

Pennsylvania Distance Learning CS

Charter Annual Report

07/01/2018 - 06/30/2019

School Profile

Demographics

2100 Corporate Drive
Suite 500
Wexford, PA 15090
(724)933-7300

Phase:
CEO Name:
CEO E-mail address:

Phase 2
Patricia Rossetti
patricia.rossetti@padistance.org

Governance and Staff

Leadership Changes

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

Greg Dolan joined the Board of Trustees on July 17, 2018. He placed William DiBenedetto who passed away in February 2018.

Kelly Crooks moved from Curriculum Coordinator to 7-12 Principal to allow for dispersment of teacher supervision from one (1) K-12 principal to two (2) principals.

Board of Trustees Meeting Schedule

Location	Date and Time
2100 Corporate Drive, Suite 500, Wexford, PA 15090	7/17/2018 11:00 AM
2100 Corporate Drive, Suite 500, Wexford, PA 15090	8/10/2018 12:00 PM
2100 Corporate Drive, Suite 500, Wexford, PA 15090	9/19/2018 11:30 AM
2100 Corporate Drive, Suite 500, Wexford, PA 15090	10/29/2018 9:30 AM
2100 Corporate Drive, Suite 500, Wexford, PA 15090	12/18/2018 12:30 PM
2100 Corporate Drive, Suite 500, Wexford, PA 15090	3/6/2019 4:00 PM
2100 Corporate Drive, Suite 500, Wexford, PA 15090	4/29/2019 3:00 PM
2100 Corporate Drive, Suite 500, Wexford, PA 15090	5/6/2019 4:00 PM
2100 Corporate Drive, Suite 500, Wexford, PA 15090	6/10/2019 4:00 PM

Professional Staff Member Roster

There are no professional staff members.

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

XLSX file uploaded.

Quality of Teaching and Other Staff

Position Categories	Number of Staff per Category	Number of Staff Appropriately Certified	Number of Staff Promoted	Number of Staff Transferred	Number of Staff Terminated	Number of Staff Contracted for Following Year
Chief Executive Officer	1.00	1.00	0.00	0.00	0.00	1.00

Principal	2.00	2.00	0.00	1.00	0.00	2.00
Assistant Principal	0.00	0.00	0.00	0.00	0.00	0.00
Classroom Teacher (including Master Teachers)	44.00	44.00	0.00	1.00	7.00	37.00
Specialty Teacher (including Master Teachers)	18.00	18.00	0.00	0.00	3.00	15.00
Special Education Teacher (including Master Teachers)	17.00	17.00	0.00	3.00	3.00	14.00
Special Education Coordinator	1.00	1.00	0.00	0.00	0.00	1.00
Counselor	7.00	7.00	0.00	0.00	0.00	7.00
Psychologist	0.00	0.00	0.00	0.00	0.00	0.00
School Nurse	1.00	1.00	0.00	0.00	0.00	1.00
Director of Technology	1	1	0	0	0	1
Totals	92.00	92.00	0.00	5.00	13.00	79.00

Further explanation:

All staff members who left resigned during the school year. No staff members were terminated at the end of the school year. One classroom teacher transferred to the role of Curriculum & Instruction Coach for 2019-20. Two special education teachers transferred to Title I and one transferred to regular education for 2019-20. One principal transferred to the role of Family Engagement Coordinator for 2019-20.

Fiscal Matters

Major Fundraising Activities

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

The school did not conduct fundraising activities in the 2018-19 school year. There are no plans for major fundraising activities in the 2019-20 school year.

Fiscal Solvency Policies

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

The school did not make any changes to procedures during the 2018-19 school year. 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, as related to the annual budget, on a monthly basis.

The monthly financial reporting includes the following monthly reports:

- Comparative Balance Sheet with dates as of the last fiscal year end and the most recent month end.
- Budget versus Actual for the month period ending as of the most recent month end.
- End of year projection versus the annual budget.
- Accounts Receivable as of the most recent month end.

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:

No changes were made to the accounting system. The school continues to contract with Charter Choices, Inc. to provide business services to the school including accounts payable, receivable,

and financial reporting.

Preliminary Statements of Revenues, Expenditures & Fund Balances

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

PDF file uploaded.

Financial Audits

Basics

Audit Firm: HBK CPAs & Consultants
 Date of Last Audit: 10/29/2018
 Fiscal Year Last Audited: 2017-18

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
-------------	----------

Federal Programs Consolidated Review

Basics

Title I Status: Yes
 Title I First Year Status: No

Date of Last Federal
Programs Consolidated Review: 05/01/2019
School Year Reviewed: 2018-19

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
--------------------	-----------------

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
Director of Special Education	PA Distance Learning Charter School	224	5	21
School Psychologist	PA Distance Learning Charter School	224	5	21

Special Education Contracted Services

Title	Amt. of Time per Week	Operator	Number of Students
Behavioral Support Services	68 Hours	Outside Contractor	43
Counseling	10 Hours	Outside Contractor	13

Family Counseling	2 Hours	Outside Contractor	10 or fewer
Learning Coach	382 Hours	Outside Contractor	41
Occupational Therapy	21 Hours	Outside Contractor	31
Physical Therapy	4 Hours	Outside Contractor	10 or fewer
Social Skills Groups	5 Hours	Outside Contractor	19
Speech and Language Therapist	42 Hours	Outside Contractor	38

Special Education Cyclical Monitoring

Date of Last Special Education Cyclical Monitoring:
Link to Report (Optional):

12/04/2017
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 Alignment

Provided on going small group and individual focus group sessions on aligning IEPs, with a heavy focus on transition IEPs.

Based on the feedback and overall review of IEPs pre training and post training, the compliance scores were raised.

Person Responsible	Director of Special Education
Start Date	9/4/2017
End Date	6/7/2019
Program Areas	Professional Education, Special Education
Hours Per Session	1
# of Sessions	45
# of Participants Per Session	1
Provider	Erin Grimm
Provider Type	IU
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Series of Workshops
Participant Roles	Classroom teachers
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Lesson modeling with mentoring Joint planning period activities
Evaluation Methods	Review of written reports summarizing instructional activity

Transition Conference

PDE/PATTAN transition conference

Person Responsible	Director of Special Education
Start Date	2/18/2019
End Date	6/28/2019
Program Areas	Special Education
Hours Per Session	1
# of Sessions	24
# of Participants Per Session	2
Provider	PDE/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.
Training Format	Offsite Conferences
Participant Roles	Classroom teachers
Grade Levels	High (grades 9-12)
Follow-up Activities	Peer-to-peer lesson discussion Joint planning period activities
Evaluation Methods	Observation

Transition/Education and Work Standards

IEP review, and review of students CEW portfolios

Person Responsible	Director of Special Education
Start Date	9/2/2018
End Date	6/28/2019
Program Areas	Special Education
Hours Per Session	7
# of Sessions	1

# of Participants Per Session	2
Provider	AIU
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.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Offsite Conferences
Participant Roles	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	IEP review and portfolio review

Teaching of Math

TEachers presented at in house Ed Camp to peers and incorporated some of the strategies learned in their daily lessons.

Person Responsible	Director of Special Education
Start Date	2/5/2018
End Date	6/28/2019
Program Areas	Special Education
Hours Per Session	8
# of Sessions	1
# of Participants Per Session	2
Provider	AIU
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.
For school or LEA administrators, and other educators seeking	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling

leadership roles	students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Offsite Conferences
Participant Roles	Classroom teachers
Grade Levels	Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Reading Strategies

Teacher presented at Ed camp, and utilized the learned strategies within his classroom

Person Responsible	Director of Special Education
Start Date	10/15/2018
End Date	6/28/2019
Program Areas	Special Education
Hours Per Session	8
# of Sessions	3
# of Participants Per Session	1
Provider	AIU
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.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Series of Workshops
Participant Roles	Classroom teachers
Grade Levels	High (grades 9-12)
Follow-up Activities	Creating lessons to meet varied student learning styles
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards,

	classroom environment, instructional delivery and professionalism.
--	--

Behavior Support in the Classroom

Strategies learned through out the workshop will be added to the teachers classes.

Person Responsible	Director of Special Education
Start Date	1/16/2019
End Date	6/28/2019
Program Areas	Special Education
Hours Per Session	8.0
# of Sessions	1
# of Participants Per Session	2
Provider	AIU
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.
Training Format	Offsite Conferences
Participant Roles	Classroom teachers
Grade Levels	Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
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.

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	10 to 11	1	0.16
Justification: We are a cyber charter school, the students are never in the classroom together.				
Locations:				
PA Distance Learning Charter School	An Elementary School Building	A special education Center in which no general education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	3	0.25
Locations:				
PA Distance Learning Charter School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	9 to 9	1	0.08
Locations:				
PA Distance Learning Charter School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	3	0.25
Locations:				
PA Distance Learning Charter School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 6	1	0.08
Locations:				
PA Distance Learning Charter School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Multiple Disabilities Support	11 to 11	1	0.08
Locations:				
PA Distance Learning Charter School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	9 to 9	1	0.08
Locations:				
PA Distance Learning Charter School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #1*Operator:* Charter School**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 19	12	0.92
Locations:				
PA Distance Learning Charter School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	17 to 17	1	0.08
Locations:				
PA Distance Learning Charter School	A 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
Itinerant	Emotional Support	13 to 19	14	0.87
Justification: Cyber Charter School, students are never in a room together				
Locations:				
PA Distance Learning Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	17 to 17	1	0.13
Locations:				
PA Distance Learning 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
Itinerant	Learning Support	15 to 17	20	1
Locations:				
PA Distance Learning Charter School	A 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 15	17	0.8
Locations:				
PA Distance Learning Charter School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	4	0.2
Locations:				
PA Distance Learning Charter School	A Middle 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	16 to 19	15	1
Locations:				
PA Distance Learning Charter School	A 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	2	0.13
Locations:				
PA Distance Learning Charter School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	13	0.86
Locations:				
PA Distance Learning Charter School	A Middle School Building	A building in which General Education programs are operated		

Program Position #7

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	19	0.95
Locations:				
PA Distance Learning Charter School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	15 to 15	1	0.05
Locations:				
PA Distance Learning Charter School	A 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	6 to 9	6	0.5
Locations:				
PA Distance Learning Charter School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 9	6	0.5
Locations:				
PA Distance Learning Charter School	An Elementary 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	9 to 10	7	0.8
Locations:				
PA Distance Learning Charter School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	9 to 9	2	0.2
Locations:				
PA Distance Learning Charter School	An Elementary 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	10 to 12	20	0.9
Locations:				
PA Distance Learning Charter School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 10	1	0.05
Locations:				
PA Distance Learning Charter School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 11	1	0.05
Locations:				
PA Distance Learning Charter School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 17	17	0.5
Justification: Cyber Charter School, these students are never in the same room together as any time.				
Locations:				
PA Distance Learning Charter School	An Elementary 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:

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

Computer Equipment = \$352,567

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

\$352,567.00

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

\$352,567.00

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:

The Charter School's current lease expires July 31, 2020. The school's current facility is open to the public with no security controls within the school's purview. The school has outgrown the current space resulting in doubling up in offices and use of conference rooms for offices. The school considered multiple options with the assistance of a real estate broker and school's legal counsel. The school secured a ten (10) year lease at a new location, 2605 Nicholson Road, Building IV, Sewickley, PA 15143. Quotes for furniture, fixtures, data, and other moving needs will be secured by October 2019. Agreements for furniture delivery, data installation, and moving will be secured and scheduled by December 2019. Phone, Internet, copier, and other services needed at new address will begin to be secured in January 2020. Address change notices for bank, insurance, postmaster, PDE, etc. will occur in May 2020. Move to new location will occur in June 2020

Memorandums of Understanding

Organization	Purpose
Allegheny County Department of Human Services, Office of Children, Youth, and Families	Foster care and Foster Care Transportation
Franklin Park Police Department	Safe Schools and Safe2Say Something
Intermediate Unit #3 Title III Consortium	Title III Consortium and services

Charter School Annual Report Affirmations

Charter Annual Report Affirmation

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

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

Affirmed by John Marous on 7/31/2019

Board President

Affirmed by Patricia Rossetti on 7/29/2019

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 John Marous on 7/31/2019

Board President

Affirmed by Patricia Rossetti on 7/29/2019

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 John Marous on 7/31/2019

Board President

Affirmed by Patricia Rossetti on 7/29/2019

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 John Marous on 7/31/2019

Board President

Affirmed by Patricia Rossetti on 7/29/2019

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 John Marous on 7/31/2019

Board President

Affirmed by Patricia Rossetti on 7/29/2019

Chief Executive Officer