

Achievement House CS

Charter Annual Report

07/01/2018 - 06/30/2019

School Profile

Demographics

102 Pickering Way
Exton, PA 19341
484-615-6200

Phase:	Phase 2
CEO Name:	Donald Asplen
CEO E-mail address:	dasplen@achievementcharter.com

Governance and Staff

Leadership Changes

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

There were no changes on the Board of Trustees. There were no changes in administration.

Board of Trustees Meeting Schedule

Location	Date and Time
Achievement House Home Office, 600 Eagleview Blvd., Suite 100, Exton, PA 19341	7/17/2018 7:00 PM
Achievement House Home Office, 600 Eagleview Blvd., Suite 100, Exton, PA 19341	8/21/2018 7:00 PM
Achievement House Home Office, 600 Eagleview Blvd., Suite 100, Exton, PA 19341	9/18/2018 7:00 PM
Achievement House Home Office, 600 Eagleview Blvd., Suite 100, Exton, PA 19341	10/16/2018 7:00 PM
Achievement House Home Office, 600 Eagleview Blvd., Suite 100, Exton, PA 19341	12/11/2018 7:00 PM
Achievement House Home Office, 600 Eagleview Blvd., Suite 100, Exton, PA 19341	1/15/2019 7:00 PM
Achievement House Home Office, 600 Eagleview Blvd., Suite 100, Exton, PA 19341	2/19/2019 7:00 PM
Achievement House Home Office, 600 Eagleview Blvd., Suite 100, Exton, PA 19341	3/19/2019 7:00 PM
Achievement House Home Office, 600 Eagleview Blvd., Suite 100, Exton, PA 19341	5/21/2019 7:00 PM
Achievement House Home Office, 600 Eagleview Blvd., Suite 100, Exton, PA 19341	6/18/2019 7:00 PM

Professional Staff Member Roster

Neal Thomas	
PA Certified	Yes
Areas of Certification	Administrative Provisional I, Principal PK-12, Health & PE Level II, Mid-Level Science 6-9 Level II, Technology Ed PK-12 Level II
Grades Teaching or Serving	7-12
All Areas of Assignment, Subject Areas Teaching, or	Principal

Services Provided	
Number of Hours Annually Worked in Assignment	1440
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

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

XLSX file uploaded.

Quality of Teaching and Other Staff

Position Categories	Number of Staff per Category	Number of Staff Appropriately Certified	Number of Staff Promoted	Number of Staff Transferred	Number of Staff Terminated	Number of Staff Contracted for Following Year
Chief Executive Officer	1.00					1.00
Principal	1.00	1.00				1.00
Assistant Principal						
Classroom Teacher (including Master Teachers)	24.00	24.00				27.00
Specialty Teacher (including Master Teachers)						
Special Education Teacher (including Master Teachers)	11.00	10.00				13.00
Special Education Coordinator						
Counselor	3.00	2.00				3.00
Psychologist						
School Nurse	1.00	1.00				
Supervisor of Special Education	1	1			1	0
Totals	42.00	39.00	0	0	1	45.00

Further explanation:

Principal has an Administrative Provisional I Principal certification.

One Special Education teacher has an emergency permit.

Supervisor of Special Education resigned during the school year.

Fiscal Matters

Major Fundraising Activities

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

There were no major fund-raising activities during this year and non are planned for the upcoming year.

Fiscal Solvency Policies

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

The school board adopts an annual budget in June prior to the upcoming fiscal year. All purchasing and expense allocation throughout the fiscal year must align with the budget. The administration and board monitors fiscal activity on a monthly basis as related to the budget. Monthly reviews capture all balance sheet items, including accounts receivable and accounts payable, as well as all disbursement and deposit activity.

Fiscal Solvency Policies

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

No files have been uploaded.

Accounting System

Changes to the accounting system the charter school uses:

Achievement House Cyber Charter School maintains its books on a fund accounting basis in accordance with GAAP. It maintains a chart of accounts based on the Pennsylvania State Chart of Accounts for PA Public Schools, and all PDE reports are filed in this format. The accounting firm that works with the school is revising the school's chart of accounts to further align the account codes with the state chart of accounts. Quick Books Accounting Software is used to classify, capture and report income and expenditures.

Preliminary Statements of Revenues, Expenditures & Fund Balances

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

XLSX file uploaded.

Financial Audits

Basics

Audit Firm: SD Associates
 Date of Last Audit: 06/17/2019
 Fiscal Year Last Audited: 2018

Explanation of the Report

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

This narrative is empty.

Financial Audit Report

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

PDF file uploaded.

Citations

Financial audit citations and the corresponding Charter School responses

Description	Response
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Federal Programs Consolidated Review

Basics

Title I Status: Yes
 Title I First Year Status: No
 Date of Last Federal Programs Consolidated Review: 05/17/2019
 School Year Reviewed: 2018

Federal Programs Consolidated Review Report

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

PDF file uploaded.

Citations

Federal Programs Consolidated Review citations and the corresponding Charter School responses

Description	Response
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Special Education

Chapter 711 Assurances

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

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

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

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

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

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

Special Education Support Services

Position Title	Building(s) Name and Location for Charter Schools	Caseload	Low Age	High Age
Special Education Supervisor	Achievement House Cyber Charter School	252	13	20

Special Education Contracted Services

Title	Amt. of Time per Week	Operator	Number of Students
Humanus	5 Days	Outside Contractor	14
Special Education Consultant	3 Days	Outside Contractor	252
Therapy Source	5 Days	Outside Contractor	69

U.S. Healthcare	5 Days	Outside Contractor	15
Virtual School Counseling Network	5 Days	Outside Contractor	23

Special Education Cyclical Monitoring

Date of Last Special Education Cyclical Monitoring:

03/20/2017

Link to Report (Optional):

Not Provided

Special Education Cyclical Monitoring Report

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

PDF file uploaded.

Special Education Personnel Development

IEP Institute

In partnership with CCIU, 2 teachers were selected to attend 5 all day trainings. The trainings included components of the IEP, best practices, implementation at the school level and turn around training. Evidence will be compliant IEP documents.

Person Responsible	Special Education Supervisor and Special Education Consultant
Start Date	9/2/2018
End Date	6/15/2019
Program Areas	Special Education
Hours Per Session	2.0
# of Sessions	5
# of Participants Per Session	11
Provider	CCIU
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school or LEA administrators, and other educators seeking leadership roles	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Series of Workshops Department Focused Presentation
Participant Roles	Classroom teachers
Grade Levels	High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods	Review of IEP documents

Transition- Indicator 13

In partnership with CCIU, the special education teachers received onsite review of IEP documents regarding transition planning. Evidence is documentation in the IEP of activities and services for students after high school. Additional evidence is decreased drop out rates and increased graduation rates.

Person Responsible	Special Education Supervisor and Special Education Consultant
Start Date	9/2/2018
End Date	5/20/2019
Program Areas	Special Education
Hours Per Session	3.0
# of Sessions	2
# of Participants Per Session	11
Provider	CCIU
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making.
Training Format	Department Focused Presentation
Participant Roles	Classroom teachers New Staff
Grade Levels	High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods	Review of IEP documents

MTSS- Reading, Writing and Math Interventions

Based upon input from parents, a workshop was held at 2 different times to explain the interventions used for reading, writing and math at AHCCS. Evidence is increased graduation rates for students with disabilities.

Person Responsible	Special Education Supervisor and Special Education Consultant, Principal
Start Date	9/2/2018
End Date	6/15/2019
Program Areas	Special Education
Hours Per Session	1.0
# of Sessions	1
# of Participants Per Session	29
Provider	School Entity
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school or LEA administrators, and other educators seeking leadership roles	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops Live Webinar
Participant Roles	Classroom teachers New Staff Parents
Grade Levels	High (grades 9-12)
Follow-up Activities	Joint planning period activities
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Counseling

Based upon parent survey results, parents wanted to be informed about school based counseling. Evidence includes participation and student success during counseling sessions.

Person Responsible	Special Education Supervisor and Special Education Consultant
Start Date	5/23/2019
End Date	5/23/2019
Program Areas	Professional Education, Special Education

Hours Per Session	1.0
# of Sessions	1
# of Participants Per Session	9
Provider	School Entity
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Series of Workshops Live Webinar
Participant Roles	Classroom teachers New Staff Parents
Grade Levels	High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Joint planning period activities
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey

Life After High School- Office of Vocational Rehabilitation (OVR)

Based upon parent survey results, parents needed to know how to apply for OVR services and the rationale for application for these potential services. Evidence is submission of OVR applications and future attendance at IEP meetings.

Person Responsible	Transition Coordinator
Start Date	3/28/2019
End Date	3/28/2019
Program Areas	Special Education, Student Services
Hours Per Session	1.0
# of Sessions	1

# of Participants Per Session	19
Provider	School Entity
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops Live Webinar
Participant Roles	Classroom teachers Principals / Asst. Principals New Staff Parents
Grade Levels	High (grades 9-12)
Follow-up Activities	Joint planning period activities
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey

Special Education Leadership Conference

A new Special Education Supervisor partnered with PaTTAN to provide training during the summer Leadership Conference in Bedford Springs. Evidence is participant knowledge and leadership opportunities.

Person Responsible	Special Education Supervisor
Start Date	7/11/2018
End Date	7/25/2018
Program Areas	Professional Education, Special Education
Hours Per Session	3.0

# of Sessions	1
# of Participants Per Session	100
Provider	PaTTAN
Provider Type	PaTTAN
PDE Approved	Yes
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	Offsite Conferences
Participant Roles	Classroom teachers New Staff
Grade Levels	High (grades 9-12)
Follow-up Activities	Peer-to-peer lesson discussion
Evaluation Methods	Participant survey

Putting the Pieces Together- IEP Components

Parents indicated that they needed more information regarding the components of an IEP.

Evidence will be participant survey and completed documents.

Person Responsible	Special Education Supervisor and Special Education Consultant
Start Date	10/18/2018
End Date	10/18/2018
Program Areas	Special Education
Hours Per Session	1.0
# of Sessions	1
# of Participants Per Session	18
Provider	School Entity
Provider Type	School Entity

PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Series of Workshops Live Webinar
Participant Roles	Classroom teachers Parents
Grade Levels	High (grades 9-12)
Follow-up Activities	Joint planning period activities
Evaluation Methods	Participant survey

Special Education Program Profile

Program Position #0

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	13 to 17	15	1
Locations:				
Achievement House Cyber Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #1

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	13 to 17	15	1
Locations:				
Achievement House Cyber Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #2

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	14 to 18	15	1
Locations:				
Achievement House Cyber Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #3

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	16 to 20	15	1
Locations:				
Achievement House Cyber Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #4

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 17	27	1
Locations:				
Achievement House Cyber Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #5*Operator:* Charter School**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	29	1
Locations:				
Achievement House Cyber Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #6*Operator:* Charter School**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	31	1
Locations:				
Achievement House Cyber Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #7*Operator:* Charter School**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	15	0.5
Locations:				
Achievement House Cyber Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #8*Operator:* Charter School**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	28	1
Locations:				
Achievement House Cyber Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #9

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 20	32	1
Locations:				
Achievement House Cyber Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #10

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 20	4	0.2
Locations:				
Achievement House Cyber Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Facilities

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

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

The school did not make any significant additions or deletions to capital inventory during the 2018-2019 fiscal year.

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

\$250,000.00

Facility Plans and Other Capital Needs

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

At this time, the school has no plans to purchase facilities or borrow funds for capital improvements.

Memorandums of Understanding

Organization	Purpose
Uwchlan Twp Police Dept, 717 North Ship Road, Exton, PA 19341	Standard Model of Memorandum of Understanding/Mutual Aid Agreement updated on July 17, 2019. Primary sections Include: I - Joint Statement of Concern. II - Notification of Incidents to Law Enforcement. III - Law Enforcement Authority Response. IV - Assistance of School Entities. V - Media Relations. VI - General Provisions.

Charter School Annual Report Affirmations

Charter Annual Report Affirmation

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

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

Affirmed by Marilou Strangarity on 7/22/2019

Board President

Affirmed by Donald Asplen on 7/24/2019

Chief Executive Officer

Charter School Law Affirmation

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

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

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

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

Affirmed by Marilou Strangarity on 7/22/2019

Board President

Affirmed by Donald Asplen on 7/24/2019

Chief Executive Officer

Ethics Act Affirmation

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

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

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

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

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

Affirmed by Marilou Strangarity on 7/22/2019

Board President

Affirmed by Donald Asplen on 7/24/2019

Chief Executive Officer

Charter Annual Background Check Affirmation

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

Affirmed by Marilou Strangarity on 7/22/2019

Board President

Affirmed by Donald Asplen on 7/24/2019

Chief Executive Officer

Charter Annual Administrative Certification Affirmation

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

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

Affirmed by Marilou Strangarity on 7/22/2019

Board President

Affirmed by Donald Asplen on 7/24/2019

Chief Executive Officer