



Achievement House Cyber Charter School Board of Trustees

Public Meeting Agenda January 19, 2021 – 7:00 p.m.

- I. Administration**
- A. Call to Order *Strangarity*
 - B. Pledge to the Flag *Strangarity*
 - C. Roll Call *Gilligan*
 - D. Announcement of Video/Audio Recording *Strangarity*
 - E. Executive Session Statement: *Strangarity*
The board held an executive session this evening to discuss personnel matters, real estate, and legal issues.
 - F. Approval of Minutes from December 8, 2020 Meeting *Strangarity*
- II. Academic Performance**
- A. Discussion Academic Report *Thomas*
 - B. Discussion Special Education Report *Knauff*
 - C. Discussion Curriculum Report *French*
- III. Operations Performance**
- A. Discussion Enrollment/Marketing Video Report *Butler*
 - B. Discussion HR Video Report *Worn*
 - C. Discussion Guidance Video Report *Botes*
 - D. Finance and Business Report
 - 1. Discussion Treasurer’s Monthly Report *Schumm*
 - E. Discussion CEO Video Report *Asplen*
- IV. Personnel**
- A. New Hires: *Worn*
 - 1. Matthew McGeehan, Director of Educational Technology, \$77,000
 - 2. Lauren DeCarlo, School Social Worker, \$58,500
 - B. Separations:
 - 1. Jill Dunlap, Special Education Teacher – 1/15/21
 - 2. Diane Morian, Special Education Teacher – 1/15/21
- V. Governance** *Asplen*
- A. Ethics Forms
 - B. Updated Per Diem Meal Allowance
- VI. New Business**
- VII. Public Comment:** *Members of the public and those in attendance at the meeting may speak for three minutes. Please adhere to this timeline if you are speaking. Printed copies of the remarks may be distributed. Board members will not answer questions asked during this time, but rather listen and instruct the school in how to respond to the speaker.*

VIII. Adjournment

Next Meeting: February 16, 2021



Achievement House Cyber Charter School Board of Trustees

Public Meeting Agenda February 16, 2021 – 7:00 p.m.

- I. Administration**
- A. Call to Order *Strangarity*
 - B. Pledge to the Flag *Strangarity*
 - C. Roll Call *Gilligan*
 - D. Announcement of Video/Audio Recording *Strangarity*
 - E. Executive Session Statement: *Strangarity*
The board held an executive sessions this evening to discuss personnel matters, real estate, and legal issues.
 - F. Approval of Minutes from January 19, 2021 Meeting *Strangarity*
- II. Academic Performance**
- A. Discussion Academic Report *Thomas*
 - B. Discussion Special Education Report *Knauff*
 - C. Discussion Curriculum Report *French*
- III. Operations Performance**
- A. Discussion Enrollment/Marketing Video Report *Butler*
 - B. Discussion HR Video Report *Worn*
 - C. Discussion Guidance Video Report *Botes*
 - D. Finance and Business Report
 - 1. Discussion Treasurer’s Monthly Report *Schumm*
 - E. Discussion CEO Video Report *Asplen*
- IV. Personnel**
- A. New Hires: *Worn*
 - 1. Christianne Cordovano, Special Education Teacher, \$54,000
 - 2. Jay Tarnoff, Part-time School Psychologist - Contractor
 - B. Separations:
 - 1. Emily Pike, English Teacher
 - C. Promotion:
 - 1. Jim Flick, Dean of Students, \$67,000. 10-month position + 2 weeks during the summer.
- V. Governance** *Asplen*
- A. Updated Tuition Reimbursement Policy
 - B. Proposed school calendar dates: August 30, 2021 – June 7, 2022
- VI. New Business**
- VII. Public Comment:** *Members of the public and those in attendance at the meeting may speak for three minutes. Please adhere to this timeline if you are speaking. Printed copies of the remarks may be*

distributed. Board members will not answer questions asked during this time, but rather listen and instruct the school in how to respond to the speaker.

VIII. Adjournment

Next Meeting: March 16, 2021



Achievement House Cyber Charter School Board of Trustees

Public Meeting Agenda March 16, 2021 – 7:00 p.m.

- I. Administration**
- A. Call to Order *Strangarity*
 - B. Pledge to the Flag *Strangarity*
 - C. Roll Call *Gilligan*
 - D. Announcement of Video/Audio Recording *Strangarity*
 - E. Executive Session Statement: *Strangarity*
The board held an executive sessions this evening to discuss personnel matters, real estate, and legal issues.
 - F. Approval of Minutes from February 16, 2021 Meeting *Strangarity*
- II. Academic Performance**
- A. Discussion Academic Report *Thomas*
 - B. Discussion Special Education Report *Knauff*
 - C. Discussion Curriculum Report *French*
- III. Operations Performance**
- A. Discussion Enrollment/Marketing Video Report *Butler*
 - B. Discussion HR Video Report *Worn*
 - C. Discussion Guidance Video Report *Botes*
 - D. Finance and Business Report
 - 1. Discussion Treasurer’s Monthly Report *Schumm* - E. Discussion CEO Video Report *Asplen*
- IV. Personnel**
- A. New Hires: *Worn*
 - 1. Patricia Cohen, Special Education Teacher, \$54,000
 - 2. Aaron Dake, English Teacher, \$47,500
 - 3. Jessica Reynolds, Math Teacher, \$43,000
 - 4. Kelly Kniha, Substitute Teacher, \$40,000
 - B. Separations:
 - 1. Deirdre Yeager – Temporary, Part-time Special Ed Teacher – Assignment ended
 - 2. Lois Hillman – Temporary, Part-time Special Ed Teacher – Assignment ended
 - 3. Tina Krovetz – Temporary, Part-time Special Ed Teacher – Assignment ended
 - 4. Chris Soleil – Teacher Assistant-Special Ed - Resignation
- V. Governance** *Asplen*
- A. Loyalty Salary Increase Resolution
 - B. Van Purchase Resolution
- VI. New Business**

VII. **Public Comment:** *Members of the public and those in attendance at the meeting may speak for three minutes. Please adhere to this timeline if you are speaking. Printed copies of the remarks may be distributed. Board members will not answer questions asked during this time, but rather listen and instruct the school in how to respond to the speaker.*

VIII. **Adjournment**

Next Meeting: May18, 2021



Achievement House Cyber Charter School Board of Trustees

Public Meeting Agenda May 18, 2021 – 7:00 p.m.

- I. Administration**
- A. Call to Order *Strangarity*
 - B. Pledge to the Flag *Strangarity*
 - C. Roll Call *Gilligan*
 - D. Announcement of Video/Audio Recording *Strangarity*
 - E. Executive Session Statement: *Strangarity*
The board held an executive sessions this evening to discuss personnel matters, real estate, and legal issues.
 - F. Approval of Minutes from March 16, 2021 Meeting *Strangarity*
- II. Academic Performance**
- A. Discussion Academic Report *Thomas*
 - B. Discussion Special Education Report *Knauff*
 - C. Discussion Curriculum Report *French*
- III. Operations Performance**
- A. Discussion Enrollment/Marketing Video Report *Butler*
 - B. Discussion HR Video Report *Worn*
 - C. Discussion Guidance Video Report *Botes*
 - D. Finance and Business Report
 - 1. Discussion Treasurer’s Monthly Report *Schumm* - E. Discussion CEO Video Report *Asplen*
- IV. Personnel**
- A. New Hires: *Worn*
 - 1. Patricia Barron – General Office Support, \$38,500
 - 2. Michelle Smith – Special Ed Teacher, \$58,000
 - 3. Carole Dowling – Part-time School Psychologist, Contractor, \$1000/evaluation
 - 4. Jessica Savaiano – Part-time School Psychologist, Contractor, \$1000/evaluation
 - B. Separations:
 - 1. Patricia Fraumeni – Special Ed Teacher
 - 2. Nick Squeri – Special Ed Teacher
 - 3. Melissa Miller – Mathematics Teacher
- V. Governance** *Asplen*
- A. School Calendar
 - B. Instructional Design and Data Lead Job Description
 - C. Accept Board Resignation
- VI. New Business**

VII. **Public Comment:** *Members of the public and those in attendance at the meeting may speak for three minutes. Please adhere to this timeline if you are speaking. Printed copies of the remarks may be distributed. Board members will not answer questions asked during this time, but rather listen and instruct the school in how to respond to the speaker.*

VIII. **Adjournment**

Next Meeting: June 15, 2021



Achievement House Cyber Charter School Board of Trustees

Public Meeting Agenda June 15, 2021 – 7:00 p.m.

- I. Administration**
- A. Call to Order *Strangarity*
 - B. Pledge to the Flag *Strangarity*
 - C. Roll Call *Gilligan*
 - D. Announcement of Video/Audio Recording *Strangarity*
 - E. Executive Session Statement: *Strangarity*
The board held an executive sessions this evening to discuss personnel matters, real estate, and legal issues.
 - F. Approval of Minutes from May 18, 2021 Meeting *Strangarity*
- II. Academic Performance**
- A. Discussion Academic Report *Thomas*
 - B. Discussion Special Education Report *Knauff*
 - C. Discussion Curriculum Report *French*
- III. Operations Performance**
- A. Discussion Enrollment/Marketing Video Report *Butler*
 - B. Discussion HR Video Report *Worn*
 - C. Discussion Guidance Video Report *Botes*
 - D. Finance and Business Report
 - 1. Discussion Treasurer’s Monthly Report *Schumm* - E. Discussion CEO Video Report *Asplen*
 - F. Special Report: Scholarships *Valvo*
- IV. Personnel**
- A. New Hires: *Worn*
 - 1. Michelle Christie – Part-time Certified School Nurse, \$35/hour, 30 hours per week
 - B. Separations:
 - 1. Heather Robinson – Student Liaison
 - 2. Morgan Soika – Temporary Part-time Assistant
- V. Governance** *Asplen*
- A. Resolution to enroll out-of-state student
 - B. Resolution to amend drive time to Exton from 2 hours to 1.5 hours
 - C. Resolution to adopt new Job Descriptions
 - D. Resolution to pass preliminary budget
 - E. Resolution to adopt staff bonuses as outlined in Executive Session
 - F. Resolution to adopt fund allocations as detailed in Executive Session
- VI. New Business - None**

VII. **Public Comment:** *Members of the public and those in attendance at the meeting may speak for three minutes. Please adhere to this timeline if you are speaking. Printed copies of the remarks may be distributed. Board members will not answer questions asked during this time, but rather listen and instruct the school in how to respond to the speaker.*

VIII. **Adjournment**

Next Meeting: July 20, 2021



Achievement House Cyber Charter School Board of Trustees

Public Meeting Agenda July 21, 2020 – 7:00 p.m.

- I. Administration**
- A. Call to Order *Strangarity*
 - B. Pledge to the Flag *Strangarity*
 - C. Roll Call *Gilligan*
 - D. Announcement of Video/Audio Recording *Strangarity*
 - E. Executive Session Statement *Strangarity*
 - F. Approval of Minutes from June 16, 2020 Meeting *Strangarity*
- II. Academic Performance**
- A. Discussion Academic/SPED Video Report *Thomas*
- III. Operations Performance**
- A. Discussion Enrollment/Marketing Video Report *Butler*
 - B. Discussion HR Video Report *Worn*
 - C. Discussion Guidance Video Report *Botes*
 - D. Finance and Business Report
 - 1. Discussion Treasurer’s Monthly Report *Schumm* - E. Discussion CEO Video Report *Asplen*
- IV. Personnel**
- A. New Hires: *Worn*
 - 1. Desiree Borusiewicz, Health & PE Teacher - \$49,000
 - 2. Chris Gibson, Junior Help Desk Technician - \$14/hour
 - B. Open Positions – None
- V. Governance** *Asplen*
- A. Emergency Instructional Template resolution
 - B. Instructional Time Resolution
- VI. New Business**
- A. Summer Camp Update *Perecko*
- VII. Public Comment: Members of the public and those in attendance at the meeting may speak for three minutes. Please adhere to this timeline if you are speaking. Printed copies of the remarks may be distributed. Board members will not answer questions asked during this time, but rather listen and instruct the school in how to respond to the speaker.**
- VIII. Adjournment**

Next Meeting: August 18, 2020 at 7:00 p.m.



Achievement House Cyber Charter School Board of Trustees

Public Meeting Agenda August 18, 2020 – 7:00 p.m.

- I. Administration**
- A. Call to Order *Strangarity*
 - B. Pledge to the Flag *Strangarity*
 - C. Roll Call *Gilligan*
 - D. Announcement of Video/Audio Recording *Strangarity*
 - E. Executive Session Statement *Strangarity*
 - F. Approval of Minutes from July 21, 2020 Meeting *Strangarity*
- II. Officer Elections**
- A. Nominations
 - B. Elections
- III. Academic Performance**
- A. Discussion Academic/SPED Video Report *Thomas*
- IV. Operations Performance**
- A. Discussion Enrollment/Marketing Video Report *Butler*
 - B. Discussion HR Video Report *Worn*
 - C. Discussion Guidance Video Report *Botes*
 - D. Finance and Business Report
 - 1. Discussion Treasurer’s Monthly Report *Schumm* - E. Discussion CEO Video Report *Asplen*
- V. Personnel**
- A. New Hires: *Worn*
 - 1. Sherri Emrich, Special Education Teacher, \$55,000
 - 2. Michele Mazurek, English Teacher, \$55,000
 - 3. Matthew Steiger, Health & PE Teacher, \$43,000
 - 4. Laura Tarnoff, Part-time Math Teacher, \$28,000
 - 5. Diane Morian, Special Education Teacher, \$55,000
 - 6. Chris Gibson, Junior Help Desk Technician, \$14/hour
 - B. Separations:
 - 1. Amanda Martin, Special Education Teacher
 - 2. Melissa Tweed, Math Teacher
 - 3. Rebecca Kenzakowski, Part-time, Temporary ESY Teacher
- VI. Governance** *Asplen*
- A. Ten-year Employee Benefit
 - B. School Reopening Health and Safety Plan
 - C. Revised PTO policy

VII. New Business

VIII. **Public Comment:** *Members of the public and those in attendance at the meeting may speak for three minutes. Please adhere to this timeline if you are speaking. Printed copies of the remarks may be distributed. Board members will not answer questions asked during this time, but rather listen and instruct the school in how to respond to the speaker.*

IX. **Adjournment**

Next Meeting: September 15, 2020 at 7:00



Achievement House Cyber Charter School Board of Trustees

Public Meeting Agenda September 15, 2020 – 7:00 p.m.

- I. **Administration**
 - A. Call to Order *Strangarity*
 - B. Pledge to the Flag *Strangarity*
 - C. Roll Call *Gilligan*
 - D. Announcement of Video/Audio Recording *Strangarity*
 - E. Executive Session Statement *Strangarity*
 - F. Approval of Minutes from August 18, 2020 Meeting *Strangarity*

- II. **Academic Performance**
 - A. Discussion Academic/SPED Video Report *Thomas*

- III. **Operations Performance**
 - A. Discussion Enrollment/Marketing Video Report *Butler*
 - B. Discussion HR Video Report *Worn*
 - C. Discussion Guidance Video Report *Botes*
 - D. Finance and Business Report
 - 1. Discussion Treasurer’s Monthly Report *Schumm*
 - E. Discussion CEO Video Report *Asplen*

- IV. **Personnel**
 - A. New Hires: *Worn*
 - 1. Doug DeSimone, Social Studies Teacher, \$53,000
 - 2. Emily Pike, English Teacher, \$43,000
 - 3. Gina Polsin, Science Teacher, \$45,000
 - 4. Katie Harley, Mentor, \$41,000
 - 5. Jordan Connors, Mentor, \$41,000
 - 6. Lentoya Ellison, Mentor, \$41,000
 - 7. Hannah Sapko, School Based Counselor, \$53,000
 - B. Internal Transfer:
 - 1. Julia Debald, Mentor, \$40,038

- V. **Governance** *Asplen*
 - A. Bonuses
 - B. Technology purchases: \$153,819
 - C. New technology purchase

- VI. **New Business**

- VII. **Public Comment:** *Members of the public and those in attendance at the meeting may speak for three minutes. Please adhere to this timeline if you are speaking. Printed copies of the remarks may be distributed. Board members will not answer questions asked during this time, but rather listen and instruct the school in how to respond to the speaker.*

VIII. Adjournment

Next Meeting: October 20, 2020 at 7:00 p.m.



Achievement House Cyber Charter School Board of Trustees

Public Meeting Agenda October 20, 2020 – 7:00 p.m.

- I. Administration**
- A. Call to Order *Strangarity*
 - B. Pledge to the Flag *Strangarity*
 - C. Roll Call *Gilligan*
 - D. Announcement of Video/Audio Recording *Strangarity*
 - E. Executive Session Statement *Strangarity*
 - F. Approval of Minutes from September 15, 2020 Meeting *Strangarity*
- II. Academic Performance**
- A. Discussion Academic/SPED Video Report *Thomas*
 - B. Special Education Report *Knauff*
 - C. Curriculum Report *French*
- III. Operations Performance**
- A. Discussion Enrollment/Marketing Video Report *Butler*
 - B. Discussion HR Video Report *Worn*
 - C. Discussion Guidance Video Report *Botes*
 - D. Finance and Business Report
 - 1. Discussion Treasurer’s Monthly Report *Schumm*
 - E. Discussion CEO Video Report *Asplen*
- IV. Personnel**
- A. New Hires: *Worn*
 - 1. Morgan Soika, Part-time Temporary Admin. Assistant, \$18/hr.
 - 2. Jill Dunlap, Special Education Teacher, \$57,000
 - 3. Jeanne Kalil, Mentor, \$40,000
 - 4. Samuel Conley-Vaverchak, Math Teacher, \$43,000
 - 5. Heather Robinson, Student Liaison, \$32,800
 - 6. Frank Prepsel, IT Tech Support, \$65,000
 - B. Internal Transfer:
 - 1. Jen Brittingham, Parent Involvement Coordinator, \$40,000
 - C. Separations:
 - 1. Crystal Hegarty, Special Education Teacher
 - D. Stipends:
 - 1. Team Captains: \$5,000
 - 2. AHIT strand leaders: \$1,000
 - 3. Lead Mentor: \$3,000
 - 4. EL Coordinator: \$1,000/\$1,500
 - 5. SAP: \$1,000
 - 6. Curriculum POC: \$1,500

V. **Governance**

Asplen

- A. Updated PTO Policy
- B. Annual Goals
- C. Early Graduation
- D. Updated Employee Referral Policy

VI. **New Business**

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VIII. **Adjournment**

Next Meeting: December 8, 2020



Achievement House Cyber Charter School Board of Trustees

Public Meeting Agenda December 8, 2020 – 7:00 p.m.

- I. **Administration**
 - A. Call to Order *Strangarity*
 - B. Pledge to the Flag *Strangarity*
 - C. Roll Call *Gilligan*
 - D. Announcement of Video/Audio Recording *Strangarity*
 - E. Executive Session Statement *Strangarity*
 - F. Approval of Minutes from October 20, 2020 Meeting *Strangarity*

- II. **Academic Performance**
 - A. Discussion Academic Report *Thomas*
 - B. Discussion Special Education Report *Knauff*
 - C. Discussion Curriculum Report *French*

- III. **Operations Performance**
 - A. Discussion Enrollment/Marketing Video Report *Butler*
 - B. Discussion HR Video Report *Worn*
 - C. Discussion Guidance Video Report *Botes*
 - D. Finance and Business Report
 - 1. Discussion Treasurer’s Monthly Report *Schumm*
 - E. Discussion CEO Video Report *Asplen*

- IV. **Personnel**
 - A. New Hires: *Worn*
 - 1. Deirdre Yeager, PT Special Education Teacher, \$40/hr.
 - 2. Tara Whelan, Guidance Assistant, \$37,000
 - 3. Tina Krovetz, PT Special Education Teacher, \$40/hr.
 - 4. Joseph Murphy, English Teacher, \$51,000
 - 5. Christa Fisher, PT Special Education Teacher, \$40/hr.
 - 6. Laura Bickle, Teaching Assistant, \$18/hour
 - 7. Traci Loftus, Teaching Assistant, \$18/hour
 - B. Promotions:
 - 1. Alane Butler: Director of Marketing & Student Services
 - C. Stipends:
 - 1. eSports: \$2,000
 - D. Separations:
 - 1. Michele Mazurek, English Teacher

- V. **Governance** *Asplen*
 - A. Updated per diem meal allowance
 - B. Mission Statement update/affirmation
 - C. Updated Employment of Relatives policy

VI. New Business

VII. Public Comment: *Members of the public and those in attendance at the meeting may speak for three minutes. Please adhere to this timeline if you are speaking. Printed copies of the remarks may be distributed. Board members will not answer questions asked during this time, but rather listen and instruct the school in how to respond to the speaker.*

VIII. Adjournment

Next Meeting: January 19, 2021

Zoom: <https://zoom.us/j/92333628796>
Dial in: 301 715 859, meeting ID: 923 3362 8796

CERTIFICATION VERIFICATION FORM

PDE-414: 6/1/21

Complete the following information for all professional staff members

Staff No	Name of employee (List all names in alphabetical order)	PA Certified Yes/No	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
1	Alderfer, Angela	Yes	Mid-Level Science, Level II	7-8	MS, Advanced MS Science Science	1440	100%	0%
2	Barbour, Kathy	Yes	Biology 7-12, Level II	9-12	Environmental Studies, Foundations of Science, Honors Biology, Forensics	1440	100%	0%
3	Berzins, Anna	Yes	Special Ed PK-12, Level II	7-12	Special Ed - Supplemental	1440	100%	0%
4	Botes, Kris	No	Licensed Professional Counselor / Certified Addictions Counselor	7-8	Student & Family Support/Guidance Counselor, Grades 7-8, MS Career Readiness	1440	0%	100%
5	Brown, Kim	Yes	Special Ed PK-12, Level II	7-12	Special Ed - Supplemental	1440	100%	0%
6	Bryson, Jocelyn	Yes	Special Ed PK-12, Level II, Elementary K-6	7-12	Special Education - Itinerant	1400	100%	0%
7	Burkhart, Jessica	Yes	Social Studies 7-12, Level I	7-12	CP & Honors Civics, Women in History	1400	100%	0%
8	Carr, Jocelyn	Yes	Special Ed PK-12 Level II, Elementary K-6	7-12	Special Ed - Supplemental	1400	100%	0%
9	Cohen, Patricia	Yes	Special Ed N-12, Level I, Elementary Ed K-6	7-12	Special Education	560	100%	0%
10	Conley-Vaverchak, Samual	Yes	Mathematics 7-12, Level I	7-12	CP Algebra 2, Honors Algebra 1, Intro to Algebra, Patterns Puzzles	1240	100%	0%
11	Cordovano, Christianne	Yes	Special Ed PK-8, Level I	7-8	Special Education	720	100%	0%
12	Curatola, Carmela	Yes	Bus-Computer-Info Tech K-12, Ed Specialist II, Inst Technology PK-12, Level II	7-12	Microsoft Office programs, Web Development	1440	100%	0%
13	Dake, Aaron	Yes	English 7-12, Level I	7-12	Honors Lit & Comp 2, Advanced 8, Career Lit & Comp 2, ELA 8	560	100%	0%
14	DeSimone, Doug	Yes	Social Studies 7-12, Level I	7-12	Career US History, Career Civics, Geography & Culture 7, Foudations of Civics	1400	100%	0%
15	Emrich, Sherri	Yes	Special Ed PK-12, Level II, Elementary Ed K-6	7-12	Special Education	1440	100%	0%
16	Fisher, Christa	Yes	Special Ed 7-12, Level I Social Studies 7-12	7-12	Special Education	540	100%	0%
17	Flick, James	Yes	Mathematics 7-12, Level II	10-12	CP & Honors Algebra 2, Probability, Personal Finance	1440	100%	0%
18	Folk, Adam	Yes	Social Studies 7-12, Level I	7-12	American History, Geography & Culture	1440	100%	0%
19	Forwood, Arthur	Yes	Health & PE, Level I	7-12	Fitness and Wellness, Independent Physical Education, PE 1, PE 2, PE 3, PE 4, First Aid, Child Devel	1440	100%	0%
20	Franks, Laura	Yes	Special Ed PK-12 Level II, Elementary K-6	7-12	Special Education - Itinerant	1440	100%	0%
21	Gallie, Angela	Yes	Elementary & Secondary School Counselor PK-12	11-12	School Counselor	1440	100%	0%
22	Grandy, Gina	Yes	English 7-12, Level II	9-12	English Survey 9 & 10, Literature Survey 11, Reading & Writing Fundamentals, Digital Authorship	1440	100%	0%
23	Guy, Andrew	Yes	Social Studies 7-12, Level I	9-12	CP & Honor Civics, Modern World Hisory, Economics, US History	1440	100%	0%
24	Heme, Jason	Yes	Biology 7-12, Level I	9-12	Career & CP Biology, Life Science	1440	100%	0%
25	Hitt, Crystal	Yes	Reading Specialist, Level I	9-12	Reading Specialist, Language Live A, B & MS	1440	100%	0%
26	Hulik, John	Yes	General Science 7-12, Earth & Space Science 7-12, Level I	7-12	Foundations of Science, Life Science, Events & Disasters	1440	100%	0%
27	Kass, Mike	Yes	Special Ed 7-12/Social Studies 7-12/English 7-12, Level II	7-12	Special Education - Itinerant	1440	100%	0%
28	Knuaff, Trina	Yes	Special Ed PK-12 Level II, Elementary K-6	7-12	Director of Special Education	1440	100%	0%
29	Kniha, Kelly	Yes	Mathematics 7-12, Level I	7-12	CP Geometry, Geogebra, Honors Geometry, Algebraic Concepts	480	100%	0%
30	Longenecker, Nicole	Yes	English 7-12, Level II	11-12	CP & Honors American Lit, CP & Honors Global Lit, Creative Writing, Graphic Novels	1440	100%	0%
31	MacDonald, Chase	Yes	Mathematics 4-8, Social Studies 7-12, Level I	7-8	MS Mathematics	1440	100%	0%
32	Maraz, Amanda	Yes	ESL PK-12, Level I	7-12	Beginning, Intermediate, & Advanced EL	1440	100%	0%
33	Mastauskas, Katie	Yes	Technology Ed, General Science, Earth & Space, Physics, Level I	7-12	STEM Teacher, School Yard Ventures, Drone courses	1440	100%	0%
34	McCarthy-Wesley, Susan	Yes	Mathematics 7-12, Level I	7-12	General Math, Algebraic Concepts, Patterns & Puzzles	1440	100%	0%
35	Mendenhall, Joanne	No*	Registered Nurse, Commonwealth of PA	7-12	Part-time Nurse	1080	0%	100%
36	Moritz, Lisa	Yes	Math 7-12, Level 1 5/1/11	7-12	Math 8, AP Algebra, Honors Algebra 1, CP Algebra 1	1440	100%	0%

37	Murphy, Joseph	Yes	English 7-12 Level 1, ESL PK-12	7-12	CP Lit Comp 1, Honors Lit Comp 1, Career Lit Comp 1	1040	100%	0%
38	Polsin, Gina	Yes	Earth & Space Science 7-12; General Science 7-12, Level I	7-12	Science 8, Advanced Science 8, Events & Disasters	1400	100%	0%
39	Reighard, Amanda	Yes	English 7-12, Level II	10-12	Career, CP & Honors Lit and Comp 2, 21st Century Writing, Reading Hollywood	1080	100%	0%
40	Renninger, Nicole	Yes	Art, Level I	7-12	Art 1,2 & Independent, Career Readiness 9, 10, 11, Graphic Design, Digital Photography	1440	100%	0%
41	Reynolds, Jessica	Yes	Mathematics 7-12, Level I	7-12	Math 7, Personal Finance, Applications of Algebra, Intro to Algebra	560	100%	0%
42	Sabatelli, Marie	Yes	English 7-12, Level II	7-8	Advanced ELA 7, English Language Arts, Advanced ELA 8	1440	100%	0%
43	Sapko, Hannah	Yes	Licensed Social Worker	7-12	School Based Counselor	1280	100%	0%
44	Schmick, Paige	Yes	Ment/Phys Handicapped K-12, Mid-Level English, Level II	7-12	Special Ed - Itinerant	1440	100%	0%
45	Simpson, Alicia	Yes	Music PK-12, Level II	7-12	Music Appreciation, Independent Music	72	100%	0%
46	Smith, Michelle	Yes	Special Ed N-12, Elementary Ed K-6, Level II	7-12	Special Education	112	100%	0%
47	Staley, Brian	Yes	Spanish PK-12 & English 7-12, Level II	7-12	Foreign Language Support	360	100%	0%
48	Steiger, Matthew	Yes	Health & Physical Ed. PK-12, Level I	7-12	Team & Individual Sports, Fitness & Wellness 1, Lifetime Physical Activity, HS Health, First Aid	1440	100%	0%
49	Sweder, Steve	Yes	Social Studies 7-12/Citizenship 7-12, Level I	9-12	CP & Honors Modern World History, CP & Honors US History, Psychology, African American History	1440	100%	0%
50	Tarnoff, Laura	Yes	Mathematics 7-12, Level I	9-12	CP Pre-Calculus, Honors Pre-Calculus, Calculus	900	100%	0%
51	Thomas, Neal	Yes	Administrative Principal I PK-12, Health & PE Level II, Mid-Level Science 6-9 Level II, Technology Ed PK-12 Level II	7-12	Principal	1440	100%	0%
52	Throckmorton, Leah	Yes	Special Ed PK-12/MS Science 6-9/English 7-12/MS English 6-9/Biology 7-12, Level II	7-12	Special Ed - Itinerant	1440	100%	0%
53	Vollmer, Shirl	Yes	Special Ed PK-12, English 7-12, Level II	7-12	Special Ed - Itinerant	1440	100%	0%
54	Wetzel, Lauren	Yes	Special Ed PK-12, Family-Consumer Sci PK-12, Mid-level English 6-9, Level I	7-12	Special Ed - Itinerant; Family and Consumer Science	1440	100%	0%
55	Williamson, Bruce	Yes	Chemistry 7-12/Physics & Mathematics 7-12, Level II	10-12	Career, CP & Honors Chemistry, CP and Honors Physics	1440	100%	0%
56	Ziegler, Kayla	Yes	School Counselor PK-12	9-10	School Counselor	1440	100%	0%
57	Zimmerman, Melissa	Yes	Special Ed PK-12, Mathematics 7-12, Level I	7-12	Special Ed - Supplemental; ELA Concepts, Math Concepts	1440	100%	0%

Total Number of Administrators (do not include CEO) 2
Total Number of Teachers 50
Total Number of Counselors 4
Total Number of School Nurses 1
Total Number of Professional Staff 57

Others: * Sandra Kreiss-Schmidt contracted Certified School Nurse on staff

Preliminary Statement of Revenues, Expenditures & Fund Balances
Include ALL Funds
as of June 30, 2021

Name of School: Achievement House Cyber Charter School

Address of School: 102 Pickering Way, Exton, PA 19380

CEO Signature _____

REVENUES

6000		REVENUE FROM LOCAL SOURCES	0
			0
6500		EARNINGS ON INVESTMENTS	0
	6510	Interest on Investments and Interest-Bearing Checking Accounts	36,845
	6520	Dividends on Investments	0
	6530	Gains or Losses on Sale of Investments	0
	6540	Earnings on Investments in Real Property	0
	6590	Other Earnings or Investments	0
			0
6600		FOOD SERVICE REVENUE	0
	6610	Daily Sales - Reimbursable Programs	0
	6620	Daily Sales - Non-Reimbursable Programs	0
	6630	Special Functions	0
	6640	Non-Cash Contributions	0
	6650	Price Reduction for Reduced Price and Free Meals (Debit)	0
	6690	Other Food Service Revenues	0
			0
6700		REVENUES FROM STUDENT ACTIVITIES	0
	6710	Admissions	0
	6720	Bookstore Sales	0
	6730	Student Organization Membership Dues and Fees	0
	6740	Fees	0
	6750	Student Activity - Special Events	0
	6790	Other Student Activity Income	1,137
			0
6800		REVENUES FROM INTERMEDIARY SOURCES / PASS THROUGH	0
	6810	Revenue from Local Governmental Units	0
	6820	Revenue from Intermediary Sources - Commonwealth Funds	0
	6830	Revenues from Intermediary Sources - Federal Funds	0
	6890	Other Revenues from Intermediary Sources	0
			0
6900		OTHER REVENUE FROM LOCAL SOURCES	0
	6910	Rentals	0
	6920	Contributions & Donations from Private Sources / Capital Contributions	239
	6930	Gains or Losses on Sale of Fixed Assets (Economic Resource Measurement Focus Only)	0
	6940	Tuition from Patrons	0
	6941	Regular Day School Tuition	0
	6942	Summer School Tuition	0
	6943	Adult Education Tuition	0
	6944	Receipts From Other LEAs in Pennsylvania - Education	17,586,614
	6945	Receipts from Out-of-State LEAs	0
	6946	Receipts from Member Districts - AVTS / Special Program Jointure only	0
	6947	Receipts from Members of Intermediate Units for Education by	0
	6948	Receipts from Members of Intermediate Units for Direct Contributions	0
	6949	Other Tuition from Patrons	0
	6950	Unassigned	0
	6960	Services Provide Other Local Governmental Units / LEAs	0

	6961	Transportation Services Provided Other Pennsylvania LEAs	0
	6969	All Other Services Provided Other Governments and LEAs Not Specified Above	0
	6970	Services Provided Other Funds	0
	6980	Revenue from Community Service Activities	0
	6990	Refunds and Other Miscellaneous Revenue	14,922
	6991	Refunds of a Prior Year Expenditure	0
	6999	Other Revenues Not Specified Above	0
			0
7000		REVENUE FROM STATE SOURCES	0
7100		BASIC INSTRUCTIONAL AND OPERATING SUBSIDIES	0
	7150	Unassigned	0
	7160	Tuition for Orphans and Children Placed in Private Homes	0
	7180	Staff and Program Development	0
			0
7200		REVENUE FOR SPECIFIC EDUCATIONAL PROGRAMS	0
	7210	Homebound Instruction	0
	7220	Vocational Education	0
	7230	Alternative Education	0
	7240	Driver Education - Student	0
	7250	Migratory Children	0
	7260	Workforce Investment Act (WIA)	0
	7270	Specialized Education of Exceptional Pupils	0
	7280	Adult Literacy	0
	7290	Additional Educational Program Revenues	0
			0
7300		REVENUES FOR NON-EDUCATIONAL PROGRAMS	0
	7310	Transportation (Regular and Additional)	0
	7320	Rental and Sinking Fund Payments / Building Reimbursement Subsidy	0
	7330	Health Services (Medical, Dental, Nurse, Act 25)	1,749
	7340	Unassigned	0
	7350	Sewage Treatment Operations / Environmental Subsidies	0
	7360	Safe Schools	0
			0
			0
7400		VOCATIONAL TRAINING OF THE UNEMPLOYED	0
			0
7500		STATE REVENUE NOT LISTED ELSEWHERE IN THE 7000 SERIES OF ACCOUNTS	0
	7502	Dual Enrollment Grants	14,173
	7503	Project 720/High School Reform	0
	7599	Other State Revenue Not Listed Elsewhere in the 7000 Series	0
			0
7600		REVENUE FOR MILK, LUNCH AND BREAKFAST PROGRAMS	0
			0
7800		REVENUE FOR THE COMMONWEALTH'S SHARE OF PAID BENEFITS	0
	7810	State Share of Social Security and Medicare Taxes	0
	7820	State Share of Retirement Contributions	0
			0
7900		REVENUE FOR TECHNOLOGY	0
	7910	Educational Technology	0
	7990	Other Technology Grants	0
			0
8000		REVENUE FROM FEDERAL SOURCES	0
8100		UNRESTRICTED GRANTS-IN-AID DIRECT FROM THE FEDERAL GOVERNMENT	0
	8110	Payments for Federally Impacted Areas - P.L. 81-874	0
	8190	Other Unrestricted Federal Grants-in-Aid Direct from the Federal Government	0
			0
8200		UNRESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH	0

			0
8300		RESTRICTED GRANTS-IN-AID DIRECTLY FROM THE FEDERAL GOVERNMENT	0
	8310	Payments for Federally Impacted Areas - P.L. 81-815	0
	8320	Energy Conservation Grants - TA and ECM	0
	8390	Other Restricted Federal Grants-in-Aid Directly from the Federal Government	0
			0
8500		RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA), NO CHILD LEFT BEHIND (NCLB), VOCATIONAL EDUCATION, CHILD NUTRITION AND CAREER EDUCATION PROGRAMS	0
	8510	Individuals with Disabilities Education Act (IDEA) and No Child Left Behind (NCLB)	198,401
	8520	Vocational Education	0
	8530	Child Nutrition Program	0
	8540	Nutrition Education and Training	0
	8560	Federal Block Grants	400,419
	8570	Unassigned	0
	8580	Child Care and Development Block Grants	0
	8590	Unassigned	0
			0
8600		RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR DRIVER EDUCATION, ADULT EDUCATION, CETA, HEADSTART, ENERGY CONSERVATION, WORKFORCE INVESTMENT ACT AND OTHER PROGRAMS	0
	8610	Homeless Assistance Act	0
	8620	Adult Basic Education	0
	8640	Headstart	0
	8650	Unassigned	0
	8660	Workforce Investment Act (WIA)	0
	8670	Unassigned	0
	8680	Unassigned	0
	8690	Other Restricted Federal Grants-in-Aid through the Commonwealth	0
			0
8700		FEDERAL STIMULUS FUNDING	0
	8740	CARES Act, CRRSA Act, and ARP Act Funding	241,349
			0
8800		MEDICAL ASSISTANCE REIMBURSEMENTS	0
			0
9000		OTHER FINANCING SOURCES	0
9100		SALE OF BONDS	0
	9110	Bond Issue Proceeds (Gross)	0
	9120	Proceeds from Refunding of Bonds	0
			0
9200		PROCEEDS FROM EXTENDED TERM FINANCING	0
			0
9300		INTERFUND TRANSFERS	0
	9310	General Fund Transfers	0
	9320	Special Revenue Fund Transfers	0
	9330	Capital Projects Funds Transfers	0
	9340	Debt Service Fund Transfers	0
	9350	Enterprise Fund Transfers	0
	9360	Internal Service Fund Transfers	0
	9370	Trust and Agency Fund	0
	9380	Activity Fund Transfers	0
	9390	Permanent Fund Transfers	0
			0
9400		SALE OF OR COMPENSATION FOR LOSS OF FIXED ASSETS	0
			0
9500		Unassigned	0

				0
9600			Unassigned	0
				0
9700			TRANSFERS INVOLVING COMPONENT UNITS AND PRIMARY GOVERNMENTS	0
	9710		Transfers from Component Units	0
	9720		Transfers from Primary Governments	0
				0
9800			INTRAFUND TRANSFERS IN	0
	9810		General Fund Intrafund Transfers	0
	9820		Special Revenue Intrafund Transfers	0
	9840		Debt Service Intrafund Transfers	0
	9850		Enterprise Intrafund Transfers	0
	9860		Internal Service Intrafund Transfers	0
	9870		Trust and Agency Intrafund Transfers	0
	9880		Activity Interfund Transfers	0
				0
				0
TOTAL REVENUES				18,495,849

Preliminary Statement of Revenues, Expenditures & Fund Balances
Include ALL Funds
as of June 30, 2021

Name of School: Achievement House Cyber Charter School

Address of School: 102 Pickering Way, Exton, PA 19380

CEO Signature _____

Note-Expenditures may be submitted EITHER as accrual or cash basis

EXPENDITURES

1000	INSTRUCTION	
1100	REGULAR PROGRAMS - ELEMENTARY / SECONDARY	3,888,124
		0
1200	SPECIAL PROGRAMS - ELEMENTARY / SECONDARY	2,191,856
		0
1300	VOCATIONAL EDUCATION	0
		0
1400	OTHER INSTRUCTIONAL PROGRAMS - ELEMENTARY / SECONDARY	0
		0
1600	ADULT EDUCATION PROGRAMS	0
		0
1700	HIGHER EDUCATION PROGRAMS	0
		0
1800	PRE-KINDERGARTEN	0
		0
2000	SUPPORT SERVICES	0
2100	SUPPORT SERVICES - PUPIL PERSONNEL	0
	2110 Supervision of Pupil Personnel Services	0
	2120 Guidance Services	1,142,105
	2130 Attendance Services	0
	2140 Psychological Services	0
	2150 Speech Pathology and Audiology Services	0
	2160 Social Work Services	0
	2170 Student Accounting Services	0
	2190 Other Pupil Personnel Services	601,579
		0
2200	SUPPORT SERVICES - INSTRUCTIONAL STAFF	0
	2210 Supervision of Educational Media Services	0
	2220 Technology Support Services	0
	2230 Educational Television Services	0
	2240 Computer-Assisted Instruction Support Services	0
	2250 School Library Services	0
	2260 Instruction and Curriculum Development Services	0
	2270 Instructional Staff Professional Development Services	2,034
	2280 Nonpublic Support Services	0
		0
2300	SUPPORT SERVICES - ADMINISTRATION	0
	2310 Board Services	0
	2320 Board Treasurer Services	0
	2340 Staff Relations and Negotiations Services	0
	2350 Legal Services	40,740
	2360 Office of the Superintendent (Executive Director) Services	0
	2370 Community Relations Services	1,006,480
	2380 Office of the Principal Services	0
	2390 Other Administration Services	1,756,262
		0

2400		SUPPORT SERVICES - PUPIL HEALTH	69,763
			0
2500		SUPPORT SERVICES - BUSINESS	0
	2510	Fiscal Services	630,000
	2520	Purchasing Services	0
	2530	Warehousing and Distributing Services	0
	2540	Printing, Publishing and Duplicating Services	0
	2590	Other Support Services - Business	109,400
			0
2600		OPERATION AND MAINTENANCE OF PLANT SERVICES	0
	2610	Supervision of Operation and Maintenance of Plant Services	0
	2620	Operation of Buildings Services	0
	2630	Care and Upkeep of Grounds Services	0
	2640	Care and Upkeep of Equipment Services	0
	2650	Vehicle Operations and Maintenance Services (Other than Student Transportation Vehicles)	0
	2660	Security Services	0
	2690	Other Operation and Maintenance of Plant Services	364,156
			0
2700		STUDENT TRANSPORTATION SERVICES	0
	2710	Supervision of Student Transportation Services	0
	2720	Vehicle Operation Services	0
	2730	Monitoring Services	0
	2740	Vehicle Servicing and Maintenance Services	0
	2750	Nonpublic Transportation	0
	2790	Other Student Transportation Services	0
			0
2800		SUPPORT SERVICES - CENTRAL	0
	2810	Planning, Research, Development and Evaluation Services	0
	2820	Information Services	0
	2830	Staff Services	0
	2840	Data Processing Services	0
	2850	State and Federal Agency Liaison Services	0
	2860	Management Services	0
	2890	Other Support Services Central	0
			0
2900		OTHER SUPPORT SERVICES - CENTRAL	0
	2990	Pass-Thru Funds	0
			0
3000		OPERATION OF NON-INSTRUCTIONAL SERVICES	0
3100		FOOD SERVICES	0
			0
3200		STUDENT ACTIVITIES	0
	3210	School Sponsored Student Activities	21,384
	3250	School Sponsored Athletics	0
			0
3300		COMMUNITY SERVICES	0
	3310	Community Recreation	0
	3320	Civic Services	0
	3330	Public Library Services	0
	3340	Custody and Child Care	0
	3350	Welfare Activities	0
	3390	Other Community Services	0
			0
3400		SCHOLARSHIPS AND AWARDS	0
			0
4000		FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	0
4100		SITE ACQUISITION SERVICES - ORIGINAL AND ADDITIONAL	0
			0
4200		EXISTING SITE IMPROVEMENT SERVICES	0

			0
4300		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS DEVELOPMENT - ORIGINAL AND ADDITIONAL	0
			0
4400		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS - IMPROVEMENTS	0
			0
4500		BUILDING ACQUISITION AND CONSTRUCTION SERVICES - ORIGINAL AND ADDITIONAL	0
			0
4600		EXISTING BUILDING IMPROVEMENT SERVICES	0
			0
5000		OTHER EXPENDITURES AND FINANCING USES	0
5100		DEBT SERVICE / OTHER EXPENDITURES AND FINANCING USES	0
			0
5200		FUND TRANSFERS	0
			0
5300		TRANSFERS INVOLVING COMPONENT UNITS	0
			0
5400		INTRAFUND TRANSFERS OUT	0
			0
5800		SUSPENSE ACCOUNT	0
			0
5900		BUDGETARY RESERVE	0
			0
			0
TOTAL EXPENDITURES			11,823,884

**TOTAL REVENUES MINUS TOTAL EXPENDITURES = CURRENT FUND
BALANCE AS OF JUNE 30, 2021**

6,671,965

Achievement House Cyber Charter School Profit & Loss

July 2020 through June 2021

Jul '20 - Jun 21

Ordinary Income/Expense

Income

10-6000-000 Revenue local sourc		
10-6500-000 Interest Income		
6510	10-6501-000 Bank Interest	30,163.18
6510	10-6500-000 Interest Income - Other	6,681.70
	Total 10-6500-000 Interest Income	36,844.88
10-6790-000 Student Activities		
6790	10-6792-001 Summer School	150.00
6790	10-6799-000 Fundraising (PTO)	863.48
6790	10-6790-000 Student Activities - Other	123.55
	Total 10-6790-000 Student Activities	1,137.03
10-6900-000 Miscellaneous		
6920	10-6920-000 Contribution Income	239.45
6944	10-6944-000 School District Sub	17,561,076.11
6990	10-6900-000 Miscellaneous - Other	14,892.03
	Total 10-6900-000 Miscellaneous	17,576,207.59
6944	10-6943-000 PY adjustments	25,538.16
6990	10-6000-000 Revenue local sourc - Other	30.08
	Total 10-6000-000 Revenue local sourc	17,639,757.74
10-7000-000 Rev State Sources		
7502	10-7505-000 Ready to Learn	14,173.00
	Total 10-7000-000 Rev State Sources	14,173.00
10-7300-000 Subs Non-Edu Prog		
7330	10-7330-000 Health Svcs	1,749.19
	Total 10-7300-000 Subs Non-Edu Prog	1,749.19
10-8000-000 Rev Federal Sources		
8740	10-8300-000 Restrict Grants Fed	151,349.00
8510	10-8500-000 - IDEA	198,400.59
8560	10-8514-000 Title I	269,591.00
8560	10-8514-001 Title I SI	88,121.00
8560	10-8515-000 Title II	28,732.00
8560	10-8517-000 Title IV	13,975.00

Achievement House Cyber Charter School Profit & Loss

July 2020 through June 2021

Jul '20 - Jun 21

8740

10-8740-000 PCCD Grant 90,000.00

Total 10-8000-000 Rev Federal Sources 840,168.59

Total Income 18,495,848.52

Gross Profit 18,495,848.52

Expense

10-1000-000 Instruction

10-1100-000 Reg Instr Prog-E/S

10-1100-100 Inst Salaries

10-1100-101 English

1100

10-1100-111 - Ins Opt Out 32,560.00

1100

10-1100-121 - Stipend 159,425.82

1100

10-1100-141 Internet Reimbur EE 350.00

1100

10-1100-101 English - Other 1,772,265.39

Total 10-1100-101 English 1,964,601.21

Total 10-1100-100 Inst Salaries 1,964,601.21

10-1100-200 Empl Bene

	1100	1200	2120	2190	2390	2400
	27%	24%	21%	7%	20%	1%

10-1100-210 Medical Insurance 618,325.44 166,947.87 148,398.11 129,848.34 43,282.78 123,665.09 6,183.25

10-1100-212 Dental Insurance 61,010.07 16,472.72 14,642.42 12,812.11 4,270.70 12,202.01 610.10

10-1100-213 LifeSTD/LTD 47,423.39 12,804.32 11,381.61 9,958.91 3,319.64 9,484.68 474.23

1100

10-1100-214 HSA Employer Match 39,044.65

1100

10-1100-220 SS 169,639.48

10-1100-230 PSERS

1100

10-1100-231 English PSERS 1,683.15

1100

10-1100-230 PSERS - Other 153,712.58

Total 10-1100-230 PSERS 155,395.73

1100

10-1100-231 PSERS Alt Emp Match 90,107.69

1100

10-1100-240 Tuition Reimb 10,479.17

1100

10-1100-250 Unemployment 22,730.78

Total 10-1100-200 Empl Bene 1,214,156.40

10-1100-300 Purchased Services

1100

10-1100-324 Prof. Dev. 1,727.32

1100

10-1100-330 Online Inst Service 13,431.25

1100

10-1100-300 Purchased Services - Other 83,872.50

Achievement House Cyber Charter School Profit & Loss

July 2020 through June 2021

Jul '20 - Jun 21

	Total 10-1100-300 Purchased Services	99,031.07
	10-1100-500 Other Purch Svc	
	10-1100-531 Travel	
1100	10-1100-595 Home Visits	442.08
1100	10-1100-531 Travel - Other	4,321.63
	Total 10-1100-531 Travel	4,763.71
1100	10-1100-532 PSSA Expense	71,323.99
1100	10-1100-534 Shipping	29,033.21
1100	10-1100-593 Physical Fitness Re	450.00
1100	1100591 · 10-1100-591 Parent Internet Re	101,005.76
1100	10-1100-500 Other Purch Svc - Other	4,951.54
	Total 10-1100-500 Other Purch Svc	211,528.21
	10-1100-600 Supplies	
1100	10-1100-640 Textbooks	15,394.97
1100	10-1100-647 LMS	5,000.00
1100	10-1100-648 Software	91,651.35
1100	10-1100-649 Curriculum Develop	12,027.50
1100	10-1100-600 Supplies - Other	215,429.14
	Total 10-1100-600 Supplies	339,502.96
	10-1100-700 Property	
1100	10-1100-753 Computers	589,838.14
	Total 10-1100-700 Property	589,838.14
	Total 10-1100-000 Reg Instr Prog-E/S	4,418,657.99
	10-1200-000 Sp Instr Prog - E/S	
	10-1200-100 Person Svcs-Salary	
1200	10-1200-110 - Ins Opt Out	7,840.00
1200	10-1200-120 Stipend	61,640.29
1200	10-1200-141 Internet Reimbur EE	50.00
1200	10-1200-100 Person Svcs-Salary - Other	992,930.12
	Total 10-1200-100 Person Svcs-Salary	1,062,460.41
	10-1200-200 Pers Svcs- Empl Ben	
1200	10-1200-214 HSA Employer Match	16,285.42
1200	10-1200-220 SS	66,552.56

Achievement House Cyber Charter School Profit & Loss

July 2020 through June 2021

Jul '20 - Jun 21

1200	10-1200-230 PSERS	43,905.29
1200	10-1200-231 PSERS Alt Emp Match	38,325.90
1200	10-1200-250 Unemploy Contribute	12,208.12
	Total 10-1200-200 Pers Svcs- Empl Ben	177,277.29
	10-1200-300 SPED Purch Services	
1200	10-1200-303 - PT & OT Services	60,277.92
1200	10-1200-304 - Psych Services	1,837.00
1200	10-1200-305 - Speech Services	223,753.77
1200	10-1200-306 - SPED Tutoring	206,716.05
1200	10-1200-307 - Counseling	15,196.26
1200	10-1200-324 Prof Dev	155.31
1200	10-1200-350 Legal Fees	1,150.00
1200	10-1200-300 SPED Purch Services - Other	260,151.46
	Total 10-1200-300 SPED Purch Services	769,237.77
	10-1200-500 Other Purchase Svcs	
1200	10-1200-591 Parent Internet Rei	5,658.21
1200	10-1200-592 Internet Reimbur EE	1,300.00
	Total 10-1200-500 Other Purchase Svcs	6,958.21
1200	10-1200-600 Supplies	1,500.00
	Total 10-1200-000 Sp Instr Prog - E/S	2,017,433.68
	Total 10-1000-000 Instruction	6,436,091.67
	10-2000-000 Support Svcs	
	10-2000-100 Sup Svcs-Pupil Pers	
	10-2100-100 Pers Svcs - Salary	
2190	10-2100-110 - Ins Opt Out	10,290.00
2190	10-2100-120 - Stipend	30,028.93
2190	10-2100-141 Internet Reimbur EE	100.00
2190	10-2100-100 Pers Svcs - Salary - Other	402,677.46
	Total 10-2100-100 Pers Svcs - Salary	443,096.39
	10-2100-200 Pers Svcs- Empl Ben	
2190	10-2100-212 Dental Insurance	0.00
2190	10-2100-214 HSA Employer Match	5,761.40
2190	10-2100-220 SS	30,089.77

Achievement House Cyber Charter School Profit & Loss

July 2020 through June 2021

Jul '20 - Jun 21

2190	10-2100-230 PSERS	56,173.09
2190	10-2100-231 PSERS Alt Emp Match	11,199.49
2190	10-2100-250 Unemploy Contribut	4,386.15
	Total 10-2100-200 Pers Svcs- Empl Ben	107,609.90
	Total 10-2000-100 Sup Svcs-Pupil Pers	550,706.29
	10-2200-000 Mentors	
	10-2200-100 Mentor Salary	
2120	10-2200-110 - Ins Opt Out	10,820.00
2120	10-2200-120 - Stipend	51,305.24
2120	10-2200-141 Internet Reimbur EE	1,650.00
2120	10-2200-100 Mentor Salary - Other	721,943.33
	Total 10-2200-100 Mentor Salary	785,718.57
	10-2200-200 Per Svcs - Empl Ben	
2120	10-2200-214 HSA Employer Match	16,555.79
2120	10-2200-220 SS	53,012.04
2120	10-2200-230 PSERS	102,180.11
2120	10-2200-231 PSERS Alt Emp Match	21,186.04
2120	10-2200-250 Unemploy Contribut	10,833.27
	Total 10-2200-200 Per Svcs - Empl Ben	203,767.25
	Total 10-2200-000 Mentors	989,485.82
	10-2300-000 Sup Service - Admin	
	10-2300-100 Person Svc - Salary	
2390	10-2300-110 - Ins Opt Out	800.00
2390	10-2300-120 - Stipend	56,564.92
2390	10-2300-141 Internet Reimbur EE	1,000.00
2390	10-2300-100 Person Svc - Salary - Other	566,511.97
	Total 10-2300-100 Person Svc - Salary	624,876.89
	10-2300-200 Per Svcs - Empl Ben	
2390	10-2300-214 HSA Employer Match	13,026.14
2390	10-2300-220 SS	36,038.11
2390	10-2300-230 PSERS	89,685.17
2390	10-2300-231 PSERS Alt Emp Match	48,234.74
2390	10-2300-250 Unemployment Comp	2,634.61

Achievement House Cyber Charter School Profit & Loss

July 2020 through June 2021

Jul '20 - Jun 21

	Total 10-2300-200 Per Svcs - Empl Ben	189,618.77
	10-2300-300 Pur Prof & Tech Svc	
2270	10-2300-324 Professional Dev	2,034.20
2350	10-2300-350 Legal Fees	40,740.01
2390	10-2300-300 Pur Prof & Tech Svc - Other	99,072.18
	Total 10-2300-300 Pur Prof & Tech Svc	141,846.39
	10-2300-500 Other Purchased Svc	
2390	10-2300-530 Communications	96,880.25
2390	10-2300-531 Travel	6,670.94
2390	10-2300-534 Shipping	9,602.11
2370	10-2300-540 Advertising	1,006,480.02
2390	10-2300-580 Postage	18,137.92
2390	10-2300-500 Other Purchased Svc - Other	24,367.25
	Total 10-2300-500 Other Purchased Svc	1,162,138.49
	10-2300-600 Supplies	
2390	10-2300-610 Meals	8,888.15
2390	10-2300-648 Software	23,133.94
2390	10-2300-655 Sunshine	562.29
2390	10-2300-600 Supplies - Other	33,757.76
	Total 10-2300-600 Supplies	66,342.14
	10-2300-800 Other Objects	
2390	10-2300-810 Dues & Fees	39,168.66
	Total 10-2300-800 Other Objects	39,168.66
	Total 10-2300-000 Sup Service - Admin	2,223,991.34
	10-2301-000 Technology	
	10-2301-100 Tech Dept Salaries	
2390	10-2301-111 - Ins Opt Out	5,120.00
2390	10-2301-121 - Stipend	13,529.40
2390	10-2301-141 Internet Reimbur EE	50.00
2390	10-2301-100 Tech Dept Salaries - Other	341,331.74
	Total 10-2301-100 Tech Dept Salaries	360,031.14
	10-2301-200 Tech Benefits	
2390	10-2301-214 HSA Emplier Match	5,693.80

Achievement House Cyber Charter School Profit & Loss

July 2020 through June 2021

Jul '20 - Jun 21

2390	10-2301-220 - SS	25,323.72
2390	10-2301-230 - PSERS	27,420.67
2390	10-2301-231 PSERS Alt Emp Match	12,351.36
2390	10-2301-250 - Unemployment	4,249.67
	Total 10-2301-200 Tech Benefits	75,039.22
	Total 10-2301-000 Technology	435,070.36
	10-2400-000 Sup Serv - Pupil H	
	10-2400-100 Person Svc - Salary	
2400	10-2400-110 - Ins Opt Out	0.00
2400	10-2400-120 - Stipend	500.00
2400	10-2400-100 Person Svc - Salary - Other	53,231.56
	Total 10-2400-100 Person Svc - Salary	53,731.56
	10-2400-200 Per Svcs - Empl Ben	
2400	10-2400-214 HSA Employer Match	961.40
2400	10-2400-220 SS	3,645.97
2400	10-2400-231 PSERS Alt Emp Match	2,381.96
2400	10-2400-250 Unemployment Contr	392.55
	Total 10-2400-200 Per Svcs - Empl Ben	7,381.88
2400	10-2400-300 Contracted Services	1,279.00
2400	10-2400-600 Supplies	102.95
	Total 10-2400-000 Sup Serv - Pupil H	62,495.39
	10-2500-000 Support Svcs - Busn	
	10-2500-300 Pur Prof & Tech Svc	
2590	10-2500-330 General Insurances	71,365.00
2510	10-2500-331 Business Services	630,000.00
2590	10-2500-332 PR Fees	11,278.26
2590	10-2500-333 403(b) Fees	9,741.95
2590	10-2500-391 Bank Service Charge	15.12
2590	10-2500-300 Pur Prof & Tech Svc - Other	17,000.00
	Total 10-2500-300 Pur Prof & Tech Svc	739,400.33
	10-2500-440 Rentals	
2690	10-2500-445 102 Pickering Rent	310,416.21
2690	10-2500-440 Rentals - Other	7,107.40

Achievement House Cyber Charter School Profit & Loss

July 2020 through June 2021

Jul '20 - Jun 21

	Total 10-2500-440 Rentals	317,523.61
	Total 10-2500-000 Support Svcs - Busn	1,056,923.94
	10-2600-000 Op/Main of Off Svc	
2690	10-2600-300 Purchased Services	1,365.23
	10-2600-530 Utility Services	
2690	10-2600-535 102 Pickering Utili	16,583.06
2690	10-2600-530 Utility Services - Other	28,015.32
	Total 10-2600-530 Utility Services	44,598.38
2690	10-2600-720 Vehicle	668.40
	Total 10-2600-000 Op/Main of Off Svc	46,632.01
	Total 10-2000-000 Support Svcs	5,365,305.15
2390	10-2300-550 - Printing	1,103.00
	10-3200-000 Student Activities	
3210	10-3200-542 Graduation	20,744.04
3210	10-3200-000 Student Activities - Other	639.78
	Total 10-3200-000 Student Activities	21,383.82
	Total Expense	11,823,883.64
	Net Ordinary Income	6,671,964.88
	Net Income	<u><u>6,671,964.88</u></u>

Achievement House Charter School

**Financial Statements
And
Independent Auditor's Report**

Year Ended June 30, 2019

**Achievement House Charter School
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Year Ended June 30, 2019**

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Independent Auditor's Report

To the Board of Trustees
Achievement House Charter School
Exton, Pennsylvania

We have audited the accompanying financial statements of the governmental activities and the major fund of Achievement House Charter School (the School), as of and for the year ended June 30, 2019, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes 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.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements 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 the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and the major fund of Achievement House Charter School as of June 30, 2019, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America.

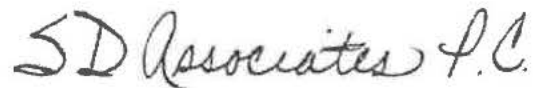
Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, budgetary comparison information and pension information as listed in the table of contents be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by Government Auditing Standards

In accordance with Government Auditing Standards, we have also issued our report dated October 7, 2020, on our consideration of Achievement House 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 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 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 Achievement House Charter School's internal control over financial reporting and compliance.



Certified Public Accountants
Elkins Park, Pennsylvania

October 7, 2020

Achievement House Charter School Management's Discussion and Analysis June 30, 2019

The Board of Trustees of Achievement House Charter School (the School) offers readers of the School's financial statements this narrative overview and analysis of the financial activities of the School for the fiscal year ended June 30, 2019. We encourage readers to consider the information presented here in conjunction with the School's financial statements.

Financial Highlights

- The School adopted GASB 68 for the year ended June 30, 2015 and is accordingly reporting its share of the June 30, 2019 total PSERS pension liability calculated to be \$6,961,000 (see Note 7).

The School adopted GASB 75 for the year ended June 30, 2017 and is accordingly reporting its share of the June 30, 2019 total OPEB liability calculated to be \$302,000 (see Note 9).
- Total revenues increased by approximately \$1,770,000 due mainly to increases in local education agency assistance of \$1,823,000 and \$55,000 decreases in state sources.
- At the close of the current fiscal year, the School reports an ending general fund balance of \$4,087,246. This balance was the result of a \$2,189,774 surplus for the year ended June 30, 2019.
- The School's unrestricted cash balance at June 30, 2019 was \$3,808,409, representing an increase of \$1,486,162 from June 30, 2018.

Overview of the Financial Statements

The discussion and analysis is intended to serve as an introduction to the School's basic financial statements. The School's basic financial statements as presented comprise three components: Management's Discussion and Analysis (this section), the basic financial statements, and supplementary information.

Government-Wide Financial Statements

The government-wide financial statements are designed to provide readers with a broad overview of the School's finances, in a manner similar to a private-sector business.

The *statement of net position* presents information on all of the School's assets, deferred outflows of resources, liabilities and deferred inflows of resources, with the difference between the components (assets and deferred outflows of resources, less liabilities and deferred inflows of resources) reported as net position. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the School is improving or deteriorating.

The *statement of activities* presents information showing how the School's net position changed during the most recent fiscal year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows.

**Achievement House Charter School
Management's Discussion and Analysis
June 30, 2019**

Overview of the Financial Statements (Continued)

Government-Wide Financial Statements (Continued)

The government-wide financial statements report on the function of the School that is principally supported by subsidies from school districts whose constituents attend the School.

Fund Financial Statements

A *fund* is a group of related accounts that are used to maintain control over resources that have been segregated for specific activities or purposes. The School, like governmental type entities, utilizes fund accounting to ensure and demonstrate compliance with finance-related legal requirements. The School's two kinds of funds, governmental and proprietary, use different accounting approaches.

Most of the School's basic services are reported in governmental funds, which focus on how money flows into and out of those funds and the balances left at year-end that are available for spending. These funds are reported using an accounting method called *modified accrual* accounting, which measures cash and all other *financial* assets that can readily be converted to cash. Such information is useful in assessing the School's financing requirements. In particular, *fund balance* may serve as a useful measure of a government's net resources available for spending for program purposes at the end of the fiscal year.

Notes to the Financial Statements

The notes provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

Supplementary Information

The governmental fund budgetary comparison schedule is presented for purposes of additional analysis.

Government-Wide Financial Analysis

Management has adopted Governmental Accounting Standards Board (GASB) Statement 34 which requires a comparative analysis of current and prior periods.

	2019	2018
Assets		
Current assets	\$ 5,316,907	\$ 3,261,454
Capital assets, net	361,201	126,810
	5,678,108	3,388,264
Deferred Outflows of Resources	912,193	2,061,368

**Achievement House Charter School
Management's Discussion and Analysis
June 30, 2019**

Government-Wide Financial Analysis (Continued)

Liabilities		
Current liabilities	1,229,661	1,363,982
Long-term liabilities	<u>7,263,000</u>	<u>9,925,000</u>
	<u>8,492,661</u>	<u>11,288,982</u>
Deferred Inflows of Resources	<u>6,891,000</u>	<u>7,324,000</u>
Net Position	<u>\$ (8,793,360)</u>	<u>\$ (13,163,350)</u>

As noted earlier, net position may serve over time as a useful indicator of a government's financial position. In the case of the School, liabilities and deferred inflows of resources exceeded assets and deferred outflows of resources by \$8,793,360 as of June 30, 2019, an increase of \$4,369,990 from June 30, 2018.

The School's revenues are predominately local school district's funds based on the student enrollment. For the year ended June 30, 2019, the School's total revenue of \$10,626,359 exceeded expenditures of \$6,256,369 by \$4,369,990 an increase of \$2,077,124 as compared to the preceding year.

	<u>2019</u>	<u>2018</u>
Revenues		
Program revenues		
Local educational agency assistance	\$ 10,062,427	\$ 8,238,778
State sources	49,145	104,133
Federal sources	498,963	499,643
General revenues		
Other sources	<u>15,824</u>	<u>13,383</u>
Total revenues	<u>10,626,359</u>	<u>8,855,937</u>
Expenditures		
Instruction	3,366,161	3,295,632
Support services	2,737,023	3,118,540
Noninstructional services	25,693	12,697
Depreciation and amortization	<u>127,492</u>	<u>136,202</u>
Total expenditures	<u>6,256,369</u>	<u>6,563,071</u>
Change in net position	4,369,990	2,292,866
Net position, beginning	<u>(13,163,350)</u>	<u>(15,456,216)</u>
Net position, ending	<u>\$ (8,793,360)</u>	<u>\$ (13,163,350)</u>

**Achievement House Charter School
Management's Discussion and Analysis
June 30, 2019**

Governmental Fund

The focus of the School's *governmental fund* is to provide information on near-term inflows, outflows, and balances of spendable resources. Such information is useful in assessing the School's financing requirements. In particular, *fund balance* may serve as a useful measure of a government's net resources available for spending for program purposes at the end of the fiscal year.

The School's governmental fund (the General Fund) reported an ending fund balance of \$4,087,246.

Budget Variations

The actual revenues represent an increase from budgeted revenues of \$2,478,109 due mainly to increases in school district revenue of approximately \$2,446,000 and State source increases of approximately \$49,000.

Actual expenditures increased \$283,401 from the budget due to increases (decreases) as follows:

Instructional services	\$ 585,887
Support services	(592,378)
Noninstructional services	10,693
Capital outlay	<u>287,383</u>
	<u>\$ 291,585</u>

Capital Asset and Debt Administration

Capital Assets

As of June 30, 2019, the School's investment in capital assets for its governmental activities totaled \$361,201 (net of accumulated depreciation and amortization). This investment in capital assets includes computer equipment, furniture and fixtures, vehicle, building and leasehold improvements.

Major capital assets purchases during the year included computer equipment of \$324,612, vehicle purchase of \$20,371 and improvements of \$16,900.

Economic Factors and Next Year's Budgets and Rates

The School's primary source of revenue, the per student subsidy provided by local school districts, will increase by approximately 20% due to an anticipated enrollment increase of 15%, an increase in regular education and special education tuition rates of 3%-5% and the high retention rate for special education students. The school had an average daily membership (ADM) of 575 in 2018-2019 and 700 ADM in 2019-2020.

The fiscal and operational stability of our Commonwealth's charter schools is directly linked to the State of Pennsylvania's charter school law and shifting political realities. This issue manifests itself most clearly in the funding formula for charter schools that is contained within the charter school law. Though the charter school concept is widely recognized as a viable and necessary educational model, the issue concerning how charter schools and cyber charter schools are funded will likely remain controversial in the foreseeable future.

**Achievement House Charter School
Management's Discussion and Analysis
June 30, 2019**

Future Events that will Financially Impact the School

In addition to those listed in the above economic factors, the school is realizing lower retirement expense as a higher percentage of employees are participating in the alternative 403(b) plan instead of PSERS. The School's move in the summer of 2019 will reduce rent expense moving forward.

Contacting the School's Financial Management

The financial report is designed to provide interested parties a general overview of the School's finances. Questions regarding any of the information provided in this report should be addressed to the Business Office, Achievement House Charter School, 102 Pickering Way 600, Exton PA 19341.

Achievement House Charter School
Statement of Net Position
June 30, 2019

	Governmental Activities
Assets	
Cash and cash equivalents	\$ 3,808,409
Local educational agencies receivable, net of allowance for doubtful accounts	1,132,788
Subsidies receivable	182,600
Prepaid expenses	58,017
Property and equipment, net	361,201
Deposits	135,093
Total assets	5,678,108
Deferred Outflows of Resources	
Deferred outflows of resources	912,193
Liabilities	
Accounts payable	267,344
Local educational agencies payable	138,339
Accrued expenses	823,978
Net OPEB liability	302,000
Net pension liability	6,961,000
Total liabilities	8,492,661
Deferred Inflows of Resources	
Deferred inflows resources	6,891,000
Net Position	
Invested in capital assets	361,201
Unrestricted	(9,154,561)
Total net position	\$ (8,793,360)

See accompanying notes to financial statements.

**Achievement House Charter School
Balance Sheet-Governmental Funds
June 30, 2019**

	General Fund
Assets	
Cash and cash equivalents	\$ 3,808,409
Local educational agencies receivable, net of allowance for doubtful accounts	1,132,788
Subsidies receivable	182,600
Prepaid expenses	58,017
Deposits	135,093
Total assets	\$ 5,316,907
Liabilities	
Accounts payable	\$ 267,344
Local educational agencies payable	138,339
Accrued expenses	823,978
Total liabilities	1,229,661
Fund Balances	
Nonspendable	193,110
Assigned	3,000,000
Unassigned	894,136
Total fund balances	4,087,246
	\$ 5,316,907

See accompanying notes to financial statements.

**Achievement House Charter School
 Reconciliation of the Balance Sheet of Governmental Funds
 To the Statement of Net Position
 June 30, 2019**

Total Fund Balance for Governmental Funds \$ 4,087,246

Capital assets used in governmental activities are not financial resources and therefore are not reported in the funds. These assets consist of:

Computer equipment	434,314	
Vehicles	33,507	
Leasehold improvements	16,900	
Accumulated depreciation and amortization	<u>(123,520)</u>	
		361,201

Long-term liabilities that pertain to governmental funds are not due and payable in the current period and therefore are not reported as fund liabilities. All liabilities, both current and long-term, are reported in the statement of net position. Long-term liabilities at year end consist of:

Net pension liability		(6,961,000)
Net OPEB liability		(302,000)

Deferred outflows and inflows or resources related to pensions and OPEB are applicable to future periods and, therefore, are not reported in the funds:

Deferred outflows of resources		912,193
Deferred inflows of resources		<u>(6,891,000)</u>

Total Net Position of Governmental Activities **\$ (8,793,360)**

**Achievement House Charter School
Statement of Revenues, Expenditures, and Changes in Fund Balance-
Governmental Funds
Year Ended June 30, 2019**

	General Fund
Revenues	
Local education agency assistance	\$ 10,062,427
Federal sources	498,963
State sources	49,145
Other sources	15,824
Total revenues	10,626,359
Expenditures	
Instruction	4,416,326
Support services	3,632,683
Noninstructional services	25,693
Capital outlay	361,883
Total expenditures	8,436,585
Net Change in Fund Balance	2,189,774
Fund Balance - Beginning of Year	1,897,472
Fund Balance - End of Year	\$ 4,087,246

See accompanying notes to financial statements.

**Achievement House Charter School
 Reconciliation of the Statement of Revenues, Expenditures, and
 Changes in Fund Balances of Governmental Funds to the
 Statement of Activities
 Year Ended June 30, 2019**

Net Change in Fund Balances - Total Governmental Funds \$ 2,189,774

Capital outlays and deferred charges are reported in governmental funds as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation and amortization expense. This is the amount by which capital outlays and deferred charges exceeds depreciation in the current period:

Capital outlays	361,883	
Depreciation and amortization	<u>(127,492)</u>	
		234,391

Governmental funds report School pension and OPEB contributions as expenditures. However in the statement of activities, the cost of pension benefits earned net of employee contributions is reported as pension expense:

School pension and OPEB contributions	561,010	
Cost of benefits earned net of employee contributions	<u>1,384,815</u>	

Change in Net Position of Governmental Activities \$ 4,369,990

Achievement House Charter School
Notes to Financial Statements
June 30, 2019

Note 1 Background and Summary of Significant Accounting Policies

Achievement House Charter School (the School) is organized as a nonprofit corporation in Pennsylvania to operate a charter school in accordance with Pennsylvania Act 22 of 1997. 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. This 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 June 30, 2017 and the School has timely filed their renewal application. The School continues to operate under its former charter until the Pennsylvania Department of Revenue completes the renewal process. The School and its Board of Trustees believe the charter will be renewed.

Government-Wide and Fund Financial Statements

The government-wide financial statements (the statement of net position and the statement of activities) report on the School as a whole. The statement of activities demonstrates the degree to which the direct expenses of the School's function are offset by program revenues.

The fund financial statements (governmental fund balance sheet and statement of governmental fund revenues, expenditures and changes in fund balance) report on the School's general fund.

Measurement Focus, Basis of Accounting, and Financial Statement Presentation

Government-Wide Financial Statements:

The government-wide financial statements are prepared using the economic resources measurement focus and the accrual basis of accounting as are the proprietary fund financial statements. Revenues are recorded when earned and expenses are recorded when a liability is incurred regardless of the timing of the related cash flows. Grants and similar items are recognized as soon as all eligibility requirements imposed by the provider have been met.

Fund Financial Statements

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the School considers revenues to be available if they are collected within 60 days of the end of the current period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting.

The funds utilized by the School and brief descriptions of their accounting purposes are as follows:

Governmental Fund - The fund listed below is the fund through which most governmental functions are furnished.

Achievement House Charter School
Notes to Financial Statements
June 30, 2019

Note 1 Background and Summary of Significant Accounting Policies (Continued)

Measurement Focus, Basis of Accounting, and Financial Statement Presentation (Continued)

General Fund – The General Fund is the operating fund of the School and accounts for all revenues and expenditures of the School.

Amounts reported as program revenues include a per-student subsidy from local school districts as well as federal and state grants. Internally dedicated resources are reported as general revenues rather than as program revenues.

Method of Accounting

The School has adopted the provision of Statement No. 34 (“Statement 34”) of the Governmental Accounting Standards Board “*Basic Financial Statements – and Managements’ Discussion and Analysis – for State and Local Governments*.” Statement 34 established standards for external financial reporting for all state and local governmental entities, which includes a statement of net position and a statement of activities. It requires the classification of net position into three components – invested in capital assets, net of related debt; restricted; and unrestricted. These calculations are defined as follows:

- Invested in capital assets, net of related debt – This component of net position consists of capital assets, including restricted capital assets, net of accumulated depreciation and reduced by the outstanding balances of any bonds, mortgages, notes, or other borrowings that are attributable to the acquisition, construction, or improvement of those assets. If there are significant unspent related debt proceeds at year-end, the portion of the debt attributable to the unspent proceeds are not included in the calculation of invested in capital assets, net of related debt. Rather, that portion of the debt is included in the same net assets component as the unspent proceeds.
- Restricted – This component of net position consists of constraints placed on asset use through external constraints imposed by creditors such as through debt covenants, grantors, contributors, or laws or regulations of other governments or constraints imposed by law through constitutional provisions or enabling legislation.
- Unrestricted net position – This component of net position typically includes unrestricted liquid assets.

When both restricted and unrestricted resources are available for use, it is the School's policy to use restricted resources first, then unrestricted resources as they are needed for the included program.

Fund Balances - Governmental Funds

The School elected to implement GASB No. 54, *Fund Balance Reporting and Governmental Type Definition* during the year ended June 30, 2011. In the fund financial statements, governmental funds report the following classifications of fund balance:

Achievement House Charter School
Notes to Financial Statements
June 30, 2019

Note 1 Background and Summary of Significant Accounting Policies (Continued)

Fund Balances - Governmental Funds (Continued)

- Nonspendable - includes amounts that cannot be spent because they are either not spendable in form or are legally or contractually required to be maintained intact. The School classified prepaid expenses and security deposits as being nonspendable as these items are not expected to be converted to cash.
- Restricted - included amounts restricted by external sources, such as creditors or grantors, or by constitutional provision or enabling legislation.
- Committed - includes amounts that can only be used for specific purposes pursuant to constraints imposed by formal action of the Board of Trustees.
- Assigned - includes amounts that the School intends to use for a specific purpose, but do not meet the definition of restricted or committed fund balance. The School assigned \$1,000,000 for future expenditures associated with rising state pension costs, \$750,000 for curriculum development, \$750,000 for technology hardware needs and \$500,000 for building improvements and recurring maintenance costs.
- Unassigned - includes all amounts that are not included in other spendable classifications.

When an expenditure is incurred for purposes for which both restricted and unrestricted fund balance is available, the School considers restricted funds to have been spent first. When an expenditure is incurred for which committed, assigned, or unassigned fund balances are available, the School considers amounts to have been spent first out of committed funds, then assigned funds, and finally unassigned funds, as needed, unless the Board of Trustees has provided otherwise in its commitment or assignment actions.

Budgets and Budgetary Accounting

Budgets are adopted on a basis consistent with accounting principles generally accepted in the United States of America. An annual budget is adopted for the General Fund.

The Budgetary Comparison Schedule should present both the original and the final appropriated budgets for the reporting period.

Use of Estimates

The preparation of financial statements in conformity with U.S. generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Achievement House Charter School
Notes to Financial Statements
June 30, 2019

Note 1 Background and Summary of Significant Accounting Policies (Continued)

Concentration of Credit Risk

Periodically, the School may maintain deposits in excess of the Federal Deposit Insurance Corporation's limit of \$250,000 with financial institutions. Under Pennsylvania Act 72, financial institutions pledge collateral on a pooled basis to secure public deposits in excess of FDIC insurance limits. The School's accounts are covered by this Act.

Cash and Cash Equivalents

For purposes of the Statement of Cash Flows, the School's cash and cash equivalents is considered to be cash on hand and demand deposits.

Deferred Outflows/Inflows of Resources

The statement of net position includes four components: assets, deferred outflows of resources, liabilities, and deferred inflows of resources.

Deferred outflows of resources represent a consumption of net assets that applies to a future period and so will not be recognized as an outflow of resources (expense/expenditure) until then.

Deferred inflows of resources represent an acquisition of net assets that applies to a future period and so will not be recognized as an inflow of resources (revenue) until that time.

Capital Assets

Capital assets, which include property, plant and equipment, are reported in the government-wide financial statements. All capital assets are capitalized at cost and updated for additions and retirements during the year. The School does not possess any infrastructure. Improvements are capitalized; the cost of normal maintenance and repairs that do not add to the value of the asset or materially extend an asset's life are not. The School established a threshold of \$1,500 for capitalization of depreciable assets. Similar items purchased in the same timeframe and items related to the same project or purchase can be pooled together for capitalization and depreciation.

Capital assets of the School are depreciated using the straight-line method over the useful lives of the assets; computer equipment (3 years), furniture and equipment (7 years) and a vehicles (5 years). Leasehold improvements and the capital leases are amortized over the term of their respective lease terms.

Advertising Costs

All costs associated with advertising and promotions are recorded as expenditures in the year incurred.

Achievement House Charter School
Notes to Financial Statements
June 30, 2019

Note 1 Background and Summary of Significant Accounting Policies (Continued)

Income Tax Status

The School is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Service Code. The School adopted the provisions of ASC 740-10, *Accounting for Uncertainty in Income Taxes*. Management evaluated the School's tax positions and concluded that the School had taken no uncertain tax positions that require adjustment to the financial statements to comply with the provisions of this guidance. The School files a Return of Organizations Exempt from Income Tax annually. The School's returns for 2016, 2017, and 2018 are subject to examination by the IRS, generally for three years after they were filed.

Pensions

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the Public School Employees' Retirement System (PSERS) and additions to/deductions from PSERS's fiduciary net position have been determined on the same basis as they are reported by PSERS. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms investments are reported at fair value.

General Information About the Pension Plan

Plan Description

PSERS is a governmental cost-sharing multi-employer defined benefit pension plan that provides retirement benefits to public school employees of the Commonwealth of Pennsylvania. The members eligible to participate in the System include all full-time public school employees, part-time hourly public school employees who render at least 500 hours of service in the school year, and part-time per diem public school employees who render at least 80 days of service in the school year in any of the reporting entities in Pennsylvania. PSERS issues a publicly available financial report that can be obtained at www.psers.state.pa.us.

Benefits Provided

PSERS provides retirement, disability, and death benefits. Members are eligible for monthly retirement benefits upon reaching (a) age 62 with at least 1 year of credited service; (b) age 60 with 30 or more years of credited service; or (c) 35 or more years of service regardless of age. Act 120 of 2010 (Act 120) preserves the benefits of existing members and introduced benefit reductions for individuals who become new members on or after July 1, 2011. Act 120 created two new membership classes, Membership Class T-E (Class T-E) and Membership Class T-F (Class T-F). To qualify for normal retirement, Class T-E and Class T-F members must work until age 65 with a minimum of 3 years of service or attain a total combination of age and service that is equal to or greater than 92 with a minimum of 35 years of service. Benefits are generally equal to 2% or 2.5%, depending upon membership class, of the member's final average salary (as defined in the Code) multiplied by the number of years of credited service. For members whose membership started prior to July 1, 2011, after completion of five years of service, a member's right to the defined benefits is vested and early retirement benefits may be elected. For Class T-E and Class T-F members, the right to benefits is vested after ten years of service.

Achievement House Charter School
Notes to Financial Statements
June 30, 2019

Note 1 Background and Summary of Significant Accounting Policies (Continued)

Pensions (Continued)

Participants are eligible for disability retirement benefits after completion of five years of credited service. Such benefits are generally equal to 2% or 2.5%, depending upon membership class, of the member's final average salary (as defined in the Code) multiplied by the number of years of credited service, but not less than one-third of such salary nor greater than the benefit the member would have had at normal retirement age. Members over normal retirement age may apply for disability benefits.

Death benefits are payable upon the death of an active member who has reached age 62 with at least one year of credited service (age 65 with at least three years of credited service for Class T-E and Class T-F members) or who has at least five years of credited service (ten years for Class T-E and Class T-F members). Such benefits are actuarially equivalent to the benefit that would have been effective if the member had retired on the day before death.

Contributions

Member Contributions:

Active members who joined the System prior to July 22, 1983, contribute at 5.25% (Membership Class T-C) or at 6.50% (Membership Class T-D) of the member's qualifying compensation.

Members who joined the System on or after July 22, 1983, and who were active or inactive as of July 1, 2001, contribute at 6.25% (Membership Class T-C) or at 7.50% (Membership Class T-D) of the member's qualifying compensation.

Members who joined the System after June 30, 2001 and before July 1, 2011, contribute at 7.50% (automatic Membership Class T-D). For all new hires and for members who elected Class T-D membership, the higher contribution rates began with service rendered on or after January 1, 2002.

Members who joined the System after June 30, 2011, automatically contribute at the Membership Class T-E rate of 7.5% (base rate) of the member's qualifying compensation. All new hires after June 30, 2011, who elect Class T-F membership, contribute at 10.3% (base rate) of the member's qualifying compensation. Membership Class T-E and Class T-F are affected by a "shared risk" provision in Act 120 of 2010 that in future fiscal years could cause the Membership Class T-E contribution rate to fluctuate between 7.5% and 9.5% and Membership Class T-F contribution rate to fluctuate between 10.3% and 12.3%.

Employer Contributions:

The School's contractually required contribution rate for fiscal year ended June 30, 2019 was 32.60% of covered payroll, actuarially determined as an amount that, when combined with employee contributions, is expected to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. Contributions to the pension plan from the School were \$547,081 for the year ended June 30, 2019.

Achievement House Charter School
Notes to Financial Statements
June 30, 2019

Note 1 Background and Summary of Significant Accounting Policies (Continued)

Other Postemployment Benefits

For purposes of measuring the net OPEB liability, deferred outflows of resources and deferred inflows of resources related to OPEB, and OPEB expense, information about the fiduciary net position of the Public School Employees' Retirement System (PSERS) and additions to/deductions from PSERS's fiduciary net position have been determined on the same basis as they are reported by PSERS. For this purpose, benefit payments are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

General Information about the Health Insurance Premium Assistance Program

Health Insurance Premium Assistance Program

The System provides Premium Assistance which, is a governmental cost sharing, multiple-employer other postemployment benefit plan (OPEB) for all eligible retirees who qualify and elect to participate. Employer contribution rates for Premium Assistance are established to provide reserves in the Health Insurance Account that are sufficient for the payment of Premium Assistance benefits for each succeeding year. Effective January 1, 2002 under the provisions of Act 9 of 2001, participating eligible retirees are entitled to receive premium assistance payments equal to the lesser of \$100 per month or their out-of-pocket monthly health insurance premium. To receive premium assistance, eligible retirees must obtain their health insurance through either their school employer or the PSERS' Health Options Program. As of June 30, 2018 there were no assumed future benefit increases to participating eligible retirees.

Premium Assistance Eligibility Criteria

Retirees of the System can participate in the Premium Assistance program if they satisfy the following criteria:

- Have 24.5 or more years of service, or
- Are a disability retiree, or
- Have 15 or more years of service and retired after reaching superannuation age, and
- Participate of the HOP or employer-sponsored health insurance program.

Pension Plan Description

PSERS is a governmental cost-sharing multiple-employer defined benefit pension plan that provides retirement benefits to public school employees of the Commonwealth of Pennsylvania. The members eligible to participate in the System include all full-time public school employees, part-time hourly public school employees who render at least 500 hours of service in the school year, and part-time per diem public school employees who render at least 80 days of service in the school year in any of the reporting entities in Pennsylvania. PSERS issues a publicly available financial report that can be obtained at www.psers.pa.gov.

Achievement House Charter School
Notes to Financial Statements
June 30, 2019

Note 1 Background and Summary of Significant Accounting Policies (Continued)

Other Postemployment Benefits (Continued)

Benefits Provided

Participating eligible retirees are entitled to receive premium assistance payments equal to the lesser of \$100 per month or their out-of-pocket monthly health insurance premium. To receive premium assistance, eligible retirees must obtain their health insurance through either their school employer or the PSERS' Health Options Program. As of June 30, 2018 there were no assumed future benefit increases to participating eligible retirees.

Employer Contributions

The School's contractually required contribution rate for the fiscal year ended June 30, 2019 was 0.83% of covered payroll, actuarially determined as an amount that, when combined with employee contributions, is expected to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. Contributions to the OPEB plan from the School were \$13,929 for the year ended June 30, 2019.

Note 2 Cash and Cash Equivalents

The School's cash and cash equivalents balance at June 30, 2019, was \$3,808,409. The actual amount of cash on deposit in the School's bank accounts at June 30, 2019 was \$3,808,409. As of June 30, 2019, the School's bank balance was exposed to custodial credit risk as follows:

Uninsured and collateralized with securities held by the pledging bank's trust department, not in the School's name	<u>\$ 3,534,233</u>
Insured amount	<u>\$ 274,176</u>

Note 3 Receivables

Receivables as of June 30, 2019 consist primarily of subsidies from local, federal and state authorities. All federal and state subsidies receivables are considered collectible due to the stable condition of these programs. The School recorded a reserve of \$25,000 to provide for possible uncollectible receivables from certain school districts. The \$25,000 was applied against Local educational agency assistance revenue on the Statement of Revenues, Expenditures and Changes in Fund Balance-Governmental Funds and Program Revenues on the Statement of Activities for the year ended June 30, 2019.

Achievement House Charter School
Notes to Financial Statements
June 30, 2019

Note 4 Capital Assets

	July 1, 2018	Additions	Deletions	June 30, 2019
Computer equipment	\$ 3,351,197	\$ 324,612	\$ (3,241,495)	\$ 434,314
Furniture and fixtures	171,397	-	(171,397)	-
Vehicle	13,136	20,371	-	33,507
Leasehold improvements	83,518	16,900	(83,518)	16,900
	3,619,248	361,883	(3,496,410)	484,721
Accumulated depreciation & amortization	3,492,438	127,492	(3,496,410)	123,520
	\$ 126,810	\$ 234,391	\$ -	\$ 361,201

Depreciation and amortization expense was \$127,492 for the year ended June 30, 2019.

Note 5 Line of Credit

The School has a \$1,000,000 revolving line of credit (the Line) with Centric Bank through August 30, 2019. Interest is payable at the Wall Street Journal prime rate plus .75%. The Line is secured by all assets, tangible and intangible, of the School and expired August 30, 2020.

Note 6 Commitments

Operating Lease Obligations

The School leased its headquarters, located in Exton Pennsylvania, for a term expiring June, 2019. Effective, July 1, 2019 the School relocated to a 16,656 square foot facility in Exton, PA. The new lease agreement expires December 31, 2027. During months 1 through 6 of the lease, the School received a full rent abatement and during months 7 through 18, an abatement based on 2245 square feet. The School is required to pay its proportionate share of occupancy costs, utilities, and maintenance. In connection with the relocation, the Board incurred moving and other facility costs of approximately \$86,000, which the School funded through its own working capital. Rent expense was \$300,781 for the year ended June 30, 2019.

Future minimum lease payments as of June 30, 2019 are as follows:

Year ending June 30,	Total
2020	\$ 142,309
2021	314,553
2022	345,612
2023	353,940
2024	362,268
Thereafter	1,334,562
	<u>\$ 2,853,244</u>

Achievement House Charter School
Notes to Financial Statements
June 30, 2019

Note 7 Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2019, the School reported a liability of \$6,961,000 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2018, and the total pension liability used to calculate the net pension liability was determined by rolling forward the System's total pension liability as of June 30, 2017 to June 30, 2018. The School's proportion of the net pension liability was calculated utilizing the employer's one-year reported covered payroll as it relates to the total one-year reported covered payroll. At June 30, 2019, the School's proportion was .0145% percent, which was a decrease of .048% from its proportion measured as of June 30, 2018.

For the year ended June 30, 2019, the School recognized pension expense of \$1,363,641. At June 30, 2019, the School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Net difference between projected and actual investment earnings	\$ 34,000	\$ 6,582,000
Difference between projected and actual experience	56,000	108,000
Changes in proportions	107,000	-
Changes in assumptions	130,000	-
Difference between employer contributions and proportionate share of total contributions	23,816	-
Contributions subsequent to the measurement date	547,081	-
	\$ 897,897	\$ 6,690,000

The \$547,081 reported as deferred outflows of resources related to pensions resulting from School contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2019. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

	Year Ending June 30:	
	2020	\$ (2,517,317)
	2021	(2,527,101)
	2022	(1,269,202)
	2023	(25,704)
	2024	140

Achievement House Charter School
Notes to Financial Statements
June 30, 2019

Note 8 Actuarial Assumptions

The total pension liability as of June 30, 2018 was determined by rolling forward the System's total pension liability as of the June 30, 2017 actuarial valuation to June 30, 2018 using the following actuarial assumptions, applied to all periods included in the measurement:

- Actuarial cost method - Entry Age Normal - level % of pay.
- Investment Return - 7.25%, includes inflation at 2.75%.
- Salary growth - effective average of 5.00%, comprised of inflation of 2.75% and 2.25% for real wage growth and for merit or seniority increases.
- Mortality rates were based on the RP-2014 Mortality Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2015 Mortality Improvement Scale.

The actuarial assumptions used in the June 30, 2017 valuation were based on the results of an actuarial experience study that was performed for the five year period ended June 30, 2015.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which the best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. The ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation.

The pension plan's policy in regard to the allocation of invested plan assets is established and may be amended by the Board. Plan assets are managed with a long-term objective of achieving and maintaining a fully funded status for the benefits provided through the pension.

Asset Class	Target Allocation	Long-Term Expected Real Rate of Return
Global public equity	20.0%	5.2%
Fixed income	36.0%	2.2%
Commodities	8.0%	3.2%
Absolute return	10.0%	3.5%
Risk parity	10.0%	3.9%
Infrastructure/MLPs	8.0%	5.2%
Real estate	10.0%	4.2%
Alternative investments	15.0%	6.7%
Cash	3.0%	0.4%
Financing (LIBOR)	-20.0%	0.9%
	100%	

The above was the Board's adopted asset allocation policy and best estimates of geometric real rates of return for each major asset class as of June 30, 2018.

Achievement House Charter School
Notes to Financial Statements
June 30, 2019

Note 8 Actuarial Assumptions (Continued)

Discount Rate

The discount rate used to measure the total pension liability was 7.25%. The projection of cash flows used to determine the discount rate assumed that contributions from plan members will be made at the current contribution rate and that contributions from employers will be made at contractually required rates, actuarially determined. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the School's Proportionate Share of the Net Pension Liability to Changes in the Discount Rate

The following presents the net pension liability, calculated using the discount rate of 7.25%, as well as what the net pension liability would be if it were calculated using a discount rate that is 1-percentage point lower (6.25%) or 1-percentage-point higher (8.25%) than the current rate:

	1% Decrease 6.25%	Current Discount Rate 7.25%	1% Increase 8.25%
School's proportionate share of the net	\$ 8,628,000	\$ 6,961,000	\$ 5,551,000

Pension Plan Fiduciary Net Position

Detailed information about PSERS' fiduciary net position is available in PSERS Comprehensive Annual Financial Report which can be found on the System's website at www.psers.state.pa.us.

Payables to the Pension Plan

As of June 30, 2019, \$213,311 was due to the pension plan for contractually required contributions, consisting of \$203,305 and \$10,006 of employer and employee contributions, respectively.

Note 9 OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB

At June 30, 2019, the School reported a liability of \$302,000 for its proportionate share of the net OPEB liability. The net OPEB liability was measured as of June 30, 2018, and the total OPEB liability used to calculate the net OPEB liability was determined by rolling forward the System's total OPEB liability as of June 30, 2017 to June 30, 2018. The School's proportion of the net OPEB liability was calculated utilizing the employer's one-year reported covered payroll as it relates to the total one-year reported covered payroll. At June 30, 2019, the School's proportion was .0121% , which was a decrease of .0072% from its proportion measured as of June 30, 2018.

For the year ended June 30, 2019, the School recognized OPEB expense of \$21,174. At June 30, 2019, the School reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

Achievement House Charter School
Notes to Financial Statements
June 30, 2019

Note 9 OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB (Continued)

	Deferred Outflows of Resources	Deferred Inflows of Resources
Changes in proportion	\$ -	\$ 195,000
Changes of assumptions	-	6,000
Net difference between projected and actual investment earnings	1,000	-
Difference between projected and actual experience	2,000	-
Difference between employer contributions and proportionate share of total contributions	207	-
Contributions subsequent to the measurement date	13,929	-
	\$ 17,136	\$ 201,000

The \$13,929 reported as deferred outflows of resources related to OPEB resulting from School contributions subsequent to the measurement date will be recognized as a reduction of the net OPEB liability in the year ended June 30, 2019. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows:

	Year Ending June 30:	
	2020	\$ (42,892)
	2021	(42,892)
	2022	(42,892)
	2023	(42,958)
	2024	(26,159)

Note 10 Actuarial Assumptions

The Total OPEB Liability as of June 30, 2018, was determined by rolling forward the System's Total OPEB Liability as of June 30, 2017 to June 30, 2018 using the following actuarial assumptions, applied to all periods included in the measurement:

- Actuarial cost method - Entry Age Normal - level % of pay.
- Investment return - 2.98% - S&P 20 Year Municipal Bond Rate.
- Salary growth - Effective average of 5.00%, comprised of inflation of 2.75% and 2.25% for real wage growth and for merit or seniority increases.
- Premium Assistance reimbursement is capped at \$1,200 per year.
- Assumed Healthcare cost trends were applied to retirees with less than \$1,200 in premium assistance per year.

Achievement House Charter School
Notes to Financial Statements
June 30, 2019

Note 10 Actuarial Assumptions (Continued)

- Mortality rates were based on the RP-2014 Mortality Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2015 Mortality Improvement Scale.
- Participation rate:
 - Eligible retirees will elect to participate Pre age 65 at 50%
 - Eligible retirees will elect to participate Post age 65 at 70%

The following assumptions were used to determine the contribution rate:

- The results of the actuarial valuation as of June 30, 2016 determined the employer contribution rate for fiscal year 2018.
- Cost Method: Amount necessary to assure solvency of Premium Assistance through the third fiscal year after the valuation date.
- Asset valuation method: Market Value.
- Participation rate: 63% of eligible retirees are assumed to elect premium assistance. Mortality rates and retirement ages were based on the RP-2000 Combined Healthy Annuitant Tables with age set back 3 for both males and females for healthy annuitants and for dependent beneficiaries. For disabled annuitants, the RP-2000 Combined Disabled Tables with age set back 7 years for males and 3 years for females for disabled annuitants. (A unisex table based on the RP-2000 Combined Healthy Annuitant Tables with age set back 3 years for both genders assuming the population consists of 25% males and 75% females is used to determine actuarial equivalent benefits.)

Investments consist primarily of short term assets designed to protect the principal of the plan assets. The expected rate of return on OPEB plan investments was determined using the OPEB asset allocation policy and best estimates of geometric real rates of return for each asset class.

The OPEB plan's policy in regard to the allocation of invested plan assets is established and may be amended by the Board. Under the program, as defined in the retirement code employer contribution rates for Premium Assistance are established to provide reserves in the Health Insurance Account that are sufficient for the payment of Premium Assistance benefits for each succeeding year.

OPEB - Asset Class	Target Allocation	
Cash	5.9%	0.03%
Non-US Developed Fixed	1.3%	0.04%
US Core Fixed income	92.8%	1.2%
	100%	

The above was the Board's adopted asset allocation policy and best estimates of geometrical real rates of return for each major asset class as of June 30, 2018.

Achievement House Charter School
Notes to Financial Statements
June 30, 2019

Note 10 Actuarial Assumptions (Continued)

Discount rate

The discount rate used to measure the Total OPEB Liability was 2.98%. Under the plan's funding policy, contributions are structured for short term funding of Premium Assistance. The funding policy sets contribution rates necessary to assure solvency of Premium Assistance through the third fiscal year after the actuarial valuation date. The Premium Assistance account is funded to establish reserves that are sufficient for the payment of Premium Assistance benefits for each succeeding year. Due to the short term funding policy, the OPEB plan's fiduciary net position was not projected to be sufficient to meet projected future benefit payments, therefore the plan is considered a "pay-as-you-go" plan. A discount rate of 2.98% which represents the S&P 20 year Municipal Bond Rate at June 30, 2018, was applied to all projected benefit payments to measure the total OPEB liability.

Sensitivity of the System Net OPEB Liability to Change in Healthcare Cost Trend Rates

Healthcare cost trends were applied to retirees receiving less than \$1,200 in annual Premium Assistance. As of June 30, 2018, retirees Premium Assistance benefits are not subject to future healthcare cost increases. The annual Premium Assistance reimbursement for qualifying retirees is capped at a maximum of \$1,200. As of June 30, 2017, 93,380 retirees were receiving the maximum amount allowed of \$1,200 per year. As of June 30, 2017, 1,077 members were receiving less than the maximum amount allowed of \$1,200 per year. The actual number of retirees receiving less than the \$1,200 per year cap is a small percentage of the total population and has a minimal impact on Healthcare Cost Trends as depicted below.

The following presents the System net OPEB liability for June 30, 2018, calculated using current Healthcare cost trends as well as what the System net OPEB liability would be if health care cost trends were 1 percentage point lower or 1 percentage point higher than the current rate:

	Dollar Amounts in Thousands		
	1% Decrease	Current Trend Rate	1% Increase
System net OPEB liability	\$ 344,000	\$ 302,000	\$ 268,000

Sensitivity of the School's proportionate share of the net OPEB liability to changes in the discount rate

	1% Decrease	Current Discount	1% Increase
	2.13%	3.13%	4.13%
School's proportionate share of the net OPEB liability	\$ 302,000	\$ 302,000	\$ 302,000

OPEB plan fiduciary net position

Detailed information about PSERS' fiduciary net position is available in PSERS Comprehensive Annual Financial Report which can be found on the System's website at www.pfers.pa.gov.

Achievement House Charter School
Notes to Financial Statements
June 30, 2019

Note 11 Grants

The School participates in numerous state and federal grant programs, which are governed by various rules and regulations of the grantor agencies. Costs charged to the respective grant programs are subject to audit and adjustment by the grantor agencies; therefore, to the extent that the School has not complied with the rules and regulations governing the grants, refunds of any money received may be required and the collectability of any related receivable at June 30, 2019 may be impaired. In the opinion of the School, there are no significant contingent liabilities relating to compliance with the rules and regulations governing the respective grants; therefore, no provision has been recorded in the accompanying financial statements for such contingencies.

Note 12 Retirement Plan

In addition to the PSERS plan, the School provides an alternative plan for employees that do not participate in PSERS through the Achievement House Cyber Charter School 403(b) Plan. Non-PSERS employees participate from the date of employment, with a mandatory minimum contribution of 5%. The School will match the employees' contributions dollar for dollar up to 5% of their compensation. The School's contributions to the plan for the year ended June 30, 2019 approximated \$85,000.

Note 13 Risk Management

The School is exposed to various risks of loss related to torts: theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. The School carries commercial insurance for such risks. There has been no significant reduction in insurance coverage of the School's policies.

Note 14 Litigation

The School is, from time to time, involved in claims and lawsuits incidental to its operations. In the opinion of the administration and legal counsel, at this time, the ultimate resolution of these matters will not have an adverse effect of the financial position of the School.

Required Supplementary Information

**Achievement House Charter School
Governmental Fund Budgetary Comparison Schedule
Year Ended June 30, 2019**

	<u>Budgeted Amounts</u>		<u>Actual</u>	<u>Variance With</u> <u>Budget</u>
	<u>Original</u>	<u>Final</u>	<u>Revenues/ Expenditures</u>	
Revenues				
Local educational agency assistance	\$ 7,616,000	\$ 7,616,000	\$ 10,062,427	\$ 2,446,427
Federal sources	500,250	500,250	498,963	(1,287)
State sources		-	49,145	49,145
Other sources	<u>32,000</u>	<u>32,000</u>	<u>15,824</u>	<u>(16,176)</u>
Total revenues	<u>8,148,250</u>	<u>8,148,250</u>	<u>10,626,359</u>	<u>2,478,109</u>
Expenditures				
Instruction	3,830,439	3,830,439	4,416,326	(585,887)
Support service	4,225,061	4,225,061	3,632,683	592,378
Noninstructional services	15,000	15,000	25,693	(10,693)
Capital outlay	<u>74,500</u>	<u>74,500</u>	<u>361,883</u>	<u>(287,383)</u>
Total expenditures	<u>8,145,000</u>	<u>8,145,000</u>	<u>8,436,585</u>	<u>(291,585)</u>
Net Change in Fund Balance	3,250	3,250	2,189,774	2,769,694
Fund Balance, Beginning	<u>1,897,472</u>	<u>1,897,472</u>	<u>1,897,472</u>	<u>1,248,224</u>
Fund Balance, Ending	<u>\$ 1,900,722</u>	<u>\$ 1,900,722</u>	<u>\$ 4,087,246</u>	<u>\$ 4,017,918</u>

See accompanying notes to financial statements.

**Achievement House Charter School
Schedule of the School's Proportionate Share of the Net
Pension Liability and Contributions**

Last 10 Fiscal Years*

Schedule of the School's Proportionate Share of the Net Pension Liability

Fiscal Year	PSERS Net Pension Liability		School's Covered Employee Payroll	School's Proportionate Share of NPL as a % of Covered- Employee Payroll	Plan Fiduciary Net Position as a % of Total Pension Liability
	School's Proportion	School's Proportionate Share			
6/30/2013	0.0355%	\$ 14,532,000	\$ 4,561,478	318.58%	54.49%
6/30/2014	0.0445%	\$ 17,614,000	\$ 5,672,312	310.53%	57.24%
6/30/2015	0.0425%	\$ 18,409,000	\$ 5,474,017	336.30%	54.36%
6/30/2016	0.0263%	\$ 13,033,000	\$ 3,405,398	382.72%	50.14%
6/30/2017	0.0193%	\$ 9,532,000	\$ 2,570,633	370.80%	51.84%
6/30/2018	1.4500%	\$ 6,961,000	\$ 1,952,683	356.48%	54.00%

Schedule of School Contributions

Fiscal Year	Contractually Required Contributions	Contributions Recognized by PSERS	Contribution Deficiency (Excess)	Covered- Employee Payroll	Contributions as a % of Total Covered- Employee Payroll
6/30/2015	\$ 1,060,757	\$ 1,060,757	\$ -	\$ 5,474,017	19.38%
6/30/2016	\$ 849,396	\$ 849,396	\$ -	\$ 3,405,398	24.94%
6/30/2017	\$ 688,487	\$ 688,487	\$ -	\$ 2,570,633	26.78%
6/30/2018	\$ 608,898	\$ 608,898	\$ -	\$ 1,952,683	31.18%
6/30/2019	\$ 547,081	\$ 547,081	\$ -	\$ 1,669,835	32.76%

* This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is complete, available information is presented.

**Achievement House Charter School
Schedule of the School's Proportionate Share of the Net
OPEB Liability and Contributions**

Last 10 Fiscal Years*

Schedule of the School's Proportionate Share of the Net OPEB Liability

Fiscal Year	PSERS Net OPEB Liability		School's Covered Employee Payroll	School's Proportionate Share of OPEB as a % of Covered- Employee Payroll	Plan Fiduciary Net Position as a % of Total OPEB Liability
	School's Proportion	School's Proportionate Share			
6/30/2016	0.0263%	\$ 566,000	\$ 3,405,398	16.62%	5.47%
6/30/2017	0.0193%	\$ 393,000	\$ 2,570,633	15.29%	5.73%
6/30/2018	0.0121%	\$ 302,000	\$ 1,952,683	15.47%	5.56%

Schedule of School Contributions

Fiscal Year	Contractually Required Contributions	Contributions Recognized by PSERS	Contribution Deficiency (Excess)	Covered- Employee Payroll	Contributions as a % of Total Covered- Employee Payroll
6/30/2018	\$ 15,923	\$ 15,923	\$ -	\$ 1,952,683	0.82%
6/30/2019	\$ 13,929	\$ 13,929	\$ -	\$ 1,669,835	0.83%

* This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is complete, available information is presented.

**Achievement House Charter School
Notes to Required Supplementary Information
Year Ended June 30, 2019**

Note 1 **Changes in Benefit Terms**

None.

Note 2 **Changes in Assumptions**

None.

Other Reports Required By Government Auditing Standards

**Independent Auditor's Report on Internal Control
Over Financial Reporting and on Compliance and
Other Matters Based on an Audit of Financial Statements
Performed in Accordance with *Government Auditing Standards***

To the Board of Trustees
Achievement House Charter School
Exton, Pennsylvania

We have audited, in accordance with the 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, the financial statements of the governmental activities and the major fund of Achievement House Charter School (the School) as of and for the year ended June 30, 2019 and the related notes to the financial statements, which collectively comprise the School's basic financial statements and have issued our report thereon, dated October 7, 2020.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered the School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control such, that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

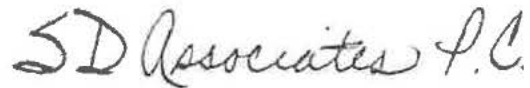
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion of the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Certified Public Accountants
Elkins Park, Pennsylvania

October 7, 2020

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

Division of Federal Programs
Consolidated Program Review

2018-2019 School Year

Achievement House CS
600 Eagleview Blvd
Exton, PA 19340

LEA Level Monitoring

	<u>Name</u>	<u>Phone Number</u>	Check if Interviewed
Superintendent:	Donald Asplen	484-615-6227	<input checked="" type="checkbox"/>
Business Manager:	Ryan Schumm	215-481-9777 x126	<input checked="" type="checkbox"/>
Federal Program Coordinator:	Bob Worn	484-615-6224	<input checked="" type="checkbox"/>
Parent/Family Member:	Kris Botes	484-615-6244	<input checked="" type="checkbox"/>

Program(s) Reviewed:

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

Program Reviewer(s): Adem Oksuz

Program Review Date: 05/10/2019

Title IA: Program

Component I: Appropriately State Certified

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

Section 1111(c)(6)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
1. Teachers and paraprofessionals working in a Title I and Title II program are appropriately state certified.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of staff working in the Title IA program and their certifications. <input type="checkbox"/> Samples of valid level I or II certificated with appropriate content areas aligned with class schedules. <input type="checkbox"/> Emergency permits unacceptable except for Charter Schools - 25% rule <input type="checkbox"/> Report by the LEA data system on staff qualifications	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1556 456 2003 509">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1556 509 2003 683"> 4/8/2019 10:03:12 AM CEO Donald Asplen School submitted PDE-414 Certificate Verification Form. </td> </tr> </tbody> </table>	District Comments	4/8/2019 10:03:12 AM CEO Donald Asplen School submitted PDE-414 Certificate Verification Form.
District Comments							
4/8/2019 10:03:12 AM CEO Donald Asplen School submitted PDE-414 Certificate Verification Form.							
If you have additional comments to make about this section, enter them here:							

Component II: Equity Plan

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

Section 1111(b)(2)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>1. The LEA has developed an Equity plan that assures, through the implementation of various strategies, poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers in Title I schools.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity Plan and agenda and sign in sheets <input type="checkbox"/> Documentation of annual review of Equity Plan <input type="checkbox"/> Teachers are reassigned, if applicable <input type="checkbox"/> Changes to union contract are made, if applicable <input type="checkbox"/> Sample class schedules with applicable staff and student percentages 	
<p>If you have additional comments to make about this section, enter them here:</p>					

Component III: Foster Care

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

Section 1112(c)(5)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
1. The LEA developed transportation procedures for students in foster care.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Written transportation procedures <input type="checkbox"/> Written transportation procedures with signatures	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1293 380 2003 431" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1293 431 2003 643"> 4/8/2019 10:06:12 AM CEO Donald Asplen Achievement House Cyber Charter School (AHCCS) is a cyber school and does not provide busing services. </td> </tr> <tr> <th data-bbox="1293 643 2003 695" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1293 695 2003 901"> 5/10/2019 9:15:51 AM Monitor Adem Oksuz Achievement House Cyber Charter School (AHCCS) is a cyber school and does not provide busing services. </td> </tr> </tbody> </table>	District Comments	4/8/2019 10:06:12 AM CEO Donald Asplen Achievement House Cyber Charter School (AHCCS) is a cyber school and does not provide busing services.	Monitor Comments	5/10/2019 9:15:51 AM Monitor Adem Oksuz Achievement House Cyber Charter School (AHCCS) is a cyber school and does not provide busing services.
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If you have additional comments to make about this section, enter them here:									

Component IV: Head Start Coordination Requirements

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

Section 1119(a-c)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>1. The LEA developed a Memorandum of Understanding (MOU) with local Head Start agency(ies) that increase coordination. Required for all LEAs, including Charter Schools. The only exemption would be a Charter School that does not serve an elementary program.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Signed MOU between LEA and Head Start agency(ies)	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1486 380 2003 431" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1486 431 2003 678"> <p>4/8/2019 10:08:56 AM CEO Donald Asplen Achievement House Cyber Charter School (AHCCS) has grades 7-12, therefore does not serve elementary students.</p> </td> </tr> <tr> <th data-bbox="1486 678 2003 722" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1486 722 2003 971"> <p>5/10/2019 9:16:27 AM Monitor Adem Oksuz Achievement House Cyber Charter School (AHCCS) has grades 7-12, therefore does not serve elementary students.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/8/2019 10:08:56 AM CEO Donald Asplen Achievement House Cyber Charter School (AHCCS) has grades 7-12, therefore does not serve elementary students.</p>	Monitor Comments	<p>5/10/2019 9:16:27 AM Monitor Adem Oksuz Achievement House Cyber Charter School (AHCCS) has grades 7-12, therefore does not serve elementary students.</p>
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<p>If you have additional comments to make about this section, enter them here:</p>									

Component V: Parent and Family Engagement

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

Section 1112(a)(1-3)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
<p>1. LEA has a written Parent and Family Engagement policy and evidence that it is reviewed and updated annually. Required Components:</p> <ul style="list-style-type: none"> description of how the LEA involves parents in the joint development of the Title I Plan (Title I Application) description of how the LEA provides the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent involvement and described in Section 1116 parent and family involvement activities to improve student academic achievement and school performance description of how the LEA coordinates and integrates parent and family engagement strategies under Title I, Part A with parent and family engagement strategies, with other relevant Federal, State, and local laws and programs description of how the LEA conducts with parents an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all school served under Title I, Part A, including identifying: 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> LEA Parent and Family Engagement policy, parent meeting agenda and sign in sheet and evidence of distribution, examples - website posting, handbook, mailing, etc.	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1465 407 2011 467" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1465 467 2011 1377"> <p>4/8/2019 1:38:07 PM CEO Donald Asplen Two Parent Workshops were presented this year on Title I. One at the beginning of the school year (September) and a second one at the end of the school year (April). Agendas, sign-in sheets, etc. will be presented.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/8/2019 1:38:07 PM CEO Donald Asplen Two Parent Workshops were presented this year on Title I. One at the beginning of the school year (September) and a second one at the end of the school year (April). Agendas, sign-in sheets, etc. will be presented.</p>
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<ul style="list-style-type: none"> ○ barriers to greater participation in activities, ○ the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers ○ strategies to support successful school and family interactions • description of how the LEA uses the findings of the evaluation to design evidence-based strategies for more effective parental involvement, and how to revise, if necessary, the parent and family engagement policies, and • description of involvement of parents in the activities of the Title I schools. 									
<p>2. Each LEA shall reserve at least one percent of its Title I allocation to assist schools to carry out the activities in this section, unless the LEA receives less than \$500,000 in Title I funds. (This can be marked N/A in the LEA receives less than \$500,000 in Title I funds.)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated Application, Reservation of Funds	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> </thead> <tbody> <tr> <td>4/8/2019 1:39:45 PM CEO Donald Asplen Achievement House cyber Charter School (AHCCS) receives less than \$500,00 in Title I funds.</td> </tr> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td>5/10/2019 9:18:08 AM Monitor Adem Oksuz Achievement House cyber Charter School (AHCCS) receives less than \$500,000 in Title I funds.</td> </tr> </tbody> </table>	District Comments	4/8/2019 1:39:45 PM CEO Donald Asplen Achievement House cyber Charter School (AHCCS) receives less than \$500,00 in Title I funds.	Monitor Comments	5/10/2019 9:18:08 AM Monitor Adem Oksuz Achievement House cyber Charter School (AHCCS) receives less than \$500,000 in Title I funds.
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>3. Parents and family members of Title I students shall be involved in the decisions regarding how funds reserved are allotted for parental involvement activities. (This can be marked N/A if the LEA did not reserve funds for Parent and Family Engagement)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> Agendas and sign in sheets demonstrating parents were included in the decision on how to use the set aside</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1474 131 2001 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1474 180 2001 391"> <p>4/10/2019 9:47:38 PM CEO Donald Asplen Achievement House cyber Charter School (AHCCS) receives less than \$500,00 in Title I funds.</p> </td> </tr> <tr> <th data-bbox="1474 391 2001 440" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1474 440 2001 651"> <p>5/10/2019 9:18:20 AM Monitor Adem Oksuz Achievement House cyber Charter School (AHCCS) receives less than \$500,000 in Title I funds.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/10/2019 9:47:38 PM CEO Donald Asplen Achievement House cyber Charter School (AHCCS) receives less than \$500,00 in Title I funds.</p>	Monitor Comments	<p>5/10/2019 9:18:20 AM Monitor Adem Oksuz Achievement House cyber Charter School (AHCCS) receives less than \$500,000 in Title I funds.</p>
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>4. If the LEA received \$500,000 or more in Title I funds, the set aside funds shall be used to carry out activities and strategies consistent with the LEA Parent and Family Engagement Policy, including at least one of the following:</p> <ul style="list-style-type: none"> • supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding parent and family engagement strategies. • supporting programs that reach parents and family members at home, in the community, and at school • disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members • collaborating, or providing subgrants to schools to enable such schools to collaborate with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement • engaging in any other activities and strategies that the LEA determines appropriate and consistent with the Parent and Family Engagement Policy. (This can be marked N/A if the LEA received \$500,000 or less in Title I funds.) 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> LEA Parent and Family Engagement policy, parent meeting agenda and sign in sheet	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1472 131 2003 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1472 180 2003 391"> <p>4/10/2019 9:47:42 PM CEO Donald Asplen Achievement House cyber Charter School (AHCCS) receives less than \$500,00 in Title I funds.</p> </td> </tr> <tr> <th data-bbox="1472 391 2003 440" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1472 440 2003 651"> <p>5/10/2019 9:18:34 AM Monitor Adem Oksuz Achievement House cyber Charter School (AHCCS) receives less than \$500,000 in Title I funds.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/10/2019 9:47:42 PM CEO Donald Asplen Achievement House cyber Charter School (AHCCS) receives less than \$500,00 in Title I funds.</p>	Monitor Comments	<p>5/10/2019 9:18:34 AM Monitor Adem Oksuz Achievement House cyber Charter School (AHCCS) receives less than \$500,000 in Title I funds.</p>
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<p>5. LEA must conduct an annual evaluation of the content and effectiveness of the parent and family engagement policy use the findings of the evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Agendas and sign in sheets from meeting with parents to discuss the evaluation <input type="checkbox"/> Surveys and collated results to demonstrate evaluation process					

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

Component VI: Schoolwide Programs

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

Section 1114

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
1. The LEA is consolidating funds (state, local, and federal) in the Schoolwide program. (If not applicable, mark N/A)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Approval letter from PDE	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1493 407 2011 467" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1493 467 2011 641"> 4/8/2019 1:43:41 PM CEO Donald Asplen AHCCS does not consolidate Federal funding allocations. </td> </tr> <tr> <th data-bbox="1493 641 2011 695" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1493 695 2011 873"> 5/10/2019 9:20:57 AM Monitor Adem Oksuz AHCCS does not consolidate Federal funding allocations. </td> </tr> </tbody> </table>	District Comments	4/8/2019 1:43:41 PM CEO Donald Asplen AHCCS does not consolidate Federal funding allocations.	Monitor Comments	5/10/2019 9:20:57 AM Monitor Adem Oksuz AHCCS does not consolidate Federal funding allocations.
District Comments									
4/8/2019 1:43:41 PM CEO Donald Asplen AHCCS does not consolidate Federal funding allocations.									
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If you have additional comments to make about this section, enter them here:									

Component VII: Nonpublic Schools

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

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

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. LEA has procedures for provision of services to eligible children attending nonpublic school officials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated application, Performance Goals section listing nonpublic student's measurable goals and detailing the services provided to nonpublic students.	
2. Consultation has occurred between LEA and nonpublic officials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copies of letters, e-mails, consultation forms, meeting sign-in sheets between LEA and nonpublic officials <input type="checkbox"/> Consolidated application Nonpublic Involvement section showing record of contacts between LEA and nonpublic schools	
3. The results of agreement following consultation have been transmitted to the SEAs equitable services ombudsman.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Affirmation of Consultation <input type="checkbox"/> eGrants affirmation upload <input type="checkbox"/> LEA documentation that consultation has, or attempts at such consultation have, taken place <input type="checkbox"/> Required ONLY if the nonpublic official fails to sign the affirmation: <input type="checkbox"/> Emails, Return Receipt mail card, and/or Certified Letter postage receipt	
4. LEA regularly monitors the provision of Title I services to nonpublic students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Evaluation data <input type="checkbox"/> Needs assessment survey form and collated results <input type="checkbox"/> Assessment data	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
5. LEA is evaluating the Title I program serving nonpublic school students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Evaluation data <input type="checkbox"/> Needs assessment survey form and collated results <input type="checkbox"/> Assessment data	
6. Nonpublic school students are receiving equitable services as discussed during consultation and Parent & Family Engagement if allocation is \$500,000 and over.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Non-Public Organizations Summary and Non-Public Institutions sections of eGrants <input type="checkbox"/> Announcements/sign-in sheets for Parent & Family Engagement opportunities for nonpublic teachers and parents if required	
7. LEA's budget documents appropriate set-asides.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Title I budget/Budget Summary section of eGrants	
8. LEAs are properly monitoring the distribution and use of equipment and supplies purchased for the purposes of providing equitable services to eligible private school students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Inventory list of items purchased with Title I A nonpublic funds <input type="checkbox"/> Documentation that a physical inventory is conducted annually at the end of the school year	
9. LEA has third-party contracts (per Uniform Grants Guidance / Procurement procedures) that include the proportionate share of Title I funds determined by eGrants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of third-party contracts that include a breakdown of instructional costs, amount of services to be delivered, and administrative costs for nonpublic schools	
10. LEA has Title I complaint procedures available for nonpublic schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of Complaint Procedure and verification of distribution to nonpublic schools	
If you have additional comments to make about this section, enter them here:					

Title II A: Program

Requirements

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

Section 2001

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA provides evidence that Title II activities are data driven and that if data indicates a need in higher poverty schools, priority is given to these school(s).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Evidence of data used to indicate large class sizes or justification for the types of professional development activities offered.	
2. The LEA provides evidence of stakeholder engagement in the development of Title II activities e.g. parents, community members, schools staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Meeting notices, <input type="checkbox"/> agendas and sign-in sheets, <input type="checkbox"/> invitations	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>3. All expenditures are supplemental in nature and do not supplant, or replace, activities the LEA is required to provide under state or local law, including board approved policy.</p> <ul style="list-style-type: none"> • Detailed list of ESSA-authorized activities: • Teacher/principal evaluation. • Recruitment and retention. • Class size reduction. • PD tech integration, data usage, parent engagement, IEP, ELL, early learning, selecting and implementing assessments. • Identify trauma, mental illness, and intervention. • Safety, drug and alcohol abuse, chronic absenteeism. • Gifted learning. • Library programs. • Sex abuse. • STEM. • Improved staff working conditions (feedback). • Career/tech ed integration and work-based learning to prepare for workforce or post-secondary transition • Other uses that at meet the intent of Title IIA 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Expenditure printouts indicating detailed Title II activities	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
4. The LEA utilizes appropriately state certified teachers to reduce class size. Only applies to those teachers working in a Title I program. Can be marked N/A if operating only Targeted Assistance programs in all Title I Schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Class-size reduction teacher rosters <input type="checkbox"/> List of CSR staff and their certifications <input type="checkbox"/> Copies of CSR teacher certificates (blackout social security numbers)	<table border="1"> <thead> <tr> <th data-bbox="1604 131 2005 180">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1604 180 2005 391">4/10/2019 9:49:54 PM CEO Donald Asplen AHCCS does not use Title II funds towards class size reduction.</td> </tr> <tr> <th data-bbox="1604 391 2005 440">Monitor Comments</th> </tr> <tr> <td data-bbox="1604 440 2005 651">5/10/2019 9:23:10 AM Monitor Adem Oksuz AHCCS does not use Title II funds towards class size reduction.</td> </tr> </tbody> </table>	District Comments	4/10/2019 9:49:54 PM CEO Donald Asplen AHCCS does not use Title II funds towards class size reduction.	Monitor Comments	5/10/2019 9:23:10 AM Monitor Adem Oksuz AHCCS does not use Title II funds towards class size reduction.
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4/10/2019 9:49:54 PM CEO Donald Asplen AHCCS does not use Title II funds towards class size reduction.									
Monitor Comments									
5/10/2019 9:23:10 AM Monitor Adem Oksuz AHCCS does not use Title II funds towards class size reduction.									
3. LEA has submitted the Performance Goal Output Report for Title II.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated Application, Performance Goal Output Report in Title II.					
4. Backup documentation exists for the performance goal report that aligns with the data indicated in the goals that would be used to determine success.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Data reports/summaries					
If you have additional comments to make about this section, enter them here:									

Title IVA: Program

Requirements

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

Sec. 4101

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA involves stakeholders (parents, school staff, and community members) in the planning of the Title IV application and activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Meeting notices, <input type="checkbox"/> agendas and sign-in sheets	District Comments 4/8/2019 2:03:16 PM CEO Donald Asplen The April Parent Workshop Federal Programs covered these areas.
2. If the LEA distributed funds to schools, it targeted schools that have the greatest needs; have the highest percentages or numbers of children low-income; are identified as CSI and TSI; or are identified as persistently dangerous.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated application Selection of Schools ranking page	District Comments 4/10/2019 9:53:36 PM CEO Donald Asplen AHCCS is a single site entity and this is not applicable. Monitor Comments 5/10/2019 9:25:00 AM Monitor Adem Oksuz AHCCS is a single site entity and this is not applicable.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
3. The LEA continued to consult with stakeholders to improve the activities it conducts and coordinates implementation with other related activities conducted in the community	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Meeting notices, <input type="checkbox"/> agendas and sign-in sheets	<div style="background-color: #cccccc; padding: 2px;">District Comments</div> 4/10/2019 9:53:01 PM CEO Donald Asplen The April Parent Workshop Federal Programs covered these areas.
4. LEA has only budgeted for 15% of the amount budgeted in Effective Use of Technology for technology infrastructure (devices, equipment, and software applications to address readiness shortfalls, blended learning technology software and platforms, the purchase of digital instructional resources, initial professional development activities, and one-time information technology purchases).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated application showing funds in the Effective Use of Technology expenditure section	<div style="background-color: #cccccc; padding: 2px;">District Comments</div> 4/10/2019 9:54:07 PM CEO Donald Asplen AHCCS transferred all Title IV monies to Title I. <div style="background-color: #cccccc; padding: 2px; margin-top: 5px;">Monitor Comments</div> 5/10/2019 9:25:05 AM Monitor Adem Oksuz AHCCS transferred all Title IV monies to Title I.
5. If the LEA has received more than \$30,000 in Title IV funds, a needs assessment was completed (and will be completed once every 3 years).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Needs Assessment with date	<div style="background-color: #cccccc; padding: 2px;">District Comments</div> 4/10/2019 9:54:09 PM CEO Donald Asplen AHCCS transferred all Title IV monies to Title I. <div style="background-color: #cccccc; padding: 2px; margin-top: 5px;">Monitor Comments</div> 5/10/2019 9:26:37 AM Monitor Adem Oksuz AHCCS transferred all Title IV monies to Title I.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
6. If the LEA has received more than \$30,000 in Title IV funds, 20% has been budgeted for Well-Rounded Educational activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated application Well-Rounded narrative completed. <input type="checkbox"/> Consolidated application showing funds in the Well-Rounded expenditure section	District Comments 4/10/2019 9:54:12 PM CEO Donald Asplen AHCCS transferred all Title IV monies to Title I. Monitor Comments 5/10/2019 9:25:11 AM Monitor Adem Oksuz AHCCS transferred all Title IV monies to Title I.
7. If the LEA has received more than \$30,000 in Title IV funds, 20% has been budgeted for Safe and Healthy activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated application Safe and Healthy narrative completed. <input type="checkbox"/> Consolidated application showing funds in the Safe and Healthy expenditure section	District Comments 4/10/2019 9:54:15 PM CEO Donald Asplen AHCCS transferred all Title IV monies to Title I. Monitor Comments 5/10/2019 9:26:10 AM Monitor Adem Oksuz AHCCS transferred all Title IV monies to Title I
8. If the LEA has received more than \$30,000 in Title IV funds, some funds are budgeted for Effective Use of Technology activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated application Effective Use of Technology narrative completed. <input type="checkbox"/> Consolidated application showing funds in the Effective Use of Technology expenditure section	District Comments 4/10/2019 9:54:18 PM CEO Donald Asplen AHCCS transferred all Title IV monies to Title I. Monitor Comments 5/10/2019 9:26:23 AM Monitor Adem Oksuz AHCCS transferred all Title IV monies to Title I.

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

Title VIII: (Title IIA, IIIA, and IVA): Non-Public Equitable Services

Requirements

The LEA provides Title services to eligible children attending non-public schools.

Secs. 8501, and 8503

Uniform Grants Guidance (UGG) Sec. 200.313 and 200.320

The equitable services requirements that apply to those programs are contained in ESEA section 8501.

Title VIII Programs Covered Under the Division of Federal Programs purview:

- Title II, Part A Supporting effective instruction state grants
- Title III, Part A English language acquisition, language enhancement, and academic achievement
- Title IV, Part A Student support and academic enrichment grants

Secs. 8501, and 8503

Uniform Grants Guidance (UGG) Sec. 200.313 and 200.320

If the LEA has no nonpublic schools within the boundary of your district attendance areas or have no participating nonpublic schools, this section can be skipped.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. Consultation has occurred between the LEA and Non-public school official regarding the provision of services, whether to pool funds, and the transfer of funds* if applicable. *Title III funds may not be transferred.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copies of letters, e-mails, meeting agendas and sign-in sheets between LEA and nonpublic officials.	
2. The results of agreement following consultation have been transmitted to the equitable services ombudsman.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Signed Affirmation of Consultation form, eGrants affirmation upload or LEA documentation that consultation has, or attempts at such consultation have, taken place (see Additional Evidence - required ONLY if the nonpublic official fails to sign the affirmation). Additional Evidence: Return Receipt mail card or Certified Letter postage receipt	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
3. The LEA is serving schools located within their geographical boundaries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Title IIA Participation list and eGrants - list of non-public schools entered in the Non-Public Allocation Breakout area of Equitable Non-Public Share section. Participation list and schools listed in eGrants must match, or back up documentation to verify inaccuracy is required. <input type="checkbox"/> Title III only: The participation list of schools should be used to determine Title III NP eligibility, NOT the enrollment counts. Total school enrollment counts are used for Title IIA and Title IV equitable share but NOT for Title III.	
4. LEA has accurately determined the amount required for equitable services to NP school teachers and other educational personnel now based on the LEA's total allocation for Titles IIA, III and IVA.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> eGrants - Calculation/equitable share in Equitable Non-Public Share section. <input type="checkbox"/> Title III only - LEA will provide NP Title III equitable share total based on Title III EL counts provided to PDE in October of each year via PIMS upload	
5. LEA has procedures for provision of services to eligible NP School Students, Teachers, and Other Educational Personnel (Title VIII).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated application, Performance Goals section listing measurable goal(s) and detailing the services provided for NP School Students, Teachers, and Other Educational Personnel (Title VIII).	
If you have additional comments to make about this section, enter them here:					

Personnel Interviews

Building	Date	Staff Member Interviewed	Staff Member Position
AHCCS	5/10/2019	Abigail Dubinchik	Director of Compliance from Charter Choices
AHCCS	5/10/2019	Bob Worn	HR
AHCCS	5/10/2019	Donald Asplen	CEO
AHCCS	5/10/2019	Julia Debald	Parent Involvement Coordinator
AHCCS	5/10/2019	Neil Thomas	Principal

**Division of Federal Program
Consolidated Program Review
2018-2019 School Year
Achievement House CS**

Achievement House Cyber CS

SCHOOL Level Monitoring

	Name	Check if Interviewed
Principal:	Neal Thomas	<input checked="" type="checkbox"/>
Parent:	Kris Botes	<input checked="" type="checkbox"/>
Parent:	_____	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>
Parent:	_____	<input type="checkbox"/>

Program Reviewers: Adem Oksuz Visit Date: 5/10/2019

School Level Monitoring

Component I: Appropriately State Certified

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

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. All instructional paraprofessionals working in a Title I program are appropriately certified.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> List of paraprofessionals & their qualifications: HS Diploma plus 2 years of college (48 credits), AA Degree or local assessment	District Comments
					4/12/2019 10:33:41 AM CEO Donald Asplen AHCCS does not employ paraprofessionals.
					Monitor Comments
					5/10/2019 9:33:05 AM Monitor Adem Oksuz AHCCS does not employ paraprofessionals in title II program.
2. Parents (in Title I schools only) are directly notified annually that they may request information regarding the professional qualifications of their child's teacher(s), and of paraprofessionals who provide instructional services to their children.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of Right-to-Know - Teacher Qualifications letter and evidence of distribution date	District Comments
					4/23/2019 9:32:01 AM CEO Donald Asplen The Principal's letter is in the school "Welcome Back to School" packet that is given to all parents and students when they enroll prior to the start of school and it's included in the delivery of all student computers for those who enroll after the start of school. This Right-to-Know statement is also listed on the Parent Page on Schoology which parents have had access to all school year.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
3. Parents (in Title I schools only) are notified if their child is assigned to or being taught for four or more consecutive weeks by a teacher working in a Title I program that is not appropriately state certified. (This cannot be marked N/A.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/> Copy of Right-to-Know - Four Consecutive Week letter <input type="checkbox"/> Evidence of distribution date, if applicable	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1264 128 2003 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1264 180 2003 393"> 4/12/2019 10:55:41 AM CEO Donald Asplen AHCCS has prepared a letter to give to parents if teachers not appropriately certified in a core academic course. </td> </tr> </tbody> </table>	District Comments	4/12/2019 10:55:41 AM CEO Donald Asplen AHCCS has prepared a letter to give to parents if teachers not appropriately certified in a core academic course.
District Comments							
4/12/2019 10:55:41 AM CEO Donald Asplen AHCCS has prepared a letter to give to parents if teachers not appropriately certified in a core academic course.							
If you have additional comments to make about this section, enter them here:							

Component II: Transition Plan

The Title I School will support, coordinate, and integrate Title I services with early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs. The Title I School will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education.

Sec. 1112(b)(8) Sec. 1112(b)(10) Sec. 1114

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The Title I School implements strategies to facilitate effective transitions for students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Transition Plan	
2. The Title I School will include transition activities for students from Head Start or other early childhood education programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Transition Plan	District Comments
					4/12/2019 11:06:44 AM CEO Donald Asplen AHCCS is grades 7-12 and does not engage in activities with Head Start.
					Monitor Comments
5/10/2019 9:38:22 AM Monitor Adem Oksuz AHCCS is grades 7-12 and does not engage in activities with Head Start.					
If you have additional comments to make about this section, enter them here:					

Component III: Parent and Family Engagement

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

Sec. 1116

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>1. Schools receiving Title I funds shall jointly develop with, and distribute to, Title I parents and family members a written parent and family engagement policy. Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. Required components:</p> <ul style="list-style-type: none"> • Convene an annual meeting at a convenient time, to which all Title I parents shall be invited and encouraged to attend, to inform parents of their schools Title I program and to explain the requirements of Title I and the right of parents to be involved. • Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement • Involve parents, in an organized ongoing, and timely way, in the planning, review, and improvement of the Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan, if applicable, except that is a school has a process in place in process for involving parents in the joint planning and design of the schools programs, the school may use the process, if such process included an adequate representation of Title I. • Provide Title I parents <ul style="list-style-type: none"> ◦ Timely information about Title I programs 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> School Parent and Family Engagement policy, Parent meeting agenda & sign-in sheets, and method of distribution	

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> ○ Describes how the school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement. ○ States how the school will, to the extent feasible and appropriate, coordinate, and integrate parent involvement programs and activities with other Federal, State, and local programs including public preschool programs and conduct other activities, that encourage and support parents and family members in more fully participating in the education of their children. ○ States how the school will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents and family members of participating children in a format and to the extent practicable, in a language the parents and family members can understand. ○ States how the school, to the extent practicable, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children). 					
<p>2. Convene an annual meeting at a convenient time, to which all Title I parents shall be invited and encouraged to attend, to inform parents of their schools Title I program and to explain the requirements of Title I and the right of parents to be involved.</p>	☑	☐	☐	<p>☑ Title I meeting agenda & sign-in sheets</p>	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>3. Each Title I school shall jointly develop with parents of Title I children a school parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the school and parents will build and develop a partnership to help children achieve the States high standards. The compact shall</p> <ul style="list-style-type: none"> • describe the schools responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables Title I children to meet the State academic standards, and the ways in which each parent will be responsible for supporting their childrens learning; volunteering in their childs classroom, and participating as appropriate, in decisions relating to the education of their children and positive use of extracurricular time, and • address the importance of communication between teachers and parents on an ongoing basis through at a minimum: parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual childs achievement; frequent reports to parents on their childrens progress; reasonable access to staff, opportunities to volunteer and participate in their childs class, and observation of classroom activities; and ensuring two way meaningful communication between family members and school staff, and to the extent practicable, in a language that family members can understand. 	☑	☐	☐	<p>☑ School-parent compact, Staff-parent meeting agenda, sign-in sheets and method of distribution</p>	
<p>4. Title I Schools shall aid parents of Title I children in understanding such topics as the challenging State academic standards, State and local academic assessments, and how to monitor a childs progress and work with educators to improve the achievement of their children.</p>	☑	☐	☐	<p>☑ Title I meeting agenda & sign-in sheets</p> <p>☐ Staff/Parent meeting agendas and sign-in sheets</p>	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
5. Title I Schools shall provide materials and training to help parents to work with their children to improve their childrens achievement, such as literacy training and using technology (including education about the harms of copyright piracy) as appropriate, to foster parent involvement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Training materials, evaluations, agendas & sign-in sheets, calendar of events <input checked="" type="checkbox"/> Workshops			
6. Title I Schools shall educate teachers, specialized instructional support personnel, principals and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Staff/Parent meeting agendas and sign-in sheets <input type="checkbox"/> SPAC skits and staff agendas and sign in sheets	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1482 347 2001 399" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1482 399 2001 787"> 4/15/2019 9:39:13 AM CEO Donald Asplen Kris Botes, Middle School Guidance and Student & Family Support counselor has 2 children enrolled at AHCCS. Mrs. Botes is a member of the school's leadership team and participates in many school development teams. Her parent perspective is constantly sought. </td> </tr> </tbody> </table>	District Comments	4/15/2019 9:39:13 AM CEO Donald Asplen Kris Botes, Middle School Guidance and Student & Family Support counselor has 2 children enrolled at AHCCS. Mrs. Botes is a member of the school's leadership team and participates in many school development teams. Her parent perspective is constantly sought.
District Comments							
4/15/2019 9:39:13 AM CEO Donald Asplen Kris Botes, Middle School Guidance and Student & Family Support counselor has 2 children enrolled at AHCCS. Mrs. Botes is a member of the school's leadership team and participates in many school development teams. Her parent perspective is constantly sought.							
7. Title I Schools shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Transition Plan <input checked="" type="checkbox"/> Parent training materials, evaluations, agendas, calendar of events <input type="checkbox"/> Staff/Parent meeting agendas and sign-in sheets			
8. Title I schools shall ensure that information related to school and parent programs, meetings, and other activities is sent to Title I parents in a format and, the extent practicable, in a language the parents can understand.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Translated documents such as fliers, letters, web site postings <input type="checkbox"/> Translated Schoolwide Plan			

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

Component IV: Schoolwide Programs

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

Sec. 1114

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

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>1. Have a completed/revised Schoolwide Plan. Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency; and includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards; use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of the School Level/Improvement Plan. Must provide agendas and sign-in sheets, demonstrating plan was updated within a year of the monitoring visit.	
<p>Note: If the school does not have an approved Schoolwide Plan, must monitor requirements in the Targeted Assistance section.</p>					
<p style="text-align: center;">If you have additional comments to make about this section, enter them here:</p>					

Component V: Targeted Assistance Programs

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

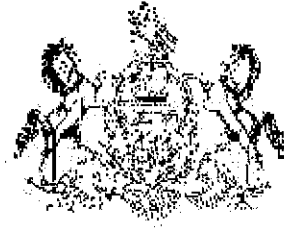
Sec. 1113

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

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

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

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



Executive Summary BSE Compliance Monitoring Review of the Achievement House Cyber CS

PART I SUMMARY OF FINDINGS

A. Review Process

Prior to the Bureau's monitoring the week of March 20, 2017, the Achievement House Cyber 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, interviews of parents, students, and general and special education teachers, and student file reviews).

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	0	1
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)	0	1
Personnel Training	1	0
Intensive Interagency Approach	0	0
Summary of Academic Achievement and Functional Performance/Procedural Safeguard Requirements for Graduation	2	0
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)	0	1
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 Achievement House Cyber CS is as follows:

Sections of the FILE REVIEW	In Compliance	Out of Compliance	NA
Essential Student Documents Are Present and Were Prepared Within Timelines	85	2	73
Evaluation/Reevaluation: Process and Content	235	13	532
Individualized Education Program: Process and Content	500	38	262
Procedural Safeguards: Process and Content	114	6	0
TOTALS	934	59	867

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	237	9	92
Program Implementation: Special Ed Teacher Interviews	320	8	126
Program Implementation: Parent Interviews	204	14	95
TOTALS	761	31	313

4. STUDENT INTERVIEWS

Results of the student interviews are reflected on the Charter School Corrective Action Verification/Compliance and Improvement Planning document.

5. 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	0	0	0

6. EDUCATIONAL BENEFIT REVIEW

	In Compliance	Out of Compliance
Educational Benefit Review		X

**PART II
CORRECTIVE ACTION PROCESS**

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

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

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

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

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

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

AHCCS Cyclical Monitoring Improvement Plan 2017-2018

Tasks to be Completed	Person (s) Responsible	Timeline for Implementation	Resources Needed to Support Implementation	Date Completed/Evidence
<p>Topical Area #1- Policies, Practices & Procedures</p> <p>#10- Policy- Independent Educational Evaluation (IEE)-</p> <ul style="list-style-type: none"> • Review comments from Dr. Marvin • Submit to Dr. Marvin for review and approval. • Send to Don to send for Board approval <p>#18- Policy- Surrogate Parents</p> <ul style="list-style-type: none"> • Revise procedure • Submit to Dr. Marvin for comments. • Contact CCIU for information about Surrogate parents • Revise Procedure with input • Submit to Dr. Marvin for 2nd review 	<p>Jean & Don</p>	<p>July & August 2017 with Board approval in August 2017</p>	<p>CCIU, Dr. Marvin</p>	<p>Completed- New Policies- Sent to Dr. Marvin- August 31. 2017</p>

<ul style="list-style-type: none">• Send to Don for board approval. <p>Policies- Enrollment & Assistive Technology</p> <ul style="list-style-type: none">• Revise procedures• Submit to Dr. Marvin for comments.• Contact CCIU for information about Surrogate parents• Revise Procedure with input• Submit to Dr. Marvin for 2nd review• Send to Don for board approval.				
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AHCCS Cyclical Monitoring Improvement Plan 2017-2018

Tasks to be Completed	Person (s) Responsible	Timeline for Implementation	Resources Needed to Support Implementation	Date Completed/Evidence
<p>Topical Area #3- Performance Indicator, #7- Drop Out Rates</p> <ul style="list-style-type: none"> ✓ Implement Virtual Job Shadowing ✓ Complete Career Scope Inventory for every student ✓ Implement Fast Track Academy ✓ Increase referrals to OVR ✓ Training for staff- Differentiation, Project Based Learning, Career Scope 	<p>Angela B & Lisa</p> <p>Angela, Lisa & IEP case mgrs.</p> <p>Mark, Jean & Lisa</p> <p>Angela, IEP Case mgrs.</p> <p>Jean & Lisa</p>	<p>Sept.-June 2017</p> <p>Sept.-June 2017</p> <p>Sept.-June 2017</p> <p>Sept.-June 2017</p> <p>Sept.-June 2017</p>	<p>Training from Company</p> <p>Training from Company</p> <p>Counselors</p> <p>OVR, Parents and Students</p> <p>CCIU, Vendors</p>	<p>August-September 2017, Spec. Ed. Dept. mtgs.</p> <p>Aug-Sept 2017, Career Scope Results, IEPs</p> <p>April 2018 Guidelines</p> <p>Webinar – May 2018</p> <p>August 2018, Spec. Ed. Dept mtgs.</p>

✓ Training for parents- Behavior Support, Counseling, Transition	Jean, Lisa & Angela	Quarterly	CCIU, Vendors	Power Points for trainings
✓ Competitive Work Grant	Angela & teachers	Oct- August 2018	PaTTAN, Community Integrated Services	Grant Document, IEPs
✓ Video Internships	Lisa, Mike, Veronica, Angela	2017-2018	AHCCS Staff	Productions in Schoology
✓ Transition Discoveries Project	Shana, Erinn, Tim, Jane, Brittany, Julia, Angela	2017-2018	AHCCS Staff	Action Plan 2017- 2018

AHCCS Cyclical Monitoring Improvement Plan 2017-2018

Tasks to be Completed	Person (s) Responsible	Timeline for Implementation	Resources Needed to Support Implementation	Date Completed/Evidence
<p>Topical Area #3- Performance Indicator, #6- Graduation Rates</p> <ul style="list-style-type: none"> ✓ Data Team meetings ✓ EdInsight- monitor, communicate with parents ✓ Graduation Plan Progress documents ✓ Created additional courses- Learning Support, Social Emotional Learning ✓ Training for staff- Co-Teaching, Aimsweb, Early Warning System ✓ Training for parents- MTSS, Behavior, Chapter 711 	<p>Jean, Veronica & Mark</p> <p>Jean, Erinn & Jenn</p> <p>Counselors, IEP case mgrs.</p> <p>Mark, Veronica & Jean</p> <p>Jean & Lisa</p> <p>Jean & Lisa</p>	<p>Aug. & Sept. 2017</p> <p>Aug. & Sept. 2017</p> <p>June & Sept. 2017</p> <p>Sept-June 2017</p> <p>Pre-Service, PD days on calendar</p> <p>10/26, 1/25, 3/22, 4/26</p>	<p>EdInsight, IEPWriter, PaTTAN</p> <p>Weekly team mtgs- starting 9/14/17</p> <p>Power School, EdInsight</p> <p>Curricular materials- Trans Math,</p> <p>CCIU, EdInsight</p> <p>PaTTAN, BSE publications</p>	<p>Sample agenda, meeting notes</p> <p>Calendar of dates</p> <p>Graduation Plan Document</p> <p>June 2018, Courses in Schoology</p> <p>Power Points, Agenda, Sign in sheets</p> <p>Dates, Topics, Training PowerPoints</p>

Statewide Systemic Improvement Grant				
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pennsylvania
DEPARTMENT OF EDUCATION

May 24, 2017

Mr. Donald Asplen
Chief Executive Officer
Achievement House Cyber CS
600 Eagleview Boulevard
Suite 100
Exton, Pa 19341

Dear Mr. Asplen:

Enclosed is the Report of Findings presenting results of the cyclical monitoring which was conducted by the Bureau of Special Education (BSE) in the Achievement House Cyber CS the week of March 20, 2017.

The Executive Summary is arranged in two parts and includes an Appendix. PART I presents the Summary of Findings including an explanation of the review process and general findings. PART II describes the corrective action process. A description identifying findings of noncompliance, corrective action required, improvement planning needed, and results of interviews of staff and parents can be found in the Appendix. The charter school must complete corrective action within the calendar days as outlined in the Charter School Corrective Action Verification/Compliance and Improvement Plan developed with the BSE Adviser. Follow-up onsite reviews verifying the charter school's completion of corrective action will be conducted by the BSE. The BSE Adviser will contact the charter school to schedule the initial visit within 60 days of issuance of the monitoring report.

34 CFR 300.600 mandates the BSE to carry out monitoring activities and implementation of any necessary corrective action. Legal compliance is the basis on which high quality programs are built. It is policy of the Department of Education to promote and ensure compliance with special education statutes and regulations through an array of activities such as a coordinated program of plan review, compliance monitoring, technical assistance, and funding decisions. However, if the Department does not succeed in obtaining prompt compliance through activities such as monitoring, then more rigorous steps can be taken to make sure compliance is resolved. These include:

- Disapproval or rescinded approval of the local special education plan
- Deferral of the disbursement of state or federal funds pending resolution of the issue
- Reduction of the amount of funds (for example, by the amount of money it takes to provide an appropriate education to a particular child or children) if a charter school is unwilling to provide appropriate services

None of these steps are desirable and none should be necessary if each charter school is familiar with and attentive to the rules governing special education.

If you have any questions about this report, contact Dr. Beth Marvin, the Chairperson of the compliance monitoring team.

Please convey my thanks to all staff who participated in the review. Their time and assistance is appreciated.

Sincerely,

Ann Hinkson-Herrmann
Director

Attachments: Executive Summary
Appendix: Detailed Report of Findings, Including Corrective Actions Required

CC: Chairperson
Jill Deitrich
CS Monitoring File



pennsylvania
DEPARTMENT OF EDUCATION

June 26, 2018

Mr. Donald Asplen
Chief Executive Officer
Achievement House Cyber CS
600 Eagleview Boulevard
Suite 100
Exton, Pa 19341

Dear Mr. Asplen:

I have been informed that the areas of noncompliance cited as a result of the special education compliance monitoring visit conducted on March 20, 2017 have been corrected as of May 31, 2018 by the charter school. It is with pleasure that I commend you and your staff for efforts made in achieving resolution of the noncompliance areas.

Please note, if you have improvement plans that were developed as a component of the corrective action plan, they will remain open and you are required to implement the improvement plans until the specific action for those items has been completed as approved by your adviser.

As you know, compliance monitoring is required by Federal regulations to determine a local education agency's compliance with Federal and State requirements for students identified as eligible for special education. Your response to the monitoring visit and subsequent corrective action assures the continuation of improved special education services to Pennsylvania students.

The Department of Education appreciates your cooperation and the Bureau of Special Education remains available to you should you desire further assistance in the future.

Sincerely,

Ann Hinkson-Herrmann
Director

Special Education Procedures 2020-2021

Page 2	Scheduling an IEP Meeting Checklist 2020-2021
Page 3	Facilitating an IEP Meeting Checklist 2020-2021
Page 4	Post IEP Meeting Checklist 2020-2021
Page 5	Initial Evaluations Checklist 2020-2021
Page 6	New Student Checklist 2020-2021
Page 7	Out of State Student Checklist 2020-2021
Page 8-9	OVR Checklist 2020-2021
Page 10	Progress Report Checklist 2020-2021
Page 11	Re-Evaluations With New Testing Checklist 2020-2021
Page 12	Re-Evaluation: Review of Records Checklist 2020-2021
Page 13	2020-2021 Related Service Guidelines

Scheduling an IEP Meeting Checklist (2020-2021)

*IEP Revision Meetings:

- For IEP Truancy & Graduation Revisions a formal IEP Meeting is Required
- Related Service IEP Revision Meetings: Discuss with LEA first prior to IEP Revision

Procedures:

- Contact Parent(s) and/or Guardian(s) of Student to Determine Days and Times of Availability
 - Avoid settling on one date/time, ask for days of week & mornings or afternoons
- Use Scheduling Assistant in Microsoft Outlook: Check LEA & Regular Ed. Availability
 - Check with LEA prior to scheduling an IEP with available date(s)
 - Confirm Date/Time with 1 General Education Teacher
 - Avoid Scheduling During Future Ready, Staff Meetings, and Inservice Days (Check Master Calendar for Block Out Dates)
- Create an IEP Invite (Example: Refer to Template for IEP Invites)
 - Attendees: LEA, Parent(s)/Guardian(s), Student (If 14 years of age during duration of IEP, Special Education Teacher, General Education Teachers on Schedule, School Counselor, Mentor, Related Service Provider(s) if applicable, OVR (if release form has been signed, approved, and returned)
 - Location of Meeting
 - Virtual Meeting (Unless extenuating circumstance that requires a phone conference)
 - Phone Conference: Use Conference Line for Your LEA
- Create a Procedural Safeguards Letter (for ALL IEP Meetings & IEP Revisions)
- AHCCS Staff & Related Service Providers Outlook Invite
 - Specify Date, Time, & Location
 - Include Link for IEP Teacher Input Form
 - Attach IEP Invite
- 3 Attempts to Invite Parent(s) &/or Guardian(s) & Student to IEP Meeting
 - 1st Attempt: Parent(s) &/or Guardian(s) & Student Outlook Invite
 - Attach IEP Invite, Procedural Safeguards Letter & Notice
 - 2nd Attempt: Phone Call to Parent(s) &/or Guardian(s)
 - 3rd Attempt: Your Choice (Snail Mail Invite)
- Master Special Education Calendar (Sharepoint)
 - Student's First Initial & Last Name & LEA
- Provide IEP Draft at least 24 Hours in Advance to IEP Team Meeting Invitees
 - IEP Draft Watermark (Option in IEPWriter)
 - ***Note: Do not provide NOREP in Advance**
- Create an IEP Team Meeting PPT for Virtual Meeting

Facilitating an IEP Meeting Checklist (2020-2021)

Reminders:

- Special Education Case Manager: Please be on the video during the meeting.
- All IEP Meetings Held in Blackboard
- Provide Link to Virtual Meeting in IEP Invite & the Master Special Education Calendar
- Specify LEA in the Master Special Education Calendar

Procedures:

- Welcome PPT Loaded Prior to Start Time for IEP Meeting
 - Include a place for IEP Team Members to Write Positive Comments
- IEP Draft, IEP Invite, NOREP, Procedural Safeguards Letter, and Ten-Day Waiver (If applicable) Pre-Loaded in BB as a PDF Prior to the Meeting
- Beginning the IEP Meeting:
 - Introductions
 - Review Positive Comments
 - Staff Input
 - Excuse Staff Upon Completion with Exception of 1 General Education Teacher & LEA
- Review Draft of IEP
 - Summarize Each Component
- Conclusion of IEP Meeting:
 - Action Items, Roles, & Deadlines
 - Follow Up Meeting Needed?
 - Signatures: Participants will receive an email following the IEP meeting to digitally sign the document.

No IEP meetings (Unless requested by parent(s) and/or guardian(s)):

- **During school-wide office hours on Friday from 2:00-3:00**
- **In-Service Days**
- **Teacher Work Days (Grading Days)**
- **Future Ready**

Post IEP Meeting Checklist (2020-2021)

Procedures:

- Make Changes to IEP Draft & Docs to Reflect IEP Team Decisions: Within 2 School Days
- Review IEP Draft & Docs for Errors (Compare w/ IEP Template in Schoology Special Ed. Group)
- Send a Notification to Your Finalizer (Trina or Jean): All IEP Docs Are Ready for Your Review within 2 School Days of IEP Meeting
 - If Revisions Are Noted by Your Finalizer: Fix Within 1 School Day, Re-Send
- New Related Services: Complete and submit a Related Service Request Form (in Schoology Special Ed. Group), Email Beth Anne if you would like a copy
- Add Follow-Up Agenda Items to Outlook (if applicable)
- Document Any Essential Item(s) in Ed Insight (if applicable)
- Send Beth Anne Signed Docs from IEP Meeting (IEP Signature Page, NOREP, IEP Invite, Procedural Safeguards' Notice, Ten-Day Waiver: If applicable)
- Once Docs Are Finalized: Email Parent(s) and/or Guardian(s) Final Copies of IEP Docs via Email
- Document in Ed Insight date finalized documents were emailed to Parent(s) and/or Guardian(s)

Initial Evaluations Checklist (2020-2021)

- ❖ **Initial Evaluations:** Special Education Case Managers will be notified when the initial evaluation has been completed and found eligible for special education.

Upon Receiving New Student Assignment W/ Initial Evaluation:

- IEP Invite: Schedule Meeting Within 30 Calendar Days of the Date of the Report & 10 School Days After Date Report was Provided to Parent/Guardian (Unless Waiver is Signed)
 - The 30-day deadline will be specified on the intake form

New Student Checklist (2020-2021)

- Procedures:**
 - Receipt of Notification Email from Beth Anne with attached intake form & other communication notes
 - Example: “_____ is now in IEP Writer and updated in Power School. The attached intake form and other communication notes is for his/her new case manager, _____.”
 - Within 24 Hours:
 - Welcome Message & Welcome Phone Call
 - Contact Information: Access through Power School
 - Use Welcome Message Template found in Schoology
 - Document in Ed Insight
 - Review Student’s IEP, ER &/or RR in IEP Writer
 - Notify teachers of any unique accommodations required
 - Review Student Intake Form & IEP to Determine a Need for Related Services
 - Complete Related Service Request Form & Email to Beth Anne
 - Outlook: Create a Launchpad Orientation Status Weekly Reminder (Check on status of student with Amy Gazillo, support student & family)
 - Within 3 Days:
 - Email Parent & Student the Following Items:
 - OVR Info Email & Release Form
 - Parent & Student Transition Surveys
 - Current Transition Newsletter
 - Schedule IEP Meeting: Within 10 Days Following Student Completion of Launchpad
 - Complete a 30 Day NOREP:
 - If IEP is current and you think you need more time to assess the student complete a 30-calendar day NOREP
 - This would provide 30 calendar days following student completion of Launchpad
 - **Exception:** If student has upcoming deadline for their IEP or RR that deadline takes precedence regardless of Launchpad Orientation Completion status. This will be noted on the Student Intake form.
 - Send IEP Invite
 - Follow “Scheduling an IEP Meeting Procedures”

Out of State Student Checklist (2020-2021)

- ❖ **Out of State Students:** Beth Anne will complete a PTE upon intake & oversee the evaluation process. She will email the Evaluation Report to the parent with a cover letter. Beth Anne will notify the Special Ed. Case Manager.

While Waiting for Evaluation to be Completed...

- Create a PWN/NOREP: Indicate services that will be provided until an evaluation has been completed
- IEP Invite: Schedule Meeting Within 30 Calendar Days of the Date of the Report & 10 School Days After Date Report was Provided to Parent/Guardian (Unless Waiver is Signed)

OVR Checklist: 2020-2021

***See shared spreadsheet for 2020-2021 to track contacts**

Reminders:

- **14 Years & Up: Complete an OVR Waiver Form (Schoology Special Ed.)**
 - Required for OVR eligibility consideration (2 Years to Exit)
 - PETS Services (Pre-Employment Transition Services: 14 & up)
- **2 Years to Exit: Complete Pre-OVR Application (Directions in Schoology Special Ed.)**
 - Special Education Case Manager will provide this to parent(s) and/or guardian(s) & student
- **OVR is willing to attend IEP Meetings**
- **It is not guaranteed a student will qualify for OVR services however any student with any type of documented disability does qualify for PETS services**

Procedures;

- For students 14 years of age during the duration of an IEP must have an OVR statement on the IEP Invite and post-secondary transition section of the IEP
- Send an OVR Release Form, Letter (Attached) to all Students & Info Brochure
 - If student is anticipated to graduate in 2 years or less include the OVR Pre-Application
- Document on the OVR Shared Spreadsheet date release form was mailed, return date (if applicable), approval or disapproval (if applicable)
 - Document if parent(s) and/or guardian(s) or student completes the OVR Pre-Application
- **Only For Students Who Parent and/or Guardian Returned OVR Release Form & Approved:** Send IEP Invite to RA-LIOVR-CYB-IEP-INV@pa.gov for students aged 14 and older
 - Include the following:
 - Student First & Last Name
 - D.O.B.
 - Grade Level
 - If the student has a primary disability of Blindness or Visual Impairment
 - Any previous OVR involvement
 - School District of Residence
 - Zip code of Residence
 - Cyber School Contact Information (name, phone, email)
 - Date of IEP Meeting & Location, include link
 - Signed OVR Release Form from Parent and/or Guardian

***Sample OVR Letter**

Dear Parent(s) and/or Guardian(s),

I have attached an Office for Vocational Rehabilitation (OVR) Permission Slip to allow the school to invite OVR to your child's IEP meeting. This OVR Permission Slip also allows your child to participate in Pre-Employment Transition Services here at Achievement House Cyber Charter School provided by OVR. OVR is a free agency that can provide a wide range of supports for your child. I encourage parent(s) and/or guardian(s) to approve the permission slip to allow OVR to attend your child's IEP meeting to discuss what type of services they may be able to provide your child. OVR has provided students with scholarships after high school, a job coach, employment skills training, financial and academic supports while attending a technical, trade, or college after high school, and a variety of other supports.

Please reach out if you have any questions about OVR or the process to have your child considered for eligibility for services. I am attaching some information to this email about OVR. If your child is graduating high school in two years or less, please feel free to fill out the OVR Pre-Application. I am more than willing to help you through each step of the process.

Thank you,

{Special Education Teacher Name}

{Phone Number(s)}

{Email}

Progress Report Checklist (2020-2021)

Deadlines: Provide PDF Reports to Your LEA via Email for all Students on Your Caseload

- Quarter 1: November 13, 2020
- Quarter 2: January 29, 2021
- Quarter 3: April 16, 2021
- Quarter 4: June 16, 2021

Reminders:

- **Every student must have progress monitoring data each quarter for each goal**
- **Revise goals that are not feasible to collect data**
- **Assure goals fit AHCCS' program & services**
- **Do not rely on tutors & PCAs to complete progress monitoring data for academic related goals. It ultimately falls on the Special Ed. Case Manager.**
- **If Related Service Providers (OT, Speech, Counseling, etc.) do not input progress reports in IEPWriter by the given deadline notify Beth Anne & Trina (bstork@achievementcharter.com, tknauff@achievementcharter.com)**

Self Checklist for Goals;

- Tri-weekly data (at minimum)
- Must be relevant to specific goal
 - Example: If based on AIMSWeb points, complete an AIMSWeb probe
 - Example: If based on three consecutive assignments provide data that shows three consecutive assignments w/ points & grades earned
- Dates must accompany each progress monitoring data point
- If based on assignments: Include assignment names w/ points
- Document dates attempted to progress monitor, and mode of contact(s)
- Document intervention(s) for goals students are not showing progression
- Progress report letter to parent(s) &/or guardian(s)
- IEP revision for goals met (Provide list to LEA, do not need to complete a formal IEP Meeting), follow typical IEP revision procedures (See Schoology Special Education Group)
 - Implement a new goal to reflect new baseline
- Submit progress reports 1 week after end of quarter to LEA
 - Make corrections within 2 school days: Send to LEA for final approval
- If unable to print progress reports at office send to bstork@achievementcharter.com

Re-Evaluations w/ New Testing Checklist (2020-2021)

❖ **Re-Evaluation With New Testing:**

(Advised to Begin 3 Months in Advance of Deadline if possible)

- New Testing Recommended by Special Ed. Case Manager
 - May Want to Consider New Testing if...
 - Previous re-evaluation did not have new testing
 - If student is struggling with existing supports in place
 - Demonstrating signs of another disability category
- New Testing Requested by Parents
 - Special Ed. Case Manager: Complete a Referral to Beth Anne within 24 Hours of Request by Parent/Guardian
 - 60 Day Timeline Begins Upon Receipt of Signed Permission to Re-Evaluation w/ New Testing
 - The Re-Evaluation Report & IEP Meeting Must Fit Within this Window

Procedures:

- Assure Date of Report Meets 2 and/or 3 Year Deadline for Re-Evaluation
 - 2 Year Deadline: Students w/ Intellectual Disability
 - 3 Year Deadline: Students Without A Documented Intellectual Disability
- Complete a Referral Form & Send to Beth Anne (bstork@achievementcharter.com)
 - Beth Anne: Mail a PTRE to parent(s)/guardian(s)
 - If Parents Do NOT Sign: We will have to complete a Review of Records
 - If Parents Do Sign: The 60 Day Timeline Begins Date Received by Beth Anne
 - Beth Anne: Contacts Evaluators & Either Beth Anne or the Evaluator will Request Information from Special Ed. Case Manager
 - Upon Completion of Re-Evaluation W/ New Testing the Evaluator will Place Report in IEP Writer & Notify Case Manager
- Send Re-Evaluation Report to Parent/Guardian Along with IEP Invite & Procedural Safeguards' Notice
 - IEP Invite: Schedule Meeting Within 30 Calendar Days of the Date of the Report & 10 School Days After Date Report was Provided to Parent/Guardian (Unless Waiver is Signed)

Re-Evaluation-Review of Records Checklist (2020-2021)

- ❖ **Review of Records:** For students who do not require further testing, and did not previously have a Review of Records for their last 2 -or- 3-year (Re) Evaluation, *Does not require parent permission

Procedures:

- Locate the Review of Records Template in the Special Education Schoology Group
- Create Review of Records in IEP Writer w/ Alignment to Template
- Assure Date of Report Meets 2 &/or 3 Year Deadline for Re-Evaluation
 - 2 Year Deadline: Students w/ Intellectual Disability
 - 3 Year Deadline: Students Without A Documented Intellectual Disability
- Send to LEA for Review
 - Correct Revisions w/In 24 Hours, Resend
- Once Approved by LEA: Send Review of Records to Parent via Email Along with IEP Invite & Procedural Safeguards' Notice
 - IEP Invite: Schedule Meeting Within 30 Calendar Days of the Date of the Report & 10 School Days After Date Report was Provided to Parent/Guardian (Unless Waiver is Signed)

2020-2021 Related Service Guidelines

Please note:

- ❖ *Unique situations will be reviewed on an individual basis during IEP team meetings*
- ❖ *Review the Student Intake Form to determine a need for services upon enrollment*
- ❖ *Complete a referral for each new service for newly identified & enrolled students*

Tutoring: (works with the student to remediate skill deficits in content classes from either a certified teacher or person with 60 college credits)

- Pre-requisite: Student must attend open office hours &/or the drop-in center
- Frequency/Duration: Start with 30 minutes 1x per week per subject and/or course

Counseling:

- Group: BASE groups with Social Worker and ES Teacher, 1x/week (30 min.)
- Individual: Prerequisite is group counseling, referral made by Social Worker

Speech & Language:

- New Evaluation: Speech & Language Therapist will provide frequency & duration
- New Enrollments: Intake Form will provide frequency & duration of services

Occupational Therapy:

- New Evaluation: OT will provide frequency & duration of services upon evaluation
- New Enrollments: Intake Form will provide frequency & duration of services

Personal Care Assistant: (works with student on organization, time management, attention issues from either a high school or college graduate)

- Frequency/Duration: Based on individual student need
- The IEP team should consider an FBA & Re-Evaluation depending on student's needs

Behavioral Specialist:

- Pre-requisite: Referral for an FBA / Re-Evaluation to determine functional needs
- Frequency/Duration: Based on individual student need

Audiologist:

- Evaluation Pre-Requisite: Medical documentation to support the need for an evaluation
- Frequency/Duration: Based on Audiologist recommendation

Vision:

- Evaluation Pre-Requisite: Medical documentation to support the need for an evaluation
- Frequency/Duration: Based on Vision Specialist recommendation

Supporting Students with Disabilities in Virtual Environments

08-18-20

Presenters: Dr. Sean Smith, Dr. David F. Bateman, Dr. Angela Kirby, Sara Frey, Sergio Anaya, Dr. Ethan Pan

This training will provide in-depth knowledge and practice related to supporting students with disabilities in virtual environments.

Supporting Students with Disabilities in Virtual Environments

Attendance

08-18-20

Presenters: Dr. Sean Smith, Dr. David F. Bateman, Dr. Angela Kirby, Sara Frey, Sergio Anaya, Dr. Ethan Pan

Attendees: Trina Knauff

Healthy Relationships Agenda

08-25-20

Presenters: Rob Anderson

Agenda:

- Overview of Healthy Relationships Program
 - Target Audience
 - Purchase Cost/Materials
 - Program Implementation

Healthy Relationships Attendance

08-25-20

Presenters: Rob Anderson

Attendees: Trina Knauff, Sherri Emrich, Matt Steiger, Arthur Forwood, Dr. Jeanmarie Mason, Neal Thomas

Annual Legal Institute

Date: 12-1-2020

Presenter: Andrew E. Faust, Esquire Sweets, Steven, Katz, & Williams

Agenda/Description:

Annual Legal Institute: **Topics**

Developments in the law governing IEE's

Review of significant cases over the past years

The new Title IX regulations governing sex discrimination

The Ins and Outs of taking virtual attendance

An overview on determining and documenting COVID Compensatory services

Other - let us know if you have any questions

Annual Legal Institute

Date: 12-1-2020

Presenter: Andrew E. Faust, Esquire Sweets, Steven, Katz, & Williams

AHCCS Attendees: Trina Knauff

Trauma Informed Practices

7-30-20

Trauma Informed Practices

This series is designed for school psychologists, school counselors, school social workers, and administrators with an emphasis on trauma-informed practices, mental health, and social-emotional learning to support students, educators, and families during distance learning and re-entry into physical school buildings. National and statewide experts will present on best practices with emphasis on multi-tiered systems of support to meet needs of all students. Representatives from Pennsylvania school districts will share how they are applying best practices in these areas to their distance learning and re-entry plans.

Trauma Informed Practices

7-30-20

Attendance:

Trina Knauff (Special Ed. Supervisor), Gina Polsin (School Counselor)

BASE Curriculum Training

9-24-20

Presenter: Ashley Cadre

- Overview of the BASE Program
- BASE Program Updates for 2020-2021 School Year
 - Student Videos
 - Parent Features
 - Student Features
 - Student Enrollment/Clever
- Program Implementation Recommendations
 - Questions/Concerns

BASE Curriculum Training Attendance

9-24-20

Presenter: Ashley Cadre

Attendees

- Trina Knauff
- Shana Harris
- Dr. Jeanmarie Mason
 - Kris Botes
 - Kayla Ziegler
 - Angela Galie
 - Kim Brown
 - Shirl Vollmer
 - Mike Kass



PaTTAN

Universal Design for Learning Series

<https://bit.ly/UDLPattanpeeps1>

Objectives

- ★ Understand the beliefs, skills, and systems that are necessary to align practices and systems with Universal Design for Learning (UDL)
- ★ Examine learner variability and implications for lesson design and delivery
- ★ Explore strategies to foster deep engagement in teaching and learning

Table of Resources/Recordings

- [December 17, 2020](#)
- [February 23, 2021](#)
- [April 14, 2021](#)

April 14, 2021

[Access Sliddeck](#)

[Access Recording](#)

UDL principles: Focus of action and expression

Model Lessons

- [Access the TK-K lesson on weather](#)
- [Check out the agenda](#) from my amazing morning with middle school students.

UDL Assessment Resources

- Check out [our ultimate guide to UDL](#), which is a roundup of resources about the framework.
- Read the full article [Inside the black box: Raising standards through classroom assessment](#) by Paul Black and Dylan William to learn about using formative assessments to raise standards.



- Read the article [Assessment For Learning: Assessment As Learning: Changing Practices Means Changing Beliefs](#) by Lorna Earl to learn about assessments of, for, and as learning.
- [Here is a blog post](#) on how to universally design assessments. There is also a protocol, which is [a step-by-step flowchart](#) for thinking about whether assessments are universally designed.
- View the [Top 10 tips of universally designing assessments](#) published by CAST (the UDL gurus).

UDL Grading Practices

- I recently wrote a blog about [grading UDL assessments with rubrics](#). You can access it here.
- Learn more about how UDL aligns to [standards-based grading](#) in this blog post.
- Check out these [grading practices](#) to reconsider by Mike Anderson

CONTINUING ED HOURS:

[Please complete this form](#) to get your continuing education hours.

February 23, 2021

[Access Sliddeck](#)

[Access Recording](#)

9-11am

- Representation Spotlight
- The 4 components of lesson design
- Elementary math and faculty meeting exemplars

Options for Multiple Means of Representation

- [Here is a link hot off the press](#) that discusses how all students can access grade-level content with the right scaffolding and support.
- Review an upcoming course and find a text you assigned. Try it using [vocaroo.com](#) to record your voice and provide another means of representation for learning the content.
- Consider [vocabulary rating scales](#) for upcoming units!
- Try out the [closed captioning feature](#) on Google Slides if you have never used it before.
- Create a scavenger hunt for an upcoming lesson so you can



	<p>use prompts to draw attention to critical features of the lesson to help to build comprehension</p> <ul style="list-style-type: none"> ● Learn more about the UDL Representation Guidelines <p>Resources to Support Designing and Scaling UDL</p> <ul style="list-style-type: none"> ● Ah-mazing video where Shelley Moore challenges us to change our mindset by presuming competence (only 7 minutes) ● Here is the elementary math lesson. ● This is the document I created to provide professional learning to the principals and facilitators to support them in lesson design. ● Guidance: Planning Professional Development Using a UDL Lens This tool helps you design professional learning experiences using the mindset of a UDL Practitioner. ● I modeled a faculty meeting, but if you want to know what UDL looks like in the classroom, check out these curated lesson plans and resources.
10:00 - 10:10 am	<p>WIN (What I Need)</p> <ul style="list-style-type: none"> ● Explore some of the resources from the section below to get prepped for the next section on engagement! ● Refill your coffee or water ● Do some yoga poses on the floor! ● Play your favorite song and sing along ● Attend to Maslow’s physical needs!
10:40 am	<p>Breakout Rooms</p> <p>Prompt: How did viewing the UDL math lesson and the UDL faculty meeting impact your understanding of how you could design a UDL lesson?</p>
11:00am	<p>Sign-Out to Get Continuing Ed!</p> <p>Access Registration Form for continuing ed credits here!</p>



December 17, 2020

[Access Sliddeck](#)

[Access Recording](#)

9:00 - 9:50am

- Mood Meter
- UDL and the Pool Party Analogy

Opportunity Myth

- [Read](#) or [listen to](#) the short article on the Opportunity Myth which discusses why it is so critical that all learners have access to high expectations and grade-level rigor. To read in another language, you can copy/paste content into [Papago](#).

9:50 - 10:00 am

Breakout Rooms

Educators will connect with a small team in Breakout Rooms. This will provide an opportunity for teams to check in with each other to discuss take-aways.

Prompts

- Introduce yourself and your role!
- Share what are potential next steps in your practice.

10:00 - 10:05am

WIN (What I Need)

- Explore some of the resources from the section below to get prepped for the next section on engagement!
- Refill your coffee or water
- Do some yoga poses on the floor!
- Play your favorite song and sing along
- Attend to Maslow's physical needs!

10:05 - 10:35am

UDL Engagement



<ul style="list-style-type: none"> ● Unpacking Engagement ● Building Engagement 	<p>Resources to Build Engagement</p> <ul style="list-style-type: none"> ● Note: here is an article on how clip charts are traumatic for students. ● Read "UDL Best Practices for Distance Learning" from Understood.org ● Here are some remote learning resources from CAST that will help educators plan online courses or lessons ● This web site gives a wide ranging review of what is needed to teach online and has a fun video to start it off. ● This article has 4 Tips for Teachers Shifting to Teaching Online and can give you a quick perspective of how to make the shift. ● The web site offers 9 Ways Online Teaching Should be Different from Face-to-Face ● This article offers some help on teaching online and has a good discussion on adapting curriculum to an online delivery.. ● 4 Ideas for Building Relationships During Remote Learning ● 5 Ideas for SEL in a Remote Learning Environment ● 25 Remote Teaching Tips to Engage Students in Remote Learning
<p>10:35 - 10:45 am</p>	<p>Breakout Rooms</p> <p>Educators will connect with a small team in Breakout Rooms. This will provide an opportunity for teams to check in with each other to discuss take-aways.</p> <p>Prompts</p> <ul style="list-style-type: none"> ● Share your a-has about engagement and how it connects to your work.
<p>10:45 - 11:00am</p>	<p>Closing & Get Your Hours!</p> <p>★ Fill out this form at the end of the presentation to receive your hours!</p>

UDL Grant Training - PATTAN

Presenters: Dr. Katie Novak

Dates: 12-17-20, 2-23-21, 4-14-21, 5-14-21

AHCCS Attendees: Trina Knauff, Dr. Jeanmarie Mason (12/17 & 2/23 only), Sherri Emrich, Matt Steiger



Welcome Back! 2020-2021

-Pre-Service:
Special Ed. Department
Update-



New Special Education Staff!

- Counselor: TBD
- Crystal Hegarty
- Diane (Dee Dee) Morian
- Sherri Emrich
- Additional Teacher: TBD



2020-2021 LEAs

Trina Knauff

Dr. Jeanmarie
Mason

Neal Thomas

Mike Kass

Darryl
Perecko

Jim Flick



- Trina Knauff: Special Education Supervisor, ESY, ES Program, Parent Workshops, LEA
- Jean: Department Meetings, Internships, Caseloads, LEA rep
- Beth Anne: IEP Writer, Related Services, PIMS, Evaluations/Reevaluations, Senior List
- Mike: New Teacher Training, Tutor Training, LEA rep

Single Point of Contacts



Beginning of the Year Stats

- Current # of students with IEPs: 233
- New Incoming Students: 19
- Percentage of Students with IEPs in the School: 32% -34%



Thank
you
Beth
Anne!



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2020-2021 Department Goals

- 80% of Seniors with IEPs will graduate in June/August of 2021
- 20% or less of students with IEPs will drop out of AHCCS

*Monthly Senior Meetings Held by the Special Ed. Department

What's New?

- New Teacher Orientation Training Program via our Special Ed. Trainer (Mike Kass)
- Emotional Support Program & Staff
- New Curriculum
 - BASE (Behavior & Social Emotional): Social-Emotional Instruction
 - Exploring Max Scholar: ELA Program for Supplemental Students (Possible Curriculum for 2020-2021)
- New Special Education Procedures
- Early Reach OVR Services: Transition-based program for students with a documented disability (1x per month)
- Monthly Parent Workshops (1st Wednesday of every month)
- Transition Resource Folder
- Transition Continuum of Services

MTSS Model for Behavioral/Social Emotional Development



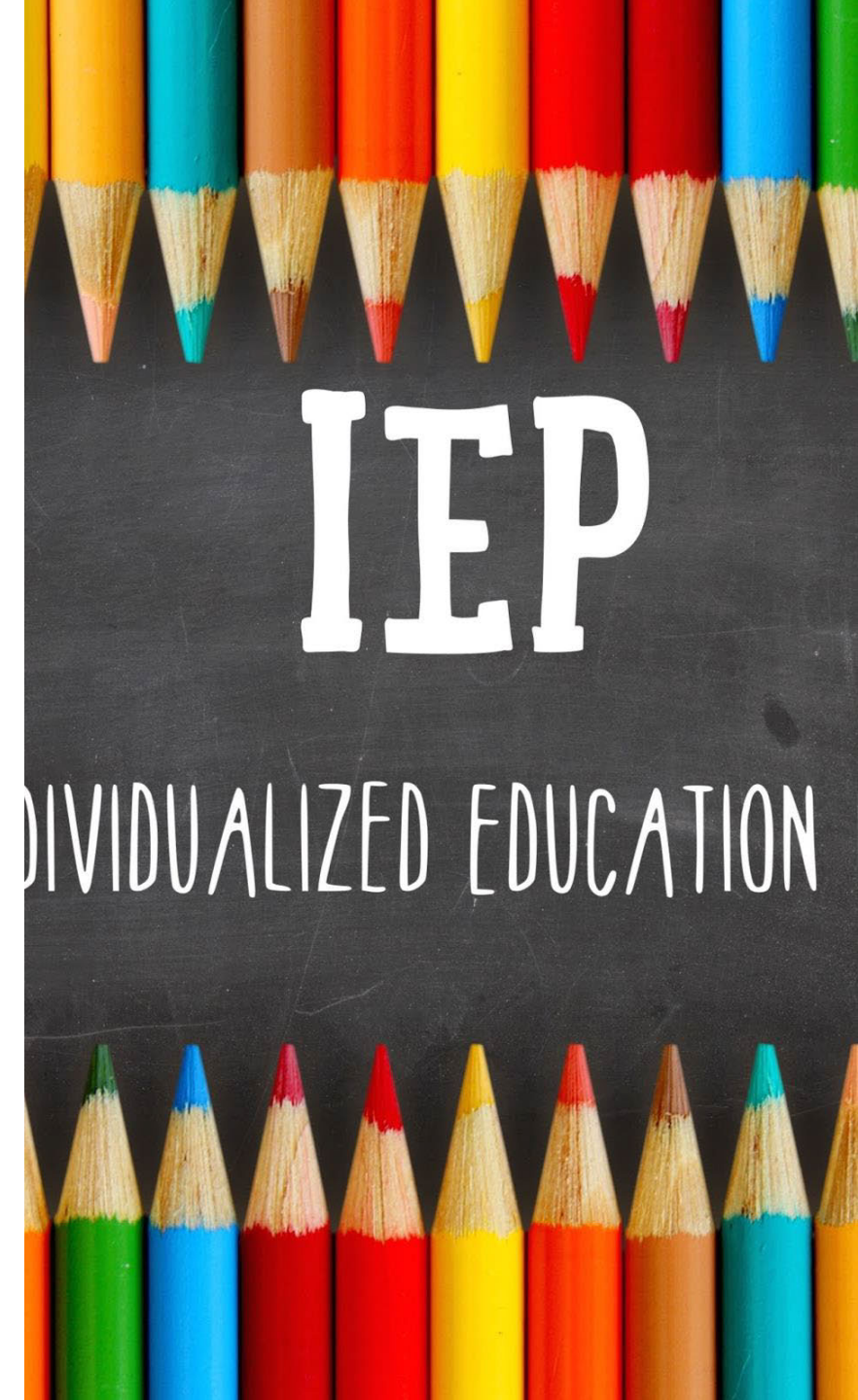
Special Education Department Meetings

- All are welcome – Every Tuesday from 7:30 to 8:15
- Held in Bb – Special Education Department Link
- Why would you attend?
 - Update on any new project
 - Solicit input from teachers
 - Demonstrate a new procedure



IEP Meetings

- Only parent(s) and/or guardian(s) and student signatures will occur during the IEP meeting
- Staff will receive a notification via email from IEP Writer to digitally sign the IEP
 - It may show up in junk mail initially, allow these notifications in your main inbox
- All IEP meetings will occur in Blackboard Ultra unless the parent is only able to participate by phone conference
- Staff members must fill out the digital IEP Input Form in advance of the meeting



IEPs at a Glance Schoology Group

- This will tell you...
 - The Assigned Case Manager for Student
 - Students Graduating on Goals or Credits
 - IEP at a Glance for each Student



COURSES

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Supplemental Courses

- ELA: 3 Levels
- Math: 4 Levels
- History: 2 Levels
- Science: 2 Levels
- 21st Century Skills: 6 Sections
 - Itinerant 7/8, Itinerant 9/10, Itinerant 11/12, Supplemental 7/8, Supplemental, 9/10, Supplemental 11/12

Lunch Bunch (2020-2021)

- All are welcome – Every Friday at 12:30 – 1:00 PM
- Held in Bb – Lunch Bunch Group
- Why would you attend?
 - Have fun!
 - Build rapport with students & colleagues





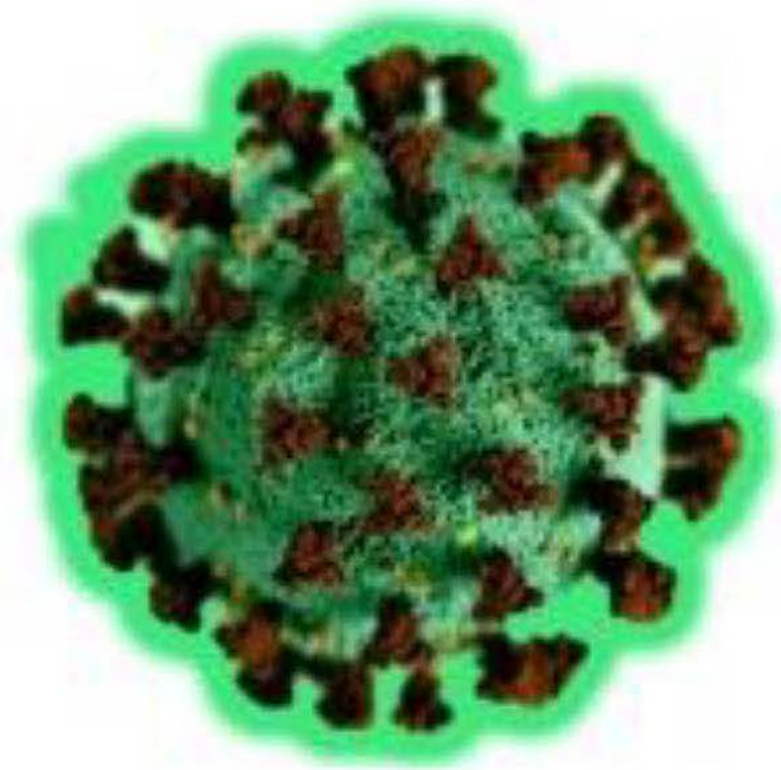
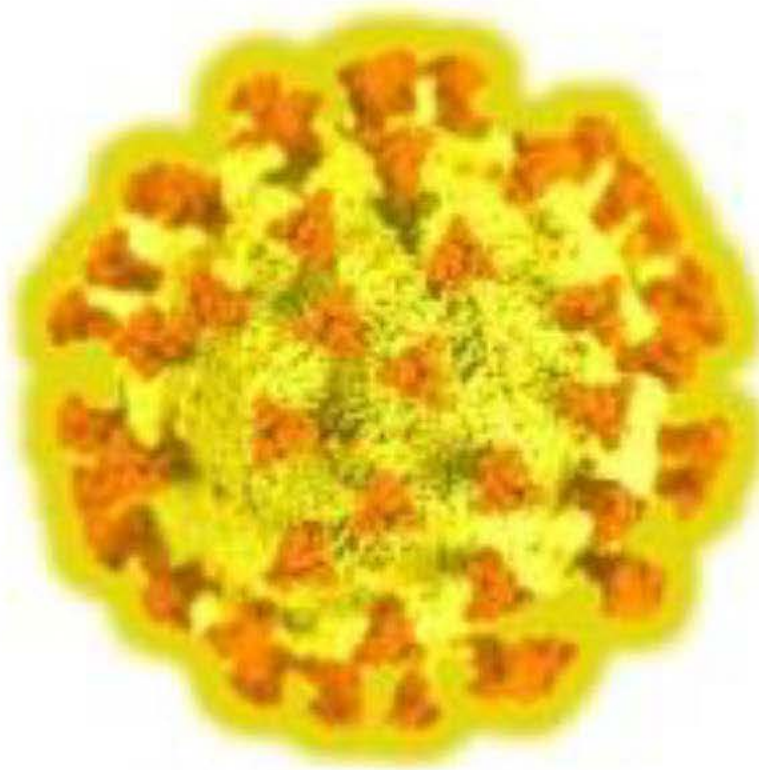
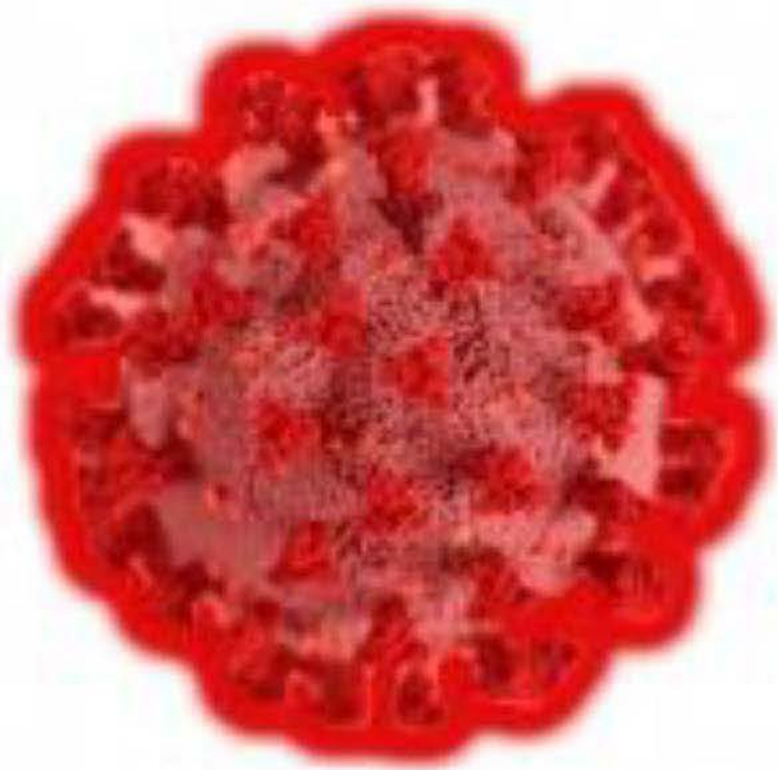
State Systemic Improvement Plan (SSIP)

- State grant to increase graduation rates for students with disabilities
- Funding to be determined
- Meet monthly- wide representation of staff
- Systemic monthly TIPS (Team Initiated Problem Solving) meetings with a yearly plan
- Committee members include a representative from PaTTAN – Dr. Tina Lawson



Department Growth:

- Our administrative team participates in the following groups for guidance & growth for our department
 - Pool Counsel (Sweet, Stevens, Katz, and Williams LLP)
 - PACCT (Secondary Transition Group for Cyber Schools)
 - Special Education Administrative Group for Cyber Special Ed. Leaders



Related Services: COVID Update

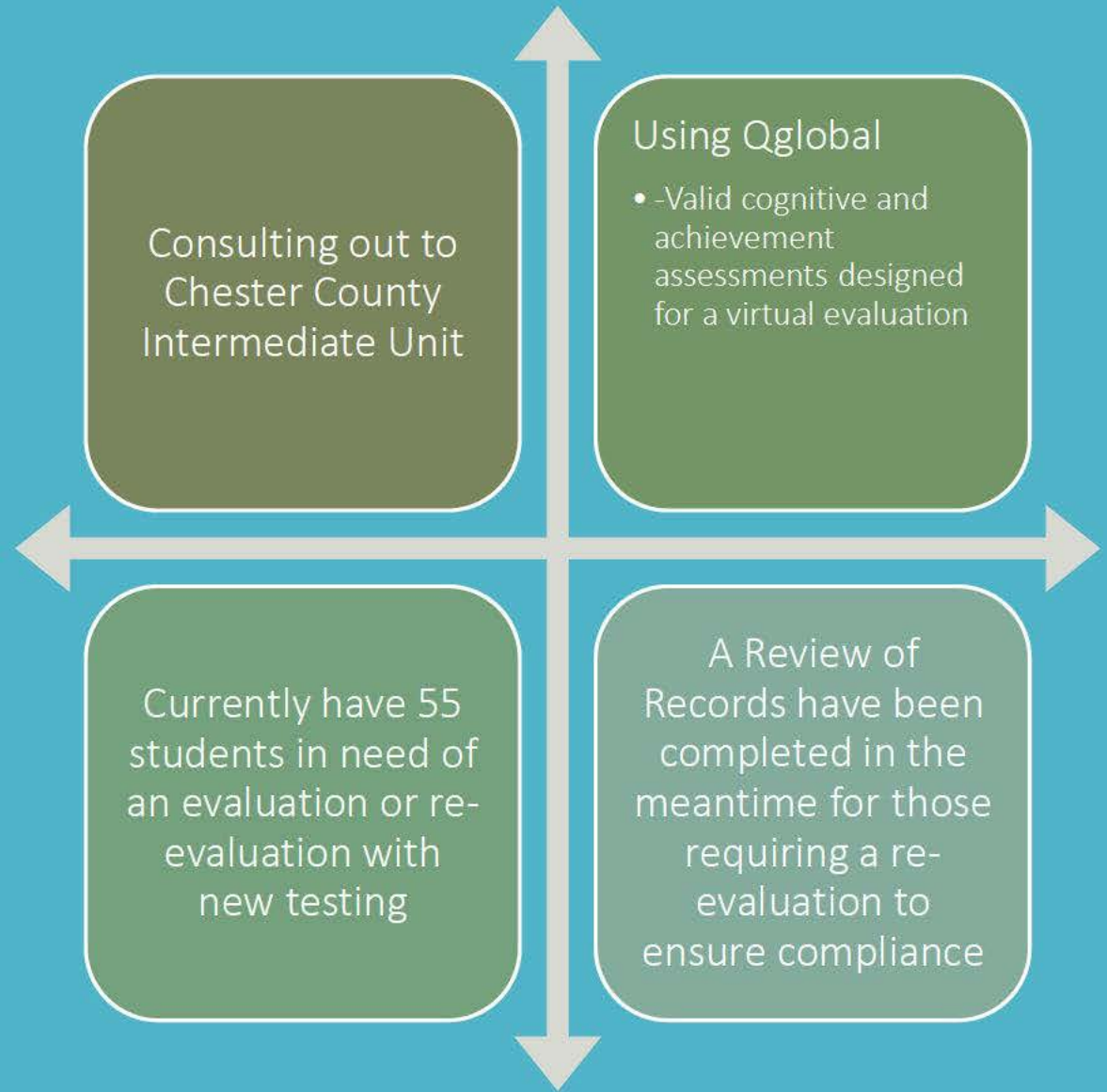
- Green Phase: Face to face and virtual services offered
- Yellow Phase: Face to face and virtual services offered
- Red Phase: Virtual Services offered

Related Service Parameters



- Tutoring: Pre-requisite: Student must attend open office hours, attempt to schedule time with their teacher, and/or the drop-in center prior to receiving tutoring
- Counseling: Pre-requisite group counseling prior to individual counseling except unique circumstances and/or if the student is already receiving individual counseling

Current Evaluations & Re- Evaluations with New Testing





Specially Designed Instruction

- Our goal for 2020-2021 is to strengthen all SDIs.
 - Specific not Broad
 - Easy to interpret
 - Data driven SDIs
 - Think about the “why” to figure out the “what”
 - Fading SDIs based on transition goals

Questions or Suggestions?

Thank you!

Special Education Updates

Date: 8-25-2020

Presenters: Trina Knauff & Dr. Jeanmarie Mason

Attendees: All General Education Teachers, Special Education Teachers, Administration, and School Staff
were in attendance

AHCCS OVR Training Agenda

(7/7/20, 9/3/20)

Presenters: Angelica Webster, Lindsay Martin (Vocational Rehabilitation Counselors)

-Rehab Services Handbook

-Online Pre-Application Instructions for Customers

-Early Reach OVR Services for School Districts

AHCCS OVR Training Attendance

(7/7/20, 9/3/20)

Presenters: Angelica Webster, Lindsay Martin (Vocational Rehabilitation Counselors)

Attendee: Trina Knauff

Graduating on Goals Training

10-1-20

Presenter: Mike Kass (SE Project Trainer)

Agenda:

- Definition of Graduating on Goals
- Graduating on Goals Vs. Graduating on Credits
 - Factors in the Decision-Making Process
- Graduating on Goals & Post High School Plans
- Graduating on Goals Documentation in the IEP
 - Practice Scenarios
 - Questions &/or Concerns

Graduating on Goals Training

10-1-20

Presenter: Mike Kass (SE Project Trainer)

Attendees:

- Trina Knauff
- Jill Dunlap
- Diane Morian
- Nick Squeri
- Patricia Fraumeni
- Christa Fisher
- Sherri Emrich

Conference Schedule

Making a Difference: Educational Practices That Work!

Pennsylvania Department of Education Annual Conference 2021

Wednesday – March 3, 2021

8:00 am – 4:00 pm	Virtual Exhibit Hall
8:00 am – 4:00 pm	Ask the Bureau of Special Education/Ask SEAP
9:00 am – 10:30 am	Welcoming Remarks and Opening Keynote
10:30 am – 10:45 am	Break
10:45 am – 11:45 am	Concurrent Sessions
11:45 am – 12:45 pm	Lunch on Your Own
12:45 pm – 1:45 pm	Concurrent Sessions
1:45 pm – 2:00 pm	Break
2:00 pm – 3:00 pm	Concurrent Sessions

Thursday – March 4, 2021

8:00 am – 4:00 pm	Virtual Exhibit Hall
8:00 am – 4:00 pm	Ask the Bureau of Special Education/Ask SEAP
9:00 am – 10:15 am	Opening Keynote
10:15 am – 10:30 am	Break
10:30 am – 11:30 am	Concurrent Sessions
11:30 am – 12:30 pm	Lunch on Your Own
12:30 pm – 1:30 pm	Concurrent Sessions
1:30 pm – 1:45 pm	Break
1:45 pm – 3:00 pm	Closing Keynote

PDE Conference Attendance (AHCCS)

Presenters: Multiple Presenters – Pennsylvania Department of Education

Dates: March 3-5th

Attendees:

-Trina Knauff, Neal Thomas, Dr. Jeanmarie Mason

Getting Started with Xello

June 30, 2021

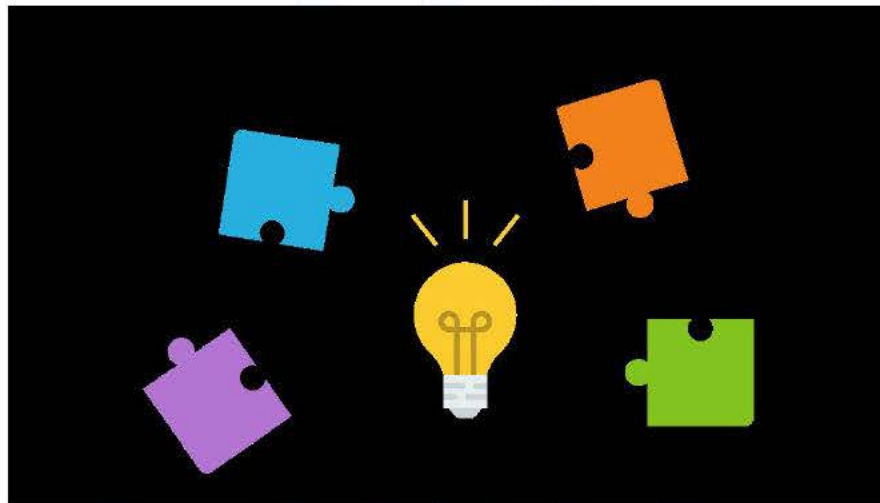
Achievement House Cyber Charter School



Goals for today's workshop

By the end of this workshop you'll...

- Understand the basics of Xello and how it can support your college and career readiness programming
- Leave with ideas on how to get started with your students
- Receive tips and resources for further learning



Date

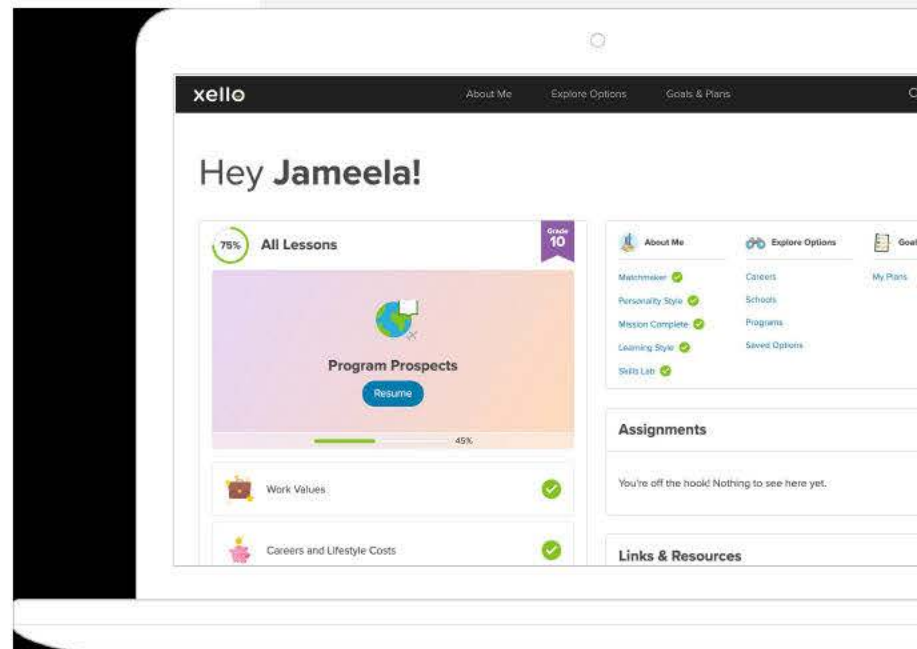
Agenda

1. Introduction to Xello
2. Guided Exploration of Xello
3. Tips to Get Students Started
4. Overview of Educator Tools
5. Recommended Next Steps
6. Open Q & A

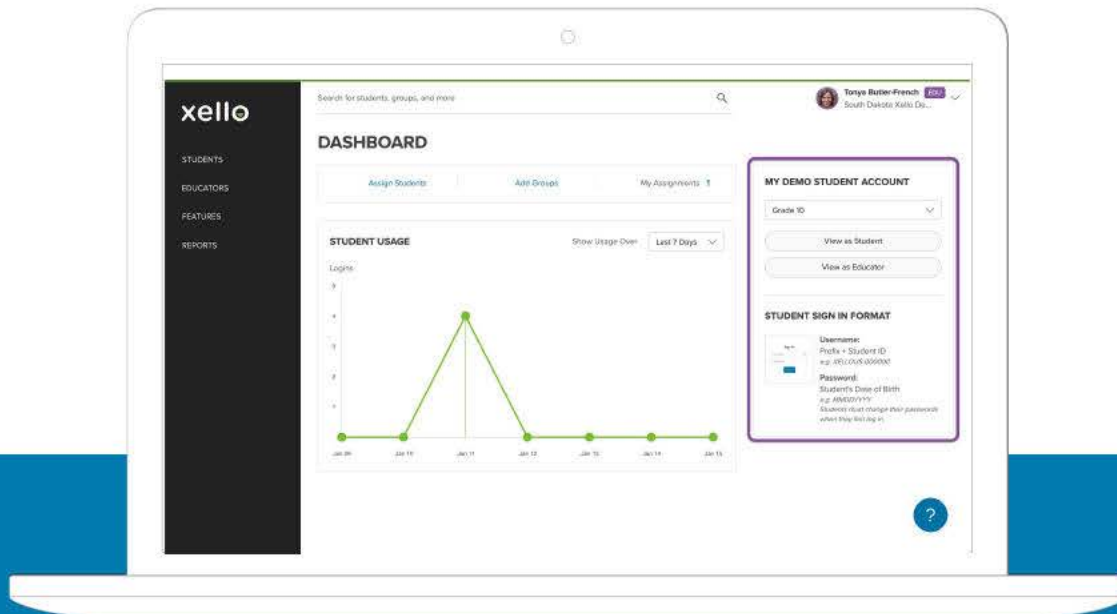
The Xello 6-12 Program

Students navigate three pillars of discovery

Activities and content are organized into About Me, Explore Options, and Goals & Plans. The ready-made, interactive lessons guide students through each section and help them simplify important decisions, showing how elements are interconnected.



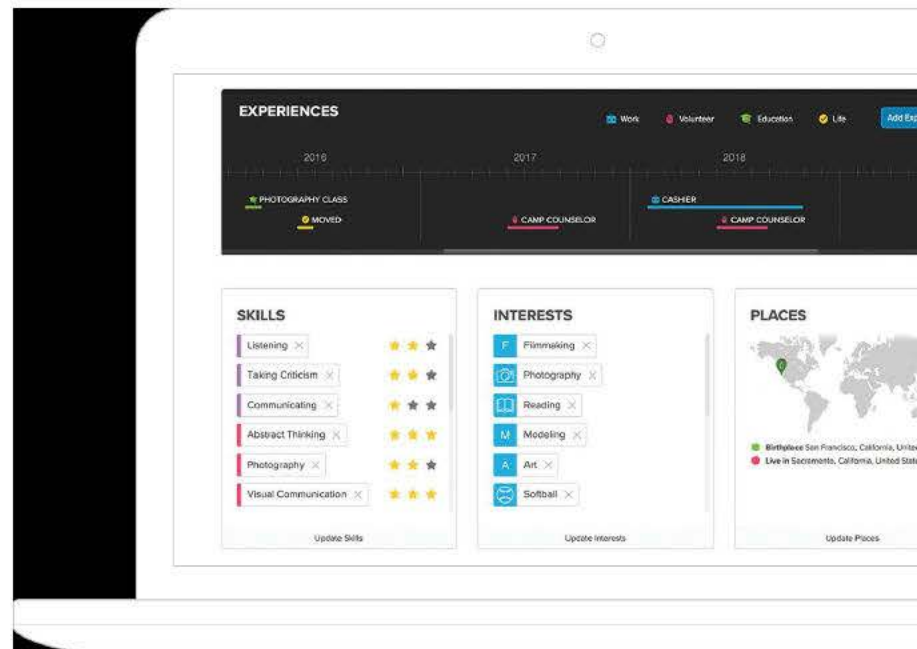
How do students log in?



Explore on your own, Xello 6-12

About Me

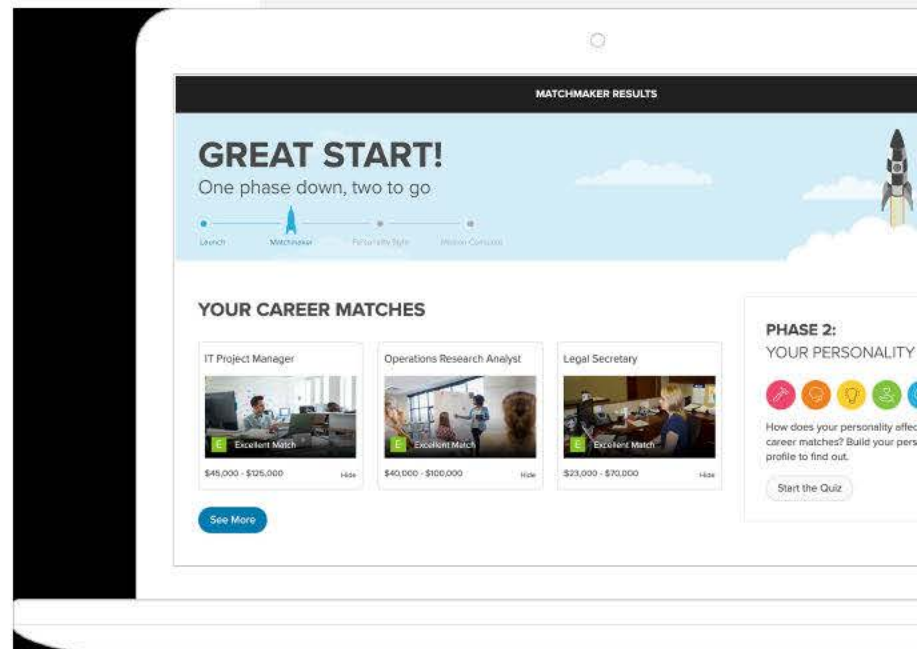
- Set favorite Clusters
- Add 1 Experience
- Add 3 Skills and rate them
- Add at least 5 Interests



Explore Options

Students explore thousands of careers, schools, and majors.

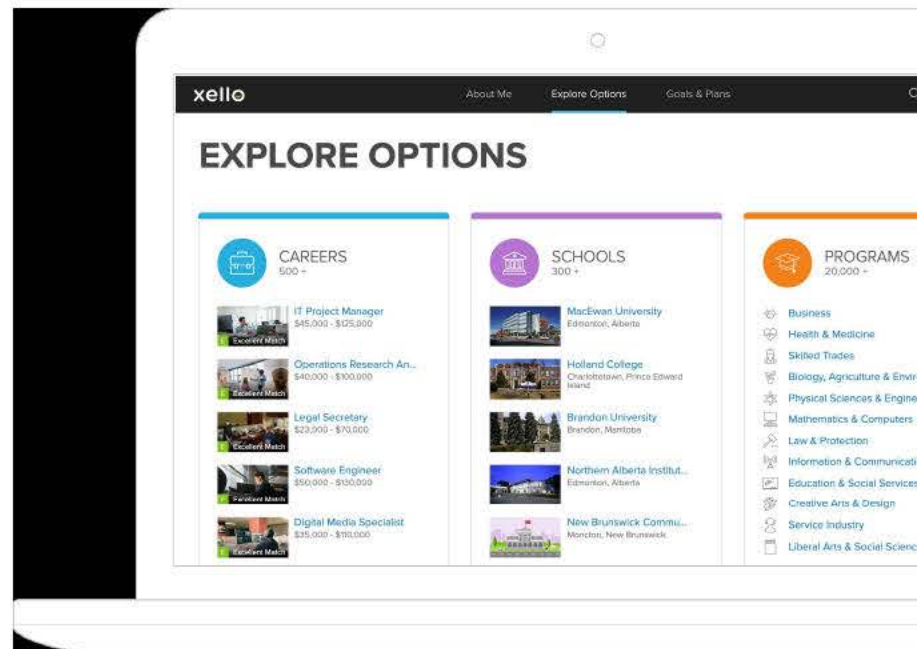
Profiles contain original content, photography, and current statistics from reliable sources like Peterson's College Database and O*Net. Information is presented in an engaging, accessible, and age-appropriate way to give students a vibrant, visual glimpse into their future.



Explore on your own, Xello 6-12

Explore Options

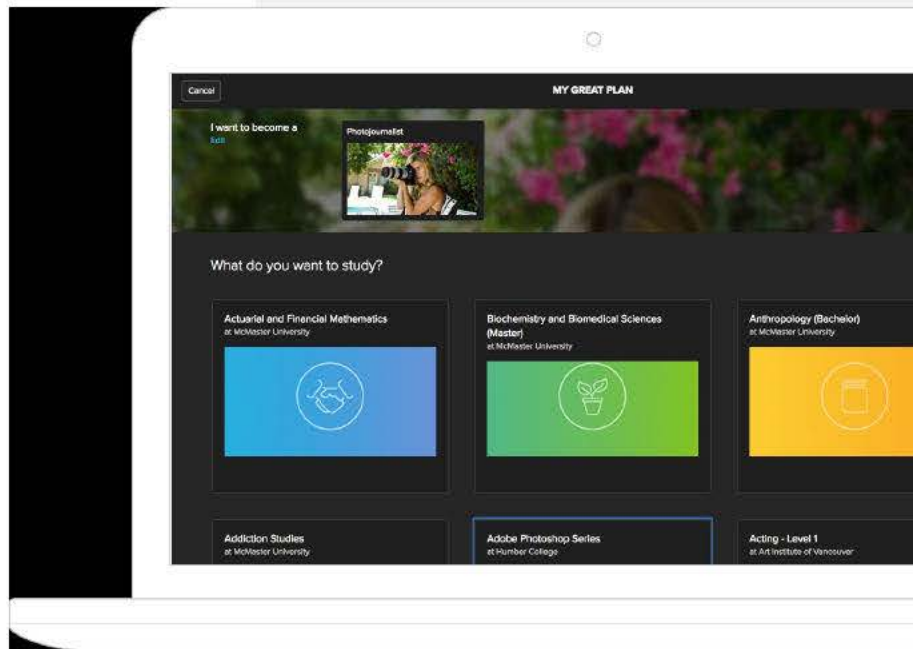
- Save 1 Career
- Save 1 Major/Program
- Save 1 School



Goals and Plans

Students connect the pieces in Goals & Plans

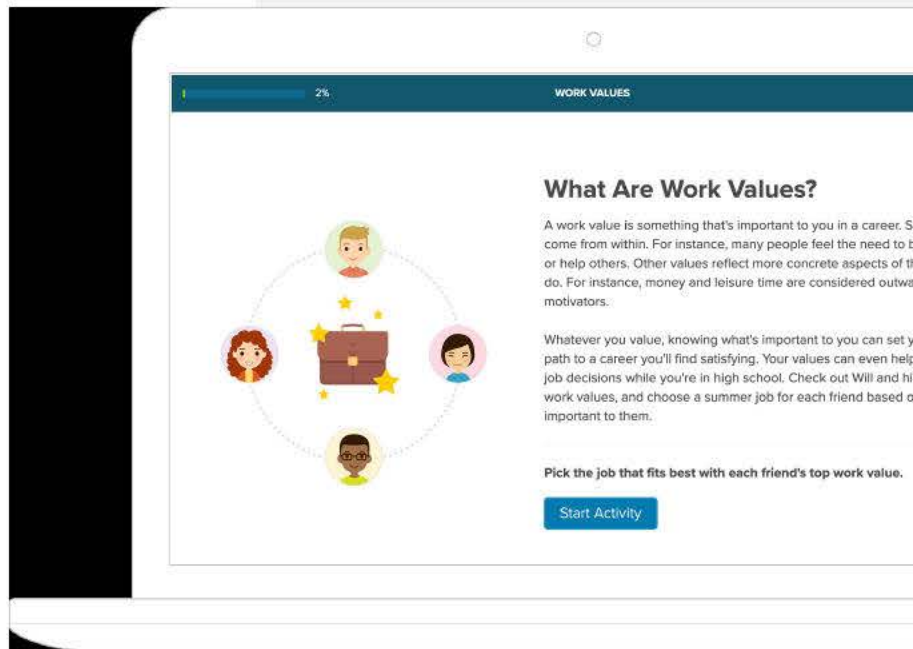
With three primary components—a visual planning tool, a high school course planner, and College Planning Hub—students connect the pieces and move from exploration to planning and action.



Learn and Reassess

Interactive lessons deepen learning

Students expand on their knowledge of the world of work and what it takes to succeed with ready-made lessons. This built-in curriculum teaches real-world skills and social-emotional competencies like financial literacy, planning, communication, and critical thinking. Age-appropriate and interactive, lessons encourage students to reflect as they accumulate skills and experiences.



The screenshot shows a digital lesson interface for 'WORK VALUES'. At the top, there is a progress bar at 2% and the title 'WORK VALUES'. The main content area features a central graphic of a briefcase surrounded by four diverse cartoon characters (a boy, a girl, a boy, and a girl) connected by a circular dotted line. To the right of the graphic, the heading 'What Are Work Values?' is followed by a paragraph explaining that work values are important in a career and can come from within or be concrete aspects of the world. Below this is another paragraph stating that knowing what's important can help with job decisions. At the bottom right, there is a blue button labeled 'Start Activity' and a line of text that reads 'Pick the job that fits best with each friend's top work value.'

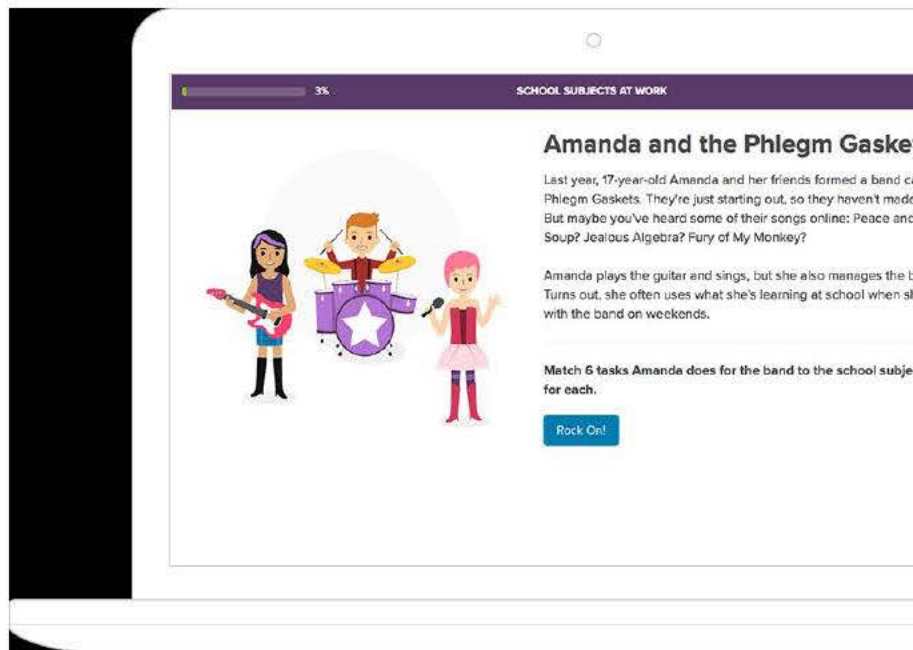
Explore on your own, Xello 6-12

Lessons

- Select a lesson from your demo student dashboard

Note: To review previous years' Lessons, click on **View All Lessons**.

Once you've opened a lesson to begin, if there are necessary prerequisites that must be completed, the lesson will be "locked" until you've completed those activities.

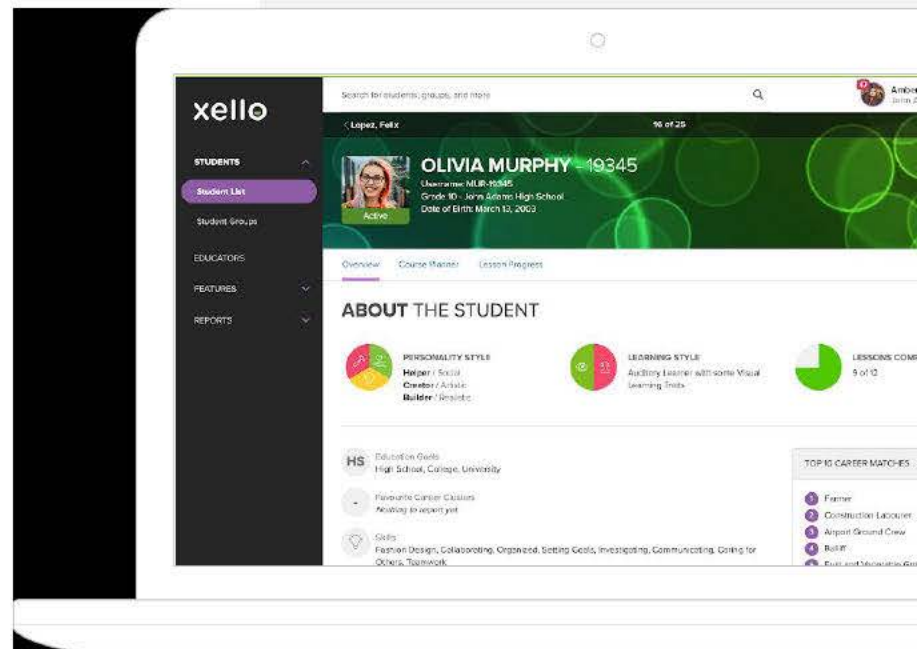


Manage and Track Student Progress

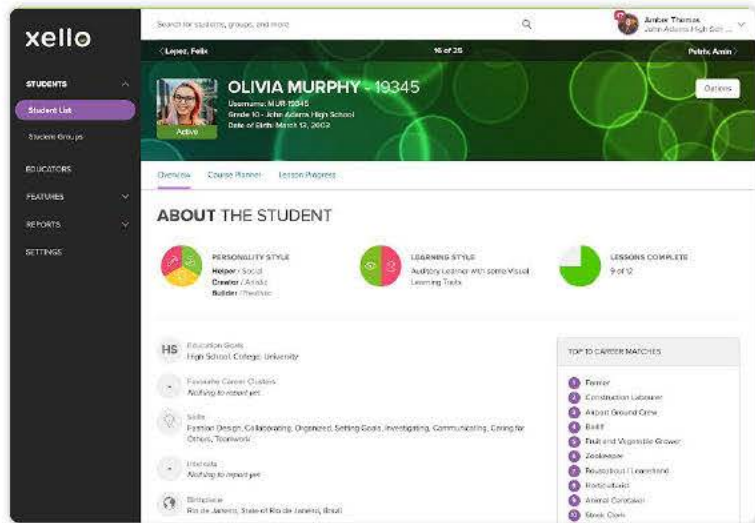
Supporting students with Xello

Tools for educators let you customize your students' experience, create assignments, and track their progress.

As students complete their work in Xello, educators can track, measure and report on their progress. With data at the per-student, class, and district level educators can see at a glance how their students are tracking towards future-readiness.



Get Acquainted with Xello



1

[Walkthrough Xello](#)

Use these guided walkthroughs to help you explore your educator account and demo student experiences to get more comfortable with Xello.

2

[Learn at your own pace](#)

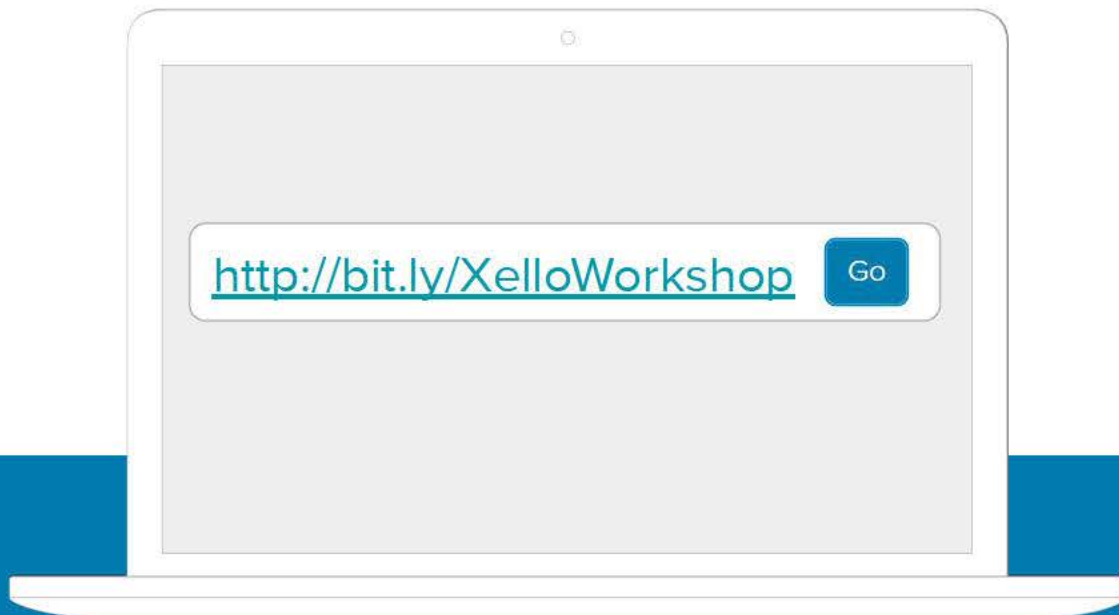
Take advantage of live and on-demand webinars and get hands-on with the program through our self-paced options.

3

Check-out [Xello Support](#) and [Blog](#)

An extensive inventory of product-related help resources to deepen your understanding of Xello K-12.

Your Feedback Matters!



Contact Us

Client Solutions Team

8 am to 8 pm Eastern

Website

help.xello.world

Email

help@xello.world

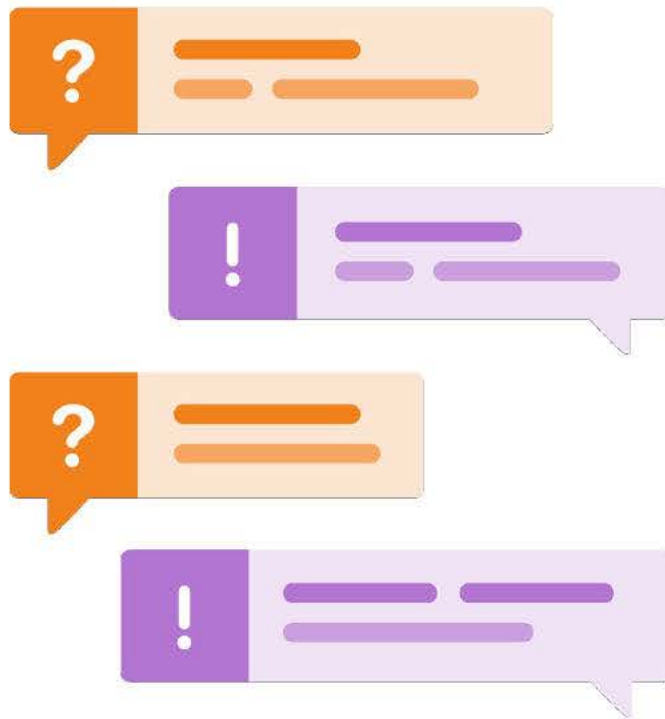
Phone

1-800-965-8541 x2



xello

Open Q & A



Thank you!

Contact us at anytime.

+1 (800) 965-8541 | xello.world



Xello Training (AHCCS)

Date: 6-30-2021

Attendees:

- Trina Knauff
- Mike Kass
- Angela Galie
- Kayla Ziegler
- Kris Botes
- Neal Thomas
- Declan French

Max Scholar Agenda

8-4-20, 8-24-20, 9-11-20, 9-22-20

Presenter: Amber Duonnolo

Agenda:

At this training the agenda was as follows;

- Review Max Scholar Program
- Prices/License Cost
- Program Implementation
- Trouble Shooting Concerns
- Logins/Passwords
- Enrollment/Withdraw of Students
- Baselining Student Skills
- Assigning a Student Level
- Questions or Concerns

Max Scholar Attendance

8-4-20, 8-24-20, 9-11-20, 9-22-20

Attendance:

Trina Knauff, Jill Dunlap, Diane Morian, Anna Berzins, Melissa Zimmerman, Nick Squeri, Jocelyn Carr,
Kim Brown, Crystal Hitt, Mike Kass, Dr. Jeanmarie Mason, Declan French, Neal Thomas

Special Education Department
2021-2022 Parent Workshops

*All workshops will occur on **Wednesdays at 1:30 & 7:00 PM.***

<https://us.bbcollab.com/guest/d718236c19c04a969f4e884c72f17989>

September 1: Paving the Road to Your Child's Future: Transition & Community Resources

October 6: Office of Vocational Rehabilitation (OVR) 101

November 3: Bridge to Real-Life: Post-Secondary Skills Workshop

December 1: Learning to Cope: Social-Emotional Skills Training

January 5: Supporting my Child's Mental Health Needs: Counseling

February 2: Charter Schools & Special Education: Knowing Your Child's Rights

March 2: Family Guide to Mental Health Services

April 6: Autism Spectrum Disorders Workshop

May 4: A Positive Approach to Managing Difficult Behaviors

June 1: Staying Emotionally Healthy in the Summer: Summer Activities & Strategies

Special Education Department
2021-2022 Parent Workshops

*All workshops will occur on **Wednesdays at 1:30 & 7:00 PM.***

<https://us.bbcollab.com/guest/d718236c19c04a969f4e884c72f17989>

September 1: Paving the Road to Your Child's Future: Transition & Community Resources

- Beth Anne Stork
- Nick Squeri
- Sarah Mitchell

October 6: Office of Vocational Rehabilitation (OVR) 101

- Beth Anne Stork
- Nick Squeri
- Sarah Mitchell

November 3: Bridge to Real-Life: Post-Secondary Skills Workshop

- Beth Anne Stork
- Nick Squeri
- Sara Mitchell

December 1: Learning to Cope: Social-Emotional Skills Training

- Beth Anne Stork
- Nick Squeri
- Patricia Fraumeni
- Sarah Mitchell

January 5: Supporting my Child's Mental Health Needs: Counseling

-Chassidy Cintron, Sandice Calabria, Glenn Stork, Jazzlyn Berrios, Jayla Berrios, Ben Baillies, Luke Sullivan, Tionna Mack, Lance Stief, Cole McCafferty, Kayanna Ximines, Austin Shilling, Beth Anne Stork, Lisabeth Salinas, Brianna Gonzalez, Layla Gonzalez, Madison Wolfram, Giana Marziano

February 2: Charter Schools & Special Education: Knowing Your Child's Rights

-Beth Anne Stork

-Nick Squeri

March 2: Family Guide to Mental Health Services

-Beth Anne Stork

-Nick Squeri

-Patricia Fraumeni

-Sarah Mitchell

April 6: Autism Spectrum Disorders Workshop

-Beth Anne Stork

-Nick Squeri

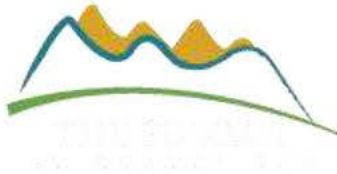
May 4: A Positive Approach to Managing Difficult Behaviors

-Beth Anne Stork

June 1: Staying Emotionally Healthy in the Summer: Summer Activities & Strategies

-Beth Anne Stork

A Summit for Special Education Leaders: Continuity of Education, Re-Entry and Ongoing Implementation



ALL Summit participants are to go online at the conclusion of their full participation to:

<https://fs25.formsite.com/3fHiZQ/summit2020/index.html>

- ✓ Provide feedback on the quality of sessions, presenters, and overall conference experience
- ✓ Complete the continuing education credit for Act 48 requirements to receive credit for participation in the summit.

2020 Online Credit Verification and Evaluation Process

Participants interested in receiving Act 48 continuing education credit hours must adhere to the following process:

<input checked="" type="checkbox"/>	Attend keynotes and breakout sessions for the day(s) for which you are applying for credit.
<input checked="" type="checkbox"/>	Enter the session codes that are announced at the end of each session using this form. You will need this form to enter your credit codes when completing the online credit verification and evaluation.
<input checked="" type="checkbox"/>	Complete the ONLINE credit verification and evaluation only ONCE . It should be completed after you finish your participation in the summit – either Wednesday afternoon or Thursday morning. Use the following address https://fs25.formsite.com/3fHiZQ/summit2020/index.html to begin the process. You will need the session codes to complete the credit verification and evaluation. The credit verification and evaluation will be available beginning Wednesday, July 29 at 4:30 p.m. Participants must complete the online process by close of business on August 5, 2020.
<input checked="" type="checkbox"/>	Contact Kristen Olszyk at PaTTAN Pittsburgh via email kolszyk@pattanpgh.net if you have difficulty accessing the credit verification and evaluation or need assistance in completing the process.

Please note: All credits will be processed within thirty days of the summit.

Wednesday, July 29, 2020			Zoom Link	Act 48 Code
12:30 PM – 12:50 PM – OPENING KEYNOTE				
	Opening Keynote	Council of Administrators of Special Education	https://pattanpgh.zoom.us/j/95533196614	
1:00 PM – 2:00 PM – BREAKOUT SESSION 1				
01	The Impact of COVID-19 School Closures on Students with Disabilities: What Attorneys Are Saying	Andrews & Price, LLC Barley Snyder, LLP Sweet-Stevens-Katz-Williams	https://pattanpgh.zoom.us/j/95394500771	
02	Issues of Importance for Students with Disabilities: Family Perspectives	The ARC of Pennsylvania HUNE Mission Empower PEAL Center	https://pattaneast.zoom.us/j/96859013289	
2:10 PM – 3:10 PM – BREAKOUT SESSION 2				
03	Health and Safety Pandemic Planning Specific to Special Education	Chester County Intermediate Unit Coatesville Area School District Northwest Tri-County Intermediate Unit	https://pattanpgh.zoom.us/j/95229799040	
04	Equitable Leadership	PaTTAN East PaTTAN Harrisburg	https://pattaneast.zoom.us/j/92247838718	
3:20 PM – 4:20 PM – BREAKOUT SESSION 3				
05	COVID Compensatory Services Guidance/Grants	PaTTAN East PaTTAN Harrisburg	https://pattanpgh.zoom.us/j/97141050016	
Thursday, July 30, 2020			Zoom Link	Act 48 Code
9:00 AM – 10:00 AM – BREAKOUT SESSION 4				
06	The Hearing Officer Perspective on Virtual Due Process Hearing	Office for Dispute Resolution	https://pattanpgh.zoom.us/j/92430067585	
07	Virtual Family Engagement: What We Have Learned	Families to the Max HUNE PaTTAN Parent Consultant PEAL Center	https://pattaneast.zoom.us/j/97407626808	
10:10 AM – 11:10 AM – BREAKOUT SESSION 5				
08	Educationally Sound Decision-Making Procedures: Child Find Procedures & Evaluation	PaTTAN Harrisburg	https://pattanpgh.zoom.us/j/96348231706	
09	BERT – Bucks IU Emergency Recovery Team – Roadmap to Recovery	Bucks County Intermediate Unit	https://pattaneast.zoom.us/j/92141666183	
11:20 AM – 12:20 PM – BREAKOUT SESSION 6				
10	Not Your Average Virtual Classroom: Advancing Learning for Students with Complex Needs	Montgomery County Intermediate Unit	https://pattanpgh.zoom.us/j/98669169644	
11	Best Practices to Accommodate Specially Designed Instruction in Virtual Learning Environments	Halifax Area School District Propel Charter School Russel Byers Charter School	https://pattaneast.zoom.us/j/98392175674	
12:25 PM – 12:45 PM – BREAKOUT SESSION 6				
	Closing Keynote	Bureau of Special Education	https://pattanpgh.zoom.us/j/92253372268	

A Summit for Special Education Leaders: Continuity of Education, Re-Entry and Ongoing
Implementation

7-29-20 & 7-30-20

Attendance:

Trina Knauff, Dr. Jeanmarie Mason

LEA Training

8-11-2020

Presenters: Dr. Jeanmarie Mason (Special Ed. Consultant) & Trina Knauff (Special Ed. Supervisor)

Agenda:

- Outcomes for our Training Today
 - Definition of a LEA/LEA Role
 - Legal Background
 - Relationships & Conversations (LEA)
- LEA Role: Before, During, and After the IEP Meeting
 - Different Type of Questions
 - Communication Tips
 - Our Structure & Norms
- Decisions & Communication Follow Through
 - Hot Topics in IEP Meetings
 - SDIs
 - Practice Scenarios

LEA Training

8-11-2020

Presenters: Dr. Jeanmarie Mason (Special Ed. Consultant) & Trina Knauff (Special Ed. Supervisor)

Attendees:

- Neal Thomas (School Principal)
- Darryl Perecko (Innovation Academy Director)
- Jim Flick (Student Captain/Dean of Students)
- Mike Kass (Orientation Leader, TOSA)

Strengthening IEP Goals Training Agenda

Presenter: Mike Kass

Date: 10-20-2020

Agenda

- Analyzing Goals
- Goal Components
- Developing Goals
- Appropriate Goals?
- Questions/Concerns

Graduating on Goals Training

10-1-20

Presenter: Mike Kass (SE Project Trainer)

Attendees:

- Trina Knauff
- Jill Dunlap
- Diane Morian
- Nick Squeri
- Patricia Fraumeni
- Christa Fisher
- Sherri Emrich

Pennsylvania Virtual Fellowship Program for Special Education Leaders 2020-2021 Calendar

DATE	TIME	SEMINAR TOPICS ~ All Sessions will be Offered via Zoom
October 28, 2020	1:00 PM - 4:00 PM	Introduction to Building Your Program Landscape as a Special Education Leader
October 29, 2020	8:30 AM - 11:30 AM	Refining Your Infrastructure While Building Your Skill Set Around the Cyclical Monitoring Process
December 9, 2020	1:00 PM - 4:00 PM	Managing Complex Change While Presuming Competence
December 10, 2020	8:30 AM - 11:30 AM	Ensuring the Least Restrictive Environment (LRE) Through Equitable Practices
January 8, 2021	8:30 AM - 11:30 AM	Engaging Families to Ensure Ongoing Effective Supports and Transitions
February 3, 2021	1:00 PM - 4:00 PM	Coordinating Successful IEP Processes and Procedures
February 4, 2021	8:30 AM - 11:30 AM	Building Collaborative Team Structures and Shared Responsibility
March 2, 2021	1:00 PM - 4:00 PM	Pennsylvania Resources from Compliance to Best Practice
March 3 - 5, 2021	<i>TBD</i>	Pennsylvania Department of Education Annual Conference – Making a Difference; Educational Practices That Work
April 8, 2021	8:30 AM - 3:00 PM	Programmatic Input for Students with Low Incidence Disabilities
May 12, 2021	1:00 PM - 4:00 PM	Design and Delivery of Effective Academic Programming
May 13, 2021	8:30 AM - 11:30 AM	Design and Delivery of Effective Behavioral Programming
Summer 2021	<i>TBD</i>	Special Education Leadership Academy

PA Special Education Fellowship

Presenters: Multiple Presenters – PATTAN

October 28, 2020, October 29, 2020, December 9, 2020, December 10, 2020, January 8, February 3,
February 4, March 2, March 3-5, April 8, May 12, May 13, July Presentation Date TBD

Attendees from AHCCS: Trina Knauff

IEP Institute

Presenters: Chester County Intermediate Unit (Multiple Presenters)

Dates/Agenda:

November 12, 2020-Present Levels of Academics Achievement and Functional Performance

January 19, 2021 (Snow Date 2/2/2021)- Goals and Activities within Transition Plans

March 18, 2021 (Snow date 3/25/2021) - Progress Monitoring

May 13, 2021 - SDI & Supportive Services, Communication and Agency Information

Fall 2021 - IEP Meeting Facilitation Skills

AHCCS Attendees: Mike Kass, Trina Knauff



LEHIGH
UNIVERSITY

**College of
Education**

SPECIAL EDUCATION LAW SYMPOSIUM

JUNE 21–25, 2021 | go.lehigh.edu/spedlaw

Monday, June 21, 2021		
Time	Legally Basic Group	Legally Experienced Group
9:00 am–12:00 noon ET	<i>IDEA Core Concepts and Legal Terminology</i> Craig Goodmark, Esq. Eric Herlan, Esq. (reactor)	<i>Dueling Attorneys: You Be the Judge</i> Matt Cohen, Esq. & Andrew Faust, Esq. Jessica Varn, Esq. (ALJ)
1:00 pm–4:00 pm ET	<i>Chapter 14: Pennsylvania’s Additions to IDEA</i> Brian Jason Ford, Esq. & Dr. James Newcomer (co-presenters)	<i>Beyond Tuition: Creative Remedies for IDEA Violations</i> Jean Adams, Esq. Dr. Anne McGinnis, Esq. (reactor)
7-8:30 pm ET	<i>Keynote Address, with Q&A: Special Education: Federal Policy Trends</i> Senator Chris Murphy (Connecticut) and Cathy Holahan, J.D., M.S.W.	
Tuesday, June 22, 2021		
9:00 am–12:00 noon ET	<i>IDEA Child Find and Eligibility</i> Jean Adams, Esq. Dr. Anne McGinnis, Esq. (reactor)	<i>ADHD: Impact on Judicial Decisions Regarding FAPE?</i> Isabel Machado, Esq. Kate Gerland, Esq. (reactor)
1:00 pm–4:00 pm ET	<i>Free Appropriate Public Education (FAPE)</i> Isabel Machado, Esq. Kate Gerland, Esq. (reactor)	<i>The Latent ESY Issue: Appropriateness</i> Frances Shefter, Esq. Rachel Hitch, Esq. (reactor)

Lehigh Special Education Law Symposium Agenda (cont.):

Wednesday, June 23, 2021		
	Legally Basic Group	Legally Experienced Group
9:00 am–12:00 noon ET	<i>Least Restrictive Environment (LRE)</i> Eileen Hagerty, Esq. Jason Ballum, Esq. (reactor)	<i>Low Incidence – High Impact: Case Law Lessons</i> Laura Anthony, Esq. Catherine Michael, Esq. (reactor)
1:00 pm–4:00 pm ET	<i>Discipline under the IDEA</i> Laura Anthony, Esq. Catherine Michael, Esq. (reactor)	<i>Autism Litigation Puzzle: Ten Key Case Examples</i> Eileen Hagerty, Esq. Jason Ballum, Esq. (reactor)
4:30 – 6:00 pm ET	<i>Ethics and the Special Education Litigator: The Question of Bias (attorneys only)</i> Thomas Mayes, Esq.	
Thursday, June 24, 2021		
9:00 am–12:00 noon ET	<i>Section 504: Understanding the Fundamentals</i> Jose Martin, Esq. Steven Aleman, Esq. (reactor)	<i>Section 504 Legal Issues During and After the Pandemic</i> Dr. Perry Zirkel, Esq. Parris Taylor, Esq. (reactor)
1:00 pm–4:00 pm ET	<i>Remedies</i> Hope Blackburn, Esq. Justin Gilbert, Esq. (reactor)	<i>Current Moves and Grooves in the IDEA/504 Dance</i> Jose Martin, Esq. Steven Aleman, Esq. (reactor)
Friday, June 25, 2021		
	All Symposium Participants	504 Institute Participants
9:00 am–12:00 noon ET	<i>National Case Law Update</i> Dr. Perry Zirkel, Esq. Parris Taylor, Esq. (reactor)	<i>Getting to the Core of 504</i> Dr. Summer Whitmore Edward D’Addio (reactor)
1:00 pm–3:00 pm ET	<i>Legal Snapshot of COVID-19 Issues</i> Dr. Zirkel Mr. Taylor (reactor)	1:00–2:15 pm <i>Digging Deeper: The Issue of Disproportionality</i> (Dr. Whitmore, Mr. D’Addio, co-presenters) 2:30–3:00 pm <i>Section 504 Compliance</i> (Dr. Whitmore)

Special Education Law Symposium (Lehigh)

Date: 6-21-21

Presenter: Multiple Presenters

AHCCS Attendees: Trina Knauff

Board Affirmation Statement

Achievement House Cyber Charter School

102 Pickering Way, 2nd Floor, Exton, PA 19341

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 29 day of July, 2021

By: Marilyn J. Strangarity (Signature of Board President)

MARILYN J. STRANGARITY (Print Name)

BOARD PRESIDENT Board of Education

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 29 day of July, 2021

By: MariLou J. Strangarity (Signature of Board President)

MARILOU J. E. STRANGARITY (Print Name)

BOARD PRESIDENT Board of Education

Charter Annual Background Check 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.

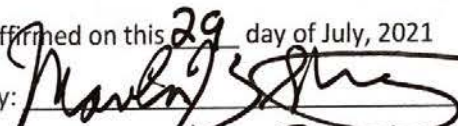
The Ethics Act provides that public office is a public trust and that any effort to realize personal financial gain through public office other than compensation provided by law is a violation of that trust. The Ethics Act was passed to strengthen the faith and confidence of the people of Pennsylvania 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 29 day of July, 2021

By:

 (Signature of Board President)

MARILOU J. Z. STRANGARITY (Print Name)

BOARD PRESIDENT Board of Education

Ethics Act 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 29 day of July, 2021

By: Marelon J. E. Strangarity (Signature of Board President)

MARELON J. E. STRANGARITY (Print Name)

BOARD PRESIDENT Board of Education

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 29 day of July, 2021

By:  (Signature of Board President)

MARILOU J. STRANGARITY (Print Name)

BOARD PRESIDENT Board of Education