Pennsylvania Virtual CS

Charter Annual Report

07/01/2018 - 06/30/2019

School Profile

Demographics

630 Park Avenue
King of Prussia, PA 19406
(610)275-8500

Phase:	Phase 2
CEO Name:	John Chandler
CEO E-mail address:	jchandler@pavcs.us

Governance and Staff

Leadership Changes

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

There have been no changes in the Board of Trustees during the past year. The number of seats stayed at six (6), and all of the trustees remained the same since the filing of the most recent (2017-18 school year) Annual Report.

In administration, the following changes have taken place.

1. Two (2) additional Assistant Principal positions were added, one in the grades 5-8 learning community and one in the grades 9-12 learning community. These two positions were added because it was determined the principal-to-teacher ratio in those two learning communities was significantly higher than at the grades K-4 community. Furthermore, this higher ratio did not allow for the personalized, focused coaching between the principal/instructional leader and individual teachers that PA Virtual believes is necessary to implement our data-driven initiatives with fidelity, resulting in continued improved student achievement.

a) Mr. Casey Wernick was internally promoted in May 2019 from an Assistant Director position to be the second Assistant Principal for grades 9-12.

b) Mr. Louis Rocchini was internally promoted in June 2019 from a teaching position to be the second Assistant Principal for grades 5-8.

2. Ms. Melissa Alcaro was internally promoted from a teaching/PVEA union president position to be the Assistant Director of Onboarding and Professional Development, the position that Mr. Wernick vacated to become a grades 9-12 Assistant Principal.

3. Mrs. Cheryl Clothier, the High School Principal, resigned in May 2019.

4. Mrs. Shaikha BuAli, one of the grades 9-12 Assistant Principals, was promoted to High School Principal in June 2019.

5. Ms. Laura Afshari was internally promoted from a teaching position to be a grades 9-12 Assistant Principal, filing the role that Mrs. Shaikha BuAli vacated to become the High School Principal.

6. Ms. Shirley Kozar, the Assistant Principal for grades 5-8 for the past two (2) school years, retired as of June 2019.

7. Ms. Anjeke Leon was internally promoted in June 2019 from a teaching position to be the Assistant Principal for grades 5-8, in replacement of Ms. Shirley Kozar

Board of Trustees Meeting Schedule

Location	Date and Time
via Blackboard Collaborate Link: https://pavcs.blackboard.com/webapps/bb-collaborate-bb_bb60/launchSession/guest?uid=555acd02-8467-4905-8cdb-592bf870252a&course_id=_17237_1	8/26/2019 6:30 PM
via Blackboard Collaborate Link: https://pavcs.blackboard.com/webapps/bb-collaborate-bb_bb60/launchSession/guest?uid=555acd02-8467-4905-8cdb-592bf870252a&course_id=_17237_1	9/28/2019 10:30 AM
via Blackboard Collaborate Link: https://pavcs.blackboard.com/webapps/bb-collaborate-bb_bb60/launchSession/guest?uid=555acd02-8467-4905-8cdb-592bf870252a&course_id=_17237_1	12/9/2019 6:30 PM
via Blackboard Collaborate Link: https://pavcs.blackboard.com/webapps/bb-collaborate-bb_bb60/launchSession/guest?uid=555acd02-8467-4905-8cdb-592bf870252a&course_id=_17237_1	2/24/2020 6:30 PM
via Blackboard Collaborate Link: https://pavcs.blackboard.com/webapps/bb-collaborate-bb_bb60/launchSession/guest?uid=555acd02-8467-4905-8cdb-592bf870252a&course_id=_17237_1	4/25/2020 10:30 AM
via Blackboard Collaborate Link: https://pavcs.blackboard.com/webapps/bb-collaborate-bb_bb60/launchSession/guest?uid=555acd02-8467-4905-8cdb-592bf870252a&course_id=_17237_1	6/22/2020 6:30 PM

Professional Staff Member Roster

There are no professional staff members.

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

XLSX file uploaded.

Quality of Teaching and Other Staff

Position Categories	Number of Staff per Category	Number of Staff Appropriately Certified	Number of Staff Promoted	Number of Staff Transferred	Number of Staff Terminated	Number of Staff Contracted for Following Year
Chief Executive Officer	1.00					1.00
Principal	3.00	3.00		1.00	1.00	3.00

Assistant Principal	3.00	3.00	1.00	4.00	1.00	5.00
Classroom Teacher (including Master Teachers)	73.00	72.00	2.00		1.00	70.00
Specialty Teacher (including Master Teachers)	18.00	18.00	1.00			17.00
Special Education Teacher (including Master Teachers)	16.00	16.00	1.00			15.00
Special Education Coordinator	1.00	1.00				1.00
Counselor	6.00	6.00				6.00
Psychologist	2.00	2.00				2.00
School Nurse	2.00	2.00				2.00
Chief Academic Officer	1					1
Other: Professional Administrative	23		1	1		23
Other: Support	47				1	46
Totals	196.00	123.00	6.00	6.00	4.00	192.00

Further explanation:

Although Charter Schools are permitted to have up to 25% non-certified teaching staff, PA Virtual Charter School employed approximately 99.07% certified highly qualified teaching staff. The part-time French Teacher was hired after PA Virtual advertised and conducted a search for a fully certified French teacher, and no appropriately qualified French teachers were available for hire. She is working on her PA Certification and her emergency certification in the meanwhile.

The chart above shows that the "Number of Staff per Category" (196) is lower than the "Number of Staff Contracted for the Following Year" (192). This is not because PA Virtual plans to reduce staff positions. Rather, it is because certain positions are vacant and we have not "contracted" anyone yet for those vacant positions.

Fiscal Matters

Major Fundraising Activities

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

Not applicable

Fiscal Solvency Policies

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

For the current year, there are no changes to existing policies and procedures designed to ensure and monitor fiscal solvency.

The current policies and procedures, to ensure and monitor fiscal solvency begin with the annual budget process. As required by Pennsylvania Virtual Charter School's (PA Virtual) By-Laws, and in accordance with PDE's Manual of Accounting and Related Financial Procedures (PDE-MARFP), the annual budget is presented for adoption to the Board of Trustees (BoT) annually. PA Virtual follows the process prescribed in Chapter 14 of PDE-MARFP when developing its annual budget. Chapter 14 proposes a budget cycle that contains planning, preparation, adoption, implementation and evaluation components. The budget is prepared with input from all areas of the organization. After careful analysis and consideration, the proposed budget is presented to the Finance Committee of the Board of Trustees, who review and forward the completed budget to the BoT at large. After public advertisement, again following procedures set forth by PDE-MARFP Chapter 14, the BoT adopts the budget at a public meeting in the month of June of each fiscal year.

In addition to the budget process described above, procedures to monitor fiscal solvency include financial reporting to the PA Virtual BoT, as prescribed by the school's By-Laws. PA Virtual's By-Laws call for the Chief Financial Officer to provide an accounting of expenditures to the Finance Committee on a monthly basis. As such, after the financial books of record are closed, a financial reports package is submitted to the board electronically bi-monthly. This report package contains a balance sheet, various income statements, a check register, an accounts receivable register, an accounts payable register, and depending on the time of year, an income statement forecast and a cash flow forecast, amongst other reports. The month end financial packet is submitted electronically to the BoT and is reviewed in detail by the BoT's Finance Committee. Following the Finance Committee's detailed review, the financial statements are then presented at a public board meeting. The presentment includes a recommendation by the BoT's Finance Committee to accept or reject the financial statements presented. After discussion, the BoT then motions to formally accept or reject the financial records in public session.

Fiscal Solvency Policies

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

Files uploaded:

- PA Virtual Financial Management Controls_BoT_Approved 09282015.docx

Accounting System

Changes to the accounting system the charter school uses:

The Pennsylvania Virtual Charter School implemented a new cloud-based enterprise resource planning (ERP) system to improve our efficiency and controls in the preparation of our financial information. Our system was implemented effective August 1, 2018. The system we chose to implement is SAGE Intacct, which carries the unique distinction of being the only preferred core accounting software of the AICPA (American Institute of Certified Public Accounts). We currently have 6 licensed named users, to manage day-to-day accounting processes while also providing tools to handle more strategic business management needs. SAGE Intacct still relies on double-entry accounting principles, further reducing errors and detering fraud with a robust security management functionality and clear audit trails. This system replaces SAGE Peachtree Premium Accounting 2012, a server based system which lacked flexibility with the chart of accounts structure and reporting, in addition to the current version no longer being supported by SAGE.
SAGE Intacct provides for:

- Customized Chart of Accounts

- Unlimited custom dimensions

- Accounts Payable

- Approval workflows

- Payment Processing

- EFT

- Check Writing

- Invoicing

- Purchasing

- Cash Management

- Auto Bank Reconciliations

- Accounts Receivable

- Project Tracking

- Advanced Budgeting

- Complex Inventory and Project tracking needs

- Custom Reporting Tools

- Advanced Analysis Tools

- Ability to archive company data

The Chart of Accounts, as employed in the school's accounting and general ledger system, was designed to ensure compliance with the Pennsylvania Department of Education Chart of Accounts. The Chart of Accounts follows PDE's general ledger account convention where each account number is made up of a combination of dimensions and each dimension describes one way of classifying financial activity. By adopting PDE's chart of accounts conventions, PA Virtual ensures proper accounting and reporting of its budget and annual financial report.

Preliminary Statements of Revenues, Expenditures & Fund Balances

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

PDF file uploaded.

Financial Audits

Basics

Audit Firm: Barbacane, Thornton, & Company LLP
Date of Last Audit: 12/19/2018
Fiscal Year Last Audited: 2017-18

Explanation of the Report

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

This narrative is empty.

Financial Audit Report

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

PDF file uploaded.

Citations

Financial audit citations and the corresponding Charter School responses

Description	Response

Federal Programs Consolidated Review

Basics

Title I Status:	Yes
Title I First Year Status:	No
Date of Last Federal Programs Consolidated Review:	05/14/2018
School Year Reviewed:	2017-18

Federal Programs Consolidated Review Report

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

PDF file uploaded.

Citations

Federal Programs Consolidated Review citations and the corresponding Charter School responses

Description	Response

Special Education

Chapter 711 Assurances

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

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

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

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

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

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

Special Education Support Services

Position Title	Building(s) Name and Location for Charter Schools	Caseload	Low Age	High Age
Assistant Director of Special Education Enrollment	PA Virtual Charter School	1	5	21
Assistant Director of Special Education Support Services and Compliance Monitoring	PA Virtual Charter School	1	5	21
Director of Special Education	PA Virtual Charter School	1	5	21
School Psychologist	PA Virtual Charter School	1	5	13
School Psychologist	PA Virtual Charter School	1	14	21
Special Education Enrollment Specialist	PA Virtual Charter School	1	5	21
Special Education Project Manager	PA Virtual Charter School	1	5	21
Special Education Support Services Coordinator	PA Virtual Charter School	1	5	10

Special Education Support Services Coordinator	PA Virtual Charter School	1	11	15
Special Education Support Services Coordinator	PA Virtual Charter School	1	16	21
Transition Coordinator	PA Virtual Charter School	1	13	21

Special Education Contracted Services

Title	Amt. of Time per Week	Operator	Number of Students
ABA Therapy Services, LLC	360 Minutes	Outside Contractor	10 or fewer
Allied Therapy Partners, LLC	86.67 Minutes	Outside Contractor	10 or fewer
AOT, Inc.	162 Minutes	Outside Contractor	10 or fewer
Behavior Interventions	840 Minutes	Outside Contractor	10 or fewer
Capital Area IU #15	60 Minutes	Intermediate Unit	10 or fewer
Center for the Blind and Visually Impaired	120 Minutes	Outside Contractor	10 or fewer
Connecting the Pieces, LLC	767 Minutes	Outside Contractor	10 or fewer
Easter Seals of Southeastern PA	23.3 Minutes	Outside Contractor	10 or fewer
Ellingsen & Associates, Inc.	13282.5 Minutes	Outside Contractor	210
Gamut Early Intervention Services, Inc.	226.67 Minutes	Outside Contractor	10 or fewer
HealthPro Heritage, LLC	835 Minutes	Outside Contractor	17
Humanus Corporation	360 Minutes	Outside Contractor	10 or fewer
Intermediate Unit #1	33.3 Minutes	Intermediate Unit	10 or fewer
Language to Literacy, LLC	1380 Minutes	Outside Contractor	12
Liberty Therapy Solutions, LLC	4670 Minutes	Outside Contractor	20
Montgomery County IU #23	600 Minutes	Intermediate Unit	10 or fewer
Nancy K. Nowell	266.67 Minutes	Outside Contractor	10 or fewer
Next Step Child Enrichment Center dba Glenn Den Enterprises, Inc.	300 Minutes	Outside Contractor	10 or fewer

Oxford Consulting Services, Inc.	90 Minutes	Outside Contractor	10 or fewer
Pickup Transportation, LLC	1200 Minutes	Outside Contractor	10 or fewer
Sandra Tommarello	120 Minutes	Outside Contractor	10 or fewer
Support Brands, LLC	828 Minutes	Outside Contractor	19
TeleMental Health Network, LLC dba Virtual School Counselor Network	695 Minutes	Outside Contractor	16
The Hope Learning Center	555 Minutes	Outside Contractor	10 or fewer
Therapy Bridges, LLC	120 Minutes	Outside Contractor	10 or fewer
Therapy House, LLC	710 Minutes	Outside Contractor	11
Therapy Solutions, LLC	140 Minutes	Outside Contractor	10 or fewer
Therapy Source	21825 Minutes	Outside Contractor	189
Tracy Geist Therapy Services	330 Minutes	Outside Contractor	10 or fewer
US Healthcare Services, LLC	510 Minutes	Outside Contractor	10 or fewer

Special Education Cyclical Monitoring

Date of Last Special Education Cyclical Monitoring: 01/22/2016
Link to Report (Optional): Not Provided

Special Education Cyclical Monitoring Report

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

PDF file uploaded.

Special Education Personnel Development

Permission to Evaluate Requests-Oral and Written

- Review of PA Special Education Timelines Brochure and Chapter 711 Mandates regarding parent requests to evaluate students for special education services.

- Review internal Process with all staff to alert each Program Project Manager that a request has been made that includes the type of request, written request if applicable, student name, id and date of request.

Person Responsible	Director of Special Education, Principals and Psychologists
Start Date	8/17/2018
End Date	6/19/2019
Program Areas	Professional Education, Special Education, Student Services
Hours Per Session	1.0
# of Sessions	1
# of Participants Per Session	118
Provider	Pa Virtual
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Online-Synchronous
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Classified Personnel
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Monitoring effectiveness and efficiency
Evaluation Methods	Administrative review

Annual IEP Scheduling
- Review of timelines from the Special Education Timeline Brochure, process and procedures.

- Review of internal process to schedule IEPs in advance for the year through formal and internal invitations to proactively attend and provide quality input.

Person Responsible	Director of Special Education and Principals
Start Date	8/17/2018
End Date	6/19/2019
Program Areas	Professional Education, Special Education
Hours Per Session	1.0
# of Sessions	1
# of Participants Per Session	118
Provider	Pa Virtual
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA administrators, and other educators seeking leadership roles	Instructs the leader in managing resources for effective results.
Training Format	Online-Synchronous
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Classified Personnel Other educational specialists
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers
Evaluation Methods	Monitoring of compliance deadlines

Special Education/General Education Communication Plan
- Review the purpose and benefits of intentional and proactive planning to address progress monitoring,specially designed instruction

- Overview of progress monitoring and best practice techniques to support students in the least restrictive environment.

Person Responsible	Director of Special Education and Principals
Start Date	8/17/2018
End Date	6/19/2019
Program Areas	Professional Education, Special Education
Hours Per Session	1.0
# of Sessions	1
# of Participants Per Session	118
Provider	Pa Virtual
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Online-Synchronous
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Classified Personnel
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data

Specially Designed Instruction and Accommodations
- Review of differences in accommodations versus SDI and techniques to maximize instruction in students' least restricive environment.

Person Responsible	Director of Special Education and Principals
Start Date	11/26/2018
End Date	6/19/2019

Program Areas	Professional Education, Special Education
Hours Per Session	1.5
# of Sessions	1
# of Participants Per Session	15
Provider	Pa Virtual
Provider Type	Individual
PDE Approved	Yes
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Online-Synchronous
Participant Roles	Classroom teachers
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Implementation in IEP Construction
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Review of participant lesson plans

Future Ready PA Index School Goals

- Teachers will understand how the Future Ready PA Index scores align with the school goals.

- Teachers will apply the Future Ready PA Index School Goals to their Instruction.

- Teachers will demonstrate proficiency with identifying a task.

Person Responsible	Director of Special Education and Transition Coordinator
Start Date	1/5/2018
End Date	6/19/2019

Program Areas	Professional Education, Special Education, Student Services
Hours Per Session	1.5
# of Sessions	1
# of Participants Per Session	93
Provider	Pa Virtual
Provider Type	PaTTAN
PDE Approved	Yes
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Online-Synchronous
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
Follow-up Activities	Joint planning period activities
Evaluation Methods	Participant survey

Indicator 13

- What is Indicator 13 and the relation to the SPP?

- Identify recent legislation at the federal and state level that impact secondary transition requirements.

- What are some of the evidence-based practices to guide and support students through the transition process?

- Consider how to improve transition planning in your own programs.

Person Responsible	Director of Special Education, Transition Coordinator and Principals
Start Date	12/19/2018
End Date	6/19/2019

Program Areas	Professional Education, Special Education, Student Services
Hours Per Session	1.5
# of Sessions	1
# of Participants Per Session	68
Provider	Pa Virtual
Provider Type	PaTTAN
PDE Approved	Yes
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Instructs the leader in managing resources for effective results.
Training Format	Online-Synchronous
Participant Roles	Classroom teachers
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Peer-to-peer lesson discussion
Evaluation Methods	Participant survey Review of participant lesson plans

PASA Administration
Reviewed the criteria for PASA by IEP Teams and each teacher completed the PASA Training and took the assessment.

Person Responsible	Director of Special Education and Principals
Start Date	2/26/2019
End Date	6/19/2019
Program Areas	Professional Education, Special Education
Hours Per Session	1.5
# of Sessions	1
# of Participants Per Session	107
Provider	Pa Virtual/ PASA Project through PDE
Provider Type	PaTTAN
PDE Approved	Yes
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided

For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Online-Synchronous Online-Asynchronous
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Classified Personnel
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
Follow-up Activities	Conducting the PASA Assessment to students
Evaluation Methods	Standardized student assessment data other than the PSSA

Pa Post Outcome Survey-PaTTAN
- Make connections to the PA State Performance Plan (SPP)

- Identify the Target Population for Indicator 14 Exit Survey

- Demonstrate accessing the online system for PA Post School Outcomes Survey.

Person Responsible	Director of Special Education and Transition Coordinator
Start Date	2/26/2019
End Date	6/19/2019
Program Areas	Professional Education, Special Education
Hours Per Session	3.0
# of Sessions	1
# of Participants Per Session	3
Provider	PaTTAN
Provider Type	PaTTAN
PDE Approved	Yes
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided

For classroom teachers, school counselors and education specialists	Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides leaders with the ability to access and use appropriate data to inform decision-making.
Training Format	Live Webinar
Participant Roles	Classified Personnel
Grade Levels	High (grades 9-12)
Follow-up Activities	Ensure data is correct in state database.
Evaluation Methods	Survey

Rehabilitation for Empowerment, Natural Supports, Education, & Work

- Improved educational outcomes (increased graduation rates, post- secondary education participation)

- Increased employment rates

- Improved functioning in the school and the community

- Reductions in behavior problems in school and in the community

- High youth satisfaction rates

- Increased youth self- determination and self- efficacy skills (Studies from various cohorts support these outcomes.)

Person Responsible	Director of Special Education
Start Date	9/26/2018
End Date	6/19/2019
Program Areas	Professional Education, Special Education, Student Services
Hours Per Session	6.0
# of Sessions	5
# of Participants Per Session	9
Provider	PaTTAN/IU
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.

For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops
Participant Roles	School counselors Classified Personnel Other educational specialists
Grade Levels	High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Lesson modeling with mentoring
Evaluation Methods	Participant survey P-Track

Online Transition Resource Expo
Variety of resources from vendors statewide:

- Office of Vocational Rehabilitation

- Hiram G. Andrews Center

- PA Family Network

- TeleMental Health

Person Responsible	Pa Council on Cyber Transition
Start Date	6/7/2019
End Date	6/8/2019
Program Areas	Special Education, Student Services
Hours Per Session	1.5
# of Sessions	2
# of Participants Per Session	1
Provider	Pa Council on Cyber Transition
Provider Type	Cyber Coalition
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided

For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Online-Synchronous
Participant Roles	Classified Personnel
Grade Levels	High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods	Attendance

Summary of Academic Achievement and Functional Performance

Achievement and Functional Performance

- Background

- Rationale

- Student Documents

Person Responsible	Director of Special Education and Transition Coordinator
Start Date	4/12/2019
End Date	6/19/2019
Program Areas	Professional Education, Special Education
Hours Per Session	1.5
# of Sessions	1
# of Participants Per Session	6
Provider	Pa Virtual
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA administrators, and other	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional

educators seeking leadership roles	education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Online-Synchronous
Participant Roles	Classroom teachers
Grade Levels	High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers
Evaluation Methods	Review of written reports summarizing instructional activity

Special Education Program Profile

Program Position #0

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	9	0.47
Locations:				
Pa Virtual Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 18	4	0.21
Locations:				
Pa Virtual Charter School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	6	0.32
Locations:				
Pa Virtual Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #1 - Proposed Program

Operator: Charter School

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: November 16, 2018

Explain any unchecked boxes for facilities questions: Virtual Charter

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	6	0.5
Locations:				
Pa Virtual Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	16 to 16	1	0.08
Locations:				
Pa Virtual Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	4	0.34

Locations:				
Pa Virtual Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	17 to 17	1	0.08
Locations:				
Pa Virtual Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #2
Operator: Charter School
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	13 to 13	1	0.25
Locations:				
Elwyn School	A Middle School Building	A special education Center in which no general education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	13 to 14	2	0.5
Locations:				
The Pathway School	A Middle School Building	A special education Center in which no general education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 15	1	0.25
Locations:				
The University School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #3
Operator: Charter School
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 8	1	0.07
Locations:				
PA Virtual Charter School *Caseload should be 2; however, with parameters in place for districts, a "1" has been	An Elementary School Building	A building in which General Education programs are		

Type of Support	Level of Support	Age Range	Caseload	FTE
entered as a placeholder*		operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	6 to 8	3	0.1
Locations:				
PA Virtual Charter School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 9	11	0.39
Justification: Caseload ages do not reflect student classroom placements. Students within instructional sessions are with same-aged peers.				
Locations:				
PA Virtual Charter School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	1	0.37
Locations:				
PA Virtual Charter School *Caseload should be 10; however, with parameters in place for districts, a "1" has been entered as a placeholder*	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 9	1	0.07
Locations:				
PA Virtual Charter School *Caseload should be 2; however, with parameters in place for districts, a "1" has been entered as a placeholder*	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4
> *Operator:* Charter School
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	9	0.5
Locations:				
PA Virtual Charter School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	9 to 11	2	0.1
Locations:				
PA Virtual Charter School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	6	0.33
Locations:				
PA Virtual Charter School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	10 to 10	1	0.07
Locations:				
PA Virtual Charter School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	6 to 11	6	0.38
Justification: Caseload ages do not reflect student classroom placements. Students within instructional sessions are with same-aged peers.				
Locations:				
PA Virtual Charter School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 11	1	0.31
Justification: Caseload ages do not reflect student classroom placements. Students within instructional sessions are with same-aged peers.				
Locations:				
PA Virtual Charter School *Caseload should be 5; however, with parameters in place for districts, a "1" has been entered as a placeholder*	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	6 to 11	2	0.13
Justification: Caseload ages do not reflect student classroom placements. Students within instructional sessions are with same-aged peers.				
Locations:				
PA Virtual Charter School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE

Full-Time Special Education Class	Autistic Support	6 to 11	1	0.18
Justification: Caseload ages do not reflect student classroom placements. Students within instructional sessions are with same-aged peers.				
Locations:				
PA Virtual Charter School *Caseload should be 3; however, with parameters in place for districts, a "1" has been entered as a placeholder*	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	9	0.45
Locations:				
PA Virtual Charter School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	11 to 13	1	0.15
Locations:				
PA Virtual Charter School *Caseload should be 3; however, with parameters in place for districts, a "1" has been entered as a placeholder*	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	8	0.4
Locations:				
PA Virtual Charter School	A Middle School Building	A building in which General Education programs are operated		

Program Position #7

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	7	0.35
Locations:				
PA Virtual charter School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	13 to 13	1	0.05
Locations:				
PA Virtual Charter School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	10	0.5
Locations:				
PA Virtual Charter School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 14	1	0.1
Locations:				
PA Virtual Charter School *Caseload should be 2; however, with parameters in place for districts, a "1" has been entered as a placeholder*	A Middle School Building	A building in which General Education programs are operated		

Program Position #8
Operator: Charter School
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	3 to 3	3	0.19
Locations:				
PA Virtual Charter School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	3 to 3	1	0.21
Locations:				
PA Virtual Charter School *Caseload should be 3; however, with parameters in place for districts, a "1" has been entered as a placeholder*	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	3 to 3	1	0.21
Locations:				
PA Virtual Charter School *Caseload should be 3; however, with parameters in place for districts, a "1" has been entered as a placeholder*	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE

Supplemental (Less Than 80% but More Than 20%)	Autistic Support	3 to 3	1	0.39
Locations:				
PA Virtual Charter School *Caseload should be 5; however, with parameters in place for districts, a "1" has been entered as a placeholder*	A Middle School Building	A building in which General Education programs are operated		

Program Position #9

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Physical Support	16 to 16	1	0.05
Locations:				
PA Virtual Charter School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	1	0.67
Locations:				
PA Virtual Charter School *Caseload should be 18; however, with parameters in place for districts, a "1" has been entered as a placeholder*	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 15	2	0.06
Locations:				
PA Virtual Charter School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	6	0.22
Locations:				
PA Virtual Charter School	A Middle School Building	A building in which General Education programs are operated		

Program Position #10

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	9	0.33
Locations:				
PA Virtual Charter School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	13 to 15	2	0.07
Locations:				
PA Virtual Charter School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	14 to 14	1	0.05
Locations:				
PA Virtual Charter School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 15	2	0.07
Locations:				
PA Virtual Charter School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	1	0.48
Locations:				
PA Virtual Charter School *Caseload should be 13; however, with parameters in place for districts, a "1" has been entered as a placeholder*	A Middle School Building	A building in which General Education programs are operated		

Program Position #11
Operator: Charter School
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	15 to 17	2	0.09
Locations:				
PA Virtual Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	16 to 16	1	0.04
Locations:				
PA Virtual Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 18	1	0.04
Locations:				
PA Virtual Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	8	0.33
Locations:				
PA Virtual Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	1	0.46
Locations:				
PA Virtual Charter School *Caseload should be 11; however, with parameters in place for districts, a "1" has been entered as a placeholder*	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	17 to 17	1	0.04
Locations:				
PA Virtual Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #12
Operator: Charter School
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	15 to 18	1	0.12
Locations:				
PA Virtual Charter School *Caseload should be 2; however, with parameters in place for districts, a "1" has been entered as a placeholder*	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	17 to 18	2	0.12
Locations:				
PA Virtual Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	15 to 18	1	0.25

Locations:				
PA Virtual Charter School *Caseload should be 4; however, with parameters in place for districts, a "1" has been entered as a placeholder*	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	15 to 18	1	0.5
Locations:				
PA Virtual Charter School *Caseload should be 8; however, with parameters in place for districts, a "1" has been entered as a placeholder*	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #13

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	13	0.48
Locations:				
PA Virtual Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	17 to 17	1	0.04
Locations:				
PA Virtual Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	1	0.44
Locations:				
PA Virtual Charter School *Caseload should be 12; however, with parameters in place for districts, a "1" has been entered as a placeholder*	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	16 to 16	1	0.04
Locations:				
PA Virtual Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #14

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE

Itinerant	Emotional Support	17 to 20	2	0.15
Locations:				
PA Virtual Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 19	9	0.7
Locations:				
PA Virtual Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	18 to 20	2	0.15
Locations:				
PA Virtual Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #15

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	15 to 19	1	0.35
Locations:				
PA Virtual Charter School *Caseload should be 8; however, with parameters in place for districts, a "1" has been entered as a placeholder*	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	8	0.35
Locations:				
PA Virtual Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	17 to 17	1	0.04
Locations:				
PA Virtual Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 16	2	0.1
Locations:				
PA Virtual Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	15 to 19	1	0.12
Locations:				
PA Virtual Charter School *Caseload should be 3; however, with parameters in place for districts, a "1" has been entered as a placeholder*	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 15	1	0.04
Locations:				
PA Virtual Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #16

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 11	16	0.36
Justification: Caseload ages do not reflect student classroom placements. Students within instructional sessions are with same-aged peers.				
Locations:				
PA Virtual Charter School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 15	17	0.39
Locations:				
PA Virtual Charter School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	12 to 12	1	0.02
Locations:				
PA Virtual Charter School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Physical Support	14 to 14	1	0.02
Locations:				
PA Virtual Charter School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE

Itinerant	Speech and Language Support	15 to 18	9	0.21
Locations:				
PA Virtual Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Facilities

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

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

Type	Description
Building Remodel	F.W. Houder, Inc: Electrical
Building Remodel	F.W. Houder, Inc: General Construction
Building Remodel	F.W. Houder, Inc: HVAC
Building Remodel	F.W. Houder, Inc: Sprinkler
Building Remodel	KSM Architects: PA Virtual Renovations - Phase 1
Building Remodel	KSM Architects: PA Virtual Renovations - Phase I - V
Building Remodel	KSM Architects: PA Virtual Renovations - Phase IV Bidding
Building Remodel	KSM Architects: Phase V - Construction Admin & Phase III CD's
Building Remodel	KSM Architects: Phrase V Construction Admin
Glass Replacement	Cypress Door & Glass: Replace Exterior Windows
HVAC Hardware & Installation	Oliver Mechanical: RTU1 - 1st floor
Network Upgrade	ePlus Technology Inc.: SOW 62329 - PAVCS - Flashstack
Staff Laptops	ePlus Technology Inc.: Probook 450 & 3yr carepack from 6610

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

$496,223.00

Facility Plans and Other Capital Needs

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

The Pennsylvania Virtual Charter School will continue to improve the main office facility. The building is approaching its useful life on core systems and other significant components of the property. Please see below a list of future improvements that will be made:
1) Replacement and upgrades of HVAC equipment

- Replace two more roof top units as the current equipment will have reached its useful life.

- Add a control system to manage all of the equipment, thus creating more efficiency.

- Replace failing Variable Air Volume hardware that helps regulate airflow in our heaters.

2) Exterior Property Upgrades

- Replace the wheelchair ramp and stairs as it is approaching its useful life.

- Replace parking lot instead of resurfacing, as resurfacing is not addressing the underlying issue of an old foundation causing cracking.

- Replace remaining windows ath have been identified as contributed in unstable interior temperatures and water leaks.

3) Replace student and staff laptops in order to align our technology to support the specifications required for software, while improving the overall experience of our community.

Memorandums of Understanding

Organization	Purpose
Upper Merion Police Department, 175 W. Valley Forge Road, King of Prussia, PA 19406	To foster a relationship of cooperation and mutual support between the parties and maintain procedures to ensure the physical security and safety of the school's operating office located at: 630 Park Avenue, King of Prussia, PA 19406. The MOU is a 2-year agreement.

Charter School Annual Report Affirmations

Charter Annual Report Affirmation

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

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

Affirmed by Bonnie Schaefer on 7/30/2019

Board President

Affirmed by John Chandler on 7/29/2019

Chief Executive Officer

Charter School Law Affirmation

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

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

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

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

Affirmed by Bonnie Schaefer on 7/30/2019

Board President

Affirmed by John Chandler on 7/29/2019

Chief Executive Officer

Ethics Act Affirmation

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

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

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

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

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

Affirmed by Bonnie Schaefer on 7/30/2019

Board President

Affirmed by John Chandler on 7/29/2019

Chief Executive Officer

Charter Annual Background Check Affirmation

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

Affirmed by Bonnie Schaefer on 7/30/2019

Board President

Affirmed by John Chandler on 7/29/2019

Chief Executive Officer

Charter Annual Administrative Certification Affirmation

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

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

Affirmed by Bonnie Schaefer on 7/30/2019

Board President

Affirmed by John Chandler on 7/29/2019

Chief Executive Officer