

PENNSYLVANIA LEADERSHIP CS

Charter School Annual Report | 2023 - 2024

School Profile

LEA Name

Pennsylvania Leadership CS

AUN

124150004

Address 1

1332 Enterprise Dr

Address 2**City**

West Chester

State

PA

Zip Code

19380

Chief Administrator Name

Mr Mark Allen

Chief Administrator Email

mgallen@palcs.org

Chief Administrator Phone

(610) 701-3333 - 1051

Extension

Charter School Principal

Principal Name

Dr. Karla Johnson

Principal Email

kjohnson11@palcs.org

Principal Phone

(610) 701-3333

Extension

1151

Authorizing District(s)

Cyber Charter - PDE is Authorizing Entity (**CHECKED**)

Upload Current Charter (PDF only)

PALCS_Charter (1).pdf

Governance and Staff

Board of Trustees Members

Name	Office	Check if New Member
Mr. Brian Ney	Board Chair	
Mr. Tom Wilcox	Board vice Chair, Secretary	
Mr. Dan Truitt	Board Treasurer	
Karen Miller	Board Member	(CHECKED)
Ms. Jocelyn Evans	Board Member (resigned July 2023)	
Terri Clark	Board Member (resigned February 2024)	(CHECKED)

Explanation of Board of Trustees Changes

Jocelyn Evans resigned from the Board of Directors in July 2023. Karen Miller and Terri Clark were appointed to the Board in July 2023. Terri Clark resigned from the Board of Directors in February 2024.

Board of Trustees Meeting Schedule

Location	Date	Time
1645 West Chester Pike, West Chester, PA 19382	2023-07-20	6:30 PM
1645 West Chester Pike, West Chester, PA 19382	2023-08-23	6:30 PM
1645 West Chester Pike, West Chester, PA 19382	2023-09-21	6:30 PM
1645 West Chester Pike, West Chester, PA 19382	2023-10-19	6:30 PM
1645 West Chester Pike, West Chester, PA 19382	2023-11-16	6:30 PM

1645 West Chester Pike, West Chester, PA 19382	2024-01-18	6:30 PM
1645 West Chester Pike, West Chester, PA 19382	2024-02-15	6:30 PM
1645 West Chester Pike, West Chester, PA 19382	2024-03-21	5:45 PM
1645 West Chester Pike, West Chester, PA 19382	2024-04-18	6:30 PM
1645 West Chester Pike, West Chester, PA 19382	2024-05-16	6:30 PM
1645 West Chester Pike, West Chester, PA 19382	2024-05-23	5:00 PM
1645 West Chester Pike, West Chester, PA 19382	2024-06-27	6:30 PM

Upload Board Minutes

2023-2024 Board Meetings.pdf

Leadership Team

Name	Title/Position	Check if New Member
Mark Allen	Chief Executive Officer	
Dr. Karla Johnson	Chief Academic Officer	
Joseph M. Calabretta	Other	

Carrie Longstreth	Other	
Seth Heiland	Human Resource Officer	
Mark Murray	Other	
Dr. Courtney Kofeldt	Other	
Dr. Michelle Efthimiadou	Director of Special Education	
Shavaun McGinty	Other	
Zofia Swiatek	Other	
Cara Atmajian	Other	
Lauren Sweeting	Other	(CHECKED)
Cheryl Clothier	Principal	
Darlene Garrow	Assistant Principal	

Dr. Alexander Rausch	Principal	
Christina Strellec	Assistant Principal	
Michael Logue	Principal	
David Juliano	Assistant Principal	
Christopher Stiles	Principal	
Dr. Steven Dziekonski	Other	
Tessa Jackson	Other	(CHECKED)

Explanation of Leadership Changes

Lauren Sweeting was hired as the Assistant Supervisor of Special Education in August 2023 Tessa Jackson was promoted from Middle School teacher to Supervisor of Multi-tiered System of Supports in April 2024

Upload of Professional Staff Member Roster (PDE-414 Form)

Form 414_2023-24 - Sheet1.pdf

Quality of Teaching and Other Staff

	# of Staff per Category	# of Staff Appropriately Certified	# of Staff Promoted	# of Staff Transferred	# of Staff Terminated	# of Staff Contracted for Following Year
Chief Executive Officer	1	0	0	0	0	1
Chief Administrative Officer	1	1	0	0	0	1
Principal	4	4	0	0	0	4
Assistant Principal	3	3	0	0	0	3
Classroom Teacher (including Master Teachers)	214	214	1	0	6	210
Specialty Teacher (including Master Teachers)	18	18	1	0	2	18
Special Education Teacher (including Master Teachers)	32	32	1	0	2	32
Special Education Coordinator	1	1	0	0	0	1
Counselor	16	16	0	0	0	16
Psychologist	0	0	0	0	0	0
School Nurse	5	5	0	0	0	1

IT Director	1	1	0	0	0	1
Business Administrator	1	0	0	0	1	0
ISD, Curriculum Developers, Tech Support	18	0	0	0	0	18
HR Manager	1	1	0	0	0	1
Student Support Manager, Facilities Manager	7	0	0	0	0	7
Business Office, Administrative Support Staff, Teaching Assistants	109	0	0	0	3	109
Other						
Totals	432	296	3	0	14	423

There were no substantial differences. **(CHECKED)**

Fiscal Matters

Major Fundraising Activities

Currently, no major planned fundraising activities.

Fiscal Solvency Policies

Spending is controlled by the budget, which is prepared departmentally with input from all managers, reviewed by the CFO and CEO, then approved by the Board of Directors. Cash balances are monitored so funds are available to pay obligations as they come due. Financial statements are produced monthly during the year and provided to Management and the Board so revenues and expenditures can be monitored and year-end projections modified as necessary.

Accounting System

As of July 1, 2023, the accounting function is distributed between in-house staff (school district billing, accounts payable, payroll, cash receipts, budgeting, and reporting) and Charter Choices, Inc., a third party company that provides services to charter schools (payroll and reporting).

Preliminary Statements of Revenues, Expenditures & Fund Balances

The fiscal year consisted of revenue increases and expense decreases from the budget amounts that contributed to a significantly higher net asset amount including additional fund balances committed by the Board for Classroom Research & Development.

Upload Statements of Revenues, Expenditures & Fund Balances

Attachment B - FinancialPackage_Jun24.pdf

Financial Audit Basics

Audit Firm

Rainer & Company

Date of Last Audit

2023-12-20

Fiscal Year Last Audited

June 30 2023

Explanation of the Report

There were no findings.

Upload Financial Audit Document(s)

PALCS Audit Consolidated Financial Statement 2022-2023.pdf

Financial Audit Citations

Financial Audit Citations Description	Response
There were no findings.	There were no findings.

Federal Programs Consolidated Review

Federal Programs Consolidated Review Document(s)

Yes

Upload Available Federal Programs Consolidated Review Document(s)

2019-2020 Monitoring Assessment.pdf

Title I Status

Yes

Title I First Year Status

No

Date of Last Federal Programs Consolidated Review

2021-04-26

School Years Reviewed

2019-2020

Federal Programs Consolidated Review Report

2019-2020 Monitoring Assessment.pdf

Consolidated Review/Annual Report

Attached

Federal Programs Consolidated Review Citations

Findings	Corrective Action(s) Taken
There were no findings	N/A

Special Education

Special Education Support Services

Position Title	Building(s) Name and Location for Charter Schools	Caseload	Low Age	High Age
Learning Support	PA Leadership Charter School - 1332 Enterprise Drive, West Chester, PA 19380	608	6	21
Life Skills	PA Leadership Charter School - 1332 Enterprise Drive, West Chester, PA 19380	62	6	21
Speech	PA Leadership Charter School - 1332 Enterprise Drive, West Chester, PA 19380	49	6	18

Special Education Contracted Services

Title	Amt. of Time per Week in Days or Hours	Operator	# of Students
Occupational Therapy	1 hour	Attain ABA Therapy	1
RBT	5 hours	Attain ABA Therapy	1
BCBA	2.5 hours	Attain ABA Therapy	1
Physical Therapy	2.25 hours	Baby Steps Therapy	1
Occupational Therapy	4.25 hours	Baby Steps Therapy	1
Speech	2 hours	Baby Steps Therapy	1
BCBA	2 hours	Connecting the Pieces	1

Counseling	1 hour	EOS Therapy	1
Social Skills	4.5 hours	EOS Therapy	4
Transition Life Skills	3 hours	Lehigh Valley Center for Independent Living	1
BCBA	1 hour	Rachel Beker	1
BSC	2 hours	Soaring Abilities	1
Hearing Support	0.75 hours	CCIU	4
Vision Services	1.25 hours	CCIU	1
Orientation and Mobility	0.75 hours	CCIU	1
Speech Therapy	157 hours	Therapy Source	207
Physical Therapy	5 hours	Therapy Source	10
Occupational Therapy	72 hours	Therapy Source	115
BCBA/BSC	45 hours	Therapy Source	40
Tutoring	395 hours	Therapy Source	135
Instructional Aide	82 hours	Therapy Source	4
Counseling	70 hours	Therapy Source	104

Reading Specialist	120 hours	Therapy Source	83
Social Skills	50 hours	Therapy Source	90

Special Education Cyclical Monitoring

Date of Last Special Education Cyclical Monitoring

2019-02-27

Upload Link to Report (Optional)

Special Education Cyclical Monitoring Report

Pennsylvania Leadership CS - Executive Summary 2018.pdf

Administrative Procedures for Internal Controls of IEP Development

Annual IEP Process 23-24 _REVISED 12_2023_.docx.pdf

Special Education Personnel Development

Autism

Training not offered.

BehaviorSupport

Training not offered.

Paraprofessional

Training not offered.

Transition

Description of Training	
Indicator 13 Coaching	
Lead Person/Position	Year of Training

Meaghan Stolnis		2023	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
1	1	CCIU	Special Education Middle and High School staff

Training Date Complete

2023-12-12

Indicator 13 Coaching.pdf

Indicator 13 Coaching - agenda.pdf

ScienceofLiteracy

Description of Training			
Structured Literacy Overview			
Lead Person/Position		Year of Training	
Ashley Murphy, IEP Coordinator		2024	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
3	1	CCIU	Bryan Michaels, Ellen Laurelli, Michelle Efthimiadou, Lauren Sweeting

Training Date Complete

2024-05-07

Components of Structured Literacy .pdf

Structured Literacy Overview Training.pdf

ParentTraining

Description of Training			
PALCS Special Education Course for Families			
Lead Person/Position		Year of Training	
Ellen Laurelli, Transition Coordinator		2023/2024	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
1	8	PALCS Staff TaC, CCIU, OVR	High School Special Education teachers/committee members, Parents, school personnel

Training Date Complete

2024-05-08

23-24 State Evidence Parent Training.pdf

23-24 State Evidence Parent Training (1).pdf

IEPDevelopment

Description of Training			
IEP process and procedure			
Lead Person/Position		Year of Training	
Dr. Michelle Efthimiadou, Supervisor of Special Education		2023	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
3	3	PA Leadership Charter School	Special Education Department

Training Date Complete

2024-01-09

Department Meeting January 9, 2024.pdf

IEP Development Training Attendance - Sheet1.pdf

Training Date Complete

2023-09-12

Department Meeting September 12, 2023_a4feb2c4.pdf

IEP Development Training Attendance - Sheet1_26df6c0f.pdf

Training Date Complete

2023-08-18

Boot Camp 2023_24_ca8ae56d.pdf

IEP Development Training Attendance - Sheet1_56756216.pdf

Special Education Program Profile

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Lauren Williams	Elementary	Full-time (1.0)	06/26/2024 12:27 PM

Building Name		
Pennsylvania Leadership CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		20
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 12
Age Range Justification		FTE %
N/A		1.67

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elizabeth Wade	Elementary	Full-time (1.0)	06/26/2024 12:26 PM

Building Name		
Pennsylvania Leadership CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		19
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
N/A		1.58

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Kelly Romig	Elementary	Full-time (1.0)	06/26/2024 12:26 PM

Building Name		
Pennsylvania Leadership CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		19
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
N/A		1.58

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Morgan Lynch	Elementary	Full-time (1.0)	06/26/2024 12:25 PM

Building Name		
Pennsylvania Leadership CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		19
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
N/A		1.58

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Danielle Caratello	Elementary	Full-time (1.0)	06/26/2024 12:25 PM

Building Name		
Pennsylvania Leadership CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		20
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
N/A		1.67

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Lare Becker	Elementary	Full-time (1.0)	06/26/2024 12:24 PM

Building Name		
Pennsylvania Leadership CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		19
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
N/A		1.58

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Lisa Roak-Tincani	Multiple	Full-time (1.0)	06/26/2024 12:23 PM

Building Name		
Pennsylvania Leadership CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		21
Identify Classroom	Classroom Location	Age Range
School District	Multiple	11 to 14
Age Range Justification		FTE %
N/A		1.75

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Julianna McAleer	Multiple	Full-time (1.0)	06/26/2024 12:22 PM

Building Name		
Pennsylvania Leadership CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		22
Identify Classroom	Classroom Location	Age Range
School District	Multiple	11 to 15
Age Range Justification		FTE %
N/A		1.83

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Jennifer Homka	Multiple	Full-time (1.0)	06/26/2024 12:22 PM

Building Name		
Pennsylvania Leadership CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		18
Identify Classroom	Classroom Location	Age Range
School District	Multiple	11 to 15
Age Range Justification		FTE %
N/A		1.5

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Elizabeth Hitesman	Multiple	Full-time (1.0)	06/26/2024 12:16 PM

Building Name		
Pennsylvania Leadership CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		21
Identify Classroom	Classroom Location	Age Range
School District	Multiple	11 to 16
Age Range Justification		FTE %
N/A		1.75

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Loren Focht	Multiple	Full-time (1.0)	06/26/2024 12:15 PM

Building Name		
Pennsylvania Leadership CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		19
Identify Classroom	Classroom Location	Age Range
School District	Multiple	11 to 14
Age Range Justification		FTE %
N/A		1.58

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Andrea Cottom	Multiple	Full-time (1.0)	06/26/2024 12:14 PM

Building Name		
Pennsylvania Leadership CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		21
Identify Classroom	Classroom Location	Age Range
School District	Multiple	11 to 14
Age Range Justification		FTE %
N/A		1.75

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Jennifer Bathe	Multiple	Full-time (1.0)	06/26/2024 12:13 PM

Building Name		
Pennsylvania Leadership CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		22
Identify Classroom	Classroom Location	Age Range
School District	Multiple	10 to 15
Age Range Justification		FTE %
N/A		1.83

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Lisa Vanderlaag	Secondary	Full-time (1.0)	06/26/2024 12:12 PM

Building Name		
Pennsylvania Leadership CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		31
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
N/A		2.58

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Sarah Schultz	Secondary	Full-time (1.0)	06/26/2024 12:12 PM

Building Name		
Pennsylvania Leadership CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		30
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 20
Age Range Justification		FTE %
N/A		2.5

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Jocelyn Nastuck	Secondary	Full-time (1.0)	06/26/2024 12:11 PM

Building Name		
Pennsylvania Leadership CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		29
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
N/A		2.42

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Emily Moglia	Secondary	Full-time (1.0)	07/08/2024 10:44 AM

Building Name		
Pennsylvania Leadership CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		0
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 18
Age Range Justification		FTE %
N/A		0

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Bryan Michaels	Secondary	Full-time (1.0)	06/26/2024 12:09 PM

Building Name		
Pennsylvania Leadership CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		24
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
N/A		2

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Shelby McGeehin	Secondary	Full-time (1.0)	06/26/2024 12:08 PM

Building Name		
Pennsylvania Leadership CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		24
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
N/A		2

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Ellen Laurelli	Secondary	Full-time (1.0)	06/26/2024 12:08 PM

Building Name		
Pennsylvania Leadership CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 20
Age Range Justification		FTE %
N/A		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
James Lasay	Secondary	Full-time (1.0)	06/26/2024 12:07 PM

Building Name		
Pennsylvania Leadership CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		25
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
N/A		2.08

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Deborah Kulp-Woodruff	Secondary	Full-time (1.0)	06/26/2024 12:06 PM

Building Name		
Pennsylvania Leadership CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		31
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 20
Age Range Justification		FTE %
N/A		2.58

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Amber Harp	Secondary	Full-time (1.0)	06/26/2024 12:06 PM

Building Name		
Pennsylvania Leadership CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		29
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 18
Age Range Justification		FTE %
N/A		2.42

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Patricia Gaynor	Secondary	Full-time (1.0)	06/26/2024 12:05 PM

Building Name		
Pennsylvania Leadership CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		31
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 20
Age Range Justification		FTE %
N/A		2.58

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Thomas Doyle	Secondary	Full-time (1.0)	06/26/2024 12:05 PM

Building Name		
Pennsylvania Leadership CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		31
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 18
Age Range Justification		FTE %
N/A		2.58

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Rayne Davidson	Secondary	Full-time (1.0)	06/26/2024 12:29 PM

Building Name		
Pennsylvania Leadership CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		28
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 18
Age Range Justification		FTE %
N/A		2.33

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Tamara Clevenger	Secondary	Full-time (1.0)	06/26/2024 12:03 PM

Building Name

Pennsylvania Leadership CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		31
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 20
Age Range Justification		FTE %
N/A		2.58

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Brynn Cose	Elementary	Full-time (1.0)	06/26/2024 12:02 PM

Building Name		
Pennsylvania Leadership CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 12
Age Range Justification		FTE %
N/A		0.58

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Holly Makin	Multiple	Full-time (1.0)	07/08/2024 10:45 AM

Building Name		
Pennsylvania Leadership CS		
Support Type		

Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		9
Identify Classroom	Classroom Location	Age Range
School District	Multiple	9 to 14
Age Range Justification		FTE %
N/A		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Yecenia Santana	Multiple	Full-time (1.0)	07/08/2024 10:46 AM

Building Name		
Pennsylvania Leadership CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range
School District	Multiple	11 to 15
Age Range Justification		FTE %
N/A		0.53

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Merissa Pardus	Secondary	Full-time (1.0)	06/26/2024 11:57 AM

Building Name		
Pennsylvania Leadership CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		

Level of Support		Case Load
Full-Time (80% or More)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 20
Age Range Justification		FTE %
N/A		0.87

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Alison Malkasian	Secondary	Full-time (1.0)	06/26/2024 12:42 PM

Building Name		
Pennsylvania Leadership CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 20
Age Range Justification		FTE %
N/A		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Ashley Putignano	Secondary	Full-time (1.0)	06/26/2024 11:54 AM

Building Name		
Pennsylvania Leadership CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		12
Identify Classroom	Classroom Location	Age Range

School District	Secondary	12 to 19
Age Range Justification		FTE %
N/A		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Larissa Show	Multiple	Full-time (1.0)	06/26/2024 11:52 AM

Building Name		
Pennsylvania Leadership CS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Full-Time (80% or More)		49
Identify Classroom	Classroom Location	Age Range
School District	Multiple	5 to 16
Age Range Justification		FTE %
N/A		6.12

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Alexis Boyce	Secondary	Full-time (1.0)	06/26/2024 11:50 AM

Building Name		
Pennsylvania Leadership CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 20
Age Range Justification		FTE %

N/A	1
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Facilities and Agreements

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

Fixed Asset Description	Location	Capital Expenditure
Addition of Bathroom to Nurse Office at Advanced Ideas Center Building	1585 Paoli Pike West Chester, PA 19380	\$215,010.14
Cubicle Installation - Cheswick Building, part 1 of 2	1001 Commerce Drive, Cheswick, PA 15024	\$186,310.50
Tenant Renovation - Cheswick Building (90% complete)	1001 Commerce Drive, Cheswick, PA 15024	\$1,093,064.34
Computer and Equipment Purchases	1332 Enterprise Drive, West Chester, PA 19380	\$775,374.30
New Van #2 Purchase	1332 Enterprise Drive, West Chester, PA 19380	\$30,547.00
Interior and exterior branded door mats	1332 Enterprise Drive, West Chester, PA 19380	\$11,950.00

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

During the Summer 2024, the school will complete a tenant renovation in a newly rented office space in Western PA for our administrative and teaching staff. Other capital improvements will include replacement of some HVAC systems, building security enhancements, new interior and exterior signage and improvements to exterior brick walls, steps, and walkways needed at one or more buildings. The school is looking to replace one rented facility with a purchased facility, however appropriate locations are not yet available.

Memorandum of Understanding

Organization	Purpose
Chester County Intermediate Unit	Title III Consortium MOU
Westtown East Goshen Police Department - Enterprise, AIC, and 1645	MOU with Legal Law Enforcement Agency
Harmar Township Police Department - Pittsburgh	MOU with Legal Law Enforcement Agency
West Goshen Police Department - CPFA	MOU with Legal Law Enforcement Agency

Upload of Memorandum of Understanding Document(s)

PALCS 2023-2024 Title III MOU.pdf

2023 MOU West Goshen.pdf

2023 MOU Pittsburgh.pdf

2023 MOU WEGO.pdf

Articulation Agreements

Partnering Institution

Delaware County Community College

Agreement Type

Program/Course Area

Student-chosen relevant courses

Upload Articulation Agreement

DCCC fully executed 23-24.pdf

Partnering Institution

Johnson College

Agreement Type**Program/Course Area**

Student-chosen relevant courses

Upload Articulation Agreement

Johnson College.pdf

Partnering Institution

Keystone College

Agreement Type**Program/Course Area**

Student-chosen relevant courses

Upload Articulation Agreement

Keystone College.pdf

Partnering Institution

Community College of Beaver College

Agreement Type**Program/Course Area**

Student-chosen relevant courses

Upload Articulation Agreement

PALCS - CCBC DE Agreement 2023.pdf

Partnering Institution

Penn State Lehigh Valley

Agreement Type**Program/Course Area**

Student-chosen relevant courses

Upload Articulation Agreement

Penn State Lehigh Valley Agreement 23-24.pdf

Management Survey

Charter School Management Survey

Charter School Name

Pennsylvania Leadership CS

Point of Contact Name

Mark Allen

Point of Contact Telephone Number

(610) 701-3333

Extension

1051

Point of Contact Email

mgallen@palcs.org

Management Organization Information

As of the start of the 2021/2022 school year, has the Charter School had a Management Organization (i.e., a separate legal entity that contracts with one or more charter schools to manage, operate, and oversee the schools OR that holds charters to operate two or more charter schools)?

No

Signatures and Affirmations

Upload Board Affirmation Statement

Annual Report Affirmations.pdf

Date of Approval

2024-08-01

Charter School Annual Report Affirmation

Board President

Board President Signature for Charter Annual Report Affirmation can be found in the Uploaded Board Affirmation Statement.

Chief Executive Officer

Mark G Allen

Charter School Law Affirmation

Board President

Board President Signature for Charter Annual Report Affirmation can be found in the Uploaded Board Affirmation Statement.

Chief Executive Officer

Mark G Allen

Ethics Act Affirmation

Board President

Board President Signature for Charter Annual Report Affirmation can be found in the Uploaded Board Affirmation Statement.

Chief Executive Officer

Mark G Allen

Charter School Annual Background Check Affirmation

Board President

Board President Signature for Charter Annual Report Affirmation can be found in the Uploaded Board Affirmation Statement.

Chief Executive Officer

Mark G Allen

Charter Annual Administrative Certification Affirmation

Board President

Board President Signature for Charter Annual Report Affirmation can be found in the Uploaded Board Affirmation Statement.

Chief Executive Officer

Mark G Allen

Charter School Identification of Students with Specific Learning Disabilities using Response to Intervention Assurance/Affirmation

Board President

Board President Signature for Charter Annual Report Affirmation can be found in the Uploaded Board Affirmation Statement.

Chief Executive Officer

Mark G Allen

COMMONWEALTH OF PENNSYLVANIA

CHARTER

to operate a public school known as
Pennsylvania Leadership Charter School

Pursuant to the authority vested in the Pennsylvania Department of Education under the Public School Code of 1949, as amended, and specifically under 24 P.S. §17-1741-A, the Board of Trustees of the Pennsylvania Leadership Charter School is hereby granted renewal of its Charter to operate a public cyber charter school located in West Chester, Pennsylvania, for the period commencing on July 1, 2007 and ending on June 30, 2012. The renewal of this Charter was approved by the Pennsylvania Department of Education on July 2, 2007.

It is specifically understood and agreed between the signatories hereto that:

- 1) the Board of Trustees shall operate the cyber charter school in accordance with the provisions of 24 P.S. §§17-1741-A - 17-1751-A, any amendments thereto enacted during the term of this charter and any regulations or standards applicable to cyber charter schools;
- 2) the granting of this Charter is specifically contingent upon operation of the cyber charter school in strict adherence to the terms of the Renewal Application submitted by the Board of Trustees on or about October 1, 2006. Said Renewal Application is attached hereto as **Appendix A** and is incorporated herein by reference as if fully set forth;
- 3) this Charter and the Appendix attached hereto constitute a legally binding agreement for the term set forth above and the terms of said agreement cannot be changed absent a written amendment to this Charter;
- 4) this Charter may be renewed for additional periods of five years duration and upon any such renewal, a new charter shall be executed by the parties; and
- 5) this Charter can only be terminated in accordance with the provisions of applicable law.

WHEREFORE, the undersigned, intending to be legally bound hereby set their hands this 16th day of NOVEMBER 2007.

ATTEST:

Eileen Rothrock

Eileen Rothrock

Eileen Rothrock

Eileen Rothrock

Note: Shannon Royer has resigned from the PALCS board of trustees

ATTEST:

BOARD OF TRUSTEES

Bill Middleton
Bill Middleton, President

Donald L. Drain
Donald L. Drain, Treasurer/Secretary

Terence Farrell
Terence Farrell, Member

Pete Caso
Pete Caso, Member

Shannon E. Royer, Member

PENNSYLVANIA DEPARTMENT OF
EDUCATION

Gerald L. Zahorchak
Gerald L. Zahorchak, Secretary

2023-2024 Board Meetings

Meeting Date	Agenda
Thursday, July 20, 2023	PALCS Board of Directors Public Minutes for July 20, 2023 .pdf
Wednesday, Aug 23, 2023	PALCS Board of Directors Public Minutes for August 23, 2023 (1).pdf
Thursday, September 21, 2023	PALCS Board of Directors Public Minutes for September 21, 2023 (1).pdf
Thursday, Oct 19, 2023	PALCS Board of Directors Public Minutes for September 21, 2023 (1).pdf
Thursday, Nov 16, 2023	Attachment A - PALCS Board of Directors Public Minutes for November 16, 2023 .pdf
Thursday, Jan 18, 2024	PALCS Board of Directors Public Minutes for January 18, 2024 (1).pdf
Thursday, Feb 15, 2024	Attachment A - PALCS Board of Directors Public Minutes for February 15, 2024 .pdf
Thursday, Mar 21, 2024	PALCS Board of Directors Public Minutes for March 21, 2024 (1).pdf
Thursday, Apr 18, 2024	PALCS Board of Directors Public Minutes for April 18, 2024 .pdf
Thursday, May 16, 2024	PALCS Board of Directors Public Minutes for May 16, 2024 .pdf
Thursday, May 23, 2024	PALCS Board of Directors Public Minutes for May 23, 2024 .pdf
Thursday, June 27, 2024	PALCS Board of Directors Public Minutes for June 27, 2024 .pdf

PDE-414			Pennsylvania Leadership Charter School		2023-2024 (July 1, 2024)			
Complete the following information for all <u>professional staff members</u> .								
Staff No.	Name of employee (List all names in alphabetical order)	PA Certified Yes/No	Areas of Certification Type of Certificate	Greades Teaching or Serving	All Areas of Assigjment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assigmnt	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
1	Abreu, Laura	Yes	Spanish PK-12 Elementary K-6 - Instructional II	HS	Spanish - AP Spanish and Culture	FT	100	0
2	Addlesberger, Amanda	Yes	Mid-Level English 6-9 Elementary K-6 - Instructional II	MS	Data and Intervention Specialist - Middle School	FT	100	0
3	Akintoye, Katie	Yes	Elementay K-6 Mid-Level Math 6-9 Mid-Level Science 6-9 - Instructional II	MS	Science Grade 6	FT	100	0
4	Allen, Samantha	Yes	Elementary & Secondary School Counselor PK-12 - Instructional II	ES GUID	Elementary School Counselor, Grades 3-5	FT	100	0
5	Amanullah, Jennifer	Yes	School Nurse PK-12 Education Specialist I	K-12	Certified School Nurse (10-Month)	FT	100	0
6	Andress, Edith	Yes	Biology 7-12 Chemistry 7-12 General Science 7-12 - Instructional II	HS	Chemistry - Chemistry College Prep	FT	100	0
7	Antar, Yassara	Yes	Physics 7-12 Mathematics 7-12 - Instructional II	HS	Physics - Probability - Statistics-AP Physics	FT	100	0
8	Anthony, Megan	Yes	Mathematics 7-12 - Instructional I	HS	Instructional Coach - High School	FT	100	0
9	Antonucci, Patrick	Yes	Mathematics 7-12 - Instructional II	HS	AP Calculus AB - AP Statistics - Consumer Math - Survey of Calculus	FT	100	0
10	Ashe, Patricia	Yes	Mathematics 7-12 - Instructional II	HS	Geometry - Honors Pre-Calculus	FT	100	0
11	Atmajian (Kemp), Cara	Yes	English 7-12 - Instructional II	K-12 - Leadership	Supervisor of Curriculum and Instruction	FT	100	0
12	Ault, Megan	Yes	Elementary K-6 - Instructional II	ES	Grade 3	FT	100	0
13	Azzaro, Susunnah	Yes	Bus-Computer-Info Tech PK-12 - English 7-12 - Computer Science 7-12 - Instructional II	HS	Game Design and Development - Intro to Computer Science - Intro to Aviation - Technology Concepts I	FT	100	0
14	Baiada (DeCosmo), Kimberly	Yes	Elementary K-6 - Instructional II	ES	Grade 3	FT	100	0
15	Barch, Amy	Yes	Elementary K-6 Reading Specialist - Instructional II	ES	Grade 1	FT	100	0
16	Barlat, Benedicte	Yes	Spanish PK-12 French PK-12 - Instructional II	HS	French - Resigned 6/2024	FT	100	0
17	Baskwill, Jeffrey	Yes	Mathematics 7-12 - Instructional II	USP	USP AP Statistics - USP Geometry - USP Sports and Wellness Enrichment	FT	100	0
18	Bathe, Jennifer	Yes	Ment and/or Phys Hanicapped K-12 - Instructional II	SpEd MS	Resource Teacher	FT	100	0
19	Bauer, Haley	Yes	English 7-12 - Instructional I	HS	English Grade 9 - Mythology	FT	100	0
20	Becker, Lare	Yes	Special Education N-12 - Instructional II	SpEd ES	Resource Teacher	FT	100	0
21	Bennett, Lisa	Yes	Music K-12 - Instructional II	CPFA	Vocal Music	FT	100	0
22	Bergmaier, Michelle	Yes	Grades PK-4 - Instructional I	ES	Kindergarten	FT	100	0
23	Berman, Adam	Yes	Biology 7-12 Chemistry 7-12 Physics 7-12 Earth and Space Science 7-12 Technology Education PK-12 - Instructional II	HS	Physics - Intro to Engineering - AP Computer Science: Scratch and Processing - Earth Space Science	FT	100	0
24	Bernardini (Johnson), Kathleen	Yes	Citizenship 7-12 - Instructional II	USP	USP Contemporary World History Honors - USP AP U.S. History	FT	100	0
25	Bloemker, Christine	Yes	English 7-12 Social Studies 7-12 Reading Specialist PK-12 - Instructional II	MS	English Language Arts Grade 7	FT	100	0
26	Boccasini, Sarah	Yes	Early Childhood N-3 Elementary K-6 Special Education PK-12 Mid-Level English 6-9 Reading Specialist PK-12 - Instructional II	MS	Reading Specialist	FT	100	0
27	Bonfadini, Joseph	Yes	Social Studies 7-12 - Instructional I	HS	U.S. Government - World History	FT	100	0
28	Borusky, Ryan	Yes	Social Studies 7-12 - Instructional II	MS	American Nation Grade 8	FT	100	0
29	Boyce, Alexis	Yes	Elementary K-6 Special Education PK-12 Mid Level Mathematics 6-9 Reading Specialist PK-12 - Instructional II	SpEd HS	Resource Teacher	FT	100	0
30	Bradley, Michele	Yes	Health & Physical Educ PK-12 - Instructional II; Special Education 7-12- Instructional II	MS	Health Safety Physical Education	FT	100	0

31	Brauch, April	Yes	Elementary and Secondary School Counselor PK-12 Secondary - Educational Specialist I School Counselor 7-12 - Educational Specialist II	K-12 GUID	504 Coordinator	FT	100	0
32	Bredin, Dana	Yes	Art PK-12 - Instructional II	MS	Art Appreciation	FT	100	0
33	Brice, Melissa	Yes	English 7-12 Mid-Level Citiz. Ed 6-9 - Instructional II	HS	English Grade 9 College Prep - English Grade 10 - English Grade 10 College Prep	FT	100	0
34	Brooks, Nicole	Yes	Grades PK-4 - Instructional II	ES	Grade 2	FT	100	0
35	Brown, Amy	Yes	Mid Level Mathematics 6-9 Mid Level English 6-9 Elementary K-6 - Instructional II	MS	Math Grade 7	FT	100	0
36	Brown, Melissa	No	Non Certified Educator Designation - Qualified as per charter regulations	USP	Day Substitute	PT	0	100
37	Brown, Taylor	No	Non Certified Educator Designation - Qualified as per charter regulations	CPFA	Day Substitute - Resigned 10/2023	PT	0	100
38	Burns, Caitlin	Yes	Grades 4-8 (All subjects 4-6 Mathematics 7-8) - Instructional II	MS	Math Grade 6	FT	100	0
39	Butler, Edward	Yes	Elementary K-6 - Instructional II	ES	Grade 5	FT	100	0
40	Calvitto, Patricia	Yes	Elementary and Secondary School Counselor PK-12 - Instructional II	ES GUID	Elementary School Counselor, Grades K-2	FT	100	0
41	Campi, Bridget	Yes	Elementary K-6 Reading Specialist PK-12- Instructional II	ES	Kindergarten	FT	100	0
42	Caratello, Danielle	Yes	Special Education PK-8- Instructional I; Grades PK-4 Instructional II	SpEd ES	Resource Teacher	FT	100	0
43	Carey, Lisa	No	Communications/Media Stud Dance - Non Certified Educator Designation - Qualified as per charter regulations	CPFA	Dance	FT	0	100
44	Carr, Francis	Yes	Communications 7-12 English 7-12 - Instructional II	MS	English Language Arts Grade 8	FT	100	0
45	Castillo, Carlos	Yes	Spanish PK-12 - Instructional II; Principal PK-12 - Administrative I	MS	Spanish	FT	100	0
46	Castle, Jamie	Yes	Biology 7-12 Chemistry 7-12 - Instructional II	USP	USP AP Biology - USP AP Chemistry - USP Human Anatomy & Physiology - Resigned 9/2023	FT	100	0
47	Cernik, Linda	Yes	Elementary K-6 Grades 4-8 (All subjects 4-6, English Language Arts and Reading 7-8) English 7-12- Instructional I	USP	USP American Literature-Honors - USP Seminar Language Arts I - Reading Olympics MS	FT	100	0
48	Clevenger, Tammara	Yes	Social Studies 7-12 Special Education 7-12 - Instructional II	HS	Resource Teacher	FT	100	0
49	Clothier, Cheryl	Yes	Elementary K-6 - Instructional II Health & Physical Educ; Principal K-12 - Administrative II	ES - Leadership	Principal - Elementary School	FT	100	0
50	Cognetti, Lee	Yes	English 7-12 - Instructional II	USP	USP Seminar Language Arts III - USP Seminar Language Arts II	FT	100	0
51	Cole, Tiffany	Yes	Early Childhood N-3 Elementary K-6 Mid-Level Mathematics 6-9 Reading Specialist PK-12 - Instructional II English as a Second Language (ESL) PK-12- Program Specialist II	MS	Math Grade 6 - Rosetta Stone - Middle School House Base Math	FT	100	0
52	Conrad, Genevieve	Yes	Special Education PK-8 Grades PK-4 Grades 5-6 - Instructional II	ES	Grade 4	FT	100	0
53	Constable, Kathryn	Yes	Reading Specialist PK-12 Ment and/or Phys Handicapped K-12 - Instructional II	HS	Data and Intervention Specialist - High School	FT	100	0
54	Cooper, Steven	Yes	Elementary K-6 - Instructional II	ES	Grade 5	FT	100	0
55	Corroa, Ann	No	Emergency Permit: Dance 7-12	CPFA	Day Substitute - Resigned 7/2023	PT	0	100
56	Cose, Brynn	Yes	Special Education PK-8- Instructional I; Grades PK-4 Instructional II	SpEd ES	Resource Teacher	FT	100	0
57	Costanzi, Maria	Yes	Mathematics 7-12 - Grades 4-8 (All subjects 4-6, Mathematics 7-8) - Instructional I	MS	Math Grade 7	FT	100	0
58	Cottom, Andrea	Yes	Elementary K-6 Special Education PK-12 - Instructional I	SpEd MS	Resouce Teacher	FT	100	0
59	Council, Jonathan	No	Video Productions Degree - Non Certified Educator Designation - Qualified as per charter regulations	CPFA	Video Production Teacher	FT	0	100
60	Craig, Pamela	Yes	Elementary K-6 - Science, Technology, Engineering & Math (STEM) Ed PK-12 - Instructional II	ES	Grade 5	FT	100	0
61	Crisafio, Julie	Yes	French PK-12 - Instructional II	HS	French - AP French and Culture	FT	100	0
62	Cruz, Ashley	Yes	English 7-12 - Instructional II	HS	English Grades 10 & 12 - Journalism - Keystone Review Literature	FT	100	0
63	Culleiton, Brynn	Yes	Elementary K-6 - Instructional I	ES	Kindergarten	FT	100	0

64	Currie, Zachary	Yes	English 7-12 - Instructional I	HS	English Grade 9 - Film As Literature	FT	100	0
65	Dale, Jacqueline	Yes	Elementary K-6 - Instructional II	ES	Grade 4	FT	100	0
66	Daley, Lori	Yes	Elementary K-6 - Ment and/or Phsy Handicapped K-12 Grades 4-8 (All subject 4-6, Social Studies 7-8) Grades 4-8 (All subject 4-6, English Language Arts and Reading 7-8) Grades 4-8 (All subject 4-6, Science 7-8) - Instructional II	MS	English Language Arts Grade 7	FT	100	0
67	Dalicandro, Alexis	Yes	Biology 7-12 - Instructional II	HS	Biology - Botany - Keystone Review Biology	FT	100	0
68	Daniel, Holly	Yes	English as a Second Language (ESL) PK-12 - Program Specialist Japanese PK-12 - Instructional II	K-12 ESL	ESL Teacher and EL Program Coordinator - Rosetta Stone	FT	100	0
69	Danka, Jesse	Yes	Special Education N-12 - Instructional II	SpEd MS / HS	Special Education - Direct Math Support	FT	100	0
70	Davidson, Rayne	Yes	Social Studies 7-12 Special Education PK-12 - Instructional I	HS SpEd LTS	Life Skills Long Term Sub - Temp	FT	100	0
71	Day, Kristina	Yes	Early Childhood N-3 Elementary K-6 - Instructional II	ES	Reading Specialist Grades 3-5	FT	100	0
72	DeJoseph, Erin	Yes	Social Studies 7-12 Citizenship 7-12 - Instructional II English as a Second Language ESL PK-12 - Program Specialist	HS	Economics - Street Law - Human Geography - AP Microeconomics and AP Macroeconomics	FT	100	0
73	Demi, Debra	Yes	Mathematics 7-12 - Instructional II	USP	USP Pre-Algebra - USP Algebra II	FT	100	0
74	Devinney, Mollie	Yes	Biology 7-12- Instructional II	MS	Science Grade 8	FT	100	0
75	DeZelaya, Andrea	Yes	Spanish PK-12 - Program Specialist ESL PK-12 - Instructional II	HS	Spanish	FT	100	0
76	DiCamillo, John	Yes	Elementary K-6 - Instructional II	MS	Social Studies Grade 6	FT	100	0
77	DiCicco, Bob	Yes	Mathematics 7-12 Mid-Lev Mathematics 6-9 Mid-Lev English 6-9 Elementary K-6 - Instructional II	HS	Algebra I - Consumer Math	FT	100	0
78	DiFerdinando, Lauren	Yes	Elementary School Counselor K-6 Secondary School Counselor 7-12 - Educational Specialist II	MS GUID	Middle School Counselor, Grades 6-8	FT	100	0
79	Ding, Jennifer	Yes	Mathematics 7-12 - Instructional I	USP	USP Geography Bee MS Enrichment - USP AP Pre-Calc - USP Foundations - USP IAC Competition - MS & HS Enrichment - USP Math Counts Enrichment	FT	100	0
80	Dinh, Mai	Yes	Grades PK-4 - Instructional II	ES	Grade 4	FT	100	0
81	DiPaolo, Jill	Yes	Elementary K-6 Special Education PK-12 - Instructional II Elementary School Counselor K-6 Secondary School Counselor 7-12 - Educational Specialist II	HS GUID	High School Counselor, Grade 11	FT	100	0
82	DiPaolo, Paula	Yes	Elementary K-6 Early Childhood N-3 Reading Specialist PK-12 Intructional Coach PK-12 - Instructional II	ES	Instructional Coach - Elementary	FT	100	0
83	Disciullo, Anne	Yes	Mathematics 7-12 - Instructional II	HS	Algebra - Mathematical Thinking - Resigned 6/2024	FT	100	0
84	Donegan, Jessica	Yes	Elementary K-6 Mid-Level English 6-9 Mid-Level Mathematics 6-9 Reading Specialist K-12 - Instructional II	ES	Grade 4	FT	100	0
85	Doogan, Daniel	Yes	Social Studies- Instructional II	HS	AP U.S. History - U.S. Government - United States History	FT	100	0
86	Dougherty, Julie	Yes	Early Childhood N-3 Elementary K-6 - Instructional II	ES	Math Interventionist Grades K & 5	FT	100	0
87	Dougherty, Reilly	Yes	Grades PK-4 - Instructional I	ES	Grade 1	FT	100	0
88	Doyle, Elizabeth	Yes	English 7-12	HS	Writing Interventionist - High School	FT	100	0
89	Doyle, Thomas	Yes	Citizenship 7-12 - Spcial Education 7-12 - Instructional I	SpEd HS	Resource Teacher	FT	100	0
90	Duncan, Toni	No	Dance; Marketing - Non Certified Educator Designation - Qualified as per charter regulations	CPFA	Dance	FT	0	100
91	Dziekonski, Steven	Yes	Music PK-12 - Instructional I	CPFA - Leadership	CPFA Head Administrator	FT	0	100
92	Edwards, Jacob	Yes	Health & Physical Educ PK-12 - Instructional I	HS	Physical Education	FT	100	0
93	Efthimiadou, Michelle	Yes	Elementary K-6 English 7-12 Mentally and/or Physically Handicapped K-12 Mid-Level Mathematics 6-9 Reading Specialist PK-12 Instructional II - Supvr Special Education	SpEd K-12 - Leadership	Supervisor of Special Education	FT	100	0
94	Elder, Elizabeth	Yes	Grades PK-4 Reading Specialist PK-12 - Instructional II	MS	Reading Specialist - Middle School	FT	100	0
95	Esposito, Salvatore	Yes	Health & Physical Education PK-12 - Instructional II	ES	Health, Safety, and Physical Education	FT	100	0
96	Fabrizio, Cristen	Yes	Elementary K-6 - Instructional II	ES	Grade 4	FT	100	0

97	Fenicato (Novak), Joanne	Yes	Elementary K-6, Ment and/or Phys Handicapped K-12 - Instructional II - Secondary Principal 7-12 - Administrative I - Supvr Special Education PK-12 - Supervisory I	SpEd K-12 - Leadership	Assistant IEP Compliance Monitor, Promoted to IEP Coordinator 11/2023	FT	100	0
98	Ferris, Elizabeth	Yes	Elementary K-6 - Instructional II	ES	Grade 4	FT	100	0
99	Flynn, Emily	Yes	Special Education PK-8 Grades PK-4 - Instructional I	ES	Grade 1	FT	100	0
100	Focht, Loren	Yes	Special Education N-12 Elementary K-6 - Instructional II	SpEd MS	Resource Teacher	FT	100	0
101	Fontanes, Lisa	Yes	Elementary K-6 Instructional II	ES	Grade 5	FT	100	0
102	Foster, Devin	Yes	Earth and Space Science, General Science 7-12 Instructional II	HS	Earth Space Science - Astronomy	FT	100	0
103	Francisco, Amanda	Yes	Special Education N-12 Elementary K-6 - Instructional II	HS	Math Intervention - High School	FT	100	0
104	Freiko, Janee	Yes	Music PK-12 - Instructional II	MS	Music	FT	100	0
105	Fuiman, Joseph	Yes	Art K-12 - Instructional II	CPFA	Art	FT	100	0
106	Gamber, Clarrissa	Yes	Music K-12 Mid-Level English 7-9 - Instructional II	HS	AP Music Theory - History of Classical Music, Adaptive Music, Multimedia Music	FT	100	0
107	Garrow, Darlene	Yes	Principal K-12 - Administravite I; Special Education N-12, Early Childhood N-3 - Instructional II	ES - Leadership	Assistant Principal - Elementary School	FT	100	0
108	Gaynor, Patricia	Yes	Biology 7-12 Special Education PK-12 - Instructional II	SpEd HS	Resource Teacher	FT	100	0
109	Gerstle, Ashley	Yes	English 7-12 - Social Studies 7-12 - English as Second Language - Intrstuctional II	MS	World Studies Grade 7	FT	100	0
110	Gerstle, David	Yes	Social Studies 7-12 - Instructional II	MS	World Studies Grade 7	FT	100	0
111	Giampietro, Megan	Yes	Mid-Level Science 6-9, Art PK-12, Mid-Level Citiz. Ed 6-9, Social Studies 7-12, Technology Education PK-12, Biology 7-12, General Science 7-12 - Instructional II - Principal K-12 - Administrative	HS	Eath and Space Science - Nature Study, Zoology 1 and Zoology 2	FT	100	0
112	Gore, Sophia	No	TheatArt - Non Certified Educator Designation - Qualified as per charter regulations	CPFA	Theatre	FT	0	100
113	Goslin, Marilyn	Yes	Elementary K-2 Special Education PK-12 English 7-12 - Instructional II	SpEd K-12	IEP Writer - Temporary	PT	100	0
114	Gould, Taylor	Yes	Bus-Computer-Info Tech PK-12 Computer Science 7-12 - Instructional I	HS	AP Comupter Science - Business Management - Principles of Marketing - Technology Concepts - Intro to Business	FT	100	0
115	Greene, Lisa	Yes	Enlgish 7-12- Instructional I	MS	Language Arts Grade 6	FT	100	0
116	Grandzol, Kimberly	No	Emergency Day to Day Substitute Teacher Certification	CPFA	Day Sub	PT	0	100
117	Greenfield, Jason	No	Drama/TheatArt/Stage, College Major - Non Certified Educator Designation - Qualified as per charter regulations	CPFA	Theatre	FT	0	100
118	Gregory, Sheri	Yes	Elementary K-6 Mid-level English 7-9 Library Science K-12 English 7-12 - Instructional II; English as a Second Language (ESL) K-12 - Program Specialist	MS	Science Grade 6	FT	100	0
119	Greiser, Wayne	Yes	Bus-Computer-InfoTech PK-12 Elementary K-6 - Instructional I	HS	Google Applications - Intro to the Stock Market - Social Media	FT	100	0
120	Griest, Lakryn	Yes	Grades PK-4 - Instructional	ES	Kindergarten	FT	100	0
121	Griffel, Erica	Yes	Elementary K-6 Reading Specialist K-12 - Instructional II	ES	Grade 4	FT	100	0
122	Gross, Barbara	Yes	Bus-Computer-Info Tech PK-12; Family-Consumer Sci PK-12 - Instructional II	MS	Adaptive Business - Business Comm & Critical Thinking - Travel and Tourism	FT	100	0
123	Guerriero, Melissa	Yes	Art PK-12 - Instructional II	HS	Adaptive Art - Arts Basics - Art of Architecture - Art & Culture: Ancient Civilizations to Medieval Times - Art & Culture: Modern to Contemporary Times - Art & Culture: Renaissance to Modern Times	FT	100	0
124	Gustafson, Jason	Yes	Health & Physical Educ PK-12 - Instructional II	ES	Health, Safety, and Physical Education	FT	100	0
125	Hammond, Katelyn	Yes	Elementary K-6 - Instructional II	HS	Instructional Coach - High School	FT	100	0
126	Harmantzis, Nicholas	Yes	Music PK-12 - Instructional I	CPFA	Music	FT	100	0
127	Harp, Amber	Yes	Social Studies 7-12 Ment and/or Phys Handicapped K-12 - Instructional II	SpEd HS	Resource Teacher	FT	100	0
128	Harrigan, Shannon	Yes	Social Studies 7-12 English 7-12 - Instructional II	HS	World History - Psychology	FT	100	0
129	Harris, Kristin	Yes	Early Childhood N-3 - Instructional II	ES	Grade 2	FT	100	0

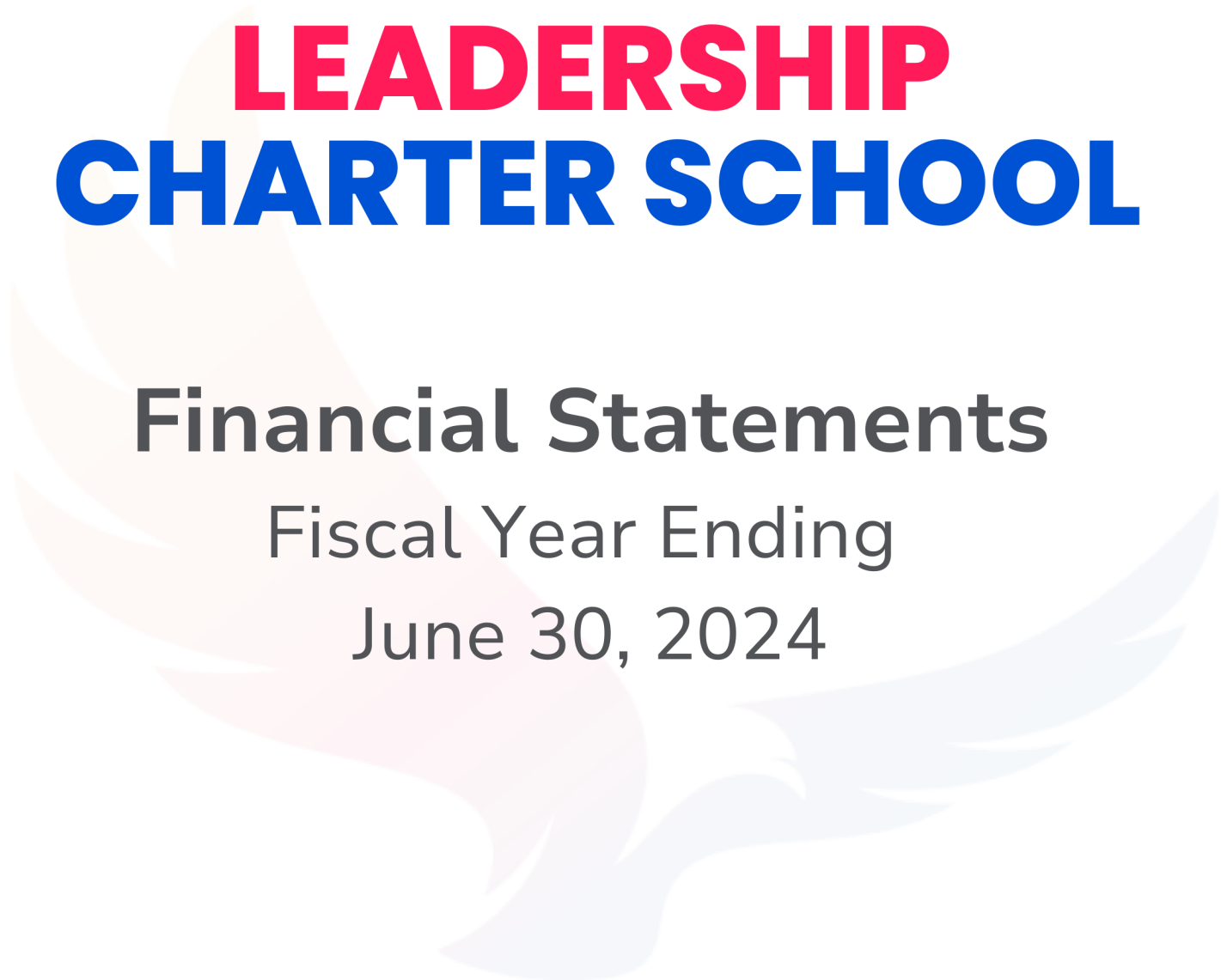
130	Hartzell, Tammy	Yes	School Nurse - Educational Specialist I	K-12	Certified School Nurse (12 Month - Cyber Nurse)	FT	100	0
131	Hayden, Christopher	Yes	Health & Physical Education - Instructional I	HS	Health - Mind, Body, and Wellness-Foundations of Leadership	FT	100	0
132	Henley, Kevin	Yes	English 7-12 Social Studies 7-12 - Instructional II	HS	Economics - English 10 & 11 - SAT/ACT Preparatory Course	FT	100	0
133	Hitesman, Elizabeth	Yes	Special Education PK-12 English 7-12 - Instructional II	SpEd MS	Resource Teacher	FT	100	0
134	Hocker, Hannah	Yes	Elementary K-6 - Instructional II English as a Second Language ESL PK-12 - Program Specialist	ES	Grade 1	FT	100	0
135	Holden, Brian	Yes	Social Studies 7-12 Safety Ed/Driver Ed 7-12 - Instructional II	HS	Sociology - World History - Drivers Education	FT	100	0
136	Homka, Jennifer	Yes	Early Childhood N-3 - Special Education PK-12 - Elementary K-6 - Instructional I	SpEd MS	Resource Techer	FT	100	0
137	Hopson, Martin	Yes	English 7-12 - Instructional II	USP	USP AP English Language Composition - USP Film as Literature - USP Honors Poetry Seminar - AP Eng Language & Comp	FT	100	0
138	Humbert, Heather	Yes	Art PK-12 - Instructional II	ES	Elementary Art	FT	100	0
139	Humnick, Rachel	Yes	Elementary & Secondary School Counselor PK-12 - Educational Specialist I - English 7-12 - Grades 4-8 (All subjects 4-6, English Language Arts and Reading 7-8) - Instructional II	USP GUID	USP Middle School Counselor, Grades 6-8 & cyber 9th	FT	100	0
140	Inforzato, Robert	Yes	Chemistry 7-12 - Instructional I	USP	USP AP Chemistry - USP Chemistry Honors - USP Seminar Physical Science	FT	100	0
141	Inners, Timothy	Yes	Social Studies 7-12 - General Science 7-12 - Mid-Level Science 6-9 - Elementary K-6 - Biology 7-12 - Chemistry 7-12 - Instructional II	HS	Biology - Physical Science - AP Environmental Science - USP AP Biology	FT	100	0
142	Intelicato, Emily	Yes	General Science 7-12 - Instructional II	HS	Marine Science - Forensic Science - Physical Science	FT	100	0
143	Jackson, Sarah	Yes	Health & Physical Educ PK-12 - Instructional I	HS	Health-Physical Education	FT	100	0
144	Jackson (Malkasian), Alison	Yes	Special Education PK-12 Elementary K-6 - Instructional II	SpEd HS	Resource Teacher	FT	100	0
145	Jackson, Tessa	Yes	Earth and Space Science, General Science 7-12 Instructional II	K-12 - Leadership	Science Grade 7 - Promoted to Supervisor of MTSS 4/2024	FT	0	100
146	Johnson, Karla	Yes	Letter of Eligibility Superintendent PK-12; Principal K-12 - Administrative II; Physics 7-12 - Instructional II	K-12 - Leadership	Chief Academic Officer	FT	100	0
147	Juliano, David	Yes	Social Studies 7-12 - Instructional II; Principal PK-12 - Administrative I	HS - Leadership	Assistant Principal - High School	FT	100	0
148	Kaelin, Rebecca	Yes	Bus-Computer-Info Tech PK-12 - Instructional II	HS	Business Accounting - Introduction to Business - Microsoft Office - Resigned 3/2024	FT	100	0
149	Kang, Dawn	Yes	Mathematics 7-12 - Instructional II	MS	Math Grade 8	FT	100	0
150	Kaplan, Julie	Yes	Social Studies 7-12 - Instructional II	HS	U.S. History - AP Psychology	FT	100	0
151	Kelly, Katharine	Yes	Soical Studies 7-12 - Instructional I	MS	Social Studies Grade 6	FT	100	0
152	Kinneary, Linda	Yes	School Nurse PK-12 - Educational Specialist II	K-12	Supervisor of School/Pupil Health Services - CSN	FT	100	0
153	Kirk, Jessica	Yes	Elementary School Counselor K-6 Secondary School Counselor 7-12 - Educational Specialist II	ES GUID	Elementary School Counselor, Grades K-2	FT	100	0
154	Knox, Diana	Yes	Early Childhood N-3 Elementary K-6 Reading Specialist PK-12 - Instructional II	ES	Kindergarten	FT	100	0
155	Kobasic, Meredith	Yes	Elementary K-6 Special Education PK-12 Reading Specialist PK-12 - Instructional II	SpEd HS/MS	Direct Instructional Reading Teacher	FT	100	0
156	Kofeldt, Courtney	Yes	English 7-12 - Instructional II - Educational Technology	K-12 - Leadership	Director of Online Learning	FT	100	0
157	Kotch, Nicole	Yes	Health & Physical Education - Instructional II	HS	Health-Adaptive Health	FT	100	0
158	Kulp-Woodruff, Deborah	Yes	Ment and/or Phys Handicapped K-12 - Instructional II	SpEd HS	Resource Teacher	FT	100	0
159	Laing, Rachel	Yes	Grades PK-4 Special Education PK-8 - Instructional I	ES	Kindergarten	FT	100	0
160	Lasay, James	Yes	Special Education PK-12 - Instructional II	SpEd HS	Resource Teacher	FT	100	0
161	Laurelli, Ellen	Yes	Elementary K-6 Mid-Level English 6-9 Special Education PK-12 Reading Specialist PK-12 - Instructional II	SpEd HS	Special Education Transition Coordinator	FT	100	0

162	Laureys, Kristin	Yes	Biology 7-12 Chemistry 7-12 - Instructional I	HS	AP Biology - Anatomy & Physiology - Biology Honor - USP Human Anatomy & Physiology	FT	100	0
163	Leone, Jennifer	Yes	Elementary K-6 Mid-Level Science 6-9 - Instructional II	MS	Science Grade 6	FT	100	0
164	Letikas (Algeo), M Bridget	Yes	Mid-Level Mathematics 6-9 - Health & Physical Educ PK-12 - Technology Education PK-12 - Instructional I	MS	Middle School Math Interventionist	FT	100	0
165	Lewis, Hannah	Yes	English as a Second Language PK-12 English 7-12 Social Studies 7-12 - Instructional II	HS	AP Language & Composition - English 11	FT	100	0
166	Licate, Jennifer	Yes	Secondary School Counselor 7-12 Elementary School Counselor K-6 - Instructional II	K-12 - Leadership	Career & Technical Education (CTE) Coordinator	FT	0	100
167	Logue, Michael	Yes	Principal PK-12 - Administrative II; Social Studies 7-12 - Instructional II	HS - Leadership	Principal - High School - Governing States & Localities	FT	100	0
168	Loladze, Aimee	Yes	Biology 7-12 - Instructional II	USP	USP Seminar Earth & Space - USP Seminar Physical Science - USP Robotics MS Enrichment - USP Dean of Students	FT	100	0
169	Lynch, Morgan	Yes	Grades PK-4 Special Education PK-8 - Instructional I	SpEd ES	Resource Teacher	FT	100	0
170	Lynch-McCulloch	No	Day Sub - Qualified as per Charter Regulations	CPFA	Day Substitute	PT	0	100
171	MacNeil, Katrina	Yes	Registered Nurse - RN License	K-12	Health Room Nurse (10-Month)	FT	100	0
172	Madison, Eric	Yes	Mathematics - Instructional II	HS	Algebra 2 - Geometry - SAT/ACT Preparatroy	FT	100	0
173	Mahoney, Kelsey	Yes	Elementary K-6 Mid-Level English 6-9 Mid Level Mathematics 6-9 Mid-Level Science 6-9 - Instructional II	MS	Math Grade 8	FT	100	0
174	Majersky, Maria	Yes	Mathematics 7-12 - Instructional II	HS	Algebra 2 - Pre-Calculus	FT	100	0
175	Makin, Holly	Yes	Special Education N-12 Elementary K-6 - Instructional II	SpEd MS	Resource Teacher	FT	100	0
176	Malvestuto, Andrea	Yes	Elementary School Counselor K-6, Secondary School Counselor 7-12 - Educational Specialist II	MS GUID	Middle School Counselor, Grades 6-8	FT	100	0
177	Maniscalco, Stephen	Yes	Health& Physical Educ PK-12 - Instructional II	ES	Health Safety & Physical Education Elementary	FT	100	0
178	Marks, Christine	Yes	General Science 7-12 - Instructional I; Secondary School Counselor 7-12 - Educational Specialist II	MS GUID	Middle School Counselor, Grades 6-8	FT	100	0
179	Markward, John	Yes	Physics 7-12 Chemistry 7-12 - Instructional II	USP	USP AP Physics - USP Quantum Physics - USP Physics-Honors - USP STEM	FT	100	0
180	Martin, Megan	Yes	English 7-12 Social Studies 7-12 Citizenship 7-12 - Instructional II	MS	Language Arts Grade 7 - Resigned 8/2023	FT	100	0
181	Martini, Marissa	Yes	English as Second Language (ESL) PK-12 - Program Specialist; Social Studies 7-12 English 7-12 - Instructional I	MS	American Nation Grade 8	FT	100	0
182	Mattaboni, Veronica	No	Non Certified Educator Designation - Qualified as per charter regulations	USP	Day Sub	PT	0	100
183	Mazzio, Lauren	Yes	Elemtary & Secondary School Counselor PK-12 - Education Specialist I	CPFA GUID	CPFA School Counsleor	FT	100	0
184	McAleer, Julianna	Yes	Special Education PK-8- Instructional I; Grades PK-4 Instructional II; Autism PK-12-Endorsement	SpEd MS	Resource Teacher	FT	100	0
185	McCain, Megan	Yes	Elementary & Secondary School Counselor PK-12 - Education Specialist II - Principal PK-12 - Administrative I	ES GUID	Elementary School Counselor, Grades 3-5	FT	100	0
186	McCartney, Ryan	Yes	Social Studies 7-12 Special Education 7-12 - Instructional II	MS	World Studies 7	FT	100	0
187	McConnell, Ryan	Yes	Mathematics 7-12 - Instructional I	HS	Algebra	FT	100	0
188	McCunney, Michelle	Yes	Art PK-12 - Instructional II	MS	Adaptive Art - Art in the Digital Age - History of Art	FT	100	0
189	McGeehin (Smyers), Shelby	Yes	English 7-12 Special Education PK-12 - Instructional II	SpEd HS	Resource Teacher	FT	100	0
190	McGinty, Shavaun	Yes	Elementary School Counselor K-6 - Educational Specialist II	GUID - Leadership	Supervisor of School Counseling	FT	100	0
191	McGoldrick, Victoria	Yes	Elementary K-6 - Instructional II	ES	Grade 3	FT	100	0
192	McIntyre, Marissa	Yes	Elementary K-6 - Instructional II	MS	Instructional Coach - Middle School	FT	100	0
193	Michaels, Bryan	Yes	Special Education PK-12 Elementary K-6 - Instructional II	SpEd HS	Resource Teacher	FT	100	0
194	Miller, Katherine	Yes	Mathematics 7-12 - Instructional II	MS	Math Grade 7 - Acelerated Math Grade 7	FT	100	0

195	Mims, Paula	Yes	Educational Specialist I Inst Technology Specialsit PK-12 - Mathematics 7-12- Instructional II	HS	PreAlegbra-Algebra 1	FT	100	0
196	Mirpuri, Nikita	Yes	Special Educational PK-8; Grades PK-4 - Instructional I	SpEd MS	Contracted Resource Teacher - Resigned 12/2023	PT	100	0
197	Moglia, Emily	Yes	Special Education PK-8 Special Education Expansion 7-12 Grades PK-4 - Instructional I	SpEd HS	Resource Teacher	FT	100	0
198	Molina, Brianna	Yes	General Science 7-12 - Instructional II	MS	Science Grade 7	FT	100	0
199	Moose, Jessica	Yes	Elementary & Secondary School Counselor PK-12 - Instructional I	HS GUID	High School Counselor, Grade 10	FT	100	0
200	Moran, Kelly	Yes	Elementary K-6 - Instructional II	ES	Grade 2	FT	100	0
201	Moran, Laura	Yes	Registered Nurse - RN License	K-12	School Nurse - Day Sub	PT	100	0
202	Morris, Samuel	Yes	Citizenship 7-12 - Instructional I	USP	USP Seminar Liberty & Democracy - USP AP Psychology	FT	100	0
203	Morton, Jessica	Yes	Grades PK-4 - Instructional I	ES	Grade 2	FT	100	0
204	Mullen, Chrystina	Yes	Earth and Space Science 7-12 Mid-Level Science 6-9 Biology 7-12 - Instructional II	HS	Biology Honors - Environmental Science - General Science	FT	100	0
205	Muller, Kelley	Yes	Elementary K-6 Mid-level English 6-9 Mid-level Mathematics 6-9 - Instructional II	MS	Math Interventionist - Middle School	FT	100	0
206	Nastuck, Jocelyn	Yes	Special Education PK-12 Elementary K-6 - Instructional I	SpEd HS	Resource Teacher	FT	100	0
207	Okcuoglu, Daphne	Yes	Art PK-12 - Instructional II	CPFA	Art	FT	100	0
208	Packer, Cory	Yes	Elementary K-6 - Instructional II	ES	Grade 5	FT	100	0
209	Paffas, Basil	Yes	Social Studies 7-12 English 7-12 - Instructional II	HS	U.S. Government -AP Psychology - Intro to Philosophy	FT	100	0
210	Palmer, William	Yes	Mathematics 7-12 Physics 7-12 Chemistry 7-12 - Instructional II	HS	Algebra -I - Consumer Math - Geometry - Resigned 12/2023	FT	100	0
211	Palushaj, Kristina	Yes	Grades 4-8 (All Subjects 4-6 Mathematics 7-8 Science 7-8) - Instructional II	MS	Math/Science Grades 7-8	FT	100	0
212	Pardus, Merissa	Yes	Special Education PK-12 Early Childhood N-3 - Instructional II	SpEd HS	Resource Teacher	FT	100	0
213	Park, Ewan	Yes	Social Studies - Instructional II; Principal K-12 - Administrative	USP	USP American Law & International Relations - USP AP European History - USP AP Compartative Government and Politics - USP Socratic Seminar	FT	100	0
214	Patterson, Melissa	Yes	Grades 4-8 (All Subjects 4-6, Science 7-8)- Instructional I; Grades 4-8 (All subjects 4-6, Mathematics 7-8)- Instructional II	MS	Math/Science Grade 6	FT	100	0
215	Perez, Audrey	Yes	Chemistry 7-12- Instructional II; General Science- Instructional II	HS	AP Chemistry - Chemistry Honors	FT	100	0
216	Perri, Emily	Yes	Elementary K-6 - Instructional II	ES	Grade 1	FT	100	0
217	Pettit, Todd	Yes	English 7-12 Mid-Lev Citiz Ed 6-9 - Instructional II	HS	English 10 College Prep - English 10 Honors - Creative Writing - Shakespeare Studies	FT	100	0
218	Pettitt (Willis), Brooke	Yes	Citizenship 7-12 English 7-12 Special Education 7-12 - Instructional II	MS	Instructional Coach - Middle School	FT	100	0
219	Pfaff, Megan	Yes	Elementary K-6 Reading Specialist PK-12 - Instructional II	ES	Grade 3	FT	100	0
220	Piccione, Joseph	Yes	Social Studies Mid-level Mathematics 7-9 General Science - Instructional II	HS	U.S. History Honors - U.S. History College Prep - AP World History	FT	100	0
221	Portney, Bobbi	Yes	Mid-Level Mathematics - Elementary K-6	USP	UPS Algebra I Honors - USP Foundations - USP MS Robotics Enrichment - Elementary Interventionist for Advances Students - USP Instructional Coach	FT	100	0
222	Preddy, Megan	Yes	Biology 7-12 - Instructional II	HS	Biology	FT	100	0
223	Priar, Heather	Yes	Elementary & Secondary School Counselor PK-12- Educational Specialist II	HS GUID	High School Counselor, Grade 12	FT	100	0
224	Propato, Gabriella	Yes	English 7-12 - Instructional II	HS	English Grade 11 - Creative Writing	FT	100	0
225	Propfe, Tyler	Yes	Music PK-12 - Instructional I	ES	Music Grades K-5 - Adaptive Music	FT	100	0
226	Provini, Maira	Yes	School Social Worker - Education Specialist I	SpEd K-12	Special Education Social Worker	FT	100	0
227	Przeworski, Katherine	Yes	Biology 7-12 - Instructional II	USP	USP Biology-Honors - USP Honors Biology - USP AP Environmental Science - USP AP Biology	FT	100	0
228	Putignano, Ashley	Yes	Elementary K-6 Special Education PK-12 - Instructional II	SpEd MS/HS	Resource Teacher	FT	100	0

229	Putt, Jeffrey	Yes	Accounting 7-12 Marketing 7-12 Marketing-Dist Ed Tchr Coord 7-12 Data Processing 7-12 Bus-Computer-Info Tech Instructional II; Principal PK-12 - Administrative I	HS	Coding in HTML and CSS - Graphic Communications - Mobile Programming - Programming in C++ - Business Accounting	FT	100	0
230	Quigley, Christopher	Yes	Grades PK-4 - Instructional I	ES	Grade 2	FT	100	0
231	Quinn, William	Yes	Social Studies 7-12 English 7-12 - Instructional II	USP	Day Sub - Resigned 10/2023	FT	100	0
232	Rattman, Kristy	Yes	Elementary K-6 - Instructional II Elementary and Secondary School Counselor PK-12 - Education Specialist I English as Second Language (ESL) PK-12 - Program Specialist	HS GUID	Grade 2 - Promoted to High School Counselor 2/2024	FT	100	0
233	Rausch, Alex	Yes	English 7-12 Mid-level Citiz. Ed 6-9 - Instructional II; Supvr Curriculum & Inst PK-12 - Principal PK-12 - Administrative II	MS - Leadership	Principal - Middle School	FT	100	0
234	Reading, Danielle	Yes	Elementary K-6 - Instructional II	ES	Grade 3	FT	100	0
235	Regan, Coleen	Yes	Mid-Level Mathematics 6-9 English 7-12 Social Studies 7-12 English as a Second Language (ESL) PK-12 Library Science PK-12 - Instructional II	USP	USP British Literature Honors - USP Seminar Language Arts II	FT	100	0
236	Reigner, Kevin	Yes	Elementary K-6 Mid-Level English 6-9 Mid-Level Mathematics 6-9 Mid-Level Science 6-9 - Instructional II	MS	Science Grade 8	FT	100	0
237	Reiher, Daniel	Yes	Grades PK-4 - Grades 5-6 - English 7-12 - Social Studies 7-12 - Grades 4-8 (All subjects 4-6, Mathematics 7-8) - Grades 4-8 (All subjects 4-6, Science 7-8)	HS	U.S. Government College Prep - U.S. Government Honors - AP Government and Politics	FT	100	0
238	Renfer, Kelley	Yes	Social Studies 7-12 Special Education 7-12 - Instructional II	SpEd K-12	Special Education IEP Monitor	FT	100	0
239	Ricciardi, Kimberly	Yes	Art K-12 Family-Consumer Sci K-12 - Instructional II	CPFA	Food Science -Child Development -Art	FT	100	0
240	Roak-Tincani, Lisa	Yes	Special Education PK-8 Grades PK-4 - Instructional I	SpEd HS	Resource Teacher	FT	100	0
241	Robinson, AnneMarie	Yes	Art K-12 - Instructional II	CPFA	Art	FT	100	0
242	Robinson, Erica	Yes	Grades PK-4 - Instructional I	ES	Grade 5	FT	100	0
243	Roggio, Abigail	Yes	Reading Specialist K-12 Elementary K-6 - Instructional II	MS	Reading Specialist	FT	100	0
244	Romig, Kelly	Yes	Elementary K-6 Special Education PK-12 Reading Specialist PK-12 Library Science PK-12 - Instructional II - Instructional Coach Endorsement PK-12	SpEd ES	Resource Teacher	FT	100	0
245	Rosle, Kathryn	Yes	English 7-12 - Instructional II	HS	English 9 College Prep - English 9 Honors - Children's Literature Study	FT	100	0
246	Sabatelli, Marie	Yes	Elementary K-6 English 7-12 - Instructional II	MS	English Language Arts Grade 6	FT	100	0
247	Saldutti, Nico	Yes	Grades PK-4 - Instructional II	ES	Elementary Math Interventionist Grades 3-4	FT	100	0
248	Sally, Megan	Yes	Elementary K-6 Mid-Level English 6-9 - Instructional II	MS	English Language Arts Grade 7	FT	100	0
249	Salvo, Lisa	Yes	Elementary K-6 - Instructional II	ES	Grade 3	FT	100	0
250	Santana, Yecenia	Yes	Grades PK-4 Special Education PK-8 - Instructional I	SpEd HS	Resource Teacher	FT	100	0
251	Sarno, Amy	Yes	English 7-12 - Instructional II	MS	Middle School SOAR Program Coordinator	FT	100	0
252	Scapellati, Jennifer	Yes	English 7-12 - Instructional II	MS	English Language Arts Grade 8	FT	100	0
253	Schelling, Jennifer	Yes	Elementary K-6 Reading Specialist PK-12 - Instructional II	ES	Data and Intervention Specialist - Elementary	FT	100	0
254	Schellinger, Erik	Yes	English 7-12 Social Studies 7-12 - Instructional II	HS	Psychology - World History - World History Honors	FT	100	0
255	Schultz, Sarah	Yes	Social Studies 7-12 Special Education 7-12 - Instructional II	SpEd HS	Resource Teacher	FT	100	0
256	Sensening, Connor	Yes	English 7-12 - Instructional I	HS	African-American Literature- Writer's Workshop - AP Literature & Composition - English 12	FT	100	0
257	Sevick, Steve	No	Non Certified Educator Designation - Qualified as per charter regulations	USP	Day Sub	PT	0	100
258	Sforza, Taylor	Yes	Grades PK-4 - Instructional	ES	Grade 1	FT	100	0
259	Shaw, William	Yes	Music PK-12 - Instructional I	MS	Music	FT	100	0
260	Shirley, Julie	Yes	Business-Compuer-Tech Info PK-12	HS	Microsoft Office - Computer Aided Design - Manufacturing Construction and Robotics Technology - Buiness Law - Energy Power and Transportation Technology - Intro to Computer Aided Design	FT	100	0
261	Show, Larissa	Yes	School Speech & Language Pathologist PK-12 - Education Specialist I	SpEd K-12	Speech Pathologist	FT	100	0

262	Siegler, Alana	Yes	Franch PK-12 - Instructional I	MS	French	FT	100	0
263	Sikora, Stephanie	Yes	Family-Consumer Sci PK-12 Bus-computer-Info Tech PK-12 - Instructional II	MS	Technology Exploration I & II - Coding in HTML	FT	100	0
264	Slusser, Daniel	Yes	Health & Physical Educ PK-12 - Instructional II	MS	Health Safety and Physical Education	FT	100	0
265	Smith, Danielle	Yes	Elementary K-6 Mid-Level English 6-9 Special Education PK-12 Reading Specialist PK-12 - Instructional II	ES	Reading Specialist Grades K-2	FT	100	0
266	Smith, Jeff	Yes	Mathematics 7-12 Mid-Level Mathematics 6-9 Elementary K-6 ReadingSpecialist PK-12 Special Education PK-12 Bus-Computer-Info Tech PK-12 - Instructional II	HS	Algebra I - Pre-Algebra	FT	100	0
267	Smith, Kimberly	Yes	Biology 7-12 - Instrutional II	MS	Science Grade 8	FT	100	0
268	Snyder, Kelly	Yes	Early Childhood N-3 Elementary K-6 Reading Specialist PK-12 - Instructional II	ES	Reading Specialist	FT	100	0
269	Snyder, Resa	Yes	Grades PK-4 - Instructional I	ES	Grade 3	FT	100	0
270	Solnosky, Adam	Yes	Health & Physical Educa PK-12 - Instructional I	MS	Health Safety and Physical Education	FT	100	0
271	Sommar, Albert	Yes	Mathematics 7-12 Physics 7-12 Technology Education PK-12 - Instructional II	USP	USP AP Calculus AB - USP AP Calculus BC - USP Linear Algebra - USP Multivariable Calculus	FT	100	0
272	Speer, Ericka	No	Dance Education - Non Certified Educator Designation - Qualified as per Charter Regulations	CPFA	Dance	FT	0	100
273	Staszak (Duke), Shannon	Yes	French K-12 - Elementary K-6 - Mid-Level Science 7-9 - Mid-Level English 7-9 - Instructional II	ES	Grade 4	FT	100	0
274	Stefanski, MaryBeth	Yes	Secondary School Counselor - Educational Specialist II	USP GUID	USP High School Counselor	FT	100	0
275	Stehr, Sheri	No	Non Certified Educator Designation - Qualified as per charter regulations	USP	Day Substitute	PT	0	100
276	Steines, Elisabeth	Yes	Art PK-12 - Instructional II	HS	Drawing I-Drawing II-Foundations of Art-Honors Art Portfolio I-Honors Art Portfolio II	FT	100	0
277	Stepnowski, Jaclyn	Yes	Art PK-12 - Instructional I	ES	Art Grades K-5	FT	100	0
278	Stiles, Christopher	Yes	Principal K-12 - Administrative II; Social Studies 7-12 Spanish K-12 - Instructional II	USP - Leadership	Principal - University Scholars Program	FT	100	0
279	Strellec, Christina	Yes	English 7-12 Social Studies 7-12 Grades PK-4 Special Education 7-12 Special Education Expansion PK-8 - Instructional II - Enlgish as a Second Language (ESL) PK-12 - Administrative I	MS - Leadership	Assistant Principal - Middle School	FT	100	0
280	Sumner, Shannon	Yes	English 7-12 - Instructional II	MS	English Language Arts Grade 6	FT	100	0
281	Surden, Jessica	Yes	Music PK-12 - Instrictional I	ES	Music Grades K-5	FT	100	0
282	Surine, Douglas	Yes	Mathematics 7-12 Bus-Computer-InfoTech PK-12 - Instructional II	HS	Algebra I - Geometry Honors	FT	100	0
283	Suski, Amy	Yes	Elementary K-6 TechnologyEducation PK-12 - Instructional I	ES	Coding & Technology Grade K-5	FT	100	0
284	Sweeting, Lauren	Yes	Elementary K-6 Special Education PK-12 - Instructional II; Supvr Special Education PK-12	SpEd K-12 - Leadership	Assistant Supervisor of Special Education	FT	100	0
285	Takac, Kristina	Yes	Mathematics 7-12 - Instructional II - Emergency Permit effective 1/1/2023-7/31/2023	HS	Algebra I College Prep - Geometry College Prep - Keystone Review	FT	100	0
286	Taylor, Amber	Yes	English 7-12 - Instructional II	MS	English Grade 8	FT	100	0
287	Todd (Mulholland), Emily	Yes	Mathemtics 7-12 - Instructional II	HS	Geometry - Algebra - Connuser Mathematics	FT	100	0
288	Todorovac, Erin	Yes	English 7-12 - Instructional II	USP	USP American Literature Honors - USP AP English Literature & Composition - USP Creative Writing-Honors - USP Worl Lit Honors - USP Creative Writing MS Enrichment	FT	100	0
289	Tonici, Melissa	Yes	Spanish PK-12 - Instructional II	HS	Spanish	FT	100	0
290	Tope, Laura	Yes	Biology 7-12 - Instructional II	MS	Science Grade 7	FT	100	0
291	Townsend, John	No	Theatre Degree - Non Certified Educator Designation - Qualified as per Charter Regulations	CPFA	Music	FT	0	100
292	Ulrich, Jennifer	Yes	Spanish PK-12 - Instructional II	MS	Spanish	FT	100	0
293	Urbine, Colleen	Yes	Elementary K-6 Special Education PK-12 - Instructional II - Educational Specialist I	ES	Grade 2	FT	100	0

A large, stylized bird logo in the background, rendered in a light blue and grey color. The bird is shown in profile, facing right, with its wings spread. The logo is semi-transparent, allowing the text to be read over it.

The Pennsylvania **LEADERSHIP** **CHARTER SCHOOL**

Financial Statements

Fiscal Year Ending

June 30, 2024

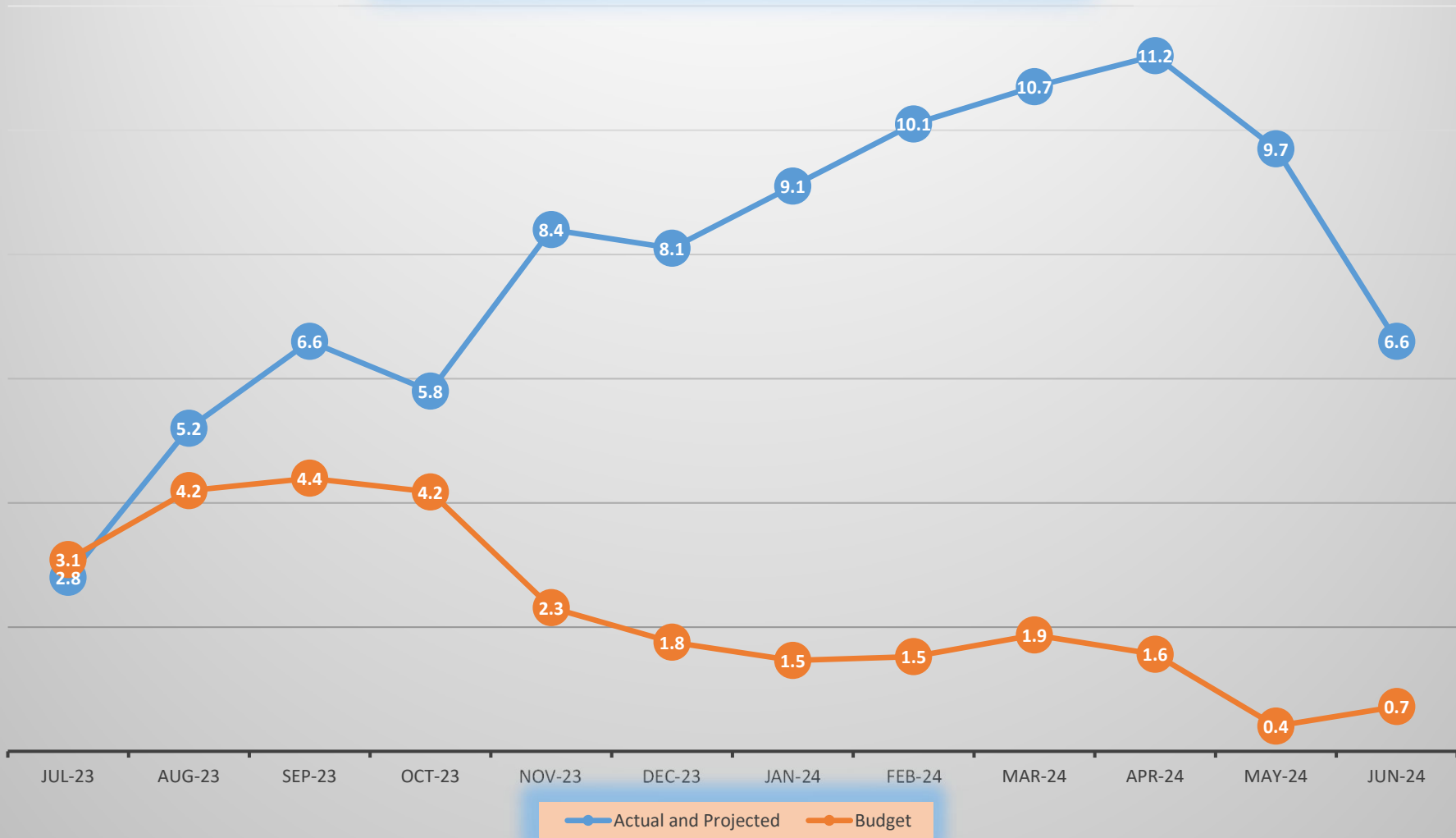
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	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Average
Liquidity	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	
Cash	\$ 13,802,497	\$ 14,809,384	\$ 15,298,378	\$ 16,595,493	\$ 16,527,445	\$ 18,003,450	\$ 19,023,780	\$ 20,673,713	\$ 20,984,155	\$ 21,587,724	\$ 21,577,328	\$ 18,501,247	\$ 18,115,383
Mthly Change	\$ (2,078,386)	\$ 1,006,886	\$ 488,995	\$ 1,297,114	\$ (68,048)	\$ 1,476,005	\$ 1,020,330	\$ 1,649,932	\$ 310,443	\$ 603,568	\$ (10,395)	\$ (3,076,082)	\$ 546,282
# of Withdrawls	8	11	9	10	6	7	6	8	9	10	10	10	9
Maximum Withdrawl	\$ 952,856	\$ 1,044,416	\$ 1,631,840	\$ 1,568,355	\$ 1,657,637	\$ 1,199,524	\$ 1,192,868	\$ 981,694	\$ 1,358,214	\$ 1,120,566	\$ 1,457,002	\$ 3,000,000	\$ 1,430,414
Average Withdrawl	\$ 473,457	\$ 335,042	\$ 280,952	\$ 392,052	\$ 608,951	\$ 309,303	\$ 605,612	\$ 283,660	\$ 399,231	\$ 343,855	\$ 484,816	\$ 609,434	\$ 395,641
Avg Withdrawls on Hand	29	44	54	42	27	58	31	73	53	63	45	30	46
Avg Months on Hand	3.6	4.0	6.0	4.2	4.5	8.3	5.2	9.1	5.9	6.3	4.5	3.0	5.1
# of Deposits	14	14	13	13	17	15	17	14	13	14	14	12	14
Maximum Deposit	\$ 796,636	\$ 1,107,976	\$ 850,930	\$ 2,702,673	\$ 1,057,225	\$ 967,837	\$ 1,113,377	\$ 862,418	\$ 950,160	\$ 948,456	\$ 1,538,509	\$ 1,101,066	\$ 1,166,439
Average Deposit	\$ 133,695	\$ 333,340	\$ 226,834	\$ 403,059	\$ 215,911	\$ 236,696	\$ 273,913	\$ 279,443	\$ 308,691	\$ 284,616	\$ 284,133	\$ 304,167	\$ 281,788
Avg Deposits on Hand	103	44	67	41	77	76	69	74	68	76	76	61	64
Avg Months on Hand	7.4	3.1	5.2	3.2	4.5	5.1	4.1	5.3	5.2	5.4	5.4	5.1	4.6
	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Average
Balance Sheet													
Current Assets (Liquid)	\$ 19,403,115	\$ 20,434,757	\$ 21,285,732	\$ 22,609,438	\$ 23,001,396	\$ 24,506,183	\$ 25,555,335	\$ 27,232,231	\$ 28,072,621	\$ 28,706,345	\$ 28,727,248	\$ 36,192,871	\$ 25,030,759
Current Liabilities	\$ 3,523,608	\$ 1,702,147	\$ 2,117,663	\$ 2,354,524	\$ 1,757,779	\$ 3,297,177	\$ 2,808,345	\$ 3,264,230	\$ 3,586,771	\$ 4,678,058	\$ 5,349,026	\$ 7,482,336	\$ 3,280,704
Current Ratio	5.51	12.01	10.05	9.60	13.09	7.43	9.10	8.34	7.83	6.14	5.37	4.84	8.08
Committed Fund Balance	\$ 70,264,380	\$ 67,395,257	\$ 67,256,660	\$ 67,641,991	\$ 67,466,745	\$ 67,392,802	\$ 67,217,555	\$ 67,172,401	\$ 67,438,079	\$ 67,776,748	\$ 68,154,572	\$ 81,090,820	\$ 67,452,412
Unrestricted & Net Revenue	\$ 35,246,711	\$ 35,246,711	\$ 35,246,711	\$ 35,246,711	\$ 35,246,711	\$ 35,246,711	\$ 35,246,711	\$ 35,246,711	\$ 35,246,711	\$ 35,246,711	\$ 35,246,711	\$ 20,999,414	\$ 35,246,711
% Committed Fund Balance	67%	66%	66%	66%	66%	66%	66%	66%	66%	66%	66%	79%	66%

	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Change
Revenue & Expenses													
Revenue													
Projection	\$66,162,190	\$64,575,715	\$65,319,200	\$66,331,748	\$67,151,395	\$67,523,134	\$67,577,630	\$68,202,275	\$69,389,543	\$69,309,114	\$69,999,390	\$70,365,680	\$366,290
Budget	\$66,114,086	\$66,114,086	\$66,114,086	\$66,114,086	\$66,114,086	\$66,114,086	\$66,114,086	\$66,114,086	\$66,114,086	\$66,114,086	\$66,114,086	\$66,114,086	\$0
Variance	\$48,104	(\$1,538,371)	(\$794,886)	\$217,662	\$1,037,309	\$1,409,048	\$1,463,544	\$2,088,189	\$3,275,457	\$3,195,028	\$3,885,304	\$4,251,594	\$366,290
Expense													
Projection	\$65,305,552	\$65,425,916	\$65,190,154	\$65,429,526	\$66,165,118	\$65,832,276	\$66,043,677	\$66,567,461	\$64,622,127	\$63,375,946	\$59,868,838	\$61,643,206	\$1,774,368
Budget	\$65,394,764	\$65,394,764	\$65,394,764	\$65,394,764	\$65,394,764	\$65,394,764	\$65,394,764	\$65,394,764	\$65,394,764	\$65,394,764	\$65,394,764	\$65,394,764	\$0
Variance	(\$89,212)	\$31,152	(\$204,610)	\$34,762	\$770,354	\$437,512	\$648,913	\$1,172,697	(\$772,637)	(\$2,018,818)	(\$5,525,926)	(\$3,751,558)	\$1,774,368
Enrollment													
Projection	3,500	3,180	3,194	3,300	3,300	3,300	3,300	3,300	3,350	3,350	3,350	3,350	-
Budget	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	-
Variance	0	(320)	(306)	(200)	(200)	(200)	(200)	(200)	(150)	(150)	(150)	(150)	-
Revenue per Student													
Projection - Reg Ed	\$13,391	\$13,501	\$13,538	\$13,044	\$13,423	\$13,493	\$13,482	\$13,354	\$13,368	\$13,360	\$13,364	\$13,365	\$1
Budget - Reg Ed	\$12,881	\$12,881	\$12,881	\$12,881	\$12,881	\$12,881	\$12,881	\$12,881	\$12,881	\$12,881	\$12,881	\$12,881	\$0
Variance - Reg Ed	\$510	\$620	\$657	\$163	\$542	\$612	\$601	\$473	\$487	\$479	\$483	\$484	\$1
Projection - Spec Ed	\$34,381	\$34,419	\$34,563	\$37,629	\$34,514	\$34,509	\$34,509	\$34,505	\$34,505	\$34,543	\$34,541	\$34,538	(\$3)
Budget - Spec Ed	\$33,194	\$33,194	\$33,194	\$33,194	\$33,194	\$33,194	\$33,194	\$33,194	\$33,194	\$33,194	\$33,194	\$33,194	\$0
Variance - Spec Ed	\$1,187	\$1,225	\$1,369	\$4,435	\$1,320	\$1,315	\$1,315	\$1,311	\$1,311	\$1,349	\$1,347	\$1,344	(\$3)
Projection - Combined	\$18,903	\$20,307	\$20,451	\$20,101	\$20,349	\$20,462	\$20,478	\$20,667	\$20,713	\$20,689	\$20,895	\$21,005	\$109
Budget - Combined	\$18,890	\$18,891	\$18,890	\$18,890	\$18,890	\$18,890	\$18,890	\$18,890	\$18,890	\$18,890	\$18,890	\$18,890	\$0
Variance - Combined	\$13	\$1,416	\$1,561	\$1,211	\$1,459	\$1,572	\$1,588	\$1,777	\$1,823	\$1,799	\$2,005	\$2,115	\$109
Expense per Student													
Projection	\$18,659	\$20,574	\$20,410	\$19,827	\$20,050	\$19,949	\$20,013	\$20,172	\$19,290	\$18,918	\$17,871	\$18,401	\$530
Budget	\$18,684	\$18,684	\$18,684	\$18,684	\$18,684	\$18,684	\$18,684	\$18,684	\$18,684	\$18,684	\$18,684	\$18,684	\$0
Variance	(\$25)	\$1,890	\$1,726	\$1,143	\$1,366	\$1,265	\$1,329	\$1,488	\$606	\$234	(\$813)	(\$283)	\$530

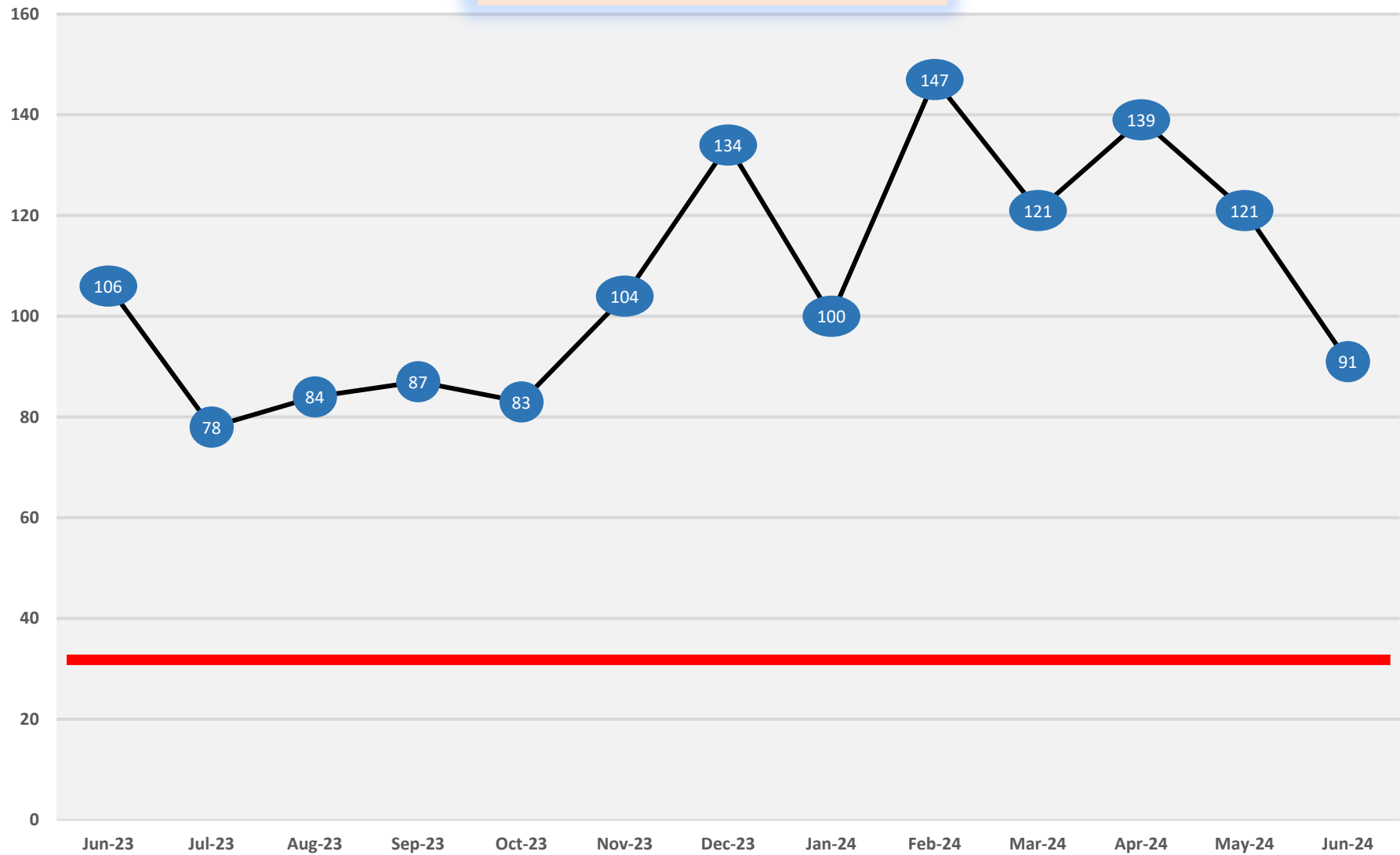
**Pennsylvania Leadership Charter School
Change in Net Assets
Projection vs. Budget
(Millions)**



**PA Leadership Charter School
Current Ratio Trend
(Benchmark Target: >2)**



**PA Leadership Charter School
Days Cash on Hand Trend
(Benchmark Target: > 60)**



PA Leadership Charter School
Balance Sheet - PDE Basis
As of June 30, 2024

	Jun 30, 23	Jun 30, 24	YTD Incr / (Decr)	Notes
ASSETS				
Current Assets				
Total Checking/Savings	15,880,883.38	18,501,246.61	2,620,363.23	
Total Certificates of Deposit	15,554,477.10	19,292,359.98	3,737,882.88	Next maturity of \$3.8M on 7/5/24
Total Bank Accounts	31,435,360.48	37,793,606.59	6,358,246.11	
Total PSD Liquid Assets	5,576,954.48	17,691,624.43	12,114,669.95	
Total US Treasury Securities	42,075,003.65	32,333,350.29	-9,741,653.36	Next maturity of \$11.0M on 9/5/24
Total 0141 - District Receivables	1,370,038.50	2,168,737.56	798,699.06	Reduced by \$300k allowance, \$78k for prior years
Total 0142 - State Revenue Receivable	151,810.15	186,750.00	34,939.85	
Total 0143 - Federal Receivable	862,622.97	851,244.13	-11,378.84	IDEA Grant of \$523k
Other receivables	84,978.99	671,690.00	586,711.01	Cheswick Tenant Incentive
Total Prepaid Expense	102,794.02	205,801.06	103,007.04	
Total Other Current Assets	50,224,202.76	54,109,197.47	3,884,994.71	
Total Current Assets	81,659,563.24	91,902,804.06	10,243,240.82	
Fixed Assets				
Total Fixed Assets	33,010,719.13	35,322,975.41	2,312,256.28	AIC Nurse & Cheswick & buy HP Laptops
Total 0200-0240 Less Depreciation	-12,706,292.99	-14,926,875.50	-2,220,582.51	
Total Fixed Assets	20,304,426.14	20,396,099.91	91,673.77	
Other Assets				
Security deposits	27,105.50	31,251.50	4,146.00	Pittsburgh and CPFA
Deferred Outflows - OPEB	128,394.00	121,000.00	-7,394.00	
Deferred Outflows - Pension	4,001,312.00	888,000.00	-3,113,312.00	
Total Other Assets	4,156,811.50	1,040,251.50	-3,116,560.00	
TOTAL ASSETS	106,120,800.88	113,339,155.47	7,218,354.59	
LIABILITIES & EQUITY				
Liabilities				
Total Accounts Payable	1,129,217.55	1,080,727.76	-48,489.79	
Total Credit Cards	52,240.21	65,447.73	13,207.52	Homecoming & Promo Materials
Other Current Liabilities				
Accrued Expenses	1,056,181.47	3,247,797.15	2,191,615.68	SPED, Audit fees, Cheswick WIP & Retention Awards
0500-05 - 0500-0500 - ISP Reimb.	373,396.02	270,001.80	-103,394.22	
Total 0460 Payroll Accruals and W/H	3,273,988.07	2,780,758.59	-493,229.48	Transferred from P&L this year
Total 0496 Due to Student Groups	16,883.19	37,603.08	20,719.89	
Total Other Current Liabilities	4,720,448.75	6,336,160.62	1,615,711.87	
Total Current Liabilities	5,901,906.51	7,482,336.11	1,580,429.60	
Long Term Liabilities				
0500-540 Accumul Compensated	0.00	18,337.50	18,337.50	
Net OPEB Liability	1,199,000.00	842,000.00	-357,000.00	
Net Pension Liability	1,767,706.00	1,716,706.00	-51,000.00	
Deferred Inflows - OPEB	223,542.00	449,542.00	226,000.00	
Deferred Inflows - Pension	3,469,000.00	740,000.00	-2,729,000.00	
Total Long Term Liabilities	6,659,248.00	3,766,585.50	-2,892,662.50	
Total Liabilities	12,561,154.51	11,248,921.61	-1,312,232.90	
Equity				
0830 Commitment MTSS implement	5,500,000.00	5,500,000.00	0.00	Multi-year
0830 commitment building costs	3,000,000.00	3,000,000.00	0.00	Multi-year, Cheswick and other renovations
0830 Commitment sustainability	24,000,000.00	24,000,000.00	0.00	Multi-year
0830 Commitmnt CPFA lease/imprv	1,800,000.00	900,000.00	-900,000.00	Multi-year
0830 Commitmnt Pittsburgh lease	9,000,000.00	7,500,000.00	-1,500,000.00	Multi-year
0830 Commit future COVID exps	4,800,000.00	4,800,000.00	0.00	Multi-year
0830 Commtmnt future PSERS cost	1,800,000.00	1,800,000.00	0.00	Multi-year
0830 Commit Research & Develop		15,000,000.00	15,000,000.00	Multi-year
0830 Commit Virtual Class Tech		1,000,000.00	1,000,000.00	Multi-year
0710-0710 Investment in Fixed	19,317,990.56	19,409,664.33	91,673.77	Depreciation
90711-0711 Amts for debt	986,435.58	986,435.58	0.00	CPFA & Canon leases
Amount Provided For Other L/T	-74,800.00	-93,137.50	-18,337.50	
Amount Provided For OPEB Liabil	-1,294,148.00	-1,170,542.00	123,606.00	
Amount Provided For Pension	-1,235,394.00	-1,568,706.00	-333,312.00	
Nonspendable-Security Deposits	27,105.50	27,105.50	0.00	CPFA & Alpha drive
3900 - Unrestricted/Unassigned	21,002,818.73	14,441,514.97	-6,561,303.76	Prior Year Net Income
Net Income	4,929,638.00	6,557,898.98	1,628,260.98	
Total Equity	93,559,646.37	102,090,233.86	8,530,587.49	
TOTAL LIABILITIES & EQUITY	106,120,800.88	113,339,155.47	7,218,354.59	

	A	B	C	D	E	F	G	H	I	J	S
1	PA LEADERSHIP CHARTER SCHOOL										
2	Statement of Revenues and Expenditures vs. Budget										
3	Fiscal Year ended June 30, 2024										
5				[A] Actual - Unaudited		[B] YTD Budget		[C] = [A] - [B] \$ Over (Under) Budget			Notes related to major variances
7	Regular Education			2,599		2,842		(243)			
8	Special Education			672		623		49			
9	Total Enrollment			3,271		3,465		(194)			ADM was 3,381 in June.
10	INCOME										
11	Local Revenues										
12	District Revenues										
13	Regular Education	6944R		\$ 35,620,358		\$ 37,028,239		\$ (1,407,881)			Reconciliation estimate used as projection.
14	Special Education	6944S		\$ 23,802,291		\$ 20,885,672		2,916,618			Reconciliation estimate used as projection.
15	Prior year adjustments to districts	6944P		149,199		-		149,199			YTD impact from all prior year receivables
16	Total District Revenues			59,571,848		57,913,911		1,657,937			
17	Interest Earned	6510		3,387,692		1,610,000		1,777,692			Based on monthly trend
20	Student Fee Revenue	6740		321,197		25,000		296,197			Unreturned materials fees & ISP reimbursements
24	Student Fees - Graduation	6741		-		35,000		(35,000)			Last received in May'23
26	Miscellaneous Revenues	6990		201,484		35,000		166,484			HP sale in Sept'23, 16/17 settlements
27	Refunds of P/Y Expenditure	6991		46,939		-		46,939			
28	Total Local Revenues			63,529,397		59,618,911		3,910,486			
29	Federal Grant Revenues										
30	Individuals with Disabilities	8512		522,973		521,762		1,211			Funding amount is confirmed
32	Title I	8514		947,998		926,443		21,555			
33	Title II	8515		89,885		86,909		2,976			
34	Title III	8516		2,850		-		2,850			
35	Title IV	8517		79,907		72,219		7,688			
36	Elem/Secondary Sch Emergency Relief (ESSERs)	8741		4,523,152		4,736,377		(213,226)			Includes ARP ESSER summer interns
37	Dual Credit	8756		48,099		-		48,099			
38	Total Federal Grant Revenues			6,214,863		6,343,710		(128,847)			
39	State Revenues										
40	Special Education Contingency Fund	7271		300,000		-		300,000			Funding from prior and current year
41	Health Services	7330		(12,716)		41,465		(54,181)			Reversal from prior year.
42	Safety & Security Grant	7361		-		55,000		(55,000)			Funding amount is not confirmed
43	Mental Health Grant	7362		36,750		55,000		(18,250)			Funding amount is not confirmed
44	Total State Revenues			324,034		151,465		172,569			
48	TOTAL INCOME			\$ 70,068,294		\$ 66,114,086		\$ 3,954,208			

	A	B	C	D	E	F	G	H	I	J	S
1	PA LEADERSHIP CHARTER SCHOOL										
2	Statement of Revenues and Expenditures vs. Budget										
3	Fiscal Year ended June 30, 2024										
5				[A] Actual - Unaudited	[B] YTD Budget	[C] = [A] - [B] \$ Over (Under) Budget		Notes related to major variances			
49	EXPENSES										
54	Total Salaries			32,790,233	31,187,790	1,602,442					
55	Benefits										
56	Health Insurance	211		4,199,669	4,776,307	(576,638)		Benefits accruals updated in mid-October			
57	Dental Insurance	212		241,761	324,308	(82,547)		Benefits accruals updated in November			
58	Group Insurance	213		11,973	35,554	(23,582)					
59	Disability Insurance	214		133,250	213,355	(80,105)					
60	SS Contributions	220		2,447,072	2,304,545	142,527					
61	Retirement-PSERS	230		2,577,250	2,685,580	(108,329)					
62	Retirement-PennServ	231		1,114,132	1,109,405	4,727					
63	Tuition Reimbursement	240		43,402	188,732	(145,330)					
64	Unemployment	250		64,279	66,369	(2,090)					
65	Workers' Compensation Insurance	260		80,515	146,457	(65,942)		Policy was not based on current salaries			
66	Group Insurance - Self Insurance	270		634,201	661,067	(26,866)					
67	Tuition	280		20,518	-	20,518					
68	Other Employee Benefits	290		26,832	92,000	(65,168)					
69	Total Benefits			11,594,856	12,603,680	(1,008,824)		Benefits increase budgeted at 20%, renewal in October			
70	Professional Services:										
72	Accounting	301		129,864	150,000	(20,136)		Reduced use of Charter Choices consultant			
73	Legal	302		625,454	534,900	90,554		Fees for former CEO settlement and SpecEd			
75	Auditing	305		75,000	80,000	(5,000)					
76	Professional Education Services	320		4,168,414	5,766,470	(1,598,056)		Therapy Sources \$3.4M			
77	Professional Development	324		135	-	135					
79	Other Professional Services	330		517,278	713,148	(195,870)		Cheswick \$71k, Long Nyquist \$60k, HR \$55k & Cameras \$88k			
81	Professional IT Services	340		1,434,097	1,081,300	352,797		Agentis \$910k			
82	Employee Training & Development	360		306,249	893,449	(587,200)		Solution Tree \$167k			
83	Total Professional Services			7,257,418	9,219,267	(1,961,849)					

	A	B	C	D	E	F	G	H	I	J	S
1	PA LEADERSHIP CHARTER SCHOOL										
2	Statement of Revenues and Expenditures vs. Budget										
3	Fiscal Year ended June 30, 2024										
5				[A] Actual - Unaudited		[B] YTD Budget		[C] = [A] - [B] \$ Over (Under) Budget			Notes related to major variances
84	Building Expenses:										
85	Purchased Property Services	400		14,423		10,000		4,423			Navigate360, unbudgeted site-mapping
86	Cleaning Services	410		267,949		396,602		(128,653)			Cheswick \$8k mthly budget, no expense. Current locations savings \$18k, monthly invoices are accrued
87	Utilities	420		36,729		20,742		15,987			Aqua water higher due to prior year invoices
88	Repairs/Maintenance	430		465,911		903,741		(437,830)			Cheswick budget of \$530k not expensed here
89	Building Rental	440		867,288		1,159,272		(291,984)			Pittsburgh rent started in mid-January
90	Building Rental (Meeting Rooms and Other)	441		232,844		278,350		(45,506)			
91	Copier Leases	448		101,644		101,645		(1)			Leases end in Sept2024
92	Total Building Expenses			1,986,787		2,870,351		(883,564)			
95	Student Transportation	510		154,838		253,000		(98,162)			
96	Insurance - General	520		254,019		392,000		(137,981)			Westtown building excluded from coverage
97	Communications	530		282,264		595,052		(312,788)			e-rate funding excluded from budget
98	Postage and Shipping	531		258,090		424,900		(166,810)			
99	Advertising	540		501,016		675,977		(174,961)			new building signs delayed to next year.
100	Printing and Binding	550		16,514		122,379		(105,865)			ES Extra Ink-\$65k,HS YB-\$5k,SS-\$10k,M/C-\$17k,Grad-\$13k
101	Tuition	560		540,176		350,000		190,176			Dual Credit \$113k, Special Ed balance
102	Travel	580		207,269		621,185		(413,916)			
103	Misc. Purchased Services	590		20,079		24,450		(4,371)			
105	Educational and Curriculum Supplies	600		307,802		231,332		76,469			
106	General / Office Supplies	610		219,671		494,267		(274,596)			
107	Electricity	622		195,337		160,000		35,337			similar to FY23
108	Food	630		55,147		81,630		(26,483)			
109	Books and Periodicals	640		474,931		583,192		(108,261)			
110	Educational Technology Software	650		689,717		1,260,566		(570,849)			Academics \$121k, ESSER \$382k, IT \$75k under budget
111	Building Improvement	720		1,225,183		-		1,225,183			AIC Nurse 215k, Cheswick \$1M
112	Depreciation Expense	749		2,109,058		-		2,109,058			similar to FY23
113	Equipment	750		1,266,027		2,281,361		(1,015,333)			Academics HP, iPads and other (600k), Production Studio (\$112k), & new School van (36k) , and new FF&E of \$186k.
114	Dues and Fees	810		77,481		52,000		25,481			PCPCS \$14k, Bill \$15k, Fed \$12k, CPFA \$12k, USP \$4k, SS \$3k, D&B \$2k
116	Internet Reimbursement	811		1,024,400		900,000		124,400			Based on submitted household request forms.
117	Board expenses	Brd		4,487		10,384		(5,897)			
120	Other Financing	900		(2,405)		-		(2,405)			
121	TOTAL EXPENSES			63,510,395		65,394,763		(1,884,368)			
122	CHANGE IN NET ASSETS			\$ 6,557,899		\$ 719,322		5,838,577			

PA Leadership Charter School
A/P Aging Summary
As of June 30, 2024

	Current	1 - 30	31 - 60	61 - 90	> 90	TOTAL	Comments
21st Century Media-Philly Cluste	-	99.57	102.16	-	-	201.73	Received Late
Abdu, Jon	-	-	-	-	100.44	100.44	Expired ISP Payment
ACT	-	-	-	65.00	-	65.00	Received Late
Agentis Technology, LLC	78,068.25	-	-	-	-	78,068.25	
Akter, Jesmin	-	-	-	-	150.00	150.00	Expired ISP Payment
Amazon Capital Services	11.95	-	-	-	-	11.95	
Andrew's Lawn & Landscaping Ll	4,947.95	-	-	-	-	4,947.95	
Aqua - 4474	251.36	-	-	-	-	251.36	
Aqua - 9787	263.72	-	-	-	-	263.72	
Aqua - 9799	794.28	-	-	-	-	794.28	
Aqua - 9813	251.36	-	-	-	-	251.36	
Aqua -8961 (1645 W. Chester Pi	198.30	-	-	-	-	198.30	
Aqua PA - 8962	251.36	-	-	-	-	251.36	
AT&T Mobility - 1835	993.79	-	-	-	-	993.79	
Attain Therapy	660.00	-	-	-	-	660.00	
B & H Photo	2,097.99	1,329.42	-	-	-	3,427.41	Received Late
Baby Steps Therapy, LLC	3,217.50	-	-	-	-	3,217.50	
Bailey Pottery Equipment Corp.	3,536.22	-	-	-	-	3,536.22	
Belmont Behavioral Hospital LLC	-	-	2,400.00	-	-	2,400.00	Received Late
Building Envelope Consultants ar	6,600.00	-	-	-	-	6,600.00	
Campbell, Naya	-	-	-	-	150.00	150.00	
CCIU	15,703.10	-	-	-	-	15,703.10	
CDW Government, Inc.	2,675.30	-	-	-	-	2,675.30	
Charter Choices, Inc.	-	1,953.90	-	-	-	1,953.90	Received Late
Clean Right Building Services, Inc	8,819.00	-	-	-	-	8,819.00	
Comcast - 6832 NEW	8,747.05	-	-	-	-	8,747.05	
Connecting the Pieces	709.50	-	-	-	-	709.50	
Conrad, Jessica	368.00	-	-	-	-	368.00	
Culligan of Pittsburgh	2,799.00	-	-	-	-	2,799.00	
DCIU	205.80	-	-	-	-	205.80	
EAN Services, LLC	810.13	-	75.55	151.10	1,799.65	2,836.43	Received Late
Elchert, Eugene	9.51	-	-	-	-	9.51	
EMC Home Improvement	3,574.00	-	-	-	-	3,574.00	
EPLUS Technology Inc	65,000.00	-	-	-	-	65,000.00	
EverDriven Technologies, LLC	3,060.70	-	-	-	-	3,060.70	
Feeding Frenzy	428.05	-	-	-	-	428.05	
Gerhart Property Management l	5,320.00	-	-	-	-	5,320.00	
Green Tree School	1,095.70	-	-	-	-	1,095.70	
Hengst, Darren	-	1,800.00	-	-	-	1,800.00	Received Late
Houghton Mifflin Harcourt	34,543.52	-	-	-	-	34,543.52	
J&K Trash Removal, Inc.	1,101.12	-	-	-	-	1,101.12	
Johnston, Taylor	-	-	-	-	150.00	150.00	Expired ISP Payment
Joyce Family Cleaning Co.	2,000.00	-	-	-	-	2,000.00	
Juliette, Aliza	-	-	-	-	150.00	150.00	Expired ISP Payment
Kemp, Marquisha	-	-	-	-	150.00	150.00	Expired ISP Payment
Keystone Fire Protection Co.	1,094.43	-	-	-	-	1,094.43	
Lafayette Supply	-	989.88	733.66	-	-	1,723.54	Received Late
Lamb McErlane PC	71,295.26	20,441.50	-	-	-	91,736.76	Received Late
Lancaster-Lebanon IU13	40.00	-	-	-	-	40.00	
Lisa Hoy	1,460.00	-	-	-	-	1,460.00	
McKenna Snyder LLC	32,441.17	-	-	-	-	32,441.17	
McNees Wallace & Nurick LLC	1,254.19	-	-	-	-	1,254.19	
Meadows, Kayley	-	-	161.00	-	-	161.00	Received Late
National Business Furniture, LLC	-	-	2,759.36	-	-	2,759.36	Received Late
Northwest Area SD	2,086.00	-	-	-	-	2,086.00	
Oakmont Water Authority	182.25	-	-	-	-	182.25	
PEOPLES	41.85	-	-	-	-	41.85	

PA Leadership Charter School
A/P Aging Summary
As of June 30, 2024

	Current	1 - 30	31 - 60	61 - 90	> 90	TOTAL	Comments
Piatt Development Services	8,115.39	-	-	-	-	8,115.39	
Quadient Finance Usa Inc.	-	1,000.00	-	-	-	1,000.00	Received Late
R.H. Reinhardt Contractors	-	-	1,785.00	-	-	1,785.00	Received Late
T-Mobile 9394	6,694.66	-	-	-	-	6,694.66	
T&S Limousines	2,510.00	-	-	-	-	2,510.00	
The Protection Bureau	3,168.00	-	-	-	-	3,168.00	
Therapy Source Inc.	610,610.52	-	13,830.30	162.50	-	624,603.32	Received Late
Ultimate Mats	11,950.00	-	-	-	-	11,950.00	
UPS - Enterprise Dr.	6,959.41	-	-	-	-	6,959.41	
Vento, Rebecca	572.03	-	-	-	-	572.03	
Verizon- 0001-57	398.35	-	-	-	-	398.35	
Verizon - 0001-71	322.51	-	-	-	-	322.51	
Verizon - 0001-82	528.00	-	-	-	-	528.00	
Verizon - 0001-90	1,257.77	-	-	-	-	1,257.77	
Verizon - 0524	1,059.34	-	-	-	-	1,059.34	
Verizon - 7138	-	71.48	-	-	-	71.48	Received Late
Virginia Weida Designs Llc	-	2,509.05	-	-	-	2,509.05	Received Late
W.B. Mason	109.90	-	-	-	-	109.90	
Waynesboro Area School Distric	494.70	-	-	-	-	494.70	
West Penn Power	1,349.09	-	-	-	-	1,349.09	
Westmoreland Intermediate Uni	150.15	-	-	-	-	150.15	
Westtown Township	205.00	-	-	-	-	205.00	
Wiggins Shredding Inc	-	80.00	-	-	-	80.00	Received Late
Yale Electric Supply Co	263.76	-	-	-	-	263.76	
TOTAL	1,025,727.24	30,274.80	21,847.03	378.60	2,650.09	1,080,877.76	

**Pennsylvania Leadership Charter School
Accounts Receivable Summary Report
School Year 2023-24 as of 06/30/2024**

District	AUN	Amounts Due			District	Amounts Paid			Net Due
		Regular Ed	Special Ed	Total Due		UniPay	Refunds	Total Paid	
Abington Heights SD	119350303	3,781.68	472.29	4,253.97	9,221.81	0	1,788.96	7,432.85	-3,178.88
Abington SD	123460302	197,459.95	31,129.26	228,589.21	189,348.34	0	0	189,348.34	39,240.87
Albert Gallatin Area SD	101260303	70,085.16	30,876.52	100,961.68	0	92,856.76	0	92,856.76	8,104.92
Allegheny Valley SD	103020603	15,707.24	31,023.44	46,730.68	51,983.55	0	0	51,983.55	-5,252.87
Allegheny-Clarion Valley SD	106160303	19,353.18	0	19,353.18	20,965.94	0	0	20,965.94	-1,612.76
Allentown City SD	121390302	158,576.08	193,724.48	352,300.56	349,800.72	0	0	349,800.72	2,499.84
Altoona Area SD	108070502	47,589.44	103,915.23	151,504.67	154,677.61	0	0	154,677.61	-3,172.94
Annaville-Cleona SD	113380303	29,728.46	45,054.12	74,782.58	70,876.49	0	0	70,876.49	3,906.09
Antietam SD	114060503	25,122.80	0	25,122.80	0	23,029.23	0	23,029.23	2,093.57
Armstrong SD	128030852	188,538.78	66,123.62	254,662.40	262,725.44	0	0	262,725.44	-8,063.04
Athens Area SD	117080503	7,353.37	0	7,353.37	9,111.98	0	0	9,111.98	-1,758.61
Avon Grove SD	124150503	183,811.91	125,296.44	309,108.35	303,362.45	0	0	303,362.45	5,745.90
Avonworth SD	103020753	0	0	0	0	5,075.63	5,075.63	0	0
Baldwin-Whitehall SD	103021102	22,050.16	0	22,050.16	20,212.64	0	0	20,212.64	1,837.52
Bangor Area SD	120480803	0	24,227.33	24,227.33	0	17,483.23	0	17,483.23	6,744.10
Beaver Area SD	127041203	17,051.36	0	17,051.36	16,778.71	0	0	16,778.71	272.65
Bedford Area SD	108051003	0	0	0	1,933.83	0	1,933.83	0	0
Belle Vernon Area SD	107650603	24,342.90	0	24,342.90	0	22,314.32	0	22,314.32	2,028.58
Bellefonte Area SD	110141103	38,051.07	12,969.20	51,020.27	54,777.72	0	0	54,777.72	-3,757.45
Bellwood-Antis SD	108071003	13,790.04	0	13,790.04	0	12,640.87	0	12,640.87	1,149.17
Bensalem Township SD	122091002	83,094.88	116,184.15	199,279.03	188,968.50	0	0	188,968.50	10,310.53
Bentworth SD	101630903	12,200.42	0	12,200.42	12,200.42	0	0	12,200.42	0
Berlin Brothersvalley SD	108561003	13,147.44	0	13,147.44	13,147.44	0	0	13,147.44	0
Bermudian Springs SD	112011103	41,670.30	0	41,670.30	41,670.30	0	0	41,670.30	0
Berwick Area SD	116191103	11,434.08	0	11,434.08	10,666.12	0	0	10,666.12	767.96
Bethel Park SD	103021252	96,835.93	69,136.49	165,972.42	136,893.55	0	0	136,893.55	29,078.87
Bethlehem Area SD	120481002	119,198.80	135,915.00	255,113.80	211,783.94	0	0	211,783.94	43,329.86
Bethlehem-Center SD	101631003	56,484.10	13,013.60	69,497.70	37,656.07	0	0	37,656.07	31,841.63
Big Spring SD	115210503	27,196.14	0	27,196.14	27,196.14	0	0	27,196.14	0
Blackhawk SD	127041603	0	12,231.20	12,231.20	11,299.75	0	0	11,299.75	931.45
Bloomsburg Area SD	116191203	27,905.23	4,183.93	32,089.16	34,411.71	0	0	34,411.71	-2,322.55
Blue Mountain SD	129540803	52,174.80	33,174.56	85,349.36	87,892.83	0	0	87,892.83	-2,543.47
Boyetown Area SD	114060753	297,933.70	369,122.77	667,056.47	0	569,229.71	0	569,229.71	97,826.76
Bradford Area SD	109420803	12,251.69	42,791.85	55,043.54	35,669.75	0	0	35,669.75	19,373.79
Brandywine Heights Area SD	114060853	39,022.44	0	39,022.44	0	35,770.57	0	35,770.57	3,251.87
Brentwood Borough SD	103021453	33,201.82	38,016.54	71,218.36	71,218.36	0	0	71,218.36	0
Bristol Borough SD	122091303	0	0	0	0	1,094.16	1,094.16	0	0
Bristol Township SD	122091352	72,645.29	41,789.28	114,434.57	0	107,660.96	0	107,660.96	6,773.61
Brockway Area SD	106330703	2,820.67	0	2,820.67	0	4,352.89	0	4,352.89	-1,532.22
Brookville Area SD	106330803	48,573.89	0	48,573.89	50,419.43	0	0	50,419.43	-1,845.54
Brownsville Area SD	101260803	33,136.16	48,064.92	81,201.08	81,546.64	0	0	81,546.64	-345.56
Bryn Athyn SD	123460504	4,778.17	12,077.32	16,855.49	22,535.27	0	0	22,535.27	-5,679.78
Burgettstown Area SD	101631203	28,510.02	0	28,510.02	0	26,134.18	0	26,134.18	2,375.84

**Pennsylvania Leadership Charter School
Accounts Receivable Summary Report
School Year 2023-24 as of 06/30/2024**

District	AUN	Amounts Due			District	Amounts Paid			Net Due
		Regular Ed	Special Ed	Total Due		UniPay	Refunds	Total Paid	
Burrell SD	107650703	26,951.54	33,465.45	60,416.99	67,227.96	0	0	67,227.96	-6,810.97
Butler Area SD	104101252	87,149.61	95,561.01	182,710.62	183,135.98	0	0	183,135.98	-425.36
Cambria Heights SD	108111203	15,504.94	0	15,504.94	15,504.94	0	0	15,504.94	0
Cameron County SD	109122703	65,670.00	18,114.32	83,784.32	0	82,643.99	0	82,643.99	1,140.33
Canon-Mcmillan SD	101631703	65,654.85	64,730.16	130,385.01	133,065.58	0	0	133,065.58	-2,680.57
Carbondale Area SD	119351303	9,196.33	0	9,196.33	0	8,429.97	0	8,429.97	766.36
Carlisle Area SD	115211103	43,583.73	8,198.07	51,781.80	54,045.26	0	0	54,045.26	-2,263.46
Carlynton SD	103021603	41,020.61	15,067.13	56,087.74	54,770.98	0	0	54,770.98	1,316.76
Catasauqua Area SD	121391303	12,950.16	0	12,950.16	11,870.98	0	0	11,870.98	1,079.18
Centennial SD	122092002	66,998.05	173,910.34	240,908.39	115,024.05	0	0	115,024.05	125,884.34
Central Bucks SD	122092102	166,324.97	166,693.46	333,018.43	309,558.36	0	0	309,558.36	23,460.07
Central Dauphin SD	115221402	142,235.52	62,567.78	204,803.30	189,549.98	0	0	189,549.98	15,253.32
Central Fulton SD	111291304	46,182.56	0	46,182.56	35,947.38	0	0	35,947.38	10,235.18
Central Greene SD	101301403	5,124.81	0	5,124.81	3,500.55	0	0	3,500.55	1,624.26
Central Valley SD	127042003	0	0	0	3,782.70	0	3,782.70	0	0
Central York SD	112671303	63,577.07	79,775.57	143,352.64	143,296.77	0	0	143,296.77	55.87
Chambersburg Area SD	112281302	101,112.98	38,545.04	139,658.02	143,573.20	0	0	143,573.20	-3,915.18
Charleroi SD	101631803	24,004.52	0	24,004.52	22,004.14	0	0	22,004.14	2,000.38
Chartiers Valley SD	103021752	45,476.79	32,073.57	77,550.36	70,426.43	0	0	70,426.43	7,123.93
Chartiers-Houston SD	101631903	49,864.10	52,347.44	102,211.54	92,958.94	0	0	92,958.94	9,252.60
Cheltenham SD	123461302	331,160.84	97,258.19	428,419.03	333,703.44	0	0	333,703.44	94,715.59
Chester-Upland SD	125231232	299,237.24	436,734.16	735,971.40	764,872.32	0	0	764,872.32	-28,900.92
Chestnut Ridge SD	108051503	12,422.83	0	12,422.83	12,422.83	0	0	12,422.83	0
Chichester SD	125231303	289,603.57	185,321.63	474,925.20	452,903.31	0	0	452,903.31	22,021.89
Clarion Area SD	106161203	33,818.40	28,712.05	62,530.45	45,334.58	0	0	45,334.58	17,195.87
Clarion-Limestone Area SD	106161703	27,634.13	0	27,634.13	23,081.52	0	0	23,081.52	4,552.61
Clearfield Area SD	110171003	74,165.78	14,369.14	88,534.92	85,955.65	0	0	85,955.65	2,579.27
Coatesville Area SD	124151902	616,273.00	802,038.77	1,418,311.77	1,457,597.91	0	0	1,457,597.91	-39,286.14
Cocalico SD	113361303	53,250.28	39,297.40	92,547.68	91,143.96	0	0	91,143.96	1,403.72
Colonial SD	123461602	159,277.75	124,386.05	283,663.80	240,988.19	0	0	240,988.19	42,675.61
Columbia Borough SD	113361503	10,653.24	98,097.41	108,750.65	110,421.77	0	0	110,421.77	-1,671.12
Commodore Perry SD	104431304	61,528.47	0	61,528.47	38,716.53	0	0	38,716.53	22,811.94
Conemaugh Township Area SD	108561803	5,441.52	0	5,441.52	5,516.54	0	0	5,516.54	-75.02
Conemaugh Valley SD	108111403	0	0	0	1,105.09	0	1,105.09	0	0
Conestoga Valley SD	113361703	66,312.11	22,829.62	89,141.73	95,969.33	0	0	95,969.33	-6,827.60
Conewago Valley SD	112011603	70,042.81	0	70,042.81	0	62,858.93	0	62,858.93	7,183.88
Conneaut SD	105201033	0	84,419.26	84,419.26	85,677.93	0	0	85,677.93	-1,258.67
Connellsville Area SD	101261302	37,848.55	24,572.02	62,420.57	61,414.97	0	0	61,414.97	1,005.60
Conrad Weiser Area SD	114061103	42,201.72	0	42,201.72	42,201.72	0	0	42,201.72	0
Cornell SD	103022103	35,898.43	0	35,898.43	0	31,069.36	0	31,069.36	4,829.07
Cornwall-Lebanon SD	113381303	60,020.84	48,568.54	108,589.38	0	96,193.80	0	96,193.80	12,395.58
Corry Area SD	105251453	14,644.82	0	14,644.82	0	13,424.42	0	13,424.42	1,220.40
Coudersport Area SD	109531304	61,777.03	0	61,777.03	61,850.90	0	0	61,850.90	-73.87

**Pennsylvania Leadership Charter School
Accounts Receivable Summary Report
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District	AUN	Amounts Due			District	Amounts Paid			Net Due
		Regular Ed	Special Ed	Total Due		UniPay	Refunds	Total Paid	
Council Rock SD	122092353	202,862.64	48,282.94	251,145.58	263,481.48	0	0	263,481.48	-12,335.90
Cranberry Area SD	106611303	12,618.79	0	12,618.79	11,215.76	0	0	11,215.76	1,403.03
Crawford Central SD	105201352	131,987.11	16,698.10	148,685.21	159,251.15	0	0	159,251.15	-10,565.94
Crestwood SD	118401403	5,988.22	0	5,988.22	5,617.47	0	0	5,617.47	370.75
Cumberland Valley SD	115211603	57,480.97	34,983.10	92,464.07	0	84,584.11	0	84,584.11	7,879.96
Curwensville Area SD	110171803	1,113.95	1,923.07	3,037.02	17,222.58	0	6,677.35	10,545.23	-7,508.21
Dallas SD	118401603	38,419.85	23,262.30	61,682.15	0	90,468.21	0	90,468.21	-28,786.06
Dallastown Area SD	112671603	27,235.84	1,448.98	28,684.82	34,480.72	0	0	34,480.72	-5,795.90
Daniel Boone Area SD	114061503	271,928.63	203,832.59	475,761.22	429,460.92	0	0	429,460.92	46,300.30
Danville Area SD	116471803	40,106.88	0	40,106.88	38,889.85	0	0	38,889.85	1,217.03
Deer Lakes SD	103022253	39,733.51	0	39,733.51	41,768.79	0	0	41,768.79	-2,035.28
Delaware Valley SD	120522003	103,032.45	0	103,032.45	102,329.43	0	0	102,329.43	703.02
Derry Area SD	107651603	52,232.92	1,413.19	53,646.11	56,943.54	0	0	56,943.54	-3,297.43
Derry Township SD	115221753	33,494.20	0	33,494.20	33,494.20	0	0	33,494.20	0
Dover Area SD	112671803	18,703.72	0	18,703.72	16,104.06	0	0	16,104.06	2,599.66
Downingtown Area SD	124152003	791,668.21	287,475.40	1,079,143.61	1,079,035.11	0	0	1,079,035.11	108.5
Dubois Area SD	106172003	0	29,684.00	29,684.00	29,684.00	0	0	29,684.00	0
Dunmore SD	119352203	24,652.58	57,136.40	81,788.98	0	77,617.91	0	77,617.91	4,171.07
East Allegheny SD	103022803	34,372.44	6,472.51	40,844.95	40,433.33	0	0	40,433.33	411.62
East Lycoming SD	117412003	37,492.53	24,096.59	61,589.12	61,589.12	0	0	61,589.12	0
East Penn SD	121392303	325,290.77	133,074.20	458,364.97	460,857.57	0	0	460,857.57	-2,492.60
East Pennsboro Area SD	115212503	46,959.48	4,268.48	51,227.96	54,990.47	0	0	54,990.47	-3,762.51
East Stroudsburg Area SD	120452003	125,636.63	362,759.13	488,395.76	476,043.48	0	0	476,043.48	12,352.28
Eastern Lancaster County SD	113362303	97,146.06	0	97,146.06	96,452.65	0	0	96,452.65	693.41
Eastern Lebanon County SD	113382303	54,204.28	0	54,204.28	54,204.28	0	0	54,204.28	0
Eastern York SD	112672203	17,553.16	50,105.62	67,658.78	66,704.49	0	0	66,704.49	954.29
Easton Area SD	120483302	170,792.23	101,490.22	272,282.45	270,417.06	0	0	270,417.06	1,865.39
Elizabethtown Area SD	113362403	100,855.69	70,471.28	171,326.97	0	163,973.67	0	163,973.67	7,353.30
Ellwood City Area SD	104372003	92,371.43	28,316.57	120,688.00	132,039.87	0	0	132,039.87	-11,351.87
Ephrata Area SD	113362603	113,018.96	37,452.67	150,471.63	148,230.34	0	0	148,230.34	2,241.29
Erie City SD	105252602	53,719.35	88,302.93	142,022.28	142,022.28	0	0	142,022.28	0
Everett Area SD	108053003	22,865.32	0	22,865.32	22,869.48	0	0	22,869.48	-4.16
Exeter Township SD	114062003	60,884.36	234,117.78	295,002.14	258,495.80	0	0	258,495.80	36,506.34
Farrell Area SD	104432503	13,682.67	0	13,682.67	20,272.56	0	0	20,272.56	-6,589.89
Fleetwood Area SD	114062503	32,213.44	71,537.53	103,750.97	101,570.95	0	0	101,570.95	2,180.02
Forest Hills SD	108112203	19,710.70	58,634.93	78,345.63	82,469.08	0	0	82,469.08	-4,123.45
Fort Cherry SD	101632403	16,905.40	0	16,905.40	12,753.37	1,334.46	0	14,087.83	2,817.57
Fort Leboeuf SD	105253553	0	0	0	0	3,324.06	3,324.06	0	0
Fox Chapel Area SD	103023912	23,930.00	74,047.76	97,977.76	101,136.49	0	0	101,136.49	-3,158.73
Franklin Area SD	106612203	20,736.19	15,085.28	35,821.47	36,516.93	0	0	36,516.93	-695.46
Franklin Regional SD	107652603	41,969.91	0	41,969.91	41,969.91	0	0	41,969.91	0
Frazier SD	101262903	29,331.32	32,019.93	61,351.25	51,199.60	0	0	51,199.60	10,151.65
Freeport Area SD	128033053	55,919.90	48,121.70	104,041.60	97,066.01	0	0	97,066.01	6,975.59

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Garnet Valley SD	125234103	126,099.11	178,959.88	305,058.99	0	280,048.75	0	280,048.75	25,010.24
Gateway SD	103024102	54,713.12	125,289.60	180,002.72	180,503.33	0	0	180,503.33	-500.61
General Mclane SD	105253903	0	0	0	2,175.94	0	2,175.94	0	0
Gettysburg Area SD	112013753	64,983.18	10,977.99	75,961.17	77,031.10	0	0	77,031.10	-1,069.93
Governor Mifflin SD	114063003	78,112.43	93,537.60	171,650.03	175,580.14	0	0	175,580.14	-3,930.11
Great Valley SD	124153503	366,695.32	327,759.22	694,454.54	640,530.78	0	0	640,530.78	53,923.76
Greater Johnstown SD	108112502	136,360.23	84,844.20	221,204.43	222,423.49	0	0	222,423.49	-1,219.06
Greater Latrobe SD	107653102	22,526.49	14,714.05	37,240.54	31,704.96	0	0	31,704.96	5,535.58
Greencastle-Antrim SD	112283003	0	22,290.32	22,290.32	22,290.32	0	0	22,290.32	0
Greensburg Salem SD	107653203	33,389.51	0	33,389.51	32,161.53	0	0	32,161.53	1,227.98
Greenville Area SD	104432803	11,761.79	0	11,761.79	10,781.64	0	0	10,781.64	980.15
Greenwood SD	115503004	0	0	0	3,616.64	0	3,616.64	0	0
Grove City Area SD	104432903	74,873.40	0	74,873.40	74,040.72	0	0	74,040.72	832.68
Hamburg Area SD	114063503	57,916.54	43,879.96	101,796.50	0	92,459.81	0	92,459.81	9,336.69
Hampton Township SD	103024603	16,439.85	0	16,439.85	0	15,069.86	0	15,069.86	1,369.99
Hanover Area SD	118403003	8,903.43	0	8,903.43	0	8,161.48	0	8,161.48	741.95
Hanover Public SD	112672803	21,816.37	23,678.59	45,494.96	49,122.02	0	0	49,122.02	-3,627.06
Harbor Creek SD	105254353	23,868.14	0	23,868.14	22,939.80	0	0	22,939.80	928.34
Harrisburg City SD	115222752	92,665.13	0	92,665.13	91,929.69	0	0	91,929.69	735.44
Hatboro-Horsham SD	123463603	125,248.80	46,648.69	171,897.49	173,320.11	0	0	173,320.11	-1,422.62
Haverford Township SD	125234502	116,305.41	105,201.05	221,506.46	221,520.92	0	0	221,520.92	-14.46
Hazleton Area SD	118403302	17,277.20	38,766.72	56,043.92	0	56,463.18	0	56,463.18	-419.26
Hempfield Area SD	107653802	33,306.81	67,411.56	100,718.37	0	92,240.67	0	92,240.67	8,477.70
Hempfield SD	113363103	113,376.35	34,291.75	147,668.10	136,376.14	0	0	136,376.14	11,291.96
Hermitage SD	104433303	11,924.19	0	11,924.19	11,924.19	0	0	11,924.19	0
Highlands SD	103024753	259,250.78	228,930.53	488,181.31	0	452,201.90	0	452,201.90	35,979.41
Holidaysburg Area SD	108073503	0	0	0	0	0	0	0	0
Homer-Center SD	128323303	44,984.88	0	44,984.88	44,984.88	0	0	44,984.88	0
Hopewell Area SD	127044103	29,154.44	0	29,154.44	26,724.90	0	0	26,724.90	2,429.54
Indiana Area SD	128323703	74,383.74	42,712.42	117,096.16	116,890.70	0	0	116,890.70	205.46
Interboro SD	125235103	0	7,024.89	7,024.89	12,232.63	0	0	12,232.63	-5,207.74
Iroquois SD	105256553	0	0	0	0	2,169.43	2,169.43	0	0
Jeannette City SD	107654103	9,522.75	0	9,522.75	7,792.76	0	0	7,792.76	1,729.99
Jefferson-Morgan SD	101303503	0	26,763.16	26,763.16	0	24,532.90	0	24,532.90	2,230.26
Jenkintown SD	123463803	2,909.68	37,211.47	40,121.15	41,099.57	0	0	41,099.57	-978.42
Jersey Shore Area SD	117414003	14,285.62	0	14,285.62	0	13,472.38	0	13,472.38	813.24
Jim Thorpe Area SD	121135003	36,648.15	37,797.23	74,445.38	0	68,241.60	0	68,241.60	6,203.78
Johnsonburg Area SD	109243503	28,151.98	0	28,151.98	0	25,805.98	0	25,805.98	2,346.00
Juniata County SD	111343603	43,059.01	19,432.53	62,491.54	64,840.78	0	0	64,840.78	-2,349.24
Juniata Valley SD	111312804	0	0	0	4,722.71	0	4,722.71	0	0
Kane Area SD	109422303	91,796.82	0	91,796.82	91,495.69	0	0	91,495.69	301.13
Karns City Area SD	104103603	578.69	0	578.69	0	0	0	0	578.69
Kennett Consolidated SD	124154003	224,884.27	70,310.54	295,194.81	292,539.11	0	0	292,539.11	2,655.70

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Keystone Central SD	110183602	13,614.95	0	13,614.95	13,614.95	0	0	13,614.95	0
Keystone Oaks SD	103025002	32,113.80	0	32,113.80	34,041.04	0	0	34,041.04	-1,927.24
Keystone SD	106166503	4,359.73	0	4,359.73	3,633.12	0	0	3,633.12	726.61
Kiski Area SD	107654403	72,680.33	125,209.00	197,889.33	0	179,787.88	0	179,787.88	18,101.45
Knoch SD	104107803	39,587.73	3,693.91	43,281.64	47,796.43	0	0	47,796.43	-4,514.79
Kutztown Area SD	114064003	10,363.43	72,306.92	82,670.35	69,348.88	0	0	69,348.88	13,321.47
Lackawanna Trail SD	119665003	35,221.03	0	35,221.03	33,677.06	0	0	33,677.06	1,543.97
Lake-Lehman SD	118403903	73,987.71	58,776.80	132,764.51	76,741.39	0	0	76,741.39	56,023.12
Lakeland SD	119354603	11,645.36	0	11,645.36	10,674.91	0	0	10,674.91	970.45
Lakeview SD	104433903	14,395.95	0	14,395.95	13,196.29	0	0	13,196.29	1,199.66
Lampeter-Strasburg SD	113363603	105,522.26	36,247.61	141,769.87	0	132,850.78	0	132,850.78	8,919.09
Lancaster SD	113364002	63,748.60	0	63,748.60	61,076.81	0	0	61,076.81	2,671.79
Laurel Highlands SD	101264003	12,997.90	31,575.84	44,573.74	44,573.74	0	0	44,573.74	0
Lebanon SD	113384603	9,831.31	23,171.78	33,003.09	36,637.67	0	0	36,637.67	-3,634.58
Leechburg Area SD	128034503	62,842.44	0	62,842.44	57,996.84	0	0	57,996.84	4,845.60
Lewisburg Area SD	116604003	15,131.25	14,161.33	29,292.58	0	26,413.31	0	26,413.31	2,879.27
Ligonier Valley SD	107654903	36,115.72	120,094.53	156,210.25	156,682.08	0	0	156,682.08	-471.83
Line Mountain SD	116493503	40,296.36	0	40,296.36	40,296.36	0	0	40,296.36	0
Littlestown Area SD	112015203	63,124.09	9,089.07	72,213.16	71,175.11	0	0	71,175.11	1,038.05
Lower Dauphin SD	115224003	13,629.72	0	13,629.72	0	12,645.65	0	12,645.65	984.07
Lower Merion SD	123464502	226,854.38	212,170.57	439,024.95	367,685.12	0	0	367,685.12	71,339.83
Lower Moreland Township SD	123464603	45,805.20	0	45,805.20	45,805.20	0	0	45,805.20	0
Loyalsock Township SD	117414203	30,375.77	3,806.34	34,182.11	0	30,512.11	0	30,512.11	3,670.00
Mahanoy Area SD	129544503	0	53,682.92	53,682.92	49,209.35	0	0	49,209.35	4,473.57
Manheim Central SD	113364403	73,049.95	4,974.62	78,024.57	66,719.16	0	0	66,719.16	11,305.41
Manheim Township SD	113364503	12,222.14	29,849.18	42,071.32	55,601.29	0	0	55,601.29	-13,529.97
Marion Center Area SD	128325203	55,026.81	0	55,026.81	50,732.95	0	0	50,732.95	4,293.86
Marple Newtown SD	125235502	144,386.46	190,952.28	335,338.74	0	313,876.07	0	313,876.07	21,462.67
Mars Area SD	104105003	30,900.21	25,116.68	56,016.89	56,016.89	0	0	56,016.89	0
Mcguffey SD	101633903	3,487.15	38,471.53	41,958.68	21,841.72	0	0	21,841.72	20,116.96
Mckeesport Area SD	103026002	71,823.68	21,968.25	93,791.93	0	76,751.97	0	76,751.97	17,039.96
Mechanicsburg Area SD	115216503	22,256.25	13,709.39	35,965.64	38,113.16	0	0	38,113.16	-2,147.52
Mercer Area SD	104435003	0	0	0	2,033.55	0	2,033.55	0	0
Methacton SD	123465303	330,921.23	114,653.78	445,575.01	447,777.96	0	0	447,777.96	-2,202.95
Meyersdale Area SD	108565203	14,316.21	0	14,316.21	0	13,123.19	0	13,123.19	1,193.02
Mid Valley SD	119355503	0	0	0	0	4,665.42	4,665.42	0	0
Midd-West SD	116555003	0	34,781.62	34,781.62	34,781.62	0	0	34,781.62	0
Middletown Area SD	115226003	14,857.01	0	14,857.01	10,431.94	0	0	10,431.94	4,425.07
Mifflin County SD	111444602	52,424.45	22,694.84	75,119.29	80,287.91	0	0	80,287.91	-5,168.62
Millcreek Township SD	105257602	24,789.92	0	24,789.92	22,861.26	0	0	22,861.26	1,928.66
Millersburg Area SD	115226103	0	0	0	0	4,536.56	4,536.56	0	0
Millville Area SD	116195004	2,451.15	0	2,451.15	3,953.49	0	0	3,953.49	-1,502.34
Milton Area SD	116495003	13,719.50	0	13,719.50	13,719.50	0	0	13,719.50	0

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Minersville Area SD	129544703	0	0	0	2,628.37	0	2,628.37	0	0
Monessen City SD	107655803	15,121.94	0	15,121.94	13,861.78	0	0	13,861.78	1,260.16
Moniteau SD	104105353	30,396.72	0	30,396.72	0	27,863.66	0	27,863.66	2,533.06
Montour SD	103026303	13,744.38	28,742.92	42,487.30	59,712.95	0	21,181.54	38,531.41	3,955.89
Montoursville Area SD	117415103	0	51,327.92	51,327.92	48,229.93	0	1,078.30	47,151.63	4,176.29
Montrose Area SD	119584503	18,015.57	0	18,015.57	0	18,833.48	0	18,833.48	-817.91
Moon Area SD	103026343	61,484.99	0	61,484.99	62,263.20	0	0	62,263.20	-778.21
Mount Carmel Area SD	116495103	14,759.03	0	14,759.03	0	14,603.27	0	14,603.27	155.76
Mount Pleasant Area SD	107655903	23,244.89	11,411.45	34,656.34	38,015.80	0	0	38,015.80	-3,359.46
Mount Union Area SD	111316003	85,037.31	29,460.52	114,497.83	91,705.93	0	0	91,705.93	22,791.90
Mountain View SD	119584603	6,881.34	0	6,881.34	9,617.53	0	0	9,617.53	-2,736.19
Mt Lebanon SD	103026402	65,688.91	0	65,688.91	67,398.13	0	0	67,398.13	-1,709.22
Muhlenberg SD	114065503	11,298.01	13,520.67	24,818.68	27,899.76	0	0	27,899.76	-3,081.08
Nazareth Area SD	120484803	91,616.83	90,780.39	182,397.22	190,261.45	0	0	190,261.45	-7,864.23
Neshaminy SD	122097502	86,794.78	36,136.16	122,930.94	122,774.69	0	0	122,774.69	156.25
Neshannock Township SD	104375203	26,858.22	0	26,858.22	0	24,876.92	0	24,876.92	1,981.30
New Castle Area SD	104375302	25,077.64	0	25,077.64	0	21,008.94	0	21,008.94	4,068.70
New Kensington-Arnold SD	107656303	90,373.92	0	90,373.92	81,076.56	0	0	81,076.56	9,297.36
Newport SD	115504003	13,571.44	0	13,571.44	13,571.45	0	0	13,571.45	-0.01
Norristown Area SD	123465602	313,085.23	127,704.27	440,789.50	0	407,708.51	0	407,708.51	33,080.99
North Allegheny SD	103026852	128,387.40	86,160.73	214,548.13	211,485.14	0	0	211,485.14	3,062.99
North Clarion County SD	106167504	0	29,426.02	29,426.02	29,426.02	0	0	29,426.02	0
North East SD	105258303	23,865.78	0	23,865.78	21,876.97	0	0	21,876.97	1,988.81
North Hills SD	103026902	73,022.75	29,766.59	102,789.34	102,789.34	0	0	102,789.34	0
North Penn SD	123465702	1,185,192.45	300,311.54	1,485,503.99	1,396,972.06	0	0	1,396,972.06	88,531.93
North Pocono SD	119356503	30,055.65	32,584.93	62,640.58	0	59,751.31	0	59,751.31	2,889.27
North Schuylkill SD	129545003	10,353.41	21,855.07	32,208.48	32,208.48	0	0	32,208.48	0
North Star SD	108565503	15,026.79	39,147.42	54,174.21	53,135.16	0	0	53,135.16	1,039.05
Northampton Area SD	120484903	27,486.10	47,371.39	74,857.49	64,531.25	0	0	64,531.25	10,326.24
Northeast Bradford SD	117083004	1,780.07	29,692.26	31,472.33	29,229.09	0	0	29,229.09	2,243.24
Northeastern York SD	112674403	31,166.01	63,296.24	94,462.25	97,767.15	0	0	97,767.15	-3,304.90
Northern Cambria SD	108114503	14,064.47	0	14,064.47	0	12,892.43	0	12,892.43	1,172.04
Northern Lebanon SD	113385003	12,837.34	30,229.46	43,066.80	42,898.66	0	0	42,898.66	168.14
Northern Lehigh SD	121394503	33,116.39	0	33,116.39	34,796.21	0	0	34,796.21	-1,679.82
Northern Potter SD	109535504	2,439.18	0	2,439.18	0	2,823.13	0	2,823.13	-383.95
Northern Tioga SD	117596003	49,814.83	46,844.66	96,659.49	95,876.30	0	0	95,876.30	783.19
Northern York County SD	115674603	37,183.34	0	37,183.34	38,827.34	0	0	38,827.34	-1,644.00
Northgate SD	103026873	17,192.53	0	17,192.53	0	15,759.82	0	15,759.82	1,432.71
Northwestern Lehigh SD	121394603	16,321.63	0	16,321.63	16,321.63	0	0	16,321.63	0
Northwestern SD	105258503	0	0	0	3,152.89	0	3,152.89	0	0
Norwin SD	107656502	67,885.08	30,677.92	98,563.00	105,485.28	0	0	105,485.28	-6,922.28
Octorara Area SD	124156503	171,968.24	47,188.04	219,156.28	216,226.62	0	0	216,226.62	2,929.66
Oil City Area SD	106616203	33,526.77	56,312.32	89,839.09	80,810.64	0	0	80,810.64	9,028.45

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District	AUN	Amounts Due			District	Amounts Paid			Net Due
		Regular Ed	Special Ed	Total Due		UniPay	Refunds	Total Paid	
Old Forge SD	119356603	10,032.27	26,535.30	36,567.57	0	33,520.27	0	33,520.27	3,047.30
Owen J Roberts SD	124156603	329,849.27	242,668.74	572,518.01	521,616.66	0	0	521,616.66	50,901.35
Oxford Area SD	124156703	234,112.82	263,842.70	497,955.52	317,861.56	95,049.28	0	412,910.84	85,044.68
Palisades SD	122098003	113,523.63	53,878.00	167,401.63	140,963.14	0	0	140,963.14	26,438.49
Palmyra Area SD	113385303	20,705.02	9,495.46	30,200.48	0	36,560.18	0	36,560.18	-6,359.70
Panther Valley SD	121136603	4,726.10	0	4,726.10	0	5,599.65	0	5,599.65	-873.55
Parkland SD	121395103	159,453.33	100,719.70	260,173.03	263,847.30	0	0	263,847.30	-3,674.27
Pen Argyl Area SD	120485603	15,996.97	0	15,996.97	0	14,663.89	0	14,663.89	1,333.08
Penn Cambria SD	108116003	44,144.68	26,668.22	70,812.90	64,911.83	0	0	64,911.83	5,901.07
Penn Hills SD	103027352	127,135.80	95,740.22	222,876.02	212,382.67	0	0	212,382.67	10,493.35
Penn Manor SD	113365203	16,520.29	34,167.99	50,688.28	42,965.30	0	0	42,965.30	7,722.98
Penn-Delco SD	125236903	229,071.08	136,516.42	365,587.50	365,467.21	0	0	365,467.21	120.29
Penn-Trafford SD	107657103	13,372.06	0	13,372.06	12,257.72	0	0	12,257.72	1,114.34
Penncrest SD	105204703	15,982.73	0	15,982.73	15,982.73	0	0	15,982.73	0
Pennridge SD	122098103	129,816.88	127,386.84	257,203.72	266,718.15	0	0	266,718.15	-9,514.43
Penns Manor Area SD	128326303	15,360.63	0	15,360.63	0	14,080.58	0	14,080.58	1,280.05
Pennsbury SD	122098202	52,322.30	75,099.05	127,421.35	124,836.97	0	0	124,836.97	2,584.38
Pequea Valley SD	113365303	17,638.63	0	17,638.63	16,168.74	0	0	16,168.74	1,469.89
Perkiomen Valley SD	123466103	227,436.15	82,067.87	309,504.02	310,870.80	0	0	310,870.80	-1,366.78
Peters Township SD	101636503	111,521.90	0	111,521.90	102,587.47	0	0	102,587.47	8,934.43
Philadelphia City SD	126515001	5,480,421.05	4,823,826.74	10,304,247.79	10,310,091.70	0	0	10,310,091.70	-5,843.91
Phoenixville Area SD	124157203	454,644.97	151,497.36	606,142.33	605,524.08	0	0	605,524.08	618.25
Pine Grove Area SD	129546003	11,839.09	21,331.67	33,170.76	34,702.70	0	0	34,702.70	-1,531.94
Pine-Richland SD	103021003	97,160.18	28,805.05	125,965.23	128,058.19	0	0	128,058.19	-2,092.96
Pittsburgh SD	102027451	727,507.15	554,854.38	1,282,361.53	0	1,195,125.87	0	1,195,125.87	87,235.66
Pittston Area SD	118406602	64,665.74	0	64,665.74	65,623.85	0	0	65,623.85	-958.11
Pleasant Valley SD	120455203	64,084.32	34,834.49	98,918.81	88,990.99	0	0	88,990.99	9,927.82
Plum Borough SD	103027503	42,343.96	112,627.59	154,971.55	144,855.75	0	0	144,855.75	10,115.80
Pocono Mountain SD	120455403	251,830.82	43,641.00	295,471.82	0	272,219.38	0	272,219.38	23,252.44
Port Allegany SD	109426303	10,215.19	0	10,215.19	8,436.48	0	0	8,436.48	1,778.71
Pottsgrove SD	123466303	163,762.54	26,296.72	190,059.26	194,472.83	0	0	194,472.83	-4,413.57
Pottstown SD	123466403	53,847.14	238,314.96	292,162.10	296,153.85	0	0	296,153.85	-3,991.75
Pottsville Area SD	129546103	3,756.61	28,106.21	31,862.82	31,633.54	0	0	31,633.54	229.28
Punxsutawney Area SD	106338003	108,835.00	51,298.44	160,133.44	155,324.56	0	0	155,324.56	4,808.88
Purchase Line SD	128327303	15,228.67	39,955.14	55,183.81	55,542.32	0	0	55,542.32	-358.51
Quaker Valley SD	103027753	29,273.16	0	29,273.16	30,878.87	0	0	30,878.87	-1,605.71
Quakertown Community SD	122098403	299,056.35	141,694.72	440,751.07	407,028.93	0	0	407,028.93	33,722.14
Radnor Township SD	125237603	37,035.17	0	37,035.17	32,486.99	0	0	32,486.99	4,548.18
Reading SD	114067002	168,301.21	135,998.58	304,299.79	123,592.68	153,816.76	0	277,409.44	26,890.35
Red Lion Area SD	112675503	152,932.09	41,403.41	194,335.50	208,638.86	0	0	208,638.86	-14,303.36
Redbank Valley SD	106168003	25,753.60	0	25,753.60	19,315.19	4,292.27	0	23,607.46	2,146.14
Reynolds SD	104435303	4,388.58	41,571.43	45,960.01	49,901.80	0	0	49,901.80	-3,941.79
Ridgway Area SD	109246003	13,893.72	0	13,893.72	13,893.72	0	0	13,893.72	0

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Ridley SD	125237702	112,391.07	244,631.39	357,022.46	359,878.82	0	0	359,878.82	-2,856.36
Ringgold SD	101637002	44,229.85	0	44,229.85	0	39,328.87	0	39,328.87	4,900.98
River Valley SD	128321103	37,992.93	28,602.03	66,594.96	66,594.96	0	0	66,594.96	0
Riverside Beaver County SD	127045853	0	16,656.58	16,656.58	13,156.86	0	0	13,156.86	3,499.72
Riverside SD	119357003	25,196.40	0	25,196.40	0	23,096.70	0	23,096.70	2,099.70
Riverview SD	103028203	59,803.70	55,096.43	114,900.13	117,096.87	0	0	117,096.87	-2,196.74
Rockwood Area SD	108566303	71,526.61	26,755.63	98,282.24	0	94,931.74	0	94,931.74	3,350.50
Rose Tree Media SD	125237903	308,145.10	139,357.10	447,502.20	445,519.05	0	0	445,519.05	1,983.15
Saint Marys Area SD	109248003	11,161.52	0	11,161.52	0	10,231.39	0	10,231.39	930.13
Salisbury Township SD	121395603	25,169.89	0	25,169.89	24,342.81	0	0	24,342.81	827.08
Salisbury-Elk Lick SD	108567004	0	0	0	0	0	0	0	0
Saucon Valley SD	120486003	110,881.65	72,999.74	183,881.39	180,429.45	0	0	180,429.45	3,451.94
Sayre Area SD	117086003	0	40,350.70	40,350.70	35,568.78	0	0	35,568.78	4,781.92
Schuylkill Haven Area SD	129547303	36,087.36	0	36,087.36	36,087.36	0	0	36,087.36	0
Schuylkill Valley SD	114067503	87,636.87	38,192.38	125,829.25	0	112,692.86	0	112,692.86	13,136.39
Scranton SD	119357402	40,861.23	0	40,861.23	0	37,456.13	0	37,456.13	3,405.10
Selinsgrove Area SD	116557103	14,497.31	49,983.70	64,481.01	0	59,950.76	0	59,950.76	4,530.25
Seneca Valley SD	104107903	128,553.84	64,525.42	193,079.26	187,384.71	0	0	187,384.71	5,694.55
Shaler Area SD	103028302	109,305.56	22,448.37	131,753.93	131,073.32	0	0	131,073.32	680.61
Shamokin Area SD	116496503	10,692.16	25,383.79	36,075.95	31,713.90	0	0	31,713.90	4,362.05
Shanksville-Stonycreek SD	108567404	0	0	0	3,168.41	0	3,168.41	0	0
Sharon City SD	104435603	11,323.61	0	11,323.61	9,436.34	0	0	9,436.34	1,887.27
Sharpsville Area SD	104435703	0	0	0	2,079.49	0	2,079.49	0	0
Shenandoah Valley SD	129547203	18,355.78	0	18,355.78	30,010.88	0	0	30,010.88	-11,655.10
Shikellamy SD	116496603	24,847.64	0	24,847.64	26,029.90	0	0	26,029.90	-1,182.26
Shippensburg Area SD	115218003	37,091.04	0	37,091.04	34,000.12	0	0	34,000.12	3,090.92
Slippery Rock Area SD	104107503	13,364.53	32,103.37	45,467.90	0	41,967.31	0	41,967.31	3,500.59
Smethport Area SD	109427503	28,620.70	0	28,620.70	26,236.46	0	0	26,236.46	2,384.24
Solanco SD	113367003	13,055.57	0	13,055.57	34,397.73	0	21,342.16	13,055.57	0
Somerset Area SD	108567703	0	14,353.63	14,353.63	19,608.78	0	0	19,608.78	-5,255.15
Souderton Area SD	123467103	108,126.94	35,561.60	143,688.54	142,992.53	0	0	142,992.53	696.01
South Allegheny SD	103028653	11,973.20	0	11,973.20	11,973.20	0	0	11,973.20	0
South Eastern SD	112676203	0	105,142.14	105,142.14	105,142.14	0	0	105,142.14	0
South Fayette Township SD	103028703	3,635.33	0	3,635.33	6,075.10	0	0	6,075.10	-2,439.77
South Middleton SD	115218303	55,585.92	28,864.91	84,450.83	84,450.83	0	0	84,450.83	0
South Side Area SD	127047404	0	31,138.86	31,138.86	31,138.86	0	0	31,138.86	0
South Western SD	112676403	45,531.53	0	45,531.53	0	41,066.12	0	41,066.12	4,465.41
Southeast Delco SD	125238402	263,821.88	326,289.86	590,111.74	386,655.61	0	0	386,655.61	203,456.13
Southern Columbia Area SD	116197503	43,276.60	2,706.79	45,983.39	0	43,474.81	0	43,474.81	2,508.58
Southern Huntingdon County SD	111317503	12,964.73	0	12,964.73	16,125.28	0	0	16,125.28	-3,160.55
Southern Lehigh SD	121395703	177,937.44	0	177,937.44	158,810.76	0	0	158,810.76	19,126.68
Southern Tioga SD	117597003	97,946.64	9,743.34	107,689.98	98,264.26	0	0	98,264.26	9,425.72
Southern York County SD	112676503	28,744.94	0	28,744.94	26,349.51	0	0	26,349.51	2,395.43

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Southmoreland SD	107657503	33,741.39	21,026.93	54,768.32	54,768.32	0	0	54,768.32	0
Spring Cove SD	108077503	37,589.31	0	37,589.31	37,589.31	0	0	37,589.31	0
Spring Grove Area SD	112676703	67,406.61	29,818.80	97,225.41	84,530.97	0	0	84,530.97	12,694.44
Spring-Ford Area SD	123467303	483,590.56	213,601.29	697,191.85	705,994.02	0	0	705,994.02	-8,802.17
Springfield SD	125238502	55,284.48	0	55,284.48	55,284.48	0	0	55,284.48	0
Springfield Township SD	123467203	34,637.60	50,771.68	85,409.28	82,754.00	0	0	82,754.00	2,655.28
State College Area SD	110148002	108,069.06	38,945.26	147,014.32	149,073.11	0	0	149,073.11	-2,058.79
Steel Valley SD	103028833	0	0	0	2,616.91	0	2,616.91	0	0
Steelton-Highspire SD	115228003	0	0	0	0	1,638.21	1,638.21	0	0
Sto-Rox SD	103028853	20,432.62	25,029.61	45,462.23	43,214.27	0	0	43,214.27	2,247.96
Stroudsburg Area SD	120456003	281,802.28	45,933.82	327,736.10	322,745.22	0	0	322,745.22	4,990.88
Susquehanna Township SD	115228303	12,029.26	0	12,029.26	11,405.99	0	0	11,405.99	623.27
Susquenita SD	115506003	35,380.62	0	35,380.62	0	32,432.24	0	32,432.24	2,948.38
Tamaqua Area SD	129547603	33,998.29	58,210.86	92,209.15	83,286.69	0	0	83,286.69	8,922.46
Titusville Area SD	106617203	26,517.68	0	26,517.68	26,517.68	0	0	26,517.68	0
Tredyffrin-Easttown SD	124157802	248,271.68	273,146.06	521,417.74	0	485,436.14	0	485,436.14	35,981.60
Tri-Valley SD	129547803	10,544.16	0	10,544.16	0	9,665.48	0	9,665.48	878.68
Trinity Area SD	101638003	15,993.87	85,250.50	101,244.37	104,753.16	0	0	104,753.16	-3,508.79
Troy Area SD	117086653	13,542.20	0	13,542.20	12,413.68	0	0	12,413.68	1,128.52
Tulpehocken Area SD	114068003	99,306.18	0	99,306.18	91,030.67	0	0	91,030.67	8,275.51
Tunkhannock Area SD	118667503	0	38,769.81	38,769.81	38,769.81	0	0	38,769.81	0
Tuscarora SD	112286003	40,627.97	42,994.51	83,622.48	85,470.82	0	0	85,470.82	-1,848.34
Twin Valley SD	114068103	111,704.29	107,659.50	219,363.79	192,696.80	0	0	192,696.80	26,666.99
Tyrone Area SD	108078003	11,139.21	0	11,139.21	11,331.85	0	0	11,331.85	-192.64
Unassigned	999999999	0	0	0	0	0	0	0	0
Uniontown Area SD	101268003	83,460.40	54,080.14	137,540.54	139,200.38	0	0	139,200.38	-1,659.84
Unionville-Chadds Ford SD	124158503	286,331.39	109,289.58	395,620.97	0	365,609.95	0	365,609.95	30,011.02
United SD	128328003	0	30,954.00	30,954.00	28,374.50	0	0	28,374.50	2,579.50
Upper Adams SD	112018523	0	0	0	0	0	0	0	0
Upper Darby SD	125239452	567,202.80	318,374.70	885,577.50	823,211.68	0	0	823,211.68	62,365.82
Upper Dauphin Area SD	115229003	25,497.48	0	25,497.48	23,372.69	0	0	23,372.69	2,124.79
Upper Dublin SD	123468303	107,206.41	73,225.94	180,432.35	169,414.73	0	0	169,414.73	11,017.62
Upper Merion Area SD	123468402	385,029.20	139,750.08	524,779.28	532,751.18	0	0	532,751.18	-7,971.90
Upper Moreland Township SD	123468503	73,477.45	99,254.96	172,732.41	159,518.39	0	0	159,518.39	13,214.02
Upper Perkiomen SD	123468603	96,528.41	30,884.36	127,412.77	117,675.40	0	0	117,675.40	9,737.37
Upper Saint Clair SD	103029203	24,929.36	0	24,929.36	27,660.47	0	0	27,660.47	-2,731.11
Valley Grove SD	106618603	0	0	0	0	0	0	0	0
Valley View SD	119358403	31,998.29	0	31,998.29	39,843.44	0	0	39,843.44	-7,845.15
Wallenpaupack Area SD	119648303	53,892.77	0	53,892.77	0	54,597.25	0	54,597.25	-704.48
Wallingford-Swarthmore SD	125239603	84,087.49	155,260.12	239,347.61	244,048.28	0	0	244,048.28	-4,700.67
Warren County SD	105628302	10,870.39	58,715.12	69,585.51	63,839.99	0	0	63,839.99	5,745.52
Warwick SD	113369003	43,753.89	77,393.24	121,147.13	120,435.09	0	0	120,435.09	712.04
Washington SD	101638803	37,022.62	34,894.56	71,917.18	52,202.46	0	0	52,202.46	19,714.72

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Wayne Highlands SD	119648703	36,099.43	41,937.72	78,037.15	0	72,003.91	0	72,003.91	6,033.24
Waynesboro Area SD	112289003	93,030.72	21,668.14	114,698.86	111,782.89	0	0	111,782.89	2,915.97
Wellsboro Area SD	117598503	51,668.56	28,597.85	80,266.41	73,577.55	0	0	73,577.55	6,688.86
West Allegheny SD	103029403	6,614.06	0	6,614.06	9,943.82	0	0	9,943.82	-3,329.76
West Branch Area SD	110179003	10,723.96	16,221.94	26,945.90	23,599.82	0	0	23,599.82	3,346.08
West Chester Area SD	124159002	1,646,878.27	528,189.78	2,175,068.05	0	1,993,848.06	0	1,993,848.06	181,219.99
West Greene SD	101308503	22,756.10	15,743.41	38,499.51	0	34,040.79	0	34,040.79	4,458.72
West Jefferson Hills SD	103029553	25,807.30	4,474.08	30,281.38	34,007.52	0	0	34,007.52	-3,726.14
West Middlesex Area SD	104437503	7,309.04	0	7,309.04	8,695.49	0	0	8,695.49	-1,386.45
West Mifflin Area SD	103029603	13,849.86	0	13,849.86	12,695.71	0	0	12,695.71	1,154.15
West Perry SD	115508003	44,635.32	0	44,635.32	0	40,915.71	0	40,915.71	3,719.61
West Shore SD	115219002	83,255.81	41,918.47	125,174.28	109,538.61	0	0	109,538.61	15,635.67
West York Area SD	112678503	6,503.76	53,403.96	59,907.72	44,808.62	0	0	44,808.62	15,099.10
Western Beaver County SD	127049303	0	0	0	0	0	0	0	0
Western Wayne SD	119648903	27,269.12	21,113.11	48,382.23	0	42,730.60	0	42,730.60	5,651.63
Westmont Hilltop SD	108118503	11,107.98	0	11,107.98	11,107.98	0	0	11,107.98	0
Whitehall-Coplay SD	121397803	81,855.23	94,105.92	175,961.15	163,211.67	0	0	163,211.67	12,749.48
Wilkes-Barre Area SD	118408852	96,611.42	28,494.50	125,105.92	0	120,718.05	0	120,718.05	4,387.87
Wilkinsburg Borough SD	103029803	437.06	145,647.81	146,084.87	145,242.91	0	0	145,242.91	841.96
William Penn SD	125239652	208,749.11	97,839.18	306,588.29	264,076.53	0	0	264,076.53	42,511.76
Williams Valley SD	129548803	13,585.03	31,009.72	44,594.75	0	40,878.52	0	40,878.52	3,716.23
Williamsport Area SD	117417202	18,000.91	0	18,000.91	17,689.58	0	0	17,689.58	311.33
Wilmington Area SD	104378003	13,585.09	0	13,585.09	13,585.09	0	0	13,585.09	0
Wilson Area SD	120488603	26,243.38	0	26,243.38	0	24,056.43	0	24,056.43	2,186.95
Wilson SD	114069103	125,120.19	54,460.11	179,580.30	179,192.14	0	0	179,192.14	388.16
Windber Area SD	108569103	34,717.38	18,680.18	53,397.56	0	48,713.56	0	48,713.56	4,684.00
Wissahickon SD	123469303	32,580.86	0	32,580.86	29,865.79	0	0	29,865.79	2,715.07
Woodland Hills SD	103029902	167,697.79	149,688.72	317,386.51	342,465.67	0	0	342,465.67	-25,079.16
Wyoming Area SD	118409203	39,189.87	0	39,189.87	35,924.05	0	0	35,924.05	3,265.82
Wyoming Valley West SD	118409302	22,091.43	26,440.74	48,532.17	0	46,718.44	0	46,718.44	1,813.73
Wyomissing Area SD	114069353	40,490.91	33,343.85	73,834.76	72,281.70	0	0	72,281.70	1,553.06
York City SD	112679002	29,492.97	70,641.62	100,134.59	65,225.09	28,615.48	0	93,840.57	6,294.02
York Suburban SD	112679403	0	39,478.41	39,478.41	39,788.41	0	2,368.12	37,420.29	2,058.12
Yough SD	107658903	65,649.70	0	65,649.70	0	60,178.89	0	60,178.89	5,470.81
	Totals:	35,620,358.06	23,802,290.74	59,422,648.80	47,137,708.29	9,997,640.28	109,956.43	57,025,392.14	2,397,256.66

**Pennsylvania Leadership Charter School
Accounts Receivable Summary Report
School Year 2021-22 as of 06/30/2024**

District	AUN	Amounts Due			District	Amounts Paid			Net Due
		Regular Ed	Special Ed	Total Due		UniPay	Refunds	Total Paid	
Chichester SD	125231303	289,746.87	145,670.42	435,417.29	261,086.96	185,226.88	15,222.18	431,091.66	4,325.63
Springfield Township SD	123467203	72,991.22	16,274.45	89,265.67	89,265.70	.00	.00	89,265.70	-.03
Tredyffrin-Easttown SD	124157802	177,332.02	204,422.16	381,754.18	.00	381,699.35	.00	381,699.35	54.83
Uniontown Area SD	101268003	127,700.94	23,435.85	151,136.79	135,540.11	.00	.00	135,540.11	15,596.68
	Totals:	42,637,863.75	20,152,975.54	62,790,839.29	49,400,426.99	14,381,702.13	1,011,266.94	62,770,862.18	19,977.11

**Pennsylvania Leadership Charter School
Accounts Receivable Summary Report
School Year 2020-21 as of 06/30/2024**

District	AUN	Amounts Due			District	Amounts Paid			Net Due
		Regular Ed	Special Ed	Total Due		UniPay	Refunds	Total Paid	
Shamokin Area SD	116496503	33,110.81	17,201.27	50,312.08	43,007.62	.00	.00	43,007.62	7,304.46
Unionville-Chadds Ford SD	124158503	434,972.60	190,302.45	625,275.05	48,094.86	552,190.71	5,476.12	594,809.45	30,465.60
	Totals:	52,978,288.02	21,618,796.38	74,597,084.40	56,115,145.36	19,880,488.31	1,436,319.33	74,559,314.34	37,770.06

**Pennsylvania Leadership Charter School
Accounts Receivable Summary Report
School Year 2017-18 as of 06/30/2024**

District	AUN	Amounts Due			District	Amounts Paid			Net Due
		Regular Ed	Special Ed	Total Due		UniPay	Refunds	Total Paid	
Manheim Township SD	113364503	127,765.06	35,429.98	163,195.04	149,461.31	.00	.00	149,461.31	13,733.73
	Totals:	25,529,315.77	14,745,800.35	40,275,116.12	28,235,999.37	12,702,365.32	676,982.30	40,261,382.39	13,733.73

**Pennsylvania Leadership Charter School
Accounts Receivable Summary Report
School Year 2016-17 as of 06/30/2024**

District	AUN	Amounts Due			District	Amounts Paid			Net Due
		Regular Ed	Special Ed	Total Due		UniPay	Refunds	Total Paid	
Albert Gallatin Area SD	101260303	73,622.04	11,314.80	84,936.84	.00	82,078.11	3,195.64	78,882.47	6,054.37
Allegheny Valley SD	103020603	8,892.05	32,987.43	41,879.48	40,359.79	.00	2,422.87	37,936.92	3,942.56
Allentown City SD	121390302	91,437.48	90,273.63	181,711.11	175,054.94	.00	.00	175,054.94	6,656.17
Altoona Area SD	108070502	81,791.94	713.22	82,505.16	76,305.64	.00	.00	76,305.64	6,199.52
Ambridge Area SD	127040703	24,874.01	7,702.58	32,576.59	31,574.47	.00	412.40	31,162.07	1,414.52
Antietam SD	114060503	65,658.35	79,465.80	145,124.15	.00	143,986.93	.00	143,986.93	1,137.22
Bangor Area SD	120480803	23,108.80	.00	23,108.80	.00	22,780.60	.00	22,780.60	328.20
Beaver Area SD	127041203	25,101.35	.00	25,101.35	25,675.07	.00	1,286.97	24,388.10	713.25
Bedford Area SD	108051003	9,999.34	19,287.44	29,286.78	26,242.84	.00	.00	26,242.84	3,043.94
Bensalem Township SD	122091002	43,033.49	24,942.84	67,976.33	67,644.53	.00	.00	67,644.53	331.80
Berlin Brothersvalley SD	108561003	17,131.57	.00	17,131.57	13,103.62	3,067.92	.00	16,171.54	960.03
Bermudian Springs SD	112011103	18,130.56	.00	18,130.56	17,870.58	.00	.00	17,870.58	259.98
Bethel Park SD	103021252	13,880.06	.00	13,880.06	12,686.86	1,037.77	.00	13,724.63	155.43
Bethlehem Area SD	120481002	102,098.61	57,284.57	159,383.18	150,725.96	3,474.24	.00	154,200.20	5,182.98
Big Spring SD	115210503	15,628.19	30,552.08	46,180.27	40,618.55	.00	.00	40,618.55	5,561.72
Blacklick Valley SD	108110603	9,106.06	.00	9,106.06	.00	9,644.23	1,995.48	7,648.75	1,457.31
Blue Ridge SD	119581003	10,789.79	.00	10,789.79	.00	8,543.37	.00	8,543.37	2,246.42
Boyetown Area SD	114060753	154,809.39	116,514.80	271,324.19	.00	261,648.00	3,345.37	258,302.63	13,021.56
Bristol Township SD	122091352	61,085.64	59,506.82	120,592.46	.00	113,685.30	625.94	113,059.36	7,533.10
Brownsville Area SD	101260803	9,823.53	.00	9,823.53	9,141.04	.00	.00	9,141.04	682.49
Cameron County SD	109122703	71,367.15	.00	71,367.15	.00	70,297.35	.00	70,297.35	1,069.80
Canon-Mcmillan SD	101631703	75,174.24	.00	75,174.24	74,620.82	.00	50.24	74,570.58	603.66
Carbondale Area SD	119351303	2,389.53	.00	2,389.53	.00	2,136.64	.00	2,136.64	252.89
Carlisle Area SD	115211103	21,152.96	10,548.01	31,700.97	31,499.45	.00	1,622.15	29,877.30	1,823.67
Centennial SD	122092002	30,500.49	.00	30,500.49	29,658.12	.00	.00	29,658.12	842.37
Central Bucks SD	122092102	177,088.53	23,922.84	201,011.37	195,093.95	.00	.00	195,093.95	5,917.42
Central Cambria SD	108111303	2,068.89	.00	2,068.89	5,228.97	.00	3,290.84	1,938.13	130.76
Central Dauphin SD	115221402	45,684.47	46,621.56	92,306.03	92,441.57	.00	.00	92,441.57	-135.54
Cheltenham SD	123461302	42,572.89	8,317.97	50,890.86	52,885.20	.00	2,944.54	49,940.66	950.20
Clairton City SD	103021903	25,569.20	.00	25,569.20	1,828.33	22,292.27	.00	24,120.60	1,448.60
Clarion Area SD	106161203	12,050.41	.00	12,050.41	11,293.46	.00	.00	11,293.46	756.95
Clarion-Limestone Area SD	106161703	29,063.84	7,211.84	36,275.68	34,058.50	.00	167.47	33,891.03	2,384.65
Clearfield Area SD	110171003	10,780.64	52,645.66	63,426.30	56,521.56	.00	.00	56,521.56	6,904.74
Cocalico SD	113361303	52,562.00	29,634.81	82,196.81	74,374.63	.00	3,904.62	70,470.01	11,726.80
Colonial SD	123461602	137,284.58	.00	137,284.58	134,151.06	.00	2,779.06	131,372.00	5,912.58
Columbia Borough SD	113361503	10,175.24	33,242.88	43,418.12	49,339.10	.00	7,025.89	42,313.21	1,104.91
Conestoga Valley SD	113361703	23,510.64	7,003.24	30,513.88	28,756.92	.00	.00	28,756.92	1,756.96
Conewago Valley SD	112011603	11,863.18	.00	11,863.18	.00	11,587.98	259.58	11,328.40	534.78
Connellsville Area SD	101261302	69,798.98	61,451.66	131,250.64	.00	124,053.24	2,232.52	121,820.72	9,429.92
Cornwall-Lebanon SD	113381303	18,916.05	23,869.04	42,785.09	.00	40,169.20	.00	40,169.20	2,615.89
Coudersport Area SD	109531304	18,105.14	.00	18,105.14	.00	17,529.94	3.69	17,526.25	578.89

**Pennsylvania Leadership Charter School
Accounts Receivable Summary Report
School Year 2016-17 as of 06/30/2024**

District	AUN	Amounts Due			District	Amounts Paid			Net Due
		Regular Ed	Special Ed	Total Due		UniPay	Refunds	Total Paid	
Cranberry Area SD	106611303	14,626.53	.00	14,626.53	13,804.67	.00	3.45	13,801.22	825.31
Crawford Central SD	105201352	44,092.44	.00	44,092.44	.00	39,955.26	.00	39,955.26	4,137.18
Curwensville Area SD	110171803	.00	45,111.02	45,111.02	.00	38,852.72	.00	38,852.72	6,258.30
Dallas SD	118401603	10,045.33	54,391.91	64,437.24	.00	61,367.84	.00	61,367.84	3,069.40
Daniel Boone Area SD	114061503	98,239.57	29,324.27	127,563.84	64,619.80	55,393.64	.00	120,013.44	7,550.40
Deer Lakes SD	103022253	29,532.42	18,281.84	47,814.26	45,020.73	.00	.00	45,020.73	2,793.53
Donegal SD	113362203	43,409.07	24,306.46	67,715.53	67,154.81	.00	5,570.04	61,584.77	6,130.76
Dubois Area SD	106172003	33,419.39	25,250.74	58,670.13	.00	55,818.08	3,713.15	52,104.93	6,565.20
Duquesne City SD	103022503	17,198.39	.00	17,198.39	13,087.91	.00	.00	13,087.91	4,110.48
East Allegheny SD	103022803	28,150.69	26,822.62	54,973.31	51,402.68	.00	.00	51,402.68	3,570.63
East Penn SD	121392303	39,285.28	25,104.10	64,389.38	760.74	60,659.39	.00	61,420.13	2,969.25
East Stroudsburg Area SD	120452003	52,999.94	98,482.14	151,482.08	142,830.12	.00	.00	142,830.12	8,651.96
Eastern Lancaster County SD	113362303	72,125.58	.00	72,125.58	66,095.58	.00	259.68	65,835.90	6,289.68
Eastern York SD	112672203	40,755.74	.00	40,755.74	40,118.25	.00	.00	40,118.25	637.49
Elizabethtown Area SD	113362403	27,539.73	21,852.66	49,392.39	45,589.42	.00	835.25	44,754.17	4,638.22
Erie City SD	105252602	81,026.82	20,551.45	101,578.27	.00	91,818.65	.00	91,818.65	9,759.62
Everett Area SD	108053003	18,954.84	.00	18,954.84	17,628.56	.00	.00	17,628.56	1,326.28
Fairfield Area SD	112013054	30,644.47	.00	30,644.47	.00	30,847.59	.00	30,847.59	-203.12
Fannett-Metal SD	112282004	.00	20,677.29	20,677.29	18,367.48	.00	.00	18,367.48	2,309.81
Ferndale Area SD	108112003	32,741.18	35,942.79	68,683.97	.00	68,031.69	11,698.81	56,332.88	12,351.09
Fleetwood Area SD	114062503	34,724.99	26,284.16	61,009.15	59,491.23	.00	.00	59,491.23	1,517.92
Forest City Regional SD	119583003	5,196.51	3,641.08	8,837.59	15,241.37	.00	7,123.24	8,118.13	719.46
Forest Hills SD	108112203	24,758.68	5,124.77	29,883.45	.00	29,698.63	1,089.36	28,609.27	1,274.18
Franklin Regional SD	107652603	54,492.80	21,110.60	75,603.40	74,108.01	1,129.86	.00	75,237.87	365.53
Garnet Valley SD	125234103	180,172.05	150,310.94	330,482.99	.00	332,524.97	5,607.57	326,917.40	3,565.59
General Mclane SD	105253903	10,369.48	.00	10,369.48	.00	9,605.97	.00	9,605.97	763.51
Gettysburg Area SD	112013753	52,351.12	.00	52,351.12	51,289.63	.00	.00	51,289.63	1,061.49
Governor Mifflin SD	114063003	11,146.22	25,849.31	36,995.53	55,599.61	.00	19,327.17	36,272.44	723.09
Greater Johnstown SD	108112502	89,034.93	170,294.84	259,329.77	4,360.20	268,437.81	32,248.25	240,549.76	18,780.01
Greater Latrobe SD	107653102	13,561.44	.00	13,561.44	13,917.79	.00	641.12	13,276.67	284.77
Grove City Area SD	104432903	18,487.92	.00	18,487.92	13,292.97	.00	.00	13,292.97	5,194.95
Hampton Township SD	103024603	37,645.64	43,698.95	81,344.59	.00	80,386.08	1,197.75	79,188.33	2,156.26
Harbor Creek SD	105254353	23,785.78	5,723.32	29,509.10	29,025.42	.00	212.63	28,812.79	696.31
Harrisburg City SD	115222752	38,127.24	.00	38,127.24	34,867.87	.00	.00	34,867.87	3,259.37
Haverford Township SD	125234502	80,778.69	67,140.63	147,919.32	156,700.13	.00	8,739.52	147,960.61	-41.29
Hazleton Area SD	118403302	85,159.31	178,133.05	263,292.36	.00	224,451.51	7,332.05	217,119.46	46,172.90
Hempfield SD	113363103	77,720.70	.00	77,720.70	73,311.96	.00	190.42	73,121.54	4,599.16
Highlands SD	103024753	263,619.01	270,551.25	534,170.26	.00	537,141.28	18,216.07	518,925.21	15,245.05
Hopewell Area SD	127044103	.00	26,644.57	26,644.57	24,633.29	.00	7.46	24,625.83	2,018.74
Indiana Area SD	128323703	13,515.80	2,221.30	15,737.10	15,483.47	.00	.00	15,483.47	253.63
Jamestown Area SD	104433604	12,938.56	.00	12,938.56	13,332.56	.00	1,333.25	11,999.31	939.25

**Pennsylvania Leadership Charter School
Accounts Receivable Summary Report
School Year 2016-17 as of 06/30/2024**

District	AUN	Amounts Due			District	Amounts Paid			Net Due
		Regular Ed	Special Ed	Total Due		UniPay	Refunds	Total Paid	
Jersey Shore Area SD	117414003	774.59	9,764.08	10,538.67	.00	10,217.09	.00	10,217.09	321.58
Jim Thorpe Area SD	121135003	12,658.93	56,023.66	68,682.59	.00	64,213.64	.00	64,213.64	4,468.95
Juniata County SD	111343603	16,857.48	11,683.82	28,541.30	27,019.73	.00	.00	27,019.73	1,521.57
Juniata Valley SD	111312804	15,775.37	27,167.69	42,943.06	39,547.17	.00	.00	39,547.17	3,395.89
Kane Area SD	109422303	46,084.16	.00	46,084.16	44,523.04	.00	.00	44,523.04	1,561.12
Keystone Central SD	110183602	11,080.43	.00	11,080.43	10,571.58	.00	.00	10,571.58	508.85
Knoch SD	104107803	24,964.09	18,909.79	43,873.88	44,114.91	.00	2,686.59	41,428.32	2,445.56
Kutztown Area SD	114064003	31,967.76	8,150.78	40,118.54	45,000.99	.00	6,347.55	38,653.44	1,465.10
Lake-Lehman SD	118403903	10,584.05	22,244.49	32,828.54	31,063.54	.00	.00	31,063.54	1,765.00
Lakeview SD	104433903	511.64	24,142.61	24,654.25	20,144.84	3,183.55	2,223.44	21,104.95	3,549.30
Lampeter-Strasburg SD	113363603	45,976.12	31,742.96	77,719.08	.00	73,102.62	.00	73,102.62	4,616.46
Lancaster SD	113364002	40,919.49	54,145.42	95,064.91	.00	90,192.42	4,703.55	85,488.87	9,576.04
Laurel Highlands SD	101264003	17,698.98	.00	17,698.98	16,924.95	.00	217.89	16,707.06	991.92
Laurel SD	104374003	11,239.35	.00	11,239.35	.00	12,581.04	2,163.94	10,417.10	822.25
Lebanon SD	113384603	5,284.10	.00	5,284.10	4,891.83	.00	.00	4,891.83	392.27
Ligonier Valley SD	107654903	112,259.69	68,508.06	180,767.75	172,572.41	.00	.00	172,572.41	8,195.34
Littlestown Area SD	112015203	51,863.32	.00	51,863.32	800.72	48,854.10	429.28	49,225.54	2,637.78
Lower Dauphin SD	115224003	11,561.06	.00	11,561.06	.00	10,733.44	.00	10,733.44	827.62
Loyalsock Township SD	117414203	20,002.99	.00	20,002.99	.00	20,112.20	341.91	19,770.29	232.70
Manheim Central SD	113364403	11,316.76	.00	11,316.76	10,846.28	.00	.00	10,846.28	470.48
Manheim Township SD	113364503	57,534.51	20,050.21	77,584.72	73,751.06	.00	.00	73,751.06	3,833.66
Marion Center Area SD	128325203	25,322.60	.00	25,322.60	17,963.90	5,610.96	.00	23,574.86	1,747.74
Marple Newtown SD	125235502	110,946.46	9,013.84	119,960.30	.00	119,707.04	4,499.65	115,207.39	4,752.91
Mckeesport Area SD	103026002	22,304.28	6,307.38	28,611.66	.00	26,610.47	2,873.14	23,737.33	4,874.33
Mechanicsburg Area SD	115216503	11,004.37	23,845.68	34,850.05	37,569.94	.00	4,660.63	32,909.31	1,940.74
Methacton SD	123465303	182,600.38	82,063.75	264,664.13	266,447.22	.00	15,446.14	251,001.08	13,663.05
Midd-West SD	116555003	10,148.95	.00	10,148.95	1,491.62	8,203.92	745.81	8,949.73	1,199.22
Mifflin County SD	111444602	4,953.81	.00	4,953.81	6,002.23	.00	1,421.51	4,580.72	373.09
Millcreek Township SD	105257602	9,593.52	.00	9,593.52	7,680.96	1,462.46	.00	9,143.42	450.10
Millersburg Area SD	115226103	6,130.69	.00	6,130.69	.00	5,433.66	.00	5,433.66	697.03
Mount Carmel Area SD	116495103	3,377.52	.00	3,377.52	.00	3,376.72	135.07	3,241.65	135.87
Mount Union Area SD	111316003	48,223.15	.00	48,223.15	40,672.90	.00	.00	40,672.90	7,550.25
Mt Lebanon SD	103026402	9,555.13	.00	9,555.13	.00	10,418.49	1,120.52	9,297.97	257.16
Muhlenberg SD	114065503	10,284.50	.00	10,284.50	16,159.01	1,596.64	7,835.61	9,920.04	364.46
New Castle Area SD	104375302	48,365.15	22,458.76	70,823.91	-14.03	70,722.73	646.77	70,061.93	761.98
North Allegheny SD	103026852	8,777.04	.00	8,777.04	8,526.56	.00	.01	8,526.55	250.49
North Hills SD	103026902	40,013.42	24,587.68	64,601.10	40,240.27	22,824.25	.00	63,064.52	1,536.58
North Penn SD	123465702	459,047.94	99,383.06	558,431.00	529,049.60	.00	11,148.12	517,901.48	40,529.52
North Star SD	108565503	25,630.89	29,853.52	55,484.41	49,753.73	.00	.00	49,753.73	5,730.68
Northampton Area SD	120484903	11,351.83	24,854.54	36,206.37	.00	34,780.82	13.82	34,767.00	1,439.37
Northeastern York SD	112674403	35,031.73	29,367.43	64,399.16	60,313.49	.00	.00	60,313.49	4,085.67

**Pennsylvania Leadership Charter School
Accounts Receivable Summary Report
School Year 2016-17 as of 06/30/2024**

District	AUN	Amounts Due			District	Amounts Paid			Net Due
		Regular Ed	Special Ed	Total Due		UniPay	Refunds	Total Paid	
Northern Cambria SD	108114503	11,264.02	22,097.24	33,361.26	.00	31,635.96	.00	31,635.96	1,725.30
Northern Lebanon SD	113385003	.00	23,647.81	23,647.81	21,236.77	.00	.00	21,236.77	2,411.04
Northern Lehigh SD	121394503	48,029.72	.00	48,029.72	46,564.80	.00	22.60	46,542.20	1,487.52
Northern Tioga SD	117596003	3,739.23	.00	3,739.23	.00	5,155.74	1,768.82	3,386.92	352.31
Northern York County SD	115674603	16,167.80	.00	16,167.80	311.36	15,608.78	.00	15,920.14	247.66
Northwest Area SD	118406003	5,069.97	15,439.18	20,509.15	16,488.31	2,578.51	.00	19,066.82	1,442.33
Octorara Area SD	124156503	235,100.07	153,358.87	388,458.94	371,314.39	.00	1,878.72	369,435.67	19,023.27
Oil City Area SD	106616203	47,558.07	.00	47,558.07	42,287.30	.00	768.86	41,518.44	6,039.63
Owen J Roberts SD	124156603	254,439.86	101,149.15	355,589.01	320,239.40	21,340.82	5,762.65	335,817.57	19,771.44
Palisades SD	122098003	72,940.70	.00	72,940.70	66,131.08	.00	99.20	66,031.88	6,908.82
Palmerton Area SD	121136503	40,157.20	.00	40,157.20	438.54	35,986.88	.00	36,425.42	3,731.78
Palmyra Area SD	113385303	10,456.75	6,773.51	17,230.26	.00	16,431.10	.00	16,431.10	799.16
Panther Valley SD	121136603	17,667.98	.00	17,667.98	.00	15,692.88	.00	15,692.88	1,975.10
Pen Argyl Area SD	120485603	24,441.66	.00	24,441.66	.00	23,536.72	.00	23,536.72	904.94
Penn Cambria SD	108116003	59,674.38	22,947.52	82,621.90	74,354.44	.00	.00	74,354.44	8,267.46
Penn Hills SD	103027352	161,608.55	84,150.82	245,759.37	96,530.67	133,600.59	.00	230,131.26	15,628.11
Penn Manor SD	113365203	26,991.27	21,616.49	48,607.76	47,844.32	.00	2,425.55	45,418.77	3,188.99
Penn-Delco SD	125236903	186,761.64	110,057.24	296,818.88	300,817.22	.00	23,212.98	277,604.24	19,214.64
Penns Manor Area SD	128326303	66,583.08	.00	66,583.08	.00	66,214.55	.00	66,214.55	368.53
Pennsbury SD	122098202	39,889.53	.00	39,889.53	39,657.42	.00	390.77	39,266.65	622.88
Pequea Valley SD	113365303	32,093.64	28,450.17	60,543.81	56,565.93	.00	.00	56,565.93	3,977.88
Perkiomen Valley SD	123466103	91,975.87	45,514.16	137,490.03	140,245.53	.00	9,632.62	130,612.91	6,877.12
Peters Township SD	101636503	23,691.79	22,051.14	45,742.93	42,857.75	.00	.00	42,857.75	2,885.18
Philadelphia City SD	126515001	2,998,765.20	1,642,155.48	4,640,920.68	4,051,746.01	174,840.23	.00	4,226,586.24	414,334.44
Philipsburg-Osceola Area SD	110177003	12,611.15	.00	12,611.15	.00	11,181.38	.00	11,181.38	1,429.77
Pine-Richland SD	103021003	.00	50,076.66	50,076.66	45,440.54	.00	12.40	45,428.14	4,648.52
Pittsburgh SD	102027451	477,161.43	239,369.45	716,530.88	.00	640,768.15	6,890.82	633,877.33	82,653.55
Pleasant Valley SD	120455203	103,065.86	48,812.93	151,878.79	133,569.60	5,660.19	.00	139,229.79	12,649.00
Pocono Mountain SD	120455403	118,408.03	33,245.18	151,653.21	.00	147,001.12	3,194.92	143,806.20	7,847.01
Pottsgrove SD	123466303	51,427.60	31,408.21	82,835.81	84,814.68	.00	7,129.48	77,685.20	5,150.61
Pottstown SD	123466403	93,752.65	120,250.15	214,002.80	207,403.30	.00	9,304.72	198,098.58	15,904.22
Pottsville Area SD	129546103	.00	27,684.55	27,684.55	.00	25,998.91	.00	25,998.91	1,685.64
Quakertown Community SD	122098403	33,502.61	.00	33,502.61	31,032.32	.00	.00	31,032.32	2,470.29
Reading SD	114067002	170,269.34	86,686.55	256,955.89	233,484.82	.00	12,589.67	220,895.15	36,060.74
Red Lion Area SD	112675503	24,684.71	.00	24,684.71	25,756.91	.00	3,058.64	22,698.27	1,986.44
Redbank Valley SD	106168003	10,560.78	.00	10,560.78	.00	9,968.02	.00	9,968.02	592.76
Reynolds SD	104435303	9,426.82	.00	9,426.82	1,203.37	8,076.30	.00	9,279.67	147.15
Richland SD	108116503	31,648.05	17,029.18	48,677.23	49,316.03	.00	2,730.25	46,585.78	2,091.45
Ridgway Area SD	109246003	11,904.36	.00	11,904.36	11,433.75	.00	.00	11,433.75	470.61
Ridley SD	125237702	61,674.35	44,327.34	106,001.69	107,242.92	.00	5,726.21	101,516.71	4,484.98
Ringgold SD	101637002	16,191.34	18,186.02	34,377.36	.00	36,693.20	3,660.88	33,032.32	1,345.04

**Pennsylvania Leadership Charter School
Accounts Receivable Summary Report
School Year 2016-17 as of 06/30/2024**

District	AUN	Amounts Due			District	Amounts Paid			Net Due
		Regular Ed	Special Ed	Total Due		UniPay	Refunds	Total Paid	
Rockwood Area SD	108566303	32,758.87	19,030.44	51,789.31	.00	49,360.23	.00	49,360.23	2,429.08
Rose Tree Media SD	125237903	354,408.19	27,755.42	382,163.61	357,458.94	.00	3,589.50	353,869.44	28,294.17
Scranton SD	119357402	22,530.70	.00	22,530.70	.00	20,877.62	.00	20,877.62	1,653.08
Selinsgrove Area SD	116557103	4,690.34	.00	4,690.34	.00	4,669.96	186.80	4,483.16	207.18
Seneca Valley SD	104107903	9,474.16	25,594.98	35,069.14	31,707.81	.00	11.04	31,696.77	3,372.37
Shaler Area SD	103028302	57,281.54	54,465.48	111,747.02	.00	107,048.26	.00	107,048.26	4,698.76
Shamokin Area SD	116496503	82,349.57	52,124.42	134,473.99	.00	115,912.80	4,492.55	111,420.25	23,053.74
Sharon City SD	104435603	14,516.28	25,862.28	40,378.56	37,024.80	.00	.00	37,024.80	3,353.76
Sharpsville Area SD	104435703	17,586.49	5,322.61	22,909.10	21,036.87	729.24	840.50	20,925.61	1,983.49
Shikellamy SD	116496603	8,766.67	9,997.69	18,764.36	.00	17,618.46	.00	17,618.46	1,145.90
Shippensburg Area SD	115218003	33,680.89	20,854.67	54,535.56	50,376.78	.00	.00	50,376.78	4,158.78
Solanco SD	113367003	18,026.95	7,668.99	25,695.94	26,412.75	.00	3,253.25	23,159.50	2,536.44
South Eastern SD	112676203	14,212.53	18,221.65	32,434.18	2,254.43	27,669.07	.00	29,923.50	2,510.68
South Middleton SD	115218303	11,192.36	.00	11,192.36	10,978.69	.00	.00	10,978.69	213.67
South Park SD	103028753	11,764.81	21,041.77	32,806.58	31,918.34	.00	.00	31,918.34	888.24
South Western SD	112676403	38,377.19	5,576.86	43,954.05	.00	44,534.90	2,582.30	41,952.60	2,001.45
Southeast Delco SD	125238402	182,497.75	116,258.40	298,756.15	280,827.82	.00	6,941.02	273,886.80	24,869.35
Southern Lehigh SD	121395703	13,127.23	6,975.69	20,102.92	43,941.35	.00	24,503.49	19,437.86	665.06
Southern York County SD	112676503	24,291.65	11,340.10	35,631.75	33,919.25	.00	.00	33,919.25	1,712.50
Spring Cove SD	108077503	52,182.84	.00	52,182.84	50,099.64	.00	.00	50,099.64	2,083.20
Spring Grove Area SD	112676703	52,995.54	.00	52,995.54	50,724.16	.00	897.02	49,827.14	3,168.40
Spring-Ford Area SD	123467303	267,060.66	51,221.28	318,281.94	295,080.44	.00	.00	295,080.44	23,201.50
Springfield SD	125238502	51,853.02	27,292.01	79,145.03	2,021.80	72,837.39	.00	74,859.19	4,285.84
Springfield Township SD	123467203	.00	35,775.05	35,775.05	33,143.94	.00	4.30	33,139.64	2,635.41
State College Area SD	110148002	25,710.22	9,720.84	35,431.06	2,028.14	34,948.39	2,028.14	34,948.39	482.67
Steelton-Highspire SD	115228003	14,517.18	.00	14,517.18	13,702.14	.00	.00	13,702.14	815.04
Sto-Rox SD	103028853	20,030.84	.00	20,030.84	.00	16,888.02	.00	16,888.02	3,142.82
Stroudsburg Area SD	120456003	104,772.02	83,435.45	188,207.47	175,929.29	.00	.00	175,929.29	12,278.18
Susquenita SD	115506003	4,597.38	.00	4,597.38	.00	6,349.82	2,341.95	4,007.87	589.51
Tamaqua Area SD	129547603	8,922.57	.00	8,922.57	8,439.71	.00	.00	8,439.71	482.86
Titusville Area SD	106617203	9,322.26	.00	9,322.26	8,690.86	.00	.00	8,690.86	631.40
Troy Area SD	117086653	54,207.75	.00	54,207.75	.00	50,210.30	.00	50,210.30	3,997.45
Tulpehocken Area SD	114068003	4,962.33	.00	4,962.33	4,698.92	.00	.00	4,698.92	263.41
Tuscarora SD	112286003	.00	19,297.71	19,297.71	17,424.28	.00	.00	17,424.28	1,873.43
Tussey Mountain SD	108058003	.00	22,308.90	22,308.90	20,282.24	.00	.00	20,282.24	2,026.66
Twin Valley SD	114068103	127,440.32	61,234.35	188,674.67	.00	179,287.66	3,385.43	175,902.23	12,772.44
Union SD	106169003	15,242.43	.00	15,242.43	13,495.39	.00	.00	13,495.39	1,747.04
Uniontown Area SD	101268003	41,910.29	12,126.44	54,036.73	53,434.40	.00	1,614.81	51,819.59	2,217.14
Unionville-Chadds Ford SD	124158503	247,725.98	30,261.80	277,987.78	277,199.81	.00	2,562.84	274,636.97	3,350.81
Upper Darby SD	125239452	491,327.47	341,875.72	833,203.19	809,115.13	.00	19,662.13	789,453.00	43,750.19
Upper Moreland Township SD	123468503	8,836.16	.00	8,836.16	8,957.89	.00	.00	8,957.89	-121.73

**Pennsylvania Leadership Charter School
Accounts Receivable Summary Report
School Year 2016-17 as of 06/30/2024**

District	AUN	Amounts Due			District	Amounts Paid			Net Due
		Regular Ed	Special Ed	Total Due		UniPay	Refunds	Total Paid	
Upper Perkiomen SD	123468603	23,261.18	.00	23,261.18	23,758.90	.00	1,839.89	21,919.01	1,342.17
Upper Saint Clair SD	103029203	1,657.43	18,691.11	20,348.54	19,078.51	.00	557.95	18,520.56	1,827.98
Warren County SD	105628302	27,859.16	26,204.12	54,063.28	51,179.41	.00	595.65	50,583.76	3,479.52
Warrior Run SD	116498003	390.20	20,392.32	20,782.52	.00	20,876.89	1,936.97	18,939.92	1,842.60
Warwick SD	113369003	39,611.45	.00	39,611.45	37,050.32	.00	.00	37,050.32	2,561.13
Washington SD	101638803	41,380.30	79,675.99	121,056.29	108,985.37	.00	.00	108,985.37	12,070.92
Wattsburg Area SD	105259703	12,283.53	37,495.37	49,778.90	.00	48,975.51	1,896.79	47,078.72	2,700.18
Wayne Highlands SD	119648703	54,798.55	.00	54,798.55	.00	54,626.83	520.04	54,106.79	691.76
Waynesboro Area SD	112289003	26,088.34	16,170.98	42,259.32	.00	42,122.16	1,820.26	40,301.90	1,957.42
Wellsboro Area SD	117598503	4,243.61	.00	4,243.61	4,443.44	.00	352.12	4,091.32	152.29
West Chester Area SD	124159002	992,953.96	336,916.01	1,329,869.97	.00	1,322,181.43	.00	1,322,181.43	7,688.54
West Jefferson Hills SD	103029553	11,520.08	.00	11,520.08	.00	10,898.15	.00	10,898.15	621.93
West Perry SD	115508003	21,379.40	.00	21,379.40	.00	19,394.90	.00	19,394.90	1,984.50
West Shore SD	115219002	25,749.76	1,379.96	27,129.72	24,202.20	.00	.00	24,202.20	2,927.52
West York Area SD	112678503	21,610.64	.00	21,610.64	20,679.22	.00	.00	20,679.22	931.42
Westmont Hilltop SD	108118503	8,914.89	.00	8,914.89	14,369.15	.00	5,743.05	8,626.10	288.79
Whitehall-Coplay SD	121397803	28,912.50	.00	28,912.50	27,523.08	.00	.00	27,523.08	1,389.42
Wilkes-Barre Area SD	118408852	19,105.16	21,947.14	41,052.30	.00	40,267.74	.00	40,267.74	784.56
Wilkesburg Borough SD	103029803	59,540.90	91,966.25	151,507.15	111,089.47	25,481.11	.00	136,570.58	14,936.57
Williamsburg Community SD	108079004	32,788.27	.00	32,788.27	31,873.76	.00	1,696.67	30,177.09	2,611.18
Williamsport Area SD	117417202	16,031.56	.00	16,031.56	18,641.62	.00	3,693.71	14,947.91	1,083.65
Wilson SD	114069103	43,729.13	40,290.56	84,019.69	81,068.86	.00	.00	81,068.86	2,950.83
Woodland Hills SD	103029902	104,106.27	32,188.72	136,294.99	102,780.37	34,407.55	12,871.68	124,316.24	11,978.75
Wyalusing Area SD	117089003	34,630.87	.00	34,630.87	32,105.39	.00	.00	32,105.39	2,525.48
York City SD	112679002	66,798.90	82,728.52	149,527.42	.00	125,649.02	198.53	125,450.49	24,076.93
	Totals:	23,815,681.68	12,419,007.79	36,234,689.47	24,858,900.99	10,629,059.45	790,626.19	34,697,334.25	1,537,355.22

PA Leadership Charter School

June 2024 - All payments

Vendor	Payments	Rank
Paycom	\$ 2,536,826	48%
MBM Contracting, Inc	756,279	14%
Cigna Healthcare	448,490	9%
PSERS / PenServ	494,228	9%
B & H Photo	82,358	2%
Agentis Technology, LLC	81,612	2%
Alphabetical Order		
4Imprint	78	0%
910 Commerce Park Associates, LP c/o Zama	42,120	1%
Academic Entertainment Inc	239	0%
ACT	13	0%
Allegheny Refrigeration Sales Co.	6,581	0%
Amazon Capital Services	21,637	0%
Amazon Web Services	11	0%
American Express	70,367	1%
AMG Gateway Services	56	0%
Andrew's Lawn & Landscaping LLC	9,847	0%
Apple Inc,	9,641	0%
Aqua - 4474	251	0%
Aqua - 9787	308	0%
Aqua - 9799	615	0%
Aqua - 9813	251	0%
Aqua -8961 (1645 W. Chester Pike)	217	0%
Aqua PA - 8962	251	0%
AT&T Mobility - 6646	375	0%
Axelman Speech, Language & Learning	5,000	0%
Baby Steps Therapy, LLC	3,543	0%
Big Fundraising Ideas	18	0%
Bill.com	573	0%
Blick Art	356	0%
Brady Worldwide Inc.	2,679	0%
Canon Financial Services, Inc	8,470	0%
Carmichael Lynch Inc	7,500	0%
CCIU	9,342	0%
CDW Government, Inc.	19,189	0%
Center for Prolonged Grief	488	0%
Charter Choices, Inc.	7,301	0%
ChatGPT	20	0%
Clean Right Building Services, Inc.	8,650	0%
College Board	27,664	1%
Comcast - 6832 NEW	3,514	0%
Connecting the Pieces	1,032	0%
Couch Tomato Cafe	429	0%
Counseling Essentials	49	0%
Crown Trophy	2,112	0%
Cummins Sales and Service	3,405	0%
Daniel Boone Area SD	3,045	0%
DCIU	15,292	0%
Deckman Motor & Pump Inc	745	0%
Delaware County Community College	14,593	0%
Devereux	10,500	0%
Digital Marketing Agency, LLC	6,000	0%
Disc Hounds	58	0%
Doris A. Federoff	2,060	0%
DoubleTree by Hilton	1,987	0%
EAN Services, LLC	10,573	0%
Easton Area SD	95	0%
EMC Home Improvement	4,397	0%
EverDriven Technologies, LLC	1,989	0%

Vendor	Payments	Rank
McNeas Wallace & Nurick LLC	\$ 715	0%
Mental Health Academy	349	0%
MetLife- Individual Bill	81	0%
MetLife- L&D	21,090	0%
Millersville University	20,986	0%
MindUP The Goldie Hawn Foundation	240	0%
Mountain Capital Partners	17,736	0%
MTOT Disc Bankcard	327	0%
N2Y, LLC	5,965	0%
NACAC	300	0%
National Business Furniture, LLC	10,809	0%
New York Life	3,677	0%
Nino's Pizzeria and Ristorante	158	0%
Noodle Tools	935	0%
Oakmont Water Authority	118	0%
Oliver Mechanical	5,920	0%
OverDrive	6,000	0%
PA Dept of Transportation	207	0%
Panera Bread	199	0%
Parkway Cleaners	191	0%
Patelmo's Pizzeria	124	0%
PCLiquidations.com	3,515	0%
PECO - 0045 (prev. 4008)	2,785	0%
PECO - 0154 (prev 1007)	1,370	0%
PECO - 1682 (prev 6007)	885	0%
PECO - 1840 (prev 3036)	105	0%
PECO - 2457 (prev 3021)	5,669	0%
PECO - 2811 (prev 2028)	365	0%
PECO - 4210 (prev 4006)	188	0%
PECO - 4770 (prev 1087)	759	0%
PECO - 6222 (prev 6025)	519	0%
PECO - 7190 (prev 1002)	1,487	0%
PECO - 8332 (prev 4019)	214	0%
PEOPLES	42	0%
PESI Inc	500	0%
Pete's Express Car Wash	59	0%
PhillyCom, Inc	15,830	0%
Phoenixville Area SD	5,420	0%
Piatt Development Services	8,587	0%
Pipedream	23,299	0%
Pitney Bowes - 7857 Pittsburgh	800	0%
Pivotal Data Solutions	3,000	0%
PowerSchool Group LLC	13,402	0%
Primanti Bros Restaurant	26	0%
Profound Technologies	2,422	0%
Pure Water Technology of Central PA, Inc.	414	0%
Quadient Finance Usa Inc.	1,376	0%
Quakertown Community SD	250	0%
Rachel Becker	400	0%
Right Networks	553	0%
Rubber Monkey Software Ltd.	362	0%
School Health Corporation	3,178	0%
School Specialty LLC	35	0%
Shank Waste Services Inc	350	0%
Sharif, Mariam	75	0%
Shumaker Plan-Design-Transform	7,839	0%
Soaring Abilities	1,430	0%
Springhill Suites	309	0%
Stamps.com	3,220	0%

PA Leadership Charter School

June 2024 - All payments

Vendor	Payments	Rank
Evernorth - Cigna Behavioral Health	931	0%
Export Fuel	449	0%
Eyemed	3,518	0%
EZ Pass Auto	1,000	0%
Facebook	72	0%
feast market and eatery	59	0%
First Resource Bank	108	0%
Genially LLC	5,445	0%
Gerhart Property Management LLC	6,073	0%
GetGo #3119	65	0%
GIOBI VoIP & Telecom LLC	19,900	0%
GoTo Technologies (LogMeIn)	842	0%
Gov Connection, Inc.	5,366	0%
Green Tree School	4,383	0%
Gridless Power	293	0%
Hachette Book Group	4,355	0%
Hampton Inn & Suites--Pittsburgh	1,811	0%
Hengst, Darren	3,300	0%
Herff-Jones	1,998	0%
Holiday Inn - Lancaster	4,514	0%
HOME DEPOT	380	0%
Home Depot - 6285	6,097	0%
Horace Mann	60	0%
Houghton Mifflin Harcourt	61,239	1%
IDV.NET	12,570	0%
Indeed Inc	2,500	0%
Inspirational Blossoms LLC	195	0%
Intuit	563	0%
Iron Hill Brewery	864	0%
J.W. Pepper & Son Inc	254	0%
Joyce Family Cleaning Co.	6,250	0%
Kencor Inc.	1,079	0%
Keystone Fire Protection Co.	478	0%
L&R Security Systems, Inc	276	0%
Lafayette Supply	1,478	0%
Law Offices Of Kenneth S. Cooper	3,850	0%
Legal Shield	1,489	0%
Lisa Hoy	3,883	0%
Long Nyquist & Associates, LLC (Pugliese)	5,000	0%
M&K Multimedia	720	0%
Mae's West Chester	928	0%
Mailchimp.com	472	0%
MarineLab	280	0%

Vendor	Payments	Rank
Stanton, Bianca	500	0%
Staples	282	0%
Sunoco	223	0%
sweetwater	403	0%
T&S Limousines	5,522	0%
Taylor's Music Store	691	0%
The Camphill School, Inc	4,690	0%
The Escape Game, LLC	462	0%
Therapy Source Inc.	17,426	0%
T-Mobile 9394	13,248	0%
Top Golf King of Prussia	4,681	0%
Touch Here Photobooth	375	0%
Townplace Suites by Marriott	422	0%
Trane U.S., Inc	1,161	0%
Trib Total Media	158	0%
U-Haul Rental	470	0%
Uline	3,584	0%
Unique Services & Applications, Inc.	5,410	0%
UPS - Enterprise Dr.	15,760	0%
Verizon - 0001-71	788	0%
Verizon - 0001-82	528	0%
Verizon - 0001-90	1,258	0%
Verizon - 0524	1,059	0%
Verizon - 3331	1,138	0%
Verizon - 3339	2,235	0%
Verizon - 4362	93	0%
Verizon - 4398-01	8,119	0%
Verizon - 7138	71	0%
Verizon - 8025	415	0%
Verizon -0001-22	179	0%
Verizon- 0001-57	398	0%
Vimeo	848	0%
Virginia Weida Designs LLC	2,603	0%
Visa	1,788	0%
Vista Print	625	0%
W.B. Mason	765	0%
WCBA Shredding	31	0%
Wendy's	17	0%
West Penn Power	1,314	0%
WESTERN PEST SERVICES	480	0%
Westmoreland Intermediate Unit	139	0%
Wiggins Shredding Inc	80	0%
William E. Freas	33,372	1%
Grand Total	5,261,682	

Financial Statements

Pennsylvania Leadership Charter School

June 30, 2023

Consolidated June 30, 2022

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INDEPENDENT AUDITORS' REPORT

To the Board of Trustees
Pennsylvania Leadership Charter School
West Chester, Pennsylvania

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying financial statements of Pennsylvania Leadership Charter School which comprise the statement of financial position as of June 30, 2023, and the related statements of activities without donor restrictions, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements. We have also audited the accompanying consolidated financial statements of Pennsylvania Leadership Charter School, which comprise the consolidated statement of financial position as of June 30, 2022, and the related consolidated statements of activities without donor restrictions, functional expenses, and cash flows for the year then ended.

In our opinion, the 2023 financial statements referred to above present fairly, in all material respects, the financial position of Pennsylvania Leadership Charter School as of June 30, 2023, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America. Also, in our opinion, the 2022 consolidated financial statements present fairly, in all material respects, the consolidated financial position of Pennsylvania Leadership Charter School as of June 30, 2022, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Pennsylvania Leadership Charter School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Pennsylvania Leadership Charter School's ability to continue as a going concern within one year after the date that the financial statements are available to be issued.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Pennsylvania Leadership Charter School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Pennsylvania Leadership Charter School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Other Reporting Required by Government Auditing Standards

In accordance with Government Auditing Standards, we have also issued our report dated December 20, 2023, on our consideration of Pennsylvania Leadership Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Pennsylvania Leadership Charter School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Pennsylvania Leadership Charter School's internal control over financial reporting and compliance.

Rainer & Company
Rainer & Company

Newtown Square, PA
December 20, 2023

PENNSYLVANIA LEADERSHIP CHARTER SCHOOL

Statements of Financial Position

June 30, 2023 and 2022

<u>ASSETS</u>	<u>2023</u>	<u>Consolidated 2022</u>
Current:		
Cash	\$ 37,012,314	\$ 58,501,109
State Subsidies Receivable, Net	151,810	67,810
Federal Subsidies Receivable, Net	862,624	678,476
Local Subsidies Receivable, Net	1,455,017	1,974,936
Investments	42,075,003	12,585,230
Security Deposits	27,106	27,106
Prepaid Expenses and Other Assets	102,794	53,566
TOTAL CURRENT ASSETS	81,686,668	73,888,233
Property and Equipment, Net	20,304,427	20,651,768
Other:		
Operating Lease Right of Use Assets, Net	1,340,824	0
TOTAL ASSETS	<u>\$ 103,331,919</u>	<u>\$ 94,540,001</u>
 <u>LIABILITIES</u>		
Current:		
Accounts Payable	\$ 1,130,319	\$ 778,176
Accrued Expenses	4,772,689	4,441,004
Current Portion of Capital Lease Obligation	0	1,672,717
Current Portion of Operating Lease Liabilities	597,546	0
TOTAL CURRENT LIABILITIES	6,500,554	6,891,897
Long-Term:		
Capital Lease Obligation - Net of Current Portion	0	1,737,028
Operating Lease Liabilities - Net of Current Portion	743,278	0
TOTAL LONG-TERM LIABILITIES	743,278	1,737,028
TOTAL LIABILITIES	7,243,832	8,628,925
 <u>NET ASSETS</u>		
Without Donor Restrictions	96,088,087	85,911,076
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 103,331,919</u>	<u>\$ 94,540,001</u>

The accompanying notes are an integral part of these statements.

PENNSYLVANIA LEADERSHIP CHARTER SCHOOL
Statements of Activities Without Donor Restrictions
For the Years Ended June 30, 2023 and 2022

	<u>2023</u>	<u>Consolidated 2022</u>
Support and Revenue Without Donor Restrictions:		
Local Education Agency Assistance	\$ 56,111,319	\$ 62,862,819
Federal Sources	5,736,652	4,141,581
State Sources	158,810	96,775
TOTAL SUPPORT AND REVENUE WITHOUT DONOR RESTRICTIONS	<u>62,006,781</u>	<u>67,101,175</u>
Functional Expenses:		
Program Services	34,927,418	31,431,739
Supporting Services	18,278,354	17,012,270
TOTAL FUNCTIONAL EXPENSES	<u>53,205,772</u>	<u>48,444,009</u>
CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTIONS BEFORE OTHER INCOME (EXPENSE)	8,801,009	18,657,166
Other Income (Expense):		
Investment Income, Net	1,934,757	773,304
Net Realized and Unrealized Loss on Investments	(568,887)	(2,629,415)
Loss on Disposal of Fixed Assets	(58,789)	(161,087)
Miscellaneous Income	68,921	922
Depreciation Expense - Foundation	0	(272,698)
Repairs and Maintenance - Foundation	0	(14,860)
Insurance Expenses - Foundation	0	(29,960)
Other Expenses - Foundation	0	(42,504)
TOTAL OTHER INCOME (EXPENSE)	<u>1,376,002</u>	<u>(2,376,298)</u>
CHANGE IN NET ASSETS	10,177,011	16,280,868
Net Assets Without Donor Restrictions - Beginning	82,250,339	41,613,572
Prior Period Adjustment	3,660,737	28,016,636
NET ASSETS WITHOUT DONOR RESTRICTIONS AS OF JULY 1, 2023 AND 2022, AS RESTATED	85,911,076	69,630,208
NET ASSETS WITHOUT DONOR RESTRICTIONS - ENDING	<u>\$ 96,088,087</u>	<u>\$ 85,911,076</u>

The accompanying notes are an integral part of these statements.



PENNSYLVANIA LEADERSHIP CHARTER SCHOOL
Statements of Functional Expenses
For the Years Ended June 30, 2023 and 2022

2023						Consolidated 2022						
PROGRAM EXPENSES	SUPPORTING SERVICES				PROGRAM EXPENSES			SUPPORTING SERVICES				
	Support	Noninstructional	Total				Total Program	Support	Noninstructional	Total		
Instruction	Services	Services	Support Services	Total	Instruction	Eliminations	Expenses	Services	Services	Support Services	Total	
Wages and Salaries	\$ 7,266,484	\$ 0	\$ 7,266,484	\$27,148,815	\$17,277,211	\$ 0	\$17,277,211	\$ 6,198,164	\$ 0	\$ 6,198,164	\$23,475,375	
Employee Benefits	2,708,610	0	2,708,610	10,266,363	6,971,902	0	6,971,902	2,825,174	0	2,825,174	9,797,076	
Professional Education Services	32,924	0	32,924	4,022,479	4,009,923	0	4,009,923	12,059	1,340	13,399	4,023,322	
Contracted Professional Development	119,221	0	119,221	189,601	31,278	0	31,278	172,483	0	172,483	203,761	
Contracted Educational Services	125,550	0	125,550	144,005	16,402	0	16,402	161,029	0	161,029	177,431	
Other Contracted Services	276,175	32,718	308,893	722,142	117,140	0	117,140	298,671	23,266	321,937	439,077	
Web Portal	963,978	0	963,978	971,178	8,500	0	8,500	929,220	0	929,220	937,720	
Employee Training & Development	0	0	0	31,255	0	0	0	0	0	0	0	
Cleaning	50,259	0	50,259	267,482	183,191	0	183,191	98,316	0	98,316	281,507	
Utilities	66,578	0	66,578	193,992	112,269	0	112,269	61,901	0	61,901	174,170	
Repairs and Maintenance	288,511	0	288,511	339,331	106,729	0	106,729	509,691	0	509,691	616,420	
Rent Expense	83,534	31,895	115,429	589,897	1,182,618	(997,025)	185,593	309,087	34,869	343,956	529,549	
Equipment Rental	101,644	0	101,644	101,644	0	0	0	101,644	0	101,644	101,644	
Travel	22,068	4,209	26,277	201,468	120,594	0	120,594	12,353	1,412	13,765	134,359	
Student Transportation	0	0	0	213,115	142,062	0	142,062	0	0	0	142,062	
Insurance	212,795	0	212,795	225,020	123,593	0	123,593	75,144	0	75,144	198,737	
Communications	264,155	0	264,155	264,945	9,997	0	9,997	280,231	0	280,231	290,228	
Postage and Shipping	261,182	0	261,182	274,428	11,461	0	11,461	276,937	1,107	278,044	289,505	
Tuition	0	0	0	299,489	306,109	0	306,109	0	0	0	306,109	
Miscellaneous Purchased Services	10,099	14,357	24,456	84,405	16,017	0	16,017	6,025	21,329	27,354	43,371	
Educational Supplies	4,964	0	4,964	211,435	200,083	0	200,083	21,709	0	21,709	221,792	
General Supplies	144,015	19,861	163,876	236,529	59,859	0	59,859	54,392	20,294	74,686	134,545	
Software	163,486	0	163,486	540,164	569,897	0	569,897	164,107	0	164,107	734,004	
Food	9,354	1,244	10,598	58,101	44,324	0	44,324	11,772	43	11,815	56,139	
Books and Periodicals	194	0	194	331,451	562,640	0	562,640	48	0	48	562,688	
Equipment	165,879	0	165,879	178,740	22,229	0	22,229	43,259	0	43,259	65,488	
Miscellaneous & Other	35,458	3,990	39,448	39,448	260	0	260	34,878	995	35,873	36,133	
Dues and Subscriptions	76,845	0	76,845	106,661	30,782	0	30,782	217,733	11	217,744	248,526	
Meeting Room	0	0	0	137,456	122,485	0	122,485	0	0	0	122,485	
Printing and Binding	630	4,774	5,404	9,927	7,087	0	7,087	242	4,200	4,442	11,529	
Legal	580,282	0	580,282	674,374	62,122	0	62,122	540,043	0	540,043	602,165	
Accounting and Auditing	298,339	0	298,339	298,339	0	0	0	166,151	0	166,151	166,151	
Advertising	685,655	0	685,655	685,655	0	0	0	625,309	0	625,309	625,309	
Professional IT Services	153,893	0	153,893	153,893	0	0	0	227,564	0	227,564	227,564	
Internet Reimbursement	560,210	0	560,210	560,210	0	0	0	653,864	0	653,864	653,864	
Settlements	42,000	0	42,000	42,000	0	0	0	18,000	0	18,000	18,000	
Interest Expense	204,263	0	204,263	204,263	0	0	0	141,543	0	141,543	141,543	
Depreciation	2,186,072	0	2,186,072	2,186,072	0	0	0	1,654,661	0	1,654,661	1,654,661	
TOTAL FUNCTIONAL EXPENSES	\$34,927,418	\$ 113,048	\$18,278,354	\$53,205,772	\$32,428,764	\$ (997,025)	\$31,431,739	\$16,903,404	\$ 108,866	\$17,012,270	\$48,444,009	

The accompanying notes are an integral part of these statements.

PENNSYLVANIA LEADERSHIP CHARTER SCHOOL

Statements of Cash Flows

For the Years Ended June 30, 2023 and 2022

	<u>2023</u>	<u>Consolidated 2022</u>
Cash Flows From Operating Activities:		
Change in Net Assets	\$ 10,177,011	16,280,868
Adjustments to Reconcile Change in Net Assets to Net Cash Provided by Operating Activities:		
Depreciation	2,186,072	1,927,359
Net Realized and Unrealized Loss on Investments	568,887	2,629,415
Loss on Disposal of Fixed Assets	58,789	161,087
Decrease (Increase) in:		
State Subsidies Receivable	(84,000)	(14,412)
Federal Subsidies Receivable	(184,148)	(561,120)
Local Subsidies Receivable	519,919	114,046
Prepaid Expenses and Other Assets	(49,228)	(3,054,440)
Increase (Decrease) in:		
Accounts Payable	352,143	(711,010)
Accrued Expenses	331,685	(1,133,164)
NET CASH PROVIDED BY OPERATING ACTIVITIES	<u>13,877,130</u>	<u>15,638,629</u>
Cash Flows from Investing Activities:		
Purchase of Property and Equipment	(1,897,519)	(2,427,907)
Net Sales (Purchases) of Investments	(30,058,661)	9,918,273
NET CASH PROVIDED (USED) BY INVESTING ACTIVITIES	<u>(31,956,180)</u>	<u>7,490,366</u>
Cash Flows From Financing Activities:		
Principal Payments of Finance Lease Obligations	(3,409,745)	(1,667,140)
INCREASE (DECREASE) IN CASH	(21,488,795)	21,461,855
Cash, Cash Equivalents and Restricted Cash - Beginning	<u>58,501,109</u>	<u>37,039,254</u>
CASH, CASH EQUIVALENTS AND RESTRICTED CASH - ENDING	<u>\$ 37,012,314</u>	<u>\$ 58,501,109</u>
<u>Supplemental Disclosures of Cash Flow Information:</u>		
Cash Paid During the Year for Interest	<u>\$ 204,263</u>	<u>\$ 141,543</u>
<u>Supplemental Schedule of Non-Cash Investing and Financing Activities:</u>		
Capital Lease Obligation Incurred for the Acquisition of Equipment	<u>\$ 0</u>	<u>\$ 2,653,578</u>

The accompanying notes are an integral part of these statements.

PENNSLYVAIA LEADERSHIP CHARTER SCHOOL

Notes to Financial Statements

June 30, 2023 and Consolidated June 30, 2022

NOTE 1 - Nature of Activities and Summary of Significant Accounting Policies

Nature of Activities - PA Leadership Charter School ("the School") is a nonprofit organization established pursuant to the Pennsylvania Nonprofit Corporation Law of 1988. The mission of the School is to leverage technology on behalf of students who need a more personalized approach to education to maximize their potential and meet the highest performance standards. The mission is accomplished through a uniquely individualized learning program that combines the best in virtual education with very real connections among students, family, teachers, and the community. The School's charter expired at the end of the 2013-14 school year and has been extended while the Pennsylvania Department of Education processes the re-authorization application.

Friends of Pennsylvania Leadership Charter School ("the Foundation") operates as a non-profit organization established under the laws of the Commonwealth of Pennsylvania to provide public educational school facilities, including land, buildings and improvements, for the benefit of the School. The Foundation and the School have entered into two leases for property, and the rental income and expense were eliminated for the consolidation presentation.

Effective August 30, 2022, a Statement of Merger was signed to Friends of Pennsylvania Leadership Charter School into PA Leadership Charter School to reduce costs and consolidate all programs. As part of the merger, owned property and net assets totaling \$3,660,737 owned by Friends of Pennsylvania Leadership Charter School was transferred to PA Leadership Charter School (See Note 10).

Estimates - Management uses estimates and assumptions in preparing the financial statements. Those estimates and assumptions affect the reported amounts of assets and liabilities, the disclosure of contingent assets and liabilities, and the reported revenues and expenses. Actual results could differ from those estimates.

Financial Statement Presentation - The financial statements of the School and the Foundation have been prepared on the accrual basis and accordingly reflect all significant receivables, payables, and other liabilities. The significant accounting policies followed are described below to enhance the usefulness of the financial statements to the reader.

Net assets are reported in two separate classifications as follows:

Net Assets Without Donor Restrictions, which include those net assets which are neither permanently restricted nor temporarily restricted by donor-imposed stipulations. These net assets represent the portion of net assets available for the support of School operations. Unrestricted net assets also include property and equipment.

Net Assets With Donor Restrictions, which include assets whose use by the School is limited by donor-imposed stipulations that expire by passage of time or can be fulfilled and removed by actions of the School. For the year ended June 30, 2022, there were no net assets with donor restrictions.

Contributions - Contributions received are recorded as net assets without donor restrictions or net assets with donor restrictions depending on the existence or nature of any donor restrictions.

PENNSYLVANIA LEADERSHIP CHARTER SCHOOL

Notes to Financial Statements

June 30, 2023 and Consolidated June 30, 2022

NOTE 1 - Nature of Activities and Summary of Significant Accounting Policies (Continued)

Revenue Recognition -The School's primary source of revenue is from tuition revenue contracts with school districts. Tuition revenue reflects the consideration the School expects to be entitled to in exchange for the education of students. Tuition contract revenue is recognized ratably over the number of school days and each school district's published Pennsylvania Department of Education 363 (PDE 363) rates.

Disaggregation of Revenue from Contracts with Customers

Revenue from performance obligations satisfied over time consists of tuition revenue contracts with school districts and reimbursement grants. As a result, the School is dependent on the strength of enrollment, PDE 363 rates, and its ability to collect amounts owed on contracts.

Performance Obligations and Significant Judgements

Tuition Revenues - Revenues from contracts with school districts for student education is reported at the amount that reflects the consideration to which the School expects to be entitled in exchange for providing education to its students. Revenue is recognized as performance obligations are satisfied, which is ratably over the school year. Tuition revenues are nonrefundable.

Grant Revenues - Revenues from grants is reported at the amount that reflects the consideration to which the School expects to be entitled in exchange for satisfying the requirements of the grants. Revenue is recognized as performance obligations are satisfied.

The School does not have any significant financing components as payment is received at or shortly after the beginning of tuition contract periods.

Costs incurred to obtain a contract will be expensed as incurred when the amortization period is less than one year.

The School recognizes a contract liability (deferred revenue) for tuition revenue and grant contract payments received prior to completion of their terms. Ratably, over the tuition revenue and grant contract terms, the contract liability is reversed, and revenue is recognized.

Income Taxes - The School and the Foundation are exempt from Federal income taxes under Internal Revenue Code Section 501(c)(3) and applicable state law.

The School and the Foundation follow the following accounting standard on accounting for uncertainty in income taxes which addresses the determination of whether tax benefits or tax liabilities expected to be claimed on a tax return should be recorded in the consolidated financial statements. If the School or Foundation were to incur any income tax liability in the future, interest on any income tax liability would be reported as interest expense and penalties on any income tax would be reported as income taxes.

The School and the Foundation believe there are no uncertainties which would require any recognition of tax benefits or tax liabilities for the years ended June 30, 2023 and 2022.

PENNSYLVANIA LEADERSHIP CHARTER SCHOOL

Notes to Financial Statements

June 30, 2023 and Consolidated June 30, 2022

NOTE 1 - Nature of Activities and Summary of Significant Accounting Policies (Continued)

The School and the Foundation's forms 990 for the years ended June 30, 2023, 2022, and 2021 are subject to examination by the IRS, generally for three years after they were filed.

Cash and Cash Equivalents - For purposes of the consolidated statement of cash flows, the School and the Foundation consider all highly liquid investments available for current use with an initial maturity of three months or less to be cash equivalents.

The School and the Foundation maintain cash balances at several banking and financial institutions. Each institution is insured by the Federal Deposit Insurance Corporation or Securities Investor Protection Corporation. In the normal course of business, the School and the Foundation may have deposits that exceed the insured balances.

Subsidies Receivable - Subsidies receivable is recorded net of an allowance for expected losses. The allowance is estimated from historical performance and projections of trends. The allowance for expected losses for the years ended June 30, 2023 and 2022, was \$300,000.

Investments - The School's investments are reported at their fair values in the statement of financial position. Unrealized gains and losses are included in the change in net assets. See Note 6 for discussion of fair value measurements.

Investment income and gains (losses) restricted by donors are reported as increases (decreases) in net assets without donor restrictions if the restrictions are met (either a stipulated time period ends, or a purpose restriction is accomplished) in the reporting period in which the income (loss) and gains (losses) are recognized.

Property and Equipment - Property and equipment owned by Pennsylvania Leadership Charter School are recorded at cost. Maintenance and minor repairs are charged to operations as incurred. Gains and losses on dispositions are recorded in current operations. Depreciation is provided using the straight-line method over the estimated useful lives of the related assets as follows:

Building and Improvements	3-39 Years
Computer Equipment	5 Years
Furniture and Fixtures	5-7 Years
Software	3-5 Years

Advertising Costs - Advertising costs are expensed as incurred. Advertising expense for the years ended June 30, 2023 and 2022, was \$685,655 and \$625,309, respectively.

Functional Allocation of Expenses - The School allocates its expenses on a functional basis among its program and support services. Expenses that can be identified with a specific program or support service are allocated directly according to their natural expense classification, while other expenses are allocated based on management's systematic and rational policy of estimating the percentage attributable to its program or service.

PENNSYLVANIA LEADERSHIP CHARTER SCHOOL

Notes to Financial Statements

June 30, 2023 and Consolidated June 30, 2022

NOTE 2 - New Accounting Pronouncements

In February 2016, FASB issued ASU 2016-02, Leases (Topic 842). FASB ASC 842 supersedes the lease requirements in FASB ASC 840. Under FASB ASC 842, lessees are required to recognize assets and liabilities on the statement of financial position for most leases and provide enhanced disclosures. The School adopted FASB ASC 842, with the date of initial application of July 1, 2022, by applying the modified retrospective transition approach and using the additional (and optional) transition method provided by ASU 2018-11, Leases (Topic 842): Targeted Improvements. The School did not restate prior comparative periods as presented under FASB ASC 840 and instead evaluated whether a cumulative effect adjustment to net assets as of July 1, 2022, was necessary for the cumulative impact of adoption of FASB ASC 842. The most significant effects of adopting FASB ASC 842 was the recognition of \$1,876,915 of operating lease right of use assets, net of accrued or prepaid lease payments and lease incentives, and a total of \$1,876,915 of current and long-term lease liabilities on the statement of financial position as of July 1, 2022. No cumulative effect adjustment to net assets as of July 1, 2022, was necessary. FASB ASC 842 did not have a significant effect on the changes in net assets or cash flows for the year ended June 30, 2023.

The School elected to adopt the package of practical expedients available under the transition guidance with the new standard. This package includes the following: relief from determination of lease contracts included in existing or expiring leases at the point of adoption, relief from having to reevaluate the classification of leases in effect at the point of adoption, and relief from reevaluation of existing leases that have initial direct costs associated with the execution of the lease contract.

Leases - The School accounts for leases in accordance with FASB ASC 842. The School is a lessee in several noncancelable operating leases for real estate, warehouse space, vehicles, including automobiles and trucks, and other small equipment. Leases for vehicles and equipment are evaluated using the criteria outlined in FASB ASC 842 to determine whether they will be classified as operating leases or finance leases. The School determines if an arrangement is a lease, or contains a lease, at inception of a contract and when terms of an existing contract are changed. The School determines if an arrangement conveys the right to use an identified asset and whether the School obtains substantially all of the economic benefits from and has the ability to direct the use of the asset. The School recognizes a lease liability and right of use asset at the commencement date of the lease. Beginning July 1, 2022, operating lease right of use assets and the related current and long-term portions of operating lease liabilities have been presented on the statement of financial position.

Lease Liabilities

A lease liability is measured based on the present value of its future lease payments. Variable payments are included in the future lease payments when those variable payments depend on an index or rate and are measured using the index or rate at the commencement date. Lease payments, including variable payments made based on an index rate, are remeasured when any of the following occur: (1) the lease is modified (and the modification is not accounted for as a separate contract), (2) certain contingencies related to variable lease payments are resolved, or (3) there is a reassessment of any of the following: the lease term, purchase options, or amounts that are probable of being owed under a residual value guarantee. The discount rate is the rate implicit in the lease if it is readily determinable; otherwise, the School uses its incremental borrowing rate. The incremental borrowing rate is based on the information available at the later of the adoption date of FASB ASC 842 or the commencement date for each lease. The School's incremental borrowing rate for a lease is the rate of interest it would have to pay on a collateralized basis to borrow an amount equal to the lease payments under similar terms and in a similar economic environment and geographic location. The School determines its incremental borrowing rates by starting with the interest rates on recent borrowings and other observable market rates and adjusting those rates to reflect differences in the amount of collateral and the payment terms of the leases. Beginning July 1, 2022, the School has adopted ASU 2021-09, Leases (Topic 842): Discount

PENNSYLVANIA LEADERSHIP CHARTER SCHOOL

Notes to Financial Statements

June 30, 2023 and Consolidated June 30, 2022

NOTE 2 - New Accounting Pronouncements (Continued)

Lease Liabilities (Continued)

Rate for Lessees That are Not Public Business Entities. ASU 2021-09 provides lessees with a practical expedient that permits the School to make an accounting policy election to use a risk-free rate, instead of the incremental borrowing rate, as the discount rate for the lease. The election is made by each underlying class of assets. As of July 1, 2022, the School elected the risk-free rate for the automobile and small equipment asset classes.

Right of Use Assets

A right of use asset is measured at the commencement date at the amount of the initially measured liability plus any lease payments made to the lessor before or after the commencement date, minus any lease incentives received, plus any initial direct costs. Unless impaired, the right of use asset is subsequently measured throughout the lease term at the amount of the lease liability (that is the present value of the remaining lease payments), plus unamortized initial direct costs, plus (minus) any prepaid (accrued) lease payments, less the unamortized balance of lease incentives received. Lease cost for lease payments is recognized on a straight-line basis over the lease term. Finance lease right of use assets are amortized on a straight-line basis over the shorter of the lease term or the remaining useful life of the asset.

Accounting Policy Election for Short-Term Leases

The School has elected for all underlying classes of assets, to not recognize right of use assets and lease liabilities for short-term leases that have a lease term of twelve months or less, but greater than one month at lease commencement, and do not include an option to purchase the underlying asset that the School is reasonably certain to exercise. The School recognizes lease cost associated with its short-term leases on a straight-line basis over the lease term.

NOTE 3 - Liquidity and Availability

Financial assets available for general expenditure, which is without donor or other restrictions limiting their use, within one year of the statements of financial position date, comprise the following:

	<u>2023</u>	<u>Consolidated 2022</u>
Financial Assets at Year End		
Cash and Cash Equivalents	\$ 37,012,314	\$ 58,501,109
Subsidies Receivable	2,469,451	2,721,222
Investments	<u>42,075,003</u>	<u>12,585,230</u>
 FINANCIAL ASSETS AVAILABLE TO MEET GENERAL EXPENDITURES OVER THE NEXT TWELVE MONTHS	 <u>\$ 81,556,768</u>	 <u>\$ 73,807,561</u>

As part of the School and the Foundation's liquidity management, it has a policy to structure its financial assets to be available as its general expenditures and other obligations come due.

PENNSYLVANIA LEADERSHIP CHARTER SCHOOL

Notes to Financial Statements

June 30, 2023 and Consolidated June 30, 2022

NOTE 4 - Annuity Contract

The School had entered into a fixed annuity contract with Massachusetts Mutual Life Insurance Company (Mass Mutual). The School's contract investment balance was credited with earnings based upon contractually determined interest rates and was charged for withdrawals and administrative expenses. Mass Mutual established an effective annual interest rate. In no event will such effective annual interest rate be less than the minimum interest rate as defined by the contract. For the year ended June 30, 2022, the annuity contract was included in the consolidated statement of financial position at contract value as reported by Mass Mutual, which approximates fair value. The contract was terminated during the year ended June 30, 2023.

NOTE 5 - Investments

Investments measured at fair value on a recurring basis at June 30, 2023 and 2022, consist of the following:

	<u>2023</u>	<u>Consolidated 2022</u>
Fixed Income Securities	\$ 0	\$ 8,209,654
Annuity Contract	0	4,000,000
Exchange Traded funds	0	375,576
U.S. Government Securities	<u>42,075,003</u>	<u>0</u>
TOTAL INVESTMENTS	<u>\$ 42,075,003</u>	<u>\$ 12,585,230</u>

Investment income, and gains and losses for investments are comprised of the following as of June 30, 2023 and 2022:

	<u>2023</u>	<u>Consolidated 2022</u>
Investment Income, Interest and Dividends	<u>\$ 1,934,757</u>	<u>\$ 773,304</u>
Net Realized Loss on Sales of Securities	\$ (568,887)	\$ (1,916,478)
Net Unrealized Loss on Investments	<u>0</u>	<u>(712,937)</u>
TOTAL REALIZED AND UNREALIZED LOSS ON INVESTMENTS	<u>\$ (568,887)</u>	<u>\$ (2,629,415)</u>

PENNSYLVANIA LEADERSHIP CHARTER SCHOOL

Notes to Financial Statements

June 30, 2023 and Consolidated June 30, 2022

NOTE 6 - Fair Value Measurements

The School's investments are reported at fair value. The methods used to measure fair value may produce an amount that may not be indicative of net realizable value or reflective of future fair values. Furthermore, although the School believes its valuation methods are appropriate and consistent with other market participants, the use of different methodologies or assumptions to determine the fair value of certain financial instruments could result in a different fair value measurement at the reporting date.

The fair value measurement accounting literature establishes a fair value hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. This hierarchy consists of three broad levels: Level 1 inputs consist of unadjusted quoted prices in active markets for identical assets and have the highest priority, Level 2 inputs consist of observable inputs other than quoted prices for identical assets, and Level 3 are unobservable and have the lowest priority. The School uses appropriate valuation techniques based on the available inputs to measure the fair value of its investments. When available, the School measures fair value using Level 1 inputs because they generally provide the most reliable evidence of fair value. No Level 2 inputs were used. Level 3 inputs were only used when Level 1 or Level 2 inputs were not available.

Level 1 - Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets that the School has the ability to access.

Level 2 - Inputs to the valuation methodology include:

- quoted prices for similar assets or liabilities in active markets;
- quoted prices for identical or similar assets or liabilities in inactive markets;
- inputs other than quoted prices that are observable for the asset or liability;
- inputs that are derived principally from or corroborated by observable market data by correlation or other means.

Level 3 - Inputs to the valuation methodology are unobservable and significant to the fair value measurement.

The asset or liability's fair value measurement level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. Valuation techniques maximize the use of relevant observable inputs and minimize the use of unobservable inputs.

The following is a description of the valuation methodologies used for investments measured at fair value. There have been no changes in the methodologies used at June 30, 2022.

Annuity Contract: The annuity contract is reported at contract value, which approximates fair value. Contract value represents contributions made under the agreement, plus earnings, less withdrawals and administrative expenses. As this investment is contract-based, observable prices for identical or similar investments do not exist, and accordingly, the investment is valued using unobservable inputs and is classified as Level 3.

U.S. Government Securities: Valued at the closing price reported on the active market on which individual securities are traded.

PENNSYLVANIA LEADERSHIP CHARTER SCHOOL

Notes to Financial Statements

June 30, 2023 and Consolidated June 30, 2022

NOTE 6 - Fair Value Measurements (Continued)

The following table sets forth by level, within the fair value hierarchy, the School's investments at fair value as of June 30, 2023:

		<u>Fair Value Measurements Using</u>	
		<u>Quoted Prices in Active Markets For Identical Assets</u>	<u>Significant Unobservable Inputs</u>
<u>June 30, 2023</u>	<u>Fair Value</u>	<u>(Level 1)</u>	<u>(Level 3)</u>
U.S. Government Securities	<u>\$ 42,075,003</u>	<u>\$ 0</u>	<u>\$ 42,075,003</u>

The following table sets forth by level, within the fair value hierarchy, the School's investments at fair value as of June 30, 2022:

		<u>Fair Value Measurements Using</u>	
		<u>Quoted Prices in Active Markets For Identical Assets</u>	<u>Significant Unobservable Inputs</u>
<u>June 30, 2022 (Consolidated)</u>	<u>Fair Value</u>	<u>(Level 1)</u>	<u>(Level 3)</u>
Fixed Income Securities	<u>\$ 8,209,654</u>	<u>\$ 8,209,654</u>	<u>\$ 0</u>
Annuity Contract	<u>4,000,000</u>	<u>0</u>	<u>4,000,000</u>
Exchange Traded Funds	<u>375,576</u>	<u>375,576</u>	<u>0</u>
Total Investments at Fair Value	<u>\$ 12,585,230</u>	<u>\$ 8,585,230</u>	<u>\$ 4,000,000</u>

There were no changes in the carrying value associated with Level 3 financial instruments carried at fair valuing for the years ended June 30, 2023 and 2022. The U.S. Government Securities fair value of \$42,075,003 as of June 30, 2023 approximates the cost basis for the securities.

PENNSYLVANIA LEADERSHIP CHARTER SCHOOL

Notes to Financial Statements

June 30, 2023 and Consolidated June 30, 2022

NOTE 7 - Property and Equipment

	<u>2023</u>	<u>Consolidated 2022</u>
Land	\$ 2,610,000	\$ 2,610,000
Building and Improvements	14,865,126	16,174,438
Computer Equipment	10,717,837	10,201,693
Furniture and Fixtures	1,418,566	1,418,566
Software	3,399,191	3,399,191
TOTAL	<u>33,010,720</u>	<u>33,803,888</u>
Less: Accumulated Depreciation	<u>12,706,293</u>	<u>13,152,120</u>
PROPERTY AND EQUIPMENT, NET	<u>\$ 20,304,427</u>	<u>\$ 20,651,768</u>

Depreciation expense for the years ended June 30, 2023 and 2022, was \$2,186,072 and \$1,927,359, respectively.

NOTE 8 - Line of Credit

The School had available a line of credit of \$2,000,000 with variable interest at the U.S. prime rate. The line was collateralized by the School's assets. The line of credit was closed on June 22, 2022. There was no outstanding balance at June 30, 2023 and 2022.

NOTE 9 - Leases

The School leases real estate with monthly rent ranging from \$15,578 to \$17,736, with the lease expiring June 30, 2024. This lease has been classified as an operating lease. As of June 30, 2023, the operating lease right of use asset was \$207,456, with an associated current portion of operating lease liability of \$207,456 and an associated long-term operating lease liability of \$0. The total lease cost associated with the lease for the year ended June 30, 2023 was \$186,936.

The School leases real estate with monthly rent ranging from \$26,449 to \$29,662, with the lease expiring August 30, 2026. This lease has been classified as an operating lease. As of June 30, 2023, the operating lease right of use asset was \$1,010,247, with an associated current portion of operating lease liability of \$292,180 and an associated long-term operating lease liability of \$718,067. The total lease cost associated with the lease for the year ended June 30, 2023 was \$402,961.

The School leases small equipment with monthly rent of \$8,470, with the lease expiring September 6, 2024. This lease has been classified as an operating lease. As of June 30, 2023, the operating lease right of use asset was \$123,121, with an associated current portion of operating lease liability of \$97,910 and an associated long-term operating lease liability of \$25,211. The total lease cost associated with the lease for the year ended June 30, 2023 was \$101,644.

PENNSYLVANIA LEADERSHIP CHARTER SCHOOL

Notes to Financial Statements

June 30, 2023 and Consolidated June 30, 2022

NOTE 9 - Leases (continued)

Payments due under lease contracts include fixed payments and variable payments. The real estate lease requires payments for non-lease components, which include the building's property taxes, insurance, utilities and maintenance. The payment of non-lease components are not included in lease payments used to determine lease liabilities and are expensed as incurred. Small equipment leases require variable payments for use in excess of lease limits, which are not included in lease payments used to determine lease liabilities and are recognized as variable lease costs when incurred.

The components of lease cost and statements of activities without donor restrictions and functional expenses caption allocation for the year ended June 30, 2023 are as follows:

Operating Lease Cost:

Program Services:	
Instruction	\$ 474,468
Support Services:	
Support Services	185,178
Noninstructional Services	<u>31,895</u>
TOTAL OPERATING LEASE COST	<u>\$ 691,541</u>

Rent expense under operating leases was \$631,193 for the year ended June 30, 2022.

The average weighted average remaining lease term for the operating leases as of June 30, 2023, was 3 years. The weighted average discount rate for the operating leases as of June 30, 2023, was 4.75%.

Maturities of operating lease liabilities as of June 30, 2023, were as follows:

2024	\$ 648,370
2025	369,309
2026	354,215
2027	<u>59,324</u>
TOTAL	1,431,218
 Less: Present Value Adjustment	 <u>90,394</u>
 PRESENT VALUE OF LEASE LIABILITIES	 <u>\$ 1,340,824</u>
 Current Portion	 \$ 597,546
Long-Term Portion	<u>743,278</u>
TOTAL	<u>\$ 1,340,824</u>

PENNSYLVANIA LEADERSHIP CHARTER SCHOOL

Notes to Financial Statements

June 30, 2023 and Consolidated June 30, 2022

NOTE 9 - Leases (continued)

Supplemental cash flow information for the year ended June 30, 2023:

Cash Paid for Amounts Included in the Measurement of Lease Liabilities:	
Operating Cash Flows - Operating Leases	\$ 691,541
Operating Cash Flows - Finance Leases	204,263
Finance Cash Flows - Finance Leases	3,409,745
Reductions to Right of Use Assets Resulting From Reduction to Lease Liabilities: Operating Leases	\$536,091

Additionally, the School leased equipment that met FASB ASC 842 criteria to be classified as finance leases. The leases were paid in full in 2023.

Assets recorded under capital leases, included in equipment on the accompanying June 30, 2022 consolidated statement of financial position, were as follows:

Equipment	\$ 7,022,382
Less: Accumulated Amortization	<u>2,203,546</u>
 TOTAL	 <u><u>\$ 4,818,836</u></u>

Amortization of equipment under capital leases is included in depreciation expense for the year ended June 30, 2022.

NOTE 10 - Prior Period Adjustment

Effective August 30, 2022, a Statement of Merger was signed to Friends of Pennsylvania Leadership Charter School into PA Leadership Charter School to reduce costs and consolidate all programs. As part of the merger, owned property and net assets totaling \$3,660,737 owned by Friends of Pennsylvania Leadership Charter School was transferred to PA Leadership Charter School. The effect of the restatement was to increase net assets without donor restrictions in the amount of \$3,660,737 as of July 1, 2022. The restatement had no effect on the change in net assets for the year ended June 30, 2023.

The School was originally formed as a nonprofit organization (See Note 1). Net position as of June 30, 2021, has been restated as a result of the School changing from reporting as a governmental unit, which follow the Governmental Accounting Standards Board (GASB), to following the Financial Accounting Standards Board (FASB) as a nonprofit organization. The effect of the restatement was to increase net assets without donor restrictions in aggregate in the amount of \$28,016,636 as of July 1, 2021, which consists of adjustments for the balances related to the net pension liability (including adjustments for the deferred outflows and inflows of resources) in the amount of \$26,647,687, adjustments of the net OPEB liability (including adjustments for the deferred outflows and inflows of resources) in the amount of \$1,294,149, as well as an adjustment of accrued compensated absences in the amount of \$74,800. The restatement had no effect on the change in net assets for the year ended June 30, 2022.

PENNSYLVANIA LEADERSHIP CHARTER SCHOOL

Notes to Financial Statements

June 30, 2023 and Consolidated June 30, 2022

NOTE 11 - Retirement Plans

The School administers a 403(b) plan that covers substantially all employees under which employees make elective salary reductions to the plan. Mandatory employee contributions of 5% of eligible employee's compensation are required by employees hired after July 1, 2014. The plan provides for employer contributions of 5% of compensation for employees who are contributing mandatory employee contributions. Contribution expense for the years ended June 30, 2023 and 2022, were \$916,556 and \$831,077, respectively.

The School also contributes to a multiemployer defined benefit pension plan, the Pennsylvania Public School Employees' Retirement System (PSERS - "the Plan"), in conjunction with other public schools. The School does not directly manage this multiemployer plan, which is managed by a board of trustees. A majority of the Schools' employees are participants in this multiemployer plan as of June 30, 2023, subject to eligibility requirements.

The Plan is a governmental multiemployer cost sharing defined benefit retirement plan, not subject to reporting requirements of the Employee Retirement Income Security Act of 1974 (ERISA), as amended. The Plans' certified zone status is not available since the plans are not subject to ERISA reporting requirements.

The risks of participating in a multiemployer plan are different from a single employer plan in the following aspects: (1) assets contributed to the multiemployer plan by one employer may be used to provide benefits to employees of other participating employers; (2) if a participating employer stops contributing to the plan, the unfunded obligations of the plan may be borne by the remaining participating employers; (3) if an employer chooses to stop participating in a multiemployer plan, the School may be required to pay the plan an amount based on the underfunded status of the plan, referred to as a withdrawal liability. If a plan were to terminate, if participants voluntarily withdrew or there was a mass withdrawal, the School may also be required to make additional payments to the plan for its proportionate share of underfunded liabilities.

The following table presents information on the Plan and the School's participation in the Plan:

Plan Name	Plan Funded Status as of		School	Total Plan	Contributions
	June 30, 2022		Contributions	Contributions	Greater
	Assets	Accumulated Benefit Obligation	for the Year Ended June 30, 2023	for the Year Ended June 30, 2022	than 5% of Total
The Pennsylvania Public School Employees' Retirement System	\$70,646,769	\$114,476,801	\$2,598,930	\$6,249,141,000	No

PENNSYLVANIA LEADERSHIP CHARTER SCHOOL

Notes to Financial Statements

June 30, 2023 and Consolidated June 30, 2022

NOTE 11 - Retirement Plans (Continued)

The Schools' contributions for the years ended June 30, 2023 and 2022, listed in the table above, also include amounts paid for the multiemployer postretirement healthcare programs noted below.

The Plans' accumulated benefit obligations are determined annually by the Plans' actuary. Significant actuarial assumptions utilized for the Plan include a discount rate of 7.25%, an expected rate of investment return of 7.25%, and an expected rate of salary increase of 4.50%. Plan assets for the Plans are invested in long-term asset allocation target funds. Funded status information is not available as of June 30, 2023, as actuarial valuations were not performed as of that date due to the significant cost of such retroactive calculations. However, at June 30, 2022, the plan was 61.6% funded.

In addition to the multiemployer benefit pension plan described above, the School also participates in two voluntary postemployment healthcare programs that provide postretirement benefits to the retired employees. School contributions noted above funded the postretirement health programs for the years ended June 30, 2023 and 2022.

NOTE 12 - Subsequent Events

The School has evaluated subsequent events through December 20, 2023, which represents the date the financial statements were available to be issued.



pennsylvania
DEPARTMENT OF EDUCATION

June 10, 2021

Dr. James Hanak

CEO

PA Leadership CS

1332 Enterprise Dr.

West Chester, PA 19380

Dear Dr. Hanak,

I thank you and your staff for participating in the Federal Programs Consolidated Review for the 2019-20 school year. Our monitoring provides a reasonable basis for our opinion on compliance for each major federal program. However, our monitoring results do not constitute a determination of Pennsylvania Leadership Charter School compliance. Based on the areas Division of Federal Program reviewed during its monitoring, we have uncovered no instances of non-compliance for the 2019-20 school year.

You may print off a copy of your completed Monitoring Instrument at <https://www.federalmonitor.com/pa> using the same username and password that you received in your monitoring notification letter sent to you in December/January. If you have any questions, please feel free to contact your regional coordinator.

Thank you for your cooperation.

Sincerely,

Susan McCrone
Chief
Division of Federal Programs

cc: Project File 2019-20

CAV Home

This is the 2019-2020 CAV for Pennsylvania Leadership Charter School

There are no issues that need to be addressed on this assessment.

Documents

No documents are currently available.

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 Market Street Harrisburg, PA 17126-0333

Division of Federal Programs
Consolidated Program Review

2019-2020 School Year

Pennsylvania Leadership Charter School
1332 Enterprise Dr.
West Chester, PA 19380

LEA Level Monitoring

	<u>Name</u>	<u>Phone Number</u>	Check if Interviewed
Superintendent:	James Hanak	610-701-3333	<input type="checkbox"/>
Business Manager:	Roger Masch	512-481-9777	<input checked="" type="checkbox"/>
Federal Program Coordinator:	Zofia Swiatek	610-701-3333	<input checked="" type="checkbox"/>
Parent/Family Member:			<input type="checkbox"/>

Program(s) Reviewed:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Title IA: Program | <input checked="" type="checkbox"/> Title IVA: Program |
| <input type="checkbox"/> Ed-Flex Waiver Review | <input type="checkbox"/> Title VI-B REAP |
| <input checked="" type="checkbox"/> Title IIA: Program | <input type="checkbox"/> Title VIII |

Program Reviewer(s): Adam Kenz

Program Review Date: 04/26/2021

Title IA: Program

Component I: Appropriately State Certified

The Local Education Agency (LEA) will ensure that all teachers and paraprofessionals working in a program supported with Title I funds meet applicable State certification and licensure requirements.

Section 1111(c)(6)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. Teachers and paraprofessionals working in a Title I program are appropriately state certified.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of staff working in the Title IA program and their certifications. <input type="checkbox"/> Samples of valid level I or II certificated with appropriate content areas aligned with class schedules. <input type="checkbox"/> Emergency permits unacceptable except for Charter Schools - 25% rule <input type="checkbox"/> Report by the LEA data system on staff qualifications	
Desk monitoring only: Upload list of staff working in the Title IA program and their certifications.					
Title I Program - Component I - Appropriately State Certified - Staff List with Certifications.pdf					
If you have additional comments to make about this section, enter them here:					

Component II: Equity Plan

The LEA will describe how low-income and minority children enrolled in Title I schools are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.

Section 1111(b)(2)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA has developed an Equity plan that assures, through the implementation of various strategies, poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers in Title I schools.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Equity Plan and dated agenda and sign in sheets <input checked="" type="checkbox"/> Documentation of annual review of Equity Plan <input type="checkbox"/> Teachers are reassigned, if applicable <input type="checkbox"/> Changes to union contract are made, if applicable <input type="checkbox"/> Sample class schedules with applicable staff and student percentages	
Desk monitoring only: Upload Equity Plan and agendas and sign-in sheets for Equity Plan meetings.	Title I Program - Component II - Equity Plan Review Agenda.pdf				
If you have additional comments to make about this section, enter them here:					

Component III: Foster Care

The Local Education Agency (LEA) must develop and implement clear written procedures for how transportation will be provided, arranged, and funded for the duration of the time in foster care.

Section 1112(c)(5)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA developed and signed transportation procedures for students in foster care.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Written transportation procedures with signatures	District Comments
					2/14/2020 10:23:29 AM Federal Program Coordinator Zofia Swiatek Pennsylvania Leadership Charter School is a cyber-school that serves students across the whole state. Due to the nature of our LEA, we do not have transportation procedures. It is our practice to provide local transportation for students for testing who are identified as either in foster care or who are homeless.
					Monitor Comments
					4/26/2021 6:43:17 AM Monitor Adem Oksuz Pennsylvania Leadership Charter School is a Cyber Charter School.
Desk monitoring only: Upload written Foster Care Transportation procedures.					
If you have additional comments to make about this section, enter them here:					

Component IV: Head Start Coordination Requirements

Each LEA receiving Title I funds must carry out the activities described in subsection (b) with Head Start agencies and, if feasible, other entities carrying out early childhood development programs. Each LEA shall develop agreements with such Head Start agencies and other entities to carry out such activities.

Section 1119(a-c)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
1. The LEA developed a Memorandum of Understanding (MOU) with local Head Start agency(ies) that increase coordination. Please note: If the LEA uploaded the MOU to eGrants, additional copies are not required. The monitor will view the MOU prior to monitoring. By checking this as met you are ensuring compliance with this requirement.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Signed MOU/written agreement between LEA and Head Start agency(ies)	<table><thead><tr><th>District Comments</th></tr></thead><tbody><tr><td>2/14/2020 10:24:48 AM Federal Program Coordinator Zofia Swiatek Pennsylvania Leadership Charter School does not partner with Head Start programs, as the LEA is a cyber charter school serving students throughout the entire state. Cyber charters are exempt from fulfilling this requirement.</td></tr></tbody></table>	District Comments	2/14/2020 10:24:48 AM Federal Program Coordinator Zofia Swiatek Pennsylvania Leadership Charter School does not partner with Head Start programs, as the LEA is a cyber charter school serving students throughout the entire state. Cyber charters are exempt from fulfilling this requirement.
District Comments							
2/14/2020 10:24:48 AM Federal Program Coordinator Zofia Swiatek Pennsylvania Leadership Charter School does not partner with Head Start programs, as the LEA is a cyber charter school serving students throughout the entire state. Cyber charters are exempt from fulfilling this requirement.							
Desk monitoring only: Upload signed MOU.							
If you have additional comments to make about this section, enter them here:							

Component V: Transition

Title I requires that activities be coordinated with outside agencies, when applicable, so that transitions from early childhood/preschool to kindergarten, middle school to high school, and high school to post-secondary education as well as school to work transitions are coordinated to prevent duplication of efforts or services.

Section 1112(b)(8)

Section 1112(b)(10)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA implements strategies to facilitate effective transitions for students. Please note: the LEA does not need to provide copies of the Consolidated Application; monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated Application Transition and Coordination section	
If you have additional comments to make about this section, enter them here:					

Component VI: Parent and Family Engagement

The LEA may receive funds under this part only if such agency conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of Title I students.

Section 1116(a)(1-3)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>1. LEA has a written Parent and Family Engagement policy and evidence that it is reviewed and updated annually. Required Components:</p> <ul style="list-style-type: none"> description of how the LEA involves parents in the joint development of the Title I Plan (Title I Application) description of how the LEA provides the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent involvement and described in Section 1116 parent and family involvement activities to improve student academic achievement and school performance description of how the LEA coordinates and integrates parent and family engagement strategies under Title I, Part A with parent and family engagement strategies, with other relevant Federal, State, and local laws and programs description of how the LEA conducts with parents an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all school served under Title I, Part A, including identifying: 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> LEA Parent and Family Engagement policy with review/revision date. Dated parent meeting agenda and sign in sheet and evidence of distribution, examples website posting, handbook, mailing, etc.	District Comments
					4/9/2021 9:47:10 AM Federal Program Coordinator Zofia Swiatek Evaluation and Revision were done in Zoom. Recording can be shown day of audit.
					4/9/2021 9:55:59 AM Federal Program Coordinator Zofia Swiatek Distribution of FERPA documents, Parent & Family Engagement Policy, and School Parent Compact can be verified by looking at the linked images from our Shipping departments log of Academic Administration mailings.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> ◦ barriers to greater participation in activities, ◦ the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers ◦ strategies to support successful school and family interactions • description of how the LEA uses the findings of the evaluation to design evidence-based strategies for more effective parental involvement, and how to revise, if necessary, the parent and family engagement policies, and • description of involvement of parents in the activities of the Title I schools. 					
<p>2. Each LEA shall reserve at least one percent of its Title I allocation to assist schools to carry out the activities in this section, unless the LEA receives less than \$500,000 in Title I funds. (This can be marked N/A in the LEA receives less than \$500,000 in Title I funds.) Please note: the LEA does not need to provide copies of the Consolidated Application; monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated Application, Reservation of Funds	
<p>3. Parents and family members of Title I students shall be involved in the decisions regarding how funds reserved are allotted for parental involvement activities. (This can be marked N/A if the LEA did not reserve funds for Parent and Family Engagement)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Dated agendas and sign in sheets demonstrating parents were included in the decision on how to use the set aside	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>4. If the LEA received \$500,000 or more in Title I funds, the set aside funds shall be used to carry out activities and strategies consistent with the LEA Parent and Family Engagement Policy, including at least one of the following:</p> <ul style="list-style-type: none"> • supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding parent and family engagement strategies. • supporting programs that reach parents and family members at home, in the community, and at school • disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members • collaborating, or providing subgrants to schools to enable such schools to collaborate with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement • engaging in any other activities and strategies that the LEA determines appropriate and consistent with the Parent and Family Engagement Policy. (This can be marked N/A if the LEA received \$500,000 or less in Title I funds.) 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> LEA Parent and Family Engagement policy, parent meeting agenda and sign in sheet	
<p>5. LEA must conduct an annual evaluation of the content and effectiveness of the parent and family engagement policy use the findings of the evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Dated agenda and sign in sheets from meeting with parents to discuss the evaluation <input type="checkbox"/> Surveys and collated results to demonstrate evaluation process	

Desk Monitoring only:

[Title I Program - Component VI - Parents of Title I Students Invited to Meetings - Requirements 3 and 4.pdf](#)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> Upload LEA Parent and Family Engagement Policy, parent meeting agendas and sign in sheets, method of distribution Upload agendas and sign in sheets that demonstrate a discussion with parents and family members, and/or the survey and results. 				Title I Program - Component VI - Parent and Family Engagement Policy Distribution Verificiation - Requirement 1 (1).jpg Title I Program - Component VI - Parent and Family Engagement Policy Distribution Verificiation - Requirement 1 (2).jpg Title I Program - Component VI - Parent and Family Engagement Policy Distribution Verificiation - Requirement 1 (3).jpg Title I Program - Component VI - Parent and Family Engagement Policy - Requirement 1 and 4.pdf	
If you have additional comments to make about this section, enter them here:					

Component VII: Schoolwide Programs

A LEA may consolidate and use funds under this part, together with other Federal, State, and local funds, in order to upgrade the entire educational program of a school that serves an eligible school attendance area in which not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

Section 1114

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
1. The LEA is consolidating, not coordinating, funds (state, local, and federal) in the Schoolwide program. (If not applicable, mark N/A)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Approval letter from PDE	<table><thead><tr><th>District Comments</th></tr></thead><tbody><tr><td>2/14/2020 10:21:19 AM Federal Program Coordinator Zofia Swiatek The LEA does not consolidate state, local, or federal funds</td></tr><tr><th>Monitor Comments</th></tr><tr><td>4/26/2021 6:44:01 AM Monitor Adem Oksuz The LEA does not consolidate state, local, or federal funds</td></tr></tbody></table>	District Comments	2/14/2020 10:21:19 AM Federal Program Coordinator Zofia Swiatek The LEA does not consolidate state, local, or federal funds	Monitor Comments	4/26/2021 6:44:01 AM Monitor Adem Oksuz The LEA does not consolidate state, local, or federal funds
District Comments									
2/14/2020 10:21:19 AM Federal Program Coordinator Zofia Swiatek The LEA does not consolidate state, local, or federal funds									
Monitor Comments									
4/26/2021 6:44:01 AM Monitor Adem Oksuz The LEA does not consolidate state, local, or federal funds									
Desk monitoring only: Upload Approval letter from PDE stating LEA can consolidate funds.									
If you have additional comments to make about this section, enter them here:									

Component VIII: Nonpublic Schools

The LEA provides Title I services to eligible children attending nonpublic schools.

Sections 1117, 8501, and 8503 Uniform Grants Guidance (UGG) Sec. 200.313 and 200.320

☐ If the LEA is not required to provide nonpublic services or the nonpublic official has declined services, this section can be skipped.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. LEA has procedures for provision of services to eligible children attending nonpublic schools. Please note: the LEA does not need to provide copies of the Consolidated Application; monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated application, Performance Goals section listing nonpublic student's measurable goals and detailing the services provided to nonpublic students.	District Comments
					2/14/2020 10:30:56 AM Federal Program Coordinator Zofia Swiatek Pennsylvania Leadership Charter School does not partner with non-public school entities.
					Monitor Comments
					4/26/2021 6:45:21 AM Monitor Adem Oksuz The LEA is a cyber charter school and not required to partner with nonpublic schools.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
2. Consultation has occurred between LEA and nonpublic officials.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Copies of letters, e-mails, consultation forms, meeting sign-in sheets between LEA and nonpublic officials <input type="checkbox"/> Consolidated application Nonpublic Involvement section showing record of contacts between LEA and nonpublic schools	District Comments
					2/14/2020 10:30:59 AM Federal Program Coordinator Zofia Swiatek Pennsylvania Leadership Charter School does not partner with non-public school entities.
					Monitor Comments 4/26/2021 6:45:34 AM Monitor Adem Oksuz The LEA is a cyber charter school and not required to partner with nonpublic schools.
3. The results of agreement following consultation have been transmitted to the SEA's equitable services ombudsman.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Affirmation of Consultation <input type="checkbox"/> eGrants affirmation upload <input type="checkbox"/> LEA documentation that consultation has, or attempts at such consultation have, taken place <input type="checkbox"/> Emails, Return Receipt mail card, and/or Certified Letter postage receipt are required ONLY if the LEA does not have/nonpublic official fails to sign the affirmation.	District Comments
					2/14/2020 10:31:03 AM Federal Program Coordinator Zofia Swiatek Pennsylvania Leadership Charter School does not partner with non-public school entities.
					Monitor Comments 4/26/2021 6:45:38 AM Monitor Adem Oksuz The LEA is a cyber charter school and not required to partner with nonpublic schools.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
4. LEA regularly monitors the provision of Title I services to nonpublic students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Visitation log <input type="checkbox"/> Evaluation data <input type="checkbox"/> Assessment data	District Comments
					2/14/2020 10:31:05 AM Federal Program Coordinator Zofia Swiatek Pennsylvania Leadership Charter School does not partner with non-public school entities.
					Monitor Comments
5. LEA is evaluating the Title I program serving nonpublic school students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Evaluation data <input type="checkbox"/> Needs assessment, survey form and collated results <input type="checkbox"/> Assessment data	District Comments
					2/14/2020 10:31:09 AM Federal Program Coordinator Zofia Swiatek Pennsylvania Leadership Charter School does not partner with non-public school entities.
					Monitor Comments
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Monitor Comments
					4/26/2021 6:46:18 AM Monitor Adem Oksuz The LEA is a cyber charter school and not required to partner with nonpublic schools.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>6. Nonpublic school students are receiving equitable services as discussed during consultation and Parent & Family Engagement if allocation is \$500,000 and over. Please note: the LEA does not need to provide copies of the Consolidated Application; monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Nonpublic Organizations Summary and Nonpublic Institutions sections of eGrants <input type="checkbox"/> Announcements/sign-in sheets for Parent & Family Engagement opportunities for nonpublic teachers and parents as applicable	District Comments
					<p>2/14/2020 10:31:12 AM Federal Program Coordinator Zofia Swiatek Pennsylvania Leadership Charter School does not partner with non-public school entities.</p>
					Monitor Comments
<p>7. LEA's budget documents appropriate set-asides. Please note: the LEA does not need to provide copies of the Consolidated Application; monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Title I budget/Budget Summary section of eGrants	District Comments
					<p>2/14/2020 10:31:15 AM Federal Program Coordinator Zofia Swiatek Pennsylvania Leadership Charter School does not partner with non-public school entities.</p>
					Monitor Comments
					<p>4/26/2021 6:45:47 AM Monitor Adem Oksuz The LEA is a cyber charter school and not required to partner with nonpublic schools.</p>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
8. If LEA has Nonpublic Carryover funds, there is evidence to demonstrate Nonpublic school(s) were consulted.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Carryover section of eGrants and copies of letters, e-mails, consultation forms, meeting sign-in sheets between LEA and nonpublic officials	District Comments
					2/14/2020 10:31:17 AM Federal Program Coordinator Zofia Swiatek Pennsylvania Leadership Charter School does not partner with non-public school entities.
					Monitor Comments 4/26/2021 6:46:27 AM Monitor Adem Oksuz The LEA is a cyber charter school and not required to partner with nonpublic schools.
9. LEAs are properly monitoring the distribution and use of equipment and supplies purchased for the purposes of providing equitable services to eligible private school students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Inventory list of items purchased with Title I A nonpublic funds <input type="checkbox"/> Documentation that a physical inventory is conducted annually at the end of the school year	District Comments
					2/14/2020 10:31:20 AM Federal Program Coordinator Zofia Swiatek Pennsylvania Leadership Charter School does not partner with non-public school entities.
					Monitor Comments 4/26/2021 6:45:51 AM Monitor Adem Oksuz The LEA is a cyber charter school and not required to partner with nonpublic schools.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
10. LEA has third-party contracts (per Uniform Grants Guidance / Procurement procedures) that include the proportionate share of Title I funds determined by eGrants.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Copy of third-party contracts that include a breakdown of instructional costs, amount of services to be delivered, administrative costs for nonpublic schools and multi-year contracts DO NOT exceed three years and contain an exit clause.	District Comments
					2/14/2020 10:31:24 AM Federal Program Coordinator Zofia Swiatek Pennsylvania Leadership Charter School does not partner with non-public school entities.
					Monitor Comments 4/26/2021 6:45:55 AM Monitor Adem Oksuz The LEA is a cyber charter school and not required to partner with nonpublic schools.
11. Evidence LEA is following procurement procedures when the LEA is using a third-party provider for nonpublic equitable services.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Informal quotes or RFPs	District Comments
					2/14/2020 10:31:26 AM Federal Program Coordinator Zofia Swiatek Pennsylvania Leadership Charter School does not partner with non-public school entities.
					Monitor Comments 4/26/2021 6:46:33 AM Monitor Adem Oksuz The LEA is a cyber charter school and not required to partner with nonpublic schools.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
12. LEA has Title I complaint procedures available for nonpublic schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Copy of Complaint Procedure and verification of distribution to nonpublic schools	<div>District Comments</div> <div>2/14/2020 10:31:29 AM Federal Program Coordinator Zofia Swiatek Pennsylvania Leadership Charter School does not partner with non-public school entities.</div> <div>Monitor Comments</div> <div>4/26/2021 6:46:00 AM Monitor Adem Oksuz The LEA is a cyber charter school and not required to partner with nonpublic schools.</div>
13. Transferability Sec. 5103(b) Up to 100% of Title II and IV funds can be transferred. Funds can be transferred into Title I and Title III but not out of either subprogram. Title IIA and IV can transfer between programs. (Complete only if transfer) Evidence of Nonpublic school consultation to discuss transferred amounts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Agendas/sign in sheets <input type="checkbox"/> Emails <input type="checkbox"/> Other documentation to reflect nonpublic consultation occurred prior to the transfer of funds.	<div>District Comments</div> <div>2/14/2020 10:31:31 AM Federal Program Coordinator Zofia Swiatek Pennsylvania Leadership Charter School does not partner with non-public school entities.</div> <div>Monitor Comments</div> <div>4/26/2021 6:46:04 AM Monitor Adem Oksuz The LEA is a cyber charter school and not required to partner with nonpublic schools.</div>
Desk monitoring only:					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> • Upload Copies of letters, e-mails, consultation forms, or meeting sign-in sheets between LEA and nonpublic officials to demonstrate services have been discussed • Upload sign in sheets or visitation logs to demonstrate LEA monitored Nonpublic school • Upload evaluation data, assessment data, or the needs assessment survey to demonstrate LEA evaluated Nonpublic Title I program. • Upload third party contracts • Upload complaint procedures 					
If you have additional comments to make about this section, enter them here:					

Component IX: Targeted Support and Improvement (TSI) Plans

Schools are encouraged to create a multiyear plan. The deadline for TSI schools to have their plan complete is the end of their school year. Plans must be board approved, but not approved by PDE. If the LEA is in recovery or receivership the Chief Recovery Officer or Receiver must sign off.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. Each TSI school must have either a completed plan or can demonstrate progress towards completing the plan.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Written plan <input checked="" type="checkbox"/> evidence of progress such as stakeholder and/or planning meetings, agendas and/or sign in sheets		<div>District Comments</div> <div>4/9/2021 8:31:40 AM Federal Program Coordinator Zofia Swiatek There is no upload feature for this component, but a plan is available in the FRCPP, as well as by request. I can email or share our plan at any time.</div>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
If you have additional comments to make about this section, enter them here:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

Title IIA: Program

Requirements

The purpose of this title is to provide grants to State educational agencies and subgrants to local educational agencies to (1) increase student achievement consistent with the challenging State academic standards; (2) improve the quality and effectiveness of teachers, principals, and other school leaders; (3) increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and (4) provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

Section 2001

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
1. The LEA provides evidence that Title II activities are data driven and that if data indicates a need in higher poverty schools, priority is given to these school(s).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Evidence of data used to indicate large class sizes or justification for the types of professional development activities offered.			
2. The LEA provides evidence of stakeholder engagement in the development of Title II activities (including transfer discussions) e.g. parents, community members, schools staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Dated agendas and sign-in sheets for meetings that took place prior to the writing of the grant	<table><tr><th>District Comments</th></tr><tr><td>4/9/2021 8:56:24 AM Federal Program Coordinator Zofia Swiatek Surveys were conducted as parent attendance at planning meetings was low. More parents responded to the survey. Questions 8-13 of the Parent Survey directly impacted our efforts for the 2019-20 Title II initiatives.</td></tr></table>	District Comments	4/9/2021 8:56:24 AM Federal Program Coordinator Zofia Swiatek Surveys were conducted as parent attendance at planning meetings was low. More parents responded to the survey. Questions 8-13 of the Parent Survey directly impacted our efforts for the 2019-20 Title II initiatives.
District Comments							
4/9/2021 8:56:24 AM Federal Program Coordinator Zofia Swiatek Surveys were conducted as parent attendance at planning meetings was low. More parents responded to the survey. Questions 8-13 of the Parent Survey directly impacted our efforts for the 2019-20 Title II initiatives.							

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>3. All expenditures are supplemental in nature and do not supplant, or replace, activities the LEA is required to provide under state or local law, including board approved policy.</p> <ul style="list-style-type: none"> Detailed list of ESSA-authorized activities: Teacher/principal evaluation. Recruitment and retention. Class size reduction. PD tech integration, data usage, parent engagement, IEP, ELL, early learning, selecting and implementing assessments. Identify trauma, mental illness, and intervention. Safety, drug and alcohol abuse, chronic absenteeism. Gifted learning. Library programs. Sex abuse. STEM. Improved staff working conditions (feedback). Career/tech ed integration and work-based learning to prepare for workforce or post-secondary transition Other uses that at meet the intent of Title IIA 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Expenditure printouts indicating detailed Title II activities	
<div> <div> <p>Desk monitoring only:</p> <ul style="list-style-type: none"> Upload data Upload meeting notices, agenda and sign-in sheets for any meetings at which stakeholders were involved in the planning of Title II activities. Upload list of CSR staff and their certifications or copies of teacher certificates (blackout social security numbers) </div> <div> <p> Title II Program - Requirements - Evidence of data to indicate large class size - Requirement 1.pdf Title II Program - Requirements - Stakeholder Engagement in Title II Activities - Requirement 2 - Teacher PD Survey.pdf Title II Program - Requirements - Stakeholder Engagement in Title II Activities - Requirement 2 - Parent Survey.pdf Title II Program - Requirements - Expenditures - Requirement 3 (2).pdf </p> </div> </div>					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> Upload data reports/summaries 					
If you have additional comments to make about this section, enter them here:					

Title IVA: Program

Requirements

The Student Support and Academic Enrichment (SSAE) program is intended to: 1) provide all students with access to a well-rounded education, 2) improve school conditions for student learning, and 3) improve the use of technology to improve the academic achievement and digital literacy of all students. (ESEA section 4101)

Sec. 4101

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA involves stakeholders (teachers, principals, parents/family members, specialized instructional support, nonpublic school officials (consultation), community partners/members, employers and local government representatives) in the planning of the Title IV application and activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Dated agendas and sign-in sheets for meetings that took place prior to writing the grant.	
2. If the LEA distributed funds to schools, it targeted schools that have the greatest needs; have the highest percentages or numbers of children low-income; are identified as CSI and TSI; or are identified as persistently dangerous. Please note: the LEA does not need to provide copies of the Consolidated Application as evidence. The monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated application Selection of Schools ranking page	<div>District Comments</div> <div>2/14/2020 10:43:46 AM Federal Program Coordinator Zofia Swiatek Pennsylvania Leadership Charter School operates as one school, therefore, we do not distribute funds to schools.</div> <div>Monitor Comments</div> <div>4/26/2021 6:48:46 AM Monitor Adem Oksuz The LEA operates as one school and does not need to distribute funds with other schools.</div>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
3. The LEA continued to consult with stakeholders to improve the activities it conducts and coordinates implementation with other related activities conducted in the community	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Dated agendas and sign-in sheets	<div>District Comments</div> <p>3/11/2020 12:21:37 PM Federal Program Coordinator Zofia Swiatek February 2020 Parent Panel served as a platform for continued consultation with stakeholders. Video is too big to download and upload into FedMonitor. I can pull it up during the audit, if needed.</p>
4. LEA has only budgeted for 15% of the amount budgeted in Effective Use of Technology for technology infrastructure (devices, equipment, and software applications to address readiness shortfalls, blended learning technology software and platforms, the purchase of digital instructional resources, initial professional development activities, and one-time information technology purchases). Please note: the LEA does not need to provide copies of the Consolidated Application as evidence. The monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated application showing funds in the Effective Use of Technology expenditure section	
5. If LEA receives more than \$30,000, the activities supported by Title IV are aligned with the needs of the district/schools. (Evidence: Needs Assessment Data that is less than 3 years old)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Dated needs Assessment	<div>District Comments</div> <p>3/11/2020 12:25:50 PM Federal Program Coordinator Zofia Swiatek Annual Parent Program Quality Survey (last issued March 2019) and our School Improvement Needs Assessment conducted within the past three years assess school needs and shows alignment with grant expenditures.</p>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
6. If the LEA has received more than \$30,000 in Title IV funds, 20% has been budgeted for Well-Rounded Educational activities. Please note: the LEA does not need to provide copies of the Consolidated Application as evidence. The monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated application Well-Rounded narrative completed. <input checked="" type="checkbox"/> Consolidated application showing funds in the Well-Rounded expenditure section	
7. If the LEA has received more than \$30,000 in Title IV funds, 20% has been budgeted for Safe and Healthy activities. Please note: the LEA does not need to provide copies of the Consolidated Application as evidence. The monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated application Safe and Healthy narrative completed. <input checked="" type="checkbox"/> Consolidated application showing funds in the Safe and Healthy expenditure section	
8. If the LEA has received more than \$30,000 in Title IV funds, some funds are budgeted for Effective Use of Technology activities. Please note: the LEA does not need to provide copies of the Consolidated Application as evidence. The monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated application Effective Use of Technology narrative completed. <input checked="" type="checkbox"/> Consolidated application showing funds in the Effective Use of Technology expenditure section	

Desk monitoring only:

- Upload meeting notices, agenda and sign-in sheets for any meetings at which stakeholders were involved in the planning of Title IV activities.
- For those LEAs that receive more than \$30,000, upload Needs Assessment with date

[Title IV Program - Requirements - Continuation of Consultation with Parents - Parent Panel Schedule and Questions - Requirement 3.pdf](#)
[Title IV Program - Requirements - Continued Consultation with Stakeholders - Sign-In Sheet - Requirement 3.pdf](#)
[Title IV Program - Requirements - Stakeholders Needs Assessment - SIP Committee - Parents and Staff - Requirement 5.pdf](#)
[Title IV Program - Requirements - Stakeholders Needs Assessment - SIP Student Focus Group - Requirement 5.pdf](#)
[Title IV Program - Requirements - Stakeholder Involvement in Planning Title IV Activities - Guidance Survey - Requirement 1.pdf](#)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Title IV Program - Requirements - Stakeholders Involvement in Planning Title IV Activities - Chronic Absenteeism - Requirement 1.pdf					
If you have additional comments to make about this section, enter them here:					

Personnel Interviews

Building	Date	Staff Member Interviewed	Staff Member Position
Pennsylvania Leadership Charter School	4/26/2021	Zofia Swiatek	Federal Programs Coordinator

**Division of Federal Program
Consolidated Program Review
2019-2020 School Year
Pennsylvania Leadership Charter School

Pennsylvania Leadership Charter School**

SCHOOL Level Monitoring

	Name	Check if Interviewed
Principal:	Mark Allen, Director of Academics	<input type="checkbox"/>
Parent:	Michael Logue, HS Principal	<input type="checkbox"/>
Parent:	Dr. Angela Hoover, Elem. Principal	<input type="checkbox"/>
Parent:	Kyana Brathwaite, parent	<input type="checkbox"/>
Parent:		<input type="checkbox"/>
Parent:		<input type="checkbox"/>

Program Reviewers:	Adam Kenz	Visit Date:	4/26/2021
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School Level Monitoring

Component I: Appropriately State Certified

The Local Education Agency (LEA) and the Title I School has professional standards for paraprofessionals working in a program supported with Title I.

Sec. 1112(c)(6) Sec. 1112(e)(1)(A)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. All instructional paraprofessionals working in a Title I program are appropriately certified.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> List of paraprofessionals working in the school & their qualifications: HS Diploma plus 2 years of college (48 credits), AA Degree or local assessment	<div>District Comments</div> <div>2/14/2020 1:34:15 PM Federal Program Coordinator Zofia Swiatek Pennsylvania Leadership Charter School does not employ para-professionals.</div> <div>Monitor Comments</div> <div>4/26/2021 6:50:15 AM Monitor Adem Oksuz Pennsylvania Leadership Charter School does not employ para-professionals.</div>
2. Parents (in Title I schools only) are directly notified annually that they may request information regarding the professional qualifications of their child's teacher(s), and of paraprofessionals who provide instructional services to their children.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of Right-to-Know - Teacher Qualifications letter dated and evidence of distribution date	
3. Parents (in Title I schools only) are notified if their child is assigned to or being taught for four or more consecutive weeks by a teacher who is not appropriately state certified. (This cannot be marked N/A.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/> Copy of Right-to-Know - Four Consecutive Week letter <input type="checkbox"/> Evidence of distribution date with signature, if applicable	
<div> <div>Desk Monitoring Only:</div> <ul style="list-style-type: none"> Upload list of paraprofessionals working in Title I programs with their qualifications. </div> <div> School Level Monitoring Program - Component 1 - Requirement 2 - Parent Right To Know Letter.pdf School Level Monitoring Program - Component I - Requirement 2 - Evidence of Distribution of RTK Letter (1).jpg </div>					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> • Upload dated copy of Right-to-Know Teacher Qualification letter • Upload a copy of Right-to-Know Four Consecutive Week letter 				School Level Monitoring Program - Component I - Requirement 3 - 4 Week Letter.pdf	
If you have additional comments to make about this section, enter them here:					

Component II: Parent and Family Engagement

The LEA may receive funds under this part only if such agency conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of Title I students.

Sec. 1116

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>1. Schools receiving Title I funds shall jointly develop with, and distribute to, Title I parents and family members a written parent and family engagement policy. Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.</p> <p>All the following are Required components:</p> <ul style="list-style-type: none"> • Convene an annual meeting at a convenient time, to which all Title I parents shall be invited and encouraged to attend, to inform parents of their school's Title I program and to explain the requirements of Title I and the right of parents to be involved. • Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement • Involve parents, in an organized ongoing, and timely way, in the planning, review, and improvement of the Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan, if applicable, except that is a school has a process in place in process for involving parents in the joint planning and design of the school's programs, the school may use the process, if such process included an adequate representation of Title I. • Provide Title I parents <ul style="list-style-type: none"> ◦ Timely information about Title I programs 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> School Parent and Family Engagement policy, (that includes all required components), with review/revision date, dated parent meeting, dated agenda & sign-in sheets, and method of distribution	<p>District Comments</p> <p>3/11/2020 12:41:01 PM Federal Program Coordinator Zofia Swiatek Student and parent stakeholder review and revision opportunities were conducted over the course of the current school year.</p>
					<p>4/11/2021 9:53:15 AM Federal Program Coordinator Zofia Swiatek The F&PE Policy is distributed in several ways: as part of our Student-Parent Handbook, on our school's internal facing website, and through our enrollment packet/continuing student information packet. I can provide access to these internal processes on the day of the audit.</p>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> ◦ A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards ◦ If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible. ◦ If the schoolwide plan is not satisfactory to Title I parents, submit any parent comments on the plan when the school makes the plan available to the LEA. (Only applies to Schoolwide schools). ◦ Shall educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents, in the value and utility of contributions of parents and family members, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between parents and family members and the school. ◦ Describes how the school will aid parents in understanding the State's academic content standards and student achievement standards, local academic assessments and how to monitor a child's progress and work with teachers to improve the achievement of their children. ◦ States that a school-parent compact was jointly developed with parents and the compact outlines how parents, the entire school staff and students will share in the responsibility for improved student achievement. 					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> ◦ Describes how the school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement. ◦ States how the school will, to the extent feasible and appropriate, coordinate, and integrate parent involvement programs and activities with other Federal, State, and local programs including public preschool programs and conduct other activities, that encourage and support parents and family members in more fully participating in the education of their children. ◦ States how the school will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents and family members of participating children in a format and to the extent practicable, in a language the parents and family members can understand. ◦ States how the school, to the extent practicable, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children). 					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
2. Convene an annual meeting at a convenient time, to which all Title I parents shall be invited and encouraged to attend, to inform parents of their school's Title I program and to explain the requirements of Title I and the right of parents to be involved.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Dated Title I meeting agenda & sign-in sheets	<div>District Comments</div> <p>3/11/2020 12:43:25 PM Federal Program Coordinator Zofia Swiatek</p> <p>Annual Fall Title Meetings were held for all parents 7PM November 1, 2019 and a morning session Monday, November 4, 2019. Recordings can be viewed by clicking the link in the Smore newsletter.</p>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>3. Each Title I school shall jointly develop with parents of Title I children a school parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the school and parents will build and develop a partnership to help children achieve the State's high standards. The compact shall</p> <ul style="list-style-type: none"> describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables Title I children to meet the State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom, and participating as appropriate, in decisions relating to the education of their children and positive use of extracurricular time, and address the importance of communication between teachers and parents on an ongoing basis through at a minimum: parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement; frequent reports to parents on their children's progress; reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and ensuring two way meaningful communication between family members and school staff, and to the extent practicable, in a language that family members can understand. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> School-parent compact with review/revision date, dated agenda, sign-in sheets and method of distribution	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
4. Title I Schools shall aid parents of Title I children in understanding such topics as the challenging State academic standards, State and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Dated Title I meeting agenda & sign-in sheets that indicate topics of discussion <input type="checkbox"/> Staff/Parent meeting agendas and sign-in sheets	<div>District Comments</div> <p>3/11/2020 12:59:57 PM Federal Program Coordinator Zofia Swiatek School-wide Parent data-driven webinar/meeting informed parents of standards and assessments to improve achievement.</p>
5. Title I Schools shall provide materials and training to help parents to work with their children to improve their childrens achievement, such as literacy training and using technology (including education about the harms of copyright piracy) as appropriate, to foster parent involvement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Training materials, evaluations, agendas & sign-in sheets, calendar of events <input checked="" type="checkbox"/> Workshops with copies of dated agendas and sign-in sheets.	<div>District Comments</div> <p>4/15/2020 9:57:00 AM Federal Program Coordinator Zofia Swiatek These were done virtually through webinars offered over the course of the year. Webinar schedule is included as documentation for this requirement. Links and recordings can be pulled up on the day of the audit.</p>
6. ALL schools teachers and staff shall annually be educated, with the assistance of parents, in how to better communicate with, or work with, parents as equal partners.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Dated staff meeting agendas and sign-in sheets <input type="checkbox"/> SPAC skits and staff agendas and sign in sheets <input type="checkbox"/> Dated staff meeting agenda and sign-in sheets utilizing parent survey results (open-ended questions included)	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
7. Title I Schools shall coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Transition Plan <input checked="" type="checkbox"/> Parent training materials, evaluations, agendas, calendar of events <input type="checkbox"/> Staff/Parent meeting agendas and sign-in sheets	<div>District Comments</div> <p>4/15/2020 10:13:08 AM Federal Program Coordinator Zofia Swiatek We work alongside NAFSCE, the Family Involvement Conference team, and with SPAC to strengthen our parent involvement programs.</p>
8. Title I schools shall ensure that information related to school and parent programs, meetings, and other activities is sent to Title I parents in a format and, the extent practicable, in a language the parents can understand.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Translated documents such as fliers, letters, web site postings <input type="checkbox"/> Translated Schoolwide Plan	
<div> <div>Desk Monitoring Only:</div> <ul style="list-style-type: none"> • Upload School-Level Parent and Family Engagement Policy for each Title I school, parent meeting agenda and sign in sheet, and method of distribution. • Upload agenda for annual Title I meeting and sign-in sheets. • Upload School-Parent Compact for each Title I school and agenda and sign in sheet from parent meeting. • Upload Staff/Parent meeting agendas, back-to-school nights or parent training meetings. • Upload Staff/Parent meeting agendas, back-to-school nights or parent training meetings. • Upload agenda of staff meeting(s) where discussion of effective means to communicate with parents is discussed, along with sign-in sheets. Include documentation of parent involvement in the process. • Upload a sample translated document. </div> <div> School Level Monitoring Program - Component 2 - Requirement 1 - Parent and Family Engagement Policy.pdf School Level Monitoring Program - Component 2 - Requirement 1 - Parent and Family Engagement Policy Review Meeting Attendance.pdf School Level Monitoring Program - Component 2 - Requirement 2 - Annual Title I Meeting Notification.pdf School Level Monitoring Program - Component 2 - Requirement 6 - Parents Educating Staff on how to Communicate with Families.pdf School Level Monitoring Program - Component 2 - Requirement 8 - Translated Student Education Record Privacy Notification.pdf School Level Monitoring Program - Component 2 - Requirement 8 - Translated Annual Parent Right To Request Teacher Qualifications.pdf School Level Monitoring Program - Component 2 - Requirement 8 - Translated Annual Notice to Parents.pdf School Level Monitoring Program - Component 2- Requirement 7 - Integration of Parent Workshops and Programs in School Activities.pdf School Level Monitoring Program - Component 2 - Requirements 4 and 5 - Parent Webinar Series Links, Agendas, and Recordings.pdf </div>					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
If you have additional comments to make about this section, enter them here:					

Component III: Schoolwide Programs

An eligible school operating a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act)

Sec. 1114

☐ If the school does not operate a Schoolwide Program, this section can be skipped.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
1. Have a completed/revised Schoolwide Plan. Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency; and includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards; use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of the School Plan Template OR the Schoolwide Plan Must also provide agendas and sign-in sheets, demonstrating plan was updated within a year of the monitoring visit.	<table border="1"><thead><tr><th>District Comments</th></tr></thead><tbody><tr><td>4/11/2021 9:51:38 AM Federal Program Coordinator Zofia Swiatek I tried to upload our A-TSI School Improvement Plan, but the file itself was too big for FedMonitor. I can pull it up the day of the audit.</td></tr></tbody></table>	District Comments	4/11/2021 9:51:38 AM Federal Program Coordinator Zofia Swiatek I tried to upload our A-TSI School Improvement Plan, but the file itself was too big for FedMonitor. I can pull it up the day of the audit.
District Comments							
4/11/2021 9:51:38 AM Federal Program Coordinator Zofia Swiatek I tried to upload our A-TSI School Improvement Plan, but the file itself was too big for FedMonitor. I can pull it up the day of the audit.							
Desk Monitoring Only: Upload a copy of the School Plan Template or the Schoolwide Plan and sign-in sheets and agendas demonstrating plan was updated within a year of the monitoring visit.	School Level Monitoring Program - Component 3 - Requirement 1 - School-wide Plan Meetings for 2019-2020 School Year with Attached Plan.pdf School Level Monitoring Program - Component 3 - Requirement 1 - School-wide SIP Focus Group Data.docx						
Note: If the school does not have an approved Schoolwide Plan, must monitor requirements in the Targeted Assistance section.							
If you have additional comments to make about this section, enter them here:							

Component IV: Targeted Assistance Programs

In all schools selected to receive funds under section 1113(c) that are ineligible for a schoolwide program under section 1114, have not received a waiver under section 1114(a)(1)(B) to operate such a schoolwide program, or choose not to operate such a schoolwide program, a local educational agency serving such school may use funds received under this part only for programs that provide services to eligible children under subsection (c) identified as having the greatest need for special assistance.

Sec. 1113

☒ **If the school does not operate a Targeted Assistance Program, this section can be skipped.**

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The Title I school determines which students will be served, and serves participating students identified as eligible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Selection criteria and student roster with test scores that includes rank order listing.	
2. The Title I school uses resources under this part to help eligible children meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> List of programs, activities, and academic courses provided to eligible children	
3. The Title I school uses methods and instructional strategies to strengthen the academic program of the school through activities, which may include expanded learning time, before- and after-school, and summer programs and opportunities; and a schoolwide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> List of instructional strategies including activities that strengthen the academic program provided to eligible children	
4. The Title I school coordinates with and supports the regular education program, which may include services to assist preschool children in the transition from early childhood education programs such as Head Start, the literacy program under subpart 2 of part B of title II, or State-run preschool programs to elementary school programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Documentation of regular team meetings, dated agenda, sign-in sheets, and minutes	
5. The Title I school provides professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> List of professional development activities, dated agendas, and sign in sheets	
Desk Monitoring Only:					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> • Upload selection criteria and student roster with test scores that includes rank order listing • Upload a list of instructional strategies including activities that strengthen the academic program provided to eligible children • Upload a list of professional development activities, agendas, and sign in sheets 					
If you have additional comments to make about this section, enter them here:					

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 Market Street Harrisburg, PA 17126-0333

Division of Federal Programs
Consolidated Program Review

2019-2020 School Year

Pennsylvania Leadership Charter School
1332 Enterprise Dr.
West Chester, PA 19380

LEA Level Monitoring

	<u>Name</u>	<u>Phone Number</u>	Check if Interviewed
Superintendent:	James Hanak	610-701-3333	<input type="checkbox"/>
Business Manager:	Roger Masch	512-481-9777	<input checked="" type="checkbox"/>
Federal Program Coordinator:	Zofia V Swiatek	61070133331108	<input checked="" type="checkbox"/>
Parent/Family Member:			<input type="checkbox"/>

Program(s) Reviewed:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Title IA: Fiscal | <input checked="" type="checkbox"/> Title IVA: Fiscal |
| <input checked="" type="checkbox"/> Title IIA: Fiscal | |
| <input type="checkbox"/> Title IIIA: Fiscal | |

Program Reviewer(s): Adam Kenz

Program Review Date: 04/26/2021

Title IA: Fiscal

Component I: General Fiscal Requirements/Uniform Grants Guidance

Fiscal monitoring is different than program monitoring: Fiscal monitoring will include a review of a subgrantee's financial operations, which may include a review of internal controls for program funds in accordance with state and federal requirements, an examination of principles, laws and regulations, and a determination of whether costs are reasonable and necessary to achieve program objectives. This activity involves an assessment of financial statements, records, and procedures. It is similar to an audit but has a lesser degree of detail and depth and, usually, a higher degree of frequency.

Fiscal monitoring includes, but is not limited to:

- Reviewing a random sample (usually 3-5 per program) of invoices or bills for expenditures charged to the program to determine if appropriate units of measure are reported and that costs (units x rate) are correct and that costs align with grant objectives and were approved in the application for funds.
- Comparing budgets or budget limits to actual costs to determine if the LEAs expenditures are likely to be more or less than budgeted
- Obtaining documentation that services billed or items purchased were actually delivered according to the contract
- Comparing invoices with supporting documentation to determine that costs were allowable, necessary, and allocable.

An expenditure is allowable if it is an approved use of funds under the statute or regulations governing a program and meet the intent of the program.

An expenditure is necessary if it is part of an approved application for funding.

An expenditure is allocable to the extent that the expenditure is used to meet the intent of the grant program (costs are pro-rated across grants if used to meet several grant program objectives).

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>1. Audits</p> <p>The SEA ensures that LEAs are audited annually, if required, and that all corrective actions identified through this process are fully implemented. NOTE: The most recent federal audit corrective actions may not be fully implemented if the audit was just completed in the last few months. Uniform Grants Guidance Section 200.501</p>	<p>1. Copies of single audit reports (2 most recent), corrective action plans and approval documents for the LEA</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Two most recent audit reports (federal programs only, sections tabbed and marked)</p> <p><input type="checkbox"/> LEA response to findings</p> <p><input type="checkbox"/> PDE follow-up review of findings</p> <p><input type="checkbox"/> Independent auditor report shows that LEA has completed all corrective actions</p>	
<p>2. Equipment and Related Property</p> <p>UGG Sec. 200.313</p>	<p>1. LEA maintains Inventory records, purchase orders and receipts for equipment (over \$5,000) purchased and Computing Devices and Special Purpose Equipment (\$300 - \$4,999)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Inventory list of items purchased with Title I A.</p>	

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. LEA conducts a physical inventory of all items every two years	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Documentation that physical inventory was conducted within the last two years	<div>District Comments</div> <div>4/9/2021 1:13:08 PM Federal Program Coordinator Zofia Swiatek 2019-20 was the first year that inventory record keeping is required, based on unit cost and type of equipment.</div> <div>Monitor Comments</div> <div>4/26/2021 6:52:20 AM Monitor Adem Oksuz The LEA states 2019-20 was the first year that inventory record keeping is required, based on unit cost and type of equipment.</div>
3. Obligor Funds UGG Sec. 200.309	1. LEA began obligor funds on or after the programs' approved/submit date	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> List approval/submit date in comment section <input checked="" type="checkbox"/> Documentation that program funds were not spent prior to program approval/submit date	<div>District Comments</div> <div>4/9/2021 12:41:06 PM Federal Program Coordinator Zofia Swiatek Expenditures for Title I is linked here, but a closer look can be offered day of the audit by reviewing the 2019-20 Title Grant workbook.</div>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
4. Record Retention UGG Sec. 200.333	1. Federal program records are maintained for a period of 7 years (current year plus 6 prior)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Evidence that records are maintained for a period of seven years	District Comments
						4/9/2021 1:19:42 PM Federal Program Coordinator Zofia Swiatek Physical files are kept on-site in a locked closet. 2013-2014 Title binder is there. I will pick up the binder the Friday before to show it during audit day.
5. Performance Goal Reporting Verification UGG 200.328	1. LEA has submitted the Performance Goal Output Report, for the prior year, for Title IA. Please note: the LEA does not need to provide copies of the Consolidated Application. The monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated Application, Performance Goal Output Report in Title IA	
	2. Backup documentation exists for the performance goal report that aligns with the data indicated in the goals that would be used to determine success.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Data reports/summaries must be present at time of monitoring.	

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>6. Conflict of Interest Policy</p> <p>UGG Sec 200.112</p>	<p>1. Conflict of Interest Requirement the non-federal entity must disclose in writing any potential conflict of interest to the Federal awarding agency or pass-through entity in accordance with the applicable Federal awarding agency policy, which includes:</p> <ul style="list-style-type: none"> Standards of Conduct (covering conflicts of interest when governing the actions of its employees engaged in the selection award and administration of contracts) Organizational Conflicts- (relationships with a parent company, affiliate, or subsidiary organization, the non-Federal entity is unable or appears to be unable to be impartial in conducting a procurement action involving a related organization) Disciplinary Actions- (actions taken against an individual who violates the standards of conduct) Mandatory Disclosure- (potential conflict disclosed in writing) 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Board Approved policy,</p> <p><input type="checkbox"/> Self-disclosure form,</p> <p><input type="checkbox"/> Resolution form or other evidence of how it was resolved (waived, or disciplinary actions taken)</p>	
<p>7. Allowability of Costs</p> <p>UGG Sec 200.43</p>	<p>1. Allowability of Costs Requirement Expenditures must be aligned with approved budgeted items and when determining how the District expends its funds the procedures must include the following cost principles:</p> <ul style="list-style-type: none"> Necessary, reasonable and allocable Conform with federal law and grant terms Consistent with state and local policies Adequately documented 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Review program expenditures</p> <p><input type="checkbox"/> Review Allowability of Costs Procedures to check for internal controls relating to bulleted items.</p>	

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>8. Procurement</p> <p>UGG Sec 200.320, 100.67, 200.88</p>	<p>1. Procurement the LEA maintains purchasing procedures</p> <p>Micro-purchases (purchase up to \$10,000)</p> <ul style="list-style-type: none"> • Small Purchase (between \$10,000-\$250,000) • Sealed Bids (purchases over \$250,000 with formal advertising) • Competitive Proposals (more than one source submitting a proposal) • Non-competitive Proposals i.e. Sole Source (Solicitation of a proposal from only one source) 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Procurement procedures exist and include the specific procedures to be followed internally for the five procurement levels</p> <p><input type="checkbox"/> Evidence that procurement procedures were followed for 3-5 tested random expenditures.</p>	
<p>9. Cash Management Procedures</p> <p>UGG Sec 200.305</p>	<p>1. Cash Management - the LEA must maintain written procedures to implement the following cash management requirements:</p> <ul style="list-style-type: none"> • Reimbursements - explain what happens if the LEA is initially charging federal grant expenditures to nonfederal funds • Advances - explain what happens if the LEA receives advance payments of federal grant funds • Interest - explain how the LEA will manage interest earned on federal grant awards 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Procedures are available that address the three components</p> <p><input type="checkbox"/> Evidence that LEA returned interest earned in excess of \$500 to federal government, if applicable</p>	

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
10. Travel Reimbursement UGG Sec 200.474	1. Travel the LEA must have written travel policies for travel costs to be allowable <ul style="list-style-type: none"> Types of travel (single day, overnight or out-of-state) What expenses may be reimbursed (food, lodging, transportation, airfare) What type of documentation is needed for reimbursement? (pre-approval travel form, receipts, post travel form) 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Board approved policies available for review <input type="checkbox"/> Samples of travel requests reviewed followed policy <input type="checkbox"/> Prior written approval was obtained by PDE for out of state travel	
11. Prior Written Approval for Various Expenditures UGG Sec 200.413, 200.474, 200.438, 200.439, 200.454	1. LEA must obtain prior written approval for the following expenditures: <ul style="list-style-type: none"> Salaries of Administrative Staff (Clerical and Federal Program Coordinators) (200.413(c)) Out of State Travel for workshops/conferences (200.474) Entertainment Costs (200.438) Equipment (200.439) Student Activity Costs Memberships, subscriptions, and Professional Activities (200.454) 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Items were included in approved consolidated application budgets and/or narratives <input type="checkbox"/> Emails or other correspondence with regional coordinator requesting and receiving approval for expenditures.	<div>District Comments</div> 2/14/2020 10:58:50 AM Federal Program Coordinator Zofia Swiatek Pennsylvania Leadership Charter School has not written in these expenditures into the grant and will not be using Title IA funding for this purpose. <div>Monitor Comments</div> 4/26/2021 6:54:16 AM Monitor Adem Oksuz Pennsylvania Leadership Charter School has not written these expenditures into the grant and will not be using Title IA funding for this purpose.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>12. Carryover</p> <p>The LEA complies with the carryover provisions of Title I.</p> <p>Sec. 1127</p>	<p>1. LEAs with Title I allocations greater than \$50,000 per year have not carried over more than 15% of their allocation from one year to next unless the SEA has waived the limitation (allowable once every 3-year cycle if the SEA believes the request is reasonable and necessary</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Consolidated Application Carryover section</p> <p><input type="checkbox"/> Waiver request and Carryover Waiver Approval Letter</p>	<p>District Comments</p> <p>2/14/2020 10:59:47 AM</p> <p>Federal Program Coordinator Zofia Swiatek Pennsylvania Leadership Charter School has not carried over funding to date.</p>
						<p>Monitor Comments</p> <p>4/26/2021 6:54:29 AM</p> <p>Monitor Adem Oksuz Pennsylvania Leadership Charter School has not carried over funding to date.</p>
<p>13. Rank Order</p> <p>The LEA ensures that it complies with the requirements of Title I when allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low-income families who reside in an eligible school attendance area.</p> <p>Sec. 1113</p>	<p>1. The LEA must rank buildings highest to lowest based on poverty percentages. All buildings over 75% low-income must be served, regardless of grade span, in rank order. Buildings below 75% can be served in rank order in two manners, either still in rank order regardless of grade span, or by rank order within grade span." This can be marked N/A only if one of the following applies; the LEA has one building per grade span, the LEA is a single building, less than 1,000 district enrollment, or a Charter School.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Building Level Title I Expenditures</p>	<p>District Comments</p> <p>2/14/2020 11:00:39 AM</p> <p>Federal Program Coordinator Zofia Swiatek Pennsylvania Leadership Charter School is one school and therefore does not rank.</p>
						<p>Monitor Comments</p> <p>4/26/2021 6:54:39 AM</p> <p>Monitor Adem Oksuz Pennsylvania Leadership Charter School is one school and therefore does not rank.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. Buildings above 75% low-income must be served and can only not be served after written approval has been established by PDE. If an LEA has a building over 75%, this cannot be marked N/A. Please note: the LEA does not need to provide copies of the Consolidated Application as evidence. The monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated Application, Selection of Schools <input type="checkbox"/> Approval by Regional Coordinator and evidence of a supplemental program	<div>District Comments</div> 2/14/2020 11:02:27 AM Federal Program Coordinator Zofia Swiatek Pennsylvania Leadership Charter School is one school and therefore does not rank. <div>Monitor Comments</div> 4/26/2021 6:54:45 AM Monitor Adem Oksuz Pennsylvania Leadership Charter School is one school and therefore does not rank.
	3. Pre-kindergarten children are excluded from the poverty count of any school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> PIMS Report on Economically Disadvantaged <input type="checkbox"/> Other printed documentation showing Pre-K excluded from enrollment counts	<div>District Comments</div> 2/14/2020 11:03:19 AM Federal Program Coordinator Zofia Swiatek Pennsylvania Leadership Charter School is one school and therefore does not rank. <div>Monitor Comments</div> 4/26/2021 6:54:52 AM Monitor Adem Oksuz Pennsylvania Leadership Charter School is one school and therefore does not rank.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>14. Comparability</p> <p>The LEA complies with the comparability provisions of Title I</p> <p>Sec. 1118(c)</p>	<p>1. Title I Comparability Report comparing Title I schools to non-Title I schools reported to SEA annually in Pennsylvania and submitted by November 15 Please note: the LEA does not need to provide evidence. Monitor will view prior to monitoring from the Comparability website. By checking this as met you are ensuring compliance with this requirement.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Detailed Data Sheet and Assurance page <input checked="" type="checkbox"/> Assurance page for those LEAs that are exempt	District Comments
						<p>2/14/2020 11:07:15 AM</p> <p>Federal Program Coordinator Zofia Swiatek Pennsylvania Leadership Charter School is a charter school and is therefore exempt.</p>
						Monitor Comments
<p>15. Compliance to Reservations</p> <p>The LEA complies with requirements regarding the reservation of funds.</p> <p>Sec. 1113(c)(3), 42 U.S.C 11432</p> <p>Sec. 1116(a)(3)</p>	<p>1. The LEA has reserved funds for Homeless students at both Title I served and non-Title I served buildings. This is a district-level reservation. Please note: the LEA does not need to provide copies of the Consolidated Application as evidence. The monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated Application Reservation of Funds page <input checked="" type="checkbox"/> Consolidated Application Title I budget <input type="checkbox"/> Statement of expenditures for homeless	

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. LEAs receiving more than \$500,000 in Title I funds have reserved a minimum of 1% of the allocation for parent and family engagement and have distributed a minimum of 90% of those funds to the school level. A LEA may reserve more than 1% of the allocation. The 90% building-level allocation rule is only applicable against the original 1%, not any percentage above. Please note: the LEA does not need to provide copies of the Consolidated Application as evidence. The monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated Application, Reservation of Funds <input type="checkbox"/> Procedure for allocation of at least 90% of Parent and Family Engagement funds to the school level must be demonstrated and applicable expenditures provided as evidence of compliance	
	3. LEA reserved appropriate funds for Neglected Institution served. (If not used, select NA)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Statement of expenditures for Neglected Institution	<div>District Comments</div> <div>2/14/2020 11:09:42 AM Federal Program Coordinator Zofia Swiatek Pennsylvania Leadership Charter School does not serve any neglected institutions.</div> <div>Monitor Comments</div> <div>4/26/2021 6:55:47 AM Monitor Adem Oksuz Pennsylvania Leadership Charter School does not serve any neglected institutions.</div>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	4. The LEA has reserved funds for Foster students at both Title I served and non-Title I served buildings. This is a district-level reservation. (LEAs are not required to set aside funds for Foster students. This can be marked N/A If not used).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Statement of expenditures for Foster	<div>District Comments</div> <div>2/14/2020 11:10:06 AM Federal Program Coordinator Zofia Swiatek Pennsylvania Leadership Charter School did not reserve funds for foster students.</div> <div>Monitor Comments</div> <div>4/26/2021 6:56:04 AM Monitor Adem Oksuz Pennsylvania Leadership Charter School did not reserve funds for foster students.</div>
	5. If LEA has indicated the use of the Salary and Fringe Benefit set-aside on the Reservation of Funds worksheet, does documentation exist to show how the calculation was derived. (If not used, select NA)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Spreadsheet demonstrating calculations	<div>District Comments</div> <div>2/14/2020 1:02:10 PM Federal Program Coordinator Zofia Swiatek Pennsylvania Leadership Charter School does not use Title IA funding for Salary and Fringe Benefit set-aside.</div> <div>Monitor Comments</div> <div>4/26/2021 6:56:15 AM Monitor Adem Oksuz Pennsylvania Leadership Charter School does not use Title IA funding for Salary and Fringe Benefit set-aside.</div>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	6. The LEA indicated the use of Optional set asides, such as audit, community day programs, district wide professional development, pupil transportation, pre-school programs, program evaluation, summer and intersession programs, state and federal liaison on the set-aside Reservation of Funds worksheet.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> LEA Title I budget and expenditures	<div>District Comments</div> <div>2/14/2020 1:02:43 PM Federal Program Coordinator Zofia Swiatek Pennsylvania Leadership Charter School does not use Title IA funding for optional set-asides.</div> <div>Monitor Comments</div> <div>4/26/2021 6:56:26 AM Monitor Adem Oksuz Pennsylvania Leadership Charter School does not use Title IA funding for optional set-asides.</div>
16. Transferability Sec 5103(b)	1. Up to 100% of Title II and IV funds can be transferred. Funds can be transferred into Title I and Title III but not out of either subprogram. Title IIA and IV can transfer between programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Expenditures aligned to transferred into subprogram <input type="checkbox"/> Consolidated Application, Transferability page	<div>District Comments</div> <div>2/14/2020 11:16:27 AM Federal Program Coordinator Zofia Swiatek Pennsylvania Leadership Charter School does not transfer funds across grants.</div> <div>Monitor Comments</div> <div>4/26/2021 6:56:39 AM Monitor Adem Oksuz Pennsylvania Leadership Charter School does not transfer funds across grants.</div>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. Evidence that Nonpublic school consultation to discuss transfer of funds occurred prior to the transfer of funds.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Agendas/sign in sheets <input type="checkbox"/> Emails <input type="checkbox"/> Other documentation to reflect consultation occurred prior to the transfer of funds	<div>District Comments</div> <div>2/14/2020 11:16:44 AM Federal Program Coordinator Zofia Swiatek Pennsylvania Leadership Charter School does not transfer grants and does not serve non-public schools.</div> <div>Monitor Comments</div> <div>4/26/2021 6:57:23 AM Monitor Adem Oksuz Pennsylvania Leadership Charter School does not transfer grants and does not serve non-public schools.</div>
If you have additional comments to make about this section, enter them here:						
17. Time Documentation UGG Section 200.430	1A. The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective. Single funding certifications are signed after the fact by the employee or supervisor with direct knowledge of the employee's activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Semi-annual time certifications	

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	1B. If LEA is using single funding certifications to document time for an employee with a fixed schedule, prior written approval from DFP was obtained.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Documentation of Fixed schedule semi-annual time documentation DFP approval	<div>District Comments</div> <div>4/9/2021 1:28:59 PM Federal Program Coordinator Zofia Swiatek Pennsylvania Leadership Charter School does not fund split-funded employees with fixed schedules out of Title I funds.</div> <div>Monitor Comments</div> <div>4/26/2021 6:56:53 AM Monitor Adem Oksuz Pennsylvania Leadership Charter School does not fund split-funded employees with fixed schedules out of Title I funds.</div>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. The LEA maintains Personnel Activity Reports (PARs) for employees who works on multiple cost objectives and are paid in full or in part from a federal grant. PARs include 100% of the employees time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Time logs <input type="checkbox"/> Staff schedules	<div>District Comments</div> <div>2/14/2020 11:17:42 AM Federal Program Coordinator Zofia Swiatek Pennsylvania Leadership Charter School does not have any employees who work on multiple cost objectives under this year's Title IA grant.</div> <div>Monitor Comments</div> <div>4/26/2021 6:57:07 AM Monitor Adem Oksuz Pennsylvania Leadership Charter School does not have any employees who work on multiple cost objectives under this year's Title IA grant.</div>

Desk Monitoring only:

- Upload inventory list for public and Non-public programs
- Upload data reports/summaries
- Upload Conflict of Interest Policy and Travel Reimbursement Policy, Cash Management Procedure, Allowability of Costs Procedure and Procurement Procedure
- Upload Carryover Waiver Approval Letter, if applicable
- Upload building level budgets for each Title I building
- Upload Documentation of LEA methodology for allocating state and local funds to buildings.
- For LEAs not exempt, upload Comparability Assurance page and Detailed data sheet. For those LEAs that are exempt, upload Assurance page.
- Upload MOE letter from PDE
- Upload agendas, sign in sheets, emails, or other documentation to reflect Non-public consultation occurred.

[Title I Fiscal - Component I - UGG - Requirement 3 - Obligation of Funds - Title I Master.pdf](#)
[Title I Fiscal - Component I - UGG - Requirement 5 - Performance Goal Reporting Verification - Back Up Documentation.pdf](#)
[Title I Fiscal - Component I - UGG - Requirement 6 - Conflict of Interest Policy.pdf](#)
[Title I Fiscal - Component I - UGG - Requirement 7 - Allowability of Costs Policy.pdf](#)
[Title I Fiscal - Component I - UGG - Requirement 8 - Procurement Procedures Policy.pdf](#)
[Title I Fiscal - Component I - UGG - Requirement 9 - Cash Management Procedures Policy.pdf](#)
[Title I Fiscal - Component I - UGG - Requirement 10 - Travel Reimbursement Policy.pdf](#)
[Title I Fiscal - Component I - UGG - Requirement 1 - 2017 Single Audit.pdf](#)

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
					Title I Fiscal - Component I - UGG - Requirement 1 - 2018 Single Audit.pdf Title I Fiscal - Component I - UGG - Requirement 14 - Comparability Assurances.pdf Title I Fiscal - Component I - UGG - Requirement 17 - Time Documentation - 1A.pdf	

Community Eligibility Provision (CEP) 7 CFR 245.9(f)97) (iii)

The Healthy, Hunger-Free Kids Act of 2010 (Public Law 111-296) offers LEAs an alternative to collecting household applications in the National School Lunch and National School Breakfast Programs, which eliminates unnecessary paperwork previously required by the Richard B. Russell National School Lunch Act. The CEP is a reimbursement option for eligible LEAs and schools that wish to offer free meals to all children in high-poverty schools.

☒ If the LEA does not use the Community Eligibility Provision (CEP), this section can be skipped.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>1. Did your LEA have schools that participated in the Community Eligibility Provision (CEP) during the 18-19 SY? This is asked for 19-20 monitoring because data from the previous year is used for the current year Selection of Schools and Nonpublic Equitable Share data</p> <p>Note: If your LEA has schools that have adopted CEP for the first time during the 19-20 SY this answer is "no".</p> <p>Note: If a "no" answer the remaining questions can be marked N/A.</p> <p>Please note: the LEA does not need to provide copies of the Consolidated Application as evidence. The monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated Application, Selection of Schools	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
2. LEA has a data source/process that was used to ensure that CEP building low-income data was uniform with other non-CEP buildings and/or was equitable in regard to nonpublic schools. Please note: the LEA does not need to provide copies of the Consolidated Application as evidence. The monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated Application Selection of Schools <input type="checkbox"/> The 1.6 multiplier was applied against CEP data from participating schools to make it uniform with traditional Free and Reduced Lunch data at non-CEP schools. <input type="checkbox"/> Raw CEP/Direct Certification (DC) data was utilized at all schools in a uniform manner without a multiplier and regardless of whether or not a school was CEP participating or not. <input type="checkbox"/> A survey that looked like the old Free and Reduced lunch survey - but which made clear that it was not a requirement of the food subsidy program - was sent to participating CEP schools. Non-CEP schools would use the traditional free and reduced forms.	

Title IIA: Fiscal

Requirements

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. Supplement/Supplant The LEA ensures that Federal funds are used only to supplement or increase non-Federal sources used for the education of participating students and not to supplant funds from non-Federal sources Sec. 1118(b)	1. Title II - the LEA approved budget and records of expenditures of Title II funds match	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Title II budgets <input type="checkbox"/> LEA budget <input checked="" type="checkbox"/> Statement of Expenditures for Title II	
2. Time Documentation UGG 200.430	1A. The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective. Single funding certifications are signed after the fact by the employee or supervisor with direct knowledge of the employee's activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Semi-annual time certifications	

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	1B. If LEA is using single funding certifications to document time for an employee with a fixed schedule, prior written approval from DFP was obtained.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Documentation of Fixed schedule semi-annual time documentation DFP approval	<div>District Comments</div> <div>4/9/2021 1:26:58 PM Federal Program Coordinator Zofia Swiatek Pennsylvania Leadership Charter School did not use Title IIA funding to pay for any split-funded employees with fixed schedules.</div> <div>Monitor Comments</div> <div>4/26/2021 6:58:48 AM Monitor Adem Oksuz Pennsylvania Leadership Charter School did not use Title IIA funding to pay for any split-funded employees with fixed schedules.</div>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. The LEA maintains Personnel Activity Reports (PARs) for employees who works on multiple cost objectives and are paid in full or in part from a federal grant. PARs include 100% of the employees time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Time logs <input type="checkbox"/> Staff schedules	<div>District Comments</div> <p>2/14/2020 11:45:30 AM Federal Program Coordinator Zofia Swiatek Pennsylvania Leadership Charter School did not use Title IIA funding to pay for any employees who work on multiple cost objectives, therefore this does not apply.</p> <div>Monitor Comments</div> <p>4/26/2021 6:58:59 AM Monitor Adem Oksuz Pennsylvania Leadership Charter School did not use Title IIA funding to pay for any employees who work on multiple cost objectives, therefore this does not apply.</p>
3. Performance Goal Reporting Verification UGG 200.328	1. LEA has submitted the Performance Goal Output Report for Title II by the due date. Please note: the LEA does not need to provide copies of the Consolidated Application as evidence. The monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated Application, Performance Goal Output Report in Title II.	
	2. Backup documentation exists for the performance goal report that aligns with the data indicated in the goals that would be used to determine success.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Data reports/ summaries	

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
4. Equipment and Related Property UGG 200.313	1. LEA maintains Inventory records, purchase orders and receipts for equipment (over \$5,000) purchased and Computing Devices and Special Purpose Equipment (\$300 - \$4,999)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Inventory list of items purchased with Title IIA	<div>District Comments</div> <div>2/14/2020 1:01:03 PM Federal Program Coordinator Zofia Swiatek Pennsylvania Leadership Charter School has not purchased any equipment or devices with Title IIA funding, therefore this does not apply.</div> <div>Monitor Comments</div> <div>4/26/2021 6:59:10 AM Monitor Adem Oksuz Pennsylvania Leadership Charter School has not purchased any equipment or devices with Title IIA funding, therefore this does not apply.</div>
<div> <div> Desk monitoring only: <ul style="list-style-type: none"> Upload data reports supporting performance goal output report Upload Title II budget Appropriate Time Documentation </div> <div> Title II Fiscal - Requirements - Requirement 2 - Time Documentation - 1A.pdf Title II Fiscal - Requirements - Requirement 3 - Performance Goal Reporting Verification - 2.pdf Title II Fiscal - Requirements - Requirement 1 - Supplement-Supplamt - Expenditures.pdf </div> </div>						
If you have additional comments to make about this section, enter them here:						

Title IVA: Fiscal

Requirements

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>1. Supplement/Supplant</p> <p>The LEA ensures that Federal funds are used only to supplement or increase non-Federal sources used for the education of participating students and not to supplant funds from non-Federal sources</p> <p>Sec. 1118(b)</p>	1. Title IV (where applicable) - the LEA approved budget and records of expenditures of Title IV funds match.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Title IV budgets <input type="checkbox"/> LEA budget <input checked="" type="checkbox"/> Statement of Expenditures for Title IV	
<p>2. Performance Goal Reporting Verification</p> <p>UGG 200.328</p>	1. LEA has submitted the Performance Goal Output Report for Title IV by the due date. Please note: the LEA does not need to provide copies of the Consolidated Application as evidence. The monitor will view prior to monitoring. By checking this as met you are ensuring compliance with this requirement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated Application, Performance Goal Output Report in Title IV.	
	2. Backup documentation exists for the performance goal report that aligns with the data indicated in the goals that would be used to determine success.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Data reports/ summaries	
<p>3. Time Documentation</p> <p>UGG 200.430</p>	1A. The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective. Single funding certifications are signed after the fact by the employee or supervisor with direct knowledge of the employee's activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Semi-annual time certifications	<p>District Comments</p> <p>2/14/2020 1:16:53 PM</p> <p>Federal Program Coordinator Zofia Swiatek</p> <p>Pennsylvania Leadership Charter School does not have any single cost objective employees being paid for out of Title IVA funding.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	1B. If LEA is using single funding certifications to document time for an employee with a fixed schedule, prior written approval from DFP was obtained.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Documentation of Fixed schedule semi-annual time documentation DFP approval	
	2. The LEA maintains Personnel Activity Reports (PARs) for employees who works on multiple cost objectives and are paid in full or in part from a federal grant. PARs include 100% of the employees time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Time logs <input type="checkbox"/> Staff schedules	District Comments 4/10/2021 1:08:14 PM Federal Program Coordinator Zofia Swiatek Pennsylvania Leadership Charter School does not have any employees being funded from multiple cost objectives in Title IV.
4. Equipment and Related Property UGG 200.313	1. LEA maintains Inventory records, purchase orders and receipts for equipment (over \$5,000) purchased and Computing Devices and Special Purpose Equipment (\$300 - \$4,999)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Inventory list of items purchased with Title IV	District Comments 2/14/2020 1:25:53 PM Federal Program Coordinator Zofia Swiatek Pennsylvania Leadership Charter School did not allocate Title IVA for any equipment purchases. Monitor Comments 4/26/2021 7:03:33 AM Monitor Adem Oksuz Pennsylvania Leadership Charter School did not allocate Title IVA for any equipment purchases.

Desk monitoring only:

- Upload data reports supporting performance goal output report
- Upload Title IV budget

[Title IV - Requirements - Requirement 3 - Time Documentation - 1B Monthly Time Tracking Sheet.pdf](#)

[Title IV - Requirements - Requirement 3 - Time Documentation - 1B Monthly Certification Form.pdf](#)

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> Appropriate Time Documentation 					Title IV Fiscal - Requirements - Requirement 1 - Supplement-Supplant - Expenditures.pdf Title IV Fiscal - Requirements - Requirement 2 - Performance Goal Verification.pdf	
If you have additional comments to make about this section, enter them here:						

Personnel Interviews

Building	Date	Staff Member Interviewed	Staff Member Position
Charter Choices	4/26/2021	Roger Masch	Consultant from Charter Choices
Pennsylvania Leadership Charter School	4/26/2021	Dr.Karla Johnson	Middle School Principal
Pennsylvania Leadership Charter School	4/26/2021	Zofia Swiatek	Federal Programs Coordinator

**Division of Federal Program
Consolidated Program Review
2019-2020 School Year
Pennsylvania Leadership Charter School

Pennsylvania Leadership Charter School**

SCHOOL Level Monitoring

	Name	Check if Interviewed
Principal:	Mark Allen, Director of Academics	<input type="checkbox"/>
Parent:	Dr. Karla Johnson	<input checked="" type="checkbox"/>
Parent:		<input type="checkbox"/>
Parent:		<input type="checkbox"/>
Parent:		<input type="checkbox"/>
Parent:		<input type="checkbox"/>

Program Reviewers:	Adam Kenz	Visit Date:	4/26/2021
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School Level Monitoring

Component I: Requirements

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. Time Documentation UGG Sec. 200.430	1A. The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective. Single funding certifications are signed after the fact by the employee or supervisor with direct knowledge of the employee's activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Semi-annual time certifications	
	1B. If LEA is using single funding certifications to document time for an employee with a fixed schedule, prior written approval from DFP was obtained.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Documentation of Fixed schedule semi-annual time documentation DFP approval	
	2. The LEA maintains Personnel Activity Reports (PARs) for employees who works on multiple cost objectives and are paid in full or in part from a federal grant. PARs include 100% of the employees time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Time logs <input type="checkbox"/> Staff schedules	<div>District Comments</div> <div> 4/10/2021 1:26:41 PM Federal Program Coordinator Zofia Swiatek Pennsylvania Leadership Charter School does not fund employees with multiple cost objectives through this grant. </div>
2. Building Level Budget	1. The LEA and Title I School maintain a building level budget documenting ALL Title I expenditures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> School's Title I building level budget including specific salary and benefits for personnel and supply orders for actual and anticipated expenditures, must be used for this analysis	
Desk Monitoring Only: <ul style="list-style-type: none"> Upload staff semi-annual certification and/or time logs Upload schools Title I building level budget including specific salary and benefits for personnel and supply orders for actual and anticipated expenditures. 					School Level Monitoring Fiscal - Component 1 - Requirements - Requirement 1 - Time Documentation.pdf School Level Monitoring Fiscal - Component 1 - Requirements - Requirement 2 - Building Level Budget.pdf	

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
If you have additional comments to make about this section, enter them here:						



Executive Summary BSE Compliance Monitoring Review of the Pennsylvania Leadership CS

PART I SUMMARY OF FINDINGS

A. Review Process

Prior to the Bureau's monitoring the week of January 7, 2019, the Pennsylvania Leadership CS was formally notified of the dates the onsite review would be conducted. Notice and invitation to comment was also provided to the Local Task Force on Right-to-Education. The charter school was informed of its responsibility to compile various reports, written policies, and procedures to document compliance with requirements.

While onsite, the monitoring team employed a variety of techniques to gain an in depth understanding of the charter school's program operations. This included:

- Interviews of charter school administrative and instructional personnel
- Review of policies, notices, plans, outcome and performance data, special education forms and formats, and data reports used and compiled by the charter school (Facilitated Self-Assessment)
- Comprehensive case studies (including classroom observations, student file reviews, and interviews of parents and general and special education teachers).

B. General Findings

In reaching compliance determinations, the Bureau of Special Education (BSE) monitoring teams apply criteria contained in federal and state special education regulations. Specifically, these are:

- Individuals with Disabilities Education Improvement Act of 2004
- 22 Pa. Code Chapter 711
- 34 CFR Part 300

This report focuses on compliance with regulatory requirements and also contains descriptive information (such as interview and survey results) intended to provide feedback to assist in program planning.

C. Overall Findings

1. FACILITATED SELF ASSESSMENT (FSA)

The team reviewed the FSA submitted by the charter school and conducted onsite verification activities of the information submitted in the FSA. The onsite verification activities included review of policies, notices, procedures, and file reviews.

FSA	In Compliance	Out of Compliance
Assistive Technology and Services; Hearing Aids	2	0
Positive Behavior Support Policy	1	0
Child Find (Annual Public Notice and General Dissemination Materials)	1	0
Confidentiality	1	0
Dispute Resolution (Due process hearing decision implementation)	0	0
Exclusions: Suspensions and Expulsions (Procedural Requirements)	0	0
Independent Education Evaluation	1	0
Least Restrictive Environment (LRE)	1	0
Provision of Extended School Year Services	1	0
Provision of Related Service Including Psychological Counseling	1	0
Parent Training	0	1
Public School Enrollment	1	0
Surrogate Parents (Students Requiring)	1	0
Personnel Training	1	0
Intensive Interagency Approach	0	0
Summary of Academic Achievement and Functional Performance/Procedural Safeguard Requirements for Graduation	1	0
SPP/APR Indicator 13 (Transition)	0	1
Disproportionate Representation that is the Result of Inappropriate Identification	1	0

IMPROVEMENT PLAN REQUIRED*	Yes	No
Effective Use of Dispute Resolution	0	0
Graduation Rates (SPP)	1	0
Dropout Rates (SPP)	1	0
Suspensions (Rates)	0	0
Least Restrictive Environment (LRE) (SPP)	0	1
Participation in PSSA and PASA (SPP)	1	0
Participation in Charter-Wide Assessment	0	1
Public School Enrollment	0	1
Disproportionate Representation that is the Result of Inappropriate Identification	0	1

*This determination is based on the data used for the monitoring. More recent data provided by the LEA may demonstrate that the LEA does not require an improvement plan for this topic. Please refer to the Corrective Action Verification/Compliance and Improvement Plan for final guidance.

2. **FILE REVIEW** (Student case studies)

The education records of randomly selected students participating in special education programs were studied to determine whether the charter school complied with essential requirements.

The status of compliance of the Pennsylvania Leadership CS is as follows:

Sections of the FILE REVIEW	In Compliance	Out of Compliance	NA
Essential Student Documents Are Present and Were Prepared Within Timelines	85	4	71
Evaluation/Reevaluation: Process and Content	243	11	526
Individualized Education Program: Process and Content	441	48	311
Procedural Safeguards: Process and Content	107	9	4
TOTALS	876	72	912

3. TEACHER AND PARENT INTERVIEWS

Interviews were conducted with parents and teachers of students selected by the BSE for the sample group. The goal is to determine if the charter school involves parents and professionals in required processes (e.g., evaluation, IEP development), whether programs and services are being provided, and whether the charter school provides training to enhance knowledge. Parent and teacher satisfaction with the special education program is also generally assessed.

	# Yes Responses	# No Responses	# of Other Responses
Program Implementation: General Ed Teacher Interviews	157	0	41
Program Implementation: Special Ed Teacher Interviews	290	3	116
Program Implementation: Parent Interviews	123	9	87
TOTALS	570	12	244

4. CLASSROOM OBSERVATIONS

Observations are conducted in classrooms of students selected by the BSE for the sample group.

	# Yes Responses	# No Responses	# of Other Responses
Classroom Observations	4	0	3

5. EDUCATIONAL BENEFIT REVIEW

	In Compliance	Out of Compliance
Educational Benefit Review		X

PART II CORRECTIVE ACTION PROCESS

PART I of this report presented an overall summary of findings. In the Appendix to the report, we have provided the detailed findings for each of the criteria of the compliance monitoring document, i.e. FSA, File Reviews, Interviews and Classroom Observations. The detailed report of findings includes:

- Criteria Number
- Statements of all requirements
- Whether each requirement was met, not met, not applicable or other
- Statements of corrective action required for those criteria not met. ***Criteria not met that require corrective action by the charter school are gray-shaded.***

Charter schools are advised that in accordance with requirements of the Individuals with Disabilities Education Act, all noncompliance must be corrected as soon as possible but in no case later than one year from the date of the monitoring report. The BSE is required to verify timely correction of noncompliance, and must report annually to the federal government and the public on this requirement.

Upon receipt of this report, the charter school should review the corrective action and improvement planning required. The report is formatted so that findings from all components of the monitoring are consolidated by topical area. The report lists the finding, and whether corrective action is required. For certain types of findings, corrective action will be prescribed, and will not vary from charter school to charter school. For example, if the finding is that the charter school lacks a specific required policy, it is reasonable to have the BSE prescribe a standardized remedy and timeline for correcting this deficiency. However, the majority of corrective action activities will be individually designed by the charter school based on their own unique circumstances and goals. Consistent with IDEA's general supervision requirements for states, BSE must approve all proposed corrective action.

With respect to the File Review, because students were selected at random, findings are generalized to the entire population of students with disabilities. During the corrective action review, the BSE Advisor will select students at random and will review updated data, i.e. records that were developed subsequent to the monitoring. Consequently, the charter school should approach corrective action on a systemic basis. As indicated above, the charter school is also required to correct student specific noncompliance identified during monitoring under the ICAP process. If there has been a finding of noncompliance in the Educational Benefit Review component, the individual students are identified to the charter school and, because of the significance of the provision of a free appropriate public education (FAPE) to these students; the charter school must take immediate corrective action.

The BSE Adviser will schedule an onsite visit with the charter school within 60 days following issuance of the monitoring report. The BSE Adviser, charter school, and PaTTAN staff will develop a Charter School Corrective Action Verification/Compliance and Improvement Plan. PaTTAN and IU staff are available to assist the charter school.

Upon conclusion of the corrective action process, the charter school will be notified of its successful completion of the monitoring process.

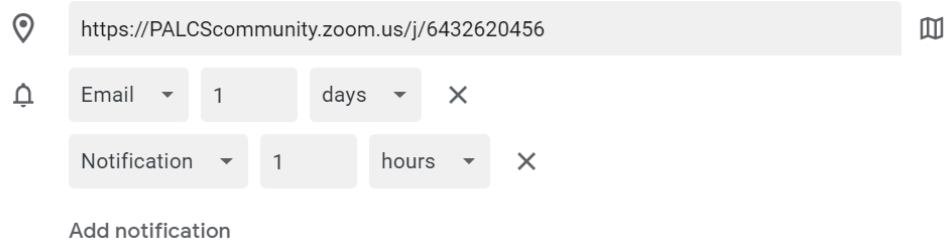
Annual IEP Process

1. Schedule IEP meeting: **At least 30 days before the due date** -- call or email parents.
 - a. Try to schedule meetings 10 days before the compliance date.
 - i. While this is not always possible, do your best to schedule **no later than 3 days** before the compliance date.
 - ii. **Do not schedule meetings on their compliance date, unless it is the 3rd attempt to hold the meeting**
 - iii. Do not hold annual meetings more than 1 month before the compliance date
 - b. **At least three contact attempts** have to be made to schedule with the parent. Document these in IEP Writer Communication Logs.
 - i. Once two attempts have been made (via email or phone call) without response, pick a day and time for the meeting and send home an invite to the parent (this counts as your third attempt).
 - ii. If the parent does not attend the meeting, document this in the "Other Information" section on cover of IEP, along with contact attempts.
 - c. Scheduling an LEA
 - i. Choose an available day and time on the IEP Coordinator's (Joanne Novak) Google calendar
 1. Joanne: 8:00 - 3:00 (last meeting at 2)
 - a. *7:00 - 8:00 a.m. reserved for questions, paperwork, etc. However, a meeting can be scheduled if necessary.
 - ii. If the IEP Coordinator is unavailable during the time you need,
 1. Check the Supervisor and Assistant Supervisor's (Michelle and Lauren) calendars (please limit both Michelle and Lauren to two meetings/day)
 2. Michelle: 7:00 - 3:00 (last meeting at 2)
 3. Lauren: 9:00 - 4:00 (last meeting at 3)
 - iii. If all LEAs are unavailable during the time you need, please email the IEP Coordinator with the following information:
 1. The date and time needed
 2. A brief explanation of why that specific date and time are needed (i.e. parent availability, your own class/check-in schedule, deadlines, etc.)

3. The IEP Coordinator will assist you in scheduling with a different LEA and follow-up with an email in which you will receive directions on which LEA to add to the Google invite

d. Google Invites

- i. Include the type of meeting (annual, annual following RR, revision, etc.) and students name in the title of the invite
- ii. Be sure to have the LEA and the regular education teacher on the invitation
- iii. **Your zoom link needs to be included on the invite under “location.”** Include the phone conference information in the Description box.
- iv. A reminder email needs to be sent to all participants the day before.
- v. Schedule a second reminder notification 1 hour prior to the meeting



The screenshot shows the notification settings for a Google Calendar event. At the top, there is a location pin icon and a text box containing the Zoom link: <https://PALCScommunity.zoom.us/j/6432620456>. Below this, there are two notification rows. The first row is for an email notification, set to 1 day before the event. The second row is for a notification, set to 1 hour before the event. Below these rows is a link that says "Add notification".

- vi. Schedule IEP and revision meetings on the hour (9:00, 1:00, etc.) rather than within the hour (9:30, 1:15, etc.)
- vii. Meetings should be scheduled for 1 hour - please schedule the meeting for 1.5 or 2 hours if:
 1. You know that the meeting will run over
 2. You have an interpreter attending the meeting to translate for the family
 3. It is an initial (newly identified) meeting

e. **Placeholder meetings** can be scheduled. Please do the following for these:

- i. Add “tentative” or “placeholder” in the title
- ii. Update the invite to include a gen ed if you are keeping the meeting
- iii. Remove the meeting from the IEP Coordinator calendar if parents cannot attend.

f. **Emergency rescheduling**

- i. We understand emergencies happen...if you have a meeting scheduled and find that you are going to be out, please

- ii. send a group text to Joanne (724-710-5248), Lauren (484-843-0990) and Michelle (484-798-3805) as soon as possible.
- iii. Include student name and time of IEP
- iv. Joanne will respond (*if she is not available, Michelle or Lauren will contact department chair) and contact your department chair
- v. Department chair will reach out to parent with an offer to reschedule (if possible) and/or change in location and personnel (coverage).

2. Send home Invite and Other Documents: Right after you schedule the IEP meeting, but at least 10 days before IEP meeting

- a. Send **IEP Invitation (created in IEP Writer)** and Procedural Safeguards via email and a copy of the [Parent Input Survey](#)
 - i. *Remember, you are sending these documents just by email for now, you will send the IEP Invitation via docusign with the completed IEP and NOREP 3 days after the meeting*
- b. If student is/will be transition age, send parent and student transition surveys and OVR Early Reach information
- c. Invite **all** related service providers to the IEP meeting (you do not need to schedule around providers - just invite them once the meeting is scheduled).

3. Request teacher and related services input: 30 days before meeting

- a. Make a copy of the template [Teacher Input Form](#) for each student that you are requesting input for. Do not edit the questions on the form.
 - i. Input is to be completed by general education teachers no later than 3 days after sending the form. Include student's name and date due on each form. If input is not provided within 3 days, email a second request and CC the teacher's principal.
- b. Request input from related service providers (information on sessions, attendance, strengths, and needs) as well as new annual goals and baselines using the a copy of the [Related Service Input Form](#)

4. Draft emailed to Compliance Monitor (1 week prior to meeting)

- a. Email Compliance Monitor to alert that draft is ready to review in IEP Writer.
- b. Use the following subject line: "*Student first name Last Initial. IEP Review*"

- c. Include student full name, grade, disability category, IEP meeting date, date that draft goes home to parents, and most recent ER/RR date in the body of the email.
 - i. Also include any relevant information (such as services that are paused/declined, information/services that have been discussed/approved by other administrators, if you are waiting on input/goal updates from providers, etc.)

5. Compliance Monitor sends feedback via email (with IEP Coordinator cc'ed):

- a. Make required changes from IEP Review spreadsheet
- b. If you have questions on the review, schedule a time to meet with the Compliance Monitor, or email the Compliance Monitor to ask her to review questions that you have listed on your feedback form
- c. Schedule a pre-meeting with the IEP Coordinator/LEA (for a day or two before the IEP meeting) if there are issues that need to be discussed, etc.
 - i. If you need services to be approved, you must schedule with the IEP Coordinator.

6. Draft emailed to parents and IEP Coordinator/LEA: At least 48 hours prior to meeting

- a. Email draft with Compliance Monitor corrections completed
- b. IEP draft needs to have "Draft" watermark on it--just download from IEP Writer without changing status
- c. Copy the IEP Coordinator and/or LEA on the email so that they can review IEP prior to meeting

7. Hold meeting with IEP team

8. Following Meeting - Within 3 school days after meeting

- a. Make any changes/additions to the IEP based on team meeting discussions and/or any notes from the LEA on the IEP Review sheet. Sections that most often require updating:
 - i. Parent Input
 - ii. Transition Sections

iii. Placement

- b. Create NOREP in IEP Writer
- c. Change Invite, IEP, and NOREP to “final” status in IEP Writer (from “draft status” so that watermark disappears).
 - i. For newly identified students, the IEP cannot be finalized or implemented until PALCS receives the signed NOREP back from the parent.
- d. Send paperwork (IEP signature page, Procedural Safeguards page, NOREP signature page, and Invite signature page) in “final” status to meeting attendees (parents, teachers, LEA, and any attending related service providers) - [use DocuSign](#)
 - i. Copy Jennifer Hughes as a recipient of the IEP in DocuSign to cover billing pages requirement (see [DocuSign Process](#) for more explanation)
 - ii. Be sure to send the finalized IEP to any related service providers via email if they did not attend the meeting. Providers need to have a current copy of the IEP at all times.
- e. Alert Related Services Coordinator of any new related services that need to be matched using the service request template
 - i. Also alert Related Services Coordinator to any changes in frequency/duration of current service
- f. *For high school and middle school newly enrolled students only:*
 - i. AFTER the IEP meeting, email the grade level school counselor to have the student enrolled in the proper direct instruction courses
 - ii. Email the teacher of the DI course so they are aware they are getting a new student
- g. If a student has a DI session added or removed during the annual IEP meeting, please email the school counselor and teacher of the DI to enroll or withdraw them after the IEP meeting
- h. **Submit [PIMS form](#) to Supervisor with PIMS updates *after finalizing the IEP***
 - i. Update compliance dates on your Compliance Tracker sheet
 - j. Send an email to general education teachers regarding major SDI changes, etc.

9. Obtaining Signatures

- a. Send IEP documents to parents once, then DocuSign will automatically continue sending until the documents are signed. You will need to document the dates of the first three attempts.

10. Uploading Paperwork

- a. Upload the signed IEP, NOREP, Invite, DocuSign Certificate (and any other documents, such as ER/RR, etc.) with signatures in IEP Writer
 - i. See process for [Uploading Docs in IEP Writer](#) for procedure and naming conventions
 - ii. Please note that you won't always get parent signatures, but it is still important to upload the signed IEP (with LEA and teacher signatures) to show that a meeting was held
 - iii. Note that DocuSign will *void any documents that have not been downloaded after 90 days*. Please be sure to download your documents from DocuSign in order to upload them to IEP Writer in a timely manner.

Timeline	Task
30 Days Before Compliance Date	<ul style="list-style-type: none">• Schedule Meeting on LEA Calendar• Contact Parent (2 attempts and then, if no responses, schedule and send Invite to parent)
Immediately After Scheduling Meeting	<ul style="list-style-type: none">• Send invite and parent input survey to parent via email• (For students over 14) Send Transition Survey/OVR Early Reach• Send invite to RSPs
14 Days Before Meeting	<ul style="list-style-type: none">• Send teacher input form (make a copy of template for that student; don't edit the questions on the template)• Teachers have 3 days to complete input; please put due date in communication to teachers• Request input from RSPs, as well as new annual goals and baselines
7 Days Before Meeting	<ul style="list-style-type: none">• Finish Draft IEP• Email Compliance Monitor that draft IEP is ready for review (Subject Line: "First Name Last Initial IEP Review"; include student full name, grade, disability category, IEP meeting date, date that draft goes home to parents, and most recent ER/RR date in the body of the email.)
48 Hours Before Meeting	<ul style="list-style-type: none">• Make required edits to IEP (based on Compliance Monitor Feedback)

	<ul style="list-style-type: none"> • Download “Draft” IEP from IEP Writer (with ‘Draft’ watermark on it) • Email Draft IEP to parents, IEP Coordinator/LEA with a reminder of the meeting date/time and zoom link
Within 3 School Days of Meeting	<ul style="list-style-type: none"> • Make any final changes to IEP based on team discussions • Create NOREP • Change IEP/NOREP to “final” status in IEP writer *Newly ID students cannot be changed to final until signatures are returned • Send Paperwork (IEP signature page, Procedural Safeguards page, NOREP signature page, and Invite signature page) via DocuSign to meeting attendees • Copy Jennifer Hughes as a recipient of IEP in DocuSign to cover billing pages • Submit PIMS form to Supervisor with PIMS info (IEP date, disability category(ies), type of support: learning support, etc., level of support: itinerant or supplemental, and % of time spent in general education) after IEP is finalized • Email RSP Coordinator with any changes to services using template • Email school counselor and DI teachers about DI course enrollment for new enrollees • Update compliance dates on Compliance Tracker • Send email to Gen Ed teachers with any major SDI changes
Within 30 Days of Meeting	<ul style="list-style-type: none"> • Send document to parent at least 3x via DocuSign • Upload signed IEP NOREP, and invite (and any other documents) with at least teacher signatures into IEP writer • Upload DocuSign history for unsigned documents

Agenda for Indicator 13 Coaching not available.

Training was completed through the CCIU and an agenda/presentation was not provided.

Indicator 13 Coaching	Date: December 12, 2023
Presenter:	Meaghan Stolnis, CCIU
Audience	PALCS Middle and High School Special Education Teachers and support staff

Components of Structured Literacy

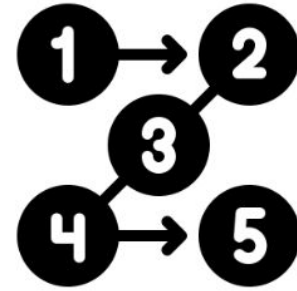
Please click on [this link](#) to access the PDE Ebook

- Read pages 7-9 in PDE's Introduction to Structured Literacy ebook.
- Focus on your assigned word
- Create an image, find online an image, or use emojis to define or represent the concept
- Be prepared to share

Systematic & Cumulative (Dr. E & Lauren S)



Sequential (Julie D & Elizabeth E)



Sequential instruction is the orderly presentation of concepts in a series of connected lessons. A **sequential** approach presents material in a logical order for introducing, reviewing, and practicing concepts; it builds on previously taught material. The sequence typically begins with the easiest skills and progresses systematically to more difficult skills. Teachers only require students to practice what they have explicitly been taught. For example, “before teachers expect students to decode two-syllable words, they teach decoding of common one syllable word patterns as well as how to divide two-syllable words to facilitate decoding them” (Spear-Swerling, 2018, p. 202).

PHONICS SCOPE & SEQUENCE		
Grade	Decode	Encode
K, Q1	26 letter names & sounds	26 letters to represent sound
K, Q2	Blending CVC	CVC
K, Q3	fiz rule all family	Fiz all family
K, Q3	Digraphs (th, sh, ch, wh, ng, ck)	Digraphs (th, sh, ch, ck)
K, Q3	Open 1 syllable	Open 1 syllable
K, Q4	Blends	Blends
K, Q4	Magic E	-
1 st Unit 1	Review CVC	Review CVC
1 st Unit 2	Open syllables	1 syllable open
1 st Unit 3	Blends digraphs fiz glued sounds, inflectional endings	Digraphs (th, sh, ch, wh, ck, blends, glued sounds, inflectional endings)
1 st Unit 4	Magic E	Magic E
1 st Unit 5	Bossy R	or, or, er at end of 2 syllable
1 st Unit 6	Vowel Teams (ai, ay, ee, ea, igh, oa, ow, ue)	Regular that follow rules
1 st Unit 7	Tricky Y start working with 2 syllables more	Regular that follow rules
1 st Unit 8	Contractions & 2 Syllables	Regular that follow rules

Explicit (Elizabeth F & Victoria M)

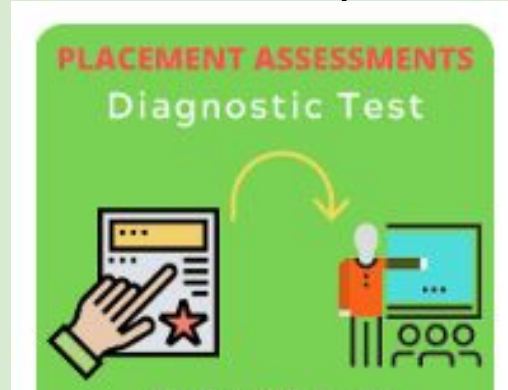
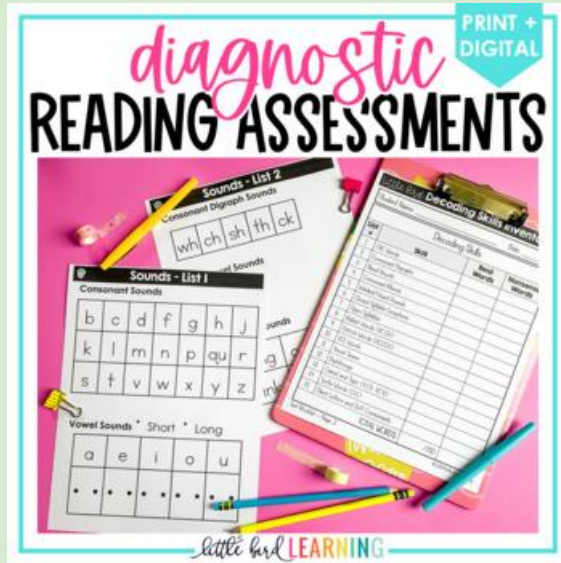
Examples:



Non-Examples:




Diagnostic (Bryan, Lori & Teresa)



Multimodal (Ellen L & Jill D)

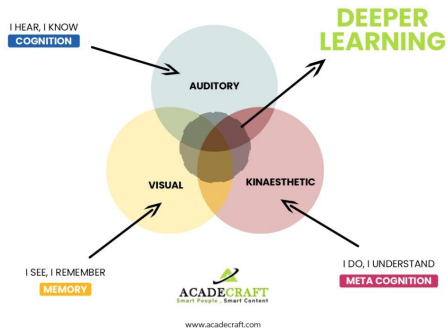
What's The Difference Between 'Learning Styles' & 'Multimodal Learning'?



"INSTEAD OF INVESTING IN LEARNING STYLE INVENTORIES AND CATEGORIZING STUDENTS ACCORDING TO THEIR RESULTS, TEACHERS SHOULD AIM TO FACILITATE MULTIMODAL LEARNING - PLANNING TO ENGAGE STUDENTS WITH VISUAL, AUDITORY, AND KINESTHETIC WAYS OF INTERACTING WITH CONTENT."



MULTI-MODAL LEARNING



Structured Literacy Overview Training

Date: May 7, 2024

Presenter: Ashley Murphy, IEP Coordinator

Attendees:

Ashley Murphy
Bryan Michaels
Ellen Laurelli
Michelle Efthimiadou
Lauren Sweeting

Topic	Presenters	Date
Professional Studies Programs	Jennifer Licate/Ellen Laurelli	October 11, 2023
OVR Presentation	Hillary Hubbell, LSW Vocational Rehabilitation Specialist PA Department of Labor & Industry Office of Vocational Rehabilitation	November 8, 2023
PALCS Direct Instruction	PALCS HS Teachers	December 13, 2023
Disability Life Planning (Unable to Record)	Michele A. Leahy, MS, CPWIC (she/her/hers) Leahy Life Plan	January 23, 2024
Follow-up to DLP Session (Unable to Record)	P-SEFCC members	January 24th @ 12pm
Suicide Prevention (Unable to Record)	Brian McGinley, LSW School Counselor Training and Consultation Team BrianM@cciu.org	February 21, 2024
Medical Assistance	Lauren Daly Clark, M. Ed Training and Consultation Specialist Include counselors and middle school	March 13, 2024
IEP Process/RR update Understanding Your Child's IEP/update RR	SE Special Education Team	April 17, 2024
Transition to High School	HS Special Education Team Guidance Counselors Middle School SE Team	May 8, 2024
Summer Programs	Summer Email about summer programs	June
DCIU Transition Fair	DCIU	Shared with families on April 2nd
CCIU Fair @ Avon Grove	CCIU	Shared with families on April

		3rd
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Special Education Department

— Boot Camp

August 2023



PALCS Mission

The Pennsylvania Leadership Charter School (PALCS) purpose is to provide an academically challenging, knowledge-based curriculum, individually designed for each student's needs. PALCS will combine the benefits of a classical basics-oriented education with the latest internet/computer technology and the best teaching and learning education practices. By studying the lives and works of the great leaders in history, PALCS students will develop multicultural perspectives and a global awareness. PALCS will prepare students to be informed, responsible citizens with a global mentality who will succeed through mentoring leadership.

Special Education Vision Statement

Our purpose is to provide an appropriate education for students with disabilities, in the least restrictive environment, that will enable them to reach their potential, both academically and personally, in order to become contributing members of society.

As a team, we plan and provide educational programs for students with disabilities in partnership with regular education staff, administration, and parents. We believe that each child has value and the ability to learn. It is our responsibility, along with all stakeholders, to foster within each child the belief in that value through discovering their talents, developing their skills, and encouraging self-confidence and independence.

Goals





but what do I click in SESIS?

Goals



Opener



Administration

- **Michelle Efthimiadou, Supervisor**
 - **Lauren Sweeting, Assistant Supervisor***
 - **Tammara Clevenger, IEP Coordinator**
 - **Kelley Renfer, IEP Compliance Monitor**
 - **Joanne Novak, Assistant IEP Compliance Monitor***
 - **Lia Provini, Social Worker**
 - **April Hernandez, Related Services Coordinator**
 - **Stephanie Copenhaver, Administrative Assistant**
 - **Ellen Laurelli, Transition Coordinator***
-

Department Chairs

- **Bryan Michaels & Ellen Laurelli (High School)**
- **Holly Makin (Middle School)**
- **Lauren Williams (Elementary)**
- **Alexis Boyce (Life Skills)**



Welcome to our new teaching staff!

Yecenia Santana - Life Skills

Kelly Romig - Elementary

Andrea Cottom - Middle School (PGH)

Jocelyn Nastuck - High School (PGH)

Patricia Gaynor - High School

Summer Help Shout Out~ Thank you!

Teddy Doyle

Bryan Michaels

James Lasay

Alexis Boyce

Merissa Pardus

Ali Malkasian

Ashley Putignano

Brynn Cose

Department Meetings

Monthly – Full Department

Caseload Briefings – individual monthly



IEPwriter

Overview

Department Folder

LEA Schedule

- Process
 - Please check with parents first before scheduling meetings
 - Please check the Google calendar when you schedule the meeting.
 - [Procedures for Scheduling](#)
- Times
 - 7:00am - 3:00pm

IEP Compliance

Kelley Renfer

- IEP Review [Process](#)
 - Process and Template Updates
 - [IEP Template](#) (order in PLAP; [Teacher Input](#); links added)
 - [Declined Related Services Process](#)
 - [Life Skills Referral Form](#)
 - Reminder - Be sure to only use documents and templates in the [23/24 Special Education Drive](#)
 - [Table of Contents](#)
-

<i>Role</i>	<i>Signature</i>
Student	
Parent	
HS Special Ed teacher	
Regular Education Teacher	
Local Ed. Agency Rep. (Chair)	



DocuSign Overview

Completed Certificate Example

SIGN HERE:

Parent/Guardian/Surrogate Signature	Date (mm/dd/yyyy)	Daytime Phone
-------------------------------------	-------------------	---------------



Sending ER's/RR's to Parent

April Hernandez
Stephanie Copenhaver

When sending an ER/RR to the parent please CC the school psychologist, related services coordinator and administrative assistant on email. Add Related Services and Admin Assistant to the end of docuSign to receive the signed completed copy.

IEP meeting Do's & Don'ts



Social Worker

Lia Provini

Role of Social Worker

Home Visits: Referral

Direct Instruction for SEL

Deja Outten - MSW Student

Related Services

April Hernandez

Process:

- Email RelatedServices@palcs.org when you receive a signed PTR.
- Email RelatedServices@palcs.org after IEP meeting with any related service changes/additions.

Spreadsheets links for 2023/2024:

[Therapy Source Related Services](#)

[Other Related Service Providers](#)

[Evaluations 23/24](#)

[Decline/Paused services from 22/23](#)

Executive Function Tutor Role Update

Executive Functioning Tutors should monitor the student's EF goal and report that data to the case manager to complete progress reporting.

Department Information

Days in: Tuesday/Wednesday (**MS Wednesday/Thursday)

State testing: All staff required to attend trainings. All staff need to participate.

More Department Information

Stephanie Copenhaver

[Department Calendar](#)

[Confirm Zoom Links](#)

[Emails/Extensions](#)

Other notes

Michelle Efthimiadou

- Physical Textbook requests
 - Address confirmation - student password reset
 - Students aging out
 - Comprehensive Plan development
-

Your Tasks:

BTS Schedule

Beginning of the year checklist

Gentle Reminder

Self-Care

Virtual Be Well Space

Final reminder



Have a great year!

Thank you for all you do!

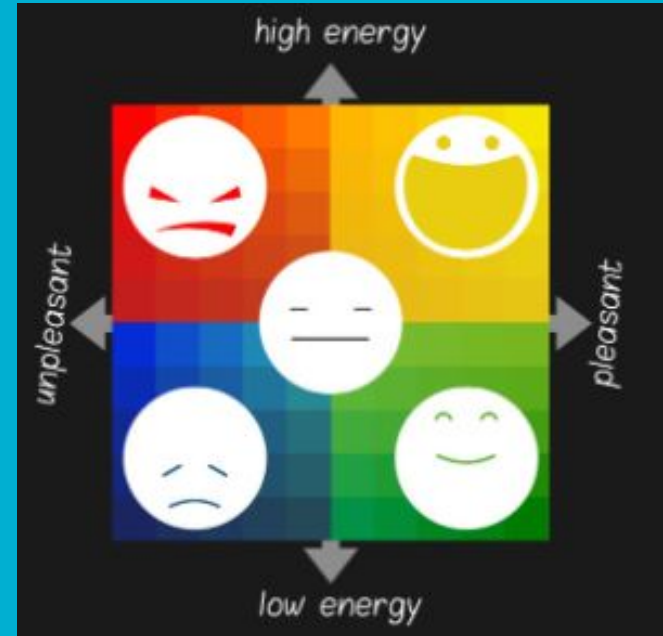


September 12, 2023



Opener – Mood Meter

- **Yellow Zone (high energy, high pleasantness):** pleasant, happy, joyful, hopeful, focused, optimistic, proud, cheerful, lively, playful, excited, thrilled, inspired etc. *Links to Heart-Mind quality Alert & Engaged.*
- **Green Zone (low energy, high pleasantness):** at ease, calm, easygoing, secure, grateful, blessed, satisfied, restful, loving, balanced, comfy, cozy, carefree, mellow, thoughtful, serene, etc. *Links to Heart-Mind quality Secure & Calm.*
- **Red Zone (high energy, low pleasantness):** peeved, annoyed, irritated, worried, frightened, jittery, tense, troubled, angry, furious, panicked, stressed, anxious, etc.
- **Blue Zone (low energy, low pleasantness):** apathetic, bored, sad, down, uneasy, miserable, depressed, disheartened, exhausted, hopeless, alienated, despondent, despair, etc.



Type your response in the chat box

PALCS Mission

The Pennsylvania Leadership Charter School (PALCS) purpose is to provide an academically challenging, knowledge-based curriculum, individually designed for each student's needs. PALCS will combine the benefits of a classical basics-oriented education with the latest internet/computer technology and the best teaching and learning education practices. By studying the lives and works of the great leaders in history, PALCS students will develop multicultural perspectives and a global awareness. PALCS will prepare students to be informed, responsible citizens with a global mentality who will succeed through mentoring leadership.

Special Education Vision Statement

Our purpose is to provide an appropriate education for students with disabilities, in the least restrictive environment, that will enable them to reach their potential, both academically and personally, in order to become contributing members of society.

As a team, we plan and provide educational programs for students with disabilities in partnership with regular education staff, administration, and parents. We believe that each child has value and the ability to learn. It is our responsibility, along with all stakeholders, to foster within each child the belief in that value through discovering their talents, developing their skills, and encouraging self-confidence and independence.

Agenda

- IDEA - B Policy Changes
 - SPMS
 - Schedules for IEPs
 - DI updates
 - Caseload Briefings
 - Gentle Reminders (DocuSign)
-

IDEA – B Age requirement changes

INDIVIDUALS WITH DISABILITIES EDUCATION
ACT PART B POLICIES AND PROCEDURES
UNDER 34 CFR §§ 300.101—300.176 as follows:
www.education.pa.gov/Documents/IDEAB.pdf

The Commonwealth of Pennsylvania ensures that all children with disabilities ages 3 years through 21 years residing in Pennsylvania have the right to a FAPE, including children with disabilities who have been suspended or expelled from school. The commonwealth shall make FAPE available to a child with a disability eligible under IDEA until the student turns 22. Notwithstanding any other provision of law to the contrary, a child eligible under IDEA who attains the age of twenty-one (21) years may remain enrolled in their resident district free of charge until their 22nd birthday.

IDEA – B Age requirement changes

What:

We have made changes on our website, changed policies, posted messages in the lobby, and reached out to individual parents. We have contacted those students who aged-out. We currently have three students who are in the process of re-enrollment.

This will affect all of us moving forward.

For more information: PDE's Website ([IDEA-B Policies and Procedure \(Revised August 30, 2023\)](#)) as well as the letter ([PDE Letter to Families \(English and Spanish\)](#))

SPMs...

Michelle & Lauren

- SPMs have been started in PAETEP
 - Purpose
 - 1) Aligning an identified student challenge or need to related school-level objectives and/or LEA-level priorities
 - 2) Encouraging instructional innovation based on latest research and trends
 - 3) Improving educator practice.
-

IEPS...

Thank you!

24 and counting...

Scheduling IEPs

Michelle...Lauren..and...Joanne! ~ Joanne's maximum at this point is three meetings per day. Please check the google calendar to schedule meetings.

Gentle reminder: please remember to add your zoom link to the google invite and to set the reminder notifications (1 day email, 10 minutes before)

Direct Instruction...

Reminders...

Please remember
to record and post
weekly lessons

Caseload Briefings...

Reminders...

Department

Meeting Schedule

A few final Gentle reminders ...

Please add the date received to NOREPs and PTRs

Docusign

Transition Portals ~ Middle School & High School

**Department Chairs - please stay for a few minutes

Thank you for all you do!



January 9, 2024



Opener –
Caption
this...



Please type your
response in the chat box

PALCS Mission

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Agenda

January Department Review

- Scheduling IEPs
 - IEP Process ~ Finalizing
 - Docusign
 - Reevaluations
 - Testing accommodations on Dashboard
 - Gentle reminders
-

IEP Scheduling...

1. Choose an available day and time on the Joanne's Google calendar
 - a. Joanne: 8:00 - 3:00 (last meeting at 2)

*7:00 - 8:00 a.m. reserved for questions, paperwork, etc.
However, a meeting can be scheduled if necessary.

2. If Joanne is unavailable during the time you need,
 - a. Check the Michelle and Lauren's calendars (please limit to two meetings/day each)
Michelle: 7:00 - 3:00;
Lauren: 9:00 - 4:00

IEP Scheduling (continued)...

3. If all LEAs are unavailable during the time you need, please email the IEP Coordinator with the following information:
 - a. The date and time needed; A brief explanation of why that specific date and time are needed (i.e. parent availability, your own class/check-in schedule, deadlines, etc.). Joanne will assist from there :)

Emergency rescheduling

We understand emergencies happen...if you have a meeting scheduled and find that you are going to be out, please

- send a group text to Joanne (724-710-5248), Lauren (484-843-0990) and Michelle (484-798-3805) as soon as possible.
- Include student name, day, and time of IEP
- Joanne will respond (*if she is not available, Michelle or Lauren will contact department chair) and contact your department chair
- Department chair will reach out to parent with an offer to reschedule (if possible) and/or change in location and personnel (coverage).

IEP Process

- Reminder ~ [Process \(Revised 12/2023*\)](#) is housed in shared drive that outlines the following:
 - IEPs should be scheduled at least 30 days prior to annual compliance date
 - Parent participation is key ~ please make at least 3 attempts to contact. Please consider multiple means of communication. If no response comes from email, please consider Canvas messaging, telephone, text, etc.
 - Completed paperwork should be sent home within 3 days of the IEP meeting
 - IEP finalized in IEPwriter
 - [PIMS form](#) completed after documents are finalized
 - Docusign should include Jenn Hughes (JHughes2@palcs.org) to be copied as soon as staff signatures are complete.
 - Please include ALL related services in NOREP

Finalized IEPs

- Please review prior to finalizing. All changes/corrections should be made before finalizing.
- If a change needs to be made, Michelle can unlock. Please IM.

DocuSign Procedures have been updated. Main updates:

1. Signing order:

- #1 LEA
- #2 SPED teacher and Reg Ed teacher
- #3 Jennifer Hughes (for annuals only; “receives a copy”)
- #4 All other team members

2. Procedures for editing an envelope

- The step by step procedure has been added, with screenshots. Please refer to it if you ever make a mistake in a document and need to revise it. Remember, you can only make changes if no one has signed the document, which is why it is very important that LEA is #1 (and alone) in signing order.

Reevaluations**

Reminder: the two forms, the Prior Written Notice for a Reevaluation form and the Request for Consent for a Reevaluation form, may be issued at the same time after the team discusses the need for testing.

Check...

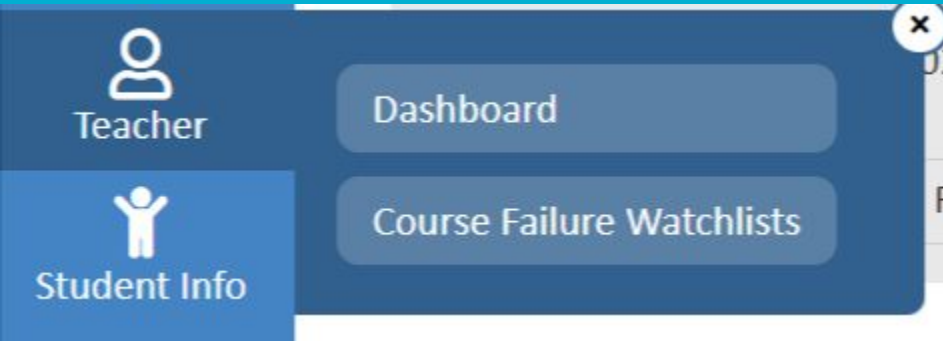
Date that existing data was reviewed ~ this is the date the permission/consent was sent.

Make sure there is a date that the report was sent home to parents.

Signing order: First, school personnel and school psychologist. Second, parent.

Agree/Disagree: needed for Specific Learning Disability

Testing Accommodations



SpEd Testing Accommodations Summary


		PSSA			Keystone		
Students	Grade Level	ELA	Math	Science	Algebra	Biology	Literature

Common Accommodations

 [Add New](#)

Common Accommodations	PSSA			Keystone		
	ELA	Math	Science	Algebra	Biology	Literature
No common accommodations assigned						

Common
accommodations : Small
group, read aloud....

Common Accommodations
Accommodation:  Select
PSSA
ELA: <input checked="" type="checkbox"/>
Math: <input checked="" type="checkbox"/>
Science: <input checked="" type="checkbox"/>
Keystone
Algebra: <input checked="" type="checkbox"/>
Biology: <input checked="" type="checkbox"/>
Literature: <input checked="" type="checkbox"/>
<input type="button" value="Save"/> <input type="button" value="Cancel"/>

Unique accommodations : listed here....

Please remember, the form for unique accommodations must be filled out, signed and submitted to testing department.

Additional Accommodations

	PSSA			Keystone			
Additional Accommodations	ELA	Math	Science	Algebra	Biology	Literature	

No additional accommodations assigned

Gentle reminders...

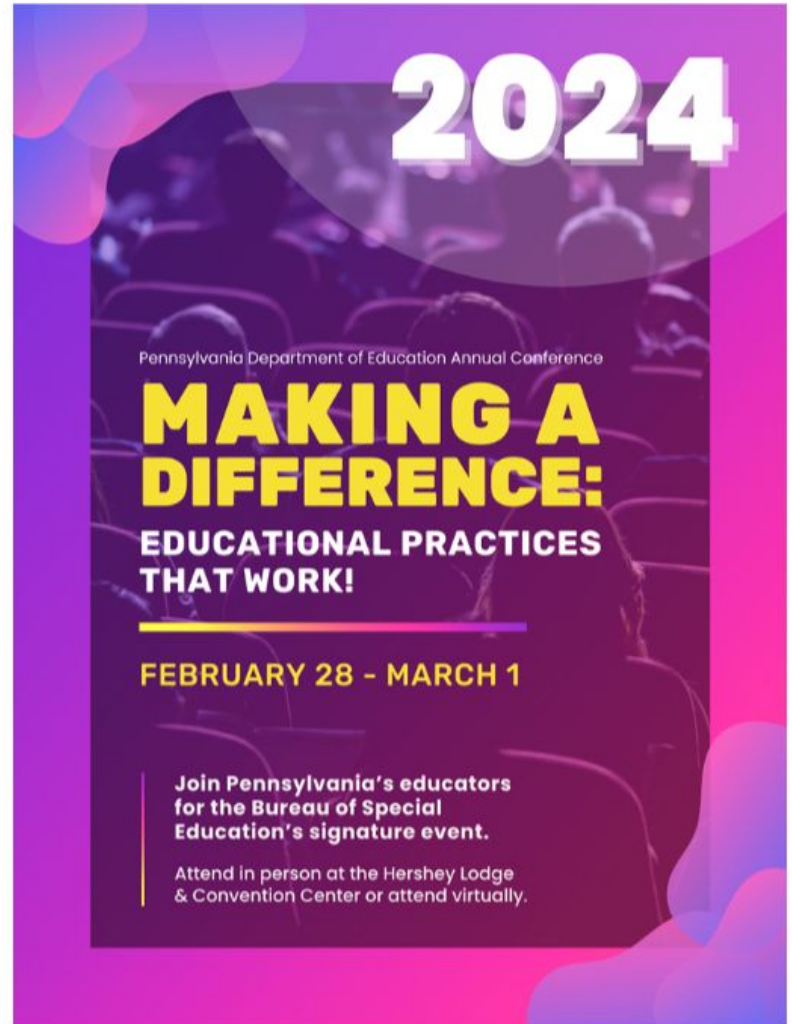
- Communications....use alternate means of communications. (email, phone (in office days), text, etc.) make sure all numbers are used)
- **SDI 3 day extension: please communicate to the regular education teachers this relates to all assignments. Special education students do not need to complete the request if this SDI is in the IEP.**
- ESY - done during the course of the IEP ~ no reason to wait until March if student has needs. Qualified in the past? Significant needs? Exception - newly identified/newly enrolled (unless they previously received ESY)

Gentle reminders...

- **DI sessions should occur weekly. Please make sure you include the submission requirements (due dates, etc.) or the lessons will not appear on the students' to do lists.**
 - SPM Mid Year Reflection complete by February 9, 2024
 - **Differentiated Observations? Formal Observations?**
 - **Progress reports MP2 due February 2, 2024 - at the end of the semester, please review grades.. Please make sure all call logs are updated through marking period 2**
 - Translation Services
 - Document, document, document...
-

It's time...

<https://www.pattan.net/Training/Conferences/Pennsylvania-Department-of-Education-Conference>



Thank you for all you do!



Department Chairs

Name	SPED Boot Camp 8/18	9/12/23	1/9/24
Bathe, Jennifer	Present	Pesent	Pesent
Becker, Lare	Present	Pesent	Pesent
Boyce, Alexis	Present	Pesent	Pesent
Caratello, Danielle	Present	Pesent	Pesent
Clevenger, Tammara	Maternity Leave	Maternity Leave	Absent
Copenhaver, Stephanie	Present	Pesent	Pesent
Cose, Brynn	Present	Pesent	Pesent
Cottom, Andrea	Present	Pesent	Pesent
Danka, Jesse	Present	Pesent	Pesent
Doyle, Thomas	Present	Pesent	Pesent
Efthimiadou, Michelle	Present	Pesent	Pesent
Focht, Loren	Present	Pesent	Pesent
Gaynor, Patricia	Absent	Pesent	Pesent
Goslin, Molly	dance not Rec	Absent	Absent
Harp, Amber	Present	Pesent	Pesent
Hernandez, April	Present	Pesent	Pesent
Hitesman, Elizabeth	Present	Pesent	Pesent
Homka, Jennifer	Present	Pesent	Pesent
Kobasic, Meredith	Present	Pesent	Pesent
Kulp-Woodruff, Deborah	Present	Pesent	Pesent
Lasay, James	Present	Pesent	Pesent
Laurelli, Ellen	Present	Pesent	Pesent
Lynch, Morgan	Present	Pesent	Pesent
Makin, Holly	Present	Pesent	Pesent
Malkasian, Alison	Present	Pesent	Pesent
McAleer, Julianna	Present	Maternity Leave	Pesent
McGeekin, Shelby	Present	Pesent	Pesent
Michaels, Bryan	Present	Pesent	PTO/Sick
Mirpuri, Nikita	Present	Pesent	N/A
Moglia, Emily	N/A	N/A	Pesent
Nastuck, Jocelyn	Present	Pesent	Pesent
Novak, Joanna	Present	Pesent	Pesent
Pardus, Merissa	Present	Pesent	Pesent
Provini, Rosalia	Present	Pesent	Pesent
Putignano, Ashley	Present	Pesent	Pesent
Renfer, Kelley	Present	Pesent	Pesent
Roak-Tincani, Lisa	Present	Pesent	Pesent
Romig, Kelly	Present	Pesent	Pesent

Santana, Yacenia	Present	Pesent	Pesent
Schultz, Sarah	Present	Pesent	Absent
Show, Larissa	Present	Pesent	Pesent
Sweeting, Lauren	Present	Pesent	Pesent
Vanderlaag, Lisa	Present	Pesent	Pesent
Wade, Elizabeth	N/A	N/A	N/A
Williams, Lauren	Present	Pesent	Pesent



Memorandum of Understanding

Memorandum of Understanding Between

Harmar Township Police Department

(Law Enforcement Authority)

and

Pennsylvania Leadership Charter School

(School Entity)

5/26/2023

(Date)

I. Introduction

A. Parties

The following Law Enforcement Authority or Authorities agree to follow the policies and procedures contained in this Memorandum of Understanding (hereinafter – Memorandum):

The following School Entity or Entities agree to follow the policies and procedures contained in this Memorandum:

Pennsylvania Leadership Charter School

Building: Pitt, The Landings 55 Alpha Drive West Pittsburgh, PA 15084

School Law Enforcement Liaison: Renee Donatelli-Office Manager

B. This Memorandum establishes procedures to be followed when certain incidents – described in Section II below – occur on school property, at any sponsored activity, or on a conveyance as described in the Safe Schools Act (such as a school bus) providing transportation to or from a school or school sponsored activity. This Memorandum does not cover incidents that are outside of those school settings and create no substantial disruption to the learning environment.

C. The parties seek to foster a relationship of cooperation and mutual support and to maintain a safe school environment.

D. Legal Authority

1. The parties make this agreement as required by Article XIII-A of the Public School Code of 1949, popularly known as the – Safe Schools Act, as amended, 24 P.S. §§ 13-1301-A – 13-1313-A.

2. In so recognizing this legal authority, the parties acknowledge their respective duties pursuant to the Safe Schools Act and hereby agree to support and cooperate with one another in carrying out their joint and several responsibilities thereunder.

3. Information from Student Records

a. The Law Enforcement Authority shall be governed by the following reporting and information exchange guidelines:

i. Criminal History Record Information Act, 18 Pa C.S. § 1901 *et seq.*

ii. The prohibition against disclosures, specified in section IV (C)(5) of this Memorandum.

b. When sharing information and evidence necessary for the Law Enforcement Authority to complete its investigation, the School Entity shall:

i. Comply with the Family Educational Rights and Privacy Act (hereinafter -FERPA),

20 U.S.C. § 1232g, and its implementing regulations at 34 C.F.R. § 99.1 *et seq.*, and 22 Pa. Code §§ 12.31-12.33, including any amendments thereto.

ii. Comply with the requirements of the Safe Schools Act, 24 P.S. §§ 13-1303-A and 13-1313-A, and any amendments thereto.

iii. Complete reports as required by section 13-303-A of the Safe Schools Act, 24 P.S. § 13-1303-A, and any amendments thereto.

c. The School Entity may disclose personally identifiable information from an educational record of a student to the Law Enforcement Authority if a health or safety emergency exists and knowledge of that information is necessary to protect the health or safety of the student or other individuals. In determining whether a health or safety emergency exists, the School Entity may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the School Entity determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to the Law Enforcement Authority, if knowledge of that information is necessary for the Law Enforcement Authority to protect the health or safety of the student or other individuals. The School Entity must record the articulable and significant threat to the health or safety of a student or other individuals so that it can demonstrate to parents, students and the Family Policy Compliance Office¹ – what circumstance led it to determine that a health or safety emergency existed and why the disclosure was justified.

E. Priorities of the Law Enforcement Authority

1. Help the School Entity prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.
2. Investigate as appropriate all incidents reported to have occurred on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity. The investigation of all reported incidents shall be conducted in the manner that the Law Enforcement Authority, in its sole discretion, deems appropriate; but any investigation shall be conducted so as to involve as little disruption to the school environment as is practicable.
3. Identify those responsible for the commission of the reported incident and, where appropriate, apprehend and prosecute those individuals. Identification and apprehension procedures shall involve as little disruption to the school environment as is practicable.
4. Establish and maintain a cooperative relationship with the School Entity in the reporting and resolution of all incidents described in Section II of this document.

F. Priorities of the School Entity

1. Help law enforcement prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.
2. Create a safe learning environment.
3. Establish and maintain a cooperative relationship with the Law Enforcement Authority in the reporting and resolution of all incidents described in Section II of this document.
4. Provide the Law Enforcement Authority with all relevant information and required assistance in the event of a reported incident.
5. The School Entity shall give the Law Enforcement Authority a copy of the School Entity's behavior support services procedures and invite Law Enforcement Authority representatives to behavior support trainings.

¹ Questions related to FERPA should be directed to the Family Policy Compliance Office within the U.S.

Department of Education.

II. Notification of Incidents to Law Enforcement

The School Entity is required to notify law enforcement in specific situations listed in subsection A of this section, and has discretion over whether to notify law enforcement about incidents listed in subsection B of this section. Law enforcement's decision to investigate and file charged may be made in consultation with school administrators.

A. Mandatory Notification

1. The School Entity shall immediately notify the Law Enforcement Authority having jurisdiction where the offense occurred by the most expeditious means practicable of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:

- a. The following offenses under 18 Pa.C.S. (relating to crimes and offenses):

- i. Section 908 (relating to prohibited offensive weapons).

- a. The term offensive weapon is defined by section 908 of the Crimes Code as

any bomb, grenade, machine gun, sawed-off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor or cutting instrument, the blade of which is exposed in an automatic way by

switch, push-button, spring mechanism, or otherwise, any stun gun, stun baton, taser or other electronic or electric weapon or other implement for

the infliction of serious bodily injury which serves no common lawful purpose. See 18 Pa.C.S. § 908 (c) (relating to definitions).

b. Consistent with section 908(b) of the Crimes Code (relating to exceptions),

this reporting requirement does not apply to one who possessed or dealt

with an offensive weapon solely as a curio or in a dramatic performance, or to one who possessed an offensive weapon briefly in consequence of

having found it taken it from an aggressor, or under circumstances similarly negating any intent or likelihood that the weapon would be used unlawfully.

ii. Section 912 (relating to possession of weapon on school property).

a. The term weapon is defined by section 912 of the Crimes Code to include but is not limited to, a knife, cutting instrument, cutting tool, nunchuck stick,

firearm, shotgun, rifle and any other tool, instrument or implement capable of inflicting serious bodily injury.

b. Consistent with section 912(c) of the Crimes Code (relating to defense), this reporting requirement does not apply to a weapon that is: (a) possessed and

used in conjunction with a lawful supervised school activity or course; or (b) is possessed for other lawful purpose.

iii. Chapter 25 (relating to criminal homicide).

iv. Section 2702 (relating to aggravated assault).

v. Section 2709.1 (relating to stalking).

vi. Section 2901 (relating to kidnapping).

vii. Section 2902 (relating to unlawful restraint).

viii. Section 3121 (relating to rape).

- ix. Section 3122.1 (relating to statutory sexual assault).
 - x. Section 3123 (relating to involuntary deviate sexual intercourse).
 - xi. Section 3124.1 (relating to sexual assault).
 - xii. Section 3124.2 (relating to institutional sexual assault).
 - xiii. Section 3125 (relating to aggravated indecent assault).
 - xiv. Section 3126 (relating to indecent assault).
 - xv. Section 3301 (relating to arson and related offenses)
 - xvi. Section 3307 (relating to institutional vandalism), when the penalty is a felony of the third degree.
 - xvii. Section 3502 (relating to burglary).
 - xviii. Section 3503(a) and (b)(1)(v)(relating to criminal trespass).
 - xix. Section 5501 (relating to riot).
 - xx. Section 6110.1 (relating to possession of firearm by minor).
- b. The possession, use or sale of a controlled substance, designer drug or drug paraphernalia as defined in The Controlled Substance, Drug, Device and Cosmetic Act, *as amended*, 35 P.S. §§ 780-101 – 780-144, popularly known as the Drug Act. For purposes of the Memorandum, the terms controlled substance, designer drug and drug paraphernalia shall be defined as they are in Section 102 of the Drug Act. See 35 P.S. § 780-102 (relating to definitions).
- c. Attempt, solicitation or conspiracy to commit any of the offenses listed in paragraphs 1 and 2 of this subsection.
- d. An offense for which registration is required under 42 Pa.C.S. § 9795.1 (relating to registration).
2. In responding to student who commit an incident listed under section 1303-A(b)(4.1) of the Safe Schools Act (24 P.S. § 13-1303-A(b)(4.1)), a school entity may consider the propriety of utilizing available school-based program, such as school-wide positive behavior supports, to address the student's behavior. Nothing in this provision shall be read to limit law enforcement's discretion.

B. Discretionary Notification

1. The School Entity may notify the Law Enforcement Authority having jurisdiction where the

incident occurred of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:

a. The following offenses under 18 Pa.C.S. (relating to crimes and offenses): i.

Section 2701 (relating to simple assault)

ii. Section 2705 (relating to recklessly endangering another person).

iii. Section 2706 (relating to terroristic threats).

iv. Section 2709 (relating to harassment).

v. Section 3127 (relating to indecent exposure)

vi. Section 3307 (relating to institutional vandalism), when the penalty is a misdemeanor of the second degree.

vii. Section 3503(b)(1)(i), (ii), (iii), and (iv), (b.1) and (b.2) (relating to criminal trespass).

viii. Chapter 39 (relating to theft and related offenses).

ix. Section 5502 (relating to failure of disorderly persons to disperse upon official order).

x. Section 5503 (relating to disorderly conduct).

xi. Section 6305 (relating to sale of tobacco).

xii. Section 6306.1 (relating to use of tobacco in schools prohibited).

xiii. Section 6308 (relating to purchase, consumption, possession, or transportation of liquor or malt or brewed beverages by a person under 21 years of age).

b. Attempt, solicitation or conspiracy to commit any of the offenses listed in subsection (a).

2. In exercising its discretion to determine whether to notify law enforcement of such incidents, the School Entity may consider the following factors: the seriousness of the situation, the school's ability to defuse or resolve the situation, the child's intent, the child's age, whether the student has a disability and, if so, the type of disability and its impact on the student's behavior, and other factors believed to be relevant.

C. Law Enforcement Response to Notification

1. When notified of an incident listed in subsections A or B, law enforcement's decision to investigate and file charges, at the sole discretion of the Law Enforcement Authority, may be made in consultation with school administrators.
2. In determining whether to file charges, the Law Enforcement Authority is encouraged to consult with the District Attorney. Where appropriate under the law, part of this consultation may include a discussion about the availability or propriety of utilizing a diversionary program as an alternative to filing charges.

D. Notification of the Law Enforcement Authority when incident involves children with disabilities

1. If a child with a disability commits an incident of misconduct, school administrators and the Law Enforcement Authority should take into consideration that the child's behavior may be a manifestation of the disability and there may be no intent to commit an unlawful act. A child with a disability under this subsection shall mean a student with an IEP, a protected handicapped student with a service agreement that includes a behavior support plan, or such student for whom an evaluation is pending under 22 Pa. Code §§ 14.123 (relating to evaluation), 15.5 (relating to school district initiated evaluation and provision of services), 15.6 (relating to parent initiated evaluation and provision of services), or Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities).
2. In the event a child with a disability commits a mandatory notification offense under Subsection A, the School Entity must provide immediate notification to the Law Enforcement Authority regardless of the disability. Such notification will state that the child has an IEP or a service agreement that includes a behavior support plan and may include the School Entity's recommendation that police intervention may not be required and advisement that the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133 (relating to positive behavior support), 15.3 (relating to protected handicapped students general) or 711.46 (relating to positive behavior support). The Law Enforcement Authority may take the recommendation under advisement but reserves the right to investigate and file charges.
3. In the event a child with a disability commits a discretionary offense under Subsection B and the School Entity does not believe that police intervention is necessary, the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133, 15.3 or 711.46.
4. In accordance with 34 CFR 300.535 (relating to referral to and action by law enforcement and judicial authorities), nothing will prohibit the School Entity from reporting an offense committed by a child with a disability to the Law Enforcement Authority, and nothing will prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability.

5. The School Entity, when reporting an offense committed by a child with a disability, should ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to the Law Enforcement Authority to whom the incident was reported.
6. The School Entity, when reporting an incident under this section, may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by FERPA.

[Describe any specific procedures to be followed for incidents involving a student with a disability having an IEP as required by 22 Pa. Code § 14.104 (relating to special education plans) or 22 Pa. Code Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities)]

The procedure following by Pennsylvania Leadership Charter School is as follows:

1. Notify the correct personnel of the incident: Division Principal, Special Education Teacher, Supervisor of Special Education
2. Notify the parent if the child must be dismissed from the PALCS facility immediately.
3. Once the Supervisor of Special Education has been notified, the Supervisor will schedule an IEP meeting with the family and necessary personnel and provide the family with a copy of the district's Procedural Safeguards Notice as per IDEA regulations.
4. A Manifestation Determination meeting must be held the next school day.
5. During the meeting, the team will determine whether or not the behavioral incident was a result of the student's disability.
 - a. If the team determines the incident to be a result of the disability, then the IEP team must take steps to remedy any and all deficiencies found in the student's IEP. This could include changing placement, putting additional support in place, et.
 - b. If the team determines that the incident is not a result of the disability, then the student may be disciplined as per the student handbook.
 - c. It is important to note that this decision must be made by the IEP team, including the parent.
 - d. Further, students with Emotional Disturbance may have Positive Behavior Support Plans in accordance with the IEP.

E. Upon notification of the incident to the Law Enforcement Authority, the School Entity shall provide as much of the following information as is available at the time of notification. In no event shall the gathering of information unnecessarily delay notification:

1. Whether the incident is in-progress or has concluded.
2. Nature of the incident.
3. Exact location of the incident.
4. Number of persons involved in the incident.
5. Names and ages of the individuals involved.
6. Weapons, if any, involved in the incident.
7. Whether the weapons, if any, have been secured and, if so, the custodian of the weapons.
8. Injuries involved.

9. Whether EMS or the Fire Department have been notified.
 10. Identity of the school contact person.
 11. Identity of the witnesses to the incident, if any.
 12. Whether the incident involves a student with a disability and, if so, the type of disability and its impact on the student's behavior.
 13. Other such information as is known to the school entity and believed to be relevant to the incident.
- F. No later than September 30 of each year, the School Entity shall assemble and make ready for immediate deployment to its Incident Command Post the following information for the purpose of assisting the Law Enforcement Authority in responding to an emergency:
1. Blueprints or floor plans of the school buildings.
 2. Aerial photo, map or layout of the school campus, adjacent properties and surrounding streets or roads.
 3. Location(s) of predetermined or prospective command posts.
 4. Current teacher/employee roster.
 5. Current student roster.
 6. Most recent school yearbook.
 7. School fire-alarm shutoff location and procedures.
 8. School sprinkler system shutoff location and procedures.
 9. Gas/utility line layouts and shutoff valve locations.
 10. Cable/satellite television shutoff location and procedures.
 11. Other information the School Entity deems pertinent to assist local police departments in responding to an emergency.

III. Law Enforcement Authority Response

- A. Depending on the totality of the circumstances, initial response by the Law Enforcement Authority may include:
1. For incidents in progress:
 - a. Meet with contact person and locate scene of incident.
 - b. Stabilize incident.
 - c. Provide/arrange for emergency medical treatment, if necessary.
 - d. Control the scene of the incident.
 - i. Secure any physical evidence at the scene.
 - ii. Identify involved persons and witnesses.
 - e. Conduct investigation.
 - f. Exchange information.
 - g. Confer with school officials to determine the extent of law enforcement involvement

required by the situation.

2. Incidents not in progress:

- a. Meet with contact person.
- b. Recover any physical evidence.
- c. Conduct investigation.
- d. Exchange information.
- e. Confer with school officials to determine the extent of law enforcement involvement required by the situation.

3. Incidents initially reported to the Law Enforcement Authority

If any incident described in sections IIA or IIB is initially reported to the Law Enforcement Authority, the Law Enforcement Authority shall proceed directly with its investigation, shall immediately notify the School Entity of the incident, and shall proceed as outlined in sections IIA through IIE.

B. Custody of Actors

1. Students identified as actors in reported incidents may be taken into custody at the discretion of the investigating law enforcement officer under any of the following circumstances:
 - a. The student has been placed under arrest.
 - b. The student is being placed under investigative detention
 - c. The student is being taken into custody for the protection of the student.
 - d. The student's parent or guardian consents to the release of the student to law enforcement custody.
2. The investigating law enforcement officer shall take all appropriate steps to protect the legal and constitutional rights of those students being taken into custody.

IV. Assistance of School Entities

A. In Loco Parentis

1. Teachers, Guidance Counselors, Vice Principals and Principals in the public schools have the right to exercise the same authority as a parent, guardian or person in parental relation to such pupil concerning conduct and behavior over the pupils attending a school during the time they are in attendance, including the time required in going to and from their homes.
2. School authorities' ability to stand *in loco parentis* over children does not extend to matters beyond conduct and discipline during school, school activities, or on a conveyance as described in the Safe Schools Act providing transportation to or from school or a school sponsored activity.

B. Notification of Parent or Guardian

1. Parents or guardians of all victims and suspects directly involved in an incident listed under Section IIA or IIB shall be immediately notified of the involvement, and they shall be informed about any notification regarding the incident that has been, or may be, made to the Law Enforcement Authority.
2. The School Entity shall document attempts made to reach the parents or guardians of all victims and suspects directly involved in incident listed under Section IIA or IIB.

C. Scope of School Entity's Involvement

1. General principles: Once the Law Enforcement Authority assume primary responsibility for a matter, the legal conduct of interviews, interrogations, searches, seizures of property, and arrests are within the purview of the Law Enforcement Authority. The School Entity shall defer to the Law Enforcement Authority on matters of criminal and juvenile law procedure, except as is necessary to protect the interests of the School Entity. The Law Enforcement Authority will keep the chief school administrator, or his designees, informed of the status of pending investigations.

2. Victims

- a. The School Entity shall promptly notify the parent or guardian of a victim when the Law Enforcement Authority interviews that victim. The Law Enforcement Authority shall follow its policies and procedures when interviewing a victim to ensure the protection of the victim's legal and constitutional rights.
- b. In the event a victim is interviewed by Law Enforcement Authority on school property, a guidance counselor or similar designated personnel may be present during the interview.

3. Witness

- a. The School Entity shall promptly notify the parent or guardian of a witness when the Law Enforcement Authority interviews that witness. The Law Enforcement Authority shall follow its policies and procedures when interviewing a witness to ensure the protection of the witness's legal and constitutional rights.
- b. In the event a witness is interviewed by the Law Enforcement Authority on school property, a guidance counselor or similar designated personnel should be present during the interview.

4. Suspects and Custodial Interrogation

- a. The School Entity shall help the Law Enforcement Authority to secure the permission and presence of at least one parent or guardian of a student suspect before that student is interrogated by law enforcement authorities.

- b. When a parent or guardian is not present, school authorities shall not stand *in loco parentis* (in the place of the parent/guardian) during an interview.
- c. If an interested adult cannot be contacted, the School Entity shall defer to the investigating Law Enforcement Authority, which will protect the student suspect's legal and constitutional rights as required by law.

5. Conflicts of Interest

- a. The parties to this Memorandum recognize that if a School Entity employee, contractor, or agent of the School Entity is the subject of an investigation, a conflict of interest may exist between the School Entity and the adult suspect.
- b. Neither the individual that is the subject of the investigation, nor any person acting as his/her subordinate or direct supervisor, shall be present during Law Enforcement Authority's interviews of student co-suspects, victims or witnesses by the Law Enforcement Authority.
- c. Neither the individual who is the subject of the investigation, nor his/her subordinate(s) and/or direct supervisor(s), shall be informed of the contents of the statements made by student co-suspects, victims or witnesses, except at the discretion of the Law Enforcement Authority or as otherwise required by law.

D. Reporting Requirements

All school entities are required to submit an annual report, which will include violence statistics and reports, to the Department of Education's Office for Safe Schools. This annual report must include all new incidents described in Sections IIA and IIB. Before submitting the required annual report, each chief school administrator and each police department having jurisdiction over school property of the School Entity shall do the following:

- a. No later than thirty days prior to the deadline for submitting the annual report, the chief school administrator shall submit the report to the police department with jurisdiction over the relevant school property. The police department shall review the report and compare the data regarding criminal offenses and notification of law enforcement to determine its accuracy.
- b. No later than fifteen days prior to the deadline for submitting the annual report, the police department shall notify the chief school administrator, in writing, whether the report accurately reflects police incident data. Where the police department determines that the report accurately reflects police incident data, the chief of police shall sign the report. Where the police department determines that the report does not accurately reflect police incident data, the police department shall notify the chief school administrator and the office in writing.
- c. Prior to submitting the annual report, the chief school administrator and the police department shall attempt to resolve discrepancies between the report and police incident data. Where a discrepancy remains unresolved, the police department shall notify the chief school administrator and the office in writing.
- d. Where a police department fails to take action as required under clause a or b, the chief

school administrator shall submit the annual report and indicate that the police department failed to take action as required under clause a or b.

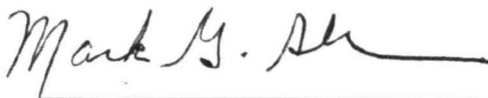
- e. Where there are discrepancies between the School Entity's incident data and the police indicate data, the following shall occur:

[Describe procedure to be followed for the resolution of school violence data discrepancies prior to filing the annual report]

The chief school administrator or designee will review any discrepancy indicated by a police department under par. b, and review any data discrepancies and determine the exact nature of any discrepancy. This school official will then review the documentation available to the school and determine whether the school's incident data is consistent with the documentation. If this does not resolve the discrepancy, the school will determine whether further investigation might address the discrepancy. This could include interviews with school officials or others with direct knowledge of the incident in question. The school will consult with the police department if the discrepancy has not been resolved at this stage. If the discrepancy is still unresolved, the school will make a notation of the discrepancy in its report.

V. General Provisions

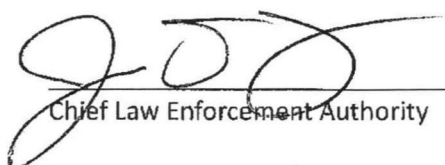
- A. This Memorandum does not create any contractual rights or obligations between the signatory Law Enforcement Authority, the signatory School Entity, any other signatory authorities or entities, or their respective officers, employees, agents or representatives.
- B. This Memorandum may be amended, expanded or modified at any time upon the written consent of the parties. It must be reviewed and re-executed within two years of the date of its original execution and every two years thereafter. Describe what modifications have been made to this Memorandum of Understanding. If you have not made any modifications or amended it in any way, please enter "Not Applicable" in the space provided.
- C. If changes in state or federal law require changes to the Memorandum, the parties shall amend this Memorandum.
- D. All parties to this Memorandum will communicate fully and openly with each other in order to resolve any problems that may arise in the fulfillment of the terms of this Memorandum.



Chief School Administrator

PALCS

School Entity


Chief Law Enforcement Authority

DocuSigned by:

8EE7AA117E81424...
School Law Enforcement Liaison

Harmer Township Police
Law Enforcement Authority

The Landings

Building



Memorandum of Understanding

**Memorandum of Understanding
Between**

Westtown-East Goshen Police Department

(Law Enforcement Authority)

and

Pennsylvania Leadership Charter School

(School Entity)

5/26/2023

(Date)

I. Introduction

A. Parties

The following Law Enforcement Authority or Authorities agree to follow the policies and procedures contained in this Memorandum of Understanding (hereinafter – Memorandum):

The following School Entity or Entities agree to follow the policies and procedures contained in this Memorandum:

Pennsylvania Leadership Charter School

Building 1: Enterprise Drive-1332 Enterprise Drive West Chester, PA 19380

School Law Enforcement Liaison: Darlene Garrow

Middle School Principal: Alex Rausch

Building 2: Advanced Ideas Center-1585 Paoli Pike West Chester, PA 19380

School Law Enforcement Liaison: Darlene Garrow

Principal: Kit Stiles

Building 3: West Chester Pike-1645 West Chester Pike West Chester, PA 19382

School Law Enforcement Liaison: Darlene Garrow

Principal: Mike Logue

B. This Memorandum establishes procedures to be followed when certain incidents – described in Section II below – occur on school property, at any sponsored activity, or on a conveyance as described in the Safe Schools Act (such as a school bus) providing transportation to or from a school or school sponsored activity. This Memorandum does not cover incidents that are outside of those school settings and create no substantial disruption to the learning environment.

C. The parties seek to foster a relationship of cooperation and mutual support and to maintain a safe school environment.

D. Legal Authority

1. The parties make this agreement as required by Article XIII-A of the Public School Code of 1949, popularly known as the – Safe Schools Act, as amended, 24 P.S. §§ 13-1301-A – 13-

1313-A.

2. In so recognizing this legal authority, the parties acknowledge their respective duties pursuant to the Safe Schools Act and hereby agree to support and cooperate with one

another in carrying out their joint and several responsibilities thereunder.

3. Information from Student Records

a. The Law Enforcement Authority shall be governed by the following reporting and information exchange guidelines:

i. Criminal History Record Information Act, 18 Pa C.S. § 1901 *et seq.*

- ii. The prohibition against disclosures, specified in section IV (C)(5) of this Memorandum.
- b. When sharing information and evidence necessary for the Law Enforcement Authority to complete its investigation, the School Entity shall:
 - i. Comply with the Family Educational Rights and Privacy Act (hereinafter -FERPA), 20 U.S.C. § 1232g, and its implementing regulations at 34 C.F.R. § 99.1 *et seq.*, and 22 Pa. Code §§ 12.31-12.33, including any amendments thereto.
 - ii. Comply with the requirements of the Safe Schools Act, 24 P.S. §§ 13-1303-A and 13-1313-A, and any amendments thereto.
 - iii. Complete reports as required by section 13-303-A of the Safe Schools Act, 24 P.S. § 13-1303-A, and any amendments thereto.
- c. The School Entity may disclose personally identifiable information from an educational record of a student to the Law Enforcement Authority if a health or safety emergency exists and knowledge of that information is necessary to protect the health or safety of the student or other individuals. In determining whether a health or safety emergency exists, the School Entity may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the School Entity determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to the Law Enforcement Authority, if knowledge of that information is necessary for the Law Enforcement Authority to protect the health or safety of the student or other individuals. The School Entity must record the articulable and significant threat to the health or safety of a student or other individuals so that it can demonstrate to parents, students and the Family Policy Compliance Office¹— what circumstance led it to determine that a health or safety emergency existed and why the disclosure was justified.

E. Priorities of the Law Enforcement Authority

1. Help the School Entity prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.
2. Investigate as appropriate all incidents reported to have occurred on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity. The investigation of all reported incidents shall be conducted in the manner that the Law Enforcement Authority, in its sole discretion, deems appropriate; but any investigation shall be conducted so as to involve as little disruption to the school environment as is practicable.
3. Identify those responsible for the commission of the reported incident and, where

appropriate, apprehend and prosecute those individuals. Identification and apprehension procedures shall involve as little disruption to the school environment as is practicable.

4. Establish and maintain a cooperative relationship with the School Entity in the reporting and resolution of all incidents described in Section II of this document.

F. Priorities of the School Entity

1. Help law enforcement prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.
2. Create a safe learning environment.
3. Establish and maintain a cooperative relationship with the Law Enforcement Authority in the reporting and resolution of all incidents described in Section II of this document.
4. Provide the Law Enforcement Authority with all relevant information and required assistance in the event of a reported incident.
5. The School Entity shall give the Law Enforcement Authority a copy of the School Entity's behavior support services procedures and invite Law Enforcement Authority representatives to behavior support trainings.

¹ Questions related to FERPA should be directed to the Family Policy Compliance Office within the U.S. Department of Education.

II. Notification of Incidents to Law Enforcement

The School Entity is required to notify law enforcement in specific situations listed in subsection A of this section, and has discretion over whether to notify law enforcement about incidents listed in subsection B of this section. Law enforcement's decision to investigate and file charged may be made in consultation with school administrators.

A. Mandatory Notification

1. The School Entity shall immediately notify the Law Enforcement Authority having jurisdiction where the offense occurred by the most expeditious means practicable of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:

a. The following offenses under 18 Pa.C.S. (relating to crimes and offenses):

i. Section 908 (relating to prohibited offensive weapons).

a. The term offensive weapon is defined by section 908 of the Crimes Code as

any bomb, grenade, machine gun, sawed-off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor or cutting instrument, the blade of which is exposed in an automatic way by

switch, push-button, spring mechanism, or otherwise, any stun gun, stun baton, taser or other electronic or electric weapon or other implement for

the infliction of serious bodily injury which serves no common lawful purpose. See 18 Pa.C.S. § 908 (c) (relating to definitions).

b. Consistent with section 908(b) of the Crimes Code (relating to exceptions),

this reporting requirement does not apply to one who possessed or dealt

with an offensive weapon solely as a curio or in a dramatic performance, or to one who possessed an offensive weapon briefly in consequence of

having found it taken it from an aggressor, or under circumstances similarly negating any intent or likelihood that the weapon would be used unlawfully.

ii. Section 912 (relating to possession of weapon on school property).

a. The term weapon is defined by section 912 of the Crimes Code to include but is not limited to, a knife, cutting instrument, cutting tool, nunchuck stick,

firearm, shotgun, rifle and any other tool, instrument or implement capable of inflicting serious bodily injury.

b. Consistent with section 912(c) of the Crimes Code (relating to defense), this reporting requirement does not apply to a weapon that is: (a) possessed and

used in conjunction with a lawful supervised school activity or course; or (b) is possessed for other lawful purpose.

iii. Chapter 25 (relating to criminal homicide).

iv. Section 2702 (relating to aggravated assault).

- v. Section 2709.1 (relating to stalking).
 - vi. Section 2901 (relating to kidnapping).
 - vii. Section 2902 (relating to unlawful restraint).
 - viii. Section 3121 (relating to rape).
 - ix. Section 3122.1 (relating to statutory sexual assault).
 - x. Section 3123 (relating to involuntary deviate sexual intercourse).
 - xi. Section 3124.1 (relating to sexual assault).
 - xii. Section 3124.2 (relating to institutional sexual assault).
 - xiii. Section 3125 (relating to aggravated indecent assault).
 - xiv. Section 3126 (relating to indecent assault).
 - xv. Section 3301 (relating to arson and related offenses)
 - xvi. Section 3307 (relating to institutional vandalism), when the penalty is a felony of the third degree.
 - xvii. Section 3502 (relating to burglary).
 - xviii. Section 3503(a) and (b)(1)(v)(relating to criminal trespass).
 - xix. Section 5501 (relating to riot).
 - xx. Section 6110.1 (relating to possession of firearm by minor).
- b. The possession, use or sale of a controlled substance, designer drug or drug paraphernalia as defined in The Controlled Substance, Drug, Device and Cosmetic Act, *as amended*, 35 P.S. §§ 780-101 – 780-144, popularly known as the Drug Act. For purposes of the Memorandum, the terms controlled substance, designer drug and drug paraphernalia shall be defined as they are in Section 102 of the Drug Act. See 35 P.S. § 780-102 (relating to definitions).
- c. Attempt, solicitation or conspiracy to commit any of the offenses listed in paragraphs 1 and 2 of this subsection.
- d. An offense for which registration is required under 42 Pa.C.S. § 9795.1 (relating to registration).

2. In responding to student who commit an incident listed under section 1303-A(b)(4.1) of the Safe Schools Act (24 P.S. § 13-1303-A(b)(4.1)), a school entity may consider the propriety of utilizing available school-based program, such as school-wide positive behavior supports, to address the student's behavior. Nothing in this provision shall be read to limit law enforcement's discretion.

B. Discretionary Notification

1. The School Entity may notify the Law Enforcement Authority having jurisdiction where the incident occurred of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:

a. The following offenses under 18 Pa.C.S. (relating to crimes and offenses):

- i. Section 2701 (relating to simple assault)
- ii. Section 2705 (relating to recklessly endangering another person).
- iii. Section 2706 (relating to terroristic threats).
- iv. Section 2709 (relating to harassment).
- v. Section 3127 (relating to indecent exposure)
- vi. Section 3307 (relating to institutional vandalism), when the penalty is a misdemeanor of the second degree.
- vii. Section 3503(b)(1)(i), (ii), (iii), and (iv), (b.1) and (b.2) (relating to criminal trespass).
- viii. Chapter 39 (relating to theft and related offenses).
- ix. Section 5502 (relating to failure of disorderly persons to disperse upon official order).
- x. Section 5503 (relating to disorderly conduct).
- xi. Section 6305 (relating to sale of tobacco).
- xii. Section 6306.1 (relating to use of tobacco in schools prohibited).
- xiii. Section 6308 (relating to purchase, consumption, possession, or transportation of liquor or malt or brewed beverages by a person under 21 years of age).

- b. Attempt, solicitation or conspiracy to commit any of the offenses listed in subsection (a).

2. In exercising its discretion to determine whether to notify law enforcement of such incidents, the School Entity may consider the following factors: the seriousness of the situation, the school's ability to defuse or resolve the situation, the child's intent, the child's age, whether the student has a disability and, if so, the type of disability and its impact on the student's behavior, and other factors believed to be relevant.

C. Law Enforcement Response to Notification

1. When notified of an incident listed in subsections A or B, law enforcement's decision to investigate and file charges, at the sole discretion of the Law Enforcement Authority, may be made in consultation with school administrators.
2. In determining whether to file charges, the Law Enforcement Authority is encouraged to consult with the District Attorney. Where appropriate under the law, part of this consultation may include a discussion about the availability or propriety of utilizing a diversionary program as an alternative to filing charges.

D. Notification of the Law Enforcement Authority when incident involves children with disabilities

1. If a child with a disability commits an incident of misconduct, school administrators and the Law Enforcement Authority should take into consideration that the child's behavior may be a manifestation of the disability and there may be no intent to commit an unlawful act. A child with a disability under this subsection shall mean a student with an IEP, a protected handicapped student with a service agreement that includes a behavior support plan, or such student for whom an evaluation is pending under 22 Pa. Code §§ 14.123 (relating to evaluation), 15.5 (relating to school district initiated evaluation and provision of services), 15.6 (relating to parent initiated evaluation and provision of services), or Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities).
2. In the event a child with a disability commits a mandatory notification offense under Subsection A, the School Entity must provide immediate notification to the Law Enforcement Authority regardless of the disability. Such notification will state that the child has an IEP or a service agreement that includes a behavior support plan and may include the School Entity's recommendation that police intervention may not be required and advisement that the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133 (relating to positive behavior support), 15.3 (relating to protected handicapped students general) or 711.46 (relating to positive behavior support). The Law Enforcement Authority may take the recommendation under advisement but reserves the right to investigate and file charges.
3. In the event a child with a disability commits a discretionary offense under Subsection B and the School Entity does not believe that police intervention is necessary, the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133, 15.3 or 711.46.

4. In accordance with 34 CFR 300.535 (relating to referral to and action by law enforcement and judicial authorities), nothing will prohibit the School Entity from reporting an offense committed by a child with a disability to the Law Enforcement Authority, and nothing will prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability.
5. The School Entity, when reporting an offense committed by a child with a disability, should ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to the Law Enforcement Authority to whom the incident was reported.
6. The School Entity, when reporting an incident under this section, may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by FERPA.

[Describe any specific procedures to be followed for incidents involving a student with a disability having an IEP as required by 22 Pa. Code § 14.104 (relating to special education plans) or 22 Pa. Code Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities)]

The procedure following by Pennsylvania Leadership Charter School is as follows:

1. Notify the correct personnel of the incident: Division Principal, Special Education Teacher, Supervisor of Special Education
2. Notify the parent if the child must be dismissed from the PALCS facility immediately.
3. Once the Supervisor of Special Education has been notified, the Supervisor will schedule an IEP meeting with the family and necessary personnel and provide the family with a copy of the district's Procedural Safeguards Notice as per IDEA regulations.
4. A Manifestation Determination meeting must be held the next school day.
5. During the meeting, the team will determine whether or not the behavioral incident was a result of the student's disability.
 - a. If the team determines the incident to be a result of the disability, then the IEP team must take steps to remedy any and all deficiencies found in the student's IEP. This could include changing placement, putting additional support in place, et.
 - b. If the team determines that the incident is not a result of the disability, then the student may be disciplined as per the student handbook.
 - c. It is important to note that this decision must be made by the IEP team, including the parent.
 - d. Further, students with Emotional Disturbance may have Positive Behavior Support Plans in accordance with the IEP.

E. Upon notification of the incident to the Law Enforcement Authority, the School Entity shall provide as much of the following information as is available at the time of notification. In no event shall the gathering of information unnecessarily delay notification:

1. Whether the incident is in-progress or has concluded.

2. Nature of the incident.
3. Exact location of the incident.
4. Number of persons involved in the incident.
5. Names and ages of the individuals involved.
6. Weapons, if any, involved in the incident.
7. Whether the weapons, if any, have been secured and, if so, the custodian of the weapons.
8. Injuries involved.
9. Whether EMS or the Fire Department have been notified.
10. Identity of the school contact person.
11. Identity of the witnesses to the incident, if any.
12. Whether the incident involves a student with a disability and, if so, the type of disability and its impact on the student's behavior.
13. Other such information as is known to the school entity and believed to be relevant to the incident.

F. No later than September 30 of each year, the School Entity shall assemble and make ready for immediate deployment to its Incident Command Post the following information for the purpose of assisting the Law Enforcement Authority in responding to an emergency:

1. Blueprints or floor plans of the school buildings.
2. Aerial photo, map or layout of the school campus, adjacent properties and surrounding streets or roads.
3. Location(s) of predetermined or prospective command posts.
4. Current teacher/employee roster.
5. Current student roster.
6. Most recent school yearbook.
7. School fire-alarm shutoff location and procedures.
8. School sprinkler system shutoff location and procedures.
9. Gas/utility line layouts and shutoff valve locations.
10. Cable/satellite television shutoff location and procedures.
11. Other information the School Entity deems pertinent to assist local police departments in responding to an emergency.

III. Law Enforcement Authority Response

A. Depending on the totality of the circumstances, initial response by the Law Enforcement Authority may include:

1. For incidents in progress:
 - a. Meet with contact person and locate scene of incident.
 - b. Stabilize incident.
 - c. Provide/arrange for emergency medical treatment, if necessary.
 - d. Control the scene of the incident.
 - i. Secure any physical evidence at the scene.

- ii. Identify involved persons and witnesses.
 - e. Conduct investigation.
 - f. Exchange information.
 - g. Confer with school officials to determine the extent of law enforcement involvement required by the situation.
2. Incidents not in progress:
- a. Meet with contact person.
 - b. Recover any physical evidence.
 - c. Conduct investigation.
 - d. Exchange information.
 - e. Confer with school officials to determine the extent of law enforcement involvement required by the situation.

3. Incidents initially reported to the Law Enforcement Authority

If any incident described in sections IIA or IIB is initially reported to the Law Enforcement Authority, the Law Enforcement Authority shall proceed directly with its investigation, shall immediately notify the School Entity of the incident, and shall proceed as outlined in sections IIA through IIE.

B. Custody of Actors

1. Students identified as actors in reported incidents may be taken into custody at the discretion of the investigating law enforcement officer under any of the following circumstances:
 - a. The student has been placed under arrest.
 - b. The student is being placed under investigative detention
 - c. The student is being taken into custody for the protection of the student.
 - d. The student's parent or guardian consents to the release of the student to law enforcement custody.
2. The investigating law enforcement officer shall take all appropriate steps to protect the legal and constitutional rights of those students being taken into custody.

IV. Assistance of School Entities

A. In Loco Parentis

1. Teachers, Guidance Counselors, Vice Principals and Principals in the public schools have the right to exercise the same authority as a parent, guardian or person in parental relation to such pupil concerning conduct and behavior over the pupils attending a school during the

time they are in attendance, including the time required in going to and from their homes.

2. School authorities' ability to stand *in loco parentis* over children does not extend to matters beyond conduct and discipline during school, school activities, or on a conveyance as described in the Safe Schools Act providing transportation to or from school or a school sponsored activity.

B. Notification of Parent or Guardian

1. Parents or guardians of all victims and suspects directly involved in an incident listed under Section IIA or IIB shall be immediately notified of the involvement, and they shall be informed about any notification regarding the incident that has been, or may be, made to the Law Enforcement Authority.
2. The School Entity shall document attempts made to reach the parents or guardians of all victims and suspects directly involved in incident listed under Section IIA or IIB.

C. Scope of School Entity's Involvement

1. General principles: Once the Law Enforcement Authority assume primary responsibility for a matter, the legal conduct of interviews, interrogations, searches, seizures of property, and arrests are within the purview of the Law Enforcement Authority. The School Entity shall defer to the Law Enforcement Authority on matters of criminal and juvenile law procedure, except as is necessary to protect the interests of the School Entity. The Law Enforcement Authority will keep the chief school administrator, or his designees, informed of the status of pending investigations.

2. Victims

- a. The School Entity shall promptly notify the parent or guardian of a victim when the Law Enforcement Authority interviews that victim. The Law Enforcement Authority shall follow its policies and procedures when interviewing a victim to ensure the protection of the victim's legal and constitutional rights.
- b. In the event a victim is interviewed by Law Enforcement Authority on school property, a guidance counselor or similar designated personnel may be present during the interview.

3. Witness

- a. The School Entity shall promptly notify the parent or guardian of a witness when the Law Enforcement Authority interviews that witness. The Law Enforcement Authority shall follow its policies and procedures when interviewing a witness to ensure the protection

of the witness's legal and constitutional rights.

- b. In the event a witness is interviewed by the Law Enforcement Authority on school property, a guidance counselor or similar designated personnel should be present during the interview.

4. Suspects and Custodial Interrogation

- a. The School Entity shall help the Law Enforcement Authority to secure the permission and presence of at least one parent or guardian of a student suspect before that student is interrogated by law enforcement authorities.
- b. When a parent or guardian is not present, school authorities shall not stand *in loco parentis* (in the place of the parent/guardian) during an interview.
- c. If an interested adult cannot be contacted, the School Entity shall defer to the investigating Law Enforcement Authority, which will protect the student suspect's legal and constitutional rights as required by law.

5. Conflicts of Interest

- a. The parties to this Memorandum recognize that if a School Entity employee, contractor, or agent of the School Entity is the subject of an investigation, a conflict of interest may exist between the School Entity and the adult suspect.
- b. Neither the individual that is the subject of the investigation, nor any person acting as his/her subordinate or direct supervisor, shall be present during Law Enforcement Authority's interviews of student co-suspects, victims or witnesses by the Law Enforcement Authority.
- c. Neither the individual who is the subject of the investigation, nor his/her subordinate(s) and/or direct supervisor(s), shall be informed of the contents of the statements made by student co-suspects, victims or witnesses, except at the discretion of the Law

Enforcement Authority or as otherwise required by law.

D. Reporting Requirements

All school entities are required to submit an annual report, which will include violence statistics and reports, to the Department of Education's Office for Safe Schools. This annual report must include all new incidents described in Sections IIA and IIB. Before submitting the required annual report, each chief school administrator and each police department having jurisdiction over school property of the School Entity shall do the following:

- a. No later than thirty days prior to the deadline for submitting the annual report, the chief school administrator shall submit the report to the police department with jurisdiction over the relevant school property. The police department shall review the report and compare the data regarding criminal offenses and notification of law enforcement to determine its accuracy.

- b. No later than fifteen days prior to the deadline for submitting the annual report, the police department shall notify the chief school administrator, in writing, whether the report accurately reflects police incident data. Where the police department determines that the report accurately reflects police incident data, the chief of police shall sign the report. Where the police department determines that the report does not accurately reflect police incident data, the police department shall notify the chief school administrator and the office in writing.
- c. Prior to submitting the annual report, the chief school administrator and the police department shall attempt to resolve discrepancies between the report and police incident data. Where a discrepancy remains unresolved, the police department shall notify the chief school administrator and the office in writing.
- d. Where a police department fails to take action as required under clause a or b, the chief school administrator shall submit the annual report and indicate that the police department failed to take action as required under clause a or b.
- e. Where there are discrepancies between the School Entity's incident data and the police indicate data, the following shall occur:

[Describe procedure to be followed for the resolution of school violence data discrepancies prior to filing the annual report]

The chief school administrator or designee will review any discrepancy indicated by a police department under par. b, and review any data discrepancies and determine the exact nature of any discrepancy. This school official will then review the documentation available to the school and determine whether the school's incident data is consistent with the documentation. If this does not resolve the discrepancy, the school will determine whether further investigation might address the discrepancy. This could include interviews with school officials or others with direct knowledge of the incident in question. The school will consult with the police department if the discrepancy has not been resolved at this stage. If the discrepancy is still unresolved, the school will make a notation of the discrepancy in its report.

V. General Provisions

- A. This Memorandum does not create any contractual rights or obligations between the signatory Law Enforcement Authority, the signatory School Entity, any other signatory authorities or entities, or their respective officers, employees, agents or representatives.
- B. This Memorandum may be amended, expanded or modified at any time upon the written consent of the parties. It must be reviewed and re-executed within two years of the date of its original execution and every two years thereafter. Describe what modifications have been made to this Memorandum of Understanding. If you have not made any modifications or amended it in any way, please enter "Not Applicable" in the space provided.
- C. If changes in state or federal law require changes to the Memorandum, the parties shall amend

this Memorandum.

D. All parties to this Memorandum will communicate fully and openly with each other in order to resolve any problems that may arise in the fulfillment of the terms of this Memorandum.


Chief School Administrator

PALCS
School Entity


Chief Law Enforcement Authority

WEGO PD
Law Enforcement Authority

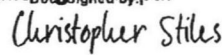
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School Law Enforcement Liaison

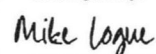
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Building Principal

Enterprise Drive
School Building


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Building Principal

Advanced Ideas Center
School Building

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Building Principal

West Chester Pike
School Building



Memorandum of Understanding

**Memorandum of Understanding
Between**

West Goshen Police Department

(Law Enforcement Authority)

and

Pennsylvania Leadership Charter School

(School Entity)

5/26/2023

(Date)

I. Introduction

A. Parties

The following Law Enforcement Authority or Authorities agree to follow the policies and procedures contained in this Memorandum of Understanding (hereinafter – Memorandum):

The following School Entity or Entities agree to follow the policies and procedures contained in this Memorandum:

Pennsylvania Leadership Charter School

Building: Performing Arts 211 Carter Drive Suite C West Chester, PA 19382

School Law Enforcement Liaison: Darlene Garrow

Head Administrator: Steven Dziekonski

B. This Memorandum establishes procedures to be followed when certain incidents – described in Section II below – occur on school property, at any sponsored activity, or on a conveyance as described in the Safe Schools Act (such as a school bus) providing transportation to or from a school or school sponsored activity. This Memorandum does not cover incidents that are outside of those school settings and create no substantial disruption to the learning environment.

C. The parties seek to foster a relationship of cooperation and mutual support and to maintain a safe school environment.

D. Legal Authority

1. The parties make this agreement as required by Article XIII-A of the Public School Code of 1949, popularly known as the – Safe Schools Act, as amended, 24 P.S. §§ 13-1301-A – 13-1313-A.

2. In so recognizing this legal authority, the parties acknowledge their respective duties pursuant to the Safe Schools Act and hereby agree to support and cooperate with one another in carrying out their joint and several responsibilities thereunder.

3. Information from Student Records

a. The Law Enforcement Authority shall be governed by the following reporting and information exchange guidelines:

i. Criminal History Record Information Act, 18 Pa C.S. § 1901 *et seq.*

ii. The prohibition against disclosures, specified in section IV (C)(5) of this Memorandum.

b. When sharing information and evidence necessary for the Law Enforcement Authority to complete its investigation, the School Entity shall:

- i. Comply with the Family Educational Rights and Privacy Act (hereinafter -FERPA), 20 U.S.C. § 1232g, and its implementing regulations at 34 C.F.R. § 99.1 *et seq.*, and 22 Pa. Code §§ 12.31-12.33, including any amendments thereto.
 - ii. Comply with the requirements of the Safe Schools Act, 24 P.S. §§ 13-1303-A and 13-1313-A, and any amendments thereto.
 - iii. Complete reports as required by section 13-303-A of the Safe Schools Act, 24 P.S. § 13-1303-A, and any amendments thereto.
- c. The School Entity may disclose personally identifiable information from an educational record of a student to the Law Enforcement Authority if a health or safety emergency exists and knowledge of that information is necessary to protect the health or safety of the student or other individuals. In determining whether a health or safety emergency exists, the School Entity may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the School Entity determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to the Law Enforcement Authority, if knowledge of that information is necessary for the Law Enforcement Authority to protect the health or safety of the student or other individuals. The School Entity must record the articulable and significant threat to the health or safety of a student or other individuals so that it can demonstrate to parents, students and the Family Policy Compliance Office¹ – what circumstance led it to determine that a health or safety emergency existed and why the disclosure was justified.

E. Priorities of the Law Enforcement Authority

1. Help the School Entity prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.
2. Investigate as appropriate all incidents reported to have occurred on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity. The investigation of all reported incidents shall be conducted in the manner that the Law Enforcement Authority, in its sole discretion, deems appropriate; but any investigation shall be conducted so as to involve as little disruption to the school environment as is practicable.
3. Identify those responsible for the commission of the reported incident and, where appropriate, apprehend and prosecute those individuals. Identification and apprehension procedures shall involve as little disruption to the school environment as is practicable.
4. Establish and maintain a cooperative relationship with the School Entity in the reporting and resolution of all incidents described in Section II of this document.

F. Priorities of the School Entity

1. Help law enforcement prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.
2. Create a safe learning environment.
3. Establish and maintain a cooperative relationship with the Law Enforcement Authority in the reporting and resolution of all incidents described in Section II of this document.
4. Provide the Law Enforcement Authority with all relevant information and required assistance in the event of a reported incident.
5. The School Entity shall give the Law Enforcement Authority a copy of the School Entity's behavior support services procedures and invite Law Enforcement Authority representatives to behavior support trainings.

¹ Questions related to FERPA should be directed to the Family Policy Compliance Office within the U.S.

Department of Education.

II. Notification of Incidents to Law Enforcement

The School Entity is required to notify law enforcement in specific situations listed in subsection A of this section, and has discretion over whether to notify law enforcement about incidents listed in subsection B of this section. Law enforcement's decision to investigate and file charged may be made in consultation with school administrators.

A. Mandatory Notification

1. The School Entity shall immediately notify the Law Enforcement Authority having jurisdiction where the offense occurred by the most expeditious means practicable of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:
 - a. The following offenses under 18 Pa.C.S. (relating to crimes and offenses):
 - i. Section 908 (relating to prohibited offensive weapons).

a. The term offensive weapon is defined by section 908 of the Crimes Code as

any bomb, grenade, machine gun, sawed-off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor or cutting instrument, the blade of which is exposed in an automatic way by

switch, push-button, spring mechanism, or otherwise, any stun gun, stun baton, taser or other electronic or electric weapon or other implement for

the infliction of serious bodily injury which serves no common lawful purpose. See 18 Pa.C.S. § 908 (c) (relating to definitions).

b. Consistent with section 908(b) of the Crimes Code (relating to exceptions),

this reporting requirement does not apply to one who possessed or dealt

with an offensive weapon solely as a curio or in a dramatic performance, or to one who possessed an offensive weapon briefly in consequence of

having found it taken it from an aggressor, or under circumstances similarly negating any intent or likelihood that the weapon would be used unlawfully.

ii. Section 912 (relating to possession of weapon on school property).

a. The term weapon is defined by section 912 of the Crimes Code to include but is not limited to, a knife, cutting instrument, cutting tool, nunchuck stick,

firearm, shotgun, rifle and any other tool, instrument or implement capable of inflicting serious bodily injury.

b. Consistent with section 912(c) of the Crimes Code (relating to defense), this reporting requirement does not apply to a weapon that is: (a) possessed and

used in conjunction with a lawful supervised school activity or course; or (b) is possessed for other lawful purpose.

iii. Chapter 25 (relating to criminal homicide).

iv. Section 2702 (relating to aggravated assault).

v. Section 2709.1 (relating to stalking).

vi. Section 2901 (relating to kidnapping).

- vii. Section 2902 (relating to unlawful restraint).
 - viii. Section 3121 (relating to rape).
 - ix. Section 3122.1 (relating to statutory sexual assault).
 - x. Section 3123 (relating to involuntary deviate sexual intercourse).
 - xi. Section 3124.1 (relating to sexual assault).
 - xii. Section 3124.2 (relating to institutional sexual assault).
 - xiii. Section 3125 (relating to aggravated indecent assault).
 - xiv. Section 3126 (relating to indecent assault).
 - xv. Section 3301 (relating to arson and related offenses)
 - xvi. Section 3307 (relating to institutional vandalism), when the penalty is a felony of the third degree.
 - xvii. Section 3502 (relating to burglary).
 - xviii. Section 3503(a) and (b)(1)(v)(relating to criminal trespass).
 - xix. Section 5501 (relating to riot).
 - xx. Section 6110.1 (relating to possession of firearm by minor).
- b. The possession, use or sale of a controlled substance, designer drug or drug paraphernalia as defined in The Controlled Substance, Drug, Device and Cosmetic Act, *as amended*, 35 P.S. §§ 780-101 – 780-144, popularly known as the Drug Act. For purposes of the Memorandum, the terms controlled substance, designer drug and drug paraphernalia shall be defined as they are in Section 102 of the Drug Act. See 35 P.S. § 780-102 (relating to definitions).
- c. Attempt, solicitation or conspiracy to commit any of the offenses listed in paragraphs 1 and 2 of this subsection.
- d. An offense for which registration is required under 42 Pa.C.S. § 9795.1 (relating to registration).
2. In responding to student who commit an incident listed under section 1303-A(b)(4.1) of the Safe Schools Act (24 P.S. § 13-1303-A(b)(4.1)), a school entity may consider the propriety of utilizing available school-based program, such as school-wide positive behavior supports, to address the student's behavior. Nothing in this provision shall be read to limit law enforcement's discretion.

B. Discretionary Notification

1. The School Entity may notify the Law Enforcement Authority having jurisdiction where the incident occurred of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:

a. The following offenses under 18 Pa.C.S. (relating to crimes and offenses):

- i. Section 2701 (relating to simple assault)
- ii. Section 2705 (relating to recklessly endangering another person).
- iii. Section 2706 (relating to terroristic threats).
- iv. Section 2709 (relating to harassment).
- v. Section 3127 (relating to indecent exposure)
- vi. Section 3307 (relating to institutional vandalism), when the penalty is a misdemeanor of the second degree.
- vii. Section 3503(b)(1)(i), (ii), (iii), and (iv), (b.1) and (b.2) (relating to criminal trespass).
- viii. Chapter 39 (relating to theft and related offenses).
- ix. Section 5502 (relating to failure of disorderly persons to disperse upon official order).
- x. Section 5503 (relating to disorderly conduct).
- xi. Section 6305 (relating to sale of tobacco).
- xii. Section 6306.1 (relating to use of tobacco in schools prohibited).
- xiii. Section 6308 (relating to purchase, consumption, possession, or transportation of liquor or malt or brewed beverages by a person under 21 years of age).

b. Attempt, solicitation or conspiracy to commit any of the offenses listed in subsection (a).

2. In exercising its discretion to determine whether to notify law enforcement of such incidents, the School Entity may consider the following factors: the seriousness of the situation, the school's ability to defuse or resolve the situation, the child's intent, the child's

age, whether the student has a disability and, if so, the type of disability and its impact on the student's behavior, and other factors believed to be relevant.

C. Law Enforcement Response to Notification

1. When notified of an incident listed in subsections A or B, law enforcement's decision to investigate and file charges, at the sole discretion of the Law Enforcement Authority, may be made in consultation with school administrators.
2. In determining whether to file charges, the Law Enforcement Authority is encouraged to consult with the District Attorney. Where appropriate under the law, part of this consultation may include a discussion about the availability or propriety of utilizing a diversionary program as an alternative to filing charges.

D. Notification of the Law Enforcement Authority when incident involves children with disabilities

1. If a child with a disability commits an incident of misconduct, school administrators and the Law Enforcement Authority should take into consideration that the child's behavior may be a manifestation of the disability and there may be no intent to commit an unlawful act. A child with a disability under this subsection shall mean a student with an IEP, a protected handicapped student with a service agreement that includes a behavior support plan, or such student for whom an evaluation is pending under 22 Pa. Code §§ 14.123 (relating to evaluation), 15.5 (relating to school district initiated evaluation and provision of services), 15.6 (relating to parent initiated evaluation and provision of services), or Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities).
2. In the event a child with a disability commits a mandatory notification offense under Subsection A, the School Entity must provide immediate notification to the Law Enforcement Authority regardless of the disability. Such notification will state that the child has an IEP or a service agreement that includes a behavior support plan and may include the School Entity's recommendation that police intervention may not be required and advisement that the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133 (relating to positive behavior support), 15.3 (relating to protected handicapped students general) or 711.46 (relating to positive behavior support). The Law Enforcement Authority may take the recommendation under advisement but reserves the right to investigate and file charges.
3. In the event a child with a disability commits a discretionary offense under Subsection B and the School Entity does not believe that police intervention is necessary, the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133, 15.3 or 711.46.
4. In accordance with 34 CFR 300.535 (relating to referral to and action by law enforcement and judicial authorities), nothing will prohibit the School Entity from reporting an offense committed by a child with a disability to the Law Enforcement Authority, and nothing will prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a

disability.

5. The School Entity, when reporting an offense committed by a child with a disability, should ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to the Law Enforcement Authority to whom the incident was reported.
6. The School Entity, when reporting an incident under this section, may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by FERPA.

[Describe any specific procedures to be followed for incidents involving a student with a disability having an IEP as required by 22 Pa. Code § 14.104 (relating to special education plans) or 22 Pa. Code Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities)]

The procedure following by Pennsylvania Leadership Charter School is as follows:

1. Notify the correct personnel of the incident: Division Principal, Special Education Teacher, Supervisor of Special Education
 2. Notify the parent if the child must be dismissed from the PALCS facility immediately.
 3. Once the Supervisor of Special Education has been notified, the Supervisor will schedule an IEP meeting with the family and necessary personnel and provide the family with a copy of the district's Procedural Safeguards Notice as per IDEA regulations.
 4. A Manifestation Determination meeting must be held the next school day.
 5. During the meeting, the team will determine whether or not the behavioral incident was a result of the student's disability.
 - a. If the team determines the incident to be a result of the disability, then the IEP team must take steps to remedy any and all deficiencies found in the student's IEP. This could include changing placement, putting additional support in place, et.
 - b. If the team determines that the incident is not a result of the disability, then the student may be disciplined as per the student handbook.
 - c. It is important to note that this decision must be made by the IEP team, including the parent.
 - d. Further, students with Emotional Disturbance may have Positive Behavior Support Plans in accordance with the IEP.
- E. Upon notification of the incident to the Law Enforcement Authority, the School Entity shall provide as much of the following information as is available at the time of notification. In no event shall the gathering of information unnecessarily delay notification:
1. Whether the incident is in-progress or has concluded.
 2. Nature of the incident.
 3. Exact location of the incident.
 4. Number of persons involved in the incident.
 5. Names and ages of the individuals involved.
 6. Weapons, if any, involved in the incident.

7. Whether the weapons, if any, have been secured and, if so, the custodian of the weapons.
8. Injuries involved.
9. Whether EMS or the Fire Department have been notified.
10. Identity of the school contact person.
11. Identity of the witnesses to the incident, if any.
12. Whether the incident involves a student with a disability and, if so, the type of disability and its impact on the student's behavior.
13. Other such information as is known to the school entity and believed to be relevant to the incident.

F. No later than September 30 of each year, the School Entity shall assemble and make ready for immediate deployment to its Incident Command Post the following information for the purpose of assisting the Law Enforcement Authority in responding to an emergency:

1. Blueprints or floor plans of the school buildings.
2. Aerial photo, map or layout of the school campus, adjacent properties and surrounding streets or roads.
3. Location(s) of predetermined or prospective command posts.
4. Current teacher/employee roster.
5. Current student roster.
6. Most recent school yearbook.
7. School fire-alarm shutoff location and procedures.
8. School sprinkler system shutoff location and procedures.
9. Gas/utility line layouts and shutoff valve locations.
10. Cable/satellite television shutoff location and procedures.
11. Other information the School Entity deems pertinent to assist local police departments in responding to an emergency.

III. Law Enforcement Authority Response

A. Depending on the totality of the circumstances, initial response by the Law Enforcement Authority may include:

1. For incidents in progress:
 - a. Meet with contact person and locate scene of incident.
 - b. Stabilize incident.
 - c. Provide/arrange for emergency medical treatment, if necessary.
 - d. Control the scene of the incident.
 - i. Secure any physical evidence at the scene.
 - ii. Identify involved persons and witnesses.
 - e. Conduct investigation.
 - f. Exchange information.

- g. Confer with school officials to determine the extent of law enforcement involvement required by the situation.

2. Incidents not in progress:

- a. Meet with contact person.
- b. Recover any physical evidence.
- c. Conduct investigation.
- d. Exchange information.
- e. Confer with school officials to determine the extent of law enforcement involvement required by the situation.

3. Incidents initially reported to the Law Enforcement Authority

If any incident described in sections IIA or IIB is initially reported to the Law Enforcement Authority, the Law Enforcement Authority shall proceed directly with its investigation, shall immediately notify the School Entity of the incident, and shall proceed as outlined in sections IIA through IIE.

B. Custody of Actors

1. Students identified as actors in reported incidents may be taken into custody at the discretion of the investigating law enforcement officer under any of the following circumstances:
 - a. The student has been placed under arrest.
 - b. The student is being placed under investigative detention
 - c. The student is being taken into custody for the protection of the student.
 - d. The student's parent or guardian consents to the release of the student to law enforcement custody.
2. The investigating law enforcement officer shall take all appropriate steps to protect the legal and constitutional rights of those students being taken into custody.

IV. Assistance of School Entities

A. In Loco Parentis

1. Teachers, Guidance Counselors, Vice Principals and Principals in the public schools have the right to exercise the same authority as a parent, guardian or person in parental relation to such pupil concerning conduct and behavior over the pupils attending a school during the time they are in attendance, including the time required in going to and from their homes.
2. School authorities' ability to stand *in loco parentis* over children does not extend to matters beyond conduct and discipline during school, school activities, or on a conveyance as described in the Safe Schools Act providing transportation to or from school or a school

sponsored activity.

B. Notification of Parent or Guardian

1. Parents or guardians of all victims and suspects directly involved in an incident listed under Section IIA or IIB shall be immediately notified of the involvement, and they shall be informed about any notification regarding the incident that has been, or may be, made to the Law Enforcement Authority.
2. The School Entity shall document attempts made to reach the parents or guardians of all victims and suspects directly involved in incident listed under Section IIA or IIB.

C. Scope of School Entity's Involvement

1. General principles: Once the Law Enforcement Authority assume primary responsibility for a matter, the legal conduct of interviews, interrogations, searches, seizures of property, and arrests are within the purview of the Law Enforcement Authority. The School Entity shall defer to the Law Enforcement Authority on matters of criminal and juvenile law procedure, except as is necessary to protect the interests of the School Entity. The Law Enforcement Authority will keep the chief school administrator, or his designees, informed of the status of pending investigations.

2. Victims

- a. The School Entity shall promptly notify the parent or guardian of a victim when the Law Enforcement Authority interviews that victim. The Law Enforcement Authority shall follow its policies and procedures when interviewing a victim to ensure the protection of the victim's legal and constitutional rights.
- b. In the event a victim is interviewed by Law Enforcement Authority on school property, a guidance counselor or similar designated personnel may be present during the interview.

3. Witness

- a. The School Entity shall promptly notify the parent or guardian of a witness when the Law Enforcement Authority interviews that witness. The Law Enforcement Authority shall follow its policies and procedures when interviewing a witness to ensure the protection of the witness's legal and constitutional rights.
- b. In the event a witness is interviewed by the Law Enforcement Authority on school property, a guidance counselor or similar designated personnel should be present during the interview.

4. Suspects and Custodial Interrogation

- a. The School Entity shall help the Law Enforcement Authority to secure the permission and presence of at least one parent or guardian of a student suspect before that student is interrogated by law enforcement authorities.
- b. When a parent or guardian is not present, school authorities shall not stand *in loco parentis* (in the place of the parent/guardian) during an interview.
- c. If an interested adult cannot be contacted, the School Entity shall defer to the investigating Law Enforcement Authority, which will protect the student suspect's legal and constitutional rights as required by law.

5. Conflicts of Interest

- a. The parties to this Memorandum recognize that if a School Entity employee, contractor, or agent of the School Entity is the subject of an investigation, a conflict of interest may exist between the School Entity and the adult suspect.
- b. Neither the individual that is the subject of the investigation, nor any person acting as his/her subordinate or direct supervisor, shall be present during Law Enforcement Authority's interviews of student co-suspects, victims or witnesses by the Law Enforcement Authority.
- c. Neither the individual who is the subject of the investigation, nor his/her subordinate(s) and/or direct supervisor(s), shall be informed of the contents of the statements made by student co-suspects, victims or witnesses, except at the discretion of the Law Enforcement Authority or as otherwise required by law.

D. Reporting Requirements

All school entities are required to submit an annual report, which will include violence statistics and reports, to the Department of Education's Office for Safe Schools. This annual report must include all new incidents described in Sections IIA and IIB. Before submitting the required annual report, each chief school administrator and each police department having jurisdiction over school property of the School Entity shall do the following:

- a. No later than thirty days prior to the deadline for submitting the annual report, the chief school administrator shall submit the report to the police department with jurisdiction over the relevant school property. The police department shall review the report and compare the data regarding criminal offenses and notification of law enforcement to determine its accuracy.
- b. No later than fifteen days prior to the deadline for submitting the annual report, the police department shall notify the chief school administrator, in writing, whether the report accurately reflects police incident data. Where the police department determines that the report accurately reflects police incident data, the chief of police shall sign the report. Where the police department determines that the report does not accurately reflect police incident data, the police department shall notify the chief school administrator and the office in writing.
- c. Prior to submitting the annual report, the chief school administrator and the police department shall attempt to resolve discrepancies between the report and police incident data. Where a discrepancy remains unresolved, the police department shall

notify the chief school administrator and the office in writing.

d. Where a police department fails to take action as required under clause a or b, the chief school administrator shall submit the annual report and indicate that the police department failed to take action as required under clause a or b.

e. Where there are discrepancies between the School Entity's incident data and the police indicate data, the following shall occur:

[Describe procedure to be followed for the resolution of school violence data discrepancies prior to filing the annual report]

The chief school administrator or designee will review any discrepancy indicated by a police department under par. b, and review any data discrepancies and determine the exact nature of any discrepancy. This school official will then review the documentation available to the school and determine whether the school's incident data is consistent with the documentation. If this does not resolve the discrepancy, the school will determine whether further investigation might address the discrepancy. This could include interviews with school officials or others with direct knowledge of the incident in question. The school will consult with the police department if the discrepancy has not been resolved at this stage. If the discrepancy is still unresolved, the school will make a notation of the discrepancy in its report.

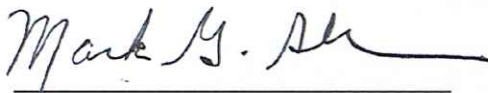
V. General Provisions

A. This Memorandum does not create any contractual rights or obligations between the signatory Law Enforcement Authority, the signatory School Entity, any other signatory authorities or entities, or their respective officers, employees, agents or representatives.

B. This Memorandum may be amended, expanded or modified at any time upon the written consent of the parties. It must be reviewed and re-executed within two years of the date of its original execution and every two years thereafter. Describe what modifications have been made to this Memorandum of Understanding. If you have not made any modifications or amended it in any way, please enter "Not Applicable" in the space provided.

C. If changes in state or federal law require changes to the Memorandum, the parties shall amend this Memorandum.


D. All parties to this Memorandum will communicate fully and openly with each other in order to resolve any problems that may arise in the fulfillment of the terms of this Memorandum.



Chief School Administrator

5-26-23 PALCS

School Entity



Chief Law Enforcement Authority

WEST GOSHEN TOWNSHIP
POLICE DEPT.
1025 Paoli Pike
West Chester, PA 19380-4699
Law Enforcement Authority

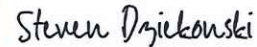
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School Law Enforcement Liaison

DocuSigned by:



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Head Administrator

Center for Performing
and Fine Arts

Building



A Memorandum of Understanding between

Pennsylvania Leadership Charter School, 1332 Enterprise Drive, West Chester,
PA 19380

&

Delaware County Community College (DCCC), 901 South Media Line Rd, Media,
PA 19063

JULY 1, 2023 through JUNE 30, 2024

Open Dual Enrollment

Instructional Model

- Courses will be taught by Delaware County Community College faculty in keeping with the College's academic policies and procedures.
- All classes will use the College's course syllabus, textbooks and assessments required by the College for each course.
- It is the duty of the respective high school to determine whether high school credit will be awarded for the chosen college courses.

Student Eligibility

- Current students in grades ten through twelve may be considered for participation.
- Students must demonstrate potential for success as determined by the College.
- Students must submit an online Dual Enrollment Application.
- Students demonstrating potential will be placement tested to ensure adequate college readiness needed for success unless they submit qualifying PSAT/SAT/ACT or Keystone scores or previous academic transcripts that meet the minimum requirements to waive testing. Visit dccc.edu/assessment for a full list of waiver options.
- Only those students who are qualified and have met course prerequisites will be registered.

Delivery Model

- Classes will be delivered in multiple modalities.
- All registered students will receive a grade for the course consistent with the College's grading policies. Grades are given within the 10-point grading scale. Grades will be awarded at the end of each term.
- All requests to withdraw from courses must be in writing and will be allowable according to the college calendar. Open Dual Enrollment students are bound by college policy, including those that relate to drops, withdrawals, and refunds.
- The Charter School's CEO, or designee, and the designated member of the College's Dual Enrollment Committee will serve as contacts for operational issues.
- The Charter School's CEO, or designee, and the designated faculty member/Dean/VP for Academic Affairs will serve as the contact for academic issues.
- Students must abide by DCCC's policies as outlined in the Student Handbook: www.dccc.edu/studenthandbook.
- Students are required to follow the College's Academic Calendar.

Financial Model for School District Invoice

- The College will invoice the Charter School for all registered students.
- The cost for students in sponsoring school districts is \$68 per credit for academic year 2023-2024. The cost for students in non-sponsoring school districts is \$135 per credit for academic year 2023-2024. Additional fees may apply depending upon the individual course (e.g., online course, science lab, and course material fees).
- Students will be responsible for the purchase of textbooks and other instructional materials, if needed.
- The College will invoice the Charter School within 30 days of registration.
- The Charter School will remit payment within 30 days of receipt of invoice.
- Students are subject to comply with the college policy regarding Add/Drop, refunds, student withdrawals and administrative withdrawals. Students have the option to drop or withdrawal from courses via delaGATE. If assistance is needed, students are required to request a drop or withdrawal in writing to the College's Records Office prior to any deadlines as posted on delaGATE.

Miscellaneous

- This MOU will be managed by the Recruitment and Enrollment Management Division of the College.
- This agreement covers the dates from July 1, 2023, to June 30, 2024. **Please sign and return by Friday, June 23, 2023.**

Signatures

Dr. Marian McGorry
VP, Academic Affairs
Delaware County Community College

DocuSigned by:

Dr. Marian McGorry

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Date: 5/15/2023

Dr. Mitchell E. Murtha
VP, Recruitment &
Enrollment Management
Delaware County Community College

DocuSigned by:

Mitchell Murtha

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Date: 5/15/2023

Dr. Mary Jo Boyer
VP, Branch Campus Operations &
Instructional Support Services
Delaware County Community College

DocuSigned by:

Dr. Mary Jo Boyer

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Date: 5/23/2023

Dr. Patricia Benson, CPA
VP, Finance & Administration/Treasurer
Delaware County Community College

DocuSigned by:

Dr. Patricia Benson

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Date: 5/16/2023

Mr. Mark Allen
Chief Executive Officer
Founder of the PALCS Center for Performing and Fine
Arts Pennsylvania Leadership Charter School

Mark G. Allen

Date: 5-3-23

CC: Saudia Beverly, AVP, Strategic Enrollment Initiatives
Delaware County Community College

INDUSTRY FAST TRACK & DUAL ENROLLMENT AGREEMENT

Between



And

PA Leadership Charter School

Participating College

Johnson College
3427 North Main Ave.
Scranton, PA 18508
Phone: (570) 702-8949

Contact: William Burke, Vice President of Enrollment & Student Affairs

Participating Secondary School

PA Leadership Charter School
1332 Enterprise Drive
West Chester, PA 19380

Contact: Shavaun McGinty, Supervisor of School Counseling

**Johnson College Industry Fast Track
Dual Enrollment Agreement With
PA Leadership Charter School**

1. Dual Enrollment Defined

As defined by the Pennsylvania Department of Education (PDE), “dual enrollment, referred to as ‘concurrent enrollment’ in the School Code, is an effort by the Commonwealth to encourage a broader range of students to experience postsecondary coursework and its increased academic rigor, while still in the supportive environment of their local high school. The intent is to increase the number of students that go on to postsecondary education and to decrease the need for remedial coursework at postsecondary institutions.”

It is a “locally administered program that allows a secondary student to concurrently enroll in postsecondary courses and to receive college credit for that coursework. The local programs are run through partnerships between school entities and eligible postsecondary institutions.”

2. Term of Agreement

The following agreement outlines the terms and conditions of the dual enrollment and Industry Fast Track (IFT) programs (Programs) offered by Johnson College to PA Leadership Charter School (PALCS). The term of this agreement is from March 15, 2023- June 30, 2027.

3. Student Eligibility

- A. Students who meet all of the following criteria are qualified to participate in the Programs:
 - 1. The student is enrolled in high school and completes coursework identified in Section 6 as a high school student.
 - 2. The student is making satisfactory progress toward fulfilling applicable secondary school graduation requirements, as determined by PALCS.
 - 3. The student demonstrates readiness for college-level coursework in the intended subject area, as determined by Johnson College. The College will determine readiness based on recommendations from the high school, standardized test scores, and a placement exam if necessary.
- B. In order to remain in the Program, the student must remain in good academic standing at PALCS.
- C. In order to receive credit at Johnson College for completion of any course in these Programs, all fees described in Section 7 of this Agreement must be paid to Johnson College.

4. Johnson College Course Information

The following criteria apply to all coursework offered by this agreement:

- A. The Industry Fast Track courses are non-remedial.
- B. The Industry Fast Track courses are core curriculum courses taught at a collegiate expectation/standard.
- C. The Industry Fast Track courses offered are Johnson College courses and include the use of curriculum, assessment tools, and instructional materials.
- D. Instructors teaching these courses meet all qualifications for an adjunct or full-time faculty member at Johnson College.

5. Location

Classes offered through these Programs will be held, unless otherwise stipulated, at Johnson College, Scranton, PA or online through Johnson College.

6. Classes Offered

First-year curriculum coursework in the following academic programs are available for IFT enrollment by the student, based on availability of courses in the respective academic semester/term.

- Architectural Drafting & Design Technology
- Civil Design Technology
- Carpentry & Cabinetmaking Technology
- Electrical Construction Technology
- Heating, Ventilation, & Air Conditioning Technology
- Advanced Manufacturing Technology
- Biomedical Equipment Technology
- Computer Information Technology
- Electronic Engineering Technology
- Industrial Technology
- Mechatronics Technology
- Welding Technology
- Welding Fabrication & Manufacturing Technology
- Physical Therapy Assistant
- Automotive Technology
- Diesel Truck Technology
- Diesel Preventative Maintenance Technology
- Heavy Equipment Technology

Students are eligible to enroll in up to 12 credits each academic term based on their academic performance at Johnson College the previous semester.

7. Financial Information

- A. Maximum number of dual enrollment students to be enrolled in the Program courses per semester: N/A
- B. Total approved cost for this Program:
1. Tuition: \$200 per credit
 2. Books: market price
 3. Fees: \$0

*Johnson College will invoice PALCS for all costs.

8. Student Credit

- A. PALCS will award credits for and recognize courses that are successfully completed under this agreement, which will be applied towards PALCS's high school graduation requirements.
- B. PALCS will award credits for and recognize courses that are successfully completed under this agreement fulfilling the previously identified graduation requirements.
- C. Johnson College will award post-secondary grades and credits to students who successfully complete courses identified in this agreement using the grading scale below.

Letter Grade	Numerical Relationship	Quality Points
A	96-100	4.0
A-	92-95	3.67
B+	88-91	3.33
B	84-87	3.0
B-	80-83	2.67
C+	76-79	2.33
C	72-75	2.0
C-	68-71	1.67
D+	64-67	1.33
D	60-63	1.0
F	0-59	0.0

- D. If a PALCS student becomes a regularly enrolled student at Johnson College following graduation from high school, Johnson College shall recognize those grades and credits and they will be applied toward the student's degree requirements. If a student enrolls at Johnson College after graduation, the registration fees that are required for undergraduate enrollment will be waived.
1. Credits earned at Johnson College may transfer to other institutions of higher education at the discretion of the receiving institution.

9. Grade Reporting

Students participating in the Program agree to allow the sharing of information between PALCS and Johnson College in order to permit both institutions to send and receive information pertaining to the students' participation in the Programs.

10. Promotional Materials


- A. Both Johnson College and PALCS agree to provide a mechanism for communicating the educational and economic benefits of higher education as well as the requirements for participation and enrollment procedures for the Programs to students and parents.
- B. Johnson College Enrollment Specialists agree to be available to high school students participating in the Programs.
- C. Johnson College will host or co-host an information session on articulation for students and/or parents and guardians.

11. Additional Administrative Responsibilities

The following individuals will be responsible for the tasks listed below:

- A. Course Enrollment – PALCS Guidance and Johnson College Enrollment.
PALCS's staff will enroll students in Program courses in accordance with normal dual enrollment procedures.
- B. Registration – Johnson College Admissions Staff.
A Johnson College representative will conduct a virtual visit with PALCS each semester. All applicants for each semester will be registered in conjunction with personnel from the high school. A ten (10) day grace period will be observed from the date of registration for any student wishing to drop a class. All student registrations must be received no later than August 1st.
- C. Record Keeping – PALCS and Johnson College Office of the Registrar
Staff will each maintain comprehensive records of courses taken and grades awarded to students participating in Program courses.
- D. Fiscal Transactions – Johnson College
PALCS will be billed directly for the cost of courses and materials selected for enrollment by the students. Required payment will be paid at the end of drop/add period. Johnson College will directly inform the PALCS of all withdrawals on the above-mentioned dates.
- E. Library Privileges - Johnson College will grant access to the campus library facilities for dual enrollment and Industry Fast Track students.

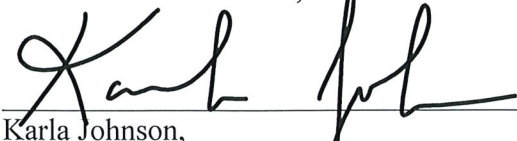
Industry Fast Track Agreement between Johnson College and
PA Leadership Charter School District Signature Page



Mark Allen
Chief Executive Officer, PALCS

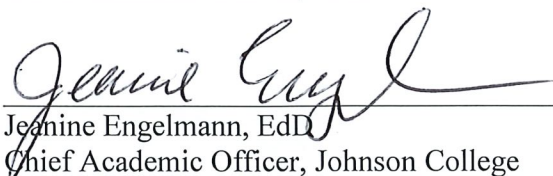
6-22-23

Date



Karla Johnson,
Chief Academic Officer, PALCS

Date



Jeanine Engelmann, EdD
Chief Academic Officer, Johnson College

Date



Katie Leonard, EdD
President & CEO, Johnson College

6/29/2023

Date

KEYSTONE COLLEGE
DUAL ENROLLMENT AGREEMENT
2023-2024

Thank you for working together with us to promote student learning and success. This Agreement is entered into by and between **Pennsylvania Leadership Charter School** (hereinafter referred to as the "School") and **Keystone College** (hereinafter referred to as the "College"). This agreement sets out the terms and conditions of the dual enrollment program offered by these two institutions in accordance with Article XCI of the Public School Code (hereinafter "Program"). The terms of this agreement are for the 2023-2024 school year or July 1, 2023 through June 30, 2024.

Student Eligibility

- Students who are enrolled at the School in their Junior or Senior year of high school may participate in the Program. Students enrolled in their Freshman or Sophomore year may be enrolled in the Program with approval of the School Counseling Office.
- Students who have an outstanding financial obligation with the College may not participate in the Program until that obligation is satisfied.

Courses Offered

- Courses will be offered by the College and taught by a College faculty member.
- The courses offered to dual enrollment students are identical to those offered when dual enrollment students are not enrolled, including the use of an identical curriculum, assessments, and instructional materials.
- The courses require prerequisite coursework identical to those enforced for the courses when dual enrollment students are not enrolled.
- Students wishing to add or drop a course must submit the official Add/Drop Form no later than the last day to add/drop as published in the College's Academic Calendar. The School will be refunded 100% tuition costs for any course dropped within this time period.

Awarding of College Credit

- The College will award credits in the same manner as those awarded to other individuals enrolled at The College.
- The School shall weight the high school credits earned by a student for completion of a College course in a manner similar to Advanced Placement Program courses at the School.
- If a dual enrollment student becomes a regularly enrolled student at the College following graduation from secondary school, the College shall recognize those credits as applying to a student's degree requirements as it would for any regularly enrolled postsecondary student who took the same courses.
- Students may request an official transcript from the College. Normal College fees and procedures apply. The College is regionally accredited by the Middle States Commission on Higher Education (MSCHE)

as such, credits earned at the College are transferrable in most cases; however, the College does not guarantee the acceptance of these credits to other Colleges or Universities.

Registration, Tuition, and Payment Schedules

- The College will offer dual enrollment to the School for \$100/credit for the 2023-2024 academic year, a significant discount from our normal per credit rate of \$475/credit. It is the responsibility of the student, parent, and School to ensure timely registrations.
- Registration requests for courses taught by the College will be accepted during normal registration periods as published in the College's Academic Calendar.
- Students must provide their social security number on the dual enrollment registration form for the enrollment to be processed.
- The College will provide the School an invoice for the tuition/fees for applicable students within 10 days after the conclusion of the College's drop/add period as published in the official College Academic Calendar. The School will submit payment for the invoiced amount.

Responsibilities of the College

- The College will provide the School with contracts and registration forms for the upcoming school year by June 30 of each year.
- The College will notify the School of the relevant dates including registration periods, beginning and ending dates of the term, and grade submission deadlines for the upcoming school year in a timely manner.
- The College will register students, enter grades, invoice the School, and transcribe coursework as detailed above.
- The College will inform the School of any issues with registration in an effort to provide transparent communication.
- The College will provide the School with current contact information for all personnel involved in the Dual Enrollment process in a timely manner.

Responsibilities of the School

- The School will provide the College current contact information for all individuals involved in the Dual Enrollment process, including, but not limited to: Chief Executive Officer, Chief Academic Officer, Representative responsible for registration forms.
- For students with documented special circumstances, it is the responsibility of the School to provide support services to the student as prescribed in their IEP or similar documents. If additional accommodations are requested, the School will consult with the Office of Disability Services at the College.

- Schools are asked to use the official registration form as provided by the College each year. No changes should be made to this form and no other form can be accepted as an official registration.

Keystone College Contact Information

General Program Questions:	Kate Owens	570.945.8222	kate.owens@keystone.edu
Registration Questions:	Barb Kelley	570.945.8223	barb.kelley@keystone.edu
Billing Questions:	Jessica Lopez	570.945.8300	jessica.lopez@keystone.edu

SIGNATURE PAGE

Pennsylvania Leadership Charter School and Keystone College agree not to unlawfully discriminate on the basis of race, nationality, ethnicity, religion, gender, age, or disability in any undertaking pursuant to this agreement.

For the District:

Mark G. Allen 5-8-23

Chief Executive Officer Date

Mark G. Allen
Printed Name

Chief Executive Officer _____ Date 5/8/23
Karl Johnson
 Chief Academic Officer _____ Date _____

Printed Name _____

For the College:

Andra Basu
Andra Basu, Ph. D.,
Provost and Vice President for Academic Affairs

Date 5/9/23



High School Academy & Dual Enrollment Programming Agreement

This agreement is entered into by and between PA Leadership Charter School (hereinafter referred to as “school”) and the Community College of Beaver County (hereinafter referred to as “CCBC”). This agreement sets out the terms and conditions of the High School Academy and Dual Enrollment programming offered by these institutions.

I. Purpose

High School Academies

CCBC’s nationally distinctive High School Academy program is a dual enrollment opportunity for high school students to earn college credits and explore future careers in their area of interest. Academy students can earn up to 28 credits towards an associate degree by high school graduation. The Community College of Beaver County has six Academies which include Aviation, Construction, Criminal Justice, Education, Health, and STEM.

The CCBC High School Academies share the same goals:

- **Build** partnerships with local and regional high schools and four-year colleges and universities.
- **Encourage** students to pursue higher education and have a jump-start on a college degree.
- **Introducing** high school students to the academic rigor required in college.
- **Develop** leadership skills and character in high school students.
- **Supply** additional transfer students for CCBC’s partnering 4-year institutions through articulation agreements; and
- **Prepare** a pipeline of students for in-demand career fields in Western Pennsylvania and beyond.

Dual Enrollment

High school students who have completed their freshman year in high school and who are approved by their local school to participate in the dual enrollment program will be allowed to enroll as a Dual

Enrollment student. Dual Enrollment Students are high school students taking CCBC courses on the college campus or online. Individuals accepted under this status will not be eligible for financial aid benefits or enrollment in preparatory courses.

1

II. Student Eligibility

High School Academies

1. High School Academy students must be juniors or seniors in a high school.
2. Each Academy has a GPA requirement. The GPA requirement for each Academy is based on the level of coursework taken within the Academy. For specific GPA requirements for each Academy refer to the Academies website. [Academies click here](#)
3. The High School Academies require students to have displayed good attendance and good conduct in school.
4. These students must have a recommendation from their principal or guidance counselor.
5. Based on the Academy, the student may be required to have taken Algebra I, Biology and Chemistry with a lab, or Pre-Calculus. To see which courses are required for each Academy refer to the curriculum sheets within the High School Academies website. [Academies click here](#)

Dual Enrollment

1. Dual Enrollment students should be limited to sophomore, junior and senior students in a high school.
2. To be eligible for Dual Enrollment, students need to have a 2.8 GPA.
3. The number of college-level courses completed should not exceed 2 courses per semester
4. The College may establish additional criteria for admission into courses.

III. Courses Offered

High School Academies

Students will follow a prescribed pathway for the academy of their choice. Each semester will consist of up to 7 credits for a total up to 14 credits each academic year. A student can earn up to 28 college credits if completing both their junior and senior years in the academy programming.

Dual Enrollment

Students can select up to two college courses each semester from the overall college schedule. The student must meet pre-requisites for the course to be approved for registration.

IV. Student Support Services

CCBC will provide the following support services to students enrolled in the program: tutorial services both, face-to-face and online and on demand, access to our library as well as our online library databases, transition support via the Access Ability Center for disability support services, Student Success Lab, and academic advising.

College Level Section 504/ADA Accommodations:

When taking a college level course, high school students with documented disabilities are eligible to receive accommodation. Accommodation at the college level may differ from those at the high school level. The college will not provide modifications to change the course content or

performance expectations that would substantially alter the essential elements of the courses.

2

The College Counselor is available to HS Academy and Dual Enrollment students in crisis situations where the threat of self-harm, harm to others, or abuse is evident and/or disclosed to any Faculty, administrator, or staff member. Parental/Guardian notification will occur as necessary or as granted permission by the student.

V. Student Credit

Students completing courses through these programs will have the course completion and relevant grade posted to the student's official CCBC transcript. Transfer of these credits to other institutions will be subject to the procedures and requirements of the receiving institution.

If at any time during the semester, the student would decide that they would like to withdraw from High School Academy or Dual Enrollment courses they must notify the Associate Dean of High School Academies or his or her designee by the designated withdraw date as outlined on the CCBC [academic calendar](#). If the student decides to withdraw outside of the withdraw or refund dates established by the college, the faculty will still be required to report a grade for the student and the student will still be responsible for the tuition for the course(s).

VI. Enrollment and Registration

High School Academy

1. Students are required to complete the online High School Academy application and print and complete the paper High School Academies Signature page and submit it to the Associate Dean of High School Academies and Dual Enrollment or his or her designee along with a copy of their most current report card and high school transcript.
2. Student will be contacted after the application is reviewed with the status of their acceptance.
3. If accepted into the academies, the student will be invited to an onboarding meeting where they will complete additional documents and register for their courses.

Dual Enrollment

1. Students are required to submit the Dual Enrollment and College in High School application online.
2. Students are required to submit the Dual Enrollment registration form provided by the high school counselor or the Associate Dean of High School Academies or designee
3. The student or school counselor will send the dual enrollment registration form along with official high school transcripts and current report card to the Associate Dean of High School Academies or his or her designee.
4. Students will need to take the CCBC placement test if the high school will not sign the placement test waiver form.

Tuition and course-related fees for classes taught by CCBC will be billed to the school at the appropriate tuition rates as approved by the Board of Trustees according to the students' appropriate tuition code. It is the responsibility of the school to pay the billed invoice within 30 days of receiving the invoice. The student will be responsible for textbooks, lab kits or other additional

VIII. Mutual Terms and Conditions

- A. *Term of Agreement.* This agreement shall automatically renew annually unless a written termination request is submitted by either party. See VIII B.
- B. *Termination of Agreement.* Either party may terminate this Agreement for any reason with, ninety (90) days' notice. In the event of a substantial breach, either party may terminate this agreement upon the occurrence of the breach by written notice that may be less than 90 days. In no event shall the termination of this Agreement by either Party take effect before the end of a then current academic term or adversely affect any student who may be participating in the agreement.
- C. *Nondiscrimination.* The parties agree to continue their respective policies of nondiscrimination and related procedures to insure such based-on Title VI of the Civil Rights Act of 1964 regarding sex, age, race, color, creed, national origin, Title IX of the Education Amendments of 1972, and other applicable laws, as well as the provisions of Section 504 of the Rehabilitation Act of 1973 (as amended) and the Americans with Disabilities Act (ADA) of 1990.
- D. *Interpretation of the Agreement.* The laws of the Commonwealth of Pennsylvania govern.
- E. *Modification of Agreement.* This Agreement shall only be modified in writing with the same formality as the original Agreement.
- F. *Entire Agreement.* This Agreement represents the entire understanding between parties. No other prior or contemporaneous oral or written understandings or promises to exist regarding this relationship.
- G. *Confidentiality.* The parties shall protect the confidentiality of student records as dictated by the Family Educational Records and Privacy Act (FERPA) and shall release no information absent written consent of the student unless required to do so by law or dictated by the terms of this agreement.
- H. *Notification.* Either institution may withdraw from the agreement upon written notification to the other participant. The CCBC High School Academy and Dual Enrollment office and High School Administrative team serve as the official points of contact for this Agreement.
- I. *Authority.* The Parties executing this Agreement represent and warrant to each other that they have the full right, power, capacity, and authority to execute and deliver this Agreement, and that they have duly and properly performed all acts required to authorize them to carry out this Agreement and the transactions contemplated by it.

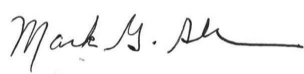
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CCBC High School Academy and Dual Enrollment Programming

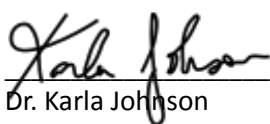
Agreement Signature page

School Signatures



Mr. Mark Allen
CEO

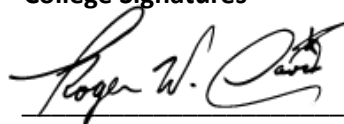
6-6-23
Date



Dr. Karla Johnson
CAO

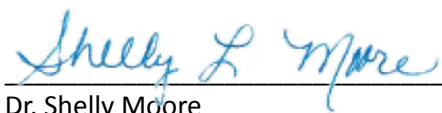
6/6/23
Date

College Signatures



Dr. Roger W. Davis
CCBC President

6-14-2023
Date



Dr. Shelly Moore
VP Academic Affairs/Provost

06/12/2023
Date



Lauren Susan
Associate Dean, HS Academies & Dual Enrollment

6/12/2023
Date



Chester County Intermediate Unit

Title III Consortium

Memorandum of Understanding 2023-2024

The Chester County Intermediate Unit will serve as the fiscal agent for members of the Chester County Title III English Learner Consortium. The purpose of the consortium is to receive a Title III subgrant, meeting all Title III requirements. As the fiscal agent, The CCIU will be responsible for filing the required application, expenditure reports and maintaining financial records.

Program Support and Development

In its role as the lead LEA, the CCIU will support the development of Title III related programs, services and resources as follows:

- Provide technical assistance to Consortium LEAs through consultation and training.
- Provide professional development workshops and trainings regarding effective English Learner instructional practices to Consortium classrooms teachers, principals, administrators and/or other school personnel based on collectively targeted needs and requests.
- Provide specific and targeted professional development and/or coaching to staff offered by a local consultant in an equitable and cost-effective manner to participating LEAs.

Performance Goals

Under this Memorandum of Understanding, it is the responsibility of each LEA to meet Performance Goals and to maintain the appropriate documentation related to each goal at the local level as defined within the CCIU Title III Grant. The following goals have been identified for the 2023-2024 school year:

1. 50% of all ELs will demonstrate gains in language proficiency by increasing their composite score by at least 0.5 on the WIDA ACCESS for ELs assessment.
2. Increase participation in CCIU's professional learning opportunities, including EL teachers, coordinators, classroom and content teachers, for the 2023-2024 school year by 50%.
3. 100% of Chester County EL Title III Consortium member schools/districts will send a team to the 2023-2024 community organization outreach event.
4. Increase attendance of Nonpublic school professionals in English learner professional learning opportunities by 50%.

Parent Notification

- Under this Memorandum of Understanding, the responsibility for providing notification to parents/guardians of English Learners is delegated to the individual LEA participating in the consortium.

Allowable Use of Title III Funds and Compliance


- Signature by LEA authorized representative on this MOU is assurance that the LEA has a compliant Core English Language Development (ELD) budget derived from local district fund.
- The Title III budget for both Limited English Proficient (LEP) and Immigrant Children and Youth (IMM) funds should reflect Title III Program activities only and the two allocations may not be combined.
- The use of Title III funds to purchase translation and interpreting services will be limited to activities under Title III guidelines and may not be used for Core ELD Program requirements.

Non-Public Consultation

- The individual Consortium Member LEAs should ensure that timely and meaningful consultation occur between the local education agency (LEA) and nonpublic schools within the LEAs geographical boundaries prior to any decision that affects the opportunities of eligible nonpublic school children, teachers, and other educational personnel to participate in programs under this act and shall continue throughout the implementation and assessment of activities under these sections.
- The individual Consortium Member LEAs shall make initial contact with nonpublic schools within their geographical boundaries to determine if the latter wishes to participate in the Title III services. To initiate contact, a consortium-generated notification form letter to nonpublic schools will be employed for use by the Consortium Member LEA.
- After the initial contact, regular and ongoing consultation between LEAs and participating nonpublic schools will be monitored upon request by the Consortium Lead to determine the appropriate level of service needed and/or provide consultation on the following topics: identification and assessment of EL students, types of services provided through Title III including how, when, and where; identification of measures used to ensure that the services provided to the private school students are effective.

The parties to this MOU, through their duly authorized representatives, have executed this MOU on the dates set forth below, and certify that they have read, understood, and agreed to the terms and conditions of this MOU as set forth herein. The effective date of this MOU is the date of the signature last affixed to this page.

School/District: The Pennsylvania Leadership Charter School

Signature 
Date 8-30-23

Chester County Intermediate Unit

Signature 
Date 9/15/2023

DUAL CREDIT AFFILIATION AGREEMENT
COMMONWEALTH CAMPUSES

THIS AGREEMENT (“Agreement”) is made and entered into as of the date of the last signature (the “Effective Date”) by and between The Pennsylvania State University, a state-related institution and instrumentality of the Commonwealth of Pennsylvania (“University”), and Pennsylvania Leadership Charter School (“School”).

WHEREAS, University offers dual credit coursework (the “Program”) to certain qualified high school students and School desires to make the Program available to its students; and

WHEREAS, For any dual credit programs, Pennsylvania law requires school entities to enter into agreements with institutions of higher education and this agreement outlines the requirements required under **24 Pa. Stat. § 15-1525**

WHEREAS, the parties desire to define their roles and responsibilities with respect to the Program consistent with Pennsylvania law.

NOW, THEREFORE, in consideration of the foregoing recitals and the mutual promises and covenants contained herein, and intending to be legally bound hereby, the parties agree as follows:

1. Term and Termination.

- (a) Term. This Agreement shall commence on the Effective Date and shall continue for a period of five (5) years. Upon the expiration of this Agreement, this Agreement shall automatically renew for successive twelve (12) month periods.
- (b) Termination of Agreement. This Agreement may be terminated by either party, with or without cause, at any time, upon sixty (60) days prior written notice to the other party; provided, however, that any student already enrolled and participating in dual credit coursework as of the effective date of termination shall be permitted to complete their then-current coursework.

2. Student Eligibility and Enrollment

Students who meet the following criteria are eligible to participate in the Program:

- (a) Students who have completed their 10th grade year or are currently in their 11th or 12th grade year of high school are eligible to enroll in the Program.
- (b) The student must submit an enrollment form, signed by the School to the University campus where they plan to enroll, along with an official high school transcript.
- (c) Deadlines for Program applications are August 1 for fall semester, December 1 for spring semester, and June 1 for summer session.
- (d) Exceptions for underclass students are considered on a case-by-case basis. These students must submit the enrollment application, signed by the School, a high school transcript and a letter or recommendation from the School

- (b) Students who have graduated from high school are not eligible for the Program.
- (c) Any student enrolled in the Program must be making satisfactory progress toward fulfilling secondary school graduation requirements and have been approved for university-level coursework as determined by the School and approved by the University.
- (d) Students in the Program must maintain a minimum cumulative grade point average of 2.0 in each University course in which the student is enrolled.

3. Courses Offered

- (a) The University will share the list of courses eligible for the Program with the School.
- (b) Whenever possible, University courses are aligned to the student's high school graduation requirements, the requirements of a career and technical education (CTE) program offered by the School, or a career pathway offered by the School.
- (c) Whenever possible, University courses available through the Program shall not supplement or supplant courses offered by the School to its secondary school students.
- (d) Courses may be offered in person, online or as a combination of in person and online.
- (e) Credits earned by students enrolled in the Program shall be equivalent to the credits offered to a postsecondary school student regularly enrolled at the University, including without limitation enforced prerequisites, and the use of an identical curriculum, assessments and instructional materials, and shall be recorded on a University transcript which shall be available to any student enrolled in the Program. Course descriptions are publicly available in the University Bulletin which is accessible through the University's Registrar's website.
- (f) The courses will be non-remedial.

4. Program Instruction

- (a) Program courses will be taught by instructors hired and approved by the University. Program courses may be taught on a University campus or at a School location, as determined by the University and the School.
- (b) In compliance with Pennsylvania Child Protective Services Law and University policy, the University will confirm that faculty who teach classes in which dual-enrolled students under the age of 18 are registered; are required to have the following three clearances: Pennsylvania State Police Criminal Background Check (SP4-164), Pennsylvania Child Abuse History Clearance Form (CY-113), and Federal (FBI) Fingerprint Criminal Background Check (Criminal History Report) and that they have completed University mandatory reporter training as required by University policy in effect from time to time.

5. Course registration process and deadlines

- (a) Students in the Program may schedule up to eight (8) credits in each of the fall and spring semesters or in the summer between their junior or senior year.
- (b) The School and the University must both approve each student's course selection prior

- to enrollment for any student seeking participation in the Program.
- (c) The School will award credit for and recognize courses that are successfully completed under this Agreement as fulfilling the appropriate secondary school graduation requirements.
 - (d) The University will award postsecondary credits to students who successfully complete courses in the Program. The University will apply these credits in the same manner as for other regularly enrolled University students.
 - (e) If a Program student becomes a regularly enrolled student at the University following graduation from secondary school, the University shall recognize credits earned in the Program as applying toward the student's degree requirements as it would for any other regularly enrolled postsecondary student who took the courses.

6. Communication of Program

Both the University and the School agree to provide a mechanism for communicating the educational and economic benefits of higher education as well as the requirements for participation and enrollment procedures outlined in this agreement to parents and students.

7. Additional Administrative Responsibilities

(a) Data Sharing

1. The Family Educational Rights and Privacy Act of 1972 (“FERPA”), 20 U.S.C. § 1232g and its implementing regulations allows student education records to be shared between the University and the School without the need for signed releases from students or parents.
2. The Enrollment Management Office at the University campus will provide information on the following items to the School:
 - The names of students enrolled in dual enrollment.
 - Courses that were taken by each student.
 - Grades earned by the student
3. The University will notify the School of any mid-semester progress reports that indicate that a dual credit student is in risk of failing a course.

(b) Program Costs

1. Penn State University’s tuition for courses available through the Program is updated annually and is publicly reported through Penn State’s Tuition Calculator located at the University’s Bursar website.
2. Students enrolled in the Program receive a tuition adjustment from the University that is equivalent to a 50% reduction of the in-state tuition rate. Students are responsible for paying all applicable student fees.
3. Students receiving the Penn State employee dependent tuition discount are not eligible for both

the Penn State dual credit reduction and the employee dependent tuition discount.

4. If grant funding is provided by the School, it will be forwarded to Penn State to reduce the cost of tuition and fees.
5. Lehigh Valley will coordinate with University Bursar Office to directly bill the PALCS for the outstanding balance of any Program student's tuition and fee costs after all adjustments and grant funding are applied.
6. Students are responsible for their own transportation to and from the University.

8. Disability Services. Students in the Program are admitted without regard to disability and are held to the same standards and expectations as all other regularly enrolled University students.

- (a) Students are responsible for contacting the University's Office of Student Disability Resources ("SDR") to seek out accommodations under the Americans with Disabilities Act ("ADA") and to self-disclose any disabilities.
- (b) Accommodations provided by the University may not be the same as those contained in the student's Individualized Education Program and 504 program processes receive at their secondary institution.
- (c) School may work in collaboration with SDR in connection with seeking reasonable accommodations under the ADA. Students interested in the Program may engage with SDR upon acceptance into the Program and any accommodation letters would be issued upon enrollment.

9. Non-Discrimination

The University and School agree that, in performing their obligations pursuant to this Agreement, to provide a safe academic and working environment free from discrimination and harassment. Discrimination, harassment and retaliation on the basis of protected status, including an individual's race, color, creed, ethnicity, ancestry, national origin, genetic information, sex, gender, gender identity or expression, sexual orientation, age, religion, marital status, veteran status, disability or physical ability, socioeconomic background, or other legally protected classification, are unlawful and strictly prohibited.

10. Miscellaneous Provisions

- (a) Independent Contractor Status of the Parties. The parties hereby acknowledge that they are independent contractors, and neither the University nor any of its agents, representatives, students or employees shall be considered agents, representatives or employees of the School and, further, neither School nor any of its agents, representatives or employees shall be considered agents, representatives or employees of University. In no event shall this Agreement be construed or represented by either party as establishing a partnership or joint venture or similar relationship between the parties hereto. University and School shall be liable for their respective debts, obligations, acts and omissions, including the payment of all required withholding, social security and other taxes or benefits on behalf of their respective employees.

- (b) Responsibility. Each party shall be responsible for its own acts and omissions, and those of its trustees, directors, officers, employees, and agents.
- (c) Notices. All notices, requests and other communications pursuant to this Agreement shall be in writing and sent by first class mail or email to each party to the following address, or by email:

UNIVERSITY:

Penn State Lehigh Valley
2809 Saucon Valley Road
Center Valley, PA 18034
Admissions-lv@psu.edu

SCHOOL:

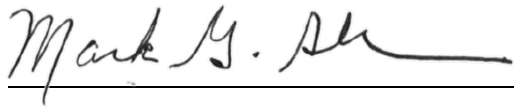
Pennsylvania Leadership Charter School
1332 Enterprise Drive
West Chester, PA 19380
Shavaun McGinty-smcginty@palcs.org

- (a) Entire Agreement. This Agreement contains the entire agreement between the parties, and supersedes all prior and contemporaneous understandings, whether written or oral, with respect to the subject matter hereof. This Agreement may not be amended or modified except in a writing signed by both parties.
- (b) Governing Law. This Agreement shall be governed and construed in accordance with the laws of the Commonwealth of Pennsylvania without reference to its conflicts of laws principles.
- (c) Execution; Counterparts. This Agreement may be executed in any number of counterparts, each of which shall be deemed to be an original, and all of which together shall be deemed to be one and the same agreement or document. Signatures and signed copies of this Agreement transmitted by facsimile, email or other means of electronic transmission shall constitute effective execution and be deemed to have the same legal force and effect as delivery of an original executed copy of this Agreement for all purposes.
- (d) No Waiver. The failure of any party hereto to exercise any right, power or remedy provided under this Agreement or otherwise available in respect hereof at law or in equity, or to insist upon compliance by any other party hereto with its obligations hereunder, and any custom or practice of the parties at variance with the terms hereof, shall not constitute a waiver by such party of its right to exercise any such or other right, power or remedy or to demand such compliance.

- (e) Publicity. Neither party may use the name, logos, or marks of the other without the prior written consent of the other party.

[SIGNATURES APPEAR ON THE FOLLOWING PAGE]

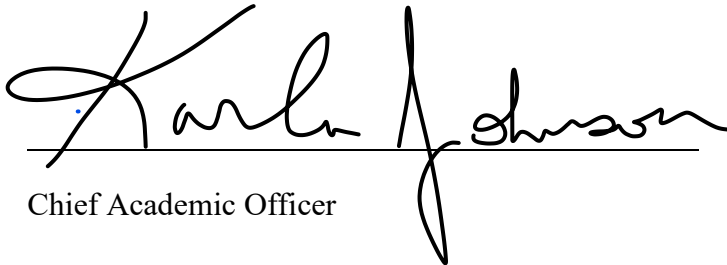
For the School:



Chief Executive Officer

5-3-23

Date



Chief Academic Officer

Date

For the University:



Dr. Tina Q. Richardson
Penn State Lehigh Valley

5/4/23

Date



Kelly Austin

Vice President for Commonwealth Campuses
and Executive Chancellor

5/4/2023

Date



Board Affirmation Statement

The purpose of this document is for the President of the governing board to affirm that the annual report information is accurate.

Steps to Complete this Section:

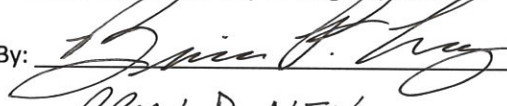
Note: Individual signatures required for each section.

1. Signature of President of the governing board and date signed for each section.
2. Upload Board Affirmation document which includes the Board President's signature and date signed.

Charter Annual Report Affirmation

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

Affirmed on this 1st day of August, 2024

By:  (Signature of Board President)
BRIAN P. NEY (Print Name)

__The Pennsylvania Leadership Charter School__ Board of Trustees

Charter School Law Affirmation

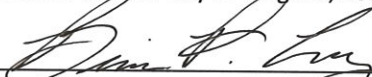
Pennsylvania's first Charter School Law was Act 22 of 1997, 24 P.S. § 17-1701-A et seq., which primarily became effective June 19, 1997, and has subsequently been amended.

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>.

Affirmed on this 1st day of August, 2024

By:  (Signature of Board President)

BRIAN P. NEY (Print Name)

__The Pennsylvania Leadership Charter School__ Board of Trustees

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.

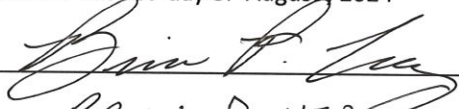
The Ethics Act provides that public office is a public trust and that any effort to realize personal financial gain through public office other than compensation provided by law is a violation of that trust. The Ethics

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>.

Affirmed on this 1st day of August, 2024

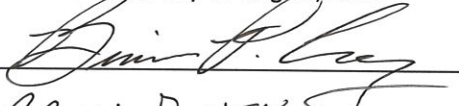
By:  (Signature of Board President)
BRIAN P. NEY (Print Name)

The Pennsylvania Leadership Charter School Board of Trustees

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 on this 1st day of August, 2024

By:  (Signature of Board President)
BRIAN P. NEY (Print Name)

The Pennsylvania Leadership Charter School Board of Trustees

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 on this 1st day of August, 2024

By:  (Signature of Board President)

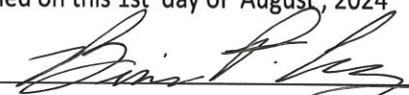
BRIAN P. NEER (Print Name)

The Pennsylvania Leadership Charter School Board of Trustees

Identification of Students with Specific Learning Disabilities using Response to Intervention Assurance/Affirmation

If the Charter School has received approval from PDE to utilize a Response to Intervention method to identify students with Specific Learning Disabilities, the Charter School will assure implementation with fidelity for the duration of this plan.

Affirmed on this 1st day of August, 2024

By:  (Signature of Board President)

BRIAN P. NEY (Print Name)

The Pennsylvania Leadership Charter School Board of Trustees