

York Academy Regional Charter School

Charter Annual Report

07/01/2016 - 06/30/2017

School Profile

Demographics

32 West North Street
York, PA 17401
(717)801-3900

Phase:

CEO Name:

CEO E-mail address:

Phase 2

Dennis Baughman

dbaughman@yorkarcs.org

Governance and Staff

Leadership Changes

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

There were no leadership changes in the school administration.

The following changes occurred to the Board of Trustees:

Patrick Ball resigned as Board Member, effective April 27, 2016

Allison Yinger resigned as Board Member, effective July 11, 2016

Anika Jackson was appointed as Board Member, effective November 14, 2016

Board of Trustees Meeting Schedule

Location	Date and Time
York Academy	9/12/2016 5:30 PM
York Academy	10/10/2016 5:30 PM
York Academy	11/14/2016 5:30 PM
York Academy	12/12/2016 5:30 PM
York Academy	1/9/2017 5:30 PM
York Academy	2/13/2017 5:30 PM
York Academy	3/13/2017 5:30 PM
York Academy	4/10/2017 5:30 PM
York Academy	5/8/2017 5:30 PM
York Academy	6/12/2017 5:30 PM
York Academy	7/10/2017 5:30 PM
York Academy	8/14/2017 5:30 PM

Professional Staff Member Roster

There are no professional staff members.

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

PDF 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						
Assistant Principal						
Classroom Teacher (including Master Teachers)	26.00	26.00			2.00	24.00
Specialty Teacher (including Master Teachers)	11.00	11.00				11.00
Special Education Teacher (including Master Teachers)	2.00	2.00			1.00	1.00
Special Education Coordinator						
Counselor	1.00	1.00				1.00
Psychologist						
School Nurse	1.00	1.00				1.00
Totals	42.00	42.00	0	0	3.00	39.00

Further explanation:

This narrative is empty.

Fiscal Matters

Major Fundraising Activities

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

The York Academy Regional Charter School Board of Trustees and the York Academy Foundation Board of Trustees elected to submit an application to conduct a Capital Campaign in the York area. The application was reviewed by the Capital Campaign Committee and the Academy was approved to conduct a campaign beginning January 2018.

The purpose of the campaign is to assist with the continued development of the school as the Board prepares to build a facility to house the Upper School and purchase the current building located at 32 W. North Street, York, Pennsylvania. The Capital Campaign is approved to raise \$3 million.

In addition to the Capital Campaign, the York Academy Foundation Board of Trustees will conduct an annual appeal in October 2017. Funding received from this appeal will allow the York Academy to continue offering programs unique to the charter school.

Fiscal Solvency Policies

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

During the course of the year, there were no changes to policies nor procedures to ensure and monitor fiscal solvency. The school's annual local audit results indicated there were no findings in the audit report.

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:

During the course of the school year, there were no changes to the accounting system Central Susquehanna Intermediate Unit (CSIU) utilized by York Academy Regional Charter School.

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: Kochenour, Earnest, Smyser & Burg
 Date of Last Audit: 06/30/2016
 Fiscal Year Last Audited: 2015-2016

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:

York Academy is in the process of completing the audit for the fiscal years 2016-2017. A final copy of the audited statements will be available in October, 2017.

Financial Audit Report

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

PDF file uploaded.

Citations

Financial audit citations and the corresponding Charter School responses

Description	Response
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Federal Programs Consolidated Review

Basics

Title I Status: Yes
 Title I First Year Status:

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:

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

Support Service	Location	Teacher FTE
Teacher	York Academy	1
Teacher	York Academy	1
Teacher (ELL)	York Academy	1

Special Education Contracted Services

Title	Amt. of Time per Week	Operator	Number of Students
Instructional Advisor	1 Days	Intermediate Unit	30
Psychologist	1 Days	Intermediate Unit	30
Speech/Language	5 Days	Multiple LEA (School Districts or Charter Schools)	25

Special Education Cyclical Monitoring

Date of Last Special Education Cyclical Monitoring:

06/12/2014

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

IDEA Training for Charter Schools

Designed to support charter school educators and leaders in their understanding and application of IDEA and Chapter 711. Allowed opportunities to address key touch points throughout the process of identifying and providing services for students with disabilities. Also, provided clarification of process and procedures in special education and opportunity to interact with regulatory information and school-related scenarios.

Person Responsible	Maxleen Gutierrez and Amy Dove
Start Date	5/4/2017
End Date	5/4/2017
Program Areas	Professional Education, Special Education
Hours Per Session	6.5
# of Sessions	1
# of Participants Per Session	2
Provider	PaTTAN
Provider Type	PaTTAN
PDE Approved	Yes
Knowledge Gain	Not Provided
Research & Best Practices Base	Not Provided
For classroom teachers, school counselors and education specialists	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	Series of Workshops
Participant Roles	Other educational specialists
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
Follow-up Activities	Journaling and reflecting
Evaluation Methods	Participant survey

Special Education Program Profile

Program Position #1

Operator: Charter School

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
York Academy Regional Charter School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 9	19	1

Program Position #2

Operator: Charter School

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
York Academy Regional Charter School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 13	19	1

Program Position #3

Operator: Charter School

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
York Academy Regional Charter School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 8	30	1

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:

Classroom Furniture - \$23,201.00

Office Furniture - \$9,738.00

Laptops/Chromebooks - \$33,000.00

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

\$65,939.00

Facility Plans and Other Capital Needs

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

The long-term plan for the development of the York Academy included the continued addition of a class each year until the school offers a comprehensive academic program from kindergarten through grade twelve. August 2017 will bring the addition of grade eight to the York Academy. Upon completion of the Upper School, August 2018, grades eight and nine will take residence in the new facility.

Memorandums of Understanding

Organization	Purpose
York City Police Department	This is an agreement between the York Academy Regional Charter School and the York City Police Department to adhere to policies and procedures when specific incidents occur on school property or at any school sponsored activity or on any public conveyance providing transportation to or from a school or school sponsored activity, included but not limited to a school bus.

Charter School Annual Report Affirmations

Charter Annual Report Affirmation

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

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

Affirmed by Nancy Ahalt on 6/29/2017

President, Board of Trustees

Affirmed by Dennis Baughman on 6/29/2017

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 Nancy Ahalt on 6/29/2017

President, Board of Trustees

Affirmed by Dennis Baughman on 6/29/2017

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 Nancy Ahalt on 6/29/2017

President, Board of Trustees

Affirmed by Dennis Baughman on 6/29/2017

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 Nancy Ahalt on 6/29/2017

President, Board of Trustees

Affirmed by Dennis Baughman on 6/29/2017

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 Nancy Ahalt on 6/29/2017

President, Board of Trustees

Affirmed by Dennis Baughman on 6/29/2017

Chief Executive Officer