



Achievement House Cyber Charter School Board of Trustees

Public Meeting Agenda June 21, 2022 – 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 May 17, 2022 Meeting *Strangarity*

- II. **Officer Elections** *Leinhauser/Asplen*
 - A. Nominations
 - B. Elections

- III. **Academic Performance**
 - A. Discussion Academic Report *Thomas*
 - B. Discussion Special Education Report *Knauff*
 - C. Discussion Curriculum Report *Byrne*

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

- V. **Personnel** *Worn*
 - A. New Hires:
 - 1. Caitlin Smith – Special Education Teacher
 - 2. Gage Sims – PT Temporary Guidance Support
 - B. Promotions:
 - 1. Angela Galie – Supervisor of Guidance
 - 2. Angela Alderfer – Assistant Principal
 - C. Separations
 - 1. Kendall Porter – Science Teacher
 - D. Open Positions:
 - 1. General Ed Teachers – English, Health & PE, ICA, Math, Science, Social Studies
 - 2. Special Education Teachers
 - 3. Guidance Counselor
 - 4. Student Orientation/Orientation Support
 - 5. Strategic Project Manager

VI. **Governance**

Asplen

- A. Draft budget resolution
- B. ELD policy update resolution
- C. School calendar update
- D. Laptop purchase ratification
- E. CEO and principal bonus resolution
- F. Fund allocation

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**

<p><i>Next Meeting: July 19, 2022 at 7:00 p.m.</i></p>



Achievement House Cyber Charter School Board of Trustees

Public Meeting Minutes

Tuesday, July 20, 2021

The Executive Session commenced at 6:00 p.m. and continued until approximately 7:10 p.m.

- I. Pledge of Allegiance
- II. Roll Call
 - Mrs. Marilou Strangarity (President) – Present
 - Mrs. Lisabeth Sweeney (Vice President) – Present
 - Mrs. Kristin Chettle (Treasurer) – Present
 - Mr. Don Fraatz (Secretary) – Present
 - Dr. Bob Maranto – Not Present
 - Dr. Gerri Light – Present
- III. Notification of Recording
 - A. Marilou Strangarity announced that the Public Session would be recorded on an audio and video device.
- IV. Approval of the Minutes
 - A. M. Strangarity called for a motion to approve the minutes from the June 15, 2021 board meeting.
 1. Motion to approve the minutes from the June 15, 2021 board meeting by Don Fraatz. Seconded by Kristin Chettle. Unanimous.
- V. Executive Session Statement
 - A. M. Strangarity announced that the Board held an executive session this evening to discuss personnel matters, real estate, and legal issues.
- VI. Discussion of Academic Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Academic/SPED Video Report.
 - B. Neal Thomas updated the Board with information about the Instructional Design and Data Team. Angela Alderfer leads that team and they have been holding meetings to discuss pre-service and she has also been working on the LMS and what the Schoology page should look like.
- VII. Discussion of Special Education Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Special Education Video Report.
 - B. Trina Knauff updated the Board and stated that they have 2 students that will be testing for PSSA for the 20-21 school year.
 - C. Brian Leinhauser shared that he is engaged in having a conversation with a representative for one of our students to try to resolve a special education issue.
- VIII. Discussion Enrollment/Marketing Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Enrollment/Marketing Video Report.
 - B. Alane Butler noted that we now have 823 students enrolled in our school. The majority of the recent withdrawals were 9th graders.
 - C. A. Butler shared that we sent out swag boxes to our 9th graders.
- IX. Discussion HR Video Report
 - A. M. Strangarity asked if there were any questions or comments about the HR Video Report.
 - B. Bob Worn said that we have been busy hiring more staff and there have been few separations all of which he will discuss later in the board meeting.
- X. Discussion of Guidance Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Guidance Video Report.
 - B. Kris Botes updated the Board and noted that we have 270 students currently in summer school.

- C. Gerri Light mentioned the College Readiness Boot Camp that we offer and noted how significant it is and is really glad that we put this program in place. K. Botes replied that Angela Galie put this program together and said that A. Galie is really passionate about helping our students transition to college.
 - D. M. Strangarity asked if we needed more staff to run summer school and asked her to think about this as we head into the next school year and talk to other staff and then get back to them. She also suggested to A. Butler that we start marketing our summer school about half way through the year. She thinks that it is outstanding that we are having such great success in our summer school. Don Asplen commented that parents start planning for summer school and summer camps in January and he feels that somebody dedicated during the year or half of the year to get the word out would be extremely useful.
- XI. Finance/Business Report
- A. Ryan Schumm provided a summary of the monthly Treasurer's Report. We are at the end of our fiscal year 2021. He noted that the PDE recently announced a new Covid-19 grant and some discussion followed.
 - B. M. Strangarity called for a motion to approve the written Treasurer's Report.
 - 1. Motion to approve the written Treasurer's Report by Lisabeth Sweeney. Seconded by K Chettle. Unanimous.
- XII. Discussion CEO Video Report
- A. M. Strangarity asked if there were any questions or comments about the CEO Video Report.
 - B. D. Asplen shared that he is very pleased to have Shana Harris attending the meeting tonight who is a long time Mentor who is finishing up an internship to get her degree in social work and will be attending the board meetings for the next few months.
 - C. D. Asplen asked Erinn Bean to update the board on her upcoming leave of absence. E. Bean shared that she will be going on maternity leave soon.
 - D. D. Asplen introduced our new Curriculum Coordinator, Jodi Byrne, to the Board.
- XIII. Personnel
- A. New Hires:
 - 1. Holly Younger – Special Education Teacher, \$60,500
 - 2. Jodi Byrne – Curriculum Coordinator, \$77,500
 - 3. Paul Dubin – Social Studies Teacher, \$52,000
 - B. Separations:
 - 1. Darryl Perecko – Program Director of Innovation Academy
 - 2. Declan French – Curriculum Coordinator
 - 3. Laura Tarnoff – Part-time Math Teacher
 - C. Transfers:
 - 1. Angela Alderfer – Educational Design & Data, \$70,315
 - 2. Mike Kass – Transition Coordinator, \$72,347
 - D. Open Positions:
 - 1. Middle School Science Teacher
 - 2. Social Studies Teacher
 - 3. Truancy Coordinator
 - 4. Home and School Visitor
 - 5. Five Additional Mentors
 - 6. Math Specialist
 - E. M. Strangarity called for a motion to approve the new hires, separations and transfers as listed above.
 - 1. Motion to approve the new hires, separations and transfers as listed above by K. Chettle. Seconded by D. Fraatz. Unanimous.
- XIV. Governance
- A. Resolution to Adopt Health and Safety Plan
 - 1. D. Asplen asked the Board for a resolution to adopt the Health and Safety Plan.
 - 2. M. Strangarity called for a motion for a resolution to adopt the Health and Safety Plan.
 - a. Motion for a resolution to adopt the Health and Safety Plan by L. Sweeney. Seconded by K. Chettle. Unanimous.
 - B. Resolution to Approve the Curriculum Development Policy
 - 1. D. Asplen asked the Board for a resolution to approve the Curriculum Development Policy.
 - 2. M. Strangarity called for a motion to approve the Curriculum Development Policy.

- a. Motion to approve the Curriculum Development Policy by G. Light. Seconded by K. Chettle. Unanimous.

XV. New Business

A. M. Strangarity asked if there was any new business.

B. Brian Leinhauser stated that the Board was looking for a motion to approve the bonus and retirement supplement for the CEO as discussed in the private session.

- a. Motion to approve the bonus and retirement supplement for the CEO as discussed in the private session by D. Fraatz. Seconded by K. Chettle. Unanimous.

XVI. Public Comment

A. M. Strangarity asked if there were any public comments and there were none.

XVII. Adjournment

A. M. Strangarity called for a motion to adjourn the public board meeting at 8:05 p.m. Our next meeting will be Tuesday, August 17, 2021 at 7:00 p.m.

- 1. Motion to adjourn the public meeting by K. Chettle. Seconded by D. Fraatz. Unanimous.



Achievement House Cyber Charter School Board of Trustees

Public Meeting Minutes

Tuesday, August 17, 2021

The Executive Session commenced at 6:00 p.m. and continued until approximately 7:00 p.m.

- I. Pledge of Allegiance
- II. Officer Elections
 - A. As Solicitor of the Board of Trustees, Brian Leinhauser opened up the floor to announce that we are seeking nominations for Board members to serve or to return to service on the Board of Achievement House Cyber Charter School.
 1. Lisabeth Sweeney nominated to reappoint Kristin Chettle, Don Fraatz, and Bob Maranto as Board members.
 2. Brian Leinhauser asked if there were any other nominations and there were none.
 - B. Brian Leinhauser called for a motion to approve this slate of nominees: Kristin Chettle, Don Fraatz, and Bob Maranto to be invited to return to service on the Board of Trustees of Achievement House Cyber Charter School.
 1. Lisabeth Sweeney called for a motion to approve the slate of nominees. Seconded by Kristin Chettle.
 2. Brian Leinhauser asked, "Having been moved and seconded, is there any discussion?" Hearing none, he asked for all current Board members to vote in the affirmative by saying aye. There were all ayes and no abstentions.
 - C. Brian Leinhauser stated that the Board is now reconstituted, and we need to open up the floor to other nominations.
 - D. Brian Leinhauser made a call for nominations for the **President** of the Board of Trustees for the coming term.
 1. Lisabeth Sweeney nominated Marilou Strangarity.
 2. Brian Leinhauser asked if there were any other nominations and there were none.
 3. Brian Leinhauser called for a motion to approve Marilou Strangarity as President of the Board of Trustees.
 4. Gerri Light called for a motion to approve Marilou Strangarity as President of the Board of Trustees. Seconded by D. Fraatz. All ayes and there were no abstentions.
 - E. Brian Leinhauser turned the meeting over to M. Strangarity, Board President, for the remainder of the reconstitution of the Board.
 - F. Marilou Strangarity made a call for nominations for **Vice President** of the Board of Trustees for the coming term.
 1. Kristin Chettle called for a motion to nominate Lisabeth Sweeney as Vice President of the Board of Trustees. Seconded by Don Fraatz. All ayes and no abstentions.
 - G. Marilou Strangarity made a call for nominations for **Secretary** of the Board of Trustees for the coming term.
 1. Kristin Chettle called for a motion to nominate Don Fraatz. Seconded by Bob Maranto. All ayes and no abstentions.
 - H. Marilou Strangarity made a call for nominations for **Treasurer** of the Board of Trustees for the coming term.
 1. Don Fraatz called for a motion to nominate Kristin Chettle. Seconded by Lisabeth Sweeney. All ayes with no abstentions.
 - I. Brian Leinhauser stated that the Board of Trustees have elected to serve on the various committees of the Board and the Board should accept the selections submitted by the Board members to serve on those committees and they will be published after the meeting along with the Board meeting minutes.
 - J. Strangarity called for a motion to approve the selection committee membership by the Board of Trustees now that the Board has been reconstituted.
 1. Lisabeth Sweeney called for a motion to approve the committees as stated above. Seconded by Bob Maranto. All ayes with no abstentions.
- III. Notification of Recording
 - A. Marilou Strangarity announced that the Public Session is be recorded on an audio device.

- IV. Roll Call
 - Mrs. Marilou Strangarity (President) – Present
 - Mrs. Lisabeth Sweeney (Vice President) – Present
 - Mrs. Kristin Chettle (Treasurer) – Present
 - Mr. Don Fraatz (Secretary) – Present
 - Dr. Bob Maranto – Present
 - Dr. Gerri Light – Present
- V. Approval of the Minutes
 - A. M. Strangarity called for a motion to approve the minutes from the July 20, 2021 Board meeting.
 - 1. Motion to approve the minutes from the July 20, 2021 Board meeting by G. Light. Seconded by D. Fraatz. Unanimous.
- VI. Executive Session Statement
 - A. M. Strangarity announced that the Board held an executive session this evening to discuss personnel matters, real estate, and legal issues.
- VII. Discussion of Academic Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Academic/SPED Video Report.
 - B. Neal Thomas said there were no updates to his Board report and that they were in the process of finalizing the pre-service schedule and the seating chart.
 - C. M. Strangarity was excited to hear about the School Improvement Plan and N. Thomas explained that our two main objectives this year are student attendance and curriculum.
 - D. L. Sweeney loved the idea of authentic assessment and encouraged him to loop in the Special Ed Coordinator on that process.
- VIII. Discussion of Special Education Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Special Education Video Report.
 - B. Trina Knauff updated the Board and stated that now that our summer school has completed, we have our percentages of our students with IEP's who graduated. She was excited to say that we met our goal for last year and we are at 81.39%. For this next school year, the goal is set at 85%. We continue to improve each year. She was very thankful for the help from guidance and the mentors. B. Maranto was impressed with our results but cautioned us not to set goals too high because there is a temptation to cut corners.
 - C. K. Chettle asked T. Knauff to explain the ESY (Extended School Year) program. This program is for students with an IEP who meet 1 of 7 criteria points or a combination of points. We have live learning support classes 3 times per week, and we break the students into 2 groups by iterant and supplemental. We have a reading and a math group, and we focus on different points throughout the week to make sure that all students are having opportunities for instruction towards their major annual goals and IEPs.
 - D. M. Strangarity said that if there is ever a need for a new position for help with the special education students to please let the Board know.
- IX. Discussion Curriculum Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Curriculum Video Report.
 - B. Jodi Byrne noted that she had the privilege of sitting in on the new teacher training today and she was very impressed by the teachers that were running the training. She was also able to sit in on the AHIT meeting with Jim Flick and was so nice to hear what everyone is doing to promote student engagement.
- X. Discussion Enrollment/Marketing Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Enrollment/Marketing Video Report.
 - B. Alane Butler noted that we now have 805 students enrolled in our school. Her department is very busy with all the new students and new leads coming in and they have 50+ students scheduled for student orientation before the start of school. M. Strangarity asked if she needed any additional help and some discussion followed. It was then noted that A. Butler's department does not need additional help at this time.
- XI. Discussion HR Video Report
 - A. M. Strangarity asked if there were any questions or comments about the HR Video Report.
 - B. Bob Worn was not available to attend the meeting tonight so Don Asplen spoke in his absence. We have one new addition to the HR report. We hired John Chovanes as a Science Teacher who will be teaching Earth Science, Physical Science, and Life Science.
- XII. Discussion of Guidance Video Report

- A. M. Strangarity asked if there were any questions or comments about the Guidance Video Report.
 - B. Kris Botes updated the Board and noted that 97 students moved from one grade to the next over summer because of summer school and the efforts of the teachers and the mentors. She wanted the Board to know that we get a lot of students who are under on their credits when they come to us, so we work with them over the summer to help them get back on track. Of the 97 students, 15 of them were seniors which allowed them to graduate. K. Botes stated that we had 31 students in our PLATO asynchronous class and 17 earned credits.
 - C. M. Strangarity asked if we are doing enough to handle the children who are coming in and are behind academically possibly because emotionally and psychologically they have been devastated by the prior year. She wants to make sure we are able to handle students from that standpoint. Some discussion followed. D. Asplen noted that the steps that have been taken to help guidance out are that Mike Kass will now be teaching all of the career study courses and we hired a social worker and another guidance assistant. M. Strangarity would like us to hire someone right away to help the Guidance Department with data entry and it could possibly just be a part-time position.
- XIII. Finance/Business Report
- A. Ryan Schumm provided a summary of the monthly Treasurer's Report. There has been minimal activity in regard to revenues and expenses in the month of July.
 - B. M. Strangarity called for a motion to approve the written Treasurer's Report.
 - 1. Motion to approve the written Treasurer's Report by K. Chettle. Seconded by L. Sweeney. Unanimous.
- XIV. Discussion CEO Video Report
- A. M. Strangarity asked if there were any questions or comments about the CEO Video Report.
 - B. D. Asplen did not have any updates on his report but took some time to address two of the guests who attended the meeting tonight because they are in the scouting program and working on their merit badges. D. Asplen personally applauded them for taking an interest in civics; the idea of giving back to your society and your community and shared some words of wisdom.
- XV. Personnel
- A. In B. Worn's absence, D. Asplen shared the following information. He also stated that there was another new hire not listed on the Agenda. We have a new Science Teacher, and his name is John Chovanes.
 - B. New Hires:
 - 1. Paul Dubin – Social Studies Teacher
 - 2. Dr. Katherine Chandler – Music Teacher
 - 3. Kendall Porter – Science Teacher
 - 4. Beverly Kelsey – Engagement & Truancy Coach
 - 5. Nicole Chapman – Math Specialist
 - 6. Chelsey Hoynak – Math Teacher (Calculus & Pre-Calculus)
 - C. Separations:
 - 1. Alicia Simpson – Music Teacher
 - 2. John Hulik – Science Teacher
 - D. Promotions:
 - 1. Pam Klass – Curriculum Coach (10 Mo's + 2 weeks)
 - E. Open Positions:
 - 1. Regional Mentors
 - 2. Fulltime Foreign Language Teacher
 - 3. ICA Instructor
 - 4. Teaching Assistant
 - F. M. Strangarity disclosed that she has known Dr. Katherine Chandler for many years. Even though M. Strangarity disclosed her relationship, she does not need to abstain from the vote because there is no family relationship.
 - G. M. Strangarity called for a motion to approve the new hires identified on the agenda as well as the new hire that was disclosed during the meeting, approve the separations reported to the Board and the promotion noted in the agenda as well.
 - 1. Motion to approve the new hires identified on the agenda as well as the new hire that was disclosed during the meeting, approve the separations reported to the Board and the promotion noted in the agenda as well by B. Maranto. Seconded by L. Sweeney. Unanimous.

XVI. Governance

A. D. Asplen noted there was a signing of a contract that was approved.

XVII. New Business

A. M. Strangarity asked if there was any new business.

B. Brian Leinhauser introduced the two Scouts that joined our meeting tonight. They are Benjamin and Hannah Leinhauser. Benjamin is a Life Scout and has almost completed all of the ranks necessary to join the Eagle Scouts. He is currently working on his Communications Merit Badge which requires attendance at a public meeting. Hannah is a First-Class Scout and has been in scouting for 10 months and is already at the 4th rank for scouting. Hannah is also working on the Communications Merit Badge as well. This public meeting attendance will also satisfy their requirement for Citizenship in the Community Badge.

XVIII. Public Comment

A. M. Strangarity asked if there were any public comments and there were none.

XIX. Adjournment

A. M. Strangarity called for a motion to adjourn the public Board meeting at 8:22 p.m. Our next meeting will be Tuesday, September 21, 2021 at 7:00 p.m.

1. Motion to adjourn the public meeting by G. Light. Seconded by K. Chettle. Unanimous.



Achievement House Cyber Charter School Board of Trustees

Public Meeting Minutes

Tuesday, September 21, 2021

The Executive Session commenced at 6:00 p.m. and continued until approximately 7:20 p.m.

- I. Pledge of Allegiance
- II. Roll Call
 - Mrs. Marilou Strangarity (President) – Present
 - Mrs. Lisabeth Sweeney (Vice President) – Present
 - Mrs. Kristin Chettle (Treasurer) – Present
 - Mr. Don Fraatz (Secretary) – Present
 - Dr. Bob Maranto – Present
 - Dr. Gerri Light – Present
- III. Notification of Recording
 - A. Marilou Strangarity announced that the Public Session would be recorded on an audio device.
- IV. Approval of the Minutes
 - A. M. Strangarity called for a motion to approve the minutes from the August 17, 2021 board meeting.
 1. Motion to approve the minutes from the August 21, 2021 board meeting by Lisabeth Sweeney.
Seconded by Don Fraatz. Unanimous.
- V. Executive Session Statement
 - A. M. Strangarity announced that the Board held an executive session this evening to discuss personnel matters, and legal issues.
- VI. Discussion of Academic Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Academic/SPED Video Report and there were none.
- VII. Discussion of Special Education Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Special Education Video Report.
 - B. Trina Knauff noted that enrollment was up to 254 IEP students and was happy to announce that we received a Universal Design for Learning Grant to use for professional development and tools to help assist our staff in providing instruction to the students.
 - C. Kristin Chettle asked about the Xello program that we are using and T. Knauff said it's going well. Our Transition Coordinator, Mike Kass, has been working with Guidance and using this program for our career readiness courses.
 - D. Brian Leinhauser shared that he is engaged in having a conversation with a representative for one of our students to try to resolve a special education issue.
- VIII. Discussion Curriculum Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Curriculum Video Report.
 - B. Jodi Byrne noted she had nothing to add to her report.
 - C. Kristin Chettle asked J. Byrne about the integrated courses and some discussion followed.
- IX. Discussion Enrollment/Marketing Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Enrollment/Marketing Video Report.
 - B. Alane Butler noted that we now have 876 students enrolled in our school. The first quarter parent survey will be going out at the end of the first quarter to get feedback from parents.
 - C. M. Strangarity asked if there was a need for more marketing and Don Asplen replied that we are growing fast enough and that it was not necessary at this time.
 - D. Gerri Light asked if when we have our Back-to-School Night is there some portion of it that is dedicated to parents of students who are graduating. A. Butler is not very involved with our Back-to-School Night and was

not sure but stated that Jen Brittingham, our Parent Involvement Coordinator, and our Guidance Department hold assemblies for our 9th grade students. L. Sweeney commented that these meetings are fantastic. G. Light then noted that our Guidance Department holds senior meetings.

- X. Discussion HR Video Report
 - A. M. Strangarity asked if there were any questions or comments about the HR Video Report.
 - B. Bob Worn said that we have been busy hiring more staff and there have been few separations. B. Worn then talked a little about some of our new hires.
- XI. Discussion of Guidance Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Guidance Video Report.
 - B. Kris Botes updated the Board and noted that this year she has found a lot of “emotionality” from the parents because they are fighting for their kids to do well because of all the uncertainty that’s been going on.
 - C. Some discussion followed regarding the need for more personnel. K. Botes recommended that we try to hire back Morgan Soika who was in intern with us last year.
 - D. Bob Maranto asked about our test scores and some discussion followed. L. Sweeney noted that the beautiful thing about cyber school is the flexibility and that we can remediate and put them in a class and build the skills that they didn’t learn last year because of Covid. D. Aspen stated that we may hire teachers to teach remediation classes.
 - E. L. Sweeney likes that we have a Guidance Counselor assigned to 12 grade this year and thought that maybe in the future we could do this with the other grade levels.
- XII. Finance/Business Report
 - A. Ryan Schumm provided a summary of the monthly Treasurer’s Report. He reviewed the revenue and expense statements, and balance sheet with the Board and advised of updated projections.
 - B. K. Chettle asked R. Schumm to explain the ESSER Set Aside allocations and he did, and some discussion followed. R. Schumm explained that the funds must be used for the following purposes:
 - 1. Learning
 - 2. Summer Enrichment
 - 3. Afterschool Programs
 - C. M. Strangarity called for a motion to approve the written Treasurer’s Report.
 - 1. Motion to approve the written Treasurer’s Report by K. Chettle. Seconded by B. Maranto. Unanimous.
- XIII. Discussion CEO Video Report
 - A. M. Strangarity asked if there were any questions or comments about the CEO Video Report.
 - B. D. Asplen shared that he would like us to start setting smart process goals. He gave an overview of what a process goal is and said he wants us to have control of all the variables in the goals that we are setting this year.
 - C. D. Asplen shared that he is in discussions with Dr. Jim Hanak, CEO of PALCS, about a joint professional development to share our best practices. M. Strangarity liked the idea of reshaping our school with other cyber schools.
- XIV. Personnel
 - A. New Hires:
 - 1. Matthew Breiner – Regional Mentor
 - 2. Curtis Collier – Regional Mentor
 - 3. Abigail Gaugler – Special Ed Teacher
 - 4. Eva Thierry – Special Ed Teacher
 - 5. Asia Williams – Teacher Assistant
 - a. M. Strangarity called for a motion to approve the new hires as listed above.
 - i. Motion to approve the new hires as listed above by D. Fraatz. Seconded by L. Sweeney. Unanimous.
 - B. Separations:
 - 1. Lauren DeCarlo
 - 2. Holly Younger
 - 3. Michelle Smith

C. Promotion:

1. Cheryl Kern, Supervisor of Student Mentors
2. Laura Bickle, ELA teacher
 - a. M. Strangarity called for a motion to approve the separations and promotions as listed above using salaries as outlined in the Executive Session.
 - i. Motion to approve the separations and promotions as listed above using salaries as outlined in the Executive Session by K. Chettle. Seconded by L. Sweeney. Unanimous.

D. Open Positions:

1. Regional Mentors (2-3)
2. ICA Instructor (Graphic Design, Web Design, Programming)
3. Teacher Assistant (Special Ed)

XV. Governance

A. Technology Purchases:

1. \$81,043.50 for 150 laptops
2. \$215,357.69 for 500 printers and 279 laptops

B. D. Asplen explained the need to purchase 500 printers and 429 laptops and asked for a motion to approve the purchase of these items for the amount specified.

1. M. Strangarity called for a motion to approve the purchase of the above listed printers and laptops in the amounts specified.
 - a. Motion to approve the purchase of the above referenced printers and laptops in the amounts specified by K. Chettle. Seconded by L. Sweeney. Unanimous.

XVI. New Business

A. M. Strangarity called for a motion to amend the agenda to include an item for issuing a bonus to an employee.

1. Motion to amend the agenda to include an item for issuing a bonus to an employee by L. Sweeney. Seconded by G. Light. Unanimous.

B. Bonus – Christa Fisher

1. M. Strangarity called for a motion to approve a bonus for Christa Fisher in the amount that was discussed in the Executive Session.
 - a. Motion to approve the bonus for Christa Fisher in the amount that was discussed in the Executive Session.
 - i. Motion to approve the bonus for Christa Fisher in the amount that was discussed in the Executive Session by D. Fraatz. Seconded by B. Maranto. Unanimous.

XVII. Public Comment

A. M. Strangarity asked if there were any public comments and there were none.

XVIII. Adjournment

A. M. Strangarity called for a motion to adjourn the public board meeting at 8:39 p.m. Our next meeting will be Tuesday, October 19, 2021 at 7:00 p.m.

1. Motion to adjourn the public meeting by B. Maranto. Seconded by L. Sweeney. Unanimous.



Achievement House Cyber Charter School Board of Trustees

Public Meeting Minutes

Tuesday, October 19, 2021

The Executive Session commenced at 6:00 p.m. and continued until approximately 7:10 p.m.

- I. Pledge of Allegiance
- II. Roll Call
 - Mrs. Marilou Strangarity (President) – Present
 - Mrs. Lisabeth Sweeney (Vice President) – Not Present
 - Mrs. Kristin Chettle (Treasurer) – Not Present
 - Mr. Don Fraatz (Secretary) – Present
 - Dr. Bob Maranto – Present
 - Dr. Gerri Light – Present
- III. Notification of Recording
 - A. Marilou Strangarity announced that the Public Session would be recorded on an audio device.
- IV. Approval of the Minutes
 - A. M. Strangarity called for a motion to approve the minutes from the September 21, 2021 board meeting.
 1. Motion to approve the minutes from the September 21, 2021 board meeting by Don Fraatz. Seconded by Gerri Light. Unanimous.
- V. Executive Session Statement
 - A. M. Strangarity announced that the Board held an executive session this evening to discuss personnel matters, real estate and legal issues.
- VI. Discussion of Academic Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Academic/SPED Video Report.
 - B. Neal Thomas updated the board and noted that we were trying something new this year and we now have a mid-quarter deadline for the submission of assignments.
 - C. N. Thomas said that the Deans Office is working on student attendance. We will be sending out alerts to 7th through 9th grade parents if their students don't log in by 1:00 PM. Some discussion followed regarding the notifications/alerts.
 - D. M. Strangarity thanked everyone for working so hard through everything that has been going on with COVID-19.
- VII. Discussion of Special Education Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Special Education Video Report.
 - B. Trina Knauff elaborated on some of the data that she shared in her board report regarding 12th grade students.
 - C. Don Asplen shared that we will be using new software called Xello that may be able to track the students after graduation to see their progress.
- VIII. Discussion Curriculum Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Curriculum Video Report.
 - B. Jodi Byrne updated the Board stating that we have two new pre-student teachers joining our ELA teachers.
 - C. J. Byrne noted that the feedback from teachers on working on their curriculum was that they were appreciative for the time they had to go back to polish up their work.
- IX. Curriculum Committee Meeting Update
 - A. G. Light stated that the Curriculum Committee met and focused on the curriculum statement and looked at the general application of the information and as well as some specific situations that they discussed in detail. She noted that we have students that are in different age levels in different grades so their ability to understand content is going to be different and we need to make accommodations for that.

- X. Discussion Enrollment/Marketing Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Enrollment/Marketing Video Report.
 - B. Alane Butler noted that we now have 936 students enrolled in our school and was thankful for the tech team that was able to work through some Microsoft issues and ship out all the computers to our new students. Our IT team is working on a backup plan for if/when we have Microsoft issues again.
 - C. A. Butler shared that we met with our marketing consultant team, and they are working on some new messaging. It was decided that our new theme will be Learning Reimagined.
- XI. Discussion HR Video Report
 - A. M. Strangarity asked if there were any questions or comments about the HR Video Report.
 - B. Bob Worn said that we have been busy hiring more staff.
- XII. Personnel
 - A. New Hires:
 - 1. Chandra Keszczyk – Mentor
 - 2. Morgan Soika – Part-time/Temporary General Office Support
 - 3. Marci Mansfield – Teacher Assistant
 - B. Job Transfer:
 - 1. Shana Harris – Student Resource Manager
 - C. M. Strangarity called for a motion to approve the new hires and job transfer as listed above, including Katherine Carter who was just hired today, using salaries as outlined in the Executive Session.
 - 1. Motion to approve the new hires and job transfer as listed above, including Katherine Carter, using salaries as outlined in the Executive Session by D. Fraatz. Seconded by Bob Maranto. Unanimous.
 - D. Separations:
 - 1. Joanne Mendenhall – School Nurse
 - 2. Erinn Bean – Program Manager
 - E. M. Strangarity called for a motion to approve the separations as listed above.
 - 1. Motion to approve the separations as listed above by D. Fraatz. Seconded by Bob Maranto. Unanimous.
 - F. Open Positions:
 - 1. Regional Mentors (1)
 - 2. ICA Instructor (Graphic Design, Web Design, Programming)
 - 3. School Social Worker
 - 4. Part-time Teachers
- XIII. Finance/Business Report
 - A. Ryan Schumm provided a summary of the monthly Treasurer’s Report. He reviewed the revenue and expense statements, and balance sheet with the Board and advised of updated projections.
 - B. M. Strangarity called for a motion to approve the written Treasurer’s Report.
 - 1. Motion to approve the written Treasurer’s Report by G. Light. Seconded by D. Fraatz. Unanimous.
- XIV. Governance
 - A. D. Asplen called for a motion that in the December Board Meeting a date for the Act 55 Training will be chosen.
 - 1. Motion that in the December Board Meeting a date for the Act 55 Training will be chosen by D Fraatz. Seconded by B. Maranto. Unanimous.
 - B. D. Asplen called for a motion to accept the School Goals as detailed in the CEO Report.
 - 1. Motion to accept the School Goals as detailed in the CEO Report by D. Fraatz. Seconded by G. Light. Unanimous.
- XV. Discussion of Guidance Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Guidance Video Report.
 - B. Kris Botes updated the Board and shared that on June 18th we are scheduled to have live, in person, graduation.
 - C. K. Botes also noted that the Guidance Department will be sending out report cards in two weeks.
- XVI. Discussion CEO Video Report
 - A. D. Asplen shared that he saw our mobile vehicle and we should be picking it up soon.
 - B. D. Asplen updated the Board on something that we started in the Academic Administration. We are always telling our students to take a chance and reach out and think outside the box, so N. Thomas and his team have put something together to basically have the teachers and the administrators model that behavior.
 - C. D. Asplen asked Jim Flick to update the Board on our PBIS Contest.

XVII. New Business

A. M. Strangarity asked if there was any new business and there was none.

XVIII. Public Comment

A. M. Strangarity asked if there were any public comments and there were none.

XIX. Adjournment

A. M. Strangarity called for a motion to adjourn the public board meeting at 8:39 p.m. Our next meeting will be Tuesday, December 14, 2021 at 7:00 p.m.

1. Motion to adjourn the public meeting by B. Maranto. Seconded by G. Light. Unanimous.



Achievement House Cyber Charter School Board of Trustees

Public Meeting Minutes

Tuesday, December 14, 2021

The Executive Session commenced at 6:00 p.m. and continued until approximately 7:00 p.m.

- I. Pledge of Allegiance
- II. Roll Call
 - Mrs. Marilou Strangarity (President) – Not Present
 - Mrs. Lisabeth Sweeney (Vice President) – Present
 - Mrs. Kristin Chettle (Treasurer) – Present
 - Mr. Don Fraatz (Secretary) – Present
 - Dr. Bob Maranto – Present
 - Dr. Gerri Light – Present
- III. Notification of Recording
 - A. Lisabeth Sweeney announced that the Public Session would be recorded on an audio device.
- IV. Approval of the Minutes
 - A. L. Sweeney called for a motion to approve the minutes from the October 19, 2021 board meeting.
 1. Motion to approve the minutes from the October 19, 2021 board meeting by Bob Maranto. Seconded by Don Fraatz. Unanimous.
- V. Executive Session Statement
 - A. L. Sweeney announced that the Board held an executive session this evening to discuss personnel matters and real estate.
- VI. Finance/Business Report
 - A. Ryan Schumm provided a summary of the monthly Treasurer’s Report. He reviewed the revenue and expense statements, and balance sheet with the Board and advised of updated projections.
 - B. L. Sweeney called for a motion to approve the written Treasurer’s Report.
 1. Motion to approve the written Treasurer’s Report by Kristen Chettle. Seconded by D. Fraatz. Unanimous.
- VII. Discussion of Academic Video Report
 - A. L. Sweeney asked if there were any questions or comments about the Academic/SPED Video Report.
 - B. Neal Thomas updated the board and noted that our social workers made a list of places Thanksgiving meals were available across the state of PA to share with our students.
 - C. B. Maranto asked if our attendance was up and Neal noted that it was about the same as Q1 of last year.
- VIII. Discussion of Special Education Video Report
 - A. L. Sweeney asked if there were any questions or comments about the Special Education Video Report.
 - B. Trina Knauff updated the board and noted that they had their monthly senior meeting today and 63% of the seniors are on track but she anticipates that number will go up.
 - C. Don Asplen recognized and acknowledged T. Knauff’s Coaching Plan which has met with some good successes.
 - D. D. Aspen asked T. Knauff to explain the quarterly check in process she is using to make sure her team is on track. T. Knauff replied that every quarter she gives each member of her team feedback on every area of their role to let them know what is expected of them and to strengthen their instruction and their overall roll as a special education teacher throughout the year. Jim Flick noted that this is important that T. Knauff takes this extra step to clarify what they are going to be evaluated on and it is having a positive impact.
- IX. Discussion Curriculum Video Report
 - A. L. Sweeney asked if there were any questions or comments about the Curriculum Video Report and there were none.

- X. Discussion Enrollment/Marketing Video Report
 - A. L. Sweeney asked if there were any questions or comments about the Enrollment/Marketing Video Report.
 - B. Alane Butler noted that we now have 1043 students enrolled in our school and will be wrapping up our calendar year with our last orientations this week.
- XI. Discussion HR Video Report
 - A. L. Sweeney asked if there were any questions or comments about the HR Video Report and there were none.
- XII. Discussion of Guidance Video Report
 - A. L. Sweeney asked if there were any questions or comments about the Guidance Video Report and there were none.
- XIII. Discussion CEO Video Report
 - A. D. Asplen updated the board and stated that last week we had our first in-office positive COVID-19 test from a staff member that had been in the office 1 day that week. We scheduled a deep cleaning of the office and it was decided to make it optional to work from home and not come into the Exton office until January 3rd.
- XIV. Special Report: AHCCS Foundation
 - A. Gerri Light met with D. Asplen and Kevin Corcoran November 19th to discuss the AHCCS Foundation and she gave the board an update. She stated that we asked K. Corcoran, who works for Charter Choices, if he would like to be part of the Achievement House Community Education Foundation. They discussed some of the possible goals and outcomes. G. Light has been going through the guidelines and the next steps are to set up quarterly meetings and add some more individuals to the board. In January they will start sending out invitations and start meeting with people so that by February they can have the board members in place. D. Asplen noted that his challenge to G. Light and K. Corcoran was that the foundation not simply be an administrative body that hands out scholarships, but that they be more forward thinking and think about what the future of education is going to look like.
- XV. Personnel
 - A. New Hires:
 - 1. Patrice Sorbicki – School Social Worker
 - 2. Kayla Cusick – Part-time Teacher
 - 3. Suzanne Antonucci – Part-time Teacher
 - 4. Jen Morganheira – Special Education Teacher
 - B. Separations:
 - 1. Marci Mansfield – Teacher Assistant
 - C. Open Positions:
 - 1. ICA Instructor
 - 2. Regional Mentor
 - 3. Teaching Assistant
 - 4. Part-time Teachers (2)
 - 5. School Data Analyst
 - 6. Videographer & Mobile Innovation Specialist
 - D. L. Sweeney called for a motion to approve the new hires and separation as listed above using salaries as outlined in the Executive Session.
 - 1. Motion to approve the new hires and separation as listed above using salaries as outlined in the Executive Session by D. Fraatz. Seconded by K. Chettle. Unanimous.
- XVI. Governance
 - A. L. Sweeney called for a motion to add an agenda item for a bonus for the principal.
 - 1. Motion to add agenda item for a bonus for the principal by D. Fraatz. Seconded by K. Chettle. Unanimous.
 - B. L. Sweeney called for a motion to approve a bonus for the principal as discussed in the Executive Session.
 - 1. Motion to approve a bonus for the principal by D. Fraatz. Seconded by G. Light. Unanimous.
 - C. D. Asplen stated that the Act 55 Board Training dates for 2021-2022 will be January 18, 2022 and February 15, 2022.
 - D. L. Sweeney called for a motion for the 2021-2022 Act 55 Board Training to be held on January 18, 2022 and February 15, 2022.

1. Motion for the 2021-2022 Act 55 Board Training to be held on January 18, 2022 and February 15, 2022 by K. Chettle. Seconded by D. Fraatz. Unanimous.

XVII. New Business

- A. L. Sweeney asked if there was any new business and there was none.

XVIII. Public Comment

- A. L. Sweeney asked if there were any public comments.
 1. Cassie Valvo shared that as a Mentor she is seeing lots of students coming in that are emotionally strained this year and it is reflected in their academics. She thinks that it is just everything piling up on them. Some of them have lost a family member and we are in year two of the pandemic and they are just tired. We need to remember that every single kid has hard things going on in their lives.
 2. Shana thanked Don, Neal, Hannah and Trina for their support this past year as she just completed her first internship for the social worker program that she is enrolled in. She agreed with Cassie that there is a lot of work to be done to help the kids.

XIX. Adjournment

1. L. Sweeney called for a motion to adjourn the public board meeting at 7:51 p.m. Our next meeting will be Tuesday, January 18, 2022 at 7:00 p.m.
 1. Motion to adjourn the public meeting by K. Chettle. Seconded by G. Light. Unanimous.



Achievement House Cyber Charter School Board of Trustees

Public Meeting Minutes

Tuesday, February 15, 2022

The Executive Session commenced at 6:00 p.m. and continued until approximately 7:00 p.m.

- I. Pledge of Allegiance
- II. Roll Call
 - Mrs. Marilou Strangarity (President) – Present
 - Mrs. Lisabeth Sweeney (Vice President) – Present
 - Mrs. Kristin Chettle (Treasurer) – Present (joined the meeting at 7:10 p.m.)
 - Mr. Don Fraatz (Secretary) – Present
 - Dr. Bob Maranto – Present
 - Dr. Gerri Light – Present
- III. Notification of Recording
 - A. Marilou Strangarity announced that the Public Session would be recorded on an audio device.
- IV. Approval of the Minutes
 - A. M. Strangarity called for a motion to approve the minutes from the December 14, 2021 board meeting.
 1. Motion to approve the minutes from the December 14, 2021 board meeting by Bob Maranto. Seconded by Don Fraatz. Unanimous.
- V. Executive Session Statement
 - A. M. Strangarity announced that the Board held an executive session this evening to discuss personnel matters, legal issues and real estate.
- VI. Discussion of Academic Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Academic/SPED Video Report.
 - B. Neal Thomas updated the board and noted they have been working on some new spring programs, the Fresh Start Academy and summer school courses. They also updated the Educational Leave of Absence Policy and next year's school calendar.
 - C. M. Strangarity asked if we needed any additional help with summer school and some discussion followed. Don Asplen stated that we are close to 1200 students which is the point at which we would add another guidance counselor and helping out with summer camps and summer school could be a role that the new guidance counselor could undertake.
 - D. B. Maranto asked if we survey parents as to why they are enrolling in our school. Alane noted:
 1. Parents are complaining of the back and forth of being in and out of school.
 2. The consistency of education is very poor.
 3. People are still fearful of COVID-19.
 4. Increased violence in city schools.
 - E. M. Strangarity would like us to advocate for students who have experienced violence. Alane stated that we have a Family Engagement Committee set up to make sure the proper person/department gets notified to help the student with this situation.
 - F. M. Strangarity would also like us to make sure that staff and students know that there is help available. We do offer in-house and outside supports for staff and students and some discussion followed.
- VII. Discussion of Special Education Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Special Education Video Report.
 - B. Trina Knauff updated the board and noted that they have been preparing for the extended school year and PASSA.
- VIII. Discussion Curriculum Video Report

- A. M. Strangarity asked if there were any questions or comments about the Curriculum Video Report.
 - B. Jodi Byrne noted that the CCIU helped with training on February 9th. The feedback from this meeting from teachers was very positive. She has also had some new course proposals come in and are looking at having a cross curriculum course that combines music and world culture.
- IX. Discussion Enrollment/Marketing Video Report
- A. M. Strangarity asked if there were any questions or comments about the Enrollment/Marketing Video Report.
 - B. Alane Butler noted that we now have 1042 students enrolled in our school. She shared that we opened the school store at the end of the 2nd quarter and had a valentine pop-up shop.
 - C. Our Student Spotlight for February is a senior:
 - 1. This student was accepted into every university that she applied to and was offered either a presidential or an academic scholarship at every single one.
 - 2. This student selected to go to Susquehanna University and will major in psychology.
 - D. A. Butler shared that Jen Brittingham, our Parent Coordinator, is involved in our PTO and came up with the idea of putting a cookbook together. She is going to collect recipes from staff, parents and students and then put the cookbook on Schoology so that it can be downloaded for free.
- X. Discussion HR Video Report
- A. M. Strangarity asked if there were any questions or comments about the HR Video Report.
 - B. Bob Worn updated the board on the ARP ESSER grant that he mentioned in his board report and asked if anyone had any questions about that but there were none.
- XI. Discussion of Guidance Video Report
- A. M. Strangarity asked if there were any questions or comments about the Guidance Video Report.
 - B. Kris Botes stated that a letter went out to students to let them know if they are at risk of not passing. She is working with the mentors to have them follow up with the families.
- XII. Finance/Business Report
- A. Ryan Schumm stated that tonight the board members met for 1 hour for Act 55 board training. The topic was the financial and fiscal elements of the financial report.
 - B. R. Schumm provided a summary of the monthly Treasurer's Report. He reviewed the revenue and expense statements and balance sheet with the Board and advised of updated projections.
 - C. M. Strangarity called for a motion to approve the written Treasurer's Report.
 - 1. Motion to approve the written Treasurer's Report by Lisabeth Sweeney. Seconded by Kristin Chettle. Unanimous.
- XIII. Discussion CEO Video Report
- A. M. Strangarity asked if there were any questions or comments about the CEO Video Report and there were none.
 - B. D. Asplen shared how he experienced the feeling of the outpouring of support from teachers and staff while he was out sick. He is thankful for how passionate our teachers and staff are and is sure that our students feel this too. This is something that the PDE cannot measure.
- XIV. Personnel
- A. New Hires:
 - 1. Christopher Luckey – Tutor & General Learning Support
 - 2. Brittany Spencer – Teacher Assistant
 - 3. Elizabeth Swaim – Help Desk Technician
 - B. M. Strangarity called for a motion to approve the new hires as listed above using salaries as outlined in the Executive Session.
 - 1. Motion to approve the new hires as listed above using salaries as outlined in the Executive Session by D. Fraatz. Seconded by L. Sweeney. Unanimous.
 - C. Terminations:
 - 1. Chris Gibson
 - 2. Jocelyn Carr
 - D. M. Strangarity called for a motion to approve the terminations as listed above.
 - 1. Motion to approve the terminations as listed above by Gerri Light. Seconded by L. Sweeney. Unanimous.

E. Open Positions:

1. School Data Analyst
2. Special Education Teacher

XV. Governance

A. Ethics Forms

1. It is time for the Board to fill out their annual Ethics Forms and D. Asplen asked Sherri Gilligan to send the forms to the Board via UPS with a return UPS envelope.

B. D. Asplen stated we are looking for a resolution for the Board to pass the updated Grant Funds Policy, the Educational Leave of Absence Policy and the Educational Trip Document.

1. M. Strangarity called for a motion for the Board to pass the updated Grant Funds Policy, the Educational Leave of Absence Policy and the Educational Trip Document.

- a. Motion for the Board to pass the updated Grant Funds Policy, the Educational Leave of Absence Policy and the Educational Trip Document by G. Light. Seconded by D. Fraatz. Unanimous.

C. D. Asplen stated we are looking for a resolution to approve the full school calendar for the 2022-2023 school year.

1. M. Strangarity called for a motion to approve the full school calendar for the 2022-2023 school year.

- a. Motion to approve the full school calendar for the 2022-2023 school year by K. Chettle. Seconded by G. Light. Unanimous.

D. D. Asplen stated we are looking for a motion for the CEO to have the authority to join the Public Cyber Charter Association if the two conditions discussed in the private session are met.

1. M. Strangarity called for a motion for the CEO to have the authority to join the Public Cyber Charter Association if the two conditions discussed in the private session are met.

- a. Motion for the CEO to have the authority to join the Public Cyber Charter Association if the two conditions discussed in the private session are met by B. Maranto. Seconded by G. Light. Unanimous.

XVI. New Business

- A. M. Strangarity asked if there was any new business and there was none.

XVII. Public Comment

- A. M. Strangarity asked if there were any public comments and there were none.

XVIII. Adjournment

1. M. Strangarity called for a motion to adjourn the public board meeting at 8:20 p.m. Our next meeting will be Tuesday, March 15, 2022 at 7:00 p.m.

1. Motion to adjourn the public meeting by L. Sweeney. Seconded by K. Chettle. Unanimous.



Achievement House Cyber Charter School Board of Trustees

Public Meeting

Minutes

Tuesday, March 15, 2022

The Executive Session commenced at 6:00 p.m. and continued until approximately 7:00 p.m.

- I. Pledge of Allegiance
- II. Roll Call
 - Mrs. Marilou Strangarity (President) – Present
 - Mrs. Lisabeth Sweeney (Vice President) – Present
 - Mrs. Kristin Chettle (Treasurer) – Present
 - Mr. Don Fraatz (Secretary) – Present
 - Dr. Bob Maranto – Present
 - Dr. Gerri Light – Present
- III. Notification of Recording
 - A. Marilou Strangarity announced that the Public Session would be recorded on an audio device.
- IV. Approval of the Minutes
 - A. M. Strangarity called for a motion to approve the minutes from the February 15, 2022 board meeting.
 1. Motion to approve the minutes from the February 15, 2022 board meeting by D. Fraatz. Seconded by G. Light. Unanimous.
- V. Executive Session Statement
 - A. M. Strangarity announced that the Board held an executive session this evening to discuss personnel matters, legal issues and real estate.
- VI. Discussion of Academic Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Academic/SPED Video Report.
 - B. Neal Thomas updated the Board and noted they have been working on a pilot program to improve student attendance. He also explained our PAE system for evaluation.
- VII. Discussion of Special Education Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Special Education Video Report.
 - B. Trina Knauff updated the Board and noted that we received our first round of Universal Design for Learning (UDL) grant funds to be used to make systemic changes for teachers and we will be using these funds to provide materials for students to use in class.
- VIII. Discussion Curriculum Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Curriculum Video Report.
 - B. Jodi Byrne noted that we are ready for our March 18th in-service day.
 - C. M. Strangarity asked about the new cross curriculum course that we are working on that combines world music and world geography and some discussion followed.
 - D. Kristin Chettle asked about the Keystones that will need to be passed for next year's graduating class and some discussion followed. J. Byrne stated there will be a large number of students that will need to be tracked and we have put together a team to make sure that we help all these students to meet the different pathways depending on what their test scores are so that we can help them graduate.
 1. Don noted that a meeting with Guidance is needed to talk about our next hire and how much time they will need to spend on tracking this information.
- IX. Discussion Enrollment/Marketing Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Enrollment/Marketing Video Report.

- B. Alane Butler was excited to announce that we now have 1189 students enrolled in our school. Enrollment will now start slowing down as we come closer to the end of the year.
- C. Our Student Spotlight for March is a 10th grader.
 - 1. This student had their artwork selected to be displayed at Dulles International Airport for one year. The piece of artwork is a self-portrait collage made from old Broadway playbills.
- X. Discussion HR Video Report
 - A. M. Strangarity asked if there were any questions or comments about the HR Video Report.
 - B. Bob Worn updated the Board and shared that Ruthy Thomas, a mentor, resigned. She had been with us for 7 years and will be greatly missed. He has also been working on filling positions for next year and is thankful for the referrals that he has been receiving.
- XI. Discussion of Guidance Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Guidance Video Report.
 - B. Kris Botes shared a Padlet on the screen which showed where seniors would be going after graduation and asked Sherri Gilligan to send the link to the Board members.
- XII. Finance/Business Report
 - A. Ryan Schumm stated that the first page of the report discusses Governor Wolf's suggested changes/mandates.
 - B. R. Schumm provided a summary of the monthly Treasurer's Report. He reviewed the revenue and expense statements and balance sheet with the Board and advised of updated projections. He also noted that he has begun to craft the budget for next year.
 - C. M. Strangarity called for a motion to approve the written Treasurer's Report.
 - 1. Motion to approve the written Treasurer's Report by K. Chettle. Seconded by D. Fraatz. Unanimous.
- XIII. Discussion CEO Video Report
 - A. M. Strangarity asked if there were any questions or comments about the CEO Video Report.
 - B. Don Asplen stated that he met with our advertising/marketing website people to let them know that he would like to cut some of the spending and focus more on student retention again.
- XIV. Personnel
 - A. New Hires:
 - 1. Faith Maben – Special Education Teacher
 - 2. Stephanie Demsey – English Teacher
 - B. Promotions:
 - 1. Kevin Smochko – School Data Analyst & Software Developer
 - a. M. Strangarity asked for a follow up article about Kevin Smochko to be placed in our newsletter or on our website because his story resonates with the heart of this school and could give hope to other students in his position.
 - C. M. Strangarity called for a motion to approve the new hires as listed above using salaries as outlined in the Executive Session and promotions as listed above.
 - 1. Motion to approve the new hires as listed above using salaries as outlined in the Executive Session and promotions as listed above by Robert Maranto. Seconded by G. Light. Unanimous.
 - D. Separations:
 - 1. Gina Grandy – English Teacher, effective 3/7/22
 - 2. Ruthy Thomas – Mentor, effective 3/24/22
 - E. M. Strangarity called for a motion to approve the separations as listed above.
 - 1. Motion to approve the separations as listed above by D. Fraatz. Seconded by B. Maranto. Unanimous.
 - F. Open Positions:
 - 1. Special Education Teacher
 - 2. Student Mentor
 - 3. IT Coordinator
- XV. Governance
 - A. D. Asplen made a motion that the student discussed in the executive session be approved for withdrawal upon receipt of satisfactory paperwork necessary to satisfy the requirements under the Pennsylvania school code.
 - B. Motion that the student discussed in the executive session be approved for withdrawal upon receipt of satisfactory paperwork necessary to satisfy the requirements under the Pennsylvania school code was made by Lisabeth Sweeney. Seconded by G. Light. Unanimous.

XVI. New Business

A. M. Strangarity asked if there was any new business and there was none.

XVII. Public Comment

A. M. Strangarity asked if there were any public comments and there were none.

XVIII. Adjournment

A. M. Strangarity called for a motion to adjourn the public board meeting at 8:01 p.m. Our next meeting will be Tuesday, May 17, 2022 at 7:00 p.m.

1. Motion to adjourn the public meeting by L. Sweeney. Seconded by K. Chettle. Unanimous.



Achievement House Cyber Charter School Board of Trustees

Public Meeting

Minutes

Tuesday, May 17, 2022

The Executive Session commenced at 6:00 p.m. and continued until approximately 7:00 p.m.

- I. Pledge of Allegiance
- II. Roll Call
 - Mrs. Marilou Strangarity (President) – Present
 - Mrs. Lisabeth Sweeney (Vice President) – Present
 - Mrs. Kristin Chettle (Treasurer) – Present
 - Mr. Don Fraatz (Secretary) – Present
 - Dr. Bob Maranto – Not Present
 - Dr. Gerri Light – Present
- III. Notification of Recording
 - A. Marilou Strangarity announced that the Public Session would be recorded on an audio device.
- IV. Approval of the Minutes
 - A. M. Strangarity called for a motion to approve the minutes from the March 15, 2022 board meeting.
 1. Motion to approve the minutes from the March 15, 2022 board meeting by Don Fraatz. Seconded by Lizabeth Sweeney. Unanimous.
- V. Executive Session Statement
 - A. M. Strangarity announced that the Board held an Executive Session this evening to discuss personnel matters, financial matters and legal issues.
- VI. Discussion of Academic Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Academic/SPED Video Report.
 - B. Neal Thomas updated the Board and noted we received an extension on the SIP. He noted we kept the same priorities but adjusted the goals.
- VII. Special Report – PBL Project
 - A. Katie Bonesteel and Katie Mastauskas shared a presentation which explained our new music and engineering cross curricular project: Ukulele Design Challenge
 1. This was our first pilot program of two subjects working together. All the staff and students who participated loved this project, especially that they made a ukulele.
- VIII. Discussion of Special Education Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Special Education Video Report.
 - B. Trina Knauff updated the Board on the progress of our new carpentry course which has been a huge success.
- IX. Discussion Curriculum Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Curriculum Video Report.
 - B. Jodi Byrne updated the Board and noted that she was happy with the teachers showcasing all the things that they have done this year at the last professional development meeting.
- X. Discussion Enrollment/Marketing Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Enrollment/Marketing Video Report.
 - B. Alane Butler announced that we now have 1195 students enrolled in our school and will not be enrolling many more students from now till the end of the school year. Her department will be working on summer school and projects for next year.
- XI. Discussion HR Video Report
 - A. M. Strangarity asked if there were any questions or comments about the HR Video Report.

- B. Bob Worn noted that we made another new hire today and he will be talking about that later on in the Board meeting.
- XII. Discussion of Guidance Video Report
 - A. M. Strangarity asked if there were any questions or comments about the Guidance Video Report.
 - B. Kris Botes was not able to attend the meeting tonight and D. Asplen offered to answer any questions in her absence, however, there were none.
- XIII. Finance/Business Report
 - A. Ryan Schumm provided a summary of the monthly Treasurer's Report. He reviewed the revenue and expense statements and balance sheet with the Board and advised of updated projections. He also updated the Board on our Money Markey Sweep Account at Centric Bank.
 - B. M. Strangarity called for a motion to approve the written Treasurer's Report.
 - 1. Motion to approve the written Treasurer's Report by Kristin Chettle. Seconded by Gerri Light. Unanimous.
- XIV. Discussion CEO Video Report
 - A. M. Strangarity asked if there were any questions or comments about the CEO Video Report.
 - B. Don Asplen stated that we provided a full set of documents to PFM and Temple as part of our charter renewal process. Monday, May 23, Temple is scheduled to visit our office and Tuesday, May 24, PFM is scheduled to visit our office.
- XV. Personnel
 - A. D. Asplen called for a motion to amend the public agenda to add Becky Birenbaum as a new hire as Student Retention Coordinator.
 - 1. Motion to amend the public agenda to add Beckey Birenbaum as a new hire as Student Retention Coordinator by L. Sweeney, Seconded by D. Fraatz. Unanimous.
 - B. D. Asplen called for a motion to amend the public agenda to add a line item regarding the structure of monetary increases (salary and bonuses) for next year as discussed in the Executive Session.
 - 1. Motion to amend the public agenda to add a line item regarding the structure of monetary increases (salary and bonuses) for next year as discussed in the Executive Session by L. Sweeney. Seconded by K. Chettle. Unanimous.
 - C. D. Asplen called for a motion to approve the structure of monetary increases (salary and bonuses) for next year as discussed in the Executive Session. Final aggregate dollar amount not to exceed 10% of amount discussed in Executive Session.
 - 1. Motion to approve the structure of monetary increases (salary and bonuses) for next year as discussed in the Executive Session. Final aggregate dollar amount not to exceed 10% of amount discussed in Executive Session by L. Sweeney. Seconded by D. Fraatz. Unanimous.
 - D. New Hires:
 - 1. Judith Maldonado – Mentor
 - 2. Allison Hopkins – Mentor
 - 3. Jennifer Coia – Special Education Teacher
 - 4. David Knauff – IT Coordinator
 - 5. Stefani Frank – HR Manager
 - 6. Becky Birenbaum – Student Retention Coordinator
 - E. Transfer:
 - 1. Christa Fisher – Act 158 Administrator
 - F. M. Strangarity called for a motion to approve the new hires and transfer as listed above using salaries as outlined in the Executive Session.
 - 1. Motion to approve the new hires and transfer as listed above using salaries as outlined in the Executive Session by L. Sweeney. Seconded by D. Fraatz. Unanimous.
 - G. Open Positions:
 - 1. General Ed Teachers – English, Health & PE, ICA, Math, Science, Social Studies
 - 2. Special Education Teachers
 - 3. Guidance Counselor
 - 4. Assistant Principal
 - 5. Supervisor of Guidance

XVI. Governance

- A. D. Asplen called for a motion to waive the senior graduation project requirement of the student who was discussed in the Executive Session with health issues.
 - 1. Motion to waive the senior graduation project requirement of the student who was discussed in the Executive Session with health issues by L. Sweeney. Seconded by D. Fraatz. Unanimous.
- B. D. Asplen called for a motion to ratify the purchase of 500 laptops for the amount of \$305,520.00 after getting three competitive bids.
 - 1. Motion to ratify the purchase of 500 laptops for the amount of \$305,520.00 by G. Light. Seconded by K. Chettle. Unanimous.
- C. D. Asplen called for a motion to ratify the purchase of 500 HP printers for the amount of \$49,820.00 after getting three competitive bids.
 - 1. Motion to ratify the purchase of 500 HP printers for the amount of \$49,820.00 by G. Light. Seconded by K. Chettle. Unanimous.

XVII. New Business

- A. M. Strangarity asked if there was any new business and there was none.

XVIII. Public Comment

- A. M. Strangarity asked if there were any public comments.
 - 1. D. Asplen thanked Katie Bonesteel and Katie Mastauskas for attending the board meeting tonight.

XIX. Adjournment

- A. M. Strangarity called for a motion to adjourn the public board meeting at 8:00 p.m. Our next meeting will be Tuesday, June 21, 2022 at 7:00 p.m.
 - 1. Motion to adjourn the public meeting by G. Light. Seconded by K. Chettle. Unanimous.

CERTIFICATION VERIFICATION FORM

PDE-414: 7/1/2022

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 - certified in this area, but didn't teach in 21-22 (Educational design)	1560	100%	0%
2	Antonucci, Suzanne	Yes	Level I English 7-12 (3230)	7-12	worked as a sub all year so not an official teacher in ELA	475.5	100%	0%
3	Barbour, Kathy	Yes	Biology 7-12, Level II	9-12	Environmetal Studies, Foundations of Science, Honors Biology, Forensics	1560	100%	0%
4	Berzins, Anna	Yes	Special Ed PK-12, Level II	7-12	Special Ed - Supplemental	1560	100%	0%
5	Bonesteel, Katie	Yes	Music PK-12, Level I	7-12	Music	1560	100%	0%
6	Botes, Kris	No	Licensed Professional Counselor / Certified Addictions Counselor	7-8	Student & Family Support/Guidance Counselor, Grades 7-8, MS Career Readiness	1700	0%	100%
7	Brown, Kim	Yes	Special Ed PK-12, Level II	7-12	Special Ed - Supplemental	1560	100%	0%
8	Bryson, Jocelyn	Yes	Special Ed PK-12, Level II, Elementary K-6	7-12	Special Education - Itinerant	1560	100%	0%
9	Burkhart, Jessica	Yes	Social Studies 7-12, Level I	7-12	CP & Honors Civics, Women in History	1560	100%	0%
10	Byrne, Jodi	Yes	Instructional II English 7-12 (3230)	7-12	Curriculum Coordinator	1700	100%	0%
11	Chovanes, John	Yes	Level II Physics 7-12, Level II Chemistry 7-12	7-12	Science	1760	100%	0%
12	Carr, Jocelyn	Yes	Special Ed PK-12 Level II, Elementary K-6	7-12	Special Ed - Supplemental	1440	100%	0%
13	Chapman, Nicole	Yes	Instructional II Match 7-12	7-12	Math Specialist	1560	100%	0%
14	Christie, Michelle	*No	Registered Nurse, Commonwealth of PA	7-12	Part-time Nurse	1290	100%	0%
15	Cohen, Patricia	Yes	Special Ed N-12, Level I, Elementary Ed K-6	7-12	Special Education	1560	100%	0%
16	Coia, Jennifer	Yes	Level II Special Education PK-12 (9225)Level II Elementary K-6	7-12	Special Education	320	100%	0%
17	Conley-Vaverchak, Samual	Yes	Mathemtics 7-12, Level I	7-12	CP Algebra 2, Honors Algebra 1, Intro to Algebra, Patterns Puzzles	1560	100%	0%
18	Cordovano, Christianne	Yes	Special Ed PK-8, Level I	7-8	Special Education	720	100%	0%
19	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	1560	100%	0%
20	Cusick, Kayla	Yes	Level II Grades 5-6 (2826), Level II Grades PK-4 (2825)	7-12	Part-time Teacher - worked as a substitute	601	100%	0%
21	Dake, Aaron	Yes	English 7-12, Level I	7-12	Honors Lit & Comp 2, Advanced 8, Career Lit & Comp 2, ELA 8	1560	100%	0%
22	Dempsey, Stephanie	Yes	Instructional I English 7-12 (3230)	7-12	ELA	480	100%	0%
23	DeSimone, Doug	Yes	Social Studies 7-12, Level I	7-12	Career US History, Career Civics, Geography & Culture 7, Foudations of Civics	1560	100%	0%
24	Dublin, Paul	Yes	Level II Social Studies 7-12, English 7-12	7-12	Social Studies	1700	100%	0%
25	Emrich, Sherri	Yes	Special Ed PK-12, Level II, Elementary Ed K-6	7-12	Special Education	1440	100%	0%

26	Fisher, Christa	Yes	Special Ed 7-12, Level I Social Studies 7-12	7-12	Special Education	1560	100%	0%
27	Flick, James	Yes	Mathematics 7-12, Level II	10-12	CP & Honors Algebra 2, Probability, Personal Finance	1560	100%	0%
28	Folk, Adam	Yes	Social Studies 7-12, Level I	7-12	American History, Geography & Culture	1560	100%	0%
29	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	1560	100%	0%
30	Franks, Laura	Yes	Special Ed PK-12 Level II, Elementary K-6	7-12	Special Education - Itinerant	1560	100%	0%
31	Galie, Angela	Yes	Elementary & Secondary School Counselor PK-12	11-12	Supervisor of Guidance	1560	100%	0%
32	Gaugler, Abigail	Yes	Level I Special Education PK-8; Level I Grades PK-4, 9/6/19 Emergency Permit: LT Sub with Educational Obligation 9/22/19		Special Education	1520	100%	0%
33	Grandy, Gina	Yes	English 7-12, Level II	9-12	English Survey 9 & 10, Literature Survey 11, Reading & Writing Fundamentals, Digital Authorship	986	100%	0%
34	Guy, Andrew	Yes	Social Studies 7-12, Level I	9-12	CP & Honor Civics, Modern World History, Economics, US History	1560	100%	0%
35	Heme, Jason	Yes	Biology 7-12, Level I	9-12	Career & CP Biology, Life Science	1560	100%	0%
36	Hitt, Crystal	Yes	Reading Specialist, Level I	9-12	Reading Specialist, Language Live A, B & MS	1560	100%	0%
37	Hoynak, Chelsea	Yes	Level I Mathematics 7-12	7-12	Math	1560	100%	0%
38	Hulik, John	Yes	General Science 7-12, Earth & Space Science 7-12, Level I	7-12	Foundations of Science, Life Science, Events & Disasters	320	100%	0%
39	Kass, Mike	Yes	Special Ed 7-12/Social Studies 7-12/English 7-12, Level II	7-12	Special Education - Itinerant	1560	100%	0%
40	Knuaff, Trina	Yes	Special Ed PK-12 Level II, Elementary K-6	7-12	Director of Special Education	1700	100%	0%
41	Kniha, Kelly	Yes	Mathematics 7-12, Level I	7-12	CP Geometry, Geogebra, Honors Geometry, Algebraic Concepts	1560	100%	0%
42	Longenecker, Nicole	Yes	English 7-12, Level II	11-12	CP & Honors American Lit, CP & Honors Global Lit, Creative Writing, Graphic Novels	1560	100%	0%
43	MacDonald, Chase	Yes	Mathematics 4-8, Social Studies 7-12, Level I	7-8	MS Mathematics	1560	100%	0%
44	Maden, Faith	Yes	Level II Special Education PK-8 (9226), Grades PK-4, Special Ed 7-12	7-12	Special Education	640	100%	0%
45	Maraz, Amanda	Yes	ESL PK-12, Level I	7-12	Beginning, Intermediate, & Advanced EL	1560	100%	0%
46	Mastauskas, Katie	Yes	Technology Ed, General Science Earth & Space	7-12	STEM Teacher, School Yard Ventures, Drone courses	1560	100%	0%
47	McCarthy-Wesley, Susan	Yes	Mathematics 7-12, Level I	7-12	General Math, Algebraic Concepts, Patterns & Puzzles	1560	100%	0%
48	Mendenhall, Joanne	No*	Registered Nurse, Commonwealth of PA	7-12	Part-time Nurse	500	0%	100%
49	Morganheira, Jen	Yes	Level II Special Education PK-12 (9225)	7-12	Special Education	784	100%	0%
50	Moritz, Lisa	Yes	Math 7-12, Level 1 5/1/11	7-12	Math 8, AP Algebra, Honors Algebra 1, CP Algebra 1	1560	100%	0%
51	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	1560	100%	0%
52	Polsin, Gina	Yes	Earth & Space Science 7-12; General Science 7-12, Level I	7-12	Science 8, Advanced Science 8, Events & Disasters	1560	100%	0%
53	Reighard, Amanda	Yes	English 7-12, Level II	10-12	Career, CP & Honors Lit and Comp 2, 21st Century Writing, Reading Hollywood	1560	100%	0%
54	Renninger, Nicole	Yes	Art, Level I	7-12	Art 1,2 & Independent, Career Readiness 9, 10, 11, Graphic Design, Digital Photography	1560	100%	0%
55	Reynolds, Jessica	Yes	Mathematics 7-12, Level I	7-12	Math 7, Personal Finance, Applications of Algebra, Intro to Algebra	1560	100%	0%
56	Sabatelli, Marie	Yes	English 7-12, Level II	7-8	Advanced ELA 7, English Language Arts, Advanced ELA 8	1560	100%	0%

57	Sapko, Hannah	Yes	Licensed Social Worker	7-12	School Based Counselor	1560	100%	0%
58	Schmick, Paige	Yes	Ment/Phys Handicapped K-12, Mid-Level English, Level II	7-12	Special Ed - Itinerant	1560	100%	0%
59	Smith, Michelle	Yes	Special Ed N-12, Elementary Ed K-6, Level II	7-12	Special Education	1560	100%	0%
60	Sorbicki, Patrice	*No	Licensed Social Worker	7-12	Social Worker	1200	100%	0%
61	Staley, Brian	Yes	Spanish PK-12 & English 7-12, Level II	7-12	Foreign Language Support	360	100%	0%
62	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	1560	100%	0%
63	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%
64	Tarnoff, Laura	Yes	Mathematics 7-12, Level I	9-12	CP Pre-Calculus, Honors Pre-Calculus, Calculus	320	100%	0%
65	Thierry, Eva	Yes	Level II Special Ed Teacher	7-12	Special Education	1200	100%	0%
66	Thomas, Neal	Yes	Administrative Principal PK-12, Health & PE Level II, Mid-Level Science 6-9, Level II	7-12	Principal	1440	100%	0%
67	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%
68	Vollmer, Shirl	Yes	Special Ed PK-12, English 7-12, Level II	7-12	Special Ed - Itinerant	1440	100%	0%
69	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%
70	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%
71	Ziegler, Kayla	Yes	School Counselor PK-12	9-10	School Counselor	1440	100%	0%
72	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

61

Total Number of Counselors

4

Total Number of School Nurses

2

Total Number of Professional Staff

69

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

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"> <thead> <tr> <th data-bbox="1293 380 2003 431">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">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.
District Comments									
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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.									
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"/>	<p><input type="checkbox"/> Signed MOU between LEA and Head Start agency(ies)</p>	<table border="1"> <thead> <tr> <th data-bbox="1484 380 2003 431">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1484 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="1484 678 2003 727">Monitor Comments</th> </tr> <tr> <td data-bbox="1484 727 2003 974"> <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="1467 407 2011 464" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1467 464 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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<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>							

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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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.									

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
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)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Agendas and sign in sheets demonstrating parents were included in the decision on how to use the set aside	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1474 131 2003 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1474 180 2003 391"> 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. </td> </tr> <tr> <th data-bbox="1474 391 2003 440" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1474 440 2003 651"> 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. </td> </tr> </tbody> </table>	District Comments	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.	Monitor Comments	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.
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Monitor Comments									
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.									

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="1474 131 2003 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1474 180 2003 391"> 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. </td> </tr> <tr> <th data-bbox="1474 391 2003 440" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1474 440 2003 651"> 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. </td> </tr> </tbody> </table>	District Comments	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.	Monitor Comments	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.
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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>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.									
Monitor Comments									
5/10/2019 9:20:57 AM Monitor Adem Oksuz AHCCS does not consolidate Federal funding allocations.									
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="1602 126 2003 178">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1602 178 2003 389">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="1602 389 2003 441">Monitor Comments</th> </tr> <tr> <td data-bbox="1602 441 2003 652">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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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; text-align: center; 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; text-align: center; 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; text-align: center; 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; text-align: center; 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; text-align: center; 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	<table border="1"> <tr> <td data-bbox="1619 131 1999 175">District Comments</td> </tr> <tr> <td data-bbox="1619 175 1999 354">4/10/2019 9:54:12 PM CEO Donald Asplen AHCCS transferred all Title IV monies to Title I.</td> </tr> <tr> <td data-bbox="1619 354 1999 397">Monitor Comments</td> </tr> <tr> <td data-bbox="1619 397 1999 576">5/10/2019 9:25:11 AM Monitor Adem Oksuz AHCCS transferred all Title IV monies to Title I.</td> </tr> </table>	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.
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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	<table border="1"> <tr> <td data-bbox="1619 594 1999 638">District Comments</td> </tr> <tr> <td data-bbox="1619 638 1999 816">4/10/2019 9:54:15 PM CEO Donald Asplen AHCCS transferred all Title IV monies to Title I.</td> </tr> <tr> <td data-bbox="1619 816 1999 860">Monitor Comments</td> </tr> <tr> <td data-bbox="1619 860 1999 1039">5/10/2019 9:26:10 AM Monitor Adem Oksuz AHCCS transferred all Title IV monies to Title I</td> </tr> </table>	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
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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	<table border="1"> <tr> <td data-bbox="1619 1057 1999 1101">District Comments</td> </tr> <tr> <td data-bbox="1619 1101 1999 1279">4/10/2019 9:54:18 PM CEO Donald Asplen AHCCS transferred all Title IV monies to Title I.</td> </tr> <tr> <td data-bbox="1619 1279 1999 1323">Monitor Comments</td> </tr> <tr> <td data-bbox="1619 1323 1999 1502">5/10/2019 9:26:23 AM Monitor Adem Oksuz AHCCS transferred all Title IV monies to Title I.</td> </tr> </table>	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.
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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 131 2003 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1264 180 2003 391"> 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.							
<p style="text-align: center;">If you have additional comments to make about this section, enter them here:</p>							

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>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Title I meeting agenda & sign-in sheets	

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 2003 399" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1482 399 2003 787"> <p>4/15/2019 9:39:13 AM</p> <p>CEO Donald Asplen</p> <p>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.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/15/2019 9:39:13 AM</p> <p>CEO Donald Asplen</p> <p>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.</p>
District Comments							
<p>4/15/2019 9:39:13 AM</p> <p>CEO Donald Asplen</p> <p>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.</p>							
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:					

Achievement House Charter School

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

Year Ended June 30, 2021

**Achievement House Charter School
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Year Ended June 30, 2021**

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Year Ended June 30, 2021**

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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, 2021, 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, 2021, 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

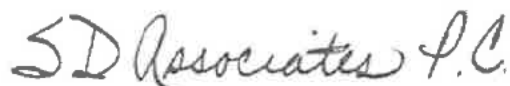
Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, budgetary comparison information and pension information as listed in the table of contents be presented to supplement the basic financial statements. Such information, although 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 Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Achievement House Charter School's basic financial statements. The schedule of expenditures of federal awards is presented for purposes of additional analysis as required by Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with Government Auditing Standards, we have also issued our report dated July 5, 2022,, 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

July 5, 2022

Achievement House Charter School Management's Discussion and Analysis June 30, 2021

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, 2021. 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, 2021 total PSERS pension liability calculated to be \$4,875,000 (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, 2021 total OPEB liability calculated to be \$214,000 (see Note 9).
- Total revenues increased by approximately \$5,606,000 due mainly to an increase in local education agency assistance of \$5,264,000.
- At the close of the current fiscal year, the School reports an ending general fund balance of \$14,085,434. This balance was the result of a \$6,483,508 surplus for the year ended June 30, 2021.
- The School's unrestricted cash balance at June 30, 2021 was \$14,051,020, representing an increase of \$6,707,874 from June 30, 2020.

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 four components: Management's Discussion and Analysis (this section), the basic financial statements, supplementary information, and single audit requirements.

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, 2021**

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. The schedule of expenditures of federal awards is presented for purposes of additional analysis as required by *Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*.

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.

	2021	2020
Assets		
Current assets	\$ 15,800,217	\$ 9,116,295
Capital assets, net	805,618	468,265
	16,605,835	9,584,560
 Deferred Outflows of Resources	 722,702	 557,394

**Achievement House Charter School
Management's Discussion and Analysis
June 30, 2021**

Government-Wide Financial Analysis (Continued)

Liabilities		
Current liabilities	1,615,890	1,454,382
Long-term liabilities	<u>5,187,893</u>	<u>5,977,987</u>
	<u>6,803,783</u>	<u>7,432,369</u>
 Deferred Inflows of Resources	 <u>2,872,000</u>	 <u>5,067,000</u>
 Net Position	 <u>\$ 7,652,754</u>	 <u>\$ (2,357,415)</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, assets and deferred outflows of resources exceeded liabilities and deferred inflows of resources by \$7,652,754 as of June 30, 2021, an increase of \$10,010,169 from June 30, 2020.

The School's revenues are predominately local school district's funds based on the student enrollment. For the year ended June 30, 2021, the School's total revenue of \$18,480,723 exceeded expenditures of \$8,470,554 by \$10,010,169 an increase of \$3,574,224 as compared to the preceding year.

	<u>2021</u>	<u>2020</u>
Revenues		
Program revenues		
Local educational agency assistance	\$ 17,585,932	\$ 12,321,790
State sources	22,836	21,476
Federal sources	829,835	509,654
General revenues		
Other sources	<u>42,120</u>	<u>22,053</u>
Total revenues	<u>18,480,723</u>	<u>12,874,973</u>
 Expenditures		
Instruction	4,225,126	1,866,236
Support services	3,953,842	4,373,950
Noninstructional services	21,855	4,894
Depreciation and amortization	<u>269,731</u>	<u>193,948</u>
Total expenditures	<u>8,470,554</u>	<u>6,439,028</u>
 Change in net position	 10,010,169	 6,435,945
Net position, beginning	<u>(2,357,415)</u>	<u>(8,793,360)</u>
Net position, ending	<u>\$ 7,652,754</u>	<u>\$ (2,357,415)</u>

**Achievement House Charter School
Management's Discussion and Analysis
June 30, 2021**

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 \$14,085,434.

Budget Variations

The actual revenues represent an increase from budgeted revenues of \$7,848,723 due mainly to increases in local educational agency assistance of approximately \$7,586,000, federal sources of \$230,000 and State source of approximately \$33,000.

Actual expenditures increased \$1,549,715 from the budget due to increases (decreases) as follows:

Instructional services	\$ (689,246)
Support services	1,610,022
Noninstructional services	21,855
Capital outlay	<u>607,084</u>
	<u>\$ 1,549,715</u>

Capital Asset and Debt Administration

Capital Assets

As of June 30, 2021, the School's investment in capital assets for its governmental activities totaled \$805,618 (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 \$607,084.

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 10-15% due to an anticipated enrollment increase of 10%, and increases in the regular education and special education tuition rates of 2%-5%. The school had an average daily membership (ADM) of 697 in 2019-2020 and 981 ADM in 2020-2021. The school began utilizing federal COVID grant funds in 2020-2021 and will continue to do so through 2023-2024. While this additional revenue is a positive factor, it is balanced by the dynamic of school districts deducting their own COVID grant fund expenditures from the charter school tuition rate calculation.

**Achievement House Charter School
Management's Discussion and Analysis
June 30, 2021**

Economic Factors and Next Year's Budgets and Rates (Continued)

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.

Future Events that will Financially Impact the School

The COVID-19 pandemic resulted in an increase in enrollment to cyber charter schools in the Commonwealth. The school did not see a significant number of pandemic related enrollments returning to their previous school during the 2020-2021 school year. The retention of pandemic related enrollments will likely be the most financially significant future event with the exception of potential legislative changes to the charter school funding formula.

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, 2nd Floor, Exton PA 19341.

Achievement House Charter School
Statement of Net Position
June 30, 2021

	Governmental Activities
Assets	
Cash and cash equivalents	\$ 14,051,020
Local educational agencies receivable, net of allowance for doubtful accounts	1,367,832
Subsidies receivable	139,680
Prepaid expenses	191,685
Property and equipment, net	805,618
Deposits	50,000
Total assets	16,605,835
Deferred Outflows of Resources	
Deferred outflows of resources	722,702
Liabilities	
Accounts payable	346,752
Local educational agencies payable	251,433
Accrued expenses	1,017,705
Deferred rent	98,893
Net OPEB liability	214,000
Net pension liability	4,875,000
Total liabilities	6,803,783
Deferred Inflows of Resources	
Deferred inflows resources	2,872,000
Net Position	
Invested in capital assets	805,618
Unrestricted	6,847,136
Total net position	\$ 7,652,754

See accompanying notes to financial statements.

Achievement House Charter School
Statement of Activities
Year Ended June 30, 2021

<u>Functions</u>	<u>Expenses</u>	<u>Program Revenues</u>		<u>Net (Expense)</u> <u>Revenue and</u> <u>Changes in</u> <u>Net Position</u>
		<u>Charges for</u> <u>Services</u>	<u>Operating</u> <u>Grants and</u> <u>Contributions</u>	<u>Governmental</u> <u>Activities</u>
Governmental Activities				
Instruction	\$ 4,225,126	\$ 8,372,537	\$ 852,671	\$ 5,000,082
Support services	3,953,842	9,213,395	-	5,259,553
Noninstructional services	21,855	9,385	-	(12,470)
Depreciation and amortization	269,731	-	-	(269,731)
Total governmental activities	<u>\$ 8,470,554</u>	<u>\$ 17,595,317</u>	<u>\$ 852,671</u>	9,977,434
General Revenues				
Other revenues				<u>32,735</u>
Change in net position				10,010,169
Net Position - Beginning of Year				<u>(2,357,415)</u>
Net Position - End of Year				<u>\$ 7,652,754</u>

See accompanying notes to financial statements.

**Achievement House Charter School
Balance Sheet-Governmental Funds
June 30, 2021**

	General Fund
Assets	
Cash and cash equivalents	\$ 14,051,020
Local educational agencies receivable, net of allowance for doubtful accounts	1,367,832
Subsidies receivable	139,680
Prepaid expenses	191,685
Deposits	50,000
Total assets	\$ 15,800,217
Liabilities	
Accounts payable	\$ 346,752
Local educational agencies payable	251,433
Accrued expenses	1,017,705
Deferred rent	98,893
Total liabilities	1,714,783
Fund Balances	
Nonspendable	241,685
Assigned	11,000,000
Unassigned	2,843,749
Total fund balances	14,085,434
	\$ 15,800,217

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, 2021**

Total Fund Balance for Governmental Funds	\$ 14,085,434
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Capital assets used in governmental activities are not financial resources and therefore are not reported in the funds. These assets consist of:

Computer equipment	1,280,314	
Furniture and fixtures	62,096	
Vehicles	33,507	
Leasehold improvements	16,900	
Accumulated depreciation and amortization	(587,199)	
		805,618

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	(4,875,000)
Net OPEB liability	(214,000)

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	722,702
Deferred inflows of resources	(2,872,000)

Total Net Position of Governmental Activities	\$ 7,652,754
------------------------------------------------------	--------------

**Achievement House Charter School
Statement of Revenues, Expenditures, and Changes in Fund Balance-
Governmental Funds
Year Ended June 30, 2021**

	General Fund
Revenues	
Local educational agency assistance	\$ 17,585,932
Federal sources	829,835
State sources	22,836
Other sources	42,120
Total revenues	18,480,723
Expenditures	
Instruction	5,412,355
Support services	5,955,921
Noninstructional services	21,855
Capital outlay	607,084
Total expenditures	11,997,215
Net Change in Fund Balance	6,483,508
Fund Balance - Beginning of Year	7,601,926
Fund Balance - End of Year	\$ 14,085,434

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, 2021**

Net Change in Fund Balances - Total Governmental Funds \$ 6,483,508

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	607,084	
Depreciation and amortization	<u>(269,731)</u>	337,353

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	478,252	
Cost of benefits earned net of employee contributions	<u>2,711,056</u>	

Change in Net Position of Governmental Activities \$ 10,010,169

Achievement House Charter School
Notes to Financial Statements
June 30, 2021

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 Pennsylvania Department of Revenue (PDE) has contracted Temple University to conduct the academic review and PFM to conduct the financial review. This is in addition to the reviews that were done by the 15 member PDE team in 2016. There was no follow up to the 2016 review until this spring when PDE began working on old cyber renewals. They anticipate a renewal decision in the fall of 2022.

The financial statements of the School have been prepared in conformity with accounting principles generally accepted in the United States of America (GAAP) as applied to governmental units. The Governmental Accounting Standards Board (GASB) is the accepted standard-setting body for establishing governmental accounting and financial reporting principles. The more significant of the School's accounting policies are described below.

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.

Achievement House Charter School
Notes to Financial Statements
June 30, 2021

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

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

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.

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.

Achievement House Charter School
Notes to Financial Statements
June 30, 2021

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

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:

- 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 \$2,000,000 for future expenditures associated with rising state pension costs, \$2,000,000 for curriculum development, \$1,000,000 for technology hardware needs, \$1,000,000 for building improvements and recurring maintenance costs, \$3,000,000 for special education revenue reduction and \$2,000,000 for regular education revenue reduction.
- 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.

Achievement House Charter School
Notes to Financial Statements
June 30, 2021

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

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.

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.

Achievement House Charter School
Notes to Financial Statements
June 30, 2021

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

Advertising Costs

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

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 2018, 2019, and 2020 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.

Achievement House Charter School
Notes to Financial Statements
June 30, 2021

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

Pensions (Continued)

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.

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.

Achievement House Charter School
Notes to Financial Statements
June 30, 2021

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

Pensions (Continued)

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, 2021 was 33.51% 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 \$466,829 for the year ended June 30, 2021.

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, 2020 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:

Achievement House Charter School
Notes to Financial Statements
June 30, 2021

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

Other Postemployment Benefits (Continued)

- 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.

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, 2021 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, 2021 was 0.82% 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 \$11,423 for the year ended June 30, 2021.

Note 2 Cash and Cash Equivalents

The School's cash and cash equivalents balance at June 30, 2021, was \$14,051,020. The actual amount of cash on deposit in the School's bank accounts at June 30, 2021 was \$14,051,020. Of the amount held at the bank, \$491,830 was insured by the Federal Deposit Insurance Corporation (FDIC) and \$13,559,190 was uninsured and collateralized with securities held by the pledging bank's trust department, not in the School's name.

Custodial Credit Risk-Deposits

Custodial credit risk is the risk that in the event of a bank failure, the School's uninsured deposits may not be returned. The School does not have a policy for custodial credit risk.

Achievement House Charter School
Notes to Financial Statements
June 30, 2021

Note 3 Receivables

Receivables as of June 30, 2021 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, 2021.

Note 4 Capital Assets

Capital asset activity for the year ended June 30, 2021 was as follows:

	July 1, 2020	Additions	Deletions	June 30, 2021
Computer equipment	\$ 673,230	\$ 607,084	\$ -	\$ 1,280,314
Furniture and fixtures	62,096		-	62,096
Vehicle	33,507	-	-	33,507
Leasehold improvements	16,900	-	-	16,900
	785,733	607,084	-	1,392,817
Accumulated depreciation & amortization	317,468	269,731	-	587,199
	\$ 468,265	\$ 337,353	\$ -	\$ 805,618

Depreciation and amortization expense was \$269,731 for the year ended June 30, 2021.

Note 5 Line of Credit

The School had a \$1,000,000 revolving line of credit (the Line) with Centric Bank (the Bank) which expired August 30, 2021 and was not renewed.

Note 6 Commitments

Operating Lease Obligations

Effective, July 24, 2019 the School relocated to a 16,656 square foot facility in Exton, PA. The new lease agreement expires January 31, 2028. During year one of the lease, rent for the 1st, 4th, 5th and 6th months was abated. The School is required to pay its proportionate share of occupancy costs, utilities, and maintenance. Rent expense was \$359,295, which includes \$349,323 for the Exton facility and \$9,972 on short term leases and closed locations, for the year ended June 30, 2021.

Rent expense on the long-term operating lease, which is being recognized on the straight-line basis, was \$353,460 for the year ended June 30, 2021. Rent paid was \$314,553 for the year ended June 30, 2021. The cumulative difference between rent paid and rent calculated on the straight-line basis is \$98,893 and is reflected on the statement of net position as deferred rent.

Achievement House Charter School
Notes to Financial Statements
June 30, 2021

Note 6 Commitments (Continued)

Operating Lease Obligations (Continued)

Future minimum lease payments as of June 30, 2021 are as follows:

Year ending June 30,	Total
2022	\$ 345,612
2023	353,940
2024	362,268
2025	370,596
2026	378,924
Thereafter	585,042
	\$ 2,396,382

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

At June 30, 2021, the School reported a liability of \$4,875,000 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2020, 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, 2019 to June 30, 2020. 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, 2021, the School's proportion was 0.0099% percent, which was a decrease of .0022% from its proportion measured as of June 30, 2020.

For the year ended June 30, 2021, the School recognized pension expense of \$2,673,442. At June 30, 2021, 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	\$ 214,000	\$ 2,551,000
Difference between projected and actual experience	13,000	117,000
Difference between employer contributions and proportionate share of total contributions	6,681	-
Contributions subsequent to the measurement date	466,829	-
	\$ 700,510	\$ 2,668,000

Achievement House Charter School
Notes to Financial Statements
June 30, 2021

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

The \$466,829 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, 2021. 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:	
	2022	\$ (1,767,582)
	2023	(534,181)
	2024	(197,004)
	2025	64,448

Note 8 Actuarial Assumptions

The total pension liability as of June 30, 2020 was determined by rolling forward the System's total pension liability as of the June 30, 2019 actuarial valuation to June 30, 2020 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, 2020 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.

Achievement House Charter School
Notes to Financial Statements
June 30, 2021

Note 8 Actuarial Assumptions (Continued)

Asset Class	Target Allocation	Long-Term Expected Real Rate of Return
Global public equity	15.0%	5.2%
Fixed income	15.0%	7.2%
Commodities	36.0%	1.1%
Absolute return	8.0%	1.8%
Risk parity	10.0%	2.5%
Infrastructure/MLPs	6.0%	5.7%
Real estate	10.0%	5.5%
Alternative investments	8.0%	3.3%
Cash	6.0%	-1.0%
Financing (LIBOR)	-14.0%	-0.7%
	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, 2020.

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	\$ 6,031,000	\$ 4,875,000	\$ 3,895,000

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.

Achievement House Charter School
Notes to Financial Statements
June 30, 2021

Note 8 Actuarial Assumptions (Continued)

Payables to the Pension Plan

As of June 30, 2021, \$185,851 was due to the pension plan for contractually required contributions, consisting of \$177,432 and \$8,419 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, 2021, the School reported a liability of \$214,000 for its proportionate share of the net OPEB liability. The net OPEB liability was measured as of June 30, 2020 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, 2019 to June 30, 2020. 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, 2021, the School's proportion was .0099% , which was a decrease of .0022% from its proportion measured as of June 30, 2020.

For the year ended June 30, 2021, the School recognized OPEB expense of \$37,614. At June 30, 2021, the School reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Changes in proportion	\$ -	\$ 199,000
Changes of assumptions	9,000	5,000
Net difference between projected and actual investment earnings	2,000	-
Difference between employer contributions and proportionate share of total contributions	-	231
Contributions subsequent to the measurement date	11,423	-
	\$ 22,423	\$ 204,231

The \$11,423 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, 2021. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows:

Achievement House Charter School
Notes to Financial Statements
June 30, 2021

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

	Year Ending June 30:		
	2022	\$	(48,933)
	2023		(48,916)
	2024		(49,084)
	2025		(26,298)
	2026		(12,000)
	2027		(8,000)

Note 10 Actuarial Assumptions

The Total OPEB Liability as of June 30, 2021, was determined by rolling forward the System's Total OPEB Liability as of June 30, 2019 to June 30, 2020 using the following actuarial assumptions, applied to all periods included in the measurement:

- Actuarial cost method - Entry Age Normal - level % of pay.
- Investment return - 2.79% - 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.
- 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 actuarial assumptions used in the June 30, 2020 valuation were based on the results of an actuarial experience study that was performed for the five year period ending June 30, 2015.

The following assumptions were used to determine the contribution rate:

- The results of the actuarial valuation as of June 30, 2018 determined the employer contribution rate for fiscal year 2020.
- 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.

Achievement House Charter School
Notes to Financial Statements
June 30, 2021

Note 10 Actuarial Assumptions (Continued)

- 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	50.3%	1.00%
Non-US Developed Fixed	3.2%	-1.00%
US Core Fixed income	46.5%	-1.0%
	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, 2020.

Discount rate

The discount rate used to measure the Total OPEB Liability was 2.66%. 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 2.66% which represents the S&P 20 year Municipal Bond Rate at June 30, 2020, was applied to all projected benefit payments to measure the total OPEB liability.

Achievement House Charter School
Notes to Financial Statements
June 30, 2021

Note 10 Actuarial Assumptions (Continued)

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, 2020, 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, 2020, 93,693 retirees were receiving the maximum amount allowed of \$1,200 per year. As of June 30, 2020, 688 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, 2020, 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	\$ 214,000	\$ 214,000	\$ 214,000

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

	1% Decrease	Current Discount	1% Increase
	1.66%	2.66%	3.66%
School's proportionate share of the net OPEB liability	\$ 244,000	\$ 214,000	\$ 189,000

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.psers.pa.gov.

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, 2021 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.

Achievement House Charter School
Notes to Financial Statements
June 30, 2021

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, 2021 approximated \$186,000.

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, 2021**

	<u>Budgeted Amounts</u>		<u>Actual Revenues/ Expenditures</u>	<u>Variance With Budget</u>
	<u>Original</u>	<u>Final</u>		
Revenues				
Local educational agency assistance	\$ 10,000,000	\$ 10,000,000	\$ 17,585,932	\$ 7,585,932
Federal sources	600,000	600,000	829,835	229,835
State sources	-	-	22,836	22,836
Other sources	32,000	32,000	42,120	10,120
Total revenues	<u>10,632,000</u>	<u>10,632,000</u>	<u>18,480,723</u>	<u>7,848,723</u>
Expenditures				
Instruction	6,101,601	6,101,601	5,412,355	(689,246)
Support service	4,345,899	4,345,899	5,955,921	1,610,022
Noninstructional services	-	-	21,855	21,855
Capital outlay	-	-	607,084	607,084
Total expenditures	<u>10,447,500</u>	<u>10,447,500</u>	<u>11,997,215</u>	<u>1,549,715</u>
Net Change in Fund Balance	184,500	184,500	6,483,508	6,299,008
Fund Balance, Beginning	<u>7,601,926</u>	<u>7,601,926</u>	<u>7,601,926</u>	<u>-</u>
Fund Balance, Ending	<u>\$ 7,786,426</u>	<u>\$ 7,786,426</u>	<u>\$ 14,085,434</u>	<u>\$ 6,299,008</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%
6/30/2019	1.2100%	\$ 5,661,000	\$ 1,669,835	339.02%	55.66%
6/30/2020	0.9900%	\$ 4,875,000	\$ 1,384,240	352.18%	54.32%

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%
6/30/2020	\$ 437,198	\$ 437,198	\$ -	\$ 1,384,240	31.58%
6/30/2021	\$ 466,829	\$ 466,829	\$ -	\$ 1,437,346	32.48%

* 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.

See accompanying notes to financial statements.

**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	1.4500%	\$ 302,000	\$ 1,952,683	15.47%	5.56%
6/30/2019	0.0121%	\$ 257,000	\$ 1,669,835	15.39%	5.56%
6/30/2020	0.9900%	\$ 214,000	\$ 1,384,240	15.46%	5.69%

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%
6/30/2020	\$ 11,009	\$ 11,009	\$ -	\$ 1,384,240	0.80%
6/30/2021	\$ 11,423	\$ 11,423	\$ -	\$ 1,437,346	0.79%

* 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, 2021**

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, 2021 and the related notes to the financial statements, which collectively comprise the School's basic financial statements and have issued our report thereon, dated July 5, 2022.

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

July 5, 2022

Single Audit Requirements

**Achievement House Charter School
Schedule of Expenditures of Federal Awards
Year Ended June 30, 2021**

Federal Grantor/ Pass-Through Grantor	Federal Assistance Listing Number	Pass-Through Grantor's Number	Grant Period	Program or Award	Accrued (Deferred) Revenue 7/1/2020	Total Received for the Year	Revenue Recognized	Federal Expenditures	Accrued (Deferred) Revenue 6/30/2021
U.S. Department of Education									
Pass-Through P.A. Department of Education									
Title I - Improving Basic Programs	84.010	013-201050	7/1/19-9/30/20	\$ 189,242	\$ 37,848	\$ -	\$ -	\$ -	\$ -
Title I - Improving Basic Programs	84.010	013-211150	7/9/20-9/30/21	269,591	-	269,591	269,591	269,591	33,417
Title I - Program Improvement Set Aside	84.010	042-191050	8/2/19-9/30/21	90,194	12,885	-	-	-	-
Title I - Program Improvement Set Aside	84.010	042-201050	9/10/20-9/30/21	88,121	-	88,121	88,121	88,121	20,336
					50,733	354,692	357,712	357,712	53,753
Title II - Improving Teacher Quality									
Title II - Improving Teacher Quality	84.367	020-211050	7/9/20-9/30/21	28,732	-	28,732	28,732	28,732	3,435
Title II - Improving Teacher Quality	84.367	020-201050	7/1/19-9/30/20	14,900	1,605	-	-	-	-
					1,605	26,902	28,732	28,732	3,435
Title IV - Student Support and Academic Enrichment									
	84.424	144-211050	7/9/20-9/30/21	13,975	-	11,180	13,975	13,975	2,795
COVID-19 Elementary and Secondary School Emergency Relief Fund									
	84.425D	200-201150	3/13/20-9/30/22	151,349	-	120,220	127,452	127,452	7,232
Pass-Through Chester County Intermediate Unit									
Title III - Language Instruction For English Learners	84.365	N/A	7/1/20-9/30/21	3,564	-	-	3,564	3,564	3,564
Individuals with Disabilities Education Act Part B									
Individuals with Disabilities Education Act Part B	84.027	N/A	7/1/20-9/30/21	198,400	-	132,267	198,400	198,400	66,133
Total Special Education Cluster	84.027	N/A	7/1/19-9/30/20	172,488	80,494	80,494	-	-	-
					80,494	212,761	198,400	198,400	66,133
Total U.S. Department of Education					132,832	725,755	729,835	729,835	136,912
U.S. Department of the Treasury									
Pass-Through P.A. Commission on Crime and Delinquency									
COVID-19 Coronavirus Relief Fund	21.019	2020-CS-01-34046	3/1/20-10/30/20	90,000	-	90,000	90,000	90,000	-
Total U.S. Department of the Treasury					-	90,000	90,000	90,000	-
Total Federal Awards					\$ 132,832	\$ 815,755	\$ 819,835	\$ 819,835	\$ 136,912

See notes to schedule of expenditures of federal awards.

Achievement House Charter School
Notes to Schedule of Expenditures of Federal Awards
Year Ended June 30, 2021

Note 1 Basis of Presentation

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal award activity of Achievement House Charter School (the School) under programs of the federal government for the year ended June 30, 2021. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of the School, it is not intended to and does not present the financial position, changes in net assets, or cash flows of the School.

Note 2 Summary of Significant Accounting Policies

(1) Expenditures reported on the Schedule are reported on the modified accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

(2) Pass-through entity identifying numbers are presented where available

Note 3 Indirect Cost Rate

The School has elected not to use the 10% de minimis indirect cost rate allowed under the Uniform Guidance.



**Independent Auditor's Report on Compliance for
Each Major Program and on Internal Control Over
Compliance Required by the Uniform Guidance**

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

Report on Compliance for Each Major Federal Program

We have audited Achievement House Charter School's (the School) compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 2021. The School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with requirements of laws, regulations, contracts, and grants applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the School's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the School's compliance.

Opinion on Each major Federal Program

In our opinion, the School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2021.

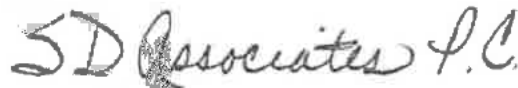
Report on Internal Control Over Compliance

Management of the School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the School's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over compliance.

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

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

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.



Certified Public Accountants
Elkins Park, Pennsylvania

July 5, 2022

**Achievement House Charter School
Schedule of Findings and Questioned Costs
Year Ended June 30, 2021**

A. Summary of Audit Results

1. The Independent Auditor's Report expresses an unmodified opinion on the basic financial statements of Achievement House Charter School.
2. No material weaknesses or significant deficiencies relating to the audit of the financial statements are reported in the Report on Compliance and on Internal Control over Financial Reporting.
3. No instances of noncompliance material to the financial statements of Achievement House Charter School which would be required to be reported in accordance with *Government Auditing Standards* were disclosed during the audit.
4. No material weaknesses or significant deficiencies relating to the audit of major federal award programs is reported in the Report on Compliance with Requirements Applicable to Each Major Program and Internal Control Over Compliance.
5. The independent auditors' report on compliance for the major federal award programs for Achievement House Charter School expresses an unmodified opinion.
6. There were no audit findings, which were required to be reported in accordance with 2 CFR section 200.516(a).
7. The programs tested as a major program were Title I-Improving Basic Programs, CFDA #84.010, and Elementary and Secondary Education Relief Fund, CFDA #84,425.
8. The threshold for distinguishing Types A and B programs was \$750,000.
9. Achievement House Charter School did not qualify as a low-risk auditee.

B. Findings-Financial Statement Audit

None.

C. Findings and Questioned Costs-Major Federal Award Programs Audit

None.

Special Education Procedures 2021-2022

Page 2	Scheduling an IEP Meeting Checklist 2021-2022
Page 3	Facilitating an IEP Meeting Checklist 2021-2022
Page 4	Post IEP Meeting Checklist 2021-2022
Page 5	Initial Evaluations Checklist 2021-2022
Page 6	New Student Checklist 2021-2022
Page 7	Out of State Student Checklist 2021-2022
Page 8-9	OVR Checklist 2021-2022
Page 10	Progress Report Checklist 2021-2022
Page 11	Re-Evaluations With New Testing Checklist 2021-2022
Page 12	Re-Evaluation: Review of Records Checklist 2021-2022
Page 13	2021-2022 Related Service Guidelines

Scheduling an IEP Meeting Checklist (2021-2022)

*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 (2021-2022)

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 (2021-2022)

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 (2021-2022)

- ❖ **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 (2021-2022)

- 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 (2021-2022)

- ❖ **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: 2021-2022

***See shared spreadsheet for 2021-2022 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 (2021-2022)

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 (2021-2022)

❖ **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 (2021-2022)

- ❖ **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)

2021-2022 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:

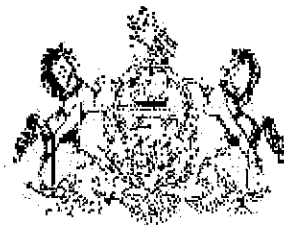
- Pre-requisite: Referral for an FBA / Re-Evaluation to determine functional needs
- Frequency/Duration: Based on individual student need

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



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>

- Send to Don for board approval.

Policies- Enrollment & Assistive Technology

- 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.

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
Topical Area #3- Performance Indicator, #6- Graduation Rates				
✓ Data Team meetings	Jean, Veronica & Mark	Aug. & Sept. 2017	EdInsight, IEPWriter, PaTTAN	Sample agenda, meeting notes
✓ EdInsight- monitor, communicate with parents	Jean, Erinn & Jenn	Aug. & Sept. 2017	Weekly team mtgs- starting 9/14/17	Calendar of dates
✓ Graduation Plan Progress documents	Counselors, IEP case mgrs. Mark, Veronica & Jean	June & Sept. 2017	Power School, EdInsight	Graduation Plan Document
✓ Created additional courses- Learning Support, Social Emotional Learning		Sept-June 2017	Curricular materials- Trans Math,	June 2018, Courses in Schoology
✓ Training for staff- Co-Teaching, Aimsweb, Early Warning System	Jean & Lisa	Pre-Service, PD days on calendar	CCIU, EdInsight	Power Points, Agenda, Sign in sheets
✓ Training for parents- MTSS, Behavior, Chapter 711	Jean & Lisa	10/26, 1/25, 3/22, 4/26	PaTTAN, BSE publications	Dates, Topics, Training PowerPoints

Statewide Systemic Improvement Grant



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
- Deferment 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

Guardianship vs. Power of Attorney (Arc)-

3-23-2022

Presenter: The ARC of Chester County – Consultant

Agenda:

- Introduction of Presenters
- Guardianship Vs. Power of Attorney Presentation
 - Q & A Discussion

Lessons Learned from 2021 PASA DLM Test Administration – All Special Education Teachers

2-28-2022 Deadline

Presenter: ATTAN Asynch Course/Webinars

Attendees

All Special Education Teachers

Lessons Learned from 2021 PASA DLM Test Administration – All Special Education Teachers

2-28-2022 Deadline

Presenter: PATTAN Asynch Course/Webinars

Agenda:

- Lessons Learned from 2021 PASA DLM Test Administration

PASA DLM Required Test Administrator Training (RTAT)

2-28-2022 Deadline

Presenter: PATTAN Consultants- Asynch Course

Attendees

- All Special Education Teachers
- Trina Knauff, Director of Special Education

PASA DLM Required Test Administrator Training (RTAT)

2-28-2022 Deadline

Presenter: PATTAN Consultants- Asynch Course

Agenda:

- PASA DLM Required Test Administrator Training (RTAT)

PDE Conference
3-2-2022 to 3-4-2022

Presenter: Various Presenters

Attendees

- Trina Knauff – Director of Special Education

PDE Conference

3-2-2022 to 3-4-2022

Presenter: Various Presenters

Agenda:

- **Keynote**
- **Equity Based MTSS Resources & Tiered Instruction**
- **Understanding Implicit Bias through Self-Reflection (Part 2)**
- **Cyber Options, Virtual Learning, and the IDEA: FAPE in a Post-Pandemic World**
- **Lessons Learned from Pas 2021 Survey of Parents of Students Receiving Special Education**
- **Luncheon Keynote**
- **Frontline Perspectives: Attracting, Preparing, and Retaining Special Education Personnel**
- **Trends & Outcomes Specific to Transition Issues in Mediation and Due Process**
- **Lead with Grace: leaning into necessary soft skills for success**
 - **Closing Keynote: (Jessica Cabeen)**

QPR Training (for Suicide Prevention) Attendance

1-31-2022

Presenter: NAMI Organization

Attendees

- All Special Education Staff/AHCCS Staff

QPR Training (for Suicide Prevention) Attendance

1-31-2022

Presenter: NAMI Organization

Agenda:

-Question Strategies

-Persuade Strategies

-Refer Strategies

Student Engagement Workshop

12-8-2021

Presenter: Jodi Byrne, Curriculum Coordinator

Attendees

- All Special Education Staff/AHCCS Staff

Student Engagement Workshop

12-8-2021

Presenter: Jodi Byrne, Curriculum Coordinator

Agenda:

- Student Engagement Strategies
- Lesson Examples of Student Engagement
 - Break Out Groups Discussions

Virtual Recognizing and Reporting Child Abuse Attendance

3-18-2022

Presenter: Haven Evans, PFSA Director of Training (PA Family Support Alliance)

Attendees

- Offered to Special Education Teachers/AHCCS Staff

Virtual Recognizing and Reporting Child Abuse Attendance

3-18-2022

Presenter: Haven Evans, PFSA Director of Training (PA Family Support Alliance)

Agenda:

- The program reviews the elements of child abuse, including the legal definitions and categories and indicators of abuse. The training provides an overview of mandated reporting obligations, including how to make a report, protections for those who report and liabilities for failing to report.

Xello Training

10-1-2021

Presenter: Andrew Carrier – Training Specialist for Xello

Attendees

- All Special Education Staff/Mentors

Xello Training

10-1-2021

Presenter: Andrew Carrier – Training Specialist for Xello

Agenda:

- Intro to Xello
- Navigating Xello
- Assigning work in Xello

ACT 158 Training Series

Tracking Tool (2/24, 3/16)

-Special Education (3/9)

-Industry Credentials (3/2)

-Training FAQ (2/16)

Presenter: PDE Education Consultants

Attendees

- Mike Kass (Transition Coordinator/Special Ed. Teacher)
 - Christa Fisher (Act 158 Coordinator)
 - Angela Galie (Supervisor of Guidance)
 - Jodi Byrne (Curriculum Director)
 - Trina Knauff (Director of Special Education)

ACT 158 Training Series

Tracking Tool (2/24, 3/16)

-Special Education (3/9)

-Industry Credentials (3/2)

-Training FAQ (2/16)

Presenter: PDE Education Consultants

Agenda:

Tracking Tool (2/24, 3/16)

-Special Education (3/9)

-Industry Credentials (3/2)

-Training FAQ (2/16)

ARC Chat N Chew

09-22-2021

09-29-2021

Presenter: CCIU Education Consultants

Attendees

- Transition Coordinator (Mike Kass)
- Life Skills Teacher (Christa Fisher)

ARC Chat N Chew

09-22-2021

09-29-2021

Presenter: CCIU Education Consultants

Agenda:

Transition related topics for students & parent(s) and/or guardian(s)

EAS Carpenters Union Presentation 2

2-2-2022

Presenter: EAS Carpenters Union Representatives

Attendees

- Transition Coordinator

EAS Carpenters Union Presentation 2

2-2-2022

Presenter: EAS Carpenters Union Representatives

Agenda:

- Work based learning opportunities

EAS Carpenters Union Presentation Attendance

1-3-2022

Presenter: EAS Carpenters Union Representatives

Attendees

- Mike Kass (Transition Coordinator)
- Jodi Byrne (Curriculum Director)
- Matt McGeehan (Innovation Academy Director)

EAS Carpenters Union Presentation

1-3-2022

Presenter: EAS Carpenters Union Representatives

Agenda:

Discuss course opportunities for cyber students

Indicator 13 Alignment

3-18-2022

Presenter: Mike Kass, Transition Coordinator

Attendees

All Special Education Teachers, Special Ed. Coordinator

Indicator 13 Alignment

3-18-2022

Presenter: Mike Kass, Transition Coordinator

Agenda:

Special Considerations Alignment W/ IEP Sections & RR/ER, State & Local Assessments Alignment W/ IEP Sections & RR/ER

Indicator 13 PD

1-31-2022

Presenter: Mike Kass, Transition Coordinator & Trina Knauff, Director of Special Education

Attendees

- All Special Education Teachers, Special Education Coordinator

Indicator 13 PD

1-31-2022

Presenter: Mike Kass, Transition Coordinator & Trina Knauff, Director of Special Education

Agenda:

IEP Goals & Needs Alignment W/ ER/RR Needs & Recommendations

Indicator 13 Training:

1-13-2022

Presenter: Trina Knauff, Director of Special Education

Mike Kass, Transition Coordinator

Attendees

- All Special Education Teachers, Special Education Coordinator

Indicator 13 Training:

1-13-2022

Presenter: Trina Knauff, Director of Special Education

Mike Kass, Transition Coordinator

Attendees

- All Special Education Teachers, Special Education Coordinator

Indicator 13 Training:

1-13-2022

Presenter: Trina Knauff, Director of Special Education

Mike Kass, Transition Coordinator

Agenda:

-Indicator 13

-IEP Invite

-IEP Alignment

-Functional Performance Sections

Indicator 13 Transition Grid

12-9-2021

Presenter: Mike Kass (Transition Coordinator) & Trina Knauff (Director of Special Education)

Attendees

- All Special Education Teachers, Special Ed. Coordinator

Maple Wood Working Presentation

4-1-2022

Presenter: Maple Wood Working Organization Representatives

Attendees

- Mike Kass -Transition Coordinator/Special Ed. Teacher
 - Jodi Byrne-Curriculum Director
- Matt McGeehan-Innovation Academy Director

Maple Wood Working Presentation

4-1-2022

Presenter: Maple Wood Working Organization Representatives

Agenda:

LMS Training (For Carpentry Work-Based Learning Kit)

Out School Program Overview – Increase secondary transition trainings and/or course offerings

Attendance

2-22-2022

Presenter: Out School Program Sales Representative

Attendees

- Mike Kass – Transition Coordinator/Special Education Teacher
 - Trina Knauff – Director of Special Education
 - Neal Thomas-School Principal
 - Jodi Byrne – Curriculum Director

Out School Program Overview – Increase secondary transition trainings and/or course offerings

Attendance

2-22-2022

Presenter: Out School Program Sales Representative

Agenda:

-Out School Course options

-School Partnerships

Overview for Compliant Secondary Transition Practices Schoology Course (Asynchronous Course
Deadline: March 31)

3-31-2022

Presenter: PATTAN Education Consultants

Attendees

- All Special Education Teachers & LEAs

Overview for Compliant Secondary Transition Practices Schoology Course (Asynchronous Course
Deadline: March 31)

3-31-2022

Presenter: PATTAN Education Consultants

Agenda:

The Modules:

- Overview: The Overview module provides an introduction to the Indicator 13 Compliance Module Series and explains the format of each of the six modules in this series.
- Module 1: This module provides a compliance and effective practices overview of outside agency and student involvement in the IEP meeting.
- Module 2: This module provides a compliance and effective practices overview of interest/preference, academic, and functional assessment.
- Module 3: This module provides a compliance and effective practices overview of Post-Secondary Goals related to education/training, employment, and independent living.
- Module 4: This module provides a compliance and effective practices overview of how to annually update the three Post-Secondary Goal areas.
- Module 5: This module provides a compliance and effective practices overview of the “transition grid” section of the IEP. Included in this section is a discussion regarding Courses of Study, Activities and Services related to the Post-Secondary Goals.
- Module 6: This module provides a compliance and effective practices overview of Measurable Annual Goals

•

PACCT Transition Meetings- PA Cyber Council of Transition Meetings

2021-2022

5 Sessions: October, December, February, April, June

Presenter: Morgan Whitman, Transition Coordinator (Agora)

Attendees

- Mike Kass (Transition Coordinator/Special Ed. Teacher)

PACCT Transition Meetings- PA Cyber Council of Transition Meetings

2021-2022

5 Sessions: October, December, February, April, June

Presenter: Morgan Whitman, Transition Coordinator (Agora)

Agenda:

- Discuss Transition Initiatives for cyber students

PATTAN Transition Tuesdays-Weekly Update
Monthly (2021-2022)

Presenter: Sharen Shoemaker

Attendees

- Transition Coordinator (Mike Kass)

PATTAN Transition Tuesdays-Weekly Update
Monthly (2021-2022)

Presenter: Sharen Shoemaker

Agenda:

- Up-to-date Secondary Transition Info

Reporting PA CEW Standards Using Xello Reporting Training

3-15-2022

Presenter: Mike Kass

Agenda:

-Xello & PA CEW Standards

-Act 158

Student Homelessness Training Attendance

3-30-2022

Presenter: Shana Harris, Homelessness Liaison

Attendees

- All Special Education Teachers/AHCCS Staff

Student Homelessness Training Attendance

3-30-2022

Presenter: Shana Harris, Homelessness Liaison

Agenda:

- Community Supports
- Process/Procedures to refer for further supports
- Homelessness & Education
- Family Support strategies

Transition Coordinator Updates/Transition Template Training

3-15-2022

Presenter: Mike Kass-Transition Coordinator

Trina Knauff-Director of Special Ed.

Attendees

- All Special Education Teachers

Transition Coordinator Updates/Transition Template Training

3-15-2022

Presenter: Mike Kass-Transition Coordinator

Trina Knauff-Director of Special Ed.

Agenda:

-Patterns of Errors (Indicator 13)

-Transition Template – 2 Options (Bullested & Chart-Based)

Transition Planning for Life Skills Workshop – Facilitated by Mike Kass

2-2-2022

Presenter: Mike Kass, Transition Coordinator

Attendees

Life Skills Teachers

Transition Planning for Life Skills Workshop – Facilitated by Mike Kass

2-2-2022

Presenter: Mike Kass, Transition Coordinator

Agenda:

-Integration of Transition in Life Skills Courses

-Work Based Learning – Life 101

-Q & A Session

Transition Planning for the Life Skills Program – Facilitated by Mike Kass (Transition Coordinator)

1-4-2022

Presenter: Mike Kass, Transition Coordinator

Attendees

- Life Skills Teachers

Transition Planning for the Life Skills Program – Facilitated by Mike Kass (Transition Coordinator)

1-4-2022

Presenter: Mike Kass, Transition Coordinator

Agenda:

-Xello & Life Skills

-Integration of Transition in Life Skills Courses

-Q & A Session

Cross Curriculum Strategies

11-10-2021

Presenter: Jodi Byrne, Curriculum Director

Attendees

- All Special Education Staff/AHCCS Staff

Cross Curriculum Strategies

11-10-2021

Presenter: Jodi Byrne, Curriculum Director

Agenda:

-Cross Curriculum Strategies for the Cyber Learning Environment

Curriculum Mapping & Ed. Technology Workshop

11-19-2021

Presenter: Jodi Byrne, Curriculum Director

Matt McGeehan, Innovation Academy Program Director

Attendees

All Special Education Staff/AHCCS Staff

Curriculum Mapping & Ed. Technology Workshop

11-19-2021

Presenter: Jodi Byrne, Curriculum Director

Matt McGeehan, Innovation Academy Program Director

Agenda:

- Overview of Curriculum Mapping
- 21/22 Curriculum Mapping Requirements
- Ed. Technology Workshop
- Q & As

Domain 1 Special Ed. Teacher Workshop

10-28-2021

Presenter: Trina Knauff, Director of Special Education

Attendees

- AHCCS Special Education Teachers
- Angela Alderfer – Instructional Design
- AHCCS Team Captains: Marie Sabatelli, Arthur Forwood, Andrew Guy

Domain 1 Special Ed. Teacher Workshop

10-28-2021

Presenter: Trina Knauff, Director of Special Education

Agenda:

- Subject Area Knowledge
- Knowing Students Needs in the Online Setting
 - Knowing Online Resources
 - Determining Learning Goals
- Designing Online Assessments
 - Designing Online Delivery

Domain 2 Special Education Teacher Workshop

1-20-2022

Presenter: Trina Knauff, Director of Special Education

Attendees

- All Special Education Staff
- Angela Alderfer – Instructional Design Lead
 - Jodi Byrne – Curriculum Director
- AHCCS Team Captains-Arthur Forwood, Andrew Guy, Marie Sabatelli

Domain 2 Special Education Teacher Workshop

1-20-2022

Presenter: Trina Knauff, Director of Special Education

Agenda:

- 2.1 Fostering Respectful Online Interaction
- 2.2 Creating an Online Community of Learning
 - 2.3 Managing Online Processes
 - 2.4 Managing Online Behavior

Intro to Cross Curricular Instruction

09-08-2021

Presenter: A Jodi Byrne, Curriculum Director AHCCS

Attendees

- All Special Education Staff/AHCCS Staff

Intro to Cross Curricular Instruction

09-08-2021

Presenter: A Jodi Byrne, Curriculum Director AHCCS

Agenda:

- Intro to Cross Curricular Instruction
- Examples of Cross Curricular Instruction

Universal Design for Learning Showcase

5-11-2022

Presenter: Jodi Byrne

Attendees

- All Special Education Teachers/AHCCS Staff

Nearpod Training: A tool to increase student engagement and differentiate instruction.

10-13-2021

Presenter: Chase MacDonald

Attendees

- All Special Education Staff/AHCCS Staff

Nearpod Training: A tool to increase student engagement and differentiate instruction.

10-13-2021

Presenter: Chase MacDonald

Attendees

- All Special Education Staff/AHCCS Staff

Agenda:

Intro to Nearpod

Nearpod Features

Universal Design for Learning Grant Series

5-13-2022

Presenter: Nicole Tucker-Smith Co-Founder and CEO of Lessoncast

Agenda:

2.0 hours

8:30 – 10:30 AM

9-22-2021

10-19-2021

11-16-2021

12-7-2021

2-10-2022

5-13-2022

Objectives:

- Support the development/enhancement of a shared vision for improvement (among stakeholders) to enhance equity, accessibility, and student outcomes
- Promote expert learning by removing barriers within the educational environment
- Increase educators' responsiveness to learner variability by equipping them with tools to provide multiple means of engagement, representation, and action and expression
- Enhance administrative knowledge of UDL to build systemic change through evaluation of educator effectiveness and implementation of successful student programming that is equitable to ALL

Universal Design for Learning Showcase

5-11-2022

Presenter: Jodi Byrne

Agenda:

- 2021-2022 School Year UDL Grant Wrap Up
 - -2021-2022 UDL Showcase

Special Education Department

2021-2022 Parent Workshops

-AGENDA-

*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

Attendance: No Parents in Attendance

October 6: Office of Vocational Rehabilitation (OVR) 101

Attendance: No Parents in Attendance

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

Attendance: No Parents in Attendance

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

Attendance: Kattelin Roque, Shana Harris, Patrice Sorbicki, Fatima Aleman, Lynn McCleary

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

Attendance: No Parents in Attendance

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

Attendance: No Parents in Attendance

March 2: Family Guide to Mental Health Services

Attendance: No Parents in Attendance

April 6: Autism Spectrum Disorders Workshop

Attendance: No Parents in Attendance

May 4: A Positive Approach to Managing Difficult Behaviors

Attendance: No Parents in Attendance

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

Attendance: No Parents in Attendance

Bureau of Special Education Meeting

11-2-2021

Presenter: Carole Clancy

Attendees

- Trina Knauff (Director of Special Education)

Bureau of Special Education Meeting

11-2-2021

Presenter: Carole Clancy

Agenda:

Special Education Updates

Chester County Intermediate Unit: Charter School Meetings (2021-2022)

September 15

October 27

November 24

December 15

January 26

February 23

March 23

April 27

May 25

June 22

Presenter: Sam Ewing, Director of Student Services (CCIU), Andy Faust, and various CCIU Education Consultants

Agenda:

Agenda:

Legislative Update

New Initiatives

PDE & PATTAN Updates

Agenda

Andy Faust

Open Discussion

Q & A

Chester County Intermediate Unit: Charter School Meetings (2021-2022)

September 15

October 27

November 24

December 15

January 26

February 23

March 23

April 27

May 25

June 22

Presenter: Sam Ewing, Director of Student Services (CCIU), Andy Faust, and various CCIU Education Consultants

Attendees

- Beth Anne Stork (Special Ed. Coordinator)
- Trina Knauff (Director of Special Ed.)

How to be A Special Ed. Pro

3-23-2022

Presenter: PaTTAN Educational Consultant

Attendees

- Trina Knauff – Director of Special Education

How to be A Special Ed. Pro

3-23-2022

Presenter: PaTTAN Educational Consultant

Agenda:

Objectives

Participants will be able to:

- Illustrate how to utilize tools, strategies and activities to proactively prepare for special education mandated data collection and reporting (Proactive)
- Identify needed systemic changes related to special education mandated data collection and reporting (Responsive)
- Identify work habits to be intentionally organized to prepare for special education mandated data collection and reporting (Organized)

IDEA-B Fiscal Training (2021-2022)

10-27-2022

Presenter: CCIU Consultants

Attendees

- Trina Knauff (Director of Special Education)

IDEA-B Fiscal Training (2021-2022)

10-27-2022

Presenter: CCIU Consultants

Agenda:

IDEA-B Fiscal Training Overview & Updates for 21-22 school year

IEP Institute Training Series

September 29, 2021 - PLAAFP & Transition

November 17, 2021 - Goal Writing

January 19, 2022 - Progress Monitoring

January 26, 2022 - SNOW DATE for Progress Monitoring

March 9, 2022 - SDI

March 16, 2022 - SNOW DATE for SDI

May 11, 2022 - Facilitation

8:00-3:30 PM

Presenter: Jody Fleck/Educational Consultants

Attendees

- Sherri Emrich- Learning Support Teacher

IEP Institute Training Series

September 29, 2021 - PLAAFP & Transition

November 17, 2021 - Goal Writing

January 19, 2022 - Progress Monitoring

January 26, 2022 - SNOW DATE for Progress Monitoring

March 9, 2022 - SDI

March 16, 2022 - SNOW DATE for SDI

May 11, 2022 - Facilitation

8:00-3:30 PM

Presenter: Jody Fleck/Educational Consultants

Agenda:

September 29, 2021 - PLAAFP & Transition

November 17, 2021 - Goal Writing

January 19, 2022 - Progress Monitoring

January 26, 2022 - SNOW DATE for Progress Monitoring

March 9, 2022 - SDI

March 16, 2022 - SNOW DATE for SDI

May 11, 2022 - Facilitation

Maple Wood Working Presentation

4-1-2022

Presenter: Maple Wood Working Organization Representatives

Attendees

- Mike Kass -Transition Coordinator/Special Ed. Teacher
 - Jodi Byrne-Curriculum Director
- Matt McGeehan-Innovation Academy Director

Maple Wood Working Presentation

4-1-2022

Presenter: Maple Wood Working Organization Representatives

Agenda:

LMS Training (For Carpentry Work-Based Learning Kit)

SDIs Alignment W/ IEP & RR/ER

2-10-2022

Presenter: Trina Knauff, Director of Special Education

Mike Kass, Transition Coordinator

Attendees

- February 10 - All Special Education Teachers, Special Ed. Coordinator

SDIs Alignment W/ IEP & RR/ER

2-10-2022

Presenter: Trina Knauff, Director of Special Education

Mike Kass, Transition Coordinator

Agenda:

Alignment Concerns

-Aligning SDIs w/ IEP & ER/RR

-Documentation in Present Ed. Levels to support development of SDIs

Model Memorandum of Understanding/Mutual Aid Agreement

**MEMORANDUM OF UNDERSTANDING
BY AND BETWEEN**

UWCHLAN TWP POLICE DEPT
717 North Ship Road
Exton, PA 19341

(Law Enforcement Authority)

and

Achievement House Cyber Charter School
102 Pickering Way, 2nd Floor
Exton, PA 19341

(School Entity)

July 17, 2019

(Date)

I. Join Statement of Concern

A. Parties

The following Law Enforcement Authority or Authorities enter into and agree to adhere to the policies and procedures contained in this Memorandum of Understanding (hereinafter "Memorandum"):

Uwchlan Twp Police Dept. 717 North Ship Road, Exton, PA 19341

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

Achievement House Cyber Charter School
102 Pickering Way, 2nd Floor, Exton, PA 19341

- B. The purpose of this Memorandum is to establish procedures to be followed when certain specific incidents – described in Section II below – occur on school property, at any school sponsored activity or any public conveyance providing transportation to

or from a school or school sponsored activity, including but not limited to a school bus.

- C. It is further the purpose of this Memorandum to foster a relationship of cooperation and mutual support between the parties hereto as they work together to maintain the physical security and safety of the School Entity. Thus, the School Entity may disclose personally identifiable information from an educational record of a student to the Law Enforcement Authority if a health or safety emergency exists and knowledge of that information is necessary to protect the health or safety of the student or other individuals. In determining whether a health or safety emergency exists, the School Entity may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the School Entity determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to the Law Enforcement Authority, if knowledge of that information is necessary for the Law Enforcement Authority to protect the health or safety of the student or other individuals. The School Entity must record the articulable and significant threat to the health or safety of a student or other individuals so that it can demonstrate – to parents, students and the Family Policy Compliance Office – what circumstances led it to determine that a health or safety emergency existed and why the disclosure was justified.

D. Priorities of the Law Enforcement Authority

1. Investigate all incidents reported to have occurred on school property, at any school sponsored activity or on any public conveyance providing transportation to or from a school or school sponsored activity, including but not limited to a school bus. The investigation of all reported incidents shall involve as little disruption of the school environment as is practicable.
2. Identify those responsible for the commission of the reported incident and, where appropriate, apprehend and prosecute those individuals. Identification and apprehension procedures shall involve as little disruption of the school environment as is practicable.
3. Assist the School Entity in the prevention of the incidents described in Section II of this document.

E. Priorities of the School Entity

1. Create safe learning environments, which support each student's well-being and opportunities to reach their full potential while balancing and protecting the rights of all students.
2. Establish and maintain cooperative relationships with the Law Enforcement Authority in the reporting and resolution of all incidents described in Section II of this document.

3. Foster partnerships with the Law Enforcement Authority for the education and guidance of students to create a school climate and knowledge base conducive to learning and personal growth.
4. Provide the Law Enforcement Authority with all relevant information and required assistance in the event of a reported incident.

F. Legal Authority

1. The parties to this Memorandum enter into this agreement in accordance with the provisions of the act of March 10, 1949 (P.L. 30, No. 14), as amended, 24 P.S. §§13-1301-A et seq. hereinafter "Safe Schools Act"), requiring all school entities to develop a memorandum of understanding with local law enforcement which sets forth procedures to be followed when an incident involving an act of violence or possession of a weapon, as further specified in Section II of this document, by any person occurs on school property. Law enforcement protocols shall be developed in cooperation with local law enforcement and the Pennsylvania State Police. 24 P.S. §13-1303-A(c).
2. In so recognizing this legal authority, the parties acknowledge their respective duties pursuant to the Safe Schools Act and hereby agree to support and cooperate with one another in carrying out their joint and several responsibilities thereunder.

II. Notification of Incidents to Law Enforcement

A. Mandatory Notification

The School Entity shall immediately report by the most expeditious means possible to the Law Enforcement Authority the occurrence of any of the following incidents occurring on school property, at any school sponsored activity or on any public conveyance providing transportation to or from a school or school sponsored activity, including but not limited to a school bus:

1. The following offenses under 18 Pa. C.S (relating to crimes and offenses):
 - a. Section 908 (relating to prohibited offensive weapons).
 - b. Section 912 (relating to possession of weapon on school property).
 - i. As used in this Memorandum "weapon" shall include, but not be limited to, any knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, rifle, metal knuckles, billy club, blackjack, grenade, incendiary device and any other tool, instrument or implement capable of inflicting serious bodily injury.
 - ii. This reporting requirement does not apply to a weapon which is: (a) used, as part of a school-approved program, by an individual who is participating in the program; or (b) an unloaded weapon possessed by an individual while traversing school property for the purpose of obtaining

access to public or private lands used for lawful hunting if the entry on school premises is authorized by school authorities.

- c. Chapter 25 (relating to criminal homicide).
- d. Section 2701 (relating to simple assault).
- e. Section 2702 (relating to aggravated assault).
- f. Section 2706 (relating to terroristic threats).
- g. Section 2709 (relating to harassment).
- h. Section 2709.1 (relating to stalking).
- i. Section 2901 (relating to kidnapping).
- j. Section 2902 (relating to unlawful restraint).
- k. Section 3121 (relating to rape).
- l. Section 3122.1 (relating to statutory sexual assault).
- m. Section 3123 (relating to involuntary deviate sexual intercourse).
- n. Section 3124.1 (relating to sexual assault).
- o. Section 3124.2 (relating to institutional sexual assault).
- p. Section 3125 (relating to aggravated indecent assault).
- q. Section 3126 (relating to indecent assault).
- r. Section 3127 (relating to indecent exposure).
- s. Section 3301 (relating to arson and related offenses).
- t. Section 3307 (relating to institutional vandalism), when the penalty is a felony of the third degree.
- u. Section 3502 (relating to burglary).
- v. Section 3503(A) AND (B)(I)(V) (relating to criminal trespass).
- w. Section 3701 (relating to robbery).

- x. Section 3702 (relating to robbery of motor vehicle).
 - y. Section 5501 (relating to riot).
 - z. Section 6110.1 (relating to possession of firearm by minor).
2. The possession, use or sale of a controlled substance or drug paraphernalia as defined in "The Controlled Substance, Drug, Device and Cosmetic Act."
- a. As used in this Memorandum, "controlled substance" shall include the possession, use or sale of controlled substances as defined in title act of April 14, 1972 (P.L. 233, No. 64) known as "The Controlled Substance, Drug, Device and Cosmetic Act" (hereinafter "Drug Act") including, but not limited to, marijuana, cocaine, crack cocaine, heroin, LSD, PCP, amphetamines, steroids and other substances commonly known as "designer drugs." See 35 P.S. §§ 780-101 *et seq.*
 - b. Included in this reporting provision shall be the possession, use or sale of drug paraphernalia, as defined in the Drug Act, including, but not limited to, hypodermic syringes, needles and, depending on the circumstances, rolling papers, as well as all other equipment or materials utilized for the purpose of ingesting, inhaling, or otherwise introducing controlled substances into the body. See 35 P.S. § 780-102.
3. Attempts, solicitation or conspiracy to commit any of the offenses listed in subsections (1) and (2).
4. An offense for which registration is required under 42 Pa. C.S. § 9795.1 (relating to registration).
5. Purchase, consumption, possession or transportation of liquor or malt or brewed beverages by a person under 21 years of age. See 18 Pa. C.S. § 6308(a).

B. Discretionary Notification

The School Entity may report to the Law Enforcement Authority the occurrence of any of the following incidents occurring on school property, at any school sponsored activity or on any public conveyance providing transportation to or from a school or school sponsored activity, including but not limited to a school bus:

- 1. The following offenses under 18 Pa. C.S (relating to crimes and offenses):
 - a. Section 2705 (relating to recklessly endangering another person).

- b. Section 3307 (relating to institutional vandalism), when the penalty is a misdemeanor of the second degree.
 - c. Section 3503(b)(1)(i), (ii), (iii) and (iv), (b.1) and (b.2) (relating to criminal trespass).
 - d. Chapter 39 (relating to theft and related offenses).
 - e. Section 5502 (relating to failure of disorderly persons to disperse upon official order).
 - f. Section 5503 (relating to disorderly conduct).
 - g. Section 6305 (relating to sale of tobacco).
 - h. Section 6306.1 (relating to use of tobacco in schools prohibited).
2. Attempt, solicitation or conspiracy to commit any of the offenses listed in subsection (1).
- C. Notification of the Law Enforcement Authority when incident involves children with disabilities
- 1. In accordance with 34 CPR 300.535 nothing will prohibit the school entity from reporting a crime committed by a child with a disability to the Law Enforcement Authority or will prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability.
 - 2. The school entity, when reporting a crime committed by a child with a disability, must ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to the Law Enforcement Authority to whom the incident was reported.
 - 3. The school entity, when reporting an incident under this section, may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by the Federal Educational Rights and Privacy Act (hereinafter "FERPA").
 - 4. If someone other than the school entity has reported an incident, which results in the student's arrest, the school entity may as allowable under FERPA release the student's records.

[Describe any specific procedures to be followed for incidents involving a student with a disability as required by 22 Pa. Code § 14.104 (relating to special education

plans)]

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

1. Whether the incident is in-progress or has concluded.
2. Nature of the incident.
3. Exact location of the incident.
4. Number of persons involved in the incident.
5. Names and ages of the individuals involved.
6. Weapons, if any, involved in the incident.
7. Whether the weapons, if any, have been secured and, if so, the custodian of the weapons.
8. Injuries involved.
9. Whether EMS or the Fire Department were notified.
10. Identity of the school contact person.
11. Identity of the witnesses to the incident, if any.
12. All other such information as is known to the school authority which can be deemed relevant to the incident under investigation.

E. Additionally, in anticipation of the need for the Law Enforcement Authority to respond to incidents described herein, the School Entity shall furnish the Law Enforcement Authority with the following information:

1. Blueprints or floor plans of the school buildings;
2. Aerial photo, map or layout of the school campus, adjacent properties and surrounding streets or roads;
3. Location(s) of predetermined or prospective command posts;
4. Current teacher/employee roster;
5. Current student roster;
6. Current school yearbook;
7. School fire-alarm shutoff location and procedures;
8. School sprinkler system shutoff location and procedures;
9. Gas/utility line layouts and shutoff valve locations; and
10. Cable/satellite television shutoff location and procedures.

III. Law Enforcement Authority Response

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

1. For incidents in progress:
 - a. Meet with contact person and locate scene of incident.
 - b. Stabilize incident.
 - c. Provide/arrange for emergency medical treatment, if necessary.
 - d. Control the scene of the incident
 - e. Secure any physical evidence at the scene.
 - f. Identify involved persons and witnesses.
 - g. Conduct investigation.
 - h. Exchange information.
 - i. Confer with school officials to determine the extent of law enforcement involvement required by the situation.

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

3. Incidents involving delayed reporting
 - a. In the event that a reportable incident occurs on school property, at a school sponsored event, or on any public conveyance providing transportation to or from a school or school sponsored activity, including but not limited to a school bus, either after the conclusion of the school day or after the conclusion of the event at which the incident occurred, the School Entity shall report the incident to the Law Enforcement Authority immediately upon its notification.
 - b. If such incident is initially reported to the School Entity, the School Entity shall proceed as outlined in paragraphs II (A - C) above.
 - c. If the incident is initially reported to the Law Enforcement Authority, Law Enforcement Authority shall proceed directly with its investigation and shall immediately notify the School Entity of the incident, with all pertinent and reportable information, by the most expeditious means possible as if the reporting was not delayed.

B. Custody of Actors

1. Students identified as actors in reported incidents may be taken into custody at the discretion of the investigating law enforcement officer if:
 - a. the student has been placed under arrest;
 - b. the student is being placed under investigative detention;
 - c. the student is being taken into custody for the protection of the student; or
 - d. the student's parent or guardian consents to the release of the student to law enforcement custody.

2. The investigating law enforcement officer shall take all appropriate steps to protect the legal and constitutional rights of those students being taken into custody.

IV. Assistance of School Entities

A. In Loco Parentis

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

B. Notification of Parent or Guardian

1. Taking into consideration the totality of the circumstances, parents or guardians of students involved in acts of violence, possession of weapons, sexual assault, or the possession use or sale of a controlled substance or the underage possession of alcohol or intoxication from alcohol should be notified of the involvement as soon as possible.
2. The School Entity shall document attempts made to reach the parents or guardians of all victims, witnesses and suspects of incidents reportable to law enforcement authorities pursuant to the terms of this agreement.
3. Except in cases in which the suspect student has been injured and requires medical attention, the decision to notify a suspect's parents or guardians shall be a cooperative decision between school officials and law enforcement authorities.

C. Scope of School Entity's Involvement

1. Victims
 - a. The Law Enforcement Authority does not need to secure parental permission to interview a victim.
 - b. The School Entity shall promptly notify the parent or guardian of a victim when the Law Enforcement Authority interviews that victim. The Law Enforcement Authority shall follow department policies and procedures when interviewing a victim to ensure the protection of the victim's legal and constitutional rights.
 - c. In the event a victim is interviewed by Law Enforcement Authority on school property, guidance counselor or similar designated personnel shall be present during the interview.

2. Witnesses

- a. The Law Enforcement Authority does not need to secure parental permission to interview a witness to a reportable incident.
- b. The School Entity shall promptly notify the parent or guardian of a witness when the Law Enforcement Authority interviews that witness. The Law Enforcement Authority shall follow department policies and procedures when interviewing a witness to ensure the protection of the witness's legal and constitutional rights.
- c. In the event a witness is interviewed by Law Enforcement Authority on school property, guidance counselor or similar designated personnel shall be present during the interview.

3. Suspects

- a. General Principles: Once the Law Enforcement Authority assumes primary responsibility for a matter, the legal conduct of interviews, interrogations, searches, seizures of property, and arrests are within the purview of the Law Enforcement Authority. The School Entity shall defer to the expertise of the Law Enforcement Authority on matters of criminal and juvenile law procedure, except as is necessary to protect an interest of the School Entity.
- b. Custodial Interrogation
 - i. Depending upon the individual circumstances of the incident, a juvenile suspect may or may not be competent to waive his/her rights to consult with an interested adult and/or an attorney prior to interrogation by law enforcement authorities.
 - ii. The School Entity shall cooperate with the Law Enforcement Authority to secure the permission and presence of at least one parent or guardian of a student suspect before that student is interrogated by law enforcement authorities.
 - iii. In the event an interested adult cannot be contacted, the School Entity shall defer to the policies, procedures and direction of the investigating Law Enforcement Authority who shall act in a manner consistent with the protection of the student suspect's legal and constitutional rights.

4. Conflicts of Interest

- a. The parties to this Memorandum recognize that in the event that a School Entity employee, contractor, or other person acting on behalf of the School Entity is the subject of an investigation, a conflict of interest may exist between the School Entity and the adult suspect.
- b. Where the possibility of such a conflict exists, neither the individual that is the subject of the investigation nor any person acting as his/her subordinate or direct supervisor shall be present during Law Enforcement Authority's interviews of student co-suspects, victims or witnesses by the Law Enforcement Authority.

- c. Neither the individual who is the subject of the investigation, nor his/her subordinate(s) and/or direct supervisor(s) shall be informed of the contents of the statements made by student co-suspects, victims or witnesses, except at the discretion of the Law Enforcement Authority or as otherwise required by law.

D. Reporting Requirements and Exchange of Information

1. The Law Enforcement Authority shall be governed by the following reporting and information exchange guidelines:
 - a. Criminal History Record Information Act, 18 Pa. C.S. §§ 9101 et seq.
 - b. The prohibition against disclosures, specified in paragraph IV(C)(4) of this Memorandum.
2. When sharing information and evidence necessary for the Law Enforcement Authority to complete their investigation, the School Entity shall:
 - a. Comply with FERPA, 20 U.S.C. § 1232g and its implementing regulations at 34 C.F.R. §§ 99.1 et seq., and 22 Pa. Code §§ 12.31-12.33 and any amendments thereto.
 - b. Comply with the requirements of the Public-School Code of 1949, 24 P.S. §§ 13-1303-A and 13-1317.2 and any amendments thereto.
 - c. Complete reports as required by the Public-School Code of 1949, 24 P.S. § 13-1303-A and any amendments thereto.
3. All school entities are required submit an annual report, which will include violence statistics and reports to the Department of Education's Office of Safe Schools. This annual report must include all new incidents described in Section II (A) above. Prior to submitting the required annual report, each chief school administrator and each police department having jurisdiction over school property of the School Entity shall do the following:
 - a. No later than thirty days prior to the deadline for submitting the annual report, the chief school administrator shall submit the report to the police department with jurisdiction over the relevant school property. The police department shall review the report and compare the data regarding criminal offenses and notification of law enforcement to determine its accuracy.
 - b. No later than fifteen days prior to the deadline for submitting the annual report, the police department shall notify the chief school administrator, in writing, whether the report accurately reflects police incident data. Where the police department determines that the report accurately reflects police incident data, the chief of police shall sign the report. Where the police department determines that the report does not accurately reflect police incident data, the police department shall indicate any discrepancies between the report and police incident data.
 - c. Prior to submitting the annual report, the chief school administrator and the police department shall attempt to resolve discrepancies between the report and police incident data. Where a discrepancy remains unresolved, the police department shall notify the chief school administrator and the office in writing.

- d. Where a police department fails to take action as required under clause (a) or (b), the chief school administrator shall submit the annual report and indicate that the police department failed to take action as required under clause (a) or (b).
- e. Where there are discrepancies between the School Entity's incident data and the police incident data, the following shall occur:
 - i. The Chief School Administrator and the Head of the Law Enforcement Agency, or their designee, shall meet in person at least once and exchange any written or other information that supports or contradicts the accuracy of the respective reports; and
 - ii. To the extent that the discrepancies remain after such meeting, the Annual Report shall indicate that discrepancies exist between the School Entity's incident data and that police incident data, and detail in writing such discrepancies.

V. Media Relations

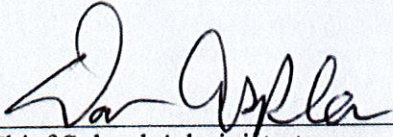
A. Release of information

- 1. The release of information concerning incidents reportable to the Law Enforcement Authority pursuant to the terms of this Memorandum shall be coordinated between the Law Enforcement Authority and the School Entity.
- 2. The parties shall release as much information as is allowable by law with due deliberation given to the investigative considerations and the need to limit disruptions to school functions and protect the privacy of the students and staff involved.

VI. General Provisions

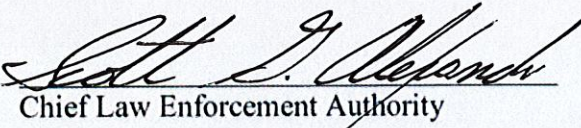
- A. This Memorandum is not intended to and does not create any contractual rights or obligations between the signatory Law Enforcement Authority, the signatory School Entity, any additional signatory authorities or entities, or their respective officer, employees, agents or representatives.
- B. This Memorandum may be amended, expanded or modified at any time upon the written consent of the parties, but in any event must be reviewed and re-executed within two years of the date of its original execution and every two years thereafter.
- C. In the event of changes in state or federal law which necessitate changes to this Memorandum, the parties shall collaborate to amend this Memorandum to assure compliance by the parties with state and federal requirements.
- D. All parties to this Memorandum will communicate fully and openly with each other in order to resolve any problems that may arise in the fulfillment of the terms of this Memorandum.

AND NOW, this 17 day of **July 2019**, the parties hereby acknowledge the foregoing as the terms and conditions of their understanding.



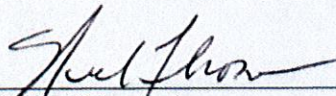
Chief School Administrator

Acheivement House Cyber Charter School
School Entity



Chief Law Enforcement Authority

Wichitan Township Police Dept.
Law Enforcement Authority



Building Principal

Acheivement House Cyber Charter School
School Building

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 28 day of JULY, 2022
By: Maisha J. Strangert (Signature of Board President)
_____ (Print Name)
_____ Board of Trustees

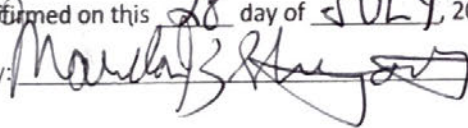
Charter School Law Affirmation

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

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

The charter school assures that it will comply with the requirements of the Charter School Law and any provision of law from which the charter school has not been exempted, including Federal laws and regulations governing children with disabilities. The charter school also assures that it will comply with the policies, regulations and procedures of the Pennsylvania Department of Education (Department).

Additional information about charter schools is available on the Pennsylvania Department's website at: <http://www.education.state.pa.us>.

Affirmed on this 28 day of JULY, 2022
By:  (Signature of Board President)
_____ (Print Name)
_____ Board of Trustees

Ethics Act Affirmation

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

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

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

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

Affirmed on this 28 day of JULY, 2022
By: Marlo B. Stary (Signature of Board President)
_____ (Print Name)
_____ Board of Trustees

Charter Annual Background Check Affirmation

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

Affirmed on this 28 day of JULY, 2022
By: Marlo B. Stary (Signature of Board President)
_____ (Print Name)
_____ Board of Trustees

Charter Annual Administrative Certification Affirmation

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

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

Affirmed on this 28 day of JULY, 2022
By: Manly B. Stoney (Signature of Board President)

(Print Name)

Board of Trustees

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

If the Charter School has received approval from PDE to utilize a *Response to Intervention* method to identify students with Specific Learning Disabilities, the Charter School will assure implementation with fidelity for the duration of this plan.

Affirmed on this 28 day of JULY, 20 22
By: Marilyn B. Strangaris (Signature of Board President)

(Print Name)

Board of Trustees