

Reach Cyber CS

Charter Annual Report

07/01/2018 - 06/30/2019

School Profile

Demographics

750 East Park Drive
Suite 204
Harrisburg, PA 17111
717-704-8437

Phase:	Phase 3
CEO Name:	Jane Swan
CEO E-mail address:	jswan@reach.connectionsacademy.org

Governance and Staff

Leadership Changes

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

Reach Board of Trustees leadership, as well as the CEO, has remained the same. Changes to school administration included resignation of K-12 Principal, Bradley Testa. Additionally, Reach hired a new Special Education Director, Gregory McCurdy and the CEO, Jane Swan, assumed supervision, as well as two Assistant Directors of Special Education: Karen Eppinger and Sheila Perez, removing that responsibility and contract from Connections Education, due to inability to adequately serve the school. Reach is no longer under corrective action.

Due to increased enrollment and achievement challenges two new Principals were hired at the end of the 18-19 school year, June, for the 19-20 school year : K-6: Corey Groff and 7-12 Christine Miller and two new Assistant Principals were added in 7-12: Devin Meza-Rushanan and Andrew Gribbin.

Board of Trustees Meeting Schedule

Location	Date and Time
Reach Cyber Charter School offices, 750 East Park Drive, Suite 204, Harrisburg, Pa. 17111 and via teleconference 800-747-5150, access code 703-4511	8/15/2018 9:00 AM
Reach Cyber Charter School offices, 750 East Park Drive, Suite 204, Harrisburg, Pa. 17111 and via teleconference 800-747-5150, access code 703-4511	9/19/2018 9:00 AM
Reach Cyber Charter School offices, 750 East Park Drive, Suite 204, Harrisburg, Pa. 17111 and via teleconference 800-747-5150, access code 703-4511	10/17/2018 9:00 AM
Reach Cyber Charter School offices, 750 East Park Drive, Suite 204, Harrisburg, Pa. 17111 and via teleconference 800-747-5150, access code 703-4511	11/15/2018 9:00 AM
Reach Cyber Charter School offices, 750 East Park Drive, Suite 204, Harrisburg, Pa. 17111 and via teleconference 800-747-5150, access code 703-4511	1/17/2019 9:00 AM
Reach Cyber Charter School offices, 750 East Park Drive, Suite 204, Harrisburg, Pa. 17111 and via teleconference 800-747-5150, access code 703-4511	2/21/2019 9:00 AM
Reach Cyber Charter School offices, 750 East Park Drive, Suite 204, Harrisburg, Pa. 17111 and via teleconference 800-747-5150, access code 703-4511	4/18/2019 9:00 AM
Reach Cyber Charter School offices, 750 East Park Drive, Suite 204, Harrisburg, Pa. 17111 and via teleconference 800-747-5150, access code 703-4511	5/16/2019 9:00 AM
Reach Cyber Charter School offices, 750 East Park Drive, Suite 204,	6/20/2019 9:00

Harrisburg, Pa. 17111 and via teleconference 800-747-5150, access code 703-4511	AM
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Professional Staff Member Roster

There are no professional staff members.

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

XLSX file uploaded.

Quality of Teaching and Other Staff

Position Categories	Number of Staff per Category	Number of Staff Appropriately Certified	Number of Staff Promoted	Number of Staff Transferred	Number of Staff Terminated	Number of Staff Contracted for Following Year
Chief Executive Officer	1.00	1.00	0.00	0.00	0.00	1.00
Principal	1.00	1.00	0.00	0.00	1.00	3.00
Assistant Principal	4.00	4.00	0.00	0.00	0.00	6.00
Classroom Teacher (including Master Teachers)	103.00	103.00	6.00	0.00	2.00	130.00
Specialty Teacher (including Master Teachers)	9.00	9.00	0.00	0.00	0.00	16.00
Special Education Teacher (including Master Teachers)	32.00	32.00	4.00	0.00	1.00	42.00
Special Education Coordinator	3.00	3.00	0.00	0.00	0.00	4.00
Counselor	13.00	13.00	1.00	0.00	0.00	15.00
Psychologist	1.00	1.00	0.00	0.00	0.00	1.00
School Nurse	2.00	2.00	0.00	0.00	0.00	2.00
Director of STEM Education	1	1	1	0	0	1
Social Outreach and Marketing Coordinator	1	1	0	0	0	1
Administrative Assistant	11	11	0	0	1	11
Social Worker	3	3	0	0	1	3
Business Manager	1	1	0	0	1	1
Office Manager	1	1	0	0	0	1
Director of Family Services	1	1	0	0	0	1
Director of MTSS	1	1	0	0	0	1
Totals	189.00	189.00	12.00	0.00	7.00	240.00

Further explanation:

Social Outreach and Marketing Coordinator, Administrative Assistants and Office Manager, do not require PA certification.

Fiscal Matters

Major Fundraising Activities

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

There have been zero fundraising activities performed for this year and zero planned for next year.

Fiscal Solvency Policies

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

Reach has not implemented any changes to policies and procedures in 18-19 to ensure and monitor fiscal solvency.

Reach Cyber Charter School uses sound budgeting and forecasting policy and procedures to monitor revenue and authorize expenditures according to any restrictions placed on such revenue. When developing the annual budget, the school uses an iterative process incorporating input from key stakeholders, including the CEO, Business Manager and designated members of the Board. The budget is then compared to the actual and forecasted results on a monthly basis. The school developed and maintains simple check request and purchase order forms to document the authorization of non-payroll expenditures. All expenditures are approved by a designee of the Board. The designee reviews the proposed expenditure for approval and to determine whether it is consistent with the Board's adopted budget. Supporting documentation is required for all expenditures.

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:

Reach Cyber Charter school follows an accounting plan that is compliant with generally accepted accounting principles (GAAP). The school uses industry-standard accounting software to ensure proper bookkeeping. The school maintains detailed accounting records consistent with the accounting and financial reporting manuals prescribed by PDE. The financial system used is Microsoft Dynamics GP Software to record all activity.

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. P.C.
 Date of Last Audit: 05/02/2019
 Fiscal Year Last Audited: 2017-2018

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 auditor's report of Reach Cyber Charter School reviewed the management's responsibility for the financial statements including the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error. It also reviewed the auditor's responsibility to express opinions on these financial statements based on the audit. It was conducted in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. The auditor reviewed the financial statement referred to above present fairly, in all respects, the respective financial position of the governmental activities the major fund of Reach Cyber Charter School as of June 30, 2018, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Accounting principles generally accepted in the United States of America require that the management's discuss and analysis and budgetary comparison information as listed in the table of contents of the report be presented to supplement the basic financial statement. Finally, the auditor's report was issued (see attachment below), presented approved by the board of trustees of Reach Cyber Charter School.

It highlighted total revenues increased by 16,707,000 due primarily to increased enrollment, including an ending fund balance of 5,081.189 and a cash balance of 11,054.4558. The school's primary source of revenue, the per student subsidy provided by the school districts will increase by approximately 9,140,000 for fiscal year 2018-2019 due to increased enrollment. The school does not have any long-term debt at this time.

Summary of the Reach Cyber Charter School Audit results, as listed on page 32 of 35 of the Audit report attached below, indicates no significant deficiencies, no instances of noncompliance material to the financial statement of the school, no significant deficiencies relating to the audit of major federal award programs and no audit findings, program tested as a major programs was Title I, CFDA #84,010; the threshold for distinguishing Types A and B programs was \$750,000 and Reach Cyber Charter School did not qualify as a low-risk audience.

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: 05/17/2018
 School Year Reviewed: 2017-2018

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
Assistant Director of Special Education	Reach Cyber Charter School	25	5	21
Assistant Director of Special Education	Reach Cyber Charter School	25	5	21
Director of Special Education	Reach Cyber Charter School	25	5	21
School Psychologist	Reach Cyber Charter School	100	5	21
Social Worker	Reach Cyber Charter School	30	5	21
Social Worker	Reach Cyber Charter School	30	5	21

Special Education Contracted Services

Title	Amt. of Time per Week	Operator	Number of Students
Avonbrook Counseling	4 Days	Outside Contractor	11
Barbara S. DeSalvo, Inc	5 Days	Outside Contractor	80
Central Penn Associates	5 Days	Outside Contractor	15
Community Therapy	5 Days	Outside Contractor	20
Global Therapy	5 Days	Outside Contractor	40
Live Speech	5 Days	Outside Contractor	90
Therapy Source	5 Days	Outside Contractor	30

Special Education Cyclical Monitoring

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

02/12/2018
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

LRP National Institute on Legal Issues of Educating Students with Disabilities

The purpose of this conference was to gain top-notch compliance and implementation strategies in the areas of Section 504, IDEA, and Educational Technology. Information from leading attorneys, behavior experts and forward-thinking ed tech leaders and special education practitioners was shared with senior leadership, principals and special education teachers.

Person Responsible	Director of Special Education
Start Date	5/8/2019
End Date	6/14/2019
Program Areas	Professional Education, Special Education
Hours Per Session	1
# of Sessions	2
# of Participants Per Session	36
Provider	LRP
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	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 Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir Related Service Personnel
Grade Levels	Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Peer-to-peer lesson discussion Ongoing Group and Individual Discussions and Reflections.
Evaluation Methods	Participant survey

Introduction to Transition Planning

The purpose of this training was to provide a general overview of Indicator 13 to special education teachers. Participants learned that Secondary Transition is a coordinated set of activities for a student with a disability that is designed within a results oriented process that is focused on improving the academic and functional achievement of the student with a disability to facilitate movement from school to post-school activities.

Person Responsible	Director of Special Education
Start Date	9/16/2018
End Date	9/16/2018
Program Areas	Professional Education, Special Education
Hours Per Session	2
# of Sessions	1
# of Participants Per Session	25
Provider	Reach Cyber Charter School
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	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	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	IEP Reviews
Evaluation Methods	Compliance reviews

Child Find Procedures

Brief overview of Child Find Procedures at Reach Cyber Charter School.

Person Responsible	Director of Special Education
Start Date	9/10/2018
End Date	9/10/2018
Program Areas	Special Education, Student Services, Gifted Education
Hours Per Session	1
# of Sessions	1
# of Participants Per Session	180
Provider	Reach Cyber Charter School

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. 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	LEA Whole Group Presentation
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Classified Personnel New Staff Other educational specialists Related Service Personnel
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Follow-up dialog at Principal Meetings.
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Calculating LRE, Move-In/New Registration Process

This session provided Special Education Teachers with the tools to accurately calculate the Least Restrictive Environment within IEPs. Additionally, staff learned about the procedures for new registrations: Move in Meeting development timeline, documents to issues, procedures for a student moving in from out of state.

Person Responsible	Director of Special Education
Start Date	9/23/2018
End Date	9/23/2018
Program Areas	Special Education
Hours Per Session	1
# of Sessions	1
# of Participants Per Session	25
Provider	Reach Cyber Charter School
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. Provides leaders with the ability to access and use appropriate data to inform decision-making.
Training Format	Department Focused Presentation 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	Individual Staff Meetings
Evaluation Methods	Staff and Administrative Reflections,

Transition Conference

The CEO, Director of Special Education, Assistant Director of Special Education and Transition Coordinator attending the 2019 Community on Transition sponsored by PATTAN.

Person Responsible	Director of Special Education
Start Date	7/17/2019
End Date	7/18/2019
Program Areas	Special Education
Hours Per Session	1
# of Sessions	10
# of Participants Per Session	4
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	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. 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 Offsite Conferences
Participant Roles	Classroom teachers Supt / Ast Supts / CEO / Ex Dir
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Special Education Leadership Academy

This professional conference to increase skills and knowledge vital for special education leaders.

Person Responsible	Director of Special Education
Start Date	7/22/2019
End Date	7/25/2019
Program Areas	Professional Education, Special Education
Hours Per Session	6
# of Sessions	4
# of Participants Per Session	2
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	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.

	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	Offsite Conferences
Participant Roles	Classroom teachers Supt / Ast Supts / CEO / Ex Dir
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 Peer-to-peer lesson discussion
Evaluation Methods	Participant survey

End of Year PLC 6-10-19

Large group staff meeting to wrap up 2018-2019 school year

Person Responsible	Director of Special Education
Start Date	6/10/2019
End Date	6/10/2019
Program Areas	Professional Education, Special Education
Hours Per Session	3
# of Sessions	1
# of Participants Per Session	25
Provider	Reach Cyber Charter School
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	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	LEA Whole Group Presentation 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	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Assistive Technology and Adobe Pro

The purpose of this professional development was to train teachers about ensuring the IEP team considers assistive technology within meetings. Additionally, staff were training about technology, applications and equipment that are available to students at Reach. Documenting assistive technology appropriately was taught to special education teachers.

Person Responsible	Director of Special Education
Start Date	11/28/2018
End Date	11/28/2019
Program Areas	Special Education
Hours Per Session	2
# of Sessions	1
# of Participants Per Session	26
Provider	Reach Cyber Charter School
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. 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	Instructs the leader in managing resources for effective results.
Training Format	Online-Synchronous Professional Learning Communities
Participant Roles	Classroom teachers New Staff

	Related Service Personnel
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	one to one teacher meetings
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Grade Band Special Education PLC 5-17-19

Elementary LSTs, Middle School LSTs and High School LSTs met with grade level lead to discuss grade band specific topics.

Person Responsible	Director of Special Education
Start Date	5/17/2019
End Date	5/17/2019
Program Areas	Professional Education, Special Education
Hours Per Session	1
# of Sessions	1
# of Participants Per Session	10
Provider	Reach Cyber Charter School
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. 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	LEA Whole Group Presentation 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	Team development and sharing of content-area lesson

	implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Special Education PLC 5-3-19

School Psychologist reviewed RRs and meeting time lines.

Person Responsible	Director of Special Education
Start Date	5/3/2019
End Date	5/3/2019
Program Areas	Professional Education, Special Education
Hours Per Session	1
# of Sessions	1
# of Participants Per Session	25
Provider	Reach Cyber Charter School
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. 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	LEA Whole Group Presentation 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	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

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Special Education PLC 4-26-19

Special Education PLC to review state testing and meeting RR/IEP time lines.

Person Responsible	Director of Special Education
Start Date	4/26/2019
End Date	4/26/2019
Program Areas	Professional Education, Special Education
Hours Per Session	1
# of Sessions	1
# of Participants Per Session	25
Provider	Reach Cyber Charter School
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. 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	LEA Whole Group Presentation 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	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA

Extended School Year Documentation

The purpose of this professional development training was to instruct special education teachers to appropriately consider extended school year within the IEP. This was the second part of a training that was held earlier in December of 2018.

Person Responsible	Director of Special Education
Start Date	1/11/2019
End Date	1/11/2019
Program Areas	Special Education
Hours Per Session	2
# of Sessions	2
# of Participants Per Session	26
Provider	Reach Cyber Charter School
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. 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 Related Service 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. Record Reviews

Introduction to Transition for 5th grade LSTs

discussed transition surveys, present levels, transition grid, and reviewed the actual student IEP's that were in the transitional age of 14

Person Responsible	Director of Special Education
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Start Date	4/10/2019
End Date	4/10/2019
Program Areas	Professional Education, Special Education
Hours Per Session	1
# of Sessions	1
# of Participants Per Session	4
Provider	Reach Cyber Charter School
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. 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.
Training Format	LEA Whole Group Presentation Online-Synchronous
Participant Roles	Classroom teachers
Grade Levels	Elementary - Intermediate (grades 2-5)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Special Education PLC 4-5-19

Whole group Special Education PLC, following topics reviewed:

Re-entry Procedure for Hospitalized Students

Related Service Update

Transition Update

Person Responsible	Director of Special Education
Start Date	4/5/2019
End Date	4/5/2019
Program Areas	Professional Education, Special Education
Hours Per Session	1
# of Sessions	1
# of Participants Per Session	25
Provider	Reach Cyber Charter School
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. 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.
Training Format	LEA Whole Group Presentation Online-Synchronous
Participant Roles	Classroom teachers Related Service 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 Peer-to-peer lesson discussion
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Overview of Office of Vocational Rehabilitation

This nighttime event was help to provide information to parents about the supports and services offered by OVR.

Person Responsible	Transition Coordinator
Start Date	10/22/2018
End Date	10/22/2018
Program Areas	Special Education
Hours Per Session	2
# of Sessions	1
# of Participants Per Session	2
Provider	OVR
Provider Type	Non-profit Organization
PDE Approved	No
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	Instructs the leader in managing resources for effective results.
Training Format	Live Webinar Online-Synchronous
Participant Roles	Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Additional communications were offered to parents.
Evaluation Methods	Participant survey

Safe Crisis Management (JKM)

This training was to provide staf fwith a professional, comprehensive and safe approach to prepare, support and positively intervene with behavior.

Person Responsible	Special Education Director
Start Date	4/12/2019
End Date	4/12/2019
Program Areas	Professional Education, Special Education
Hours Per Session	13
# of Sessions	2
# of Participants Per Session	2
Provider	JKM Training Inc.
Provider Type	For Profit Company
PDE Approved	No
Knowledge Gain	

	To provide staff with support for students that need the use of positive interventions for behavioral issues.
Research & Best Practices Base	SCM provides a continuum of interventions that are based on the "Least Restrictive Alternative"; The least restrictive approach is using the least amount of restriction necessary to manage behavior that is harmful to self or others.
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	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	LEA Whole Group Presentation Online-Synchronous Online-Asynchronous
Participant Roles	Supt / Ast Supts / CEO / Ex Dir
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Discussion on how to implement/train teachers on SCM practices
Evaluation Methods	Participant survey

Accommodations and Modifications

To provide staff with training on the differences between accommodations and modifications for student needs.

Person Responsible	Special Education Director
Start Date	12/14/2018
End Date	12/14/2018
Program Areas	Professional Education, Special Education
Hours Per Session	1
# of Sessions	1
# of Participants Per Session	142
Provider	School personnel
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	How to make classroom instruction work for all students.
Research & Best Practices Base	Used information from state website
For classroom teachers, school counselors and	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

education specialists	
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	School Whole Group Presentation
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
Follow-up Activities	Creating lessons to meet varied student learning styles
Evaluation Methods	Participant survey

Special Education Program Profile

Program Position #0

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	14 to 21	15	1
Justification: Students within this grade band may continue with their special education programming until the age of 21.				
Locations:				
Reach Cyber Charter School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #1

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	7	1
Locations:				
Reach Cyber Charter School	An Elementary 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
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	10 to 13	12	1
Locations:				
Reach Cyber Charter School	A Middle School Building	A building in which General Education programs are operated		

Program Position #3

Operator: Charter School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 7	11	1
Locations:				
Reach Cyber Charter School	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	7 to 8	17	1
Locations:				
Reach Cyber 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
Itinerant	Learning Support	9 to 10	14	1
Locations:				
Reach Cyber Charter School	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	9 to 11	17	1
Locations:				
Reach Cyber Charter School	An Elementary 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	9 to 10	19	1
Locations:				
Reach Cyber Charter School	An Elementary 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	10 to 11	17	1
Locations:				
Reach Cyber Charter School	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
Itinerant	Learning Support	10 to 11	16	1
Locations:				
Reach Cyber 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	11 to 12	17	1
Locations:				
Reach Cyber Charter School	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	Learning Support	11 to 12	20	1
Locations:				
Reach Cyber Charter School	A Middle 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	12 to 13	20	1
Locations:				
Reach Cyber Charter School	A Middle 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	11 to 13	20	1
Locations:				
Reach Cyber Charter School	A Middle 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	12 to 13	22	1
Locations:				

Reach Cyber Charter School	A Middle School Building	A building in which General Education programs are operated		
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Program Position #15*Operator: Charter School***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	21	1
Locations:				
Reach Charter School	A Middle 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	Learning Support	12 to 13	22	1
Locations:				
Reach Cyber Charter School	A Middle School Building	A building in which General Education programs are operated		

Program Position #17*Operator: Charter School***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 19	17	1
Justification: Special Education Teachers "loop" with students as they matriculate through high school for case-management purposes. This does not mean students are housed in the same class.				
Locations:				
Reach Cyber Charter School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #18*Operator: Charter School***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	20	1
Locations:				
Reach Cyber Charter School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #19*Operator: Charter School***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	18	1
Locations:				

Reach Cyber School	A Senior High School Building	A building in which General Education programs are operated		
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Program Position #20*Operator: Charter School***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 19	21	1
Justification: Special Education Teachers "loop" with students as they matriculate through high school for case-management purposes. This does not mean students are housed in the same class.				
Locations:				
Reach Cyber Charter School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #21*Operator: Charter School***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 20	21	1
Justification: Special Education Teachers "loop" with students as they matriculate through high school for case-management purposes. This does not mean students are housed in the same class.				
Locations:				
Reach Cyber Charter School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #22*Operator: Charter School***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 19	16	1
Justification: Special Education Teachers "loop" with students as they matriculate through high school for case-management purposes. This does not mean students are housed in the same class.				
Locations:				
Reach Cyber Charter School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #23*Operator: Charter School***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 20	16	1
Justification: Special Education Teachers "loop" with students as they matriculate through high school for case-management purposes. This does not mean students are housed in the same class.				
Locations:				
Reach Cyber Charter School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #24*Operator: Charter School*

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 20	14	1
Locations:				
Reach Cyber Charter School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #25*Operator:* Charter School**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	16	1
Locations:				
Reach Cyber Charter School	A 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:

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

Furniture: \$ 2,332.37

Leasehold improvements: \$7,5357

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

\$9,689.37

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:

Reach plans to expand by adding another floor to the leased property at 750 East Park Drive, Harrisburg, PA. 17111 to accommodate the expected staff growth in the Harrisburg area. Staff within 60 miles are expected to work in the office two days a week. The building is owned by and managed by Union Deposit Corporation, who leases the facility that Reach uses.

Memorandums of Understanding

Organization	Purpose
Lower Paxton Township Police Force	MOU required by state to support school and community while establishing procedures to be followed when certain incidents occur on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act.

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 David Taylor on 8/1/2019

Board President

Affirmed by Jane Swan on 8/1/2019

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 David Taylor on 8/1/2019

Board President

Affirmed by Jane Swan on 8/1/2019

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 David Taylor on 8/1/2019

Board President

Affirmed by Jane Swan on 8/1/2019

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 David Taylor on 8/1/2019

Board President

Affirmed by Jane Swan on 8/1/2019

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 David Taylor on 8/1/2019

Board President

Affirmed by Jane Swan on 8/1/2019

Chief Executive Officer