

Pennsylvania Virtual CS

**Charter Annual Report**

07/01/2014 - 06/30/2015

# School Profile

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## Demographics

630 Park Avenue

King of Prussia, PA 19406

(610)275-8500

Phase:

Phase 2

CEO Name:

Joanne Jones Barnett

CEO E-mail address:

[jbarnett@pavcsk12.org](mailto:jbarnett@pavcsk12.org)

# Governance and Staff

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## *Leadership Changes*

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

As per its Bylaws the Board of Trustees of the Pennsylvania Virtual Charter School elected the following officers at its annual meeting on September 29, 2014. The following officers were elected: Bonnie Schaefer (President), Mark Graham (Vice-President) and Bethany Welch (Secretary/Treasurer). Three new Board members were also elected for a three year term: Victor Valentine, Sr., Sophia Lewis and Brenda Sachleben. Two of these BOT members are parents of students currently enrolled in PA Virtual and one is one parent of two former students who have graduated. In November, Mike Kello resigned as a member from our Board of Trustees. The changes in the school's administration occurred this year:

- Sherri Tate, Senior Human Resources Director, was promoted to Executive Director of Human Resources.
- Sue Delling, Executive Director of Mathematics, Teaching, Learning and Professional Development Last Date of Employment: 6/27/2014- retirement.
- Four Assistant Dean positions were created to provide an additional layer of support to principals and directors, and to ultimately provide more support for our teachers. These positions are:
  - Assistant Dean of Teaching and Learning (K-6): Michelle Cinciripino
  - Assistant Dean of Teaching and Learning (7-12): Steve Schutt
  - Assistant Dean of Student Support: Jason Fitzpatrick
  - Assistant Dean of Academic Support: Merridith Murray
- The role of the Principal was restructured to provide smaller learning communities within PA Virtual. This restructuring eliminated the need for an additional administrator in the form of Assistant Principals. Principals now oversee the following grade levels:
  - K-2nd grade: Michelle Verga
  - 3rd-4th grade: Christine Phelps
  - 5th-6th grade: Maureen Weinberger
  - 7th-8th grade: Chris Gilligan
  - 9th-10th grade: Rick Verga

- 11th-12th grade: Diana Perney
- Darla Posney, Dean of Special Services: Last Date of Employment: August 2014

### *Board of Trustees Meeting Schedule*

<b>Location</b>	<b>Date and Time</b>
Blackboard Collaborate: <a href="https://sas.illuminate.com/m.jnlp?sid=1164&amp;password=M.24E324CAA866EA04EBC9115739BF42">https://sas.illuminate.com/m.jnlp?sid=1164&amp;password=M.24E324CAA866EA04EBC9115739BF42</a> and Conference Line: 1-866-398-2885 participant code 252501	9/29/201 4 6:30 PM
Blackboard Collaborate: <a href="https://sas.illuminate.com/m.jnlp?sid=1164&amp;password=M.24E324CAA866EA04EBC9115739BF42">https://sas.illuminate.com/m.jnlp?sid=1164&amp;password=M.24E324CAA866EA04EBC9115739BF42</a> and Conference Line: 1-866-398-2885 participant code 252501	11/17/20 14 6:30 PM
Blackboard Collaborate: <a href="https://sas.illuminate.com/m.jnlp?sid=1164&amp;password=M.24E324CAA866EA04EBC9115739BF42">https://sas.illuminate.com/m.jnlp?sid=1164&amp;password=M.24E324CAA866EA04EBC9115739BF42</a> and Conference Line: 1-866-398-2885 participant code 252501	1/26/201 5 6:30 PM
Blackboard Collaborate: <a href="https://sas.illuminate.com/m.jnlp?sid=1164&amp;password=M.24E324CAA866EA04EBC9115739BF42">https://sas.illuminate.com/m.jnlp?sid=1164&amp;password=M.24E324CAA866EA04EBC9115739BF42</a> and Conference Line: 1-866-398-2885 participant code 252501	3/14/201 5 9:30 AM
Blackboard Collaborate: <a href="https://sas.illuminate.com/m.jnlp?sid=1164&amp;password=M.24E324CAA866EA04EBC9115739BF42">https://sas.illuminate.com/m.jnlp?sid=1164&amp;password=M.24E324CAA866EA04EBC9115739BF42</a> and Conference Line: 1-866-398-2885 participant code 252501	5/18/201 5 6:30 PM
Blackboard Collaborate: <a href="https://sas.illuminate.com/m.jnlp?sid=1164&amp;password=M.24E324CAA866EA04EBC9115739BF42">https://sas.illuminate.com/m.jnlp?sid=1164&amp;password=M.24E324CAA866EA04EBC9115739BF42</a> and Conference Line: 1-866-398-2885 participant code 252501	6/22/201 5 6:30 PM

### *Professional Staff Member Roster*

*There are no professional staff members.*

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

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### *Quality of Teaching and Other Staff*

<b>Position Categories</b>	<b>All Employed per Category</b>	<b>Appropriately Certified</b>	<b>Promoted</b>	<b>Transferred</b>	<b>Terminated</b>	<b>Contracted for Following Year</b>
Chief Executive Officer	1.00	1.00				1.00
Principal	6.00	6.00				6.00
Assistant Principal	0.00	0.00				0.00
Classroom Teacher (including Master Teachers)	58.00	58.00			1.00	57.00
Specialty Teacher (including Master Teachers)	12.00	12.00			1.00	11.00
Special Education Teacher (including Master Teachers)	13.00	13.00				13.00
Special Education Coordinator	3.00	3.00				3.00
Counselor	4.00	4.00				4.00
Psychologist	2.00	2.00				2.00
School Nurse	2.00	2.00				2.00
Chief Academic Office/Director	4	4				4
Other: Professional Administrative	27					27
Other: Support LEA Administrative	31					16
Other: Support - All Other	19					19
<b>Totals</b>	<b>182.00</b>	<b>105.00</b>	<b>0</b>	<b>0</b>	<b>2.00</b>	<b>165.00</b>

Further explanation:

*This narrative is empty.*

# Fiscal Matters

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## *Major Fundraising Activities*

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

**There were not any major fund raising activities held this year.**

## *Fiscal Solvency Policies*

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

For the current year, there are no changes to policies and procedures to ensure and monitor fiscal solvency. The current policies and procedures to ensure and monitor fiscal solvency begin with the annual budget process. As required by the Pennsylvania Virtual Charter School's (PA Virtual) By-Laws, the annual budget is presented for adoption, to the Board of Trustees (BoT), annually. PA Virtual follows the process, prescribed in the Manual of Accounting and Related Financial Procedures for Pennsylvania School Systems (PDE-MARFP Chapter 14), when developing its budget. Chapter 14 proposes a budget cycle that contains planning, preparation, adoption, implementation and evaluation components. The Budget is prepared and presented, after careful analysis and consideration, to the Finance Committee of the Board of Trustees, who review and forward the completed budget to the BoT at large. After public advertisement, again following procedures set forth by PDE-MARFP Chapter 14, the BoT adopts the budget at a public meeting in the month of June.

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

### **Fiscal Policies Attached**

Fin\_1 (BoT By-Laws)

Fin\_2 (PAVCS Financial Control Policies)

### **Fiscal Solvency Policies**

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

**Files uploaded:**

- Board of Trustees By-Laws.pdf
- Financial Control Policies.pdf

## *Accounting System*

Changes to the accounting system the charter school uses:

For the current year, there have not been any changes to the accounting system in use by PA Virtual. The charter school maintains its accounting records in accordance with generally accepted accounting principles. The school uses the accrual basis of accounting. This basis recognizes revenue when earned and expenses when incurred. The school has a clear “Separation of Duties” policy. The check signatory must not be the person who creates or who does the bookkeeping. Someone other than check signatory reconciles the bank statements. A person other than the one recording the receipts prepares deposit documentation and reconciliations.

The school’s Chart of Accounts conforms to the numbering scheme prescribed by the Pennsylvania Department of Education. A general ledger is used to summarize, on a year-to-date basis, all accounting transactions. Posting to the general ledger is made automatically from the books of original entry: Cash Receipts Register, Cash Disbursement Register, Payroll Register and General Journal.

## *Preliminary Statements of Revenues, Expenditures & Fund Balances*

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

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## *Financial Audits*

**Basics**

Audit Firm:	Barbacane, Thornton & Company LLP
Date of Last Audit:	11/17/2014
Fiscal Year Last Audited:	2014

**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 current year report is submitted.

### 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  
 Date of Last Federal Programs Consolidated Review: 04/25/2012  
 School Year Reviewed: 2011-12

### Federal Programs Consolidated Review Report

The Federal Programs Consolidated Review Report, which should include the Division's opinion and any findings resulting from the audit

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### Citations

Federal Programs Consolidated Review citations and the corresponding Charter School responses

Description	Response
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# Special Education

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## *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**

<b>Support Service</b>	<b>Location</b>	<b>Teacher FTE</b>
Assistant Director of Special Education	PA Virtual Charter School	1
Assistant Director of Special Education	PA Virtual Charter School	1
Director of Special Education	PA Virtual Charter School	1
Instructional Aide	PA Virtual Charter School	0.5
Special Education Project Manager	PA Virtual Charter School	1
Special Education Services Coordinator	PA Virtual Charter School	1
Special Education Services Coordinator	PA Virtual Charter School	1
Special Education Services Coordinator	PA Virtual Charter School	1

## **Special Education Contracted Services**

<b>Title</b>	<b>Amt. of Time per Week</b>	<b>Operator</b>	<b>Number of Students</b>
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A Total Approach	390 Minutes	Outside Contractor	10 or fewer
AG Speech Language Potential, LLC	15 Minutes	Outside Contractor	10 or fewer
Allegretto Therapy Services, LLC	90 Minutes	Outside Contractor	10 or fewer
Allied Therapy Partners	90 Minutes	Outside Contractor	10 or fewer
Easter Seals of Southeastern PA	260 Minutes	Outside Contractor	10 or fewer
Ellingsen and Associates	5500 Minutes	Outside Contractor	109
Humanus Corporation	1172 Minutes	Outside Contractor	15
Kaleidoscope Education Solutions	375 Minutes	Outside Contractor	10 or fewer
Lancaster Lebanon IU #13	450 Minutes	Outside Contractor	10 or fewer
Oxford Consulting	337 Minutes	Outside Contractor	10 or fewer
Pocono Speech Center, LLC.	90 Minutes	Outside Contractor	10 or fewer
Sandra Tommarello	120 Minutes	Outside Contractor	10 or fewer
Speech Care, Inc.	30 Minutes	Outside Contractor	10 or fewer
Staffing Plus	120 Minutes	Outside Contractor	10 or fewer
Stepping Stone Speech Language & Learning	36 Minutes	Outside Contractor	10 or fewer
The Hope Learning Center	315 Minutes	Outside Contractor	10 or fewer
Therapy Bridges, LLC	120 Minutes	Outside Contractor	10 or fewer
Therapy Provide	45 Minutes	Outside Contractor	10 or fewer
Therapy Source	5911 Minutes	Outside Contractor	241
Tracy Geist Therapy Services	180 Minutes	Outside Contractor	10 or fewer
Wesley Spectrum Services	150 Minutes	Outside Contractor	10 or fewer

### *Special Education Cyclical Monitoring*

Date of Last Special Education Cyclical Monitoring:

02/18/2010

Link to Report (Optional):

Not Provided

**Special Education Cyclical Monitoring Report**

The Special Education Cyclical Monitoring Report, which should include the Bureau's findings

*PDF file uploaded.*



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. Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops Live Webinar Professional Learning Communities
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.

### **Functional Behavior Assessments - Instructional Practices**

Instructional Practices: Instructional staff will be guided through 6 variations of scaffolding information for students during classroom instruction. The presenter will share key information and types of scaffolding the appropriate format of varied levels of performance.

Person Responsible	Julie Jaszcar
Start Date	11/7/2014
End Date	12/5/2014
Program Areas	Special Education
Hours Per Session	1.0
# of Sessions	4
# of Participants Per Session	15
Provider	PA Virtual Special Education Leadership Team
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	Teachers will be able to identify and demonstrate 6 scaffolding techniques.  Teachers will be able to appropriately select an advanced organizer that supports students.&nbsp;
Research & Best Practices Base	Utilization of scaffolding, advanced graphic organizers are proved tools to effectively support students with special needs.&nbsp;

	These tools aide in our ability to have specially designed instruction for students.&nbsp;
For classroom teachers, school counselors and education specialists	Enhances the educator’s content knowledge in the area of the educator’s certification or assignment. Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards. 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 Live Webinar Professional Learning Communities
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.

### **Functional Behavior Assessments - Policies and Procedures**

Policies and Procedures

Person Responsible	Julie Jaszcar
Start Date	12/12/2014
End Date	12/19/2014
Program Areas	Special Education
Hours Per Session	2.0
# of Sessions	4
# of Participants Per Session	15
Provider	PA Virtual Special Education Leadership Team
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	

	<p>Teachers will be able to identify the IEP process and applicable documents of support.</p> <p>Teachers will be able to identify relevant components and non-negotiable items in terms of policies.</p>
Research & Best Practices Base	Clarity on policies and procedures ensures that there is consistency and accuracy in the delivery of services to families.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>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.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops</p> <p>Live Webinar</p> <p>Professional Learning Communities</p>
Participant Roles	Classroom teachers
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Peer-to-peer lesson discussion</p>
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

### Functional Behavior Assessments

Compliance and Monitoring: Faculty will be guided through current usage of assessment and progress monitoring tools.

Person Responsible	Julie Jaszcar
Start Date	1/5/2015
End Date	1/30/2015

Program Areas	Special Education
Hours Per Session	2
# of Sessions	4
# of Participants Per Session	15
Provider	PA Virtual Special Education Leadership Team
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	<p>Teachers will be able to identify effective tools for assessment.</p> <p>Teachers will be able to incorporate assessment into specially designed instruction.</p>
Research & Best Practices Base	Utilization of effective progress monitoring tools and accurate reporting methods involved in progressed monitoring is key in getting ensuring that students are moving towards the completion of goals.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>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.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops</p> <p>Live Webinar</p> <p>Professional Learning Communities</p>
Participant Roles	Classroom teachers
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Peer-to-peer lesson discussion</p>
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.



## Functional Behavior Assessment - Compliance and Monitoring

Compliance and Monitoring : Accommodations and Testing

Person Responsible	Julie Jaszcar
Start Date	2/6/2015
End Date	3/26/2015
Program Areas	Special Education
Hours Per Session	1
# of Sessions	10
# of Participants Per Session	15
Provider	PA Virtual Special Education Leadership Team
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	<p>Teachers will be able to identify key accommodations for students.</p> <p>Teachers will be able to identify permissible accommodations for state testing.</p> <p>Teachers will be able to identify instructional strategies that support accommodations in the classroom.</p> <p>Teachers will be able to demonstrate instructional strategies and support mainstream teachers in supporting students with accommodations.</p>
Research & Best Practices Base	<p>Accommodations for students with disabilities during classroom instruction is a key component of individualized programming.&amp;nbsp; Testing accommodations have expanded but it is necessary for teachers to be aware of what is permissible and how to approach student preparedness in the classroom.</p>
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>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.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops</p> <p>Live Webinar</p> <p>Professional Learning Communities</p>
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.

### Functional Behavior Assessments

Compliance and Monitoring : Transitional Goals Community Based Training

Person Responsible	Julie Jaszcar
Start Date	4/10/2015
End Date	5/8/2015
Program Areas	Special Education
Hours Per Session	2
# of Sessions	6
# of Participants Per Session	15
Provider	PA Virtual Special Education Leadership Team
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	<p>Teachers will be able to identify transitional goals.</p> <p>Teachers will be able to identify resources in the community to upcoming graduates will need to access.</p> <p>Teachers will be able to write transitional goals for students who are pursuing post-secondary course work.</p> <p>Teachers will be able to identify steps in the referral process for various resources.</p>
Research & Best Practices Base	<p>Transitional planning is critical for the success of students with special needs. Many students are capable of college and career tasks and positions but may lack the in home support to accomplish this task.</p>
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
For school or LEA administrators, and other	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional</p>

educators seeking leadership roles	education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. 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 Live Webinar Professional Learning Communities
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 Program Profile

## Program Position #1

*Operator:* Charter School

### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
PA Virtual Charter School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 21	35	1
Justification: The Special Education Teacher manages a caseload of 35 itinerant students and provides instruction in the Learning Support English Classroom.							

## Program Position #2

*Operator:* Charter School

### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
PA Virtual Charter School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 21	30	1
Justification: The Special Education Teacher manages a caseload of 15 Supplemental Life Skills students in the Life Skills/Autistic Support classroom and provides Itinerant Level Services to 15 students							

## Program Position #3

*Operator:* Charter School

### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
PA Virtual Charter School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 21	37	1
Justification: The Special Education Teacher manages a caseload of 37 itinerant students and provides instruction in the Learning Support Social Studies Classroom.							

## Program Position #4

*Operator:* Charter School

### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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PA Virtual Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	9 to 13	36	1
Justification: The Special Education Teacher manages a caseload of 36 itinerant students and provides social interest groups as specially designed instruction.							

**Program Position #5***Operator:* Charter School**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
PA Virtual Charter School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	44	1
Justification: The Special Education Teacher manages a caseload of 44 itinerant students and provides co-teaching instruction in 3 general education English courses.							

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
PA Virtual Charter School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 21	36	1
Justification: The Special Education Teacher manages a caseload of 36 itinerant students and provides specially designed instruction related to transition activities in accordance with Indicator 13.							

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
PA Virtual Charter School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	34	1
Justification: The Special Education Teacher manages a caseload of 34 itinerant students and provides co-teaching instruction in mathematics and language arts.							

**Program Position #8**

*Operator:* Charter School

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
PA Virtual Charter School	A Junior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	10 to 15	19	1
Justification: The Special Education Teacher manages a caseload of 13 supplemental Life Skills students and provides itinerant level support to 6 students.							

**Program Position #9**

*Operator:* Charter School

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
PA Virtual Charter School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 12	34	1
Justification: The Special Education Teacher manages a caseload of 34 itinerant students and provides co-teaching instruction in mathematics and language arts.							

**Program Position #10**

*Operator:* Charter School

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
PA Virtual Charter School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 11	45	1
Justification: The Special Education Teacher manages a caseload of 45 itinerant students and provides co-teaching instruction in mathematics and language arts.							

**Program Position #11**

*Operator:* Charter School

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
PA Virtual Charter School	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	42	1

Justification: The Special Education Teacher manages a caseload of 42 itinerant students.

**Program Position #12**

*Operator:* Charter School

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
PA Virtual Charter School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	6 to 10	26	1

Justification: The Special Education Teacher manages a caseload of Supplemental Life Skills support to students and provides itinerant level support to 15 students.

**Program Position #13**

*Operator:* Charter School

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
PA Virtual Charter School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 21	36	1

Justification: The Special Education Teacher manages a caseload of 36 itinerant students and provides instruction in the Learning Support Pre-Algebra and Algebra Classroom.

# Facilities

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

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

Audio -visual equipment

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

*\$36,983.00*

## *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:

As stated in the Charter Renewal application dated September 26, 2010, and approved by PDE on August 11, 2011, PA Virtual plans to open regional centers for the purpose of providing more hands-on learning opportunities for students and parents through additional face-to-face hands-on learning sites across the state. These sites will also be used as face-to-face enrollment sites. Our Harrisburg Regional Office was opened June 1, 2015. The office is located at 909 Green Street, Harrisburg, PA 17102. In addition to the administrative office located at 630 Park Avenue, King of Prussia, PA 19406, PA Virtual has two regional offices, one office in Pittsburgh and an office in Harrisburg.

## *Memorandums of Understanding*

<b>Organization</b>	<b>Purpose</b>
Harrisburg Bureau of Police, 123 Walnut Street, Suite 219, Harrisburg, PA 17101	To foster a relationship of cooperation and mutual support between the parties and maintain procedures to ensure the physical security and safety of a facility utilized by the school, located at: 909 Green Street, Suite 1, Harrisburg, PA 17102. The MOU is a 2-year agreement, which was implemented on July 9, 2015.
Tarentum Borough Police Department, 318 E. 2nd Avenue, Tarentum, PA 15084	To foster a relationship of cooperation and mutual support between the parties and maintain procedures to ensure the physical security and safety of a facility utilized by the school, located at: 590 Pittsburgh Mills Circle, Suite #241, Tarentum, PA 15084. The MOU is a 2-year agreement, which was implemented in October, 2013.
Upper Merion Police Department, 175 W. Valley Forge Road, King of Prussia, PA 19406	To foster a relationship of cooperation and mutual support between the parties and maintain procedures to ensure the physical security and safety of the school's operating office located at: 630 Park Avenue, King of Prussia, PA 19406. The



	MOU is a 2-year agreement, which was implemented in July, 2013.
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# Charter School Annual Report Affirmations

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## **Charter Annual Report Affirmation**

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

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

**Affirmed by Bonnie Schaefer on 7/17/2015**

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*President, Board of Trustees*

**Affirmed by Joanne Barnett on 7/31/2015**

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*Chief Executive Officer*

## **Charter School Law Affirmation**

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

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

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

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

**Affirmed by Bonnie Schaefer on 7/17/2015**

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*President, Board of Trustees*

**Affirmed by Joanne Barnett on 7/31/2015**

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*Chief Executive Officer*

## **Ethics Act Affirmation**

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

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

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

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

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

**Affirmed by Bonnie Schaefer on 7/17/2015**

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*President, Board of Trustees*

**Affirmed by Joanne Barnett on 7/31/2015**

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*Chief Executive Officer*

## **Charter Annual Background Check Affirmation**

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

**Affirmed by Bonnie Schaefer on 7/17/2015**

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*President, Board of Trustees*

**Affirmed by Joanne Barnett on 7/31/2015**

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*Chief Executive Officer*

## **Charter Annual Administrative Certification Affirmation**

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

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

**Affirmed by Bonnie Schaefer on 7/17/2015**

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*President, Board of Trustees*

**Affirmed by Joanne Barnett on 7/31/2015**

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*Chief Executive Officer*