

PENNSYLVANIA LEADERSHIP CS

Charter School Annual Report | 2024 - 2025

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

Dr Karla Johnson

Chief Administrator Email

kjohnson11@palcs.org

Chief Administrator Phone

(610) 701-3333 - 1184

Extension

Charter School Principal

Principal Name

Dr. Karla Johnson

Principal Email

kjohnson11@palcs.org

Principal Phone

(610) 701-3333

Extension

1184

Authorizing District(s)

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

Upload a summary of the Wellness Check Data collected from the previous school year (pdf only)

WellnessSummary_PDE_2024-2025_2ad74923.pdf

Upload Current Charter (PDF only)

PALCS_Charter (1).pdf

Governance and Staff

Board of Trustees Members

Name	Office	Check if New Member
Daniel Truitt		
Thomas Wilcox		
David Howson		(CHECKED)
Karen Miller		
Jason Penna		(CHECKED)
Lee Ann Glowzenski		(CHECKED)
Jennifer Neville		(CHECKED)

Explanation of Board of Trustees Changes

Jason Penna appointed to board on August 15, 2024 David Howson appointed to board on September 19, 2024 Jennifer Neville appointed to board on February 20, 2025 Lee Ann Glowzenski appointed to board on February 20, 2025 Brian Ney retired from the board in April 2025

Upload the Act 55 training certificates for all Board Members (pdf only)

PALCS Certificate of Completion 5.1.25 - Jason Penna.pdf

PALCS Certificate of Completion 5.1.25 - Karen Miller .pdf

PALCS Certificate of Completion 5.1.25 - Lee Ann Glowzenski .pdf

PALCS Certificate of Completion 9.8.22 -Thomas Wilcox.pdf

PALCS Certificate of Completion 5.1.25 - David Howson .pdf

PALCS Certificate of Completion 9.12.22 - Dan Truitt.pdf

PALCS Certificate of Completion 5.1.25 - Jennifer Neville.pdf

Board of Trustees Meeting Schedule

Location	Date	Time
1645 West Chester Pike, West Chester, PA	2024-08-15	6:30
1645 West Chester Pike, West Chester, PA	2024-09-19	6:30
1645 West Chester Pike, West Chester, PA	2024-10-17	6:30
1645 West Chester Pike, West Chester, PA	2024-11-21	6:30
1645 West Chester Pike, West Chester, PA	2024-12-19	6:30
1645 West Chester Pike, West Chester, PA	2025-01-23	6:30
1645 West Chester Pike, West Chester, PA	2025-02-20	6:30
1645 West Chester Pike, West Chester, PA	2025-03-20	6:30
1645 West Chester Pike, West Chester, PA	2025-04-17	6:30
1645 West Chester Pike, West Chester, PA	2025-05-22	6:30
1645 West Chester Pike, West Chester, PA	2025-06-26	6:30

Upload Board Minutes

PALCS Board of Directors Public _MINUTES_ for May 22, 2025 (1) (1).pdf

PALCS Board of Directors Public Minutes for November 21, 2024 (2).pdf

MINUTES PALCS Board of Directors Public Minutes for January 23, 2025 (2).pdf

MINUTES PALCS Board of Directors Public Agenda for April 17, 2025 (2) (1).pdf

PALCS Board of Directors Public Minutes for October 17, 2024 (2).pdf

MINUTES PALCS Board of Directors Public Minutes for February 20, 2025 (1) (1).pdf

PALCS Board of Directors Public Minutes for August 15, 2024 (2).pdf

Minutes PALCS Board of Directors Public Minutes for March 20, 2025 (1) (1).pdf

PALCS Board of Directors Public Minutes for September 19, 2024 (2).pdf

PALCS Board of Directors Public MINUTES for June 26, 2025 (2).pdf

PALCS Board of Directors Public Minutes for December 19, 2024 (2).pdf

Leadership Team

Name	Title/Position	Check if New Member
Mark Allen	Chief Administrator	
Dr. Karla Johnson	Chief Administrator	
Joseph Calabretta	Fiscal Management Officer	
Joey Rider-Bertrand	Chief Academic Officer	(CHECKED)

Carrie Longstreth	Other	
Seth Heiland	Human Resource Officer	
Mark Murray	Other	
Dr. Courtney Kofeldt-Grove	Other	
Dr. Michelle Efthimiadou	Director of Special Education	
Shavaun McGinty	Other	
Zofia Swiatek	Other	
Cara Atmajian	Other	
Lauren Sweeting	Other	
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	

Explanation of Leadership Changes

In January 2025, Dr. Karla Johnson was selected as the CEO-Elect. Mark Allen retired officially on June 15, 2025. Dr. Karla Johnson officially transitioned to CEO on June 15, 2025. In May 2025, Dr. Joey Rider-Bertrand was hired as the new Chief Academic Officer

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

Form 414_2024-25 .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	2	0	0	0	1	1
Chief Administrative Officer	2	2	0	1	0	1
Principal	4	4	0	0	0	4
Assistant Principal	3	3	0	0	0	3
Classroom Teacher (including Master Teachers)	223	223	1	0	7	215
Specialty Teacher (including Master Teachers)	26	26	0	0	2	24
Special Education Teacher (including Master Teachers)	37	37	0	0	2	35
Special Education Coordinator	1	1	0	0	0	1
Counselor	20	20	0	0	0	20
Psychologist	1	0	0	0	0	1
School Nurse	6	6	0	0	0	6

IT Director	1	1	0	0	0	1
Business Administrator	1	0	0	0	0	1
ISD, Curriculum Developers, Tech Support	20	0	0	0	0	18
HR Manager	1	1	0	0	0	1
Student Support Manager, Facilities Manager	59	0	0	0	2	59
Business Office, Administrative Support Staff, Teaching Assistants	50	1	0	0	3	50
Other						
Totals	457	325	1	1	17	441

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

Currently, the accounting function is distributed between in-house staff (school district billing, accounts payable, payroll, cash receipts, budgeting, and reporting) and Vertex, 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 and expense changes lower than the budget amounts that contributed to a higher net asset amount including additional fund balances committed by the Board for building construction and renovations as well as new teaching technologies.

Upload Statements of Revenues, Expenditures & Fund Balances

Financial Package 24-25.pdf

Financial Audit Basics

Audit Firm

Rainer & Company

Date of Last Audit

2024-12-19

Fiscal Year Last Audited

2024

Explanation of the Report

There were no findings.

Upload Financial Audit Document(s)

Final FS June 2024_PALCS.pdf

Financial Audit Citations

Financial Audit Citations Description	Response
N/A	N/A

Federal Programs Consolidated Review

Federal Programs Consolidated Review Document(s)

Yes

Upload Available Federal Programs Consolidated Review Document(s)

PALCS 2024-2025 Federal Programs Consolidated Review - Corrective Action Notification.pdf

Title I Status

Yes

Title I First Year Status

No

Date of Last Federal Programs Consolidated Review

2025-03-31

School Years Reviewed

2024-2025

Federal Programs Consolidated Review Report

PALCS 2024-2025 Federal Programs Consolidated Review - Corrective Action Notification.pdf

Consolidated Review/Annual Report

Out of 161 items required in both the fiscal and program monitoring tools for the 2024-2025 Consolidated Review, PALCS received a total of 10 corrective actions. 3 of those actions were corrected upon funding adjustment submission. 6 of them were addressed with submission of additional evidence, as outlined by the corrective action statement from the monitor. 1 was corrected by our Regional Coordinator upon seeing that our 2024-2027 Comp Plan was under review. Upon the submission of all those corrective actions revisions and evidence, PALCS strongly believes that all of the corrective actions have been addressed and corrected.

Federal Programs Consolidated Review Citations

Findings	Corrective Action(s) Taken
Of the 8 program corrective actions, one of them was forgiven by our Regional Coordinator, Lisa St. Clair, as we have a plan that is in review and tentatively approved in FRCPP. Seven program corrective actions remain: 1. Title I stakeholder engagement in funds reserved for Family Engagement proof was not dated 2. Title I stakeholder engagement in an annual review of the Family Engagement policy was not provided. 3. Title II stakeholder input prior to grant submission was not confirmed. 4. Title IV continued consultation (mid-year meeting) with stakeholders was not confirmed 5. Title IV needs assessment was not dated and Title IV was not specifically mentioned 6. Title IV UGG Goal for Safe and Healthy Students subgrant did not match narratives submitted. 7. Title IV UGG Goal for Effective Use of Technology subgrant did not match narratives submitted. Fiscal corrective actions 1. Rank Order - Pre-K Count - Evidence was not sufficient enough - PIMS enrollment report from October is needed. 2. UGG - Time and Effort Documentation for Title IV stipends was not provided.	Seven remaining corrective actions taken: 1. Title I stakeholder engagement fund reservation meeting sign-in and presentation (dated) were uploaded. 2. Title I stakeholder engagement responses were provided (with dates for responses provided). 3. Title II stakeholder input meeting attendance (dated), notes, and sign-ins (dated) were uploaded. 4. Title IV continued consultation (mid-year meeting) with stakeholders presentation (dated) and sign-in (dated) were uploaded. 5. Title IV needs assessment from Comprehensive Plan was uploaded, as were the presentation and sign-in sheet for a Title IV specific mid-year meeting held on May 3, 2024. 6. Title IV UGG Goal for Safe and Healthy Students subgrant should now match the funding adjustment application that was submitted on May 16, 2025. 7. Title IV UGG Goal for Effective Use of Technology subgrant should now match the funding adjustment application that was submitted on May 16, 2025. Fiscal corrective actions taken 1. Rank Order - Pre-K Count - PIMS enrollment report from October 2024 was submitted. 2. UGG - Time and Effort Documentation for Title IV stipends - this was removed from the budget in the funding adjustment. Funding adjustment budget was uploaded as evidence showing its removal.

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	626	6	21
Life Skills	PA Leadership Charter School - 1332 Enterprise Drive, West Chester, PA 19380	58	6	21
Speech	PA Leadership Charter School - 1332 Enterprise Drive, West Chester, PA 19380	34	6	18

Special Education Contracted Services

Title	Amt. of Time per Week in Days or Hours	Operator	# of Students
Physical Therapy	4.25	Baby Steps Therapy	2
Occupational Therapy	6.5	Baby Steps Therapy	2
Speech Therapy	4.25	Baby Steps Therapy	2
BCBA	3	Connecting the Pieces	1
Counseling	1	EOS Therapy	1
Social Skills	6	EOS Therapy	3
Occupational Therapy	2.75	Light Shine	1

		Therapy	
RBT	2.5	Light Shine Therapy	1
BCBA	1	Rachel Beker	1
BSC	2.25	Soaring Abilities	1
PCA	15	Soaring Abilities	1
Hearing Support	0.25	CCIU	2
Vision Services	4.65	CCIU	5
Orientation and Mobility	0.75	CCIU	1
Speech Services	2.25	CCIU	3
Vision Support	0.75	DCIU	2
Orientation and Mobility	0.5	DCIU	1
Hearing	.25	Therapy Source	1
Speech Therapy	140	Therapy Source	168
Physical Therapy	8	Therapy Source	16
Occupational Therapy	100	Therapy Source	140

BCBA/BSC	45	Therapy Source	44
Tutoring	351	Therapy Source	133
Instructional Aide	66	Therapy Source	2
Counseling	75	Therapy Source	107
Reading Specialist	137	Therapy Source	91
Social Skills	52	Therapy Source	89
Social Work	3	Therapy Source	8
Speech Therapy Evaluations	18	Therapy Source	114
Physical Therapy Evaluations	1.5	Therapy Source	15
Occupational Therapy Evaluations	11	Therapy Source	104
Functional Behavior Assessment Evaluations	15	Therapy Source	76
Psychoeducational Evaluations	110	Therapy Source	323

Special Education Cyclical Monitoring

Date of Last Special Education Cyclical Monitoring

2024-11-01

Upload Executive Summary (pdf only)

Pennsylvania_Leadership_CS_Executive_Summary_CS_2024.pdf

Administrative Procedures for Internal Controls of IEP Development- upload policies and procedures surrounding IEP development (pdf only)

24_25 Compliance Review - template with post-check.pdf

Did you receive a corrective action report?

Yes

Upload Corrective Action report (pdf only)

Pennsylvania_Leadership_CS_CS_ICAP_FSA_21A_2024_Inital.pdf

Pennsylvania_Leadership_CS_ICAP_Inital_2024.pdf

Pennsylvania_Leadership_CS_Initial_CAV_CS_2024.pdf

Special Education Personnel Development

Autism

Training not offered.

BehaviorSupport

Training not offered.

Paraprofessional

Training not offered.

Transition

Description of Training			
Transition Fair/Speakers from across the state speak on various topics: Postsecondary Education, Employment and Independent Living.			
Lead Person/Position		Year of Training	
PaCCT		2024	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
1	1	PaCCT	Special Education Staff

Training Date Complete

2024-10-21

Copy of Transition Course.pdf

2024-2025 SPED Department Meeting Attendance - Regular Meeting Attendance_1ce2d81e.pdf

2024-2025 SPED Department Meeting Attendance - PD_Training Dates w_ Attendance_9ceae1e7.pdf

ScienceofLiteracy

Training not offered.

ParentTraining

Description of Training			
Parent Office Hour			
Lead Person/Position		Year of Training	
Karole Hamill		2024-2025	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
1	1 session per week during 24-25 SY	Karole Hamill	Parents and Staff

Training Date Complete

2025-06-30

Front Facing 24_25 Speaker Series (1).pdf

Front Facing 24_25 Speaker Series (1).pdf

Training Date Complete

2025-06-30

Front Facing 24_25 Speaker Series.pdf

2024-2025 SPED Department Meeting Attendance - PD_Training Dates w_ Attendance.pdf

IEPDevelopment

Description of Training			
Annual IEP Process			
Lead Person/Position		Year of Training	
Michelle Efthimiadou and Lauren Sweeting		2024	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
1	1	PALCS Special Education Staff	PALCS Special Education Staff

Training Date Complete

2024-08-22

2024-2025 SPED Department Meeting Attendance - Regular Meeting Attendance.pdf

2024-2025 SPED Department Meeting Attendance - PD_Training Dates w_ Attendance_cbc7c9a1.pdf

Annual IEP Process 24-25.docx.pdf

Boot Camp 2024_25.pdf

Training Date Complete

2025-03-21

2024-2025 SPED Department Meeting Attendance - PD_Training Dates w_ Attendance_33646a2b.pdf

2024-2025 SPED Department Meeting Attendance - Regular Meeting Attendance_050bd3e0.pdf

Twice Exceptional.pptx.pdf

Training Date Complete

2025-04-08

2024-2025 SPED Department Meeting Attendance - PD_Training Dates w_ Attendance_299f7f48.pdf

2024-2025 SPED Department Meeting Attendance - Regular Meeting Attendance_2190aeab.pdf

writing_better_goals_and_short-term_objectives_or_benchmarks.pdf

Special Education Program Profile

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Vanderlaag, Lisa	Secondary	Full-time (1.0)	07/08/2025 12:43 PM

Building Name		
Pennsylvania Leadership CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		29
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %

N/A	0.58
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Williams, Lauren	Elementary	Full-time (1.0)	07/08/2025 12:43 PM

Building Name		
Pennsylvania Leadership CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		22
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 11
Age Range Justification		FTE %
N/A		0.44

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Wade, Elizabeth	Elementary	Full-time (1.0)	07/08/2025 12:42 PM

Building Name		
Pennsylvania Leadership CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		21
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Show, Larissa	Multiple	Full-time (1.0)	07/08/2025 12:42 PM

Building Name		
Pennsylvania Leadership CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		34
Identify Classroom	Classroom Location	Age Range
School District	Multiple	5 to 21
Age Range Justification		FTE %
N/A		0.68

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Schultz, Sarah	Secondary	Full-time (1.0)	07/08/2025 12:41 PM

Building Name		
Pennsylvania Leadership CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		29
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
N/A		0.58

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Santana, Yecenia	Secondary	Full-time (1.0)	07/08/2025 12:41 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)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 16
Age Range Justification		FTE %
		0.27

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Romig, Kelly	Elementary	Full-time (1.0)	07/08/2025 12:40 PM

Building Name		
Pennsylvania Leadership CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.36

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Roak-Tincani, Lisa	Secondary	Full-time (1.0)	07/08/2025 12:40 PM

Building Name		
Pennsylvania Leadership CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		19
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 16
Age Range Justification		FTE %
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Putignano, Ashley	Secondary	Full-time (1.0)	07/08/2025 12:39 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)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 16
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Pardus, Merissa	Secondary	Full-time (1.0)	07/08/2025 12:39 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)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Nastuck, Jocelyn	Secondary	Full-time (1.0)	07/08/2025 12:38 PM

Building Name		
Pennsylvania Leadership CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		28
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 15
Age Range Justification		FTE %
		0.56

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Michaels, Bryan	Secondary	Full-time (1.0)	07/08/2025 12:38 PM

Building Name		
Pennsylvania Leadership CS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		24
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 15
Age Range Justification		FTE %
		0.48

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
McGeekin, Shelby	Secondary	Full-time (1.0)	07/08/2025 12:37 PM

Building Name		
Pennsylvania Leadership CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		23
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 16
Age Range Justification		FTE %
N/A		0.46

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
McAleer, Julianna	Secondary	Full-time (1.0)	07/08/2025 12:37 PM

Building Name		
Pennsylvania Leadership CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Itinerant (20% or Less)		21
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
N/A		0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Malkasian, Alison	Secondary	Full-time (1.0)	07/08/2025 12:36 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)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
N/A		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Maillie, Julie	Secondary	Full-time (1.0)	07/08/2025 12:35 PM

Building Name		
Pennsylvania Leadership CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		29
Identify Classroom	Classroom Location	Age Range
School District	Secondary	10 to 15

Age Range Justification	FTE %
N/A	0.58

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Makin, Holly	Secondary	Full-time (1.0)	07/08/2025 12:34 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)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	5 to 10
Age Range Justification		FTE %
N/A		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Lynch, Morgan	Secondary	Full-time (1.0)	07/08/2025 12:33 PM

Building Name		
Pennsylvania Leadership CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	6 to 10
Age Range Justification		FTE %
N/A		0.34

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Laurelli, Ellen	Secondary	Full-time (1.0)	07/08/2025 12:33 PM

Building Name		
Pennsylvania Leadership CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	18 to 21
Age Range Justification		FTE %
N/A		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Lasay, James	Secondary	Full-time (1.0)	07/08/2025 12:32 PM

Building Name		
Pennsylvania Leadership CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
N/A		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Kulp-Woodruff, Deborah	Secondary	Full-time (1.0)	07/08/2025 12:32 PM

Building Name		
Pennsylvania Leadership CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		30
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
N/A		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Kobasic, Meredith	Secondary	Full-time (1.0)	07/17/2025 02:21 PM

Building Name		
Pennsylvania Leadership CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		0
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
N/A		0

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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Homka, Jennifer	Secondary	Full-time (1.0)	07/08/2025 12:30 PM
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Building Name		
Pennsylvania Leadership CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 16
Age Range Justification		FTE %
N/A		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Hitesman, Elizabeth	Secondary	Full-time (1.0)	07/08/2025 12:30 PM

Building Name		
Pennsylvania Leadership CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		21
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
N/A		0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Harp, Amber	Secondary	Full-time (1.0)	07/08/2025 12:29 PM

Building Name		
Pennsylvania Leadership CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		30
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 21
Age Range Justification		FTE %
N/A		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Gaynor, Patricia	Secondary	Full-time (1.0)	07/08/2025 12:28 PM

Building Name		
Pennsylvania Leadership CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		29
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
N/A		0.58

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Garrity, Alexa	Secondary	Full-time (1.0)	07/08/2025 12:22 PM

Building Name

Pennsylvania Leadership CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		22
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
N/A		0.44

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Focht, Loren	Secondary	Full-time (1.0)	07/08/2025 12:22 PM

Building Name		
Pennsylvania Leadership CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 18
Age Range Justification		FTE %
N/A		0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Doyle, Thomas	Secondary	Full-time (1.0)	07/08/2025 12:21 PM

Building Name		
Pennsylvania Leadership CS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		31
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 21
Age Range Justification		FTE %
N/A		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Danka, Jesse	Secondary	Full-time (1.0)	07/17/2025 02:21 PM

Building Name		
Pennsylvania Leadership CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		0
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 21
Age Range Justification		FTE %
N/A		0

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Cottom, Andrea	Secondary	Full-time (1.0)	07/08/2025 12:20 PM

Building Name		
Pennsylvania Leadership CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Itinerant (20% or Less)		21
Identify Classroom	Classroom Location	Age Range
School District	Secondary	9 to 14
Age Range Justification		FTE %
N/A		0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Cose, Brynn	Elementary	Full-time (1.0)	07/08/2025 12:19 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)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
N/A		0.67

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Clevenger, Tammara	Secondary	Full-time (1.0)	07/08/2025 12:18 PM

Building Name		
Pennsylvania Leadership CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		30
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21

Age Range Justification	FTE %
N/A	0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Caratello, Danielle	Elementary	Full-time (1.0)	07/08/2025 12:48 PM

Building Name		
Pennsylvania Leadership CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		21
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 12
Age Range Justification		FTE %
N/a		0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Becker, Lare	Elementary	Full-time (1.0)	07/08/2025 12:48 PM

Building Name		
Pennsylvania Leadership CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		19
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Bathe, Jennifer	Secondary	Full-time (1.0)	07/08/2025 12:48 PM

Building Name		
Pennsylvania Leadership CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		19
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 16
Age Range Justification		FTE %
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Alexis Boyce	Secondary	Full-time (1.0)	07/08/2025 12:48 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)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
N/A		0.87

Facilities and Agreements

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

Fixed Asset Description	Location	Capital Expenditure
Outdoor signage at AIC	1585 Paoli Pike, West Chester PA 19380	\$4,702
Outdoor signage at CPFA	211 Carter Dr West Chester, PA 19382	\$6,195
Outdoor signage at Enterprise	1332 Enterprise Drive, West Chester, PA 19380	\$12,604
Enterprise Lobby renovation	1332 Enterprise Drive, West Chester, PA 19380	\$30,742
Installation of (4) new card readers at Lobby and Keystone testing area	1332 Enterprise Drive, West Chester, PA 19380	\$12,118
Replacement of exterior metal steps at rear of Enterprise building	1332 Enterprise Drive, West Chester, PA 19380	\$11,592
Replacement of 27 precast concrete steps at AIC Entrance	1585 Paoli Pike, West Chester PA 19380	\$18,560
Enterprise conference room table and chairs	1332 Enterprise Drive, West Chester, PA 19380	\$7,882
Enterprise Lobby, new reception desk and furniture	1332 Enterprise Drive, West Chester, PA 19380	\$8,758
IT Servers and Storage Array	1332 Enterprise Drive, West Chester, PA 19380	\$94,353
VoIP Phones	All locations	\$4,939

Staff Laptops	All Locations	\$152,454
Student Laptops	1332 Enterprise Drive & In the field / student home	\$872,544
Student Printers	1332 Enterprise Drive & In the field / student home	\$91,200
Cheswick furniture burkeMICHAEL	1001 Commerce Drive, Cheswick, PA 15024	\$192,674
Gridless Power, add (2) new card key access points at Cheswick	1001 Commerce Drive, Cheswick, PA 15024	\$10,471
HP Cheswick work stations	1001 Commerce Drive, Cheswick, PA 15024	\$40,240
Outdoor signage at Cheswick	1001 Commerce Drive, Cheswick, PA 15024	\$16,189
MBM Contracting, tenant fit out services	1001 Commerce Drive, Cheswick, PA 15024	\$103,126
New furniture and reception desk, Cheswick	1001 Commerce Drive, Cheswick, PA 15024	\$46,190

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 FY2026, capital improvements will include replacement of some HVAC systems, building security enhancements, improvements to exterior brick walls, steps, and walkways at one or more

buildings. The school is looking to replace one rented facility with a purchased facility; however, appropriate locations are still being considered.

Memorandum of Understanding

Organization	Purpose
Huntingdon County Career and Technology Center	Career and Technology Center Agreement
Delaware County Intermediate Unit	Career and Technical Education program agreement
Forbes Road Career and Technology Center	Career and Technical Education Center

Upload of Memorandum of Understanding Document(s) Do not include MOUs already reported in the Safe Schools Reports.

PALCS Agreement with Huntingdon CCTC 2024-2025-.pdf

Message_ Awaiting DCIU Signed MOU .pdf

Forbes Rd CTC Tuition Agreement with PALCS.docx (1).pdf

DCIU-PALCS Agreement 2024-2025 6-3-24.docx (1).pdf

Articulation Agreements

Partnering Institution

Community College of Beaver County

Agreement Type

Program/Course Area

Student-chosen relevant courses

Upload Articulation Agreement

CCBC PALCS DE Agreement 2023_APPVD w amendment.pdf

Partnering Institution

Montgomery County Community College

Agreement Type**Program/Course Area**

Student-chosen relevant courses

Upload Articulation Agreement

MCCC Agreement 2024 Final (1).pdf

Partnering Institution

The Pennsylvania State University Lehigh Valley

Agreement Type**Program/Course Area**

Student-chosen relevant courses

Upload Articulation Agreement

PSULV _ Dual Enrollment Agreement 2024 (1).pdf

Partnering Institution

Johnson College

Agreement Type**Program/Course Area**

Student-chosen relevant courses

Upload Articulation Agreement

Johnson College DE Agreement final (1).pdf

Partnering Institution

Delaware County Community College

Agreement Type**Program/Course Area**

Student-chosen relevant courses

Upload Articulation Agreement

DCCC_PALCS_ MOU_24_25 (1).pdf

Partnering Institution

Community College of Philadelphia

Agreement Type**Program/Course Area**

Student-chosen relevant courses

Upload Articulation Agreement

CCP PALCS Signed Agreement 5.24 (1).pdf

Partnering Institution

Keystone College

Agreement Type**Program/Course Area**

Student-chosen relevant courses

Upload Articulation Agreement

Keystone College Dual Enrollment Agreement 2024-2025 Signed Contract.pdf

Management Survey

Charter School Management Survey

Charter School Name

Pennsylvania Leadership CS

Point of Contact Name

Dr. Karla Johnson

Point of Contact Telephone Number

6107013333

Extension

1184

Point of Contact Email

kjohnson11@palcs.org

Management Organization Information

As of the start of the current 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

Does the charter school plan to add a management organization in the Future?

No

Signatures and Affirmations

Upload Board Affirmation Statement

Board Affirmation Statement - signed DGT 07.17.25.pdf

Date of Approval

2025-07-17

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 Administrator

Karla Johnson

Charter School Law Affirmation

Board President

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

Chief Administrator

Dr. Karla Johnson

Ethics Act Affirmation

Board President

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

Chief Administrator

Dr. Karla Johnson

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 Administrator

Dr. Karla Johnson

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 Administrator

Dr. Karla Johnson

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 Administrator

Dr. Karla Johnson

Grade Level	Division	Wellness Opps	Avg Students	Avg Students Seen	Ytd Total Students	Ytd Students Seen	Ytd Students Excused	Ytd Students Notwell	Avg Weekly Participation
K	ES	25	86.76	69.4	2169	1735	0	4	79.99
1	ES	25	87.16	74	2179	1850	0	3	84.9
2	ES	25	120.32	101	3008	2525	0	0	83.94
3	ES	25	102.56	86.24	2564	2156	0	0	84.09
4	ES	25	135.84	112.44	3396	2811	0	2	82.77
5	ES	25	151.92	126.2	3802	3155	4	1	83.07
6	MS	25	200	144.28	5000	3607	0	4	72.14
7	MS	25	263.52	173.64	6588	4341	0	3	65.89
8	MS	25	318.16	181.88	7954	4547	0	0	57.17
9	HS	25	430.92	245.12	10774	6128	1	3	56.88
10	HS	25	399.48	217.76	10006	5444	19	9	54.51
11	HS	25	415	215.24	10404	5381	29	6	51.87
12	HS	25	406.04	196.76	10158	4919	7	2	48.46

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

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

ATTEST:

PENNSYLVANIA DEPARTMENT OF
EDUCATION

Gerald L. Zahorchak
Gerald L. Zahorchak, Secretary



CERTIFICATE OF COMPLETION/ATTENDANCE

Charter School Trustee Basic Training Program

Attended by:

Thomas Wilcox
Name of Attendee

Pennsylvania Leadership Charter School
Organization Name

Signature of Pennsylvania Leadership
Charter School Representative

September 8, 2022
Date of Program

Beginning in the 2018-2019 school year and in each year thereafter, school board directors and charter school trustees will be required to complete training programs in accordance with Section 328 of the Public School Code. The above-named participant successfully completed a charter school trustee training programs approved by the Pennsylvania Department of Education.



CERTIFICATE OF COMPLETION/ATTENDANCE

Charter School Trustee Basic Training Program

Attended by:

Dan Truitt
Name of Attendee

Pennsylvania Leadership Charter School
Organization Name

Signature of Pennsylvania Leadership
Charter School Representative

September 12, 2022
Date of Program

Beginning in the 2018-2019 school year and in each year thereafter, school board directors and charter school trustees will be required to complete training programs in accordance with Section 328 of the Public School Code. The above-named participant successfully completed a charter school trustee training programs approved by the Pennsylvania Department of Education.



The Pennsylvania
LEADERSHIP
CHARTER SCHOOL

CERTIFICATE OF COMPLETION/ATTENDANCE

Charter School Trustee Basic Training Program

Attended by:

David Howson

Name of Attendee

**Signature of Nalee Ha, Esquire
Charter School Representative**

Pennsylvania Leadership Charter School

Organization Name

May 1, 2025

Date of Program

Beginning in the 2018--2019 school year and in each year thereafter, school board directors and charter school trustees will be required to complete training programs in accordance with Section 328 of the Public School Code. The above-named participant successfully completed a charter school trustee training programs approved by the Pennsylvania Department of Education.



The Pennsylvania
LEADERSHIP
CHARTER SCHOOL

CERTIFICATE OF COMPLETION/ATTENDANCE

Charter School Trustee Basic Training Program

Attended by:

Jason Penna

Pennsylvania Leadership Charter School

Name of Attendee

**Signature of Nalee Ha, Esquire
Charter School Representative**

Organization Name

May 1, 2025

Date of Program

Beginning in the 2018--2019 school year and in each year thereafter, school board directors and charter school trustees will be required to complete training programs in accordance with Section 328 of the Public School Code. The above-named participant successfully completed a charter school trustee training programs approved by the Pennsylvania Department of Education.



The Pennsylvania
LEADERSHIP
CHARTER SCHOOL

CERTIFICATE OF COMPLETION/ATTENDANCE

Charter School Trustee Basic Training Program

Attended by:

Jennifer Neville

Name of Attendee

**Signature of Nalee Ha, Esquire
Charter School Representative**

Pennsylvania Leadership Charter School

Organization Name

May 1, 2025

Date of Program

Beginning in the 2018--2019 school year and in each year thereafter, school board directors and charter school trustees will be required to complete training programs in accordance with Section 328 of the Public School Code. The above-named participant successfully completed a charter school trustee training programs approved by the Pennsylvania Department of Education.



The Pennsylvania
LEADERSHIP
CHARTER SCHOOL

CERTIFICATE OF COMPLETION/ATTENDANCE

Charter School Trustee Basic Training Program

Attended by:

Karen Miller

Name of Attendee

**Signature of Nalee Ha, Esquire
Charter School Representative**

Pennsylvania Leadership Charter School

Organization Name

May 1, 2025

Date of Program

Beginning in the 2018--2019 school year and in each year thereafter, school board directors and charter school trustees will be required to complete training programs in accordance with Section 328 of the Public School Code. The above-named participant successfully completed a charter school trustee training programs approved by the Pennsylvania Department of Education.



The Pennsylvania
LEADERSHIP
CHARTER SCHOOL

CERTIFICATE OF COMPLETION/ATTENDANCE

Charter School Trustee Basic Training Program

Attended by:

Lee Ann Glowzenski

Name of Attendee

Signature of Nalee Ha, Esquire
Charter School Representative

Pennsylvania Leadership Charter School

Organization Name

May 1, 2025

Date of Program

Beginning in the 2018--2019 school year and in each year thereafter, school board directors and charter school trustees will be required to complete training programs in accordance with Section 328 of the Public School Code. The above-named participant successfully completed a charter school trustee training programs approved by the Pennsylvania Department of Education.

PA Leadership Charter School Public Board Meeting

Minutes—August 15, 2024

1645 West Chester Pike, West Chester, PA 19382

Starting Time: 6:41 p.m.

Ending Time: 7:40 p.m.

Zoom Link: <https://palcscommunity.zoom.us/j/310891587>

Public Notice :

Agenda will be posted on www.palcs.org website. Locate Administration from the main menu and select "School Board."

Upcoming Board Meetings - [PALCS Board Meeting Schedule 2024-2025](#)

Opening :

1. Call to order - Chair of the Board of Directors
 - a. Public Notice: Public notice was given for this meeting in accordance with Act 93 of 1998, Section 1.
 - b. The Board met earlier this evening in Executive Session to discuss personnel, legal and real estate matters.
 - c. In all citations below, "PALCS" is used to indicate The Pennsylvania Leadership Charter School.

2. Roll Call:

Present

Board Members

Contact

x _____

Brian Ney, Chair

bney1@palcs.org

NP _____

Tom Wilcox, Vice Chair, Secretary

twilcox@palcs.org

x _____

Dan Truitt, Treasurer

dtruitt2@palcs.org

x _____

Karen Miller

kmiller32@palcs.org

Present

Counsel

Contact

x _____

Jim McErlane, Esq.

jmcerlane@lambmcerlane.com

x _____

Kevin McKenna, Esq.

kmckenna@mckennalawllc.com

(Maria Kane of McKenna Snyder representing)

Present

Staff

Contact

x _____

Mark Allen, CEO

mgallen@palcs.org

x _____

Dr. Karla Johnson, Chief Academic Officer

kjohnson11@palcs.org

x _____

Joseph Calabretta, CFO

jcalabretta@palcs.org

x _____

Seth Heiland, Dir. of HR

sheiland@palcs.org

x _____

Mark Murray, Dir. of IT

mmurray@palcs.org

x _____

Carrie Longstreth, Dir. of Student Services

clongstreth@palcs.org

x _____

Dr. Courtney Kofeldt Grove, Dir. of Online Learning

ckofeldt@palcs.org

x _____ Zealan Turner, Dir. of Communications
x _____ Shane Kelly, Exec Asst. to CEO

zturner@palcs.org
skelly4@palcs.org

Invited Guests

☐ Jason Penna _____
☐ _____

3. Pledge of Allegiance
4. Additions, deletions or modifications to the Agenda
 - a. Removal of new hire Angela Buonanno from Motion #12
 - b. Removal of Motion # 28
5. Additions, deletions or modifications to the Minutes
6. **PUBLIC COMMENTS:**
7. **Motion:** Resolved, that the PALCS Board of Directors shall approve the Minutes from the Board of Directors meeting on June 27, 2024 [[Attachment A](#)].

First: Dan Truitt
Second: Karen Miller
Discussion:
Vote: Passed
8. **Motion:** Resolved, that the PALCS Board of Directors shall accept the financial report submitted by Joseph Calabretta and approve the payment of bills. [[Attachment B](#)]

First: Dan Truitt
Second: Karen Miller
Discussion:
Vote: Passed
9. **Motion:** Resolved, that the PALCS Board of Directors, based upon successful results achieved in the matter of Pennsylvania Virtual Charter School et al v. Pennsylvania Department of Education and Pedro Rivera, Docket No. 561 MD 2019 in the Commonwealth Court of Pennsylvania, authorizes and directs legal counsel to file a Motion to Discontinue without Prejudice. [[Attachment C](#)]

First: Karen Miller
Second: Dan Truitt
Discussion:
Vote: Passed

10. **Motion:** Resolved, that the PALCS Board of Directors hereby authorizes and approves the Discontinuances with Prejudice of the Pennsylvania Department of Education administrative matters contained on the attached Exhibit A and B and directs legal counsel to take the necessary steps to effectuate the Discontinuances with Prejudice of these PDE matters. [\[Exhibit A\]](#)[\[Exhibit B\]](#)

First: Dan Truitt

Second: Karen Miller

Discussion:

Vote: Passed

11. **Motion:** Resolved, that the PALCS Board of Directors shall appoint Jason Penna to serve on the School Board of Directors, effective August 15, 2024. [\[Attachment D\]](#)

First: Karen Miller

Second: Dan Truitt

Discussion:

Vote: Passed

12. **Motion:** Resolved, that the PALCS Board of Directors shall approve the hiring of the following personnel:

- a. Allison Hresko - High School Math Teacher - \$53,045.00
- b. Yakeita Sawyer - School Counselor, High School - \$53,499.15
- c. Kelly O'Shura - School Counselor, High School - \$64,815.61
- d. Anne McHenry - High School Reading Interventionist - \$71,862.22
- e. Becky Advena - CPFA Day Substitute - \$21.87/hr
- f. Charles King - Maintenance Lead - \$59,999.94
- g. Diane Jamison - Family Ambassador, Greater Pittsburgh Metro Area - \$18.00/hr
- h. Reed Fela - CPFA Day Substitute - \$21.87/hr
- i. Nathaniel Wagner - ES Coding & Technology Teacher - \$87,011.08

First: Karen Miller

Second: Dan Truitt

Discussion:

Roll Call Vote: Passed

Ney	Truitt	Wilcox	Miller
yes	yes	Not present	yes

13. **Motion:** Resolved, that the PALCS Board of Directors shall approve the following position adjustments, effective July 1, 2024:

- a. Tia Fraser from Student Services Receptionist to Assistant to the Supervisor of Career and Technical Education - \$22.00/hr
- b. Kristin Harris, from ES Second Grade Teacher to ES Reading Specialist - \$93,208.44

First: Karen Miller

Second: Dan Truitt
Discussion:
Roll Call Vote:

Ney	Truitt	Wilcox	Miller
yes	yes	Not present	yes

14. **Motion:** Resolved, that the PALCS Board of Directors shall approve the MTSS Handbook.
[\[Attachment E\]](#)

First: Dan Truitt
Second: Karen Miller
Discussion:
Vote: Passed

15. **Motion:** Resolved, that the PALCS Board of Directors shall approve the AI Guidance Handbook.
[\[Attachment F\]](#)

First: Dan Truitt
Second: Karen Miller
Discussion:
Vote: Passed

16. **Motion:** Resolved, that the PALCS Board of Directors shall approve the Title IX Policy.
[\[Attachment G\]](#)

First: Dan Truitt
Second: Karen Miller
Discussion: For your consideration, the Department of Education has issued a long awaited ruling on Title IX with mandatory compliance from all schools receiving federal funding by August of 2024. The policy that has been presented for review was provided by McKenna Snyder LLC with minor revisions provided by TNG Consultants, who serve as our Title IX team in all Title IX complaint processes.

The following link is one of many resources available that provides a summary of the changes to the Title IX regulations, which has required the revision of our Title IX policy presented to you for review. We wanted to provide you with this information prior to the public board session to assist in your review of the proposed policy.

<https://papsa-web.org/breaking-news-final-title-ix-rule-issued-this-morning-april-19-2024/>

Vote: Passed

17. **Motion:** Resolved, that the PALCS Board of Directors shall approve the multi-hazard plan for Enterprise Drive. [\[Attachment H\]](#)

First: Brian Ney

Second: Dan Truitt

Discussion:

Vote: Passed

18. **Motion:** Resolved, that the PALCS Board of Directors shall approve the multi-hazard plan for The Advanced Ideas Center (AIC). [\[Attachment I\]](#)

First: Dan Truitt

Second: Brian Ney

Discussion:

Vote: Passed

19. **Motion:** Resolved, that the PALCS Board of Directors shall approve the multi-hazard plan for The Westtown Building. [\[Attachment J\]](#)

First: Karen Miller

Second: Dan Truitt

Discussion:

Vote: Passed

20. **Motion:** Resolved, that the PALCS Board of Directors shall approve the multi-hazard plan for The Center for Performing and Fine Arts (CPFA). [\[Attachment K\]](#)

First: Brian Ney

Second: Dan Truitt

Discussion:

Vote: Passed

21. **Motion:** Resolved, that the PALCS Board of Directors shall approve the 2024-2027 Comprehensive Plan. [\[Attachment L\]](#)

First: Dan Truitt

Second: Karen Miller

Discussion:

Roll Call Vote: Passed

Ney	Truitt	Wilcox	Miller
yes	yes	Not present	yes

22. **Motion:** Resolved, that the PALCS Board of Directors shall approve the 2024-2027 Induction Plan. [\[Attachment M\]](#)

First: Karen Miller
Second: Dan Truitt
Discussion:
Vote: Passed

23. **Motion:** Resolved, that the PALCS Board of Directors shall approve the 2024-2027 Professional Development Plan. [[Attachment N](#)]

First: Karen Miller
Second: Dan Truitt
Discussion:
Vote: Passed

24. **Motion:** Resolved, that the PALCS Board of Directors shall approve Mark Allen as the e-signer for eGrants system's federal grant applications.

First: Karen Miller
Second: Dan Truitt
Discussion:
Vote: Passed

25. **Motion:** Resolved, that the PALCS Board of Directors shall approve the proposed additional textbook for the general curriculum. [[Attachment O](#)]

First: Brian Ney
Second: Dan Truitt
Discussion:
Vote: Passed

26. **Motion:** Resolved, that the PALCS Board of Directors shall accept the resignation of Brian Ney as Chairman of the Board, effective as of the end of this meeting.

First: Dan Truitt
Second: Karen Miller
Discussion:
Vote: Passed

27. **Motion:** Resolved, that the PALCS Board of Directors shall elect Daniel Truitt to the office of Chair of the Board to fill the unexpired term of Chair, effective as of the end of this meeting.

First: Brian Ney
Second: Karen Miller
Discussion:
Roll Call Vote: Passed

Ney	Truitt	Wilcox	Miller
yes	yes	Not present	yes

Department Reports:

1. [Academic Department Report](#)
 - a. [USP Report](#)
 - b. [CPFA Report](#)
2. [Student Services Department Report](#)
3. [IT Department Report](#)
4. [HR Department Report](#)
5. [Online Learning Department Report](#)
6. [Business and Child Accounting Department Report](#)
7. [School Communications Report](#)

Adjournment:

28. **Motion:** Resolved, that the meeting of the PALCS Board of Directors shall adjourn.

First: Karen Miller

Second: Dan Truitt

Discussion:

Vote: Passed

PA Leadership Charter School Public Board Meeting

Minutes—September 19, 2024

1645 West Chester Pike, West Chester, PA 19382

Starting Time: 6:39 p.m.

Ending Time: 7:41 p.m.

Zoom Link: <https://palcscommunity.zoom.us/j/310891587>

Public Notice :

Agenda will be posted on www.palcs.org website. Locate Administration from the main menu and select "School Board."

Upcoming Board Meetings - [PALCS Board Meeting Schedule 2024-2025](#)

Opening :

1. Call to order - Chair of the Board of Directors
 - a. Public Notice: Public notice was given for this meeting in accordance with Act 93 of 1998, Section 1.
 - b. The Board met earlier this evening in Executive Session to discuss personnel, legal and real estate matters.
 - c. In all citations below, "PALCS" is used to indicate The Pennsylvania Leadership Charter School.

2. Roll Call:

Present

Board Members

Contact

x____

Dan Truitt, Chair, Treasurer

dtruitt2@palcs.org

x____

Tom Wilcox, Vice Chair, Secretary

twilcox@palcs.org

x____

Karen Miller

kmiller32@palcs.org

x____

Brian Ney

bney1@palcs.org

x____

Jason Penna

jpenna@palcs.org

Present

Counsel

Contact

x____

Jim McErlane, Esq.

jmcerlane@lambmcerlane.com

x____

Kevin McKenna, Esq.

kmckenna@mckennalawllc.com

Present

Staff

Contact

x____

Mark Allen, CEO

mgallen@palcs.org

x____

Dr. Karla Johnson, Chief Academic Officer

kjohnson11@palcs.org

x____

Joseph Calabretta, CFO

jcalabretta@palcs.org

x____

Seth Heiland, Dir. of HR

sheiland@palcs.org

x____

Mark Murray, Dir. of IT

mmurray@palcs.org

x____

Carrie Longstreth, Dir. of Student Services

clongstreth@palcs.org

NP____

Dr. Courtney Kofeldt Grove, Dir. of Online Learning

ckofeldt@palcs.org

x _____ Zealan Turner, Dir. of Communications
x _____ Shane Kelly, Exec Asst. to CEO

zturner@palcs.org
skelly4@palcs.org

Invited Guests

☐ David Howson _____
☐ _____

3. Pledge of Allegiance
4. Additions, deletions or modifications to the Agenda
5. Additions, deletions or modifications to the Minutes
 - a. Motion #9 - This motion was passed at the August 15th, 2024 Board Meeting

6. PUBLIC COMMENTS:

7. **Motion:** Resolved, that the PALCS Board of Directors shall approve the Minutes from the Board of Directors meeting on August 15, 2024 [[Attachment A](#)].

First: Karen Miller

Second: Dan Truitt

Discussion: Amendment to Motion #9 - Motion #9 passed

Vote: Passed

8. **Motion:** Resolved, that the PALCS Board of Directors shall accept the financial report submitted by Joseph Calabretta and approve the payment of bills. [[Attachment B](#)]

First: Karen Miller

Second: Dan Truitt

Discussion:

Vote: Passed

:

9. **Motion:** Resolved, that the PALCS Board of Directors shall appoint David Howson to serve on the School Board of Directors, effective September 19, 2024. [[Attachment C](#)]

First: Tom Wilcox

Second: Karen Miller

Discussion:

Vote: Passed

Truitt	Wilcox	Miller	Ney	Penna
yes	yes	yes	yes	yes

10. Swearing in of New Member

11. **Motion:** Resolved, that the PALCS Board of Directors shall approve the hiring of the following personnel:

- a. Erika Defino - Front Desk Receptionist (Western Regional Office) - \$18.00/hour
- b. Dominique Ridley - CPFA Academic Advisor - \$23.00/hour
- c. Jenna Diehl - Long Term Substitute (Biology) - \$21.87/hour
- d. Marguerite Gipton - School Nurse Day Substitute - \$30.00/hour
- e. Alyssa Daeschner - Homework Help Math Tutor - \$22.00/hour
- f. Kate Hazard - Homework Help Math Tutor - \$22.00/hour
- g. Karole Hamill - School Psychologist - \$109,850.00

First: Tom Wilcox

Second: Brian Ney

Discussion:

Roll Call Vote: Passed

Truitt	Wilcox	Miller	Ney	Penna	Howson
yes	yes	yes	yes	yes	yes

12. **Motion:** Resolved, that the PALCS Board of Directors shall approve the creation of the following positions:

- a. [Procurement Specialist](#)
- b. [Receptionist for the Center for Performing & Fine Arts](#)

First: Karen Miller

Second: David Howson

Discussion:

Vote: Passed

13. **Motion:** Resolved, the Pennsylvania Leadership Charter School Board of Directors shall approve a lease contract agreement with Canon Solutions Americas, Inc for hardware, maintenance and support of 15 multifunction printing devices for 60 months at a monthly rate of \$2988.04 [\[Attachment D\]](#)[\[Attachment E\]](#)

First: Karen Miller

Second: Dan Truitt

Discussion:

Vote: Passed

14. **Motion:** Resolved, that the PALCS Board of Directors shall approve the new Mission and Vision Statements. [[Attachment F](#)]

First: Dan Truitt

Second: Karen Miller

Discussion:

Vote: Passed

15. **Motion:** Resolved, that the PALCS Board of Directors shall approve The Threat Assessment Policy. [[Attachment G](#)]

First: David Howson

Second: Karen Miller

Discussion:

Vote: Passed

16. **Motion:** Resolved, that the PALCS Board of Directors shall approve the Multi Hazard Plan for the Cheswick Building. [[Attachment H](#)]

First: Tom Wilcox

Second: Brian Ney

Discussion:

Vote: Passed

17. **Motion:** Resolved, that the PALCS Board of Directors shall approve the 2024/2025 School Profile. [[Attachment I](#)]

First: Brian Ney

Second: Jason Penna

Discussion:

Vote: Passed

Department Reports:

1. [Academic Department Report](#)
 - a. [USP Report](#)
 - b. [CPFA Report](#)
2. [Student Services Department Report](#)
3. [IT Department Report](#)
4. [HR Department Report](#)
5. [Online Learning Department Report](#)
6. [Business, Child Accounting, & Facilities Department Report](#)
7. [School Communications Report](#)

Adjournment:

18. **Motion:** Resolved, that the meeting of the PALCS Board of Directors shall adjourn.

First: Karen Miller

Second: David Howson

Discussion:

Vote: Passed

PA Leadership Charter School Public Board Meeting
Minutes—October 17, 2024
1645 West Chester Pike, West Chester, PA 19382

Starting Time: 6:40 p.m.

Ending Time: 7:43 p.m.

Zoom Link: <https://palcscommunity.zoom.us/j/310891587>

Public Notice :

Agenda will be posted on www.palcs.org website. Locate Administration from the main menu and select "School Board."

Upcoming Board Meetings - [PALCS Board Meeting Schedule 2024-2025](#)

Opening :

1. Call to order - Chair of the Board of Directors
 - a. Public Notice: Public notice was given for this meeting in accordance with Act 93 of 1998, Section 1.
 - b. The Board met earlier this evening in Executive Session to discuss personnel, legal and real estate matters.
 - c. In all citations below, "PALCS" is used to indicate The Pennsylvania Leadership Charter School.

2. Roll Call:

<u>Present</u>	<u>Board Members</u>	<u>Contact</u>
x ____	Dan Truitt, Chair, Treasurer	dtruitt2@palcs.org
x ____	Tom Wilcox, Vice Chair, Secretary	twilcox@palcs.org
x ____	David Howson	dhowson1@palcs.org
x ____	Karen Miller	kmiller32@palcs.org
x ____	Brian Ney	bney1@palcs.org
x ____	Jason Penna	jpenna@palcs.org
<u>Present</u>	<u>Counsel</u>	<u>Contact</u>
x ____	Jim McErlane, Esq.	jmcerlane@lambmcerlane.com
x ____	Kevin McKenna, Esq. (Maria Kane of McKenna Snyder representing)	kmckenna@mckennalawllc.com
<u>Present</u>	<u>Staff</u>	<u>Contact</u>
x ____	Mark Allen, CEO	mgallen@palcs.org
x ____	Dr. Karla Johnson, CAO	kjohnson11@palcs.org
x ____	Joseph Calabretta, CFO	jcalabretta@palcs.org
x ____	Seth Heiland, Dir. of HR	sheiland@palcs.org
x ____	Mark Murray, Dir. of IT	mmurray@palcs.org
x ____	Carrie Longstreth, Dir. of Student Services	clongstreth@palcs.org
x ____	Dr. Courtney Kofeldt Grove, Dir. of Online Learning	ckofeldt@palcs.org
x ____	Zealan Turner, Dir. of Communications	zturner@palcs.org

x____

Shane Kelly, Exec Asst. to CEO

skelly4@palcs.org

Invited Guests

- ☐
- ☐

3. Pledge of Allegiance
4. Additions, deletions or modifications to the Agenda
 - a. **Motion:** Resolved, that the PALCS Board of Directors shall approve a revised agenda for this meeting with additional motions and/or attachments included below in Red.

First: David Howson
Second: Brian Ney
Discussion:
Vote: Passed
5. Additions, deletions or modifications to the Minutes
 - a. Correction to Motion #9 - Karen Nines corrected to Karen Miller
6. **PUBLIC COMMENTS:**
7. **Motion:** Resolved, that the PALCS Board of Directors shall approve the Minutes from the Board of Directors meeting on September 19, 2024 [[Attachment A](#)].

First: Karen Miller
Second: Tom Willcox
Discussion: Amendment to Motion #9 - Karen Nines corrected to Karen Miller
Vote: Passed
8. **Motion:** Resolved, that the PALCS Board of Directors shall accept the financial report submitted by Joseph Calabretta and approve the payment of bills. [[Attachment B](#)]

First: David Howson
Second: Brian Ney
Discussion:
Vote: Passed
9. **Motion:** Resolved, that the PALCS Board of Directors shall approve the following adjustments to the previously approved committed Fund Balance amounts as follows, for the previous fiscal year-end, with adjustments to be made to financial statements currently being finalized:
 - The amount of \$24,000,000 is increased to \$30,000,000 and committed to sustainability efforts to overcome obstacles and interruptions and maintain current educational programs.

- The amount of \$3,000,000 is increased to \$26,000,000 and committed to future building renovations and improvement costs, including the purchase and/or construction of facilities to meet staffing and programmatic needs.

First: Karen Miller

Second: Jason Penna

Discussion:

Vote: Passed

10. Motion: Resolved, that the PALCS Board of Directors shall approve the settlements for the following School Districts [[Attachment C](#)] [[Attachment D](#)] [[Attachment E](#)]:

- a. Cranberry Area School District - School District to pay PALCS \$825.31 for the 2016-17 school year;
- b. Titusville Area School District - School District to pay PALCS \$315.00 for the 2016-17 school year;
- c. Mercer Area School District - PALCS to pay school district \$960.00 for the 2018-19 school year.

First: Tom Wilcox

Second: David Howson

Discussion:

Vote: Passed

11. Niche.com Rankings

- a. **Please see next page~**



2025 Best Schools

The Pennsylvania Leadership Charter School

has achieved 21 top rankings nationally and statewide in a myriad of categories on Niche! This honor reflects our outstanding efforts in academics, culture, teaching, and more.

National

2025 Niche Best Schools

- Best Elementary Schools
- Best Middle Schools
- Best Public High Schools
- Best Charter Schools
- Best College Prep
- Best Teachers

A Niche **2025 A** SCHOOL

Best Public Online High Schools in America

#56 of 531

89th percentile

Best Online High Schools in America

#74 of 567

87th percentile

Best Charter High Schools in America

#398 of 2,638

85th percentile

Best Charter Middle Schools in America

#534 of 3,930

86th percentile

Best Charter Elementary Schools in America

#580 of 4,191

86th percentile

Pennsylvania

Best Public Online High Schools in PA

#1 of 12

Best Online High Schools in PA

#2 of 14

86th percentile

Best Charter Middle Schools in PA

#4 of 119

97th percentile

Best Charter High Schools in PA

#4 of 77

95th percentile

Best Charter Elementary Schools in PA

#5 of 122

96th percentile

Best College Prep Public High Schools in PA

#29 of 663

96th percentile

Best Public High School Teachers in PA

#35 of 670

95th percentile

Most Diverse Public High Schools in PA

#67 of 706

91st percentile

Best Public Middle School Teachers in PA

#71 of 748

91st percentile

Best Public High Schools in PA

#74 of 683

89th percentile

Most Diverse Public Middle Schools in PA

#89 of 788

89th percentile

Best Public Middle Schools in PA

#91 of 782

88th percentile

Best Public Elementary School Teachers in PA

#177 of 1,571

89th percentile

Most Diverse Public Elementary Schools in PA

#194 of 1,701

86th percentile

Best High Schools for STEM in PA

#194 of 284

32nd percentile

Best Public Elementary Schools in PA

#271 of 1,622

83rd percentile



Niche's K-12 rankings are based on a comprehensive, data-driven approach that blends statistical rigor with over 2.5 million reviews from students, parents, and educators. Their meticulous methodology, which includes evaluating academic performance, diversity, and school culture, ensures that being ranked highly by Niche is a prestigious recognition of a school's excellence across multiple dimensions.

12. **Motion:** Resolved, that the PALCS Board of Directors shall approve the hiring of the following personnel:

- a. Nathaniel Wagner - Elementary School Coding & Technology Teacher - \$93,103.04
- b. Joseph Humnicky - USP English Teacher - \$60,506.16
- c. Karen McGettigan - Family Ambassador (Berks/Lehigh Valley & Surrounding Area) - \$18.00/hour

First: Tom Wilcox

Second: Brian Ney

Discussion:

Roll Call Vote: Passed

Truitt	Wilcox	Miller	Ney	Penna	Howson
yes	yes	yes	yes	yes	yes

13. **Motion:** Resolved, the Pennsylvania Leadership Charter School Board of Directors shall approve the purchase of Information Technology server and storage equipment CDWG totaling \$94,354.32. [[Attachment F](#)]

First: David Howson

Second: Karen Miller

Discussion:

Vote: Passed

14. **Motion:** Resolved, the Pennsylvania Leadership Charter School Board of Directors shall approve the Procedures for Managing Equipment Policy. [[Attachment G](#)]

First: Dan Truitt

Second: Karen Miller

Discussion:

Vote: Passed

15. **Motion:** Resolved, the Pennsylvania Leadership Charter School Board of Directors shall approve the Outside Employment Policy. [[Attachment H](#)]

First: Tom Wilcox

Second: Jason Penna

Discussion:

Vote: Passed

16. **Motion:** Resolved, the Pennsylvania Leadership Charter School Board of Directors shall approve the Emergency Operations Plan (*This plan will be updated to include Cheswick building information from Western PA*). [[Attachment I](#)]

First: Brian Ney

Second: David Howson

Discussion:

Vote: Passed

17. **Motion:** Resolved, the Pennsylvania Leadership Charter School Board of Directors shall approve the Wellness Check Policy. [\[Attachment J\]](#)

First: Dan Truitt

Second: Jason Penna

Discussion:

Vote: Passed

18. **Motion:** Resolved, the Pennsylvania Leadership Charter School Board of Directors shall approve the change of title from Family Support and Engagement Specialist to Family Engagement Coordinator effective immediately.

First: Brian Ney

Second: Karen Miller

Discussion:

Vote: Passed

Department Reports:

1. [Academic Department Report](#)
 - a. [USP Report](#)
 - b. [CPFA Report](#)
2. [Student Services Department Report](#)
3. [IT Department Report](#)
4. [HR Department Report](#)
5. [Online Learning Department Report](#)
6. [Business, Child Accounting, & Facilities Department Report](#)
7. [School Communications Report](#)

Adjournment:

19. **Motion:** Resolved, that the meeting of the PALCS Board of Directors shall adjourn.

First: Karen Miller

Second: David Howson

Discussion:

Vote: Passed

PA Leadership Charter School Public Board Meeting
Minutes—November 21, 2024
1645 West Chester Pike, West Chester, PA 19382

Starting Time: 6:38 p.m.

Ending Time: 8:12 p.m.

Zoom Link: <https://palcscommunity.zoom.us/j/310891587>

Public Notice :

Agenda will be posted on www.palcs.org website. Locate Administration from the main menu and select "School Board."

Upcoming Board Meetings - [PALCS Board Meeting Schedule 2024-2025](#)

Opening :

1. Call to order - Chair of the Board of Directors
 - a. Public Notice: Public notice was given for this meeting in accordance with Act 93 of 1998, Section 1.
 - b. The Board met earlier this evening in Executive Session to discuss personnel, legal and real estate matters.
 - c. In all citations below, "PALCS" is used to indicate The Pennsylvania Leadership Charter School.

2. Roll Call:

<u>Present</u>	<u>Board Members</u>	<u>Contact</u>
x____	Dan Truitt, Chair, Treasurer	dtruitt2@palcs.org
x____	Tom Wilcox, Vice Chair, Secretary	twilcox@palcs.org
x____	David Howson	dhowson1@palcs.org
x____	Karen Miller	kmiller32@palcs.org
x____	Brian Ney	bney1@palcs.org
x____	Jason Penna	jpenna@palcs.org
<u>xPresent</u>	<u>Counsel</u>	<u>Contact</u>
x____	Jim McErlane, Esq.	jmcerlane@lambmcerlane.com
x____	Kevin McKenna, Esq. (represented by Maria Kane)	kmckenna@mckennalawllc.com
<u>Present</u>	<u>Staff</u>	<u>Contact</u>
np____	Mark Allen, CEO	mgallen@palcs.org
np____	Dr. Karla Johnson, CAO	kjohnson11@palcs.org
x____	Joseph Calabretta, CFO	jcalabretta@palcs.org
np____	Seth Heiland, Dir. of HR	sheiland@palcs.org
x____	Mark Murray, Dir. of IT	mmurray@palcs.org
x____	Carrie Longstreth, Dir. of Student Services	clongstreth@palcs.org
x____	Dr. Courtney Kofeldt Grove, Dir. of Online Learning	ckofeldt@palcs.org
x____	Zealan Turner, Dir. of Communications	zturner@palcs.org

x_____

Shane Kelly, Exec Asst. to CEO

skelly4@palcs.org

Invited Guests

- ☐ Andy Garmin, Pipe Dream _____
☐ _____

3. Pledge of Allegiance
4. Additions, deletions or modifications to the Agenda
5. Additions, deletions or modifications to the Minutes
6. **PUBLIC COMMENTS: n/a**
7. **Motion:** Resolved, that the PALCS Board of Directors shall approve the Minutes from the Board of Directors meeting on October 17, 2024 [[Attachment A](#)].

First: Tom Wilcox

Second: Karen Miller

Discussion:

Vote: Passed

8. Discussion: Presentation of Second Annual USP Writing Competition Winners

Senior Division:

Poetry Category, First Place: Lily A. - "Dawn of the New Birds"

Research Category, First Place: Elizabeth C. - "Only History Will Be Able to Judge Whether I AM A Traitor or Not: The British Far Right of WW2 and its Connection to the Present"

Persuasion Category, First Place: Rebecca S. - "Successful Start Times"

Narrative Category, First Place: Alexandra M. "Grief for a Life I Will Not Live"

Pre-Senior Division

Narrative Category, First Place: Olivia G. - "Echoes of Loss"

Fiction Category, First Place: Zoe E. - "Onnamusha"

Persuasion Category, First Place: Kyle P. - "A Magical Masterpiece: *The Harry Potter Series*"

Poetry Category, First Place: Zoe E. - "Fe (Ode on Blood Red Iron)"

Research Category, First Place: Delia Denny - "The Decline of the Medici Bank - Power, Money, and People (1396-1494)"

9. Discussion: Presentation of New Website by Zealan Turner and Andy Garman

10. **Motion:** Resolved, that, since Dan Truitt is now the Chair of the PALCS Board of Directors, the Board hereby accepts his resignation as Board Treasurer and appoints Karen Miller to the position of Board Treasurer.

First: Dan Truitt

Second: Tom Wilcox

Discussion:

Roll Call Vote: Passed

Truitt	Wilcox	Miller	Ney	Penna	Howson
yes	yes	yes	yes	yes	yes

11. **Motion:** Resolved, that the PALCS Board of Directors shall accept the financial report submitted by Joseph Calabretta and approve the payment of bills. [[Attachment B](#)]

First: Karen Miller

Second: Brian Ney

Discussion:

Vote: Passed

12. **Motion:** Resolved, that the PALCS Board of Directors shall approve the consolidated audit created by Rainer & Company, and further direct that a signed statement be submitted to the Pennsylvania Department of Education no later than December 31, 2024, certifying that the audited financial statements have been properly audited pursuant to the Public School Code, and that in the independent auditor's professional opinion, the financial information submitted in the annual financial report was materially consistent with the audited financial statements, pending legal review. [[Attachment C](#)]

First: Tom Wilcox

Second: Karen Miller

Discussion: Pending legal review, the board approves this motion.

Vote: Passed

13. **Motion:** Resolved, that the PALCS Board of Directors shall approve the revised Board Handbook. [[Attachment D](#)]

First: Jason Penna

Second: David Howson

Discussion:

Vote: Passed

14. **Motion:** Resolved, that the PALCS Board of Directors shall approve the Title IX Policy and Grievance Procedures. [[Attachment E](#)]

First: Tom Wilcox

Second: Brian Ney

Discussion:

Vote: Passed

15. **Motion:** Resolved, that the PALCS Board of Directors shall approve the hiring of the following personnel:

- a. Kristen Miller - MS Academic Advisor - \$23.00/hour
- b. Julie Maillie - HS Special Education Teacher - \$80,446.60
- c. Kimberly McCardell - School Counseling - 504 Coordinator - \$99,734.18

First: Karen Miller

Second: Brian Ney

Discussion:

Roll Call Vote: Passed

Truitt	Wilcox	Miller	Ney	Penna	Howson
yes	yes	yes	yes	yes	yes

16. **Motion:** Resolved, that the PALCS Board of Directors shall approve the following position adjustments:

- a. Deja Outten - from MS Academic Advisor to [Social Worker](#) - \$50,000.00
- b. Charles Berkheimer- [Manager of Facilities](#) (*no title change*) - \$100,000.00

First: Tom Wilcox

Second: Karen Miller

Discussion:

Roll Call Vote: Passed

Truitt	Wilcox	Miller	Ney	Penna	Howson
yes	yes	yes	yes	yes	yes

17. **Motion:** Resolved, that the PALCS Board of Directors shall approve the following I.T. position adjustments, with adjusted pay retroactive to July 1, 2024:

- a. Daryl Waldrop - from Systems Development Manager to [Supervisor of Systems and Infrastructure](#) - \$118,186.20
- b. Christopher DiFerdinando - from Systems Engineer to [Senior Systems Engineer](#) - \$98,854.00
- c. Michael Fura - from Systems Administrator to [Senior Systems Administrator](#) - \$96,000.00
- d. Paul Selby - [Systems Administrator](#) (*no title change*) - \$90,000.00 -

First: David Howson

Second: Brian Ney

Discussion:

Roll Call Vote: Passed

Truitt	Wilcox	Miller	Ney	Penna	Howson
yes	yes	yes	yes	yes	yes

18. **Motion:** Resolved, that the PALCS Board of Directors shall approve the creation of the following positions:

- a. [Cheswick Facility and Maintenance Custodian](#) - *New Position*
- b. [School Counselor - 11th Grade](#) - *Duplicate of Existing Position*

First: Tom Wilcox

Second: Karen Miller

Discussion:

Vote: Passed

19. **Motion:** Resolved, that the PALCS Board of Directors shall approve the Gifted Education Policy [\[Attachment F\]](#)

First: Karen Miller

Second: David Howson

Discussion:

Vote: Passed

20. **Motion:** Resolved, that the PALCS Board of Directors shall approve the Student Weapons Policy. [\[Attachment G\]](#)

First: Brian Ney

Second: David Howson

Discussion: Passed upon the correction of typographical error identified on page one.

Vote: Passed

21. **Motion:** Resolved, that the PALCS Board of Directors shall approve the Controlled Substance / Paraphernalia & Alcohol Policy. [\[Attachment H\]](#)

First: Jason Penna

Second: Dan Truitt

Discussion:

Vote: Passed

22. **Motion:** Resolved, that the PALCS Board of Directors shall approve the Emergency Preparedness and Response Policy. [\[Attachment I\]](#)

First: Karen Miller

Second: Dan Truitt

Discussion:

Vote: Passed

23. **Motion:** Resolved, that the PALCS Board of Directors shall approve the Law Enforcement Agency Policy. [[Attachment J](#)]

First: Tom Wilcox

Second: Jason Penna

Discussion: Passed upon correction of typographical error identified on page 3 section 1.

Vote: Passed

24. **Motion:** Resolved, that the PALCS Board of Directors shall approve the Tobacco & Nicotine Use Policy. [[Attachment K](#)]

First: Brian Ney

Second: David Howson

Discussion:

Vote: Passed

25. **Motion:** Resolved, that the PALCS Board of Directors shall approve the updates to the Confidentiality Policy. [[Attachment L](#)]

First: Tom Wilcox

Second: David Howson

Discussion:

Vote: Passed

26. **Motion:** Resolved, that the PALCS Board of Directors shall approve the updates to the Special Education Evaluation, Reevaluation, and Independent Evaluation Policy. [[Attachment M](#)]

First: Tom Wilcox

Second: Karen Miller

Discussion:

Vote: Passed

Department Reports:

1. [Academic Department Report](#)
 - a. [USP Report](#)
 - b. [CPFA Report](#)
2. [Student Services Department Report](#)
3. [IT Department Report](#)
4. [HR Department Report](#)
5. [Online Learning Department Report](#)
6. [Business, Child Accounting, & Facilities Department Report](#)
7. [School Communications Report](#)

Adjournment:

27. **Motion:** Resolved, that the meeting of the PALCS Board of Directors shall adjourn.

First: Karen Miller

Second: Tom Wilcox

Discussion:

Vote: Passed

PA Leadership Charter School Public Board Meeting

Minutes—December 19, 2024

1332 Enterprise Drive, West Chester, PA 19380

Starting Time: 6:31 p.m.

Ending Time: 6:56 p.m.

Zoom Link: <https://palcscommunity.zoom.us/j/310891587>

Public Notice :

Agenda will be posted on www.palcs.org website. Locate Administration from the main menu and select "School Board."

Upcoming Board Meetings - [PALCS Board Meeting Schedule 2024-2025](#)

Opening :

1. Call to order - Chair of the Board of Directors
 - a. Public Notice: Public notice was given for this meeting in accordance with Act 93 of 1998, Section 1.
 - b. The Board met earlier this evening in Executive Session to discuss personnel, legal and real estate matters.
 - c. In all citations below, "PALCS" is used to indicate The Pennsylvania Leadership Charter School.

2. Roll Call:

<u>Present</u>	<u>Board Members</u>	<u>Contact</u>
x ____	Dan Truitt, Chair,	dtruitt2@palcs.org
x ____	Tom Wilcox, Vice Chair, Secretary	twilcox@palcs.org
x ____	David Howson	dhowson1@palcs.org
x ____	Karen Miller, Treasurer	kmiller32@palcs.org
x ____	Brian Ney	bney1@palcs.org
x ____	Jason Penna	jpenna@palcs.org
<u>Present</u>	<u>Counsel</u>	<u>Contact</u>
x ____	Jim McErlane, Esq.	jmcerlane@lambmcerlane.com
x ____	Kevin McKenna, Esq. (represented by Maria Kane)	kmckenna@mckennalawllc.com
<u>Present</u>	<u>Staff</u>	<u>Contact</u>
x ____	Mark Allen, CEO	mgallen@palcs.org
x ____	Dr. Karla Johnson, CAO	kjohnson11@palcs.org
x ____	Joseph Calabretta, CFO	jcalabretta@palcs.org
x ____	Seth Heiland, Dir. of HR	sheiland@palcs.org
x ____	Mark Murray, Dir. of IT	mmurray@palcs.org
x ____	Carrie Longstreth, Dir. of Student Services	clongstreth@palcs.org
x ____	Dr. Courtney Kofeldt Grove, Dir. of Online Learning	ckofeldt@palcs.org
x ____	Zealan Turner, Dir. of Communications	zturner@palcs.org

x _____

Shane Kelly, Exec Asst. to CEO

skelly4@palcs.org

Invited Guests

- ☐ _____
- ☐ _____

3. Pledge of Allegiance
4. Additions, deletions or modifications to the Agenda
 - a. **Motion:** Resolved, that the PALCS Board of Directors shall approve a revised agenda for this meeting with additional motions and/or attachments included below in Red.

First: Dan Truitt
Second: Tom Wilcox
Discussion:
Vote: Passed
5. Additions, deletions or modifications to the Minutes
6. **PUBLIC COMMENTS: None**
7. **Motion:** Resolved, that the PALCS Board of Directors shall approve the Minutes from the Board of Directors meeting on November 21, 2024 [[Attachment A](#)].

First: Dan Truitt
Second: Brian Ney
Discussion:
Vote: Passed
8. **Motion:** Resolved, that the PALCS Board of Directors shall accept the financial report submitted by Joseph Calabretta and approve the payment of bills. [[Attachment B](#)]

First: Dan Truitt
Second: David Howson
Discussion:
Vote: Passed
9. **Motion:** Resolved, that the PALCS Board of Directors shall approve the consolidated audit created by Rainer & Company, and further direct that a signed statement be submitted to the Pennsylvania Department of Education no later than December 31, 2024, certifying that the audited financial statements have been properly audited pursuant to the Public School Code, and that in the independent auditor's professional opinion, the financial information submitted in

the annual financial report was materially consistent with the audited financial statements.

[\[Attachment C1\]](#)[\[Attachment C2\]](#)

First: Dan Truitt

Second: Brian Ney

Discussion:

Vote: Passed

10. **Motion:** Resolved, that the PALCS Board of Directors shall approve the creation of an audit & finance committee of the board.

First: Dan Truitt

Second: Tom Wilcox

Discussion:

Vote: Passed

11. **Motion:** Resolved, that the PALCS Board of Directors shall approve the hiring of the following personnel:

- a. Jennifer Marshall - HS Academic Advisor - \$23.00/hour
- b. Samantha Gispanski - ES Second Grade Teacher - \$71,862.18

First: Dan Truitt

Second: David Howson

Discussion:

Roll Call Vote: Passed

Truitt	Wilcox	Miller	Ney	Penna	Howson
yes	yes	yes	yes	yes	yes

12. **Motion:** Resolved that the PALCS Board of Directors shall approve the purchase of heavy duty laptop transport and storage cases to be used for in person online state testing sold by CDWG totaling \$41,500.00. [\[Attachment D\]](#)

First: Dan Truitt

Second: Tom Wilcox

Discussion:

Vote: Passed

13. **Motion:** Resolved that the PALCS Board of Directors shall approve the purchase of mobile network routers which will provide network connectivity for all testing computers at the remote testing location. Also included is device configuration services. To be used for in person online state testing sold by CDWG totaling \$273,660.00. [\[Attachment E\]](#)

First: Dan Truitt

Second: Brian Ney

Discussion:

Vote: Passed

14. **Motion:** Resolved that the PALCS Board of Directors shall approve the Statement of Work with ePlus to provide transport, staging and support logistics to support our in-person online state testing initiative. Scope includes support of 34 PSSA and 33 Keystone testing sites. Total cost is \$364,894.00. [[Attachment F](#)]

First: Dan Truitt

Second: Karen Miller

Discussion:

Vote: Passed

15. **Motion:** Resolved that the PALCS Board of Directors shall approve the order of computer hardware for students and staff. Items include laptops, mice, headsets, docking stations and monitors sold by HP. Total cost is \$620,235.20 [[Attachment G](#)]

First: Dan Truitt

Second: David Howson

Discussion:

Vote: Passed

16. **Motion:** Resolved, that the PALCS Board of Directors shall approve the revisions to the PALCS Academic Leadership, Director and Chief benefits plan. [[Attachment H](#)]

First: Dan Truitt

Second: Brian Ney

Discussion:

Vote: Passed

17. **Motion:** Resolved, that the PALCS Board of Directors shall approve the creation of the Gifted Education Coordinator Position. [[Attachment I](#)]

First: Dan Truitt

Second: David Howson

Discussion:

Vote: Passed

18. **Motion:** Resolved, that the PALCS Board of Directors shall approve the updates to the Confidentiality Policy. [[Attachment J](#)]

First: Dan Truitt

Second: Karen Miller

Discussion:

Vote: Passed

Department Reports:

1. [Academic Department Report](#)
 - a. [USP Report](#)
 - b. [CPFA Report](#)
2. [Student Services Department Report](#)
3. [IT Department Report](#)
4. [HR Department Report](#)
5. [Online Learning Department Report](#)
6. [Business, Child Accounting, & Facilities Department Report](#)
7. [School Communications Report](#)

Adjournment:

19. **Motion:** Resolved, that the meeting of the PALCS Board of Directors shall adjourn.

First: Dan Truitt

Second: Tom Wilcox

Discussion:

Vote: Passed

PA Leadership Charter School Public Board Meeting

Minutes—January 23, 2025

1645 West Chester Pike, West Chester, PA 19380

Starting Time: 6:37 p.m.

Ending Time: 7:46 p.m.

Zoom Link: <https://palcscommunity.zoom.us/j/310891587>

Public Notice :

Agenda will be posted on www.palcs.org website. Locate Administration from the main menu and select "School Board."

Upcoming Board Meetings - [PALCS Board Meeting Schedule 2024-2025](#)

Opening :

1. Call to order - Chair of the Board of Directors
 - a. Public Notice: Public notice was given for this meeting in accordance with Act 93 of 1998, Section 1.
 - b. The Board met earlier this evening in Executive Session to discuss personnel, legal and real estate matters.
 - c. In all citations below, "PALCS" is used to indicate The Pennsylvania Leadership Charter School.

2. Roll Call:

<u>Present</u>	<u>Board Members</u>	<u>Contact</u>
x ____	Dan Truitt, Chair,	dtruitt2@palcs.org
x ____	Tom Wilcox, Vice Chair, Secretary	twilcox@palcs.org
x ____	David Howson	dhowson1@palcs.org
x ____	Karen Miller, Treasurer	kmiller32@palcs.org
x ____	Brian Ney	bney1@palcs.org
x ____	Jason Penna	jpenna@palcs.org
<u>Present</u>	<u>Counsel</u>	<u>Contact</u>
x ____	Jim McErlane, Esq.	jmcerlane@lambmcerlane.com
x ____	Kevin McKenna, Esq.	kmckenna@mckennalawllc.com
<u>Present</u>	<u>Staff</u>	<u>Contact</u>
x ____	Mark Allen, CEO	mgallen@palcs.org
x ____	Dr. Karla Johnson, CAO	kjohnson11@palcs.org
x ____	Joseph Calabretta, CFO	jcalabretta@palcs.org
x ____	Seth Heiland, Dir. of HR	sheiland@palcs.org
x ____	Mark Murray, Dir. of IT	mmurray@palcs.org
x ____	Carrie Longstreth, Dir. of Student Services	clongstreth@palcs.org
x ____	Dr. Courtney Kofeldt Grove, Dir. of Online Learning	ckofeldt@palcs.org
x ____	Zealan Turner, Dir. of Communications	zturner@palcs.org

x _____

Shane Kelly, Exec Asst. to CEO

skelly4@palcs.org

Invited Guests

- ☐
- ☐

3. Pledge of Allegiance
4. Additions, deletions or modifications to the Agenda
5. Additions, deletions or modifications to the Minutes
 - a. Total for Motion #15 has been updated to \$620,235.20.
6. **PUBLIC COMMENTS: No public comments**
7. **Motion:** Resolved, that the PALCS Board of Directors shall approve the Minutes from the Board of Directors meeting on December 19, 2024 [[Attachment A](#)].

First: Karen Miller
Second: Tom Wilcox
Discussion: Total for Motion #15 has been updated to \$620,235.20.
Vote: Passed
8. **Motion:** Resolved, that the PALCS Board of Directors shall accept the financial report submitted by Joseph Calabretta and approve the payment of bills. [[Attachment B](#)]

First: Brian Ney
Second: David Howson
Discussion:
Vote: Passed
9. **Motion:** Resolved, that the PALCS Board of Directors shall adopt the PALCS School Administrator salary scale. [[Attachment C](#)]

First: David Howson
Second: Karen Miller
Discussion:
Vote: Passed
10. **Motion:** Resolved, that the PALCS Board of Directors shall approve the hiring of Dr. Karla Johnson as the next Chief Executive Officer (CEO) of the Pennsylvania Leadership Charter

School, with the title of CEO-Elect from January 23, 2025 - June 15, 2025 and the title of CEO beginning June 16, 2025. [[Attachment D](#)]

First: Dan Truitt

Second: Karen Miller

Discussion:

Roll Call Vote: Passed

Truitt	Wilcox	Miller	Ney	Penna	Howson
yes	yes	yes	yes	yes	yes

11. **Motion:** Resolved, that the PALCS Board of Directors shall approve the attached settlements for the 2016-2017 school year with the identified School Districts paying the indicated amounts to PALCS. Further resolved, the Board authorizes Mark Allen to execute all necessary Mutual Release and Settlement Agreements. [[Attachment E](#)]

First: Karen Miller

Second: Tom Wilcox

Discussion:

Vote: Passed

12. **Announcement of PALCS' Purple Star Status:**

In 2022, The Pennsylvania Legislature passed Act 69, which allowed PDE to award schools a Purple Star Award provided schools met certain criteria as outlined in Act 69. Nationwide, 45 states and Washington D.C. have signed similar legislation with the goal of making transitions for Military Connected Students and their families easier when it comes to school life. Ultimately this commitment signals to military connected students (whose parents serve in the Armed Forces, National Guard, Air National Guard, and Reserves) that we will support their education, be their advocate when deployments or relocation occur, and that we are a military friendly school.

PALCS has applied and been accepted as a Purple Star School, as of January 1, 2025!

13. **Motion:** Resolution Supporting Military-Connected Students and Their Parents/Guardians

Whereas, military-connected students are those who have a parent or guardian serving in the armed forces, including active duty, National Guard, Reserves, or as a veteran;

Whereas, these students often face unique challenges such as frequent relocations, extended parental deployments, and adjustments to new schools and communities;

Whereas, the emotional and social well-being of military-connected students can be significantly impacted by the stresses associated with military life;

Whereas, the Interstate Compact on Educational Opportunity for Military Children (the Compact) addresses key educational transition issues encountered by military families, including enrollment, placement, attendance, eligibility, and graduation;

Whereas, it is essential to provide a supportive educational environment that recognizes and addresses the specific needs of military-connected students in accordance with the provisions of the Compact;

Whereas, parents and guardians of military-connected students also face distinct challenges and stressors as they support their children while managing the demands of military service;

Whereas, schools and communities play a critical role in fostering a supportive atmosphere that contributes to the academic, social, and emotional success of military-connected students;

Resolved that the PALCS Board of Directors shall provide robust support for military-connected students and their parents/guardians to ensure their academic success, emotional well-being, and social integration within our school communities in alignment with the principles of the Interstate Compact on Educational Opportunity for Military Children.

Resolved, that the PALCS Board of Directors shall implement training programs at least once a year for educators and staff to raise awareness about the unique challenges faced by military-connected students and equip them with the skills to provide effective support, including the provisions and benefits outlined in the Compact.

Resolved, that the PALCS Board of Directors shall foster strong partnerships with military families by providing family ambassadors, and student ambassadors specifically to military connected families to support parents and guardians in their navigation of the educational system and to advocate for their children's needs, ensuring their eligibility for extracurricular activities and other school programs is protected.

Resolved, that the PALCS Board of Directors shall recognize and celebrate the contributions and sacrifices of military-connected students and their families through events , programs, and acknowledgments that honor their service through the year and specifically on veterans day and in the month of April while also ensuring that graduation requirements are flexible and accommodating as prescribed by the Compact.

Resolved, that the PALCS Board of Directors shall support our military connected students in ways that support their own goals and equip them to thrive in a country that they helped craft.

First: Brian Ney

Second: David Howson

Discussion:

Vote: Passed

14. **Motion:** Resolved, that the PALCS Board of Directors shall approve the hiring of the following personnel:

- a. Jessica Boyer - Elementary School Math Interventionist - \$80,446.60
- b. Amanda Friesen - Front Desk Receptionist (Center for Performing & Fine Arts) - 18.00/hr

- c. Harold Schmidt - Middle School Science Teacher - \$56,548.70
- d. Brandon McArdle - Maintenance Custodian - \$22.00/hr

First: David Howson

Second: Karen Miller

Discussion: Dan Truitt would like to acknowledge that Brandon McArdle is a PALCS alumni.

Roll Call Vote: Passed

Truitt	Wilcox	Miller	Ney	Penna	Howson
yes	yes	yes	yes	yes	yes

15. **Motion:** Resolved, that the PALCS Board of Directors shall approve the Searches Policy. [\[Attachment F\]](#)

First: Tom Wilcox

Second: David Howson

Discussion:

Vote: Passed

16. **Motion:** Resolved, that the PALCS Board of Directors shall approve the Terroristic Threats Policy. [\[Attachment G\]](#)

First: Karen Miller

Second: Tom Wilcox

Discussion: Motion Approved, pending final legal review

Vote: Passed

17. **Motion:** Resolved, that the PALCS Board of Directors shall approve the updated Student Homeless Policy. [\[Attachment H\]](#)

First: Tom Wilcox

Second: Brian Ney

Discussion: Motion Approved, pending final legal review

Vote: Passed

Department Reports:

1. [Academic Department Report](#)
 - a. [USP Report](#)
 - b. [CPFA Report](#)
2. [Student Services Department Report](#)
3. [IT Department Report](#)
4. [HR Department Report](#)

5. [Online Learning Department Report](#)
6. [Business, Child Accounting, & Facilities Department Report](#)
7. [School Communications Report](#)

Adjournment:

18. **Motion:** Resolved, that the meeting of the PALCS Board of Directors shall adjourn.

First: Karen Miller

Second: Tom Wilcox

Discussion:

Vote: Passed

PA Leadership Charter School Public Board Meeting
Minutes—February 20, 2025
1645 West Chester Pike, West Chester, PA 19380

Starting Time: 6:44 p.m.

Ending Time: 8:00 p.m.

Zoom Link: <https://palcscommunity.zoom.us/j/310891587>

Public Notice :

Agenda will be posted on www.palcs.org website. Locate Administration from the main menu and select "School Board."

Upcoming Board Meetings - [PALCS Board Meeting Schedule 2024-2025](#)

Opening :

1. Call to order - Chair of the Board of Directors
 - a. Public Notice: Public notice was given for this meeting in accordance with Act 93 of 1998, Section 1.
 - b. The Board met earlier this evening in Executive Session to discuss personnel, legal and real estate matters.
 - c. In all citations below, "PALCS" is used to indicate The Pennsylvania Leadership Charter School.

2. Roll Call:

<u>Present</u>	<u>Board Members</u>	<u>Contact</u>
x ____	Dan Truitt, Chair,	dtruitt2@palcs.org
x ____	Tom Wilcox, Vice Chair, Secretary	twilcox@palcs.org
x ____	David Howson	dhowson1@palcs.org
x ____	Karen Miller, Treasurer	kmiller32@palcs.org
x ____	Brian Ney	bney1@palcs.org
x ____	Jason Penna	jpenna@palcs.org
<u>Present</u>	<u>Counsel</u>	<u>Contact</u>
x ____	Jim McErlane, Esq.	jmcerlane@lambmcerlane.com
x ____	Kevin McKenna, Esq.	kmckenna@mckennalawllc.com
<u>Present</u>	<u>Staff</u>	<u>Contact</u>
x ____	Mark Allen, CEO	mgallen@palcs.org
x ____	Dr. Karla Johnson, CEO-Elect	kjohnson11@palcs.org
x ____	Joseph Calabretta, CFO	jcalabretta@palcs.org
np ____	Seth Heiland, Dir. of HR	sheiland@palcs.org
x ____	Mark Murray, Dir. of IT	mmurray@palcs.org
x ____	Carrie Longstreth, Dir. of Student Services	clongstreth@palcs.org
x ____	Dr. Courtney Kofeldt Grove, Dir. of Online Learning	ckofeldt@palcs.org
x ____	Zealan Turner, Dir. of Communications	zturner@palcs.org

x_____

Jenna Grauer, Exec Asst. to CEO

jgrauer@palcs.org

Invited Guests

- ☐ Lee Ann Glowzenski _____
- ☐ Jennifer Neville _____

3. Pledge of Allegiance
4. Additions, deletions or modifications to the Agenda
 - a. Postpone Motion 14 and Motion 15
 - b. Modifying Motion 18 from two new positions to one new position. Modified motion is found in red.
5. Additions, deletions or modifications to the Minutes
6. **PUBLIC COMMENTS:**
7. **Motion:** Resolved, that the PALCS Board of Directors shall approve the Minutes from the Board of Directors meeting on January 23, 2025. [[Attachment A](#)].

First: Karen Miller
Second: David Howson
Discussion:
Vote: Passed
8. **Motion:** Resolved, that the PALCS Board of Directors shall accept the financial report submitted by Joseph Calabretta and approve the payment of bills. [[Attachment B](#)]

First: Tom Wilcox
Second: Karen Miller
Discussion:
Vote: Passed
9. **Motion:** Resolved that the PALCS Board of Directors shall appoint current PALCS parent Lee Ann Glowzenski to serve on the School Board of Directors, effective February 20, 2025 [[Attachment C](#)]

First: Jason Penna
Second: Karen Miller
Discussion:
Vote: Passed

10. **Motion:** Resolved that the PALCS Board of Directors shall appoint current PALCS parent Jennifer Neville to serve on the School Board of Directors, effective February 20, 2025
[\[Attachment D\]](#)

First: Brian Ney
Second: Jason Penna
Discussion:
Vote: Passed

11. **Motion:** Resolved that the PALCS Board of Directors shall approve the revisions to the PALCS Board of Directors Bylaws. [\[Attachment E\]](#)

First: David Howson
Second: Karen Miller
Discussion:
Vote: Passed

12. **Motion:** Resolved, that the PALCS Board of Directors shall approve the hiring of the following personnel:

- a. Susan Clark - Health Room Nurse - \$55,000.14
- b. Samantha Murphy - HS School Counselor - 64,815.66
- c. Michele Schroeck - Family Ambassador (Erie & Surrounding Area) - \$18.00/hour

First: Brian Ney
Second: Tom Wilcox
Discussion:
Roll Call Vote: Passed

Truitt	Wilcox	Miller	Ney	Penna	Howson	Glowzenski	Neville
Yes	Yes	yes	Yes	Yes	Yes	Yes	Yes

13. **Motion:** Resolved, that the PALCS Board of Directors shall approve the following position adjustments:

- a. Shane Kelly, from Executive Assistant to the CEO to Procurement Specialist - \$60,000
- b. Jenna Grauer, from Executive Assistant to CAO to the Executive Assistant to the CEO - *no rate change*

First: Karen Miller
Second: Jason Penna
Discussion:
Roll Call Vote: Passed

Truitt	Wilcox	Miller	Ney	Penna	Howson	Glowzenski	Neville
Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

14. **Motion:** Resolved, that the PALCS Board of Directors shall approve the creation of a new position, entitled Social Media Campaign Specialist, within the Department of School Communications, with a benchmark starting salary of \$25.00/hour [[Attachment F](#)]

First:

Second:

Discussion: Motion postponed until a later date.

Vote:

15. **Motion:** Resolved, that the PALCS Board of Directors shall approve the creation of a new position, entitled Social Media Engagement Specialist, within the Department of School Communications, with a benchmark starting salary of \$25.00/hour [[Attachment G](#)]

First:

Second:

Discussion: Motion postponed until a later date.

Vote:

16. **Motion:** Resolved, that the PALCS Board of Directors shall approve the creation of two new positions, entitled Customer Service and Engagement Specialist, within the Department of School Communications, with a benchmark starting salary of \$25.00/hour [[Attachment H](#)]

First: Tom Wilcox

Second: David Howson

Discussion: One position will be filled in the 2024/25 school year; the other will be filled by Danielle Kennedy (*see below*).

Vote: Passed

17. **Motion:** Resolved, that the title and position of Communications & Outreach Specialist Danielle Kennedy shall be changed to Customer Service and Engagement Specialist, with a salary adjustment to \$26.92/ hour, based on the benchmark of \$25.00/hour.

First: Karen Miller

Second: Brian Ney

Discussion:

Vote: Passed

18. **Motion:** Resolved, that the PALCS Board of Directors shall approve the creation of one new positions, entitled Narrative Content Specialist, within the Department of School Communications, with a benchmark starting salary of \$25.00/hour [[Attachment I](#)]

First: Tom Wilcox

Second: Karen Miller

Discussion: One position will be filled by Brooke Sigmund (*see below*).

Vote: Passed

19. **Motion:** Resolved, that the title and position of Communications & Outreach Specialist Brooke Sigmund shall be changed to Narrative Content Specialist, with a salary adjustment to \$26.92/hour, based on the benchmark of \$25.00/hour.

First: Tom Wilcox

Second: Brian Ney

Discussion:

Vote: Passed

20. **Motion:** Resolved, that the PALCS Board of Directors shall approve the attached settlements for the 2016-2017 school year with the identified School Districts paying the indicated amounts to PALCS. Further resolved, the Board authorizes Mark Allen to execute all necessary Mutual Release and Settlement Agreements. [[Attachment J](#)]

First: Karen Miller

Second: Brian Ney

Discussion:

Vote: Passed

21. **Motion:** Resolved, that, pursuant to federal guidelines issued in January 2025, the PALCS Board of Directors shall revert to the 2020 guidelines and replace the 2024 Title IX policy with the Title IX policy that was approved on January 19, 2023. [[Attachment K](#)]

First: David Howson

Second: Tom Wilcox

Discussion: A revision was made at the end of the Title IX policy from 2023 to insulate us from having to change our policy every time that federal law changes.

Vote: Passed

22. **Motion:** Resolved, that the PALCS Board of Directors shall approve updates to the following policies as required annually for schools receiving federal funds pending legal review:

- a. [Accounts Payable Policy](#) (updates in red)
- b. [Purchases Subject to Bid Policy](#) (updates found in red)
- c. [Cash Management Policy](#) (updates in red)
- d. [Conflict of Interest Policy](#) (updates found in red)
- e. [Procurement Policy for Federal Programs](#) (no updates required)
- f. [Allowability of Costs Policy](#) (no updates required)

First: Karen Miller

Second: Brian Ney

Discussion: All updates to policies are approved, pending legal review.

Vote: Passed

23. **Motion:** Resolved, that the PALCS Board of Directors shall approve the 2025-2026 school year calendar. [[Attachment L](#)]

First: Karen Miller

Second: Jason Penna

Discussion:

Vote: Passed

24. **Motion:** Resolved, that the PALCS Board of Directors shall approve the 2025-2026 New Course Proposals. [[Attachment M](#)]

First: David Howson

Second: Brian Ney

Discussion:

Vote: Passed

25. **Motion:** Resolved, that the PALCS Board of Directors shall approve the 2025-26 New Novel Proposals. [[Attachment N](#)]

First: Tom Wilcox

Second: David Howson

Discussion:

Vote: Passed

Department Reports:

1. [Academic Department Report](#)
 - a. [USP Report](#)
 - b. [CPFA Report](#)
2. [Student Services Department Report](#)
3. [IT Department Report](#)
4. [HR Department Report](#)
5. [Online Learning Department Report](#)
6. [Business, Child Accounting, & Facilities Department Report](#)
7. [School Communications Report](#)

Adjournment:

26. **Motion:** Resolved, that the meeting of the PALCS Board of Directors shall adjourn.

First: Karen Miller

Second: David Howson

Discussion:

Vote: Passed

PA Leadership Charter School Public Board Meeting
Minutes—March 20, 2025
1645 West Chester Pike, West Chester, PA 19380

Starting Time: 6:30 p.m.

Ending Time: 7:38 p.m.

Zoom Link: <https://palcscommunity.zoom.us/j/310891587>

Public Notice :

Agenda will be posted on www.palcs.org website. Locate Administration from the main menu and select "School Board."

Upcoming Board Meetings - [PALCS Board Meeting Schedule 2024-2025](#)

Opening :

1. Call to order - Chair of the Board of Directors
 - a. Public Notice: Public notice was given for this meeting in accordance with Act 93 of 1998, Section 1.
 - b. The Board met earlier this evening in Executive Session to discuss personnel, legal and real estate matters.
 - c. In all citations below, "PALCS" is used to indicate The Pennsylvania Leadership Charter School.

2. Roll Call:

<u>Present</u>	<u>Board Members</u>	<u>Contact</u>
x____	Dan Truitt, Chair,	dtruitt2@palcs.org
x____	Tom Wilcox, Vice Chair, Secretary	twilcox@palcs.org
x____	David Howson	dhowson1@palcs.org
x____	Karen Miller, Treasurer	kmiller32@palcs.org
x____	Brian Ney	bney1@palcs.org
x____	Jason Penna	jpenna@palcs.org
x____	Jennifer Neville	jneville@palcs.org
x____	Lee Ann Glowzenski	lglowzenski@palcs.org
<u>Present</u>	<u>Counsel</u>	<u>Contact</u>
np____	Jim McErlane, Esq.	jmcerlane@lambmcerlane.com
x____	Kevin McKenna, Esq. (Maria Kane of McKenna Snyder representing)	kmckenna@mckennalawllc.com
<u>Present</u>	<u>Staff</u>	<u>Contact</u>
x____	Mark Allen, CEO	mgallen@palcs.org
x____	Dr. Karla Johnson, CEO-Elect	kjohnson11@palcs.org
x____	Joseph Calabretta, CFO	jcalabretta@palcs.org
x____	Seth Heiland, Dir. of HR	sheiland@palcs.org

x _____	Mark Murray, Dir. of IT	mmurray@palcs.org
x _____	Carrie Longstreth, Dir. of Student Services	clongstreth@palcs.org
x _____	Dr. Courtney Kofeldt Grove, Dir. of Online Learning	ckofeldt@palcs.org
x _____	Zealan Turner, Dir. of Communications	zturner@palcs.org
x _____	Jenna Grauer, Exec Asst. to CEO	jgrauer@palcs.org

Invited Guests

☐ _____
☐ _____

3. Pledge of Allegiance
4. Additions, deletions or modifications to the Agenda
5. Additions, deletions or modifications to the Minutes
6. **PUBLIC COMMENTS:**

Student Highlights

Student of the Quarter in Technical College High School Program

H. Clark, grade 12

T. Currie, grade 10

Received an Internship via the CCIU's Technical College High School Program

J. Freymoyer, grade 11

Secretary for the FBLA Region 29 Leadership Team for the 25-26 Academic Year

C. Yakovlev, grade 9

-
7. **Motion:** Resolved, that the PALCS Board of Directors shall approve the Minutes from the Board of Directors meeting on February 20, 2025. [[Attachment A](#)].

First: Tom Wilcox

Second: Karen Miller

Discussion:

Vote: Passed

8. **Motion:** Resolved, that the PALCS Board of Directors shall accept the financial report submitted by Joseph Calabretta and approve the payment of bills. [[Attachment B](#)]

First: David Howson
Second: Karen Miller
Discussion:
Vote: Passed

9. **Motion:** Resolved, that the PALCS Board of Directors shall approve the hiring of the following personnel:
- Christine Adams - Gifted Education Coordinator - \$65,000.00
 - Elena Miller - Administrative Assistant to the Director of Student Services - \$22.00/hour
 - Emmi Thurston - Customer Service and Engagement Specialists - \$25.00/hour

First: Tom Wilcox
Second: Brian Ney
Discussion:
Roll Call Vote: Passed

Truitt	Wilcox	Miller	Ney	Penna	Howson	Glowzenski	Neville
Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

10. **Motion:** Resolved, that the PALCS Board of Directors shall approve the attached settlements for the 2016-2017 school year with the identified School Districts paying the indicated amounts to PALCS. Further resolved, the Board authorizes Mark Allen to execute all necessary Mutual Release and Settlement Agreements. [[Attachment C](#)]

First: Brian Ney
Second: Karen Miller
Discussion:
Vote: Passed

Department Reports:

- [Academic Department Report](#)
 - [USP Report](#)
 - [CPFA Report](#)
- [Student Services Department Report](#)
- [IT Department Report](#)
- [HR Department Report](#)
- [Online Learning Department Report](#)
- [Business, Child Accounting, & Facilities Department Report](#)
- [School Communications Report](#)

Recognition of Retiring Board Member Brian Ney

Adjournment:

11. **Motion:** Resolved, that the meeting of the PALCS Board of Directors shall adjourn.

First: Karen Miller

Second: Brian Ney

Discussion:

Vote: Passed

PA Leadership Charter School Public Board Meeting

Minutes—April 17, 2025

1645 West Chester Pike, West Chester, PA 19380

Starting Time: 6:31 p.m.

Ending Time: 7:30 p.m.

Zoom Link: <https://palcscommunity.zoom.us/j/310891587>

Public Notice :

Agenda will be posted on www.palcs.org website. Locate Administration from the main menu and select "School Board."

Upcoming Board Meetings - [PALCS Board Meeting Schedule 2024-2025](#)

Opening :

1. Call to order - Chair of the Board of Directors
 - a. Public Notice: Public notice was given for this meeting in accordance with Act 93 of 1998, Section 1.
 - b. The Board met earlier this evening in Executive Session to discuss personnel, legal and real estate matters.
 - c. In all citations below, "PALCS" is used to indicate The Pennsylvania Leadership Charter School.

2. Roll Call:

<u>Present</u>	<u>Board Members</u>	<u>Contact</u>
x ____	Dan Truitt, Chair,	dtruitt2@palcs.org
x ____	Tom Wilcox, Vice Chair, Secretary	twilcox@palcs.org
x ____	David Howson	dhowson1@palcs.org
x ____	Karen Miller, Treasurer	kmiller32@palcs.org
x ____	Jason Penna	jpenna@palcs.org
x ____	Jennifer Neville	jneville@palcs.org
x ____	Lee Ann Glowzenski	lglowzenski@palcs.org

<u>Present</u>	<u>Counsel</u>	<u>Contact</u>
x ____	Jim McErlane, Esq.	jmcerlane@lambmcerlane.com
x ____	Kevin McKenna, Esq. (Maria Kane of McKenna Snyder representing)	kmckenna@mckennalawllc.com

<u>Present</u>	<u>Staff</u>	<u>Contact</u>
x ____	Mark Allen, CEO	mgallen@palcs.org
x ____	Dr. Karla Johnson, CEO-Elect	kjohnson11@palcs.org
x ____	Joseph Calabretta, CFO	jcalabretta@palcs.org
np ____	Seth Heiland, Dir. of HR	sheiland@palcs.org
x ____	Mark Murray, Dir. of IT	mmurray@palcs.org

np ____	Carrie Longstreth, Dir. of Student Services	clongstreth@palcs.org
x ____	Dr. Courtney Kofeldt Grove, Dir. of Online Learning	ckofeldt@palcs.org
x ____	Zealan Turner, Dir. of Communications	zturner@palcs.org
x ____	Jenna Grauer, Exec Asst. to CEO	jgrauer@palcs.org

Invited Guests

☐ Dr. Joey Rider-Bertrand

☐ _____

3. Pledge of Allegiance
4. Additions, deletions or modifications to the Agenda
5. Additions, deletions or modifications to the Minutes
6. **PUBLIC COMMENTS:**
7. **Motion:** Resolved, that the PALCS Board of Directors shall approve the Minutes from the Board of Directors meeting on March 20, 2025. [[Attachment A](#)].

First: David Howson
Second: Karen Miller
Discussion:
Vote: Passed
8. **Motion:** Resolved, that the PALCS Board of Directors shall accept the financial report submitted by Joseph Calabretta and approve the payment of bills. [[Attachment B](#)]

First: Karen Miller
Second: Tom Wilcox
Discussion:
Vote: Passed
9. **Motion:** Resolved, that the PALCS Board of Directors shall approve the hiring of the following personnel:
 - a. Dr. Joey Rider-Bertrand - Chief Academic Officer - \$149,800.04 - start date of May 5, 2025

First: Tom Wilcox
Second: Karen Miller
Discussion:
Roll Call Vote: Passed

Truitt	Wilcox	Miller	Penna	Howson	Glowzenski	Neville
Yes	Yes	Yes	Yes	Yes	Yes	Yes

10. **Motion:** Resolved, that the PALCS Board of Directors shall approve the Accounting Manual (additions written in red, deletions marked with a strikethrough). [[Attachment C](#)]

First: Jason Penna
Second: Dan Truitt
Discussion:
Vote: Passed

11. **Motion:** Resolved, that the PALCS Board of Directors shall approve the Right to Know Law Policy. [[Attachment D](#)]

First: Karen Miller
Second: Tom Wilcox
Discussion:
Vote: Passed

12. **Motion:** Resolved, that the PALCS Board of Directors shall approve the order of computer hardware for students and staff. Items include laptops, mice, headsets, and printers sold by HP. Total cost is \$681,105.65. [[Attachment E](#)]

First: Jason Penna
Second: David Howson
Discussion:
Vote: Passed

13. **Motion:** Resolved, that the PALCS Board of Directors shall approve Dr. Karla Johnson as the e-signer for eGrants system's federal grant applications. [[Attachment F](#)].

First: David Howson
Second: Karen Miller
Discussion:
Vote: Passed

Department Reports:

1. [Academic Department Report](#)
 - a. [USP Report](#)
 - b. [CPFA Report](#)

2. [Student Services Department Report](#)
3. [IT Department Report](#)
4. [HR Department Report](#)
5. [Online Learning Department Report](#)
6. [Business, Child Accounting, & Facilities Department Report](#)
7. [School Communications Report](#)

Adjournment:

14. **Motion:** Resolved, that the meeting of the PALCS Board of Directors shall adjourn.

First: Karen Miller

Second: David Howson

Discussion:

Vote: Passed

PA Leadership Charter School Public Board Meeting

Agenda—May 22, 2025

1645 West Chester Pike, West Chester, PA 19380

Starting Time: 6:59 _p.m.

Ending Time: 8:27 _p.m.

Zoom Link: <https://palcscommunity.zoom.us/j/310891587>

Public Notice :

Agenda will be posted on www.palcs.org website. Locate Administration from the main menu and select "School Board."

Upcoming Board Meetings - [PALCS Board Meeting Schedule 2024-2025](#)

Opening :

1. Call to order - Chair of the Board of Directors
 - a. Public Notice: Public notice was given for this meeting in accordance with Act 93 of 1998, Section 1.
 - b. The Board met earlier this evening in Executive Session to discuss personnel, legal and real estate matters.
 - c. In all citations below, "PALCS" is used to indicate The Pennsylvania Leadership Charter School.

2. Roll Call:

<u>Present</u>	<u>Board Members</u>	<u>Contact</u>
x ____	Dan Truitt, Chair,	dtruitt2@palcs.org
NP ____	Tom Wilcox, Vice Chair, Secretary	twilcox@palcs.org
x ____	David Howson	dhowson1@palcs.org
x ____	Karen Miller, Treasurer	kmiller32@palcs.org
x ____	Jason Penna	jpenna@palcs.org
x ____	Jennifer Neville	jneville@palcs.org
x ____	Lee Ann Glowzenski	lglowzenski@palcs.org
<u>Present</u>	<u>Counsel</u>	<u>Contact</u>
x ____	Jim McErlane, Esq.	jmcerlane@lambmcerlane.com
x ____	Kevin McKenna, Esq.	kmckenna@mckennalawllc.com
<u>Present</u>	<u>Staff</u>	<u>Contact</u>
x ____	Mark Allen, CEO	mgallen@palcs.org
x ____	Dr. Karla Johnson, CEO-Elect	kjohnson11@palcs.org
x ____	Joseph Calabretta, CFO	jcalabretta@palcs.org
x ____	Dr. Joey Rider-Bertrand, CAO	jrider-bertrand@palcs.org
x ____	Seth Heiland, Dir. of HR	sheiland@palcs.org
x ____	Mark Murray, Dir. of IT	mmurray@palcs.org

x _____	Carrie Longstreth, Dir. of Student Services	clongstreth@palcs.org
x _____	Dr. Courtney Kofeldt Grove, Dir. of Online Learning	ckofeldt@palcs.org
NP _____	Zealan Turner, Dir. of Communications	zturner@palcs.org
x _____	Jenna Grauer, Exec Asst. to CEO	jgrauer@palcs.org

Invited Guests

- ☐ Josephine Hughes and Kandy Hughes, CPFA student and parent _____
- ☐ Jeff Stone, Agentis _____

3. Pledge of Allegiance
4. Additions, deletions or modifications to the Agenda
5. Additions, deletions or modifications to the Minutes

6. PUBLIC COMMENTS:

Josephine Hughes, rising 12th grader at PALCS and CPFA expresses her gratitude toward PALCS Board of Directors for their support of PALCS and CPFA.

7. **Motion:** Resolved, that the PALCS Board of Directors shall approve the Minutes from the Board of Directors meeting on April 17, 2025. [[Attachment A](#)].

First: David Howson

Second: Karen Miller

Discussion:

Vote: Passed

8. **Motion:** Resolved, that the PALCS Board of Directors shall accept the financial report submitted by Joseph Calabretta and approve the payment of bills. [[Attachment B](#)]

First: Karen Miller

Second: Jennifer Neville

Discussion:

Vote: Passed

9. **Presentation:** [Draft 2025-2026 Budget](#) - by Joseph Calabretta, CFO
 - a. The draft budget will be published on the school website for 30 days to allow for public review

10. **Motion:** Resolved, that the PA Leadership Charter School Board of Directors shall approve the settlements for the 2016-2017 school year below with the identified School Districts paying the indicated amounts to PA Leadership Charter School. Further Resolved, the Board authorizes Karla Johnson to execute all necessary documents including Mutual Releases and Settlement Agreements regarding the School District BBFM matters listed below.

- a. Altoona Area School District - School District to pay PALCS \$1,293.78 for the 2016-2017 school year.

- b. Blacklick Valley School District - School District to pay PALCS \$670.00 for the 2016-2017 school year.
- c. Central Bucks School District - School District to pay PALCS \$5,417.42 for the 2016-2017 school year.
- d. Fleetwood School District - School District to pay PALCS \$1,517.92 for the 2016-2017 school year.
- e. Octorara School District - School District to pay PALCS \$8,516.00 for the 2016-2017 school year.
- f. Sharon City School District - School District to pay PALCS \$2,683.01 for the 2016-2017 school year.
- g. South Park School District - School District to pay PALCS \$710.59 for the 2016-2017 school year.

First: David Howson
 Second: Dan Truitt
 Discussion:
 Vote: Passed

11. **Motion:** Resolved, that the PALCS Board of Directors shall approve the dismissal of the following matters from the Pennsylvania Department of Education:

- a. Reading School District, BBFM-00-2017-490
- b. Shamokin Area School District, BBFM-00-2017-507

First: Dan Truitt
 Second: Jennifer Neville
 Discussion: dismissing based on the rate of the matters
 Vote: Passed

12. **Motion:** Resolved, that the PALCS Board of Directors shall approve the hiring of the following personnel:

- a. Emma Shehan, Administrative Assistant - School Counseling - \$22.00/Hour

First: Karen Miller
 Second: Jason Penna
 Discussion:
 Roll Call Vote: Passed

Truitt	Wilcox	Miller	Penna	Howson	Glowzenski	Neville
yes	NP	yes	yes	yes	yes	yes

13. **Motion:** Resolved, that the PALCS Board of Directors shall approve the following position adjustments:

- a. Heidi Reininger, from Coordinator of Certification and Educational Assistance to Executive Assistant to the CAO - *no salary change*

First: Karen Miller
 Second: David Howson

Discussion: A typographical error was identified during the public session (mis-spelling of Heidi Reininger's name) and has been corrected.

Roll Call Vote: Passed

Truitt	Wilcox	Miller	Penna	Howson	Glowzenski	Neville
yes	NP	yes	yes	yes	yes	yes

14. **Motion:** Resolved, that the PALCS Board of Directors shall approve a Consulting Agreement with Agentis Technologies for 1 year at an hourly rate of \$168.00 for a total of 6000 hours totalling \$1,008,000 to be paid on a monthly basis. [[Attachment C](#)].

First: Dan Truitt

Second: David Howson

Discussion: As per the agreement, Agentis will design, develop, test and implement software enhancements to our school's education management system. Agreement runs from July 1, 2025 to June 30, 2026. This is a renewal of existing services and is available from a single source due to Agentis's intimate knowledge of our mission, operations and infrastructure. Total contract amount is in line with proposed IT budget for 2025-2026.

Vote: Passed

15. **Motion:** Resolved, that the PALCS Board of Directors shall approve the proposed additional textbooks for the general curriculum [[Attachment D](#)].

First: David Howson

Second: Jennifer Neville

Discussion:

Vote: Passed

16. **Motion:** Resolved, that the PALCS Board of Directors shall approve the revised Homeless Student Policy [Edits shown in red in [Attachment E](#)].

First: Karen Miller

Second: David Howson

Discussion: The Homeless Student Policy was approved during the January 23, 2025 meeting, pending legal review. Edits have been made to the originally signed policy as shown in red text in Attachment E.

Vote: Passed, pending final legal review

17. **Motion:** Resolved, that the PALCS Board of Directors shall approve the Expulsion Policy: [[Attachment F](#)]

First: Jennifer Neville

Second: Jason Penna

Discussion: Two different policies for expulsion. This expulsion policy could be inclusive of any reasoning and the student could withdraw from the school prior to being expelled.

Vote: Passed

18. **Motion:** Resolved, that the PALCS Board of Directors shall approve the Expulsion for Possession of a Weapon Policy [[Attachment G](#)]

First: Karen Miller

Second: Lee Ann Glowzenski

Discussion:

Vote: Passed

19. **Motion:** Resolved, that the PALCS Board of Directors shall approve the PALCS Emergency Operations Plan [[Attachment H](#)].

First: David Howson

Second: Jennifer Neville

Discussion:

Vote: Passed

Presentation:

[Ensuring School Safety at PALCS](#) - Darlene Garrow, School Safety Coordinator

Department Reports:

1. [Academic Department Report](#)
 - a. [USP Report](#)
 - b. [CPFA Report](#)
2. [Student Services Department Report](#)
3. [IT Department Report](#)
4. [HR Department Report](#)
5. [Online Learning Department Report](#)
6. [Business, Child Accounting, & Facilities Department Report](#)
7. [School Communications Report](#)

Adjournment:

Motion: Resolved, that the meeting of the PALCS Board of Directors shall adjourn.

First: Karen Miller

Second: David Howson

Discussion:

Vote: Passed

PA Leadership Charter School Public Board Meeting

Annual Meeting

Minutes—June 26, 2025

1645 West Chester Pike, West Chester, PA 19380

Starting Time: 7:08 p.m.

Ending Time: 8:37 p.m.

Zoom Link: <https://palcscommunity.zoom.us/j/310891587>

Public Notice :

Agenda will be posted on www.palcs.org website. Locate Administration from the main menu and select "School Board."

Upcoming Board Meetings - [PALCS Board Meeting Schedule 2024-2025](#)

Opening :

1. Call to order - Chair of the Board of Directors

Public Notice: Public notice was given for this meeting in accordance with Act 93 of 1998, Section 1.

The Board met on June 10, 2025 and earlier this evening in Executive Session to discuss personnel, legal and real estate matters.

In all citations below, "PALCS" is used to indicate The Pennsylvania Leadership Charter School.

1. Roll Call:

Present

Board Members

Contact

x____

Dan Truitt, Chair,

dtruitt2@palcs.org

x____

Tom Wilcox, Vice Chair, Secretary

twilcox@palcs.org

x____

David Howson

dhowson1@palcs.org

x____

Karen Miller, Treasurer

kmiller32@palcs.org

x____

Jason Penna

jpenna@palcs.org

x____

Jennifer Neville

jneville@palcs.org

x____

Lee Ann Glowzenski

lglowzenski@palcs.org

Present

Counsel

Contact

x____

Jim McErlane, Esq.

jmcerlane@lambmcerlane.com

x____

Kevin McKenna, Esq.

kmckenna@mckennalawllc.com

Present

Staff

Contact

x _____	Dr. Karla Johnson, CEO	kjohnson11@palcs.org
x _____	Joseph Calabretta, CFO	jcalabretta@palcs.org
x _____	Dr. Joey Rider-Bertrand, CAO	jrider-bertrand@palcs.org
x _____	Seth Heiland, Dir. of HR	sheiland@palcs.org
x _____	Mark Murray, Dir. of IT	mmurray@palcs.org
x _____	Carrie Longstreth, Dir. of Student Services	clongstreth@palcs.org
x _____	Dr. Courtney Kofeldt Grove, Dir. of Online Learning	ckofeldt@palcs.org
np _____	Zealan Turner, Dir. of Communications	zturner@palcs.org
x _____	Jenna Grauer, Exec Asst. to CEO	jgrauer@palcs.org

Invited Guests

☐ _____

☐ _____

2. Pledge of Allegiance
3. Additions, deletions or modifications to the Agenda
 - a. **Motion:** Resolved, that the PALCS Board of Directors shall approve a revised agenda for this meeting with additional/amended/reordered motions and/or attachments included below in Red.

First: Tom Wilcox
 Second: David Howson
 Discussion:
 Vote: Passed

4. Additions, deletions or modifications to the Minutes
5. **PUBLIC COMMENTS:** None.
6. **Motion:** Resolved, that the PALCS Board of Directors shall nominate and re-appoint Daniel Truitt to the PALCS Board of Directors for another term to expire on 6/30/2028.

First:
 Second:
 Discussion:
 Roll Call Vote: Passed

Truitt	Wilcox	Miller	Penna	Howson	Glowzenski	Neville
abstain	yes	yes	yes	yes	yes	yes

7. **Motion:** Resolved, that the PALCS Board of Directors shall nominate Daniel Truitt to the office of Chair of the PALCS Board of Directors to serve a one year term.

First: Tom Wilcox

Second: David Howson

Discussion:

Roll Call Vote: Passed

Truitt	Wilcox	Miller	Penna	Howson	Glowzenski	Neville
yes	yes	yes	yes	yes	yes	yes

8. **Motion:** Resolved, that the PALCS Board of Directors shall nominate and re-appoint Thomas Wilcox to the PALCS Board of Directors for another term to expire on 6/30/2028.

First: Karen Miller

Second: Jason Penna

Discussion:

Roll Call Vote: Passed

Truitt	Wilcox	Miller	Penna	Howson	Glowzenski	Neville
yes	abstain	yes	yes	yes	yes	yes

9. **Motion:** Resolved, that the PALCS Board of Directors shall nominate Thomas Wilcox to the office of Vice Chair and Secretary of the PALCS Board of Directors to serve a one year term.

First: Dan Truitt

Second: David Howson

Discussion:

Roll Call Vote: Passed

Truitt	Wilcox	Miller	Penna	Howson	Glowzenski	Neville
yes	abstain	yes	yes	yes	yes	yes

10. **Motion:** Resolved, that the PALCS Board of Directors shall nominate Karen Miller to the office of Treasurer of the PALCS Board of Directors to serve a one year term.

First: Dan Truitt

Second: David Howson

Discussion:

Roll Call Vote: Passed

Truitt	Wilcox	Miller	Penna	Howson	Glowzenski	Neville
yes	yes	abstain	yes	yes	yes	yes

11. **Motion:** Resolved, that the PALCS Board of Directors shall approve the Minutes from the Board of Directors meeting on May 22, 2025. [[Attachment A](#)].

First: Karen Miller

Second: Jason Penna

Discussion:

Vote: Passed

12. **Motion:** Resolved, that the PALCS Board of Directors shall accept the financial report submitted by Joseph Calabretta and approve the payment of bills. [[Attachment B](#)]

First: David Howson

Second: Tom Wilcox

Discussion:

Vote: Passed

13. **Motion:** Resolved, that the PALCS Board of Directors shall approve the 2025-2026 budget [[Attachment C](#)].

First: David Howson

Second: Karen Miller

Discussion:

Vote: Passed

14. **Motion:** Resolved, that the PALCS Board of Directors will commit the following portions of its June 30, 2025 General Fund balance as follows:

\$4,000,000 is committed to the continued implementation of a Multi-Tiered System of Support (MTSS) program over four years;

\$3,000,000 is committed for additional existing facility lease contracts over two years;

\$5,000,000 is committed for the Western Pennsylvania regional office lease contract for years 3 through 7 including an estimated purchase price to purchase in year 7;

\$1,800,000 is committed to future costs associated with the costs of the PSERS retirement program;

\$14,000,000 is committed to research and development projects to advance the use of next generation technology in education, and to enhance the integrated online school platform, to support student learning;

\$1,400,000 is committed to virtual classroom technology over two years;

\$40,000,000 is committed to building or land acquisition, renovations and improvements to existing buildings;

All other previously committed amounts have been removed.

Effectively, leaving as unspendable \$25,500,000 related to the existing fixed assets net book value, prepaid expenses, and security deposits as well as \$11,500,000 as unassigned fund balance.

First: Dan Truitt

Second: Karen Miller

Discussion:

Vote: Passed

15. **Motion:** Resolved, that the PALCS Board of Directors shall approve the settlements and withdrawals as warranted for the matters with various school districts as identified on the designated schedule and further authorizes the Chief Executive Officer to execute all necessary documents and further instructs and authorizes legal counsel to effectuate the settlements and dismissals. [[Attachment D](#)]

First: Dan Truitt

Second: David Howson

Discussion:

Vote: Passed

16. **Motion:** Resolved, that the PALCS Board of Directors shall award the Public Announcement System Project to Intellicom Systems Inc. Total cost is \$399,101.50. [[Attachment E](#)]

First: Dan Truitt

Second: David Howson

Discussion: An invitation for sealed bids was advertised and posted using PennBid. (Procurement Platform utilized by PALCS Business Office)

Vote: Passed

17. **Motion:** Resolved, that the PALCS Board of Directors shall award the AIC Retaining Wall Restoration Project at 1585 Paoli Pike, West Chester to Lobar Associates in the amount of \$290,432.00. [[Attachment 1](#)]

First: Dan Truitt

Second: Tom Wilcox

Discussion: Vendor is a COSTARS Member. Contract # 008-E24-1399

Vote: Tabled until next meeting.

18. **Motion:** Resolved, that the PALCS Board of Directors shall table the above motion (Motion # 17).

First: Dan Truitt

Second: Tom Wilcox

Discussion:

Vote: Passed

19. **Motion:** Resolved, that the PALCS Board of Directors shall authorize Dr. Karla Johnson, CEO, to approve the finalized contract between PA Leadership Charter School and Lobar Associates.

First: Dan Truitt

Second: David Howson

Discussion: Vendor has expressed significant lead times for materials required for completion. Would like to proceed with orders once the project has been awarded to avoid delaying until the next meeting.

Vote: Tabled until next meeting.

20. **Motion:** Resolved, that the PALCS Board of Directors shall table the above motion (Motion #19).

First: Dan Truitt

Second: Karen Miller

Discussion:

Vote: Passed

21. **Motion:** Resolved, that the PALCS Board of Directors shall approve the 2025-2026 Board of Directors Meeting Schedule. [Attachment F](#)

First: Tom Wilcox

Second: Karen Miller

Discussion:

Vote: Passed

22. **Motion:** Resolved, that the PALCS Board of Directors shall approve the hiring of the following personnel:

- a. Anett Elizondo, Middle School Math Interventionist - \$53,044.94
- b. Faith Wright, Student Services Representative - State Testing - \$21.00/hour

First: David Howson

Second: Karen Miller

Discussion:

Roll Call Vote: Passed

Truitt	Wilcox	Miller	Penna	Howson	Glowzenski	Neville
yes	yes	yes	yes	yes	yes	yes

23. **Motion:** Resolved, that the PALCS Board of Directors shall approve the following creation of the budgeted positions as included within the approved 2025-2026 fiscal year budget:

- a. [Gifted Education Case Manager\(s\)](#) (NEW)
- b. [Gifted Education Related Services Coordinator](#) (NEW)
- c. [Sr. Media Production Specialist](#) (NEW)
- d. [Sr. Multimedia Specialist](#) (NEW)
- e. [Elementary School Instructional Coach - STEM](#) (NEW)
- f. [High School Math Interventionist](#) (ADDITIONAL)

First: Karen Miller

Second: David Howson

Discussion:

Vote: Passed

24. **Motion:** Resolved that the PALCS Board of Directors shall approve the following adjustments to already approved and established position benchmarks as included within the approved fiscal year budget effective within the July 11, 2025 PALCS pay date and to adjust exempt/non exempt status as required by state or federal labor laws based on the results of PALCS administration's recent market analysis and internal compensation review.

Position	Current Benchmark	New Benchmark
Executive Assistant to the CEO	\$25.00/hour	\$27.50/hour
Executive Assistant to the CAO	\$25.00/hour	\$26.00/hour
Administrative Assistant	\$22/hour	\$23.25/hour
Academic Advisor	\$23/hour	\$25/hour
Media Production Specialist	\$24.03/hour	\$28.84/hour
Manager Media Production	\$65,000/Annually	\$82,500/Annually
Manager of Business Operations	\$65,000/Annually	\$82,500/Annually
Student Returns Specialist	\$20/hour	\$22.50/hour
Accounting Specialist	\$24.04/hour	\$26.92/hour
Student Accounting Specialist	\$24.04/hour	\$26.92/hour
HR Gen. II - Benefits Administrator	\$65,000/Annually	\$70,000/Annually
HR Gen I - Payroll/Recruiting	\$60,000/Annually	\$64,656/Annually

First: David Howson

Second: Dan Truitt

Discussion:

Vote: Passed

25. **Motion:** Resolved, that the PALCS Board of Directors shall approve the employee wage adjustments as included within the approved fiscal year budget [[Attachment G](#)].

First: Dan Truitt

Second: David Howson

Discussion: These increases are proportional to the positional benchmarks approved within the previous board motion for employees within those positions,

as well as increase amounts determined as a result of PALCS administration's recent market analysis and internal compensation review

Roll Call Vote: Passed

Truitt	Wilcox	Miller	Penna	Howson	Glowzenski	Neville
yes	yes	yes	yes	yes	yes	yes

26. **Motion:** Resolved, that the PA Leadership Charter School Board of Directors shall approve the 2025 Summer Academic Recovery Program Handbook [[Attachment H](#)].

First: Dan Truitt

Second: Karen Miller

Discussion:

Vote: Passed

27. **Motion:** Resolved, that the PA Leadership Charter School Board of Directors shall approve the 2025 High School Summer Enrichment Program Handbook [[Attachment I](#)].

First: Dan Truitt

Second: Tom Wilcox

Discussion:

Vote: Passed

Discussion: [2024-2025 Vendor List](#)

Department Reports:

1. [Academic Department Report](#)
 - a. [USP Report](#)
 - b. [CPFA Report](#)
2. [Student Services Department Report](#)
3. [IT Department Report](#)
4. [HR Department Report](#)
5. [Online Learning Department Report](#)
6. [Business, Child Accounting, & Facilities Department Report](#)
7. [School Communications Report](#)

Additional Reports:

1. [Safety Report](#)
2. [PALCS Shout Outs Report](#)

Adjournment:

Motion: Resolved, that the meeting of the PALCS Board of Directors shall adjourn.

First: Karen Miller

Second: David Howson

Discussion:

Vote: Passed

PDE-414			Pennsylvania Leadership Charter School		2024-2025 (July 1, 2025)			
Complete the following information for all <u>professional staff members</u> .								
Staff No.	Name of employee (List all names in alphabetical order)	Areas of Certification on Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Number of Hours Worked in Assignment	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	AP Spanish and Culture - Spanish 2	FT	100	0
2	Adams, Christine	Yes	Elementary K-6, Mid-Level Science 6-9 - Instructional II - Administrative II	SpEd K-12 - Leadership	Special Education Gifted Coordinator	FT	100	0
3	Addlesberger, Amanda	Yes	Mid-Level English 6-9 Elementary K-6 - Instructional II	MS	Data and Intervention Specialist - Middle School	FT	100	0
4	Advena, Rebecca	Yes	Grades PK-4 - Instructional I	CPFA	Day Sub	PT	100	0
5	Akintoye, Katie	Yes	Elementary K-6 Mid-Level Math 6-9 Mid-Level Science 6-9 - Instructional II	MS	Science Grade 6	FT	100	0
6	Allen, Samantha	Yes	Elementary & Secondary School Counselor PK-12 - Instructional II	ES GUID	Elementary School Counselor, Grades 3-5	FT	100	0
7	Amanullah, Jennifer	Yes	School Nurse PK-12 Education Specialist I	K-12	Certified School Nurse (10-Month)	FT	100	0
8	Andress, Edith	Yes	Biology 7-12 Chemistry 7-12 General Science 7-12 - Instructional II	HS	Chemistry - Chemistry College Prep - Resigned 6/2025	FT	100	0
9	Antar, Yassara	Yes	Physics 7-12 Mathematics 7-12 - Instructional II	HS	Statistics - AP Physics - Conceptual Physics - Probability	FT	100	0
10	Anthony, Megan	Yes	Mathematics 7-12 - Instructional I	HS	Instructional Coach - High School	FT	100	0
11	Antonucci, Patrick	Yes	Mathematics 7-12 - Instructional II	HS	AP Calculus AB - AP Statistics - Consumer Math - Survey of Calculus	FT	100	0
12	Ashe, Patricia	Yes	Mathematics 7-12 - Instructional II	HS	Geometry - Honors Pre-Calculus	FT	100	0
13	Atmajian (Kemp), Cara	Yes	English 7-12 - Instructional II	K-12 - Leadership	Supervisor of Curriculum and Instruction	FT	100	0
14	Ault, Megan	Yes	Elementary K-6 - Instructional II	ES	Grade 3	FT	100	0
15	Azzaro, Susannah	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 & 2 - Flight Systems & Planning	FT	100	0
16	Baiada (DeCosmo), Kimberly	Yes	Elementary K-6 - Instructional II	ES	Grade 3	FT	100	0
17	Barch, Amy	Yes	Elementary K-6 Reading Specialist - Instructional II	ES	Grade 1	FT	100	0
18	Baskwill, Jeffrey	Yes	Mathematics 7-12 - Instructional II	USP	USP AP Statistics - USP Geometry - USP Sports and Wellness Enrichment	FT	100	0
19	Bathe, Jennifer	Yes	Ment and/or Phys Hanicapped K-12 - Instructional II	SpEd MS	Resource Teacher	FT	100	0
20	Battiste, Danielle	Yes	Grades 4-8 (All subjects 4-6, Math 7-8), Grades 4-8 (All subjects 4-6, Science 7-8), Grades 4-8 (All subjects, Social Studies 7-8), Grades 4-8 (All subjects 4-6, English Lang Arts & Reading 7-8) - Instructional II	MS	Science Grade 7	FT	100	0
21	Bauer, Haley	Yes	English 7-12 - Instructional I	HS	English Grade 9 - Mythology - English 9 SOAR	FT	100	0
22	Becker, Lare	Yes	Special Education N-12 - Instructional II	SpEd ES	Resource Teacher	FT	100	0
23	Bennett, Lisa	Yes	Music K-12 - Instructional II	CPFA	Vocal Music	FT	100	0
24	Bergmaier, Michelle	Yes	Grades PK-4 - Instructional I	ES	Kindergarten	FT	100	0
25	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 Principles: Scratch and Processing - Tech/Coding	FT	100	0
26	Bernardini (Johnson), Kathleen	Yes	Citizenship 7-12 - Instructional II	USP	USP Contemporary World History Honors - USP AP U.S. History	FT	100	0

27	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
28	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
29	Bonfadini, Joseph	Yes	Social Studies 7-12 - Instructional I	HS	U.S. Government - U.S. Government College Prep - World History - World History SOAR	FT	100	0
30	Borusky, Ryan	Yes	Social Studies 7-12 - Instructional II	MS	American Nation Grade 8	FT	100	0
31	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
32	Boyer, Jessica	Yes	Elementary K-6 - Instructional II	ES	Math Interventionist	FT	100	0
33	Bradley, Michele	Yes	Health & Physical Educ PK-12 - Instructional II; Special Education 7-12- Instructional II	MS	Health Safety Physical Education	FT	100	0
34	Brauch, April	Yes	Elementary and Secondary School Counselor PK-12 Secondary - Educational Specialist I School Counselor 7-12 - Educational Specialist II	MS GUID	CPFA Middle School Counselor	FT	100	0
35	Bredin, Dana	Yes	Art PK-12 - Instructional II	MS	Art Appreciation - Art in the Digital Age - History of Art - Middle School Electives Exploration	FT	100	0
36	Brice, Melissa	Yes	English 7-12 Mid-Level Citiz. Ed 6-9 - Instructional II	HS	English Grade 9 College Prep - English Grade 11 SOAR - English Grade 10 College Prep	FT	100	0
37	Brooks, Nicole	Yes	Grades PK-4 - Instructional II	ES	Grade 2	FT	100	0
38	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
39	Brown, Melissa	No	Non Certified Educator Designation - Qualified as per charter regulations	USP	Day Substitute	PT	0	100
40	Burns, Caitlin	Yes	Grades 4-8 (All subjects 4-6 Mathematics 7-8) - Instructional II	MS	Math Grade 6	FT	100	0
41	Butler, Edward	Yes	Elementary K-6 - Instructional II	ES	Grade 5	FT	100	0
42	Calvitto, Patricia	Yes	Elementary and Secondary School Counselor PK-12 - Instructional II	ES GUID	Elementary School Counselor, Grades K-2	FT	100	0
43	Campi, Bridget	Yes	Elementary K-6 Reading Specialist PK-12- Instructional II	ES	Kindergarten	FT	100	0
44	Caratello, Danielle	Yes	Special Education PK-8- Instructional I; Grades PK-4 Instructional II	SpEd ES	Resource Teacher	FT	100	0
45	Carey, Lisa	No	Communications/Media Stud Dance - Non Certified Educator Designation - Qualified as per charter regulations	CPFA	Dance	FT	0	100
46	Carr, Francis	Yes	Communications 7-12 English 7-12 - Instructional II	MS	English Language Arts Grade 8	FT	100	0
47	Castillo, Carlos	Yes	Spanish PK-12 - Instructional II; Principal PK-12 - Administrative I	MS	Spanish 1 - Spanish 2	FT	100	0
48	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	FT	100	0
49	Clark, Susan	No	LPN Registered Nurse	USP	Health Room Nurse (10-Month)	FT	0	100
50	Clevenger, Tammara	Yes	Social Studies 7-12 Special Education 7-12 - Instructional II	HS	Resource Teacher	FT	100	0
51	Clothier, Cheryl	Yes	Elementary K-6 - Instructional II Health & Physical Educ; Principal K-12 - Administrative II	ES - Leadership	Principal - Elementary School	FT	100	0
52	Cognetti, Lee	Yes	English 7-12 - Instructional II	USP	USP Seminar Language Arts III - USP Seminar Language Arts II - USP British Literature Honors	FT	100	0
53	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	FT	100	0
54	Conrad, Genevieve	Yes	Special Education PK-8 Grades PK-4 Grades 5-6 - Instructional II	ES	Grade 4	FT	100	0
55	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
56	Cooper, Steven	Yes	Elementary K-6 - Instructional II	ES	Grade 5	FT	100	0

57	Cose, Brynn	Yes	Special Education PK-8- Instructional I; Grades PK-4 Instructional II	SpEd ES	Resource Teacher	FT	100	0
58	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
59	Cottom, Andrea	Yes	Elementary K-6 Special Education PK-12 - Instructional I	SpEd MS	Resouce Teacher	FT	100	0
60	Council, Jonathan	No	Video Productions Degree - Non Certified Educator Designation - Qualified as per charter regulations	CPFA	Video Production Teacher	FT	0	100
61	Craig, Pamela	Yes	Elementary K-6 - Science, Technology, Engineering & Math (STEM) Ed PK-12 - Instructional II	ES	Grade 5	FT	100	0
62	Crisafio, Julie	Yes	French PK-12 - Instructional II	HS	French 3 - AP French and Language Culture - Honors French 4 - Honors French 5	FT	100	0
63	Cruz, Ashley	Yes	English 7-12 - Instructional II	HS	English Grades 10 - Journalism - Keystone Review Literature	FT	100	0
64	Culleiton, Brynn	Yes	Elementary K-6 - Instructional I	ES	Kindergarten	FT	100	0
65	Currie, Zachary	Yes	English 7-12 - Instructional II	HS	English Grade 9 - Film As Literature - Anime - English 10 SOAR	FT	100	0
66	Dale, Jacqueline	Yes	Elementary K-6 - Instructional II	ES	Grade 4	FT	100	0
67	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
68	Dalicandro, Alexis	Yes	Biology 7-12 - Instructional II	HS	Biology College Pep - Biology - Botany - Keystone Review Biology	FT	100	0
69	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
70	Danka, Jesse	Yes	Special Education N-12 - Instructional II	SpEd MS / HS	Special Education - Direct Math Support - Foundations of Math	FT	100	0
71	Davidson, Rayne	Yes	Social Studies 7-12 Special Education PK-12 - Instructional I	HS SpEd LTS	Life Skills Long Term Sub - Temp - Resigned 3/2025	FT	100	0
72	Day, Kristina	Yes	Early Childhood N-3 Elementary K-6 - Instructional II	ES	Elementary Reading Specialist	FT	100	0
73	DeJoseph, Erin	Yes	Social Studies 7-12 Citizenship 7-12 - Instructional II English as a Second Language ESL PK-12 - Program Specialist	HS	Economics College Prep - Street Law - Human Geography - AP Microeconomics and AP Macroeconomics	FT	100	0
74	Demi, Debra	Yes	Mathematics 7-12 - Instructional II	USP	USP Seminar Pre-Algebra - USP Algebra II Honors	FT	100	0
75	Devinney, Mollie	Yes	Biology 7-12- Instructional II	MS	Science Grade 8 - Intigrated Science Grade 8-Advanced	FT	100	0
76	DeZelaya, Andrea	Yes	Spanish PK-12 - Program Specialist ESL PK-12 - Instructional II	HS	Honors Spanish 4 - Spanish 1	FT	100	0
77	DiCamillo, John	Yes	Elementary K-6 - Instructional II	MS	Social Studies Grade 6	FT	100	0
78	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
79	Diehl, Jenna	Yes	Emergency Permit: LT Sub with Educational Obligation Biology 7-12	USP	USP AP Biology - USP AP Environmental Science - USP Biology Honors - Promoted form LTS to Science Teacher 11/2024	FT	100	0
80	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
81	Ding, Jennifer	Yes	Mathematics 7-12 - Instructional I	USP	USP Geography Bee MS Enrichment - USP AP Pre-Calculus - USP AP Computer Science - USP Pre-Calculus & Trigonometry Honors - USP Math Counts MS Enrichment - USP Semniar Foundations of Mathematical Thinking - USP Seminar Pre-Algebra	FT	100	0
82	Dinh, Mai	Yes	Grades PK-4 - Instructional II	ES	Grade 4	FT	100	0
83	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 12	FT	100	0

84	DiPaolo, Paula	Yes	Elementary K-6 Early Childhood N-3 Reading Specialist PK-12 Instructional Coach PK-12 - Instructional II	ES	Instructional Coach - Elementary	FT	100	0
85	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
86	Doogan, Daniel	Yes	Social Studies- Instructional II	HS	AP U.S. History - U.S. Government SOAR - United States History SOAR	FT	100	0
87	Dougherty, Julie	Yes	Early Childhood N-3 Elementary K-6 - Instructional II	ES	Math Interventionist	FT	100	0
88	Dougherty, Reilly	Yes	Grades PK-4 - Instructional I	ES	Grade 1	FT	100	0
89	Doyle, Elizabeth	Yes	English 7-12	HS	Writing Interventionist - High School	FT	100	0
90	Doyle, Thomas	Yes	Citizenship 7-12 - Special Education 7-12 - Instructional I	SpEd HS	Resource Teacher	FT	100	0
91	Duncan, Toni	No	Dance; Marketing - Non Certified Educator Designation - Qualified as per charter regulations	CPFA	Dance	FT	0	100
92	Dziekonski, Steven	Yes	Music PK-12 - Instructional I	CPFA - Leadership	CPFA Head Administrator	FT	0	100
93	Edwards, Jacob	Yes	Health & Physical Educ PK-12 - Instructional I	HS	Health, Safety, and Physical Education	FT	100	0
94	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
95	Elder, Elizabeth	Yes	Grades PK-4 Reading Specialist PK-12 - Instructional II	MS	Reading Specialist - Middle School	FT	100	0
96	Esposito, Salvatore	Yes	Health & Physical Education PK-12 - Instructional II	ES	Health, Safety, and Physical Education	FT	100	0
97	Fabrizio, Cristen	Yes	Elementary K-6 - Instructional II	ES	Grade 4	FT	100	0
98	Fela, Reed	Yes	Emergency Permit: Music PK-12	CPFA	Day Substitute	PT	100	0
99	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	Special Education IEP Coordinator	FT	100	0
100	Ferris, Elizabeth	Yes	Elementary K-6 - Instructional II	ES	Grade 4	FT	100	0
101	Flynn, Emily	Yes	Special Education PK-8 Grades PK-4 - Instructional II	ES	Grade 1	FT	100	0
102	Focht, Loren	Yes	Special Education N-12 Elementary K-6 - Instructional II	SpEd MS	Resource Teacher	FT	100	0
103	Fontanes, Lisa	Yes	Elementary K-6 Instructional II	ES	Grade 5	FT	100	0
104	Foster, Devin	Yes	Earth and Space Science, General Science 7-12 Instructional II	HS	Earth Space Science College Prep - Astronomy	FT	100	0
105	Foust, Kelly (Hartley)	Yes	Elementary K-6 Special Education PK-12 - Instructional II	SpEd HS	IEP Compliance - Contractor - Resigned 10/2024	PT	100	0
106	Francisco, Amanda	Yes	Special Education N-12 Elementary K-6 - Instructional II	HS	Math Intervention - High School	FT	100	0
107	Freiko, Janee	Yes	Music PK-12 - Instructional II	MS	Adaptive Music Middle School I & II - Songwriting - Travel the Musical World	FT	100	0
108	Fuiman, Joseph	Yes	Art K-12 - Instructional II	CPFA	Art	FT	100	0
109	Gamber, Clarissa	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
110	Garrity, Alexa	Yes	Elementary K-6 - Instructional II - Special Education PK-12 - Intern	SpEd HS	Resource Teacher - Teaching Foundations English 11	FT	100	0
111	Garrow, Darlene	Yes	Principal K-12 - Administrative I; Special Education N-12, Early Childhood N-3 - Instructional II	ES - Leadership	Assistant Principal - Elementary School	FT	100	0
112	Gaynor, Patricia	Yes	Biology 7-12 Special Education PK-12 - Instructional II	SpEd HS	Resource Teacher	FT	100	0
113	Gerstle, Ashley	Yes	English 7-12 - Social Studies 7-12 - English as Second Language - Instructional II	MS	World Studies Grade 7	FT	100	0
114	Gerstle, David	Yes	Social Studies 7-12 - Instructional II	MS	World Studies Grade 7	FT	100	0
115	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	Earth and Space Science SOAR - Nature Study - Outdoor Adventure - Zoology I and II	FT	100	0
116	Gispanski, Samantha	Yes	Elementary PK-6 Reading Specialist PK-12 - Instructional II, Principal PK-12- Administrative I	ES	Grade 2	FT	100	0

117	Gore, Sophia	No	TheatArt - Non Certified Educator Designation - Qualified as per charter regulations	CPFA	Theatre	FT	0	100
118	Goslin, Marilyn	Yes	Elementary K-2 Special Education PK-12 English 7-12 - Instructional I	SpEd K-12	IEP Writer - Temporary	PT	100	0
119	Gould, Taylor	Yes	Bus-Computer-Info Tech PK-12 Computer Science 7-12 - Instructional I	HS	AP Computer Science - Business Management - Principles of Marketing - Business Accounting I & II - Business Continuity and Risk Management	FT	100	0
120	Greene, Lisa	Yes	English 7-12- Instructional II	MS	English Language Arts Grade 6	FT	100	0
121	Greenfield, Jason	No	Drama/TheatArt/Stage, College Major - Non Certified Educator Designation - Qualified as per charter regulations	CPFA	Theatre	FT	0	100
122	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 - Resigned 12/2024	FT	100	0
123	Greiser, Wayne	Yes	Bus-Computer-InfoTech PK-12 Elementary K-6 - Instructional I	HS	Google Applications - Intro to the Stock Market - Social Media - Intro to Business	FT	100	0
124	Griest, Lakryn	Yes	Grades PK-4 - Instructional	ES	Kindergarten	FT	100	0
125	Griffel, Erica	Yes	Elementary K-6 Reading Specialist K-12 - Instructional II	ES	Grade 4	FT	100	0
126	Gripton, Marguerite	No	Registeed Nurse	K-12	School Nurse - Sub	PT	0	100
127	Gross, Barbara	Yes	Bus-Computer-Info Tech PK-12; Family-Consumer Sci PK-12 - Instructional II	MS	Adaptive Business - Business Communication & Critical Thinking - Travel and Tourism	FT	100	0
128	Guerriero, Melissa	Yes	Art PK-12 - Instructional II	HS	Adaptive Art - Arts Basics - Art of Architecture - Art & Culture: Ancient Civilizations Art - Culture: Medieval Times - Art & Culture: Modern to Contemporary Times	FT	100	0
129	Gustafson, Jason	Yes	Health & Physical Educ PK-12 - Instructional II	ES	Health, Safety, and Physical Education	FT	100	0
130	Hamill, Karole	Yes	School Psychologist PK-12 - Instructional II	SpEd K-12 - Leadership	School Psychologist	FT	100	0
131	Hammond, Katelyn	Yes	Elementary K-6 - Instructional II	HS	Instructional Coach - High School	FT	100	0
132	Harmantzis, Nicholas	Yes	Music PK-12 - Instructional I	CPFA	Music	FT	100	0
133	Harp, Amber	Yes	Social Studies 7-12 Ment and/or Phys Handicapped K-12 - Instructional II	SpEd HS	Resource Teacher	FT	100	0
134	Harrigan, Shannon	Yes	Social Studies 7-12 English 7-12 - Instructional II	HS	World History -College Prep - World History-Honors - Psychology	FT	100	0
135	Harris, Kristin	Yes	Early Childhood N-3 - Instructional II	ES	Elementary Reading Specialist	FT	100	0
136	Hartzell, Tammy	Yes	School Nurse - Educational Specialist I	K-12	Certified School Nurse (12 Month - Cyber Nurse)	FT	100	0
137	Hayden, Christopher	Yes	Health & Physical Education - Instructional I	HS	Health, Safety, and Physical Education - Foundations of Leadership - Mind Body and Wellness	FT	100	0
138	Henley, Kevin	Yes	English 7-12 Social Studies 7-12 - Instructional II	HS	Economics - English 10 & 11 - SAT/ACT Preparatory Course	FT	100	0
139	Hitesman, Elizabeth	Yes	Special Education PK-12 English 7-12 - Instructional II	SpEd MS	Resource Teacher	FT	100	0
140	Hocker, Hannah	Yes	Elementary K-6 - Instructional II English as a Second Language ESL PK-12 - Program Specialist	ES	Grade 1	FT	100	0
141	Holden, Brian	Yes	Social Studies 7-12 Safety Ed/Driver Ed 7-12 - Instructional II	HS	Sociology - World History - Drivers Education	FT	100	0
142	Homka, Jennifer	Yes	Early Childhood N-3 - Special Education PK-12 - Elementary K-6 - Instructional II	SpEd MS	Resource Techer	FT	100	0
143	Hopson, Martin	Yes	English 7-12 - Instructional II	USP	USP AP English Language Composition - USP Film as Literature Honors - USP Honors Creative Writing & Poetry - AP Eng Language & Comp - USP Honors Poetry Seminar	FT	100	0
144	Hresko, Allison	Yes	Mathematics 7-12 - Instructional I	HS	Algebra 2 - Mathematical Thinking	FT	100	0
145	Humbert, Heather	Yes	Art PK-12 - Instructional II	ES	Elementary Art	FT	100	0
146	Humnick, Joseph	Yes	Social Studies 7-12 English 7-12 - Instructional I	USP	Language Arts II - British Literature - Honors American Literature	FT	100	0

147	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
148	Inforzato, Robert	Yes	Chemistry 7-12 - Instructional I	USP	USP AP Chemistry - USP Chemisty-Honors - USP Seminar Physical Science	FT	100	0
149	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	FT	100	0
150	Intelicato, Emily	Yes	General Science 7-12 - Instructional II	HS	Marine Science - Forensic Science - Physical Science	FT	100	0
151	Jackson, Sarah	Yes	Health & Physical Educ PK-12 - Instructional I	HS	Health, Safety, and Physical Education	FT	100	0
152	Jackson (Malkasian), Alison	Yes	Special Education PK-12 Elementary K-6 - Instructional II	SpEd HS	Resource Teacher	FT	100	0
153	Jackson, Tessa	Yes	Earth and Space Science, General Science 7-12 Instructional II	K-12 - Leadership	Supervisor of MTSS	FT	100	0
154	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 -Promoted to CEO 1/2025	FT	100	0
155	Juliano, David	Yes	Social Studies 7-12 - Instructional II; Principal PK-12 - Administrative I	HS - Leadership	Assistant Principal - High School	FT	100	0
156	Kang, Dawn	Yes	Mathematics 7-12 - Instructional II	MS	Math Grade 8	FT	100	0
157	Kaplan, Julie	Yes	Social Studies 7-12 - Instructional II	HS	U.S. History - AP Psychology	FT	100	0
158	Kelly, Katharine	Yes	Soical Studies 7-12 - Instructional I	MS	Social Studies Grade 6	FT	100	0
159	Kinneary, Linda	Yes	School Nurse PK-12 - Educational Specialist II	K-12	Supervisor of School/Pupil Health Services - CSN	FT	100	0
160	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
161	Knox, Diana	Yes	Early Childhood N-3 Elementary K-6 Reading Specialist PK-12 - Instructional II	ES	Kindergarten	FT	100	0
162	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
163	Kofeldt, Courtney	Yes	English 7-12 - Instructional II - Educational Technology	K-12 - Leadership	Director of Online Learning	FT	100	0
164	Kotch, Nicole	Yes	Health & Physical Education - Instructional II	HS	Health-Adaptive Health	FT	100	0
165	Kulp-Woodruff, Deborah	Yes	Ment and/or Phys Handicapped K-12 - Instructional II	SpEd HS	Resource Teacher	FT	100	0
166	Laing, Rachel	Yes	Grades PK-4 Special Education PK-8 - Instructional I	ES	Kindergarten	FT	100	0
167	Lasay, James	Yes	Special Education PK-12 - Instructional II	SpEd HS	Resource Teacher	FT	100	0
168	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
169	Laureys, Kristin	Yes	Biology 7-12 Chemistry 7-12 - Instructional I	HS	AP Biology - Anatomy & Physiology - Biology-Honor	FT	100	0
170	Leone, Jennifer	Yes	Elementary K-6 Mid-Level Science 6-9 - Instructional II	MS	Science Grade 6	FT	100	0
171	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
172	Lewis, Hannah	Yes	English as a Second Language PK-12 English 7-12 Social Studies 7-12 - Instructional II	HS	AP Language & Composition - English 10 - English 11-Honors - English-College Prep - Accelerated Creative Writing SE	FT	100	0
173	Licate, Jennifer	Yes	Secondary School Counselor 7-12 Elementary School Counselor K-6 - Instructional II	K-12 - Leadership	Supervisor of Career & Technical Education	FT	0	100
174	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
175	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
176	Lynch, Morgan	Yes	Grades PK-4 Special Education PK-8 - Instructional I	SpEd ES	Resource Teacher	FT	100	0
177	Lynch-McCulloch, Aileen	No	Day Sub - Qualified as per Charter Regulations	CPFA	School Nurse - Day Substitute	PT	0	100
178	MacNeil, Katrina	No	Registered Nurse - RN License	K-12	Nurse Day Sub	PT	0	100

179	Madison, Eric	Yes	Mathematics - Instructional II	HS	Algebra 2 - Geometry - SAT/ACT Preparatroy	FT	100	0
180	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
181	Majersky, Maria	Yes	Mathematics 7-12 - Instructional II	HS	Algebra 2 - Pre-Calculus	FT	100	0
182	Makin, Holly	Yes	Special Education N-12 Elementary K-6 - Instructional II	SpEd MS	Resource Teacher	FT	100	0
183	Mallie, Julie	Yes	Mid-Level Science 6-9, Mid-Level Math 6-9, Mid-Level English 6-9, Special Education PK-12 - Instructional II	SpEd HS	Resource Teacher	FT	100	0
184	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
185	Maniscalco, Stephen	Yes	Health& Physical Educ PK-12 - Instructional II	ES	Health Safety & Physical Education Elementary	FT	100	0
186	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
187	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
188	Martini, Marissa	Yes	English as Second Language (ESL) PK-12 - Program Specialist; Social Studies 7-12 English 7-12 - Instructional II	MS	American Nation Grade 8	FT	100	0
189	Mazzio, Lauren	Yes	Elemtary & Secondary School Counselor PK-12 - Education Specialist II	CPFA GUID	CPFA School Counseleor	FT	100	0
190	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
191	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
192	McCartney, Ryan	Yes	Social Studies 7-12 Special Education 7-12 - Instructional II	MS	World Studies 7	FT	100	0
193	McCardell, Kimberly	Yes	Health & Physical Educ PK-12-Instructional I - Elementary School Counselor K-6-Educational Specialist II - Administravie I	GUID - Leadership	School Counselor - 504 Coordinator	FT	100	0
194	McConnell, Ryan	Yes	Mathematics 7-12 - Instructional I	HS	Algebra 1B - Algebra-Honors	FT	100	0
195	McCunney, Michelle	Yes	Art PK-12 - Instructional II	MS	Adaptive Art - Art in the Digital Age - History of Art	FT	100	0
196	McGeehin (Smyers), Shelby	Yes	English 7-12 Special Education PK-12 - Instructional II	SpEd HS	Resource Teacher	FT	100	0
197	McGinty, Shavaun	Yes	Elementary School Counselor K-6 - Educational Specialist II	GUID - Leadership	Supervisor of School Counseling	FT	100	0
198	McGoldrick, Victoria	Yes	Elementary K-6 - Instructional II	ES	Grade 3	FT	100	0
199	McHenry, Anne	Yes	Elementary K-6 Reading Specialist PK-12 - Instructional II	HS	Reading Interventionist - High School	FT	100	0
200	McIntyre, Marissa	Yes	Elementary K-6 - Instructional II	MS	Instructional Coach - Middle School	FT	100	0
201	Michaels, Bryan	Yes	Special Education PK-12 Elementary K-6 - Instructional II	SpEd HS	Resource Teacher	FT	100	0
202	Miller, Katherine	Yes	Mathematics 7-12 - Instructional II	MS	Math Grade 7	FT	100	0
203	Mims, Paula	Yes	Educational Specialist I Inst Technology Specialsit PK-12 - Mathematics 7-12- Instructional II	HS	PreAlegbra - Algebra 1	FT	100	0
204	Mitchell, Cheryl	Yes	Chemistry 7-12 - Instructional I	USP	USP AP Biology - USP Seminar Physical Science - Resigned 11/2024	FT	100	0
205	Moglia, Emily	Yes	Special Education PK-8 Special Education Expansion 7-12 Grades PK-4 - Instructional I	SpEd HS	Resource Teacher - Resigned 8/2024	FT	100	0
206	Moose, Jessica	Yes	Elementary & Secondary School Counselor PK-12 - Educational Specialist I	HS GUID	High School Counselor, Grade 11	FT	100	0
207	Moran, Kelly	Yes	Elementary K-6 - Instructional II	ES	Grade 2	FT	100	0
208	Moran, Laura	No	Registered Nurse - RN License	K-12	School Nurse - Day Sub	PT	0	100
209	Morris, Samuel	Yes	Citizenship 7-12 - Instructional I	USP	USP Seminar Liberty & Democracy - USP AP Psychology	FT	100	0
210	Morton, Jessica	Yes	Grades PK-4 - Instructional I	ES	Grade 2	FT	100	0
211	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 SOAR	FT	100	0

212	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
213	Murphy, Samantha	Yes	Secondary School Counselor 7-12 - Instructional II	HS GUID	High School Counselor, Grade 11	FT	100	0
214	Nastuck, Jocelyn	Yes	Special Education PK-12 Elementary K-6 - Instructional II	SpEd HS	Resource Teacher	FT	100	0
215	Okcuoglu, Daphne	Yes	Art PK-12 - Instructional II	CPFA	Art	FT	100	0
216	O'Shura, Kelly	Yes	Secondary School Counselor 7-12 Elementary School Counselor K-6 - Instructional II	HS GUID	High School Counselor, Grade 9	FT	100	0
217	Packer, Cory	Yes	Elementary K-6 - Instructional II	ES	Grade 5	FT	100	0
218	Paffas, Basil	Yes	Social Studies 7-12 English 7-12 - Instructional II	HS	U.S. Government -AP Psychology - Intro to Philosophy	FT	100	0
219	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
220	Pardus, Merissa	Yes	Special Education PK-12 Early Childhood N-3 - Instructional II	SpEd HS	Resource Teacher	FT	100	0
221	Park, Ewan	Yes	Social Studies - Instructional II; Principal K-12 - Administrative	USP	AP Economics-Micro - USP American Law & International Relations - AP European History - USP Socratic Seminar	FT	100	0
222	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 & Social Studies Grade 6	FT	100	0
223	Patxot, Angela	Yes	Spanish PK-12 French PK-12 English 7-12 - Instructional II	HS	French 1 - French 2	FT	100	0
224	Perez, Audrey	Yes	Chemistry 7-12- Instructional II; General Science- Instructional II	HS	AP Chemistry - Chemistry Honors	FT	100	0
225	Perri, Emily	Yes	Elementary K-6 - Instructional II	ES	Grade 1	FT	100	0
226	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
227	Pettitt (Willis), Brooke	Yes	Citizenship 7-12 English 7-12 Special Education 7-12 - Instructional II	MS	Instructional Coach - Middle School	FT	100	0
228	Pfaff, Megan	Yes	Elementary K-6 Reading Specialist PK-12 - Instructional II	ES	Grade 3	FT	100	0
229	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 - U.S. History II - U.S. History II-Honors	FT	100	0
230	Portney, Bobbi	Yes	Mid-Level Mathematics - Elementary K-6	USP	UPS Algebra I Honors	FT	100	0
231	Preddy, Megan	Yes	Biology 7-12 - Instructional II	HS	Biology	FT	100	0
232	Priar, Heather	Yes	Elementary & Secondary School Counselor PK-12- Educational Specialist II	HS GUID	High School Counselor, Grade 9	FT	100	0
233	Propato, Gabriella	Yes	English 7-12 - Instructional II	HS	English Grade 11 - Creative Writing	FT	100	0
234	Propfe, Tyler	Yes	Music PK-12 - Instructional I	ES	Music Grades K-5 - Adaptive Music	FT	100	0
235	Provini, Maria	Yes	School Social Worker - Education Specialist I	SpEd K-12	Special Education Social Worker	FT	100	0
236	Przeworski, Katherine	Yes	Biology 7-12 - Instructional II	USP	Art MS Enrichment - USP Honors Biology	FT	100	0
237	Putignano, Ashley	Yes	Elementary K-6 Special Education PK-12 - Instructional II	SpEd MS/HS	Resource Teacher	FT	100	0
238	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 - Intro to Business - Programming in C++-Honors - Tech Concepts 1 and 2 - Accelerated Coding in HTML and CSS SE	FT	100	0
239	Quigley, Chistopher	Yes	Grades PK-4 - Instructional II	ES	Grade 2	FT	100	0
240	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	High School Counselor, Grade 12	FT	100	0
241	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
242	Reading, Danielle	Yes	Elementary K-6 - Instructional II	ES	Grade 3	FT	100	0

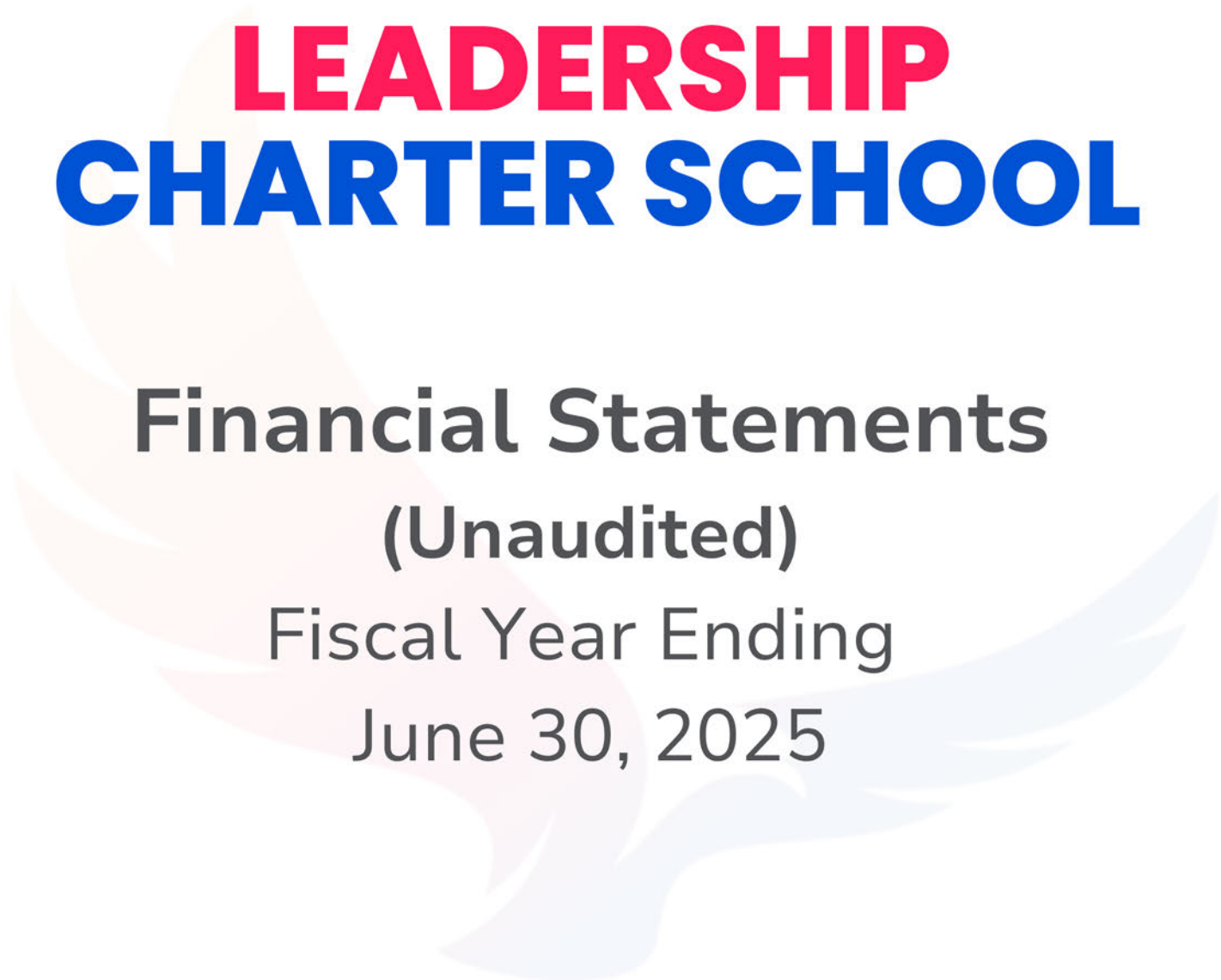
243	Regan, Coleen	Yes	Mid-Level Mathematics 6-9 English 7-12 Social Studies 7-12 English as a Second Language (ESL) PK-12 Library Science PK-12 - Instructional II	USP	USP British Literature Honors - USP Seminar Language Arts II - Resigned 8/2024	FT	100	0
244	Reigner, Kevin	Yes	Elementary K-6 Mid-Level English 6-9 Mid-Level Mathematics 6-9 Mid-Level Science 6-9 - Instructional II	MS	Science Grade 8 - Instructional Coach-Middle School	FT	100	0
245	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
246	Renfer, Kelley	Yes	Social Studies 7-12 Special Education 7-12 - Instructional II	SpEd K-12	Special Education IEP Monitor	FT	100	0
247	Ricciardi, Kimberly	Yes	Art K-12 Family-Consumer Sci K-12 - Instructional II	CPFA	Food Science -Child Development - Art	FT	100	0
248	Rider-Bertrand, Joey	Yes	Elementary K-6, Technology Education PK-12, General Science 7-12 - Instructional II - Supvr Curriculum & Inst PK-12	K-12 - Leadership	Chief Academic Officer	FT	100	0
249	Roak-Tincani, Lisa	Yes	Special Education PK-8 Grades PK-4 - Instructional II	SpEd HS	Resource Teacher	FT	100	0
250	Robinson, AnneMarie	Yes	Art K-12 - Instructional II	CPFA	Art - Resigned 6/2025	FT	100	0
251	Robinson, Erica	Yes	Grades PK-4 - Instructional I	ES	Grade 5	FT	100	0
252	Roggio, Abigail	Yes	Reading Specialist K-12 Elementary K-6 - Instructional II	MS	Reading Specialist	FT	100	0
253	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
254	Rosle, Kathryn	Yes	English 7-12 - Instructional II	HS	English 9-College Prep - English 9-Honors - Children's Literature Study	FT	100	0
255	Sabatelli, Marie	Yes	Elementary K-6 English 7-12 - Instructional II	MS	English Language Arts Grade 6	FT	100	0
256	Saldutti, Nico	Yes	Grades PK-4 - Instructional II	ES	Elementary Math Interventionist Grades 3-4 - Resigned 11/2024	FT	100	0
257	Sally, Megan	Yes	Elementary K-6 Mid-Level English 6-9 - Instructional II	MS	English Language Arts Grade 7	FT	100	0
258	Salvo, Lisa	Yes	Elementary K-6 - Instructional II	ES	Grade 3	FT	100	0
259	Santana, Yecenia	Yes	Grades PK-4 Special Education PK-8 - Instructional I	SpEd HS	Resource Teacher	FT	100	0
260	Sarno, Amy	Yes	English 7-12 - Instructional II	MS	Middle School SOAR Program Coordinator	FT	100	0
261	Sawyer, Yeketa	Yes	Elementary & Secondary School Counselor PK-12 - Instructional I	HS	HS School Counselor, Grade 10	FT	100	0
262	Scapellati, Jennifer	Yes	English 7-12 - Instructional II	MS	English Language Arts Grade 8	FT	100	0
263	Schelling, Jennifer	Yes	Elementary K-6 Reading Specialist PK-12 - Instructional II	ES	Data and Intervention Specialist - Elementary	FT	100	0
264	Schellinger, Erik	Yes	English 7-12 Social Studies 7-12 - Instructional II	HS	World History - World History-Honors	FT	100	0
265	Schmidt, Harold	Yes	Grades 4-8 (All subjects 4-6, Social Studies 7-8), Social Studies 7-12, Grades 4-8 (All subjects 4-6, English Language Arts and Reading 7-8), Language Arts and Reading 7-8, Grades 4-8 (All subjects 4-6, Science 7-8), Special Education PK-8 - Instructional I	MS	Science Grade 6	FT	100	0
266	Schultz, Sarah	Yes	Social Studies 7-12 Special Education 7-12 - Instructional II	SpEd HS	Resource Teacher	FT	100	0
267	Sensening, Connor	Yes	English 7-12 - Instructional II	HS	AP Literature & Composition - English 9 - AP Capstone Seminar	FT	100	0
268	Sevick, Steve	No	Non Certified Educator Designation - Qualified as per charter regulations	USP	Day Sub - Resigned 1/2025	PT	0	100
269	Sforza, Taylor	Yes	Grades PK-4 - Instructional	ES	Grade 1	FT	100	0
270	Shaw, William	Yes	Music PK-12 - Instructional I	MS	Music	FT	100	0
271	Shirley, Julie	Yes	Business-Computer-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
272	Show, Larissa	Yes	School Speech & Language Pathologist PK-12 - Education Specialist I	SpEd K-12	Speech Pathologist	FT	100	0
273	Siegler, Alana	Yes	Franch PK-12 - Instructional I	MS	Intro to French - Middle School French A and B	FT	100	0

274	Sikora, Stephanie	Yes	Family-Consumer Sci PK-12 Bus-computer-Info Tech PK-12 - Instructional II	MS	Technology Exploration I - Coding in HTML	FT	100	0
275	Slusser, Daniel	Yes	Health & Physical Educ PK-12 - Instructional II	MS	Health Safety and Physical Education	FT	100	0
276	Smith, Danielle	Yes	Elementary K-6 Mid-Level English 6-9 Special Education PK-12 Reading Specialist PK-12 - Instructional II	ES	Elementary Reading Specialist	FT	100	0
277	Smith, Jeff	Yes	Mathematics 7-12 Mid-Level Mathematics 6-9 Elementary K-6 Reading Specialist PK-12 Special Education PK-12 Bus-Computer-Info Tech PK-12 - Instructional II	HS	Algebra IB - Pre-Algebra - Pre Algebra SOAR	FT	100	0
278	Smith, Kimberly	Yes	Biology 7-12 - Instructional II	MS	Science Grade 8	FT	100	0
279	Snyder, Kelly	Yes	Early Childhood N-3 Elementary K-6 Reading Specialist PK-12 - Instructional II	ES	Elementary Reading Specialist	FT	100	0
280	Snyder, Resa	Yes	Grades PK-4 - Instructional I	ES	Grade 3	FT	100	0
281	Solnosky, Adam	Yes	Health & Physical Educa PK-12 - Instructional I	MS	Health Safety and Physical Education	FT	100	0
282	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 - USP Differential Calculus-Honors - USP Differential Equations I.S.	FT	100	0
283	Speer, Ericka	No	Dance Education - Non Certified Educator Designation - Qualified as per Charter Regulations	CPFA	Dance	FT	0	100
284	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
285	Stefanski, MaryBeth	Yes	Secondary School Counselor - Educational Specialist II	USP GUID	USP School Counselor, Grade 9-12	FT	100	0
286	Stehr, Sheri	No	Day Sub - Qualified as per Charter Regulations	USP	Day Substitute	PT	0	100
287	Steines, Elisabeth	Yes	Art PK-12 - Instructional II	HS	Drawing I-Drawing II-Foundations of Art-Honors - Art Portfolio I-Honors - Art Portfolio II-Honors - Art Basics - Art Culture: Modern to Contemporary Times	FT	100	0
288	Stepnowski, Jaclyn	Yes	Art PK-12 - Instructional I	ES	Art Grades K, 2, 4	FT	100	0
289	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
290	Strellec, Christina	Yes	English 7-12 Social Studies 7-12 Grades PK-4 Special Education 7-12 Special Education Expansion PK-8 - Instructional II - English as a Second Language (ESL) PK-12 - Administrative I	MS - Leadership	Assistant Principal - Middle School	FT	100	0
291	Sumner, Shannon	Yes	English 7-12 - Instructional II	MS	English Language Arts Grade 6	FT	100	0
292	Surden, Jessica	Yes	Music PK-12 - Instructional I	ES	Music Grades K-5	FT	100	0
293	Surine, Douglas	Yes	Mathematics 7-12 Bus-Computer-InfoTech PK-12 - Instructional II	HS	Algebra I - Geometry Honors	FT	100	0
294	Suski, Amy	Yes	Elementary K-6 Technology Education PK-12 - Instructional I	ES	Coding & Technology Grade 3-5	FT	100	0
295	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
296	Takac, Kristina	Yes	Mathematics 7-12 - Instructional II - Emergency Permit effective 1/1/2023-7/31/2023	HS	Algebra I-College Prep - Algebra I - Geometry College Prep - Accelerated Geometry SE	FT	100	0
297	Taylor, Amber	Yes	English 7-12 - Instructional II	MS	English Language Arts Grade 8	FT	100	0
298	Todd (Mulholland), Emily	Yes	Mathemtics 7-12 - Instructional II	HS	Geometry - Algebra 1 - Connuser Mathematics	FT	100	0
299	Todorovac, Erin	Yes	English 7-12 - Instructional II	USP	USP AP English Literature & Composition - USP Creative Writing-Honors - USP World Literature-Honors - USP Seminar Language Arts II - USP Dramatic Arts Middle School Enrichment	FT	100	0
300	Tonici, Melissa	Yes	Spanish PK-12 - Instructional II	HS	Spanish I and 3	FT	100	0
301	Tope, Laura	Yes	Biology 7-12 - Instructional II	MS	Science Grade 7	FT	100	0
302	Totman, Brianna	Yes	General Science 7-12 - Instructional II	MS	Science Grade 7	FT	100	0
303	Townsend, John	No	Theatre Degree - Non Certified Educator Designation - Qualified as per Charter Regulations	CPFA	Music - Resigned 6/2025	FT	0	100

304	Ulrich, Jennifer	Yes	Spanish PK-12 - Instructional II	MS	Intro to Spanish - Middle School Spanish	FT	100	0
305	Urbine, Colleen	Yes	Elementary K-6 Special Education PK-12 - Instructional II - Educational Specialist I	ES	Grade 2	FT	100	0
306	Vanderlaag, Lisa	Yes	Elementary K-6 Special Education PK-12 English 7-12 - Instructional II	SpEd HS	Resource Teacher	FT	100	0
307	Van Etten, Michael	Yes	Elementary K-6 Mid-Level Mathematics 6-9 Mid-Level English 6-9 - Instructional II	ES	Math Interventionist	FT	100	0
308	VanHassent, Daniel	Yes	Social Studies 7-12- Instructional II	HS	AP Human Geography - Psychology - World History- College Prep	FT	100	0
309	Verner (Case), Lauren	Yes	Mid-Level Math 6-9 Elementary K-6 Mid-Level Science 6-9 - Instructional II	MS	Middle School Math Interventionist - Resigned 1/2025	FT	100	0
310	Victorius, Emily	Yes	Elementary K-6 Reading Specialist PK-12 - Instructional II	ES	Grade 2 - Resigned 8/2024	FT	100	0
311	Vogel, Ashley	Yes	Music PK-12 - Instructional II	HS	Music Appreciation - Music Theory - Honors Music Therapy II - Piano	FT	100	0
312	Voyten, Shawn	Yes	Special Education PK-12 Social Studies 7-12 - Instructional II	MS	Language Arts & Social Studies Grades 7-8	FT	100	0
313	Wade, Elizabeth	Yes	Elementary K-6 Special Education PK-12 - Instructional II - Supvr Special Education PK-12	SpEd ES	Resource Teacher	FT	100	0
314	Wagner, Nathaniel	Yes	Mathematics 7-12, Saffey Ed/Driver Ed 7-12, Bus-Info-Computer-Tech PK-12 - Instructional II	ES	Coding & Technology Grades K-2	FT	100	0
315	Walker, Rebecca	Yes	Elementary & Secondary School Counselor PK-12- Educational Specialist II	HS GUID	High School Counselor, Grade 10	FT	100	0
316	Walsh, Julianne	Yes	English 7-12 Social Studies 7-12- Instructional II	HS	English Grade 12 - Creative Writing - Gender in Literature and Media - English 12 SOAR	FT	100	0
317	Walton, Benjamin	Yes	English 7-12 - Instructional II; Principal PK-12 Administrative I	HS	English Grade 12 - English Grade 12-College Prep - Public Speaking	FT	100	0
318	Walton, Sheila	Yes	Reading Specialist PK-12 Elementary K-6 Bus-Computer-InfoTech PK-12 - Instructional II	MS	Fundamentals of Computer Science - Technology Exploration II - Middle School Electives Exploration	FT	100	0
319	Waltz, Kristen	Yes	Social Studies 7-12 - Instructional II	USP	USP Seminar World Cizilizations I & II - USP MS Mock Trial Enrichment	FT	100	0
320	Ward, Stephanie	Yes	Mathematics 7-12 - Instructional I - Administrative I	MS	Math Grade 6	FT	100	0
321	Weller, Abigail	Yes	Enlgish 7-12 0 Instructional II	HS	English Grade 11 - English Grade 11-College Prep	FT	100	0
322	Wentzel, Ryan	Yes	Social Studies 7-12 - Instructional I	USP	AP U.S. Government & Politics - USP AP U.S. Government & Politics - USP Seminar Liberty & Democracy - USP Seminar World Civilizations II	FT	100	0
323	Werner, Danielle	Yes	Elementary K-6 Special Education PK-12 - Instructional II	ES	Grade 5	FT	100	0
324	West, Thomas	Yes	Music PK-12 - Instructional II	CPFA	Music	FT	100	0
325	Whisler, Vicki	Yes	English 7-12 Library Science PK-12 - Instructional II	HS	English Grade 9 - AP Literature and Composition - AP Capstone Senimar	FT	100	0
326	Wilkins, Joshua	Yes	Mathematics 7-12 - Instructional I	HS	Algebra I & II - Pre-Alegbra SOAR - AP Calculus BC	FT	100	0
327	Wilkocz, Christopher	Yes	Elementary K-6 - Instructional II	MS	Social Studies Grade 6	FT	100	0
328	Williams, Lauren	Yes	Elementary K-6 Special Education PK-12 Reading Specialist P-12 - Instructional II English as a Second Language (ESL) PK-12- Program Specialist I	SpEd ES	Resource Teacher	FT	100	0
329	Wilson (Lier), Irene	Yes	English as a Second Language PK-12 Elementary K-6 Mid-Level Math - Intstructional II	ES	Grade 1	FT	100	0
330	Yori, Cynthia	Yes	Grades PK-4 - Instructional I - Grades 5-6 - Instructional II	ES	Grade 5	FT	100	0
331	Young (Eaton), Leslie	Yes	Elementary K-6 Mid-Level English 6-9 - Instructional I	USP	Day Sub	PT	100	0
332	Yund, Nick	Yes	Citizenship 7-12 Social Studies 7-12 Grades 4-8 (All subjects 4-6 Social Studies 7-8) - Instructional I	MS	American Nation Grade 8 - American Nation Advanced	FT	100	0
333	Zuri, William	Yes	Mathematics 7-12 - Instructional II	MS	Math Grade 8	FT	100	0

CEO (certified)___1_

Total Number of Teachers	270	Counselors	20	School Nurses	7	Others	18					
Total Number of Professional Staff	333											
PA Department of Education, 333 Market Street, Harrisburg, PA 17126-0333												

A large, stylized eagle logo is centered in the background. The eagle's body and head are rendered in a light orange color, while its wings are a light blue. The eagle is facing right.

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

Financial Statements **(Unaudited)**

Fiscal Year Ending
June 30, 2025

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PA Leadership Charter School
Trend Analysis

As of June 30,2025

	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Average
Liquidity														
Cash	\$ 18,503,638	\$ 16,666,038	\$ 17,165,609	\$ 16,278,198	\$ 15,458,281	\$ 11,300,373	\$ 10,077,795	\$ 11,353,300	\$ 11,759,117	\$ 10,959,232	\$ 10,152,416	\$ 10,544,876	\$ 9,317,445	\$ 12,586,057
Mthly Change	(\$3,073,690)	(\$1,837,600)	\$499,571	(\$887,412)	(\$819,916)	(\$4,157,908)	(\$1,222,578)	\$1,275,506	\$405,817	(\$799,885)	(\$806,816)	\$392,460	(\$1,227,431)	(\$765,516)
# of Withdrawals	10	11	9	6	11	6	10	8	9	9	18	7	15	10
Total Withdrawals	\$ 6,094,342	\$ 4,423,556	\$ 2,150,158	\$ 4,483,265	\$ 4,697,498	\$ 3,169,905	\$ 4,210,707	\$ 3,155,901	\$ 2,432,680	\$ 3,021,698	\$ 3,309,932	\$ 3,466,476	\$ 3,263,468	\$ 3,482,104
Average Withdrawal	\$ 609,434	\$ 402,141	\$ 238,906	\$ 747,211	\$ 427,045	\$ 528,317	\$ 421,071	\$ 394,488	\$ 270,298	\$ 335,744	\$ 183,885	\$ 495,211	\$ 217,565	\$ 388,490
Avg Withdrawals on Hand	30	41	72	22	36	21	24	29	44	33	55	21	43	37
Avg Months on Hand	3.0	3.7	8.0	3.7	3.3	3.5	2.4	3.6	4.9	3.7	3.1	3.0	2.9	3.7
# of Deposits	12	13	16	16	14	14	13	16	13	14	9	18	7	14
Total Deposits	\$ 3,650,004	\$ 2,611,520	\$ 2,797,578	\$ 3,671,047	\$ 3,935,014	\$ 3,978,843	\$ 3,016,681	\$ 4,252,393	\$ 2,889,685	\$ 2,705,852	\$ 3,021,698	\$ 3,309,932	\$ 3,466,476	\$ 3,304,727
Average Deposit	\$ 304,167	\$ 200,886	\$ 174,849	\$ 229,440	\$ 281,072	\$ 284,203	\$ 232,052	\$ 265,775	\$ 222,283	\$ 193,275	\$ 335,744	\$ 183,885	\$ 495,211	\$ 258,223
Avg Deposits on Hand	61	83	98	71	55	40	43	43	53	57	30	57	19	54
Avg Months on Hand	5.1	6.4	6.1	4.4	3.9	2.9	3.3	2.7	4.1	4.1	3.3	3.2	2.7	4.0
	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Average
Balance Sheet														
Current Assets (Liquid)	\$ 36,195,263	\$ 34,447,946	\$ 35,024,215	\$ 34,344,258	\$ 33,600,199	\$ 40,515,383	\$ 40,409,380	\$ 41,800,387	\$ 42,310,643	\$ 52,641,485	\$ 51,982,369	\$ 52,527,702	\$ 51,447,730	\$ 42,587,641
Current Liabilities	\$ 9,540,038	\$ 8,421,667	\$ 7,145,664	\$ 5,858,970	\$ 3,620,840	\$ 4,156,514	\$ 3,272,503	\$ 4,099,625	\$ 4,754,121	\$ 4,528,031	\$ 4,824,707	\$ 7,300,940	\$ 7,359,640	\$ 5,445,268
Current Ratio	3.79	4.09	4.90	5.86	9.28	9.75	12.35	10.20	8.90	11.63	10.77	7.19	6.99	8.49
Committed Fund Balance	\$ 92,527,106	\$ 92,531,252	\$ 92,531,252	\$ 92,531,252	\$ 92,518,950	\$ 92,518,950	\$ 92,518,950	\$ 92,518,950	\$ 92,518,950	\$ 92,518,950	\$ 92,518,950	\$ 92,518,950	\$ 69,200,000	\$ 90,578,779
Unrestricted & Net Revenue	\$ 11,536,825	\$ 14,616,048	\$ 16,134,064	\$ 16,877,418	\$ 17,265,670	\$ 16,407,484	\$ 16,777,029	\$ 16,779,615	\$ 16,654,556	\$ 16,854,100	\$ 16,875,668	\$ 14,542,363	\$ 35,791,725	\$ 17,964,645
% Committed Fund Balance	89%	86%	85%	85%	84%	85%	85%	85%	85%	85%	85%	86%	66%	83%

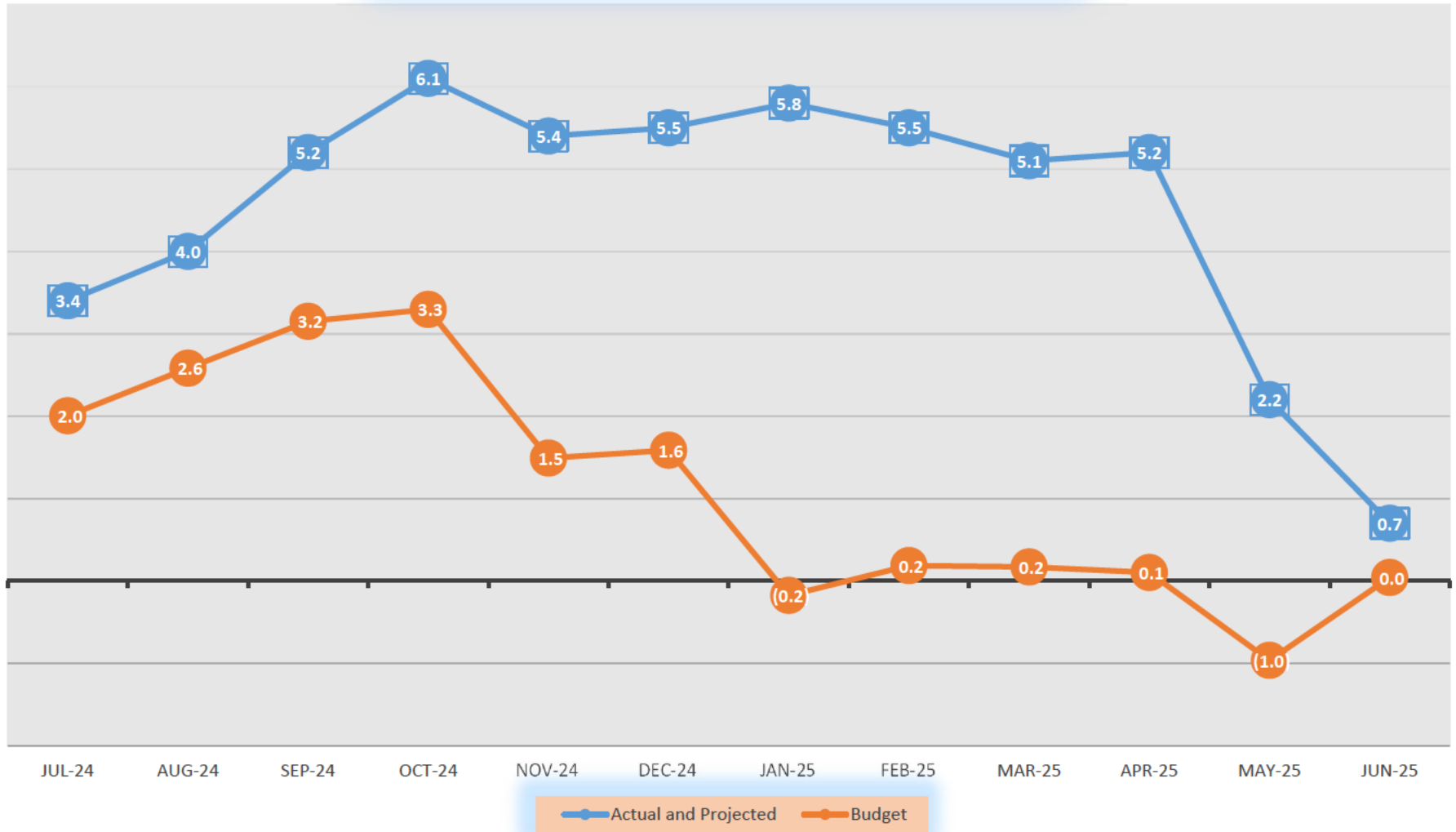
PA Leadership Charter School

Trend Analysis

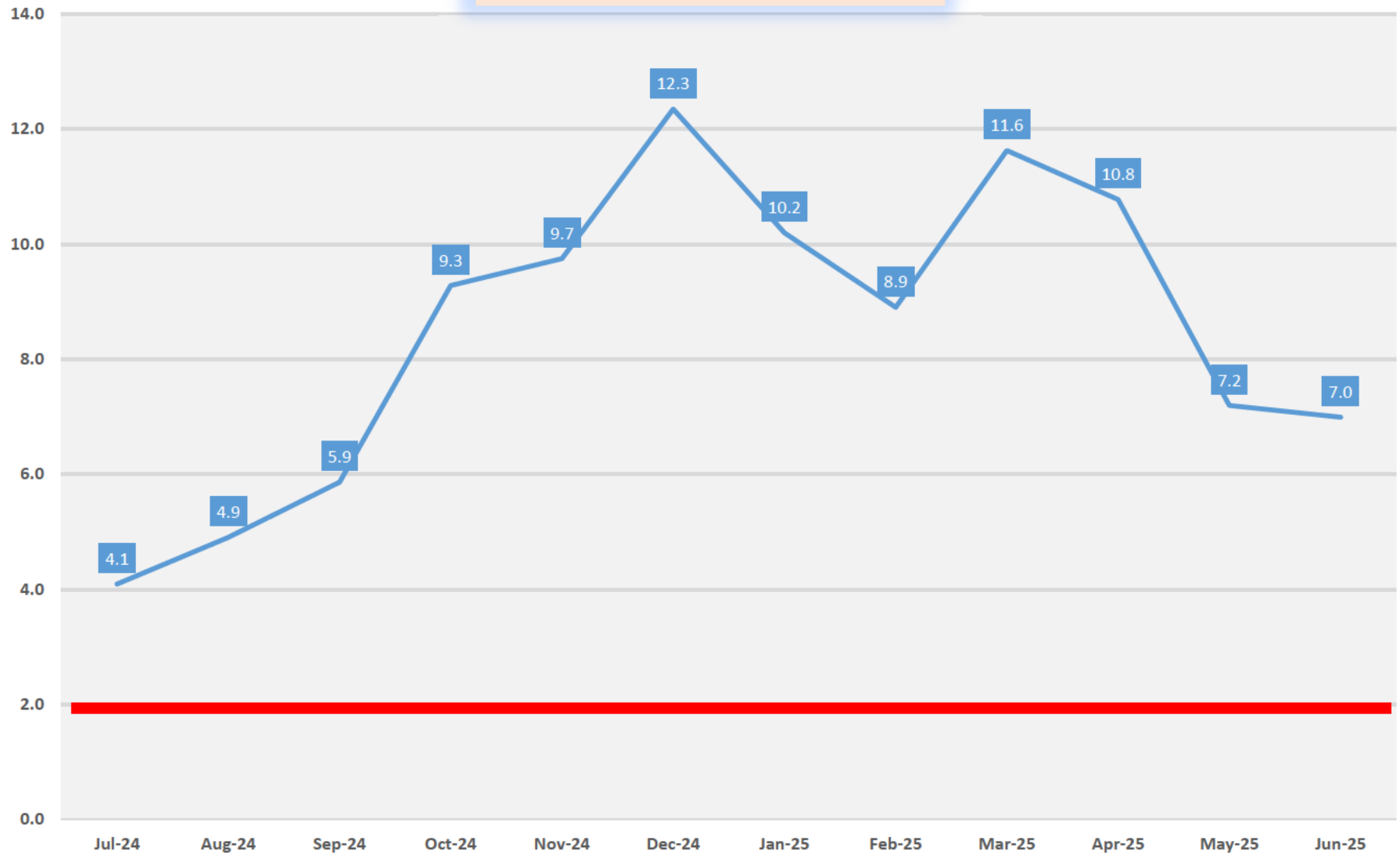
As of June 30,2025

	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	YTD
Revenue & Expenses														
<u>District Revenues</u>														
Actual	\$59,422,749	\$4,571,714	\$4,599,609	\$4,852,617	\$4,981,879	\$5,570,455	\$5,110,527	\$4,821,007	\$4,957,222	\$4,970,114	\$5,097,891	\$4,959,791	\$3,519,131	\$58,011,957
Budget	\$57,913,911	\$4,585,145	\$4,696,601	\$5,000,234	\$5,062,805	\$4,987,535	\$5,071,242	\$5,057,726	\$5,182,280	\$5,259,980	\$5,202,853	\$4,227,342	\$5,210,556	\$59,544,299
Variance	\$1,508,838	(\$13,431)	(\$96,992)	(\$147,617)	(\$80,926)	\$582,920	\$39,285	(\$236,719)	(\$225,058)	(\$289,866)	(\$104,962)	\$732,449	(\$1,691,425)	(\$1,532,342)
<u>Total Expense</u>														
Actual	\$63,510,395	\$1,905,979	\$4,718,026	\$6,784,801	\$2,499,367	\$6,823,423	\$5,463,049	\$4,876,874	\$5,570,451	\$6,377,087	\$5,397,981	\$8,359,835	(\$8,359,835)	\$50,417,038
Budget	\$65,394,763	\$3,157,318	\$4,870,116	\$5,381,372	\$5,323,184	\$7,132,676	\$5,980,138	\$7,182,738	\$5,159,014	\$5,661,759	\$5,667,659	\$5,631,977	(\$5,631,977)	\$55,515,974
Variance	\$1,884,368	\$1,251,339	\$152,090	(\$1,403,429)	\$2,823,817	\$309,253	\$517,089	\$2,305,864	(\$411,437)	(\$715,328)	\$269,678	(\$2,727,858)	\$2,727,858	(\$5,098,936)
<u>Enrollment</u>														Average
Actual - Combined	3,350	2,987	2,995	2,963	2,990	3,043	3,061	3,114	3,143	3,193	3,205	3,178	3,162	3,086
Budget - Combined	3,500	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400	3,400
Variance - Combined	(150)	(413)	(405)	(437)	(410)	(357)	(339)	(286)	(257)	(207)	(195)	(222)	(238)	(314)
<u>District Revenue per Student</u>														Average
Actual - Reg Ed	\$13,365	\$13,889	\$14,069	\$14,440	\$14,488	\$14,705	\$14,735	\$14,743	\$14,744	\$14,739	\$14,741	\$14,730	\$14,685	\$14,559
Budget - Reg Ed	\$12,881	\$13,360	\$13,360	\$13,360	\$13,360	\$13,360	\$13,360	\$13,360	\$13,360	\$13,360	\$13,360	\$13,360	\$13,360	\$13,360
Variance - Reg Ed	\$484	\$529	\$709	\$1,080	\$1,128	\$1,345	\$1,375	\$1,383	\$1,384	\$1,379	\$1,381	\$1,370	\$1,325	\$1,199
Actual - Spec Ed	\$34,538	\$36,366	\$35,736	\$37,205	\$37,098	\$38,112	\$34,899	\$34,883	\$34,846	\$34,874	\$34,844	\$34,817	\$34,627	\$35,692
Budget - Spec Ed	\$33,194	\$34,543	\$34,543	\$34,543	\$34,543	\$34,543	\$34,543	\$34,543	\$34,543	\$34,543	\$34,543	\$34,543	\$34,543	\$34,543
Variance - Spec Ed	\$1,344	\$1,823	\$1,193	\$2,662	\$2,555	\$3,569	\$356	\$340	\$303	\$331	\$301	\$274	\$83	\$1,149
Actual - Combined	\$21,005	\$22,262	\$21,958	\$21,672	\$21,435	\$19,769	\$19,125	\$21,259	\$21,275	\$21,465	\$19,274	\$19,140	\$19,064	\$20,642
Budget - Combined	\$18,890	\$17,513	\$17,513	\$17,513	\$17,513	\$17,513	\$17,513	\$17,513	\$17,513	\$17,513	\$17,513	\$17,513	\$17,513	\$17,513
Variance - Combined	\$2,115	\$4,749	\$4,445	\$4,159	\$3,922	\$2,256	\$1,612	\$3,746	\$3,762	\$3,952	\$1,761	\$1,627	\$1,551	\$3,129
<u>Total Expense per Student</u>														Average
Actual	\$18,401	\$22,170	\$21,460	\$20,972	\$20,488	\$20,151	\$20,808	\$20,270	\$20,922	\$20,935	\$21,133	\$21,145	\$21,110	\$20,964
Budget	\$18,684	\$19,342	\$19,342	\$19,342	\$19,342	\$19,342	\$19,342	\$19,342	\$19,342	\$19,342	\$19,342	\$19,342	\$19,342	\$19,342
Variance	\$283	(\$2,828)	(\$2,118)	(\$1,630)	(\$1,146)	(\$809)	(\$1,466)	(\$928)	(\$1,580)	(\$1,593)	(\$1,791)	(\$1,803)	(\$1,768)	(\$1,622)

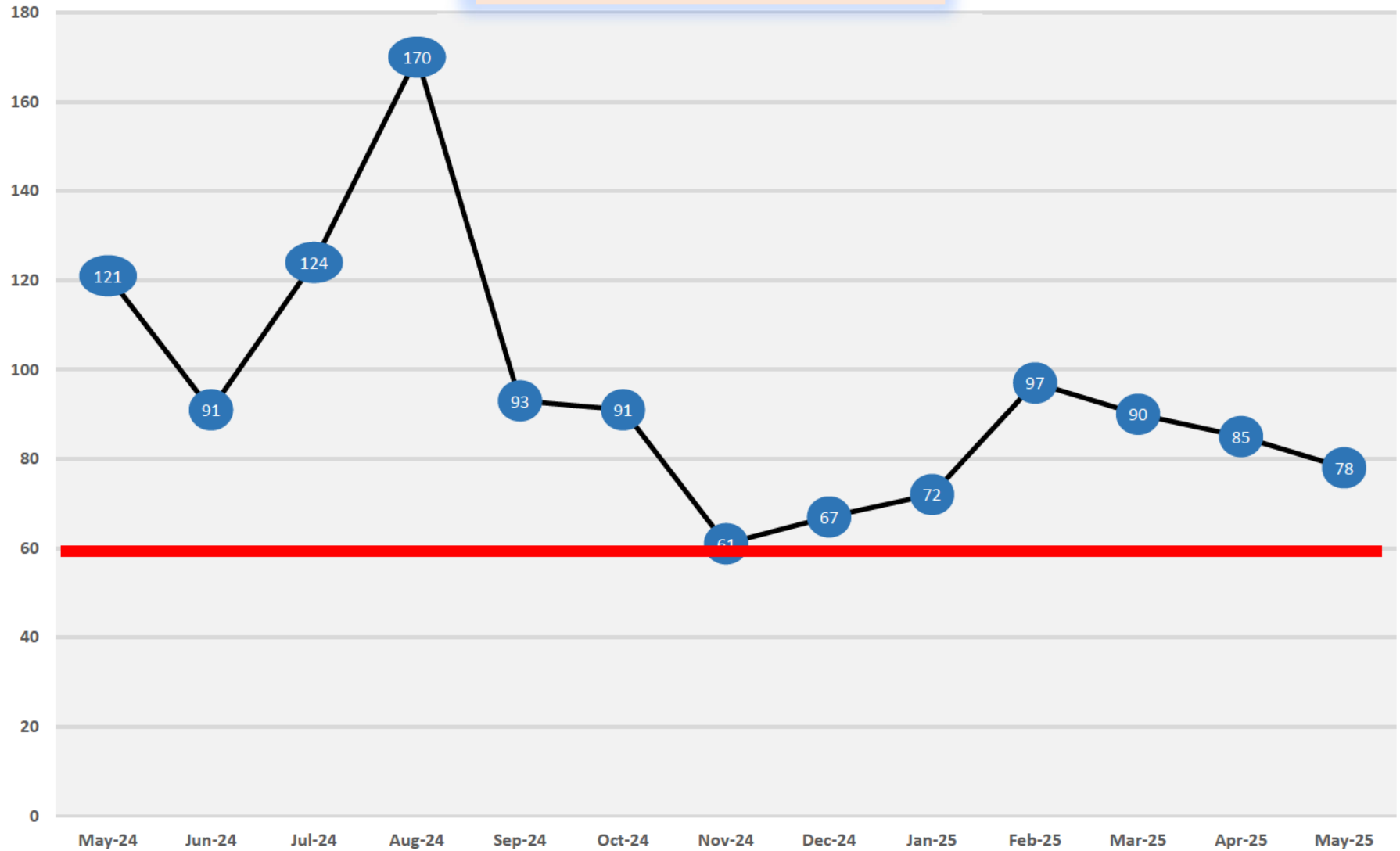
**Pennsylvania Leadership Charter School
Change in Net Assets
Projection vs. Budget
(Millions)**



**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 - GAAP Basis
As of June 30,2025

	Audited Jun 30, 24	Unaudited Jun 30, 25	Jun 30, 24 Incr / (Decr)	Notes
ASSETS				
Current Assets				
Total Checking/Savings	18,503,638.31	9,317,445.28	-9,186,193.03	
Total Certificates of Deposit	19,292,359.98	25,296,503.27	6,004,143.29	Next maturity \$7.5M on 7/5, renewed 6 mth
Total Bank Accounts	37,795,998.29	34,613,948.55	-3,182,049.74	
Total PSD Liquid Assets	17,691,624.43	42,130,284.71	24,438,660.28	Next maturity of \$10M on 12/05/25
Total US Treasury Securities	32,333,350.29	10,232,792.70	-22,100,557.59	Next maturity of \$10M on 09/04/25
Total 0141 · District Receivables	2,397,256.63	2,867,876.61	470,619.98	24/25 Recon completed on 7/8/25
Total 0142 · State Revenue Receivable	169,250.00	163,461.56	-5,788.44	Spec Ed Funding & Mental Health
Total 0143 · Federal Receivable	963,000.80	-42,067.28	-1,005,068.08	Title & ESSER payments
0150-0150 Other Receivables	702,000.00	1,469.37	-700,530.63	Cheswick Tenant Incentive received
Total Prepaid Expense	187,509.06	619,149.81	431,640.75	HMH Books FY26-FY28, Sage Intact
Total Other Current Assets	54,443,991.21	55,972,967.48	1,528,976.27	
Total Current Assets	92,239,989.50	90,586,916.03	-1,653,073.47	
Fixed Assets				
Total Fixed Assets	36,564,471.25	39,335,290.18	2,770,818.93	Laptop refresh, renos & furniture
Total 0200-0240 Less Depreciation	-14,356,006.29	-16,855,143.47	-2,499,137.18	
Total Fixed Assets	22,208,464.96	22,480,146.71	271,681.75	
Other Assets				
Right of Use Asset (Net of Amortization)	743,277.58	1,310,136.22	566,858.64	Cheswick Capital Lease
Security deposits	31,251.50	18,049.75	-13,201.75	CPFA rent & West Power
Total Other Assets	774,529.08	1,328,185.97	553,656.89	
TOTAL ASSETS	115,222,983.54	114,395,248.71	-827,734.83	
LIABILITIES & EQUITY				
Liabilities				
Total Accounts Payable	1,120,697.01	209,929.39	-910,767.62	Testing Laptop Site Support, New Signs
Total Credit Cards	65,447.73	121,249.44	55,801.71	
Other Current Liabilities				
0410-0410 Due to Other Gov	0.00	2,099.47	2,099.47	Federal Title Interest Refund
Accrued Expenses	3,718,831.59	1,034,789.51	-2,684,042.08	Therapy Source \$385k
0411 Due to School Districts	0.00	958,282.63	958,282.63	Recon scheduled for 7/7
0500-05 · 0500-0500 - ISP Reimb.	270,001.80	247,626.80	-22,375.00	
Total 0460 Payroll Accruals and W/H	3,596,909.18	4,072,404.81	475,495.63	Summer Payroll
Total 0496 Due to Student Groups	38,888.58	42,357.01	3,468.43	includes AP Exams \$32k, CPFA \$22k
Total 0401 - 0400 Curr Lease Portion	729,262.07	670,900.82	-58,361.25	Cheswick Capital Lease
Total Other Current Liabilities	8,353,893.22	7,028,461.05	-1,325,432.17	
Total Current Liabilities	9,540,037.96	7,359,639.88	-2,180,398.08	
Long Term Liabilities				
0401 - 0500 Lease Liability				
0499 · Operating Lease Liability	401,476.51	1,131,928.78	730,452.27	Cheswick Capital Lease
0502 - Finance Lease Liability	1,217,538.50	894,475.15	-323,063.35	Cheswick Capital Lease
Total 0401 - 0500 Lease Liability	1,619,015.01	2,026,403.93	407,388.92	Cheswick Capital Lease
Total Long Term Liabilities	1,619,015.01	2,026,403.93	407,388.92	
Total Liabilities	11,159,052.97	9,386,043.81	-1,773,009.16	
Equity				
0830 Commitment MTSS implement	5,500,000.00	4,000,000.00	-1,500,000.00	Multi-year
0830 commitment building costs	26,000,000.00	40,000,000.00	14,000,000.00	Multi-year, Cheswick, CPFA
0830 Commitment sustainability	30,000,000.00	0.00	-30,000,000.00	Multi-year
0830 Commitmnt CPFA lease/imprv	900,000.00	3,000,000.00	2,100,000.00	Multi-year
0830 Commitmnt Pittsburgh lease	7,500,000.00	5,000,000.00	-2,500,000.00	Multi-year
0830 Commit future COVID exps	4,800,000.00	0.00	-4,800,000.00	Final Year
0830 Commitmnt future PSERS cost	1,800,000.00	1,800,000.00	0.00	Multi-year
0830 Commit Research & Develop	15,000,000.00	14,000,000.00	-1,000,000.00	Multi-year
0830 Commit Virtual Class Tech	1,000,000.00	1,400,000.00	400,000.00	Multi-year
Nonspendable-Security Deposits	27,105.50	17,480.38	-9,625.12	CPFA, Alpha drive, & West Penn Power
3900 · Unrestricted/Unassigned	3,560,981.26	9,844,980.82	6,283,999.56	Prior Year Net Income
0710-0710 Investment in Fixed	0.00	25,273,151.12	25,273,151.12	Cummulative impact of GAAP
Net Income	7,975,843.81	673,592.58	-7,302,251.23	Current YTD Net Income PDE
Total Equity	104,063,930.57	105,009,204.90	945,274.33	
TOTAL LIABILITIES & EQUITY	115,222,983.54	114,395,248.71	-827,734.83	

PA Leadership Charter School

Balance Sheet - Fixed Assets

As of June 30, 2025

Sum of Amount	Column Labels												Grand Total
	2024						2025						
Account Description & Transaction Summary	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
0200 0201 Computers & Equipment													
All Kiln Services LLC													
Kiln + Delivery Set up					9,015								9,015
All Kiln Services LLC Total					9,015								9,015
Apple Inc,													
USP iPad order for new students				7,508									7,508
Apple Inc, Total				7,508									7,508
B & H Photo													
Staff photo and ID solutions			10,692										10,692
B & H Photo Total			10,692										10,692
CDW Government, Inc.													
Heavy duty laptop cases for online state testing							41,500						41,500
Purchase of mobile network routers for online state testing								269,099					269,099
Server hardware storage upgrade project.						65,188							65,188
Server hardware upgrade project.				28,219									28,219
CDW Government, Inc. Total				28,219		65,188	41,500	269,099					404,006
Emcor Services													
Replace condenser fan motor for Liebert Condenser #2		6,296											6,296
Emcor Services Total		6,296											6,296
Gridless Power													
4 New Cameras at Enterprise	10,740												10,740
4 New Security Cameras at Enterprise	5,066												5,066
Gridless Power Total	15,806												15,806
HP Inc													
Docking Station - HP USB-C G5 EsntlDk,							5,200						5,200
Hardware inventory refill for staff and students.	397,592									670,528			1,068,120
HP 128 Laser Wired Mouse							9,616						9,616
HP Elite x360 1040 G10 IDS 14							43,724						43,724
HP EliteBook 860 G11 16"							39,299						39,299
HP Probook 450 G11							397,832						397,832
HP Probook 450 G11 w/ Touch							14,168						14,168
HP S5 Pro 524pf FHD MNTR US							7,400						7,400
HP ZBook 16							34,987						34,987
Poly Blackwire C3225 Top							9,015						9,015
U86DRE, HP 3y Offsite w/ADP Notebook							58,995						58,995
HP Inc Total	397,592						620,235			670,528			1,688,355
Profound Technologies													
CPFA Admin: INVOICE (Vocal Room Tech Work)		346											346
Equipment for West Egg Classroom		9,168											9,168
Technology installation		35,223											35,223
Zoom room for theatre lab for tap dance & theatre class		9,454											9,454
zoom Room cameras in the theatre lab for online tap dance and theatre		5,406											5,406
Profound Technologies Total		59,597											59,597
The Protection Bureau													
Safety and Security Upgrades at Enterprise		9,778											9,778
The Protection Bureau Total		9,778											9,778
Transend Corporation													
Group Wise to Microsoft 365 Outlook Migration Services 50%									19,215	19,215			38,430
Transend Corporation Total									19,215	19,215			38,430
Amazon Capital Services													

PA Leadership Charter School

Balance Sheet - Fixed Assets

As of June 30, 2025

Sum of Amount	Column Labels												Grand Total													
	2024																									
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun														
Account Description & Transaction Summary																										
New Headset for Staff												5,089	5,089													
Amazon Capital Services Total												5,089	5,089													
0200 0201 Computers & Equipment Total												423,176	65,893	10,692	35,727	9,015	65,188	661,735	269,099	19,215	19,215	670,528	5,089	2,254,572		
0200 0200 Building & Improv.																										
Howard Industries																										
Outdoor PALCS Signage at AIC Building																					4,702	4,702				
Outdoor PALCS Signage at CPFA Building																						6,195	6,195			
Outdoor PALCS Signage at 1332 Enterprise Building																						12,604	12,604			
Howard Industries Total																						23,501	23,501			
R.H. Reinhardt Contractors																										
1332 Reception Renovation																		16,920					16,920			
Reception Area Upgrades at Enterprise												13,822												13,822		
R.H. Reinhardt Contractors Total												13,822							16,920					30,742		
The Protection Bureau																										
Lobby Renovation & Keystone Room															12,118								12,118			
The Protection Bureau Total															12,118									12,118		
Baillie Fabricating & Welding, Inc.																										
Deposit Welding work to replace back steel staircases at 1332 (Deposit Required t...																				5,796		5,796				
Baillie Fabricating & Welding, Inc. Total																				5,796		5,796				
Kelly, John																										
New Brick Steps at AIC - 27 steps																				18,560		18,560				
Kelly, John Total																				18,560		18,560				
0200 0200 Building & Improv. Total												13,822			12,118				16,920		24,356	23,501		90,717		
0200 0210 Furniture & Fixtures																										
GV Anthony Co Inc																										
Conference table, chairs and replacement desk chairs for common area and staff																	7,882					7,882				
GV Anthony Co Inc Total																		7,882					7,882			
National Business Furniture, LLC																										
1332 Enterprise Lobby renovations and furniture																8,758						8,758				
National Business Furniture, LLC Total																8,758							8,758			
0200 0210 Furniture & Fixtures Total																8,758		7,882					16,640			
0200 0220 Building & Improv.																										
burkeMICHAEL+																										
New Cubicles and furniture for 1001 Cheswick (2 of 2) Furniture and												186,310											186,310			
New Cubicles and furniture for 1001 Cheswick Additional Furniture and labor															6,363								6,363			
burkeMICHAEL+ Total												186,310			6,363								192,674			
Gridless Power																										
Work done at front lobby in Cheswick (4600-750)																				10,471		10,471				
Gridless Power Total																				10,471		10,471				
Howard Industries																										
Outdoor PALCS Signage at Cheswick Building																		16,189				16,189				
Howard Industries Total																		16,189				16,189				
HP Inc																										
Cheswick workstations												40,240										40,240				
HP Inc Total												40,240										40,240				
MBM Contracting, Inc																										
Services for Cheswick Project "PALCS Tenant Build Out"												103,126										103,126				
MBM Contracting, Inc Total												103,126										103,126				
National Business Furniture, LLC																										
Cheswick new Furniture for the building																34,648						34,648				
Reception desk & Chairs for conference room at Cheswick												11,542										11,542				
National Business Furniture, LLC Total												11,542				34,648						46,190				
0200 0220 Building & Improv. Total												341,218			6,363	34,648			16,189		10,471		408,889			
Grand Total														778,216	65,893	22,810	42,090	52,421	65,188	669,617	302,208	19,215	54,042	694,029	5,089	2,770,819

	A	B	C	D	E	F	G	H	I	S
1	PA LEADERSHIP CHARTER SCHOOL									
2	Statement of Revenues and Expenditures vs. Budget									
3	Twelve months ended June 30, 2025									
5				[A] Actual - Unaudited		[B] YTD Budget		[C] = [A] - [B] \$ Over (Under) Budget		Notes related to major variances
7	Regular Education			2,375		2,675		(300)		
8	Special Education			668				(57)		
9	Total Enrollment			3,043		3,400		(357)		
10	INCOME					725				
11	Local Revenues									
12	District Revenues									
13	Regular Education	6944R	\$	34,871,375		\$ 34,500,362		\$ 371,013		24/25 Recon completed on 7/8/25
14	Special Education	6944S		23,140,582		25,043,937		(1,903,355)		24/25 Recon completed on 7/8/25
15	Prior year adjustments to districts	6944P		88,686		-		88,686		YTD impact from all prior year receivables
16	Total District Revenues			58,100,643		59,544,299		(1,443,656)		
17	Interest Earned	6510		3,519,824		3,000,000		519,824		Term durations extended to 6 or 12 mths to maximize interest
20	Student Fee Revenue	6740		271,260		250,000		21,260		Use of ISP reimbursements to pay materials fees
26	Miscellaneous Revenues	6990		28,477		250,000		(221,523)		Disposed Fixed Asset Equipment
27	Refunds of P/Y Expenditure	6991		139,193		-		139,193		
28	Total Local Revenues			62,059,398		63,044,299		(984,901)		
29	Federal Grant Revenues									
30	Individuals with Disabilities	8512		552,426		521,762		30,664		
32	Title I	8514		873,515		961,030		(87,515)		
33	Title II	8515		67,059		115,410		(48,351)		
34	Title III	8516		6,388		8,100		(1,712)		
35	Title IV	8517		72,063		60,500		11,563		
36	Elem/Secondary Sch Emergency Relief (ESSERs)	8741		1,153,426		1,041,549		111,877		
37	Dual Credit	8756		26,494		-		26,494		
38	Total Federal Grant Revenues			2,751,371		2,708,351		43,020		
39	State Revenues									
40	Special Education Contingency Fund	7271		-		-		0		
41	Health Services	7330		55,164		-		55,164		
42	Safety & Security Grant	7361		-		50,000		(50,000)		
43	Mental Health Grant	7362		41,276		-		41,276		
44	Total State Revenues			96,441		50,000		46,441		
48	TOTAL INCOME			\$ 64,907,210		\$ 65,802,650		\$ (895,440)		

	A	B	C	D	E	F	G	H	I	S
1	PA LEADERSHIP CHARTER SCHOOL									
2	Statement of Revenues and Expenditures vs. Budget									
3	Twelve months ended June 30, 2025									
5				[A] Actual - Unaudited	[B] YTD Budget	[C] = [A] - [B] \$ Over (Under) Budget	Notes related to major variances			
49	EXPENSES									
54	Total Salaries			32,810,117	30,705,744	2,104,373				
55	Benefits:									
56	Health Insurance	211		5,538,350	5,400,617	137,733	Title funded expense not budgeted			
57	Dental Insurance	212		313,026	360,659	(47,633)	All depts lower expense offset by Title funded			
58	Group Insurance	213		32,811	39,496	(6,685)	All depts lower expense offset by Title funded			
59	Disability Insurance	214		201,018	237,077	(36,059)	All depts lower expense offset by Title funded			
60	SS Contributions	220		2,410,998	2,542,169	(131,171)	All depts lower expense offset by Title funded			
61	Retirement-PSERS	230		2,879,921	3,152,960	(273,039)	Most depts lower expense offset by Title funded			
62	Retirement-PennServ	231		1,287,316	1,193,892	93,424	Academic depts higher expense plus Title funded			
63	Tuition Reimbursement	240		108,283	335,844	(227,561)	All depts lower employee spending			
64	Unemployment	250		73,970	72,754	1,216				
65	Workers' Compensation Insurance	260		98,800	161,544	(62,744)	All depts lower expense offset by Title funded			
66	Group Insurance - Self Insurance	270		889,970	736,895	153,075	All depts higher expense plus Title funded			
68	Other Employee Benefits	290		21,612	92,381	(70,769)	All depts lower expense			
69	Total Benefits			13,856,074	14,326,288	(470,214)	Benefits renew annually in October			
70	Professional Services:									
72	Accounting	301		226,774	246,000	(19,226)	Lower consultant hours			
73	Legal	302		370,054	516,800	(146,746)	Mostly Spec Ed dept			
76	Professional Education Services	320		4,680,269	4,453,756	226,513	Higher SpecEd expense offset by Counseling & HR dept savings			
79	Other Professional Services	330		605,790	832,566	(226,776)	Lower Marketing, SpEd & HR dept offset by CEO & Title funded			
81	Professional Technical Services	340		1,316,829	1,900,856	(584,028)	IT eRate subsidy not budgeted & Ext Signs \$98k			
82	Safety and Security	350		3,500	-	3,500	Nav360 Cheswick Sitemapping			
83	Employee Training & Development	360		219,739	317,881	(98,142)	All depts lower employee spending			
84	Total Professional Services			7,422,955	8,267,859	(844,904)				
85	Building Expenses:									
87	Cleaning Services	410		241,102	318,000	(76,898)	Cheswick savings			
88	Utilities	420		31,677	41,700	(10,023)				
89	Repairs/Maintenance	430		329,137	676,906	(347,769)	Facilities unused \$310k Improvements & Repair reserves			
90	Building Rental	440		408,405	915,966	(507,561)	Cheswick rent moved to Lease Liability \$25k & Interest exp \$15k			
91	Building Rental (Meeting Rooms and Other)	441		271,531	279,625	(8,094)	Student Testing & CEO depts higher offset by all others lower			
92	Copier Leases	448		62,498	102,000	(39,502)	New lease savings started in November			
95	Student Transportation	510		358,841	300,000	58,841	SpecEd higher expenses			
96	Insurance - General	520		237,853	288,000	(50,147)	Actual increase lower than budgeted			
97	Communications	530		1,203,104	1,457,568	(254,464)	Budget excludes e-rate subsidy			
98	Total Building Expenses			3,144,146	4,379,765	(1,235,619)				

	A	B	C	D	E	F	G	H	I	S
1	PA LEADERSHIP CHARTER SCHOOL									
2	Statement of Revenues and Expenditures vs. Budget									
3	Twelve months ended June 30, 2025									
5				[A] Actual - Unaudited	[B] YTD Budget	[C] = [A] - [B] \$ Over (Under) Budget	Notes related to major variances			
99	Postage and Shipping	531		242,788	448,926	(206,138)	Student Services dept lower			
100	Advertising	540		446,260	160,155	286,105	Marketing increased Daily Google Ads			
101	Printing and Binding	550		6,653	122,296	(115,643)	Mostly ES student ink refills \$77k not used, all depts lower			
102	Tuition	560		443,954	600,000	(156,046)	Special Ed dept lower partially offset by higher VoTech dept			
103	Travel	580		266,757	729,229	(462,473)	All depts lower spending plus lower Title funded			
104	Misc. Purchased Services	590		44,560	23,450	21,110	Graduation & Activities higher expense			
106	Educational and Curriculum Supplies	600		220,369	272,043	(51,674)	All depts lower spending off by higher Title funded			
107	General / Office Supplies	610		256,524	260,291	(3,767)	Most depts lower offset by Student Serv & Facilities			
108	Electricity	622		228,880	180,000	48,880	Increased industry supply rates not budgeted			
109	Food	630		160,984	138,937	22,047	State of the Union event			
110	Books and Periodicals	640		392,189	399,121	(6,932)	Excess HS book purchases offset by other dept lower exp			
111	Educational Technology Software	650		987,455	1,362,262	(374,807)	Title I & VoTech dept lower expense			
112	Building Improvement	720		244,213	850,000	(605,787)	Cheswick not used, Security & AIC projects delayed			
113	Depreciation Expense	749		-	-	0	Not included under PDE basis			
114	Equipment	750		2,627,198	2,435,238	191,960	CPFA HP Laptop \$124k higher, exterior signs			
115	Amortization	770		135,141	-	135,141	Cheswick Right to Use Asset Amortization not budgeted			
116	Dues and Fees	810		91,977	98,043	(6,066)				
117	Miscellaneous Expenses	820		50,609	-	50,609	Settlement			
118	Lease Interest	830		154,567	-	154,567	Cheswick Capital Lease			
119	Internet Reimbursement	811		-	-	0	Reclassified to Instruction depts, PDE directive			
120	Awards	891		1,500	-	1,500	Founders Award			
121	Scholarships	893		-	1,000	(1,000)				
122	Donations	860		168	-	168	Thanksgiving Families in Need Dinner			
125	TOTAL EXPENSES			64,236,037	65,760,647	(1,524,610)				
126	CHANGE IN NET ASSETS			\$ 671,172	\$ 42,003	629,169				
127										
128	EXPENSES PER STUDENT ENROLLED									
129	ACADEMIC			\$ 16,026	\$ 14,006	\$ 2,020				
130	STUDENT SERVICES			1,208	1,255	(48)				
131	IT			1,391	1,565	(174)				
132	MARKETING AND COMMUNICATIONS			450	411	39				
133	ADMINISTRATIVE			2,035	2,104	(69)				
134	ALL FUNCTIONAL CATEGORIES			\$ 21,110	\$ 19,341	\$ 1,768				
135	TOTAL ENROLLMENT			3,043	3,400	(357)				

PA Leadership Charter School

A/P Aging Summary

As of June 30, 2025

	Current	1 - 30	31 - 60	61 - 90	> 90	TOTAL	Comments
ACT	40.50	0.00	0.00	0.00	0.00	40.50	
Ali, Safia	0.00	0.00	0.00	0.00	150.00	150.00	ISP Expired Check
Amazon Capital Services	8,935.19	0.00	0.00	0.00	0.00	8,935.19	
B & H Photo	0.00	75.00	0.00	0.00	0.00	75.00	Received Late
Barton, Marlena	0.00	150.00	0.00	0.00	0.00	150.00	Received Late
Belmont Behavioral Hospital LLC	0.00	0.00	0.00	0.00	1,350.00	1,350.00	
Bleiler, Jennifer	0.00	0.00	0.00	0.00	150.00	150.00	ISP Expired Check
Blick Art	76.75	0.00	0.00	0.00	0.00	76.75	
Bryn Mawr Psychological Associates	0.00	3,150.00	0.00	0.00	0.00	3,150.00	Received Late
Carolina Biological Supply Co	37.00	0.00	0.00	0.00	0.00	37.00	
CCIU	(10,825.64)	7,500.00	0.00	0.00	0.00	(3,325.64)	Refund of Services
Crawford Central School District	16,116.67	0.00	0.00	0.00	0.00	16,116.67	
EAN Services, LLC	2,882.45	0.00	0.00	0.00	0.00	2,882.45	
EF Camp LLC	0.00	5,200.00	0.00	0.00	0.00	5,200.00	Received Late
Emcor Services Scallise Industries	2,853.00	726.50	0.00	0.00	0.00	3,579.50	Received Late
EPLUS Technology Inc	100,000.00	0.00	0.00	0.00	0.00	100,000.00	
EverDriven Technologies, LLC	217.28	0.00	0.00	0.00	0.00	217.28	
Feeding Frenzy	357.54	0.00	0.00	0.00	0.00	357.54	
Flores, Liu	0.00	0.00	0.00	0.00	12.69	12.69	ISP Expired Check
Giampietro, Samantha	0.00	0.00	0.00	0.00	150.00	150.00	ISP Expired Check
Gwynn, Kenya	0.00	0.00	0.00	0.00	100.00	100.00	ISP Expired Check
Hernandez, Sarah a/p	0.00	0.00	0.00	0.00	116.18	116.18	ISP Expired Check
Hoffman Homes Inc.	450.00	0.00	0.00	0.00	0.00	450.00	
Home Depot - 6285	0.00	613.13	0.00	0.00	0.00	613.13	Received Late
Houghton Mifflin Harcourt	0.00	0.00	0.00	0.00	(211.57)	(211.57)	
Howard Industries	23,501.32	0.00	0.00	0.00	0.00	23,501.32	
Hudson, Larvelle	0.00	0.00	0.00	0.00	150.00	150.00	ISP Expired Check
Ibrahim, Wael	0.00	0.00	0.00	0.00	43.14	43.14	ISP Expired Check
Jones, Eleasa	0.00	0.00	0.00	0.00	221.49	221.49	ISP Expired Check
Khan, Soyed	0.00	0.00	0.00	0.00	77.30	77.30	ISP Expired Check
Klein, Kara	0.00	0.00	0.00	0.00	147.64	147.64	ISP Expired Check
Krynicky, Felix	0.00	0.00	0.00	0.00	150.00	150.00	ISP Expired Check
Lafayette Supply	50.65	0.00	0.00	0.00	0.00	50.65	
Lewis, Rachel	0.00	(52.64)	0.00	0.00	202.64	150.00	ISP Expired Check
Lloyd, Jenna	0.00	0.00	0.00	0.00	150.00	150.00	ISP Expired Check
Lowry, Brandon	0.00	0.00	0.00	0.00	50.00	50.00	ISP Expired Check
Lute, Bobbie	537.36	0.00	0.00	0.00	0.00	537.36	
Marino, Robyn	0.00	0.00	0.00	0.00	221.69	221.69	ISP Expired Check
McComas, Kimberly	0.00	0.00	0.00	0.00	150.00	150.00	ISP Expired Check
Mcintire, Tyler	0.00	0.00	0.00	0.00	50.00	50.00	ISP Expired Check
McNees Wallace & Nurick LLC	257.50	0.00	0.00	0.00	0.00	257.50	
Moore, Sandra	0.00	0.00	0.00	0.00	85.38	85.38	ISP Expired Check
Never Too Late For Us, LLC	320.00	0.00	0.00	0.00	0.00	320.00	
Osborn, Shari	0.00	0.00	0.00	0.00	281.67	281.67	ISP Expired Check
Pellman, Jo Ellen	300.00	0.00	0.00	0.00	0.00	300.00	
Pennsylvania State University	980.00	0.00	0.00	0.00	0.00	980.00	
Pozenges, Tama	0.00	0.00	0.00	0.00	150.00	150.00	ISP Expired Check
Rahman, Mohammed a/p	0.00	0.00	0.00	0.00	150.00	150.00	ISP Expired Check
RCM Technologies	1,638.60	0.00	0.00	0.00	0.00	1,638.60	
Redman, Aaron	0.00	0.00	0.00	0.00	150.00	150.00	ISP Expired Check
Reed, Laura	0.00	0.00	0.00	0.00	150.00	150.00	ISP Expired Check
Reyes, David	0.00	0.00	0.00	0.00	150.00	150.00	ISP Expired Check
Saucon Valley S D	4,515.22	0.00	0.00	0.00	0.00	4,515.22	
Savior, Nicole	0.00	0.00	0.00	0.00	150.00	150.00	ISP Expired Check
Scholastic, Inc	114.75	0.00	0.00	0.00	0.00	114.75	
Schuch, Amanda	0.00	0.00	0.00	0.00	150.00	150.00	ISP Expired Check
Schuler, Erin	0.00	0.00	0.00	0.00	150.00	150.00	ISP Expired Check
Sentry Mechanical	1,039.39	0.00	0.00	0.00	0.00	1,039.39	
Smack, Martina	0.00	0.00	0.00	0.00	150.00	150.00	ISP Expired Check
States, Roberta	0.00	0.00	0.00	0.00	150.00	150.00	ISP Expired Check
The Writing Revolution	1,050.00	0.00	0.00	0.00	0.00	1,050.00	
Uline	1,390.20	0.00	0.00	0.00	0.00	1,390.20	
UPS - Enterprise Dr.	7,578.83	0.00	0.00	0.00	0.00	7,578.83	
Verizon - 4362	93.40	0.00	0.00	0.00	0.00	93.40	
Verizon - 8025	436.58	0.00	0.00	0.00	0.00	436.58	
Westtown Township	1,200.00	0.00	0.00	0.00	0.00	1,200.00	
Whiteford, Michael	0.00	0.00	0.00	0.00	50.00	50.00	ISP Expired Check
Wiggins Shredding Inc	80.00	0.00	0.00	0.00	0.00	80.00	
Wilder, Ridge	0.00	0.00	0.00	0.00	150.00	150.00	ISP Expired Check
Zoom Video Communications, Inc	20,694.61	0.00	0.00	0.00	0.00	20,694.61	
Zveaghinteva, Larisa	0.00	0.00	0.00	0.00	150.00	150.00	ISP Expired Check
TOTAL	186,919.15	17,361.99	-	-	5,648.25	209,929.39	

PA Leadership Charter School

June 2025 - All payments

Vendor	Payments	Rank
Paycom	\$ 2,781,857	42%
Therapy Source Inc.	765,412	12%
HP Inc	670,528	10%
Cigna Healthcare	555,408	8%
PSERS/PenServ Plan Services, Inc.	495,167	8%
NET AT WORK, Inc.	110,321	2%
Alphabetical Order		
1800flowers.com	\$ 150	0%
21st Century Media-Philly Cluster	439	0%
5-Star Cleaning Services, LLC	135	0%
910 Commerce Park Associates, LP c/o Zama	42,121	1%
Agentis Technology, LLC	82,680	1%
Allegion Access Technologies	286	0%
Amazon Capital Services	16,919	0%
Amazon Web Services	8	0%
American Express	60,154	1%
AMG Gateway Services	34	0%
Anderson Coach & Travel	1,060	0%
Apple Inc,	3,938	0%
Aqua - 4474	259	0%
Aqua - 9787	331	0%
Aqua - 9799	672	0%
Aqua - 9813	259	0%
Aqua -8961 (1645 W. Chester Pike)	224	0%
Aqua PA - 8962	259	0%
AT&T Mobility - 1835	432	0%
AT&T Mobility - 6646	218	0%
ATIS Elevator Inspections, LLC	1,050	0%
Baby Steps Therapy, LLC	5,836	0%
Backblaze, Inc	1	0%
Balfour Gradgear Company	640	0%
Balloons Make Me Happy	3,345	0%
Berks County IU	1,711	0%
Bill.com	641	0%
Calendly, Inc.	1,832	0%
Canon Financial Services, Inc	10,972	0%
Canva	32	0%
CCIU	15,908	0%
Chaddwell Apartments	300	0%
ChatGPT	21	0%
CHOP Client Bills	210	0%
Clayton, Darla	2,089	0%
Clean Right Building Services, Inc.	7,745	0%
College Board	31,995	0%
Comcast - 6832 NEW	3,514	0%
Connecting the Pieces	2,327	0%
Couch Tomato Cafe	246	0%
Crown Trophy	66	0%
Delaware County Intermediate Unit	57,206	1%
DelGrosso's Amusement Park	726	0%
Development Cubed Software, Inc	591	0%
Devereux	10,500	0%
Dia Doce Gourmet Cupcakes	87	0%
Douglas L. Gibson Enterprises, Inc	1,094	0%
Dr. Graeme Hudson	500	0%
EAN Services, LLC	8,346	0%
Electrical Plus Llc	1,487	0%
Elwyn	13,600	0%
EMC Home Improvement	4,297	0%
Emcor Services Scallise Industries	813	0%
EPLUS Technology Inc	100,000	2%
Evans, David James	150	0%
EverDriven Technologies, LLC	14,138	0%
EZ Pass Auto	500	0%
Feeding Frenzy	2,452	0%
Fusion Learning Inc	6,827	0%

Vendor	Payments	Rank
Limoncello	4,472	0%
LinkIt (Advanced Assessment Systems, Inc	99	0%
Lisa Hoy	3,635	0%
Long Nyquist & Associates, LLC (Pugliese)	\$ 5,000	0%
LRP Media Group	161	0%
M&K Multimedia	2,600	0%
Mailchimp.com	770	0%
Mayday Coffee and Shop	191	0%
McKenna Snyder LLC	58,804	1%
McNees Wallace & Nurick LLC	361	0%
Mental Health Academy	349	0%
MetLife- Individual Bill	81	0%
MetLife- L&D	44,830	1%
miniPCR bio	214	0%
Mohegan Sun Hotel	224	0%
Montgomery County Community College	223	0%
MPB US INC	884	0%
MTOT Disc Bankcard	175	0%
Mu Alpha Theta c/o University of Oklahoma	85	0%
NASSP	95	0%
National Business Furniture, LLC	91	0%
New York Life	3,560	0%
Oakmont Water Authority	130	0%
Oliver Mechanical	2,947	0%
OverDrive	6,000	0%
Pam Harris Consulting, LLC	347	0%
Panera Bread	2,875	0%
Parkway Cleaners	273	0%
Pasco Scientific	2,085	0%
PCLiquidations.com	4,999	0%
PECO - 0045 (prev. 4008)	2,403	0%
PECO - 0154 (prev 1007)	1,432	0%
PECO - 1682 (prev 6007)	785	0%
PECO - 1840 (prev 3036)	151	0%
PECO - 2811 (prev 2028)	445	0%
PECO - 3930 (prev 4018)	82	0%
PECO - 4210 (prev 4006)	165	0%
PECO - 4677 (prev 7056)	51	0%
PECO - 4770 (prev 1087)	644	0%
PECO - 6222 (prev 6025)	428	0%
PECO - 7190 (prev 1002)	1,344	0%
PECO - 8332 (prev 4019)	237	0%
Peco- 3164 (prev 9003)	5,669	0%
Pennsylvania Unemployment Compensation Fu	26	0%
PEOPLES	47	0%
Pete's Express Car Wash	58	0%
Phillips, Danna	220	0%
Phoenixville Area School District	5,215	0%
Pipedream	11,509	0%
Pitney Bowes - 7857 Pittsburgh	548	0%
Preferred ITM, Inc.	821	0%
Pure Water Technology of Central PA, Inc.	414	0%
Quadiant Finance Usa Inc.	2,000	0%
Quickwit Solutions LLC	700	0%
Rachel Becker	200	0%
RCM Technologies	1,130	0%
Republic Services-Allied	331	0%
Rhodes Branding, LLC	12,220	0%
Riggtown Oven	139	0%
Right Networks	606	0%
Saint Paul Parish	2,000	0%
School Service Inc.	51	0%
Science Take-Out	144	0%
Seven Springs Mountain Resort	910	0%
Sir Speedy	3,101	0%
Soaring Abilities	6,210	0%

PA Leadership Charter School

June 2025 - All payments

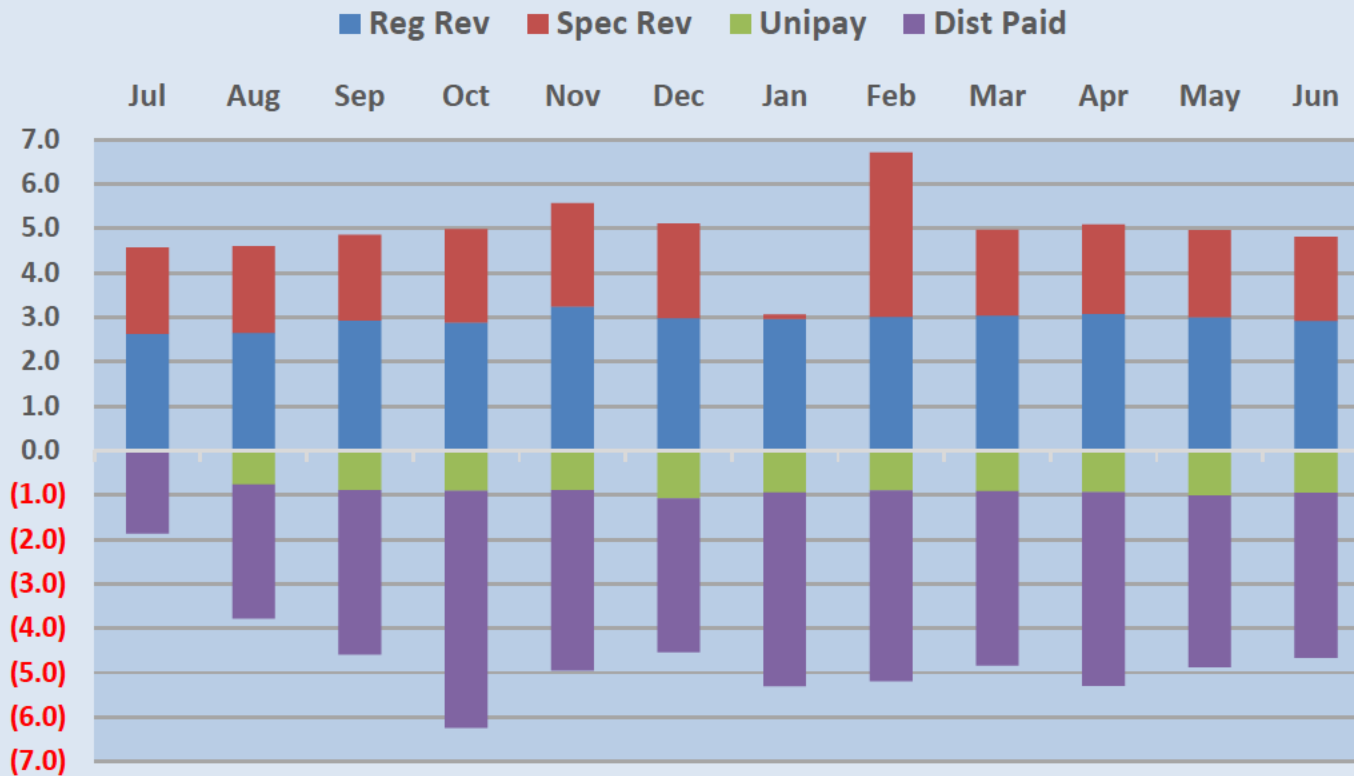
Vendor	Payments	Rank
G&L Student Transportation	11,900	0%
Genially LLC	5,670	0%
Gerhart Property Management LLC	5,530	0%
Gino Brothers	114	0%
Google	80,000	1%
GoTo Technologies (LogMeIn)	892	0%
Gov Connection, Inc.	5,343	0%
Green Tree School	3,837	0%
GrowNOW Therapy Services LLC	2,185	0%
Hampton Inn & Suites--Pittsburgh	1,268	0%
Harvest Community Church - Kittanning	700	0%
Hengst, Darren	2,850	0%
Herff-Jones	9,233	0%
Hilton Garden Inn - State College	328	0%
Hoffman Homes Inc.	6,000	0%
Holiday Inn - Mercer	926	0%
Holiday Inn Express - Bloomsburg	623	0%
HOME DEPOT	214	0%
Horace Mann	58	0%
Huntingdon County Career Technology Cente	8,898	0%
IDV.NET	13,440	0%
Inspirational Blossoms LLC	1,628	0%
Intuit	676	0%
J&K Trash Removal, Inc.	1,132	0%
J.C. Ehrlich Co., Inc.	155	0%
J.W. Pepper & Son Inc	91	0%
Jaco Taco	427	0%
Johnson Controls Fire Protection LP	584	0%
Joyce Family Cleaning Co.	3,250	0%
Juuno	10	0%
Kashkevych, Alisa	492	0%
Kencor Inc.	569	0%
Krapf Coaches	2,578	0%
Lafayette Supply	2,400	0%
Lamb McErlane PC	7,761	0%
Lancaster Marriot at Penn Square	70,441	1%
Lands End	2,194	0%
Leader Services	19,784	0%
Legal Shield	725	0%
Light Shine Therapy for All LLC	392	0%
Lightning Technologies LLC	250	0%

Vendor	Payments	Rank
Social Studies School Service	67	0%
Springhill Suites	309	0%
Stanton, Bianca	400	0%
Sunoco	82	0%
sweetwater	1,523	0%
T&S Limousines	5,271	0%
Taylor's Music Store	1,481	0%
The Camphill School, Inc	4,835	0%
The Escape Game, LLC	252	0%
The Protection Bureau	3,560	0%
The Quaker School at Horsham	42,335	1%
T-Mobile 9394	8,378	0%
TNF Logistics, LLC	20,295	0%
U-Haul Rental	424	0%
Uline	3,545	0%
UPS - Enterprise Dr.	5,318	0%
Verizon - 0001-70	2,241	0%
Verizon - 0001-71	340	0%
Verizon - 0001-82	528	0%
Verizon - 0001-90	1,271	0%
Verizon - 0524	1,066	0%
Verizon - 4398-01	7,298	0%
Verizon - 7138	74	0%
Verizon -0001-22	179	0%
Verizon- 0001-57	413	0%
Vernier Software & Technology	964	0%
Vertex Education-PA, LLC (Charter Choices	8,679	0%
Vimeo	900	0%
Visa	10,397	0%
Vogel Disposal Services	318	0%
W.B. Mason	388	0%
Ward's Science	170	0%
WCBA Shredding	31	0%
West Penn Power	3,332	0%
Westmoreland Intermediate Unit	19	0%
Wiggins Shredding Inc	80	0%
William E. Freas	68,421	1%
WITF	10,000	0%
WPCTE	75	0%
Yale Electric Supply Co	26	0%
Grand Total	\$ 6,602,891	

Pennsylvania Leadership Charter School

Accounts Receivable Summary Report

SY24-25 Monthly Trends



(000's)	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	YTD
Reg Rev	2.6	2.7	2.9	2.9	3.2	3.0	3.0	3.0	3.0	3.1	3.0	2.9	35.4
Spec Rev	1.9	1.9	1.9	2.1	2.3	2.1	0.1	3.7	1.9	2.0	2.0	1.9	23.9
Unipay	0.0	(0.8)	(0.9)	(0.9)	(0.9)	(1.1)	(0.9)	(0.9)	(0.9)	(0.9)	(1.0)	(1.0)	(10.2)
Dist Paid	(1.9)	(3.0)	(3.7)	(5.3)	(4.1)	(3.5)	(4.4)	(4.3)	(3.9)	(4.4)	(3.9)	(3.7)	(45.9)

(000's)	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	AVG
Amts Due	2.8	3.7	4.2	2.9	3.5	3.9	2.7	3.2	3.3	3.1	3.3	3.4	3.3
Amts Owed	(0.1)	(0.2)	(0.4)	(0.3)	(0.3)	(0.2)	(1.2)	(0.2)	(0.2)	(0.2)	(0.2)	(0.2)	(0.3)

PA Leadership Charter School

A/R Aging Summary excluding Current

As of June 30, 2025

District	1-30	31-60	61-90	>90	Grand Total	Comments
Beaver Area SD	2,256				2,256	
Cheltenham SD		238,404			238,404	only paid once for the year--emailed them
Clarion Area SD		9,509			9,509	
Clarion-Limestone Area SD			1,546		1,546	
Colonial SD		101,447			101,447	wait on recon to ask about payment
Daniel Boone Area SD	57,325				57,325	
Downingtown Area SD	129,291				129,291	will wait until recon to ask for payment
Fleetwood Area SD	11,847				11,847	
Greensburg Salem SD	23,863				23,863	
Greenville Area SD		9,748			9,748	
Haverford Township SD	31,502				31,502	
Leechburg Area SD				17,048	17,048	Received a check for \$14,206.32 on 7.1.25
North Penn SD	119,264				119,264	will wait until recon to ask for payment
Northern York County SD	6,476				6,476	
Northwestern Lehigh SD	2,747				2,747	
Penn Manor SD	13,331				13,331	
Pine-Richland SD	10,520				10,520	
Ridgway Area SD		2,318			2,318	
Smethport Area SD	7,770				7,770	
Southern Lehigh SD				131,006	131,006	Received a check for \$110,321.34 on 7.1.25
Sto-Rox SD	10,665				10,665	
Troy Area SD	3,164				3,164	
Upper Darby SD	155,427				155,427	will wait until recon to ask for payment
Valley Grove SD	7,240				7,240	
Wilmington Area SD		3,527			3,527	
York City SD				44,609	44,609	SD stated that check was mailed in May
Grand Total	592,689	364,954	1,546	192,663	1,151,851	

**Pennsylvania Leadership Charter School
Accounts Receivable Summary Report
School Year 2024-25 as of 07/08/2025**

District	AUN	Amounts Due			District	Amounts Paid			Net Due
		Regular Ed	Special Ed	Total Due		UniPay	Refunds	Total Paid	
Abington Heights SD	119350303	11,966.08	23,356.85	35,322.93	35,678.98	0	0	35,678.98	(\$356.05)
Abington SD	123460302	187,756.14	0	187,756.14	189,062.90	0	0	189,062.90	(\$1,306.76)
Albert Gallatin Area SD	101260303	74,914.67	27,239.58	102,154.25	0	94,416.93	0	94,416.93	\$7,737.32
Allegheny Valley SD	103020603	26,416.74	0	26,416.74	24,769.56	0	0	24,769.56	\$1,647.18
Allegheny-Clarion Valley SD	106160303	18,756.95	0	18,756.95	18,756.95	0	0	18,756.95	\$0.00
Allentown City SD	121390302	188,098.64	267,296.51	455,395.15	411,726.15	0	0	411,726.15	\$43,669.00
Altoona Area SD	108070502	28,508.93	63,398.15	91,907.08	93,034.90	0	0	93,034.90	(\$1,127.82)
Ambridge Area SD	127040703	11,510.67	0	11,510.67	11,510.67	0	0	11,510.67	\$0.00
Annaville-Cleona SD	113380303	31,948.79	39,766.13	71,714.92	74,728.67	0	0	74,728.67	(\$3,013.75)
Antietam SD	114060503	34,333.77	0	34,333.77	0	31,472.62	0	31,472.62	\$2,861.15
Apollo-Ridge SD	128030603	5,144.43	8,822.10	13,966.53	16,958.22	0	0	16,958.22	(\$2,991.69)
Armstrong SD	128030852	255,022.39	112,573.30	367,595.69	338,828.42	0	0	338,828.42	\$28,767.27
Avon Grove SD	124150503	156,681.04	159,483.62	316,164.66	313,464.67	0	0	313,464.67	\$2,699.99
Avonworth SD	103020753	18,402.51	0	18,402.51	0	16,376.50	0	16,376.50	\$2,026.01
Baldwin-Whitehall SD	103021102	36,875.91	0	36,875.91	33,626.11	0	0	33,626.11	\$3,249.80
Bangor Area SD	120480803	0	0	0	0	5,554.18	0	5,554.18	(\$5,554.18)
Beaver Area SD	127041203	21,193.62	0	21,193.62	9,022.40	9,022.40	0	18,044.80	\$3,148.82
Bedford Area SD	108051003	13,871.32	38,729.38	52,600.70	45,532.08	0	0	45,532.08	\$7,068.62
Belle Vernon Area SD	107650603	29,499.26	19,986.72	49,485.98	0	45,043.61	0	45,043.61	\$4,442.37
Bellefonte Area SD	110141103	14,851.24	34,239.64	49,090.88	49,211.97	0	0	49,211.97	(\$121.09)
Bellwood-Antis SD	108071003	14,301.42	0	14,301.42	0	13,109.63	0	13,109.63	\$1,191.79
Bensalem Township SD	122091002	88,291.24	134,501.56	222,792.80	207,356.16	0	0	207,356.16	\$15,436.64
Bentworth SD	101630903	19,945.01	0	19,945.01	20,519.56	0	0	20,519.56	(\$574.55)
Berlin Brothersvalley SD	108561003	0	0	0	0	0	0	0	\$0.00
Bermudian Springs SD	112011103	47,618.43	0	47,618.43	47,627.72	0	0	47,627.72	(\$9.29)
Berwick Area SD	116191103	2,868.21	0	2,868.21	4,017.11	0	0	4,017.11	(\$1,148.90)
Bethel Park SD	103021252	66,979.16	36,444.71	103,423.87	103,776.05	0	0	103,776.05	(\$352.18)
Bethlehem Area SD	120481002	176,351.45	93,845.98	270,197.43	225,991.01	0	0	225,991.01	\$44,206.42
Bethlehem-Center SD	101631003	52,295.92	0	52,295.92	52,295.92	0	0	52,295.92	\$0.00
Big Beaver Falls Area SD	127041503	6,438.02	0	6,438.02	7,126.20	0	0	7,126.20	(\$688.18)
Big Spring SD	115210503	0	0	0	2,266.35	0	0	2,266.35	(\$2,266.35)
Blackhawk SD	127041603	18,271.42	12,353.21	30,624.63	29,402.33	0	0	29,402.33	\$1,222.30
Bloomsburg Area SD	116191203	57,821.25	0	57,821.25	57,533.58	0	0	57,533.58	\$287.67
Blue Mountain SD	129540803	39,132.69	30,750.91	69,883.60	75,977.04	0	0	75,977.04	(\$6,093.44)
Blue Ridge SD	119581003	0	54,396.16	54,396.16	0	42,616.62	0	42,616.62	\$11,779.54
Boyetown Area SD	114060753	349,586.60	387,279.61	736,866.21	0	686,085.96	0	686,085.96	\$50,780.25
Bradford Area SD	109420803	16,347.44	52,894.42	69,241.86	75,012.51	0	0	75,012.51	(\$5,770.65)
Brandywine Heights Area SD	114060853	37,814.66	0	37,814.66	0	34,663.44	0	34,663.44	\$3,151.22
Brentwood Borough SD	103021453	20,910.96	0	20,910.96	21,691.86	0	0	21,691.86	(\$780.90)

**Pennsylvania Leadership Charter School
Accounts Receivable Summary Report
School Year 2024-25 as of 07/08/2025**

District	AUN	Amounts Due			District	Amounts Paid			Net Due
		Regular Ed	Special Ed	Total Due		UniPay	Refunds	Total Paid	
Bristol Borough SD	122091303	32,014.48	0	32,014.48	0	26,425.96	0	26,425.96	\$5,588.52
Bristol Township SD	122091352	65,746.46	21,912.31	87,658.77	55,018.86	37,511.41	0	92,530.27	(\$4,871.50)
Brookville Area SD	106330803	24,619.92	10,864.46	35,484.38	34,439.57	0	0	34,439.57	\$1,044.81
Brownsville Area SD	101260803	50,113.89	65,018.49	115,132.38	118,257.05	0	0	118,257.05	(\$3,124.67)
Bryn Athyn SD	123460504	0	0	0	0	0	0	0	\$0.00
Burgettstown Area SD	101631203	15,231.85	14,321.49	29,553.34	0	26,679.62	0	26,679.62	\$2,873.72
Burrell SD	107650703	35,395.41	27,779.19	63,174.60	65,241.81	0	0	65,241.81	(\$2,067.21)
Butler Area SD	104101252	73,291.80	55,406.75	128,698.55	129,514.44	0	0	129,514.44	(\$815.89)
California Area SD	101631503	11,985.70	0	11,985.70	11,985.70	0	0	11,985.70	\$0.00
Cameron County SD	109122703	54,917.23	0	54,917.23	0	48,173.01	0	48,173.01	\$6,744.22
Canon-Mcmillan SD	101631703	59,088.66	59,605.41	118,694.07	125,318.85	0	0	125,318.85	(\$6,624.78)
Canton Area SD	117081003	0	0	0	15,420.25	0	15,420.25	0	\$0.00
Carbondale Area SD	119351303	23,124.41	17,296.51	40,420.92	0	42,842.08	0	42,842.08	(\$2,421.16)
Carlisle Area SD	115211103	41,369.44	0	41,369.44	42,634.26	0	0	42,634.26	(\$1,264.82)
Carlynton SD	103021603	57,257.79	22,927.29	80,185.08	79,579.92	0	0	79,579.92	\$605.16
Catasauqua Area SD	121391303	23,726.10	0	23,726.10	20,607.48	0	0	20,607.48	\$3,118.62
Centennial SD	122092002	35,050.62	112,141.80	147,192.42	140,620.37	0	0	140,620.37	\$6,572.05
Central Bucks SD	122092102	151,841.44	134,387.98	286,229.42	292,113.58	0	0	292,113.58	(\$5,884.16)
Central Dauphin SD	115221402	127,800.28	83,427.37	211,227.65	195,269.04	0	0	195,269.04	\$15,958.61
Central Fulton SD	111291304	40,018.17	0	40,018.17	40,018.17	0	0	40,018.17	\$0.00
Central Valley SD	127042003	14,433.68	9,593.03	24,026.71	25,234.15	0	0	25,234.15	(\$1,207.44)
Central York SD	112671303	118,703.73	111,752.29	230,456.02	230,520.85	0	0	230,520.85	(\$64.83)
Chambersburg Area SD	112281302	97,724.34	60,071.16	157,795.50	163,446.91	0	0	163,446.91	(\$5,651.41)
Charleroi SD	101631803	11,544.87	0	11,544.87	11,544.87	0	0	11,544.87	\$0.00
Chartiers Valley SD	103021752	41,930.06	30,436.95	72,367.01	61,295.90	0	0	61,295.90	\$11,071.11
Chartiers-Houston SD	101631903	68,045.15	24,742.04	92,787.19	92,993.32	0	0	92,993.32	(\$206.13)
Cheltenham SD	123461302	196,109.38	176,326.52	372,435.90	144,405.24	0	0	144,405.24	\$228,030.66
Chester-Upland SD	125231232	268,715.00	378,087.97	646,802.97	646,856.71	0	0	646,856.71	(\$53.74)
Chestnut Ridge SD	108051503	11,023.88	0	11,023.88	10,105.22	0	0	10,105.22	\$918.66
Chichester SD	125231303	228,607.28	106,691.47	335,298.75	320,983.01	0	0	320,983.01	\$14,315.74
Clairton City SD	103021903	5,932.01	0	5,932.01	0	4,753.21	0	4,753.21	\$1,178.80
Clarion Area SD	106161203	28,431.68	30,953.53	59,385.21	50,341.60	0	0	50,341.60	\$9,043.61
Clarion-Limestone Area SD	106161703	5,999.33	0	5,999.33	9,751.17	0	2,277.79	7,473.38	(\$1,474.05)
Clearfield Area SD	110171003	76,284.66	4,019.61	80,304.27	80,870.29	0	0	80,870.29	(\$566.02)
Coatesville Area SD	124151902	650,086.60	713,179.11	1,363,265.71	1,411,308.63	0	0	1,411,308.63	(\$48,042.92)
Cocalico SD	113361303	51,648.58	74,804.54	126,453.12	106,608.70	0	0	106,608.70	\$19,844.42
Colonial SD	123461602	208,045.97	103,644.90	311,690.87	214,073.39	0	0	214,073.39	\$97,617.48
Columbia Borough SD	113361503	4,506.49	46,702.16	51,208.65	60,169.78	0	0	60,169.78	(\$8,961.13)
Commodore Perry SD	104431304	45,436.58	33,783.31	79,219.89	83,783.88	0	0	83,783.88	(\$4,563.99)

**Pennsylvania Leadership Charter School
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School Year 2024-25 as of 07/08/2025**

District	AUN	Amounts Due			District	Amounts Paid			Net Due
		Regular Ed	Special Ed	Total Due		UniPay	Refunds	Total Paid	
Conemaugh Township Area SD	108561803	0	0	0	0	0	0	0	\$0.00
Conestoga Valley SD	113361703	64,437.91	0	64,437.91	66,448.93	0	0	66,448.93	(\$2,011.02)
Conewago Valley SD	112011603	78,237.53	0	78,237.53	0	74,374.43	0	74,374.43	\$3,863.10
Conneaut SD	105201033	34,779.48	102,249.81	137,029.29	130,587.92	0	0	130,587.92	\$6,441.37
Connellsville Area SD	101261302	63,534.83	65,076.70	128,611.53	131,464.75	0	0	131,464.75	(\$2,853.22)
Conrad Weiser Area SD	114061103	44,321.22	0	44,321.22	44,321.22	0	0	44,321.22	\$0.00
Cornell SD	103022103	6,492.18	0	6,492.18	0	14,032.93	0	14,032.93	(\$7,540.75)
Cornwall-Lebanon SD	113381303	70,276.88	46,405.19	116,682.07	0	102,460.79	0	102,460.79	\$14,221.28
Corry Area SD	105251453	0	0	0	0	2,440.80	0	2,440.80	(\$2,440.80)
Coudersport Area SD	109531304	56,869.02	0	56,869.02	58,010.72	0	0	58,010.72	(\$1,141.70)
Council Rock SD	122092353	169,057.15	0	169,057.15	175,279.57	0	0	175,279.57	(\$6,222.42)
Cranberry Area SD	106611303	12,520.06	0	12,520.06	11,476.72	0	0	11,476.72	\$1,043.34
Crawford Central SD	105201352	122,061.40	0	122,061.40	118,456.21	0	0	118,456.21	\$3,605.19
Crestwood SD	118401403	16,230.79	0	16,230.79	15,803.17	0	0	15,803.17	\$427.62
Cumberland Valley SD	115211603	62,489.67	89,766.03	152,255.70	0	142,890.08	0	142,890.08	\$9,365.62
Dallas SD	118401603	0	0	0	0	0	0	0	\$0.00
Dallastown Area SD	112671603	12,028.75	0	12,028.75	10,613.60	0	0	10,613.60	\$1,415.15
Daniel Boone Area SD	114061503	295,962.46	188,478.87	484,441.33	435,443.30	0	0	435,443.30	\$48,998.03
Danville Area SD	116471803	54,778.48	0	54,778.48	54,778.48	0	0	54,778.48	\$0.00
Deer Lakes SD	103022253	56,574.20	11,293.30	67,867.50	70,860.31	0	0	70,860.31	(\$2,992.81)
Delaware Valley SD	120522003	94,848.39	0	94,848.39	84,557.47	0	0	84,557.47	\$10,290.92
Derry Area SD	107651603	41,750.64	0	41,750.64	41,750.64	0	0	41,750.64	\$0.00
Derry Township SD	115221753	16,170.73	0	16,170.73	16,170.72	0	0	16,170.72	\$0.01
Dover Area SD	112671803	5,769.85	3,430.36	9,200.21	15,162.48	0	0	15,162.48	(\$5,962.27)
Downingtown Area SD	124152003	945,677.19	478,726.25	1,424,403.44	1,306,904.33	0	0	1,306,904.33	\$117,499.11
Dubois Area SD	106172003	0	18,220.97	18,220.97	17,099.26	0	0	17,099.26	\$1,121.71
Dunmore SD	119352203	27,117.28	55,786.13	82,903.41	0.01	77,026.41	0	77,026.42	\$5,876.99
East Allegheny SD	103022803	0	23,583.92	23,583.92	17,030.58	0	0	17,030.58	\$6,553.34
East Lycoming SD	117412003	38,309.82	0	38,309.82	38,309.82	0	0	38,309.82	\$0.00
East Penn SD	121392303	502,507.85	154,305.61	656,813.46	668,547.18	0	0	668,547.18	(\$11,733.72)
East Pennsboro Area SD	115212503	21,549.01	40,646.52	62,195.53	62,165.97	0	0	62,165.97	\$29.56
East Stroudsburg Area SD	120452003	88,476.99	273,364.50	361,841.49	427,355.16	0	0	427,355.16	(\$65,513.67)
Eastern Lancaster County SD	113362303	117,048.82	0	117,048.82	117,048.82	0	0	117,048.82	\$0.00
Eastern Lebanon County SD	113382303	45,228.63	50,504.02	95,732.65	94,809.62	0	0	94,809.62	\$923.03
Eastern York SD	112672203	13,763.10	63,553.23	77,316.33	78,007.56	0	0	78,007.56	(\$691.23)
Easton Area SD	120483302	196,784.95	125,792.75	322,577.70	324,645.27	0	0	324,645.27	(\$2,067.57)
Elizabethtown Area SD	113362403	44,516.42	33,065.15	77,581.57	65,635.85	13,325.74	0	78,961.59	(\$1,380.02)
Ellwood City Area SD	104372003	116,828.64	32,043.13	148,871.77	161,441.95	0	0	161,441.95	(\$12,570.18)

**Pennsylvania Leadership Charter School
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School Year 2024-25 as of 07/08/2025**

District	AUN	Amounts Due			District	Amounts Paid			Net Due
		Regular Ed	Special Ed	Total Due		UniPay	Refunds	Total Paid	
Ephrata Area SD	113362603	59,084.12	0	59,084.12	54,160.44	0	0	54,160.44	\$4,923.68
Erie City SD	105252602	97,559.00	93,321.91	190,880.91	188,528.31	0	0	188,528.31	\$2,352.60
Everett Area SD	108053003	7,809.09	18,543.24	26,352.33	25,499.63	0	0	25,499.63	\$852.70
Exeter Township SD	114062003	69,209.51	343,473.34	412,682.85	380,055.23	0	0	380,055.23	\$32,627.62
Fairfield Area SD	112013054	10,030.59	0	10,030.59	9,243.57	0	0	9,243.57	\$787.02
Fannett-Metal SD	112282004	3,254.45	0	3,254.45	3,968.85	0	0	3,968.85	(\$714.40)
Farrell Area SD	104432503	22,413.86	0	22,413.86	20,546.04	0	0	20,546.04	\$1,867.82
Fleetwood Area SD	114062503	0	79,227.58	79,227.58	68,927.94	0	0	68,927.94	\$10,299.64
Forest Hills SD	108112203	10,079.53	41,880.79	51,960.32	71,656.86	0	0	71,656.86	(\$19,696.54)
Fort Cherry SD	101632403	21,716.50	0	21,716.50	14,573.06	0	0	14,573.06	\$7,143.44
Fort Leboeuf SD	105253553	33,084.91	29,140.59	62,225.50	0	56,929.53	0	56,929.53	\$5,295.97
Fox Chapel Area SD	103023912	27,755.36	84,193.98	111,949.34	112,464.29	0	0	112,464.29	(\$514.95)
Franklin Area SD	106612203	7,787.72	0	7,787.72	1,143.62	6,031.38	1,143.62	6,031.38	\$1,756.34
Franklin Regional SD	107652603	44,435.10	0	44,435.10	44,435.10	0	0	44,435.10	\$0.00
Frazier SD	101262903	32,808.83	54,851.69	87,660.52	79,686.57	0	0	79,686.57	\$7,973.95
Freeport Area SD	128033053	64,295.36	36,213.55	100,508.91	99,118.86	0	0	99,118.86	\$1,390.05
Garnet Valley SD	125234103	123,218.60	124,608.52	247,827.12	0	236,179.93	0	236,179.93	\$11,647.19
Gateway SD	103024102	27,848.43	82,128.96	109,977.39	98,087.65	0	0	98,087.65	\$11,889.74
Gettysburg Area SD	112013753	12,502.09	30,120.16	42,622.25	42,744.28	0	0	42,744.28	(\$122.03)
Girard SD	105254053	0	13,961.16	13,961.16	0	12,927.00	0	12,927.00	\$1,034.16
Governor Mifflin SD	114063003	157,696.10	54,720.03	212,416.13	213,457.87	0	0	213,457.87	(\$1,041.74)
Great Valley SD	124153503	222,047.25	332,175.32	554,222.57	513,300.94	0	0	513,300.94	\$40,921.63
Greater Johnstown SD	108112502	100,410.57	98,210.85	198,621.42	185,533.68	0	0	185,533.68	\$13,087.74
Greater Latrobe SD	107653102	26,034.79	0	26,034.79	22,728.79	0	0	22,728.79	\$3,306.00
Greater Nanticoke Area SD	118402603	0	20,451.58	20,451.58	22,427.46	0	0	22,427.46	(\$1,975.88)
Greencastle-Antrim SD	112283003	9,995.91	49,672.55	59,668.46	59,497.31	0	0	59,497.31	\$171.15
Greensburg Salem SD	107653203	35,085.58	45,773.91	80,859.49	57,371.82	0	0	57,371.82	\$23,487.67
Greenville Area SD	104432803	37,557.78	0	37,557.78	29,245.14	0	0	29,245.14	\$8,312.64
Grove City Area SD	104432903	65,707.25	0	65,707.25	59,422.09	0	0	59,422.09	\$6,285.16
Hamburg Area SD	114063503	39,156.39	0	39,156.39	0	34,420.18	0	34,420.18	\$4,736.21
Hampton Township SD	103024603	58,496.34	0	58,496.34	0	53,141.93	0	53,141.93	\$5,354.41
Hanover Area SD	118403003	10,434.73	0	10,434.73	0	9,565.17	0	9,565.17	\$869.56
Hanover Public SD	112672803	0	0	0	1,007.22	0	1,007.22	0	\$0.00
Harbor Creek SD	105254353	12,459.14	0	12,459.14	11,892.55	0	0	11,892.55	\$566.59
Harrisburg City SD	115222752	122,276.38	0	122,276.38	119,905.93	0	0	119,905.93	\$2,370.45
Hatboro-Horsham SD	123463603	112,666.35	0	112,666.35	111,527.05	0	0	111,527.05	\$1,139.30
Haverford Township SD	125234502	116,939.43	83,056.90	199,996.33	184,244.69	0	0	184,244.69	\$15,751.64
Hazleton Area SD	118403302	25,826.20	26,026.60	51,852.80	0	47,584.26	0	47,584.26	\$4,268.54
Hempfield Area SD	107653802	32,927.95	93,850.62	126,778.57	99,444.17	64,014.12	0	163,458.29	(\$36,679.72)

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Hempfield SD	113363103	87,074.27	31,961.78	119,036.05	120,995.61	0	0	120,995.61	(\$1,959.56)
Highlands SD	103024753	322,956.95	100,524.81	423,481.76	0	405,092.08	0	405,092.08	\$18,389.68
Homer-Center SD	128323303	0	0	0	1,249.58	0	1,249.58	0	\$0.00
Hopewell Area SD	127044103	23,441.56	0	23,441.56	23,583.06	0	0	23,583.06	(\$141.50)
Indiana Area SD	128323703	113,468.18	5,871.08	119,339.26	111,260.32	0	0	111,260.32	\$8,078.94
Interboro SD	125235103	4,151.78	12,825.51	16,977.29	15,314.08	0	0	15,314.08	\$1,663.21
Iroquois SD	105256553	10,552.06	0	10,552.06	0	9,092.12	0	9,092.12	\$1,459.94
Jefferson-Morgan SD	101303503	0	26,282.62	26,282.62	0	24,925.16	0	24,925.16	\$1,357.46
Jenkintown SD	123463803	7,993.76	0	7,993.76	9,471.28	0	0	9,471.28	(\$1,477.52)
Jersey Shore Area SD	117414003	0	0	0	0	1,224.76	0	1,224.76	(\$1,224.76)
Jim Thorpe Area SD	121135003	32,667.58	79,707.28	112,374.86	0	105,009.85	0	105,009.85	\$7,365.01
Johnsonburg Area SD	109243503	16,382.69	0	16,382.69	0	15,017.47	0	15,017.47	\$1,365.22
Juniata County SD	111343603	46,811.12	0	46,811.12	46,326.79	0	0	46,326.79	\$484.33
Kane Area SD	109422303	57,835.00	0	57,835.00	57,835.00	0	0	57,835.00	\$0.00
Karns City Area SD	104103603	0	0	0	0	0	0	0	\$0.00
Kennett Consolidated SD	124154003	64,680.24	0	64,680.24	66,301.62	0	0	66,301.62	(\$1,621.38)
Keystone Central SD	110183602	20,159.12	0	20,159.12	19,836.77	0	0	19,836.77	\$322.35
Keystone Oaks SD	103025002	37,939.94	0	37,939.94	37,939.94	0	0	37,939.94	\$0.00
Keystone SD	106166503	15,395.38	0	15,395.38	15,395.38	0	0	15,395.38	\$0.00
Kiski Area SD	107654403	49,238.72	78,563.98	127,802.70	0	133,851.04	0	133,851.04	(\$6,048.34)
Knoch SD	104107803	27,104.12	0	27,104.12	27,104.12	0	0	27,104.12	\$0.00
Kutztown Area SD	114064003	18,992.94	71,537.38	90,530.32	91,460.09	0	0	91,460.09	(\$929.77)
Lackawanna Trail SD	119665003	2,138.14	4,559.88	6,698.02	14,565.98	0	0	14,565.98	(\$7,867.96)
Lake-Lehman SD	118403903	57,433.28	3,692.41	61,125.69	64,373.89	0	0	64,373.89	(\$3,248.20)
Lakeland SD	119354603	31,151.00	0	31,151.00	31,151.00	0	0	31,151.00	\$0.00
Lakeview SD	104433903	31,482.79	0	31,482.79	34,644.92	0	0	34,644.92	(\$3,162.13)
Lampeter-Strasburg SD	113363603	58,834.94	34,306.92	93,141.86	0	88,745.37	0	88,745.37	\$4,396.49
Lancaster SD	113364002	50,513.95	0	50,513.95	47,533.33	0	0	47,533.33	\$2,980.62
Laurel Highlands SD	101264003	32,160.96	0	32,160.96	31,124.94	0	0	31,124.94	\$1,036.02
Lebanon SD	113384603	13,978.76	0	13,978.76	13,046.85	0	0	13,046.85	\$931.91
Leechburg Area SD	128034503	36,260.22	0	36,260.22	35,515.81	0	0	35,515.81	\$744.41
Lewisburg Area SD	116604003	0	25,718.59	25,718.59	0	28,400.04	0	28,400.04	(\$2,681.45)
Ligonier Valley SD	107654903	45,833.64	65,885.20	111,718.84	121,017.24	0	0	121,017.24	(\$9,298.40)
Line Mountain SD	116493503	4,616.79	29,520.65	34,137.44	31,212.77	0	0	31,212.77	\$2,924.67
Littlestown Area SD	112015203	67,623.25	62,523.08	130,146.33	130,523.73	0	0	130,523.73	(\$377.40)
Lower Dauphin SD	115224003	14,818.32	0	14,818.32	0	13,583.46	0	13,583.46	\$1,234.86
Lower Merion SD	123464502	289,196.17	196,286.23	485,482.40	497,177.59	0	0	497,177.59	(\$11,695.19)
Lower Moreland Township SD	123464603	48,614.76	0	48,614.76	48,614.76	0	0	48,614.76	\$0.00

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Loyalsock Township SD	117414203	0	0	0	0	4,645.97	0	4,645.97	(\$4,645.97)
Mahanoy Area SD	129544503	0	50,266.35	50,266.35	46,612.81	0	0	46,612.81	\$3,653.54
Manheim Central SD	113364403	84,834.23	0	84,834.23	89,771.67	0	0	89,771.67	(\$4,937.44)
Manheim Township SD	113364503	56,802.06	33,577.15	90,379.21	89,510.78	0	0	89,510.78	\$868.43
Marion Center Area SD	128325203	31,325.00	0	31,325.00	28,714.58	0	0	28,714.58	\$2,610.42
Marple Newtown SD	125235502	152,152.26	217,098.55	369,250.81	0	347,862.78	0	347,862.78	\$21,388.03
Mars Area SD	104105003	35,870.85	42,681.76	78,552.61	83,941.90	0	0	83,941.90	(\$5,389.29)
Mcguffey SD	101633903	0	33,949.90	33,949.90	34,624.32	0	0	34,624.32	(\$674.42)
McKeesport Area SD	103026002	38,540.99	0	38,540.99	0	37,302.55	0	37,302.55	\$1,238.44
Mechanicsburg Area SD	115216503	63,990.08	37,040.59	101,030.67	105,566.99	0	0	105,566.99	(\$4,536.32)
Mercer Area SD	104435003	4,854.51	0	4,854.51	7,079.49	0	0	7,079.49	(\$2,224.98)
Methacton SD	123465303	382,714.83	55,236.34	437,951.17	437,530.42	0	0	437,530.42	\$420.75
Meyersdale Area SD	108565203	15,251.88	0	15,251.88	0	13,980.89	0	13,980.89	\$1,270.99
Midd-West SD	116555003	12,309.95	11,702.36	24,012.31	29,571.09	0	0	29,571.09	(\$5,558.78)
Middletown Area SD	115226003	14,425.99	0	14,425.99	13,223.82	0	0	13,223.82	\$1,202.17
Mifflin County SD	111444602	78,110.42	0	78,110.42	75,862.64	0	0	75,862.64	\$2,247.78
Millcreek Township SD	105257602	16,415.99	14,307.33	30,723.32	30,215.82	0	0	30,215.82	\$507.50
Millville Area SD	116195004	22,347.20	0	22,347.20	20,173.51	0	0	20,173.51	\$2,173.69
Minersville Area SD	129544703	4,085.76	0	4,085.76	3,456.65	0	0	3,456.65	\$629.11
Monessen City SD	107655803	16,905.02	0	16,905.02	15,755.33	0	0	15,755.33	\$1,149.69
Moniteau SD	104105353	46,830.72	0	46,830.72	0	43,834.07	0	43,834.07	\$2,996.65
Montour SD	103026303	32,257.04	42,789.89	75,046.93	75,267.43	0	0	75,267.43	(\$220.50)
Montoursville Area SD	117415103	0	81,663.96	81,663.96	75,624.21	0	0	75,624.21	\$6,039.75
Montrose Area SD	119584503	50,509.14	0	50,509.14	0	46,300.05	0	46,300.05	\$4,209.09
Moon Area SD	103026343	0	0	0	3,891.45	0	0	3,891.45	(\$3,891.45)
Morrisville Borough SD	122097203	6,272.31	18,279.91	24,552.22	20,647.45	0	0	20,647.45	\$3,904.77
Moshannon Valley SD	110175003	27,695.34	0	27,695.34	27,695.34	0	0	27,695.34	\$0.00
Mount Carmel Area SD	116495103	0	0	0	0	1,622.58	0	1,622.58	(\$1,622.58)
Mount Pleasant Area SD	107655903	12,657.75	0	12,657.75	12,124.40	0	0	12,124.40	\$533.35
Mount Union Area SD	111316003	33,933.39	38,100.18	72,033.57	81,054.36	0	0	81,054.36	(\$9,020.79)
Mt Lebanon SD	103026402	32,378.74	0	32,378.74	32,378.74	0	0	32,378.74	\$0.00
Muhlenberg SD	114065503	32,247.74	21,710.42	53,958.16	56,225.85	0	0	56,225.85	(\$2,267.69)
Nazareth Area SD	120484803	101,577.02	74,411.58	175,988.60	177,550.52	0	0	177,550.52	(\$1,561.92)
Neshaminy SD	122097502	114,465.41	0	114,465.41	115,062.22	0	0	115,062.22	(\$596.81)
Neshannock Township SD	104375203	27,542.56	0	27,542.56	0	26,751.76	0	26,751.76	\$790.80
New Castle Area SD	104375302	11,501.25	0	11,501.25	0	10,542.81	0	10,542.81	\$958.44
New Kensington-Arnold SD	107656303	59,704.85	27,720.90	87,425.75	76,217.00	0	0	76,217.00	\$11,208.75
Newport SD	115504003	23,021.22	0	23,021.22	22,710.47	0	0	22,710.47	\$310.75
Norristown Area SD	123465602	294,104.82	182,668.04	476,772.86	0	445,048.96	0	445,048.96	\$31,723.90

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North Allegheny SD	103026852	136,688.34	74,549.20	211,237.54	219,349.23	0	0	219,349.23	(\$8,111.69)
North Clarion County SD	106167504	0	26,893.13	26,893.13	26,946.23	0	0	26,946.23	(\$53.10)
North East SD	105258303	12,919.84	0	12,919.84	13,996.50	0	0	13,996.50	(\$1,076.66)
North Hills SD	103026902	56,760.60	29,873.37	86,633.97	85,012.38	0	0	85,012.38	\$1,621.59
North Penn SD	123465702	930,708.92	274,189.28	1,204,898.20	1,201,492.49	0	0	1,201,492.49	\$3,405.71
North Pocono SD	119356503	11,048.78	30,565.18	41,613.96	0	40,393.46	0	40,393.46	\$1,220.50
North Schuylkill SD	129545003	10,771.81	21,702.47	32,474.28	32,705.22	0	0	32,705.22	(\$230.94)
North Star SD	108565503	0	42,972.67	42,972.67	43,188.92	0	0	43,188.92	(\$216.25)
Northampton Area SD	120484903	49,129.28	0	49,129.28	48,010.62	0	0	48,010.62	\$1,118.66
Northeast Bradford SD	117083004	32,543.68	0	32,543.68	32,543.68	0	0	32,543.68	\$0.00
Northeastern York SD	112674403	66,494.73	1,729.56	68,224.29	78,320.79	0	0	78,320.79	(\$10,096.50)
Northern Bedford County SD	108056004	12,647.14	0	12,647.14	12,647.14	0	0	12,647.14	\$0.00
Northern Cambria SD	108114503	15,353.59	0	15,353.59	0	16,512.03	0	16,512.03	(\$1,158.44)
Northern Lebanon SD	113385003	61,415.19	0	61,415.19	57,984.75	0	0	57,984.75	\$3,430.44
Northern Lehigh SD	121394503	25,938.69	3,397.71	29,336.40	28,241.18	0	0	28,241.18	\$1,095.22
Northern Tioga SD	117596003	49,472.64	57,570.30	107,042.94	108,505.11	0	0	108,505.11	(\$1,462.17)
Northern York County SD	115674603	35,968.34	0	35,968.34	29,142.52	0	0	29,142.52	\$6,825.82
Northgate SD	103026873	24,133.86	0	24,133.86	0	19,295.22	0	19,295.22	\$4,838.64
Northwestern Lehigh SD	121394603	8,423.03	34,734.24	43,157.27	44,831.22	0	0	44,831.22	(\$1,673.95)
Norwin SD	107656502	9,016.66	30,490.42	39,507.08	40,849.81	0	0	40,849.81	(\$1,342.73)
Octorara Area SD	124156503	237,214.51	106,973.81	344,188.32	360,776.50	0	0	360,776.50	(\$16,588.18)
Oil City Area SD	106616203	24,641.04	51,614.79	76,255.83	76,784.00	0	0	76,784.00	(\$528.17)
Old Forge SD	119356603	8,572.68	28,398.11	36,970.79	0	34,956.90	0	34,956.90	\$2,013.89
Oley Valley SD	114066503	15,370.86	0	15,370.86	15,463.64	0	0	15,463.64	(\$92.78)
Owen J Roberts SD	124156603	391,485.07	169,060.81	560,545.88	518,560.64	0	0	518,560.64	\$41,985.24
Oxford Area SD	124156703	326,885.76	202,545.40	529,431.16	0	486,883.99	0	486,883.99	\$42,547.17
Palisades SD	122098003	73,923.33	51,032.85	124,956.18	125,593.25	0	0	125,593.25	(\$637.07)
Palmyra Area SD	113385303	25,421.26	2,741.03	28,162.29	0	28,162.80	0	28,162.80	(\$0.51)
Parkland SD	121395103	138,212.23	96,853.31	235,065.54	236,249.13	0	0	236,249.13	(\$1,183.59)
Pen Argyl Area SD	120485603	16,592.39	0	16,592.39	0	15,209.69	0	15,209.69	\$1,382.70
Penn Cambria SD	108116003	34,257.60	26,475.94	60,733.54	60,891.29	0	0	60,891.29	(\$157.75)
Penn Hills SD	103027352	98,163.12	35,277.96	133,441.08	138,528.85	0	0	138,528.85	(\$5,087.77)
Penn Manor SD	113365203	18,505.76	36,927.76	55,433.52	57,713.54	0	0	57,713.54	(\$2,280.02)
Penn-Delco SD	125236903	139,030.70	183,477.35	322,508.05	295,835.63	0	0	295,835.63	\$26,672.42
Penn-Trafford SD	107657103	13,688.32	0	13,688.32	13,688.32	0	0	13,688.32	\$0.00
Penncrest SD	105204703	26,713.05	0	26,713.05	25,463.97	0	0	25,463.97	\$1,249.08
Pennridge SD	122098103	130,438.41	113,151.84	243,590.25	244,042.90	0	0	244,042.90	(\$452.65)
Penns Manor Area SD	128326303	15,493.95	0	15,493.95	0	14,202.79	0	14,202.79	\$1,291.16
Pennsbury SD	122098202	30,955.72	75,245.38	106,201.10	107,537.76	0	0	107,537.76	(\$1,336.66)

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		Regular Ed	Special Ed	Total Due		UniPay	Refunds	Total Paid	
Pequea Valley SD	113365303	51,666.51	32,541.33	84,207.84	90,440.70	0	0	90,440.70	(\$6,232.86)
Perkiomen Valley SD	123466103	269,812.47	124,850.39	394,662.86	346,670.56	0	0	346,670.56	\$47,992.30
Peters Township SD	101636503	51,562.62	14,872.56	66,435.18	65,405.31	0	0	65,405.31	\$1,029.87
Philadelphia City SD	126515001	5,210,993.80	4,282,140.39	9,493,134.19	9,723,009.40	0	0	9,723,009.40	(\$229,875.21)
Phoenixville Area SD	124157203	527,909.65	196,570.23	724,479.88	730,552.44	0	0	730,552.44	(\$6,072.56)
Pine Grove Area SD	129546003	766.41	0	766.41	3,555.28	0	0	3,555.28	(\$2,788.87)
Pine-Richland SD	103021003	82,006.68	8,379.17	90,385.85	82,567.48	0	0	82,567.48	\$7,818.37
Pittsburgh SD	102027451	669,159.60	474,116.77	1,143,276.37	0	1,142,665.54	0	1,142,665.54	\$610.83
Pittston Area SD	118406602	3,439.60	0	3,439.60	13,124.77	0	0	13,124.77	(\$9,685.17)
Pleasant Valley SD	120455203	85,544.00	32,127.92	117,671.92	109,124.56	0	0	109,124.56	\$8,547.36
Plum Borough SD	103027503	43,109.89	50,161.42	93,271.31	95,978.42	0	0	95,978.42	(\$2,707.11)
Pocono Mountain SD	120455403	224,387.03	117,329.02	341,716.05	0	316,578.63	0	316,578.63	\$25,137.42
Port Allegany SD	109426303	14,897.61	0	14,897.61	20,825.91	0	0	20,825.91	(\$5,928.30)
Pottsgrove SD	123466303	158,895.77	69,778.34	228,674.11	232,802.88	0	0	232,802.88	(\$4,128.77)
Pottstown SD	123466403	61,109.02	209,569.35	270,678.37	288,902.57	0	0	288,902.57	(\$18,224.20)
Pottsville Area SD	129546103	10,291.27	24,881.34	35,172.61	35,606.09	0	0	35,606.09	(\$433.48)
Punxsutawney Area SD	106338003	66,029.64	28,257.30	94,286.94	84,887.04	0	0	84,887.04	\$9,399.90
Purchase Line SD	128327303	0	0	0	9,257.05	0	0	9,257.05	(\$9,257.05)
Quaker Valley SD	103027753	0	0	0	1,715.49	0	1,715.49	0	\$0.00
Quakertown Community SD	122098403	268,352.29	119,914.50	388,266.79	353,390.10	0	0	353,390.10	\$34,876.69
Radnor Township SD	125237603	22,261.36	0	22,261.36	20,406.25	0	0	20,406.25	\$1,855.11
Reading SD	114067002	189,810.31	177,478.82	367,289.13	294,958.40	0	0	294,958.40	\$72,330.73
Red Lion Area SD	112675503	119,017.73	39,568.79	158,586.52	172,292.85	0	0	172,292.85	(\$13,706.33)
Redbank Valley SD	106168003	28,264.80	0	28,264.80	28,264.80	0	0	28,264.80	\$0.00
Reynolds SD	104435303	7,842.98	51,483.21	59,326.19	59,313.47	0	0	59,313.47	\$12.72
Ridgway Area SD	109246003	13,906.07	0	13,906.07	11,588.39	0	0	11,588.39	\$2,317.68
Ridley SD	125237702	115,558.65	241,240.54	356,799.19	363,920.21	0	0	363,920.21	(\$7,121.02)
Ringgold SD	101637002	32,992.54	0	32,992.54	0	29,931.02	0	29,931.02	\$3,061.52
River Valley SD	128321103	15,525.50	6,332.36	21,857.86	20,711.21	0	0	20,711.21	\$1,146.65
Riverside Beaver County SD	127045853	0	22,560.24	22,560.24	22,936.38	0	0	22,936.38	(\$376.14)
Riverside SD	119357003	11,841.68	0	11,841.68	0	10,854.87	0	10,854.87	\$986.81
Riverview SD	103028203	79,447.92	31,179.75	110,627.67	110,916.87	0	0	110,916.87	(\$289.20)
Rockwood Area SD	108566303	90,092.25	29,242.95	119,335.20	0	109,417.43	0	109,417.43	\$9,917.77
Rose Tree Media SD	125237903	289,248.65	120,517.13	409,765.78	418,670.64	0	0	418,670.64	(\$8,904.86)
Salisbury Township SD	121395603	15,916.87	0	15,916.87	19,323.36	0	0	19,323.36	(\$3,406.49)
Saucon Valley SD	120486003	182,169.88	39,438.06	221,607.94	233,506.87	0	0	233,506.87	(\$11,898.93)
Sayre Area SD	117086003	0	39,601.51	39,601.51	40,066.40	0	0	40,066.40	(\$464.89)
Schuylkill Haven Area SD	129547303	25,812.02	0	25,812.02	26,058.40	0	0	26,058.40	(\$246.38)
Schuylkill Valley SD	114067503	124,829.31	55,054.26	179,883.57	0	166,904.09	0	166,904.09	\$12,979.48

**Pennsylvania Leadership Charter School
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District	AUN	Amounts Due			District	Amounts Paid			Net Due
		Regular Ed	Special Ed	Total Due		UniPay	Refunds	Total Paid	
Scranton SD	119357402	53,004.34	0	53,004.34	0	46,021.86	0	46,021.86	\$6,982.48
Selinsgrove Area SD	116557103	23,388.89	74,900.04	98,288.93	0	89,413.16	0	89,413.16	\$8,875.77
Seneca Valley SD	104107903	104,096.65	32,963.96	137,060.61	137,272.10	0	0	137,272.10	(\$211.49)
Shade-Central City SD	108567204	18,115.30	0	18,115.30	0	16,605.69	0	16,605.69	\$1,509.61
Shaler Area SD	103028302	75,472.20	110,097.78	185,569.98	174,433.40	0	0	174,433.40	\$11,136.58
Shamokin Area SD	116496503	11,354.95	24,653.88	36,008.83	30,976.59	0	0	30,976.59	\$5,032.24
Sharon City SD	104435603	11,837.04	29,060.86	40,897.90	39,011.76	0	0	39,011.76	\$1,886.14
Sharpsville Area SD	104435703	12,954.03	0	12,954.03	12,954.03	0	0	12,954.03	\$0.00
Shenandoah Valley SD	129547203	10,341.35	0	10,341.35	9,479.57	0	0	9,479.57	\$861.78
Shikellamy SD	116496603	0	0	0	3,358.70	0	0	3,358.70	(\$3,358.70)
Shippensburg Area SD	115218003	39,870.24	0	39,870.24	36,547.72	0	0	36,547.72	\$3,322.52
Slippery Rock Area SD	104107503	9,176.62	35,153.30	44,329.92	0	39,621.60	0	39,621.60	\$4,708.32
Smethport Area SD	109427503	31,079.42	0	31,079.42	23,309.64	0	0	23,309.64	\$7,769.78
Solanco SD	113367003	31,431.53	770	32,201.53	30,954.53	0	0	30,954.53	\$1,247.00
Souderton Area SD	123467103	123,252.09	95,831.72	219,083.81	224,780.56	0	0	224,780.56	(\$5,696.75)
South Allegheny SD	103028653	8,207.13	0	8,207.13	10,765.21	0	2,993.30	7,771.91	\$435.22
South Eastern SD	112676203	61,007.48	132,782.05	193,789.53	196,543.85	0	0	196,543.85	(\$2,754.32)
South Middleton SD	115218303	33,755.70	0	33,755.70	34,880.89	0	0	34,880.89	(\$1,125.19)
South Western SD	112676403	38,969.44	0	38,969.44	0	37,536.24	0	37,536.24	\$1,433.20
Southeast Delco SD	125238402	196,898.66	288,927.47	485,826.13	495,149.21	0	0	495,149.21	(\$9,323.08)
Southeastern Greene SD	101306503	9,964.21	0	9,964.21	8,791.95	0	0	8,791.95	\$1,172.26
Southern Columbia Area SD	116197503	25,721.54	0	25,721.54	0	23,578.08	0	23,578.08	\$2,143.46
Southern Fulton SD	111297504	11,598.45	0	11,598.45	10,688.41	0	0	10,688.41	\$910.04
Southern Huntingdon County SD	111317503	13,628.46	0	13,628.46	13,628.46	0	0	13,628.46	\$0.00
Southern Lehigh SD	121395703	211,145.87	23,376.60	234,522.47	215,171.56	0	0	215,171.56	\$19,350.91
Southern Tioga SD	117597003	110,722.40	29,215.21	139,937.61	135,858.16	0	0	135,858.16	\$4,079.45
Southern York County SD	112676503	25,990.17	20,879.50	46,869.67	44,175.31	0	0	44,175.31	\$2,694.36
Southmoreland SD	107657503	25,871.30	23,925.00	49,796.30	50,051.11	0	0	50,051.11	(\$254.81)
Spring Cove SD	108077503	36,448.95	25,270.07	61,719.02	57,042.15	0	0	57,042.15	\$4,676.87
Spring Grove Area SD	112676703	29,651.21	0	29,651.21	27,442.12	0	0	27,442.12	\$2,209.09
Spring-Ford Area SD	123467303	636,521.40	355,881.28	992,402.68	1,001,958.81	0	0	1,001,958.81	(\$9,556.13)
Springfield SD	125238502	31,262.48	0	31,262.48	33,247.85	0	0	33,247.85	(\$1,985.37)
Springfield Township SD	123467203	17,592.32	35,770.27	53,362.59	53,887.23	0	0	53,887.23	(\$524.64)
State College Area SD	110148002	160,596.61	40,497.73	201,094.34	209,277.65	0	0	209,277.65	(\$8,183.31)
Steelton-Highspire SD	115228003	12,659.95	0	12,659.95	0	11,939.25	0	11,939.25	\$720.70
Sto-Rox SD	103028853	11,612.43	46,944.36	58,556.79	46,422.39	0	0	46,422.39	\$12,134.40
Stroudsburg Area SD	120456003	230,268.96	0	230,268.96	232,468.08	0	0	232,468.08	(\$2,199.12)
Susquehanna Township SD	115228303	371.76	0	371.76	3,007.32	0	0	3,007.32	(\$2,635.56)

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District	AUN	Amounts Due			District	Amounts Paid			Net Due
		Regular Ed	Special Ed	Total Due		UniPay	Refunds	Total Paid	
Susquenita SD	115506003	41,794.44	0	41,794.44	20,897.26	20,897.22	0	41,794.48	(\$0.04)
Tamaqua Area SD	129547603	0	0	0	10,284.71	0	0	10,284.71	(\$10,284.71)
Titusville Area SD	106617203	28,707.92	0	28,707.92	28,707.92	0	0	28,707.92	\$0.00
Tredyffrin-Easttown SD	124157802	292,766.97	289,257.98	582,024.95	0	534,752.36	0	534,752.36	\$47,272.59
Tri-Valley SD	129547803	13,696.44	19,232.82	32,929.26	0	29,481.43	0	29,481.43	\$3,447.83
Trinity Area SD	101638003	13,702.69	59,761.18	73,463.87	78,077.65	0	0	78,077.65	(\$4,613.78)
Troy Area SD	117086653	13,162.55	0	13,162.55	9,998.48	0	0	9,998.48	\$3,164.07
Tulpehocken Area SD	114068003	80,405.48	27,984.60	108,390.08	105,243.97	0	0	105,243.97	\$3,146.11
Tunkhannock Area SD	118667503	15,510.69	0	15,510.69	17,026.00	0	0	17,026.00	(\$1,515.31)
Tuscarora SD	112286003	27,936.48	22,989.55	50,926.03	58,791.07	0	0	58,791.07	(\$7,865.04)
Twin Valley SD	114068103	117,623.43	167,075.51	284,698.94	290,608.00	0	0	290,608.00	(\$5,909.06)
Tyrone Area SD	108078003	12,886.80	0	12,886.80	12,886.80	0	0	12,886.80	\$0.00
Unassigned	999999999	0	0	0	0	0	0	0	\$0.00
Uniontown Area SD	101268003	90,510.21	71,324.47	161,834.68	163,372.05	0	0	163,372.05	(\$1,537.37)
Unionville-Chadds Ford SD	124158503	373,226.93	289,642.30	662,869.23	0	609,460.22	0	609,460.22	\$53,409.01
Upper Adams SD	112018523	30,470.30	0	30,470.30	28,054.07	0	0	28,054.07	\$2,416.23
Upper Darby SD	125239452	716,639.48	281,295.04	997,934.52	874,222.96	0	0	874,222.96	\$123,711.56
Upper Dauphin Area SD	115229003	30,237.24	0	30,237.24	30,237.24	0	0	30,237.24	\$0.00
Upper Dublin SD	123468303	107,028.02	0	107,028.02	106,308.88	0	0	106,308.88	\$719.14
Upper Merion Area SD	123468402	265,077.36	254,249.33	519,326.69	473,952.27	0	0	473,952.27	\$45,374.42
Upper Moreland Township SD	123468503	60,044.76	109,167.25	169,212.01	191,678.40	0	0	191,678.40	(\$22,466.39)
Upper Perkiomen SD	123468603	189,316.87	36,874.83	226,191.70	228,342.15	0	0	228,342.15	(\$2,150.45)
Upper Saint Clair SD	103029203	0	0	0	0	0	0	0	\$0.00
Valley Grove SD	106618603	22,377.63	8,742.47	31,120.10	25,219.72	0	0	25,219.72	\$5,900.38
Valley View SD	119358403	24,453.66	0	24,453.66	24,453.66	0	0	24,453.66	\$0.00
Wallenpaupack Area SD	119648303	0	0	0	0	0	0	0	\$0.00
Wallingford-Swarthmore SD	125239603	42,283.01	117,782.44	160,065.45	168,993.30	0	0	168,993.30	(\$8,927.85)
Warren County SD	105628302	0	0	0	0	0	0	0	\$0.00
Warrior Run SD	116498003	815.72	0	815.72	0	2,228.75	0	2,228.75	(\$1,413.03)
Warwick SD	113369003	52,183.03	36,708.60	88,891.63	97,719.43	0	0	97,719.43	(\$8,827.80)
Washington SD	101638803	35,057.28	37,908.08	72,965.36	74,195.62	0	0	74,195.62	(\$1,230.26)
Wattsburg Area SD	105259703	7,978.75	0	7,978.75	0	6,442.79	0	6,442.79	\$1,535.96
Wayne Highlands SD	119648703	38,634.47	54,983.27	93,617.74	0	79,460.67	0	79,460.67	\$14,157.07
Waynesboro Area SD	112289003	38,866.28	36,375.65	75,241.93	75,032.38	0	0	75,032.38	\$209.55
Wellsboro Area SD	117598503	57,683.03	5,301.12	62,984.15	65,539.86	0	0	65,539.86	(\$2,555.71)
West Allegheny SD	103029403	2,315.36	0	2,315.36	2,679.82	0	0	2,679.82	(\$364.46)
West Branch Area SD	110179003	0	0	0	2,342.86	0	0	2,342.86	(\$2,342.86)
West Chester Area SD	124159002	1,357,953.25	761,220.09	2,119,173.34	0	1,939,050.04	0	1,939,050.04	\$180,123.30
West Greene SD	101308503	35,337.46	32,211.03	67,548.49	0	62,720.91	0	62,720.91	\$4,827.58

**Pennsylvania Leadership Charter School
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District	AUN	Amounts Due			District	Amounts Paid			Net Due
		Regular Ed	Special Ed	Total Due		UniPay	Refunds	Total Paid	
West Jefferson Hills SD	103029553	27,194.88	0	27,194.88	24,928.64	0	0	24,928.64	\$2,266.24
West Mifflin Area SD	103029603	15,263.73	0	15,263.73	15,263.70	0	0	15,263.70	\$0.03
West Perry SD	115508003	15,938.61	0	15,938.61	0	14,610.39	0	14,610.39	\$1,328.22
West Shore SD	115219002	52,150.24	82,862.44	135,012.68	127,406.05	0	0	127,406.05	\$7,606.63
West York Area SD	112678503	77,840.38	44,057.63	121,898.01	87,704.45	0	0	87,704.45	\$34,193.56
Western Beaver County SD	127049303	2,565.93	1,149.66	3,715.59	5,827.80	0	0	5,827.80	(\$2,112.21)
Western Wayne SD	119648903	18,515.70	0	18,515.70	0	16,972.72	0	16,972.72	\$1,542.98
Westmont Hilltop SD	108118503	5,883.97	0	5,883.97	7,106.25	0	0	7,106.25	(\$1,222.28)
Whitehall-Coplay SD	121397803	102,051.03	29,607.99	131,659.02	119,962.04	0	0	119,962.04	\$11,696.98
Wilkes-Barre Area SD	118408852	48,714.95	0	48,714.95	0	44,655.37	0	44,655.37	\$4,059.58
Wilkesburg Borough SD	103029803	32,034.88	231,068.93	263,103.81	249,044.96	0	0	249,044.96	\$14,058.85
William Penn SD	125239652	254,005.99	168,306.48	422,312.47	387,194.97	0	0	387,194.97	\$35,117.50
Williams Valley SD	129548803	23,660.17	33,343.09	57,003.26	0	54,085.65	0	54,085.65	\$2,917.61
Williamsport Area SD	117417202	12,479.89	0	12,479.89	15,791.62	0	0	15,791.62	(\$3,311.73)
Wilmington Area SD	104378003	14,109.20	0	14,109.20	10,581.90	0	0	10,581.90	\$3,527.30
Wilson Area SD	120488603	1,290.31	28,565.35	29,855.66	0	29,354.64	0	29,354.64	\$501.02
Wilson SD	114069103	146,862.13	14,722.01	161,584.14	154,779.01	0	0	154,779.01	\$6,805.13
Windber Area SD	108569103	17,547.85	0	17,547.85	15,152.13	6,212.85	0	21,364.98	(\$3,817.13)
Wissahickon SD	123469303	68,949.18	0	68,949.18	54,524.53	0	0	54,524.53	\$14,424.65
Woodland Hills SD	103029902	159,134.05	133,129.09	292,263.14	294,869.03	0	0	294,869.03	(\$2,605.89)
Wyalusing Area SD	117089003	8,587.30	0	8,587.30	10,641.02	0	0	10,641.02	(\$2,053.72)
Wyoming Area SD	118409203	67,963.14	0	67,963.14	71,024.05	0	0	71,024.05	(\$3,060.91)
Wyoming Valley West SD	118409302	52,527.87	33,447.04	85,974.91	0	78,482.10	0	78,482.10	\$7,492.81
Wyomissing Area SD	114069353	51,651.21	40,269.41	91,920.62	91,905.56	0	0	91,905.56	\$15.06
York City SD	112679002	27,237.67	61,380.78	88,618.45	47,844.70	0	0	47,844.70	\$40,773.75
York Suburban SD	112679403	0	0	0	0	0	0	0	\$0.00
Yough SD	107658903	56,302.96	0	56,302.96	0	51,611.05	0	51,611.05	\$4,691.91
	Totals:	34,885,742.11	23,128,635.17	58,014,377.28	46,357,114.35	10,192,089.13	25,807.25	56,523,396.23	\$1,490,981.05

Payable (958,282.63)
Receivable 2,449,263.68

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District	AUN	Amounts Due			Amounts Paid				Net Due
		Regular Ed	Special Ed	Total Due	District	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
Allentown City SD	121390302	91,437.48	90,273.63	181,711.11	175,054.94	.00	.00	175,054.94	6,656.17
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
Bensalem Township SD	122091002	43,033.49	24,942.84	67,976.33	67,644.53	.00	.00	67,644.53	331.80
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
Blue Ridge SD	119581003	10,789.79	.00	10,789.79	.00	8,543.37	.00	8,543.37	2,246.42
Boyertown 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
Brownsville Area SD	101260803	9,823.53	.00	9,823.53	9,141.04	.00	.00	9,141.04	682.49
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
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
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
Conestoga Valley SD	113361703	23,510.64	7,003.24	30,513.88	28,756.92	.00	.00	28,756.92	1,756.96
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
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 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

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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
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
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
Harrisburg City SD	115222752	38,127.24	.00	38,127.24	34,867.87	.00	.00	34,867.87	3,259.37
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
Jersey Shore Area SD	117414003	774.59	9,764.08	10,538.67	.00	10,217.09	.00	10,217.09	321.58
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
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
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
Manheim Township SD	113364503	57,534.51	20,050.21	77,584.72	73,751.06	.00	.00	73,751.06	3,833.66
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
Millersburg Area SD	115226103	6,130.69	.00	6,130.69	.00	5,433.66	.00	5,433.66	697.03
Mount Union Area SD	111316003	48,223.15	.00	48,223.15	40,672.90	.00	.00	40,672.90	7,550.25
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

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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
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
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
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
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
Quakertown Community SD	122098403	33,502.61	.00	33,502.61	31,032.32	.00	.00	31,032.32	2,470.29
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
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
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
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
Sharon City SD	104435603	14,516.28	25,862.28	40,378.56	37,024.80	.00	.00	37,024.80	3,353.76
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

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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 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
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
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
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 Perkiomen SD	123468603	23,261.18	.00	23,261.18	23,758.90	.00	1,839.89	21,919.01	1,342.17
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
Wayne Highlands SD	119648703	54,798.55	.00	54,798.55	.00	54,626.83	520.04	54,106.79	691.76
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

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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:	23,816,211.13	12,419,007.79	36,235,218.92	25,093,669.37	10,629,059.45	790,309.79	34,932,419.03	1,302,799.89

Financial Statements

Pennsylvania Leadership Charter School

June 30, 2024 and 2023



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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 statements of financial position as of June 30, 2024 and 2023, and the related statements of activities without donor restrictions, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Pennsylvania Leadership Charter School as of June 30, 2024 and 2023, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audits 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 13, 2024, 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 13, 2024

PENNSYLVANIA LEADERSHIP CHARTER SCHOOL

Statements of Financial Position

June 30, 2024 and 2023

<u>ASSETS</u>	<u>2024</u>	<u>2023</u>
Current:		
Cash and Cash Equivalents	\$ 40,001,793	\$ 37,012,314
State Subsidies Receivable, Net	142,349	151,810
Federal Subsidies Receivable, Net	989,903	862,624
Local Subsidies Receivable, Net	2,397,257	1,455,017
Investments	47,819,178	42,075,003
Security Deposits	31,252	27,106
Prepaid Expenses and Other Assets	187,509	102,794
TOTAL CURRENT ASSETS	91,569,241	81,686,668
Property and Equipment, Net	22,208,465	20,304,427
Other:		
Operating Lease Right of Use Assets, Net	743,278	1,340,824
TOTAL ASSETS	\$ 114,520,984	\$ 103,331,919
 <u>LIABILITIES</u>		
Current:		
Accounts Payable	\$ 1,120,695	\$ 1,130,319
Accrued Expenses	7,690,080	4,772,689
Current Portion of Finance Lease Liability	387,461	0
Current Portion of Operating Lease Liabilities	341,801	597,546
TOTAL CURRENT LIABILITIES	9,540,037	6,500,554
Long-Term:		
Finance Lease Liability - Net of Current Portion	515,539	0
Operating Lease Liabilities - Net of Current Portion	401,477	743,278
TOTAL LONG-TERM LIABILITIES	917,016	743,278
TOTAL LIABILITIES	10,457,053	7,243,832
 <u>NET ASSETS</u>		
Without Donor Restrictions	104,063,931	96,088,087
TOTAL LIABILITIES AND NET ASSETS	\$ 114,520,984	\$ 103,331,919

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, 2024 and 2023

	<u>2024</u>	<u>2023</u>
Support and Revenue Without Donor Restrictions:		
Local Education Agency Assistance	\$ 60,235,903	\$ 56,111,319
Federal Sources	6,257,035	5,736,652
State Sources	<u>372,133</u>	<u>158,810</u>
TOTAL SUPPORT AND REVENUE WITHOUT DONOR RESTRICTIONS	<u>66,865,071</u>	<u>62,006,781</u>
Functional Expenses:		
Program Services	41,579,997	34,927,418
Supporting Services	<u>20,421,534</u>	<u>18,278,354</u>
TOTAL FUNCTIONAL EXPENSES	<u>62,001,531</u>	<u>53,205,772</u>
CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTIONS BEFORE OTHER INCOME	4,863,540	8,801,009
Other Income (Expense):		
Investment Income, Net	3,387,692	1,934,757
Net Realized and Unrealized Loss on Investments	0	(568,887)
Loss on Disposal of Fixed Assets	(276,505)	(58,789)
Miscellaneous Income	<u>1,117</u>	<u>68,921</u>
TOTAL OTHER INCOME	<u>3,112,304</u>	<u>1,376,002</u>
CHANGE IN NET ASSETS	7,975,844	10,177,011
Net Assets Without Donor Restrictions - Beginning	<u>96,088,087</u>	<u>85,911,076</u>
NET ASSETS WITHOUT DONOR RESTRICTIONS - ENDING	<u><u>\$ 104,063,931</u></u>	<u><u>\$ 96,088,087</u></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, 2024 and 2023

	2024					2023				
	PROGRAM EXPENSES	SUPPORTING SERVICES				PROGRAM EXPENSES	SUPPORTING SERVICES			
	Instruction	Support Services	Noninstructional Services	Total Support Services	Total	Instruction	Support Services	Noninstructional Services	Total Support Services	Total
Wages and Salaries	\$25,104,338	\$ 8,032,472	\$ 0	\$ 8,032,472	\$33,136,810	\$19,882,331	\$ 7,266,484	\$ 0	\$ 7,266,484	\$27,148,815
Employee Benefits	8,878,399	3,185,559	0	3,185,559	12,063,958	7,557,753	2,708,610	0	2,708,610	10,266,363
Professional Education Services	4,016,603	160,697	5,660	166,357	4,182,960	3,989,555	32,924	0	32,924	4,022,479
Contracted Professional Development	135	0	0	0	135	70,380	119,221	0	119,221	189,601
Contracted Educational Services	0	0	0	0	0	18,455	125,550	0	125,550	144,005
Other Contracted Services	245,717	186,412	17,866	204,278	449,995	413,249	276,175	32,718	308,893	722,142
Web Portal	0	0	0	0	0	7,200	963,978	0	963,978	971,178
Employee Training & Development	282,308	23,940	0	23,940	306,248	31,255	0	0	0	31,255
Cleaning	0	262,449	0	262,449	262,449	217,223	50,259	0	50,259	267,482
Utilities	0	217,066	0	217,066	217,066	127,414	66,578	0	66,578	193,992
Repairs and Maintenance	12,325	378,337	0	378,337	390,662	50,820	288,511	0	288,511	339,331
Rent Expense	0	644,601	0	644,601	644,601	474,468	83,534	31,895	115,429	589,897
Equipment Rental	0	101,644	0	101,644	101,644	0	101,644	0	101,644	101,644
Travel	158,600	36,602	12,067	48,669	207,269	175,191	22,068	4,209	26,277	201,468
Student Transportation	170,876	0	0	0	170,876	213,115	0	0	0	213,115
Insurance	0	301,860	0	301,860	301,860	12,225	212,795	0	212,795	225,020
Communications	90	275,823	0	275,823	275,913	790	264,155	0	264,155	264,945
Postage and Shipping	7,004	248,454	227	248,681	255,685	13,246	261,182	0	261,182	274,428
Tuition	738,509	0	0	0	738,509	299,489	0	0	0	299,489
Miscellaneous Purchased Services	13,605	15,925	8,125	24,050	37,655	59,949	10,099	14,357	24,456	84,405
Educational Supplies	291,028	76	0	76	291,104	206,471	4,964	0	4,964	211,435
General Supplies	66,362	151,352	22,326	173,678	240,040	72,653	144,015	19,861	163,876	236,529
Software	341,261	348,456	0	348,456	689,717	376,678	163,486	0	163,486	540,164
Food	24,067	16,054	18,499	34,553	58,620	47,503	9,354	1,244	10,598	58,101
Books and Periodicals	474,703	228	0	228	474,931	331,257	194	0	194	331,451
Equipment	129,719	70,171	0	70,171	199,890	12,861	165,879	0	165,879	178,740
Miscellaneous & Other	0	928	0	928	928	0	35,458	3,990	39,448	39,448
Dues and Subscriptions	29,861	47,733	1,183	48,916	78,777	29,816	76,845	0	76,845	106,661
Meeting Room	228,684	600	0	600	229,284	137,456	0	0	0	137,456
Printing and Binding	1,284	7,814	11,038	18,852	20,136	4,523	630	4,774	5,404	9,927
Legal	67,386	548,520	0	548,520	615,906	94,092	580,282	0	580,282	674,374
Accounting and Auditing	0	206,970	0	206,970	206,970	0	298,339	0	298,339	298,339
Advertising	0	501,016	0	501,016	501,016	0	685,655	0	685,655	685,655
Professional IT Services	297,133	1,011,178	0	1,011,178	1,308,311	0	153,893	0	153,893	153,893
Internet Reimbursement	0	1,024,400	0	1,024,400	1,024,400	0	560,210	0	560,210	560,210
Settlements	0	0	0	0	0	0	42,000	0	42,000	42,000
Interest Expense	0	129,855	0	129,855	129,855	0	204,263	0	204,263	204,263
Depreciation	0	2,187,351	0	2,187,351	2,187,351	0	2,186,072	0	2,186,072	2,186,072
TOTAL FUNCTIONAL EXPENSES	\$41,579,997	\$20,324,543	\$ 96,991	\$20,421,534	\$62,001,531	\$34,927,418	\$18,165,306	\$ 113,048	\$18,278,354	\$53,205,772

The accompanying notes are an integral part of these statements.

PENNSYLVANIA LEADERSHIP CHARTER SCHOOL

Statements of Cash Flows

For the Years Ended June 30, 2024 and 2023

	<u>2024</u>	<u>2023</u>
Cash Flows From Operating Activities:		
Change in Net Assets	\$ 7,975,844	10,177,011
Adjustments to Reconcile Change in Net Assets to Net Cash Provided by Operating Activities:		
Depreciation	2,187,351	2,186,072
Net Realized Loss on Investments	0	568,887
Loss on Disposal of Fixed Assets	276,505	58,789
Decrease (Increase) in:		
State Subsidies Receivable	9,461	(84,000)
Federal Subsidies Receivable	(127,279)	(184,148)
Local Subsidies Receivable	(942,240)	519,919
Security Deposits	(4,146)	0
Prepaid Expenses and Other Assets	(84,715)	(49,228)
Increase (Decrease) in:		
Accounts Payable	(9,624)	352,143
Accrued Expenses	2,917,391	331,685
NET CASH PROVIDED BY OPERATING ACTIVITIES	<u>12,198,548</u>	<u>13,877,130</u>
Cash Flows from Investing Activities:		
Purchase of Property and Equipment	(3,492,656)	(1,897,519)
Proceeds from Sale of Equipment	134,322	0
Net Purchases of Investments	(5,744,175)	(30,058,661)
NET CASH USED BY INVESTING ACTIVITIES	<u>(9,102,509)</u>	<u>(31,956,180)</u>
Cash Flows From Financing Activities:		
Principal Payments of Finance Lease Liabilities	(106,560)	(3,409,745)
INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	2,989,479	(21,488,795)
Cash and Cash Equivalents - Beginning	<u>37,012,314</u>	<u>58,501,109</u>
CASH AND CASH EQUIVALENTS - ENDING	<u>\$ 40,001,793</u>	<u>\$ 37,012,314</u>
<u>Supplemental Disclosures of Cash Flow Information:</u>		
Cash Paid During the Year for Interest	<u>\$ 129,855</u>	<u>\$ 204,263</u>
<u>Supplemental Schedule of Non-Cash Investing and Financing Activities:</u>		
Net Finance Lease Liability Incurred for the Acquisition of Equipment	<u>\$ 1,009,560</u>	<u>\$ 0</u>

The accompanying notes are an integral part of these statements.

PENNSYLVANIA LEADERSHIP CHARTER SCHOOL

Notes to Financial Statements
June 30, 2024 and June 30, 2023

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

Nature of Activities - Pennsylvania 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") operated 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. Effective August 30, 2022, a Statement of Merger was signed to Friends of Pennsylvania Leadership Charter School into Pennsylvania 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 Pennsylvania Leadership Charter School.

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 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 - 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 - Net 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 years ended June 30, 2024 and 2023, 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.

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.

PENNSYLVANIA LEADERSHIP CHARTER SCHOOL

Notes to Financial Statements
June 30, 2024 and June 30, 2023

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

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 Revenue - Revenue 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 revenue is nonrefundable.

Grant Revenue - Revenue 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 is exempt from Federal income taxes under Internal Revenue Code Section 501(c)(3) and applicable state law.

The School follows 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 financial statements. If the School 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 believes there are no uncertainties which would require any recognition of tax benefits or tax liabilities for the years ended June 30, 2024 and 2023. Generally, federal, state, and local authorities may examine the School's tax returns for three years from the filing date and the current and prior three years remain subject to examination as of June 30, 2024.

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

The School maintains 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 may have deposits that exceed the insured balances.

PENNSYLVANIA LEADERSHIP CHARTER SCHOOL

Notes to Financial Statements
June 30, 2024 and June 30, 2023

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

Subsidies Receivables - The School's subsidies receivables are due from school districts and other government agencies. Therefore, the School considers zero expected losses from subsidies receivables.

Investments - The School's investments are reported at their fair values in the statements 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 the 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 Building Improvements	3-39 Years
Leasehold Improvements	Lease Term
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, 2024 and 2023, was \$501,016 and \$685,655, 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, 2024 and June 30, 2023

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 effect 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 statements 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 statements 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.

PENNSYLVANIA LEADERSHIP CHARTER SCHOOL

Notes to Financial Statements
June 30, 2024 and June 30, 2023

NOTE 2 - New Accounting Pronouncements (Continued)

Beginning July 1, 2022, the School has adopted ASU 2021-09, Leases (Topic 842): Discount 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.

In June 2016, the FASB issued Accounting Standards Update No. 2016-13, "Financial Instruments - Credit Losses (Topic 326): Measurement of Credit Losses on Financial Instruments" ("ASU 2016-13"), which changes the impairment model for most financial assets and certain other instruments from an incurred loss approach to a new expected credit loss methodology. On July 1, 2023, the School adopted ASU 2016-13 using the modified retrospective method. No cumulative effect adjustment to net assets as of July 1, 2023, was necessary. The adoption of ASU 2016-13 did not materially impact the statements of activities without donor restrictions or cash flows for the year ended June 30, 2024.

PENNSYLVANIA LEADERSHIP CHARTER SCHOOL

Notes to Financial Statements
June 30, 2024 and June 30, 2023

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>2024</u>	<u>2023</u>
Financial Assets at Year End:		
Cash and Cash Equivalents	\$ 40,001,793	\$ 37,012,314
Subsidies Receivable	3,529,509	2,469,451
Investments	<u>47,819,178</u>	<u>42,075,003</u>
TOTAL FINANCIAL ASSETS AT YEAR END	91,350,480	81,556,768
Less Amounts Not Available to be Used Within One Year:		
Net Assets With Donor Restrictions	<u>0</u>	<u>0</u>
Financial Assets Available to Meet General Expenditures		
Over The Next Twelve Months	<u>\$ 91,350,480</u>	<u>\$ 81,556,768</u>

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

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. The contract was terminated during the year ended June 30, 2023.

NOTE 5 - Investments

Investment income, and gains and losses for investments are comprised of the following as of June 30, 2024 and 2023:

	<u>2024</u>	<u>2023</u>
Investment Income, Interest and Dividends	<u>\$ 3,387,692</u>	<u>\$ 1,934,757</u>
Net Realized Loss on Sales of Securities	<u>\$ 0</u>	<u>\$ (568,887)</u>

PENNSYLVANIA LEADERSHIP CHARTER SCHOOL

Notes to Financial Statements
June 30, 2024 and June 30, 2023

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, 2024 and 2023.

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, 2024 and June 30, 2023

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, 2024 and 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, 2024</u>	<u>Fair Value</u>	<u>(Level 1)</u>	<u>(Level 3)</u>
U.S. Government Securities	<u>\$ 47,819,178</u>	<u>\$ 47,819,178</u>	<u>\$ 0</u>

		<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>\$ 42,075,003</u>	<u>\$ 0</u>

The U.S. Government Securities fair value of \$47,819,178 and \$42,075,003 as of June 30, 2024 and 2023, respectively, approximates the cost basis for the securities.

NOTE 7 - Property and Equipment

	<u>2024</u>	<u>2023</u>
Land	\$ 2,610,000	\$ 2,610,000
Building and Building Improvements	16,131,416	14,865,126
Leasehold Improvements	1,889,997	0
Computer Equipment	10,907,661	10,717,837
Furniture and Fixtures	1,626,206	1,418,566
Software	3,399,191	3,399,191
TOTAL	<u>36,564,471</u>	<u>33,010,720</u>
Less: Accumulated Depreciation	<u>14,356,006</u>	<u>12,706,293</u>
PROPERTY AND EQUIPMENT, NET	<u>\$ 22,208,465</u>	<u>\$ 20,304,427</u>

PENNSYLVANIA LEADERSHIP CHARTER SCHOOL

Notes to Financial Statements
June 30, 2024 and June 30, 2023

NOTE 7 - Property and Equipment (Continued)

Depreciation expense for the years ended June 30, 2024 and 2023, was \$2,187,351 and \$2,186,072, respectively.

NOTE 8 - Leases

The School leased real estate with monthly rent ranging from \$15,578 to \$17,736, that expired June 30, 2024. This lease had been classified as an operating lease. As of June 30, 2024, there was no operating lease right of use asset and no associated operating lease liability. 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. There was no associated long-term operating lease liability as of June 30, 2023. The total lease cost associated with the lease for the years ended June 30, 2024 and 2023 was \$213,474 and \$186,936, respectively.

The School leases real estate with monthly rent ranging from \$26,449 to \$29,662, expiring August 30, 2026. This lease has been classified as an operating lease. As of June 30, 2024, the operating lease right of use asset was \$718,067, with an associated current portion of operating lease liability of \$316,590 and an associated long-term operating lease liability of \$401,477. 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 years ended June 30, 2024 and 2023 was \$431,127 and \$402,961, respectively.

The School leased small equipment with monthly rent of \$8,470, that expired September 6, 2024. This lease had been classified as an operating lease. As of June 30, 2024, the operating lease right of use asset was \$25,211, with an associated current portion of operating lease liability of \$25,211. There was no associated long-term operating lease liability as of June 30, 2024. 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 years ended June 30, 2024 and 2023 was \$101,644.

Additionally, in 2024 the School entered into a real estate lease with monthly payments ranging from \$42,120 to \$44,460, expiring December 31, 2033, with one additional five-year renewal option, or the option to purchase the building after the conclusion of the sixth year and before the commencement of the eighth year. Because the School is reasonably certain to exercise the purchase option, only six years are included in determining the lease term which is expected to conclude on December 31, 2029. The lease meets the FASB ASC 842 criteria to be classified as a finance lease. At June 30, 2024 the finance lease right of use asset included in property and equipment was \$908,604, net of a tenant improvement allowance of \$702,000. At June 30, 2024 the finance lease right of use asset was classified as building and building improvements with a cost of \$1,009,560, less \$100,956 in accumulated depreciation.

PENNSYLVANIA LEADERSHIP CHARTER SCHOOL

Notes to Financial Statements
June 30, 2024 and June 30, 2023

NOTE 8 - 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.

The components of lease cost and statements of activities without donor restrictions and functional expenses caption allocation for the years ended June 30, 2024 and 2023 are as follows:

	<u>2024</u>	<u>2023</u>
Operating Lease Cost:		
Program Services:		
Instruction	\$ 0	\$ 474,468
Support Servies:		
Support Services	680,793	185,178
Noninstructional Services	0	31,895
Variable Lease Cost:		
Support Services	65,452	0
Financing Lease Cost:		
Amortization of Right of Use Asset - Depreciation	100,956	1,012,288
Interest on Lease Liabilities - Interest Expense	<u>129,855</u>	<u>204,263</u>
TOTAL LEASE COST	<u>\$ 977,056</u>	<u>\$ 1,908,092</u>

The weighted average remaining lease term for the operating leases as of June 30, 2024, was 1 year. The weighted average discount rate for the operating leases as of June 30, 2024, was 4.75%.

The weighted average remaining lease term for the finance lease as of June 30, 2024, was 5 years. The weighted average discount rate for the finance lease as of June 30, 2024, was 8.25%.

PENNSYLVANIA LEADERSHIP CHARTER SCHOOL

Notes to Financial Statements
June 30, 2024 and June 30, 2023

NOTE 8 - Leases (continued)

Maturities of operating and finance lease liabilities as of June 30, 2024, were as follows:

	Operating Leases	Finance Lease
2025	\$ 369,309	\$ (196,560)
2026	354,215	505,400
2027	59,324	505,400
2028	0	505,440
2029	0	519,480
Thereafter	0	266,760
TOTAL	782,848	2,106,000
Less: Present Value Adjustment	39,570	501,000
Less: Tenant Improvement Allowance Receivable	0	702,000
PRESENT VALUE OF LEASE LIABILITIES	<u>\$ 743,278</u>	<u>\$ 903,000</u>
Current Portion	\$ 341,801	\$ 387,461
Long-Term Portion	401,477	515,539
TOTAL	<u>\$ 743,278</u>	<u>\$ 903,000</u>

Supplemental cash flow information for the years ended June 30, 2024 and 2023:

	2024	2023
Cash Paid for Amounts Included in the		
Measurement of Lease Liabilities:		
Operating Cash Flows - Operating Leases	\$ 746,245	\$ 691,541
Operating Cash Flows - Finance Leases	129,855	204,263
Finance Cash Flows - Finance Leases	0	3,409,745
Right of Use Asset Obtained in Exchange for Lease Liability:		
Finance Lease	\$ 1,711,560	\$ 0
Reductions to Right of Use Assets Resulting From Reduction		
to Lease Liabilities:		
Operating Leases	\$ 597,546	\$ 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.

PENNSYLVANIA LEADERSHIP CHARTER SCHOOL

Notes to Financial Statements
June 30, 2024 and June 30, 2023

NOTE 9 - 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, 2024 and 2023, were \$1,111,370 and \$916,556, 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 School's employees are participants in this multiemployer plan as of June 30, 2024, 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 June 30, 2023		School Contributions for the Year Ended June 30, 2024	Total Plan Contributions for the Year Ended June 30, 2023 (In Thousands)	Contributions Greater than 5% of Total
	Assets (In Thousands)	Accumulated Benefit Obligation (In Thousands)			
The Pennsylvania Public School Employees' Retirement System	\$74,044,124	\$116,243,213	\$2,535,790	\$6,538,319	No

PENNSYLVANIA LEADERSHIP CHARTER SCHOOL

Notes to Financial Statements
June 30, 2024 and June 30, 2023

NOTE 9 - Retirement Plans (Continued)

The School's contributions for the years ended June 30, 2024 and 2023, 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 7.00%, 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, 2024, as actuarial valuations were not performed as of that date due to the significant cost of such retroactive calculations. However, at June 30, 2023, the plan was 63.6% funded.

In addition to the multiemployer benefit pension plan described above, the School also participates in two voluntary postemployment healthcare programs that provide post-retirement benefits to the retired employees. School contributions noted above funded the postretirement health programs for the years ended June 30, 2024 and 2023.

NOTE 10 - Subsequent Events

The School has evaluated subsequent events through December 13, 2024, which represents the date the financial statements were available to be issued.



Wednesday, April 16, 2025

Zofia Swiatek
Federal Programs Coordinator
1332 Enterprise Dr.
West Chester, PA 19380

Dear Zofia Swiatek,

I sincerely appreciate you and your staff's participation in the Federal Programs Consolidated Review for the 2024-25 school year. This consolidated monitoring provides a reasonable basis for an opinion on compliance for each major federal program. However, these monitoring results do not constitute a determination of Pennsylvania Leadership Charter School compliance. The Division of Federal Programs' monitoring identified instances of non-compliance for the 2024-25 school year.

Please review the corrective action components that are included in the Locked (Corrective Action Verification) - CAV listed within each assessment under CAV Docs. To start uploading corrective action documentation, the LEA should select the link to Program and/or Fiscal assessment, then select CAV Home on the left side of the screen and use the green upload files button to upload required CAV documentation.

You can print a copy of your completed Monitoring Instrument in FedMonitor by selecting the "Locked" link across from the Program or Fiscal assessment. If you have any questions, please feel free to contact your regional coordinator or the Division of Federal Programs Monitoring Team.

Corrective Action Process for LEAs Under ESSA Monitoring for 2024-25

All LEAs undergoing ESSA Monitoring for the 2024-25 school year will have a **60-day deadline** to submit corrective action documentation for any identified Program and/or Fiscal ESSA Monitoring findings. A finding is defined as any requirement marked as "Not Met." After each requirement, the specific deadline date will be recorded in FedMonitor. The 60-day deadline will begin once the ESSA Monitoring review is complete, and both assessments are locked by the monitor.

Thank you for your continued commitment to federal programs and the students you serve.

Sincerely,

Susan McCrone
Chief
Division of Federal Programs



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 November 18, 2024, 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	1	0
Public School Enrollment	1	0
Surrogate Parents (Students Requiring)	1	0
Personnel Training	1	0
Intensive Interagency Approach	1	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	84	2	74
Evaluation/Reevaluation: Process and Content	237	14	529
Individualized Education Program: Process and Content	531	12	257
Procedural Safeguards: Process and Content	118	2	0
TOTALS	970	30	860

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	210	10	86
Program Implementation: Special Ed Teacher Interviews	298	8	143
Program Implementation: Parent Interviews	135	16	87
TOTALS	643	34	316

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	5	0	2

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 Advisor will schedule an onsite visit with the charter school within 60 days following issuance of the monitoring report. The BSE Advisor, 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.

		Initial Check	EDITS before draft goes home	Teacher Questions	Corrections Done?	LEA Reviewed (Please initial)
Student Info	<u>Student Name</u>					
	<u>Disability Category</u>					
Compliance Info	<u>IEP Compliance Date</u>					
	<u>Date Sent for Review</u>					
	<u>Date Feedback Sent</u>					
	<u>Date Draft Sent to Parent</u>					
	<u>Date of Meeting</u>					
	<u>Most recent RR/ER</u>					
Front Matter	<u>Cover Page - Dates</u>	☐			☐	
	<u>Cover Page - Other Information</u>	☐			☐	
	<u>Participants List</u>	☐			☐	
	<u>Written Input Box</u>	☐			☐	
Special Considerations	<u>Correct boxes checked "yes"?</u>	☐			☐	
	<u>Services/PBSP Blurb Listed Under "Other"</u>	☐			☐	
PLAAFP 1 - Academic	<u>Opening Blurb</u>	☐			☐	
	<u>Current Courses + Services</u>	☐			☐	
	<u>Current Grades</u>	☐			☐	
	<u>Previous Year/MP Grades</u>	☐			☐	
	<u>Benchmarks/Local</u>	☐			☐	
	<u>Summative/State</u>	☐			☐	
	<u>Teacher and Academic Service Provider Input</u>	☐			☐	
	<u>Academic Progress Reports</u>	☐			☐	
	<u>Diagnostic Blurb - Academic (if RR is less than one year old)</u>	☐			☐	
	<u>Academic Supports Summary</u>	☐			☐	
	<u>Academic School-Wide Supports Blurb</u>	☐			☐	
PLAAFP 2 - Functional	<u>Diagnostic - Functional (if RR is less than one year old)</u>	☐			☐	
	<u>Functional Supports Summary</u>	☐			☐	
	<u>Functional School-Wide Supports Blurb</u>	☐			☐	
	<u>Functional Service Provider Input</u>	☐			☐	
	<u>Functional Progress Reports</u>	☐			☐	
	<u>FBA?</u>	☐			☐	
	<u>Transition Goals</u>	☐			☐	
	<u>Academic/Functional Needs Related</u>	☐			☐	
	<u>2 Transition Assessments</u>	☐			☐	

PLAAFP 3 - Transition	<u>Previous Transition Information</u>	☐			☐	
	<u>Related Info Transition / Documentation of Activities Completed</u>	☐			☐	
	<u>Graduation Pathway Note (HS only)</u>	☐			☐	
	<u>Statement of Outside Agency</u>	☐			☐	
	<u>Voter/SS Registration Documentation (18&up)</u>	☐			☐	
PLAAFP 4	<u>Parent Survey/Input</u>	☐			☐	
	<u>How the Student's Disability Affects Involvement/Progress</u>	☐			☐	
	<u>Strengths</u>	☐			☐	
	<u>Needs</u>	☐			☐	
Transition Grid	<u>Act 26 Questions Answered</u>	☐			☐	
	<u>Goals</u>	☐			☐	
	<u>Current/Projected Courses</u>	☐			☐	
	<u>All *Goal Needs Listed in Grids</u>	☐			☐	
	<u>2 Individualized Activities Per Goal</u>	☐			☐	
	<u>Grad Pathway Activities Included (HS only)</u>	☐			☐	
	<u>Transition Info Center (MS/HS). Transition Course (HS only) and Meeting with CM (all) Included in Each Grid</u>	☐			☐	
Assessments	<u>PSSA/PASA/Keystone Accommodations</u>	☐			☐	
	<u>Local Assessments</u>	☐			☐	
	<u>All accommodations aligned with SDI?</u>	☐			☐	
Goals	Goal #1: Condition, Name, Behavior, Criteria, # Sessions/Times, Baseline	☐			☐	
	Goal #2: Condition, Name, Behavior, Criteria, # Sessions/Times, Baseline	☐			☐	
	Goal #3: Condition, Name, Behavior, Criteria, # Sessions/Times, Baseline	☐			☐	
	Goal #4: Condition, Name, Behavior, Criteria, # Sessions/Times, Baseline	☐			☐	
	Goal #5: Condition, Name, Behavior, Criteria, # Sessions/Times, Baseline	☐			☐	
Services	<u>DI in Areas of Need</u>	☐			☐	
	<u>Weekly Check In</u>	☐			☐	
	<u>SDI's Correctly Written?</u>	☐			☐	

Services	Related Services	☐			☐	
	Supports for School Personnel	☐			☐	
	ESY	☐			☐	
Miscellaneous	PBSP: Assessment Summary				☐	
	PBSP: Program Modifications				☐	

Charter School Corrective Action Verification/Compliance and Improvement Plan - Bureau of Special Education

This form is designed to serve both as a planning tool and as verification of completion of corrective action.

Charter School: Pennsylvania Leadership CS

Chief Executive Officer: Mr. Mark Allen

Special Education Director/Coordinator: _____

BSE Special Education Adviser: Dr. Beth Marvin

Date of Report: January 02, 2025

Date Final Report Sent to LEA: January 02, 2025

Reminder: The timelines for corrective action of all non-compliance items may not exceed ONE YEAR from the Date Final Report Sent to LEA

First Visit Date: _____

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Topical Area 1: Policies, Practices, and Procedures			
Y						1. FSA-ASSISTIVE TECHNOLOGY AND SERVICES Standard: The Local Education Agency (LEA) observed the requirement that the provision of assistive technology is reflected in the student's IEP			
Y						1A. FSA-HEARING AIDS Standard: Each public agency shall ensure that the hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly. Each public agency must ensure that the external components of surgically implanted medical devices are functioning properly			
Y						2. FSA-POSITIVE BEHAVIOR SUPPORT Standard: LEA complies with the positive behavior support policy requirements.			
Y						3. FSA-CHILD FIND Standard: LEA demonstrates compliance with annual public notice requirements.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						4. FSA-CONFIDENTIALITY Standard The LEA is in compliance with confidentiality requirements.			
		X				5. FSA-DISPUTE RESOLUTION (DUE PROCESS HEARING DECISION IMPLEMENTATION) Standard: The LEA uses dispute resolution processes for program improvement.			
		X				8. FSA-PROCEDURAL REQUIREMENTS FOR SUSPENSION Standard: The LEA adheres to procedural requirements in suspending students with disabilities.			
Y						10. FSA-INDEPENDENT EDUCATIONAL EVALUATION Standard: The LEA documents a procedure for responding to requests made by parents for an independent educational evaluation at public expense.			
Y						11A. FSA-LEAST RESTRICTIVE ENVIRONMENT Standard: The LEA's continuum of special education services supports the availability of LRE under 34 CFR Part 300.			
Y						12. FSA-EXTENDED SCHOOL YEAR SERVICES			
Y						13. FSA-RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING			
Y						15. FSA-PARENT TRAINING Standard: Parent opportunities for training and information sharing address the special knowledge, skills and abilities needed to serve the unique needs of children with disabilities.			
						INTERVIEW RESULTS (Parent)			
						P 62. My school district/charter school makes available training related to the needs of students with disabilities that I could attend.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					3 1 0 1 1 0	Always Sometimes Rarely Never Don't Know Does not Apply			
					4 0 0 0 2 0	P 63. My school district/charter school invites parents to trainings that are available to school staff regarding research based best practices, supplementary aids and services, differentiating instruction and modifying the general education curriculum. Always Sometimes Rarely Never Don't Know Does not Apply			
Y						18. FSA-SURROGATE PARENTS (STUDENTS REQUIRING) Standard: The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.			
Y						19. FSA-PERSONNEL TRAINING Standard: In-service training appropriately and adequately prepares and trains personnel to address the special knowledge, skills, and abilities to serve the unique needs of children with disabilities, including those with low incidence disabilities, when applicable.			
						INTERVIEW RESULTS (General & Special Education Teacher)			
9	0	0				GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?			
9	0	0				GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?			
8	0	1				GE 90. If you have a student with a behavioral need, have you been trained how to deescalate negative and aggressive student behavior?			
6	3	0				GE 91. Do you participate in determining the kinds of training and technical assistance needed to support students with IEPs in regular education classrooms?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	0	3				GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?			
9	0	1				SE 124. Do you collaborate with general education teachers and administrators to recommend training needs for personnel within the LEA?			
Y						20. FSA-INTENSIVE INTERAGENCY APPROACH Standard: The LEA identifies, reports, and provides for the provision of Free Appropriate Public Education (FAPE) for all students with disabilities including those students needing intensive interagency approaches.			
Y						21. FSA-SUMMARY OF ACADEMIC AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION Standard: The LEA provides Summary of Academic Achievement and Functional Performance for children whose eligibility terminates due to graduation or aging out. The LEA provides required prior written notice for graduation			
	N					21A. TRANSITION REQUIREMENTS Standard: The LEA complies with requirements for transition planning for students.	The LEA has been provided with the names of individual students for whom corrective action is required.		
						Topical Area 2: Delivery of Service			
Y						17. FSA-PUBLIC SCHOOL ENROLLMENT Standard: The LEA's percentage of children with disabilities served in special education is comparable to state data.			
Y						17A. FSA-PUBLIC SCHOOL ENROLLMENT			
Y						17B. FSA-PUBLIC SCHOOL ENROLLMENT Standard: Timely provision of FAPE for students who transfer public agencies within state, and from another state.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						22. FSA-DISPROPORTIONATE REPRESENTATION THAT IS THE RESULT OF INAPPROPRIATE IDENTIFICATION Standard: LEA does not demonstrate disproportionate representation of racial/ethnic groups receiving special education or by disability group.			
Y						23. FSA-EDUCATIONAL BENEFIT REVIEW Standard: The IEP meets procedural compliance and is reasonably calculated to enable the child to advance appropriately toward attaining their annual goals.			
						CLASSROOM OBSERVATIONS			
1	0	0		0		CO 1. Is the instruction provided to the student individualized as required by his/her IEP?			
1	0	0		0		CO 2. Is the instruction being provided in accordance with the goals in the student's IEP?			
1	0	0		0		CO 3. If assistive technology is included in the student's IEP and required for the activity observed, is it being used?			
0	0	1		0		CO 4. If the student is in a regular education setting, is he/she participating in the lesson taught by the general education teacher or a co-teacher?			
0	0	1		0		CO 5. If the student is in a regular education setting, is the student appropriately integrated (physically) in the class?			
1	0	0		0		CO 6. If the student's IEP contains supplementary aids and/or services, are they being delivered in the classroom setting as required?			
1	0	0		0		CO 7. Does this setting coincide with the student's IEP with regard to the extent to which the student is educated with non-disabled peers?			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
					3 Always 0 Sometimes 0 Rarely 2 Never 1 Don't Know 0 Does not Apply	P 55. My child does classroom work in a regular classroom with students without disabilities.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					4 1 0 0 1 0	P 56. My child participates or has the opportunity to participate in school activities other than classroom work, including extra-curricular activities, with students without disabilities. Always Sometimes Rarely Never Don't Know Does not Apply			
					1 2 1 0 2 0	P 56a. My child goes on field trips, attends school functions and/or participates in extracurricular activities with their same age/grade peers who are non-disabled. Always Sometimes Rarely Never Don't Know Does not Apply			
					4 1 1 0 0 0	P 56b. There are routine opportunities for my child to interact with peers who are non-disabled that are planned and/or facilitated by school personnel. Always Sometimes Rarely Never Don't Know Does not Apply			
8	0	1				GE 70. Are you familiar with the content of this student's current IEP, including accommodations, supplementary aids and services, and annual goals?			
8	0	1				GE 71. Do you adapt and modify the general education curriculum based on the student's current IEP?			
9	0	0				GE 72. Do you have support from special education personnel to help you modify curriculum, instruction and assessment as required in the student's current IEP?			
9	0	0				GE 73. Are you and the special education personnel working collaboratively to implement this student's program?			
8	1	0				GE 78. Are all the supplementary aids and services necessary for the student's progress in the general education class included in his/her current IEP?			
7	2	0				GE 80. Is the student making progress within the general education curriculum?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	1	0				GE 80a. In your opinion, is this student benefiting from participation in your general education classroom?			
0	0	1				GE 80b. If yes, in what ways? Curriculum and instruction were easily tailored to the student's specific needs. Is able to learn College Prep level class material through instruction that has been broken down into simpler, smaller chunks with connections made to pre-requisite material to support new concepts, experiences with the new material that builds in difficulty up through mastery of the content. The student is offered many smaller, targeted instructional sessions as well as supplementary software to support learning, as well. The student benefits from being in this class, also because it keeps them on a path to take high level courses if interested. Academically Is a fluent reader, and a creative thinker. The student benefits from participating in the general education classroom. Follows along most of the time, volunteers to read, and enjoys working with others. Is cruising through assignments without modification or extra help, for the most part. The student appears organized, and is managing their time well. The student is interacting with peers in forum assignments, and responding thoughtfully to literature. Moving through curriculum content in a structured consistent manner; while performing proficiently with the content. Would benefit if student actually completes the work and shows up for class. Class is broken down into manageable chunks. The lessons are modified to fit the needs of the student with additional assistance. Is an active participant in virtual lessons, is successful, and engages meaningfully with the posted material and other classmates in discussions.			
0	0	8				GE 80c. If no, what does this student need that he/she is not receiving in your class? Is participating, student is not doing classroom work. Student needs to become engaged in the class and show up.			
9	0	0				GE 85. Do you have sufficient time to collaborate with the special education teacher in order to meet this student's needs?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	0				GE 85a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	9				GE 85b. If no, what training or support would assist you?			
8	0	1				GE 93. Do special education personnel work directly with you to help you reduce negative student behaviors?			
9	0	1				SE 95. Is this student participating in the general education class and curriculum with students without disabilities to the maximum extent possible?			
6	0	4				SE 95a. In the most recent IEP meeting for this student, did you discuss whether he/she could be educated in a general education classroom for the entire school day?			
1	4	5				SE 95b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			
0	0	9				SE 95c. If yes, what reasons were discussed for recommending removal? Based on need.			
0	0	9				SE 95d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? As needed.			
6	0	4				SE 95e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
9	0	1				SE 96. Has the student been given the opportunity to participate in non-academic and extracurricular activities with children without disabilities?			
9	0	1				SE 97. Have necessary supports been offered and/or provided to enable that participation?			
10	0	0				SE 99. Are you and related services personnel working together toward meeting the measurable annual goals for this student?			
9	0	1				SE 100. Are you and general education personnel working together toward meeting the measurable annual goals for this student?			
9	0	1				SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services ToolKit?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				SE 125. Do you collaborate with general education teachers to identify training needs related to the provision of supplementary aids and services to students with IEPs in the general education classroom?			
						Topical Area 3: Performance Indicators			
		X				5A. FSA-EFFECTIVE USE OF DISPUTE RESOLUTION Standard: The LEA uses dispute resolution processes for program improvement.			
	N					6. FSA GRADUATION RATES (SPP) Standard: The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.	The LEA will develop a plan to improve graduation rates.		
	N					7. FSA-DROPOUT RATES (SPP) Standard: The dropout rate of the LEA's students with disabilities is comparable to the state dropout rate.	The LEA will develop a plan to improve dropout rates.		
		X				8A. FSA-SUSPENSION RATES Standard: The LEA's rate of suspensions and expulsions of students with disabilities is comparable to the rate of other LEAs in the state.			
Y						11. FSA-LEAST RESTRICTIVE ENVIRONMENT (SPP) Standard: Students with disabilities are provided for in the least restrictive environment			
	N					16. FSA-PARTICIPATION IN PSSA AND PASA (SPP) Standard: The LEA's population of students who participate in state assessment is comparable with the state data.	The LEA will develop an improvement plan to address participation in the state assessments of students with disabilities.		
Y						16A. FSA-LOCAL ASSESSMENT			
						Topical Area 4: Evaluation and Reevaluation Process and Content			
						CONSENT AND WAIVER REQUIREMENTS FOR EVALUATION/REEVALUATION			
						PERMISSION TO EVALUATE (File Reviews)			
2	1	7			33%	FR 153. PTE-Consent Form is present in the student file			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	0	8				FR 154. Demographic data			
2	0	8				FR 155. Reason(s) for referral for evaluation			
2	0	8				FR 156. Proposed types of tests and assessments			
2	0	8				FR 157. Contact person's name and contact information			
1	1	8			50%	FR 158. Parent signature or documentation of reasonable efforts to obtain consent			
1	1	8			50%	FR 159. Parent has selected a consent option			
						PERMISSION TO REEVALUATE (File Reviews)			
4	0	6				FR 194. PTRE-Consent Form is present in the student file			
4	0	6				FR 195. Demographic data			
4	0	6				FR 196. Reason for reevaluation			
4	0	6				FR 197. Types of assessment tools, tests and procedures to be used			
4	0	6				FR 198. Contact person's name and contact information			
4	0	6				FR 199. Parent has selected a consent option			
4	0	6				FR 200. Parent signature or documentation of reasonable efforts to obtain consent			
						AGREEMENT TO WAIVE REEVALUATION (File Reviews)			
0	0	10				FR 201. Agreement to Waive Reevaluation is present in the student file			
0	0	10				FR 202. Waiver was completed within required timelines (3 years (2 years for any ID student or any student placed in an Approved Private School) from date of ER, prior RR, or Agreement to Waive RR)			
0	0	10				FR 203. Reason reevaluation is not necessary at this time is included			
0	0	10				FR 204. Contact person's name and contact information			
0	0	10				FR 205. Parent has selected a consent option			
0	0	10				FR 206. Parent signature			
						EVALUATION REPORT (INITIAL) (File Reviews)			
3	0	7				FR 160. ER is present in the student file			
2	1	7			33%	FR 161. Evaluation was completed within timelines			
3	0	7				FR 162. A copy of the ER was disseminated to parents at least 10 school days prior to meeting of the IEP team (unless this requirement is waived by parent in writing)			
3	0	7				FR 163. Demographic data			
3	0	7				FR 164. Date report was provided to parent			
3	0	7				FR 165. Reason(s) for referral			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	0	7				FR 166. Reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form			
3	0	7				FR 167. Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain parent input)			
3	0	7				FR 168. Teacher observations and observations by related service providers, when appropriate			
3	0	7				FR 169. Recommendations by teachers			
3	0	7				FR 170. The student's physical condition (including health, vision, hearing); social or cultural background; and adaptive behavior relevant to the student's suspected disability and potential need for special education			
3	0	7				FR 171. Assessments, including when appropriate, current classroom based assessments, aptitude and achievement tests; local and/or state assessments; behavioral assessments; vocational technical education assessment results; interests, preferences, aptitudes (for secondary transition); etc.			
2	0	8				FR 172. If an assessment is not conducted under standard conditions, description of the extent to which it varied from standard conditions (including if the assessment was given in the student's native language or other mode of communication)			
3	0	7				FR 173. Lack of appropriate instruction in reading			
3	0	7				FR 174. Lack of appropriate instruction in math			
3	0	7				FR 175. Limited English proficiency			
3	0	7				FR 176. Present levels of academic achievement			
3	0	7				FR 177. Present levels of functional performance			
3	0	7				FR 178. Behavioral information			
3	0	7				FR 179. Conclusions			
3	0	7				FR 180. Disability Category			
3	0	7				FR 181. Recommendations for consideration by the IEP team			
2	1	7			33%	FR 182. Evaluation Team Participants documented			
0	1	9			100%	FR 183. For students evaluated for SLD documentation of Agree/Disagree			
1	0	9				FR 184. Documentation that the student does not achieve adequately for age, etc.			
1	0	9				FR 185. Indication of process(es) used to determine eligibility			
1	0	9				FR 186. Instructional strategies used and student-centered data collected			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	9				FR 187. Educationally relevant medical findings, if any			
1	0	9				FR 188. Effects of the student's environment, culture, or economic background			
1	0	9				FR 189. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
1	0	9				FR 190. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
1	0	9				FR 191. Observation in the student's learning environment			
1	0	9				FR 192. Other data if needed			
1	0	9				FR 193. Statement for all 6 items indicated to support conclusions of the evaluation team			
						REEVALUATION REPORT (File Reviews)			
7	0	3				FR 207. RR is present in the student file			
7	0	3				FR 208. Reevaluation was completed within timelines (either 60 calendar days from the date of LEA receipt of signed PTRE-Consent Form, excluding summer break, or within 3 years (2 years for any ID student or any student placed in an Approved Private School) of date of ER, prior RR, or Agreement to Waive RR)			
7	0	3				FR 209. A copy of the RR was disseminated to parents at least 10 school days prior to the meeting of the IEP team (unless this requirement was waived by a parent in writing)			
7	0	3				FR 210. Demographic data			
7	0	3				FR 211. Date IEP team reviewed existing evaluation data			
7	0	3				FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education			
6	1	3			14%	FR 213. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)			
7	0	3				FR 214. Aptitude and achievement tests			
6	1	3			14%	FR 215. Current classroom based assessments and local and/or state assessments			
6	1	3			14%	FR 216. Observations by teacher(s) and related service provider(s) when appropriate			
7	0	3				FR 217. Teacher recommendations			
6	1	3			14%	FR 218. Lack of appropriate instruction in reading			
6	1	3			14%	FR 219. Lack of appropriate instruction in math			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	1	3			14%	FR 220. Limited English proficiency			
7	0	3				FR 221. Conclusion regarding need for additional data is indicated			
2	1	7			33%	FR 222. Reasons additional data are not needed are included			
7	0	3				FR 223. Determination whether the child has a disability and requires special education			
7	0	3				FR 224. Disability category(ies)			
6	1	3			14%	FR 225. Summary of findings includes student's educational strengths and needs			
6	1	3			14%	FR 226. Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate			
7	0	3				FR 227. Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs			
4	0	6				FR 228. Interpretation of additional data			
1	0	9				FR 229. Documentation that the student does not achieve adequately for age, etc.			
1	0	9				FR 230. Indication of process(es) used to determine eligibility			
1	0	9				FR 231. Instructional strategies used and student-centered data collected			
1	0	9				FR 232. Educationally relevant medical findings, if any			
1	0	9				FR 233. Effects of the student's environment, culture, or economic background			
1	0	9				FR 234. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
1	0	9				FR 235. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
1	0	9				FR 236. Observation in the student's learning environment			
1	0	9				FR 237. Other data if needed			
0	1	9			100%	FR 238. Statement for all 6 items			
7	0	3				FR 239. Documentation of Evaluation Team Participants			
2	0	8				FR 240. Documentation that team members Agree/Disagree			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
6	0	0	0			P 24. Have you been asked to provide information for your child's evaluation/reevaluation?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	0	1	0			P 25. Were you given the opportunity to provide this information in writing or in another way that worked for you?			
5	0	1	0			P 26. Was the information you provided to the school for your child's evaluation considered in your child's Evaluation Report?			
2	0	3	1			P 27. If your child was not reevaluated when required (every 2 years for children with intellectual disability (consent retardation), or any child placed in an Approved Private School, and every 3 years for children with other disabilities) did you agree in writing to waive the reevaluation?			
0	6	0	0			P 51. Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?			
0	0	6	0			P 52. If you have obtained an IEE for your child, were the results of that evaluation considered by the team?			
0	0	6	0			P 53. Were the results of the IEE included in the school's Evaluation Report for your child?			
8	0	2				SE 119. If this student is not making progress, has he/she been reevaluated and/or has the IEP been reviewed?			
						Topical Area 5: IEP Process and Content			
						INVITATION TO PARTICIPATE IN IEP TEAM OR OTHER MEETING (File Reviews)			
10	0	0				FR 241. Invitation is present in the student file			
10	0	0				FR 242. Invitation to Participate in the IEP Meeting was issued prior to the meeting (or documentation that parent signed waiver to move directly to IEP meeting)			
10	0	0				FR 243. Demographic data			
10	0	0				FR 244. Purpose(s) of the meeting			
7	0	3				FR 245. Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)			
0	2	8			100%	FR 246. Transition planning and services - if appropriate, evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student			
7	0	3				FR 247. Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate)			
10	0	0				FR 248. Invited IEP team members			
10	0	0				FR 249. Date/time/location of meeting			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 250. Parent response, or documentation of parent attendance at the meeting, or documentation of multiple efforts to encourage participation			
						PARENT CONSENT TO EXCUSE MEMBERS FROM ATTENDING IEP TEAM MEETING (File Reviews)			
0	0	10				FR 251. Parent Consent to Excuse Members from Attending the IEP Team Meeting is present in the student file			
0	0	10				FR 252. Demographic data			
0	0	10				FR 253. Form designates required IEP team member(s) for whom attendance is not necessary			
0	0	10				FR 254. Form designates which members will submit written input prior to the meeting			
0	0	10				FR 255. Parent written consent is documented			
					0 0 0	FR 256. The team members excused: a. General Education Teacher b. Special Education Teacher c. Local Education Agency Representative			
						IEP CONTENT (File Reviews)			
10	0	0				FR 257. IEP is present in the student file			
9	0	1				FR 258. IEP was completed within timelines			
10	0	0				FR 259. Demographic data			
10	0	0				FR 260. IEP implementation date			
10	0	0				FR 261. Anticipated duration of services and programs			
0	0	10				FR 262. If appropriate, LEA and parent agreement to make changes to IEP without convening an IEP meeting			
						DOCUMENTATION OF IEP TEAM PARTICIPATION (File Reviews)			
10	0	0				FR 263. Parents			
7	0	3				FR 264. Student			
10	0	0				FR 265. General Education Teacher			
10	0	0				FR 266. Special Education Teacher			
10	0	0				FR 267. Local Education Agency Representative			
0	0	10				FR 270. Community Agency Representative			
0	0	10				FR 271. Teacher of the Gifted			
0	0	10				FR 272. Written input provided by IEP team member(s) excused from participating in the IEP meeting if the invitation stated they were to provide written input			
9	1	0			10%	FR 273. Copy of Procedural Safeguards Notice was given to parent during the school year			
						SPECIAL CONSIDERATIONS (File Reviews)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 274. If the student is blind or visually impaired, a description of the instruction in Braille and the use of Braille, unless the IEP team determines that such instruction is not appropriate			
1	0	9				FR 275. If the student is deaf or hard of hearing, a communication plan			
3	0	7				FR 276. If the student has communication needs, needs must be addressed in the IEP			
2	0	8				FR 277. If the student requires assistive technology devices and/or services, needs must be addressed in the IEP			
0	0	10				FR 278. If the student has limited English proficiency, the IEP team must consider English as Second Language for provision of FAPE			
4	0	6				FR 279. If the student has behaviors that impede his/her learning or that of others, the IEP includes a Positive Behavior Support Plan based on a functional assessment of behavior utilizing positive behavior techniques			
5	0	5				FR 280. If the student has other special considerations, these are addressed in the IEP			
						PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (File Reviews)			
10	0	0				FR 281. Student's present levels of academic achievement			
10	0	0				FR 282. Student's present levels of functional performance			
7	0	3				FR 283. Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)			
10	0	0				FR 284. Parental concerns for enhancing the education of the student (if provided by parent to the LEA)			
10	0	0				FR 285. How the student's disability affects involvement and progress in the general education curriculum			
10	0	0				FR 286. Strengths			
10	0	0				FR 287. Academic, developmental, and functional needs related to student's disability			
						TRANSITION SERVICES (File Reviews)			
7	0	3				FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment			
7	0	3				FR 290. An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	0	3				FR 291. Evidence that the postsecondary goal or goals that covers education or training, employment, and, as needed, independent living are updated annually			
7	0	3				FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service			
6	1	3			14%	FR 292a. Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)			
7	0	3				FR 292b. Transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s)			
7	0	3				FR 292c. Annual goals are related to the student's transition services			
						PARTICIPATION IN STATE AND LOCAL ASSESSMENTS (File Review)			
9	1	0			10%	FR 293. Documentation of IEP team decision regarding participation in statewide assessments (PSSA/Keystone Exams, ACCESS for ELLS, Alternate ACCESS for ELLS or PASA)			
6	1	3			14%	FR 294. If the student will participate in the PSSA, documentation of IEP team decision regarding participation with or without accommodations			
2	0	8				FR 295. If the student will participate in the PASA, an explanation of why the student cannot participate in the PSSA/Keystone Exams			
2	0	8				FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate			
2	0	8				FR 297. If the student will participate in the PASA, how student's performance will be documented			
10	0	0				FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local)			
8	1	1			11%	FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations			
1	0	9				FR 300. If the IEP indicates the student will participate in an alternate local assessment, explanation of why the student cannot participate in the regular assessment			
1	0	9				FR 301. If the student will participate in an alternate local assessment, explanation of why the alternate assessment is appropriate			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						ANNUAL GOALS AND OBJECTIVES (INCLUDING ACADEMIC AND FUNCTIONAL GOALS) (File Reviews)			
10	0	0				FR 302. Measurable Annual Goals			
10	0	0				FR 303. Description of how student progress toward meeting goals will be measured			
10	0	0				FR 304. Description of when periodic reports on progress will be provided to parents			
9	0	1				FR 305. Documentation of progress reporting on Annual Goals			
1	1	8			50%	FR 306. Short Term Objectives			
						SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAMS MODIFICATIONS (File Reviews)			
10	0	0				FR 307. Program Modifications and Specially-Designed Instruction			
10	0	0				FR 308. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations, did the IEP team address those recommendations in development of this IEP			
10	0	0				FR 309. If Program Modifications and Specially Designed Instruction are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
0	0	10				FR 310. If a student attends a Career or Vocational Technical School, evidence that the specially designed instruction addresses the student's needs in Career and Vocational Technical School			
10	0	0				FR 311. If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
10	0	0				FR 312. If the student's most recent Evaluation Report contained recommendations for the provision of related services, including psychological counseling, did the IEP team address those recommendations in development of this IEP			
10	0	0				FR 313. If Supports for school personnel are included on the IEP, the personnel to receive support, support, location, frequency, projected beginning date and anticipated duration of services			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 314. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel provided for the student, did the IEP team address those recommendations in development of this IEP			
0	0	10				FR 315. Support services, if the student is identified as gifted and also is identified as a student with a disability			
10	0	0				FR 316. A conclusion regarding student eligibility for ESY			
10	0	0				FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination			
3	0	7				FR 318. Where ESY services were deemed appropriate, annual goals and when appropriate, short term objectives that are to be addressed in the child's ESY program			
1	2	7			67%	FR 319. Where ESY was determined to be appropriate, ESY service to be provided, location, frequency, projected beginning date and anticipated duration of services			
						EDUCATIONAL PLACEMENT (File Reviews)			
9	1	0			10%	FR 320. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class			
9	1	0			10%	FR 321. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum			
10	0	0				FR 322. Type of support, by amount (itinerant, supplemental, full-time)			
10	0	0				FR 323. Type of special education supports, e.g. autistic support, emotional support, learning support, etc.			
10	0	0				FR 324. Location of student's program (name of LEA where the IEP will be implemented)			
10	0	0				FR 325. Location of student's program (name of School Building where the IEP will be implemented)			
8	0	2				FR 326. If child will not be attending his/her neighborhood school, reason why not			
						PENNDATA REPORTING FOR EDUCATIONAL ENVIRONMENT (File Reviews)			
10	0	0				FR 327. Completed Section A or Section B			
						IEP DEVELOPMENT			
						INTERVIEW RESULTS (Parent & General Education Teacher)			
6	0	0	0			P 28. Were you invited to participate in your child's most recent IEP team meeting?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	0	0	0			P 29. Did you participate in developing the current IEP for your child?			
6	0	0	0			P 30. Was the meeting held at a time and location that was convenient for you?			
2	0	4	0			P 31. If you were unable to participate in person, did the school offer other arrangements for you to participate by phone or through other methods?			
6	0	0	0			P 32. Was the input you provided considered in the development of your child's current IEP?			
4	1	1	0			P 32a. Have you received sufficient training, technical assistance and other support to participate as an IEP team member?			
0	0	5	0			P 32b. If no, what training or support would assist you? The right or correct equipment to help the student when asked, always explaining in language of parent on any and all documents or meetings, explanation on why, helping student cope with condition and not state you'll never get better and to help not make feel worse.			
6	0	0	0			P 33. Were the services you requested for your child considered by the IEP team in the development of your child's current IEP?			
6	0	0	0			P 35. Was the current IEP developed at the IEP meeting?			
6	0	0	0			P 36. If there was a draft IEP developed prior to the IEP meeting were you provided a copy of the draft either before or at the meeting?			
6	0	0	0			P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			
0	0	6	0			P 38. If required IEP team members (special education teacher, general education teacher, or LEA) did not attend the meeting, did you agree in writing to them not being there?			
0	0	6	0			P 39. Was written input from the excused IEP team member(s) available to you before the meeting?			
		6	0			P 65. If you did not participate in your child's IEP meeting, what kept you from participating?			
5	0	4				GE 74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			
3	1	5				GE 75. Did you recommend any needed supports to implement the current IEP for this student?			
3	0	6				GE 76. Were those recommendations considered by the IEP team?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	0				GE 86. When a student with a disability is included in your class do you have the opportunity to provide information to the IEP team?			
8	1	0				GE 87. Do you provide progress monitoring data as part of the IEP development process?			
						IEP CONTENT			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
6	0	0	0			P 40. Did the IEP team consider the recommendations that were made in your child's most recent evaluation, including all recommendations that were made by the evaluation team for special education, related services, and supports for school personnel?			
6	0	0	0			P 41. Did the IEP team accept or reject the evaluation team's recommendations for special education, related services, and supports for school personnel for appropriate educational reasons.			
9	0	0				GE 81. Are this student's goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
9	0	0				GE 82. Is the specially designed instruction in this student's current IEP appropriate to meet his/her educational needs?			
9	0	0				GE 83. Is the current IEP appropriate to meet this student's educational needs?			
9	0	1				SE 98. Unless otherwise specified in the student's IEP, is the length of this student's instructional day the same as nondisabled students?			
10	0	0				SE 102. Is the specially-designed instruction in the current IEP appropriate to meet this student's educational needs?			
10	0	0				SE 103. Are the student's annual goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
8	0	2				SE 104. If appropriate, are the student's annual goals based on functional performance?			
8	0	2				SE 106. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				SE 107. If the student's most recent Evaluation Report contained recommendations for provision of related services, including psychological counseling, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
8	0	2				SE 108. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel that will be provided for the student, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
9	0	1				SE 112. Was it an IEP team decision as to whether this student would participate in the PSSA/Keystone Exams, PASA, and other district-wide/charter school-wide assessments?			
8	2	0				SE 117. Is this student making progress in meeting the annual goals of his/her current IEP?			
9	0	1				SE 117a. In your opinion, is this student benefiting from participation in the general education classroom?			
0	0	1				SE 117b. If yes, in what ways?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Making progress by progressing through grade levels sequentially with appropriate supports. Has the opportunity to build executive functioning skills by engaging in classroom activities with peers and teachers. The student has the opportunity to build social skills, communication skills, and self-advocacy skills as student interacts with same-age peers. In the general education classroom, the student has the ability to attend live virtual lessons with same age peers to receive support and instruction on posted assignments, and receive material on grade level. Instructional materials are presented in various ways in the daily, posted instruction. Participates in all activities presented. A bright student who continues to learn and grow academically. The teachers have great things to say about student. Participation Opportunity to build communication, self advocacy, social-emotional and executive functioning skills, participation with same age grade peers provides an increased opportunity for developing respect and an understanding of neurodiversity; in return it can allow for strengthening of self-empathy and positive self-image, opportunity to access the general education curriculum and highly qualified teachers utilizing the services and specially designed instructions in the IEP. If participates, then would make progress. Attending classes, communicating with all teachers, participating in related service hearing support. Maintaining excellent grades in regular education classes.			
0	0	10				SE 117c. If no, what does this student need that he/she is not receiving?			
9	0	1				SE 118. Is the progress on annual goals recorded and reported to the parent based on objective and measurable data?			
						IEP IMPLEMENTATION			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
6	0	0	0			P 48. Were the special education and related services in your child's current IEP provided within 10 school days of the completion of the IEP?			
6	0	0	0			P 49. Are the special education and related services included in your child's current IEP provided at no cost to you?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					5 0 0 0 0 1	P 57. When all students in the school receive a report card, I also receive a progress report on my child's IEP goals. Always Sometimes Rarely Never Don't Know Does not Apply			
					4 0 0 1 0 1	P 58. My child's progress is reported to me by the school in a manner that I understand. Always Sometimes Rarely Never Don't Know Does not Apply			
6	0	0	0			P 64. My child is receiving the supports and services agreed upon at the IEP meeting.			
9	0	0				GE 77. If supports for school personnel are included in the student's current IEP, has the LEA provided those supports?			
9	0	0				GE 79. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
1	0	8				GE 79a. In the most recent IEP meeting for this student, did you discuss whether the student could be educated in a general education classroom for the entire school day?			
0	1	8				GE 79b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			
0	0	9				GE 79c. If yes, what reasons were discussed for recommending removal?			
0	0	9				GE 79d. If yes, how was the amount of time that this student would be removed from the general education classroom decided?			
1	0	8				GE 79e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	0	3				GE 84. If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP			
8	0	1				GE 92. If a student with an IEP is having behavioral difficulties in your classroom, do you address the behavior in your classroom rather than sending him/her back to the special education classroom to address the behavior issue unless indicated otherwise in the student's IEP?			
10	0	0				SE 105. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
10	0	0				SE 109. Is this student receiving the type and amount of special education instruction and related services specified in his/her current IEP?			
10	0	0				SE 110. Was this student's current IEP implemented no later than 10 school days after its completion or no later than the IEP implementation date?			
9	0	1				SE 111. If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?			
7	0	3				SE 113. If required, were the testing accommodations included in this student's current IEP implemented?			
9	0	1				SE 114. Was the placement decision made by the IEP team after the annual goals, specially designed instruction, and related services were developed?			
10	0	0				SE 120. Is this student receiving the supports and services agreed upon in his/her current IEP, including related services?			
						PROVISION OF ESY AND RELATED SERVICES INTERVIEW RESULTS (Parent & Special Education Teacher)			
2	0	4	0			P 42. If your child's current IEP includes psychological counseling as a related service, and he/she receives these services, including transportation, are they provided at no cost to you?			
5	0	1	0			P 43. Was your child's need for extended school year (ESY) – which means services over the summer or during breaks from the regular school calendar - discussed at an IEP meeting?			
4	2	0	0			P 44. Did you receive an explanation of what would make your child eligible for ESY services?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	0	1	0			P 45. Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?			
0	0	6	0			P 46. If you did not agree with the decision on ESY eligibility, were you given a written notice (NOREP/PWN) explaining that you could ask for a due process hearing?			
2	0	4	0			P 47. If your child was determined to be eligible for ESY services, did the IEP team decide upon the goals and services needed for the ESY program?			
10	0	0				SE 121. Was the consideration of ESY eligibility discussed during this student's current IEP meeting?			
5	0	5				SE 122. If this student was determined to be ESY eligible, did the IEP team determine what goals and services were needed and include them in the IEP?			
0	1	9				SE 122a. At the most recent IEP meeting, did the IEP team discuss the development of a plan to transition this student back into the school district (or charter school if student is enrolled in a charter school) with supplementary aids and services?			
1	0	9				SE 122b. Are staff from the home district (or charter school if student is enrolled in a charter school) involved with the planning and implementation of this student program?			
1	0	9				SE 122c. Does this student go on field trips, attend school functions or participate in extracurricular activities with his/her same age/grade peers who are non-disabled?			
1	0	9				SE 122d. Does this student need supplementary aids and services to participate in non-academic and/or extra-curricular activities?			
1	0	9				SE 122e. If yes, are needed supplementary aids and services being provided to this student?			
0	1	9				SE 122f. Are there routine opportunities for this student to interact with non-disabled peers that are planned and/or facilitated by school personnel?			
						SECONDARY TRANSITION (Parent & Special Education Teacher)			
3	0	2	1			P 50. If your child is age 14 or older was he/she invited to participate in the IEP meeting for transition planning?			
2	1	2	1			P 50a. In the most recent IEP meeting for your child, did you discuss whether your child could be educated in a general education classroom for the entire school day?			

Y	N	NA	D K	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	5	1	0			P 50b. In the most recent IEP meeting, did the IEP team recommend removal of your child from the general education classroom for any part of the school day?			
0	0	6	0			P 50c. If yes, what reasons were discussed for recommending removal?			
0	0	6	0			P 50d. If yes, how was the amount of time that your child would be removed from the general education classroom decided?			
5	1	0	0			P 50e. In the most recent IEP meeting, did the IEP team discuss whether your child could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
4	0	2	0			P 50f. In your opinion, is your child benefiting from participation in the general education classroom?			
0	0	2	0			P 50g. If yes, in what ways? Yes, participation, goal oriented. -Academically -Socially -Emotionally Grasping grade level content. -Opportunities to get help in the environment. -Supports are available at all times when in the environment. -Tutor helps a lot. Feels my child has made the biggest strides recently.			
0	0	6	0			P 50h. If no, what does your child need that he/she is not receiving in the class?			
					3 2 0 0 0 1	P 59. I am satisfied with the transition services developed for my child. Always Sometimes Rarely Never Don't Know Does not Apply			
					5 1 0 0 0 0	P 60. My child is learning skills that will lead to a high school diploma and further education and/or employment. Always Sometimes Rarely Never Don't Know Does not Apply			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	0	4				SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals?			
6	0	4				SE 123. Where appropriate, does the LEA invite a representative of a participating agency that is likely to be responsible for providing or paying for transition services to the IEP meeting?			
						Topical Area 6: NOREP/PWN			
						(File Reviews)			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
						P 54. I am a partner with school personnel when we plan my child's education program.			
					4	Always			
					2	Sometimes			
					0	Rarely			
					0	Never			
					0	Don't Know			
					0	Does not Apply			
10	0	0				FR 328. NOREP/PWN is present in the student file			
10	0	0				FR 329. Demographic data			
		1	0			P 66. Tell me anything you really like about your child's special education program.			
					2	a. modifications			
					3	d. staff's knowledge, training			
					1	e. instructional materials			
					3	g. staff open to suggestions, good communication			
					1	h. follow the IEP			
					3	i. support services			
					4	k. staff's understanding and attitude			
					2	l. more inclusion			
		4	0			P 67. Tell me anything you would like to change about the program.			
					2	d. staff's knowledge, training			
					1	i. support services			
					1	k. staff's understanding and attitude			
					1	l. more inclusion			
					1	n. other			
10	0	0				FR 330. Type of action taken			
10	0	0				FR 331. A description of the action proposed or refused by the LEA			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
		1	0		2 1 2	P 68. The school explains what options parents have if the parent disagrees with a decision of the school. a. Very strongly agree b. Strongly agree c. Agree			
						P 69. Additional comments about your child's program. Staff are nice and sweet but don't do things correctly or don't send the right equipment, things that are asked for are not given, very frustrating so stops asking for things and just say nothing is needed, don't like to argue much especially because of language barrier, need to meet more than once a month. Need to communicate better with child instead of belittling them.			
10	0	0				FR 332. An explanation of why the LEA proposed or refused to take the action			
10	0	0				FR 333. A description of the other options the IEP team considered and the reason why those options were rejected			
10	0	0				SE 101. Do you hold the required certification to implement this student's program?			
9	0	1				SE 101a. Have you received sufficient training, technical assistance and other support to teach this student?			
10	0	0				FR 334. Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused			
10	0	0				FR 335. Description of other factor(s) relevant to LEA's proposal or refusal			
0	0	10				SE 101b. If no, what training or support would assist you?			
10	0	0				FR 336. Educational placement recommended (including amount and type)			
10	0	0				FR 337. Signature of school district superintendent or charter school CEO or designee			
10	0	0				FR 338. Parent signature or documentation of reasonable efforts to obtain consent (e.g. mailed to parents, certified mail, visit to the parent's home, etc.)			
10	0	0				FR 339. Parent has selected a consent option			
8	2	0			20%	FR 340. NOREP/PWN reflects the educational placement indicated on the student's IEP			
						INTERVIEW RESULTS (Parent)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	5	0			P 34. If services that you requested for your child were rejected by the school, did you receive a written notice (NOREP/PWN) explaining why the request was rejected?			
					4 0 0 1 0 1	P 61. If I don't understand my child's educational rights, and I inquire about them, someone from the school takes the time to explain them to me. Always Sometimes Rarely Never Don't Know Does not Apply			
						Topical Area 8: Other Non-compliance Issues			
						Topical Area 9: Other Improvement Plan Issues			

School District Individual Corrective Action Plan - Bureau of Special Education.

CONFIDENTIAL

This form is designed to serve as both a planning tool and as verification of completion of corrective action.

School District: Pennsylvania Leadership CS

Superintendent: Mr. Mark Allen

Special Education Director/Coordinator: _____

BSE Special Education Advisor: Dr. Beth Marvin

Date of Report: _____

Student Name: [REDACTED] PA Secure ID: [REDACTED] Grade: 6 Disability: Intellectual Disability				
	Corrective Action	CA Due	Date Verified	Not Enrolled
FR 222 Reasons additional data are not needed are included		1/2/2026		☐
FR 273 Copy of Procedural Safeguards Notice was given to parent during the school year		1/2/2026		☐
FR 292a Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)		1/2/2026		☐
FR 340 NOREP/PWN reflects the educational placement indicated on the student's IEP		1/2/2026		☐

Student Name: ██████████ PA Secure ID: ██████████ Grade: 11 Disability: Specific Learning Disability				
	Corrective Action	CA Due	Date Verified	Not Enrolled
FR 246 Transition planning and services - if appropriate, evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student		1/2/2026		☐

Student Name: ██████████ PA Secure ID: ██████████ Grade: 10 Disability: Specific Learning Disability				
	Corrective Action	CA Due	Date Verified	Not Enrolled
FR 182 Evaluation Team Participants documented		1/2/2026		☐
FR 183 For students evaluated for SLD documentation of Agree/Disagree		1/2/2026		☐

Student Name: [REDACTED]

PA Secure ID: [REDACTED]

Grade: 5

Disability: Autism

	Corrective Action	CA Due	Date Verified	Not Enrolled
FR 299 If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations		1/2/2026		☐
FR 306 Short Term Objectives		1/2/2026		☐
FR 319 Where ESY was determined to be appropriate, ESY service to be provided, location, frequency, projected beginning date and anticipated duration of services		1/2/2026		☐
FR 340 NOREP/PWN reflects the educational placement indicated on the student's IEP		1/2/2026		☐

Student Name: ██████████ PA Secure ID: ██████████ Grade: 4 Disability: Other Health Impairment				
	Corrective Action	CA Due	Date Verified	Not Enrolled
FR 319 Where ESY was determined to be appropriate, ESY service to be provided, location, frequency, projected beginning date and anticipated duration of services		1/2/2026		☐

Student Name: ██████████ PA Secure ID: ██████████ Grade: 9 Disability: Emotional Disturbance				
	Corrective Action	CA Due	Date Verified	Not Enrolled
FR 320	Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class	1/2/2026		☐
FR 321	Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum	1/2/2026		☐

Student Name: ██████████ PA Secure ID: ██████████ Grade: 12 Disability: Specific Learning Disability				
	Corrective Action	CA Due	Date Verified	Not Enrolled
FR 238 Statement for all 6 items		1/2/2026		☐

Student Name: [REDACTED] PA Secure ID: [REDACTED] Grade: 10 Disability: Speech or Language Impairment				
	Corrective Action	CA Due	Date Verified	Not Enrolled
FR 213 Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)		1/2/2026		☐
FR 215 Current classroom based assessments and local and/or state assessments		1/2/2026		☐
FR 216 Observations by teacher(s) and related service provider(s) when appropriate		1/2/2026		☐
FR 218 Lack of appropriate instruction in reading		1/2/2026		☐
FR 219 Lack of appropriate instruction in math		1/2/2026		☐
FR 220 Limited English proficiency		1/2/2026		☐
FR 225 Summary of findings includes student's educational strengths and needs		1/2/2026		☐
FR 226 Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate		1/2/2026		☐
FR 246 Transition planning and services - if appropriate, evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student		1/2/2026		☐
FR 293 Documentation of IEP team decision regarding participation in statewide assessments (PSSA/Keystone Exams, ACCESS for ELLS, Alternate ACCESS for ELLS or PASA)		1/2/2026		☐
FR 294 If the student will participate in the PSSA, documentation of IEP team decision regarding participation with or without accommodations		1/2/2026		☐

School District FSA 21A Individual Corrective Action Plan - Bureau of Special Education

CONFIDENTIAL

This form is designed to serve both as a planning tool and as verification of completion of corrective action.

School District: Pennsylvania Leadership CS

Superintendent: Mr. Mark Allen

Special Education Director/Coordinator: _____

BSE Special Education Adviser: Dr. Beth Marvin

Date of Report: January 02, 2025

Student Name:

Grade:

Disability:

FSA 21A

	Corrective Action	CA Due	Date Verified	Not Enrolled
FR289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment (locate assessment information in the student's ER, RR, and/or IEP Present Levels (section II of the IEP))				☐



The Pennsylvania
LEADERSHIP
CHARTER SCHOOL

Transition Information

2024-2025

Transition Course Descriptions



The Pennsylvania
LEADERSHIP
CHARTER SCHOOL

Transition Course Descriptions

Opting Out of Transition



- Students do not need the Transition credit to graduate.
- We are Responsible for providing activities listed in Transition Grid

Transition Programs/ Supports



The Pennsylvania
LEADERSHIP
CHARTER SCHOOL

- [OnTrack Plus](#)
- [Ori](#)
- Bender Leadership
- OVR Groups

Transition Assessments/ Surveys



The Pennsylvania
LEADERSHIP
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Transition Grade Level Assessments, Age Appropriate Transition Surveys and results are all listed in the 2024-2025 Special Education Drive under Transition-Transition Assessment/Surveys 24-25

[Transition Assessments by Grade Level](#)

[Transition Surveys](#)

[Additional Transition Assessments](#)

Transition Goals

- A student's Post Secondary Goals MUST be updated each year based on annual assessments
- Students may need an Independent living goal to manage health care needs, communication needs and to manage time and money management. Examples of [Independent living activities-Independent Living Resource.](#)
- Unrealistic Goals- Use ongoing assessment and data, help student learn about the requirements for their goals. Keep communication open.

Transition Services



The Pennsylvania
LEADERSHIP
CHARTER SCHOOL

- Each service is tied to a measurable annual goal to address deficits:
ie reading, writing, behavior, organization, etc.
- **S**ervices are connected to **S**kill deficits

EXAMPLES OF SERVICES

Build vocabulary

Writing conventions

Improve skills with budgeting

Follow directions

Self advocacy

Transition Activities



- Activities are provided to help student achieve post secondary goals but do not need measurable annual goals connected
- At least one activity is required to help students reach their goal. (PALCS requires more to help map out Graduation Pathway activities)

[Secondary Transition Mapping Guide Example](#)

Transition Activities EDUCATION

- -explore post secondary programs
- -virtual tours
- -college visits
- -learn about accommodations
- -contacting disability service office
- -develop of list of questions for schools
- -learn about accommodations and practice disability disclosure
- Information on PSAT, SAT registration

Transition Activities Post-Secondary Employment

- Career Exploration
- Tour CTC
- Job Fairs
- Guest Speakers
- Community Service
- Resume writing
- Graduation Project-working on SAAFP
- Explore Job Accommodations Network-ALICE
- Group OVR meeting

Transition Activities Independent Living

- Participation in clubs(socialization)
- Budgeting and consumer science
- Opening a case with an agency
- Learning about transportation options.
- Helping with voters registration
- Obtaining a bus permit
- Check listings for apartments
- Visiting community recreation facilities
- Support with gathering information about obtain a driver's permit

[illegible]

Name	9/10/24	10/8/24	12/10/24	1/7/25	2/11/25	3/11/25	4/8/25	6/3/25
Adams, Christine	N/A	N/A	N/A	N/A	N/A	N/A		Absent
Bathe, Jennifer	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent		Pesent
Becker, Lare	Pesent	Pesent	PTO/Sick	Pesent	Pesent	Pesent		Pesent
Boyce, Alexis	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent
Caratello, Danielle	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent		Pesent
Clevenger, Tammara	Pesent	Pesent	Pesent	Absent	Absent	Pesent		Pesent
Copenhaver, Stephanie	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent
Cose, Brynn	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent
Cottom, Andrea	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent		Absent
Danka, Jesse	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent		Pesent
Davidson, Rayne	Pesent	Absent	Pesent	Pesent	Pesent	Pesent	N/A	N/A
Doyle, Thomas	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent		Absent
Efthimiadou, Michelle	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent		Pesent
Focht, Loren	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent		Pesent
Garritty, Alexa	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent		Absent
Gaynor, Particia	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent		@ USP
Goslin, Molly	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hamill, Karole	N/A	N/A	Pesent	Pesent	Pesent	Pesent		@ USP
Harp, Amber	Pesent	Pesent	Pesent	PTO/Sick	Pesent	Pesent		Pesent
Hernandez, April	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent
Hitesman, Elizabeth	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent		Pesent
Homka, Jennifer	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent		Pesent
Kobasic, Meredith	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent		Pesent
Kulp-Woodruff, Deborah	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent		Pesent
Lasay, James	Pesent	Pesent	PTO/Sick	Pesent	Pesent	Pesent		Pesent
Laurelli, Ellen	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent		Pesent
Lynch, Morgan	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent		Pesent
Maillie, Julie	N/A	N/A	Pesent	Pesent	Pesent	Pesent		Pesent
Makin, Holly	Pesent	PTO/Sick	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent
Malkasian, Alison	Maternity Leave	Maternity Leave	Maternity Leave	Pesent	PTO/Sick	Pesent	Pesent	Pesent
McAleer, Julianna	Pesent	Pesent	Pesent	Absent	Pesent	Pesent		Pesent
McGeehin, Shelby	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent		Pesent
Michaels, Bryan	Pesent	Pesent	Pesent	PTO/Sick	Pesent	Pesent		PTO/Sick
Nastuck, Jocelyn	Pesent	Pesent	Pesent	PTO/Sick	Pesent	Pesent		Pesent

[illegible]

Topic	Presenters	Date
Send the Speaker Series form to Parents	https://forms.gle/L65cBMDSKgtt6KG68	9/11
PaCCT	Transition Fair/Speakers from across the state speak on various topics: r Postsecondary Education, Employment and Independent Living.	In lieu of 10/9 we will meet 10/21 for the PaCCT Transition Fair
PALCS Writing Intervention Specialist	Writing Intervention at PALCS	11/13
AI Tools to support students.	Dr. Josh Eker/Ms. Erin Cummings CCIU	12/11
ARC	Jenn Strausser, ARC	1/8
CAP-PA Client Assistance Program	Andrew Pennington	2/12
Evaluation/Reevaluation Process	Dr. Efthimiadou, James Lasay, Karole Hamill	3/12
Leahy Life Plan	Michele A. Leahy, MS, CPWIC (she/her/hers)Leahy Life PlanDisability Life Planningmichele@leahylifeplan.com 484.238.0841 (o) www.leahylifeplan.com	4/9
PALCS career education/Q&A	Winging It Professional Studies	5/21
2025 Summer Opportunities	Summer Opportunities for Families	June

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PALCS career education/Q&A	Winging It Professional Studies	5/21
2025 Summer Opportunities	Summer Opportunities for Families	June

Name	8/14/24 - SatU	8/15/24 - SatU	8/16/24 - State Testing/Business s	8/16/24 - ASrEPP	8/16/24 - MTSS	8/19/24 - SpEd BootCamp pt2	8/20/24 - MKV/SpEd	8/21/24 - SpEd BootCamp pt3	8/21/24 - CSTAG Threat Assessment	8/21/24 - SpEd BootCamp pt4	1/16/25 - PD	1/17/25 - PD	3/21/25 - Gfied Twice Exceptional	3/28/25 - PD
Adams, Christine	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Present	Present
Bathie, Jennifer	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Becker, Lars	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Boyce, Alexis	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Indance not Requi	Present
Caratello, Danielle	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Clevenger, Tammara	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Copenhagen, Stephanie	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Cose, Brynn	PTO/Sick	PTO/Sick	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Indance not Requi	Present
Cottom, Andrea	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Davidson, Rayne	Present	Present	Absent	Absent	Absent	Present	Present	Present	Present	Present	Present	Present	N/A	N/A
Danka, Jesse	PTO/Sick	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Doyle, Thomas	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Eftimiadou, Michelle	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Absent	Present	Present	Present
Focht, Loren	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Garrity, Alexa	Present	Present	Present	Present	Present	Present	Present	Present	Absent	Present	Present	Present	Present	Present
Gaynor, Particia	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Goshin, Molly	Indance not Requi	Indance not Requi	Indance not Requi	Indance not Requi	Indance not Requi	Indance not Requi	Indance not Requi	Indance not Requi	Indance not Requi	Indance not Requi	Indance not Requi	Indance not Requi	N/A	N/A
Hamill, Karole													Present	Absent
Harp, Amber	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Hernandez, April	Present	Present	Absent	Absent	Absent	Present	Absent	Absent	Absent	Present	Absent	Absent	Absent	Absent
Hitesman, Elizabeth	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Hornka, Jennifer	Maternity Leave	Maternity Leave	Maternity Leave	Maternity Leave	Maternity Leave	Maternity Leave	Maternity Leave	Maternity Leave	Maternity Leave	Maternity Leave	Present	Present	Present	Present
Kobaski, Meredith	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Kulp-Woodruff, Deborah	Present	PTO/Sick	Present	Present	Present	Present	Present	Present	Absent	Present	Present	Present	Present	Present
Lasoy, James	Present	Present	Present	Present	Present	Present	Present	Absent	Present	Present	Present	Present	Present	Present
Laurelli, Elen	Present	Present	Present	Present	Present	Present	Present	Present	Present	Absent	Present	Present	Present	Present
Lynch, Morgan	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Mallie, Julie	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Present	Present
Makin, Holly	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Indance not Requi	Present
Malkasian, Allison	Maternity Leave	Maternity Leave	Maternity Leave	Maternity Leave	Maternity Leave	Maternity Leave	Maternity Leave	Maternity Leave	Maternity Leave	Maternity Leave	Present	Present	Indance not Requi	Present
McAlear, Julianna	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
McGeehin, Shelby	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Michaels, Bryan	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Absent
Nastuck, Jocelyn	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Novak, Joanna	PTO/Sick	Absent	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Pardus, Merissa	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Indance not Requi	Present
Provine, Rosalia	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Putignano, Ashley	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Indance not Requi	Present
Renfer, Kelley	Maternity Leave	Maternity Leave	Maternity Leave	Maternity Leave	Maternity Leave	Maternity Leave	Maternity Leave	Maternity Leave	Maternity Leave	Maternity Leave	Present	Present	Present	Present
Roak-Tincani, Lisa	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Romig, Kelly	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Santana, Vacenia	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Indance not Requi	Present
Schultz, Sarah	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Indance not Requi	Present
Show, Larissa	Present	Present	Present	Present	Present	Present	Present	Indance not Requi	Present	Present	Present	Present	Present	Present
Swesting, Lauren	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Vanderlaag, Lisa	Present	Present	PTO/Sick	PTO/Sick	PTO/Sick	Present	Present	Present	Absent	Present	Absent	Present	Present	Present
Wade, Elizabeth	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Williams, Lauren	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present

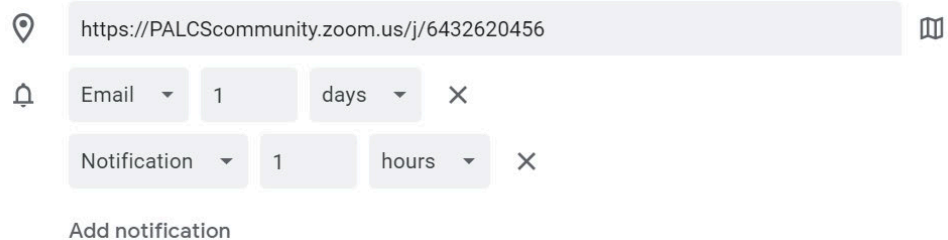
Annual IEP Process

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*
 - ii. *Note on Invitation Date:* *The date on the invitation should be either the date the parent confirmed the meeting, or the date of your 3rd attempt to schedule (when you are just scheduling the meeting). In either case, the date on the invite should be 10 days before 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 **7 days before needed**(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 and Related Service

Providers: 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 and Related Service Providers 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. The newly identified student will NOT appear on your caseload until the signed NOREP is received.
- 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	• Schedule Meeting on LEA Calendar • Contact Parent (2 attempts and then, if no responses, schedule and send Invite to parent)
Immediately After Scheduling Meeting	• 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	• 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	• 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	• Make required edits to IEP (based on Compliance Monitor Feedback) • 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	• Make any final changes to IEP based on team discussions • Create NOREP • Change IEP/NOREP to “final” status in IEP writer *Newly Identified 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	• 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

Special Education Department

— Boot Camp

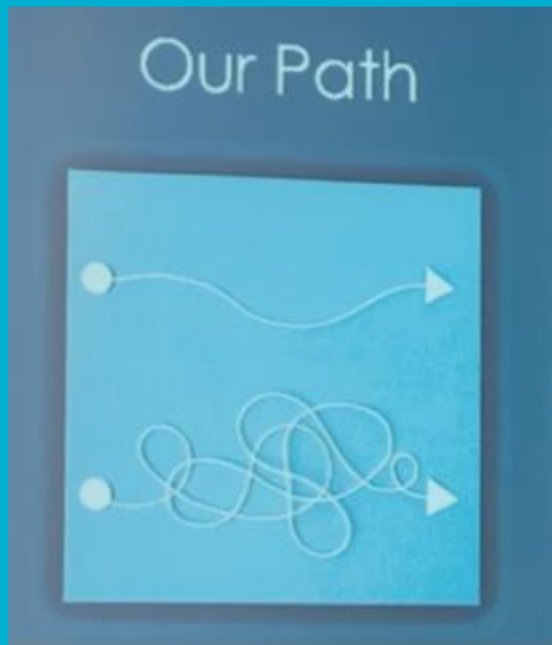
August 2024:

August 15 (BTS)

August 19 1:00 - 3:00

August 21: 8:00 - 10:00 AND 2:00 - 3:00

August 22 - 8:00 - 10:00 AND 10:15 - 11:15



Day 1

August 15

Activity

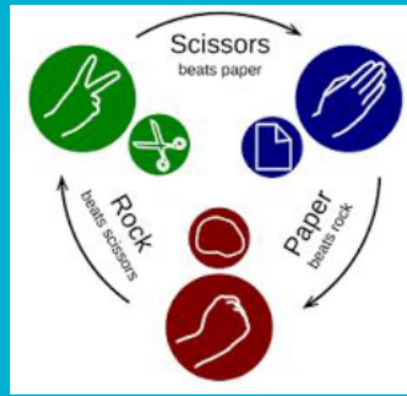
Tournament (4 groups)

How to play Extreme Rock, Paper, Scissors

Find your group

Find a partner ~ play 3 games, and the best 2 out of 3 will be the winner. Repeat with other members of your group. The losers of the first match to start cheering the name of the person who beat them and following that person around to their next game. All the winners pair up and face off against each other while the ones they beat are cheering for them. When one winner beats the other, all the people behind the losing player should start cheering for the winning player.

The winner from each group will move on the the final round.



Opening



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.

WELCOME BACK!

2024/25 school year

A special guest...

Administration

- **Michelle Efthimiadou, Supervisor**
 - **Lauren Sweeting, Assistant Supervisor**
 - **Joanne Novak, IEP Coordinator**
 - **Kelley Renfer, IEP Compliance Monitor
(on leave through September 29)**
 - **Covering: Victoria Pettina and Kelly
Hartley**
 - **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)**
 - **TBD (Middle School)**
 - **Lauren Williams (Elementary)**
 - **Alexis Boyce (Life Skills)**
-

Exciting news...
We are currently
screening for a
school
psychologist....

In progress....

Welcome to our new teaching staff!

Rayne Davidson- LTS

Alexa Garrity - High School

Summer Help Shout Out~ Thank you!

Teddy Doyle

Alexis Boyce

Bryan Michaels

Merissa Pardus

James Lasay

Holly Makin

Meredith Kobasic

Jenn Homka

Larissa Show

Ashley Putignano

Brynn Cose

Goals

Comprehensive Plan through the lens of MTSS: Graduation Rate, STEELS Training/Implementation, Family Engagement, ELA and Math proficiency.

Strategic Goal: Communication

The 5 W's (and 1 H) of Multimodal Communication



Who? Families, students staff, administration,...

How?

- In person, zoom, phone, email, text, groupwise chat...
- Multimodal means of communication...in office 2 days/week
- Alternate phone for days not in office.
- Do not rely on only one way...

What? Document calls and meetings with parents, changes to iep, suggested reevaluations,

Where? IEP writer communication logs

When? AT LEAST one time per week (family/student)

Why? Positive communication is perhaps the most powerful tool that you can use with families. Effective communication helps to inform, reassure, and engage families, which all helps establish and build a strong partnership between staff and families.

Phone options

PALCS PHONE GATEWAY (found in the lobby resources)

A special number is setup to make calls from to appear as coming from PALCS's main line, 610-701-3333.

1. Dial **610-738-3351** and you will be prompted for a code.
2. Enter **7751#** and you will be given a dial tone to dial as if you had just picked up your office desk phone and the calling number will be 610-701-3333.

The Remind logo is displayed within a blue rectangular box. The word "Remind" is written in a white, stylized script font.

Remind

<https://help.remind.com/hc/en-us/articles/206144916-How-do-I-create-a-class>

Important information

This year is our cyclical monitoring...We will be monitoring during the week of November 18. In preparation, there are many things to do...the first is a teacher survey...

PA Leadership Charter School

Dear Teacher:

On November 18, 2024 the Pennsylvania Department of Education, Bureau of Special Education (BSE) will be conducting cyclical monitoring of your school district/charter school to assess compliance with regulatory requirements. One component of the monitoring is assessing the district's/charter school's professional development program, and its impact on teachers' knowledge and local practices for serving students with disabilities in the Least Restrictive Environment. This will be accomplished in two ways: (1) interviews with selected personnel conducted during the monitoring process, and (2) a survey of all teachers in the district.

The BSE encourages all teachers to complete an online survey. To do so, follow the instructions on the attached handout, using the username and password provided by the school district/ charter school. It is critical that all teachers completing the survey do so only once, since this will ensure broad representation. ***If you wish to participate, you must complete the survey online by 10/4/2024.***

All survey responses will be kept anonymous. Results are tabulated by an outside agency, and the overall results will be provided in an aggregated format to the school district/charter school and the BSE. Results will assist the BSE and school district/charter school in planning for future training needs.

If you have any questions about the survey, please address them to your agency's Director of Special Education. Thank you for your time, interest, and willingness to participate.

Sincerely,

A handwritten signature in black ink that reads "Carole L. Clancy". The signature is written in a cursive, flowing style.

Carole L. Clancy, Director

Activity: Whodunit?



Write down something interesting you have done. For example:

- I went skydiving once.
- I speak three languages.
- I've lived in seven different states.
- I've eaten bugs before

Team up with the other group once cards are collected. Read your card and make a guess at "Whodunit" Teammates should give "Thumbs up" or "Thumbs down" to agree or disagree with the choice.

Day 2

August 19

Opener

Backwards Design



Summer Help Shout Out~ Thank you!

Teddy Doyle

Alexis Boyce

Bryan Michaels

Merissa Pardus

James Lasay

Holly Makin

Meredith Kobasic

Jenn Homka

Larissa Show

Ashley Putignano

Brynn Cose

Shared Drive

Scavenger hunt...

Department Meetings

Monthly – Full Department

Caseload Briefings – individual monthly

An Additional Support

<https://forms.gle/PDhsbsRPQMi1S1bc8>

Compliance Tracker

Our Compliance Tracker

Found in the drive

Variations

Bryan

Lauren

Questions?

Ready....set...go

Day 3

August 21

Division Meetings

8:00 - HS: RR for all direct instruction

8:30 - MS: foundations courses, department chair

9:00 - ES: review tasks

9:30 - Life Skills

PAETEP

4 years+? Please consider differentiated model

Request form: <https://forms.gle/BVeqwNnWAeEcZcbt8>

Caseload Coverage

DI : Resource Room 9/10 and Resource Room 11/12

High School

- The resource rooms have been created and students have been added and follow the same format ~ 9/10 and 11/12.
- Teachers have been assigned to each, Jesse and Meredith included. If someone needs to be added, they can do that within the course.
- The DI form was sent out to assist with groupings. Responses found in the shared drive Caseloads File
- Please create a shared zoom room, determine days/times/assignments. Welcome message should be sent out once the home page is complete.
- Please make sure your posted lessons include due dates and submission ~ this ensures they show up on the student to-do list.
- Direct Instruction should address goal areas. Please refer the the various subscriptions for additional planning support (https://docs.google.com/spreadsheets/d/1IzfBksksHhoe1snROiUVn01-JoUhz95gekioHsIY_Y/edit?usp=sharing)
-

Foundations Courses

Foundations level courses are designed to provide a modified curriculum for students who need more intensive supports. If there is a recommendation for the Foundations level, the student is referred, collaboration between the case manager, administration, and Foundations teachers discuss. Then a revision meeting occurs, courses are updated, SDI added, placement adjusted, NOREP sent.

Middle School

MS Transition Portal: Published - all students have access to explore.

DI : Resource Rooms

- The DI form was sent out to assist with groupings. Responses found in the shared drive Caseloads File
- Please make sure your posted lessons include due dates and submission ~ this ensures they show up on the student to-do list.
- Direct Instruction should address goal areas. Please refer the the various subscriptions for additional planning support (https://docs.google.com/spreadsheets/d/1IzfBksksHhoe1snROiUVn01-JoUhz95gekioHsIY_Y/edit?usp=sharing)
-

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Elementary School

Communications: [Contacts](#)

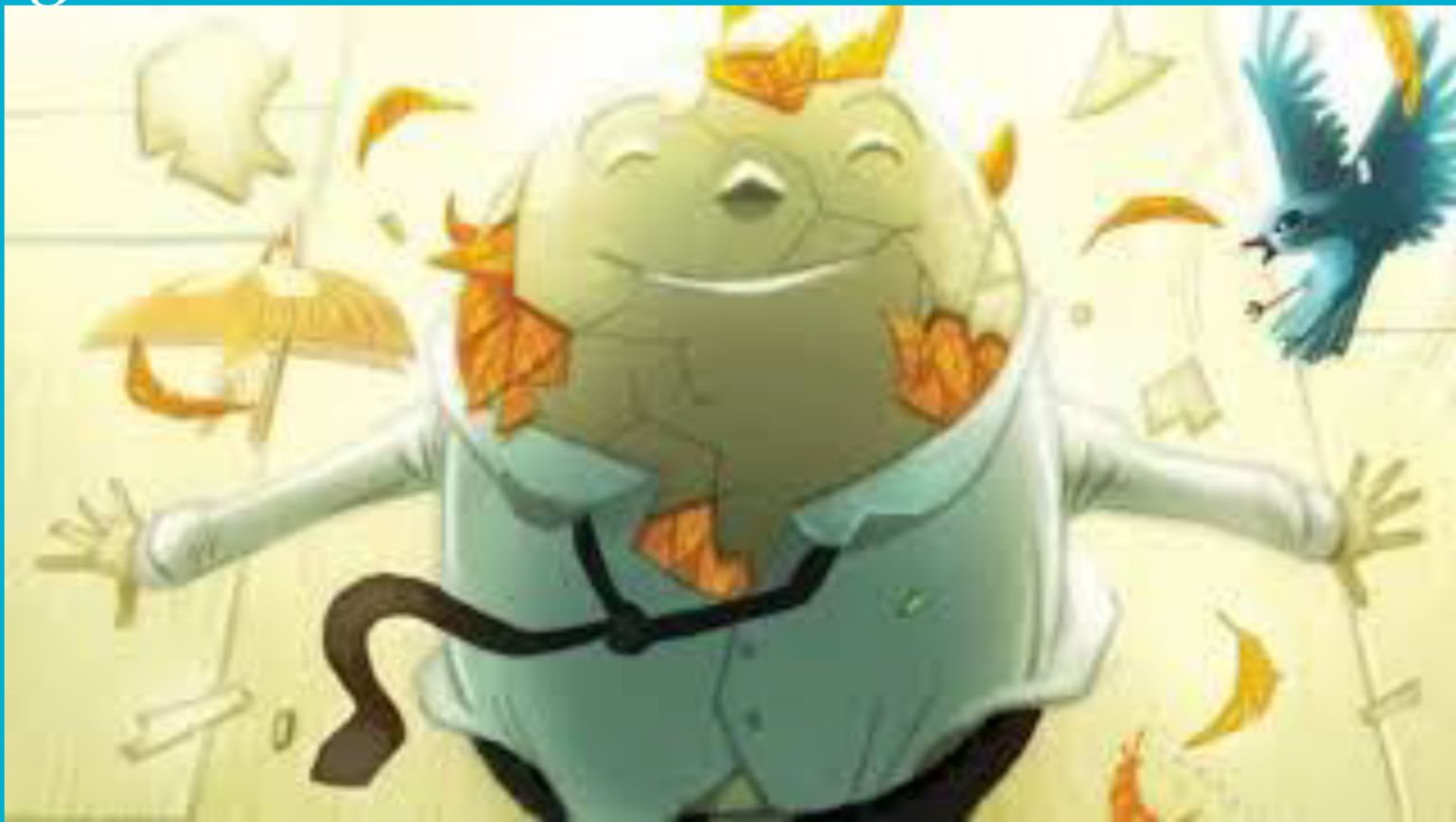
DI : Resource Rooms

- The DI form was sent out to assist with groupings. Responses found in the shared drive Caseloads File
- Please make sure your posted lessons include due dates and submission ~ this ensures they show up on the student to-do list.
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Opening





IEPwriter

Overview

Department Folder

ESY

Extended School Year

Make the determination regarding ESY eligibility at the IEP team meeting, reviewing the seven factors

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

- Molly Goslin will be writing IEPs for ER/RRs, Teachers are expected to write IEPs for annuals, RoRs, and revisions
 - IEP Review [Process](#)
 - *Please note, during Kelley's leave, Victoria (Morrow) Pettina and Kelly Hartley are covering.
 - *Victoria will review ER/RR IEP drafts, Kelly H will review annuals, LEA will review revisions
 - Process and Template Updates
 - [IEP Template](#) (order in PLAP; [Teacher Input](#); links added)
 - [Declined Related Services Process](#)
 - Reminder - Be sure to only use documents and templates in the [24/25 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.

Social Worker

Lia Provini

Role of Social Worker

Home Visits: Referral

Tentative Home Visit Schedule

Direct Instruction for SEL

Parents and Schools on the same
page with Anxious students

Related Services

April Hernandez

Process:

- Email RelatedServices@palcs.org when you receive a signed PTR. **Please set April (ahernandez7@palcs.org) to receive a copy in docusign after the parent signs.
- Email RelatedServices@palcs.org after IEP meeting with any related service changes/additions.

Spreadsheets links for 2024/2025:

[Therapy Source Related Services](#)

[Other Related Service Providers](#)

[Evaluations 24/25](#)

[Decline/Paused services from 23/24](#)

Paused Services

Lauren Sweeting

Process for Paused Related Services (moving forward)...

If a service has been paused for 6 months or more, the IEP Team must discuss if the related service is still a need.

The IEP Team can: 1. resume service(s) 2. offer re-evaluation, 3. Exit/NOREP out. The decision must be documented in the IEP and in both the IEP and NOREP if the student will be exited from services.

Document declined/paused services in present levels and parent concerns. Related services will not be documented in any other section of the IEP.

Department Information

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

Accommodations must be listed (and updated) via your dashboard.

More Department Information

Stephanie Copenhagen

Department Calendar

Confirm Zoom Links - Please add your zoom link if it is not already listed.

Emails/Extensions - Please add your email/extension if its not already listed.

In-Office Days - Please add the days you will be in the office to this spreadsheet

Your Tasks:

[BTS Schedule](#)

[Beginning of the year checklist](#)

Day 4

August 22

Gentle Reminder

Self-Care

Virtual Be Well Space

Caseload Briefing

Final reminder



Have a great year!



IEP meeting Do's & Don'ts



Questions?

If there any questions that you have now that boot camp is done please add them to this spreadsheet

https://docs.google.com/spreadsheets/d/1n3ue42-U2xZqs4GEURXcbKulz9CkOi6iXKQbYClpzcU/edit?usp=drive_link

Name	8/14/24 - SatU	8/15/24 - SatU	8/16/24 - State Testing/Business s	8/16/24 - ASrEPP	8/16/24 - MTSS	8/19/24 - SpEd BootCamp pt2	8/20/24 - MKV/SpEd	8/21/24 - SpEd BootCamp pt3	8/21/24 - CSTAG Threat Assessment	8/21/24 - SpEd BootCamp pt4	1/16/25 - PD	1/17/25 - PD	3/21/25 - Gfied Twice Exceptional	3/28/25 - PD
Adams, Christine	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Present	Present
Bathie, Jennifer	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Becker, Lars	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Boyce, Alexis	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Indance not Requi	Present
Caratello, Danielle	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Clevenger, Tammara	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Copenhagen, Stephanie	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Cose, Brynn	PTO/Sick	PTO/Sick	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Indance not Requi	Present
Cottom, Andrea	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Davidson, Rayne	Present	Present	Absent	Absent	Absent	Present	Present	Present	Present	Present	Present	Present	N/A	N/A
Danka, Jesse	PTO/Sick	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Doyle, Thomas	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Eftimiadou, Michelle	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Absent	Present	Present	Present
Focht, Loren	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Garrity, Alexa	Present	Present	Present	Present	Present	Present	Present	Present	Absent	Present	Present	Present	Present	Present
Gaynor, Particia	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Goslin, Molly	Indance not Requi	Indance not Requi	Indance not Requi	Indance not Requi	Indance not Requi	Indance not Requi	Indance not Requi	Indance not Requi	Indance not Requi	Indance not Requi	Indance not Requi	Indance not Requi	N/A	N/A
Hamill, Karole													Present	Absent
Harp, Amber	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Hernandez, April	Present	Present	Absent	Absent	Absent	Present	Absent	Absent	Absent	Present	Absent	Absent	Absent	Absent
Hitesman, Elizabeth	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Hornka, Jennifer	Maternity Leave	Maternity Leave	Maternity Leave	Maternity Leave	Maternity Leave	Maternity Leave	Maternity Leave	Maternity Leave	Maternity Leave	Maternity Leave	Present	Present	Present	Present
Kobaski, Meredith	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Kulp-Woodruff, Deborah	Present	PTO/Sick	Present	Present	Present	Present	Present	Present	Absent	Present	Present	Present	Present	Present
Lasay, James	Present	Present	Present	Present	Present	Present	Present	Absent	Present	Present	Present	Present	Present	Present
Laurelli, Elen	Present	Present	Present	Present	Present	Present	Present	Present	Present	Absent	Present	Present	Present	Present
Lynch, Morgan	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Mallie, Julie	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Present	Present
Makin, Holly	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Indance not Requi	Present
Malkasian, Allison	Maternity Leave	Maternity Leave	Maternity Leave	Maternity Leave	Maternity Leave	Maternity Leave	Maternity Leave	Maternity Leave	Maternity Leave	Maternity Leave	Present	Present	Indance not Requi	Present
McAlear, Julianna	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
McGeenih, Shelby	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Michaels, Bryan	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Absent
Nastuck, Jocelyn	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Novak, Joanna	PTO/Sick	Absent	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Pardus, Merissa	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Indance not Requi	Present
Provine, Rosalia	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Putignano, Ashley	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Indance not Requi	Present
Renfer, Kelley	Maternity Leave	Maternity Leave	Maternity Leave	Maternity Leave	Maternity Leave	Maternity Leave	Maternity Leave	Maternity Leave	Maternity Leave	Maternity Leave	Present	Present	Present	Present
Roak-Tincani, Lisa	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Romig, Kelly	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Santana, Vacenia	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Indance not Requi	Present
Schultz, Sarah	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Indance not Requi	Present
Show, Larissa	Present	Present	Present	Present	Present	Present	Present	Indance not Requi	Present	Present	Present	Present	Present	Present
Swesting, Lauren	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Vanderlaag, Lisa	Present	Present	PTO/Sick	PTO/Sick	PTO/Sick	Present	Present	Present	Absent	Present	Absent	Present	Present	Present
Wade, Elizabeth	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Williams, Lauren	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present

Name	9/10/24	10/8/24	12/10/24	1/7/25	2/11/25	3/11/25	4/8/25	6/3/25
Adams, Christine	N/A	N/A	N/A	N/A	N/A	N/A		Absent
Bathe, Jennifer	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent		Pesent
Becker, Lare	Pesent	Pesent	PTO/Sick	Pesent	Pesent	Pesent		Pesent
Boyce, Alexis	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent
Caratello, Danielle	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent		Pesent
Clevenger, Tammara	Pesent	Pesent	Pesent	Absent	Absent	Pesent		Pesent
Copenhaver, Stephanie	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent
Cose, Brynn	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent
Cottom, Andrea	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent		Absent
Danka, Jesse	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent		Pesent
Davidson, Rayne	Pesent	Absent	Pesent	Pesent	Pesent	Pesent	N/A	N/A
Doyle, Thomas	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent		Absent
Efthimiadou, Michelle	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent		Pesent
Focht, Loren	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent		Pesent
Garritty, Alexa	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent		Absent
Gaynor, Particia	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent		@ USP
Goslin, Molly	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hamill, Karole	N/A	N/A	Pesent	Pesent	Pesent	Pesent		@ USP
Harp, Amber	Pesent	Pesent	Pesent	PTO/Sick	Pesent	Pesent		Pesent
Hernandez, April	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent
Hitesman, Elizabeth	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent		Pesent
Homka, Jennifer	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent		Pesent
Kobasic, Meredith	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent		Pesent
Kulp-Woodruff, Deborah	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent		Pesent
Lasay, James	Pesent	Pesent	PTO/Sick	Pesent	Pesent	Pesent		Pesent
Laurelli, Ellen	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent		Pesent
Lynch, Morgan	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent		Pesent
Maillie, Julie	N/A	N/A	Pesent	Pesent	Pesent	Pesent		Pesent
Makin, Holly	Pesent	PTO/Sick	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent
Malkasian, Alison	Maternity Leave	Maternity Leave	Maternity Leave	Pesent	PTO/Sick	Pesent	Pesent	Pesent
McAleer, Julianna	Pesent	Pesent	Pesent	Absent	Pesent	Pesent		Pesent
McGeehin, Shelby	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent		Pesent
Michaels, Bryan	Pesent	Pesent	Pesent	PTO/Sick	Pesent	Pesent		PTO/Sick
Nastuck, Jocelyn	Pesent	Pesent	Pesent	PTO/Sick	Pesent	Pesent		Pesent

[illegible]



Intro to Gifted Education & Twice Exceptional Students

Lauren Daly Clark, M. ED



"Through partnerships with Chester County schools, the Training and Consultation (TaC) Team seeks to promote lifelong learning and student success through educational leadership, dynamic training, and collaborative support."

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Agreements

- Maintain confidentiality
- Place distractions aside
- Self regulate to be present
- Allow yourself to be an inquisitive learner
- Pause for moments of reflection



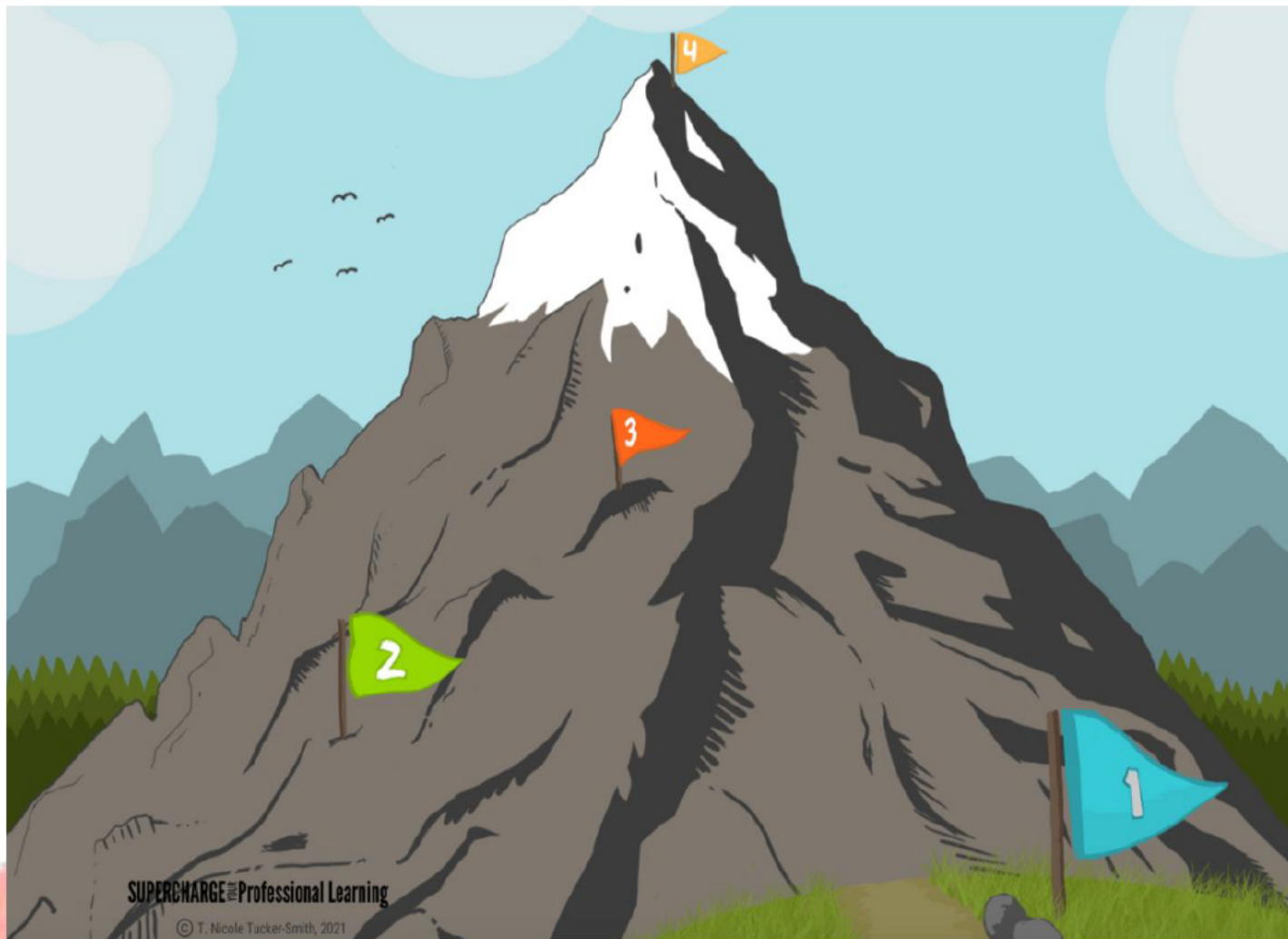
Check In

1- I am just starting to learn about gifted education & 2e.

2- I am somewhat familiar with best practices for gifted education & 2e.

3- I am confident in my understanding of best practices for gifted education & 2e.

4- I can teach others about best practices for gifted education & 2e.





Gifted Education v. Special Education

Gifted Education:

- High achievement in specific academic areas
- Based on state/local criteria, not federal law
- Focus on exceptional abilities and talents
- Often uses IQ and achievement testing
- Services vary significantly by state

Special Education:

- Protected under federal IDEA law
- Requires documented educational impact/need
- Comprehensive evaluation across multiple areas
- Must meet specific disability criteria
- Standardized process across states



Legal Rights & Services

Understanding key legal protections for twice exceptional students

- Students are protected under both IDEA and Section 504 regulations
- Schools must provide both gifted and special education services simultaneously
- Schools cannot require students to choose between programs
- Free Appropriate Public Education (FAPE) must be provided regardless of giftedness
- Students maintain eligibility for accelerated programs with accommodations
- Schools must evaluate all children regardless of cognitive abilities



IEP v. GIEP

Standard IEP Components:

- Legally binding document under IDEA
- Focuses on addressing specific learning disabilities
- Includes measurable academic and functional goals

Gifted IEP Characteristics:

- Varies by state with fewer legal protections
- Emphasizes acceleration and enrichment opportunities
- Focuses on developing exceptional abilities



Name	9/10/24	10/8/24	12/10/24	1/7/25	2/11/25	3/11/25	4/8/25	6/3/25
Adams, Christine	N/A	N/A	N/A	N/A	N/A	N/A		Absent
Bathe, Jennifer	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent		Pesent
Becker, Lare	Pesent	Pesent	PTO/Sick	Pesent	Pesent	Pesent		Pesent
Boyce, Alexis	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent
Caratello, Danielle	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent		Pesent
Clevenger, Tammara	Pesent	Pesent	Pesent	Absent	Absent	Pesent		Pesent
Copenhaver, Stephanie	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent
Cose, Brynn	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent
Cottom, Andrea	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent		Absent
Danka, Jesse	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent		Pesent
Davidson, Rayne	Pesent	Absent	Pesent	Pesent	Pesent	Pesent	N/A	N/A
Doyle, Thomas	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent		Absent
Efthimiadou, Michelle	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent		Pesent
Focht, Loren	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent		Pesent
Garritty, Alexa	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent		Absent
Gaynor, Particia	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent		@ USP
Goslin, Molly	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hamill, Karole	N/A	N/A	Pesent	Pesent	Pesent	Pesent		@ USP
Harp, Amber	Pesent	Pesent	Pesent	PTO/Sick	Pesent	Pesent		Pesent
Hernandez, April	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent
Hitesman, Elizabeth	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent		Pesent
Homka, Jennifer	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent		Pesent
Kobasic, Meredith	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent		Pesent
Kulp-Woodruff, Deborah	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent		Pesent
Lasay, James	Pesent	Pesent	PTO/Sick	Pesent	Pesent	Pesent		Pesent
Laurelli, Ellen	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent		Pesent
Lynch, Morgan	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent		Pesent
Maillie, Julie	N/A	N/A	Pesent	Pesent	Pesent	Pesent		Pesent
Makin, Holly	Pesent	PTO/Sick	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent
Malkasian, Alison	Maternity Leave	Maternity Leave	Maternity Leave	Pesent	PTO/Sick	Pesent	Pesent	Pesent
McAleer, Julianna	Pesent	Pesent	Pesent	Absent	Pesent	Pesent		Pesent
McGeehin, Shelby	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent		Pesent
Michaels, Bryan	Pesent	Pesent	Pesent	PTO/Sick	Pesent	Pesent		PTO/Sick
Nastuck, Jocelyn	Pesent	Pesent	Pesent	PTO/Sick	Pesent	Pesent		Pesent

[illegible]

Name	8/14/24 - SatU	8/15/24 - SatU	8/16/24 - State Testing/Business s	8/16/24 - ASrEPP	8/16/24 - MTSS	8/19/24 - SpEd BootCamp pt2	8/20/24 - MKV/SpEd	8/21/24 - SpEd BootCamp pt3	8/21/24 - CSTAG Threat Assessment	8/21/24 - SpEd BootCamp pt4	1/16/25 - PD	1/17/25 - PD	3/21/25 - Gfied Twice Exceptional	3/28/25 - PD
Adams, Christine	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Present	Present
Bathie, Jennifer	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Becker, Lars	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Boyce, Alexis	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Indance not Requi	Present
Caratello, Danielle	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Clevenger, Tammara	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Copenhagen, Stephanie	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Cose, Brynn	PTO/Sick	PTO/Sick	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Indance not Requi	Present
Cottom, Andrea	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Davidson, Rayne	Present	Present	Absent	Absent	Absent	Present	Present	Present	Present	Present	Present	Present	N/A	N/A
Danka, Jesse	PTO/Sick	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Doyle, Thomas	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Eftimiadou, Michelle	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Absent	Present	Present	Present
Focht, Loren	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Garrity, Alexa	Present	Present	Present	Present	Present	Present	Present	Present	Absent	Present	Present	Present	Present	Present
Gaynor, Particia	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Goslin, Molly	Indance not Requi	Indance not Requi	Indance not Requi	Indance not Requi	Indance not Requi	Indance not Requi	Indance not Requi	Indance not Requi	Indance not Requi	Indance not Requi	Indance not Requi	Indance not Requi	N/A	N/A
Hamill, Karole													Present	Absent
Harp, Amber	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Hernandez, April	Present	Present	Absent	Absent	Absent	Present	Absent	Absent	Absent	Present	Absent	Absent	Absent	Absent
Hitesman, Elizabeth	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Hornka, Jennifer	Maternity Leave	Maternity Leave	Maternity Leave	Maternity Leave	Maternity Leave	Maternity Leave	Maternity Leave	Maternity Leave	Maternity Leave	Maternity Leave	Present	Present	Present	Present
Kobaski, Meredith	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Kulp-Woodruff, Deborah	Present	PTO/Sick	Present	Present	Present	Present	Present	Present	Absent	Present	Present	Present	Present	Present
Lasay, James	Present	Present	Present	Present	Present	Present	Present	Absent	Present	Present	Present	Present	Present	Present
Laurelli, Elen	Present	Present	Present	Present	Present	Present	Present	Present	Present	Absent	Present	Present	Present	Present
Lynch, Morgan	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Mallie, Julie	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Present	Present
Makin, Holly	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Indance not Requi	Present
Malkasian, Allison	Maternity Leave	Maternity Leave	Maternity Leave	Maternity Leave	Maternity Leave	Maternity Leave	Maternity Leave	Maternity Leave	Maternity Leave	Maternity Leave	Present	Present	Indance not Requi	Present
McAlear, Julianna	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
McGeenih, Shelby	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Michaels, Bryan	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Absent
Nastuck, Jocelyn	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Novak, Joanna	PTO/Sick	Absent	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Pardus, Merissa	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Indance not Requi	Present
Provinl, Rosalia	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Putignano, Ashley	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Indance not Requi	Present
Renfer, Kelley	Maternity Leave	Maternity Leave	Maternity Leave	Maternity Leave	Maternity Leave	Maternity Leave	Maternity Leave	Maternity Leave	Maternity Leave	Maternity Leave	Present	Present	Present	Present
Roak-Tincani, Lisa	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Romig, Kelly	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Santana, Vacenia	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Indance not Requi	Present
Schultz, Sarah	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Indance not Requi	Present
Show, Larissa	Present	Present	Present	Present	Present	Present	Present	Indance not Requi	Present	Present	Present	Present	Present	Present
Swesting, Lauren	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Vanderlaag, Lisa	Present	Present	PTO/Sick	PTO/Sick	PTO/Sick	Present	Present	Present	Absent	Present	Absent	Present	Present	Present
Wade, Elizabeth	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Williams, Lauren	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present

Writing Better Goals and Short-Term Objectives or Benchmarks

Benjamin Lignugaris/Kraft
Nancy Marchand-Martella
Ronald C. Martella

How do I write effective IEP goals, objectives, and benchmarks?

This article provides strategies for writing precise goals and short-term objectives or benchmarks. We developed this article from common questions beginning special education teachers frequently ask about writing and sequencing goals and short-term objectives or benchmarks. By following the logical writing and sequencing strategies outlined here, you might find your goals, objectives, and benchmarks more informative and useful for other teachers, students, and parents. Throughout the article, we provide figures that you may use as models.

What Are Goals, Short-Term Objectives, and Benchmarks?

The Individuals with Disabilities Education Act (IDEA Amendments, 1997) mandates that educators develop an individualized education program (IEP) for each student with disabilities (Gibb & Dyches, 2000). The heart of the IEP includes *measurable* annual goals and short-term objectives or benchmarks that describe each student's expected learning outcomes. You use annual goals to estimate what *outcomes* you can expect in an academic year based on the student's present level of performance (Mountain Plains Regional Resource Center, 1995). You should then divide these goals into short-term objectives or benchmarks. Short-term objectives and benchmarks describe meaningful intermediate and measurable outcomes between the student's current performance level and the annual goal. The final short-term objective or benchmark should be the last step

before the student accomplishes the annual goal.

How Does a Benchmark Differ from a Short-Term Objective?

According to the IDEA '97 Final Regulations, the IEP team must develop either measurable, intermediate steps (short-term objectives) or major milestones (benchmarks) for each goal (IDEA '97 Final Regulations, 1997-Appendix A at Question 1). IEP teams

The heart of the IEP includes measurable annual goals and short-term objectives or benchmarks that describe each student's expected learning outcomes.

IEP teams should develop short-term objectives when they can divide annual goals into discrete skill components.

should develop short-term objectives when they can divide annual goals into discrete skill components. Benchmarks, on the other hand, describe the amount of progress the child is expected to make within a specified period.

For instance, you could express comprehension in math and reading as *discrete skills* (e.g., double-digit addition with carrying, literal comprehension, sequential comprehension, inferential comprehension, synthesizing or evaluating information). On the other hand, you might better express other content, such as grade-level reading performance, as *milestones*. In Example 1, each benchmark represents a significant milestone for the student (see Figure 1).

Figure 1. Reading Benchmarks

Goal: Given a fourth grade reading passage, Martin will read the passage at a rate of 125 words per minute with 97% accuracy on 3 consecutive twice weekly passage timings.

Benchmark 1: Given a beginning second grade reading passage, Martin will read the passage at a rate of 125 words per minute with 97% accuracy on 3 consecutive twice weekly passage timings.

Benchmark 2: Given an end of second grade reading passage, Martin will read the passage at a rate of 125 words per minute with 97% accuracy on 3 consecutive twice weekly passage timings.

Benchmark 3: Given a beginning third grade reading passage, Martin will read the passage at a rate of 125 words per minute with 97% accuracy on 3 consecutive twice weekly passage timings.

Benchmark 4: Given an end of third grade reading passage, Martin will read the passage at a rate of 125 words per minute with 97% accuracy on 3 consecutive twice weekly passage timings.

Regardless of whether you write short-term objectives or benchmarks, you must write them so parents, students and educators [can] monitor progress during the year and, if appropriate, revise the IEP consistent with the student's instructional needs (Appendix A at Question 1).

Why Write Clear and Precise Goals and Short-Term Objectives or Benchmarks?

There are at least three educational reasons for writing precise learning goals and objectives (Gronlund, 1995; Wolery, Bailey, & Sugai, 1988).

1. Precise learning goals and objectives or benchmarks provide a clear focus for instruction, which, in turn, promotes positive outcomes for students with disabilities.
2. Precise goals and objectives or benchmarks provide a clear basis for monitoring student progress or lack of progress and making individualized curriculum decisions.
3. Precise goals and objectives or benchmarks communicate expectations to others, such as therapists, teachers, and parents, in terms of

what knowledge and skills a student should acquire.

After students meet identified mastery criteria, well-written goals and objectives or benchmarks clearly communicate important information to new therapists and new teachers. This information includes under *what conditions* and at what *performance level* educators might expect students to demonstrate the identified skills and knowledge.

What Are the Parts of Goals and Short-Term Objectives?

Historically, four essential parts are included in learning objectives (Mager, 1962; Wolery et al., 1988). These parts include the conditions under which the student will perform the behavior; the student's name; clearly defined, observable behaviors; and performance criteria. We can use the same parts to write a measurable goal (see Figure 2).

Figure 2. Sample Goal

Condition

Given a random selection of 20 words from a pool of 100 words with a CVC or CVCC pattern,

Student Name
Rick

Clearly Defined Behavior
will write

Performance Criteria
80% of the words correctly on three consecutive weekly spelling tests.

Note: C = consonant;
V = vowel.

Condition

We may analyze the condition further to create a format for constructing and then sequencing a series of objectives for each goal. The condition includes one requisite part and two optional parts. A good condition phrase requires a clear description of the assessment material that will be used to evaluate the learning outcome. For example, the

condition in Figure 2 describes an assessment that includes words with a consonant-vowel-consonant (CVC) or consonant-vowel-consonant-consonant (CVCC) pattern: “Given a random selection of 20 words from a pool of 100 words with a CVC or CVCC pattern. . . .”

We may also address higher-level skills such as synthesizing or evaluating information (Bloom, Engelhart, Furst, Hill, & Krathwohl, 1956) by describing the problems and the type of response required of the student. The condition statement, “Given 10 problems that requires a synthesis or evaluation of material,” clearly describes the type of response demanded in the assessment.

The two optional parts of a condition include (a) any assistance or accommodation provided during or immediately before the assessment that might affect the student’s performance and (b) the evaluation setting.

- **Accommodation.** The accommodation you provide during the assessment may be different for each student. By including accommodations in objectives, you can firmly establish the basis for any necessary accommodations needed when students are participating in statewide testing programs (Elliot, Thurlow, Ysseldyke, & Erickson, 1997). Rick’s teacher could expand the condition in Figure 2 to include different types of accommodations, depending on Rick’s needs. For example, Rick’s teacher might include an accommodating procedure, such as multiple repetitions of each word, prompts to check work, or practice with the randomly selected words immediately before the assessment (see Figure 3).

You might also use special materials to accommodate physical needs,

You must write objectives and benchmarks so that parents, students, and educators can monitor progress during the year.

Figure 3. Sample Goal with an Accommodating Procedure

Condition

Given a random selection of 20 words from a pool of 100 words with a CVC or CVCC pattern

Accommodating Procedure
and oral spelling practice prior to testing,

Student Name
Rick

Clearly Defined Behavior
will write

Performance Criteria
80% of the words correctly on three consecutive weekly spelling tests.

Note: C = consonant; V = vowel.

such as a pencil with an oversized grip, a typewriter, or paper with large lines. This information is important so other teachers and parents understand the conditions under which the student demonstrated competence.

- **Evaluation Setting.** You should include the second optional part of the condition, the evaluation setting, when you modify the assessment environment to accommodate specif-

ic student needs. For example, the teacher could expand the condition in Figure 2 to include testing in an isolated study carrel if Rick is easily distracted by other activity in the classroom (see Figure 4). In addition, the teacher might include an evaluation setting when targeting curricular areas in which skill generalization is difficult to achieve. For example, it is important to include a setting in social-skill or school-survival goals

Figure 4. Sample Goal with an Accommodating Procedure and Evaluation Setting

Condition

Given a random selection of 20 words from a pool of 100 words with a CVC or CVCC pattern,

Accommodating Procedure
oral spelling practice prior to testing,

Evaluation Setting
and testing in a separate room,

Student Name
Rick

Clearly Defined Behavior
will write

Performance Criteria
80% of the words correctly on three consecutive weekly spelling tests.

Note: C = consonant; V = vowel.

and objectives. In contrast, skill generalization is not likely to be an issue with basic decoding or math skills; thus, it may not be important to include a setting when writing goals and objectives in these areas.

Clearly Defined Behavior

Goals and short-term objectives or benchmarks should include clearly defined, observable behaviors. This means that you need to describe the behavior in measurable terms, and you should describe what the student actually will do (Wolery et al., 1988). Wolery et al. provided lists of examples that describe behavior, such as says, writes, prints, types, and reads orally and nonexamples such as understands, knows, recognizes, discovers, and perceives. The latter terms are not directly observable and are only inferred as a function of student performance. Figures 1-4 provide examples of clearly defined behavior.

Performance Criteria

There are three major components of performance criteria: the criterion level, the number of times the student should demonstrate that level, and the evaluation schedule. The criterion level is the functional performance level the student must demonstrate for mastery (125 words per minute with 97% accuracy in Figure 1; 80% of the words correctly in Figures 2-4). This level is usually expressed as a percentage correct or a rate of correct responding.

The next component, the *number of times* the student should demonstrate the criterion level, is often forgotten when writing goals and objectives. This component is important because it tells parents and other teachers how consistently the student needs to perform the skill before it is considered mastered. As

a rule, we suggest that mastery is based on at least *three consecutive performances* at the criterion level (see Figures 1-4). This level might be increased or decreased, depending on the teacher's experience working with a student or experience teaching in a particular curriculum area.

Finally, the *evaluation schedule* addresses how frequently the teacher plans to assess student mastery on the objective (twice weekly passage timings in Figure 1; weekly spelling tests in Figures 2-4). This schedule is important because it provides information to other teachers and parents about the durability of a particular behavior and provides a basis for teachers to evaluate their instructional planning.

Putting It All Together

By combining these parts, we can generate a format for writing better goals and short-term objectives or benchmarks (see Figure 5).

How Long Should Short-Term Objectives and Benchmarks Take to Accomplish?

IDEA '97 provides some help in this regard by mandating that parents of students with disabilities should be informed about their child's progress at least as often as parents of students without disabilities. If we use this as a guideline, then, to the extent possible, teachers should estimate how much the student will accomplish during one reporting period and structure that con-

tent as the short-term objective or benchmark.

How Many Short-Term Objectives or Benchmarks Should Be Written for Each Goal?

There is no single answer to this question. The number of objectives or benchmarks per goal is based on a teacher's experience and judgment. At a minimum, divide the goal into intermediate steps that show meaningful progress for that student. At least two factors are helpful when making this decision. First, consider how long it has taken to teach the targeted skills to previous students. Second, consider how long it has taken to teach other skills to this particular student.

Obviously, if there are new students in the classroom and you have little experience working with them, your decisions will be based on previous experience teaching the skills. If you have never taught the skills and have never worked with these students, then you should estimate what you think you can accomplish in one reporting period. After that time, you should evaluate where your students are and make a note that when teaching this skill in the future, you should increase what should be accomplished during the reporting period, decrease what should be accomplished, or make no change in the objective or benchmark. If you use this approach, you can systematically use

Figure 5. Elements of Better Goals and Short-Term Objectives or Benchmarks

Condition

Given (description of assessment material and [options] accommodation and/or evaluation setting)

Student Name

(name of student)

Clearly Defined Behavior

will (observable behavior)

Performance Criteria

with (performance level) on each of (number of demonstrations) (evaluation schedule [e.g., daily, weekly, twice weekly, every other week]) (teacher checklist, observation, test, worksheet, exercise).

Precise learning goals and objectives or benchmarks provide a clear focus for instruction.

your teaching experiences to refine your practice.

How Are Short-Term Objectives and Benchmarks Sequenced for Each Goal?

There are two general strategies for writing a series of short-term objectives or benchmarks. One is a hierarchical, or sequential strategy; the other is targeting important skills in the domain.

Strategy 1: Arrange Skills in a Hierarchy (Sequentially)

In this approach, students must accomplish the objectives in sequence. You may modify the sequence by changing one or more variables in the condition. In Figure 6, the math assessment material described in the condition increases in difficulty sequentially. Clearly, the student must accomplish Objective 1 before moving to Objectives 2 or 3, and, finally, the goal. As noted earlier, you may modify the amount of material included in each objective, based on your experience with this student and the curriculum.

For each of these objectives, you write another objective that changes the

response mode, rather than the condition, such as the following:

Objective 1: Given a worksheet with 10 addition problems with sums less than 19 and both addends less than 10, Larry will say correct answers with 90% accuracy on 3 consecutive weekly classroom exercises.

You may write one or more objectives using a *rate* criterion. The sequence holds because the logical analysis across skills still works:

Objective 1: Given a worksheet with 10 addition problems with sums less than 19 and both addends less than 10, Larry will write correct answers at a *rate of 40 digits per minute* on 3 consecutive weekly classroom exercises.

Finally, you may include accommodations in the objective and then remove them over time (sequentially across objectives):

The addition of these objectives in the sequence will depend on previous experience and the particular student with whom you are working.

Vocabulary and spelling present special problems for writing short-term objectives. In most cases, the purpose of

spelling and vocabulary objectives is to enlarge the pool of words that students can spell or use while speaking or writing. The objective sequence needs to show an *increasing* pool of words. Figure 7 shows a spelling example:

There is the potential for overlap across the goals and objectives. A word could be chosen randomly several times as the student marches toward the goal. You might control some of the overlap by developing rules for selecting words for each test. For example, words spelled incorrectly are automatically included on the next test. Another rule might be that 25% of the words in each test are taken from previously mastered objectives, and 75% of the words are randomly selected from words introduced in the present objective. This overlap process ensures long-term mastery (maintenance of spelling skills) and helps integrate the various spelling skills. A vocabulary example could be constructed using a similar approach.

Strategy 2: Target Important Skills in the Domain

The second strategy focuses on pinpointing important component skills in a curriculum domain; these skills do not

Figure 6. Math Objectives Arranged Sequentially

Goal: Given a worksheet with 20 addition problems up to $3D + 3D + 3D$ with and without regrouping, Larry will write correct answers with 90% accuracy on 3 consecutive weekly classroom exercises.

Objective 1: Given a worksheet with 10 addition problems with sums less than 19 and both addends less than 10, Larry will write correct answers with 90% accuracy on 3 consecutive weekly classroom exercises.

Objective 2: Given a worksheet with 10 addition problems up to $3D + 3D$ without regrouping, Larry will write correct answers with 90% accuracy on 3 consecutive weekly classroom exercises.

Objective 3: Given a worksheet with 10 addition problems up to $3D + 3D$ with and without regrouping, Larry will write correct answers with 90% accuracy on 3 consecutive weekly classroom exercises.

Figure 7. Spelling Objectives Arranged Sequentially

Goal: Given a spelling test with a random selection of 20 words from a pool of 100 words with a CVC or CVCC pattern, Juan will write 80% of the words on three consecutive weekly tests.

Objective 1: Given a spelling test with a random selection of 20 words from a pool of 30 words with a CVC pattern, Juan will write 80% of the words on three consecutive weekly tests.

Objective 2: Given a spelling test with a random selection of 20 words from a pool of 50 words with a CVC pattern, Juan will write 80% of the words on three consecutive weekly tests.

Objective 3: Given a spelling test with a random selection of 20 words from a pool of 75 words with a CVC or CVCC pattern, Juan will write 80% of the words on three consecutive weekly tests.

Note: C = consonant; V = vowel.

Figure 8. Important Social Skills for a Student with Mild/Moderate Disabilities

Goal: Given 5 social skills role play situations in the resource room, Sally will demonstrate 80% of the critical components of skills on 3 consecutive weekly role play checklists.

Objective 1: Given at least 5 opportunities to follow 1-, 2- or 3-step instructions in the resource room, Sally will demonstrate 80% of the critical components for following instructions on 3 consecutive sets of opportunities as measured on a weekly checklist.

Objective 2: Given at least 5 opportunities to ask a question or make a comment in the resource room, Sally will raise her hand and wait to be acknowledged before speaking with 100% accuracy on 3 consecutive sets of opportunities as measured on a weekly checklist.

Figure 9. Important Social Skills for a Student with More Severe Disabilities

Goal: Given at least 5 opportunities for social interaction with peers during leisure recreation activities (swim class, lunch, free reading time), Ronda will demonstrate appropriate social contacts on 80% of observed intervals on 3 consecutive weekly observations.

Objective 1: Given at least 5 opportunities for social interaction with peers during leisure recreation activities (swim class, lunch, free reading time), Ronda will demonstrate appropriate social proximity to peers on 80% of observed intervals on 3 consecutive weekly observations.

Objective 2: Given at least 5 opportunities for social interaction with peers during leisure recreation activities (swim class, lunch, free reading time), Ronda will greet peers for 4 of 5 activities on 3 consecutive weekly observations.

Objective 3: Given at least 5 opportunities to request assistance from peers during a leisure recreation activity (swim class, lunch, free reading time), Ronda will request peer assistance on 4 of 5 occasions on 3 consecutive weekly observations.

have to be accomplished necessarily in sequence. Figures 8 and 9 illustrate social skill goals and objectives that tar-

get important skills and do not have to be accomplished in sequence.

You can construct a sequence for

objectives that are typically not sequential by adding *accommodations or assistance* (e.g., teacher prompts, self-monitoring) and then removing those in the next objective. You can also build an overlap structure by systematically expanding the *number of settings*. This is applicable to goals and objectives for social skills, school survival skills, study skills, or daily living skills. Figure 10 illustrates this strategy.

Notice that the number of opportunities increased in

Objective 3 because the *number of settings* in which the skill is applied is growing, and you need more testing opportunities to obtain a good sample of information. Note also that the sequence created by increasing the number of settings is based on preference (i.e., you could easily change the order in which the skills are introduced in different settings) and not on skill prerequisites, such as Figure 6. In Figure 11 the order of classes in which note-taking skills are applied is based on preference or convenience.

Finally, in Figure 12, we modified Figure 6 and added a most-to-least assistance hierarchy to sequence the objectives. The strategy you use to implement the prompt hierarchy does not need to be included in the objective.

What Other Knowledge and Skills Contribute to Writing Effective Goals, Short-Term Objectives, and Benchmarks?

Understanding the logical structure for goal/objective statements and understanding sequencing strategies will help you write IEPs that effectively guide the instructional process. To use the logic

Figure 10. Social Skills Objectives in Which the Number of Settings Are Expanded Sequentially

Objective 1: Given at least 5 opportunities to ask a question or make a comment in the resource room, Seth will raise his hand and wait to be acknowledged before speaking with 100% accuracy on 3 consecutive sets of opportunities as measured on a weekly checklist.

Objective 2: Given at least 5 opportunities to ask a question or make a comment in the resource room or science class, Seth will raise his hand and wait to be acknowledged before speaking with 100% accuracy on 3 consecutive sets of opportunities as measured on a weekly checklist.

Objective 3: Given at least 10 opportunities to ask a question or make a comment in the resource room, science class, or English class, Seth will raise his hand and wait to be acknowledged before speaking with 100% accuracy on 3 consecutive sets of opportunities as measured on a weekly checklist.

and sequencing strategies outlined in this article more effectively, you need to understand the skills and knowledge that comprise the targeted curriculum domain. Curriculum knowledge will give you a clear understanding of where a student's needs fit relative to overall understanding of the knowledge and skill in a curriculum domain. You should also determine whether you should sequence skills and knowledge as objectives or benchmarks.

In addition, you need to be skilled at developing assessment strategies to evaluate student performance. In fact, to write a useful and informative condition and performance criteria, you need,

at a minimum, a broad understanding how the goal, objective, or benchmark will be evaluated. You will need skills not only in developing and administering teacher-made tests, but designing classroom observation systems and innovative approaches for integrating evaluation and instruction.

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Figure 11. Note-Taking Objectives Sequenced Across Classes

Goal: Given a lecture in science, social studies and English literature class, Heather will write notes that include 80% of the critical information on 5 consecutive sets of daily classes as measured by a teacher note-taking checklist.

Objective 1: Given a lecture in science class, Heather will write notes that include 80% of the critical information on 3 consecutive daily science classes as measured by a teacher note-taking checklist.

Objective 2: Given a lecture in science and social studies class, Heather will write notes that include 80% of the critical information on 4 consecutive daily science and social studies classes as measured by a teacher note-taking checklist.

Figure 12. Sequential Removal of a Prompt Hierarchy

Objective 1: Given at least 5 opportunities for social interaction during a leisure recreation activity with peers (swim class, lunch, free reading time) and a verbal and physical prompt from the teacher, Winnie will demonstrate appropriate social proximity to peers on 80% of observed intervals on 3 consecutive weekly observations.

Objective 2: Given at least 5 opportunities for social interaction during a leisure recreation activity with peers (swim class, lunch, free reading time) and a verbal prompt from the teacher, Winnie will demonstrate appropriate social proximity to peers on 80% of observed intervals on 3 consecutive weekly observations.

Objective 3: Given at least 5 opportunities for social interaction during a leisure recreation activity with peers (swim class, lunch, free reading time), Winnie will demonstrate appropriate social proximity to peers on 80% of observed intervals on 3 consecutive weekly observations.

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Benjamin Lignugaris/Kraft (CEC Chapter #837), Associate Professor, Department of Special Education and Rehabilitation, Utah State University, Logan. **Nancy Marchand-Martella**, (CEC Chapter #97), Professor and **Ronald C. Martella** (CEC Chapter #97), Professor, Counseling, Educational, and Developmental Psychology, Eastern Washington University, Cheney.

Address correspondence to Benjamin Lignugaris/Kraft, Department of Special Education and Rehabilitation, 2865 Old Main Hill, Logan, UT 84322-2865 (e-mail: lig@cc.usu.edu).

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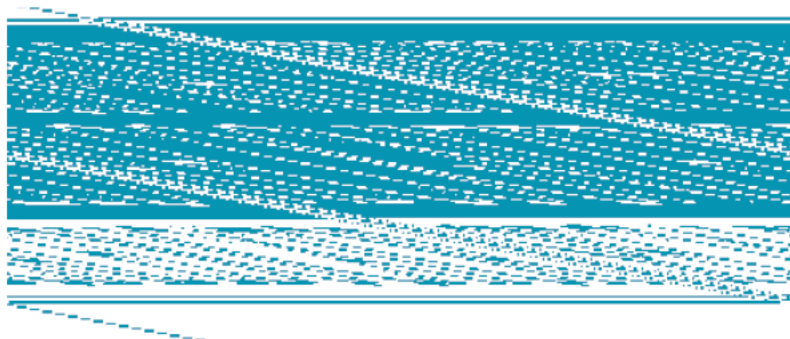
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For more information about this program, please visit the "Professional Development Training and Events" section of

CEC's Web site at
www.cec.sped.org



Due to the Amount of Interest in the PRSE Granted Program, the Deadline for Applications Has Been Extended to December 31, 2001!

The Council for Exceptional Children encourages you, as teachers of exceptional children, special education administrators, and diagnosticians, to let your community know that you are a qualified special educator!

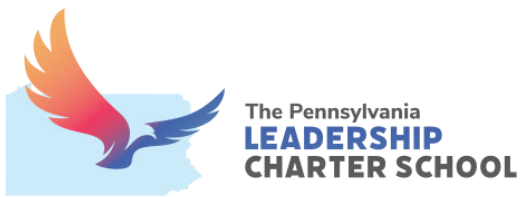
Applications for PRSE certification are available on our Web site at www.cec.sped.org or by telephone at 703-264-9402.



[illegible]

Name	9/10/24	10/8/24	12/10/24	1/7/25	2/11/25	3/11/25	4/8/25	6/3/25
Adams, Christine	N/A	N/A	N/A	N/A	N/A	N/A		Absent
Bathe, Jennifer	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent		Pesent
Becker, Lare	Pesent	Pesent	PTO/Sick	Pesent	Pesent	Pesent		Pesent
Boyce, Alexis	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent
Caratello, Danielle	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent		Pesent
Clevenger, Tammara	Pesent	Pesent	Pesent	Absent	Absent	Pesent		Pesent
Copenhaver, Stephanie	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent
Cose, Brynn	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent
Cottom, Andrea	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent		Absent
Danka, Jesse	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent		Pesent
Davidson, Rayne	Pesent	Absent	Pesent	Pesent	Pesent	Pesent	N/A	N/A
Doyle, Thomas	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent		Absent
Efthimiadou, Michelle	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent		Pesent
Focht, Loren	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent		Pesent
Garritty, Alexa	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent		Absent
Gaynor, Particia	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent		@ USP
Goslin, Molly	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hamill, Karole	N/A	N/A	Pesent	Pesent	Pesent	Pesent		@ USP
Harp, Amber	Pesent	Pesent	Pesent	PTO/Sick	Pesent	Pesent		Pesent
Hernandez, April	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent
Hitesman, Elizabeth	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent		Pesent
Homka, Jennifer	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent		Pesent
Kobasic, Meredith	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent		Pesent
Kulp-Woodruff, Deborah	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent		Pesent
Lasay, James	Pesent	Pesent	PTO/Sick	Pesent	Pesent	Pesent		Pesent
Laurelli, Ellen	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent		Pesent
Lynch, Morgan	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent		Pesent
Maillie, Julie	N/A	N/A	Pesent	Pesent	Pesent	Pesent		Pesent
Makin, Holly	Pesent	PTO/Sick	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent
Malkasian, Alison	Maternity Leave	Maternity Leave	Maternity Leave	Pesent	PTO/Sick	Pesent	Pesent	Pesent
McAleer, Julianna	Pesent	Pesent	Pesent	Absent	Pesent	Pesent		Pesent
McGeehin, Shelby	Pesent	Pesent	Pesent	Pesent	Pesent	Pesent		Pesent
Michaels, Bryan	Pesent	Pesent	Pesent	PTO/Sick	Pesent	Pesent		PTO/Sick
Nastuck, Jocelyn	Pesent	Pesent	Pesent	PTO/Sick	Pesent	Pesent		Pesent

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Subject: Waiting counter-signed MOU from Delaware County Intermediate Unit

PA Leadership Charter School (PALCS) entered into an agreement with the Delaware County Intermediate Unit (DCIU) for the 24-25 school year. PALCS did not receive the countersigned agreement at the time of the DCIU board approval. The Executive Director or their designee of DCIU is not available to send us a copy of the signed agreement until August 12, 2025.

The PALCS CEO signed copy is uploaded in the Charter School Annual Report.



**Delaware County Intermediate Unit
Morton Education Service Center
200 Yale Avenue, Morton, PA 19070-1918
Phone: 610-938-9000
Maria Edelberg, Ed. D.
Executive Director**

**Agreement between
Delaware County Intermediate Unit
and
The Pennsylvania Leadership Charter School**

This agreement is made **September 1, 2024** by and between the Delaware County Intermediate Unit “DCIU” and **The Pennsylvania Leadership Charter School “Entity”**.

WITNESSETH

WHEREAS, this contract shall take effect upon approval by the DCIU Board, with a start date of **September 1, 2024** and shall continue for the school year with the period ending **June 30, 2025**
WHEREAS, **Entity** has requested the Delaware County Intermediate Unit to provide **career and technical education programming of services to Entity**.

WHEREAS, the Delaware County Intermediate Unit desires to provide **career and technical education programming** to **Entity**.

NOW THEREFORE, for and in consideration of the premises and promises set forth herein, and intending to be legally bound hereby, the parties hereto agree as follows:

1. Term.
This contract shall commence **September 1, 2024** for a term concluding on end date **June 30, 2025**.
2. Provision of Services.
The Delaware County Intermediate Unit will provide **career and technical education programming** as **listed on Attachment A**, which is hereby incorporated and made a part of this Agreement.
3. Fees.
Entity shall pay the Delaware County Intermediate Unit the sum of **\$24,978.00** for the above services. DCIU shall issue invoices for services to entity on a monthly/regular basis. **Entity** agrees to provide payment to DCIU **quarterly** for said services. If **Entity** fails to make the payments when due, DCIU shall take all legal steps available to it for the collection of the fees.

If DCIU is required to proceed to collection, **Entity** will pay all costs of collection, including reasonable attorneys' fees and costs.

Entity understands and agrees that where educational programs are located within a school district that provides non-special education/inclusion services, **Entity** will be responsible for any charges for those services in accordance with Pennsylvania law, and a separate invoice will be sent based on the district's prorated inclusion costs.

4. Exclusions.

In the event **Entity** requests a service that is beyond the scope of services provided herein, the Delaware County Intermediate Unit's Executive Director will so advise **Jennifer Licate, Career & Technical Education Coordinator** prior to the provision by the Delaware County Intermediate Unit of any excluded service. The parties shall reach a written agreement specifying the services to be provided and the costs thereof. The ultimate decision as to whether the services requested are beyond the scope of this agreement rest with the Delaware County Intermediate Unit

5. Termination.

Either party may terminate this agreement by providing thirty (30) days' notice. Upon termination by either party, any amounts due and owing the Delaware County Intermediate Unit for services provided under this Agreement up to and including the date of notice of termination, will be immediately due and payable.

6. This Agreement may not be modified, amended, altered or rescinded orally. Any and all changes must be made in writing and signed by the parties.

7. This Agreement shall be governed by the laws of the Commonwealth of Pennsylvania. Venue of any actions between the parties shall be in the courts of Delaware County, Pennsylvania.

8. Force Majeure.

If either Party is rendered unable, wholly or in part, to perform its obligations under this Agreement due to a Force Majeure, the obligations of each Party will be suspended for the duration of any inability to perform. A Party claiming Force Majeure (the "Claiming Party") will notify the other Party by written confirmation within three (3) business days following such occurrence, describing the nature, and estimated duration of such inability to perform. The cause of such inability to perform will be remedied with all reasonable dispatch. "Force Majeure" means any event or occurrence (including, but not limited to extreme weather events, pandemic, terrorism, and "Acts of God") that is beyond the control of a Party and that: (i) is not the result of the negligence of the Claiming Party; and (ii) which, by the exercise of due diligence, the Claiming Party is unable to avoid or cause to be avoided.

Delaware County Intermediate Unit

**The Pennsylvania Leadership
Charter School**

Mark G. Allen

Maria Edelberg, Ed. D.
Executive Director

Name: Mark G. Allen

Title: CEO

Date: _____

Date: __6-3-24_____

Attachment A

Contact Information and Budget

Agency/Individual Name:

The Pennsylvania Leadership Charter School
1332 Enterprise Drive
West Chester, Pa 19380

Description of services to be provided, including costs: ½ day career and technical education programming to two Pennsylvania Leadership Charter School students (James Duffy and Ryan Matthews) at a cost of \$12,489.00 per student, totaling \$24,978.00.

THIRD PARTY TUITION AGREEMENT

This Third Party Tuition Agreement is made for the 2024-2025 School Year by and between **Pennsylvania Leadership Charter School** located at **1332 Enterprise Drive, West Chester PA 19380** and Forbes Road Career & Technology Center located at 607 Beatty Road, Monroeville, PA 15146.

Whereas, **PALCS** agrees to pay Forbes Road Career & Technology Center for any student(s) enrolled in any Forbes Road CTC program at a cost of \$5,517.00 per half-day student (prorated on the number of days enrolled). Payment will be submitted upon receipt of an invoice from Forbes Road Career & Technology Center.

Forbes Road Career & Technology Center shall send invoices to the following address and the payment will be tendered normally with in thirty (30) days of receipt of the invoice:

Pennsylvania Leadership Charter School
School AUN: 124150004
Business Office
1332 Enterprise Drive
West Chester, PA 19380

This Agreement constitutes the sole agreement between the parties for the services to be provided herein. The parties may supplement, amend or revise the Agreement only by a written agreement executed by each party. This Agreement and the rights and obligations of the parties shall be governed by and construed in accordance with the laws of the Commonwealth of Pennsylvania without reference to the provisions thereof regarding conflicts of law.

Entered into this __17__ day of _July__, 2024.

For PA Leadership Charter School:

By: Mark G. Allen _____

Title: Mark Allen, CEO _____

Date: 7-17-24 _____

For Forbes Road Career & Technology Center:

By: Janice Kautz _____

Title: Business Manager _____

Date: July 18, 2024 _____

AGREEMENT

This AGREEMENT is made as of the 18 day of June, 2024, ("Effective Date"), by and between the Huntingdon County Career and Technology Center ("HCCTC") located at 11893 Technology Drive, Mill Creek, PA 17060 and the PA Leadership Charter School ("PALCS"), located at 13132 Enterprise Drive, West Chester, PA 19380.

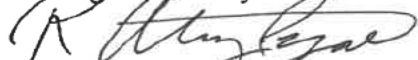
Whereas, PALCS wishes to contract with the HCCTC for career and technical education services for the 2024-2025 school year for students enrolled at PALCS.

Now therefore, in consideration of the foregoing and the terms and conditions that have been discussed, and for other good and valuable consideration the receipt of which is hereby acknowledged, the parties intending to be legally bound hereby, agree to the following terms:

1. The HCCTC shall invoice the PALCS after the finalization of all student account reports.
2. The cost of this education will be \$51.14 per student per day of actual enrollment at HCCTC.
3. PALCS will be responsible for providing all special education services for PALCS students with IEP's enrolled at HCCTC, including instructional support at HCCTC, and any additional special education services, if needed.
4. PALCS must perform all services for such special education services within their area of licensure and/or certification and shall meet all timeline requirements as set for by the Pennsylvania Department of Education and the Bureau of Special Education for implementation of the IEP, evaluation or reevaluation and any state and/or federal mandates for the services when indicated.
5. PALCS and its employees who provide services within HCCTC shall be properly insured and acknowledge and agree to be treated as independent contractors and not employees of HCCTC.
6. Either party may terminate this Agreement for any or no reason provided the party who wishes to terminate this Agreement grants the non-terminating party thirty (30) days written notice. Upon termination of this Agreement all costs which have accrued at the time of termination shall be paid to HCCTC.
7. Each party shall indemnify, defend and hold harmless the other party from and against any and all claims, penalties, demands, causes of actions, damages, losses, liabilities, costs expenses, including reasonable attorney's fees in law or in equity, of any kind whatsoever, arising out of or in any manner directly or indirectly related to negligent or international acts or omissions or violations or failures to comply with federal, state, or local laws by the first party. This paragraph will survive the termination of this Agreement and the completion of the parties' duties under this Agreement.

Entered into and executed this 18 day of June, 2024.

Huntingdon County Career and Technology Center



Signature

6/25/24

Date

PA Leadership Charter School



Signature

6-18-24

Date

Amendment to CCBC Dual Enrollment/High School Academies Agreement

This amendment to the Dual Enrollment/High School Academies Agreement is made by PA Leadership Charter School (hereinafter referred to as “school”) and the Community College of Beaver County (hereinafter referred to as “CCBC”) made as of May 6, 2024.

The following terms of the Existing Agreement are amended as follows:

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 billing tuition code. The school will send a list of students pre-approved to take Dual Enrollment courses prior to the start of each semester. Any students not pre-approved by the school to take Dual Enrollment courses will be responsible for paying their full tuition and fees and should be billed directly. It is the responsibility of the school or responsible students to pay the billed invoice within 30 days of receiving the invoice. The student will be responsible for textbooks, lab kits or other additional fees (i.e. flight hour fees for some aviation courses) related to taking courses.

Except as set forth in this Amendment, the Agreement is unaffected and shall continue in full force and effect in accordance with its terms. If there is conflict between this amendment and the Agreement or any earlier amendment, the terms of this amendment will prevail.

This amendment is signed by persons who represent that they have the authority to execute this Amendment and bind their respective institutions to this Amendment. This Amendment is effective May 7, 2024.

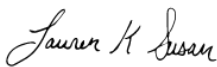
Community College of Beaver County



Dr. Shelly Moore, Provost

05/08/2024

Date

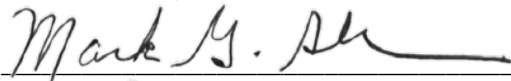


Lauren Susan, Associate Dean HS Academies & Dual Enrollment

05/09/24

Date

PA Leadership Charter School



Mr. Mark Allen, CEO

5-10-24

Date

Dr. Karla Johnson, CAO

Date



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.

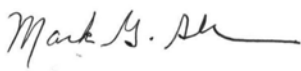
Signature page to follow

4

CCBC High School Academy and Dual Enrollment Programming

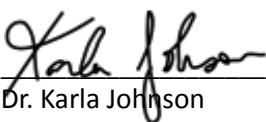
Agreement Signature page

School Signatures



Mr. Mark Allen
CEO

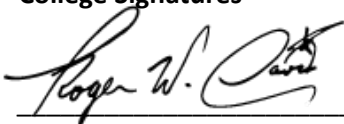
6-6-23
Date



Dr. Karla Johnson
CAO

6/6/23
Date

College Signatures



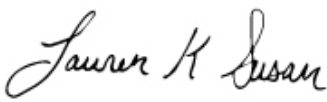
Dr. Roger W. Davis
CCBC President

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





**Agreement to Participate in the Dual Enrollment Program
at Montgomery County Community College**

This Agreement, entered as of April 1, 2024 ("Effective Date"), is by and between Montgomery County Community College ("Montco") and the Pennsylvania Leadership Charter School ["the High School"]. Montco and the High School hereinafter shall be referred to as the "Parties."

Background

WHEREAS, Dual Enrollment programs offer the following benefits:

- Prepares students for the academic rigors of college by exposing them to an intense curriculum that research has found to promote baccalaureate degree attainment.
- Lowers the cost of postsecondary education for students by enabling them to earn transferable college credit while still in High School and shortening their time to degree completion.
- Provides students with first-hand experience with the academic and social skills that they will need to succeed in college through their participation in college-level courses.
- Provides curricular options for students, should the High School wish to offer a wider variety of electives.
- Reassures parents of their student's ability to handle college-level work and assume academic responsibilities.
- Promotes a healthy and productive interaction between the High School and Montco.
- Provides for enhanced High School - community relations and for enhanced College - community relations.

WHEREAS, Montco and the High School desire to partner to provide a Dual Enrollment program, where qualified high school students can enroll in college courses during their high school experience.

Terms of Agreement

NOW THEREFORE, in consideration of their mutual covenants and promises, the parties intending to be legally bound hereby agree as follows:

1) Definitions

- a) Dual Enrollment. Enrolling in a College credit course(s) as a high school student.
- b) Concurrent Enrollment. Enrolling in a College credit course or courses and using the course or courses only for college credit. No credit towards meeting high school course requirements or electives is granted by the High School.
- c) Dual Credit. The student is enrolled in Montco and High School and receives transcript credit for the course(s) both at Montco and the High School.

- d) Dual Enrollment Student. An academically capable high school student who is at least fifteen years of age and meets the pre-requisites for Montco course(s) he/she wishes to take and uses these courses for both high school and college credit.
 - e) Dual Credit Instructor – College. A College faculty member who teaches college credit courses on site at the High School.
 - f) Dual Credit Instructor - High School. A High School teacher who meets the requirements of Montco to teach in the discipline and is approved by Montco to teach a Dual Credit course.
 - g) College Faculty Liaison. A College faculty member who agrees to serve as liaison for the High School faculty member teaching a Dual Credit course, under the procedural guidelines that follow.
 - h) Dual Credit Courses. Dual Credit courses are jointly selected from Montco's catalog.
- 2) **Location**. Courses will be taught by college faculty at the College or online.
- 3) **Admissions and Placement**
- a) Age Requirements. The High School student must be 15 years old or older. Exceptions may be made for certain high-achieving students.
 - b) Permission Requirements. The participating student must submit a signed Release Form (signed by parent/guardian and student) with registration form.
 - c) Academic Requirements. The High School student must meet Montco's criteria for dual enrollment, have the approval of the High School Principal or Guidance Counselor, and meet all College prerequisites for the classes intended for enrollment.
 - d) Prerequisite Requirement. Students enrolled in the Dual Credit program are required to meet course prerequisites.
- 4) **Student Eligibility**. Students who meet all the following criteria are qualified to participate in the program:
- a) The student is making satisfactory progress toward fulfilling applicable secondary school graduation requirements, as determined by the High School. The High School will determine satisfactory progress-based criteria such as credits earned, attendance, and discipline record.
 - b) The student has demonstrated readiness for college-level coursework in the intended subject of study, as determined by Montco. The student must meet course prerequisites, as required for each course.
- 5) **Student Credit**
- a) To successfully complete the course(s) listed in this Agreement, the minimum passing grade is a D. However, many colleges and universities require that students earn a C or better to transfer credit.
 - b) The High School will award credit for and recognize courses that are successfully completed under this Agreement as fulfilling high school graduation requirements.
 - c) Montco will award postsecondary credit to students who successfully complete courses identified in this Agreement as identified above. Montco will transcript this credit in a manner identical to other students who take a course at this institution. If a Dual Enrollment student

becomes a regularly enrolled student at Montco following graduation from the High School, Montco shall recognize those credits as applying to the student's degree requirements as it would for any regularly enrolled postsecondary student who took the courses.

6) Administration

- a) The Montco Program Manager of Educational Partnerships, under the supervision of the Executive Director of Educational Partnerships and the Vice President of Academic Affairs and Provost shall oversee the entire Dual Credit Program. Dual Enrollment contact information is available in Exhibit C.
- b) Students will be entitled to receive College ID cards and have full access to all College services, resources, and facilities.
- c) High School students enrolled as Dual Enrollment students shall be listed as Dual Enrollment Non-Degree students.
- d) Montco will provide orientation information to be distributed to the students. A supplemental on-campus orientation may also be provided to introduce the students to Montco's resources and facilities.
- e) Students enrolled in the Dual Enrollment program shall be bound by all of Montco's Policies and Procedures, including Montco Withdrawal Policy and the Academic Code of Ethics.
- f) Placement testing: If requested by the high school, Montco will arrange onsite placement testing at the high school. A separate document with requirements for onsite placement testing will be provided to the high school at the time of the request.
- g) Registration: The student is responsible for completing their registering for the course(s). Special arrangements may be made by Montco to do on-site registration at the High School with the permission of the High School Principal.
- h) Fiscal Transactions: The High School has arranged for third party billing as detailed in Exhibit A.
- i) Grade Reports: The High School may request progress reports and final grades from the Dual Enrollment Office at Montco.

7) Responsibilities of Montco

- a) Advertise the opportunity to take Dual Enrollment courses at Montco online to qualified students and their parents/guardians.
- b) Ensure that students who apply for Dual Enrollment courses meet the Dual Enrollment qualifications.
- c) Advise students with disabilities that they need to contact Montco's Office of Services for Students with Disabilities if they wish to request accommodation letters.
- d) Provide the appropriate documentation attesting that the student has the approval of the High School to participate in the Dual Enrollment program.
- e) Advise students taking online classes that industry best practice recommends students to have time in their high school schedule allocated to working on the online course.
- f) Assign occasional monitoring of online students by high school representative.

8) Responsibilities of the High School

- a) Advertise the opportunity to take Dual Enrollment courses at Montco online to qualified students and their parents/guardians.
- b) Ensure that students who apply for Dual Enrollment courses meet the Dual Enrollment qualifications.
- c) Advise students with disabilities that they need to contact Montco's Office of Services for Students with Disabilities if they wish to request accommodation letters.
- d) Provide the appropriate documentation attesting that the student has the approval of the High School to participate in the Dual Enrollment program.
- e) Advise students taking online classes that industry best practice recommends students to have time in their high school schedule allocated to working on the course.
- f) Assign occasional monitoring of students by high school representative.

9) Pricing and Billing. Pricing and billing for this agreement is set forth on Exhibit A.

10) Term and Termination

- a) This Agreement shall become effective as of the Effective Date and shall continue in effect until:
 - i) June 30, 2025; or
 - ii) Sooner terminated as hereinafter provided.
- b) Either Party may terminate this Agreement for any reason by providing the other Party with ninety (90) days written notice of its intention to terminate.
- c) If this Agreement is terminated as described above, and only if the High School is not in default as defined below, Montco will take all reasonable steps to ensure completion of any courses in-progress. Montco may ensure the completion of in-progress courses by providing such courses in on-site, online, and/or hybrid modalities. If this Agreement is terminated as described above, Montco will not offer or begin any new courses.

11) Default. The following events shall be considered "events of default":

- a) The failure of the High School to pay tuition or any other sum payable to Montco within thirty (30) days after the same shall become due and payable; or
- b) The failure to perform, violation, or breach by either Party of any of the terms or conditions hereof.

12) Effect of Event of Default. In the event of an "event of default" as defined above, the Party shall give the defaulting Party written notice of such default and, if the defaulting Party does not cure any such default within ten working (10) days after the giving of such notice (or if such default is of such a nature that it cannot be completely cured within the ten working (10) day period and the defaulting Party does not commence such curing within five (5) days and thereafter proceed with reasonable diligence and in good faith to cure such default), then the Party may terminate this Agreement on an additional five working (5) days written notice to the defaulting Party.

- 13) **Indemnification.** Each party agrees to indemnify and hold harmless the other party for any costs of defense (including legal fees) and any judgements because of any action or the alleged conduct of either party.
- 14) **Force Majeure.** In the event a Party's failure to perform any obligation under this Agreement shall be due to a Force Majeure such Party shall not be considered in default of such performance. In the event a Force Majeure renders the continued performance of this Agreement unfeasible, this Agreement shall be null and void, and the Parties shall have no further obligations under this Agreement. In addition, no Party shall be relieved of liability for failure of performance to the extent such failure shall be caused by it, due to causes arising out of its negligence or due to normal or remedial causes which it fails to remove to remedy within a reasonable period of time. Any Party rendered unable to fulfill any of its obligations by reason of a Force Majeure shall give prompt notice of such fact to the other Party and shall exercise due diligence to remove such inability within a reasonable time period. Unless the Force Majeure renders the Agreement unfeasible, during the Party's inability to perform by reason of a Force Majeure, the other party's obligations under this Agreement shall be suspended. As soon as the party declaring Force Majeure is able to resume performance of its obligations, the Party shall give prompt notice to the other Party. A Force Majeure shall mean any event or circumstance beyond the control of and not the result of the negligence of, or caused by, a Party, including but not limited to failure or threat of failure of facilities, landslides, lightning, earthquake, storm, hurricane, flood, tornado, or other acts of God, fire or explosions, transportation accidents, epidemic, sabotage, riot, war, acts of public enemy and civil disturbance or disobedience, strike, lockout, work stoppages, and other industrial disturbances or disputes, or restraint by court order or other governmental authority.
- 15) **Notice.** Except as otherwise provided in this Agreement, all notices and other communications, which are to be given under this Agreement, shall be in writing and shall be sent by hand delivery, courier (including overnight delivery service such as FedEx or UPS), registered or certified mail, in all cases fees and postage prepaid, addressed to the Party to receive the notice or communication at the address identified above for such Party or such other address as such Party shall designate by notice to the other. All notices shall be addressed as follows:

Montgomery County Community College

Attn: Qadim Ghani
Vice President of Finance
340 Dekalb Pike Blue Bell, PA 19422

Pennsylvania Leadership Charter School

Attn: Mr. Mark Allen
Chief Executive Officer
1332 Enterprise Drive
West Chester, PA 19380

16) Data Privacy & Security

- a) Data Privacy. Each party shall maintain and comply with appropriate administrative, physical, and technical safeguards designed to (i) protect the other party's data and information, including Personal Information (defined below), shared in connection with providing products and services under this Agreement (collectively, "Customer Data") against accidental or unauthorized disclosure, access, acquisition, alteration, destruction, loss, or use, and (ii) provide a level of security appropriate to the risk represented by the processing and nature of the information to be protected. Each party shall have in place, and comply with, internal security and privacy policies and procedures designed to protect the security, confidentiality, and

integrity of all Customer Data (“Organizational Measures”). Each party represents and warrants that it shall use at least the same degree of care that it employs with respect to its own proprietary or confidential information, but in no event less than a commercially reasonable degree of care, to avoid accidental or unauthorized disclosure, access, acquisition, alteration, destruction, loss, or use of Customer Data, including Personal Information (as defined below). Each party represents and warrants it will contractually obligate its sub-processors and subcontractors that have access to Customer Data to implement data protection and security measures that are substantially similar and at least as protective as the Organizational Measures provided in this Section.

- b) Personal Information. To the extent that the Customer Data contains “personal information” (or equivalent term or phrase as defined by applicable law) of an individual (“Personal Information”), each party is specifically prohibited from (i) using or processing the Personal Information for any purpose other than for the products or services provided under this Agreement; (ii) selling or sharing Personal Information with third parties; and (iii) re-identifying any Personal Information that has been de-identified. The recipient shall, to the extent required by law, honor any access or deletion request for Personal Information it receives and maintain reasonable security practices. Each party understands these requirements and will comply with them.
- c) Security Incident. The party in receipt of Customer Data (“Recipient”) shall promptly notify the party that disclosed the Customer Data to the Recipient (“Discloser”), but in no event more than 72 hours, after learning of actual or reasonably likely accidental or unauthorized disclosure, access, acquisition, alteration, destruction, loss, or use of Montco’s Customer Data (“Security Incident”). In addition, the Recipient shall, at the Recipient’s own cost and expense, promptly provide reasonable information about the Security Incident to the Discloser, reasonably cooperate in the Discloser’s investigation of and response to such Security Incident and take steps to prevent a recurrence of any such Security Incident. Each party agrees that in the event of a Security Incident impacting the Discloser, the parties shall mutually determine (i) whether notice is to be provided to any individuals, regulators, law enforcement agencies, consumer reporting agencies, or others as required by law or regulation, or in its discretion; and (ii) the contents of such notice, whether any type of remediation may be offered to affected persons, and the nature and extent of any such remediation.
- d) Data Retention; Data Return. The High School shall only retain Montco Customer Data until the shorter of: (i) as long as the Customer Data is necessary for provision of the Services under this Agreement; or (ii) as required by applicable law or regulations. At Montco’s election, made by written notice to the High School, the High School shall as soon as reasonably practicable: (i) return a complete copy of all Montco Customer Data under the High School’s control to Montco in such format and manner requested by Montco; and (ii) delete all other copies or originals on all types of electronic media or in physical form of Customer Data, except to the extent the High School is required or authorized to retain such Customer Data pursuant to applicable law. In such cases, the confidentiality obligations and use restrictions in this Agreement shall continue to apply to such Customer Data, and including Personal Information, and/or copies so retained.
- e) Liability. In addition to any other remedies available to Montco under the Agreement, law or equity, the High School will reimburse Montco in full for all costs incurred by Montco in investigation and remediation of any Security Incident caused in whole or in part by the High School or the High School’s agent, representative, or subcontractor, including providing notification to individuals whose Personal Information was subject to the Security Incident and to regulatory agencies or other entities as required by law or contract; providing one year’s

credit monitoring to the affected individuals if the Personal Information exposed during the Security Incident could be used to commit financial identity theft; and the payment of legal fees, audit costs, forensic investigation fees, fines, and other fees imposed against Montco as a result of the Security Incident.

17) License

- a) In General. Each Party grants to the other Party a nonexclusive, non-transferable, non-sublicensable, and revocable license to use certain "Company Trademarks" owned by the Parties solely in connection with this Agreement. "Company Trademarks" shall mean each Party's trade names, marks, and logos specified in Exhibit B hereto; provided, however, that each Party, in its sole discretion from time to time, may change the appearance and/or style of the Company Trademarks or add or subtract from the list in Exhibit B, provided that, unless required earlier by a court order or to avoid potential infringement liability, each Party shall have 30 days' notice to implement any such changes. Each Party hereby acknowledges and agrees that
- b) Company Trademarks are owned solely and exclusively by the respective Party.
- c) Except as set forth herein, each Party has no rights, title, or interest in or to the other Party's Trademarks.
- d) Usage. The Parties acknowledge and agree that Company Trademarks will be used solely in the manner specified by the respective Party. The Parties further acknowledge and agree that the presentation and image of Company Trademarks should be uniform and consistent with respect to all services, activities, and products associated with Company Trademarks.

18) Choice of Law and Venue. This Agreement shall be governed by and construed and interpreted in accordance with the laws of the Commonwealth of Pennsylvania, irrespective of any conflict of law provisions. Any action brought under this Agreement will be brought in the Eastern District Court of Pennsylvania or, in the alternative, in the Court of Common Pleas of Montgomery County, Pennsylvania.

19) General Provisions

- a) Neither Party shall have the right to assign this Agreement without the prior written consent of the other Party.
- b) This Agreement constitutes the entire Agreement of the Parties with respect to the subject matter hereof. No modification hereof shall be binding upon any of the Parties hereto unless made in writing and signed by the Parties.
- c) Each Party represents and warrants to the other Party that the person signing this Agreement has the full authority to do so.

IN WITNESS THEREOF, the Parties hereto have caused this Agreement to be duly executed as of the effective date set forth above.

Montgomery County Community College

DocuSigned by:

Chae Sweet
58ED6221A741421

4/24/2024

Chae Sweet, Ed.D.

Date

Vice President of Academic Affairs and Provost

Pennsylvania Leadership Charter School

Mark G. Allen

4-20-24

Mark Allen

Date

Chief Executive Officer

Karla Johnson 4/19/24

Karla Johnson

Date

Chief Academic Officer

EXHIBIT A

Finances and Course Locations Included in This Agreement

Finances

The high school has agreed to third party billing for 2 courses per student at the discretion of the high school. The high school will provide Montco with the names of any student eligible for third party billing. All students will be billed at the prevailing rate of one credit of tuition and fees for each 3 or 4 credit course, per student. Tuition information can be found at MC3.edu/tuition.

Course Locations:

- Eligible students are permitted to take courses at the following locations:
 - Central Campus, 340 Dekalb Pike, Blue Bell, PA 19422
 - Pottstown Campus, 101 College Drive, Pottstown, PA 19464
 - Online Campus

EXHIBIT B

Company Trademarks



MONTGOMERY
COUNTY COMMUNITY COLLEGE



MONTGOMERY
COUNTY COMMUNITY COLLEGE



MONTGOMERY
COUNTY COMMUNITY COLLEGE

DUAL ENROLLMENT

EXHIBIT C
Dual Enrollment Contacts

Name	Role	Organization	Phone Number	Email Address
General Inquiries	Dual Enrollment Information	Montgomery County Community College		DualEnrollment@MC3.edu MC3.edu/DE
Christine Morris	Program Manager of Educational Partnerships	Montgomery County Community College	610-718-1802	Cmorris@mc3.edu
Shannon Harley	Program Coordinator of High School Programs and Educational Partnerships	Montgomery County Community College		SHarley@MC3.edu
Alison Ritter	Program Coordinator of High School Programs and Educational Partnerships	Montgomery County Community College		ARitter@MC3.edu

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 The Pennsylvania Leadership Charter School referred to as PALCS (“School District”).

WHEREAS, University offers dual credit coursework (the “Program”) to certain qualified high school students and School District 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 11th grade year or are currently in their 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 District 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 District, a high school transcript and a letter or recommendation from the School District

- (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 District 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 District.
- (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 District, or a career pathway offered by the School District.
- (c) Whenever possible, University courses available through the Program shall not supplement or supplant courses offered by the School District 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 District location, as determined by the University and the School District.
- (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 District 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 District 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 District 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 District 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 District:
 - 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 District 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. Adjusted rates may be offered for students when PSU courses are taught by district teachers. 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. PALCS will pay the full tuition and fees for students preapproved by school to take courses in Penn State University's Dual Enrollment Program. PALCS will send list of preapproved students prior to the start of each semester.
 5. The University Bursar Office will directly bill PALCS for the outstanding balance of any
 6. Program student's tuition and fee costs after all adjustments and grant funding are applied. Students are responsible for their own transportation to and from the University. Students are responsible for the cost of books or supplies associated with the dual enrollment course.
- 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 District 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 District 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 District and, further, neither School District 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 District 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:

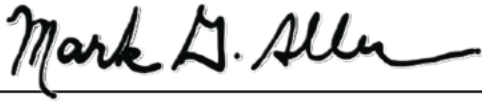
UNIVERSITY: Penn State Lehigh Valley
2809 Saucon Valley Road
Center Valley, PA 18034
admissions-lv@psu.edu

SCHOOL DISTRICT: 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 District:



Mr. Mark Allen
Chief Executive Officer

6-10-24

Date

For the University:



Dr. Tina Richardson
Chancellor of Lehigh Valley

6-11-24

Date



Dr. Margo DelliCarpini
Vice President for Commonwealth Campuses
and Executive Chancellor

6-13-24

Date

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: Jennifer Licate, CTE Coordinator

**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 July 1, 2024-July 31, 2025.

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 is available for IFT enrollment by the student, based on the 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 2 courses per year, as per PALCS policy.

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 & Supplies: market price^
 3. Fees: \$0

*PALCS will pay the full tuition for students preapproved by PALCS to take courses in the IFT and dual enrollment programs.

^Johnson College will invoice the student for books and supplies.

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

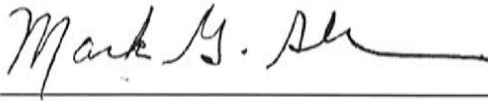
- A. Both Johnson College and PALCS agree to provide a mechanism for communicating the educational and economic benefits of higher education as well as the requirements for participation and enrollment procedures for the Programs to students and parents.
- B. Johnson College Enrollment Specialists agree 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/or CTE Coordinator 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 selected for enrollment by pre-approved students. Students not pre-approved by PALCS will be billed directly for the cost of courses selected for enrollment by the students. Students will be billed for the cost of materials required in the courses 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

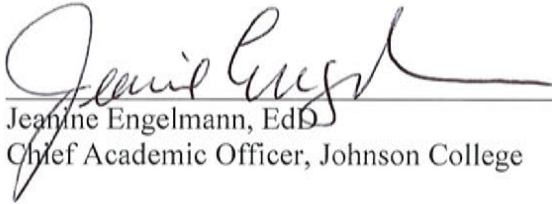
6-7-24

Date



Karla Johnson,
Chief Academic Officer, PALCS

Date



Jeanine Engelmann, EdD
Chief Academic Officer, Johnson College

7/15/24

Date



Katie Leonard, EdD
President & CEO, Johnson College

7/15/2024

Date



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, 2024 through JUNE 30, 2025

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

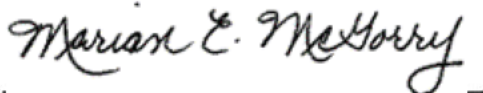
- The College will invoice the Charter School for all pre-approved registered students. Students who are not pre-approved by Charter School will be billed directly.
- The cost for students in sponsoring school districts is \$68 per credit for academic year 2024-2025. The cost for students in non-sponsoring school districts is \$136 per credit for academic year 2024-2025. Additional fees may apply depending upon the individual course (e.g., online course, science lab, and course material fees).
- The Charter School will not cover the cost of textbooks and instructional materials. Any textbooks and/or instructional materials will be the responsibility of the student.
- 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, 2024, to June 30, 2025. **Please sign and return by Friday, June 23, 2024.**

Signatures

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



Date: 5/14/24

Ms. Gina Macklin
VP, Recruitment &
Enrollment Management
Delaware County Community College



Date: 5/14/2024

Keith Brown
Assistant Vice President for Administration
Delaware County Community College



Date: 5/10/2024

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



Date: 4-23-24



**Agreement between
COMMUNITY COLLEGE OF PHILADELPHIA
On behalf of the Division of Strategic Initiatives and Community Engagement
And
Pennsylvania Leadership Charter School**

This Agreement between The Pennsylvania Leadership Charter School, a Charter School (hereby referred to as “School”), located at 1332 Enterprise Drive, West Chester, PA 19380 and Community College of Philadelphia (hereby referred to as “the College”), a public institution of higher education, located at 1700 Spring Garden Street, Philadelphia, PA 19130 (“College”) on behalf of the College’s Division of Strategic Initiatives and Community Engagement is entered on this 1st day of July, 2024.

Whereas, pursuant to Section 1525 of the Pennsylvania Public School Code of 1949, as amended July 8, 2022, school entities, as defined therein, must enter into agreements with institutions of higher education approved to operate in the Commonwealth of Pennsylvania to permit the school entity’s students to attend the institution of higher education while enrolled in the school entity;

Whereas, Community College of Philadelphia is an institution of higher education approved to operate in the Commonwealth of Pennsylvania which offers dual enrollment programming for secondary education students;

Whereas, to fulfill the requirements of Section 1525 of the Pennsylvania Public School Code of 1949, as amended July 8, 2022, School desires to contract with the College to provide dual enrollment academic programming for its students;

NOW, THEREFORE, in consideration of the mutual covenants, undertakings and promises contained herein, the parties hereto, intending to be legally bound, agree to the following terms and conditions:

1. Term and Termination. This Agreement shall commence as of 7/1/2024 and shall be for a term of one year, and thereafter shall be renewed for additional one-year terms, unless either Party shall give the other Party written notice of its intent not to renew this Agreement within ninety (90) days prior to the expiration of the then current term. This Agreement may be terminated at any time by mutual consent. This Agreement may be terminated without cause upon at least ninety days’ written notice by either Party; provided however that such termination shall not be effective until completion of any academic programming for the students who are currently enrolled in any courses at the time of the termination notice. Either party may terminate this Agreement in the event of a material breach of the Agreement by the other party if the non-breaching party has given written notice of such breach, and the breaching party has not cured the breach within thirty (30) days of such notice. In the event this Agreement is terminated due to School’s breach, School shall remain obligated to provide payment for all services provided by the College through the effective date of termination pursuant to the terms set forth in this Agreement.
2. Academic Services. In accordance with the College’s admission and testing policies as more fully specified in Section 6 of this Agreement, students from School may enroll in the

Advance at College or Summer ACE program or other credit courses at the College's Main Campus and/or Regional Centers. At College's discretion, the courses may be offered in-person, fully online, or in a hybrid format. School will have responsibility for advising Students as to how to align courses with School's graduation, program, or pathway requirements.

3. Credits. The credits earned by Students enrolled in courses at the College pursuant to this Agreement shall be the same credits offered to postsecondary students enrolled at the College.
4. Payment. ¹School will pay the full tuition and fees for any students taking courses in the College's Advance at College (dual enrollment), Summer ACE program or other credit courses at the College's Main Campus or Regional Centers. The College will invoice School each semester that a School's student takes a course at the College. School shall also pay the full cost of any required textbooks or course materials and supplies. The charges for the course and fees do not include textbooks. School will purchase textbooks and supplies for enrolled students and will be separately invoiced for the costs of textbooks and supplies. Payment must be submitted within ten days upon receipt of the invoice from the College or students may be dropped from the class. School understands and agrees that it will be required to pay for the course (tuition and fees) and textbooks even if a student or students withdraw from the course or the program on or after the first day of class. Payment by School is not contingent upon a student's completion of or performance in any or all courses and/or any other restriction other than enrollment. Courses offered at the College will not exceed the College's current rate per credit/per course/per student. *Tuition charges will be determined based upon the Student's residency.*
5. Staffing. The College will provide qualified faculty to facilitate and teach courses as is the standard process under the Advance at College and Summer ACE programs.
6. Applications for Admission. Student applications used for admission to the Advance at College (dual enrollment) program and/or the Summer ACE program are the current applications as supplied/published electronically or on paper and must be submitted to the appropriate College office as directed on or before the mutually agreed upon date between the two parties. Application submission dates must be in advance of any established application and processing deadlines established by the College for the relevant semester(s) students are enrolled. The College reserves the right not to accept applications received after this mutually agreed upon date. All students who have applied to Advance at College (dual enrollment) are required to go through the College's processes for placement to determine proper course placement, unless otherwise determined by the College. Students who have successfully completed credit bearing courses will be given one free official transcript that can be applied toward their course of study here at the College upon high school graduation or at another post-secondary institution of their choice.
7. Confidentiality, Student Records. School acknowledges that College is subject to the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g ("FERPA") and its

¹ Current Advance at College rate is \$159 per credit. Current Summer ACE rate is \$250 per course/per student. Rates subject to change. Payee will be notified in advance of any change in costs related to this agreement.

implementing regulations, which limit the transfer and re-transfer of education records and personally identifiable information in education records, including but not limited to any academic or grade information, attendance, truancy, discipline, receipt of special education services or supplementary educational services, social security or public benefits, or information as to race, ethnicity or disability. The College designates School as a School Official under FERPA with legitimate educational interests in the education records and/or personally identifiable information of the students served under this Agreement. To the extent the College shares any education records and/or personally identifiable information with School, School acknowledges that it will receive such education records and/or personally identifiable information in its capacity as School Official, and will comply with all FERPA requirements with regard to such information, including using such information only for the purpose for which the disclosure was made; keeping such information in strict confidence; and maintaining such information in a secure manner. The College shall transmit information or records protected by FERPA solely to the School employee listed in this section 7: Jennifer Licate or designee. jlicate@palcs.org; 610-701-3333 ext 1171. If School is also subject to FERPA (i.e., if School receives funds under any program administered by the U.S. Department of Education), School also designates College as a School Official and may release education records and personally identifiable information to College in accordance with FERPA. If School is not subject to FERPA, School shall provide College with student education records and personally identifiable information in accordance with its own policies, and College shall keep such records confidential. School may transfer records to Megan Barbano-Maxwell, Division of Access and Community Engagement, Community College of Philadelphia, 1700 Spring Garden Street, Philadelphia, PA 19130, Room S3-03, mbarbanomaxwell@ccp.edu.

8. Non-Discrimination. The parties hereto shall act in a nondiscriminatory manner regarding this Agreement and the participation of any student in any program shall not be based on race, color, religion, sex, sexual orientation, gender identity, national origin, age, veteran status and/or disability or any other status protected by federal, state or local law. The parties agree to provide reasonable accommodation(s) to permit a student with a disability to participate in the programs/courses to the extent that such would not fundamentally alter the program/courses or place an undue burden on the parties.
9. Independent Contractor. This Agreement does not create any partnership, joint venture, or other similar business arrangement between the parties. School is considered to be independently contracting with the College and does not have any relationship with the College other than as an independent contractor. School is not authorized to speak for or bind the College with third parties in any manner. School and/or School's employees and agents are not entitled to College-paid compensation, insurances or benefits of any kind.
10. Indemnification. School agrees to defend, indemnify and hold harmless the College and its directors, trustees, officers, employees, and agents from and against any and all liabilities (including all actions, claims, demands, losses, damage fees including reasonable attorney's fees and expenses incurred in defense thereof) relating to: (1) breach by School of this Agreement; or (2) the negligent acts or omissions by School or any of its directors, officers, trustees, agents, employees, faculty or students in connection with their participation in dual enrollment programs and/or pertaining to this Agreement. The College agrees to indemnify

and hold harmless School and its directors, trustees, officers, employees and agents from and against any and all liabilities (including all actions, claims, demands, losses, damage fees including reasonable attorney's fees and expenses incurred in the defense thereof) relating to: (1) breach by the College of this Agreement; or (2) the negligent acts or omissions by the College or its directors, officers, trustees, employees, faculty, or agents in connection with the dual enrollment programs and/or pertaining to this Agreement. Any indemnity granted by the College shall be subject to the immunities and limitations on liability set forth in the Political Subdivision Tort Claims Act (the "Tort Claims Act"), 42 Pa. C.S.A. §§ 8541-8564, and the statutory limits thereof and any other immunity to which the College is entitled. The provisions of the Tort Claims Act are incorporated by reference herein. Nothing shall be construed as waiving any of the College's rights or immunities granted by the Tort Claims Act or as conferring upon third parties any rights against the College not specifically granted by the Tort Claims Act. Each party agrees that it shall give the other party prompt notice of any claim, threatened or made, or suit instituted against it which could result in a claim for indemnification as provided for above; provided, however, that failure to give such notice shall not be a waiver of a party's right to indemnification from the other. The indemnification obligations under this Agreement survive the expiration or termination of this Agreement.

11. Insurance. Each party shall maintain the following insurance with an insurance company with a reputable insurance carrier authorized to do business within the Commonwealth of Pennsylvania: (a) *Workers' Compensation and Employer's Liability.* Workers' Compensation limits shall be the statutory limits and employers' liability insurance, with limits of (1) \$100,000 Each Accident-Bodily Injury by Accident; (2) \$100,000 Each Employee-Bodily Injury by Disease; and (3) \$500,000 Policy Limit-Bodily Injury by Disease; and (b) *General Liability Insurance.* Limit of Liability: \$1,000,000 per occurrence combined single limit for bodily injury (including death) and property damage liability; \$2,000,000 general aggregate. The general liability insurance shall cover: premises operations; personal injury liability; employees and volunteers as additional insureds; broad form property damage. Each party shall provide the other party with a Certificate of Insurance prior to commencing services under this Agreement.
12. Headings. All paragraph and other headings and captions used herein are for convenience of reference only and shall not be used in the interpretation or construction hereof.
13. Notices. Notification to the College required by this Agreement should be addressed to Dr. David E. Thomas, Vice President, Strategic Initiatives & Community Engagement, M2-34C, 1700 Spring Garden St. Philadelphia, PA 19130, dthomas@ccp.edu. Notification to School required by this Agreement should be addressed to Jennifer Licate or designee. jlicate@palcs.org; 610-701-3333 ext 1171.
14. Entireties. This Agreement constitutes the entire agreement between the parties and supersedes all prior agreements or understandings with respect to the subject matter hereof. This Agreement may not be modified or amended except by written agreement signed by each party hereto.



15. Governing Law. This Agreement shall be governed by the laws of the Commonwealth of Pennsylvania, and any dispute arising under this Agreement will be heard exclusively in the state or federal courts in Philadelphia, Pennsylvania.
16. Execution and Counterparts. Provided that all parties execute a copy of this Agreement, this Agreement may be executed in counterparts, each of which shall constitute an original, and all of which together shall constitute one and the same document. This Agreement may be executed by the parties and transmitted by facsimile or electronic transmission, and, if so executed and transmitted, shall be as effective as if the parties had delivered an executed original of this Agreement.

IN WITNESS WHEREOF, THE PARTIES HAVE CAUSED THIS AGREEMENT TO BE EXECUTED ON THE DATE FIRST WRITTEN ABOVE BY THEIR DULY AUTHORIZED AGENTS AND INTEND TO BE LEGALLY BOUND.

**ACCEPTED FOR
COMMUNITY COLLEGE OF PHILADELPHIA**

DocuSigned by:

Dr. David Thomas

3A5CD96B1BE748E...
Dr. David Thomas

Vice President, Strategic Initiatives
and Community Engagement

Date: 5/8/2024 | 5:09 PM EDT

DocuSigned by:

Dr. Donald Generals

57D7328E3C0945F...
Donald Generals, Ed.D, President

Date: 5/8/2024 | 11:05 AM EDT

**ACCEPTED FOR
School Name Here Authorized Individual**

Mark G. Allen

Mark Allen

Mark G. Allen

CEO

Date: 5-6-24

The billing address is: PA Leadership Charter School, Attn: Business Office
1332 Enterprise Drive, West Chester, PA 19380

Addendum

PA Leadership Charter

Payment

School will pay the full tuition and fees for students pre-approved by school to take courses in the College's Advance at College (dual enrollment), Summer ACE Program or other credit courses at the College's Main Campus or Regional Centers.

School will send list of pre-approved students prior to the start of each semester. Students not on this list are responsible for paying for their courses.

The student is responsible to pay for the full cost of any required textbooks or course materials and supplies.



KEYSTONE COLLEGE
DUAL ENROLLMENT AGREEMENT – PENNSYLVANIA LEADERSHIP CHARTER SCHOOL
2024-2025

Thank you for working together with us to promote student learning and success. This agreement is entered into by and between the **Pennsylvania Leadership Charter School** (referred to as the "School District") and **Keystone College** (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 ("Program"). The terms of this agreement are for the 2024-2025 school year or September 1, 2024, through June 30, 2025.

Student Eligibility

- Students who are enrolled in the School District in their junior or senior year of high school may participate in the Program. Students who are regularly enrolled in eligible courses but are in their freshman or sophomore year may enroll in the Program with the approval of the School District's Guidance Department.
- Students who have an outstanding financial obligation to the College may not participate in the Program until that obligation is satisfied.

Courses Offered at the High School

- 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 is pleased to offer dual enrollment to contracted districts at a significantly reduced rate of \$100/credit for the 2024-2025 academic year, a substantial discount from our standard per credit rate of \$490/credit. This is a testament to our commitment to making higher education more accessible. It is the shared responsibility of the student, parent, and home district to ensure timely registrations and payment.
- Students must provide their social security number on the dual enrollment registration form for the enrollment to be processed.
- Registration requests for courses taught by the College will be accepted during normal registration periods as published in the College's Academic Calendar.
- The College will provide the School an invoice for the tuition/fees for all 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 for all applicable students.

Responsibilities of the College

- The College will provide the School District with contracts and registration forms for the upcoming school year by June 30 of each year.
- The College will provide the School District with class rosters for each dual enrollment course.
- The College will register students, enter grades, invoice students, and transcript coursework as detailed above.
- The College will review and approve course syllabi and instructor credentials to ensure compliance with standards relevant to the level of instruction and the College's accreditation.
- The College will inform the School District of any issues with registration to provide transparent communication.
- The College will promptly provide the School District with current contact information for all personnel involved in the Dual Enrollment process.

Responsibilities of the School District

- The School District will provide the College with current contact information for all individuals involved in the Dual Enrollment process, including, but not limited to, the Superintendent, High School Principal, and Representative responsible for registration forms, verification of course rosters, and grade submission.
- For students with documented special circumstances, the School District is responsible for providing support services as prescribed in their IEP or similar documents.
- School Districts are asked to use the official registration form the College provides each year. No changes should be made to this form, and no other form can be accepted as an official registration.

Keystone College Dual Enrollment Contact Information

General Program Questions:	Adrienne Mellott	570.945.8434	adrienne.mellott@keystone.edu
Registration Questions:	Barb Kelley	570.945.8223	barb.kelley@keystone.edu
Billing Questions:	Rebecca Thomas	570.945.8300	rebecca.thomas@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.

School District Signatures:

Mark G. Allen

Chief Executive Officer

7-5-24

Date

Mark G. Allen

Printed Name

Karla Johnson 7/14/24

Chief Academic Officer

Date

Dr. Karla Johnson

Printed Name

College Signature:

Vicki A. Stanavitch, Ph.D.

Vicki Stanavitch, Ph.D.,

Provost and Vice President for Academic and Student Affairs

7/29/2024

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 17 day of July, 2020

By:  (Signature of Board President)

Daniel G. Truitt (Print Name)

The Pennsylvania Leadership Charter School Board of Trustees

Charter School Law Affirmation

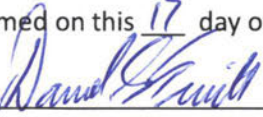
Pennsylvania's first Charter School Law was Act 22 of 1997, 24 P.S. § 17-1701-A et seq., which primarily became effective June 19, 1997, and has subsequently been amended.

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 17 day of July, 2025

By:  (Signature of Board President)

Daniel G. Truitt (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 17 day of July, 2025

By: Daniel G. Truitt (Signature of Board President)

Daniel G. Truitt (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: Daniel G. Truitt (Signature of Board President)

Daniel G. Truitt (Print Name)

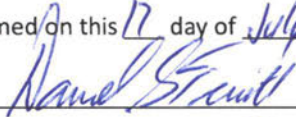
The Pennsylvania Leadership Charter School Board of Trustees

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 17 day of July, 2025

By:  (Signature of Board President)

Daniel G. Traff (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 17 day of July, 2025

By: Daniel G. Truitt (Signature of Board President)

Daniel G. Truitt (Print Name)

The Pennsylvania Leadership Charter School Board of Trustees