

CERTIFICATION VERIFICATION FORM  
PDE-414

Complete the following information for all professional staff members.

Staff No.	Name of employee (List all names in alphabetical order)		PA Certified Yes/No	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignmnt	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
1	Abbey	Christine	Y	Instructional II Biology 7-12 (8405) , Instructional II English 7-12 (3230) , Instructional II General Science 7-12 (8450) , Administrative I Principal PK-12 (1115)	8	Middle Level Science, 7-9	8	100	0
2	Adkins	Diane	Y	Instructional I Early Childhood N-3 (2840) , Instructional I Elementary K-6 (2810) , Administrative II Principal PK-12 (1115)	K-5	Assistant or Vice Elem Principal	8	100	0
3	Alex	James	Y	Instructional II Health & Physical Educ PK-12 (4805) , Administrative II Principal PK-12 (1115)	9-12	Asst or Vice Secondary Principal	8	100	0
4	Althouse	Anika	Y	Instructional I Grades PK-4 (2825) , Instructional I Special Education PK-8 (9226)	4-5	Special Ed, Elem Subjects, PreK-6	8	100	0
5	Andrews	Kristen	Y	Instructional I Citizenship 7-12 (8825) , Instructional I Bus-Computer-Info Tech PK-12 (1603) , Instructional I Social Studies 7-12 (8875)	9-12	Business Education, Secondary	8	100	0
6	Angelopulos	Maureen	Y	Instructional II English 7-12 (3230)	9-12	Other Not Listed Above (certified)	8	100	0
7	Armour	Lindsey	Y	Instructional I Grades PK-4 (2825) , Instructional I Special Education PK-8 (9226)	K-5	Kindergarten, age 5 (K5); Elementary, Primary Grades 1-3 1/; Elementary, Intermediate Grades 4-6	8	100	0
8	Armstrong	Matthew	Y	Instructional I Chemistry 7-12 (8420)	11	Chemistry	8	100	0
9	Azzalina	Andrea	Y	Instructional II Elementary K-6 (2810)	K-5	Other Not Listed Above (certified)	8	100	0
10	Azzolina II	Joseph	Y	Instructional II Social Studies 7-12 (8875) , Educational Specialist I Inst Technology Specialist PK-12 (1825)	6	Middle Level Social Studies, 7-9	8	100	0
11	Bach	Jennifer	Y	Instructional I Grades PK-4 (2825)	K-5	Art, Elementary, PK-6	8	100	0
12	Baim	Lyndsey	Y	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	9-12	Secondary School Counselor	8	100	0
13	Bair	Stacie	Y	Instructional II Special Education PK-8 (9226) , Program Specialist English as a Second Language (ESL) PK-12 (4499) , Instructional II Elementary K-6 (2810)	K	Kindergarten, age 5 (K5)	8	100	0
14	Balucha	Sara	Y	Instructional I Early Childhood N-3 (2840) , Instructional I Elementary K-6 (2810) , Private School - Teacher Elementary Education K-8 (12810)	5	Elementary, Intermediate Grades 4-6	8	100	0
15	Bannister	Melissa	Y	Instructional II Elementary K-6 (2810) , Instructional II Mid-Level Citiz. Ed 6-9 (2870) , Instructional II Mid-Level English 6-9 (2850)	6	Elementary, Intermediate Grades 4-6	8	100	0
16	Bargh	Andrew	Y	Instructional I English 7-12 (3230) , Instructional I Music PK-12 (7205)	8	Middle Level English, 7-9	8	100	0
17	Barr	Cassie	Y	Instructional II Elementary K-6 (2810)	4	Elementary, Intermediate Grades 4-6	8	100	0
18	Barron	Alesia	Y	Instructional I Grades PK-4 (2825) , Instructional I Special Education PK-8 (9226)	9-12	Special Ed, Resource, PreK-12	8	100	0
19	Bauer	Amanda	Y	Instructional I Elementary K-6 (2810) , Instructional I Special Education PK-12 (9225)	9-10	Special Ed, Resource, PreK-12	8	100	0
20	Bausch	Stacy	Y	Instructional II Environmental Educ PK-12 (4820) , Instructional II Mid-Level Citiz. Ed 6-9 (2870) , Instructional II Mid-Level Science 6-9 (2880) , Instructional II Social Studies 7-12 (8875)	8	Middle Level Social Studies, 7-9	8	100	0
21	Beard-Ward	Celeste	Y	Administrative II Principal PK-12 (1115) , Instructional II Reading Specialist PK-12 (7650) , Instructional II Elementary K-6 (2810) , Instructional II Ment and/or Phys Handicapped K-12 (9235)	9-12	Asst or Vice Secondary Principal	8	100	0
22	Bedford	Jessica	Y	Instructional I Mathematics 7-12 (6800)	10	Mathematics, 10-12	8	100	0
23	Begis	Marsha	Y	Instructional II Biology 7-12 (8405)	10	Biology	8	100	0
24	Bennett	Christopher	Y	Instructional II Elementary K-6 (2810)	6	Elementary, Intermediate Grades 4-6	8	100	0
25	Bentsel	Tori	Y	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	9-12	Secondary School Counselor	8	100	0

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26	Bentzel	Margaret	Y	Instructional II Elementary K-6 (2810) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	2	Elementary, Primary Grades 1-3 1/	8	100	0
27	Bernstein	Emily	Y	Instructional I Mathematics 7-12 (6800)	9	Middle Level Mathematics, 7-9	8	100	0
28	Bianchi	Kristen	Y	Instructional II Early Childhood N-3 (2840) , Instructional II Elementary K-6 (2810) , Instructional II Mid-Level Mathematics 6-9 (2860)	K-5	Other Not Listed Above (certified)	8	100	0
29	Bieber	Paula	Y	Instructional II Biology 7-12 (8405) , Instructional II General Science 7-12 (8450)	10	Biology	8	100	0
30	Bihoreau	Stephan	Y	Instructional II French PK-12 (4410) , Instructional II Spanish PK-12 (4490)	9-12	French, 6-12	8	100	0
31	Blankenbicker	Vicki	Y	Instructional I Social Studies 7-12 (8875)	K-12	Other Not Listed Above (certified)	8	100	0
32	Boccella	Bernard	Y	Instructional II Mid-Level English 6-9 (2850) , Instructional II Mid-Level Mathematics 6-9 (2860) , Instructional II Social Studies 7-12 (8875)	6-8	Other Not Listed Above (certified)	8	100	0
33	Boccella	Lori	Y	Instructional II Early Childhood N-3 (2840) , Instructional II Elementary K-6 (2810)	K-5	Other Not Listed Above (certified)	8	100	0
34	Boehmer	Jennifer	Y	Instructional II Elementary K-6 (2810)	3	Elementary, Primary Grades 1-3 1/	8	100	0
35	Bolsar	Rosanne	Y	Instructional I Elementary K-6 (2810)	6	Elementary, Intermediate Grades 4-6	8	100	0
36	Boronyak	DeAndra	Y	Instructional II Health & Physical Educ PK-12 (4805)	K-12	Other Not Listed Above (certified)	4	100	0
37	Bosiljevac	Krista	Y	Instructional II Biology 7-12 (8405) , Instructional II Health & Physical Educ PK-12 (4805) , Instructional II Safety Ed/Driver Ed 7-12 (5215)	9	Health	8	100	0
38	Bozes	Beth	Y	Instructional II Elementary K-6 (2810) , Instructional II Library Science PK-12 (6420) , Instructional II Mid-Level Citiz. Ed 6-9 (2870) , Instructional II Mid-Level English 6-9 (2850) , Instructional II Mid-Level Mathematics 6-9 (2860) , Instructional II Mid-Level Science 6-9 (2880) , Instructional II Special Education PK-12 (9225)	6-8	Other Not Listed Above (certified)	8	100	0
39	Brady	Lauren	Y	Instructional II Elementary K-6 (2810) , Endorsement Gifted PK-12 (1189)	5	Elementary, Intermediate Grades 4-6	8	100	0
40	Brainard	Megan	Y	Instructional I Mathematics 7-12 (6800) , Instructional I Special Education PK-12 (9225)	9-10	Special Ed, Resource, PreK-12	8	100	0
41	Brandt	Janna	Y	Instructional II Elementary K-6 (2810)	K-5	Diag/Pres Reading, Elem, PreK-6	8	100	0
42	Bridgens	Anna	Y	Instructional II Mathematics 7-12 (6800)	9	Mathematics, 10-12	8	100	0
43	Briggs	Michael	Y	Educational Specialist I Secondary School Counselor 7-12 (1837) , Educational Specialist I Elementary School Counselor K-6 (1836)	6-8	Secondary School Counselor	8	100	0
44	Briody	Jeanette	Y	Instructional II Mathematics 7-12 (6800)	10	Mathematics, 10-12	8	100	0
45	Brogan	Amanda	Y	Instructional I Early Childhood N-3 (2840) , Instructional I Elementary K-6 (2810) , Private School - Teacher Elementary Education K-8 (12810) , Instructional I Special Education PK-12 (9225)	K-5	Special Ed, Elem Subjects, PreK-6	8	100	0
46	Brogneri	Katie	Y	Instructional II Elementary K-6 (2810) , Instructional II Mid-Level Mathematics 6-9 (2860)	7	Middle Level Mathematics, 7-9	8	100	0
47	Brooks	Ashley	Y	Instructional I Mathematics 7-12 (6800) , Instructional I Special Education 7-12 (9227)	9-10	Special Ed, Resource, PreK-12	8	100	0
48	Brown	Jennifer	Y	Instructional II Elementary K-6 (2810)	3	Elementary, Primary Grades 1-3 1/	8	100	0
49	Brunk	Erin	Y	Instructional I Elementary K-6 (2810) , Private School - Teacher Soc and Emotionally Dist K-12 (19260) , Instructional I Special Education PK-12 (9225)	K-12	Special Ed, Resource, PreK-12	8	100	0
50	Buckenberger	Nicole	Y	Instructional I Elementary K-6 (2810)	K-5	Kindergarten, age 5 (K5); Elementary, Primary Grades 1-3 1/	8	100	0
51	Bucks	Crystal	Y	Instructional I Grades PK-4 (2825)	3	Elementary, Primary Grades 1-3 1/	8	100	0
52	Bucks	Ryan	Y	Instructional I English 7-12 (3230)	9	Middle Level English, 7-9	8	100	0

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53	Bueno	Lora	Y	Instructional II Elementary K-6 (2810) , Instructional II Music PK-12 (7205) , Instructional II Spanish PK-12 (4490) , Program Specialist English as a Second Language (ESL) PK-12 (4499) , Administrative I Principal PK-12 (1115)	K-5	Spanish, 7-12; Music, Secondary, 7-12	8	100	0
54	Buffington	Meghan	Y	Emergency Permit: Day-to-Day Substitute All Instructional Areas PK-12 (-96) , Instructional II English 7-12 (3230)	7	Middle Level English, 7-9	8	100	0
55	Burke	Jordan	Y	Instructional I Bus-Computer-Info Tech PK-12 (1603)	8	Business Education, Secondary	8	100	0
56	Burke	Jacquelyn	Y	Instructional I Mid-Level Mathematics 6-9 (2860) , Instructional I Elementary K-6 (2810)	6	Middle Level Mathematics, 7-9	8	100	0
57	Burkett	Jeremy	Y	Instructional II Reading Specialist PK-12 (7650) , Instructional II Elementary K-6 (2810)	2	Elementary, Primary Grades 1-3 1/	8	100	0
58	Burkholder	Kristin	Y	Instructional I Safety Ed/Driver Ed 7-12 (5215) , Instructional I Health & Physical Educ PK-12 (4805)	6	Health & Phys Ed, Elem, PreK-6	8	100	0
59	Butler	Tim	Y	Instructional II English 7-12 (3230) , Instructional II Music PK-12 (7205) , Administrative II Principal PK-12 (1115)	K-12	Other Not Listed Above (certified)	8	100	0
60	Calaman	Amanda	Y	Instructional I Special Education Expansion PK-8 (9228) , Instructional I Social Studies 7-12 (8875) , Emergency Permit: Day-to-Day Substitute All Instructional Areas PK-12 (-96) , Instructional I Special Education 7-12 (9227)	6-8	Special Ed, Mid Level English, 7-9	8	100	0
61	Campbell	Kimberly	Y	Instructional II Elementary K-6 (2810) , Instructional II Special Education PK-12 (9225)	9-10	Special Ed, Resource, PreK-12	8	100	0
62	Cardel	Janae	Y	Instructional II Elementary K-6 (2810)	K-5	Other,Staff Coach (Not Core,SE)	8	100	0
63	Carey	Nicole	Y	Instructional I Elementary K-6 (2810)	6	Elementary, Intermediate Grades 4-6	8	100	0
64	Carfagno	Christi	Y	Instructional II Health & Physical Educ PK-12 (4805)	9	Health & Phys Ed, Sec, 7-12	8	100	0
65	Carnes	Andrew	Y	Instructional II Mathematics 7-12 (6800) , Instructional II Mid-Level English 6-9 (2850) , Instructional II Mid-Level Mathematics 6-9 (2860)	10-12	Mathematics, 10-12	8	100	0
66	Cashman	Rob	Y	Instructional II Social Studies 7-12 (8875) , Administrative I Principal PK-12 (1115)	12	Social Studies 10-12	8	100	0
67	Celinscak	Lynden	Y	Instructional II Elementary K-6 (2810)	5	Elementary, Intermediate Grades 4-6	8	100	0
68	Cerquone	Peggy	Y	Instructional II Elementary K-6 (2810)	4	Elementary, Intermediate Grades 4-6	8	100	0
69	Chehovich	Michael	Y	Instructional II Biology 7-12 (8405) , Instructional II General Science 7-12 (8450)	9	Earth & Space Science, Advanced	8	100	0
70	Cherinchak	Rheanna	Y	Instructional II English 7-12 (3230)	9	Middle Level English, 7-9	8	100	0
71	Chizik	Melissa	Y	Instructional II Elementary K-6 (2810)	K-5	Other Not Listed Above (certified)	8	100	0
72	Chorba	Brandon	Y	Instructional I Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100) , Instructional I Social Studies 7-12 (8875)	9	Middle Level Social Studies, 7-9	8	100	0
73	Christ	Ashley	Y	Instructional I Biology 7-12 (8405)	7	Middle Level Science, 7-9	8	100	0
74	Christman	Sarah	Y	Instructional II Elementary K-6 (2810)	K-5	Other Not Listed Above (certified)	8	100	0
75	Christy	Ryan	Y	Private School - Teacher Mathematics: Sec. Ed. 9-12 (16800) , Instructional II Mathematics 7-12 (6800)	10-12	Mathematics, 10-12	8	100	0
76	Chuff	Shayna	Y	Administrative I Principal PK-12 (1115) , Program Specialist English as a Second Language (ESL) PK-12 (4499) , Instructional II Citizenship 7-12 (8825) , Instructional II English 7-12 (3230) , Instructional II Social Studies 7-12 (8875)	10-12	Government, 10-12	8	100	0
77	Chuff	Kyle	Y	Instructional I Elementary K-6 (2810) , Instructional I Special Education PK-12 (9225)	6-8	Special Ed, Resource, PreK-12	8	100	0
78	Claar	Matthew	Y	Instructional I Elementary K-6 (2810)	3	Elementary-K-6 (obsolete)	8	100	0
79	Clarke	Jennifer	Y	#N/A	NA	Other Not Listed Above (non-cert)	8	100	0
80	Cline	Allyson	Y	Instructional I Social Studies 7-12 (8875)	9-12	Middle Level Social Studies, 7-9	8	100	0
81	Cole	Breanne	Y	Instructional II Early Childhood N-3 (2840) , Instructional II Elementary K-6 (2810)	K	Kindergarten, age 5 (K5)	8	100	0

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82	Collura	Marissa	Y	Instructional I English 7-12 (3230)	10-12	English/Communication, 10-12	8	100	0
83	Comegna	Brian	Y	Educational Specialist II Secondary School Counselor 7-12 (1837)	9-12	Supv, School Guidance Services	8	100	0
84	Comegna	Patricia	Y	Instructional II Mathematics 7-12 (6800)	12	Mathematics, 10-12	8	100	0
85	Confer	Sheila	Y	Instructional II Early Childhood N-3 (2840) , Instructional II Elementary K-6 (2810)	1	Elementary, Primary Grades 1-3 1/	8	100	0
86	Conigliaro	Michael	Y	Instructional II Citizenship 7-12 (8825)	10	Social Studies 10-12	8	100	0
87	Conrad	Heather	Y	Instructional II Special Education PK-12 (9225) , Private School - Teacher Nursery/Kindergarten N-K (12833)	K-5	Special Ed, Resource, PreK-12	8	100	0
88	Conway	Steven	Y	Instructional I Elementary K-6 (2810) , Instructional I Special Education PK-12 (9225) , Instructional I Mid-Level Mathematics 6-9 (2860)	7	Middle Level Mathematics, 7-9	8	100	0
89	Coone	Michael	Y	Instructional II English 7-12 (3230)	7	Middle Level English, 7-9	8	100	0
90	Cooper	Sarah	Y	Instructional I Grades PK-4 (2825)	3	Elementary, Primary Grades 1-3 1/	8	100	0
91	Cordier	Julia	Y	Instructional I Special Education PK-12 (9225)	K-12	Special Ed, Elem Subjects, PreK-6; Special Ed, Mid Level English, 7-9	8	100	0
92	Corrado	Kaitlynn	Y	Instructional I Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	6	Elementary, Intermediate Grades 4-6	8	100	0
93	Courtright	Michael	Y	Instructional II Bus-Computer-Info Tech PK-12 (1603) , Instructional II Technology Education PK-12 (6075)	6-12	Business Education, Secondary	8	100	0
94	Coury	Wendy	Y	Instructional II Marketing 7-12 (1640) , Letter of Equivalency Master's Equivalency - (1185) , Instructional II Typewriting 7-12 (1660)	9-12	Business Education, Secondary	8	100	0
95	Crawford	Jessica	Y	Instructional II French PK-12 (4410) , Instructional II Spanish PK-12 (4490)	9-12	Spanish, 7-12	8	100	0
96	Dadowski	Scott	Y	Instructional I Elementary K-6 (2810) , Instructional I Ment and/or Phys Handicapped K-12 (9235) , Instructional I Mid-Level Mathematics 6-9 (2860)	K-12	Other Not Listed Above (certified)	8	100	0
97	Dalton	Jennifer	Y	Instructional II Elementary K-6 (2810) , Instructional II Special Education PK-12 (9225)	9-12	Special Ed, Resource, PreK-12	8	100	0
98	Dame	Rhiannon	Y	Instructional I Social Studies 7-12 (8875) , Instructional I Elementary K-6 (2810) , Instructional I Mid-Level Mathematics 6-9 (2860) , Instructional I English 7-12 (3230)	8	Middle Level Mathematics, 7-9	8	100	0
99	D'Angelo	Kristen	Y	Educational Specialist II Elementary & Secondary School Counselor PK-12 (1839)	9-12	Secondary School Counselor	8	100	0
100	Davis	Melissa	Y	Instructional II Mid-Level English 6-9 (2850) , Instructional II Mid-Level Science 6-9 (2880) , Instructional II Social Studies 7-12 (8875)	8	Middle Level Social Studies, 7-9	8	100	0
101	Davis	Joseph	Y	Instructional II Earth and Space Science 7-12 (8440)	9	Earth & Space Science, Intermediate	8	100	0
102	DeBaise	Diane	Y	Private School - Teacher Biology: Sec. Ed. 9-12 (18405) , Instructional II Biology 7-12 (8405) , Instructional II General Science 7-12 (8450)	11	Gen Science, Intermediate, 10-12	8	100	0
103	Degilio	Nyssa	Y	Instructional I Social Studies 7-12 (8875)	8	Middle Level Social Studies, 7-9	8	100	0
104	Demming	Geoffrey	Y	Instructional I Biology 7-12 (8405)	11	Biology	8	100	0
105	Demshick	Meghan	Y	Instructional II Early Childhood N-3 (2840) , Instructional II Elementary K-6 (2810) , Instructional II Reading Specialist PK-12 (7650) , Instructional II Special Education PK-12 (9225)	K-1	Kindergarten, age 5 (K5); Elementary, Primary Grades 1-3 1/	4	100	0
106	DePue	Jacquelin	Y	Instructional I Music PK-12 (7205) , Instructional I Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	K-5	Music, Elementary, PreK-6	8	100	0
107	Derr	Alicia	Y	Instructional II Social Studies 7-12 (8875)	8	Middle Level Social Studies, 7-9	8	100	0
108	Dierolf	Matthew	Y	Instructional II English 7-12 (3230)	11	English/Communication, 10-12; Journalism	8	100	0
109	DiPersio	Kinsie	Y	Instructional II Social Studies 7-12 (8875)	7	Middle Level Social Studies, 7-9	8	100	0
110	Ditmer	Karen	Y	Instructional II Mathematics 7-12 (6800)	12	Mathematics, 10-12	8	100	0

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111	Dolder	Lisa	Y	Instructional II English 7-12 (3230) , Instructional II Library Science PK-12 (6420) , Instructional II Spanish PK-12 (4490) , Emergency Permit: LT Sub with Educational Obligation English as a Second Language (ESL) PK-12 (4499)	K-12	Spanish, 7-12	8	100	0
112	Doll	Allison	Y	Instructional II Music PK-12 (7205) , Endorsement Online Instruction Program PK-12 (1184)	K-5	Music, Elementary, PreK-6	8	100	0
113	Donahue	Stephanie	Y	Instructional II Elementary K-6 (2810)	5	Other, Staff Coach (Not Core, SE)	8	100	0
114	Dress	Lisa	Y	Instructional I Elementary K-6 (2810) , Instructional I Special Education PK-12 (9225) , Instructional II Elementary K-6 (2810) , Instructional II Special Education PK-12 (9225)	2	Special Ed, Elem Subjects, PreK-6	8	100	0
115	Duffy	Julie	Y	Instructional I Special Education PK-12 (9225) , Instructional I Elementary K-6 (2810)	9-12	Special Ed, Mid Level Math, 7-9; Special Ed, Sec Math, 10-12	8	100	0
116	Duran	Carmon	Y	Instructional II General Science 7-12 (8450) , Instructional II Music PK-12 (7205)	8	Middle Level Science, 7-9	8	100	0
117	Durkin	Sean	Y	Emergency Permit: LT Sub with Educational Obligation Special Education 7-12 (9227) , Instructional I Social Studies 7-12 (8875)	6-8	Special Ed, Resource, PreK-12	8	100	0
118	Dutka	Hayley	Y	Instructional I English 7-12 (3230)	10	English/Communication, 10-12	8	100	0
119	Eastburn	Rebecca	Y	Instructional I Elementary K-6 (2810) , Private School - Teacher Nursery/Kindergarten N-K (12833)	2	Elementary, Primary Grades 1-3 1/	8	100	0
120	Eckman	Lacey	Y	Instructional II Health & Physical Educ PK-12 (4805)	8	Health & Phys Ed, Sec, 7-12	8	100	0
121	Edwards Jr	Kenneth	Y	Instructional II Biology 7-12 (8405) , Instructional II General Science 7-12 (8450) , Administrative II Principal PK-12 (1115)	9-12	School Program Specialist	8	100	0
122	Eisenhauer	Jenny	Y	Instructional II Elementary K-6 (2810)	6	Elementary, Intermediate Grades 4-6	8	100	0
123	Emerich	Sandy	Y	#N/A	NA	Director of Personnel	8	100	0
124	Erb	Adrienne	Y	Educational Specialist II Secondary School Counselor 7-12 (1837)	9-12	Secondary School Counselor	8	100	0
125	Erler	William	Y	Instructional II Earth and Space Science 7-12 (8440) , Instructional II General Science 7-12 (8450)	9	Earth & Space Science, Intermediate	8	100	0
126	Ernyei	Karen	Y	Instructional II Elementary K-6 (2810) , Instructional II Mid-Level Science 6-9 (2880) , Instructional II Special Education PK-12 (9225)	7	Middle Level Science, 7-9	8	100	0
127	Esworthy	Rebecca	Y	Instructional II Early Childhood N-3 (2840) , Instructional II Elementary K-6 (2810) , Instructional II Reading Specialist PK-12 (7650) , Instructional II Library Science PK-12 (6420)	3	Elementary, Intermediate Grades 4-6	8	100	0
128	Evans	Julianna	Y	Instructional I English 7-12 (3230)	12	English/Communication, 10-12	8	100	0
129	Everitt	Sarah	Y	Instructional II Elementary K-6 (2810)	2	Elementary, Primary Grades 1-3 1/	8	100	0
130	Farmer	Donita	Y	Instructional II Elementary K-6 (2810) , Instructional II Mid-Level English 6-9 (2850) , Instructional II Mid-Level Mathematics 6-9 (2860) , Instructional II Mid-Level Citiz. Ed 6-9 (2870) , Instructional II Mid-Level Science 6-9 (2880)	6	Elementary, Intermediate Grades 4-6	8	100	0
131	Featro	Susan	Y	Program Specialist English as a Second Language (ESL) PK-12 (4499) , Instructional II German PK-12 (4420) , Instructional II Music PK-12 (7205)	K-5	ESL, Elementary, PreK-6	4	100	0
132	Fields	Keely	Y	Instructional II Social Studies 7-12 (8875)	12	Government, 10-12	8	100	0
133	Filges	Laura	Y	Instructional I English 7-12 (3230)	9	Middle Level English, 7-9	8	100	0
134	Fischer	Jesse	Y	Program Specialist English as a Second Language (ESL) PK-12 (4499) , Instructional I Social Studies 7-12 (8875)	9	Middle Level Social Studies, 7-9	8	100	0
135	Fisher	Sara	Y	Instructional I Mathematics 7-12 (6800)	8	Middle Level Mathematics, 7-9	8	100	0
136	Fitzgerald	Beth	Y	Instructional I Mathematics 7-12 (6800) , Private School - Teacher Mathematics: Sec. Ed. 9-12 (16800)	9	Mathematics, 10-12	8	100	0
137	Flannery	Alyssa	Y	Instructional II Elementary K-6 (2810) , Instructional II Library Science PK-12 (6420) , Instructional II Mid-Level English 6-9 (2850)	2	Elementary, Primary Grades 1-3 1/	8	100	0

Staff No.	Name of employee (List all names in alphabetical order)		PA Certified Yes/No	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignmmt	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
138	Fletcher	Lonnie	Y	Instructional II Mid-Level Mathematics 6-9 (2860) , Instructional II Special Education PK-12 (9225) , HOU SSE Designation English 7-12 (3230) , Supervisory Supvr Special Education PK-12 (9215)	K-12	Supervisor, Special Education	8	100	0
139	Floyd	Kelsey	Y	Instructional I Elementary K-6 (2810) , Instructional I Special Education PK-12 (9225)	K-12	Other Not Listed Above (certified)	8	100	0
140	Flurie III	Maurice	Y	Administrative I Elementary Principal K-6 (1100) , Instructional II Health & Physical Educ PK-12 (4805) , Administrative II Secondary Principal 7-12 (1105) , Letter of Eligibility Superintendent PK-12 (1150)	K-12	Chief Executive Officer (charter)	8	100	0
141	Flynn	Molly	Y	Instructional II Elementary K-6 (2810) , Instructional II Reading Specialist PK-12 (7650) , Instructional II Special Education PK-12 (9225)	7	Special Ed, Resource, PreK-12	8	100	0
142	Foley	Heather	Y	Instructional II Elementary K-6 (2810)	6-8	Other Not Listed Above (non-cert)	8	100	0
143	Ford	Lauren	Y	Emergency Permit: LT Sub with Educational Obligation Special Education 7-12 (9227) , Instructional II English 7-12 (3230) , Instructional II Mid-Level Mathematics 6-9 (2860)	9	Special Ed, Resource, PreK-12	8	100	0
144	Fowler	Nathan	Y	Instructional II Elementary K-6 (2810)	6	Elementary, Intermediate Grades 4-6	8	100	0
145	Fox	Lauren	Y	Instructional II Citizenship 7-12 (8825)	10	History, 10-12	8	100	0
146	France	Ryenn	Y	Instructional I Grades 5-6 (2826) , Instructional I Grades PK-4 (2825)	2	Elementary, Primary Grades 1-3 1/	8	100	0
147	Fraser	Adam	Y	Administrative II Principal PK-12 (1115)	K-5	Elementary Principal	8	100	0
148	Fredo	Katrina	Y	Instructional II Biology 7-12 (8405) , Instructional II General Science 7-12 (8450) , Instructional II Mid-Level Mathematics 6-9 (2860)	7	Middle Level Science, 7-9	8	100	0
149	Freeland	Lauren	Y	Instructional II Biology 7-12 (8405) , Instructional II Environmental Educ PK-12 (4820) , Instructional II General Science 7-12 (8450)	10	Biology	8	100	0
150	Frey	Brittany	Y	Instructional II Mathematics 7-12 (6800)	9	Mathematics, 10-12	8	100	0
151	Friess	Daniel	Y	Instructional II English 7-12 (3230) , Instructional II Mathematics 7-12 (6800) , Instructional II Technology Education PK-12 (6075)	9-12	Other Not Listed Above (certified)	8	100	0
152	Gainer	Rachel	Y	Instructional I Grades PK-4 (2825)	1	Elementary, Primary Grades 1-3 1/	8	100	0
153	Gaiski	Jamie	Y	Instructional II Early Childhood N-3 (2840) , Instructional II Elementary K-6 (2810)	2	Elementary, Primary Grades 1-3 1/	8	100	0
154	Garing	Michael	Y	Instructional II Chemistry 7-12 (8420) , Instructional II Mathematics 7-12 (6800) , Instructional II Physics 7-12 (8470)	11	Phys Science, Advanced, 10-12; Physics, 10-12	8	100	0
155	Garofalo	Elizabeth	Y	Instructional II English 7-12 (3230)	9	English/Communication, 10-12	8	100	0
156	Garvin	Elizabeth	Y	Certified Public Accountant Other Certificate of Preliminary Education - (10000) , Instructional I English 7-12 (3230) , Instructional I Bus-Computer-Info Tech PK-12 (1603) , Instructional I Grades PK-4 (2825) , Instructional I Special Education PK-8 (9226) , Instructional I Special Education 7-12 (9227)	11-12	Special Ed, Resource, PreK-12	8	100	0
157	Gaughan	William	Y	Instructional I Citizenship 7-12 (8825) , Instructional I Social Studies 7-12 (8875) , Instructional I English 7-12 (3230)	12	Government, 10-12	8	100	0
158	Gaynor	Anthony	Y	Instructional I Social Studies 7-12 (8875)	10	Sociology, 10-12	8	100	0
159	Gehman	Andrew	Y	Instructional II Mathematics 7-12 (6800) , Instructional II Physics 7-12 (8470)	11	Mathematics, 10-12	8	100	0
160	Geisel	Jeffrey	Y	Instructional II Ment and/or Phys Handicapped K-12 (9235) , Instructional II Social Studies 7-12 (8875) , HOU SSE Designation English 7-12 (3230) , HOU SSE Designation Mathematics 7-12 (6800) , Administrative II Principal PK-12 (1115)	K-12	Asst or Vice Middle Sch Principal	8	100	0
161	George	Susan	Y	Instructional II Biology 7-12 (8405) , Instructional II Chemistry 7-12 (8420) , Instructional II General Science 7-12 (8450)	11	Chemistry	8	100	0

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162	Gerdy	Matthew	Y	Instructional I Elementary K-6 (2810)	6	Elementary, Intermediate Grades 4-6	8	100	0
163	Giantini Jr	Theodore	Y	Instructional II English 7-12 (3230)	7	Middle Level English, 7-9	8	100	0
164	Gibson	Megan	Y	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	9-12	Secondary School Counselor	8	100	0
165	Gill	Anita	Y	Instructional II Elementary K-6 (2810)	1	Elementary, Primary Grades 1-3 1/	8	100	0
166	Gillenson	Katharine	Y	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839) , Instructional I Elementary K-6 (2810) , Instructional I English 7-12 (3230)	10	English/Communication, 10-12	8	100	0
167	Gillis	Michele	Y	Instructional I Elementary K-6 (2810) , Instructional I Reading Specialist PK-12 (7650)	1	Elementary, Primary Grades 1-3 1/	8	100	0
168	Gilroy	Amanda	Y	Instructional II English 7-12 (3230) , Instructional II Special Education PK-12 (9225)	11	English/Communication, 10-12	8	100	0
169	Ginther	Bradley	Y	Instructional I Social Studies 7-12 (8875) , Instructional I English 7-12 (3230)	10	English/Communication, 10-12	8	100	0
170	Gintz	Joy	Y	Instructional II Early Childhood N-3 (2840) , Instructional II Special Education PK-12 (9225)	11-12	Special Ed, Resource, PreK-12	8	100	0
171	Glenn	Shelby	Y	Instructional I English 7-12 (3230)	7	Middle Level English, 7-9	8	100	0
172	Glotfelty	Kelly	Y	Instructional II English 7-12 (3230)	9	Middle Level English, 7-9	8	100	0
173	Goforth	Stephanie	Y	Instructional I Art PK-12 (1405)	K-12	Other Not Listed Above (certified)	8	100	0
174	Good	Joyce	Y	Instructional II Elementary K-6 (2810) , Educational Specialist II Inst Technology Specialist PK-12 (1825) , Administrative I Principal PK-12 (1115) , Supervisory Supvr Curriculum & Inst PK-12 (2915) , Letter of Eligibility Superintendent PK-12 (1150)	K-12	Supervisor, Curriculum & Instruct	8	100	0
175	Gothel	Melissa	Y	Instructional II Elementary K-6 (2810) , Instructional II Mid-Level Science 6-9 (2880)	K-5	Other Not Listed Above (certified)	8	100	0
176	Grafton	Heather	Y	Instructional II Elementary K-6 (2810)	K	Kindergarten, age 5 (K5)	8	100	0
177	Green	Stephanie	Y	Instructional II English 7-12 (3230)	11	English/Communication, 10-12	8	100	0
178	Griffiths	Noelle	Y	Instructional II English 7-12 (3230) , Instructional II Social Studies 7-12 (8875) , Administrative I Principal PK-12 (1115)	9-12	Asst or Vice Secondary Principal	8	100	0
179	Griggs	Mallory	Y	Instructional I Mathematics 7-12 (6800) , Instructional I Health & Physical Educ PK-12 (4805)	9	Middle Level Mathematics, 7-9	8	100	0
180	Grudzinski	Laura	Y	Instructional II Social Studies 7-12 (8875)	7	Middle Level Social Studies, 7-9	8	100	0
181	Gurbacki	Eve	Y	Instructional I Art PK-12 (1405)	K-5	Art, Elementary, PK-6	8	100	0
182	Hager	Lynn	Y	Instructional I Social Studies 7-12 (8875) , Instructional I English 7-12 (3230)	11	Government, 10-12	8	100	0
183	Hahn	Amanda	Y	Instructional II Elementary K-6 (2810) , Instructional II Special Education PK-12 (9225)	3	Special Ed, Resource, PreK-12	8	100	0
184	Hakes	Christine	Y	#N/A	NA	Business Manager	8	100	0
185	Haley	Natalie	Y	Instructional II Elementary K-6 (2810) , Instructional II Mid-Level Mathematics 6-9 (2860)	8	Middle Level Mathematics, 7-9	8	100	0
186	Hall	Stacy	Y	Instructional II English 7-12 (3230)	12	English/Communication, 10-12	8	100	0
187	Halpin	Sarah	Y	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	6-8	Elementary School Counselor	8	100	0
188	Han	Katherine	Y	Instructional I Social Studies 7-12 (8875)	10	Social Studies 10-12	8	100	0
189	Hantz	Karissa	Y	Instructional I Grades PK-4 (2825) , Instructional I Special Education PK-8 (9226)	K-5	Special Ed, Elem Subjects, PreK-6	8	100	0
190	Harbold	Roy	Y	Instructional I Earth and Space Science 7-12 (8440)	9	Earth & Space Science, Intermediate	8	100	0
191	Harr	Brian	Y	Instructional II Elementary K-6 (2810)	5	Elementary, Intermediate Grades 4-6	8	100	0
192	Hartman	Nichole	Y	Instructional II Special Education PK-12 (9225)	12	Special Ed, Resource, PreK-12	8	100	0
193	Hartsock	Lisa	Y	Instructional II Mathematics 7-12 (6800) , Administrative Principal PK-12 (1115)	6	Middle Level Mathematics, 7-9	8	100	0

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194	Hawksworth	Lindsay	Y	Instructional II Biology 7-12 (8405) , Instructional II Family-Consumer Sci PK-12 (5600) , Instructional II Health & Physical Educ PK-12 (4805)	6-12	Other Not Listed Above (certified)	8	100	0
195	Hedden	Molly	Y	Instructional I Grades PK-4 (2825) , Instructional I Special Education PK-8 (9226)	3	Special Ed, Resource, PreK-12	8	100	0
196	Henahan	Jaclyn	Y	Instructional II Elementary K-6 (2810) , Instructional II Mid-Level Mathematics 6-9 (2860) , Instructional II Reading Specialist PK-12 (7650)	4	Elementary, Intermediate Grades 4-6	8	100	0
197	Henry	Laurie	Y	Instructional II Mathematics 7-12 (6800)	9	Mathematics, 10-12	8	100	0
198	Hess	Drew	Y	Instructional II English 7-12 (3230)	12	English/Communication, 10-12	8	100	0
199	Hicks	Christy	Y	Private School - Teacher Elementary Education K-8 (12810) , Private School - Teacher Nursery/Kindergarten N-K (12833) , Instructional II Elementary K-6 (2810)	K	Kindergarten, age 5 (K5)	8	100	0
200	Hiles	Jennifer	Y	Instructional II Elementary K-6 (2810)	K-5	Other Not Listed Above (certified)	8	100	0
201	Hiller	Heather	Y	Instructional I English 7-12 (3230) , Instructional I Elementary K-6 (2810) , Instructional I Mid-Level Mathematics 6-9 (2860) , Instructional I Special Education 7-12 (9227)	9-12	Special Ed, Resource, PreK-12	8	100	0
202	Hinkley	Jacob	Y	Instructional I Social Studies 7-12 (8875)	7	Middle Level Social Studies, 7-9	8	100	0
203	Hoare	Rebecca	Y	Instructional I Music PK-12 (7205)	K-5	Music, Elementary, PreK-6	8	100	0
204	Hoffman	Sean	Y	Instructional II Social Studies 7-12 (8875)	7	Middle Level Social Studies, 7-9	8	100	0
205	Hoffman	Colleen	Y	Instructional I Special Education PK-12 (9225)	K-5	Other Not Listed Above (certified)	8	100	0
206	Holencik	Rachel	Y	Instructional I Social Studies 7-12 (8875)	10	Social Studies 10-12	8	100	0
207	Hollick	Jeff	Y	Instructional I Elementary K-6 (2810) , Instructional I Mathematics 7-12 (6800)	9-12	Mathematics, 10-12	8	100	0
208	Hollister	Brittany	Y	Instructional I Elementary K-6 (2810) , Instructional I Grades PK-4 (2825) , Instructional I Special Education PK-8 (9226)	4-5	Special Ed, Elem Subjects, PreK-6	8	100	0
209	Hook	Richard	Y	Instructional II Communications 7-12 (3200)	7	Middle Level English, 7-9	8	100	0
210	Hosler-Patton	Christine	Y	Instructional II Elementary K-6 (2810) , Instructional II English 7-12 (3230) , Instructional II Special Education PK-12 (9225) , HOUSSE Designation Mid-Level Science 6-9 (2880) , HOUSSE Designation General Science 7-12 (8450) , HOUSSE Designation Mathematics 7-12 (6800) , HOUSSE Designation Mid-Level Mathematics 6-9 (2860)	11	Special Ed, Resource, PreK-12	8	100	0
211	Howard	Justin	Y	Instructional I Elementary K-6 (2810) , Administrative I Principal PK-12 (1115)	K-5	Assistant or Vice Elem Principal	8	100	0
212	Howard	Spiri	Y	Instructional I Elementary K-6 (2810)	K-5	Elementary, Primary Grades 1-3 1/	4	100	0
213	Howard	Keith	Y	Instructional II Biology 7-12 (8405) , Instructional II General Science 7-12 (8450)	11	Phys Science, Intermediate, 10-12	8	100	0
214	Huegel	Justin	Y	Instructional I Social Studies 7-12 (8875) , Instructional I English 7-12 (3230)	9	Middle Level Social Studies, 7-9	8	100	0
215	Hummel	April	Y	Instructional II Elementary K-6 (2810) , Instructional II Mid-Level Mathematics 6-9 (2860)	7	Middle Level Mathematics, 7-9	8	100	0
216	Hummel	Megan	Y	Instructional I Grades PK-4 (2825) , Instructional I Special Education PK-8 (9226)	K-5	Special Ed, Elem Subjects, PreK-6	8	100	0
217	Humphreys	Andrew	Y	Emergency Permit: LT Sub with Educational Obligation Special Education PK-8 (9226) , Instructional I Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100)	7	Special Ed, Resource, PreK-12	8	100	0
218	Hunter	Kimberly	Y	Instructional II English 7-12 (3230) , Emergency Permit: LT Sub with Educational Obligation Special Education 7-12 (9227)	12	Special Ed, Resource, PreK-12	8	100	0
219	Hurley	Amy	Y	Instructional II English 7-12 (3230) , Instructional II Mid-Level Mathematics 6-9 (2860)	11	English/Communication, 10-12	8	100	0
220	Hutchings	Jamie	Y	Instructional II Biology 7-12 (8405) , Instructional II Environmental Educ PK-12 (4820) , Instructional II General Science 7-12 (8450) , Letter of Equivalency Master's Equivalency - (1185)	8	Middle Level Science, 7-9	8	100	0



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221	Imbody	Jill	Y	Instructional I Social Studies 7-12 (8875)	7	Middle Level Social Studies, 7-9	8	100	0
222	Jachowicz	Justin	Y	Instructional II Citizenship 7-12 (8825)	8	Middle Level Social Studies, 7-9	8	100	0
223	Jackson	Yahne	Y	Instructional II English 7-12 (3230)	12	English/Communication, 10-12	8	100	0
224	Jackson	Christina	Y	Administrative I Principal PK-12 (1115) , Instructional II Mathematics 7-12 (6800)	11	Mathematics, 10-12	8	100	0
225	Jackson	Cecelia	Y	Instructional II Ment and/or Phys Handicapped K-12 (9235) , Instructional II Mid-Level English 6-9 (2850) , Instructional II Mid-Level Mathematics 6-9 (2860)	6-8	Other Not Listed Above (certified)	8	100	0
226	James	Lauren	Y	Instructional I Grades PK-4 (2825) , Instructional I Special Education PK-8 (9226)	4	Special Ed, Elem Subjects, PreK-6	8	100	0
227	Johnson	Samantha	Y	Instructional I Biology 7-12 (8405) , Administrative I Principal PK-12 (1115)	K-12	Other Not Listed Above (certified)	8	100	0
228	Jones	Brian	Y	Instructional II Social Studies 7-12 (8875)	10	Social Studies 10-12	8	100	0
229	Jopek	Jennifer	Y	Instructional I Grades PK-4 (2825) , Instructional I Special Education PK-8 (9226)	6	Special Ed, Resource, PreK-12	8	100	0
230	Kalahanis	Andrew	Y	Program Specialist English as a Second Language (ESL) PK-12 (4499) , Administrative I Principal PK-12 (1115) , Instructional II English 7-12 (3230)	K-12	Other Not Listed Above (certified)	8	100	0
231	Kali	Abigail	Y	Instructional II Art PK-12 (1405) , Instructional II Mid-Level Mathematics 6-9 (2860)	12	Art, Secondary, 7-12	8	100	0
232	Kamicker	Emily	Y	Instructional I Elementary K-6 (2810) , Instructional I Special Education PK-12 (9225)	9-10	Special Ed, Resource, PreK-12	8	100	0
233	Karabin	Matthew	Y	Instructional I Mathematics 7-12 (6800)	9	Middle Level Mathematics, 7-9	8	100	0
234	Kavulich	Ariel	Y	Instructional II General Science 7-12 (8450)	11	Phys Science, Intermediate, 10-12	8	100	0
235	Keet	Lindsay	Y	Instructional I Early Childhood N-3 (2840)	1	Elementary, Primary Grades 1-3 1/	8	100	0
236	Kellachow	Jennifer	Y	Program Specialist English as a Second Language (ESL) PK-12 (4499) , Instructional II Elementary K-6 (2810)	4	Elementary, Intermediate Grades 4-6	8	100	0
237	Keller	Benjamin	Y	Instructional II English 7-12 (3230)	11	English/Communication, 10-12	8	100	0
238	Kenny	Lauren	Y	Instructional II Elementary K-6 (2810) , Instructional II Mid-Level Citiz. Ed 6-9 (2870) , Instructional II Mid-Level English 6-9 (2850) , Instructional II Mid-Level Mathematics 6-9 (2860)	3	Elementary, Primary Grades 1-3 1/	8	100	0
239	Kepple	Heather	Y	Instructional I Health & Physical Educ PK-12 (4805) , Instructional I General Science 7-12 (8450)	7	Health & Phys Ed, Sec, 7-12	8	100	0
240	Kimble	Nathan	Y	Instructional II Social Studies 7-12 (8875)	10	History, 10-12	8	100	0
241	Kinney	Breah	Y	Instructional II Elementary K-6 (2810) , Instructional II Special Education PK-12 (9225)	9-12	Other, Staff Coach (Not Core, SE)	8	100	0
242	Kioalicas	Krista	Y	Instructional II Elementary K-6 (2810) , Instructional II English 7-12 (3230) , Instructional II Special Education PK-12 (9225)	6	Special Ed, Resource, PreK-12	8	100	0
243	Kirsch	Julie	Y	Instructional II Music PK-12 (7205)	8	Music, Secondary, 7-12	8	100	0
244	Klingel	Bryon	Y	#N/A	NA	Dir of Mgmt Information Systems	8	100	0
245	Koller	Nicole	Y	Instructional II Biology 7-12 (8405) , Instructional II Chemistry 7-12 (8420) , Instructional II Environmental Educ PK-12 (4820) , Instructional II General Science 7-12 (8450)	9-12	Biology	8	100	0
246	Koursari	Maria	Y	Instructional I Grades PK-4 (2825)	4	Elementary, Intermediate Grades 4-6	8	100	0
247	Krebs	Angela	Y	Instructional II Elementary K-6 (2810) , Instructional II Ment and/or Phys Handicapped K-12 (9235)	8	Special Ed, Resource, PreK-12	8	100	0
248	Kreiger	Emily	Y	Educational Specialist II Secondary School Counselor 7-12 (1837)	6-8	Secondary School Counselor	8	100	0
249	Kreiser	Valerie	Y	Instructional II Elementary K-6 (2810)	5	Elementary, Intermediate Grades 4-6	8	100	0
250	Ladislaw Jr	Daniel	Y	Administrative II Principal PK-12 (1115) , Instructional II Citizenship 7-12 (8825) , Instructional II Mid-Level English 6-9 (2850)	6-8	Asst or Vice Middle Sch Principal	8	100	0
251	Lakitsky	Kailee	Y	Instructional I English 7-12 (3230)	9	Middle Level English, 7-9	8	100	0
252	Lamb	Christine	Y	Instructional II Elementary K-6 (2810)	4	Elementary, Intermediate Grades 4-6	8	100	0

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253	Landers	Amy	Y	Instructional II Mathematics 7-12 (6800) , Instructional II Physics 7-12 (8470)	9-10	Middle Level Mathematics, 7-9; Mathematics, 10-12	8	100	0
254	Laszczyk	Whitney	Y	Instructional II Biology 7-12 (8405) , Instructional II Chemistry 7-12 (8420) , Instructional II Mid-Level Science 6-9 (2880)	8	Middle Level Science, 7-9	8	100	0
255	Lawrence	Edward	Y	Instructional II English 7-12 (3230)	8	Middle Level English, 7-9	8	100	0
256	Leibowitz	Brooke	Y	Instructional II English 7-12 (3230)	8	Middle Level English, 7-9	8	100	0
257	Leonard	Blaine	Y	Instructional I Health & Physical Educ PK-12 (4805) , Instructional I Safety Ed/Driver Ed 7-12 (5215)	9	Health & Phys Ed, Sec, 7-12	8	100	0
258	Lesniewski	Christine	Y	Instructional I Grades PK-4 (2825)	3	Elementary-PK-4 (obsolete)	8	100	0
259	Letterman	Sarah	Y	Instructional I Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	5	Elementary, Intermediate Grades 4-6	8	100	0
260	Lichtenfels	Patricia	Y	Instructional I Elementary K-6 (2810)	K-5	Other Not Listed Above (certified)	8	100	0
261	Lick	Amanda	Y	Educational Specialist II Secondary School Counselor 7-12 (1837)	9-12	Secondary School Counselor	8	100	0
262	Lindblade	Hope	Y	Instructional I Music PK-12 (7205)	6-12	Other Not Listed Above (certified)	8	100	0
263	Lipchik	John	Y	Instructional II Social Studies 7-12 (8875) , Administrative I Secondary Principal 7-12 (1105)	11	Economics; Government, 10-12	8	100	0
264	Litzke	Jeffrey	Y	Instructional II Social Studies 7-12 (8875)	6-8	History, 10-12	8	100	0
265	Lockard	Christina	Y	Instructional II Earth and Space Science 7-12 (8440)	9-12	Other Not Listed Above (certified)	8	100	0
266	Longenecker	Thomas	Y	Commission Qualification Letter Superintendent PK-12 (1150)	k-12	Other Not Listed Above (certified)	8	100	0
267	Lubatti	Frank	Y	Instructional I Social Studies 7-12 (8875)	9-10	Social Studies 10-12	8	100	0
268	Lurch	Samantha	Y	Instructional I Social Studies 7-12 (8875)	7-8	Other Not Listed Above (certified)	8	100	0
269	Lynch	Alisa	Y	Instructional II Elementary K-6 (2810)	6	Elementary, Intermediate Grades 4-6	8	100	0
270	Magnot	Jessie	Y	Instructional II Mathematics 7-12 (6800)	9	Middle Level Mathematics, 7-9	8	100	0
271	Maholick	Elizabeth	Y	Instructional II Biology 7-12 (8405) , Instructional II Earth and Space Science 7-12 (8440) , Instructional II Library Science PK-12 (6420)	8	Middle Level Science, 7-9	8	100	0
272	Malave	Jenna	Y	Instructional I Elementary K-6 (2810) , Instructional I Mid-Level Mathematics 6-9 (2860) , Instructional I Reading Specialist PK-12 (7650)	5	Elementary, Intermediate Grades 4-6	8	100	0
273	Malsberger	Lisa	Y	Instructional II Bus-Computer-Info Tech PK-12 (1603)	12	Business Education, Secondary	8	100	0
274	Mangiacarne	Katie	Y	Instructional II Elementary K-6 (2810) , Instructional II Reading Specialist PK-12 (7650)	K-5	Other Not Listed Above (certified)	8	100	0
275	Marchesini	Kimberly	Y	HOUSSE Designation English 7-12 (3230) , HOUSSE Designation General Science 7-12 (8450) , HOUSSE Designation Mathematics 7-12 (6800) , Instructional II Ment and/or Phys Handicapped K-12 (9235) , HOUSSE Designation English 7-12 (3230) , HOUSSE Designation Mathematics 7-12 (6800) , HOUSSE Designation General Science 7-12 (8450)	9-10	Other Not Listed Above (certified)	8	100	0
276	Mariano	Rocco	Y	Instructional II Biology 7-12 (8405)	10	Biology	8	100	0
277	Marruso	Mina	Y	Instructional I Elementary K-6 (2810)	3	Other Not Listed Above (certified)	8	100	0
278	Marsiliano	Judy	Y	Instructional II Mathematics 7-12 (6800)	11	Mathematics, 10-12	8	100	0
279	Martin	Cari	Y	Instructional II English 7-12 (3230)	8	Middle Level English, 7-9	8	100	0
280	Martin	Audrey	Y	Instructional II Mid-Level English 6-9 (2850) , Program Specialist English as a Second Language (ESL) PK-12 (4499) , Instructional II Spanish PK-12 (4490) , Instructional II Mid-Level Science 6-9 (2880)	K-12	ESL, K-12 Resource	8	100	0
281	Martinez	Chelsea	Y	Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	9-12	Secondary School Counselor	8	100	0
282	Maselko	Bianca	Y	Instructional I English 7-12 (3230)	11	English/Communication, 10-12	8	100	0
283	Matechak	Brittany	Y	Instructional I Grades PK-4 (2825) , Instructional I Special Education PK-8 (9226)	6-8	Special Ed, Resource, PreK-12	8	100	0
284	Matrishion	Deanna	Y	Instructional II English 7-12 (3230)	10	English/Communication, 10-12	8	100	0

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285	Mauser	Rebecca	Y	Educational Specialist I Inst Technology Specialist PK-12 (1825) , Instructional II Mid-Level Mathematics 6-9 (2860) , Instructional II Social Studies 7-12 (8875)	9-12	Other,Staff Coach (Not Core,SE)	8	100	0
286	Mazanowski	Kelsie	Y	Instructional I Health & Physical Educ PK-12 (4805)	9-12	Health & Phys Ed, Sec, 7-12	8	100	0
287	Mazur	Alannah	Y	Instructional I Early Childhood N-3 (2840) , Instructional I Elementary K-6 (2810)	1	Elementary, Primary Grades 1-3 1/	8	100	0
288	McArthur	Crystal	Y	Educational Specialist I Secondary School Counselor 7-12 (1837) , Educational Specialist I Elementary School Counselor K-6 (1836)	9-12	Secondary School Counselor	8	100	0
289	McCarty	Jennifer	Y	Instructional I Grades PK-4 (2825) , Instructional I Special Education PK-8 (9226)	K-5	Special Ed, Elem Subjects, PreK-6	8	100	0
290	McConnell	Kimberly	Y	Instructional II Elementary K-6 (2810)	5	Elementary, Intermediate Grades 4-6	8	100	0
291	McDonald	Lauren	Y	Instructional II Elementary K-6 (2810)	K	Kindergarten, age 5 (K5)	8	100	0
292	McDonald	Timothy	Y	Instructional I Mathematics 7-12 (6800)	9-12	Other Not Listed Above (certified)	8	100	0
293	McFarland	Michelle	Y	Administrative I Principal PK-12 (1115) , Instructional II Social Studies 7-12 (8875)	6-8	Asst or Vice Secondary Principal	8	100	0
294	McGlinn	Jessica	Y	Administrative I Principal PK-12 (1115) , Instructional II Early Childhood N-3 (2840) , Instructional II Elementary K-6 (2810)	5	Elementary, Intermediate Grades 4-6	8	100	0
295	McGuire	Amanda	Y	Instructional II Elementary K-6 (2810)	K	Kindergarten, age 5 (K5)	8	100	0
296	McMahon	Brady	Y	Instructional II Elementary K-6 (2810)	9-12	Other,Staff Coach (Not Core,SE)	8	100	0
297	Micco	Michael	Y	Educational Specialist I Inst Technology Specialist PK-12 (1825) , Instructional II Chemistry 7-12 (8420) , Instructional II Mid-Level Science 6-9 (2880) , Administrative I Principal PK-12 (1115)	NA	Supervisor, Intruactional Technology	8	100	0
298	Milam	Amanda	Y	Instructional II Art PK-12 (1405)	8	Art, Secondary, 7-12	8	100	0
299	Miller	Rachel	Y	Educational Specialist I Elementary School Counselor K-6 (1836)	K-5	Elementary School Counselor	8	100	0
300	Miller	Crystal	Y	Instructional II Elementary K-6 (2810)	K	Kindergarten, age 5 (K5)	8	100	0
301	Miller	Madeleine	Y	Instructional I Elementary K-6 (2810)	5	Elementary, Intermediate Grades 4-6	8	100	0
302	Miller	Stacy	Y	Instructional II Elementary K-6 (2810)	5	Elementary, Intermediate Grades 4-6	8	100	0
303	Mistretta	Lindsay	Y	Emergency Permit: LT Sub with Educational Obligation Special Education 7-12 (9227) , Instructional I English 7-12 (3230)	9-10	Special Ed, Resource, PreK-12	8	100	0
304	Mitchell	Lorraine	Y	Program Specialist English as a Second Language (ESL) PK-12 (4499) , Instructional II Elementary K-6 (2810) , Instructional II English 7-12 (3230)	K-12	ESL, Mid Level English, 7-9	8	100	0
305	Morda	Richard	Y	Certified Public Accountant Other Certificate of Preliminary Education - (10000) , Instructional II Bus-Computer-Info Tech PK-12 (1603) , Instructional II Elementary K-6 (2810) , Instructional II Mid-Level Mathematics 6-9 (2860) , Instructional II Mid-Level Science 6-9 (2880)	10-12	Business Education, Secondary	8	100	0
306	Morgan	Janine	Y	Instructional II Social Studies 7-12 (8875)	12	Government, 10-12	8	100	0
307	Morris	Shannon	Y	Educational Specialist II Secondary School Counselor 7-12 (1837)	9-12	Secondary School Counselor	8	100	0
308	Moser	Diane	Y	Instructional II Biology 7-12 (8405) , Instructional II Earth and Space Science 7-12 (8440) , Instructional II Mid-Level Science 6-9 (2880) , Instructional II Physics 7-12 (8470)	9	Earth & Space Science, Intermediate	8	100	0
309	Moss	Joseph	Y	Instructional I Social Studies 7-12 (8875)	9	Middle Level Social Studies, 7-9	8	100	0
310	Mull	Heather	Y	Instructional I English 7-12 (3230)	9	Middle Level English, 7-9	8	100	0
311	Musto	Michelle	Y	Instructional I Elementary K-6 (2810)	4	Elementary, Intermediate Grades 4-6	8	100	0
312	Myers	Amanda	Y	Instructional II Mathematics 7-12 (6800)	11	Mathematics, 10-12	8	100	0
313	Nadzan	Melissa	Y	Instructional II Early Childhood N-3 (2840) , Instructional II Elementary K-6 (2810) , Instructional II Special Education PK-12 (9225)	5	Special Ed, Elem Subjects, PreK-6	8	100	0
314	Nagle	Emily	Y	Private School - Teacher Nursery/Kindergarten N-K (12833) , Instructional II Elementary K-6 (2810)	K-5	Gifted Classes, Elementary, PK-6	8	100	0

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315	Natale	Gregory	Y	Instructional II Biology 7-12 (8405) , Instructional II General Science 7-12 (8450) , Administrative I Principal PK-12 (1115)	6-8	Asst or Vice Secondary Principal	8	100	0
316	Nau	Christy	Y	Instructional I Mathematics 7-12 (6800) , Instructional I Special Education 7-12 (9227)	9-12	Special Ed, Resource, PreK-12	8	100	0
317	Nauman	Daniel	Y	Instructional II Social Studies 7-12 (8875)	8	Middle Level Social Studies, 7-9	8	100	0
318	Nehring	Amy	Y	Instructional I Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	7	Middle Level English, 7-9	8	100	0
319	Nettles	Katiera	Y	Instructional II Biology 7-12 (8405) , Instructional II Health & Physical Educ PK-12 (4805) , Instructional II Safety Ed/Driver Ed 7-12 (5215)	K-5	Health & Phys Ed, Elem, PreK-6	8	100	0
320	Nolker	Lonnie	Y	Instructional II Elementary K-6 (2810) , Instructional II Mid-Level Science 6-9 (2880) , Instructional II Special Education PK-12 (9225)	6	Other Not Listed Above (certified)	8	100	0
321	Ntiamoah	Kwame	Y	Instructional II Social Studies 7-12 (8875) , Instructional II Special Education PK-12 (9225)	11-12	Special Ed, Resource, PreK-12	8	100	0
322	Nunez	Samantha	Y	Instructional I English 7-12 (3230)	7	Other Not Listed Above (certified)	8	100	0
323	Odell	Sarah	Y	Instructional I Early Childhood N-3 (2840)	1	Elementary, Primary Grades 1-3 1/	8	100	0
324	Offutt	Jodi	Y	Instructional II Reading Specialist PK-12 (7650) , Instructional II Social Studies 7-12 (8875) , Administrative I Principal PK-12 (1115)	9	Social Studies 10-12	8	100	0
325	Oister	Christa	Y	Instructional I Special Education PK-8 (9226) , Instructional I Elementary K-6 (2810)	4	Special Ed, Elem Subjects, PreK-6	8	100	0
326	Olivetti	Dreon	Y	Program Specialist English as a Second Language (ESL) PK-12 (4499) , Instructional I Art PK-12 (1405) , Private School - Teacher Art K-12 (11405) , Private School - Temporary Approval Elementary Education K-8 (12810) , Private School - Temporary Approval Nursery/Kindergarten N-K (12833) , Private School - Teacher Elementary Education K-8 (12810) , Private School - Teacher Nursery/Kindergarten N-K (12833)	9-12	Art, Secondary, 7-12	8	100	0
327	Orcutt	Michelle	Y	Instructional II Special Education PK-12 (9225) , Supervisory Supvr Special Education PK-12 (9215)	K-12	Supervisor, Special Education	8	100	0
328	Ospina	Kelly	Y	Instructional II Elementary K-6 (2810) , Instructional II Mid-Level English 6-9 (2850) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	K-5	ESL, Elementary, PreK-6	8	100	0
329	Owen	Amy	Y	Instructional II Mathematics 7-12 (6800)	10	Mathematics, 10-12	8	100	0
330	Palomba	Diana	Y	Instructional II English 7-12 (3230)	11	English/Communication, 10-12	8	100	0
331	Parsons	Kaleena	Y	Instructional I Special Education PK-8 (9226) , Instructional I Elementary K-6 (2810)	4	Special Ed, Elem Subjects, PreK-6	8	100	0
332	Perrotto	Anthony	Y	Instructional II Social Studies 7-12 (8875)	12	Social Studies 10-12; Government, 10-12	8	100	0
333	Petula	Patricia	Y	Instructional II English 7-12 (3230)	10	English/Communication, 10-12	8	100	0
334	Pfeiffer	Sarah	Y	Instructional II Mathematics 7-12 (6800)	8	Middle Level Mathematics, 7-9	8	100	0
335	Phillips	Erin	Y	Instructional II Social Studies 7-12 (8875)	9	Middle Level Social Studies, 7-9	8	100	0
336	Phillips	Lindsay	Y	Instructional II Early Childhood N-3 (2840) , Instructional II Special Education PK-12 (9225) , Endorsement Autism PK-12 (1180)	K-5	Special Ed, Elem Subjects, PreK-6	8	100	0
337	Piekara	Kimberly	Y	Instructional II Bus-Computer-Info Tech PK-12 (1603) , Instructional II Elementary K-6 (2810) , Instructional II Special Education PK-12 (9225)	K-5	Special Ed, Resource, PreK-12	8	100	0
338	Pollner	Andrew	Y	Instructional II Bus-Computer-Info Tech PK-12 (1603) , Instructional II Mid-Level Mathematics 6-9 (2860)	7	Middle Level Mathematics, 7-9	8	100	0
339	Primus	Aimee	Y	Instructional II Elementary K-6 (2810) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	K-5	Elementary, Primary Grades 1-3 1/	8	100	0
340	Purvis	Kelly	Y	Instructional I Elementary K-6 (2810)	6	Elementary, Intermediate Grades 4-6	8	100	0
341	Pushman	Angela	Y	Private School - Teacher Speech Correction K-12 (19270) , Instructional I Speech & Language Impaired PK-12 (9265)	K-12	Speech	8	100	0

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342	Rabbitt-Woods	Ann	Y	Instructional II Elementary K-6 (2810)	K-5	Kindergarten, age 5 (K5); Elementary, Intermediate Grades 4-6	8	100	0
343	Rankin	Jeffrey	Y	Instructional II Elementary K-6 (2810) , Letter of Equivalency Master's Equivalency - (1185) , Instructional II Mid-Level Mathematics 6-9 (2860)	7	Middle Level Mathematics, 7-9	8	100	0
344	Reich	Michelle	Y	Instructional II Biology 7-12 (8405)	10	Biology	8	100	0
345	Remai	Stephen	Y	Instructional I Mathematics 7-12 (6800) , Private School - Teacher Mathematics: Sec. Ed. 9-12 (16800)	11	Mathematics, 10-12	8	100	0
346	Repard	Amy	Y	Administrative Principal PK-12 (1115) , Instructional II Ment and/or Phys Handicapped K-12 (9235) , HOUSSE Designation Social Studies 7-12 (8875) , HOUSSE Designation Mid-Level Science 6-9 (2880) , HOUSSE Designation Mid-Level English 6-9 (2850) , HOUSSE Designation Mid-Level Mathematics 6-9 (2860) , HOUSSE Designation English 7-12 (3230) , HOUSSE Designation Mathematics 7-12 (6800) , HOUSSE Designation General Science 7-12 (8450) , Supervisory Supvr Special Education PK-12 (9215)	K-8	Supervisor, Special Education	8	100	0
347	Rice	Julie	Y	Supervisory Supvr Special Education PK-12 (9215) , Instructional II Elementary K-6 (2810) , Instructional II Ment and/or Phys Handicapped K-12 (9235) , Instructional II Reading Specialist PK-12 (7650)	6-8	Supervisor, Special Education	8	100	0
348	Rieger	Jennifer	Y	Instructional II Early Childhood N-3 (2840) , Instructional II Elementary K-6 (2810) , Instructional II Mid-Level Mathematics 6-9 (2860)	2	Elementary, Primary Grades 1-3 1/	8	100	0
349	Riggs	Toni	Y	Instructional I Biology 7-12 (8405) , Instructional I Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	8	Middle Level Science, 7-9	8	100	0
350	Rivera	Renee	Y	Instructional II Mathematics 7-12 (6800)	9	Middle Level Mathematics, 7-9	8	100	0
351	Rizzo	Rebecca	Y	Instructional I Social Studies 7-12 (8875) , Instructional I Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100)	7	Middle Level Social Studies, 7-9	8	100	0
352	Roberts	Timothy	Y	Instructional II Mathematics 7-12 (6800)	8	Middle Level Mathematics, 7-9	8	100	0
353	Roberts	Michelle	Y	Instructional I Special Education PK-12 (9225) , Instructional I Elementary K-6 (2810)	9-10	Special Ed, Resource, PreK-12	8	100	0
354	Rogusky	Kimberly	Y	Educational Specialist II Secondary School Counselor 7-12 (1837)	9-12	Secondary School Counselor	8	100	0
355	Rohrbaugh	James	Y	Program Specialist English as a Second Language (ESL) PK-12 (4499) , Instructional II Elementary K-6 (2810)	4	Other Not Listed Above (certified)	8	100	0
356	Ropars	Katlyn	Y	Instructional II Elementary K-6 (2810) , Instructional II Special Education PK-12 (9225)	6-8	Special Ed, Resource, PreK-12	8	100	0
357	Roth	Kathryn	Y	Instructional II Elementary K-6 (2810) , Instructional II Reading Specialist PK-12 (7650)	K-5	Elementary, Intermediate Grades 4-6	4	100	0
358	Rottet	Thomas	Y	Instructional II Biology 7-12 (8405) , Instructional II General Science 7-12 (8450)	7	Middle Level Science, 7-9	8	100	0
359	Roy	Amanda	Y	Supervisory Supvr Special Education PK-12 (9215) , Instructional II Early Childhood N-3 (2840) , Instructional II Elementary K-6 (2810) , Instructional II Mid-Level English 6-9 (2850) , Instructional II Special Education PK-12 (9225) , Administrative I Principal PK-12 (1115)	11-12	Special Ed, Resource, PreK-12	8	100	0
360	Rudic	Robin	Y	Educational Specialist II School Psychologist PK-12 (1875)	K-12	School Psychologist	8	100	0
361	Rudy	Shawn	Y	Instructional II Elementary K-6 (2810) , Instructional II German PK-12 (4420) , Instructional II Mathematics 7-12 (6800)	7	Middle Level Mathematics, 7-9	8	100	0
362	Rudy Jr	Michael	Y	Instructional I Mathematics 7-12 (6800)	12	Mathematics, 10-12	8	100	0
363	Rullo	Lauren	Y	Instructional II Elementary K-6 (2810) , Instructional II Special Education PK-12 (9225)	10	Special Ed, Resource, PreK-12	8	100	0
364	Rusnak	Anthony	Y	Instructional II Earth and Space Science 7-12 (8440) , Instructional II General Science 7-12 (8450) , Administrative II Secondary Principal 7-12 (1105) , Letter of Eligibility Superintendent PK-12 (1150)	9-12	Secondary Principal-7-12	8	100	0

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365	Ryder	Jeannette	Y	Instructional II English 7-12 (3230)	9-12	Other Not Listed Above (certified)	8	100	0
366	Saltzer	Bridget	Y	Instructional I Grades PK-4 (2825) , Instructional I Special Education PK-8 (9226)	1	Elementary, Primary Grades 1-3 1/	8	100	0
367	Sangram	Veena	Y	Instructional II English 7-12 (3230)	12	English/Communication, 10-12	8	100	0
368	Saul	Abigail	Y	Instructional II English 7-12 (3230)	8	Middle Level English, 7-9	8	100	0
369	Savage	Nicole	Y	Instructional II English 7-12 (3230) , Instructional II Elementary K-6 (2810) , Instructional II Special Education PK-12 (9225) , Program Specialist English as a Second Language (ESL) PK-12 (4499) , Administrative I Principal PK-12 (1115)	9-12	ESL, K-12 Resource	8	100	0
370	Schatz	Michael	Y	Letter of Equivalency Master's Equivalency - (1185) , Instructional II Social Studies 7-12 (8875) , Administrative II Secondary Principal 7-12 (1105)	9-12	Asst or Vice Secondary Principal	8	100	0
371	Schatz	Angela	Y	Instructional II French PK-12 (4410) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	5	Instructional Support Teachers 2	8	100	0
372	Schillinger	Charles	Y	Instructional I Social Studies 7-12 (8875) , Instructional I General Science 7-12 (8450) , Instructional I Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	8	Middle Level Science, 7-9	8	100	0
373	Schneider-Sable	Helena	Y	Supervisory Supvr Special Education PK-12 (9215) , Instructional II Elementary K-6 (2810) , Instructional II Special Education PK-12 (9225)	11-12	Supervisor, Special Education	8	100	0
374	Schweinsburg	Julianna	Y	Instructional II Biology 7-12 (8405) , Instructional II Earth and Space Science 7-12 (8440) , Instructional II General Science 7-12 (8450) , Instructional II Mid-Level Mathematics 6-9 (2860)	10	Biology	8	100	0
375	Sechrist	Christina	Y	Instructional II Mid-Level English 6-9 (2850) , Instructional II Social Studies 7-12 (8875)	8	Middle Level Social Studies, 7-9	8	100	0
376	Selby	Marianne	Y	Instructional I English 7-12 (3230)	11	English/Communication, 10-12	8	100	0
377	Seymore	Debra	Y	Instructional II Elementary K-6 (2810) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	4	Elementary, Intermediate Grades 4-6	8	100	0
378	Shaffer	Brittany	Y	Instructional I Elementary K-6 (2810)	3	Elementary, Primary Grades 1-3 1/	8	100	0
379	Shanahan	Paul	Y	Instructional I Earth and Space Science 7-12 (8440)	8	Middle Level Science, 7-9	8	100	0
380	Sharp	Heather	Y	Instructional II Elementary K-6 (2810)	4	Elementary, Intermediate Grades 4-6	8	100	0
381	Shaud	Emily	Y	Instructional II Early Childhood N-3 (2840) , Instructional II Elementary K-6 (2810)	2	Elementary, Primary Grades 1-3 1/	8	100	0
382	Shearer	Donald	Y	Instructional II Mathematics 7-12 (6800)	9-12	Middle Level Mathematics, 7-9	8	100	0
383	Shelley	Joanna	Y	Instructional II Early Childhood N-3 (2840) , Instructional II Elementary K-6 (2810) , Instructional II Reading Specialist PK-12 (7650) , Administrative I Principal PK-12 (1115)	9-12	School Program Specialist	8	100	0
384	Shelley	Brock	Y	Instructional II English 7-12 (3230)	9-12	Other, Staff Coach (Not Core, SE)	8	100	0
385	Sheriff	Lori	Y	Administrative I Principal PK-12 (1115) , Instructional II Elementary K-6 (2810) , Instructional II Mid-Level Mathematics 6-9 (2860)	K-12	Other Not Listed Above (certified)	8	100	0
386	Shumbres	Erin	Y	Instructional II Biology 7-12 (8405) , Instructional II Earth and Space Science 7-12 (8440) , Instructional II General Science 7-12 (8450)	10	Biology	8	100	0
387	Simek	Janine	Y	Instructional II Elementary K-6 (2810) , Instructional II Mid-Level Mathematics 6-9 (2860) , Instructional II Special Education PK-12 (9225) , Administrative I Principal PK-12 (1115)	8	Middle Level Mathematics, 7-9	8	100	0
388	Sinkaus	Stefanie	Y	Instructional II Biology 7-12 (8405) , Instructional II General Science 7-12 (8450)	9	Biology	8	100	0
389	Skinner	James	Y	#N/A	NA	Other Not Listed Above (non-cert)	8	100	0
390	Slacker	Matthew	Y	Instructional II Elementary K-6 (2810) , Instructional II Mid-Level English 6-9 (2850) , Instructional II Mid-Level Mathematics 6-9 (2860)	7	Middle Level Mathematics, 7-9	8	100	0
391	Smith	Jordann	Y	Instructional II Bus-Computer-Info Tech PK-12 (1603) , Administrative I Principal PK-12 (1115)	9-12	Assistant or Vice Elem Principal	8	100	0

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392	Smith	Krista	Y	Instructional II Health & Physical Educ PK-12 (4805) , Administrative I Principal PK-12 (1115)	6-8	Asst or Vice Middle Sch Principal	8	100	0
393	Smith	Nicole	Y	Instructional II Elementary K-6 (2810) , Letter of Eligibility Superintendent PK-12 (1150) , Administrative II Principal PK-12 (1115)	6-8	Asst or Vice Middle Sch Principal	8	100	0
394	Smith	Jade	Y	Instructional I Grades PK-4 (2825)	3	Elementary, Primary Grades 1-3 1/	8	100	0
395	Smith	Shantara	Y	Instructional II Elementary K-6 (2810)	6	Elementary, Intermediate Grades 4-6	8	100	0
396	Smith	Rachel	Y	Instructional I Grades PK-4 (2825) , Instructional I Music PK-12 (7205)	7	Music, Secondary, 7-12	8	100	0
397	Smith	Marsha	Y	Administrative I Principal PK-12 (1115) , Letter of Equivalency Master's Equivalency - (1185) , Instructional II Ment and/or Phys Handicapped K-12 (9235) , Instructional II Social Studies 7-12 (8875) , HOUSSE Designation English 7-12 (3230)	9-10	Special Ed, Resource, PreK-12	8	100	0
398	Smolens	Rebecca	Y	Instructional II Elementary K-6 (2810)	K-12	Other,Staff Coach (Not Core,SE)	8	100	0
399	Snively	Jennifer	Y	Instructional II Spanish PK-12 (4490) , Program Specialist English as a Second Language (ESL) PK-12 (4499)	K-5	Spanish, Elementary, PreK-6	8	100	0
400	Snyder	David	Y	Instructional I Citizenship 7-12 (8825) , Instructional I Social Studies 7-12 (8875)	6-8	Other Not Listed Above (certified)	8	100	0
401	Solt	Heather	Y	Emergency Permit: LT Sub with Educational Obligation Special Education 7-12 (9227) , Instructional I English 7-12 (3230)	9-10	Special Ed, Resource, PreK-12	8	100	0
402	Sommer	Krista	Y	Instructional II Biology 7-12 (8405)	7	Middle Level Science, 7-9	8	100	0
403	Sorrentino III	Anthony	Y	Private School - Teacher General Science: Sec. Ed. 9-12 (18450) , Instructional II Mathematics 7-12 (6800)	9-12	Mathematics, 10-12	8	100	0
404	Specht	Yvonne	Y	Instructional II Elementary K-6 (2810) , Instructional II Mid-Level English 6-9 (2850) , Instructional II Reading Specialist PK-12 (7650)	NA	Elementary-K-6 (obsolete)	8	100	0
405	Springer	Seth	Y	Administrative I Principal PK-12 (1115) , Educational Specialist I Secondary School Counselor 7-12 (1837) , Educational Specialist I Elementary School Counselor K-6 (1836) , Instructional II Elementary K-6 (2810)	6	Elementary, Intermediate Grades 4-6	8	100	0
406	Steele	Amber	Y	Instructional II Social Studies 7-12 (8875)	11	Government, 10-12	8	100	0
407	Stevenson	Lindsey	Y	Instructional II Elementary K-6 (2810) , Instructional II Special Education PK-12 (9225)	K-5	Special Ed, Elem Subjects, PreK-6	8	100	0
408	Stoll	Courtney	Y	Instructional II English 7-12 (3230) , Instructional II Library Science PK-12 (6420) , Instructional II Social Studies 7-12 (8875)	8	Middle Level English, 7-9	8	100	0
409	Stuckey	Elizabeth	Y	Instructional II Elementary K-6 (2810)	2	Elementary, Primary Grades 1-3 1/	8	100	0
410	Stumpf	Samantha	Y	Instructional II Earth and Space Science 7-12 (8440)	8	Middle Level Science, 7-9	8	100	0
411	Swaha	Dominic	Y	Instructional II Social Studies 7-12 (8875)	10	History, 10-12	8	100	0
412	Swartz	Carla	Y	Instructional II Early Childhood N-3 (2840) , Instructional II Elementary K-6 (2810) , Instructional II Special Education PK-12 (9225) , Supervisory Supvr Special Education PK-12 (9215)	K-5	Supervisor, Special Education	8	100	0
413	Swartz	Valerie	Y	Instructional II Elementary K-6 (2810) , Instructional II Reading Specialist PK-12 (7650)	K-12	Other Not Listed Above (certified)	8	100	0
414	Sweeney	Kelly	Y	Instructional II Elementary K-6 (2810)	1	Elementary, Primary Grades 1-3 1/	8	100	0
415	Swoboda	Charlene	Y	Emergency Permit: LT Sub with Educational Obligation English as a Second Language (ESL) PK-12 (4499) , Instructional I Art PK-12 (1405)	K-12	School Program Specialist	8	100	0
416	Sypolt	Bonnie	Y	Instructional II Elementary K-6 (2810) , Instructional II Mid-Level Citiz. Ed 6-9 (2870) , Instructional II Mid-Level English 6-9 (2850) , Administrative II Principal PK-12 (1115)	K-5	Assistant or Vice Elem Principal	8	100	0
417	Taggart	Jacqueline	Y	Instructional II Communications 7-12 (3200)	9-12	Other Not Listed Above (certified)	8	100	0
418	Tantlinger	Victoria	Y	Instructional I Social Studies 7-12 (8875)	9-12	Social Studies 10-12	8	100	0
419	Taylor	Jordon	Y	Instructional II Art PK-12 (1405)	12	Art, Secondary, 7-12	8	100	0

Staff No.	Name of employee (List all names in alphabetical order)		PA Certified Yes/No	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignmnt	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
420	Terran	Shari	Y	Instructional I Mid-Level Mathematics 6-9 (2860) , Instructional I Elementary K-6 (2810) , Instructional I Special Education PK-12 (9225)	6-8	Special Ed, Mid Level Soc Stud, 7-9; Special Ed, Mid Level Science, 7-9; Special Ed, Elem Subjects, PreK-6	8	100	0
421	Texter	Catherine	Y	Instructional II Mathematics 7-12 (6800)	9-12	Middle Level Mathematics, 7-9; Mathematics, 10-12	8	100	0
422	Thomas	Randie	Y	Instructional II Ment and/or Phys Handicapped K-12 (9235)	11-12	Special Ed, Resource, PreK-12	8	100	0
423	Thorn	Mary	Y	Instructional II Elementary K-6 (2810) , Instructional II Mathematics 7-12 (6800) , Instructional II Mid-Level Mathematics 6-9 (2860) , Instructional II Mid-Level Science 6-9 (2880)	11	Mathematics, 10-12	8	100	0
424	Tinna	Kellie	Y	Instructional II Biology 7-12 (8405)	9-12	Middle Level Science, 7-9	8	100	0
425	Titus	Christine	Y	Instructional II English 7-12 (3230)	12	English/Communication, 10-12	8	100	0
426	Topper	Caroline	Y	Instructional I Ment and/or Phys Handicapped K-12 (9235)	K-12	Special Ed, Mid Level Soc Stud, 7-9; Special Ed, Sec Social Stud, 10-12; Special Ed, Mid Level Science, 7-9; Special Ed, Sec Science, 10-12	8	100	0
427	Traub	Christina	Y	Instructional I Social Studies 7-12 (8875) , Instructional I Special Education 7-12 (9227)	9-12	Special Ed, Mid Level English, 7-9; Special Ed, Sec English, 10-12; Special Ed, Mid Level Math, 7-9;	8	100	0
428	Trautmann	James	Y	Instructional II Mathematics 7-12 (6800)	11	Mathematics, 10-12	8	100	0
429	Troxell	Elizabeth	Y	Instructional II Elementary K-6 (2810) , Instructional II Mid-Level Science 6-9 (2880)	6	Elementary, Intermediate Grades 4-6	8	100	0
430	Tufaro	Lisa	Y	Instructional I Elementary K-6 (2810) , Instructional I Ment and/or Phys Handicapped K-12 (9235)	6-8	Special Ed, Resource, PreK-12	8	100	0
431	Tunis	Jessica	Y	Instructional II Elementary K-6 (2810) , Instructional II Special Education PK-8 (9226)	6-8	Special Ed, Elem Subjects, PreK-6; Special Ed, Mid Level Math, 7-9	8	100	0
432	Tyson	Christina	Y	Instructional II Elementary K-6 (2810) , Instructional II Reading Specialist PK-12 (7650)	K-5	Elementary, Primary Grades 1-3 1/; Elementary, Intermediate Grades 4-6	8	100	0
433	Uttecht	Monique	Y	Supervisory Supvr Special Education PK-12 (9215) , HOUSSE Designation English 7-12 (3230) , HOUSSE Designation Social Studies 7-12 (8875) , HOUSSE Designation Mathematics 7-12 (6800) , HOUSSE Designation General Science 7-12 (8450) , Instructional II Elementary K-6 (2810) , Instructional II Special Education PK-12 (9225)	9-10	Supervisor, Special Education	8	100	0
434	Van Fleet	Alanna	Y	Educational Specialist I Inst Technology Specialist PK-12 (1825) , Instructional II Elementary K-6 (2810) , Instructional II Library Science PK-12 (6420) , Instructional II Special Education PK-12 (9225)	K-5	Gifted Classes, Elementary, PK-6	8	100	0
435	Vath	Kristin	Y	Instructional II English 7-12 (3230)	9	English/Communication, 10-12	8	100	0
436	Verner	Liliana	Y	Instructional II Social Studies 7-12 (8875)	9-12	History, 10-12	8	100	0
437	Viebrock	Kathryn	Y	Instructional II Elementary K-6 (2810) , Instructional II Mid-Level Mathematics 6-9 (2860) , Administrative I Principal PK-12 (1115)	6	Elementary, Intermediate Grades 4-6	8	100	0
438	Visaya-Loub	Mara	Y	Instructional I Elementary K-6 (2810) , Instructional I Special Education PK-12 (9225)	9-10	Special Ed, Resource, PreK-12	8	100	0
439	Vogt	Jennifer	Y	Instructional II Elementary K-6 (2810) , Instructional II Mid-Level Mathematics 6-9 (2860)	6	Elementary, Intermediate Grades 4-6	8	100	0
440	Voitek	Cayce	Y	Instructional II Chemistry 7-12 (8420) , Instructional II Earth and Space Science 7-12 (8440)	12	Chemistry; Phys Science, Intermediate, 10-12	8	100	0
441	Wallace	Denise	Y	Instructional II English 7-12 (3230)	9	Middle Level English, 7-9	8	100	0
442	Warden	Lindsay	Y	Instructional I Art PK-12 (1405)	7	Art, Secondary, 7-12	8	100	0
443	Waters	Nola	Y	Educational Specialist II Secondary School Counselor 7-12 (1837)	9-12	Secondary School Counselor	8	100	0
444	Watson-Fisher	Sherri	Y	Instructional II Biology 7-12 (8405)	10	Biology	8	100	0
445	Weigel	Stephen	Y	Instructional II Social Studies 7-12 (8875) , Administrative I Principal PK-12 (1115)	9-12	Asst or Vice Secondary Principal	8	100	0
446	Weigel	Autumn	Y	Instructional II Social Studies 7-12 (8875)	11-12	Social Studies 10-12	8	100	0

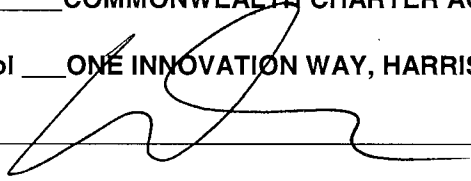


Staff No.	Name of employee (List all names in alphabetical order)		PA Certified Yes/No	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignmnt	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
447	Weintraub	Megan	Y	Instructional II Early Childhood N-3 (2840) , Instructional II Elementary K-6 (2810) , Instructional II Reading Specialist PK-12 (7650)	K-5	Gifted Classes, Elementary, PK-6	8	100	0
448	Welsh	Jennifer	Y	Educational Specialist I Elementary School Counselor K-6 (1836) , Educational Specialist I Elementary & Secondary School Counselor PK-12 (1839)	9-12	Secondary School Counselor	8	100	0
449	Welter	Zachary	Y	Instructional I Social Studies 7-12 (8875)	9	Social Studies 10-12	8	100	0
450	Welty	Amanda	Y	Instructional II Elementary K-6 (2810) , Instructional II Mid-Level English 6-9 (2850) , Instructional II Mid-Level Science 6-9 (2880)	5	Elementary, Intermediate Grades 4-6	4	100	0
451	White	Kelly	Y	Instructional II Mid-Level Mathematics 6-9 (2860) , Instructional II Elementary K-6 (2810) , Instructional II Mathematics 7-12 (6800)	9	Middle Level Mathematics, 7-9	8	100	0
452	White	William	Y	Instructional II Social Studies 7-12 (8875)	12	Geography, 10-12	8	100	0
453	White	Melissa	Y	Instructional I Grades PK-4 (2825) , Instructional I Special Education PK-8 (9226)	3	Special Ed, Resource, PreK-12	8	100	0
454	Wiest	Kerry	Y	Instructional II Special Education PK-12 (9225) , Administrative II Principal PK-12 (1115)	9-12	Asst or Vice Secondary Principal	8	100	0
455	Wilkie	Alexis	Y	Program Specialist English as a Second Language (ESL) PK-12 (4499) , Instructional II Biology 7-12 (8405)	7	Middle Level Science, 7-9	8	100	0
456	Williamson	Brianne	Y	Instructional II Elementary K-6 (2810)	K-12	Other, Staff Coach (Not Core, SE)	8	100	0
457	Wise	Jaclyn	Y	Program Specialist English as a Second Language (ESL) PK-12 (4499) , Instructional II English 7-12 (3230) , Instructional II Social Studies 7-12 (8875)	10	English/Communication, 10-12	8	100	0
458	Wissinger	Cassie	Y	Private School - Teacher Nursery/Kindergarten N-K (12833) , Instructional II Elementary K-6 (2810) , Instructional II English 7-12 (3230) , Instructional II Mid-Level Mathematics 6-9 (2860)	1	Elementary, Primary Grades 1-3 1/	8	100	0
459	Wolfe	Kara	Y	Instructional I Elementary K-6 (2810)	6	Elementary, Intermediate Grades 4-6	8	100	0
460	Wolfe	Chad	Y	Administrative I Principal PK-12 (1115) , Instructional II Mid-Level Mathematics 6-9 (2860) , Instructional II Safety Ed/Driver Ed 7-12 (5215) , Instructional II Special Education PK-12 (9225)	8	Special Ed, Resource, PreK-12	8	100	0
461	Wolfinger	Suzanne	Y	Instructional II Elementary K-6 (2810)	6	Elementary, Intermediate Grades 4-6	8	100	0
462	Wychulis	Laura	Y	Instructional II English 7-12 (3230)	10	English/Communication, 10-12	8	100	0
463	Wyllie	Bryan	Y	Instructional II Elementary K-6 (2810)	6	Elementary, Intermediate Grades 4-6	8	100	0
464	Yasembousky	Kyle	Y	Instructional I English 7-12 (3230)	12	English/Communication, 10-12	8	100	0
465	Yekel	Megan	Y	Instructional II Early Childhood N-3 (2840) , Instructional II Elementary K-6 (2810) , Instructional II Special Education PK-12 (9225)	5	Elementary, Intermediate Grades 4-6	8	100	0
466	Yerkes	Christopher	Y	Instructional II Elementary K-6 (2810) , Instructional II Mid-Level Mathematics 6-9 (2860) , Instructional II Mid-Level Science 6-9 (2880) , Administrative II Principal PK-12 (1115)	6-8	Middle School Principal	8	100	0
467	Young	Casie	Y	Instructional II Ment and/or Phys Handicapped K-12 (9235)	11-12	Other Not Listed Above (certified)	8	100	0
468	Zangaro	Jodie	Y	Educational Specialist I Elementary School Counselor K-6 (1836) , Educational Specialist I Secondary School Counselor 7-12 (1837)	K-5	Elementary School Counselor	8	100	0
469	Zeigler	Kendra	Y	Instructional I Elementary K-6 (2810)	K-5	Other Not Listed Above (certified)	8	100	0
470	Zozos	Pauline	Y	Instructional II Early Childhood N-3 (2840) , Letter of Equivalency Master's Equivalency - (1185) , Instructional II Ment and/or Phys Handicapped K-12 (9235) , Supervisory Supvr Special Education PK-12 (9215) , Administrative Principal PK-12 (1115)	K-12	Supervisor, Special Education	8	100	0

Preliminary Statement of Revenues, Expenditures & Fund Balances  
 Include ALL Funds  
 as of June 30, 2019

Name of School COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

Address of School ONE INNOVATION WAY, HARRISBURG, PA 17110

CEO Signature 

Note-Expenditures may be submitted EITHER as accrual or cash basis

**EXPENDITURES**

1000	INSTRUCTION	
1100	REGULAR PROGRAMS - ELEMENTARY / SECONDARY	32,595,576.77
1200	SPECIAL PROGRAMS - ELEMENTARY / SECONDARY	16,840,623.87
1300	VOCATIONAL EDUCATION	805,090.47
1400	OTHER INSTRUCTIONAL PROGRAMS - ELEMENTARY / SECONDARY	664,338.04
1600	ADULT EDUCATION PROGRAMS	
1700	HIGHER EDUCATION PROGRAMS	
1800	PRE-KINDERGARTEN	
<b>2000</b>	<b>SUPPORT SERVICES</b>	
2100	SUPPORT SERVICES - PUPIL PERSONNEL	
2110	Supervision of Pupil Personnel Services	122,513.51
2120	Guidance Services	9,657,787.35
2130	Attendance Services	
2140	Psychological Services	914,928.21
2150	Speech Pathology and Audiology Services	100,008.05
2160	Social Work Services	
2170	Student Accounting Services	198,824.09
2190	Other Pupil Personnel Services	59,623.83
2200	SUPPORT SERVICES - INSTRUCTIONAL STAFF	
2210	Supervision of Educational Media Services	

	2220	Technology Support Services	2,177,682.92
	2230	Educational Television Services	
	2240	Computer-Assisted Instruction Support Services	
	2250	School Library Services	
	2260	Instruction and Curriculum Development Services	11,864,890.41
	2270	Instructional Staff Professional Development Services	479,150.63
	2280	Nonpublic Support Services	
2300		SUPPORT SERVICES - ADMINISTRATION	
	2310	Board Services	9,645.99
	2320	Board Treasurer Services	
	2340	Staff Relations and Negotiations Services	
	2350	Legal Services	532,423.27
	2360	Office of the Superintendent (Executive Director) Services	1,386,654.94
	2370	Community Relations Services	9,049,710.34
	2380	Office of the Principal Services	3,490,613.23
	2390	Other Administration Services	148,903.27
2400		SUPPORT SERVICES - PUPIL HEALTH	1,950.00
2500		SUPPORT SERVICES - BUSINESS	
	2510	Fiscal Services	1,080,020.68
	2520	Purchasing Services	864,821.59
	2530	Warehousing and Distributing Services	
	2540	Printing, Publishing and Duplicating Services	
	2590	Other Support Services - Business	
2600		OPERATION AND MAINTENANCE OF PLANT SERVICES	
	2610	Supervision of Operation and Maintenance of Plant Services	355,914.85
	2620	Operation of Buildings Services	2,984,562.91
	2630	Care and Upkeep of Grounds Services	116,230.16
	2640	Care and Upkeep of Equipment Services	
	2650	Vehicle Operations and Maintenance Services (Other than Student Transportation Vehicles)	497,043.37
	2660	Security Services	
	2690	Other Operation and Maintenance of Plant Services	
2700		STUDENT TRANSPORTATION SERVICES	
	2710	Supervision of Student Transportation Services	
	2720	Vehicle Operation Services	
	2730	Monitoring Services	
	2740	Vehicle Servicing and Maintenance Services	
	2750	Nonpublic Transportation	

	2790	Other Student Transportation Services	353,994.94
2800		<b>SUPPORT SERVICES - CENTRAL</b>	
	2810	Planning, Research, Development and Evaluation Services	546,315.84
	2820	Information Services	
	2830	Staff Services	821,414.42
	2840	Data Processing Services	
	2850	State and Federal Agency Liaison Services	
	2860	Management Services	1,110,909.68
	2890	Other Support Services Central	3,639,370.39
2900		<b>OTHER SUPPORT SERVICES - CENTRAL</b>	94,795.45
	2990	Pass-Thru Funds	
<b>3000</b>		<b>OPERATION OF NON-INSTRUCTIONAL SERVICES</b>	
3100		FOOD SERVICES	
3200		STUDENT ACTIVITIES	192,146.47
	3210	School Sponsored Student Activities	42,440.40
	3250	School Sponsored Athletics	1,922.70
3300		COMMUNITY SERVICES	1,851,666.30
	3310	Community Recreation	
	3320	Civic Services	
	3330	Public Library Services	
	3340	Custody and Child Care	
	3350	Welfare Activities	
	3390	Other Community Services	
3400		SCHOLARSHIPS AND AWARDS	
<b>4000</b>		<b>FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES</b>	
4100		SITE ACQUISITION SERVICES - ORIGINAL AND ADDITIONAL	
4200		EXISTING SITE IMPROVEMENT SERVICES	14,003.50
4300		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS DEVELOPMENT - ORIGINAL AND ADDITIONAL	46,422.43
4400		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS - IMPROVEMENTS	

4500	BUILDING ACQUISITION AND CONSTRUCTION SERVICES - ORIGINAL AND ADDITIONAL	3,923,367.46
4600	EXISTING BUILDING IMPROVEMENT SERVICES	134,304.00
<b>5000</b>	<b>OTHER EXPENDITURES AND FINANCING USES</b>	
5100	DEBT SERVICE / OTHER EXPENDITURES AND FINANCING USES	7,180.10
5200	FUND TRANSFERS	36,000,000.00
5300	TRANSFERS INVOLVING COMPONENT UNITS	
5400	INTRAFUND TRANSFERS OUT	
5800	SUSPENSE ACCOUNT	
5900	BUDGETARY RESERVE	
<b>TOTAL EXPENDITURES</b>		<b>\$ 145,779,786.83</b>

**TOTAL REVENUES MINUS TOTAL EXPENDITURES = PRELIMINARY CURRENT  
FUND BALANCE AS OF JUNE 30, 2019**

30,408,376.77

Preliminary Statement of Revenues, Expenditures & Fund Balances  
Include ALL Funds  
as of June 30, 2019

Name of School COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

Address of School ONE INNOVATION WAY, HARRISBURG, PA 17110

CEO Signature 

**REVENUES**

<b>6000</b>		<b>REVENUE FROM LOCAL SOURCES</b>	
<b>6500</b>		<b>EARNINGS ON INVESTMENTS</b>	
	6510	Interest on Investments and Interest-Bearing Checking Accounts	524,356.98
	6520	Dividends on Investments	
	6530	Gains or Losses on Sale of Investments	
	6540	Earnings on Investments in Real Property	
	6590	Other Earnings or Investments	
<b>6600</b>		<b>FOOD SERVICE REVENUE</b>	
	6610	Daily Sales - Reimbursable Programs	
	6620	Daily Sales - Non-Reimbursable Programs	
	6630	Special Functions	
	6640	Non-Cash Contributions	
	6650	Price Reduction for Reduced Price and Free Meals (Debit)	
	6690	Other Food Service Revenues	
<b>6700</b>		<b>REVENUES FROM STUDENT ACTIVITIES</b>	
	6710	Admissions	
	6720	Bookstore Sales	
	6730	Student Organization Membership Dues and Fees	
	6740	Fees	
	6750	Student Activity - Special Events	2,668.44
	6790	Other Student Activity Income	
<b>6800</b>		<b>REVENUES FROM INTERMEDIARY SOURCES / PASS THROUGH</b>	
	6810	Revenue from Local Governmental Units	
	6820	Revenue from Intermediary Sources - Commonwealth Funds	
	6830	Revenues from Intermediary Sources - Federal Funds	
	6890	Other Revenues from Intermediary Sources	

<b>6900</b>		<b>OTHER REVENUE FROM LOCAL SOURCES</b>	
	6910	Rentals	2,168.37
	6920	Contributions & Donations from Private Sources / Capital Contributions	
	6930	Gains or Losses on Sale of Fixed Assets (Economic Resource Measurement Focus Only)	
	6940	Tuition from Patrons	135,500,000.00
	6941	Regular Day School Tuition	
	6942	Summer School Tuition	
	6943	Adult Education Tuition	
	6944	Receipts From Other LEAs in Pennsylvania - Education	
	6945	Receipts from Out-of-State LEAs	
	6946	Receipts from Member Districts - AVTS / Special Program Jointure only	
	6947	Receipts from Members of Intermediate Units for Education by Withholding	
	6948	Receipts from Members of Intermediate Units for Direct Contributions	
	6949	Other Tuition from Patrons	
	6950	Unassigned	
	6960	Services Provide Other Local Governmental Units / LEAs	
	6961	Transportation Services Provided Other Pennsylvania LEAs	
	6969	All Other Services Provided Other Governments and LEAs Not Specified Above	
	6970	Services Provided Other Funds	
	6980	Revenue from Community Service Activities	
	6990	Refunds and Other Miscellaneous Revenue	53,960.72
	6991	Refunds of a Prior Year Expenditure	
	6999	Other Revenues Not Specified Above	
<b>7000</b>		<b>REVENUE FROM STATE SOURCES</b>	
7100		<b>BASIC INSTRUCTIONAL AND OPERATING SUBSIDIES</b>	
	7150	Unassigned	
	7160	Tuition for Orphans and Children Placed in Private Homes	
	7180	Staff and Program Development	
7200		<b>REVENUE FOR SPECIFIC EDUCATIONAL PROGRAMS</b>	
	7210	Homebound Instruction	
	7220	Vocational Education	
	7230	Alternative Education	
	7240	Driver Education - Student	
	7250	Migratory Children	
	7260	Workforce Investment Act (WIA)	
	7270	Specialized Education of Exceptional Pupils	143,460.08
	7280	Adult Literacy	
	7290	Additional Educational Program Revenues	

7300		REVENUES FOR NON-EDUCATIONAL PROGRAMS	
	7310	Transportation (Regular and Additional)	
	7320	Rental and Sinking Fund Payments / Building Reimbursement Subsidy	
	7330	Health Services (Medical, Dental, Nurse, Act 25)	
	7340	Unassigned	
	7350	Sewage Treatment Operations / Environmental Subsidies	
	7360	Safe Schools	
7400		VOCATIONAL TRAINING OF THE UNEMPLOYED	
7500		STATE REVENUE NOT LISTED ELSEWHERE IN THE 7000 SERIES OF ACCOUNTS	274,697.51
	7502	Dual Enrollment Grants	
	7503	Project 720/High School Reform	
	7599	Other State Revenue Not Listed Elsewhere in the 7000 Series	
7600		REVENUE FOR MILK, LUNCH AND BREAKFAST PROGRAMS	
7800		REVENUE FOR THE COMMONWEALTH'S SHARE OF PAID BENEFITS	
	7810	State Share of Social Security and Medicare Taxes	
	7820	State Share of Retirement Contributions	
7900		REVENUE FOR TECHNOLOGY	
	7910	Educational Technology	
	7990	Other Technology Grants	
<b>8000</b>		<b>REVENUE FROM FEDERAL SOURCES</b>	
8100		UNRESTRICTED GRANTS-IN-AID DIRECT FROM THE FEDERAL GOVERNMENT	
	8110	Payments for Federally Impacted Areas - P.L. 81-874	
	8190	Other Unrestricted Federal Grants-in-Aid Direct from the Federal Government	
8200		UNRESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH	
8300		RESTRICTED GRANTS-IN-AID DIRECTLY FROM THE FEDERAL GOVERNMENT	
	8310	Payments for Federally Impacted Areas - P.L. 81-815	
	8320	Energy Conservation Grants - TA and ECM	



	8390	Other Restricted Federal Grants-in-Aid Directly from the Federal Government	
8500		RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA), NO CHILD LEFT BEHIND (NCLB), VOCATIONAL EDUCATION, CHILD NUTRITION AND CAREER EDUCATION PROGRAMS	
	8510	Individuals with Disabilities Education Act (IDEA) and No Child Left Behind (NCLB)	3,235,871.82
	8520	Vocational Education	
	8530	Child Nutrition Program	
	8540	Nutrition Education and Training	
	8560	Federal Block Grants	
	8570	Unassigned	
	8580	Child Care and Development Block Grants	
	8590	Unassigned	
8600		RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR DRIVER EDUCATION, ADULT EDUCATION, CETA, HEADSTART, ENERGY CONSERVATION, WORKFORCE INVESTMENT ACT AND OTHER PROGRAMS	
	8610	Homeless Assistance Act	
	8620	Adult Basic Education	
	8640	Headstart	
	8650	Unassigned	
	8660	Workforce Investment Act (WIA)	
	8670	Unassigned	
	8680	Unassigned	
	8690	Other Restricted Federal Grants-in-Aid through the Commonwealth	
8800		MEDICAL ASSISTANCE REIMBURSEMENTS	382,705.12
9000		<b>OTHER FINANCING SOURCES</b>	68,274.56
9100		SALE OF BONDS	
	9110	Bond Issue Proceeds (Gross)	
	9120	Proceeds from Refunding of Bonds	
9200		PROCEEDS FROM EXTENDED TERM FINANCING	
9300		INTERFUND TRANSFERS	
	9310	General Fund Transfers	36,000,000.00
	9320	Special Revenue Fund Transfers	

	9330	Capital Projects Funds Transfers	
	9340	Debt Service Fund Transfers	
	9350	Enterprise Fund Transfers	
	9360	Internal Service Fund Transfers	
	9370	Trust and Agency Fund	
	9380	Activity Fund Transfers	
	9390	Permanent Fund Transfers	
9400		SALE OF OR COMPENSATION FOR LOSS OF FIXED ASSETS	
9500		Unassigned	
9600		Unassigned	
9700		TRANSFERS INVOLVING COMPONENT UNITS AND PRIMARY GOVERNMENTS	
	9710	Transfers from Component Units	
	9720	Transfers from Primary Governments	
9800		INTRAFUND TRANSFERS IN	
	9810	General Fund Intrafund Transfers	
	9820	Special Revenue Intrafund Transfers	
	9840	Debt Service Intrafund Transfers	
	9850	Enterprise Intrafund Transfers	
	9860	Internal Service Intrafund Transfers	
	9870	Trust and Agency Intrafund Transfers	
	9880	Activity Interfund Transfers	
<b>TOTAL REVENUES</b>			<b>\$ 176,188,163.60</b>

Commonwealth Charter Academy Charter School's  
Financial and Compliance Report  
Year Ending June 30, 2018

is available upon request

Contact:

Pennsylvania Department of Education  
Division of Charter Schools  
At  
[RA-charterschools@pa.gov](mailto:RA-charterschools@pa.gov)

## Charter School Corrective Action Verification/Compliance and Improvement Plan - Bureau of Special Education

This form is designed to serve both as a planning tool and as verification of completion of corrective action.

Charter School: Commonwealth Charter Academy CS

Chief Executive Officer: Dr. Maurice Flurie

Special Education Director/Coordinator: Paulie Zozos

BSE Special Education Adviser: Jessica Keener-Haas

Date of Report: April 30, 2018

Date Final Report Sent to LEA: January 23, 2018

**Reminder: The timelines for corrective action of all non-compliance items may not exceed ONE YEAR from the Date Final Report Sent to LEA**

First Visit Date: February 09, 2018

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<b>Topical Area 1: Policies, Practices, and Procedures</b>			
Y						1. <b>FSA-ASSISTIVE TECHNOLOGY AND SERVICES</b>  <b>Standard:</b> The Local Education Agency (LEA) observed the requirement that the provision of assistive technology is reflected in the student's IEP			
Y						1A. <b>FSA-HEARING AIDS</b>  <b>Standard:</b> Each public agency shall ensure that the hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly. Each public agency must ensure that the external components of surgically implanted medical devices are functioning properly			
Y						2. <b>FSA-POSITIVE BEHAVIOR SUPPORT</b>  <b>Standard:</b> LEA complies with the positive behavior support policy requirements.			
Y						3. <b>FSA-CHILD FIND</b>  <b>Standard:</b> LEA demonstrates compliance with annual public notice requirements.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
	N					4. <b>FSA-CONFIDENTIALITY</b>  <b>Standard</b> The LEA is in compliance with confidentiality requirements.	The LEA will update their confidentiality policy to include all required components to meet regulatory requirements.  Evidence of Change:  The LEA will provide the BSE adviser with a copy of the procedure and a copy of the training agenda/handouts and training sign-in sheet as verification of corrective action.	01/23/2019 IU, PaTTAN and BSE Staff	
		X				5. <b>FSA-DISPUTE RESOLUTION (DUE PROCESS HEARING DECISION IMPLEMENTATION)</b>  <b>Standard:</b> The LEA uses dispute resolution processes for program improvement.			
Y						8. <b>FSA-PROCEDURAL REQUIREMENTS FOR SUSPENSION</b>  <b>Standard:</b> The LEA adheres to procedural requirements in suspending students with disabilities.			
Y						10. <b>FSA-INDEPENDENT EDUCATIONAL EVALUATION</b>  <b>Standard:</b> The LEA documents a procedure for responding to requests made by parents for an independent educational evaluation at public expense.			
	N					11A. <b>FSA-LEAST RESTRICTIVE ENVIRONMENT</b>  <b>Standard:</b> The LEA's continuum of special education services supports the availability of LRE under 34 CFR Part 300.	The LEA will create an improvement plan that focuses on the review of continuum of services.  Evidence of Change: The LEA will submit the Improvement Plan to the BSE adviser no later than May 1, 2018.	01/23/2019 IU staff, PaTTAN Staff and BSE Staff	04/27/2018
	N					12. <b>FSA-EXTENDED SCHOOL YEAR SERVICES</b>	The LEA will update their procedure for ESY to include all of the regulatory requirements for determining eligibility under Chapter 14.  Evidence of Change: The BSE adviser will review the updated procedure and review all training agendas and sign in sheet to ensure the LEA has trained staff on the update.	01/23/2019 IU Staff, PaTTAN Staff, BSE Staff	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						13. <b>FSA-RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING</b>			
Y						15. <b>FSA-PARENT TRAINING</b>  <b>Standard:</b> Parent opportunities for training and information sharing address the special knowledge, skills and abilities needed to serve the unique needs of children with disabilities.			
						<b>INTERVIEW RESULTS (Parent)</b>			
					5 0 0 1 2 0	P 62. My school district/charter school makes available training related to the needs of students with disabilities that I could attend.  Always Sometimes Rarely Never Don't Know Does not Apply			
					0 1 0 3 4 0	P 63. My school district/charter school invites parents to trainings that are available to school staff regarding research based best practices, supplementary aids and services, differentiating instruction and modifying the general education curriculum.  Always Sometimes Rarely Never Don't Know Does not Apply			
Y						18. <b>FSA-SURROGATE PARENTS (STUDENTS REQUIRING)</b>  <b>Standard:</b> The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.			
Y						19. <b>FSA-PERSONNEL TRAINING</b>  <b>Standard:</b> In-service training appropriately and adequately prepares and trains personnel to address the special knowledge, skills, and abilities to serve the unique needs of children with disabilities, including those with low incidence disabilities, when applicable.			
						<b>INTERVIEW RESULTS (General &amp; Special Education Teacher)</b>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	1	0				GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?			
6	3	0				GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?			
6	3	0				GE 90. If you have a student with a behavioral need, have you been trained how to deescalate negative and aggressive student behavior?			
4	5	0				GE 91. Do you participate in determining the kinds of training and technical assistance needed to support students with IEPs in regular education classrooms?			
4	5	0				GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?			
8	2	0				SE 124. Do you collaborate with general education teachers and administrators to recommend training needs for personnel within the LEA?			
Y						20. <b>FSA-INTENSIVE INTERAGENCY APPROACH</b>  <b>Standard:</b> The LEA identifies, reports, and provides for the provision of Free Appropriate Public Education (FAPE) for all students with disabilities including those students needing intensive interagency approaches.			
Y						21. <b>FSA-SUMMARY OF ACADEMIC AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION</b>  <b>Standard:</b> The LEA provides Summary of Academic Achievement and Functional Performance for children whose eligibility terminates due to graduation or aging out. The LEA provides required prior written notice for graduation			
	N					21A. <b>TRANSITION REQUIREMENTS</b>  <b>Standard:</b> The LEA complies with requirements for transition planning for students.	The LEA has been provided with the names of individual students for whom corrective action is required.	01/23/2019 IU Staff, PaTTAN Staff, BSE Staff	
						<b>Topical Area 2: Delivery of Service</b>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						17. <b>FSA-PUBLIC SCHOOL ENROLLMENT</b>  <b>Standard:</b> The LEA's percentage of children with disabilities served in special education is comparable to state data.			
	N					17B. <b>FSA-PUBLIC SCHOOL ENROLLMENT</b>  <b>Standard:</b> Timely provision of FAPE for students who transfer public agencies within state, and from another state.	The LEA will update their enrollment procedure to ensure the timely provision of FAPE.  Evidence of Change: The BSE adviser will review the updated procedure. The Adviser will also review training agendas to ensure those staff members who need to be trained in the updates have been trained.	01/23/2019 IU Staff, PaTTAN Staff, BSE Staff	
Y						22. <b>FSA-DISPROPORTIONATE REPRESENTATION THAT IS THE RESULT OF INAPPROPRIATE IDENTIFICATION</b>  <b>Standard:</b> LEA does not demonstrate disproportionate representation of racial/ethnic groups receiving special education or by disability group.			
	N					23. <b>FSA-EDUCATIONAL BENEFIT REVIEW</b>  <b>Standard:</b> The IEP meets procedural compliance and is reasonably calculated to enable the child to advance appropriately toward attaining their annual goals.	The LEA has been provided with the names of individual students for whom corrective action is required within 30 days of the date of this report.	02/22/2018	02/16/2018
						<b>CLASSROOM OBSERVATIONS</b>			
0	0	0		0		CO 1. Is the instruction provided to the student individualized as required by his/her IEP?			
0	0	0		0		CO 2. Is the instruction being provided in accordance with the goals in the student's IEP?			
0	0	0		0		CO 3. If assistive technology is included in the student's IEP and required for the activity observed, is it being used?			
0	0	0		0		CO 4. If the student is in a regular education setting, is he/she participating in the lesson taught by the general education teacher or a co-teacher?			
0	0	0		0		CO 5. If the student is in a regular education setting, is the student appropriately integrated (physically) in the class?			
0	0	0		0		CO 6. If the student's IEP contains supplementary aids and/or services, are they being delivered in the classroom setting as required?			



Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	0		0		CO 7. Does this setting coincide with the student's IEP with regard to the extent to which the student is educated with non-disabled peers?			
						<b>INTERVIEW RESULTS (Parent, General &amp; Special Education Teacher)</b>			
					1 2 0 2 3 0	P 55. My child does classroom work in a regular classroom with students without disabilities. Always Sometimes Rarely Never Don't Know Does not Apply			
					6 1 1 0 0 0	P 56. My child participates or has the opportunity to participate in school activities other than classroom work, including extra-curricular activities, with students without disabilities. Always Sometimes Rarely Never Don't Know Does not Apply			
					1 1 1 4 0 1	P 56a. My child goes on field trips, attends school functions and/or participates in extracurricular activities with their same age/grade peers who are non-disabled. Always Sometimes Rarely Never Don't Know Does not Apply			
					3 1 1 0 3 0	P 56b. There are routine opportunities for my child to interact with peers who are non-disabled that are planned and/or facilitated by school personnel. Always Sometimes Rarely Never Don't Know Does not Apply			
9	0	0				GE 70. Are you familiar with the content of this student's current IEP, including accommodations, supplementary aids and services, and annual goals?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	0				GE 71. Do you adapt and modify the general education curriculum based on the student's current IEP?			
8	1	0				GE 72. Do you have support from special education personnel to help you modify curriculum, instruction and assessment as required in the student's current IEP?			
9	0	0				GE 73. Are you and the special education personnel working collaboratively to implement this student's program?			
9	0	0				GE 78. Are all the supplementary aids and services necessary for the student's progress in the general education class included in his/her current IEP?			
6	3	0				GE 80. Is the student making progress within the general education curriculum?			
7	2	0				GE 80a. In your opinion, is this student benefiting from participation in your general education classroom?			
0	0	2				GE 80b. If yes, in what ways?  Highly energized with this program and doing well. Good grades. Socially from interaction of classmates and confidence building, independence. Live lessons, discussions with other students. Live lessons increase participation. Asks questions. Understands and likes the abstract approach.			
0	0	7				GE 80c. If no, what does this student need that he/she is not receiving in your class? More contact and more engaging web-mail. Not making progress.			
8	1	0				GE 85. Do you have sufficient time to collaborate with the special education teacher in order to meet this student's needs?			
9	0	0				GE 85a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	9				GE 85b. If no, what training or support would assist you?			
7	1	1				GE 93. Do special education personnel work directly with you to help you reduce negative student behaviors?			
10	0	0				SE 95. Is this student participating in the general education class and curriculum with students without disabilities to the maximum extent possible?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	0	4				SE 95a. In the most recent IEP meeting for this student, did you discuss whether he/she could be educated in a general education classroom for the entire school day?			
1	5	4				SE 95b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			
0	0	9				SE 95c. If yes, what reasons were discussed for recommending removal? Based on testing scores, teacher input, reports.			
0	0	9				SE 95d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? Needs			
6	0	4				SE 95e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
10	0	0				SE 96. Has the student been given the opportunity to participate in non-academic and extracurricular activities with children without disabilities?			
8	0	2				SE 97. Have necessary supports been offered and/or provided to enable that participation?			
6	0	4				SE 99. Are you and related services personnel working together toward meeting the measurable annual goals for this student?			
8	1	1				SE 100. Are you and general education personnel working together toward meeting the measurable annual goals for this student?			
6	4	0				SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services ToolKit?			
9	1	0				SE 125. Do you collaborate with general education teachers to identify training needs related to the provision of supplementary aids and services to students with IEPs in the general education classroom?			
						<b>Topical Area 3: Performance Indicators</b>			
		X				5A. <b>FSA-EFFECTIVE USE OF DISPUTE RESOLUTION</b>  <b>Standard:</b> The LEA uses dispute resolution processes for program improvement.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						6. <b>FSA-GRADUATION RATES (SPP)</b>  <b>Standard:</b> The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.			
	N					7. <b>FSA-DROPOUT RATES (SPP)</b>  <b>Standard:</b> The dropout rate of the LEA's students with disabilities is comparable to the state dropout rate.	The LEA will submit an improvement plan to address meeting the SPP target for dropout rates.  Evidence of Change: The LEA will submit the Improvement Plan to the BSE adviser no later than May 1, 2018.	01/23/2019 IU staff, PaTTAN Staff, BSE Staff	04/27/2018
Y						8A. <b>FSA-SUSPENSION RATES</b>  <b>Standard:</b> The LEA's rate of suspensions and expulsions of students with disabilities is comparable to the rate of other LEAs in the state.			
Y						11. <b>FSA-LEAST RESTRICTIVE ENVIRONMENT (SPP)</b>  <b>Standard:</b> Students with disabilities are provided for in the least restrictive environment			
		X				16. <b>FSA-PARTICIPATION IN PSSA AND PASA (SPP)</b>  <b>Standard:</b> The LEA's population of students who participate in state assessment is comparable with the state data.			
Y						16A. <b>FSA-LOCAL ASSESSMENT</b>			
						<b>Topical Area 4: Evaluation and Reevaluation Process and Content</b>			
						<b>CONSENT AND WAIVER REQUIREMENTS FOR EVALUATION/REEVALUATION</b>			
						<b>PERMISSION TO EVALUATE (File Reviews)</b>			
0	0	10				FR 153. PTE-Consent Form is present in the student file			
0	0	10				FR 154. Demographic data			
0	0	10				FR 155. Reason(s) for referral for evaluation			
0	0	10				FR 156. Proposed types of tests and assessments			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 157. Contact person's name and contact information			
0	0	10				FR 158. Parent signature or documentation of reasonable efforts to obtain consent			
0	0	10				FR 159. Parent has selected a consent option			
						<b>PERMISSION TO REEVALUATE (File Reviews)</b>			
7	1	2			13%	FR 194. PTRE-Consent Form is present in the student file	<p>The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance.</p> <p>Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance</p>	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	
7	0	3				FR 195. Demographic data			
7	0	3				FR 196. Reason for reevaluation			
7	0	3				FR 197. Types of assessment tools, tests and procedures to be used			
7	0	3				FR 198. Contact person's name and contact information			
4	3	3			43%	FR 199. Parent has selected a consent option	<p>The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance.</p> <p>Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance</p>	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	3	3			43%	FR 200. Parent signature or documentation of reasonable efforts to obtain consent	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance.  Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	
						<b>AGREEMENT TO WAIVE REEVALUATION (File Reviews)</b>			
1	0	9				FR 201. Agreement to Waive Reevaluation is present in the student file			
1	0	9				FR 202. Waiver was completed within required timelines (3 years (2 years for any MR student or any student placed in an Approved Private School) from date of ER, prior RR, or Agreement to Waive RR)			
1	0	9				FR 203. Reason reevaluation is not necessary at this time is included			
1	0	9				FR 204. Contact person's name and contact information			
1	0	9				FR 205. Parent has selected a consent option			
1	0	9				FR 206. Parent signature			
						<b>EVALUATION REPORT (INITIAL) (File Reviews)</b>			
0	0	10				FR 160. ER is present in the student file			
0	0	10				FR 161. Evaluation was completed within timelines			
0	0	10				FR 162. A copy of the ER was disseminated to parents at least 10 school days prior to meeting of the IEP team (unless this requirement is waived by parent in writing)			
0	0	10				FR 163. Demographic data			
0	0	10				FR 164. Date report was provided to parent			
0	0	10				FR 165. Reason(s) for referral			
0	0	10				FR 166. Reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 167. Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain parent input)			
0	0	10				FR 168. Teacher observations and observations by related service providers, when appropriate			
0	0	10				FR 169. Recommendations by teachers			
0	0	10				FR 170. The student's physical condition (including health, vision, hearing); social or cultural background; and adaptive behavior relevant to the student's suspected disability and potential need for special education			
0	0	10				FR 171. Assessments, including when appropriate, current classroom based assessments, aptitude and achievement tests; local and/or state assessments; behavioral assessments; vocational technical education assessment results; interests, preferences, aptitudes (for secondary transition); etc.			
0	0	10				FR 172. If an assessment is not conducted under standard conditions, description of the extent to which it varied from standard conditions (including if the assessment was given in the student's native language or other mode of communication)			
0	0	10				FR 173. Lack of appropriate instruction in reading			
0	0	10				FR 174. Lack of appropriate instruction in math			
0	0	10				FR 175. Limited English proficiency			
0	0	10				FR 176. Present levels of academic achievement			
0	0	10				FR 177. Present levels of functional performance			
0	0	10				FR 178. Behavioral information			
0	0	10				FR 179. Conclusions			
0	0	10				FR 180. Disability Category			
0	0	10				FR 181. Recommendations for consideration by the IEP team			
0	0	10				FR 182. Evaluation Team Participants documented			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 183. For students evaluated for SLD documentation of Agree/Disagree			
0	0	10				FR 184. Documentation that the student does not achieve adequately for age, etc.			
0	0	10				FR 185. Indication of process(es) used to determine eligibility			
0	0	10				FR 186. Instructional strategies used and student-centered data collected			
0	0	10				FR 187. Educationally relevant medical findings, if any			
0	0	10				FR 188. Effects of the student's environment, culture, or economic background			
0	0	10				FR 189. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
0	0	10				FR 190. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
0	0	10				FR 191. Observation in the student's learning environment			
0	0	10				FR 192. Other data if needed			
0	0	10				FR 193. Statement for all 6 items indicated to support conclusions of the evaluation team			
						<b>REEVALUATION REPORT (File Reviews)</b>			
9	0	1				FR 207. RR is present in the student file			
6	3	1			33%	FR 208. Reevaluation was completed within timelines (either 60 calendar days from the date of LEA receipt of signed PTRE-Consent Form, excluding summer break, or within 3 years (2 years for any MR student or any student placed in an Approved Private School) of date of ER, prior RR, or Agreement to Waive RR)	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance.  Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	



Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	2	1			22%	FR 209. A copy of the RR was disseminated to parents at least 10 school days prior to the meeting of the IEP team (unless this requirement was waived by a parent in writing)	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance.  Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	
9	0	1				FR 210. Demographic data			
9	0	1				FR 211. Date IEP team reviewed existing evaluation data			
9	0	1				FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education			
9	0	1				FR 213. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)			
8	1	1			11%	FR 214. Aptitude and achievement tests	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance.  Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	
9	0	1				FR 215. Current classroom based assessments and local and/or state assessments			
9	0	1				FR 216. Observations by teacher(s) and related service provider(s) when appropriate			
9	0	1				FR 217. Teacher recommendations			
9	0	1				FR 218. Lack of appropriate instruction in reading			
9	0	1				FR 219. Lack of appropriate instruction in math			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				FR 220. Limited English proficiency			
9	0	1				FR 221. Conclusion regarding need for additional data is indicated			
3	0	7				FR 222. Reasons additional data are not needed are included			
9	0	1				FR 223. Determination whether the child has a disability and requires special education			
9	0	1				FR 224. Disability category(ies)			
9	0	1				FR 225. Summary of findings includes student's educational strengths and needs			
9	0	1				FR 226. Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate			
9	0	1				FR 227. Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs			
6	0	4				FR 228. Interpretation of additional data			
2	0	8				FR 229. Documentation that the student does not achieve adequately for age, etc.			
2	0	8				FR 230. Indication of process(es) used to determine eligibility			
2	0	8				FR 231. Instructional strategies used and student-centered data collected			
2	0	8				FR 232. Educationally relevant medical findings, if any			
2	0	8				FR 233. Effects of the student's environment, culture, or economic background			
2	0	8				FR 234. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
2	0	8				FR 235. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
2	0	8				FR 236. Observation in the student's learning environment			
2	0	8				FR 237. Other data if needed			
2	0	8				FR 238. Statement for all 6 items			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				FR 239. Documentation of Evaluation Team Participants			
0	2	8			100%	FR 240. Documentation that team members Agree/Disagree	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance.  Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	
						<b>INTERVIEW RESULTS (Parent &amp; Special Education Teacher)</b>			
6	1	0	1			P 24. Have you been asked to provide information for your child's evaluation/reevaluation?			
6	0	2	0			P 25. Were you given the opportunity to provide this information in writing or in another way that worked for you?			
6	0	2	0			P 26. Was the information you provided to the school for your child's evaluation considered in your child's Evaluation Report?			
2	0	4	2			P 27. If your child was not reevaluated when required (every 2 years for children with intellectual disability (consent retardation), or any child placed in an Approved Private School, and every 3 years for children with other disabilities) did you agree in writing to waive the reevaluation?			
0	7	0	1			P 51. Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?			
0	1	7	0			P 52. If you have obtained an IEE for your child, were the results of that evaluation considered by the team?			
0	1	7	0			P 53. Were the results of the IEE included in the school's Evaluation Report for your child?			
3	1	6				SE 119. If this student is not making progress, has he/she been reevaluated and/or has the IEP been reviewed?			
						<b>Topical Area 5: IEP Process and Content</b>			
						<b>INVITATION TO PARTICIPATE IN IEP TEAM OR OTHER MEETING (File Reviews)</b>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	1	0			10%	FR 241. Invitation is present in the student file	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance.  Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	
9	0	1				FR 242. Invitation to Participate in the IEP Meeting was issued prior to the meeting (or documentation that parent signed waiver to move directly to IEP meeting)			
9	0	1				FR 243. Demographic data			
9	0	1				FR 244. Purpose(s) of the meeting			
4	2	4			33%	FR 245. Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance.  Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	
1	0	9				FR 246. Transition planning and services - if appropriate, evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student			
4	2	4			33%	FR 247. Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate)	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance.  Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				FR 248. Invited IEP team members			
9	0	1				FR 249. Date/time/location of meeting			
4	5	1			56%	FR 250. Parent response, or documentation of parent attendance at the meeting, or documentation of multiple efforts to encourage participation	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance.  Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	
						<b>PARENT CONSENT TO EXCUSE MEMBERS FROM ATTENDING IEP TEAM MEETING (File Reviews)</b>			
0	0	10				FR 251. Parent Consent to Excuse Members from Attending the IEP Team Meeting is present in the student file			
0	0	10				FR 252. Demographic data			
0	0	10				FR 253. Form designates required IEP team member(s) for whom attendance is not necessary			
0	0	10				FR 254. Form designates which members will submit written input prior to the meeting			
0	0	10				FR 255. Parent written consent is documented			
						FR 256. The team members excused:  0 a. General Education Teacher 0 b. Special Education Teacher 0 c. Local Education Agency Representative			
						<b>IEP CONTENT (File Reviews)</b>			
10	0	0				FR 257. IEP is present in the student file			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	3	0			30%	FR 258. IEP was completed within timelines	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance.  Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	
10	0	0				FR 259. Demographic data			
10	0	0				FR 260. IEP implementation date			
10	0	0				FR 261. Anticipated duration of services and programs			
6	1	3			14%	FR 262. If appropriate, LEA and parent agreement to make changes to IEP without convening an IEP meeting	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance.  Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	
						<b>DOCUMENTATION OF IEP TEAM PARTICIPATION (File Reviews)</b>			
7	3	0			30%	FR 263. Parents	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance.  Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	3	3			43%	FR 264. Student	<p>The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance.</p> <p>Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance</p>	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	
9	1	0			10%	FR 265. General Education Teacher	<p>The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance.</p> <p>Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance</p>	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	
9	1	0			10%	FR 266. Special Education Teacher	<p>The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance.</p> <p>Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance</p>	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	
9	1	0			10%	FR 267. Local Education Agency Representative	<p>The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance.</p> <p>Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance</p>	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 270. Community Agency Representative			
0	0	10				FR 271. Teacher of the Gifted			
0	0	10				FR 272. Written input provided by IEP team member(s) excused from participating in the IEP meeting if the invitation stated they were to provide written input			
10	0	0				FR 273. Copy of Procedural Safeguards Notice was given to parent during the school year			
						<b>SPECIAL CONSIDERATIONS (File Reviews)</b>			
0	1	9			100%	FR 274. If the student is blind or visually impaired, a description of the instruction in Braille and the use of Braille, unless the IEP team determines that such instruction is not appropriate	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance.  Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	
0	0	10				FR 275. If the student is deaf or hard of hearing, a communication plan			
5	0	5				FR 276. If the student has communication needs, needs must be addressed in the IEP			
3	0	7				FR 277. If the student requires assistive technology devices and/or services, needs must be addressed in the IEP			
0	0	10				FR 278. If the student has limited English proficiency, the IEP team must consider English as Second Language for provision of FAPE			
2	2	6			50%	FR 279. If the student has behaviors that impede his/her learning or that of others, the IEP includes a Positive Behavior Support Plan based on a functional assessment of behavior utilizing positive behavior techniques	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance.  Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	
6	0	4				FR 280. If the student has other special considerations, these are addressed in the IEP			



Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<b>PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (File Reviews)</b>			
10	0	0				FR 281. Student's present levels of academic achievement			
10	0	0				FR 282. Student's present levels of functional performance			
7	0	3				FR 283. Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)			
10	0	0				FR 284. Parental concerns for enhancing the education of the student (if provided by parent to the LEA)			
10	0	0				FR 285. How the student's disability affects involvement and progress in the general education curriculum			
10	0	0				FR 286. Strengths			
9	1	0			10%	FR 287. Academic, developmental, and functional needs related to student's disability	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance.  Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	
						<b>TRANSITION SERVICES (File Reviews)</b>			
5	2	3			29%	FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance.  Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	1	3			14%	FR 290. An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance.  Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	
6	1	3			14%	FR 291. Evidence that the postsecondary goal or goals that covers education or training, employment, and, as needed, independent living are updated annually	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance.  Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	
6	1	3			14%	FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance.  Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	
6	1	3			14%	FR 292a. Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance.  Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
6	1	3			14%	FR 292b. Transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s)	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance.  Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	
6	1	3			14%	FR 292c. Annual goals are related to the student's transition services	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance.  Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	
						<b>PARTICIPATION IN STATE AND LOCAL ASSESSMENTS (File Review)</b>			
10	0	0				FR 293. Documentation of IEP team decision regarding participation in statewide assessments (PSSA/Keystone Exams, ACCESS for ELLS, Alternate ACCESS for ELLS or PASA)			
8	0	2				FR 294. If the student will participate in the PSSA, documentation of IEP team decision regarding participation with or without accommodations			
2	0	8				FR 295. If the student will participate in the PASA, an explanation of why the student cannot participate in the PSSA/Keystone Exams			
2	0	8				FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate			
2	0	8				FR 297. If the student will participate in the PASA, how student's performance will be documented (videotape or written narrative)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	2	1			22%	FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local)	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance.  Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	
7	1	2			13%	FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance.  Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	
1	0	9				FR 300. If the IEP indicates the student will participate in an alternate local assessment, explanation of why the student cannot participate in the regular assessment			
1	0	9				FR 301. If the student will participate in an alternate local assessment, explanation of why the alternate assessment is appropriate			
						<b>ANNUAL GOALS AND OBJECTIVES (INCLUDING ACADEMIC AND FUNCTIONAL GOALS) (File Reviews)</b>			
10	0	0				FR 302. Measurable Annual Goals			
10	0	0				FR 303. Description of how student progress toward meeting goals will be measured			
10	0	0				FR 304. Description of when periodic reports on progress will be provided to parents			
10	0	0				FR 305. Documentation of progress reporting on Annual Goals			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	1	6			25%	FR 306. Short Term Objectives	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance.  Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	
						<b>SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAMS MODIFICATIONS (File Reviews)</b>			
10	0	0				FR 307. Program Modifications and Specially-Designed Instruction			
8	2	0			20%	FR 308. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations, did the IEP team address those recommendations in development of this IEP	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance.  Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	
10	0	0				FR 309. If Program Modifications and Specially Designed Instruction are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
0	0	10				FR 310. If a student attends a Career or Vocational Technical School, evidence that the specially designed instruction addresses the student's needs in Career and Vocational Technical School			
7	0	3				FR 311. If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	1	5			20%	FR 312. If the student's most recent Evaluation Report contained recommendations for the provision of related services, including psychological counseling, did the IEP team address those recommendations in development of this IEP	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance.  Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	
10	0	0				FR 313. If Supports for school personnel are included on the IEP, the personnel to receive support, support, location, frequency, projected beginning date and anticipated duration of services			
6	1	3			14%	FR 314. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel provided for the student, did the IEP team address those recommendations in development of this IEP	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance.  Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	
0	0	10				FR 315. Support services, if the student is identified as gifted and also is identified as a student with a disability			
9	1	0			10%	FR 316. A conclusion regarding student eligibility for ESY	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance.  Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	2	0			20%	FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance.  Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	
1	1	8			50%	FR 318. Where ESY services were deemed appropriate, annual goals and when appropriate, short term objectives that are to be addressed in the child's ESY program	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance.  Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	
2	0	8				FR 319. Where ESY was determined to be appropriate, ESY service to be provided, location, frequency, projected beginning date and anticipated duration of services			
						<b>EDUCATIONAL PLACEMENT (File Reviews)</b>			
10	0	0				FR 320. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class			
10	0	0				FR 321. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum			
10	0	0				FR 322. Type of support, by amount (itinerant, supplemental, full-time)			
10	0	0				FR 323. Type of special education supports, e.g. autistic support, emotional support, learning support, etc.			
10	0	0				FR 324. Location of student's program (name of LEA where the IEP will be implemented)			
10	0	0				FR 325. Location of student's program (name of School Building where the IEP will be implemented)			
6	0	4				FR 326. If child will not be attending his/her neighborhood school, reason why not			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<b>PENNDATA REPORTING FOR EDUCATIONAL ENVIRONMENT (File Reviews)</b>			
10	0	0				FR 327. Completed Section A or Section B			
						<b>IEP DEVELOPMENT</b>			
						<b>INTERVIEW RESULTS (Parent &amp; General Education Teacher)</b>			
8	0	0	0			P 28. Were you invited to participate in your child's most recent IEP team meeting?			
8	0	0	0			P 29. Did you participate in developing the current IEP for your child?			
7	0	1	0			P 30. Was the meeting held at a time and location that was convenient for you?			
3	0	5	0			P 31. If you were unable to participate in person, did the school offer other arrangements for you to participate by phone or through other methods?			
7	0	0	1			P 32. Was the input you provided considered in the development of your child's current IEP?			
4	2	0	2			P 32a. Have you received sufficient training, technical assistance and other support to participate as an IEP team member?			
0	0	6	0			P 32b. If no, what training or support would assist you?  Understanding of rights, understanding of the law. Educating us on the laws and children's rights.			
8	0	0	0			P 33. Were the services you requested for your child considered by the IEP team in the development of your child's current IEP?			
8	0	0	0			P 35. Was the current IEP developed at the IEP meeting?			
8	0	0	0			P 36. If there was a draft IEP developed prior to the IEP meeting were you provided a copy of the draft either before or at the meeting?			
8	0	0	0			P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			
0	0	8	0			P 38. If required IEP team members (special education teacher, general education teacher, or LEA) did not attend the meeting, did you agree in writing to them not being there?			
0	0	8	0			P 39. Was written input from the excused IEP team member(s) available to you before the meeting?			



Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
		7	0		1	P 65. If you did not participate in your child's IEP meeting, what kept you from participating? g. other Parent lost her mother.			
7	1	1				GE 74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			
2	5	2				GE 75. Did you recommend any needed supports to implement the current IEP for this student?			
2	0	7				GE 76. Were those recommendations considered by the IEP team?			
9	0	0				GE 86. When a student with a disability is included in your class do you have the opportunity to provide information to the IEP team?			
8	1	0				GE 87. Do you provide progress monitoring data as part of the IEP development process?			
						<b>IEP CONTENT</b>			
						<b>INTERVIEW RESULTS (Parent, General &amp; Special Education Teacher)</b>			
7	0	0	1			P 40. Did the IEP team consider the recommendations that were made in your child's most recent evaluation, including all recommendations that were made by the evaluation team for special education, related services, and supports for school personnel?			
4	2	1	1			P 41. Did the IEP team accept or reject the evaluation team's recommendations for special education, related services, and supports for school personnel for appropriate educational reasons.			
9	0	0				GE 81. Are this student's goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			
9	0	0				GE 82. Is the specially designed instruction in this student's current IEP appropriate to meet his/her educational needs?			
8	1	0				GE 83. Is the current IEP appropriate to meet this student's educational needs?			
10	0	0				SE 98. Unless otherwise specified in the student's IEP, is the length of this student's instructional day the same as nondisabled students?			
10	0	0				SE 102. Is the specially-designed instruction in the current IEP appropriate to meet this student's educational needs?			
9	0	1				SE 103. Are the student's annual goals based on the PA Standards/PA Common Core or, if appropriate, alternate standards?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	0	2				SE 104. If appropriate, are the student's annual goals based on functional performance?			
10	0	0				SE 106. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
9	0	1				SE 107. If the student's most recent Evaluation Report contained recommendations for provision of related services, including psychological counseling, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
8	1	1				SE 108. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel that will be provided for the student, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
9	0	1				SE 112. Was it an IEP team decision as to whether this student would participate in the PSSA/Keystone Exams, PASA, and other district-wide/charter school-wide assessments?			
7	3	0				SE 117. Is this student making progress in meeting the annual goals of his/her current IEP?			
8	2	0				SE 117a. In your opinion, is this student benefiting from participation in the general education classroom?			
0	0	2				SE 117b. If yes, in what ways?  Socialization opportunities. It is the right program. Good progress. Opportunity to interact with all students and can participate in the discussion. Misses little class time. Grades, SDIs, accommodations. Exposure and benefiting from interaction and learning with others. Developing coping skills.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	8				SE 117c. If no, what does this student need that he/she is not receiving? Participating in going to class, answering phone calls, responding back to the teacher. Needs modified curriculum program.			
10	0	0				SE 118. Is the progress on annual goals recorded and reported to the parent based on objective and measurable data?			
						<b>IEP IMPLEMENTATION</b>			
						<b>INTERVIEW RESULTS (Parent, General &amp; Special Education Teacher)</b>			
6	2	0	0			P 48. Were the special education and related services in your child's current IEP provided within 10 school days of the completion of the IEP?			
8	0	0	0			P 49. Are the special education and related services included in your child's current IEP provided at no cost to you?			
					6 2 0 0 0 0	P 57. When all students in the school receive a report card, I also receive a progress report on my child's IEP goals. Always Sometimes Rarely Never Don't Know Does not Apply			
					6 2 0 0 0 0	P 58. My child's progress is reported to me by the school in a manner that I understand. Always Sometimes Rarely Never Don't Know Does not Apply			
8	0	0	0			P 64. My child is receiving the supports and services agreed upon at the IEP meeting.			
9	0	0				GE 77. If supports for school personnel are included in the student's current IEP, has the LEA provided those supports?			
9	0	0				GE 79. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
4	2	3				GE 79a. In the most recent IEP meeting for this student, did you discuss whether the student could be educated in a general education classroom for the entire school day?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	5	3				GE 79b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			
0	0	8				GE 79c. If yes, what reasons were discussed for recommending removal? Modified curriculum for specific subjects.			
0	0	8				GE 79d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? Based on needs and teams' decision.			
4	1	4				GE 79e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
3	1	5				GE 84. If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP			
4	0	5				GE 92. If a student with an IEP is having behavioral difficulties in your classroom, do you address the behavior in your classroom rather than sending him/her back to the special education classroom to address the behavior issue unless indicated otherwise in the student's IEP?			
10	0	0				SE 105. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
10	0	0				SE 109. Is this student receiving the type and amount of special education instruction and related services specified in his/her current IEP?			
10	0	0				SE 110. Was this student's current IEP implemented no later than 10 school days after its completion or no later than the IEP implementation date?			
10	0	0				SE 111. If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?			
8	0	2				SE 113. If required, were the testing accommodations included in this student's current IEP implemented?			
9	1	0				SE 114. Was the placement decision made by the IEP team after the annual goals, specially designed instruction, and related services were developed?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				SE 120. Is this student receiving the supports and services agreed upon in his/her current IEP, including related services?			
						<b>PROVISION OF ESY AND RELATED SERVICES INTERVIEW RESULTS (Parent &amp; Special Education Teacher)</b>			
1	0	7	0			P 42. If your child's current IEP includes psychological counseling as a related service, and he/she receives these services, including transportation, are they provided at no cost to you?			
6	1	0	1			P 43. Was your child's need for extended school year (ESY) – which means services over the summer or during breaks from the regular school calendar - discussed at an IEP meeting?			
6	1	0	1			P 44. Did you receive an explanation of what would make your child eligible for ESY services?			
6	0	0	2			P 45. Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?			
0	0	8	0			P 46. If you did not agree with the decision on ESY eligibility, were you given a written notice (NOREP/PWN) explaining that you could ask for a due process hearing?			
4	0	3	1			P 47. If your child was determined to be eligible for ESY services, did the IEP team decide upon the goals and services needed for the ESY program?			
9	1	0				SE 121. Was the consideration of ESY eligibility discussed during this student's current IEP meeting?			
4	1	5				SE 122. If this student was determined to be ESY eligible, did the IEP team determine what goals and services were needed and include them in the IEP?			
0	0	10				SE 122a. At the most recent IEP meeting, did the IEP team discuss the development of a plan to transition this student back into the school district (or charter school if student is enrolled in a charter school) with supplementary aids and services?			
0	0	10				SE 122b. Are staff from the home district (or charter school if student is enrolled in a charter school) involved with the planning and implementation of this student program?			
0	0	10				SE 122c. Does this student go on field trips, attend school functions or participate in extracurricular activities with his/her same age/grade peers who are non-disabled?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				SE 122d. Does this student need supplementary aids and services to participate in non-academic and/or extra-curricular activities?			
0	0	10				SE 122e. If yes, are needed supplementary aids and services being provided to this student?			
0	0	10				SE 122f. Are there routine opportunities for this student to interact with non-disabled peers that are planned and/or facilitated by school personnel?			
						<b>SECONDARY TRANSITION (Parent &amp; Special Education Teacher)</b>			
5	0	3	0			P 50. If your child is age 14 or older was he/she invited to participate in the IEP meeting for transition planning?			
5	2	0	1			P 50a. In the most recent IEP meeting for your child, did you discuss whether your child could be educated in a general education classroom for the entire school day?			
3	5	0	0			P 50b. In the most recent IEP meeting, did the IEP team recommend removal of your child from the general education classroom for any part of the school day?			
0	0	5	0			P 50c. If yes, what reasons were discussed for recommending removal? Related services. Based on specific needs. Functioning level.			
0	0	5	0			P 50d. If yes, how was the amount of time that your child would be removed from the general education classroom decided? Did not determine. Based on needs. By amount of time of the class.			
5	2	1	0			P 50e. In the most recent IEP meeting, did the IEP team discuss whether your child could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
5	1	2	0			P 50f. In your opinion, is your child benefiting from participation in the general education classroom?			
0	0	3	0			P 50g. If yes, in what ways?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Support for communication, support for academics. Provided support to be successful. Transition services. Picking up on skills. Appropriate accommodations; have tools to use with the programs.			
0	0	7	0			P 50h. If no, what does your child need that he/she is not receiving in the class? Emotional needs.			
					4 1 0 0 0 3	P 59. I am satisfied with the transition services developed for my child. Always Sometimes Rarely Never Don't Know Does not Apply			
					7 1 0 0 0 0	P 60. My child is learning skills that will lead to a high school diploma and further education and/or employment. Always Sometimes Rarely Never Don't Know Does not Apply			
7	0	3				SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals?			
5	3	2				SE 123. Where appropriate, does the LEA invite a representative of a participating agency that is likely to be responsible for providing or paying for transition services to the IEP meeting?			
						<b>Topical Area 6: NOREP/PWN</b>			
						<b>(File Reviews)</b>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
7	3	0			30%	FR 328. NOREP/PWN is present in the student file	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance.  Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	
7	0	3				FR 329. Demographic data			
7	0	3				FR 330. Type of action taken			
7	0	3				FR 331. A description of the action proposed or refused by the LEA			
7	0	3				FR 332. An explanation of why the LEA proposed or refused to take the action			
7	0	3				FR 333. A description of the other options the IEP team considered and the reason why those options were rejected			
7	0	3				FR 334. Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused			
7	0	3				FR 335. Description of other factor(s) relevant to LEA's proposal or refusal			
7	0	3				FR 336. Educational placement recommended (including amount and type)			
7	0	3				FR 337. Signature of school district superintendent or charter school CEO or designee			
3	4	3			57%	FR 338. Parent signature or documentation of reasonable efforts to obtain consent (e.g. mailed to parents, certified mail, visit to the parent's home, etc.)	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance.  Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	



Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	4	3			57%	FR 339. Parent has selected a consent option	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance.  Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	
5	2	3			29%	FR 340. NOREP/PWN reflects the educational placement indicated on the student's IEP	The LEA will provide training to all relevant staff regarding the special education process and proper completion of forms to ensure compliance.  Evidence of Change: The LEA will provide the BSE adviser with documentation of trainings including agendas, handouts, and sign-in sheets. The BSE adviser will conduct a file review of files to verify compliance	01/23/2019 IU Staff, PaTTAN Staff/BSE Staff	
						<b>INTERVIEW RESULTS (Parent)</b>			
1	1	5	1			P 34. If services that you requested for your child were rejected by the school, did you receive a written notice (NOREP/PWN) explaining why the request was rejected?			
					5 3 0 0 0 0	P 61. If I don't understand my child's educational rights, and I inquire about them, someone from the school takes the time to explain them to me.  Always Sometimes Rarely Never Don't Know Does not Apply			
						<b>Topical Area 7: Additional Interview Responses</b>			
						<b>INTERVIEW RESULTS (Parent &amp; Special Education Teacher)</b>			
						P 54. I am a partner with school personnel when we plan my child's education program.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					6 2 0 0 0 0	Always Sometimes Rarely Never Don't Know Does not Apply			
		0	0		4 4 4 3 4 6 5 6 4 4 1 1 2	P 66. Tell me anything you really like about your child's special education program. a. modifications b. progress reports c. staff-aide ratios d. staff's knowledge, training e. instructional materials g. staff open to suggestions, good communication h. follow the IEP i. support services j. student ratios k. staff's understanding and attitude l. more inclusion m. services provided outside neighborhood school n. other Don't need to fight to get needs addressed. Can take breaks when needed.			
		2	0		1 1 2 1 1 1 1 2	P 67. Tell me anything you would like to change about the program. a. modifications b. progress reports d. staff's knowledge, training f. less inclusion h. follow the IEP j. student ratios k. staff's understanding and attitude n. other More training on law and children's rights. Better awareness between regular and special education teachers of programs being offered to students. Look more at child's needs and not just programs available when recommending a program.			
		1	0		1 1 4 1	P 68. The school explains what options parents have if the parent disagrees with a decision of the school. a. Very strongly agree b. Strongly agree c. Agree d. Disagree			
						P 69. Additional comments about your child's program.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Message board is helpful..like the lessons. Would like them to plan more for future resources. A very good program overall.			
10	0	0				SE 101. Do you hold the required certification to implement this student's program?			
10	0	0				SE 101a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	10				SE 101b. If no, what training or support would assist you?			
						<b>Topical Area 8: Other Non-compliance Issues</b>			
						<b>Topical Area 9: Other Improvement Plan Issues</b>			
						FSA 15A Parent Survey Results	Based on the results of the parent survey, the LEA will submit an improvement plan to address parent training.  LEA will submit their improvement plan by 5/1/2018.	05/01/2018  IU Staff, PaTTAN Staff, BSE Staff	04/27/2018
						FSA 19A Teacher Survey Results	Based on the results of the teacher survey, the LEA will submit an improvement plan to address training staff on modifications/accommodations for students with disabilities, as well as out line a structure for collaboration among staff.  The LEA will submit their improvement plan by 5/1/2018.	05/01/2018  IU Staff, PaTTAN Staff, BSE Staff	04/27/2018

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						15A Parent Training	Corrective Action Plan  Parent Survey  * Overview on special education laws/procedures  <input type="checkbox"/> Done once a year  <input type="checkbox"/> Computer based  <input type="checkbox"/> Completed with every new enrollment  * Overview of special education and cyber school delivery  <input type="checkbox"/> Done once a year  <input type="checkbox"/> Computer based  <input type="checkbox"/> Completed with every new enrollment  * Supplementary Aids and Services overview  * Informational vlogs on different topics available to parents in a parent library  <input type="checkbox"/> Identification process  <input type="checkbox"/> Transition  <input type="checkbox"/> ESY  <input type="checkbox"/> SDIs  <input type="checkbox"/> Summer Slide  <input type="checkbox"/> Extra Curricular Activities and the IEP  <input type="checkbox"/> Disability categories  <input type="checkbox"/> Inclusion  <input type="checkbox"/> Assistive Technology	05/01/2019  IU Staff, PaTTAN Staff and/or BSE Staff	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
							<ul style="list-style-type: none"> <li>o Behavior Supports</li> <li>o Parental Rights</li> <li>* Offer PATTAN trainings to parents</li> </ul> <p>Evidence of Change: The LEA will submit training agendas and sign in sheets and submit them to the BSE adviser.</p>		

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						19A Personnel Training	<p>Corrective Action Plan</p> <p>Staff Survey</p> <p>* Training on the following educational practices:</p> <ul style="list-style-type: none"> <li>o Multi-Level Curriculum</li> <li>o Over-Lapping Curriculum</li> <li>o Peer Support</li> <li>o Augmentative Communication</li> <li>o Assistive Technology</li> <li>o Differentiated Instruction</li> </ul> <p>* SDI Training</p> <ul style="list-style-type: none"> <li>o Special Education Staff</li> </ul> <p>* How to write them</p> <ul style="list-style-type: none"> <li>o General Education Staff</li> </ul> <p>* How to implement them</p> <p>* Special Education Overview Training</p> <ul style="list-style-type: none"> <li>o General Education Staff</li> <li>o Special Education Staff</li> <li>o Completed yearly</li> </ul> <p>* Time for general education and special education staff to meet about students</p> <p>Evidence of Change: The BSE adviser will review training agendas and sign in sheets to ensure that trainings have occurred.</p>	<p>05/01/2019</p> <p>IU Staff, PaTTAN Staff and/or BSE Staff</p>	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						7- Drop Out Improvement Plan	Dropout Rate Plan  * Establish a CCA leadership team and an Early Warning System (EWS)  * Analyze attendance, behavior and course performance (grades)  * Identify target areas for intervention for students who are off track  * Develop an improvement plan  * Implement, monitor and evaluate  * Parent trainings on preventing school dropout  Evidence of Change: The BSE adviser will review the early warning system data, updated improvement plan from CCA and the review of CCA's data and determinations after implementation. The BSE adviser will also review any trainings associated with the Drop Out Improvement Plan.	05/01/2019  IU Staff, PaTTAN Staff and/or BSE Staff	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						11A Improvement of LRE/Contium	<p>Develop a continuum of services document</p> <ul style="list-style-type: none"> <li>* Train staff on continuum of services <ul style="list-style-type: none"> <li>o Starting with the review of general education first with supplementary aids and services.</li> </ul> </li> <li>* Train special education staff on IEP procedures <ul style="list-style-type: none"> <li>o Emphasis how the IEP flows to determine placement and LRE</li> <li>o Look at general education first with supplementary aids and services</li> </ul> </li> <li>* Train regular education staff on the IEP process <ul style="list-style-type: none"> <li>o Emphasis how the IEP team looks at general education first with supplementary aids and services.</li> </ul> </li> <li>* Train all staff on SDIs <ul style="list-style-type: none"> <li>o Review individual student strengths and needs to determine appropriate SDIs.</li> </ul> </li> <li>* Report on continuum of current services at CCA to look at where the plan needs to be focused</li> </ul> <p>Evidence of Change: The BSE Adviser will review the training regarding the continuum and supplementary aids and services for staff in order to improve programs at Commonwealth Charter Academy.</p>	<p>05/01/2019</p> <p>IU Staff, PaTTAN Staff and/or BSE Staff</p>	



COMMONWEALTH OF PENNSYLVANIA  
DEPARTMENT OF EDUCATION  
333 Market Street Harrisburg, PA 17126-0333

Division of Federal Programs  
Consolidated Program Review

2018-2019 School Year

Commonwealth Charter Academy CS  
One Innovation Way  
Harrisburg, PA 17110

LEA Level Monitoring

	<u>Name</u>	<u>Phone Number</u>	Check if Interviewed
<b>Superintendent:</b>	Maurice Flurie III	717-710-3300 x11165	<input type="checkbox"/>
<b>Business Manager:</b>	Christine Hakes	717-710-3300 x11150	<input type="checkbox"/>
<b>Federal Program Coordinator:</b>	Sara Bingaman	717-710-3300 x11126	<input checked="" type="checkbox"/>
<b>Parent/Family Member:</b>	_____	_____	<input type="checkbox"/>

**Program(s) Reviewed:**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Title IA: Program  | <input checked="" type="checkbox"/> Title IVA: Program |
| <input type="checkbox"/> Ed-Flex Waiver Review         | <input type="checkbox"/> Title VI-B REAP               |
| <input checked="" type="checkbox"/> Title IIA: Program | <input type="checkbox"/> Title VIII                    |

**Program Reviewer(s):** Cathy Andrews

**Program Review Date:** 04/26/2019

**Title IA: Program**

**Component I: Appropriately State Certified**

The Local Education Agency (LEA) will ensure that all teachers and paraprofessionals working in a program supported with Title I and Title II funds meet applicable State certification and licensure requirements.

Section 1111(c)(6)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
1. Teachers and paraprofessionals working in a Title I and Title II program are appropriately state certified.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of staff working in the Title IA program and their certifications.  <input type="checkbox"/> Samples of valid level I or II certificated with appropriate content areas aligned with class schedules.  <input checked="" type="checkbox"/> Emergency permits unacceptable except for Charter Schools - 25% rule  <input type="checkbox"/> Report by the LEA data system on staff qualifications	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1297 451 2009 509" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1297 509 2009 753">                             4/5/2019 1:37:35 PM                              Federal Programs Manager Sara Bingaman                              98.3% of teachers working at CCA are appropriately state certified. CCA has emergency certs for 6 teachers. These six teachers are in the process of becoming appropriately state certified.                         </td> </tr> </tbody> </table>	District Comments	4/5/2019 1:37:35 PM Federal Programs Manager Sara Bingaman 98.3% of teachers working at CCA are appropriately state certified. CCA has emergency certs for 6 teachers. These six teachers are in the process of becoming appropriately state certified.
District Comments							
4/5/2019 1:37:35 PM Federal Programs Manager Sara Bingaman 98.3% of teachers working at CCA are appropriately state certified. CCA has emergency certs for 6 teachers. These six teachers are in the process of becoming appropriately state certified.							
If you have additional comments to make about this section, enter them here:							

## Component II: Equity Plan

The LEA will describe how low-income and minority children enrolled in Title I schools are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.

Section 1111(b)(2)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
<p>1. The LEA has developed an Equity plan that assures, through the implementation of various strategies, poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers in Title I schools.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Equity Plan and agenda and sign in sheets</li> <li><input type="checkbox"/> Documentation of annual review of Equity Plan</li> <li><input type="checkbox"/> Teachers are reassigned, if applicable</li> <li><input type="checkbox"/> Changes to union contract are made, if applicable</li> <li><input type="checkbox"/> Sample class schedules with applicable staff and student percentages</li> </ul>	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1648 381 1999 430" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1648 430 1999 641"> <p>4/9/2019 8:10:57 AM Federal Programs Manager Sara Bingaman 1819 Equity plan is available for review.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/9/2019 8:10:57 AM Federal Programs Manager Sara Bingaman 1819 Equity plan is available for review.</p>
District Comments							
<p>4/9/2019 8:10:57 AM Federal Programs Manager Sara Bingaman 1819 Equity plan is available for review.</p>							
<p>If you have additional comments to make about this section, enter them here:</p>							

### Component III: Foster Care

The Local Education Agency (LEA) must develop and implement clear written procedures for how transportation will be provided, arranged, and funded for the duration of the time in foster care.

Section 1112(c)(5)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
1. The LEA developed transportation procedures for students in foster care.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Written transportation procedures <input type="checkbox"/> Written transportation procedures with signatures	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1205 380 2003 431">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1205 431 2003 651">           3/14/2019 10:54:16 AM            Federal Programs Manager Sara Bingaman            Commonwealth Charter Academy is a school of choice and school is completed at home. We do not provide transportation for any of our students.         </td> </tr> </tbody> </table>	District Comments	3/14/2019 10:54:16 AM Federal Programs Manager Sara Bingaman Commonwealth Charter Academy is a school of choice and school is completed at home. We do not provide transportation for any of our students.
District Comments							
3/14/2019 10:54:16 AM Federal Programs Manager Sara Bingaman Commonwealth Charter Academy is a school of choice and school is completed at home. We do not provide transportation for any of our students.							
If you have additional comments to make about this section, enter them here:							

**Component IV: Head Start Coordination Requirements**

Each LEA receiving Title I funds must carry out the activities described in subsection (b) with Head Start agencies and, if feasible, other entities carrying out early childhood development programs. Each LEA shall develop agreements with such Head Start agencies and other entities to carry out such activities.

Section 1119(a-c)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
1. The LEA developed a Memorandum of Understanding (MOU) with local Head Start agency(ies) that increase coordination. Required for all LEAs, including Charter Schools. The only exemption would be a Charter School that does not serve an elementary program.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Signed MOU between LEA and Head Start agency(ies)	<table border="1"> <thead> <tr> <th data-bbox="1516 375 2011 431">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1516 431 2011 683">                             3/14/2019 1:07:46 PM                              Federal Programs Manager Sara Bingaman                              Commonwealth Charter Academy is a cyber charter school and is exempt from this requirement.                         </td> </tr> </tbody> </table>	District Comments	3/14/2019 1:07:46 PM Federal Programs Manager Sara Bingaman Commonwealth Charter Academy is a cyber charter school and is exempt from this requirement.
District Comments							
3/14/2019 1:07:46 PM Federal Programs Manager Sara Bingaman Commonwealth Charter Academy is a cyber charter school and is exempt from this requirement.							
If you have additional comments to make about this section, enter them here:							

## Component V: Parent and Family Engagement

The LEA may receive funds under this part only if such agency conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of Title I students.

Section 1112(a)(1-3)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
<p>1. LEA has a written Parent and Family Engagement policy and evidence that it is reviewed and updated annually. Required Components:</p> <ul style="list-style-type: none"> <li>description of how the LEA involves parents in the joint development of the Title I Plan (Title I Application)</li> <li>description of how the LEA provides the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent involvement and described in Section 1116 parent and family involvement activities to improve student academic achievement and school performance</li> <li>description of how the LEA coordinates and integrates parent and family engagement strategies under Title I, Part A with parent and family engagement strategies, with other relevant Federal, State, and local laws and programs</li> <li>description of how the LEA conducts with parents an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all school served under Title I, Part A, including identifying:</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> LEA Parent and Family Engagement policy, parent meeting agenda and sign in sheet and evidence of distribution, examples - website posting, handbook, mailing, etc.	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1335 417 1999 467">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1335 467 1999 711"> <p>3/20/2019 2:00:03 PM Federal Programs Manager Sara Bingaman CCA Parent and Family Engagement Policy was approved by the board on 1/17/18. It has recently been revised and is going before the board soon for approval of the revision.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/20/2019 2:00:03 PM Federal Programs Manager Sara Bingaman CCA Parent and Family Engagement Policy was approved by the board on 1/17/18. It has recently been revised and is going before the board soon for approval of the revision.</p>
District Comments							
<p>3/20/2019 2:00:03 PM Federal Programs Manager Sara Bingaman CCA Parent and Family Engagement Policy was approved by the board on 1/17/18. It has recently been revised and is going before the board soon for approval of the revision.</p>							

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
<ul style="list-style-type: none"> <li>○ barriers to greater participation in activities,</li> <li>○ the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers</li> <li>○ strategies to support successful school and family interactions</li> <li>• description of how the LEA uses the findings of the evaluation to design evidence-based strategies for more effective parental involvement, and how to revise, if necessary, the parent and family engagement policies, and</li> <li>• description of involvement of parents in the activities of the Title I schools.</li> </ul>							
<p>2. Each LEA shall reserve at least one percent of its Title I allocation to assist schools to carry out the activities in this section, unless the LEA receives less than \$500,000 in Title I funds. (This can be marked N/A in the LEA receives less than \$500,000 in Title I funds.)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated Application, Reservation of Funds	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1331 829 2005 878" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1331 878 2005 1058"> <p>3/28/2019 1:21:55 PM Federal Programs Manager Sara Bingaman Greater than 1% is set aside for Parent and Family engagement activities (\$75000).</p> </td> </tr> </tbody> </table>	District Comments	<p>3/28/2019 1:21:55 PM Federal Programs Manager Sara Bingaman Greater than 1% is set aside for Parent and Family engagement activities (\$75000).</p>
District Comments							
<p>3/28/2019 1:21:55 PM Federal Programs Manager Sara Bingaman Greater than 1% is set aside for Parent and Family engagement activities (\$75000).</p>							

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
3. Parents and family members of Title I students shall be involved in the decisions regarding how funds reserved are allotted for parental involvement activities. (This can be marked N/A if the LEA did not reserve funds for Parent and Family Engagement)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Agendas and sign in sheets demonstrating parents were included in the decision on how to use the set aside	<div style="text-align: center; border: 1px solid black; padding: 2px;"><b>District Comments</b></div> <p>3/20/2019 2:03:59 PM  Federal Programs Manager Sara Bingaman  CCA has monthly meetings to discuss Federal Programs initiatives with the stakeholder team. There are parents, students, and staff on the team. CCA also has a Parent Advisory Council meeting annually in the Harrisburg area for all of the Family Mentors. They disseminate the information to all families. CCA follows up with emails to all families and posting of Federal Programs items in the Learning Management System.</p>



Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
<p>4. If the LEA received \$500,000 or more in Title I funds, the set aside funds shall be used to carry out activities and strategies consistent with the LEA Parent and Family Engagement Policy, including at least one of the following:</p> <ul style="list-style-type: none"> <li>• supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding parent and family engagement strategies.</li> <li>• supporting programs that reach parents and family members at home, in the community, and at school</li> <li>• disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members</li> <li>• collaborating, or providing subgrants to schools to enable such schools to collaborate with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement</li> <li>• engaging in any other activities and strategies that the LEA determines appropriate and consistent with the Parent and Family Engagement Policy. (This can be marked N/A if the LEA received \$500,000 or less in Title I funds.)</li> </ul>	☑	☐	☐	<p>☑ LEA Parent and Family Engagement policy, parent meeting agenda and sign in sheet</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1331 128 1999 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1331 180 1999 423"> <p>3/20/2019 2:05:55 PM Federal Programs Manager Sara Bingaman CCA offers LCOS (Learning Coach Outreach Sessions) in the Summer and Fall to train the parents on ways to help their student succeed at cyber school.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/20/2019 2:05:55 PM Federal Programs Manager Sara Bingaman CCA offers LCOS (Learning Coach Outreach Sessions) in the Summer and Fall to train the parents on ways to help their student succeed at cyber school.</p>
District Comments							
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
5. LEA must conduct an annual evaluation of the content and effectiveness of the parent and family engagement policy use the findings of the evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Agendas and sign in sheets from meeting with parents to discuss the evaluation  <input checked="" type="checkbox"/> Surveys and collated results to demonstrate evaluation process	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1335 131 2003 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1335 180 2003 404">           3/20/2019 2:06:49 PM            Federal Programs Manager Sara Bingaman            After each LCOS, parents are given a survey to evaluate the effectiveness of the session and to provide input on future sessions.         </td> </tr> </tbody> </table>	District Comments	3/20/2019 2:06:49 PM Federal Programs Manager Sara Bingaman After each LCOS, parents are given a survey to evaluate the effectiveness of the session and to provide input on future sessions.
District Comments							
3/20/2019 2:06:49 PM Federal Programs Manager Sara Bingaman After each LCOS, parents are given a survey to evaluate the effectiveness of the session and to provide input on future sessions.							
If you have additional comments to make about this section, enter them here:							

**Component VI: Schoolwide Programs**

A LEA may consolidate and use funds under this part, together with other Federal, State, and local funds, in order to upgrade the entire educational program of a school that serves an eligible school attendance area in which not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

Section 1114

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
1. The LEA is consolidating funds (state, local, and federal) in the Schoolwide program. (If not applicable, mark N/A)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Approval letter from PDE	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1398 410 2011 467" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1398 467 2011 649">                     3/14/2019 2:05:39 PM                      Federal Programs Manager Sara Bingaman                      Commonwealth Charter Academy does not consolidate funds in our Title I program.                 </td> </tr> </tbody> </table>	District Comments	3/14/2019 2:05:39 PM Federal Programs Manager Sara Bingaman Commonwealth Charter Academy does not consolidate funds in our Title I program.
District Comments							
3/14/2019 2:05:39 PM Federal Programs Manager Sara Bingaman Commonwealth Charter Academy does not consolidate funds in our Title I program.							
If you have additional comments to make about this section, enter them here:							

## Component VII: Nonpublic Schools

The LEA provides Title I services to eligible children attending nonpublic schools.

Sections 1117, 8501, and 8503 Uniform Grants Guidance (UGG) Sec. 200.313 and 200.320

**If the LEA is not required to provide nonpublic services or the nonpublic official has declined services, this section can be skipped.**

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. LEA has procedures for provision of services to eligible children attending nonpublic school officials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated application, Performance Goals section listing nonpublic student's measurable goals and detailing the services provided to nonpublic students.	
2. Consultation has occurred between LEA and nonpublic officials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copies of letters, e-mails, consultation forms, meeting sign-in sheets between LEA and nonpublic officials <input type="checkbox"/> Consolidated application Nonpublic Involvement section showing record of contacts between LEA and nonpublic schools	
3. The results of agreement following consultation have been transmitted to the SEAs equitable services ombudsman.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Affirmation of Consultation <input type="checkbox"/> eGrants affirmation upload <input type="checkbox"/> LEA documentation that consultation has, or attempts at such consultation have, taken place <input type="checkbox"/> Required ONLY if the nonpublic official fails to sign the affirmation: <input type="checkbox"/> Emails, Return Receipt mail card, and/or Certified Letter postage receipt	
4. LEA regularly monitors the provision of Title I services to nonpublic students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Evaluation data <input type="checkbox"/> Needs assessment survey form and collated results <input type="checkbox"/> Assessment data	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
5. LEA is evaluating the Title I program serving nonpublic school students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Evaluation data <input type="checkbox"/> Needs assessment survey form and collated results <input type="checkbox"/> Assessment data	
6. Nonpublic school students are receiving equitable services as discussed during consultation and Parent & Family Engagement if allocation is \$500,000 and over.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Non-Public Organizations Summary and Non-Public Institutions sections of eGrants <input type="checkbox"/> Announcements/sign-in sheets for Parent & Family Engagement opportunities for nonpublic teachers and parents if required	
7. LEA's budget documents appropriate set-asides.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Title I budget/Budget Summary section of eGrants	
8. LEAs are properly monitoring the distribution and use of equipment and supplies purchased for the purposes of providing equitable services to eligible private school students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Inventory list of items purchased with Title I A nonpublic funds <input type="checkbox"/> Documentation that a physical inventory is conducted annually at the end of the school year	
9. LEA has third-party contracts (per Uniform Grants Guidance / Procurement procedures) that include the proportionate share of Title I funds determined by eGrants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of third-party contracts that include a breakdown of instructional costs, amount of services to be delivered, and administrative costs for nonpublic schools	
10. LEA has Title I complaint procedures available for nonpublic schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of Complaint Procedure and verification of distribution to nonpublic schools	
If you have additional comments to make about this section, enter them here:					

**Title IIA: Program**

**Requirements**

The purpose of this title is to provide grants to State educational agencies and subgrants to local educational agencies to (1) increase student achievement consistent with the challenging State academic standards; (2) improve the quality and effectiveness of teachers, principals, and other school leaders; (3) increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and (4) provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

Section 2001

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA provides evidence that Title II activities are data driven and that if data indicates a need in higher poverty schools, priority is given to these school(s).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Evidence of data used to indicate large class sizes or justification for the types of professional development activities offered.	<div style="background-color: #cccccc; text-align: center; padding: 2px;"><b>District Comments</b></div> <p>3/20/2019 2:15:29 PM Federal Programs Manager Sara Bingaman Title IIA funds are used for PD. CCA conducted a needs assessment to determine areas of focus. PD is completed as a joint effort with the CCA Learning Department and school staff.</p>
2. The LEA provides evidence of stakeholder engagement in the development of Title II activities e.g. parents, community members, schools staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Meeting notices, <input checked="" type="checkbox"/> agendas and sign-in sheets,  <input type="checkbox"/> invitations	<div style="background-color: #cccccc; text-align: center; padding: 2px;"><b>District Comments</b></div> <p>3/20/2019 2:18:14 PM Federal Programs Manager Sara Bingaman CCA discusses Federal Program initiatives at the monthly School Improvement team meetings. The stakeholders include CCA staff, parents, students, community member, and government official so we meet the ESSA requirements for stakeholder groups.</p>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
<p>3. All expenditures are supplemental in nature and do not supplant, or replace, activities the LEA is required to provide under state or local law, including board approved policy.</p> <ul style="list-style-type: none"> <li>• Detailed list of ESSA-authorized activities:</li> <li>• Teacher/principal evaluation.</li> <li>• Recruitment and retention.</li> <li>• Class size reduction.</li> <li>• PD tech integration, data usage, parent engagement, IEP, ELL, early learning, selecting and implementing assessments.</li> <li>• Identify trauma, mental illness, and intervention.</li> <li>• Safety, drug and alcohol abuse, chronic absenteeism.</li> <li>• Gifted learning.</li> <li>• Library programs.</li> <li>• Sex abuse.</li> <li>• STEM.</li> <li>• Improved staff working conditions (feedback).</li> <li>• Career/tech ed integration and work-based learning to prepare for workforce or post-secondary transition</li> <li>• Other uses that at meet the intent of Title IIA</li> </ul>	☑	☐	☐	<p>☑ Expenditure printouts indicating detailed Title II activities</p>	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1371 131 1963 175">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1371 175 1963 318"> <p>3/28/2019 1:22:53 PM Federal Programs Manager Sara Bingaman All expenditures are supplemental in nature.</p> </td> </tr> </tbody> </table>	District Comments	<p>3/28/2019 1:22:53 PM Federal Programs Manager Sara Bingaman All expenditures are supplemental in nature.</p>
District Comments							
<p>3/28/2019 1:22:53 PM Federal Programs Manager Sara Bingaman All expenditures are supplemental in nature.</p>							

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
4. The LEA utilizes appropriately state certified teachers to reduce class size. Only applies to those teachers working in a Title I program. Can be marked N/A if operating only Targeted Assistance programs in all Title I Schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Class-size reduction teacher rosters <input type="checkbox"/> List of CSR staff and their certifications <input type="checkbox"/> Copies of CSR teacher certificates (blackout social security numbers)	<div data-bbox="1373 131 2005 175" style="background-color: #cccccc; text-align: center;"><b>District Comments</b></div> <div data-bbox="1373 183 2005 354"> <p>3/20/2019 2:19:25 PM  Federal Programs Manager Sara Bingaman  CCA does not pay teacher salaries from Title IIA.</p> </div>
3. LEA has submitted the Performance Goal Output Report for Title II.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated Application, Performance Goal Output Report in Title II.	<div data-bbox="1373 443 2005 487" style="background-color: #cccccc; text-align: center;"><b>District Comments</b></div> <div data-bbox="1373 495 2005 662"> <p>4/11/2019 6:45:42 AM  Federal Programs Manager Sara Bingaman  The Title IIA performance goal report was submitted on October 17, 2018.</p> </div>
4. Backup documentation exists for the performance goal report that aligns with the data indicated in the goals that would be used to determine success.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Data reports/summaries	<div data-bbox="1373 683 2005 727" style="background-color: #cccccc; text-align: center;"><b>District Comments</b></div> <div data-bbox="1373 735 2005 902"> <p>3/20/2019 2:26:42 PM  Federal Programs Manager Sara Bingaman  Survey data on the comfort level of variant PD sessions.</p> </div>
If you have additional comments to make about this section, enter them here:					



## Title IVA: Program

### Requirements

The Student Support and Academic Enrichment (SSAE) program is intended to: 1) provide all students with access to a well-rounded education, 2) improve school conditions for student learning, and 3) improve the use of technology to improve the academic achievement and digital literacy of all students. (ESEA section 4101)

Sec. 4101

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA involves stakeholders (parents, school staff, and community members) in the planning of the Title IV application and activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Meeting notices, <input checked="" type="checkbox"/> agendas and sign-in sheets	<p style="text-align: center;"><b>District Comments</b></p> <p>3/20/2019 2:33:32 PM            Federal Programs Manager Sara Bingaman            CCA uses the School Improvement team stakeholder group to discuss all areas of Federal Programs initiatives. On the team there are CCA staff, parents, students, community member, and government official.</p>
2. If the LEA distributed funds to schools, it targeted schools that have the greatest needs; have the highest percentages or numbers of children low-income; are identified as CSI and TSI; or are identified as persistently dangerous.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated application Selection of Schools ranking page	<p style="text-align: center;"><b>District Comments</b></p> <p>3/20/2019 2:34:26 PM            Federal Programs Manager Sara Bingaman            Commonwealth Charter Academy is one school.</p>
3. The LEA continued to consult with stakeholders to improve the activities it conducts and coordinates implementation with other related activities conducted in the community	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Meeting notices, <input checked="" type="checkbox"/> agendas and sign-in sheets	<p style="text-align: center;"><b>District Comments</b></p> <p>3/20/2019 2:36:27 PM            Federal Programs Manager Sara Bingaman            The CCA School Improvement Team discusses Title IVA initiatives during the monthly meetings. The meeting minutes are available to view.</p>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
4. LEA has only budgeted for 15% of the amount budgeted in Effective Use of Technology for technology infrastructure (devices, equipment, and software applications to address readiness shortfalls, blended learning technology software and platforms, the purchase of digital instructional resources, initial professional development activities, and one-time information technology purchases).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Consolidated application showing funds in the Effective Use of Technology expenditure section	<p style="text-align: center;"><b>District Comments</b></p> <p>3/28/2019 1:30:14 PM Federal Programs Manager Sara Bingaman CCA did not budget any money for infrastructure in Title IVA.</p>
5. If the LEA has received more than \$30,000 in Title IV funds, a needs assessment was completed (and will be completed once every 3 years).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Needs Assessment with date	<p style="text-align: center;"><b>District Comments</b></p> <p>3/20/2019 2:53:41 PM Federal Programs Manager Sara Bingaman In addition to the Needs Assessment, Title IV is discussed at with the School Improvement Team stakeholder group.</p>
6. If the LEA has received more than \$30,000 in Title IV funds, 20% has been budgeted for Well-Rounded Educational activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated application Well-Rounded narrative completed.  <input checked="" type="checkbox"/> Consolidated application showing funds in the Well-Rounded expenditure section	<p style="text-align: center;"><b>District Comments</b></p> <p>3/28/2019 1:32:22 PM Federal Programs Manager Sara Bingaman 20% of the grant is budgeted in this section.</p>
7. If the LEA has received more than \$30,000 in Title IV funds, 20% has been budgeted for Safe and Healthy activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated application Safe and Healthy narrative completed.  <input checked="" type="checkbox"/> Consolidated application showing funds in the Safe and Healthy expenditure section	<p style="text-align: center;"><b>District Comments</b></p> <p>3/28/2019 1:32:37 PM Federal Programs Manager Sara Bingaman 20% of the grant is buedgeted in this section.</p>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
8. If the LEA has received more than \$30,000 in Title IV funds, some funds are budgeted for Effective Use of Technology activities.	☑	☐	☐	<input type="checkbox"/> Consolidated application Effective Use of Technology narrative completed.  <input checked="" type="checkbox"/> Consolidated application showing funds in the Effective Use of Technology expenditure section	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1442 123 2009 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1442 180 2009 472">           3/28/2019 1:36:15 PM            Federal Programs Manager Sara Bingaman            CCA added \$500 in this section to be used for technology PD.         </td> </tr> </tbody> </table>	District Comments	3/28/2019 1:36:15 PM Federal Programs Manager Sara Bingaman CCA added \$500 in this section to be used for technology PD.
District Comments							
3/28/2019 1:36:15 PM Federal Programs Manager Sara Bingaman CCA added \$500 in this section to be used for technology PD.							
If you have additional comments to make about this section, enter them here:							

**Title VIII: (Title IIA, IIIA, and IVA): Non-Public Equitable Services**

**Requirements**

The LEA provides Title services to eligible children attending non-public schools.

Secs. 8501, and 8503

Uniform Grants Guidance (UGG) Sec. 200.313 and 200.320

The equitable services requirements that apply to those programs are contained in ESEA section 8501.

Title VIII Programs Covered Under the Division of Federal Programs purview:

- Title II, Part A Supporting effective instruction state grants
- Title III, Part A English language acquisition, language enhancement, and academic achievement
- Title IV, Part A Student support and academic enrichment grants

Secs. 8501, and 8503

Uniform Grants Guidance (UGG) Sec. 200.313 and 200.320

**If the LEA has no nonpublic schools within the boundary of your district attendance areas or have no participating nonpublic schools, this section can be skipped.**

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. Consultation has occurred between the LEA and Non-public school official regarding the provision of services, whether to pool funds, and the transfer of funds* if applicable. *Title III funds may not be transferred.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copies of letters, e-mails, meeting agendas and sign-in sheets between LEA and nonpublic officials.	
2. The results of agreement following consultation have been transmitted to the equitable services ombudsman.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Signed Affirmation of Consultation form, eGrants affirmation upload or LEA documentation that consultation has, or attempts at such consultation have, taken place (see Additional Evidence - required ONLY if the nonpublic official fails to sign the affirmation). Additional Evidence: Return Receipt mail card or Certified Letter postage receipt	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
3. The LEA is serving schools located within their geographical boundaries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Title IIA Participation list and eGrants - list of non-public schools entered in the Non-Public Allocation Breakout area of Equitable Non-Public Share section. Participation list and schools listed in eGrants must match, or back up documentation to verify inaccuracy is required.  <input type="checkbox"/> Title III only: The participation list of schools should be used to determine Title III NP eligibility, NOT the enrollment counts. Total school enrollment counts are used for Title IIA and Title IV equitable share but NOT for Title III.	
4. LEA has accurately determined the amount required for equitable services to NP school teachers and other educational personnel now based on the LEA's total allocation for Titles IIA, III and IVA.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> eGrants - Calculation/equitable share in Equitable Non-Public Share section.  <input type="checkbox"/> Title III only - LEA will provide NP Title III equitable share total based on Title III EL counts provided to PDE in October of each year via PIMS upload	
5. LEA has procedures for provision of services to eligible NP School Students, Teachers, and Other Educational Personnel (Title VIII).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated application, Performance Goals section listing measurable goal(s) and detailing the services provided for NP School Students, Teachers, and Other Educational Personnel (Title VIII).	
If you have additional comments to make about this section, enter them here:					

## Personnel Interviews

Building	Date	Staff Member Interviewed	Staff Member Position
No interviews have been entered.			



## School Level Monitoring

### Component I: Appropriately State Certified

The Local Education Agency (LEA) and the Title I School has professional standards for paraprofessionals working in a program supported with Title I and Title II funds.

Sec. 1112(c)(6) Sec. 1112(e)(1)(A)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. All instructional paraprofessionals working in a Title I program are appropriately certified.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of paraprofessionals & their qualifications: HS Diploma plus 2 years of college (48 credits), AA Degree or local assessment	<p style="text-align: center;"><b>District Comments</b></p> <p>4/5/2019 1:30:04 PM Federal Programs Manager Sara Bingaman Paraprofessionals working at CCA meet all of the qualifications.</p>
2. Parents (in Title I schools only) are directly notified annually that they may request information regarding the professional qualifications of their child's teacher(s), and of paraprofessionals who provide instructional services to their children.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of Right-to-Know - Teacher Qualifications letter and evidence of distribution date	<p style="text-align: center;"><b>District Comments</b></p> <p>4/1/2019 11:22:54 AM Federal Programs Manager Sara Bingaman Right-To-Know Letter was distributed on 9/10/2018.</p>
3. Parents (in Title I schools only) are notified if their child is assigned to or being taught for four or more consecutive weeks by a teacher working in a Title I program that is not appropriately state certified. (This cannot be marked N/A.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/> Copy of Right-to-Know - Four Consecutive Week letter  <input checked="" type="checkbox"/> Evidence of distribution date, if applicable	<p style="text-align: center;"><b>District Comments</b></p> <p>4/1/2019 11:23:48 AM Federal Programs Manager Sara Bingaman CCA has a letter on file if it is ever needed to be sent to parents. The letter was sent to the parents that the emergency certified teachers teach.</p>



Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
If you have additional comments to make about this section, enter them here:					

## Component II: Transition Plan

The Title I School will support, coordinate, and integrate Title I services with early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs. The Title I School will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education.

Sec. 1112(b)(8) Sec. 1112(b)(10) Sec. 1114

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
1. The Title I School implements strategies to facilitate effective transitions for students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Transition Plan	<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>4/1/2019 11:24:55 AM Federal Programs Manager Sara Bingaman Transition plan includes transitioning into Kindergarten, middle school, high school, and cyber school.</td> </tr> </tbody> </table>	District Comments	4/1/2019 11:24:55 AM Federal Programs Manager Sara Bingaman Transition plan includes transitioning into Kindergarten, middle school, high school, and cyber school.
District Comments							
4/1/2019 11:24:55 AM Federal Programs Manager Sara Bingaman Transition plan includes transitioning into Kindergarten, middle school, high school, and cyber school.							
2. The Title I School will include transition activities for students from Head Start or other early childhood education programs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Transition Plan	<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>4/1/2019 11:58:25 AM Federal Programs Manager Sara Bingaman All incoming Kindergarten students are invited to attend a welcome live classroom session to get to know their teacher and the class expectations.</td> </tr> </tbody> </table>	District Comments	4/1/2019 11:58:25 AM Federal Programs Manager Sara Bingaman All incoming Kindergarten students are invited to attend a welcome live classroom session to get to know their teacher and the class expectations.
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### Component III: Parent and Family Engagement

The LEA may receive funds under this part only if such agency conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of Title I students.

Sec. 1116

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
<p>1. Schools receiving Title I funds shall jointly develop with, and distribute to, Title I parents and family members a written parent and family engagement policy. Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.</p> <p>Required components:</p> <ul style="list-style-type: none"> <li>• Convene an annual meeting at a convenient time, to which all Title I parents shall be invited and encouraged to attend, to inform parents of their schools Title I program and to explain the requirements of Title I and the right of parents to be involved.</li> <li>• Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement</li> <li>• Involve parents, in an organized ongoing, and timely way, in the planning, review, and improvement of the Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan, if applicable, except that is a school has a process in place in process for involving parents in the joint planning and design of the schools programs, the school may use the process, if such process included an adequate representation of Title I.</li> <li>• Provide Title I parents <ul style="list-style-type: none"> <li>◦ Timely information about Title I programs</li> </ul> </li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> School Parent and Family Engagement policy, Parent meeting agenda & sign-in sheets, and method of distribution	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1482 415 2005 467" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1482 467 2005 781"> <p>4/3/2019 1:29:50 PM Federal Programs Manager Sara Bingaman The School Parent and Family Engagement policy is discussed at the annual PAC meeting. The school level policy includes more in-depth activities for families.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/3/2019 1:29:50 PM Federal Programs Manager Sara Bingaman The School Parent and Family Engagement policy is discussed at the annual PAC meeting. The school level policy includes more in-depth activities for families.</p>
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> <li>○ A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards</li> <li>○ If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible.</li> <li>○ If the schoolwide plan is not satisfactory to Title I parents, submit any parent comments on the plan when the school makes the plan available to the LEA. (Only applies to Schoolwide schools).</li> <li>○ Shall educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents, in the value and utility of contributions of parents and family members, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between parents and family members and the school.</li> <li>○ Describes how the school will aid parents in understanding the State's academic content standards and student achievement standards, local academic assessments and how to monitor a child's progress and work with teachers to improve the achievement of their children.</li> <li>○ States that a school-parent compact was jointly developed with parents and the compact outlines how parents, the entire school staff and students will share in the responsibility for improved student achievement.</li> </ul>					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
<ul style="list-style-type: none"> <li>○ Describes how the school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement.</li> <li>○ States how the school will, to the extent feasible and appropriate, coordinate, and integrate parent involvement programs and activities with other Federal, State, and local programs including public preschool programs and conduct other activities, that encourage and support parents and family members in more fully participating in the education of their children.</li> <li>○ States how the school will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents and family members of participating children in a format and to the extent practicable, in a language the parents and family members can understand.</li> <li>○ States how the school, to the extent practicable, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children).</li> </ul>							
<p>2. Convene an annual meeting at a convenient time, to which all Title I parents shall be invited and encouraged to attend, to inform parents of their schools Title I program and to explain the requirements of Title I and the right of parents to be involved.</p>	☑	☐	☐	<p>☑ Title I meeting agenda &amp; sign-in sheets</p>	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1480 1164 2007 1218" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1480 1218 2007 1425"> <p>4/3/2019 1:36:38 PM Federal Programs Manager Sara Bingaman The Parent Advisory Council meeting was held on 8/15/2018.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/3/2019 1:36:38 PM Federal Programs Manager Sara Bingaman The Parent Advisory Council meeting was held on 8/15/2018.</p>
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
<p>3. Each Title I school shall jointly develop with parents of Title I children a school parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the school and parents will build and develop a partnership to help children achieve the States high standards. The compact shall</p> <ul style="list-style-type: none"> <li>• describe the schools responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables Title I children to meet the State academic standards, and the ways in which each parent will be responsible for supporting their childrens learning; volunteering in their childs classroom, and participating as appropriate, in decisions relating to the education of their children and positive use of extracurricular time, and</li> <li>• address the importance of communication between teachers and parents on an ongoing basis through at a minimum: parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual childs achievement; frequent reports to parents on their childrens progress; reasonable access to staff, opportunities to volunteer and participate in their childs class, and observation of classroom activities; and ensuring two way meaningful communication between family members and school staff, and to the extent practicable, in a language that family members can understand.</li> </ul>	☑	☐	☐	<p>☑ School-parent compact, Staff-parent meeting agenda, sign-in sheets and method of distribution</p>	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1482 131 2005 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1482 180 2005 423"> <p>4/3/2019 1:37:17 PM Federal Programs Manager Sara Bingaman The School Parent Compact was updated at the PAC meeting on 8/15/2018.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/3/2019 1:37:17 PM Federal Programs Manager Sara Bingaman The School Parent Compact was updated at the PAC meeting on 8/15/2018.</p>
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>4. Title I Schools shall aid parents of Title I children in understanding such topics as the challenging State academic standards, State and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children.</p>	☑	☐	☐	<p>☐ Title I meeting agenda &amp; sign-in sheets</p> <p>☑ Staff/Parent meeting agendas and sign-in sheets</p>	<p style="text-align: center;"><b>District Comments</b></p> <p>4/3/2019 1:38:31 PM Federal Programs Manager Sara Bingaman These topics are covered at our Learning Coach Outreach Sessions that occur each Fall.</p>
<p>5. Title I Schools shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy) as appropriate, to foster parent involvement.</p>	☑	☐	☐	<p>☑ Training materials, evaluations, agendas &amp; sign-in sheets, calendar of events</p> <p>☐ Workshops</p>	<p style="text-align: center;"><b>District Comments</b></p> <p>4/3/2019 1:42:36 PM Federal Programs Manager Sara Bingaman These topics are covered at our Learning Coach Outreach Sessions that occur each Fall. Each participant goes home with a paper copy of all presentations. We also offer weekly Family Mentor live drop-in sessions to our families.</p>
<p>6. Title I Schools shall educate teachers, specialized instructional support personnel, principals and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents.</p>	☑	☐	☐	<p>☑ Staff/Parent meeting agendas and sign-in sheets</p> <p>☐ SPAC skits and staff agendas and sign in sheets</p>	<p style="text-align: center;"><b>District Comments</b></p> <p>4/3/2019 2:06:52 PM Federal Programs Manager Sara Bingaman For SY 1819, all CCA staff was trained on verbal de-escalation techniques. This topic was discussed as a need during the School Improvement team meetings where parents are stakeholders. The special ed department trained their staff on Family engagement in February 2019.</p>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>7. Title I Schools shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Transition Plan</li> <li><input type="checkbox"/> Parent training materials, evaluations, agendas, calendar of events</li> <li><input type="checkbox"/> Staff/Parent meeting agendas and sign-in sheets</li> </ul>	<div style="background-color: #e0e0e0; text-align: center; padding: 2px;"><b>District Comments</b></div> <p>4/3/2019 2:08:38 PM Federal Programs Manager Sara Bingaman CCA covers the entire state and is considered a school of choice rather than having a regular attendance area so it isn't feasible to invest the time and effort into coordinating this on a statewide scale.</p> <div style="background-color: #e0e0e0; text-align: center; padding: 2px;"><b>Monitor Comments</b></div> <p>4/29/2019 4:13:55 PM N &amp; D Monitor Cathy Andrews CCA to the extent feasible and appropriate does coordinate and integrate parent involvement programs.</p>
<p>8. Title I schools shall ensure that information related to school and parent programs, meetings, and other activities is sent to Title I parents in a format and, the extent practicable, in a language the parents can understand.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Translated documents such as fliers, letters, web site postings</li> <li><input type="checkbox"/> Translated Schoolwide Plan</li> </ul>	<div style="background-color: #e0e0e0; text-align: center; padding: 2px;"><b>District Comments</b></div> <p>4/3/2019 2:13:36 PM Federal Programs Manager Sara Bingaman CCA has several people on staff who are able to translate documents. There is an online storage drive available to staff where the translated documents are housed. CCA also has a TransAct account if needed.</p>
<p>If you have additional comments to make about this section, enter them here:</p>					



## Component IV: Schoolwide Programs

An eligible school operating a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act)

Sec. 1114

**If the school does not operate a Schoolwide Program, this section can be skipped.**

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
<p>1. Have a completed/revised Schoolwide Plan. Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at -risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency; and includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards; use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of the School Level/Improvement Plan. Must provide agendas and sign-in sheets, demonstrating plan was updated within a year of the monitoring visit.	<table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="1600 472 2003 521">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1600 521 2003 976"> <p>4/3/2019 2:19:03 PM Federal Programs Manager Sara Bingaman The character limits within the planning web tool limit what we are able to add to the plan. The plan is discussed on a monthly basis with the School Improvement Team stakeholders. CCA is currently creating the new SI plan for 1920-2122 SYs.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/3/2019 2:19:03 PM Federal Programs Manager Sara Bingaman The character limits within the planning web tool limit what we are able to add to the plan. The plan is discussed on a monthly basis with the School Improvement Team stakeholders. CCA is currently creating the new SI plan for 1920-2122 SYs.</p>
District Comments							
<p>4/3/2019 2:19:03 PM Federal Programs Manager Sara Bingaman The character limits within the planning web tool limit what we are able to add to the plan. The plan is discussed on a monthly basis with the School Improvement Team stakeholders. CCA is currently creating the new SI plan for 1920-2122 SYs.</p>							
<p><b>Note: If the school does not have an approved Schoolwide Plan, must monitor requirements in the Targeted Assistance section.</b></p>							
<p>If you have additional comments to make about this section, enter them here:</p>							

## Component V: Targeted Assistance Programs

In all schools selected to receive funds under section 1113(c) that are ineligible for a schoolwide program under section 1114, have not received a waiver under section 1114(a)(1)(B) to operate such a schoolwide program, or choose not to operate such a schoolwide program, a local educational agency serving such school may use funds received under this part only for programs that provide services to eligible children under subsection (c) identified as having the greatest need for special assistance.

Sec. 1113

**If the school does not operate a Targeted Assistance Program, this section can be skipped.**

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The Title I school determines which students will be served, and serves participating students identified as eligible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Selection criteria and student roster with test scores that includes rank order listing.	
2. The Title I school uses resources under this part to help eligible children meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> List of programs, activities, and academic courses provided to eligible children	
3. The Title I school uses methods and instructional strategies to strengthen the academic program of the school through activities, which may include expanded learning time, before- and after-school, and summer programs and opportunities; and a schoolwide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> List of instructional strategies including activities that strengthen the academic program provided to eligible children	
4. The Title I school coordinates with and supports the regular education program, which may include services to assist preschool children in the transition from early childhood education programs such as Head Start, the literacy program under subpart 2 of part B of title II, or State-run preschool programs to elementary school programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Documentation of regular team meetings, agenda, sign-in sheets, and minutes	
5. The Title I school provides professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> List of professional development activities, agendas, and sign in sheets	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
If you have additional comments to make about this section, enter them here:					