

Pennsylvania Leadership CS

Charter Annual Report

07/01/2019 - 06/30/2020

School Profile

Demographics

1332 Enterprise Dr
West Chester, PA 19380
(610)701-3333

Phase:	Phase 2
CEO Name:	James Hanak
CEO E-mail address:	jhanak@palcs.org

Governance and Staff

Leadership Changes

Leadership changes during the past year on the Board of Trustees and in the school administration:

Debby Weisbach, Director of Student Services retired at the end of the school year. Debby was replaced by Carlos Castillo.

Valerie Harris, Supervisor of Induction, also retired at the end of the school year. Val's responsibilities were distributed among several staff members.

Heidi Mozzillo, Director of Marketing left during the 2019-2020 school year. Heidi's responsibilities were absorbed by Eileen Bowers, Director of Operations.

Board of Trustees Meeting Schedule

Location	Date and Time
1332 Enterprise Dr., West Chester 19380	9/13/2019 12:00 PM
1332 Enterprise Dr., West Chester 19380	11/8/2019 12:00 PM
1332 Enterprise Dr., West Chester 19380	1/10/2020 12:00 PM

Professional Staff Member Roster

There are no professional staff members.

The professional staff member roster as recorded originally on the PDE-414 form

XLSX file uploaded.

Quality of Teaching and Other Staff

Position Categories	Number of Staff per Category	Number of Staff Appropriately Certified	Number of Staff Promoted	Number of Staff Transferred	Number of Staff Terminated	Number of Staff Contracted for Following Year
Chief Executive Officer	1.00	0.00	0.00	0.00	0.00	1.00
Principal	5.00	4.00	0.00	0.00	0.00	5.00
Assistant Principal	1.00	1.00	0.00	0.00	0.00	1.00
Classroom Teacher (including Master Teachers)	157.00	151.00	0.00	0.00	4.00	157.00

Specialty Teacher (including Master Teachers)	10.00	10.00	0.00	0.00	0.00	10.00
Special Education Teacher (including Master Teachers)	30.00	30.00	0.00	0.00	2.00	30.00
Special Education Coordinator	1.00	1.00	0.00	0.00	0.00	1.00
Counselor	11.00	11.00	0.00	0.00	0.00	11.00
Psychologist	0.00	0.00	0.00	0.00	0.00	0.00
School Nurse	2.00	2.00	0.00	0.00	1.00	3.00
Totals	218.00	210.00	0.00	0.00	7.00	219.00

Further explanation:

This narrative is empty.

Fiscal Matters

Major Fundraising Activities

Major fundraising activities performed this year and planned for next year:

Currently, no major fundraising activities planned.

Fiscal Solvency Policies

Changes to policies and procedures to ensure and monitor fiscal solvency:

Spending is controlled by the budget, which is prepared departmentally with input from all managers, and approved by the Board of Directors. Cash balances are monitored to ascertain that funds are available to pay obligations as they come due. Periodic financial statements are produced during the year and provided to Management and the Board so that expenditure levels can be monitored and budgets modified as deemed necessary.

Fiscal Solvency Policies

Charter School documents that describe policies and procedures that have been established to ensure and monitor fiscal solvency (optional if described in the narrative)

No files have been uploaded.

Accounting System

Changes to the accounting system the charter school uses:

As of July 1, 2018, management outsourced most of the school's business functions to Charter Choices, Inc., a third party company that provides these and other related services to charter schools. Individuals assigned to service the school by Charter Choices, Inc. each have approximately 15 years of experience in this industry. No significant changes have been made since.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Next, upload the completed and CEO signed Fiscal Template – Preliminary Statements of Revenues, Expenditures & Fund Balances

PDF file uploaded.

Financial Audits

Basics

Audit Firm: SD Associates, P.C.

Date of Last Audit: 10/20/2019
 Fiscal Year Last Audited: 2019

Explanation of the Report

Detailed explanation of the report (if the previous year's report has been submitted.) Any audit report for a school year that precedes this annual report by more than 2 years is not acceptable and may be considered a material violation:

This narrative is empty.

Financial Audit Report

The Financial Audit Report, which should include the auditor's opinion and any findings resulting from the audit

PDF file uploaded.

Citations

Financial audit citations and the corresponding Charter School responses

Description	Response
No citations	N/A

Federal Programs Consolidated Review

Basics

Title I Status: Yes
 Title I First Year Status: No
 Date of Last Federal Programs Consolidated Review: 04/12/2018
 School Year Reviewed: 2017-2018

Federal Programs Consolidated Review Report

Upload the most recent Federal Programs Monitoring Report or Consolidated Review Report.

PDF file uploaded.

Citations

Federal Programs Consolidated Review citations and the corresponding Charter School responses

Description	Response
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Special Education

Chapter 711 Assurances

The LEA agrees to comply with all requirements of Special Education outlined in 22 PA Code Chapter 711 and other state and federal mandates. These include:

Implementation of a full range of services, programs, and alternative placements available to the Charter School for placement and implementation of the special education programs in the Charter School.

Implementation of a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the Charter School's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for their effectiveness. The Charter School implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.

Assurances of students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

Following the state and federal guidelines for participation of students with disabilities in state and Charter School-wide assessments including the determination of participation, the need for accommodations and the methods of assessing students for whom regular assessment is not appropriate.

Assurance of funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

Special Education Support Services

Position Title	Building(s) Name and Location for Charter Schools	Caseload	Low Age	High Age
IEP Compliance Monitor	West Chester, PA	0	5	21
IEP Coordinator	West Chester, PA	0	5	21
Related Services Coordinator	West Chester, PA	0	5	21
Social Worker	West Chester, PA	0	5	21
Special Education Administrative Assistant	West Chester, PA	0	5	21
Special Education Teacher	West Chester, PA	30	5	21
Special Education Teacher	Pittsburgh, PA	30	5	21
Speech and Language Pathologist	West Chester, PA	25	5	18
Supervisor of Special Education	West Chester, PA	0	5	21

Special Education Contracted Services

Title	Amt. of Time per Week	Operator	Number of Students
Academic Tutoring - Comprehensive - Hope Learning Center	17 Hours	Outside Contractor	10 or fewer
Academic Tutoring - Comprehensive-Therapy Source	5 Days	Outside Contractor	106
Academic Tutoring - Comprehesnsive - Jumpstart	2 Hours	Outside Contractor	10 or fewer
Academic Tutoring - Math - Therapy Source	5 Days	Outside Contractor	18
Academic Tutoring - Reading - Hope Learning Center	10 Hours	Outside Contractor	10 or fewer
Academic Tutoring - Reading - Therapy Source	5 Days	Outside Contractor	10 or fewer
Academic Tutoring - Writing - Therapy Source	5 Days	Outside Contractor	10 or fewer
Audiology Consult	1 Hours	Intermediate Unit	10 or fewer
BCBA - CCIU	2 Hours	Intermediate Unit	10 or fewer
BCBA - Connecting the Pieces	5.5 Hours	Outside Contractor	10 or fewer
BCBA - Foundations for Growing	3 Hours	Outside Contractor	10 or fewer
BCBA - Journey Center	25 Hours	Outside Contractor	10 or fewer
BCBA - PAAC	6 Hours	Outside Contractor	10 or fewer
BCBA - Therapy Source	5 Days	Outside Contractor	30
BCBA Parent Consult - Therapy Source	30 Minutes	Outside Contractor	10 or fewer
BSC - Foundations for Growing	13 Hours	Outside Contractor	10 or fewer
BSC - Therapy Source	5 Days	Outside Contractor	11
Counseling - Hope Learning Center	2 Hours	Outside Contractor	10 or fewer
Counseling - Therapy Source	5 Days	Outside Contractor	118
Hearing Services - Consult - CCIU	5 Minutes	Intermediate Unit	10 or fewer
Hearing Support - Therapy Source	1 Days	Outside	10 or fewer

		Contractor	
Instructional Aide - Foundations for Growing	40 Hours	Outside Contractor	10 or fewer
Instructional Aide - Humanus	50 Hours	Outside Contractor	10 or fewer
Instructional Aide - Therapy Source	5 Days	Outside Contractor	29
Music Therapy - Music Therapy Associates	120 Days	Outside Contractor	10 or fewer
Occupational Therapy - Consultation - Therapy Source	30 Minutes	Outside Contractor	10 or fewer
Occupational Therapy - Hope Learning Center	4 Hours	Outside Contractor	10 or fewer
Occupational Therapy - PAAC	65 Minutes	Outside Contractor	10 or fewer
Occupational Therapy - Sensory Link	65 Minutes	Outside Contractor	10 or fewer
Occupational Therapy - Therapy Bridges	2.5 Hours	Outside Contractor	10 or fewer
Occupational Therapy - Therapy Source	5 Days	Outside Contractor	118
Orientation and Mobility - CCIU	45 Minutes	Intermediate Unit	10 or fewer
Orientation and Mobility - Luzerne Intermediate Unit	30 Minutes	Intermediate Unit	10 or fewer
Orton Gillingham Reading - Therapy Source	3 Hours	Outside Contractor	10 or fewer
Parent Counseling - Therapy Source	90 Minutes	Outside Contractor	10 or fewer
Personal Care Aide - Therapy Source	32.5 Hours	Outside Contractor	10 or fewer
Physical Therapy - Baby Steps PT	45 Minutes	Outside Contractor	10 or fewer
Physical Therapy - Sensory Link	49 Minutes	Outside Contractor	10 or fewer
Physical Therapy - Therapy Bridges	7.5 Minutes	Outside Contractor	10 or fewer
Physical Therapy - Therapy Source	5 Days	Outside Contractor	13
Reading Specialist - CCIU	1 Hours	Intermediate Unit	10 or fewer
Reading Specialist - Therapy Source	5 Days	Outside Contractor	37
Registered Behavior Technician - PAAC	67.5 Hours	Outside Contractor	10 or fewer
Social Skills Instruction - Therapy Bridges	1.5 Hours	Outside Contractor	10 or fewer
Social Skills Instruction - Therapy	55 Days	Outside	48

Source		Contractor	
Social Work Services - Hope Learning Center	5 Hours	Outside Contractor	10 or fewer
Social Work Services - Therapy Source	180 Minutes	Outside Contractor	10 or fewer
Speech and Language Therapy - Foundations for Growing	75 Minutes	Outside Contractor	10 or fewer
Speech and Language Therapy - Hope Learning Center	5 Days	Outside Contractor	10 or fewer
Speech and Language Therapy - Humanus	30 Minutes	Outside Contractor	10 or fewer
Speech and Language Therapy - Sensory Link	98 Minutes	Outside Contractor	10 or fewer
Speech and Language Therapy - Therapy Bridges	2 Hours	Outside Contractor	10 or fewer
Speech and Language Therapy - Therapy Source	5 Days	Outside Contractor	112
Tutoring - Comprehensive - Connecting the Pieces	10 Days	Outside Contractor	10 or fewer
Tutoring - Organization & Task Completion - Therapy Source	5 Days	Outside Contractor	33
VB-MAPP - Hope Learning Center	600 Minutes	Outside Contractor	10 or fewer
Vision Support - CCIU	135 Minutes	Intermediate Unit	10 or fewer
Vision Support - Consult - CCIU	10 Minutes	Intermediate Unit	10 or fewer
Vision Support - Luzerne Intermediate Unit	6 Minutes	Intermediate Unit	10 or fewer

Special Education Cyclical Monitoring

Date 02/26/2019

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Link http://www.leaderservices.com/_pde_comp_mon/app/generated/final/Pennsylvania%20Leadership%20CS_Corrective%20Action%20Verification_CS_2018_6369161

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Special Education Cyclical Monitoring Report

Upload the most recent Special Education Cyclical Monitoring Report, which includes the Bureau's findings, and the most recent Corrective Action Plan, if indicated.

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Special Education Personnel Development

IEP Institute Training

Teachers will participate in a year-long training on different components of the IEP. Each day-long training will be followed up with a coaching session with CCIU TaC.

Participants will be responsible for turning around this training to district staff before the next IEP Institute training day.

Person Responsible	Special Education Department
Start Date	9/5/2019
End Date	5/26/2020
Program Areas	Special Education
Hours Per Session	8
# of Sessions	5
# of Participants Per Session	5
Provider	CCIU
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school or LEA administrators, and other educators seeking leadership roles	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops Live Webinar
Participant Roles	Classroom teachers Supt / Ast Supts / CEO / Ex Dir
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion Lesson modeling with mentoring
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards,

	classroom environment, instructional delivery and professionalism.
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Special Education Department Meetings

Weekly meetings to address updates, provide information about paperwork, collaborative discussions, training on new systems

Person Responsible	Special Education Department
Start Date	9/5/2019
End Date	6/17/2020
Program Areas	Special Education
Hours Per Session	1
# of Sessions	30
# of Participants Per Session	31
Provider	PALCS
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA administrators, and other educators seeking leadership roles	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	LEA Whole Group Presentation
Participant Roles	Classroom teachers Supt / Ast Supts / CEO / Ex Dir
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods	Review of written reports summarizing instructional activity

IDEA Fiscal Program, Contingency Funding and APSEM

IDEA-B training, which will include presentations of the IDEA Fiscal Program, Contingency Funding, Maintenance of Effort, School Based ACCESS program, Early Intervening and APSEM.

Person Responsible	Special Education Department
Start Date	9/25/2019
End Date	9/25/2019
Program Areas	Special Education

Hours Per Session	3
# of Sessions	1
# of Participants Per Session	50
Provider	PaTTAN
Provider Type	PaTTAN
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Offsite Conferences
Participant Roles	Supt / Ast Supts / CEO / Ex Dir
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Gain a better knowledge of the IDEA processes and procedures.
Evaluation Methods	Following IDEA process and procedures

Special Education Program Profile

Program Position #0

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 10	19	1
Justification: K-5 Learning Support Caseload				
Locations:				
PALCS	An Elementary School Building	A building in which General Education programs are operated		

Program Position #1

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 11	16	1
Justification: K-5 Learning Support Caseload				
Locations:				
PALCS	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 10	19	1
Justification: K-5 Learning Support Caseload				
Locations:				
PALCS	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 10	17	1
Justification: K-5 online caseload				
Locations:				
PALCS	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	29	1
Locations:				
PALCS	A Middle School Building	A building in which General Education programs are operated		

Program Position #6

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	31	1
Locations:				
PALCS	A Middle School Building	A building in which General Education programs are operated		

Program Position #7

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	32	1
Locations:				
PALCS	A Middle School Building	A building in which General Education programs are operated		

Program Position #11

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	22	0.5
Locations:				
PALCS	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 12	9	0.5
Locations:				
PALCS	A Middle School Building	A building in which General Education programs are operated		

Program Position #12

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 16	31	1
Locations:				
PALCS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #13*Operator: Charter School***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	30	1
Locations:				
PALCS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #14*Operator: Charter School***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	31	1
Locations:				
PALCS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #15*Operator: Charter School***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	29	1
Locations:				
PALCS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #16*Operator: Charter School***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	31	1
Locations:				
PALCS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #17

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	32	1
Locations:				
PALCS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #18

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	32	1
Locations:				
PALCS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #19

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 20	30	1
Locations:				
PALCS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #20

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	32	1
Locations:				
PALCS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #21

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 20	33	1
Justification: Grades 9 - 12 Learning Support Caseload				
Locations:				
PALCS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #22*Operator: Charter School***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	5 to 8	8	1
Locations:				
PALCS	An Elementary School Building	A building in which General Education programs are operated		

Program Position #23*Operator: Charter School***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	6 to 9	7	1
Locations:				
PALCS	An Elementary School Building	A building in which General Education programs are operated		

Program Position #24*Operator: Charter School***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	6 to 9	12	1
Locations:				
PALCS	A Junior High School Building	A building in which General Education programs are operated		

Program Position #25*Operator: Charter School***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	14 to 18	12	1
Locations:				
PALCS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #26*Operator: Charter School***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	14 to 17	11	1
Locations:				
PALCS	A Senior High	A building in which General		

	School Building	Education programs are operated		
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Program Position #27*Operator: Charter School***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	14 to 19	11	1
Justification: Grades 9 - 12 Life Skills Support Caseload				
Locations:				
PALCS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #28*Operator: Charter School***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	31	1
Locations:				
PALCS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #29*Operator: Charter School***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	29	1
Locations:				
PALCS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #30*Operator: Charter School***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	5	1
Locations:				
PALCS	A Middle School Building	A building in which General Education programs are operated		

Program Position #31*Operator: Charter School***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 13	32	1

Locations:				
PALCS	A Middle School Building	A building in which General Education programs are operated		

Program Position #32*Operator: Charter School***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	19	1
Locations:				
PALCS	An Elementary School Building	A building in which General Education programs are operated		

Program Position #33*Operator: Charter School***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	25	0.5
Locations:				
PALCS	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	7	0.5
Locations:				
PALCS	A Senior High School Building	A building in which General Education programs are operated		

Facilities

Fixed assets acquired by the Charter School during the past fiscal year

Fixed assets acquired by the Charter School during the past fiscal year:

Date	Quantity	Description	Amount
7/9/2019		Purchase of computer equipment	17,160.60
7/10/2019	1	New building HVAC system	838,152.00
3/26/2020	1	Refurbish portion of building	45,300.00
6/1/2020	1	Parking lot paving	100,000.00
		Longterm lease of computer equipment	808,873.00

The total Charter School expenditures for fixed assets during the identified fiscal year:

\$1,809,485.60

Facility Plans and Other Capital Needs

The Charter School's plan for future facility development and the rationale for the various components of the plan:

The school is actively searching for a suitable location for its Center for the Performing Arts, which is currently situated in a leased location, the lease of which terminates in less than one year. Pending a successful search, a purchase may be anticipated.

Memorandums of Understanding

Organization	Purpose
Chester County Intermediate Unit	Title III Consortium
East Goshen Township Police Department	Safe Schools
Harmar Township Police Department	Safe Schools
West Goshen Township Police Department	Safe Schools

Charter School Annual Report Affirmations

Charter Annual Report Affirmation

I verify that all information and records in this charter school annual report are complete and accurate.

The Chief Executive Officer and the Board of Trustee President of the charter school must sign this verification.

Affirmed by John Wingerter on 7/30/2020

Board President

Affirmed by James Hanak on 7/29/2020

Chief Executive Officer

Charter School Law Affirmation

Pennsylvania's first Charter School Law was Act 22 of 1997, 24 P.S. § 17-1701-A et seq., which primarily became effective June 19, 1997, and has subsequently been amended.

The Charter School Law provides for the powers, requirements, and establishment of charter schools. The Charter School Law was passed to provide opportunities to teachers, parents, pupils and community members to establish and maintain schools that operate independently from the existing school district structure as a method to accomplish all of the following: (1) improve pupil learning; (2) increase learning opportunities for all pupils; (3) encourage the use of different and innovative teaching methods; (4) create new professional opportunities for teachers; (5) provide parents and pupils with expanded choices in types of educational opportunities that are available within the public school system; and (6) hold charter schools accountable for meeting measurable academic standards and provide the school with a method to establish accountability systems.

The charter school assures that it will comply with the requirements of the Charter School Law and any provision of law from which the charter school has not been exempted, including Federal laws and regulations governing children with disabilities. The charter school also assures that it will comply with the policies, regulations and procedures of the Pennsylvania Department of Education (Department). Additional information about charter schools is available on the Pennsylvania Department's website at: <http://www.education.state.pa.us>.

The Chief Executive Officer and Board of Trustees President of the charter school must sign this assurance.

Affirmed by John Wingerter on 7/30/2020

Board President

Affirmed by James Hanak on 7/29/2020

Chief Executive Officer

Ethics Act Affirmation

Pennsylvania's current Public Official and Employee Ethics Act (Ethics Act), Act 93 of 1998, Chapter 11, 65 Pa.C.S. § 1101 et seq., became effective December 14, 1998 and has subsequently been amended.

The Ethics Act provides that public office is a public trust and that any effort to realize personal financial gain through public office other than compensation provided by law is a violation of that trust. The Ethics Act was passed to strengthen the faith and confidence of the people of Pennsylvania in their government. The Pennsylvania State Ethics Commission (Commission) administers and enforces the provisions of the Ethics Acts and provides guidance regarding its requirements.

The regulations of the Commission set forth the procedures applicable to all proceedings before the Commission as well as for the administration of the Statement of Financial Interests filing requirements. See 51 Pa. Code § 11.1 et seq.

The charter school assures that it will comply with the requirements of the Ethics Act and with the policies, regulations and procedures of the Commission. Additional information about the Ethics Act is available on the Commission's website at: <http://www.ethics.state.pa.us>.

The Chief Executive Officer and Board of Trustees President of the charter school must sign this assurance.

Affirmed by John Wingerter on 7/30/2020

Board President

Affirmed by James Hanak on 7/29/2020

Chief Executive Officer

Charter Annual Background Check Affirmation

I certify that, as of this date, the above referenced LEA is in compliance with all applicable provisions of Sections 111 and 111.1 of the Public School Code of 1949.

Affirmed by John Wingerter on 7/30/2020

Board President

Affirmed by James Hanak on 7/29/2020

Chief Executive Officer

Charter Annual Administrative Certification Affirmation

All public school principals, including charter and cyber charter school principals, are subject to the applicable certification requirements of the Public School Code (24 P.S. § 11-1109) as well as any Act 45 continuing education and Pennsylvania Inspired Leaders (PIL) requirements. In keeping with the intent of section 1109, any person who devotes half or more of their time to supervision or administration in a public school, without an identified principal, is serving as the "principal" of the school regardless of the locally titled position (i.e., school director, head teacher, etc.). Such individuals must hold a valid administrative certificate and comply with all applicable Act 45 and PIL requirements. In addition, the public school should properly identify the individual as a principal in PIMS/PERMS regardless of the local title utilized.

The Charter School assures that the Public School Code (24 P.S. § 11-1109) as well as any Act 45 continuing education and Pennsylvania Inspired Leaders (PIL) requirements are met as outlined above.

Affirmed by John Wingerter on 7/30/2020

Board President

Affirmed by James Hanak on 7/29/2020

Chief Executive Officer