

Achievement House CS

Charter Annual Report

07/01/2019 - 06/30/2020

School Profile

Demographics

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

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

Governance and Staff

Leadership Changes

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

Jim Bowers resigned on 7/16/19.

Desmonde' Pringle was sworn in on 9/17/19.

Mr. Pringle is currently International Human Resources Consultant at Global Solutions, Inc. He has expertise in addressing all aspects of International Human Resources Development combined with proficiency in assessing, diagnosing, designing, implementing and evaluating all area of the change management function with the objective of integrating human resource practices and training function to maximize global organizational transformation.

Board of Trustees Meeting Schedule

Location	Date and Time
Achievement House Home Office, 102 Pickering Way, 2nd Floor, Exton, PA 19341	7/16/2019 7:00 PM
Achievement House Home Office, 102 Pickering Way, 2nd Floor, Exton, PA 19341	8/20/2019 7:00 PM
Achievement House Home Office, 102 Pickering Way, 2nd Floor, Exton, PA 19341	9/17/2019 7:00 PM
Achievement House Home Office, 102 Pickering Way, 2nd Floor, Exton, PA 19341	10/15/2019 7:00 PM
Achievement House Home Office, 102 Pickering Way, 2nd Floor, Exton, PA 19341	12/17/2019 7:00 PM
Achievement House Home Office, 102 Pickering Way, 2nd Floor, Exton, PA 19341	1/21/2020 7:00 PM
Achievement House Home Office, 102 Pickering Way, 2nd Floor, Exton, PA 19341	2/18/2020 7:00 PM
Achievement House Home Office, 102 Pickering Way, 2nd Floor, Exton, PA 19341	3/17/2020 7:00 PM
Achievement House Home Office, 102 Pickering Way, 2nd Floor, Exton, PA 19341	5/19/2020 7:00 PM
Achievement House Home Office, 102 Pickering Way, 2nd Floor, Exton, PA 19341	6/16/2020 7:00 PM

Professional Staff Member Roster

Neal Thomas	
PA Certified	Yes
Areas of Certification	Administrative Principal I PK-12, Health & PE Level II, Mid-Level Science 6-9 Level II, Technology Ed PK-12 Level II
Grades Teaching or Serving	7-12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Principal
Number of Hours Annually Worked in Assignment	1440
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

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

XLSX file uploaded.

Quality of Teaching and Other Staff

Position Categories	Number of Staff per Category	Number of Staff Appropriately Certified	Number of Staff Promoted	Number of Staff Transferred	Number of Staff Terminated	Number of Staff Contracted for Following Year
Chief Executive Officer	1.00					1.00
Principal	1.00	1.00				1.00
Assistant Principal						
Classroom Teacher (including Master Teachers)	29.00	29.00				32.00
Specialty Teacher (including Master Teachers)						
Special Education Teacher (including Master Teachers)	15.00	15.00				16.00
Special Education Coordinator						
Counselor	3.00	2.00				3.00
Psychologist						
School Nurse	1.00	0.00				1.00
Supervisor of Special Education	0	0				1
Totals	50.00	47.00	0	0	0	55.00

Further explanation:

School has a contracted Certified School Nurse on staff along the Part-time Nurse.

Fiscal Matters

Major Fundraising Activities

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

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

Fiscal Solvency Policies

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

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

Fiscal Solvency Policies

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

No files have been uploaded.

Accounting System

Changes to the accounting system the charter school uses:

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

Preliminary Statements of Revenues, Expenditures & Fund Balances

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

PDF file uploaded.

Financial Audits

Basics

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

Explanation of the Report

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

The 2018 audit is attached, the 2019 audit is pending completion and was delayed due to Covid. We anticipate completion by the end of August, 2020.

Financial Audit Report

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

PDF file uploaded.

Citations

Financial audit citations and the corresponding Charter School responses

Description	Response
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Federal Programs Consolidated Review

Basics

Title I Status: Yes
 Title I First Year Status: No
 Date of Last Federal Programs Consolidated Review: 05/17/2019
 School Year Reviewed: 2018-19

Federal Programs Consolidated Review Report

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

PDF file uploaded.

Citations

Federal Programs Consolidated Review citations and the corresponding Charter School responses

Description	Response
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Special Education

Chapter 711 Assurances

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

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

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

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

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

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

Special Education Support Services

Position Title	Building(s) Name and Location for Charter Schools	Caseload	Low Age	High Age
Paraprofessional	Achievement House Cyber Charter School	15	13	20

Special Education Contracted Services

Title	Amt. of Time per Week	Operator	Number of Students
Abington	5 Days	Outside Contractor	10 or fewer
ACS Consultants	5 Days	Outside Contractor	10 or fewer
Communication Associates	5 Days	Outside Contractor	10 or fewer

Delta T	5 Days	Outside Contractor	10 or fewer
Humanus	5 Days	Outside Contractor	34
Kaleidoscope	5 Days	Outside Contractor	10 or fewer
Pocono Speech Center	5 Days	Outside Contractor	10 or fewer
Sayegh Pediatric Therapy	5 Days	Outside Contractor	10 or fewer
Special Education Consultant	3 Days	Outside Contractor	282
Therapy Source	5 Days	Outside Contractor	57
Total Learning Center	5 Days	Outside Contractor	10 or fewer
Train On Main	5 Days	Outside Contractor	10 or fewer
U.S. Healthcare Services	5 Days	Outside Contractor	37
Virtual School Counseling Network	5 Days	Outside Contractor	39
Westmoreland IU7	5 Days	Outside Contractor	10 or fewer

Special Education Cyclical Monitoring

Date of Last Special Education Cyclical Monitoring:

03/20/2017

Link to Report (Optional):

Not Provided

Special Education Cyclical Monitoring Report

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

PDF file uploaded.

Special Education Personnel Development

Team Initiated Problem Solving Meetings

This evidence based team meeting protocol was discussed as part of our State Systemic Improvement Plan. We reviewed our quarterly school grades and decided that a meeting to look at systemic issues to generate possible school wide solutions would be beneficial to our students with disabilities.

Person Responsible	Special Education Consultant, Principal
Start Date	1/15/2020
End Date	6/5/2020
Program Areas	Special Education
Hours Per Session	1.0
# of Sessions	5
# of Participants Per Session	20
Provider	PaTTAN
Provider Type	PaTTAN
PDE Approved	Yes
Knowledge Gain	How to review and analyze school-wide data in order to make meaningful change for increased student achievement and graduation rates for students with disabilities.
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	Department Focused Presentation
Participant Roles	Classroom teachers

	Principals / Asst. Principals School counselors
Grade Levels	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 Analysis of student work, with administrator and/or peers
Evaluation Methods	Classroom student assessment data Participant survey

High Leverage Practices

Overview of high leverage practices for special and general education teachers to work collaboratively to increase student achievement.

Person Responsible	Special Education Consultant, Principal
Start Date	9/9/2019
End Date	6/12/2020
Program Areas	Special Education
Hours Per Session	1.0
# of Sessions	4
# of Participants Per Session	5
Provider	PaTTAN
Provider Type	PaTTAN
PDE Approved	No
Knowledge Gain	An understanding of the high yield practices that increase student achievement and provide teachers with practices that work with general and special education teachers.
Research & Best Practices Base	Council for Exceptional Children
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.
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	Live Webinar
Participant Roles	Classroom teachers Other educational specialists
Grade Levels	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 Analysis of student work, with 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 Review of participant lesson plans

Post School Outcomes Survey

To contact graduates a year after graduation to determine post secondary plans in the areas of education, employment and independent living.

Person Responsible	Special Education Consultant, Principal. Special Education Teachers
Start Date	4/13/2020
End Date	9/15/2020
Program Areas	Special Education
Hours Per Session	3
# of Sessions	1
# of Participants Per Session	15
Provider	PaTTAN
Provider Type	PaTTAN
PDE Approved	No
Knowledge Gain	An understanding of effective supports that helped graduates prepare for post secondary life goals.
Research & Best Practices Base	PDE, BSE
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making.
Training Format	Live Webinar Department Focused Presentation
Participant Roles	Classroom teachers Other educational specialists
Grade Levels	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	Post School Outcomes Survey

Pennsylvania Alternate Assessment System

Training on how to implement the PASA standardized test.

Person Responsible	Special Education Consultant, Principal
Start Date	10/7/2019
End Date	4/17/2020
Program Areas	Special Education
Hours Per Session	2
# of Sessions	4
# of Participants Per Session	15
Provider	PaTTAN
Provider Type	PaTTAN
PDE Approved	No
Knowledge Gain	Implementation and Administration of the PASA.
Research & Best Practices Base	PDE, BSE
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. Provides leaders with the ability to access and use appropriate data to inform decision-making.
Training Format	Live Webinar Department Focused Presentation
Participant Roles	Classroom teachers Other educational specialists
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers
Evaluation Methods	Standardized student assessment data other than the PSSA Classroom student assessment data

IEP Institute

Increase efficiency and knowledge of writing IEPs and leading IEP meetings.

Person Responsible	Special Education Consultant, Principal
Start Date	9/9/2019
End Date	6/12/2020
Program Areas	Special Education
Hours Per Session	2
# of Sessions	2
# of Participants Per Session	15
Provider	IU
Provider Type	IU
PDE Approved	No
Knowledge Gain	Creating parent/student friendly IEP meetings, Compliance with writing legally defensible IEPs
Research & Best Practices Base	Chapter 711
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	Department Focused Presentation
Participant Roles	Classroom teachers Other educational specialists
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Compliance with IEP paperwork, increased parent and student attendance
Evaluation Methods	Attendance at IEP meetings, Compliance with IEP timelines and paperwork

504 Plans

Background, description of 504 legal framework and implementation of 504 Plans and meetings

Person Responsible	Special Education Consultant, Principal, Guidance Counselors
Start Date	9/3/2019
End Date	6/12/2020
Program Areas	Special Education, Student Services
Hours Per Session	3
# of Sessions	1

# of Participants Per Session	7
Provider	IU
Provider Type	IU
PDE Approved	No
Knowledge Gain	Implementation and Legal compliance with 504 Plans
Research & Best Practices Base	ADA
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. 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.
Training Format	Professional Learning Communities
Participant Roles	Principals / Asst. Principals School counselors Other educational specialists
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	504 Plans
Evaluation Methods	Participant survey 504 Plans

Career Planning for students with Autism Spectrum Disorders

To examine the various programs and services for students with autism to discuss at IEP meetings during the Transition section of the IEP.

Person Responsible	Special Education Consultant, Teachers
Start Date	10/30/2019
End Date	6/12/2020
Program Areas	Special Education
Hours Per Session	6
# of Sessions	1
# of Participants Per Session	15
Provider	PaTTAN
Provider Type	PaTTAN
PDE Approved	No
Knowledge Gain	

	Career planning for students with autism to discuss at IEP Meetings. Learn a variety of programs and services.
Research & Best Practices Base	PDE, BSE
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	Department Focused Presentation Offsite Conferences
Participant Roles	Classroom teachers Other educational specialists
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Department discussion and IEP team meetings
Evaluation Methods	Transition outcomes and transition section of IEPs

Special Education Program Profile

Program Position #1

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	16 to 20	12	1
Locations:				
Achievement House Cyber Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #2

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 17	26	1
Locations:				
Achievement House Cyber Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #3

Operator: Charter School

PROGRAM SEGMENTS

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

Program Position #4

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 17	24	1
Locations:				
Achievement House Cyber Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #5

Operator: Charter School

PROGRAM SEGMENTS

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

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

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

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 20	24	1
Locations:				
Achievement House Cyber Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

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

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

Program Position #9*Operator: Charter School***PROGRAM SEGMENTS**

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

Program Position #10*Operator: Charter School***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 20	25	1
Locations:				
Achievement House Cyber Charter School	A Junior/Senior High 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	Learning Support	16 to 16	1	0.3
Locations:				
Achievement House Cyber 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
Itinerant	Learning Support	15 to 19	25	1
Locations:				
Achievement House Cyber Charter School	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	13 to 17	26	1
Locations:				
Achievement House Cyber 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	Learning Support	16 to 20	25	1
Locations:				
Achievement House Cyber 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
Full-Time Special Education Class	Life Skills Support	14 to 18	15	1
Locations:				
Achievement House Cyber Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Facilities

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

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

The school did not make any significant additions or deletions to capital inventory during the 2019-20 fiscal year.

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

\$215,000.00

Facility Plans and Other Capital Needs

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

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

Memorandums of Understanding

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

Charter School Annual Report Affirmations

Charter Annual Report Affirmation

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

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

Affirmed by Marilou Strangarity on 7/27/2020

Board President

Affirmed by Donald Asplen on 7/21/2020

Chief Executive Officer

Charter School Law Affirmation

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

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

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

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

Affirmed by Marilou Strangarity on 7/27/2020

Board President

Affirmed by Donald Asplen on 7/21/2020

Chief Executive Officer

Ethics Act Affirmation

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

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

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

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

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

Affirmed by Marilou Strangarity on 7/27/2020

Board President

Affirmed by Donald Asplen on 7/21/2020

Chief Executive Officer

Charter Annual Background Check Affirmation

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

Affirmed by Marilou Strangarity on 7/27/2020

Board President

Affirmed by Donald Asplen on 7/21/2020

Chief Executive Officer

Charter Annual Administrative Certification Affirmation

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

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

Affirmed by Marilou Strangarity on 7/27/2020

Board President

Affirmed by Donald Asplen on 7/21/2020

Chief Executive Officer