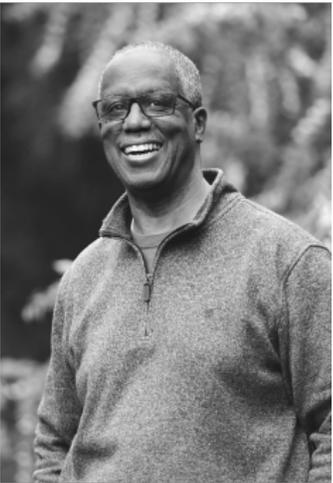


	<p>866 Skyline Dr,          Glenside, PA          19038</p>	<p>215.854.6322</p>	<p>Alan F. Wohlstetter is the Founder and President of School Improvement Partnership, supporting quality charter schools nationwide through financing, data reporting, and charter renewal guidance. With extensive experience in public finance and over \$3 billion in bond transactions, he brings deep expertise in school development, governance, and sustainability.</p>
<p><b>Alan Wohlstetter -Esq</b></p>			
	<p>840 Roberts Road, Bensalem, PA. 19020</p>	<p>267.235.6029</p>	<p>Dr. Ellzy is an Assistant Principal for Bensalem School District. She has been a frequent speaker and presenter on education topics. She also teaches education courses at the University of Pennsylvania. Dr. Ellzy has provided feedback and support regarding the academic program.</p>
<p><b>Dr. Aqueelah Ellzy Ed. D</b></p>			
	<p>1314 Seven Corner Road, Perkasie PA. 18944</p>	<p>267.718.6994</p>	<p>General Manager of American Safety Clothing, a company that provides safety clothing and products for different industries, including public safety. Kyle became the General Manager in 2010, driving the company's growth and profits.</p>
<p><b>Kyle Phipps</b></p>			
	<p>653 Lawrence Ct, Allentown, PA. 18102</p>	<p>484.862.7858</p>	<p>David is a graduate of a charter school and attends University of Pennsylvania on a full academic scholarship. He brings a student's point of view to help the founders of the school develop a school model that is student centered.</p>
<p><b>David De Le Rosa</b></p>			



<p><b>Megan Habbershon M. Ed</b></p> 	<p>5506 Gaumer Ave. Pennsauken NJ 08109</p>	<p>717.309.4854</p>	<p>Megan is the Director of Specialized Services, Alternative Programming for Mastery Schools in Camden, NJ and Philadelphia, PA. She gave input on Special Education programming and supports.</p>
<p><b>Dr. Deborah Stern</b></p> 	<p>328 Wellesley Rd, Philadelphia, PA 19119</p>	<p>215.470.6911</p>	<p>Deborah Stern (B.A. Swarthmore College, M.A.T. University of Chicago, PhD. University of Pennsylvania) brings years of experience in urban schools, first as an NCTE award-winning middle and high school English teacher in Chicago, and later as a teacher, researcher, charter school administrator, and education consultant Philadelphia. Her writing and work in the classroom have been profiled and published in numerous professional journals and books. Deborah was a co-founder at Mastery Charter Schools and served there as the first Director of Education. Since leaving Mastery, she has worked as a subcontractor with Children's Literacy Initiative, Bloom Planning, and School Improvement Partnership, and as an independent contractor providing a variety of education services, including instructional coaching, school design, program audit, hiring, and curriculum. Her areas of professional focus include understanding students' struggles with motivation, deeper learning, and accountability in urban schools.</p>



<p><b>Jason Smedley</b></p> 	<p>20 Waters Edge Dr., Little Rock, AR 72204</p>	<p>501.529.0076</p>	<p>Lieutenant Colonel Jason Christopher Smedley, USMCR, offers deep experience in military leadership, government service, and community engagement as an advisor to Valley Forge Public Service Academy Charter School. A career Marine officer and Purple Heart recipient, he has commanded at the company level and served in key roles at Marine Corps headquarters and the Pentagon. In civilian posts with the Arkansas governor’s office and public agencies, he has led outreach, policy, and public engagement efforts that model the citizenship, discipline, and service the Academy seeks to instill in students.</p> <p>Lt. Col. Smedley is the Founder of AMFRA Charter School in Little Rock Arkansas, implementing an innovative school program in military and first responder education. He will advise the administration on educational programming.</p>
 <p><b>Howard Childs</b></p>	<p>517 Highland Ct. Wayne PA 19087</p>	<p>267.562.9793</p>	<p>Howard Childs has been elected Ward 6 Commissioner for the Township of Radnor. He is a lifelong Wayne resident with deep roots in the community. A graduate of Radnor High School's class of 1980, Howard continued his education at Delaware County Community College, earning an Associate's degree in Electronics Technology, followed by a Bachelor of Science in Technical Management. His professional career includes service as an Associate Engineering Technician at Lockheed Martin.</p>

***Please Review EXHIBIT 20 Board Member Resumes***

***Please Review EXHIBIT 21 Board Advisors Resumes***



*Explanation: Describe the effective governance model; consistency with the mission; clearly defined roles of the Board of Trustees; teacher, student and parent input in school decision-making; and the well-developed, viable management structure.*



## IV. FINANCE AND FACILITY

### 1. Financing

- A. Develop a preliminary startup and operating budget. Applicants are to use the guidance provided in the [Manual of Accounting and Financial Reporting for Pennsylvania LEAs](#) to create those budgets. Develop a purchasing procedure that addresses a competitive way to purchase goods and services.

#### **Treasurer/Business Manager**

The fiscal management of the school will be overseen by the Board and CEO, who will contract with Vertex – PA, a Pennsylvania-based Charter School Business Manager. Vertex – PA (formerly known as Charter Choices) provides business services to more than 50 charter schools across Pennsylvania.

Vertex-PA has worked with VFPSACS to develop the financial model of.

Based on its Agreement with VFPSACS Charter Schools, Vertex-PA will provide the following fiscal services to VFPSACS starting in July 2023:

#### **Accounts Payable and Receivable Services**

Based on a PDE-compliant chart of accounts, Vertex-PA will perform accounts payable and accounts receivable functions for the school. All entries to the general ledger will be made in accordance with Generally Accepted Accounting Principles (GAAP) as promulgated by the Governmental Accounting Standards Board (GASB).

- Maintain a Chart of Accounts consistent with that required by the PA Department of Education (PDE).
- Monitor Accounts Receivable in relation to budget.
- Manage and assist in student and grant billing procedures to ensure the school receives all revenues and grant funds to which it is entitled.
- Track legally-restricted revenues, grants, and other special accounts and associated expenditures separately in the accounting system.
- Record and process deposits, ensuring an appropriate segregation of duties.
- Process Accounts Payable; prepare checks for invoices, ensuring that timely payment is made and that all payment discounts are taken where feasible.
- Track 1099 vendors and prepare and submit 1099 reporting.
- Reconcile cash accounts on a monthly basis.
- Maintain asset depreciation schedules.

#### **Payroll Services**

- Interface with a payroll company and School management to ensure that appropriate withholdings, taxes, and deductions are applied to employee earnings.
- Calculate, review, and implement salary adjustments based on information from School management.
- Distribute all employee W-2s.
- Prepare Retirement System monthly and quarterly reporting and issue timely employee and employer payments to the system.

#### **PDE, Federal Grant, and Tax Reporting**

- Based on the Board-approved annual budget, prepare and submit a Final General Fund Budget to PDE and to OCCS.
- Working with school staff, prepare and submit grant budgets for federal categorical and competitive grants programs including Title I, Title II, and IDEA, quarterly cash-on-hand reports of disbursements), and Final Expenditure Reports for grants administered by the PDE.



- Prepare audit work papers for the fiscal year end and work with auditors to complete the audit engagement.
- Prepare an Annual Financial Report for submission to PDE
- Prepare and submit federal form 990 to the IRS.
- Oversee preparation for periodic federal programs audits.

### **Internal Reporting and Budgeting**

- Prepare the School's annual budget, coordinating with school staff, management, and the Board to obtain information for the building of appropriate estimates.
- Present monthly financial reports to the Board, to include:
  - A statement of financial position (balance sheet) as of the end of the previous month
  - A statement of activities (income statement) for the year to date, including comparison of actual results to budget
  - A prospective statement of activities presenting expected results of operations at year-end with comparison to the annual budget
  - A monthly listing of disbursements
  - A narrative highlighting key financial developments and trends for the Board
  - Additional reports as needed, including short-term cash flow projections in any periods of low cash balances
- Develop and maintain a five-year financial model to inform the School's long-term strategic planning, updating the model at least annually
- Generate ad hoc analyses as needed to provide management with actionable financial information

### **Internal Financial Controls**

**Ensuring GAAP Compliance:** VFPSACS will furthermore adopt a set of financial policies and procedures, informed by policies, regulations and best practices, to ensure that financial transactions are properly authorized, appropriated, executed, and recorded. The financial duties will be distributed among multiple people to help ensure protection from fraud and error. The distribution of duties aims for maximum protection of the organization's assets while also considering efficiency of operations. The management company and its policies have earned "clean" independent auditor opinions on fiscal activity, internal controls, and compliance.

**Financial Monitoring Process:** VFPSACS's contracted Business Manager, Vertex-PA, will prepare financial reports on a monthly basis. The Business Manager is responsible for producing various year-to-date reports within 30 days of the end of each month including, but not limited to: Statement of Financial Position and Budget vs. Actual with projections and disbursement listing. The CEO and Board Finance Committee will review financial reports each month, and the Finance Committee will present the reports to the full VFPSACS Board of Directors. Financial Statements will be formally reviewed on a monthly basis by VFPSACS and its Business Manager, Vertex-PA, to provide an additional layer of support and accountability and to ensure the School's long-term success.

**Purchasing Procedures:** The purchasing procedures of VFPSACS will comply with those outlined in the Pennsylvania Public School Code and Charter School Law. The goal of the financial procedures will be to provide flexibility while maintaining adequate controls and oversight. The Board of Trustees will approve the financial budget annually and review and update its financial procedures on a regular basis. As noted previously, Vertex-PA, an established and well-regarded service provider to the PA charter school sector, will oversee the school's financial system and ensure that budgets are itemized according to the Board's requirements.

The school administration will be authorized to spend up to \$5,000 for any single transaction. Expenditures above \$5,000 will be permitted when allocated funds are available in the budget category and the school administration. Any expenditure over \$5,000 that is not allocated for in the Board approved budget requires the Business Manager and Board Finance Committee approval. The Board Treasurer will check to ensure that competitive bids have been entertained where appropriate. The Business Manager or school administration will report on the financial status to the Board of Trustees at each meeting of the Board. The Board will develop additional procedures as the need arises.

As noted previously and identified in Exhibit 11, VFPSACS is retaining Vertex. A business services company that provides financial support to over 30 charter organizations.

***Please Review EXHIBIT 22 Preliminary Startup and Financial Budget***

**Note:** For additional financing procedures see Section 1725-A of the Charter School Law.

**B. What fund raising efforts have occurred and/or are planned to generate capital or to supplement the per pupil allocations?**

VFPSACS has, in concert with its Fiscal Officer and its Management Company, prepared Startup and First-Year Budgets, along with a 5-Year Financial Forecast. The following narrative provides background on the collaborative approach that VFPSACS's Finance Team will take to establishing internal controls, utilizing transparent and efficient accounting practices, mitigating risk, and allocating the School's resources in alignment with its Mission. This section also breaks down detailed assumptions behind the Team's Revenue and Expense assumptions.

**Initial Funding**

VFPSACS has not undertaken any official fundraising efforts to defray its start-up costs. All expenses related to the preparation of this charter application, the identification of a viable property and the establishment of all necessary vendor and partner relationships are detailed in the Operating Budget (see tab, "Pre-Opening"), and have been paid for by The Valley Forge Military Academy Foundation with no expectation of repayment by the charter school.

VFPSACS will also draw upon the assistance of Fleetway Capital to provide working capital starting in June 2025 (several months prior to the arrival of students) via a direct loan to the school. This working capital will allow VFPSACS to purchase furniture and technology, pay its lease, compensate its employees, purchase supplies, etc. The anticipated loan amount, interest rate and amortization scheduled have been incorporated into the School's First Year Budget and Five-Year Forecast (see below and attached).

Fleetway Capital has provided a Term Sheet and Wind-Down Schedule for the School's Start-Up Loan upon request.

Once the school is operational and has begun enrolling students, all outstanding invoices and vendor payments related to the preparation for and start of the school year will be settled using the school's standard revenue (i.e., per pupil allocations) beginning in October 2025.

In addition, the Founding Coalition of VFPSACS recognizes that a successful fundraising campaign is necessary for the long-term financial viability of the charter school and plans to implement a capital development fund and hire a fundraising consultant to embark on a campaign to raise funds for school operations. The founders will pursue a variety of prospective donors including individual philanthropists, corporations, and foundations, and are confident that the school will raise at least \$25,000 through its fundraising efforts in its first year of operation. Nonetheless, VFPSACS takes a conservative approach and has thus excluded this assumption from its Year 1 revenue calculations.

The Board of Trustees also plans to create a Development Committee, which will coordinate both public and private fundraising efforts. Once the charter is approved, this committee will seek funds through partnerships with local businesses. The school administrators will write proposals for funding from Title I, Title II, Title III, Title IV, Ready to Learn, E-Rate, 21st Century Grants and other sources, including federal, state and foundation funds.

Additionally, the school's attorney is in the process of applying for its 501(c)3 status which will allow individuals to make contributions to the school on a tax-deductible basis.

***Please Review EXHIBIT 23 – Service Agreement with Fleetway Capital***

C. Describe the implementation of the following required financial procedures:

The treasurer of the charter shall deposit the funds belonging to the charter school in a depository approved by the board and shall, at the end of each month, make a report to the charter board of the amount of funds received and disbursed by him or her during the month. All deposits of charter school funds by the charter treasurer shall be made in the name of the charter school. The Board of Trustees of a charter school shall invest charter school funds consistent with sound business practice. Authorized types of investments for charter schools shall be:

- United States Treasury bills
- Short-term obligations of the United States Government or its agencies or instrumentalities
- Deposits in savings accounts, time deposits or share account of institutions insured by the Federal Deposit Insurance Corporation or the Federal Savings and Loan Insurance Corporation or the National Credit Union Share Insurance Fund to the extent that such accounts are so insured, and for any amounts above the insured maximum, provided that approved collateral as provided by law therefore shall be pledged by the depository.
- Obligations of the United States of America or any of its agencies or instrumentalities backed by the full faith and credit of the United States of America, the Commonwealth of Pennsylvania or any of its agencies or instrumentalities backed by the full faith of the Commonwealth, or of any political subdivision of the Commonwealth of Pennsylvania or any of its agencies or instrumentalities backed by the full faith and credit of the political subdivision.
- Shares of an investment company registered under the Investment Company of America Act of 1940 (54 Stat.789, 15 U.S.C. \* 80a-1 et seq.) as defined in PA 24 PS 4-440.1 of the Pennsylvania School Code.

The Treasurer of the VFPSACS shall deposit the funds belonging to the charter school in a depository approved by the board and shall, at the end of each month, make a report to the charter board of the amount of funds received and disbursed by him or her during the month. All deposits of charter school funds by the charter treasurer shall be made in the name of the charter school. The Board of Trustees of a charter school shall invest charter school funds consistent with sound business practice. Authorized types of investments for charter schools are mentioned above in section c.

The school treasurer shall settle the accounts annually with the Board of School Directors for each school year. An annual school audit shall be conducted according to the requirements of Article 24 of the School Code of 1949. Charter School Boards of Trustees shall follow requirements set forth for school boards in this section

**Note: All Investments shall be subject to the standards set forth in PA 24 PS 4-440.1 of the Pennsylvania School Code.**

## 2. Facility

### A. Provide descriptions of and addresses for the physical facilities under consideration and the ownership thereof and any lease arrangements.

The proposed facility for the Valley Forge Public Safety Academy Charter School (VFPSACS) is located in Shannon Hall on the campus of the Valley Forge Military Academy Foundation in Wayne, Pennsylvania. The campus encompasses more than 70 acres in a suburban setting and includes academic buildings, athletic fields, landscaped courtyards, and gathering spaces that reflect an environment of safety, structure, and community engagement.

Shannon Hall is a historic academic building with a longstanding legacy of serving students for over 90 years. Throughout its history, the facility has undergone upgrades to support modern educational programming. Most recently, it served as the primary academic building for the Valley Forge Military Academy. The building remains in strong operating condition and is well-suited to be repurposed for VFPSACS beginning in Year 1.



Upon opening, VFPSACS will have access to 26 instructional classrooms located on the first floor of Shannon Hall, as well as 6 administrative offices, student restrooms, and instructional outdoor learning spaces, including a garden area designed for hands-on and experiential learning. These instructional spaces are more than sufficient to support the school's initial enrollment of 150 students outside space, and a garden for learning experiences. This is all located on the first floor of Shannon Hall and is more than enough space for a school starting with 150 students.



The surrounding campus grounds also provide access to athletic fields, a gymnasium, assembly halls, and event spaces. These amenities will support physical education programming, extracurricular activities, student assemblies, and community engagement opportunities. The availability of these shared-use spaces will enable VFPSACS to host student ceremonies, family engagement programs, public safety demonstrations, and civic service events in collaboration with the broader Valley Forge community.

To support projected enrollment growth through Year 5, Shannon Hall offers an additional 16 classrooms available for lease as the school expands. This phased facility plan ensures both sustainability and adequate capacity to deliver high-quality instruction as enrollment increases to an anticipated 450 students by Year 5.

This phased facility strategy ensures that VFPSACS will maintain sufficient classroom, administrative, and activity space to support high-quality instructional delivery, student well-being, and community partnerships from the school's opening and throughout its projected growth.



- B. Explain how this site(s) would be a suitable facility for the proposed school. Consider the necessity of renovation to the facility and compliance with applicable building codes and accessibility for individuals with disabilities. Describe the services of the facility including heating, ventilating, lighting, sanitary conditions and water supply.**

Shannon Hall is well-suited to serve as the facility for VFPSACS, given its prior use as an academic school building for over 90 years and its current condition as an operational school. The building has historically housed middle and high school students and therefore already contains the core infrastructure necessary for a safe and functional learning environment. Importantly, VFPSACS will be the sole occupant of Shannon Hall. The building will not be shared with any other schools, organizations, or external programs. Exclusive occupancy ensures the school's ability to maintain safety and ensure a controlled environment for students and staff.

**Condition and Renovation Needs**

Because Shannon Hall was most recently used as a functioning school within the last year, only minimal renovations are anticipated prior to occupancy. These preparations will primarily involve cosmetic updates, and configuration of space consistent with the school's instructional model. Any repairs or upgrades identified through occupancy permitting or pre-opening walkthroughs will be completed to ensure full readiness in compliance with state and local standards. The Valley Forge Military Academy Foundation, as the building owner, has ensured its collaboration with VFPSACS to ensure necessary and improvements are completed efficiently.

## **Compliance With Building Codes and Accessibility**

Shannon Hall is expected to comply with applicable building codes, including those pertaining to health, safety, fire protection, and structural integrity. Prior to occupancy, VFPSACS will obtain and maintain a Certificate of Occupancy confirming the facility meets all Pennsylvania Uniform Construction Code requirements. As part of this review, any necessary updates for compliance with the Americans with Disabilities Act (ADA) will be assessed and addressed. The building currently includes accessible entrances, interior circulation pathways, and restrooms; however, any additional modifications required for individuals with disabilities will be completed prior to the school's opening.

## **Heating, Ventilation, Lighting, and Sanitary Systems**

Shannon Hall is equipped with central heating and ventilation systems designed to maintain a comfortable learning environment in all seasons. Ventilation will adhere to standards that support indoor air quality and a healthy school climate. Lighting in instructional and common areas meets educational adequacy standards, providing appropriate illumination for academic work while maximizing natural light where possible.

The facility contains functioning sanitary systems, including appropriately distributed restrooms that are compliant with capacity expectations for school-aged populations. These restrooms will be maintained to ensure cleanliness and safe conditions for students and staff. The building also has a reliable water supply connected to municipal water service, providing potable water that meets state and federal safety regulations.

Shannon Hall provides the appropriate space, security, infrastructure, and campus environment to support the academic, social, and physical needs of VFPSACS students. Exclusive use of the building ensures a controlled and safe facility and allows the school to implement supervision procedures. Its history as an educational facility, combined with existing building systems and the capacity for phased expansion, make it a suitable and sustainable location for the school's launch and long-term growth. The school, in partnership with the Valley Forge Military Academy Foundation, will ensure that all facility operations, renovations, and accessibility features remain fully compliant with Pennsylvania requirements and centered on student and staff well-being.

### **C. Discuss the plan for maintaining the facility on a daily basis (custodial) and extended basis (facility maintenance).**

VFPSACS recognizes the importance of maintaining a safe, clean, and functional learning environment for students, staff, and the broader school community. To ensure the highest standards of facility upkeep, the school will contract with a qualified third-party facilities management vendor to oversee both daily custodial services and extended facility maintenance needs.

#### **Daily Custodial Services**

The contracted vendor will provide a team of custodial staff responsible for ensuring the building remains clean, sanitary, and conducive to learning. Daily responsibilities will include:

- Cleaning classrooms, offices, restrooms, hallways, and common areas.
- Performing trash and recycling collection.
- Maintaining floors, including vacuuming, mopping, and sanitization.
- Conducting routine disinfecting of high-touch surfaces to reduce the spread of germs.
- Responding promptly to custodial emergencies during the school day.

These daily tasks will be scheduled to minimize disruption to instruction while keeping the facility in compliance with health and safety standards.

#### **Extended Facility Maintenance**

In addition to daily custodial services, the third-party vendor will also provide extended maintenance support. This will include:



- Preventive maintenance of heating, ventilation, and air conditioning (HVAC) systems.
- Regular inspection and servicing of electrical, plumbing, and fire safety systems.
- Groundskeeping and exterior maintenance.
- Compliance with all local building codes, safety requirements, and environmental regulations.

**Oversight and Accountability**

The school’s Business Manager will serve as the primary liaison with the facilities vendor, monitoring service quality through routine inspections and vendor performance reviews. The contract will require documented checklists, work orders, and maintenance logs to ensure accountability and transparency.

By engaging a professional facilities management provider, the school will guarantee that its campus is maintained to the highest standards of cleanliness, safety, and functionality, ensuring that students can learn in an environment that reflects the school’s values of service, integrity, resilience, and leadership.

**D. Discuss any progress, partnership developments or other future steps toward acquisition of a facility/land.**

At this time, there has been no progress, partnership development, or identified future steps related to the purchase of a facility or land.

**E. Describe facility financing plans.**

***Please Review EXHIBIT 24 – Draft LOI with Valley Forge Military Academy Foundation***

**3. Liability and Insurance**

**A. Describe your school’s insurance coverage plans, including health, general liability (including school operation, extracurricular activities and parent volunteer activities), property, and director and officer’s liability coverage (see Section 1727-A of the charter school legislation).**

Prior to opening, VFPSACS shall secure adequate insurance coverage from EPIC Insurance Brokers and shall maintain such coverage throughout the Charter term in accordance with the laws of the Commonwealth of Pennsylvania.

Our coverage goals are as follows:

1. **Commercial/General Liability:** Commercial General Liability coverage, on an occurrence basis, including Contractual Liability, with limits not less than the following: (a) \$3,000,000 General Aggregate (including bodily injury, or property damage or both); (b) \$3,000,000 Products – Completed Operations Aggregate; (c) \$1,000,000 Per Occurrence; (d) \$1,000,000 Personal and Advertising Injury; (e) \$1,000,000 Fire Damage or Fire Legal Liability; and \$10,000 Medical Expense (any one person).
2. **Automobile Liability:** Automobile coverage with limits not less than the following: \$1,000,000 Combined Single Limit for bodily injury and property damage for all owned autos and/or hired / non-owned autos.
3. **Workers’ Compensation and Employers Liability:** Workers’ Compensation coverage for its employees with limits not less than the statutory limits for the State of Pennsylvania.
4. **Employer’s Liability:** \$1,000,000 Each Accident–Bodily Injury by Accident; \$500,000 Each Employee–Bodily Injury by Disease; and \$1,000,000 Policy Limit–Bodily Injury by Disease.



5. **Excess /Umbrella Liability:** The Charter School shall maintain Excess / Umbrella Liability coverage in an amount not less than 3,000,000 per occurrence. The Excess/Umbrella Policy shall schedule all underlying liability coverage's required under the Charter unless a separate 3,000,000 limit is maintained for Professional Liability.
6. **Management Liability/Educators Liability/ Aggregate and Employment Practices:** Management Liability/Educators Liability / Malpractice/Errors and Omissions Insurance with limits not less than the following: (a) \$2,000,000 General Aggregate; (b) \$1,000,000 Per Occurrence. The Charter School shall obtain a Sexual Molestation and Child Abuse Endorsement.

VFPSACS has inquired to Epic Insurance Brokers and Consultants. Their representative confirmed that VFPSACS is insurable.

***Please Review EXHIBIT 25 – Epic Insurance Coverage Explanation***

**Insurance Coverage: Health & Retirement Plans**

VFPSACS shall provide health care insurance through a private vendor.

EBA Consulting supports over 30 charter schools by providing health care and retirement plan services. They have provided initial information on providing insurance to VFPSACS. They have ensured that if the charter is approved they can provide insurance coverage and retirement plans for the VFPSACS.

Generally, Employees will be eligible to participate in the HMO type Medical Plan as single, two persons (spouse and/or domestic partner), family, parent with student, and parent with students. The HMO type benefits package will match the plan offered by the Radnor School District. Benefits will 100% paid by the school to extent there are no payroll deductions. Employees will be responsible for copays on office visits and prescriptions etc. Employees enrolled in the Personal Choice/PPO type plan may be required to pay up to 3% of the premium as a direct payroll deduction. Employees who opt out of medical insurance will be entitled to additional dollars per year, included in their biweekly pay.

***Please Review EXHIBIT 26 – EBA Consulting Benefits Explanation***

*Explanation: Provide evidence of insurability in all areas identified above.*

**4. Child Accounting**

- A. Describe your school enrollment and attendance procedures.

**Enrollment**

The Board of Trustees of VFPSACS vests authority in the Chief Executive Officer (CEO) to administer the admissions process. This process is designed to ensure compliance with the Pennsylvania Charter School Law, 24 P.S. §17-1719-A, and all applicable federal and state nondiscrimination statutes, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and the Pennsylvania Human Relations Act.

VFPSACS does not discriminate in admissions, recruitment, or enrollment based on intellectual ability, academic achievement, aptitude, disability, English language proficiency, race, ethnicity, religion, gender, sexual orientation, gender identity, age, or any other category protected by law. All resident children of the Commonwealth of Pennsylvania are eligible to apply.



### General Admissions Process

The VFPSACS admissions process consists of two stages: (1) submission of a pre-enrollment application during the open application period, and (2) completion of enrollment if a student is selected. Submission of an application does not guarantee admission. When the number of applications does not exceed available seats, students are admitted directly. When applications exceed the number of available seats, admission is determined by lottery. Enrollment is not complete until all required documentation is submitted within designated timeframes.

Students currently enrolled at VFPSACS are automatically re-enrolled for the subsequent school year and are not required to reapply.

### Pre-Enrollment Application Procedures

The pre-enrollment application window opens annually on March 1 and closes on April 30. Applications may be submitted electronically through the school's website or in person at the VFPSACS admissions office. Applications require demographic and contact information necessary to initiate the enrollment process.

Consistent with 24 P.S. §17-1723-A(b)(2), VFPSACS applies the following legally permissible enrollment preferences:

1. Students residing within the local school district.
2. Siblings of currently enrolled students; and
3. Children of parents/guardians who were actively involved in the development of the Charter School.

Applications do not roll over from year to year and must be resubmitted each enrollment cycle.

#### Lottery Process

If the number of eligible applications exceeds available seats by April 30, VFPSACS will conduct a public lottery during May. Notice of the lottery will be provided at least five (5) days in advance through public posting on the school's website and other accessible communication channels. The lottery will be administered by three staff members using a randomized electronic system to ensure fairness and transparency.

Lottery results establish both admission offers and waitlist placement. Consistent with law, separate waitlists are maintained for resident and non-resident applicants. Non-resident students will only be considered for enrollment after all resident applicants have been admitted.

### Enrollment Requirements

Parents or guardians of students admitted must complete enrollment within seventy-two (72) hours of notification by submitting all legally required documentation, including:

1. Proof of age.
2. Proof of residency.
3. Immunization records; and
4. Any other documentation required by state or federal law.

Failure to submit required documents within the designated period results in forfeiture of the admission slot, and the student's name is placed at the end of the waitlist.

### Waitlist Protocol

Applicants not selected in the lottery are placed on a waitlist in the order determined by the lottery process. Applications received after April 30 are placed sequentially at the end of the waitlist. As seats become available, families are contacted in waitlist order and provided seventy-two (72) hours to accept the placement and complete all enrollment requirements.

### Sibling Preference

Sibling preference is extended to applicants who reside in the local district and have a sibling currently enrolled at VFPSACS. Families must submit documentation to verify sibling status (e.g., birth certificates and matching residency). If the number of sibling applicants exceeds available seats, VFPSACS will conduct a **separate sibling lottery**.



### Capacity Limits

The Board of Trustees and CEO retain authority to establish grade-level and classroom capacity limits, consistent with the maximum enrollment established by the school's charter and local district agreement.

### Transparency and Equal Opportunity

VFPSACS ensures that all admissions policies and procedures are publicly accessible on the school's website and available in multiple languages upon request, in compliance with federal and state requirements for meaningful communication with families of limited English proficiency. Notices of the application period, lottery date, and admission deadlines will be published in advance to ensure equal access.

The school affirms its commitment to equal opportunity in education and guarantees that all applicants are treated fairly, consistently, and without discrimination throughout every stage of the admissions process.

## *Please Review EXHIBIT 27 – Enrollment Policy*

### Attendance

VFPSACS recognizes that consistent school attendance is a critical factor in student achievement and lifelong success. The Board of Trustees requires all students enrolled at VFPSACS to attend school daily and comply with compulsory attendance laws, as established under 24 P.S. §13-1326 through §13-1354 and reinforced by Section 1748-A of the Charter School Law.

### Compulsory School Attendance

Attendance is required for all students at compulsory school age (between six and eighteen years old), unless excused by school officials for urgent, health-related, religious, or other lawful reasons. Students are considered present if attending school on-site or engaged in approved instructional

alternatives, such as independent study, career education, health services, or homebound instruction.

### Excused Absences

Absences are excused when supported by parental or guardian notification for lawful reasons, including:

1. Student illness or health-related dismissal by school staff.
2. Professional health care or therapy appointments.
3. Court attendance.
4. Family emergencies.
5. Death in the immediate family.
6. Religious holidays or approved religious instruction (up to 36 hours annually);
7. School-sponsored educational activities.
8. College or postsecondary institution visits (with prior approval).

Parents/guardians are required to submit written excuses within **three (3) days** of an absence. Up to ten (10) cumulative days of excused absences supported by parental notification are permitted annually. Additional absences must be supported by medical documentation.

### Unexcused/Unlawful Absences

Absences not meeting the criteria above are recorded as unexcused/unlawful. In compliance with state law:

- After **three (3)** unexcused absences, VFPSACS issues a formal written notice to the parent/guardian. This notice, provided in the preferred language/mode of communication, includes the consequences of truancy.
- After **six (6)** unexcused absences, a School Attendance Improvement Conference (SAIC) is convened with the student, parent/guardian, school staff, and relevant service providers. A School Attendance Improvement Plan (SAIP) is developed, documented, and distributed to all parties.



- Habitual truancy (six or more unexcused absences) triggers referrals to school-based or community-based attendance programs, the county children and youth agency, or the local magisterial district judge, as required under *Act 138 of 2016*.

No student is suspended, expelled, or reassigned for truant behavior. Instead, VFPSACS relies on collaborative intervention, support services, and SAIPs to address root causes of absenteeism.

**Lateness and Early Dismissals**

Tardiness and early dismissals are monitored closely as they also impact instructional time. For every five (5) unexcused latenesses or early dismissals, one (1) unexcused absence is recorded. Students arriving after 10:00 a.m. are ineligible for extracurricular activities that day. Repeated lateness or early dismissals may result in restrictions on extracurricular participation. Lawful lateness or early dismissals are excused under the same criteria as excused absences.

**Recordkeeping and Notification**

The Chief Executive Officer (CEO) or designee ensures compliance with state attendance laws and oversees recordkeeping in the school’s Student Information System (SIS). Attendance data is maintained in real time, aligned with PDE’s PIMS reporting requirements, and shared with each student’s district of residence in accordance with law.

Families, staff, and students are notified annually of attendance policies and procedures through the student handbook, the school website, and other communication channels. Notices are accessible in multiple languages, as required by federal and state law.

All child accounting procedures will be followed in accordance with *24 P.S. §13-1332*, including accurate daily recordkeeping of student attendance, lawful and unlawful absence classification, preservation of records for audit, and timely reporting through PDE’s Pennsylvania Information Management System (PIMS).

**Special Needs Considerations**

If attendance concerns suggest a student may have a disability or require special education services, the Director of Pupil Services convenes the appropriate team to determine eligibility for supports under IDEA or Section 504. Attendance interventions are coordinated with the student’s Individualized Education Program (IEP) or Section 504 Plan to ensure compliance with federal protections.

***Please Review EXHIBIT 28 – Attendance Policy***

**Note:** State child accounting procedures must be followed. (24 PS 13-1332)

**IMPLEMENTATION AND ADMINISTRATION**

**5. Recruiting and Marketing Plan**

**A. Demonstrate how you will publicize the school to attract a sufficient pool of eligible applicants.**

To attract a sufficient pool of eligible applicants, VFPSACS will implement a comprehensive, multi-channel publicity strategy designed to reach families across Radnor Township and the surrounding communities. The plan will ensure that information about the school is accessible, transparent, and available to all families, including those from traditionally underserved populations. Publicity efforts will include hosting open houses and information sessions at community centers, libraries, and faith-based organizations, as well as maintaining an updated website with clear enrollment details.

The school will actively use social media platforms to highlight deadlines, events, and program features, and will distribute printed materials such as brochures and flyers in high-traffic community locations. In addition, outreach

through local newspapers, radio stations, and community newsletters will expand visibility. Partnerships with youth-serving organizations, nonprofits, and civic associations will help ensure that diverse groups of families are reached. All communication will emphasize the school's mission, program offerings, and a transparent admissions process with clearly stated timelines and lottery procedures.

Through these coordinated efforts, the school will build strong awareness and attract a broad and diverse applicant pool reflective of the surrounding community.

## **Publicity Action Plan**

### **1. Community Engagement**

- I. Host open houses and information sessions at libraries, community centers, and faith-based organizations.
- II. Provide opportunities for families to meet school leaders, ask questions, and learn about the admissions process.

### **2. Website & Digital Presence**

- I. Maintain a user-friendly, updated website with enrollment information in multiple languages.
- II. Use social media platforms (Facebook, Instagram, X/Twitter, LinkedIn) to highlight deadlines, school events, and program offerings.

### **3. Printed Materials**

- I. Distribute brochures and flyers in high-traffic community locations such as grocery stores, recreation centers, and local businesses.
- II. Provide enrollment packets to community organizations that serve families and youth.

### **4. Media Outreach**

- I. Place advertisements in local newspapers, radio stations, and community newsletters.
- II. Issue press releases announcing enrollment periods, events, and milestones.

### **5. Partnerships**

- I. Collaborate with local nonprofits, youth-serving agencies, and civic organizations to extend outreach.
- II. Engage with parent groups and neighborhood associations to share information broadly.

### **6. Transparency in Admissions**

- I. Publicize all deadlines, application requirements, and lottery procedures clearly.
- II. Offer translation services and multilingual materials to ensure equitable access for families.

## **B. What type of outreach will be made to potential students and their families?**

To attract a sufficient pool of eligible applicants, the school will implement a comprehensive, multi-channel publicity strategy designed to reach families across Radnor Township and the surrounding communities. The plan will ensure that information about the school is accessible, transparent, and available to all families, including those from traditionally underserved populations. Publicity efforts will include hosting open houses and information sessions at community centers, libraries, and faith-based organizations, as well as maintaining an updated website with clear enrollment details available in multiple languages.

VFPSACS will actively use social media platforms to highlight deadlines, events, and program features, and will distribute printed materials such as brochures and flyers in high-traffic community locations. In addition, outreach through local newspapers, radio stations, and community newsletters will expand visibility. Partnerships with youth-serving organizations, nonprofits, and civic associations will help ensure that diverse groups of families are reached. All communication will emphasize the school's mission, program offerings, and a transparent admissions process with clearly stated timelines and lottery procedures.

Through these coordinated efforts, the school will build strong awareness and attract a broad and diverse applicant pool reflective of the surrounding community.

## 6. Enrollment Policy

- A. Describe the enrollment methods and eligibility criteria you will use to select students. Explain administrative procedures to ensure compliance with laws pertaining to Special Education.

VFPSACS will utilize transparent, equitable, and legally compliant enrollment methods that ensure access for all students, consistent with the Pennsylvania Charter School Law and all applicable federal statutes.

### Eligibility

All resident children of the Commonwealth of Pennsylvania are eligible to apply for enrollment at VFPSACS. The school does not impose admissions tests, interviews, or academic criteria as conditions of enrollment. In accordance with 24 P.S. §17-1723-A(b)(1), VFPSACS does not discriminate based on intellectual ability, achievement, aptitude, disability, English language proficiency, race, ethnicity, religion, gender, gender identity, sexual orientation, or any other legally protected category.

### Application and Enrollment Procedures

Each year, VFPSACS opens a pre-enrollment application period from March 1 to April 30. Applications may be submitted online or in person. Applications request only the demographic and contact information necessary to manage the enrollment process. Applications do not roll over from year to year and must be resubmitted annually. If the number of applications does not exceed the number of available seats, all applicants will be admitted directly.

If applications exceed available seats, VFPSACS will conduct a public lottery in May, announced at least five (5) days in advance on the school website and through other communication channels. The lottery will be managed by at least three staff members using a randomized electronic system to ensure fairness and transparency. Lottery results determine both admission offers and waitlist order. Separate waitlists will be maintained for resident and non-resident students, with resident students admitted first, as required by law.

Permitted preferences under Pennsylvania Charter School Law are as follows:

1. Students residing within the local district.
2. Siblings of currently enrolled students; and
3. Children of parents/guardians who actively participated in the development of VFPSACS.

Parents/guardians of selected students must complete enrollment within seventy-two (72) hours of notification by submitting all legally required documentation, including proof of age, proof of residency, immunization records, and any additional forms required by PDE. Failure to submit the required documents within this timeframe results in forfeiture of the admission offer, and the student is moved to the end of the waitlist.

### Administrative Procedures for Special Education Compliance

VFPSACS is fully committed to serving students with disabilities in compliance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act (ADA). During the enrollment process, parents/guardians are asked (but not required) to provide information regarding special education status or services. Enrollment is **not** conditioned on disclosure of a disability, nor may services be denied due to the cost or complexity of a student's needs.

Once enrolled, the following procedures ensure compliance:

- **Record Transfer:** For students with existing IEPs or Section 504 Plans, VFPSACS requests records from the prior school within ten (10) days of enrollment, consistent with state law.
- **Timely Identification:** If a student is suspected of having a disability, Child Find obligations are implemented promptly, ensuring referral, evaluation, and service delivery without delay.
- **IEP and 504 Implementation:** VFPSACS provides all special education and related services as outlined in each student's IEP or 504 Plan. Services are delivered in the least restrictive environment (LRE) consistent with federal and state law.

- **Collaboration:** The Director of Student Services coordinates with parents/guardians, LEAs of residence, and PDE to ensure all procedural safeguards are upheld.
- **Oversight:** The CEO and Board of Trustees maintain oversight to ensure that no admissions or enrollment decision discriminates against students with disabilities.

### Child Accounting and State Reporting

All enrollment is recorded in the school’s Student Information System (SIS) and reported through PDE’s Pennsylvania Information Management System (PIMS). VFPSACS follows all child accounting procedures as required under 24 P.S. §13-1332, including maintaining accurate enrollment and withdrawal records, preserving documentation for audit, and notifying districts of residence within ten (10) days of a student’s enrollment.

### B. Describe the timetable to be used for admitting students, including a plan for the admission lottery for students from both within and outside the district.

VFPSACS has established a clear, transparent timetable for student admissions to ensure compliance with the Pennsylvania Charter School Law and all applicable PDE regulations.

#### Admissions Timetable

- **March 1 – April 30:** The annual application window is open. Families may submit applications either online through the school’s website or in person at the admissions office. Applications request only the demographic and contact information necessary to manage enrollment.
- **May:** If the number of applications exceeds available seats, VFPSACS conducts a **public lottery**. The lottery date, time, and location are announced at least five (5) days in advance on the school’s website and through additional communication channels to ensure broad public awareness.
- **72 Hours Post-Lottery:** Families of students selected for admission are notified and must submit all required documentation within seventy-two (72) hours. Documentation includes proof of age, proof of residency, immunization records, and other forms required by PDE.
- **Ongoing After Lottery:** Waitlists are established immediately after the lottery. Families on the waitlist are contacted in order if seats become available. Applications submitted after April 30 are added sequentially to the end of the current year’s waitlist.

#### Lottery Procedures

When applications exceed available capacity, the admissions lottery ensures fairness and compliance with 24 P.S. §17-1723-A. The process is as follows:

1. **Conduct of Lottery:** The lottery is held in May, conducted by at least three VFPSACS staff members, and implemented using a randomized electronic system to ensure impartiality. The process is open to the public to guarantee transparency.
2. **Eligibility:** All resident children of Pennsylvania are eligible to participate in the lottery.
3. **Preferences:** In accordance with the Charter School Law, VFPSACS gives legally permitted enrollment preferences to:
  - a. Students residing within the local district.
  - b. Siblings of currently enrolled students.
  - c. Children of parents/guardians who actively participated in the founding of VFPSACS.
4. **District vs. Non-District Applicants:** Two waitlists are established after the lottery, one for students residing within the local district and one for students residing outside the district. Students within the local district are admitted first. Non-resident students may only be admitted once all resident applicants have been served.
5. **Waitlist Management:** Families of waitlisted students are notified of their placement. When a seat becomes available, the next student on the appropriate waitlist is admitted and has seventy-two (72) hours to submit required enrollment documentation.

C. Explain how these policies further the mission of the school in a non-discriminatory fashion.

The admissions policies of VFPSACS are intentionally designed to advance the school's mission while ensuring full compliance with federal and state nondiscrimination laws, including the Pennsylvania Charter School Law, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and Title VI and Title IX of federal civil rights legislation.

The mission of VFPSACS is to provide all students regardless of background, ability, or residence with access to a high-quality education grounded in public service, leadership, and civic responsibility. The admissions process supports this mission by:

1. **Guaranteeing Equal Access:** All resident children of Pennsylvania are eligible to apply for admission. No admissions criteria are based on intellectual ability, prior achievement, aptitude, disability, or socioeconomic status. This ensures that every child can benefit from the school's academic program and service-oriented mission.
2. **Promoting Fairness and Transparency:** The use of a public, randomized **lottery** when applications exceed available seats ensures that no applicant is given preferential treatment outside of the narrow, lawful preferences permitted by the Charter School Law. Public notice and transparent procedures reinforce the school's commitment to fairness.
3. **Supporting Families and Community:** Enrollment preferences for siblings and children of founding parents/guardians foster a sense of family connection and honor the community members who helped establish the school. These preferences are narrowly tailored to what is legally allowed and consistent with PDE guidance.
4. **Ensuring Inclusivity:** VFPSACS provides full access to students with disabilities, English Learners, and other historically underserved populations. The school conducts Child Find activities, implements IEPs and Section 504 Plans, and provides language access services to ensure that all students can thrive academically and socially in a supportive, inclusive environment.
5. **Removing Barriers:** Application materials are available online and in person, and they will be translated into multiple languages upon request to ensure equitable access for families with limited English proficiency. Parents/guardians are given clear timelines and reasonable opportunities to complete required documentation.

Through these measures, VFPSACS's admissions policies not only comply with legal requirements but also further the school's mission of cultivating public service, civic engagement, and leadership skills in a diverse student body. By ensuring that no child is excluded based on protected characteristics, the school demonstrates its commitment to equity, community service, and preparing all students to contribute meaningfully to society.

## 7. Human Resource Information

A. Describe the standards to be used in the hiring process of teachers, administrators and other school staff.

VFPSACS is committed to recruiting, hiring, and retaining highly qualified professionals who reflect the mission and values of the school. All hiring practices will be grounded in state and federal requirements, as well as best practices for ensuring equity, excellence, and organizational fit.

**Teachers** will be required to hold appropriate Pennsylvania Department of Education (PDE) certification in their subject area(s) of instruction. In addition, candidates will be evaluated on their content knowledge, instructional expertise, classroom management skills, and demonstrated ability to engage students from diverse backgrounds. Priority will be given to teachers who embrace the school's public service mission and who demonstrate experience in student-centered, inquiry-based learning.



**Administrators** must meet all PDE certification requirements for their positions (e.g., Principal Certification, Superintendent’s Letter of Eligibility, or Special Education Administrative Certification, as applicable). Beyond certification, administrators will be evaluated on their leadership capacity, history of promoting positive school culture, fiscal responsibility, data-driven decision-making, and ability to inspire and support teachers, staff, students, and families.

**Other school staff** (such as counselors, support staff, and paraprofessionals) will be required to meet applicable PDE certification, licensure, or credentialing standards. All staff will be expected to pass required background checks (Act 34 Criminal History, Act 151 Child Abuse Clearance, and FBI fingerprinting) and to demonstrate strong interpersonal skills, a commitment to equity and inclusion, and alignment with the mission of preparing students for college, careers, and civic service.

**Hiring Process and Standards** will include:

- Verification of all required PDE certifications, credentials, and clearances.
- Structured interviews that assess knowledge, skills, and alignment with the school’s mission and values.
- Reference checks to confirm prior performance and professional conduct.
- Consideration of cultural competence, growth mindset, and commitment to professional development.
- Demonstrated ability to support the academic, social, and emotional success of all students.

Through these standards, the school will ensure the recruitment of a diverse and talented team that upholds the highest levels of professionalism, instructional quality, and dedication to student achievement.

***Please Review EXHIBIT 29 – Hiring Policy***

**B. What is the targeted staff size and teacher/student ratio?**

	2026	2027	2028	2029	2030
<b>TOTAL FTE</b>	21	30	35	55	64
<b>Staff to Student Ratio 1:</b>	14	13	11	15	14
<b>Teacher to Student Ratio 1:</b>	9	9	8	10	9
<b>Sped Teacher to Sped Student Ratio 1:</b>	11	11	11	8	8

\*Assume 15% Special Education

**C. What professional development opportunities will be available to teachers and other staff?**

**Teacher Support and Retention Plan- 3 Phases: Onboarding, Coaching, Professional Learning Communities (PLCs)**

**PHASE 1: Teacher Onboarding**

The VFPSACS Teacher Onboarding Plan is a comprehensive, three-phase program designed to immerse new faculty in the school’s mission of cultivating academic excellence and servant leadership. The program begins with a Pre-Arrival phase covering logistics, mandatory remote training on the core SIRT values (Service, Integrity, Resilience, Leadership), and assignment to a teacher mentor. This is followed by an intensive five-day Orientation Week focusing on hands-on training for the structured learning environment, introductions to public service partners (Fire, Police, EMT), and collaborative Pathway Alignment Workshops to integrate career relevance into the college-preparatory curriculum. Finally, the First 90 Days ensure sustained fidelity through weekly teacher mentor check-ins, a structured Instructional coaching cycle that prioritizes routines and rigor, and weekly Professional Learning Communities (PLCs) for data review and collaborative lesson refinement.

**Phase 2: Instructional Coaching Cycles**



The VFPSACS "Rigor & Integrity Cycle" is an intensive eight-week instructional coaching program designed to rapidly move teachers from understanding the school's high expectations to executing rigorous, mission-aligned instruction. This cycle is divided into two four-week phases, anchored by the Danielson Framework for Teaching.

**Phase A:** The Disciplined Foundation (Weeks 1-4) focuses on establishing the unique, highly structured learning environment of VFPSACS, aligning with the core values of Discipline and Resilience. The first two weeks prioritize Domain 2c (Managing Classroom Procedures), requiring teachers to script and perfect transitions and routines to maximize instructional time. Weeks 3 and 4 shift to Domain 3c (Engaging Students in Learning), ensuring the disciplined structure translates into high student participation in pathway-aligned activities (like Socratic Seminars or role-plays).

**Phase B:** Rigor & Writing Across the Curriculum (WAC) Implementation (Weeks 5-8) elevates the focus to academic depth, aligning with Scholarship and Integrity. Weeks 5 and 6 target Domain 1e (Designing Coherent Instruction), challenging teachers to create lessons that intentionally integrate WAC as the primary evidence of learning, such as designing argumentative essays in Social Studies or formal lab reports in Science. The final two weeks concentrate on Domain 3d (Using Assessment in Instruction), where coaches train teachers to deliver actionable, high-leverage feedback that drives student revision cycles and deepens content mastery, reinforcing that integrity is inherent in the quality of one's work. By the end of the cycle, teachers are expected to consistently embed content-specific writing tasks that explicitly connect core curricula to public service career pathways.

**VFPSACS 8-Week Instructional Coaching Cycle: The Rigor & Integrity Cycle**

This 8-week cycle moves teachers from foundational mastery of the VFPSACS structured environment to high-leverage instructional practices, particularly focusing on Writing Across the Curriculum (WAC).

**Coaching Cycle Goal/Focus Alignment**

**Overall Goal:** By the end of Week 8, the teacher will consistently design and implement instruction that leverages the structured classroom environment to deepen student engagement, promote rigorous academic writing in their content area, and explicitly connect learning to public service careers.

<b>Phase Focus</b>	<b>Danielson Domain Emphasis</b>	<b>VFPSACS Alignment</b>
<b>Phase A: The Disciplined Foundation (Weeks 1-4)</b>	Domain 2 (Classroom Environment) & Domain 3 (Instruction)	Mastering the Structured Learning Environment and maximizing time on task, aligning with the core value of Discipline/Resilience.



<p><b>Phase B: Rigor &amp; WAC Implementation (Weeks 5-8)</b></p>	<p>Domain 1 (Planning) &amp; Domain 3 (Instruction)</p>	<p>Designing Coherent Instruction that embeds WAC and uses effective feedback to drive content mastery, aligning with the core value of Scholarship/Integrity.</p>
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**8-Week Coaching Cycle Breakdown**

Each two-week block follows a consistent cadence: **Goal Setting & Training → Observation & Feedback → Refinement & Next Steps.**

Weeks	Focus Danielson Component	Instructional Focus/Goal	WAC & Curriculum Integration	Coaching Deliverable
1-2	<b>2c: Managing Classroom Procedures</b>	Establish and maintain flawless, swift, and silent transitions and routines (hallway, material distribution, lesson start/end).	Ensure writing time (e.g., Quick-Writes, Do Nows) is protected and executed with the same rigorous routine as other tasks.	Teacher submits a detailed, 1-page Classroom Routines Script for coach sign-off.



3-4	<b>3c: Engaging Students in Learning</b>	Increase the percentage of students actively participating in lessons through varied structures (e.g., Socratic Seminar, structured debate, role-play).	Use writing prompts that require analysis and synthesis of core content, leading to deeper intellectual engagement.	Teacher records and submits a 5-minute clip of a Pathway-Aligned Activity where 80% of students are visibly engaged.
5-6	<b>1e: Designing Coherent Instruction</b>	Plan lessons that intentionally build writing skills as evidence of learning, explicitly differentiating between informal writing (to learn) and formal writing (to demonstrate learning).	Focus on subject-specific writing genres: <b>Reading/SS:</b> Argumentative Essay; <b>Math/Science:</b> Lab Report/Procedural Explanation.	Teacher submits one WAC-focused Lesson Plan that includes a rubric and tiered scaffolding for the writing task.



7-8	<b>3d: Using Assessment in Instruction</b>	Provide high-leverage, actionable feedback on student written work that drives revision and content understanding, not just grammatical edits.	Implement a <b>Revision Cycle</b> where students use coach-prescribed feedback protocols (e.g., "Glow and Grow") to improve a piece of writing.	Coach models a Student Feedback Conference; Teacher submits 3 samples of student work showing evidence of targeted feedback and student revision.
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Writing Across the Curriculum (WAC) Implementation Strategy Across Core Curricula

The coaching cycle is intentionally structured to embed writing in specific ways across all core content areas, Writing Across the Curriculum is essential because it requires students to synthesize information and articulate their understanding in every subject, directly building the sophisticated analytical skills necessary for state assessments. This continuous practice is the key to strengthening students' abilities to craft comprehensive Constructed Responses and high-level Text Dependent Analysis (TDA) answers, which is vital for achieving mastery on the PSSA and Keystones.

1. **Reading/Social Studies (SS):**
  - **Goal:** Use writing to develop and support arguments using primary and secondary sources (e.g., analyzing historical documents, summarizing civic case law).
  - **WAC Task: Evidence-Based Paragraphs** where students must directly quote or paraphrase a source and explain its relevance to their main claim.
2. **Mathematics:**
  - **Goal:** Use writing to explain reasoning and justify solutions, moving beyond procedural steps to conceptual understanding.
  - **WAC Task: Problem-Solving Explanations or Error Analysis Reports** requiring students to write a step-by-step narrative of the mathematical process and defend why their solution is sound.
3. **Science:**
  - **Goal:** Use writing to document observations, synthesize data, and communicate scientific conclusions clearly.
  - **WAC Task: Formal Lab Reports or Hypothesis Justifications** that connect experimental procedures and data analysis to a real-world public service application (e.g., emergency forensics, environmental testing).

This detailed cycle provides the necessary structure for both the coach and the new teacher, ensuring alignment between VFPSACS culture, high academic rigor, and the essential skill of effective communication.

**PHASE 3: Professional Learning Communities (PLCs)**

The VFPSACS 10-Month Weekly PLC Plan is a structured, continuous professional learning framework spanning the entire 40-week academic year. The plan is made possible by the school's early student dismissal every Wednesday afternoon, providing dedicated, protected time for teachers to meet in their content area or grade level teams.

The cycle operates on a systematic, rotating schedule to ensure no critical area is neglected. Over five 8-week cycles, PLCs consistently rotate their focus through three high-leverage areas: Content Rigor & Instructional Practices, Data-Driven MTSS (analyzing iReady and IXL screeners and progress monitoring to identify and support academic skill gaps), and Behavioral/Social MTSS (addressing non-academic needs such as attendance and social-emotional wellbeing in alignment with VFPSACS's values of Service, Integrity, Resilience, and Leadership). This structure guarantees that teacher instructional practices and support systems are continuously refined based on student achievement data, ensuring high expectations are maintained from the first week of routines all the way through end-of-year standardized test preparation and capstone service projects.

***Please Review EXHIBIT 30 – Professional Development Plan & Calendar***

Blueprint Education Partners can support VFPSACS by providing a structured, research-based professional development program that strengthens instructional practice, leadership capacity, and school culture. Their support model begins with establishing a clear instructional vision aligned to the school's unique mission in public safety and civic service. Blueprint works directly with school leaders to develop and implement consistent systems for lesson planning, classroom observation, feedback, and data-driven instruction. Through monthly leadership workshops and ongoing executive coaching, administrators build the skills to lead effective PLCs, support teacher growth, and maintain a learning environment that emphasizes safety, teamwork, and high academic expectations.

In addition to leadership support, Blueprint provides targeted coaching and training for teachers focused on high-impact instructional strategies, student engagement, and literacy across pathways, including those tied to public safety and service careers. Their on-site coaching model ensures professional development is not limited to one-time sessions, but integrated into daily practice through co-teaching, modeled lessons, and real-time feedback. Over time, Blueprint helps develop internal teacher-leaders who can sustain professional learning independently, ensuring long-term capacity and continuity. This approach allows VFPSACS to grow a staff culture rooted in collaboration, reflective practice, and continuous improvement, directly supporting strong student outcomes and the mission of preparing students for service-oriented futures.

***Please Review EXHIBIT 31 – Blue Print Education MOU***

**D. Describe your human resource policies governing salaries, contracts, hiring and dismissal, **sick and other leave**, and benefits.**

VFPSACS has established clear human resource policies that promote fairness, consistency, and compliance with state and federal employment laws. These policies govern employee salaries, contracts, hiring and dismissal, leave entitlements, and benefits.

**Salaries and Contracts**

The Board of Trustees has authority over employment contracts and salary schedules, in alignment with the Charter School Law. Salaries are established by the Board based on employee classification, market competitiveness, and budgetary priorities. All employees receive written contracts or offer letters that specify job duties, salary or hourly rates, contract terms, evaluation procedures, and employment expectations. Contracts are issued on an annual basis for instructional staff and administrative personnel, while support staff may be employed on an annual or at-will basis depending on position.

### **Hiring and Employment Practices**

VFPSACS is an equal opportunity employer and does not discriminate based on race, color, religion, national origin, gender, gender identity, sexual orientation, disability, age, or any other protected class. Hiring procedures include:

- Posting of positions internally and externally.
- Screening of applications to ensure required qualifications are met.
- Interviews conducted by school leadership and/or hiring committees.
- Verification of credentials, certifications, and background clearances as required by the Pennsylvania Public School Code (Act 34, Act 151, Act 114, and other relevant legislation).

All offers of employment are contingent on satisfactory completion of required background checks, clearances, and references.

### **Dismissal and Termination**

The CEO and Board retain authority to dismiss employees for just cause, including violation of policy, misconduct, insubordination, neglect of duty, or other reasons consistent with law. Procedures for dismissal include written documentation, progressive discipline when appropriate, and compliance with due process requirements. In cases of involuntary termination due to staff reduction, employees may be eligible for limited PTO payouts as specified in policy.

### **Sick Leave and Paid Time Off (PTO)**

VFPSACS provides Paid Time Off (PTO) in accordance with employee classification:

- Ten-Month Employees earn up to ten (10) PTO days per year, consisting of five (5) sick days and five (5) personal days. Sick days are intended for health-related absences (e.g., illness, hospitalization, injury), while personal days may be used for family emergencies, personal obligations, or other qualifying reasons. Unused sick time may carry over and accrue up to sixty (60) days. Unused personal days are eligible for annual payout at \$120/day.
- Twelve-Month Employees earn up to eighteen (18) PTO days per year, accruing at one and one-half (1.5) days per month. Accumulated PTO may carry over up to a maximum of thirty-two (32) days annually. Employees may “cash out” up to five (5) excess days beyond the carryover limit at \$120/day.

For all employees, PTO requests must be submitted two (2) weeks in advance using a Time-Off Request Form and require supervisor and/or CEO approval. Sick leave requires same-day notification by phone (not text/email) to a supervisor by 7:00 a.m. Extended absences (three or more consecutive sick days) require a physician’s certification. Misuse of sick leave or failure to comply with reporting procedures may result in disciplinary action.

Employees may not use PTO during critical instructional times, including the week before school begins, the first two weeks of school, the last week of school, or standardized testing periods. Exceptions may be granted by the CEO in cases of family emergencies.

### **Benefits**

In addition to paid leave, eligible employees of VFPSACS receive a comprehensive benefits package, including:

- Health, dental, and vision insurance (with employee contributions as determined annually);
- Retirement plan participation in PSERS (Public School Employees’ Retirement System) for qualified employees.
- Life and disability insurance options.
- Paid holidays, contingent on working the day before and after the holiday unless approved otherwise by the CEO.

### **Recordkeeping and Reporting**

The Charter School maintains accurate personnel records documenting each employee’s attendance, leave usage, and accumulated sick time. Records are updated in real time through the HR management system, with employees



provided access to their balances. Compliance with state reporting requirements, including PDE child accounting for instructional staff, is strictly followed.

***Please Review EXHIBIT 32 – Human Resource Policies***

**E. Identify the proposed faculty.**

<b>Admin</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>	<b>2029</b>	<b>2030</b>
CEO	1	1	1	1	1
Principal	1	1	1	1	1
Assistant Principal	-	-	-	1	1
Pupil Services Director	1	1	1	1	1
Counselor	1	1	1	3	4
Business Operations Manager	1	1	1	1	1
Secretary	1	2	2	3	3
<b>Teachers</b>					
6th Grade Teacher	2	3	3	3	3
Math	1	2	2	3	3
Ela	1	2	2	3	3
Science	1	2	2	3	3
Social Studies	1	2	2	3	3
Reading/Math Specialist	0	0	1	2	4
Gym	1	2	2	3	4
Career & Technology	3	3	4	6	7
Special Ed	2	3	4	7	8
Art	1	2	2	3	4
<b>Total Teacher</b>	<b>13</b>	<b>21</b>	<b>24</b>	<b>36</b>	<b>420</b>
<b>Non-Certified</b>					
Dean of Students	1	1	2	2	2
Para	1	1	2	6	8
<b>Total FTE</b>	<b>21</b>	<b>30</b>	<b>35</b>	<b>55</b>	<b>64</b>

***Please Review EXHIBIT 33 – Job Descriptions***

The following positions are potentially filled. Initial interviews have taken place to vet potential candidates. Upon approval of the charter application the following candidates will be awarded an offer of employment:

<b>Position</b>	<b>Name</b>
<b>Principal</b>	Richard Gear



<b>Pupil Services Director</b>	Angela Orth
<b>Counselor</b>	Actively Recruiting
<b>Business Manager</b>	Actively Recruiting
<b>Dean</b>	Terrance Woodstock
<b>Secretary</b>	Actively Recruiting
<b>6th Grade Teacher</b>	Patrick McCarthy Valarie Wade
<b>Math</b>	Patricia Bashaar
<b>ELA</b>	Kathleen Dorr
<b>Science</b>	Rain Czine
<b>Social Studies</b>	Actively Recruiting
<b>Special Education Teacher</b>	Andrea Lanyon
<b>Career &amp; Technology Teacher</b>	Jibri Trawick
<b>Gym Teacher</b>	Actively Recruiting
<b>Art Teacher</b>	Kristi Forjohn
<b>Para Professional</b>	Actively Recruiting

***Please Review EXHIBIT 34 – Potential Hire Resumes***

- F. Attach a report of criminal history record, pursuant to Section 111 of the Public School Code for all individuals who shall have direct contact with students.

Stephen Flavell, Chief Executive Officer of Valley Forge Public Service Academy, has submitted all required clearances in accordance with state and district regulations. Clearances for additional staff members will be obtained immediately upon hire to ensure full compliance with legal requirements and to uphold the highest standards of student safety and well-being at Valley Forge Public Service Academy.

***Please Review EXHIBIT 35 – Stephen Flavell Clearances***

- G. Attach an official clearance statement regarding child injury or abuse from the Department of Public Welfare as required by 23 Pa. C.S. Chapter 63 Subchapter C. 2 (relating to background checks for employment in schools) for all individuals who shall have direct contact with students.



In compliance with 23 Pa. C.S. Chapter 63, Subchapter C.2, VFPSACS will ensure that all individuals who have direct contact with students submit the required background checks prior to employment or service. Specifically, the school will obtain and maintain on file the following clearances for each applicable employee, contractor, and volunteer:

- **Pennsylvania Child Abuse History Clearance (CY-113)**, issued by the Department of Human Services (formerly Department of Public Welfare).
- **Pennsylvania State Police Criminal History Check (PATCH).**
- **Federal Bureau of Investigation (FBI) Criminal Background Check**, including fingerprinting.

Official clearance statements regarding child injury or abuse will be secured and verified prior to the commencement of any individual's employment or service with the school. Copies of these clearances will be maintained in personnel files and made available for review by the Pennsylvania Department of Education and other authorized entities as required by law.

The school is committed to strict compliance with state law to ensure the safety and protection of all students.

## 8. Code of Conduct

### A. Discuss any rules or guidelines governing student behavior.

#### **Positive Behavior Interventions and Supports (PBIS) and Normative Culture**

VFPSACS believes that discipline is not simply about correcting misbehavior, but about developing young people into self-disciplined, responsible, and service-oriented leaders. To achieve this goal, VFPSACS will employ a comprehensive, schoolwide Positive Behavior Interventions and Supports (PBIS) framework, informed by the CEO's experience in school turnaround initiatives. This framework is designed to prevent misbehavior, provide targeted support where needed, and ensure compliance with Pennsylvania Department of Education requirements, IDEA, Section 504, ADA, and Chapter 711.

#### **Three-Tiered PBIS Framework**

##### **1. Primary Preventions: Schoolwide**

###### **I. Normative Culture**

The foundation of PBIS at VFPSACS is the establishment of a Normative Culture: a clearly defined set of behavioral expectations, referred to as Norms, that apply equally to students and staff. Norms are not abstract rules but concrete, daily practices that shape a consistent schoolwide culture. Staff model these norms through everyday interactions, creating legitimacy and credibility in the eyes of students. There are Thrive foundational behavioral norms at VFPSACS. They are:

1. Education and the classroom are sacred.
2. No one has the right to hurt or threaten another person.
3. We will never behave in any way that discredits our school or ourselves.
4. A VFPSACS student is always a lady or a gentleman.
5. We take pride in Valley Forge Public Service Academy Charter School.

###### **II. Daily Assemblies**

At VFPSACS, daily assemblies bookend the school day, creating purposeful opportunities to instill our values of Service, Integrity, Resilience, and Leadership while fostering a structured and supportive school culture. These assemblies are not simply gatherings; they are deliberate practices that align with our mission of developing disciplined, service-minded leaders.

###### **Morning Assembly - Setting the Tone**

Each morning begins with a unifying assembly that sets expectations and builds momentum for the day ahead. Staff and student leaders deliver messages of encouragement, review behavioral and academic expectations, and share important announcements. This is also where our Social Emotional Learning (SEL) programming is integrated, with a focus on teaching and reinforcing pro-social skills, resilience, and the norms of our school community. Students are guided to begin the day with clarity, purpose, and a sense of belonging.

###### **Afternoon Assembly - Reflection and Accountability**

At the close of the day, students reconvene for an afternoon assembly centered on reflection, accountability, and growth. These sessions provide space for students to assess the day's successes and challenges, acknowledge missed opportunities, and set goals for improvement. Staff and student leaders facilitate conversations that encourage honesty, peer accountability, and a forward-looking mindset.

###### **A Culture of Continuous Improvement**

Throughout both assemblies, a shared mantra is reinforced: *"Today we are better than yesterday."* This guiding principle reflects the academy's belief in continuous improvement, resilience, and personal responsibility. By beginning and ending each day with this cycle of expectation-setting and reflection, VFPSACS ensures that every student is reminded of their capacity for growth and their responsibility to contribute positively to the school community.

**III. Advisory** – Teaching empathy, resilience, and positive skills. One of the foundational tenets of VFPSACS is the belief that students and staff must actively address the social and personal barriers that may prevent academic growth and leadership development. To meet this need, VFPSACS has established a program component called Advisory, a structured daily practice where students assemble in small cohorts under the guidance of trained staff.

Advisory provides a safe, supportive, and accountable forum for students to discuss challenges that might be interfering with their learning, relationships, or personal growth. Students are encouraged to share their feelings and experiences, while learning to listen to others, problem-solve collaboratively, and apply constructive strategies to overcome obstacles. By normalizing open dialogue and peer accountability, Advisory fosters resilience, self-awareness, and leadership, all qualities central to our mission.

To ensure consistency and effectiveness, Advisory draws from the Boys Town Social Skills Curriculum, a nationally recognized, evidence-based framework that equips students with practical strategies for managing behavior, strengthening relationships, and navigating social dynamics. This curriculum emphasizes preventative and proactive practices **rather** than reactive responses to conflict, supporting our commitment to Positive Behavior Interventions and Supports (PBIS) and our Normative Culture.

The eight core social skills taught and reinforced through Advisory include:

1. Following Instructions
2. Accepting Criticism or a Consequence
3. Accepting “No” for an Answer
4. Greeting Others
5. Getting the Teacher’s Attention
6. Disagreeing Appropriately
7. Making an Apology
8. Having a Conversation

These skills are explicitly taught, modeled, and practiced within Advisory, enabling students to develop a strong foundation in emotional intelligence, communication, and self-regulation. Staff and student leaders work together to reinforce these skills throughout the day, making Advisory not just a program, but an integral part of school culture.

By embedding Advisory into the daily schedule, VFPSACS ensures that students begin each day with the opportunity to reflect, build social competencies, and prepare to fully engage in their academic and leadership training. In this way, Advisory serves as both a preventive measure against disruptive behaviors and a leadership laboratory where students learn to navigate challenges with integrity, resilience, and empathy.

The integration of the Boys Town Social Skills Curriculum into Advisory is strongly aligned with the Collaborative for Academic, Social, and Emotional Learning (CASEL) Competencies. The eight core social skills, Following Instructions, Accepting Criticism or a Consequence, accepting “No” for an Answer, Greeting Others, Getting the Teacher’s Attention, Disagreeing Appropriately, Making an Apology, and Having a Conversation, map directly onto CASEL’s framework for developing the whole child.

By embedding Advisory into the daily schedule, VFPSACS ensures that SEL is not an isolated lesson, but a proactive, preventative, and culturally embedded practice. This not only supports PBIS and Normative Culture, but also fully aligns with CASEL’s vision of preparing students to thrive academically, socially, and emotionally.

Advisory assists in developing the following knowledge and skills:



Building a Supportive Learning Community	
Demonstrating emotional intelligence	Developing social pragmatic skills
Practicing and understanding empathy	Appreciating diversity and addressing labels and stereotypes
Building positive relationships with school staff and peers	Respecting and following school norms
Developing Self-Awareness and Self-Management	
Being aware of self	Managing anger
Coping with change and uncertainty	Inducing positive emotions
Recognizing character strengths	How to respond to “no”
Building Academic Strengths	Learning Coping Skills
Exploring underlying beliefs	Tapping hidden potential
Using multiple intelligences	Setting and achieving goals
Managing priorities	Improving memory and learning skills
Resolving Conflicts and Making Decisions	



Developing and maintaining friendships	Using conflict-resolution skills
Developing a problem-solving approach to school and life	Making healthy and smart personal decisions
Using skills in social situations	Accepting consequences

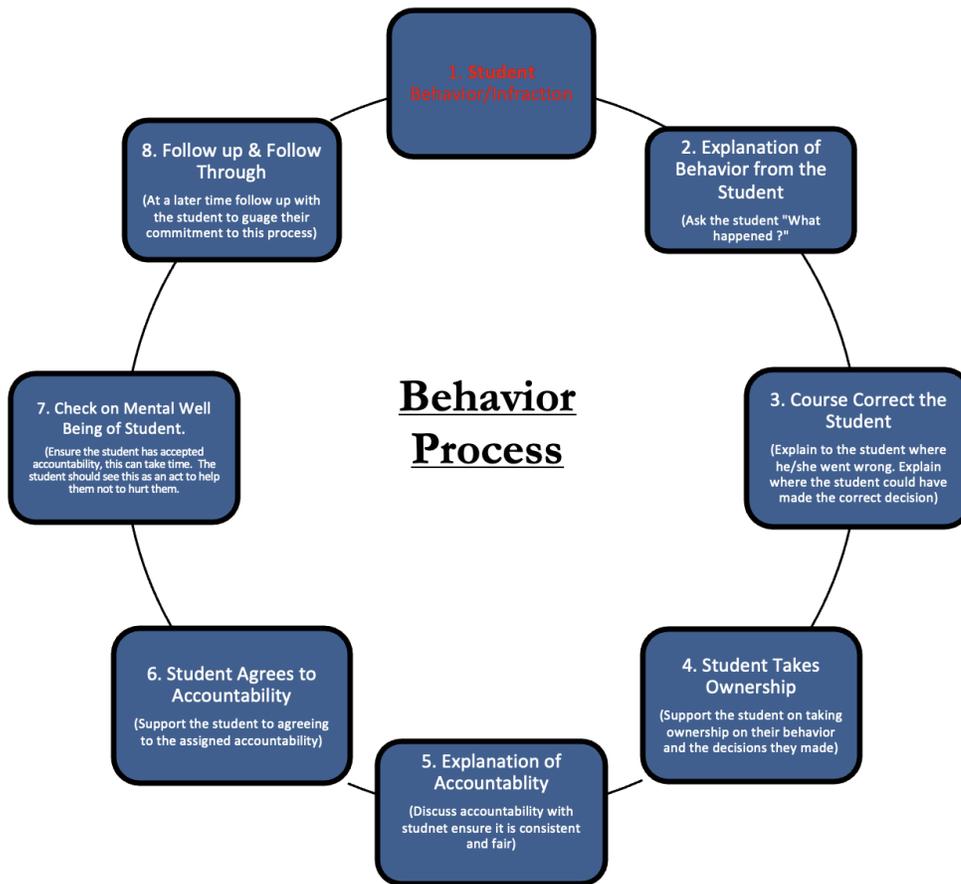
***Please Review EXHIBIT 36 – Middle School & High School Social Emotional Learning Curriculum***

This triad of practices is deliberate and mission-driven, directly advancing VFPSACS’s core values of Service, Integrity, Resilience, and Leadership. By blending high expectations with purposeful supports, these systems create a structured yet nurturing environment where students develop the academic strength, social-emotional skills, and moral character required for success.

Together, Normative Culture, Daily Assemblies, and Advisory form the backbone of the VFPSACS experience and the PBIS model. They foster a community where students are challenged to excel, families are active partners in growth, and the broader community gains graduates who are disciplined, compassionate, and prepared to lead lives of service and purpose.



## Behavior Process



The behavior process is a model used by all staff to address student behavior. This limits issues and incidents that are created by adults. This process identifies clear steps for staff to follow when engaging in problematic behavior with students. What supports this process is the Boys Town Curriculum that is used in Advisory. When correcting student behavior, a skill is chosen to remediate the infraction or behavior that is demonstrated by the student.

### Handle With Care

Handle with Care is a behavior management system that teaches the reduction of tension in schools. This proactive approach reduces the amount of behavioral issues that are generated within schools. Handle with care has been trusted to work with schools and implement their philosophy for over 40 years, partnering with schools all over the country. It is important to note that Founding CEO Stephen Flavell, is a Master Trainer for Handle with Care. There are two main philosophies from Handle with Care that provide useful skills for teachers and staff that work in schools. They are the Solid Object Relationship Model (SORM) and the Tension/Tension Reduction Cycle.

- Solid Object Relationship Model: The Solid Object Relationship Model (SORM) is a relationship model based on the assumption that people in crisis know they are in crisis and test the emotional stability of those around them. The model teaches staff how to see beyond the behavior, recognize the purpose of the test and appeal to the healthy components of the person's personality to form an attachment.
- SORM is a trauma-informed approach that trains staff to:
  - Look for the underlying or root cause of the behavior
  - Recognize when tension levels are rising
  - Stay calm and emotionally regulated
  - Respond professionally, not emotionally



- Build relationship, attachment and trust
- **Tension/Tension Reduction Cycle (T/TRC): Understanding Behavior Dynamics:** The Tension/Tension Reduction Cycle (T/TRC) is a model illustrating how tension escalates and de-escalates in individuals and groups. Unlike most time-dependent models, the T/TRC is a flexible timing model, where staff learn to intervene at the right moment, with the right intervention.
- Through this model, staff learn to:
  - Detect Early Warning Signs
  - Intervene Effectively - Using the right response at the right time
  - Know When to Step Back - Understanding when and how to withdraw interventions
  - Redirecting tension into constructive solutions

## 2. Secondary Prevention: Targeted Interventions

Students who struggle to meet the schoolwide norms are identified through the PBIS system and provided with secondary supports. These supports include:

1. Assignment of a peer mentor (“big brother/big sister”).
2. Daily check-ins with a staff member.
3. Development of a personalized action plan.
4. Use of scheduling and monitoring tools to provide immediate feedback.
5. Frequent communication with parents/guardians.
6. Social skills remediation groups.

These targeted supports focus on teaching and reinforcing appropriate behaviors before they escalate into larger disciplinary issues.

## 3. Tertiary Prevention: Individualized Interventions

If secondary interventions are not successful, students are referred to the school counselor. A multidisciplinary team led by the counselor develops a Behavior Support Plan (BSP) based on a Functional Behavioral Assessment (FBA). These plans may include:

1. Individualized, evidence-based interventions.
2. Multi-component supports (academic, social, and behavioral).
3. Wraparound services and life-skill coaching.
4. Collaboration with external agencies, including medical or therapeutic supports where appropriate.

This tier ensures that even students with the most significant behavioral challenges remain supported in a structured, individualized way that aligns with FAPE requirements under IDEA and Section 504.

## Student Rating System

To operationalize PBIS and the Normative Culture, VFPSACS will implement a Student Rating System, a structured continuum of recognition and accountability. Each week, staff meet to evaluate students based on their behavior, attendance, and academic performance. Students are then assigned to one of six rating levels, which determine privileges, responsibilities, and leadership opportunities.

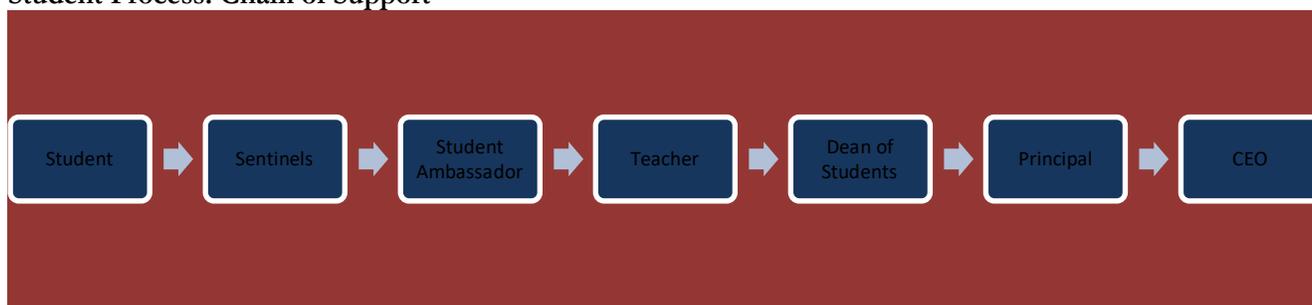
The levels are:

1. **Below Basic:** Assigned to new students and those with documented behavior issues. Students at this level receive intensive support, including peer mentoring, close monitoring, and explicit instruction in school norms.
2. **Basic:** Students who are adjusting to the culture but are not yet fully consistent in meeting expectations. They are beginning to support peers and demonstrate growing accountability.
3. **Proficient:** Students consistently redirect negative behavior, support the normative culture, and model appropriate conduct. At this stage, staff evaluate their potential for leadership roles.

4. **Pledge:** Students who have demonstrated consistent growth and leadership are issued a pledge log, documenting their positive redirections of peers and support of the culture. Pledges serve as mentors for new students and take on emerging leadership roles.
5. **Sentinels:** Students who achieve this level have demonstrated academic achievement, consistent positive behavior, and leadership qualities. They serve as role models, support staff, and reinforce student processes. Student Council members enjoy privileges such as coordinating school events, uniform exceptions, and higher trust responsibilities.
6. **Student Ambassador:** The highest status, reserved for students who exemplify the values of VFPSACS in every area. Ambassadors are trusted leaders who model academic excellence, redirect peers, mentor others, and represent students to staff and even the Board of Trustees.

This system creates a cycle of accountability and recognition where students strive to move upward in status by demonstrating consistent responsibility, leadership, and adherence to the school’s mission and values.

### Student Process: Chain of Support



To empower students to address concerns independently and responsibly, VFPSACS employs a tiered Student Process, which provides a clear chain of command for problem-solving and support:

This process:

- Encourages students to first seek support from peers, fostering problem-solving and self-advocacy.
- Builds trust between students and staff by creating transparent escalation steps.
- Reinforces leadership development by involving Student Government and Executives in problem-solving.
- Ensures staff are aware of issues that cannot be resolved at the peer level, maintaining adult oversight.

The PBIS framework at VFPSACS is built upon Normative Culture, the Student Rating System, and the Student Process. It is both innovative and mission driven. It integrates behavioral expectations with leadership development, turning discipline into an opportunity for growth. This system not only ensures compliance with state and federal requirements but also reflects the academy’s core values: preparing students to become resilient, service-minded leaders capable of thriving in high school, college, careers, and civic life.

### Disciplinary Consequences and Compliance

While VFPSACS emphasizes prevention, leadership, and restoration, consequences remain an important part of maintaining safety and order. Consequences may include student conferences, parent conferences, loss of status, restitution, suspension, or expulsion.

For students with disabilities, all disciplinary actions will be carried out in strict compliance with IDEA, Section 504, ADA, and Chapter 711. This includes conducting Manifestation Determination Reviews (MDRs) when removals exceed 10 days, ensuring continued access to FAPE, and providing alternative educational settings where required by law.

The Progressive Discipline Matrix at VFPSACS is designed to balance accountability, fairness, and education. It ensures that responses to misconduct are consistent, proportionate, and aligned with the seriousness of the behavior. By using a tiered approach, the matrix supports the school’s Positive Behavior Interventions and Supports (PBIS) framework, our Normative Culture, and compliance with state and federal law.

### **1. Promotes Fairness and Consistency**

The matrix establishes clear guidelines for staff, students, and families regarding the consequences of specific behaviors. For example, minor infractions such as refusal to relocate or computer misuse begin with school-based interventions and only escalate to suspensions after repeated offenses. This consistency reduces ambiguity, builds trust, and ensures discipline is applied equitably across the student body.

### **2. Supports Progressive, Educational Discipline**

Instead of jumping to severe consequences, the matrix provides structured levels of intervention:

1. **Level 1** emphasizes restorative, school-based strategies such as teacher conferences, reflection activities, and problem-solving with staff.
2. **Level 2 (ISS)** allows students to remain in school, continue their coursework, and receive guidance on behavior improvement.
3. **Level 3 (OSS)** is reserved for more serious or repeated infractions, temporarily removing the student to protect school safety while engaging families in intervention planning.
4. **Level 4 (LTS/Expulsion)** is reserved for the most severe cases (weapons, explosives, repeated assaults), ensuring safety while following due process.

This structured progression emphasizes rehabilitation and personal growth, reserving exclusionary discipline as a last resort.

### **3. Alignment with PBIS and Normative Culture**

The discipline matrix is integrated into the broader PBIS system and the school's Normative Culture. It reinforces the five foundational norms, such as "No one has the right to hurt or threaten another person", while providing corrective steps when norms are broken. Students are encouraged to learn from mistakes, restore relationships, and build positive peer influence.

### **4. Protection of Student Rights, Including Students with Disabilities**

The discipline system is fully compliant with IDEA, Section 504, ADA, and Chapter 711. For students with disabilities, disciplinary decisions will include Manifestation Determination Reviews (MDRs) to ensure behaviors are not a direct result of their disability. Alternative educational services will be provided when exclusionary discipline is necessary, ensuring continued access to a Free Appropriate Public Education (FAPE).

### **5. Ensures School Safety While Preserving Opportunity**

By reserving the most serious consequences, such as expulsion, for extreme cases like, the matrix prioritizes safety while ensuring students are not unnecessarily excluded from learning. The focus remains on maintaining an orderly environment where all students can thrive while also supporting employability and leadership development.



**Progressive Discipline Matrix Template**

Offense	Level 1	Level 2	Level 3	Level 4
Fighting	School-Based	ISS	OSS	LTS
Assault	OSS 1-5 Days	OSS 6-10 Days	LTS	Expulsion
Firearm	N/A	N/A	N/A	Expulsion
Bullying, Intimidation, Harassment, or Threats	School-Based	ISS	OSS	LTS
Computer/Network Misuse	School-Based	ISS	OSS	LTS
Refusal to Relocate	School-Based	ISS	OSS 1-5 Days	OSS 6-10 Days
Theft	School-Based	ISS	OSS	LTS
Other Dangerous Weapon (Non-Firearm)	OSS	LTS	Agency Referral	Expulsion
False Threat or Alarm	OSS	OSS	LTS	Expulsion
Bomb/Explosive Device	OSS	OSS	LTS	Expulsion
Vandalism/Graffiti	School-Based	ISS	OSS	LTS
Sexual Harassment	OSS	OSS	LTS	Expulsion
Identity-Based Hate Speech, Bullying, or Harassment	OSS	OSS	LTS	Expulsion
Tobacco Possession	ISS	OSS	OSS	Expulsion
Drug/ Alcohol Possession	OSS	OSS	Agency Referral	Expulsion

**Acronyms: ISS: In-school suspension; OSS: Out-of-school suspension; LTS: Long-Term Suspension**

At VFPSACS, we believe that suspension and expulsion are disciplinary measures of last resort. Research demonstrates that exclusionary practices are often ineffective in changing behavior and can damage the trust between students and adults. Instead, VFPSACS prioritizes in-house interventions that are educational, restorative, and aligned with our core values of Service, Integrity, Resilience, and Leadership.

When students engage in misconduct, consequences are designed to promote accountability and growth rather than punishment alone. Through restorative practices, reflection, and community service opportunities, students are encouraged to repair harm, rebuild relationships, and learn from their mistakes. These approaches turn disciplinary incidents into meaningful learning experiences that strengthen both character and community.

However, VFPSACS recognizes that certain behaviors, particularly those involving serious harm to others, threats to safety, or violations of law, may necessitate suspension, expulsion, or referral for alternative placement. In such cases, the safety and well-being of the entire school community will remain our highest priority.



All students and families will be provided with written notice of the school's discipline policies and procedures upon enrollment. Copies will also be available in the CEO's office and upon request. Students who are suspended or expelled will be excluded from all school-related activities during the suspension or expulsion period, unless otherwise determined through administrative agreement.

VFPSACS is fully committed to compliance with all state and federal laws governing student discipline, including due process requirements under the Pennsylvania School Code, IDEA, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act (ADA). Special protections and procedures, including Manifestation Determination Reviews (MDRs), will be observed for students identified as having disabilities, ensuring that no student is denied their right to a Free Appropriate Public Education (FAPE).

***Please Review EXHIBIT 37 – Student Handbook***

VFPSACS is committed to establishing a strong, student-centered culture in which staff, students, and families work together toward shared goals of public service, leadership, and academic excellence. To support the development and ongoing stewardship of this culture, the school will implement the Collaborative School Culture (CSC) approach, which emphasizes cultivating trust, accountability, and consistent relational practices among adults in the building. This model provides school leaders with structured methods for building positive staff relationships, establishing shared norms, and aligning daily practices with the mission of the school. Through coaching, training, and intentional planning, CSC assists school administrators in integrating restorative practices, collaborative decision-making, and meaningful reflection into the school's operational systems and routines, ensuring that the culture is not merely aspirational but actively lived throughout the school community.

The administration will use CSC's framework to guide staff onboarding, ongoing professional development, and leadership team operations, ensuring that collaborative culture remains central to school identity and governance. This includes co-designing expectations for adult interactions, embedding restorative practices into student support systems, and establishing regular structures for team reflection and problem-solving. As a result, school administrators will be equipped to lead a culture that is stable, transparent, and sustainable, where every adult understands their role in maintaining a safe, welcoming, and mission-aligned environment. By grounding the work of school leadership in a collaborative culture model, VFPSACS ensures that its core values are enacted daily and that the community remains unified in its purpose over time.

***Please Review EXHIBIT 38 – Collaborative School Culture MOU***

**B. Describe your school's policies regarding student expulsion and suspension, including students with disabilities.**

VFPSACS is committed to maintaining a safe, supportive, and structured learning environment while ensuring all disciplinary procedures comply with Pennsylvania law, the Pennsylvania School Code, Chapter 711, and applicable federal requirements, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act (ADA).

**General Policies for All Students**

**1. Suspension:**

- a. Short-Term Suspension (1–3 days): May be imposed by the CEO or designee after providing the student with oral notice of the charges and an opportunity to respond. Parents/guardians will be notified promptly in writing.



- b. Long-Term Suspension (4–10 days): Requires written notice to the parent/guardian, an opportunity for an informal hearing within the first five school days, and documentation of all proceedings.
2. **Expulsion** (Exclusion for more than 10 school days):
    - a. May only be imposed by the Board of Trustees after a formal hearing conducted in accordance with due process requirements outlined in 24 P.S. §13-1318 and PDE regulations.
    - b. The student and parent/guardian will receive written notice of the intent to expel, the reasons for the proposed action, and the time and place of the hearing.
    - c. The hearing will include the right to representation, the right to present evidence, and the right to cross-examine witnesses.
3. **Due Process:**
    - a. All students, regardless of status, are entitled to due process protections prior to exclusion from school.
    - b. Records of suspensions and expulsions will be maintained and reported as required by PDE.

### **Policies for Students with Disabilities**

VFPSACS will strictly adhere to IDEA, Section 504, and Chapter 711 in all disciplinary actions involving students with disabilities.

1. **Manifestation Determination:**
  - a. If a student with a disability is removed for more than 10 cumulative school days in a school year, the IEP team will conduct a Manifestation Determination Review (MDR) to determine whether the behavior in question was directly related to the student’s disability or the result of the school’s failure to implement the IEP.
  - b. If the behavior is determined to be a manifestation of the disability, the student will not be expelled or subjected to a disciplinary change in placement. Instead, the IEP team will review and revise the IEP, including the Behavior Intervention Plan (BIP), as needed.
2. **Interim Alternative Educational Setting (IAES):**
  - a. In cases involving weapons, drugs, or serious bodily injury, federal law permits a student with a disability to be placed in an IAES for up to 45 school days, even if the behavior is a manifestation of the disability.
3. **Continuity of Education:**
  - a. Students with disabilities who are suspended or expelled will continue to receive educational services as required under IDEA and Section 504, ensuring access to the general education curriculum and progress toward IEP goals.

### **Positive Behavior Supports**

VFPSACS will prioritize preventative and positive behavior interventions consistent with §711.46 of the Pennsylvania Code. This includes:

- Development of proactive schoolwide behavior expectations.
- Use of Positive Behavior Interventions and Supports (PBIS) to reduce exclusionary discipline.
- Functional Behavioral Assessments (FBA) and Behavior Intervention Plans (BIP) for students who demonstrate persistent behavioral challenges.

VFPSACS’s policies ensure that all suspensions and expulsions are carried out fairly, consistently, and in strict adherence to Pennsylvania law and federal requirements. For students with disabilities, additional safeguards guarantee that disciplinary procedures do not deny access to a Free Appropriate Public Education (FAPE) and that supports are in place to address behavioral needs. Our approach balances the need for school safety and order with the legal and ethical responsibility to protect the rights of all students.

***Please Review EXHIBIT 39 – Student Suspension & Expulsion Policy***

**C. Describe your school’s mandatory student attendance plan and its fit with the code of conduct.**

VFPSACS will fully comply with the Pennsylvania Department of Education’s compulsory attendance laws, which require all students between the ages of 6 and 18 to attend school daily (24 P.S. §13-1326 – §13-1333). In accordance with PDE regulations, the school will define an “unexcused absence” as any absence that does not meet the criteria for a lawful excuse, including illness, death in the immediate family, approved educational travel, or other reasons accepted under Pennsylvania law. Written parent/guardian documentation will be required within three school days of the absence, as mandated by PDE guidelines.

The Charter School will adopt PDE’s framework for addressing habitual truancy, defined as three or more unexcused absences. In such cases, the school will notify parents/guardians in writing, hold a School Attendance Improvement Conference (SAIC), and develop a School Attendance Improvement Plan (SAIP) in collaboration with the student, family, and support staff. If unexcused absences persist, the school will make referrals to the appropriate county Children and Youth Agency and/or file a citation with the local magistrate, consistent with PDE requirements.

Attendance expectations will be embedded into the Code of Conduct, underscoring punctuality, accountability, and responsibility as part of the school’s culture of service and discipline. Progressive interventions will be implemented, beginning with teacher and counselor engagement, followed by parent conferences, restorative practices, and formal disciplinary actions when necessary. This integration ensures that the legal requirements of PDE are met while reinforcing the values of integrity, resilience, and responsibility that prepare students for careers in public service, first response, and the military.

*Explanation: Provide evidence that the founders inspire the confidence of their targeted community; program provides an attractive educational alternative to students and parents; and community support extends beyond the core group of founders. Expectation for student behavior is clear and specific processes for disciplinary actions are established.*

**9. Transportation**

**A. Describe your transportation program, including transportation for Special Education students and suggestions for improvement.**

Valley Forge Service Academy Charter School will ensure that all eligible students have safe, reliable, and equitable access to transportation under Pennsylvania law (24 PS §17-1726-A). In coordination with the students’ districts of residence, the school will work to provide transportation for students who reside within a 10-mile radius of the school, as required.

The school will proactively engage with each sending school district to coordinate bus transportation for general education students. We will maintain open communication with district transportation offices to ensure accurate student enrollment data, efficient routing, and prompt resolution of any issues that arise during the school year. Parents and guardians will be provided with clear, timely information about transportation logistics, pick-up/drop-off locations, and expectations for student conduct during transport.

**Transportation for Students with Special Needs**

For students with Individualized Education Programs (IEPs) or Section 504 Plans that include transportation as a related service, the school will work in collaboration with the Local Education Agency (LEA) and relevant transportation providers to ensure services are delivered in compliance with each student's plan. All transportation for special education students will meet the standards outlined in the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and state regulations.

The school will ensure that transportation arrangements are tailored to individual needs, which may include specialized vehicles, aides, equipment, or modified schedules. All transportation providers serving students with special needs will receive appropriate training in safety, confidentiality, and disability awareness.

### Suggestions for Improvement

To ensure high-quality service, the school will implement the following improvement strategies:

1. **Annual Transportation Review:** Conduct annual evaluations of transportation effectiveness, timeliness, and safety based on student, parent, and staff feedback.
2. **Emergency Preparedness:** Develop and practice transportation emergency protocols, including procedures for weather delays, evacuations, and bus incidents.
3. **Partnership Development:** Maintain strong relationships with sending districts, special education transportation coordinators, and service providers to support proactive problem-solving.
4. **Equity Focus:** Monitor transportation access and quality for all student groups to ensure that transportation challenges do not become barriers to attendance or participation.

In all cases, Valley Forge Service Academy Charter School will prioritize student safety, reliability of service, and compliance with all applicable laws and best practices. Our goal is to provide a transportation program that supports consistent attendance and ensures all students, regardless of ability, can fully participate in the educational program.

### B. What arrangements will be made to transport students, and if you plan to implement an extended-day or extended-year program that requires transportation beyond that which the district provides?

Valley Forge Service Academy Charter School is committed to providing all eligible students with safe, accessible, and equitable transportation in full compliance with Pennsylvania law (24 PS §17-1726-A). The school will work closely with each student's district of residence to ensure transportation is provided for students who live within a 10-mile radius of the school, as required by state statute. This collaboration will support regular school-day attendance and ensure that families have clear, consistent information about transportation procedures.

At this time, the school does not plan to implement an extended-day or extended-year program that would require transportation beyond what the school districts currently provide. The school day schedule will be aligned with traditional transportation hours to ensure that district-arranged services are sufficient to meet student needs.

Should the school consider any future programming beyond standard hours, we will revisit transportation arrangements and explore options, including coordinating with sending districts or contracting independent transportation providers, to maintain access and equity for all students. However, our current academic calendar and daily schedule are designed to operate entirely within the transportation services that districts are obligated to provide.

Valley Forge Service Academy Charter School will ensure open lines of communication with transportation departments in all participating districts and will proactively manage logistics to support a smooth and efficient transportation experience for all families.

### C. What plans are being made for the coordination of transportation of students who live outside the local district to be transported to the school? The school district of student residence must provide transportation to a charter school up to ten miles from its border.

VFPSACS recognizes the importance of transportation access for students residing outside the local school district. Following Pennsylvania law, the school district of residence is responsible for transporting students to a charter school located within ten (10) miles of its border, even if the charter school is in a different school district.

To ensure proper coordination, the school will:



- Identify Districts of Residence during the enrollment process and maintain up-to-date records of student addresses and eligibility for transportation services.
- Communicate Promptly with transportation coordinators from each student's home district to initiate transportation arrangements, confirm schedules, and support the routing process.
- Provide Timely Information to families regarding pick-up/drop-off times and locations once they are confirmed by the sending districts.
- Maintain Ongoing Collaboration with transportation departments throughout the school year to address any changes in student enrollment, residence, or special transportation needs.

Although the school will not operate a transportation fleet, it will assign a staff member to serve as a Transportation Liaison, responsible for coordinating logistics, fielding parent inquiries, and ensuring compliance with transportation-related regulations.

If a student is not eligible for transportation from a school district, VFPSACS will take proactive steps to support families and reduce transportation barriers. By aligning its operations with state law and maintaining strong communication with all participating school districts, VFPSACS will ensure that out-of-district students are able to attend school without disruption or delay.

*Explanation: Establish workable arrangements for safely transporting students to and from school.*

## **10. Food Service**

### **A. Describe the food service plan of the school.**

VFPSACS is committed to ensuring that all students have access to nutritious, high-quality meals that support their health, well-being, and academic success. To meet this commitment, the school will outsource food services to a qualified private vendor. Our goal is to provide every student with safe, balanced, and appealing meal options each day.

VFPSACS will participate in the National School Lunch Program (NSLP) and will provide free breakfast and lunch to all students who qualify under federal guidelines. Students who do not qualify for free or reduced-price meals will have the option to purchase meals or bring meals from home. All services will be delivered in compliance with 24 PS § 13-1337, as well as all applicable federal, state, and local regulations governing child nutrition programs.

VFPSACS will follow the federal and state procurement process for securing a reputable, high-quality food service management company. The vendor selected will demonstrate a strong track record of delivering nutritious meals, maintaining food safety standards, and complying with all regulatory requirements.

To support efficient food service operations, VFPSACS will be equipped with a full-service kitchen on-site, including appropriate storage, refrigeration, and warming equipment. This will ensure meals are prepared, stored, and served safely and effectively. The school will also establish systems for monitoring compliance with food safety regulations, as well as protocols for accommodating students with dietary restrictions and allergies.

Through this plan, VFPSACS ensures that every student has reliable access to healthy meals in a supportive dining environment, reinforcing the school's broader mission of cultivating student success in mind, body, and character.

### **B. What are the plans for free or reduced lunch or breakfast? State regulations for student participation in such a program must be followed (24 PS 13-1337).**

VFPSACS is fully committed to ensuring that all students have access to nutritious meals and will comply with all applicable federal and state regulations regarding school meal programs, including Section 1337 of the Pennsylvania Public School Code (24 PS §13-1337).

The school will participate in the National School Lunch Program (NSLP) and, if eligible, the School Breakfast Program (SBP), both administered by the Pennsylvania Department of Education. As part of this participation, the school will offer free or reduced-price meals to all students who qualify under federal income eligibility guidelines. All meals will meet USDA nutritional standards and meal pattern requirements.

Parents/guardians will receive annual information about the free and reduced-price meal program, including application instructions and eligibility criteria. Applications will be processed promptly and confidentially to ensure that eligible students receive meal benefits without delay.

If the school contracts with a food service management company (FSMC), the provider will be required to comply with all NSLP and SBP regulations, including proper reporting, reimbursement procedures, and food safety standards. All staff involved in meal service will receive training on compliance, food safety, and student confidentiality.

Additionally, the school will take proactive steps to eliminate stigma for students receiving free or reduced-price meals and ensure equitable access to healthy food for all students, regardless of family income.

*Explanation: Develop plans for the provision or accommodations of a mid-day meal.*

## 11. Timetable

- A. Provide a detailed timetable of projected steps and dates leading to the opening of a charter school.

Start	Complete / Anticipated	Status
1/15/25	11/1/25	Founding board seated
4/1/25	11/14/25	Complete facility due diligence and continue to negotiate Shannon Hall LOI
5/1/25	11/14/25	Develop five-year budget, cash flow, and staffing model
3/3/26	6/1/26	Apply for 501(c)(3) tax-exempt status with IRS
7/1/25	6/30/26	Form development and fundraising committee; begin fundraising planning
8/1/25	11/14/25	Finalize vendor contracts with Vertex-PA, Fleetway Capital, and other major service providers
9/1/25	3/3/26	Finalize renovation design, budget, and permits
9/1/25	3/31/26	Draft student handbook, safety plan, transportation, and MTSS protocols
11/14/25	11/14/25	Submit charter application to Radnor Township SD
3/1/26	6/30/26	Recruit and hire teachers, counselors, and support staff



3/2/26	3/2/26	Charter award date - Official charter approval from Radnor Township SD
3/3/26	3/3/26	Adopt enrollment, lottery, and weighted preference policies
3/3/26	4/15/26	Select and contract with SIS vendor for student information system
3/3/26	5/15/26	Set up network infrastructure - internet, Wi-Fi, security systems, phone systems
3/3/26	7/31/26	Renovate Shannon Hall
3/3/26	7/15/26	Bind insurance coverage pursuant to best practices and charter agreement.
3/3/26	3/31/26	Launch enrollment portal and marketing campaign
3/3/26	5/31/26	Finalize annual professional development plan and calendar
3/3/26	6/30/26	Implement SIS, HRIS, finance, and reporting systems
3/3/26	7/31/26	Coordinate busing routes and schedules with Radnor Township SD Transportation Department
3/10/26	5/31/26	Procure curriculum materials - Amplify ELA, Illustrative Math, Amplify Science, TCI Social Studies, and other instructional resources
3/15/26	6/30/26	Hire certified school nurse and establish health services protocols
3/15/26	6/15/26	Apply to PDE for National School Lunch Program (NSLP) participation; establish food service vendor contracts
3/15/26	7/31/26	Process and verify all staff background clearances - Act 34, Act 151, FBI fingerprinting (Act 114)
3/15/26	5/31/26	Finalize dual enrollment MOU with Valley Forge Military College
3/15/26	6/30/26	Establish industry credential program partnerships - EMT, Firefighter I & II, CPR/First Aid training providers
3/15/26	7/31/26	Apply for federal grants - Title I, Title II, Title III, Title IV, E-Rate, 21st Century Community Learning Centers
4/1/26	8/15/26	Procure and install FF&E, technology, and security systems
4/1/26	6/15/26	Open enrollment window for SY2026-27
4/1/26	6/15/26	Request existing student records from matriculating schools throughout enrollment period



4/15/26	7/31/26	Deploy technology devices - student devices, teacher devices, inventory management system
5/1/26	7/31/26	Set up assessment administration systems - PSSA, Keystone exams, IXL/i-Ready diagnostic tools
6/1/26	7/1/26	Select auditor and adopt financial and procurement policies
6/16/26	6/16/26	Conduct enrollment lottery (if applications exceed capacity)
6/20/26	7/31/26	Finalize student transportation routes with Radnor Transportation Department based on final enrollment
6/20/26	7/31/26	Finalize extracurricular activity participation agreements with Radnor Township SD
5/1/26	6/30/26	Submit PDE-2028 General Fund Budget
7/1/26	7/31/26	Special education teams meet to assess MTSS, IDEA and Section 504 needs of exceptional students based upon parental disclosures and district records
7/15/26	8/15/26	Pre-opening readiness review with authorizer and board
7/25/26	8/5/26	Summer institute PD - two-week onboarding and compliance training
7/26/26	7/26/26	Receive first state drawdown payment based on enrollment
8/1/26	8/1/26	Receive Certificate of Occupancy for Shannon Hall
8/1/26	8/5/26	Audit all personnel credentials and certifications prior to school opening
8/10/26	8/20/26	Conduct safety drills and emergency preparedness training - fire drills, lockdown drills, emergency response protocols
8/15/26	8/15/26	Complete Act 55 board training requirements - all board members must complete mandatory training
8/24/26	8/28/26	Teacher induction - comprehensive onboarding and school-specific training
8/26/26	8/26/26	Receive second state drawdown payment based on enrollment
8/29/26	8/29/26	Mock school day and soft opening - practice run with staff before first day
8/29/26	8/30/26	Host parent and student orientation events - school tours, meet teachers, understand procedures
8/31/26	8/31/26	School opening - first day for students

1/15/27	2/15/27	Audit special education files for compliance with IDEA, Section 504, and state requirements
6/1/27	7/1/27	Prepare and submit Title I application for SY2027-28 (due July 1, 2027)
6/10/27	8/31/27	Prepare and submit Title I participation data through PIMS Collection C5 for SY2026-27
7/1/27	8/1/27	Prepare and submit PIMS Child Accounting data for SY2026-27 (due August 1, 2027)
9/1/27	10/1/27	Submit Charter School Annual Report to Radnor Township SD for SY2026-27
9/30/27	10/31/27	Prepare and submit Annual Financial Report (AFR) to PDE for SY2026-27 (due October 31, 2027)

## 12. Safety

- A. Submit written documentation of intent to comply with all applicable safety requirements including the following to demonstrate the safety and structural soundness of the school:
- Inspection by a local building inspector.
  - Inspection by a local fire department.
  - Approval from the municipal licensing authority for use of any explosives and flammable compounds or liquids in connection with courses taught at the school.
  - Compliance with all other federal, state, and local health and safety laws and regulations.
  - Application for certificates, licenses, etc. are part of the planning process

VFPSACS is committed to providing a safe, healthy, and structurally sound environment for all students, staff, and visitors. The school affirms its intent to comply with all applicable federal, state, and local safety requirements, including but not limited to the following:

- **Inspection by Local Building Inspector:** Prior to occupancy and as required thereafter, the school facility will undergo inspection by the designated local building inspector to ensure compliance with all applicable building codes and to verify structural soundness.
- **Inspection by Local Fire Department:** The school will be inspected by the local fire department to confirm compliance with all fire safety requirements. This includes approval of fire suppression systems, alarms, extinguishers, evacuation routes, and emergency response protocols.
- **Approval from Municipal Licensing Authority:** If any instructional program involves the use of chemicals, flammable materials, or other regulated substances, VFPSACS will secure written approval from the appropriate municipal licensing authority. The school does not anticipate the use of explosives in any of its courses.
- **Compliance with Federal, State, and Local Health and Safety Laws:** The school will comply with all applicable health and safety regulations, including ADA accessibility standards, OSHA requirements, and public health guidance, to ensure a safe and inclusive learning environment.

- **Certificates, Licenses, and Permits:** Applications for all required certificates, licenses, and permits will be incorporated into the planning and implementation process to ensure that the school meets every legal requirement prior to opening and on an ongoing basis thereafter.

Through these measures, VFPSACS demonstrates its full commitment to maintaining safety, compliance, and structural integrity as fundamental conditions for student learning and success.

**Note:** All necessary certificates and occupancy permits must be issued and in effect prior to the opening of the charter school. *Preliminary clearances on all these requirements should be obtained prior to a lease being executed.*

### 13. School Health Services

#### A. Describe your plan for providing school health services as required under Article XIV of the Public-School Code.

VFPSACS will provide comprehensive school health services in compliance with Article XIV of the Pennsylvania Public School Code (24 P.S. §14-1401 et seq.) and the regulations of the Pennsylvania Department of Health and the Pennsylvania Department of Education. This is facilitated through a partnership with Bayada nursing and home care services.

#### **Certified School Nurse Services**

VFPSACS will contract with a Pennsylvania-certified school nurse (CSN) to coordinate and deliver health services. The school nurse will be responsible for:

- Conducting required **health screenings** (vision, hearing, height/weight/BMI, and scoliosis as applicable by grade level).
- Maintaining **student health records** in compliance with FERPA and PDE health recordkeeping requirements.
- Administering first aid, emergency care, and medication in accordance with written physician's orders and parental consent.
- Coordinating **state-mandated medical and dental examinations**, either by arranging on-site services or verifying parent-provided examinations.
- Providing health counseling, referrals, and follow-up care for students with medical needs.
- Supporting students with chronic health conditions through development and implementation of 504 Plans.

#### **Medical and Dental Examinations**

In accordance with Article XIV:

- **Medical examinations** are required for students upon original entry into school (kindergarten or first grade), in grade six (6), and grade eleven (11).
- **Dental examinations** are required for students upon original entry, in grade three (3), and grade seven (7).
- VFPSACS will notify parents/guardians of these requirements and provide opportunities for examinations to be completed either by private providers or through school-arranged services.

#### **Immunizations and Communicable Diseases**

VFPSACS will comply with the Pennsylvania Department of Health immunization requirements (28 Pa. Code §23.81–§23.87) as a condition of school attendance. The school nurse will review immunization records upon enrollment and ensure compliance or provisional admission in accordance with law. The school will also enforce exclusion and reporting procedures in the event of communicable diseases, consistent with state guidance.

#### **Emergency Care and Medication Administration**

A health room will be maintained on site, equipped with appropriate first aid supplies and secure storage for student medications. Medications will only be administered with physician's orders and parental authorization. The school

nurse and trained staff will follow PDE and Department of Health guidelines for medication administration, including epinephrine auto-injectors, asthma inhalers, and diabetes management supplies.

### **Recordkeeping and Confidentiality**

All health records will be maintained in compliance with Article XIV and FERPA requirements. Records will include immunizations, screenings, physical and dental exam reports, and documentation of health-related services. Parents/guardians will be notified of screening results and referred for follow-up care as appropriate.

### **Health Education and Prevention**

In addition to mandated screenings and care, VFPSACS will integrate **health and wellness education** into the school program to support preventive care, healthy decision-making, and the mission of preparing students for service-oriented leadership roles.

#### **B. Describe how school nursing services, including administration of medication will be delivered.**

The Certified School Nurse is responsible for physician-approved medications daily. Physician standing orders are also obtained every school year and are followed diligently when treating students. Documentation of all medication administration daily and for the school year is stored in the medication logbook in the health room. This information is reported to the state of Pennsylvania at the end of the school year via the SHARRS (School Health Annual Reimbursement Request System) report.

### **Immunization Requirements**

Pennsylvania legislation requires that all children at any grade, kindergarten through 12<sup>th</sup>, including all public, private, parochial, intermediate unit, and home-schooled students, show proof of immunization before they can attend school in the Commonwealth, unless an exemption for medical or religious reasons is granted:

The following minimum immunizations are required at all grade levels:

- Diphtheria and Tetanus - Three or more properly spaced doses of DTP, DtaP, Td or DT, or any combination of the three.
- Polio - Three or more properly spaced doses of polio vaccine (IPV or OPV).
- Measles (Rubeola) - One dose of live attenuated measles containing vaccine (preferably MMR) administered at 12 months of age or older, AND a second measles immunization (preferably MMRII), or measles immunity proved by serological testing.
- German Measles (Rubella) - One dose of live attenuated rubella-containing vaccine (preferably MMR) administered at 12 months of age or older or rubella immunity proved by serological testing.
- Mumps - One dose of live attenuated mumps-containing vaccine (preferably MMR) administered at 12 months of age or older.

### **Emergency Information**

Since the information included on emergency cards is essential for maintaining contact with parents and guardians, it is recommended that parents and guardians notify the school promptly when there are changes in home or business telephone numbers.

### **Routine Screenings and Examinations**

Students are scheduled to receive mandated screening examinations in accordance with the following schedule:

- Vision, growth and development Annually for every student
- Hearing Annually 8<sup>th</sup> grade and 11<sup>th</sup> grade.
- Blood Pressure screening 6<sup>th</sup> through 12<sup>th</sup> grade
- Medical examination 6<sup>th</sup> and 10<sup>th</sup> grades
- Dental examination 7<sup>th</sup> grade



- Scoliosis screening 6<sup>th</sup> and 7<sup>th</sup> grades

### **Medication Policy**

Prescribed medications which are necessary for the health of a child may be administered during the school day. It is recommended that, whenever possible, all medications be administered at home by the parent or guardian. The first dose of any new medication should always be administered at home to ensure close observation of any adverse reaction. If your physician decides it is necessary for your child to receive medication during school hours, the parent or guardian may request that the school nurse administer the physician prescribed medication at scheduled times. The following school district policies apply to all medications brought to school:

- The "Permission to Administer Medication" form must be completed and signed by the physician and parent or guardian. *This form must be signed for both prescription and over-the-counter medications.*
- Medication must be brought to school in the original pharmacy container with the current prescription label. Upon request, pharmacists can prepare a duplicate container to be used for school.
- Medication must be brought to the schools by a responsible adult.
- All medications must be brought directly to the health office. Students who have medications of any kind in their possession (in lunch boxes, school bags, etc.) may be considered in violation of the schools' drug and alcohol policies and may be subject to disciplinary action. A licensed registered nurse employed by the school shall be the only employee responsible for the administration of medications.
- If a licensed registered nurse is unavailable to administer the medication on a time schedule determined by the student's physician, a care plan will be developed by the school nurse, and parent or guardian, to ensure that the dosage is administered as scheduled.
- All medications are kept in the health office in a locked cabinet.
- Acetaminophen, for which the school has a standing order from the school physician, will be administered to students with the signed permission of parent or guardian as noted on the emergency card.
- Acetaminophen and Ibuprofen, for which the school has a standing order from the school physician, will be administered to students in grades 7 through 12, with the signed permission of the parent or guardian as noted on the emergency card.

### **Emergency Care**

The school nurse is responsible only for the emergency care of injuries and sudden illness that occurs while the student is in school. The nurse is not available to diagnose or treat students who come to school with prior injuries or illnesses except in special cases under medical care and with the physician's written orders. When at all possible, parents are responsible for transporting the ill or injured student to his/her home, the doctor or the hospital.

### **Bayada**

Nursing services are going to be provided by Bayada. Bayada has been caring for individuals for over 50 years. Their nursing services meet the maximum standards of excellence possible, and have extensive age-specific training to expertly meet and exceed expectations. Bayada is fully dedicated to ensuring students receive the highest-quality care.

***Please Review EXHIBIT 40 –Nursing Services with Bayada***

# EXHIBITS



**VALLEY FORGE**  
**PUBLIC SERVICE ACADEMY**  
**CHARTER SCHOOL**

<b>EXHIBIT</b>	<b>TITLE / DESCRIPTION</b>
1	Middle School Academic Program Scope and Sequence and Program of Studies
2	MOU With Valley Forge Military College
3	Service Agreement with GDC IT
4	High School Academic Program Scope and Sequence and Program of Studies
5	Information on Related Services Provided by Presence
6	The School Calendar
7	Policy on Employee Evaluations
8	Service Agreement with Sand & Sidel PC
9	Board Governance Policies
10	Board Meeting Agenda & Minutes
11	Service Agreement with Vertex
12	Financial Policies
13	Records Management Policy
14	Letter to Superintendent
15	Letters to Surrounding School Districts
16	Documentation of Community Support
17	Resumes / Curriculum Vitae of the Founders
18	Information Regarding Grid Management & Consulting
19	Valley Forge Academy Charter School By-Laws
20	Board Member Resumes



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<b>EXHIBIT</b>	<b>TITLE / DESCRIPTION</b>
21	Board Advisors Resumes
22	Preliminary Startup and Financial Budget
23	Service Agreement with Fleetway Capital
24	Draft LOI with Valley Forge Military Academy Foundation
25	Epic Insurance Coverage Explanation
26	EBA Consulting Benefits Explanation
27	Enrollment Policy
28	Attendance Policy
29	Hiring Policy
30	Professional Development Plan & Calendar
31	Blueprint MOU
32	Human Resource Policies
33	Job Descriptions
34	Potential Hire Resumes
35	Stephen Flavell Clearances
36	Middle School & High School Social Emotional Learning Curriculum
37	Student Handbook
38	Collaborative School Culture MOU
39	Student Suspension & Expulsion Policy
40	Nursing Services with Bayada