

Pennsylvania Virtual CS

Charter Annual Report

07/01/2015 - 06/30/2016

School Profile

Demographics

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

Phase:	Phase 2
CEO Name:	John Chandler
CEO E-mail address:	jchandler@pavcsk12.org

Governance and Staff

Leadership Changes

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

Leadership changes during the past year on the Board of Trustees:

As per its Bylaws the Board of Trustees of the Pennsylvania Virtual Charter School elected the following officers at its annual meeting on September 28, 2015. The following officers were elected: Bonnie Schaefer (President), Brenda Sachleben (Vice-President), Sophia Lewis (Secretary), and Victor Valentine (Treasurer). One new Board member was also elected for a three-year term: Dr. Debra Heath-Thornton, Victor Valentine, Sr., and Brenda Sachleben are BOT members who are parents of students currently enrolled in PA Virtual and one is one parent of two former students who have graduated. Bethany Welch and Mark Graham resigned effective July 15, 2015.

Changes in the school's administration that occurred this year:

Merridith Murray (Assistant Dean of Academic Support) - last day of employment 2/22/16

Michelle Verga (Principal, K-2) - last day of employment 8/17/15

Karen Newsome (Director of Special Education)- last day of employment 2/5/16

Chief Executive Officer from Dr. Joanne A. Jones Barnett to Dr. John Chandler approved at Board Meeting – February 2016, the change became effective as of July 1, 2016. The change occurred as result of Dr. Barnett's retirement.

Board of Trustees Meeting Schedule

Location	Date and Time
https://sas.illuminate.com/m.jnlp?sid=1164&password=M.24E324CAA866EA04EBC9115739BF42	7/18/2015 11:00 AM
https://sas.illuminate.com/m.jnlp?sid=1164&password=M.24E324CAA866EA04EBC9115739BF42	9/28/2015 6:30 PM
https://sas.illuminate.com/m.jnlp?sid=1164&password=M.24E324CAA866EA04EBC9115739BF42	11/23/2015 6:30 PM
https://sas.illuminate.com/m.jnlp?sid=1164&password=M.24E324CAA866EA04EBC9115739BF42	12/18/2015 12:00 PM
https://sas.illuminate.com/m.jnlp?sid=1164&password=M.24E324CAA866EA04EBC9115739BF42	1/25/2016 6:30 PM
https://sas.illuminate.com/m.jnlp?sid=1164&password=M.24E324CAA866EA04EBC9115739BF42	3/5/2016 11:30 AM
https://sas.illuminate.com/m.jnlp?sid=1164&password=M.24E324CAA866EA04EBC9115739BF42	4/25/2016 6:30 PM

https://sas.illuminate.com/m.jnlp?sid=1164&password=M.24E324CAA866EA04EBC9115739BF42	5/23/2016 6:30 PM
https://sas.illuminate.com/m.jnlp?sid=1164&password=M.24E324CAA866EA04EBC9115739BF42	6/27/2016 6:30 PM
https://sas.illuminate.com/m.jnlp?sid=1164&password=M.24E324CAA866EA04EBC9115739BF42	7/16/2016 2:00 PM
https://sas.illuminate.com/m.jnlp?sid=1164&password=M.24E324CAA866EA04EBC9115739BF42	9/26/2016 6:30 PM
https://sas.illuminate.com/m.jnlp?sid=1164&password=M.24E324CAA866EA04EBC9115739BF42	11/21/2016 6:30 PM
https://sas.illuminate.com/m.jnlp?sid=1164&password=M.24E324CAA866EA04EBC9115739BF42	1/30/2017 6:30 PM
https://sas.illuminate.com/m.jnlp?sid=1164&password=M.24E324CAA866EA04EBC9115739BF42	3/27/2017 6:30 PM
https://sas.illuminate.com/m.jnlp?sid=1164&password=M.24E324CAA866EA04EBC9115739BF42	5/22/2017 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

XLS file uploaded.

Quality of Teaching and Other Staff

Position Categories	All Employed per Category	Appropriately Certified	Promoted	Transferred	Terminated	Contracted for Following Year
Chief Executive Officer	1.00	1.00				1.00
Principal	6.00	6.00		5.00	1.00	5.00
Assistant Principal	0.00	0.00				0.00
Classroom Teacher (including Master Teachers)	58.00	56.00			8.00	50.00
Specialty Teacher (including Master Teachers)	13.00	13.00			1.00	12.00
Special Education Teacher (including Master Teachers)	10.00	10.00			3.00	7.00
Special Education Coordinator	1.00	1.00				1.00
Counselor	4.00	4.00				4.00

Psychologist	2.00	2.00				2.00
School Nurse	1.00	1.00				1.00
Professional Administrative	24				1	23
Support	40					40
CEO	1					1
Totals	161.00	94.00	0	5.00	14.00	147.00

Further explanation:

Although Charter Schools are permitted to have up to 25% non-certified teaching staff, PA Virtual Charter School employed 96% certified and highly qualified teaching staff. The part-time French Teacher was hired after a search for a full-time French Teacher was exhausted. She is working on her PA Certification but is a French Native with multiple years of French language teaching experience.

The Intermediate School Long-Term Substitute was on assignment for 5 1/2 months, and has her special education certification. Currently, she is in the process of completing her final praxis for the PDE 4-8 certification.

Fiscal Matters

Major Fundraising Activities

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

There were no major fund-raising activities performed this year and planned for next year.

Fiscal Solvency Policies

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

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

The current policies and procedures, to ensure and monitor fiscal solvency, begin with the annual budget process. As required by Pennsylvania Virtual Charter School's (PA Virtual) By-Laws, and in accordance with PDE's Manual of Accounting and Related Financial Procedures (PDE-MARFP), the annual budget is presented for adoption, to the Board of Trustees (BoT) annually. PA Virtual follows the process prescribed in Chapter 14, of PDE-MARFP, when developing its annual budget. Chapter 14 proposes a budget cycle that contains planning, preparation, adoption, implementation and evaluation components. The budget is prepared 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 of each fiscal year.

In addition to the budget process described above, procedures to monitor fiscal solvency include financial reporting to the PA Virtual BoT, as prescribed by the school's By-Laws. PA Virtual's By-Laws call for the Chief Financial Officer to provide an accounting of expenditures to the Finance Committee on a monthly basis. As such, after the financial books of record are closed, a financial reports package is submitted to the board electronically 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 Finance Committee's detailed review, the financial statements are then presented at a public meeting of the board. The presentment includes a recommendation by the BoT's Finance Committee to accept or reject the financial statements presented. After discussion, the BoT then motions to formally accept or reject the financial records in public session.

Fiscal Solvency Policies

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

No files have been uploaded.

Accounting System

Changes to the accounting system the charter school uses:

PA Virtual uses Sage Peachtree Premium Accounting 2012 Multi-User Edition as its accounting and general ledger system. Sage Peachtree Premium is an easy-to-use solution that provides access, for 5 licensed named users, to manage day-to-day accounting while also providing tools to handle more strategic business management needs. Based on double-entry accounting principles, Peachtree helps reduce errors and deter fraud with screen-level security and clear audit trails. The accounting system provides for:

- check writing
- invoicing
- purchasing
- bank reconciliation
- project tracking
- advanced budgeting
- complex inventory and project needs
- custom reporting tools
- advanced analysis tools
- ability to archive company data

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

Preliminary Statements of Revenues, Expenditures & Fund Balances

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

PDF file uploaded.

Financial Audits

Basics

Audit Firm:	Barbacane Thornton & Company 3411 Silverside Road Wilmington, DE 19810
Date of Last Audit:	11/19/2015
Fiscal Year Last Audited:	2015

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:

N/A

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

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:

No policies or procedures have been identified.

Special Education Support Services

Support Service	Location	Teacher FTE
Assistant Director of Special Education	Pennsylvania Virtual CS	1
Director of Special Education	Pennsylvania Virtual CS	1
Director of Special Education Support Services & Compliance Monitoring	Pennsylvania Virtual CS	1
Paraprofessional	Pennsylvania Virtual CS	0.5
Project Manager	Pennsylvania Virtual CS	1
School Psychologist	Pennsylvania Virtual CS	1
School Psychologist	Pennsylvania Virtual CS	1
Special Education Support Services Coordinator	Pennsylvania Virtual CS	1
Special Education Support Services Coordinator	Pennsylvania Virtual CS	1
Special Education Support Services Coordinator	Pennsylvania Virtual CS	1
Special Education Support Services Coordinator	Pennsylvania Virtual CS	1

Special Education Contracted Services

Title	Amt. of Time per Week	Operator	Number of Students
A Total Approach	25 Minutes	Outside Contractor	10 or fewer
AG Speech Language Potential, LLC	32 Minutes	Outside Contractor	10 or fewer
Allegretto Therapy Services, LLC	82 Minutes	Outside Contractor	10 or fewer

Allied Therapy Partners, LLC	82 Minutes	Outside Contractor	21
AOT, Inc.	40 Minutes	Outside Contractor	10 or fewer
Communication Associates, LLC	32 Minutes	Outside Contractor	10 or fewer
Easter Seals of Southeastern PA	151 Minutes	Outside Contractor	10 or fewer
Ellingsen & Associates, Inc.	144 Minutes	Outside Contractor	144
Humanus Corporation	741 Minutes	Outside Contractor	18
Kaleidoscope Education Solutions	772 Minutes	Outside Contractor	50
Lancaster Lebanon IU #13	50 Minutes	Outside Contractor	10 or fewer
Lincoln IU #12	4 Minutes	Outside Contractor	10 or fewer
Oxford Consulting Services, Inc.	277 Minutes	Outside Contractor	22
Pocono Speech Center, LLC	56 Minutes	Outside Contractor	10 or fewer
PsychProvide	191 Minutes	Outside Contractor	23
Sandra Tommarello	146 Minutes	Outside Contractor	10 or fewer
Staffing Plus, Inc	74 Minutes	Outside Contractor	10 or fewer
Support Brands, LLC	19 Minutes	Outside Contractor	10 or fewer
Talk It Up Speech	16 Minutes	Outside Contractor	10 or fewer
The Hope Learning Center	123 Minutes	Outside Contractor	10 or fewer
Therapy Bridges, LLC	201 Minutes	Outside Contractor	10 or fewer
Therapy Bridges, LLC	9604 Minutes	Outside Contractor	268
Tracy Geist Therapy Services	59 Minutes	Outside Contractor	10 or fewer
Transitional Employment Consultants	115 Minutes	Outside Contractor	10 or fewer

Special Education Cyclical Monitoring

Date of Last Special Education Cyclical Monitoring:

11/17/2015

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.

Special Education Personnel Development

Cyclical Monitoring

Participants will:

Select student from Caseload and complete Data sheet and share their work to organize and verify student demographics and compliance

Demonstrate learning by sharing with colleagues resources utilized to gather data.

Person Responsible	Newsome
Start Date	9/11/2015
End Date	9/11/2015
Program Areas	Professional Education, Special Education
Hours Per Session	1.0
# of Sessions	1
# of Participants Per Session	12
Provider	Pennsylvania Virtual CS
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. Provides leaders with the ability to access and use appropriate data to inform decision-making. Instructs the leader in managing resources for effective results.
Training Format	Department Focused Presentation
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

Evaluation Methods	Review of written reports summarizing instructional activity
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CMCI Expectations

Review Form/Caseloads

Person Responsible	Newsome
Start Date	9/25/2015
End Date	9/25/2015
Program Areas	Professional Education, Special Education
Hours Per Session	1
# of Sessions	1
# of Participants Per Session	11
Provider	Pennsylvania Virtual CS
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Department Focused Presentation
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	Analysis of student work, with administrator and/or peers
Evaluation Methods	Review of written reports summarizing instructional activity

Re-Evaluation Reports

Work Session

Participants will:

We will review legal requirements- PA issued PowerPoint

Review in house procedures and protocols

Person Responsible	Jaszcar
Start Date	10/9/2015
End Date	10/9/2015
Program Areas	Professional Education, Special Education
Hours Per Session	1.0
# of Sessions	1
# of Participants Per Session	12
Provider	Pennsylvania Virtual CS
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. 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	Department Focused Presentation
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	Journaling and reflecting
Evaluation Methods	Review of written reports summarizing instructional activity

Progress Monitoring for students with IEPs
Review PaTTAN's presentation on Progress Monitoring

Person Responsible	Jaszcar
Start Date	10/23/2015
End Date	10/23/2015
Program Areas	Professional Education, Special Education
Hours Per Session	1
# of Sessions	1
# of Participants Per Session	12
Provider	Pennsylvania Virtual CS
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers,	Enhances the educator's content knowledge in the area of the

school counselors and education specialists	educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Department Focused Presentation
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	Lesson modeling with mentoring
Evaluation Methods	Review of written reports summarizing instructional activity

FBA's

Prevent – Teach – Reinforce (PTR) Model of FBA: A Case Study and Lessons Learned- PaTTAN Training

Participants will:

Identify PTR Benefits: Improved Focus through Prioritization Built in Data Collection Method (IBRST) Collect Baseline (Starting Progress Monitoring) Can Set a Goal

Person Responsible	Jaszcar
Start Date	11/6/2015
End Date	11/6/2015
Program Areas	Professional Education, Special Education
Hours Per Session	1
# of Sessions	1
# of Participants Per Session	12
Provider	Pennsylvania Virtual CS
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. 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	Department Focused Presentation
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	Analysis of student work, with administrator and/or peers
Evaluation Methods	Participant survey

**Independent Activity-
Read an articles : Wright Law-**

1.Present Levels: The Foundation of the IEP by Pat Howey

2. SMART IEPs by Pete Wright

Construct a 1 page self-reflection to include both articles

Reflect audit process of your caseload

Review audit checklist

Identify 3 areas of your professional strengths according to the audit checklist and explain why you have selected these areas in a minimum 1page

Identify 3 areas of your professional weakness according to the checklist and explain why you have selected these areas in a minimum 1page

Identify 5 changes you had to make to your caseload in preparation of the audit and defend why or why not changes were required to make your student's IEP legally defensible according to the PD delivered October 16, 2015

Review and update data sheets submitted in 09/15 complete with 1st marking period data no later than Friday, December 4, 2015

Person Responsible	Newsome
Start Date	11/6/2015
End Date	11/6/2015
Program Areas	Professional Education, Special Education
Hours Per Session	2
# of Sessions	1
# of Participants Per Session	11
Provider	Pennsylvania Virtual CS
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. 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	Department Focused Presentation
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	Journaling and reflecting
Evaluation Methods	Review of written reports summarizing instructional activity

Positive Behavior Support Plans

Work through the PATTAN annotated PBSP and construct a plan on a case study FBA

Person Responsible	Jaszcar
Start Date	11/30/2015
End Date	11/30/2015
Program Areas	Professional Education, Special Education
Hours Per Session	1
# of Sessions	1
# of Participants Per Session	11
Provider	Pennsylvania Virtual CS
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. 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	Department Focused Presentation
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
Evaluation Methods	Review of written reports summarizing instructional activity

PASA Training
State PASA Training

Person Responsible	Jaszcar
Start Date	1/7/2016
End Date	1/7/2016
Program Areas	Professional Education, Special Education
Hours Per Session	1
# of Sessions	1
# of Participants Per Session	11
Provider	Pennsylvania Virtual CS
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.
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
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers
Evaluation Methods	Review of written reports summarizing instructional activity

Extended School Year Services PaTTAN Training

Person Responsible	Jaszcar
Start Date	1/15/2016
End Date	1/15/2016
Program Areas	Professional Education, Special Education
Hours Per Session	1
# of Sessions	1
# of Participants Per Session	11
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.
Training Format	Department Focused Presentation
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	Journaling and reflecting
Evaluation Methods	Review of written reports summarizing instructional activity

**Measurable Annual Goals
PaTTAN Training- “The Condition”**

Person Responsible	Jaszcar
Start Date	1/22/2016
End Date	1/22/2016
Program Areas	Professional Education, Special Education
Hours Per Session	1
# of Sessions	1
# of Participants Per Session	11
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. 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	Department Focused Presentation
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	Journaling and reflecting
Evaluation Methods	Review of written reports summarizing instructional activity

Educational Benefit Review

Take one student on your caseload and one goal area. Review if there was evidence of educational benefit using your most recent Quarterly Reports. Complete the reflection.

Person Responsible	Jaszcar
Start Date	1/29/2016
End Date	1/29/2016
Program Areas	Professional Education, Special Education

Hours Per Session	1
# of Sessions	1
# of Participants Per Session	11
Provider	Pennsylvania Virtual CS
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	Provides leaders with the ability to access and use appropriate data to inform decision-making.
Training Format	Department Focused Presentation
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	Analysis of student work, with administrator and/or peers
Evaluation Methods	Classroom student assessment data

**Compliance Review
Check-in**

Participants will:

- a. **Review ER, IEP and NOREP**
- b. **Will identify correlation of documents**
- c. **Review caseloads for demographics, co-relations and discrepancies**
- d. **Reflections**

Report out

Person Responsible	Newsome
Start Date	2/4/2016
End Date	2/4/2016
Program Areas	Professional Education, Special Education
Hours Per Session	1
# of Sessions	1
# of Participants Per Session	11

Provider	Pennsylvania Virtual CS
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. 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	Department Focused Presentation
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	Journaling and reflecting
Evaluation Methods	Participant survey

IEP Facilitation

CADRE Webinar: IEP/IFSP Facilitation Techniques for Success with Trisha Bergin Lytton, 7-10-12- Part One

Person Responsible	Jaszcar
Start Date	2/11/2016
End Date	2/11/2016
Program Areas	Professional Education, Special Education
Hours Per Session	1
# of Sessions	1
# of Participants Per Session	11
Provider	Pennsylvania Virtual CS
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	Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other	Empowers leaders to create a culture of teaching and

educators seeking leadership roles	learning, with an emphasis on learning.
Training Format	Department Focused Presentation
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	Peer-to-peer lesson discussion
Evaluation Methods	IEP Observation/Feedback

Compliance Monitoring

- 1. To review the findings of the Compliance Monitoring for Continuous Improvement (CMCI) audit conducted by the Bureau of Special Education**
- 2. To review the improvement planning needed, as well as the Professional Learning identified in the CMCI audit.**
- 3. Identify initial stages and processes to begin the corrective action process**

OBJECTIVES

To explain CMCI purpose and process

To identify the contents of the Report of Findings

To recognize the consequences for not eradicating areas of non-compliance

To explain the major areas of non-compliance and corrective action for PA Virtual Charter School

To utilize the new request for evaluation and IEP meeting process

To understand and apply the process for writing an IEP and convening an IEP meeting

Person Responsible	Barnett
Start Date	2/17/2016
End Date	2/17/2016
Program Areas	Professional Education, Special Education
Hours Per Session	1

# of Sessions	1
# of Participants Per Session	12
Provider	Pennsylvania Virtual CS
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. 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	Offsite Conferences
Participant Roles	New Staff
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	CMCI Prep/Meetings
Evaluation Methods	Participant survey

IEP Facilitation Part Two

**CADRE Webinar: IEP/IFSP Facilitation Techniques for Success with Trisha Bergin
Lytton, 7-10-12- Part Two**

<https://www.youtube.com/watch?v=DsCiJTU9Wc8>

Person Responsible	Jaszcar
Start Date	2/19/2016
End Date	2/19/2016
Program Areas	Professional Education, Special Education
Hours Per Session	1
# of Sessions	1
# of Participants Per Session	11
Provider	Pennsylvania Virtual CS
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	Empowers educators to work effectively with parents and community partners.
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	Department Focused Presentation
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	Peer-to-peer lesson discussion
Evaluation Methods	IEP Observation/Feedback

Special Education Program Profile

Program Position #1

Operator: Charter School

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pennsylvania Virtual CS	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
Pennsylvania Virtual CS	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
Pennsylvania Virtual CS	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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Pennsylvania Virtual CS	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
Pennsylvania Virtual CS	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	44	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pennsylvania Virtual CS	A Junior/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
Pennsylvania Virtual CS	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	34	1

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

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

Program Position #12

Operator: Charter School

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pennsylvania Virtual CS	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 26 students.

Program Position #13

Operator: Charter School

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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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:

Compact handheld camcorder: 2,723.90
 Fire protection hardware: 4,600.00
 HVAC hardware & installation: 48,939.78
 IT hardware: 3,042.93
 Security control hardware: 1,404.61

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

\$60,711.00

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. To enable such face to face interactions, PA Virtual has leased office space in the Harrisburg and Pittsburgh geographic areas. The Harrisburg Regional Office was opened June 1, 2015, and is located at 909 Green Street, Harrisburg, PA 17102. The Pittsburgh Regional Office was relocated on June 23, 2015, to 470 Mall Circle Drive, Monroeville, PA 15146. In addition to the administrative office, located at 630 Park Avenue, King of Prussia, PA 19406, PA Virtual will also use its regional centers as face-to-face enrollment sites.

Memorandums of Understanding

Organization	Purpose
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.
Monroeville Police Department, 2700 Monroeville Boulevard, Monroeville, PA 15146	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: 470 Mall Circle Blvd, Monroeville, PA 15146. The MOU is a 2-year agreement, which was implemented in August 1, 2015.
Upper Merion Police	To foster a relationship of cooperation and mutual support

Department, 175 W. Valley Forge Road, King of Prussia, PA 19406	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 12, 2015.
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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.

No signature has been provided

President, Board of Trustees

Affirmed by John Chandler on 7/29/2016

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.

No signature has been provided

President, Board of Trustees

Affirmed by John Chandler on 7/29/2016

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.

No signature has been provided

President, Board of Trustees

Affirmed by John Chandler on 7/29/2016

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.

No signature has been provided

President, Board of Trustees

Affirmed by John Chandler on 7/29/2016

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.

No signature has been provided

President, Board of Trustees

Affirmed by John Chandler on 7/29/2016

Chief Executive Officer